CT for the Masses: Activities for Large Sections

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Psychology

Design Criteria

- CT2 criteria
  - explore complex challenges
  - analyze multi-dimensional problems
  - extrapolate from one conceptual context to others
  - synthesize alternative solutions to multi-dimensional challenges
  - communicate effectively complex ideas

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- … but also
  - scale & resource constraints
  - timely feedback
  - student engagement

Design Criteria

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  - **explore complex challenges**
  - **analyze multi-dimensional problems**
  - **extrapolate from one conceptual context to others**
  - ~~synthesize alternative solutions to multi-dimensional challenges~~
  - ~~communicate effectively complex ideas~~
- … but also
  - **scale & resource constraints**
  - **timely feedback**
  - **student engagement**

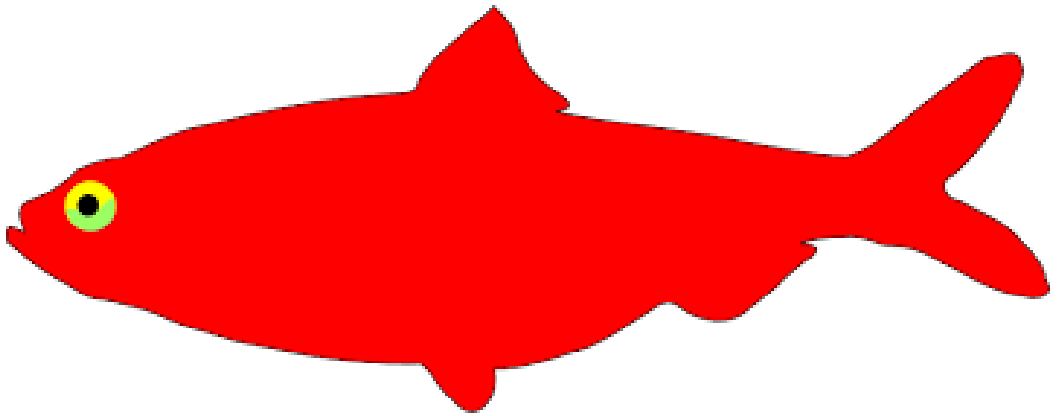
One Activity

- Guessing Game

Features of a Guessing Game

- Many possible right answers -> fewer possible right answers -> “the” right answer
  - There may be close alternatives
  - Pick answers that are easy to score
- Open-ended questions by guesser(s)
- Ideal for diagnosis or similar problems
- Can be tied to “fuzzy” points from lecture

- Practice in identifying key information
- Practice in avoiding red herrings



Questions from the class are the key

- They are the expert you are consulting about _____
  - You are the client/patient/user/community member with a question
- They can collaborate
- They can consult whatever else they want
- You can change your answer in response to their questions
- Talk back to them
  - Ask for clarification or respond as you think someone with that issue/question/problem would
- Answer their irrelevant questions!
  - Remember, “you” don’t know what’s relevant
- Answer in character
- Run a couple of questions over what you think is needed for the right answer

