

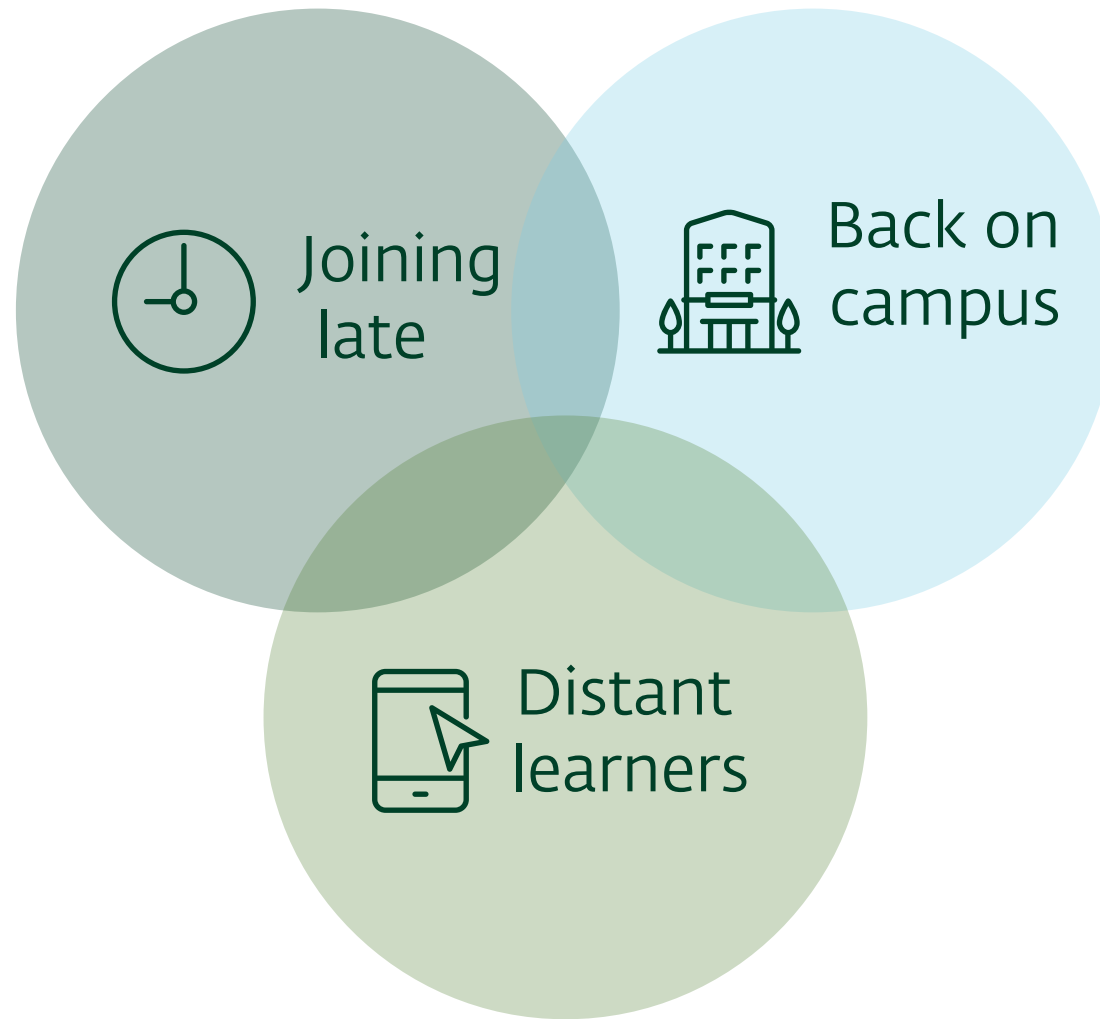


Division of Learning  
and Teaching  
Bar-Ilan University



# Supporting Late Joining Students' Learning

# Students' Status at the Beginning of The Year

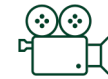




# Ways of Helping Late Joining Students



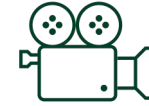
Specific per  
Faculty/Department



General:  
Recording Lessons



# הקלטת שיעורים



Learning from recordings is passive and unsustainable.

Students encounter the content at a pace and in a manner that does not allow processing and implementation.

In addition, recordings may lead to "binge" (watching a sequence close to the test).

