

## BEFORE WE BEGIN...

Get Ready for  
Today's Session  
by:

1. Load this Presentation
  - <https://uoft.me/backchanneling>
  - Read the definition of backchanneling
2. If you have an HDMI cable, please connect it to the table
  - There are likely only a few people with HDMI cables, so please spread out if you do have one (to allow for many devices being connected)

**EDTECH WORKSHOP: FRIDAY, MAY 10, 2019**

# **Responsiveness in the Classroom:**

**Backchanneling and other methods of incorporating  
real-time student feedback into your teaching**

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## OUTCOMES

At the end of today's session, you'll be able to:

- Experience student point of view in backchanneling in class
- Identify appropriate tools for quick and in depth active learning activities
- Identify challenges and further areas of exploration

Looking for further reading?  
Check out the [Backchanneling readings](#).

## INTRODUCTION

What do we  
mean by  
“Backchanneling”?

"While the concept of backchannel communication began with body language and uttered affirmations and dissents, it has since come to encompass technological communication, as well. This is particularly relevant in large lectures where traditional backchannel communication is difficult to elicit and receive due to the number of students. Mindful integration of backchannel opportunities in the classroom creates options for students who would otherwise avoid interacting during group discussions. It also offers additional avenues for students who struggle to interact during class due to disabilities or other concerns. Finally, it allows students to more actively participate in the lecture, so that information and communication can flow in multiple directions."

(Neustifter, Ruth; Kukkonen, Tuuli; Coulter, Claire; Landry, Samantha.  
Canadian Journal of Learning & Technology, Spring 2016, Vol. 42 Issue 1, p1-22)

## ACTIVITY 1

### The “Quick” Activity: Mentimeter Word Cloud

- **What types of backchanneling have you used in the past?**
  - Answer INDIVIDUALLY
  - Question has been limited to 5 responses
    - Fields with more than one word will be considered one response.
    - Try to use correct spelling/punctuation (this helps the word cloud “match” other responses)

To use Mentimeter in this example:

1. Go to <https://www.menti.com>
2. Enter the code 96 70 40



## RECAP

# Activity 1: Individual Construction

- **Why we did we do what we just did?**
  - Quickly generate ideas
  - Introduce new and varied concepts and ideas
  - First step for further application—allow students a voice in direction of discussion
  - A bit different – visual instead of a list
- **Did it work?**

## ACTIVITY 2

### The “In Depth” Activity: Develop an Example

- **Beginning of Activity** (15 mins):
  - Pick something you'd like to explore from the word cloud and:
    1. Create a small group by moving to tables
    2. Work as a group to develop an example
- **Show and Tell** (10 mins):
  - Does anyone want to share the example they developed?

**Looking for ideas or descriptions of resources?** Visit this list of [technological back channeling ideas](#). **For non-technological techniques, consider:** Cue Cards, Delta +/-, Sticky notes & coloured paper, "Head down, hand up," or Move to the side of the room.

## RECAP

# Activity 2: Group Construction

- **Why we did we do what we just did?**
  - Allow for deeper and more diverse discussion on a given area
  - Provide opportunity for instructor input mid-way through the process
  - Low stakes—and potentially self-selected—presentation opportunities for students
  - Hands on practice in a safe environment
  - A tangible artifact
- **Did it work?**



## DEBRIEF

**Kahoot!**

Kahoot  
Recap

- **Let's review!**
  - Go to **kahoot.it**

## EXIT ACTIVITY

Popcorn!  
Plus/Minus/  
Interesting

- **On your way out, what is:**
  - One thing that you enjoyed,
  - One thing that didn't work for you,
  - And one thing that caught your attention during today's session.