Additional Requirements

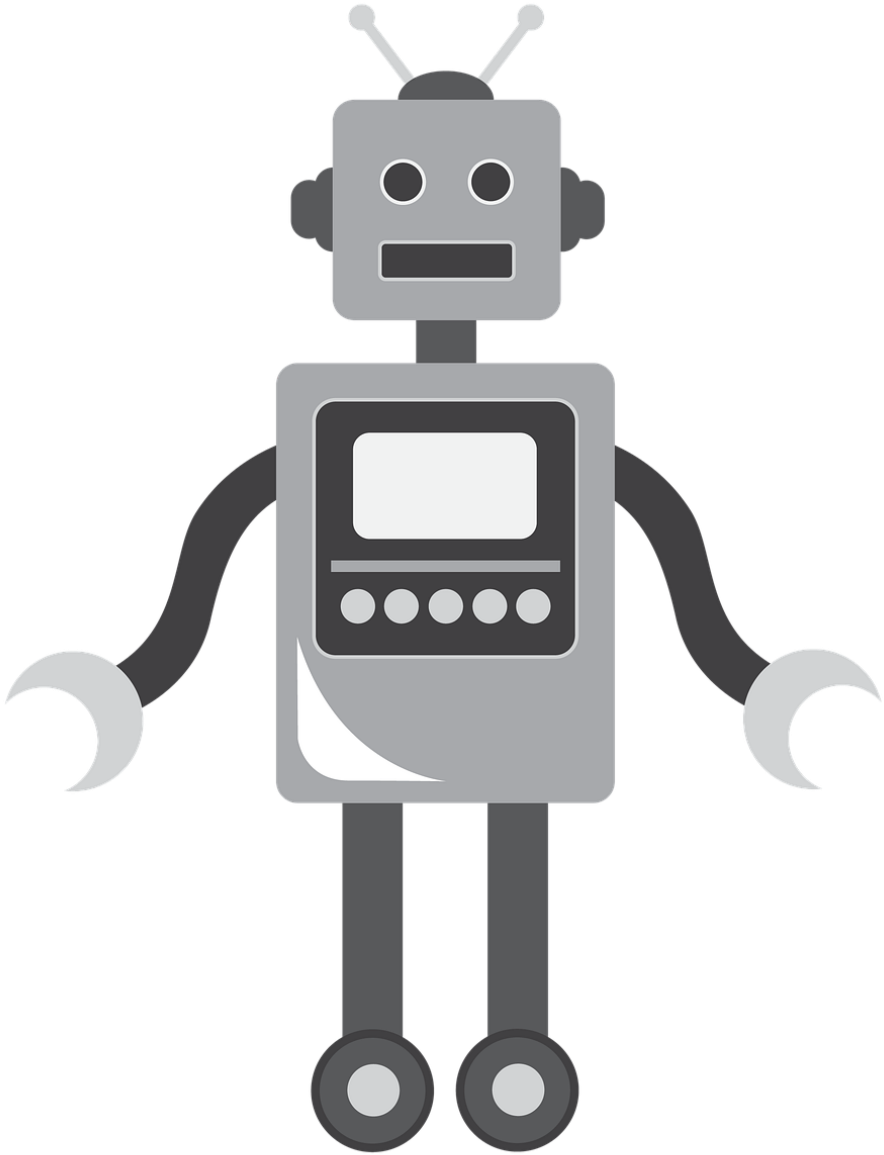
- Limited acting skill
  - Cosplay or improv skills a plus
- Some stakes for students
  - Bonus points based on top 75% of performance
  - **Similar to exam format!**
- Open book/notes/open mouth
- “WHAT’S THE RIGHT ANSWER?”
  - **Immediate live lockdown of response format**
- High energy

