

From Clifford Wilson to All Panelists 12:04 PM
Hi Sheela

From Jaclyn Reeves-Pepin to Everyone 12:05 PM
Hi Everyone! Welcome to today's "Community Conversation."

From Andre Bridgett to Everyone 12:06 PM
Greetings to everyone!! I appreciate you all taking this time to offer this experience.

Sheela Vemu She/Her to Clifford Wilson, All Panelists 12:08 PM
Hi Cliff - Great to see you here.

From Pauline to Everyone 12:08 PM
Good evening all. Pauline from Nigeria

From Dr Pankaj Mehrotra to Everyone 12:14 PM
Hi, All - Pankaj from India, work for Aquinas International Academy as an Advanced Placement Teacher

From Pauline to Everyone 12:16 PM
This is awesome. Care and learning

From Angela Manzi (she, her, hers) to Everyone 12:17 PM
Hello from New Jersey-US- this quote 100% without building good relationships, students can't learn/won't learn

From Jaclyn Reeves-Pepin to Everyone 12:18 PM
Poolev.com/gabrielguman
I meant Pollev.com/gabrielguzman

From Bonnie Nieves (she/her) to All Panelists 12:19 PM
equality

From Andrew Corless to Everyone 12:19 PM
equal

From Dr Pankaj Mehrotra to Everyone 12:21 PM
I only have few students in my AP classes of same diversity so equity is achieved This

implies that we are assuming that 'everybody is the same' if we are only basing differences on how diverse (ethnically) our students are. But there are different types of diversity... socioeconomic, education background before they come to our class, and how many of them have parents that have gone to college themselves so that they can serve not only as support but also examples to their children. To mention just a few.

From Bonnie Nieves (she/her) to All Panelists 12:22 PM
I'd love to share!
bonnie@educateonpurpose.com

From AnniePG (she/her) to Everyone 12:22 PM
or maybe just give us your tips in the chat! ;)

From zxiong to Everyone 12:22 PM
how do you achieve equity to disadvantaged students, slower learner, or busy students? Equity is a responsibility of the institution as a whole, not just a class, therefore, I involved many resources to help me, from our Center for Accommodative Services, to our counselors, to using our early retention systems.

From Angela Manzi (she, her, hers) to Everyone 12:23 PM
IEP & 504 accommodations, student choice boards, differentiation, self paced learning modules

From Dr Pankaj Mehrotra to Everyone 12:23 PM
Differentiation learning @ zxiong

From Greg Crowther (he) to Everyone 12:23 PM
maximizing opportunities for test retakes In my class my students know this as 'second chances'. The way I implement this is that students attempt an exam and find out in which areas of the content they were still weak. Based on my feedback, they can choose to go through an assessment of the same learning objectives again. Ideally, if students really internalized the feedback and resources that would help them improve, they would also see

an improvement in their scores (I do not use those scores for anything related to their grade). I have observed that when students do not consider the feedback they receive, even when they choose to take the 'second chance' for a assessment or an activity, they do not improve. They show the same lack of knowledge as they did before. That would be consider an unsatisfactory completion of an assignment and it would not show that the student has achieve that learning objective.

From Dr Pankaj Mehrotra to Everyone 12:26 PM
PBL learning for continuous learning assessment
Is this is BIOPLAY activity? I must admit that I am not familiar with BIOPLAY. By problem (or project) based learning, I mean that the students are given a problem to solve and they need to use not only the knowledge they acquired in class but also from other sources, and their skills to solve it (or build it). In the Marshmallow Challenge example, students need to build something with very limited materials. The goal is not just if they can figure it out, but also the dynamics that take place in the group as they attempt to complete the challenge. So, it is an opportunity for students to use their creativity, effort, resourcefulness, to solve a problem.

From Amy Madsen-Smith to Everyone 12:28 PM
Love the IOWA sweatshirt - Go Hawkeyes

From Karen Wellner to Everyone 12:28 PM
Another U of I grad here

From Angela Manzi (she, her, hers) to Everyone 12:30 PM
NGSS Modeling 😊

From Laura Bradford to Everyone 12:30 PM
I do sketches a lot, if kids have cell phones that can take pictures and turn them into stop-motion videos. I teach transport, enzyme pathways, CR and photosynthesis and many other concepts that way

From Uwe Hilgert, UAZ to Everyone 12:32 PM

Yes, Gabe, pls share prez & activities.
hilgert@arizona.edu

From Birgit Woelker to All Panelists 12:33 PM
Yes, please share with me too.
Birgit.Woelker@ncc.edu

From Wendy Brown to Everyone 12:34 PM
I would love a copy of your activities!
w.brown@dacc.edu thanks for sharing

