CAMPOS & CAMPSSAH
New Faculty Scholar Orientation

Learning & Teaching Online
September 23rd, 2020

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he|him|his

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# Workshop Objectives

- <u>Consider</u> opportunities for equity and inclusion in online teaching.

- <u>Review</u> Data on Student Learning, Faculty Teaching experiences online.

- <u>Evaluate</u> five strategies for teaching and learning online.

- <u>Identify</u> tools to promote active learning.

Workshop Norms

- Please have video on, if possible.

- Stay muted unless speaking.

- Place questions in "chat".
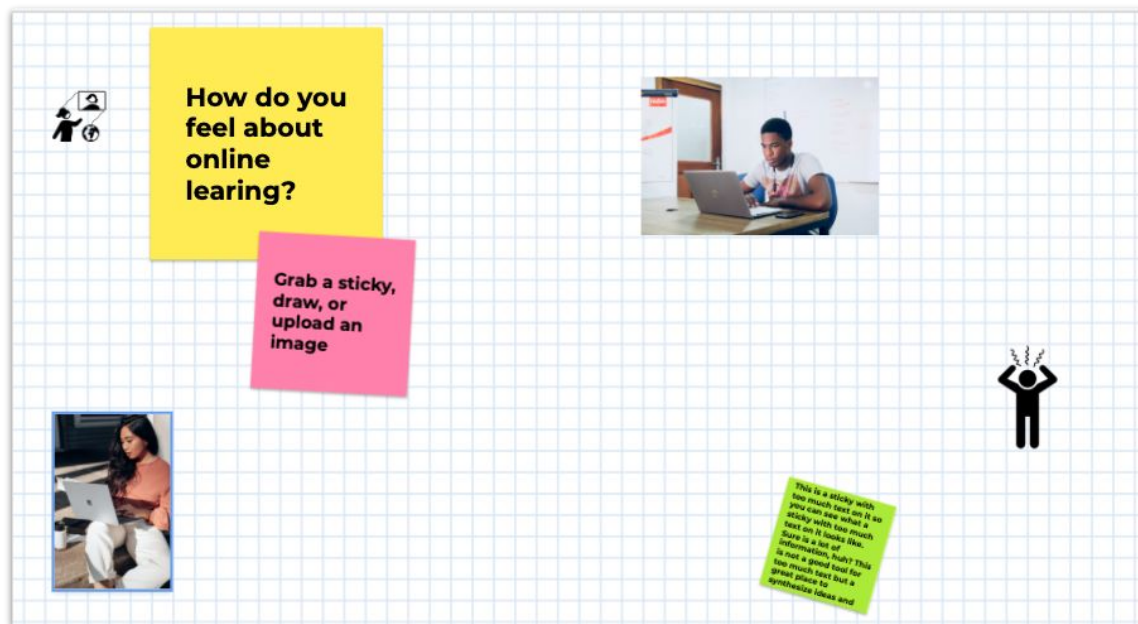
- Be present, respectful, and curious.

images from the Noun Project
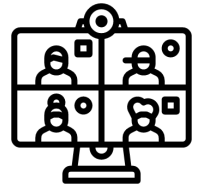
Let's Jam(board)

How do you feel about online learning?

http://bit.ly/CAMPJam

Educational Equity Defined

Educational equity means that each student receives what they need to develop to their full academic and social potential.

Educator Mindsets for Equity

Navigating the chart: The chart can be read from left to right. Each mindset has an orientation (common ideas or thought patterns), an explanation of the orientation (describing the reason behind the thought patterns), and a consequence that results from the mindset.

Mindset	Orientation	Explanation	Consequences
EQUITY	Structural injustices distort success	See society as benefiting some and disadvantaging others	Low academic performance analyzed through lens of societal inequities and individual needs
EQUALITY	Everyone has a chance	View societal systems as basically fair or just	Low academic performance explained with "blame the victim" approach
ASSET	Student Potential	Identify and build on students' strengths	Culturally diverse students receive challenging and meaningful curriculum
DEFICIT	Student limitations	Students framed by shortcomings relative to school standards	Culturally diverse students taught with less rigor and lower expectations
AWARE	Courageous conversations	Understand student background informs learning	Consider race and other demographics in instruction and decision making
AVOIDANT	Deny difference	Do not recognize role of student background	Ignore race and other demographics in instruction and decision making
CONTEXT-CENTERED	Look at lived realities	View academic success as product of totality of students' daily lives	Students' lives in local context taken into account
CONTEXT-NEUTRAL	Focus on classroom	View schools and classrooms as closed systems of learning	Students' everyday interactions outside of classroom ignored

Source: Adapted by the MIT TSL from R. Filback and A. Green of USC Rossier School of Education, and derived from the work of Bartolome, 2008; Hancock, 2011; Milner, 2010; Pollock, 2008"

Educational Equity (& Empathy)

Before we even think about a syllabus or videos or Zoom, think about what it means to be a student. Now.