2 Roles

Mechanism

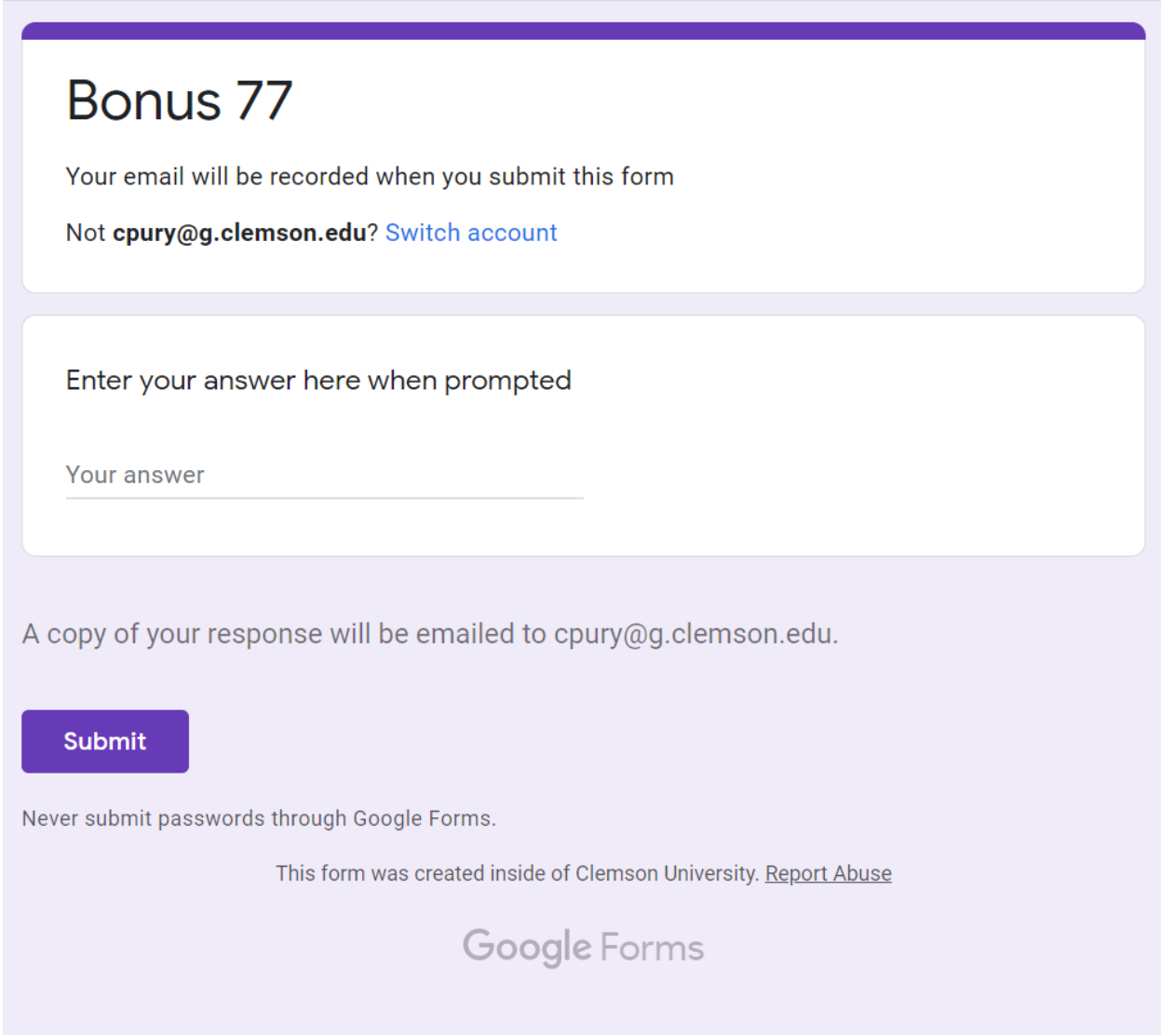
- Automatically scored

- BUT
  - Need to anticipate all possible answers
  - Need to know what you want the answer to be ahead of time



Mechanism

- Google Forms
  - Automatically collects @g.clemson.edu emails
  - Default open-ended question
  - Preset 3 – 6 per class
  - Change background color (min)
    - Add photo (max)
  - Sequential numbering
  - Send short link for each question (via any chat function)
    - Add QR code and photo to ppt (max)



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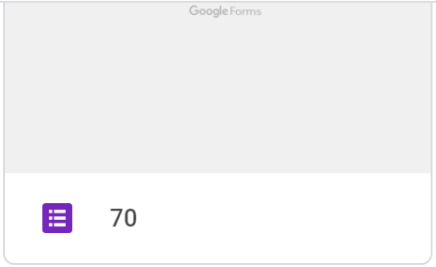

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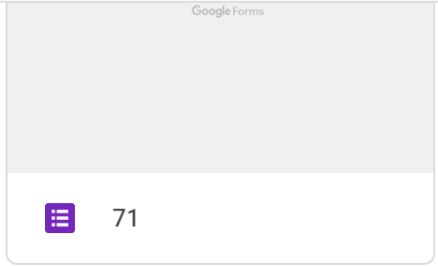

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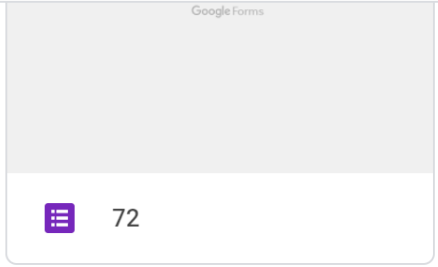

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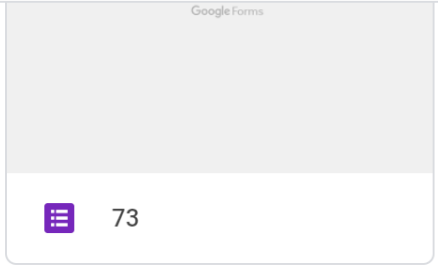

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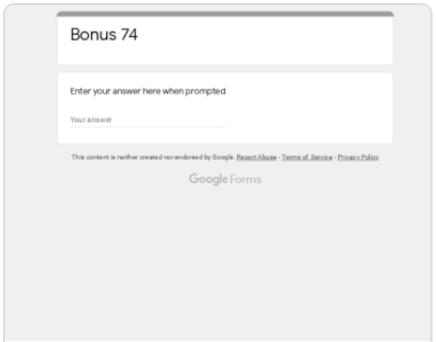

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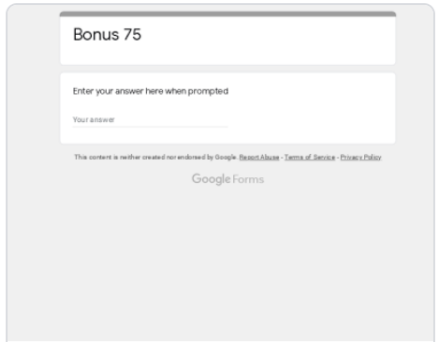

