What/Who is a Learning Assistant?

- Recruit former undergraduate student selected based on following criteria:
  - received A or B in the class
  - good people skills
  - students will start begging to be LAs
- Meet weekly in group with professor and all LAs
  - review class assignment together
  - all materials online for LAs to review on own time
- Attend one or more classes each week to help students with group assignment
- LAs receive one credit for student supervised teaching
- Win-Win for everyone!
  - Students get assistance
  - LAs get experience and practice – looks good on resume/cv
  - Faculty gets assistance
<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree/Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Strongly Disagree/Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would recommend that other courses include the use of LAs in class.</td>
<td>78</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>If I had to choose between two courses, one that offered LAs and the other that did not, I would choose the course that offered LAs.</td>
<td>66</td>
<td>28</td>
<td>6</td>
</tr>
<tr>
<td>In comparison to last semester without LAs, there was no difference in my learning on Flipped Fridays this semester with the LAs.</td>
<td>26.5</td>
<td>32.7</td>
<td>40.8</td>
</tr>
<tr>
<td>I learned more this semester on Flipped Fridays with LAs assisting with group work than I did in previous semesters with only the instructor assisting with group work.</td>
<td>51</td>
<td>36.7</td>
<td>12.2</td>
</tr>
<tr>
<td>The LAs did not assist with my learning this semester.</td>
<td>26</td>
<td>14</td>
<td>60</td>
</tr>
<tr>
<td>The LAs helped develop conceptual understanding of course content.</td>
<td>74</td>
<td>16</td>
<td>10</td>
</tr>
</tbody>
</table>

Percent of Student Responses (N=50)
and now.....
back to Jenifer.....
Implementing Online Breakout Rooms: Group Work Logistics

- How many students per group? How many TAs (if any) do you have and how many additional LAs needed?
  - LAs can inform you of common misconceptions
- What do you want students to learn through activity?
  - Search online resources rather than reinventing the wheel
- Pre-work assignment prior to group work assignment?
- How facilitate participation of all members in group?
  - Assign rotating roles to group members?
  - Peer review at end of semester?

*Wed July 29 1-2PM…. Group Work for Participation and Deep Learning*
Decreased Failure Rates with Active Learning

Implementing Online Breakout Rooms: Helpful Tips

• Assign students to groups in advance (can be tricky in zoom depending on how student is registered)

• Warn students when about to close rooms so they have time to save their work

• Practice icebreaker activity using tools to edit documents in groups

• Monitor when TA/LA needs to move between breakout rooms
  o “Ask for help” button
  o Move LAs every 5-10 minutes

*Tue July 21 10-11AM….Bill Suppa, IT workshop*
and now.....

Erica....