From Jaclyn Reeves-Pepin to Everyone 12:34 PM
Everything will be shared next week at <https://nabt.org/Events-NABT-Webinars>
Sheela Vemu She/Her to Uwe Hilgert, UAZ, All Panelists 12:34 PM
Hi Uwe, It is great to see you here again after the hackathon - Antibody Engg

From Uwe Hilgert, UAZ to All Panelists 12:36 PM
Same here, Sheela. 😊

From Dr Pankaj Mehrotra to Everyone 12:37 PM
Please share copy of your activities to pankajmehrotra@aquinasinternationalacademy.com - I can try to apply them in my virtual Zoom AP Classroom

From Sheela Vemu She/Her to Everyone 12:38 PM
Pankaj - The materials and the recording will be shared next week at <https://nabt.org/Events-NABT-Webinars>

From Dr Pankaj Mehrotra to Everyone 12:40 PM
Thank you Sheela Vemu

From AnniePG (she/her) to Everyone 12:57 PM
Gabriel. This was excellent. Thank you for organizing this workshop so clearly and proving insightful materials!

From zxiong to Everyone 12:57 PM
With the ungrading class, how do you assess how much students have learned in the class?

From Andre Bridgett to Everyone 12:58 PM

Awesome and thanks

From Greg Crowther (he) to Everyone 12:59 PM
Dr. Guzman, thanks for your presentation. I'm wondering whether you are familiar with Joe Feldman's "Grading for Equity." If so, wondering what you think of his argument for making grades 100% based on summative assessments. I have read a little about Feldman's work. In reading his book (CH.10) he does argue for summative assessment as a way to reduce bias or to make grading more equitable. My criticism of that is that it assumes that the summative assessment is fool proof. If the summative assessment is the same for every student, that alone negates equity for those that suffer from test anxiety (for example), or those that are better expressing their knowledge in different ways. Perhaps thinking about proficiency may be a better way, which works very well in courses that have laboratory work associated with them, but still, whether it is formative, or summative, we need to make sure that the measuring tool we use is inherently equitable.

From Dolisha Jones to All Panelists 12:59 PM
Thank you!

From Uwe Hilgert, UAZ to Everyone 01:03 PM
The assessments you showed us are great tools to assess instruction; how to you use those to inform your own teaching and also your judgement whether students that return faulty assessments have in fact fulfilled their contracts or not? A student that submits an assignment that needs improvement (i.e. a faulty assignment) receives very specific feedback from me, aimed to help the student improve. The feedback may also direct the student to other resources that may help them better understand concepts. For example, in the example of student sketches, not a single sketch was satisfactory; most fared well in their 'completeness' (all the components of the structures they were sketching were there), but fared very poorly in the 'correctness' (the components were not in their correct location).

That weakness has implications to understand later the way bacterial cells work, therefore, they need to correct that early on. The feedback I give them is aimed to improve in the correctness of their sketches. Later on they have a chance to demonstrate that they have internalized my feedback and are able to produce a sketch that is both complete and correct, and not only for cell structures, but for other concepts as well. Another important lesson for the students is that when they choose to demonstrate their knowledge using sketches, now they have to care about both, their completeness and their correctness for the assignment to be satisfactorily completed. The contract is then fulfilled when all the assignments have been deemed satisfactory by me. In the even that a student submits an assignment that I deem unsatisfactory and does not do anything to improve and does not submit the assignment so that I can assess it as satisfactory, then the assignment is not counted and therefore is considered not submitted and the consequence is that he student may be downgraded to the next grade. Students are very aware of this from the very beginning.

From Birgit Woelker to Everyone 01:04 PM
Thank you for the great presentation

From Me to Everyone 01:04 PM
garielguzman@triton.edu

From Laura Lynn van Mierlo (she/her) to All Panelists 01:04 PM
Thank you!

From zxiong to Everyone 01:04 PM
Thank you!

From Pauline to Everyone 01:04 PM
Thank you all

From Jordan Pilch to All Panelists 01:04 PM
Thank you so much for hosing this!

From Dr Pankaj Mehrotra to Everyone 01:04 PM
Thank you

From Wendy Brown to Everyone 01:04 PM
thanks. it was great

From Adijat Adebola to All Panelists 01:04 PM
Thank you

From Uwe Hilgert, UAZ to Everyone 01:04 PM
Thank you!!!

From Sheela Vemu She/Her to Everyone 01:05
PM
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<https://nabt.org/Events-2022-Conference>

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Conference
Nov. 10-13, 2022
JW Marriott Indianapolis

From Caroline Tsuyuki to All Panelists 01:05 PM
Thank you!

From monika.chodosh to Everyone 01:05 PM
Thanks.

From Jaclyn Reeves-Pepin to Everyone 01:05
PM
Thanks everyone for joining us!