What is 1 positive thing you've heard/experienced about remote teaching and learning?

Also - Please add your Department to your Zoom name

Assessing and responding to the changing needs of students and instructors

Facilitated by:
Drs. Lisa Berry and Mindy Colin

Instructional Development
Who we are and what we do

Classroom Technology; Video, Photo, & Event Services

Instructional Consultation

- Course design and development
- Pedagogical training
- Educational Technology research and training
- TA Development Program
- Course Evaluation System
- Instructional Grants
- Partner with GauchoSpace, Library, and CITRAL

UCSB Instructor perceptions of “going remote”

How do I record my lectures?

How do I use GS?

How do I use Zoom (to teach)?

How do I assess student learning?

What about cheating?!

What do my TAs do?

How can I interact with students?

Instructional Support Team Response - Spring 2020

- Daily Message to Faculty + Nectir channel
- Workshops, consulting hours, Remote TAs, happy hours
- Keep Teaching and GS sites (with daily additions of resources)
- Surveys: Students, TAs, Instructors

Survey Results: Lots of student and faculty and TA confusion

- Student assessment issues
- Lack of community feeling
- Need more structure for resources and targeted training

Summer 2020

- Summer Institutes for Faculty and TAs
- Constant iteration/addition of resources, workshops, sites, etc.
- Built in data collection processes

Fall 2020

- More TA resources
- More surveys: Faculty, TAs, Students, RISE
- Continued collaborations
- Still issues with community and student assessment

Assessment in Higher Ed: Your experience?

Summative: a few large, high-stakes assessments

Formative: more frequent, smaller, low-stakes assessments

Assessment: High to low-stakes paradigm shift

Online Assessment

Challenges

- Academic Integrity
  - Proctoring vs. Equity
    - Connectivity
    - Webcam access
    - Access to private space
    - International access
    - Privacy
  - No synchronous exam time
- Technology learning curve

Opportunities

- High-stakes tests → formative assessments
- Tech-enhanced assessments
  - Multiple attempts, auto feedback
  - Randomized exams w/question banks
  - Student voice and choice (e.g. forums, Flipgrid, peer feedback)
- Flexibility
  - Windows of time to take exams; can add time limit
  - Tech trial runs (e.g. GradeScope practice test)

MEANINGFUL ASSESSMENTS

Are used to improve students' learning

- Reveal student progress toward goal
- Provide feedback and practice without fear of failure
- Help instructors adapt instruction for student needs

Are relevant to students and insructors

- Connect to students' experience, interest & Identities
- Are valid representations of learning goal attainment

