

# A tale of two online courses

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EER2021  
online teaching - lessons learned  
during the pandemic

## ESS103 course landing page

ESS103H: Geology in Public Issues



Students in this course will learn how to use the geologic process to understand the world around them. They will learn how to use the geologic process to understand the world around them. They will learn how to use the geologic process to understand the world around them.

Start here to learn about the course. You will find the preparation survey results of the survey on September 1st. I will not wait a minute before the survey results are available. You will find the preparation survey results of the survey on September 1st. I will not wait a minute before the survey results are available.

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## ESS103 Geology in Public Issues

- geologic topics affecting society (nuclear waste, energy, mining, tectonics, climate change,...)
- taught Sep-Dec 2020 to (mostly non-science)
- 205 students (yr 1: 42%, 2: 21%, 3: 15%, 4: 22%)
- **group work (teams of 4) required**
- **links to websites instead of lecture recordings**

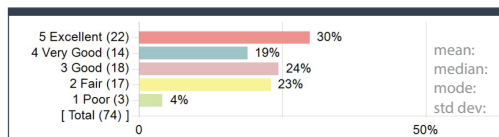
assessment: 25% - 2 multiple-choice tests (w/o time limit, open books, collaboration ok)  
20% - weekly quizzes  
5% - weekly posted summaries by one student  
20% - discussion posts  
30% - scaffolded assignment:

included a group contract  
consider wicked problem with  
propose ethical solution  
following 5-step process

average grade: 78 +/- 17  
student evaluations:

key indicator: 3.7/5 (77 responses)  
bimodal distribution of answers

6. Overall, the quality of my learning experience in this course was....



- five (!) pages of comments
- "I hated this course": unexpected format, did not post lecture videos
- "best course I had": lots of tools/sources to get info, he answered questions
- specific concerns: lack of lecture videos, too many platforms
- liked: weekly updates, questions about resources for students, flexible office hours

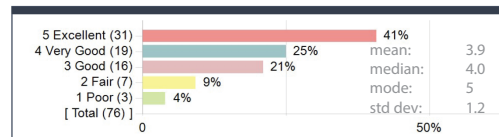
## ESS104 Controversies in Earth Science

- how Western geoscience understanding has evolved over the past 500 years
- taught Jan-Apr 2021 to (mostly non-science)
- 265 students (yr 1: 60%, 2: 15%, 3: 5%, 4: 20%)
- **learning with partner/group encouraged**
- **recorded lectures**

done alone or in pairs  
describe life and contribution  
of a female geoscientist  
(2 pg paper, and 3 min podcast)  
75 +/- 19

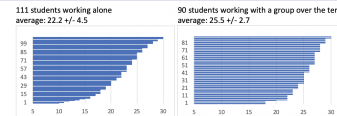
key indicator: 4.1/5 (80 responses)  
institutional average

6. Overall, the quality of my learning experience in this course was....



- mostly positive comments
- students liked: experiments, group work, weekly reminders, organization of website
- suggestions: too many requirements, slides too cluttered, explain concepts better

comparison  
of test 2 results



Even students who collaborated only during the test fared better (28 students, 25.6 +/- 3.3).

## ESS104 course landing page

ESS104H1: 5 LEC0101: 2021: Controversies in Earth Science



Welcome to ESS104H1: Controversies in Earth Science  
This course allows you to follow the journey of discovery in Earth Science. You will learn how to use the geologic process to understand the world around them. They will learn how to use the geologic process to understand the world around them.

Start here to learn about the course. You will find the preparation survey results of the survey on September 1st. I will not wait a minute before the survey results are available. You will find the preparation survey results of the survey on September 1st. I will not wait a minute before the survey results are available.

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## my lessons learned:

- students prefer lecture videos over readings (familiarity? expectations?)
- more links to info on landing page and simpler lesson page helps
- many students do not want to work in teams (even though they perform better)
- I need to be very intentional, and tell students why I ask them to do certain tasks

## my questions:

- how can I balance student expectations?
- modules versus pages: is a forced linear progression really beneficial to students?
- how can I help students work as team (in addition to scaffolding, contract, check-ins?)
- am I facing student reluctance because these are distribution courses?