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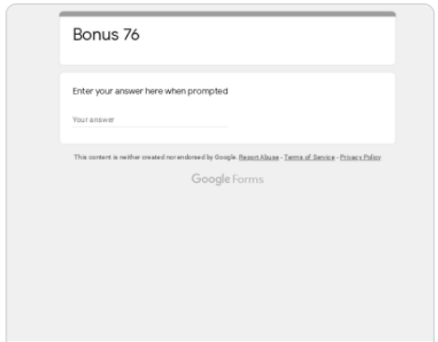

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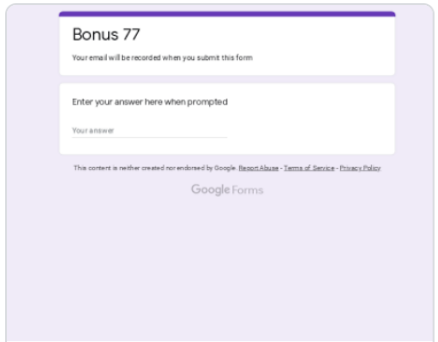

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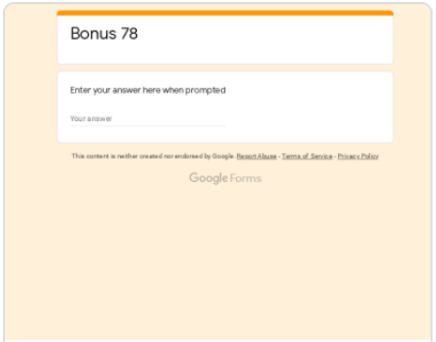

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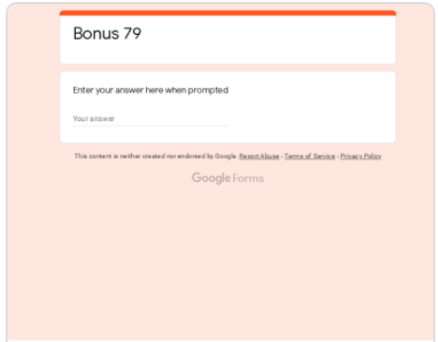

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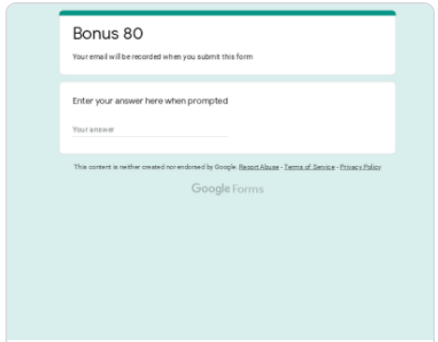

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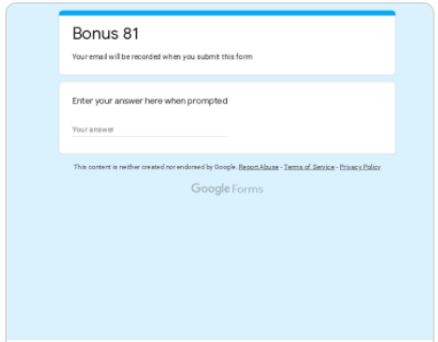