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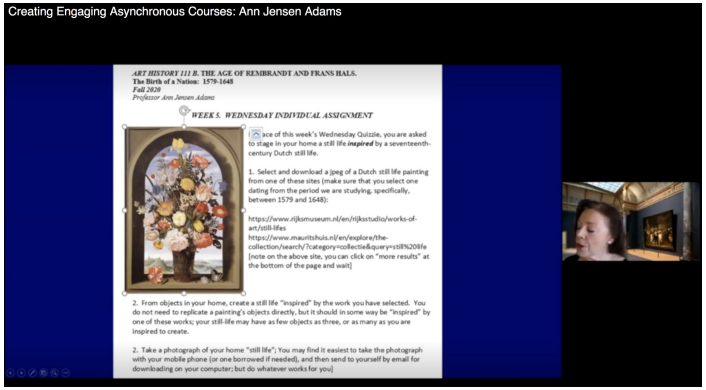
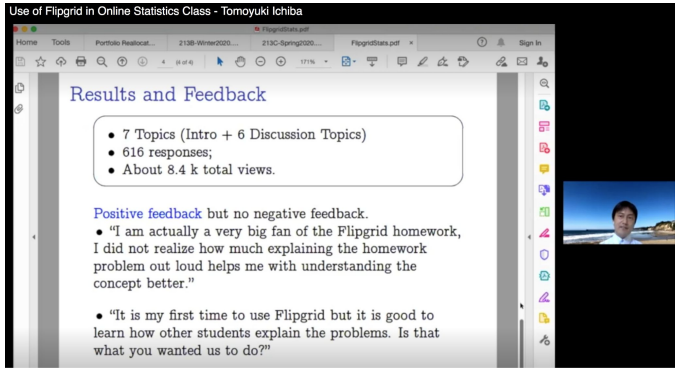
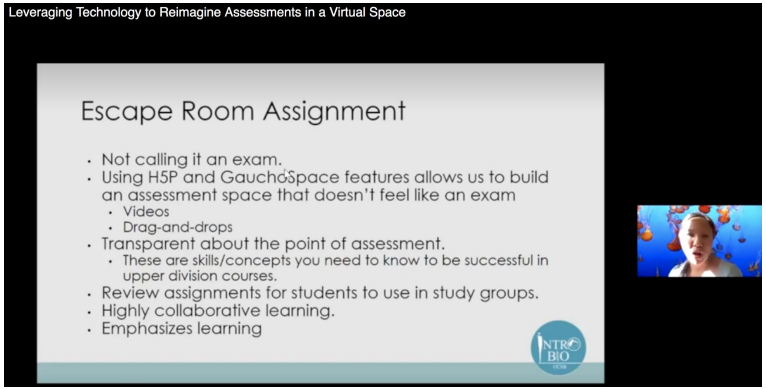
EARLY	MID-WAY	END
Student set learning goals	Pre-recorded lecture with embedded questions	Group Projects
Assess prior knowledge	Foster Engagement in Zoom	Self-guided field trips
Note-taking outline (pdf)	Build-in break-out discussions	Reflection on learning (written) (artistic "1-pagers")
Online discussion	Worksheets in breakout groups	Peer review
Design for engagement	Collaborative documents	Student presentation videos
Self-grading online quiz	Conditional release of GS activities (Link to GS Help instructions)	Portfolios
		Two-stage exams (video) (webpage)

Clear Expectations - Adaptive - Choice - Creativity - Agency - Feedback - Multiple Representations

Explosion of Authentic and Creative Assessments







Remaining Assessment Questions?

What experiences have people had this year that retain or promote a communal UCSB atmosphere in this remote environment?

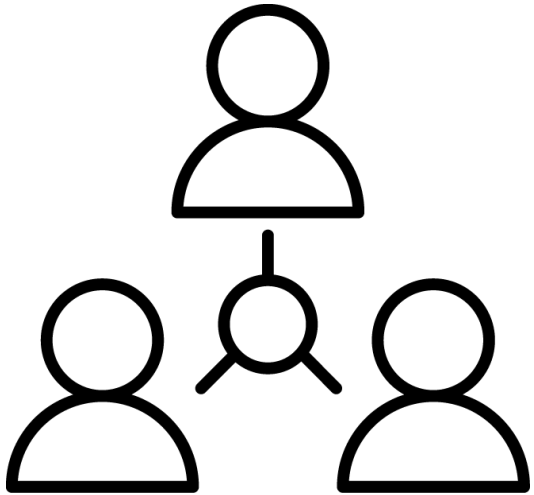
What are elements of a class learning community?

What might an online class learning community be like?

Online Learning Community

4 principles

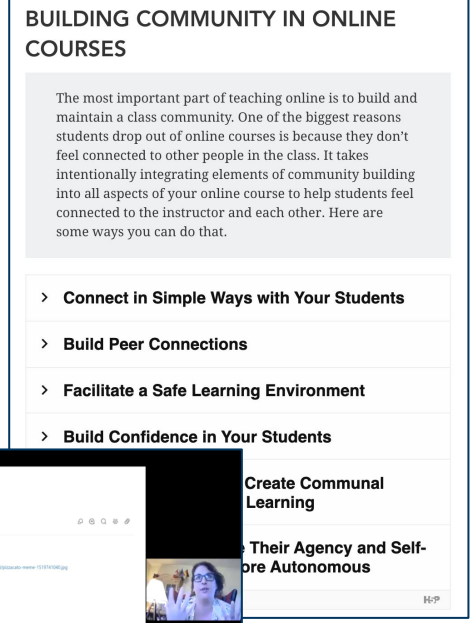
- Collective Identity
- Democratizes Learning
- Meaningful Collaboration
- Being Human



