Flexible Teaching

Creating an online discussion environment
Learning tool⚡ talks

This session will be recorded and may be made publicly available. If you remain in this session, your participation and identifying information may be publicly visible. If you'd like to participate but prefer not to be recorded, turn off your video and mute your microphone.
Piazza
Piazza

Question and answer discussion forum

Encourages peer learning, student engagement, and sense of community

Available in Sakai and Kits
Piazza features that professors and students appreciate include:

1. Keep your homework and lecture notes organized with folders
2. Track TA and student participation
3. Build a single, comprehensive response with a wiki-style format
4. Quickly filter posts to find only the ones needing your attention
5. Encourage peer to peer knowledge sharing by endorsing good questions and answers
6. Create a new post and use LaTeX equation editor to easily read and write equations. Also post with code blocking, equations, images, videos, polls, and more...
Final Topics
Does the Final cover the material from the entire semester? #final

the students' answer, where students collectively construct a single answer

Yes, but there will be a greater emphasis on the material we have been learning post Midterm 2.

~ An instructor (Slobodan Simic) endorsed this answer ~

the instructors' answer, where instructors collectively construct a single answer

Laura is correct.
17.4 question

I have a problem with number 3 on the homework. I did all the steps but I ended up with the sum from 1 to infinity of \(x^{(2n+2)/(n+1)}\) and the back of the book says the sum from 0 to infinity of \(x^{3n}/(3^n n!)\) #homework
17.4 question

I have a problem with number 3 on the homework. I did all the steps but I ended up with the sum from 1 to infinity of $x^{2n+2}/(n+1)!$ and the back of the book says the sum from 0 to infinity of $x^{3n}/[3^n n!]$ #homework
How is this series divergent?
$$\sum_{n=0}^{\infty} \frac{n}{n+1} \sum_{n=0}^{\infty} \frac{n^2}{n^3/2}$$
rewrote it was $$\sum_{n=0}^{\infty} \frac{n^2}{n^3/2}$$ which still appears to converge to 1. 

8(b) on practice final
I have no idea what to do with my answer from 8(a). Help!!! #final #practice.final #pin

how do you integrate arctan(x)/x on [0,1/2]
I tried series and still can't get an exact number... wolfram alpha tells me it should be 0.48 but I don't unde

17.3 #11
I don't know how to continue this problem after after this $$x(t) = x_c(t) + x_p(t)$$ $$x_c(t) = c_1 \cos(\omega t) + c_2 \sin(\omega t)$$

why we always break the bound to 0 -1... Professor mentioned two reasons in lecture why the integral in #80 in 7.8 improper, what's the other reason except it ha

WEEK 5/13 - 5/19

anybody know when grades go on bea...
#grades

Instr
Course letter grade cutoffs...
The course letter grade cutoffs are (the percentages are rounded and may not add up to 100%)

Average Response Time: 41 min
Special Mentions: Xxxxxxx answered gggg in 3 min. 2 years ago

Online Now: 0 | This Week: 4
OFFICIAL STUDY GROUP TONIGHT 01/26/12

Last minute homework review. @Lower part of Unit 3; Academic Services center
I will be there at around 6pm, however, others will not be showing up until 7 or 8.

Also, Academic Services' tutors will be there from 8pm-10pm for further assistance.

Questions: 8189842327 - Julia

#study #homework #hw1
the instructors' answer, where instructors collectively construct a single answer

Yes, $c_2$ and $c_3$ are both 0, since in order for a function to be identically 0 (i.e., $f(x) = 0$ for all $x$), all the coefficients in its power series must be 0. (so the sum of all coefficients of $x^n$ on the left must be equal to 0 for each $n$). This does not mean all $c_i$ are 0, since not all are directly related to $c_2$ or $c_3$. For example, for $n = 2$ we get $3 \cdot 4c_4 + c_0 = 0$. 

followup discussions for lingering questions and comments

Wouldn't it be better just to equate the sum of the dangling coefficients to 0, i.e. set $2c_2 + 6xc_3 = 0$? That seems to give me more freedom to manipulate them.

As noted above, the key fact is that the sum must be identically 0; that is, it must be 0 for all $x$. It's easy to check that if $2c_2 + 6xc_3 = 0$ for all $x$, then $c_2 = c_3 = 0$. 

Average Response Time: 41 min 

Xxxxxxx answered gggg in 3 min. 2 years ago
Piazza Setup

School Information
School Name: Duke University
School Email: duke.edu

Create your class on Piazza.
Class Name: PSY 101 01 1580
Class Number: PSY 101 01 1580
Estimated Enrollment:
Term: Fall 2020

Create New Piazza Class

Already have a class on Piazza?*
Search for an existing Piazza class below to link this LMS course to it. The course number and term must match exactly.
Course Number: PSY 101 01 1580
Term: Fall 2020

Search for this class
References

Learn more at flexteaching.li.duke.edu/a-guide-to-course-delivery/what-communication-tools-are-available/

Get help at support.piazza.com/support/home

Duke faculty example at learninginnovation.duke.edu/blog/2013/06/piazza_nadeau/
Microsoft Teams
Microsoft Teams

Supports rapid communication like chat or instant messaging

Supports file sharing and web conferencing

Best set up through kits.duke.edu for your course
Jolie Tingen has added Insights to the team.