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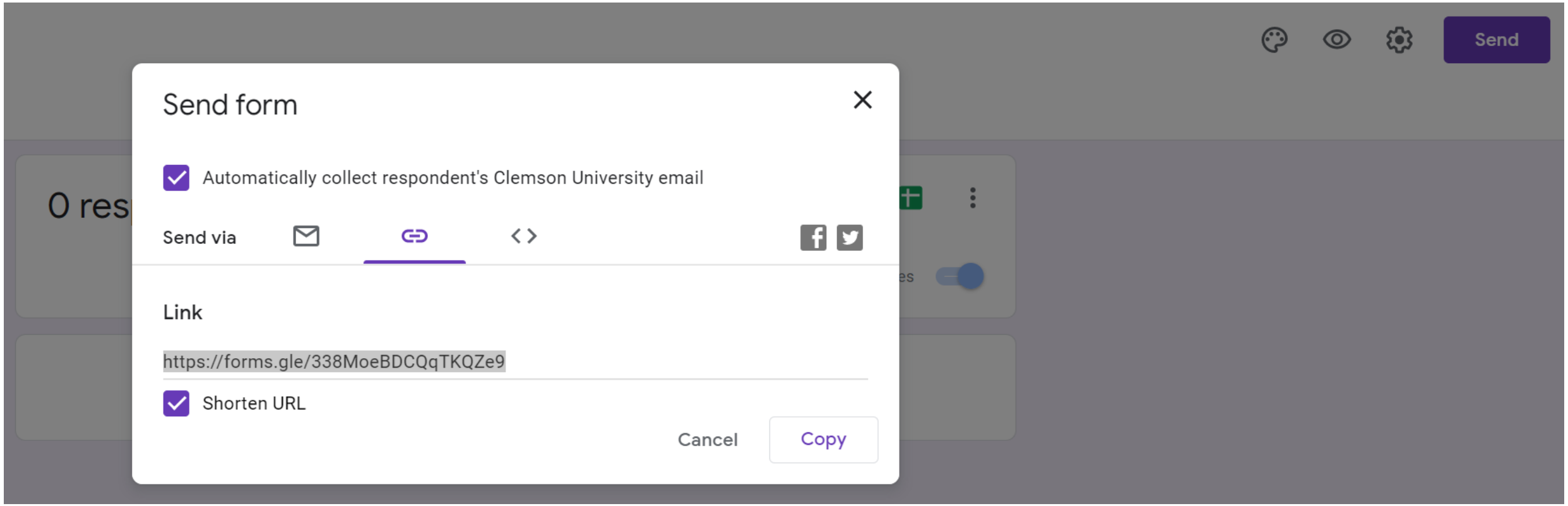
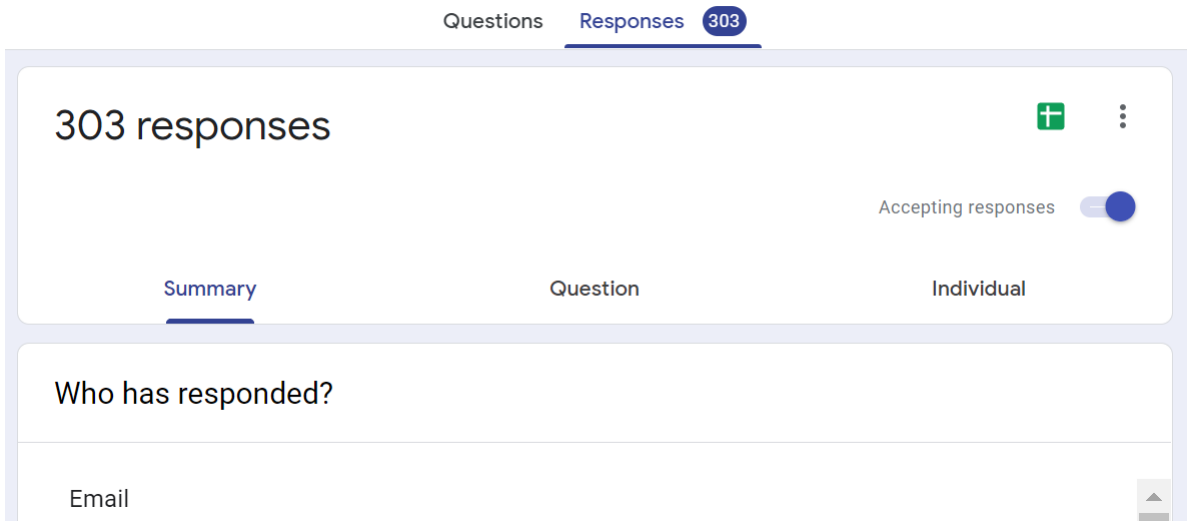
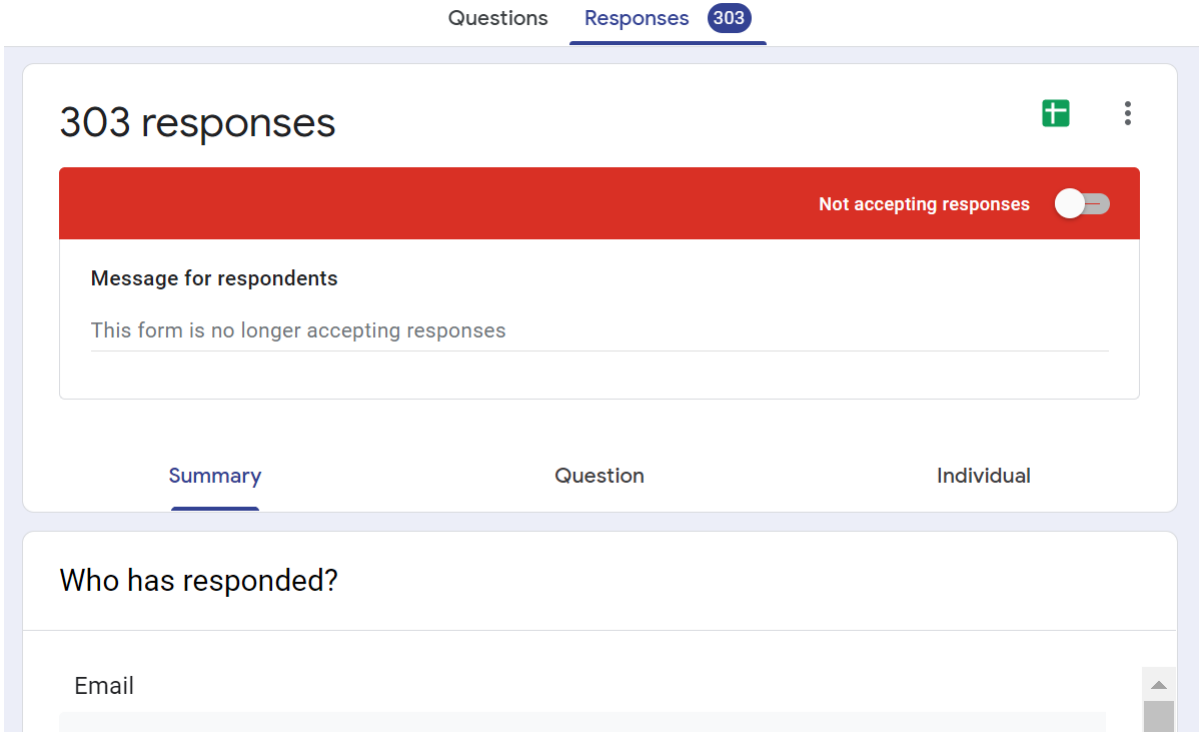

