Intro to Linux and UPPMAX

Monday, February 10, 2025   12:43 PM

12: 50 – Engaging with small talks with students and making them comfortable.

1:00 – 14 students. 12/14 video on. Getting feedback about file transfer knowledge before proceeding and adjusting for teaching speed speed.

1: 03 – Recall test for students which helps in offsetting forgetting. Picks out students and asks questions. Maybe not all are comfortable with giving answers? However, even a "don't know" is considered an answer and so it is a lenient test.

1: 07 - Another round of questionaire. Consisting of the upcoming topic.

1:10 – Login via Terminal exercises. Overview followed by hands-on

1:12 – breakout to rooms

Break out room 1 : 2/2 video on and discussing. Corrected students since they were working on something else.

Break out room 2: 3/3 video on and discussing.

Break out room 3: 3/3 video on, and discussing.

Break out room 4: 3/3 video on and working independantly.

Break out room 5: 3/3 video on and discussing.

1:20 – 15 students. New student joins and teacher gets feedback and them to a room.

1:26 – Helps room 2. xeyes do not work with –X flag for Mac users. Asked to continue to next question.

1:28 – Revitalizing dead room by checking if all is good.

1:34 – Asking per room if they have done the task.

1:41 – Room 1, asked student to turn camera on and checked with them.

1:42 – Room 3 were out and then they were moved back after they realized they did not do the task.

- Consider how you demonstrate warmth, organization,
  and respect for students as part
  of developing a positive classroom climate.
  This can start with the syllabus and extend
  to face-to-face and online interactions with students.
    - Warmth : Encourages students to give answer, even wrong ones.
    - Organization : Breakout room for focused work withing small teams. Easy to follow exercises. Expectation setting with course overview. Quizes/tests at the beginning and end of exercises.
    - Respect : Everyone is welcome no matter the prior knowledge they have.

- Encourage respectful and supportive peer interactions,
  providing students'
  opportunities to collaborate in building understanding,
  identify shared interests in
  course content, and develop a supportive classroom network.
    - Breakout rooms as a tool to colaborate. Ecouraging videos for trust building and exercises to complete tasks together.

- Signal an identify-safe environment with inclusive language or
  by highlighting successes
  of individuals from stereotyped groups.
  This can lessen stereotype threat and improve
  student performance and participation.
    - Students are free to leave if they have important things to do.
    - All students were equally encouraged, including the sterotyped groups.

- Feature counterstereotypical examples of scientists
  in homework assignments to
  introduce course content. Doing so can increase students' sense of
  relating to scientists,
  shift them away from stereotypes about scientists,
  and improve course grades.
    - NA

- Know and use student names. Name tents are one way to achieve
  facilitate this practice in high enrollment courses.
    - Did well.

- Use wait time, small groups, think-pair-share,
  and writing time as well as other
  strategies that enhance students' opportunities
  to contribute and benefit from the
  intellectual community of the classroom.
    - Did all of these.

- Increase course structure through graded out-of-class assignments
  and in-class active learning, including the strategies listed above.
    - Feedback form was a tool to do this and students were requested to fill those before
      leaving.

- Enhance cooperation and reduce competition among students
  to help promote student feelings of success.
    - Answered via previous comments regarding enhancing cooperation. Competition was
      inherently decreased via those activities too.

- Emphasize the relevance of coursework to real life in order
  to enhance student interest and engagement.
    - Talked a little bit the use cases in the beginning of exercises. It was an adequate amount.

- Support students' sense of autonomy to increase interest
  and enjoyment and possibly decrease anxiety measures.
    - Self-evaluation structure of the course with reading material, guides and exercises.
    - Students discussed with one another if they got stuck individually.

- Read about and consider using social-psychological interventions
  that are a suited to your students and your context.
  These interventions may focus on helping students
  endorse a growth mindset;
  helping students understand adversity as shared, transient
  experiences to increase social belonging;
  or helping combat stereotype threat through
  values affirmation.
    - NA