Adjust accordingly. *We need to be human first, professor second.*

The Single Most Essential Requirement in Designing a Fall Online Course

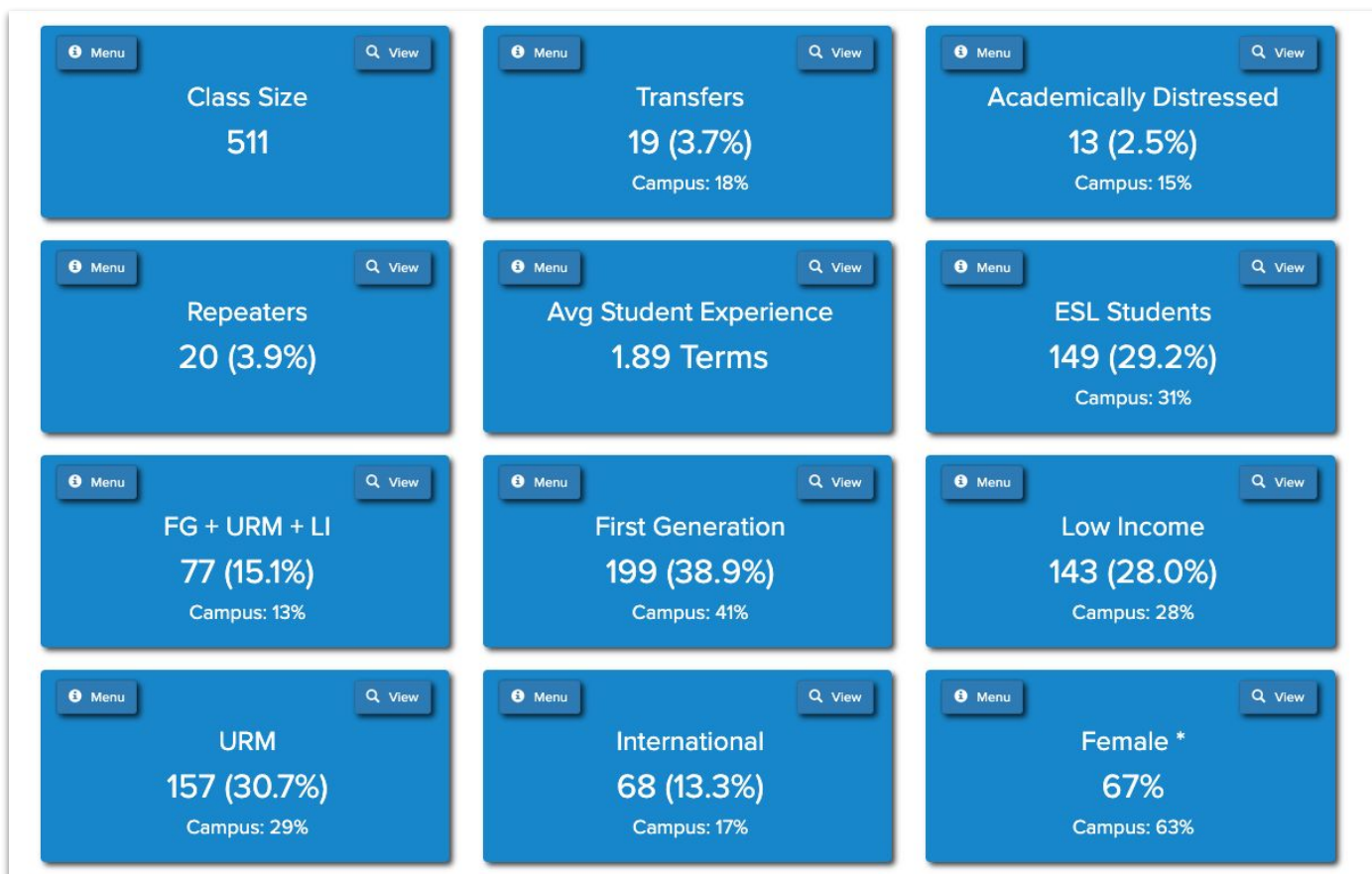By Cathy Davidson
on May 11, 2020

Page Views: 52902   👍 435

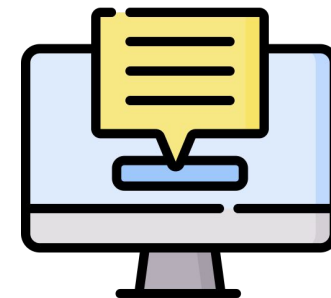# Dimensions of Online Readiness

1. Student perceptions of online learning

2. Student's online learning readiness/confidence
   - Computer/internet self-efficacy and access

3. Student self-direction and initiative

4. Student's desire/ability for online engagement

Source: Bernard, R. M., Brauer, A., Abrami, P. C., & Surkes, M. (2004). The development of a questionnaire for predicting online learning achievement. *Distance Education, 25*(1), 31-47.

The Remote Learning & Teaching Experience

Insights from Spring 2020 Remote Instruction:
Results from surveys on remote learning and teaching

UC Davis Center for Educational Effectiveness
Marco Molinaro, Director
Meryl Motika, Interim Associate Director
 for Educational Analytics and Assessment
Tiffany Hodgens, Analyst
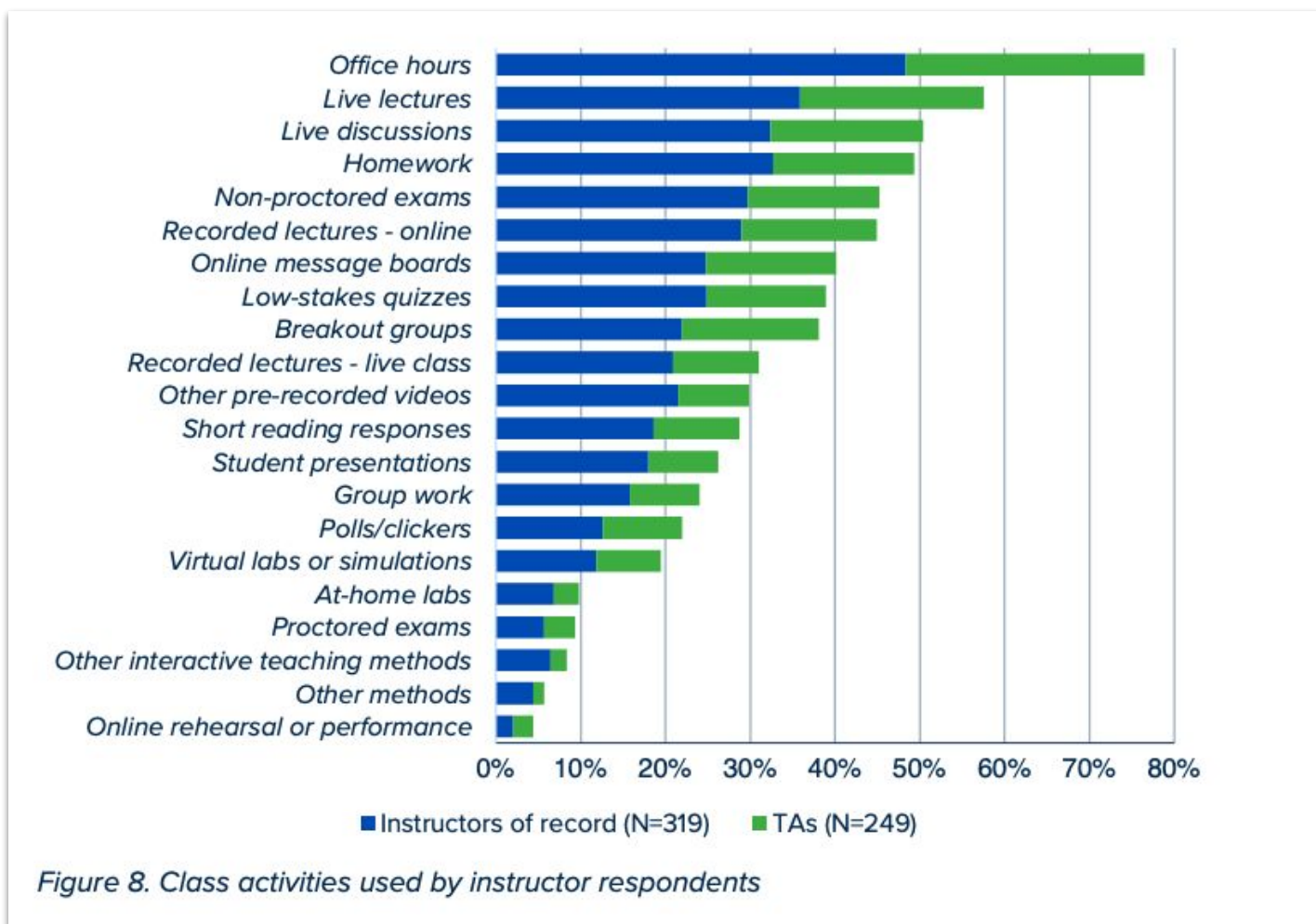Young-A Son, Analytics and Assessment Specialist