Send
Send form
Automatically collect respondent's Clemson University email
Send via
Link
https://forms.gle/338MoeBDCQqTKQZe9
Shorten URL
Cancel
Copy

Mechanism

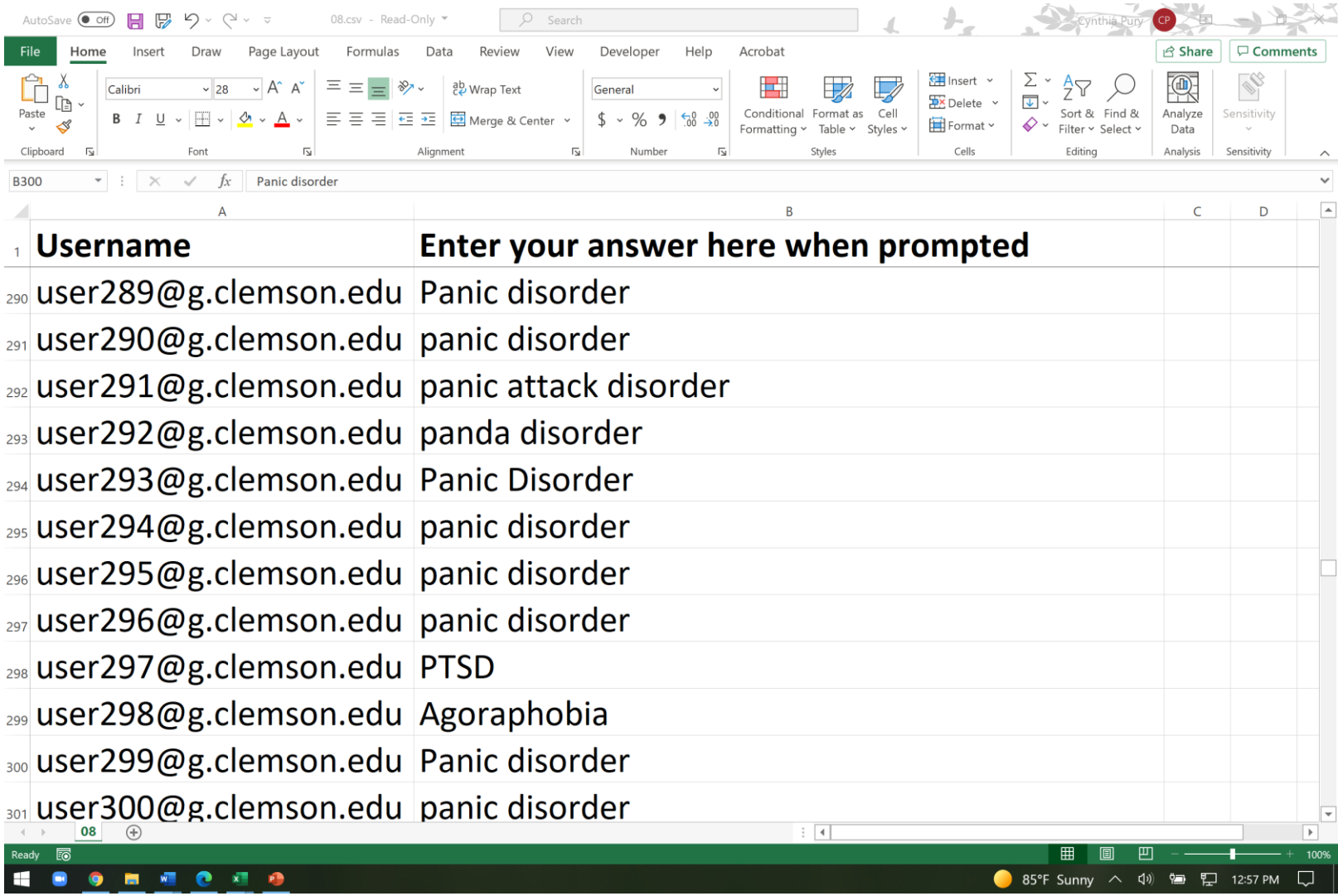
- Google Forms
  - Change background color (min)
    - Add photo (max)
  - Sequential numbering
  - Send short link for each question (via any chat function)
    - Add QR code and photo to ppt (max)
  - Shut manually when most of class has answered
- ***"WHAT'S THE RIGHT ANSWER?"***
- Download answers in office and mark completed forms
  - Change background to gray (min)
  - Move to different folder (max)