Jolie Tingen  3/24 11:54 AM  
Added a new tab at the top of this channel. Here's a link.  

Assignments  3/24 12:14 PM  
Case Study 1  
Due Mar 24  
View assignment

Assignments  3/24 12:21 PM  
Case Study 2  
Due Mar 24  

Start a new conversation. Type @ to mention someone.
Jolie Tingen has added Insights to the team.

Jolie Tingen 3/24 11:54 AM
Added a new tab at the top of this channel. Here's a link.

[Insights]

Assignments 3/24 12:14 PM
Case Study 1
Due Mar 24
View assignment

Assignments 3/24 12:21 PM
Case Study 2
Due Mar 24
DiversifyIT | Open Mic Series | Living IT...  
New 2 replies from Kimberly

Heather Martin 6/24 10:42 AM
I created the guide "Anti-racism and Black Liberation" to focus on DUL resources available. We are adding electronic copies when available, and I'll be updating it. Please let me know if you have suggestions. https://guides.library.duke.edu/antracism

LibGuides: Anti-racism and Black Liberation: Getting started
A beginning resource list for the Duke community

guides.library.duke.edu

New 3 replies from Kimberly, Heather, and Naomi

Erin Netiffee 6/30 4:05 PM
Ooh, MCL has put out Zoom backgrounds. You too can remember the People Mover!
https://archives.mc.duke.edu/blog/library-zoom-backgrounds?fbclid=1wAR1mGzP8hgV8N24D4yr-taAL9OlIgCMYQwir-2mR0WTqTIfU78LcN2CoP2k

Virginia Martin 7/1 11:12 AM
😊 Where are those lounge chairs and that tapestry now!? I want them for my own house!

Start a new conversation. Type @ to mention someone.
1. Go to kits.duke.edu and click Add App icon for course

2. Click add app to kit on the MS Teams option
3. Enter display name for Teams, select sharing options, click Save and Continue Setup
NEUROSCI 211 - 01: Brain And Behavior (Lecture)

Finish Teams Setup

Teams title: NEUROSCI 211 - 01: Brain A

Team type: Class

SAVE & ADD TO KIT  CANCEL
MS Teams is set up with your course name as the Team name and is automatically shared with all of your students.
Example: ECE 564 Mobile App Development
Faculty: Ric Telford

- Uses Sakai for Assignments and Gradebook
- Uses Piazza for TA support and technical/course questions
- Uses MS Teams for student project work allowing project teams flexible collaboration
Setup MS Teams through Kits at kits.duke.edu
Learn more at flexteaching.li.duke.edu/a-guide-to-course-delivery/what-communication-tools-are-available/
Get help at flexteaching.li.duke.edu/tools-index/#Teams
Sakai Forums
Sakai Forums

- Discussion topics & conversations that can be separated by subject, type, etc.
- Use as an icebreaker activity or to stimulate discussion & interaction amongst students.
- Asynchronous discussion for ideas & topics that can’t be fully covered in synchronous.
- Structure basics.
  - Forums contain topics. Topics contain conversations & replies.
Sakai Forums

• Show/hide date restrictions (F & T)
• Lock/disable posts (F & T)
• Moderate (F & T)
• Require users post before reading (F & T)
• Anonymous posts (T)
• Grading (F & T)
• Group separation (T)

F = Forum level | T = Topic level
Hypothes.is
Hypothes.is is a tool that allows asynchronous collaborative annotation of online documents and documents in a Google Drive folder. Instructors can assign material for students to review and follow their comments to see how students are engaging with it.

Duke plans to pilot Hypothes.is in Fall 2020. It will be free to instructors and students at that time and supported by Learning Innovation and Hypothes.is.
Hypothes.is will be available through Sakai, the Duke-supported learning management system. After setting up a course site, instructors will be able to add Hypothes.is to a lesson page via “Add Content > Add a Learning App”.
References

Hypothes.is guides and tutorials
https://web.hypothes.is/help-categories/tutorials/
Learning Innovation staff hold online office hours every Monday, Wednesday and Thursday from 1-3 p.m. EDT to provide immediate, individual help with flexible teaching at duke.zoom.us/my/dukelearninginnovation

If you have specific questions or need help with Zoom, Panopto, Camtasia or Warpwire video production at home or at Duke, please contact help@duke.edu and request a video consultation.

Thank you!