September 5, 2020

UC**DAVIS**
Center for Educational Effectiveness
Office of Undergraduate Education

http://bit.ly/CEERemoteInsights2020

The Remote Learning & Teaching Experience

Figure 8. Class activities used by instructor respondents
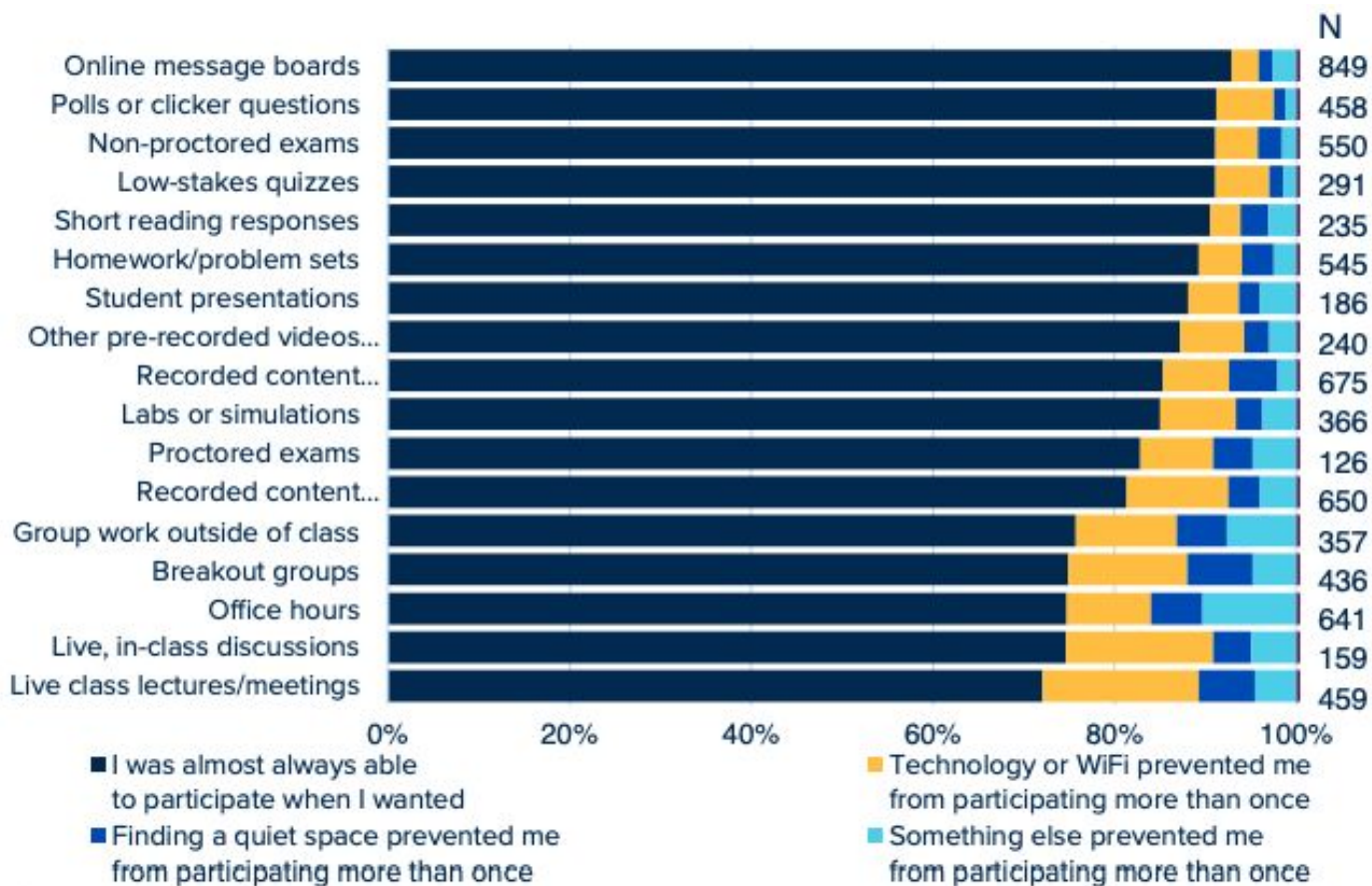
The Remote Learning & Teaching Experience

Figure 9. Participation barriers for students

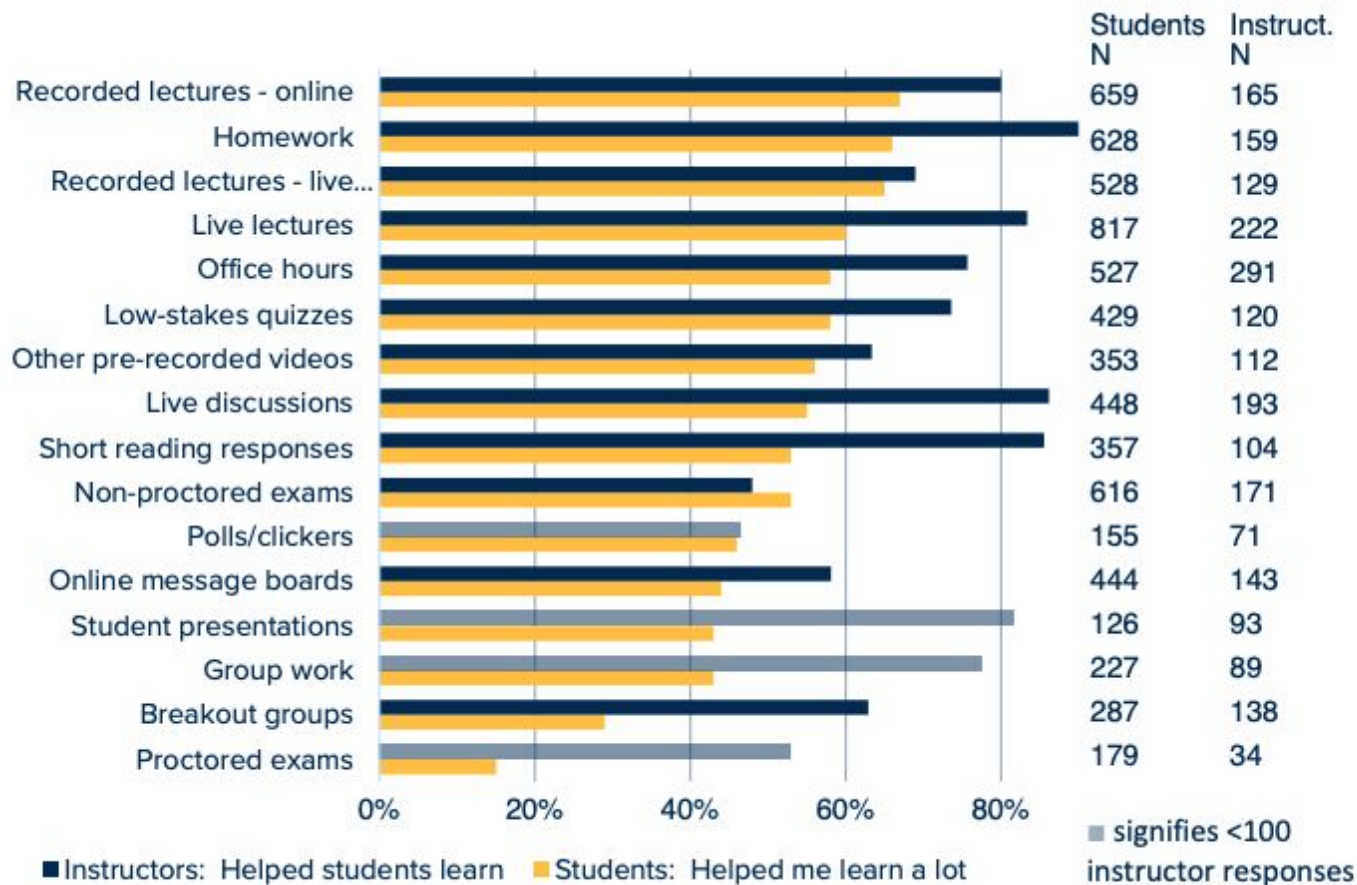# The Remote Learning & Teaching Experience