Mechanism

- Data management back in your office
- I sort by answer (alphabetically) then I only have to grade the imperfect answers
- Manual link to gradebook
- Takes me under 15 min for 200 – 600 answers



	Username	Enter your answer here when prompted
290	user289@g.clemson.edu	Panic disorder
291	user290@g.clemson.edu	panic disorder
292	user291@g.clemson.edu	panic attack disorder
293	user292@g.clemson.edu	panda disorder
294	user293@g.clemson.edu	Panic Disorder
295	user294@g.clemson.edu	panic disorder
296	user295@g.clemson.edu	panic disorder
297	user296@g.clemson.edu	panic disorder
298	user297@g.clemson.edu	PTSD
299	user298@g.clemson.edu	Agoraphobia
300	user299@g.clemson.edu	Panic disorder
301	user300@g.clemson.edu	panic disorder

Student Ratings (Spring 2021)

- Online synch class, 487 of 610 responded (79.84%)

- **4.17** (0.77) This course provided me with the opportunity to explore possible solutions and outcomes to specific problems or issues:)
- **4.12** (0.83) This course provided me with the opportunity to analyze multi-dimensional problems
- **4.09** (0.89) I have gained skills in interpreting data and information from one source and applying it to make informed decisions
- **3.90** (1.00) I had the opportunity to develop creative solutions to complex issues presented during the course
- **3.89** (0.97) I received feedback on my written and verbal communication assignments throughout the course
- **4.32** (0.75) This course helped me expand my knowledge and application of critical thinking skills

Student Ratings (Spring 2022)

- Hyflex class, 200 of 277 responded (72.20%)

- **4.14** (0.75) This course provided me with the opportunity to explore possible solutions and outcomes to specific problems or issues:)
- **4.09** (0.84) This course provided me with the opportunity to analyze multi-dimensional problems
- **3.98** (0.88) I have gained skills in interpreting data and information from one source and applying it to make informed decisions
- **3.89** (0.99) I had the opportunity to develop creative solutions to complex issues presented during the course
- **3.85** (0.95) I received feedback on my written and verbal communication assignments throughout the course
- **4.28** (0.76) This course helped me expand my knowledge and application of critical thinking skills

Student Comments (Spring 2021)

