**What I Get/What I Don’t:** A running discussion board to encourage student engagement and student-teacher communication while also providing an opportunity for reinforcement of learning.

This minimal intervention is easy to set up and maintain, and can be used for both remote and face-to-face teaching. It builds on the “one-minute quiz” exercises recommended in some contemporary pedagogy books and how-to sites. It is a form of no-stakes formative assessment, to use the current terminology.

**Set-up:** In Canvas, create a discussion that is open all semester. I have called mine simply “What I Get/What I Don’t.” In the description, explain that the purpose is for students to nail down or reinforce something they took away from the day’s class session, or to acknowledge that something from the session remained puzzling, confusing, or baffling at its end—or more neutrally, simply surprising.

**During class:** About three to five minutes before the end of class, invite students to record their observations there. No prompt is necessary; no setup is necessary beyond the first.

**Follow-up:** In small classes it is possible—perhaps even tempting—to respond to every comment, and so long as one can keep many of the responses to a minimum (even a “like” might be sufficient!), it is worth giving into that temptation every so often.

For large lectures, responding directly on the discussion board even once would surely be onerous. But the instructor can certainly generalize about the responses in the next class session, and gain clarity about what needs review.

**Further considerations:** The most thoughtful responses come if you provide students with enough time at the end of a class to take the exercise seriously. Five minutes is probably over-generous, though students can always leave when they are finished; and one minute may generate rushed responses, but they can still be useful.

Like anything else, this exercise will become sterile if it is used every single class; responses can become *pro forma*. But used spontaneously and every so often, it is powerful and instructive for minds on both sides of the transaction.

**As-yet untested possibilities:** Enable “student liking” so that students can, *sometime before the next class,* “upvote” questions they may also have. (This is probably most useful for larger lectures.)

Enable threaded responses so that students can add observations to others’ comments. homework assignment that built on the previous class’s material.

In my experience, most students, being pressed for time like the rest of us, may not respond to their classmates’ comments on their own. But it might be possible to encourage them to read and respond to their classmates as part of a follow-up homework assignment.