Figure 10. Activities and student learning

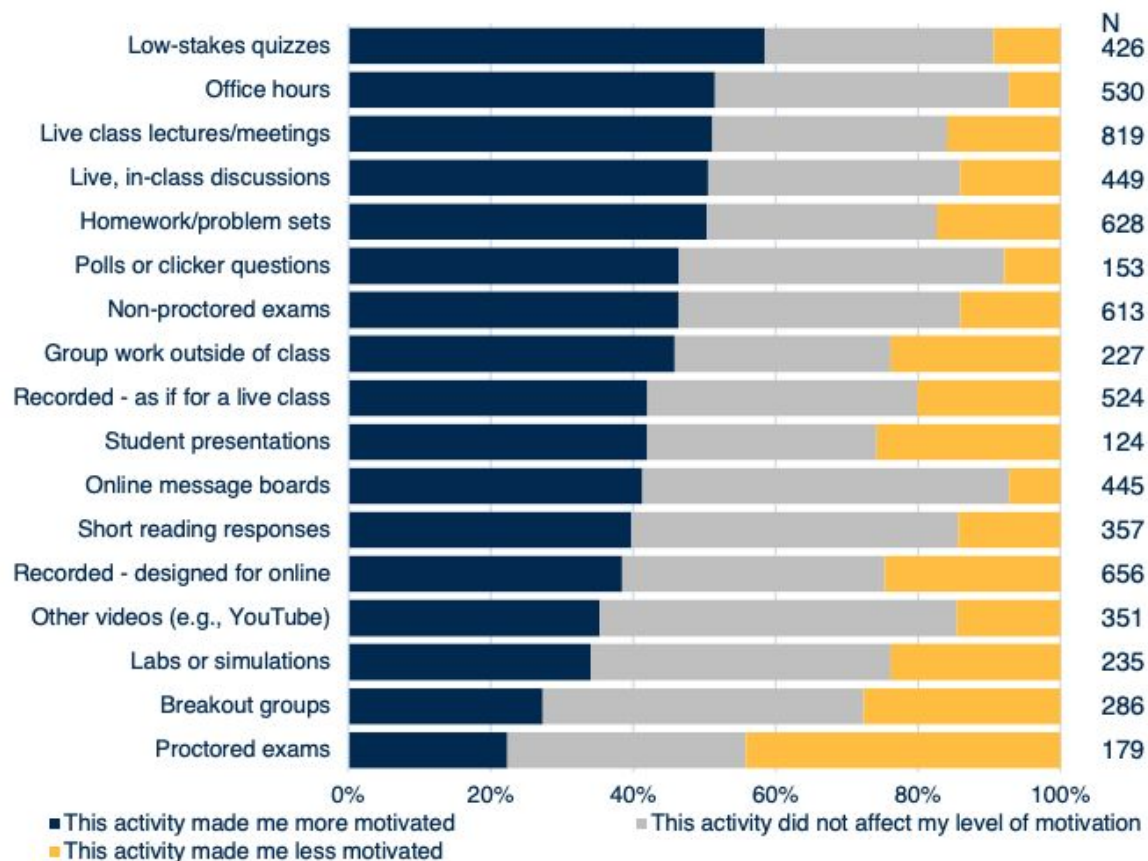# The Remote Learning & Teaching Experience

Figure 11. Activities and student motivation

5 Strategies for Remote Instruction*

Strategy	Rationale	Tool(s)
Clear course **organization** and structure.	Clarity sets expectations and reduces cognitive load. Establish a communication policy to let students know how (eg email, Canvas) and how often (eg weekly).	Your syllabus and Canvas. *Be sensitive to time zone since students are distributed across the globe.
Multiple, **low-stakes assessments** (e.g.: quizzes, homework, exams, lab reports).	Frequent, low stakes quizzes allows for multiple points of feedback and reduces the temptation to cheat.	Gradescope, Canvas (Quizzes, Rubrics, Speedgrader), PlayPosit, Google Docs, Turnitin.
Office Hours (faculty and TA).	Student/faculty (and TA) interaction remains vital to ensure students are connected. Consider time-shifted office hours for students outside of PDT.	Zoom, Microsoft Teams, phone.
Synchronous, class interaction aka **active learning** (live class, live 'lecture', discussions).	Participating in the learning together is still a valuable experience no matter the setting. Note: asynchronous content delivery (lecture) is recommended.	Zoom (chat, polls, yes/no, breakout rooms), Microsoft Teams.
Meaningful activities. (assignments/homework/labs)	Applying knowledge and collaboration skills are essential to the learning process.	Canvas (Assignments), Gradescope, Turnitin. Microsoft Teams. Google Jamboards.

*Be mindful to time zone since students are distributed globally.