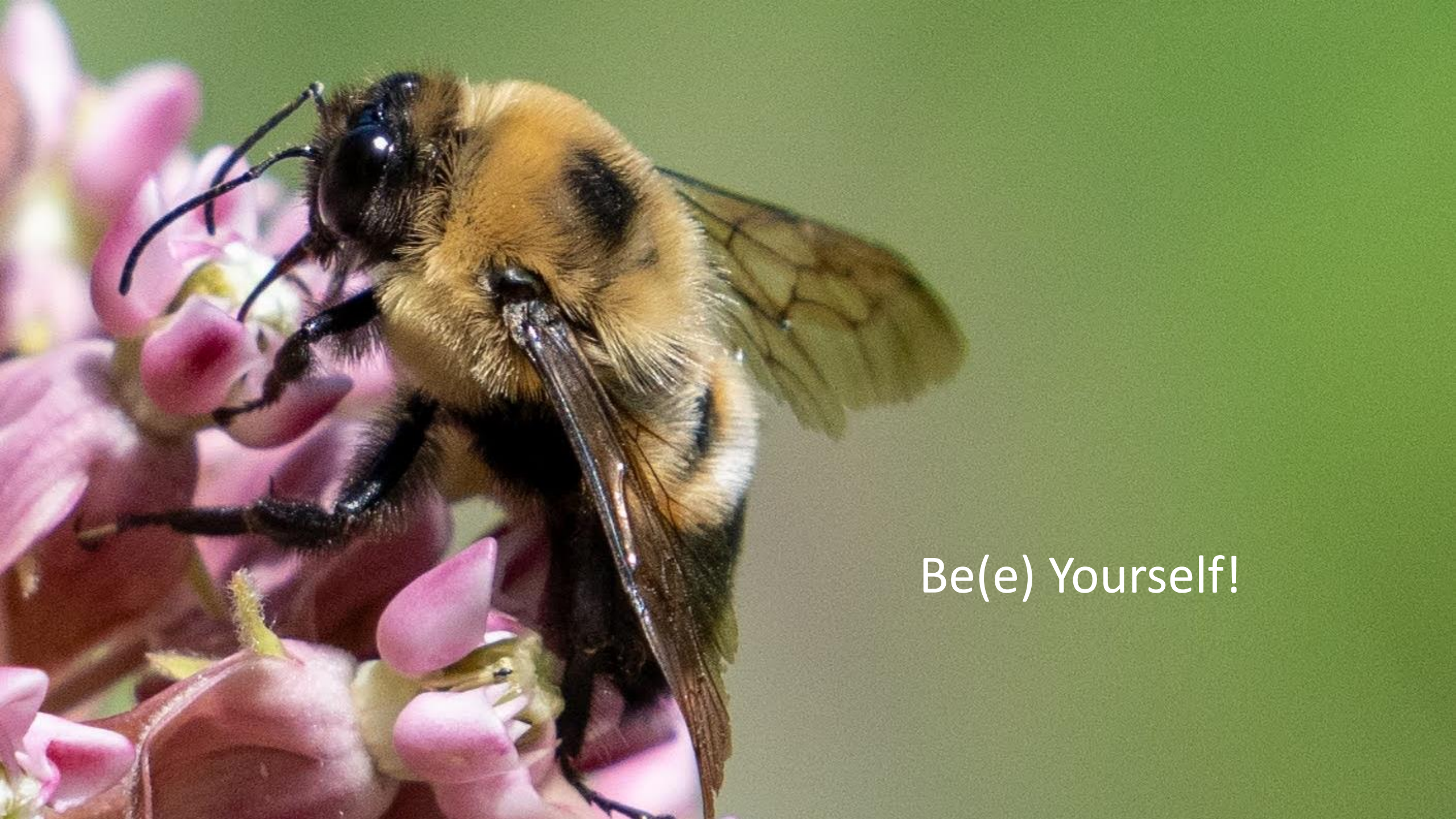
- *She made the class so much fun as well as educational through the diagnose a person questions where she would act out being someone with a disorder.*
- *All of* (the class activities) *were helpful, especially the diagnose a person activities in class.*
- *I really enjoyed the diagnose a person zooms, I felt it was much easier to learn and try to diagnose 'face to face' rather than through a written description.*
- *I love the role plays she does. It makes the class easier to understand.*
- *The reenactments of the disorders is very helpful to see how to diagnose them and get a better understanding my profession.*

Student Comments (Spring 2022)

- *I think the most helpful method was when she would act out a mental disorder (obviously in a respectful and education manner). This was so helpful to be able to visualize and actually understand how the symptoms manifest in real life. Listening and reading about a mental disorder is much different than seeing it in "real life" and this helped me to better understand the diagnoses.*
- *I've learned so much from the course in general and the practice diagnosis extra question have been so helpful in applying the concepts we are learning.*
- *Since this class is about different disorders, she would act out a hypothetical disorder and then she would have us diagnose her, which i thought was super cool and it helped me a lot!*
- *Loved how she would act out scenarios in class to help us to learn in a physical way rather than just answering questions*

Universal Intellectual Standards?

- ***Clarity*** – Illustration; Questions back to students
- ***Accuracy*** – Check answer against criteria
- ***Precision*** – Questions back to students
- ***Relevance*** – Red herrings
- ***Depth*** – Most significant questions
- ***Breadth*** – PoV of client
- ***Logic*** – Point out occasional illogical question
- ***Fairness*** – Diversity in simulated clients


Be(e) Yourself!

Questions?

cpury@clemson.edu