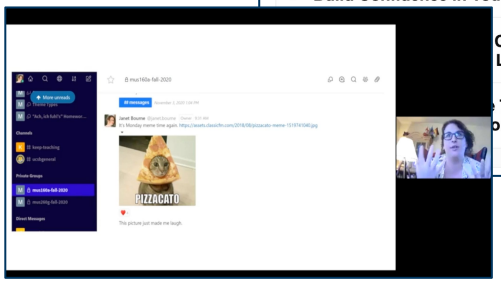
How are these applied in UCSB courses?
(Supportive community is part of Diversity, Equity and Inclusion)

10 mins: Group activity - Choose 1

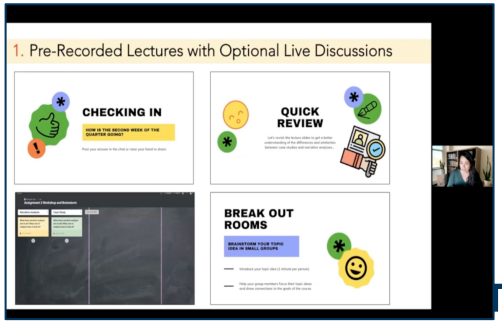
1. Visit Build Community page on KeepTeaching.id.ucsb.edu
   a. explore 2-3 sections of the accordion that might be relevant to your work at UCSB.



2. Watch Janet Bourne's video (Music)
   How I learned to stop worrying and love Nectir
   (1:40-4:20 & 6:28-10:09) (6 mins total)

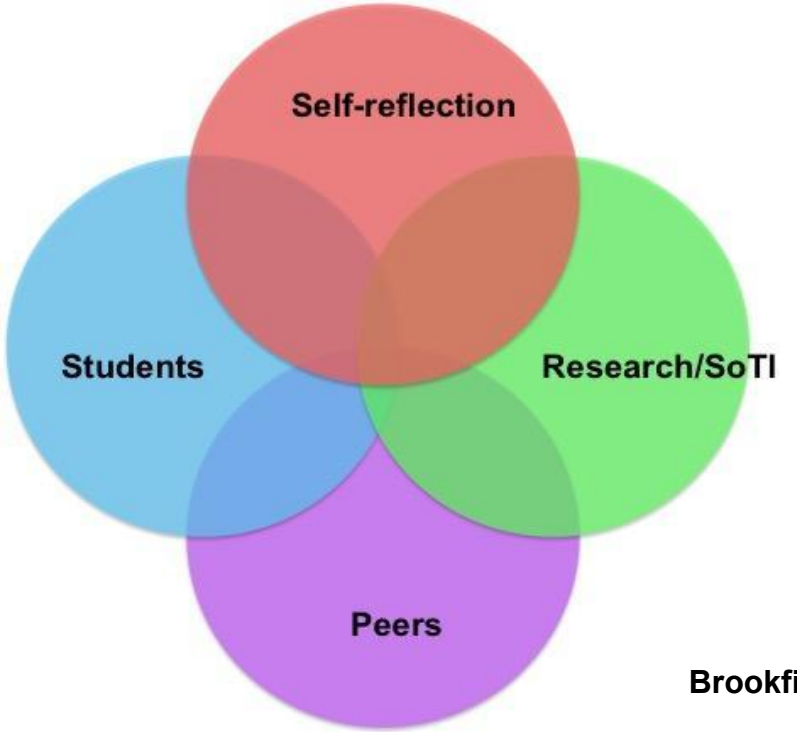


3. Watch Summer Gray's video (Environmental Studies)
   Reimagining Virtual Class Meetings (1:56-6:34)
   (4.5 mins)



Remaining Community Questions?

How are *Instructors* Learning "What works?"



Brookfield's Critical Lenses (1998)

How are *Instructors* Learning "What works?"

Students

- Background survey
- Mid-quarter survey
- ESCI: remote learning
- Evidence of learning

Peers

- RISE
- pre-Fall workshops
- Happy hours

Self

- Annotating syllabi
- Documenting teaching workshops

Scholarship of T/L

- Discipline based ed research
- CITRAL
- Chronicle HE/Educause

References

Acknowledgements - Edit as you see fit

Workshop developed by [Insert your name(s)]

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UC SANTA BARBARA