Organization

UCDAVIS
Center for Educational Effectiveness

Module 1: Topic/Name (Start date - end date)	Week 9: Special Topics that May Save Your Life & Nutrition and Athletic Performance (...
Module 1 Overview	SPECIAL TOPICS THAT MAY SAVE YOUR LIFE
Tuesday Class Session - date	Orientation to Special Topics that May Save Your Life
Prepare	READ: Chapter 10 from Nutrition Basics for Better Health and Performance (Applegate, L., ED. 3, 2011, Kendall-Hunt)
Study Guide for Reading 1	WATCH
Reading 1 (to prepare for Lecture Video 1)	Video 3: Diet and Cancer (Total Time: 12:42)
Learn	Video 4: More on Diet and Cancer (Total Time: 13:46)
Lecture Video/Zoom Session 1	Video 5: Genetics and Health – Study of Nutrigenomics (Total Time: 8:02)
Homework / Activity 1 (based on Lecture Video 1)	QUIZ: Chapter 10 Special Topics that May Save your Life
Apply	Chapter 10 Quiz: Special Topics That May Save Your Life! Dec 1, 2019	5 pts
Homework / Activity 2 (extending or applying knowledge)	NUTRITION AND ATHLETIC PERFORMANCE
Homework / Activity 3 (extending or applying knowledge)	Orientation to Nutrition and Athletic Performance
Additional Resources	READ: Chapter 11 from Nutrition Basics for Better Health and Performance (Applegate, L., ED. 3, 2011, Kendall-Hunt)

Source:https://keepteaching.ucdavis.edu/organize-your-course-remote-instruction

Organization
https://bit.ly/KT-TEMPS

Source: https://keepteaching.ucdavis.edu/organize-your-course-remote-instruction

Organization

ACCESSIBLE SYLLABUS

Accessible classroom resources promote student engagement and agency

IMAGE   TEXT   RHETORIC   POLICY

Source: https://www.accessiblesyllabus.com/

Low-stakes Assessment

- Emphasizes learning as a process (rather than a product).

- Promotes self-regulation of learning.

- Offers multiple ways to demonstrate learning.

- Reduces anxiety and likelihood of misconduct.

Synchronous, Class Interaction

High Bandwidth

Low Immediacy — High Immediacy

Low Bandwidth

PRE-RECORDED VIDEO

ASYNCHRONOUS DISCUSSIONS WITH VIDEO

VIDEO CONFERENCES

PRE-RECORDED AUDIO

ASYNCHRONOUS DISCUSSIONS WITH AUDIO

AUDIO CONFERENCES

DISCUSSION BOARDS WITH TEXT/IMAGES

COLLABORATIVE DOCUMENTS

GROUP CHAT AND MESSAGING

READINGS WITH TEXT/IMAGES

EMAIL

Created by: **Daniel Stanford**
Twitter: **@dstanford**

Source:https://keepteaching.ucdavis.edu/organize-your-course-remote-instruction

Low-stakes Assessment
http://bit.ly/KT-TESTS

Type of assessment	Why it promotes academic integrity	How to implement
	Because students are asked to take quizzes (or turn in short papers) frequently, each quiz (or short paper) is a **stakes typically means lower-stress; less inclination to rely on outside sources.**	
Frequent, low-stakes quizzes	To facilitate frequent, low-stakes quizzes Davis Canvas, instructors may build quiz can be randomly assigned to individual st	
Open book exam, untimed		
Open book exam, timed		
Two-part exam	Ask students to write a reflection or discuss their learning process. For example, combine 1) low-stakes quizzes and a reflection as an assessment, or 2) an open-book exam and a metacognition task (below) as an assessment.	Quizzes Essay Question Creating a Canvas Assignment for online submission of a document

Type of assessment	Why it promotes academic integrity	How to implement
	Because students are asked to take quizzes (or turn in short	

Katerina Ziotopoulou (Civil & Environmental Engineering) revised her course learning outcomes and redistributed grade weights for remote instruction and student learning during the 2020 Spring term.

Homework - 20%
PlayPosit Quizzes - 20%
Reflection Assignment - 5%
Participation during Thursday Breakouts - 15%
Self-Assessment (credit only) - 5%
Midterm - 15%
Final Exam - 20%

Office Hours

- Explain what office hours are for.

- Give sample reasons to attend office hours.

- "Rebrand" office hours

    ○   (coaching session, study hall, exam prep)

- Normalize attendance.

- Accommodate different time zones

Source:https://keepteaching.ucdavis.edu/organize-your-course-remote-instruction
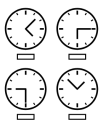
Defining Active Learning (AL)?

L. Dee Fink (2003) defines active learning as how students encounter information and ideas, how they engage with these ideas through experiences, and how they reflect on their learning through dialogue with themselves and others.

use of language

working with others

authentic tasks

self-regulation

Experiences
- Doing, observing
- Actual, simulated
- "Rich learning experiences"

Information and Ideas
- Primary/secondary
- Accessing them in-class, out-of-class, online

Reflecting
- On what one is learning and how one is learning
- Alone and with others

A HOLISTIC VIEW OF ACTIVE LEARNING
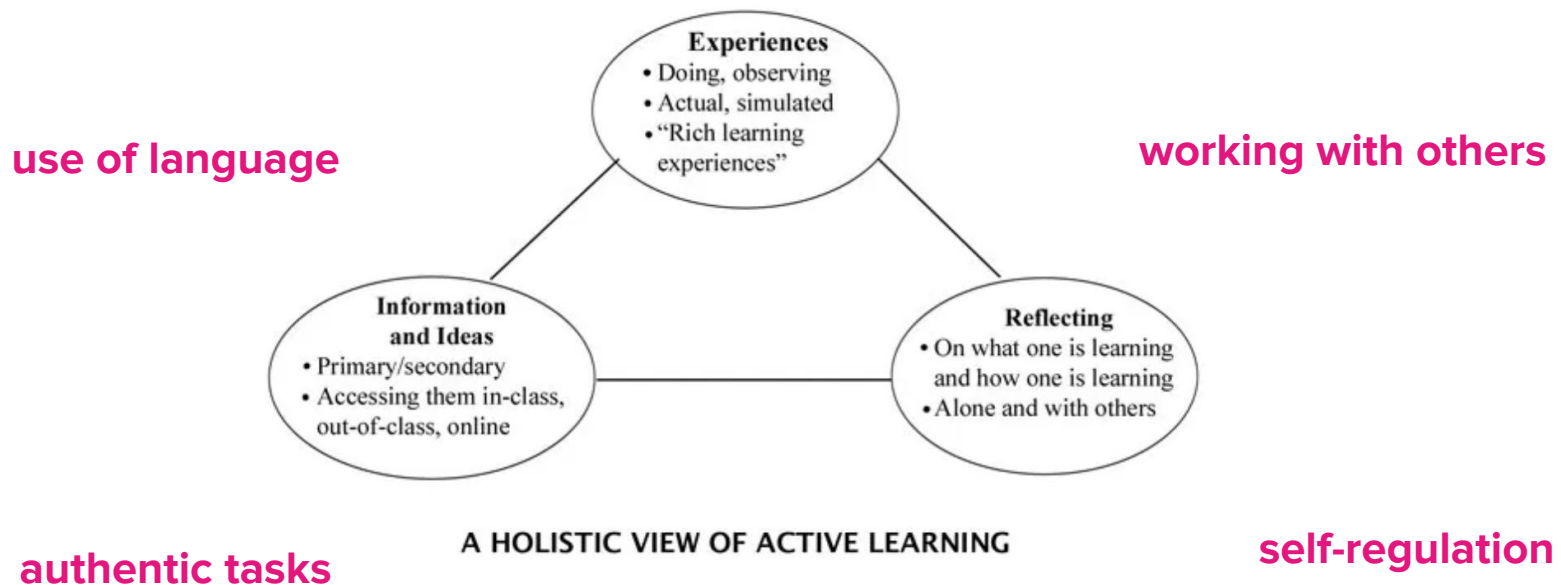
Benefits of Active Learning for Faculty and Students