[So how do you learn from recordings?](#)

[How to prepare well for the recording?](#) To avoid inadequate quality.

What can be done with [types of lessons not suitable for recording?](#)





# Learning from recordings (and avoiding binge)?

Increase students' involvement with the content through active learning around the recordings as follows:

Every lesson	Every second lesson	Every third lesson
Add content and comprehension questions to focus attention and increase student engagement while watching the recording.	Minor assessment event Up to 10% of the score after viewing. To increase commitment and attention while watching.	A group task that accompanies the viewing. To increase commitment to learning, create possibilities for consultation and dialogue and promote a sense of belonging to the course.
For example: What is the main question of the lesson? What are the main points of the theory? What is the connection to the previous topic? If possible, add a summary to each recording.	For example: Quiz or writing task or exercise or reflection. More options: Forum, blog, video, Wiki.	Preferably discourse-based task. For example: Equation development, coding, theoretical discussion, formulating a response, working on a component of the project.
Tools: Questions in Moodle next to the video. Other tools: <a href="#">h5p</a> and <a href="#">Annoto</a> *	כלים: <a href="#">quiz</a> or <a href="#">task</a> or other	כלים: <a href="#">forum</a> , <a href="#">padlet</a> , <a href="#">wiki</a> , etc.

**Students are waiting for the recording –**

**don't forget to link the recordings with the courses!**





# Preparing for recording

Someone is going to watch this...

## Content Organization

Slide templates:

Introduction

Explaining a complex subject

Summary

## Technical

### Before recording

Infrastructure/equipment: microphone, camera, network connection.

Illustrative means that can be recorded: Presentation, electronic board (Wacom), etc. intro to Zoom.

### After recording

Link the recording with the course.  
(Edit if possible and necessary).

Record a brief summary of the lesson  
(Even on the phone).

**Don't forget to press Record!**





# Lessons that don't work when recorded

Suggested alternatives for lessons that can't be recorded

## Collaborative learning

Create opportunities for discussion using study groups with recording and assignment.

Asynchronous discussion via forum or padlet or any other means.

## Laboratory

Concentrated labs later in the semester.

Filmed virtual labs.

Recorded laboratory instructions for independent application.

## Workshop

Recording a workshop in segments combining activities in Lamda (Moodle).

An additional workshop at a later date for those who were not present, by the lecturer/practitioner/student mentor.

## Discussion

Create opportunities for discussion using study groups with recording and assignment.

Asynchronous discussion via forum or padlet or any other means.

Audio recording small groups, using a microphone per group.

## Practicum

Starting with those who are there and finding individual solutions for those who are not – later.

Postpone if possible.

Concentrated practical work.

In the case of classified content that can't be recorded: either record and edit out the content, or record in advance without the content, or hold an individual compensation lesson, or offer the course again in the next semester.



# Faculty/departmental solutions

Click on  
the links

[Practice groups](#)

[Mentoring](#)

[Compensation Lessons](#)

[Lesson Notes](#)

[Concurrent Semester](#)

[Office Hour](#)







# Practice groups

Learning with others increases commitment to the learning process, creates possibilities for consultation and dialogue and promotes a sense of belonging to the course.

A dedicated group for late joiners – relevant in courses with many students who are not present.

The group of late joiners under the guidance of the lecturer/assistant.

- A group of late joiners under the guidance of a student or graduate of the course.





# Mentoring

Mentoring is an excellent way to provide personalized support to late joiners

## Who is the moderator?

Outstanding student.

Graduate from the last year or two.

Remuneration will be given in tuition/academic credit/commendation...

## How?

Personal guidance of late joiners to make up for the lost learning.

Group accompaniment in working with recordings.

Support for individual or group learning.





# Office hours

Inviting students at the lecturer's office hours for advice, explanation and boosting of knowledge and understanding individually or in a group.





# Makeup Lessons

We recommend offering supplementary classes in the last weeks of the semester that will serve all students, especially those who join late.

Makeup classes can be taught by the lecturer, assistant or doctoral student/graduate of the department.





# Lesson notes

Lessons notes offered by the lecturer or by the students in the course may help the students' sense of security and certainty when they are not present.