- The National Survey of Student Engagement (NSSE) has followed the engagement experiences of thousands of college students since 2000. Their consistent results show that hands-on, integrative, and collaborative active learning experiences lead **to high levels of student achievement and personal development** (Kuh et al., 2017).
- Owens et al. (2017) found that active learning can positively impact **student motivation.**
- Reimer et al. (2016) found active learning to be particularly beneficial to **first-generation college students** in STEM courses, boosting both retention and passing rates.
- Freeman et al. (2014) conducted a meta-analysis involving high enrollment lectures and found that active learning **increases student performance on exams** by an average of 6%, and decreased failure rates from 34% to 22%.

Synchronous, Class Interaction

- Establish guidelines for in-class (synchronous)

  participation.

- Give interactive mini-lectures.

- Build opportunities for in-class interaction (active learning)

- Build opportunities for out-of-class collaborations

Interactive/Mini Lecture Model
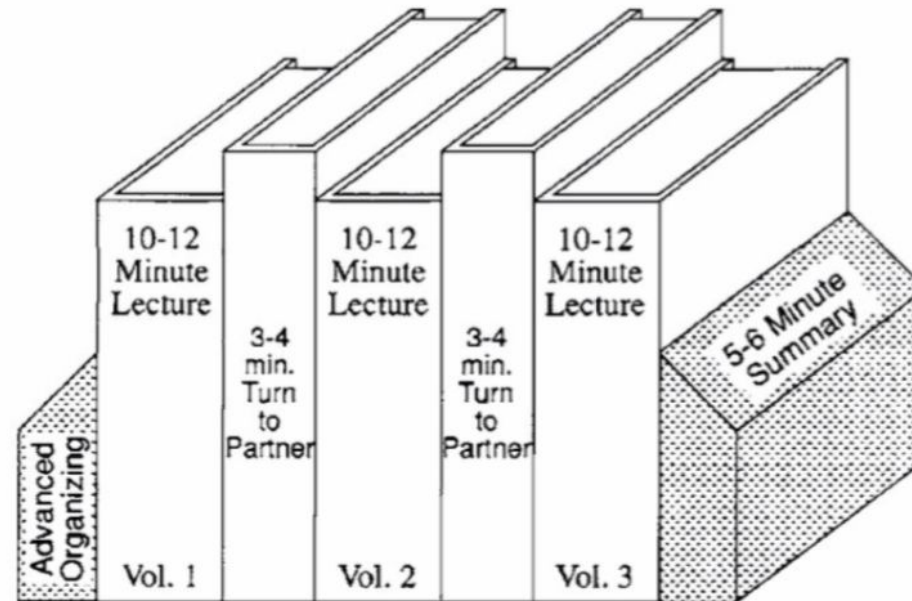
Adapted from: Smith, K. A., Sheppard, S. D., Johnson, D. W., & Johnson, R. T. (2005). Pedagogies of engagement: Classroom-based practices. *Journal of engineering education, 94(1),* 87-101.

In-Class Interaction is Active Learning

High Ease of Integration

Pause for Reflection

Minute Paper

Muddiest Point

Whole Class Discussion

Think-Pair-Share

Informal Groups

Gallery Walk

Simulations

Buzz Groups

Team-based Learning

Case Studies

Role Play

Interactive Lecture

Experiential Learning

Jigsaw Discussions

Service Learning

Greater Complexity of Integration

Exploration: Zoom Poll

What strategies do you use to support active learning in face-to-face or remote teaching classes?

Please take a moment to consider the Zoom poll and mark all the strategies that apply

Active Learning at UC Davis:
Read-Write

1. Link to the **handout** (UPDATE).
   Read the definitions of 6 active learning strategies.
   Then, choose **1 active learning strategy** that you've used, or have seen a colleague use, before and **1 active learning strategy** that you are curious about and would like to start using at UC Davis (3-4 minutes).

2. **Zoom chat**: when you are ready, post on the chat the **2 active learning strategies** that you chose.

Active Learning can help your class become more inclusive!

- As a **platform** for students to collaborate, socialize, and communicate with other students in the class
- As a platform for **student engagement**
- You can **adapt** active learning to your remote or F2F instruction
- **Start small, make it simple:** begin with low stakes activities for you and your students so that everybody becomes comfortable with the tools

https://educationalresearchtechniques.files.wordpress.com/2018/01/12.jpg?w=624

Keep Teaching Website
Active Learning

https://keepteaching.ucdavis.edu/teach/encourage-active-learning-online

Encourage active learning online

Home > Teaching > Encourage active learning online

Expanded guide: Encourage active learning online

Interaction is a key component of active learning. These recommendations provide strategies for promoting active learning by encouraging students to engage in interactions both in and out of class.

Encourage active learning online using these strategies:

- Establish guidelines for in-class participation
- Give interactive lectures
- Build opportunities for in-class interaction
- Build opportunities for out-of-class collaborations
- References and resources

This diamond icon ♦ in the text indicates that there is content in the right sidebar that relates to that particular strategy.

To **discuss your unique teaching and technology needs**, schedule a consultation with an ATS instructional designer at instructionaldesign@ucdavis.edu. For questions about **pedagogical and teaching strategies**, contact the Center for Educational Effectiveness: cee@ucdavis.edu

Give interactive lectures
4 ways to make synchronous chat effective and manageable:

1. Set guidelines for chat interactions as you would for class discussion. Explain the process you will use for chat and how you would like students to interact, including expectations for respectful academic discourse.
2. Assign a chat manager/moderator. Ask a TA to monitor the chat and answer questions as they come in, or read questions to you during a dedicated question break so that you can answer them.
3. Plan for time to answer questions from the chat. If you have a TA, they could read out questions from the chat, or you can tell the class that you will be

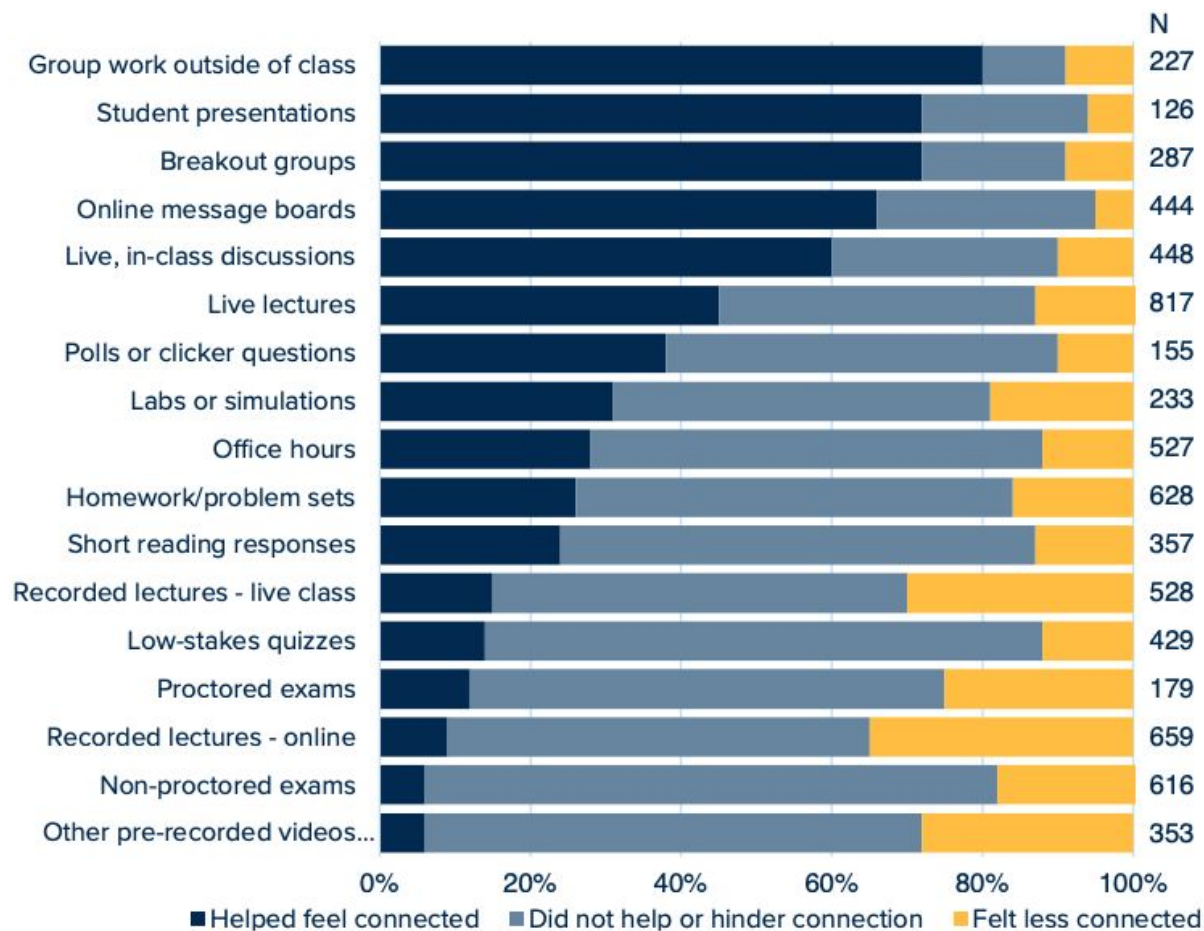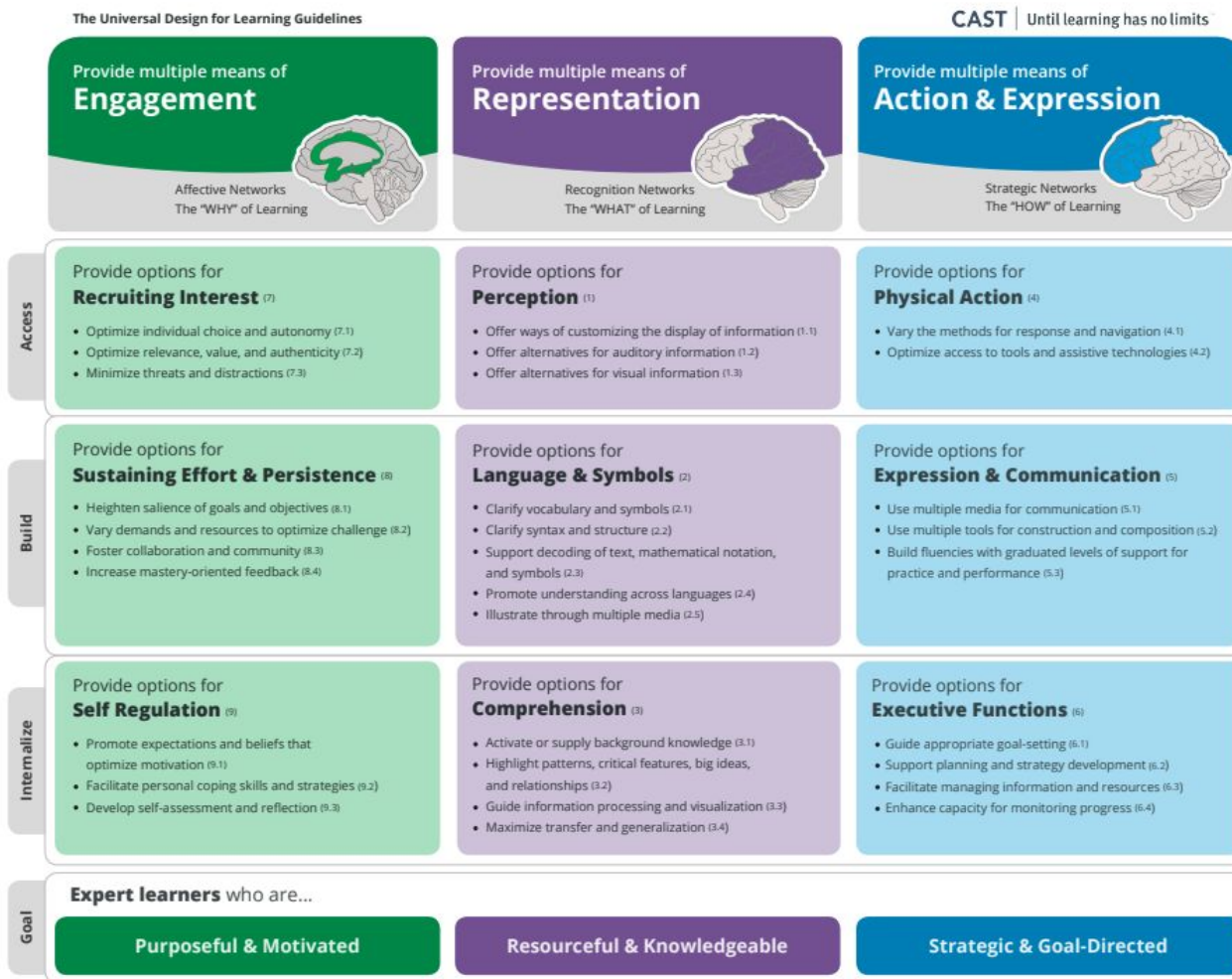# The Remote Learning & Teaching Experience