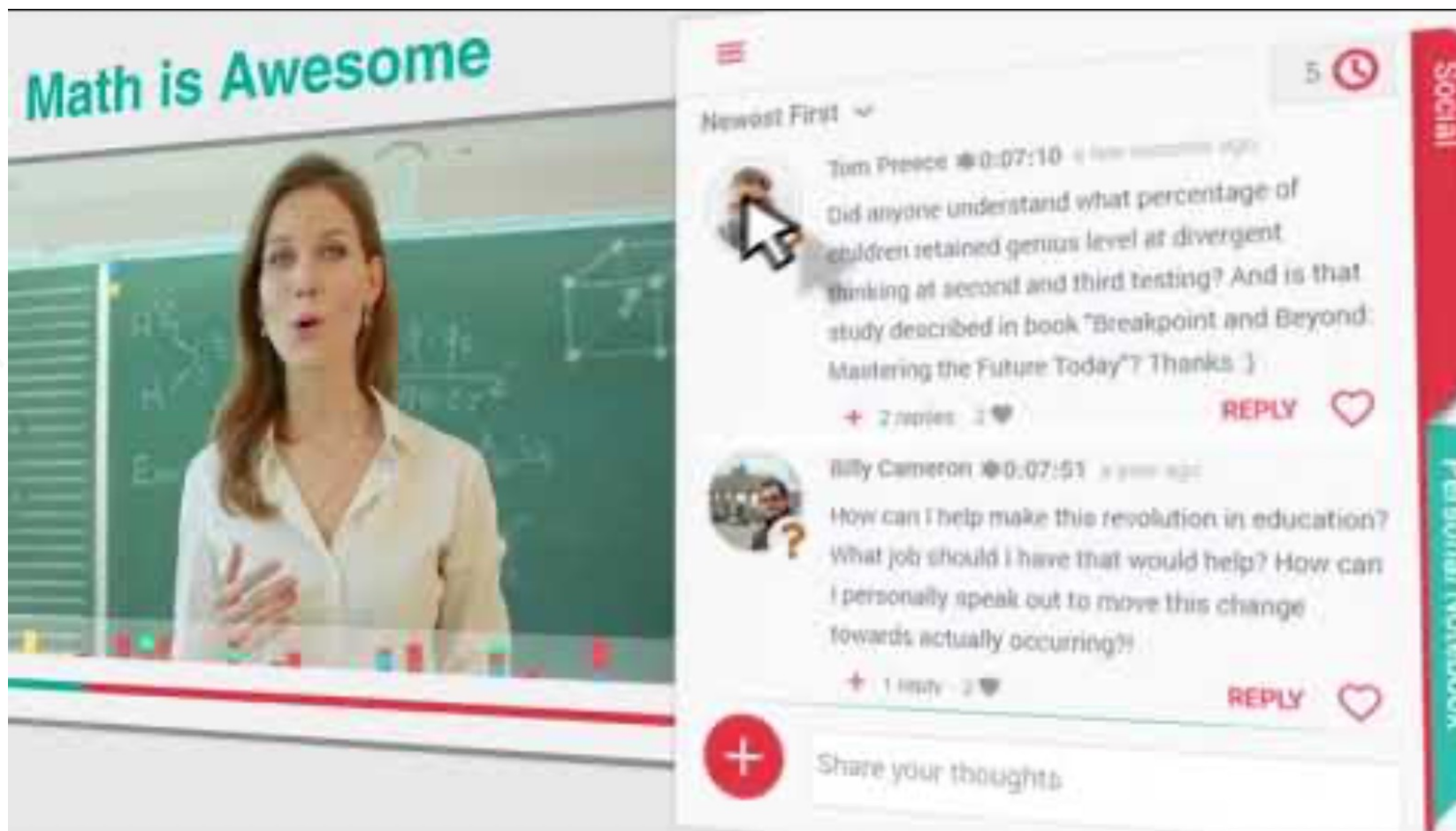
# Concurrent Semester

Starting courses simultaneously, at an additional time, according to the students' return dates.





## בקרוב זמין לשימוש...





# Introduction

- What we will learn in this lesson
- How it relates to the previous lesson
- How we will learn today







# Explaining a complex topic

- Emphasizing the topic –  
"This issue is complex"
- View the topic
- Guidance to perform if it is a skill
- Disassembling the subject or analyzing the subject
- Example
- Visual illustration (if possible)



# Summary

- What we learned today
- How it relates to the next lesson
- What were the main ideas
- Issues to think about for the next lesson