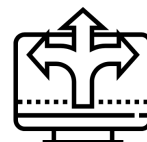Figure 13. Activities and student-student connection

Meaningful Activities

The Universal Design for Learning Guidelines

CAST | Until learning has no limits

Provide multiple means of **Engagement**	Provide multiple means of **Representation**	Provide multiple means of **Action & Expression**
Affective Networks The "WHY" of Learning	Recognition Networks The "WHAT" of Learning	Strategic Networks The "HOW" of Learning

Access

Provide options for **Recruiting Interest** (7)	Provide options for **Perception** (1)	Provide options for **Physical Action** (4)
• Optimize individual choice and autonomy (7.1) • Optimize relevance, value, and authenticity (7.2) • Minimize threats and distractions (7.3)	• Offer ways of customizing the display of information (1.1) • Offer alternatives for auditory information (1.2) • Offer alternatives for visual information (1.3)	• Vary the methods for response and navigation (4.1) • Optimize access to tools and assistive technologies (4.2)

Build

Provide options for **Sustaining Effort & Persistence** (8)	Provide options for **Language & Symbols** (2)	Provide options for **Expression & Communication** (5)
• Heighten salience of goals and objectives (8.1) • Vary demands and resources to optimize challenge (8.2) • Foster collaboration and community (8.3) • Increase mastery-oriented feedback (8.4)	• Clarify vocabulary and symbols (2.1) • Clarify syntax and structure (2.2) • Support decoding of text, mathematical notation, and symbols (2.3) • Promote understanding across languages (2.4) • Illustrate through multiple media (2.5)	• Use multiple media for communication (5.1) • Use multiple tools for construction and composition (5.2) • Build fluencies with graduated levels of support for practice and performance (5.3)

Internalize

Provide options for **Self Regulation** (9)	Provide options for **Comprehension** (3)	Provide options for **Executive Functions** (6)
• Promote expectations and beliefs that optimize motivation (9.1) • Facilitate personal coping skills and strategies (9.2) • Develop self-assessment and reflection (9.3)	• Activate or supply background knowledge (3.1) • Highlight patterns, critical features, big ideas, and relationships (3.2) • Guide information processing and visualization (3.3) • Maximize transfer and generalization (3.4)	• Guide appropriate goal-setting (6.1) • Support planning and strategy development (6.2) • Facilitate managing information and resources (6.3) • Enhance capacity for monitoring progress (6.4)

Goal

Expert learners who are...

Purposeful & Motivated	**Resourceful & Knowledgeable**	**Strategic & Goal-Directed**

udlguidelines.cast.org | © CAST, Inc. 2018 | Suggested Citation: CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.

Meaningful Activities

- Engage students in authentic tasks (simulations, labs)

- Give students agency (topics, add/drop scores)

- Have culturally relevancy (projects, portfolios, reflection)

- Involve timely feedback

Source: https://keepteaching.ucdavis.edu/create-inclusive-class-environment-online

References

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Smith, K.A., Sheppard, S. D., Johnson, D. W., & Johnson, R. T. (2005). Pedagogies of engagement: Classroom-based practices. Journal of engineering education, 94(1), 87-101

Motivation is central to learning

> Motivated students learn better.

"Because intrinsic motivation results in high-quality learning and creativity, it is especially important to detail the factors and forces that engender versus undermine it." *(Ryan & Deci, 2000:55).*

> Faculty can influence motivation.

"...Intrinsic motivation [is] significantly and positively correlated with several aspects of student-faculty interactions" (e.g., approachability, accessibility, respect, caring and connectedness). *(Komarraju, Musulkin and Bhattacharya, 2010: 338).*

Additional Engagement Strategies

High value / low efficacy / supportive environment

- Streamline the organization of your Canvas site – make it uniform across weeks or units so it's easy to navigate.

- Provide a course "roadmap" or checklist of what students need to do each week posted at the top of each module.

- Do low-stress, community-building icebreakers in the first few classes; suggest students exchange emails with another student to have at least one class contact.

- Post links to campus resources for well-being on Canvas

- Have informal live office hours where students can just "pop in." Consider a scheduled "check-in" to meet with each student once during the quarter if you have a small class.

Meaningful Activities
http://bit.ly/CAMPhandout1

Activity 2: Additional strategies for increasing engagement

Many of the strategies used in face-to-face teaching also apply to remote teaching. This list presents some strategies for both modalities. Read the list below. Assess each strategy for its relevance to your classroom. Check the "Use" column if it is a strategy **you already use**. Check the "Interested" column if it is a strategy **you are interested in using**, and check the "More info" column if it is a strategy **you would like to get more information on** before using it.

Resource developed by Patricia Turner, PhD., Education Specialist at the Center for Educational Effectiveness.

Lehman and Conceição, 2013

Strategies specific to remote instruction that build positive expectancies	Use	Interested	More info
1. Use Zoom screen share to go over the syllabus, orient students to course and set expectations during the first live session			
2. Use a scavenger hunt for students to navigate the online course during an orientation activity			
3. Distribute handouts on effective learning skills, time management, and prioritizing tasks for remote learning			
4. Create a checklist of specific tasks students need to accomplish during each Canvas module and post it each week			
5. Ask students to create a remote learning study plan for the course (e.g., do the readings on Mondays, review readings and post responses on Tuesdays, review lecture after class on Wednesdays etc.)			
6. Set regular (e.g., the same each week) deadlines and milestones for modules/units to keep students motivated and engaged			
7. Monitor students' participation through learning analytics during the first weeks of the course to verify if students are progressing effectively/efficiently			

Academic Technology Services Top 10

Source: https://ats.ucdavis.edu/

References

Motivation

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Komarraju, M., Musulkin, S., & Bhattacharya, G. (2010). Role of student–faculty interactions in developing college students' academic self-concept, motivation, and achievement. Journal of College Student Development, 51(3), 332-342.

Lehman, R. M., & Conceição, S. C. (2013). *Motivating and retaining online students: Research-based strategies that work*. John Wiley & Sons.

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Sessions Feedback

Your feedback is important to me. Please take a few minutes to complete evaluations for this session.

https://tinyurl.com/CEESummer2-FAC13