

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

INTEGRITY, MEET FLEXIBILITY

Flexible remote MC exams in a large intro level class

Tamsin German, Psychological and Brain Sciences



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 instructors

- 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

Creating Engaging Asynchronous Courses: Ann Jensen Adams


ART HISTORY III B: THE AGE OF REMBRANDT AND FRANS HALS
The Birth of a Nation: 1579-1648
Fall 2019
Professor Ann Jensen Adams

WEEK 5. WEDNESDAY INDIVIDUAL ASSIGNMENT

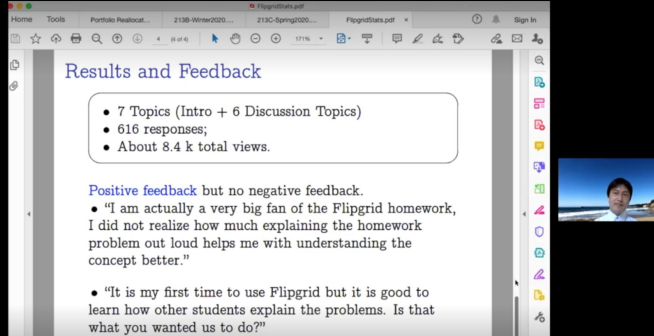


For this week's Wednesday Quizze, you are asked to stage in your home a still life inspired by a seventeenth-century Dutch still life.

1. Select and download a jpeg of a Dutch still life painting from one of these sites (make sure that you select one dating from the period we are studying, specifically between 1579 and 1648):
<https://www.rijkmuseum.nl/en/rijksstudio/works-of-art/still-life>
<https://www.metmuseum.org/learn/exploring-the-collection/search/?category=collection&year=1579-1648> (note on the above site, you can click on "more results" at the bottom of the page and scroll)
2. From objects in your home, create a still life "inspired" by the work you have selected. You do not need to replicate a painting's objects directly, but it should in some way be "inspired" by one of these works; your still life may have as few objects as three, or as many as you are inspired to create.
3. Take a photograph of your home "still life". You may find it easiest to take the photograph with your mobile phone (or one borrowed if needed), and then send to yourself by email for downloading on your computer; but do whatever works for you!



Use of Flipgrid in Online Statistics Class - Tomoyuki Ichiba




Results and Feedback

- 7 Topics (Intro + 6 Discussion Topics)
- 616 responses;
- About 8.4 k total views.

Positive feedback but no negative feedback.



- "I am actually a very big fan of the Flipgrid homework, I did not realize how much explaining the homework problem out loud helps me with understanding the concept better."
- "It is my first time to use Flipgrid but it is good to learn how other students explain the problems. Is that what you wanted us to do?"



Leveraging Technology to Reimagine Assessments in a Virtual Space

Escape Room Assignment

- Not calling it an exam.
- Using H5P and Gauchóspace features allows us to build an assessment space that doesn't feel like an exam
 - Videos
 - Drag-and-drops
- Transparent about the point of assessment.
 - These are skills/concepts you need to know to be successful in upper division courses.
- Review assignments for students to use in study groups.
- Highly collaborative learning.
- Emphasizes learning



Remaining Assessment Questions?

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

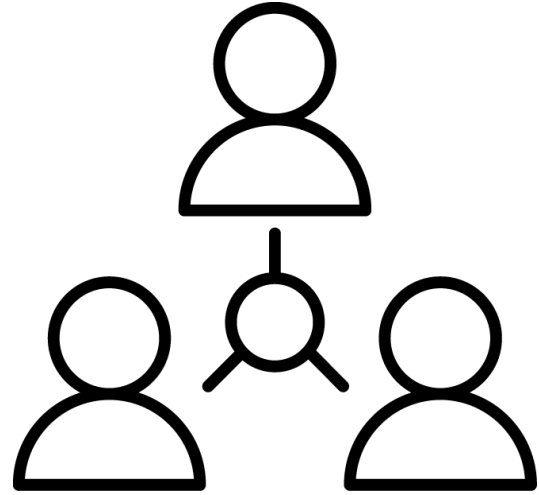
What are elements of a class learning community?

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)



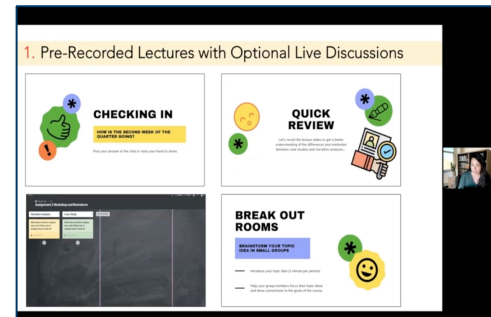
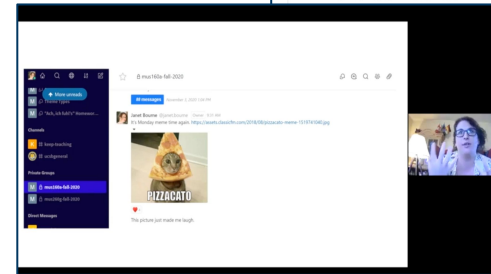
BUILDING COMMUNITY IN ONLINE COURSES

The most important part of teaching online is to build and maintain a class community. One of the biggest reasons students drop out of online courses is because they don't feel connected to other people in the class. It takes intentionally integrating elements of community building into all aspects of your online course to help students feel connected to the instructor and each other. Here are some ways you can do that.

- > Connect in Simple Ways with Your Students
- > Build Peer Connections
- > Facilitate a Safe Learning Environment
- > Build Confidence in Your Students

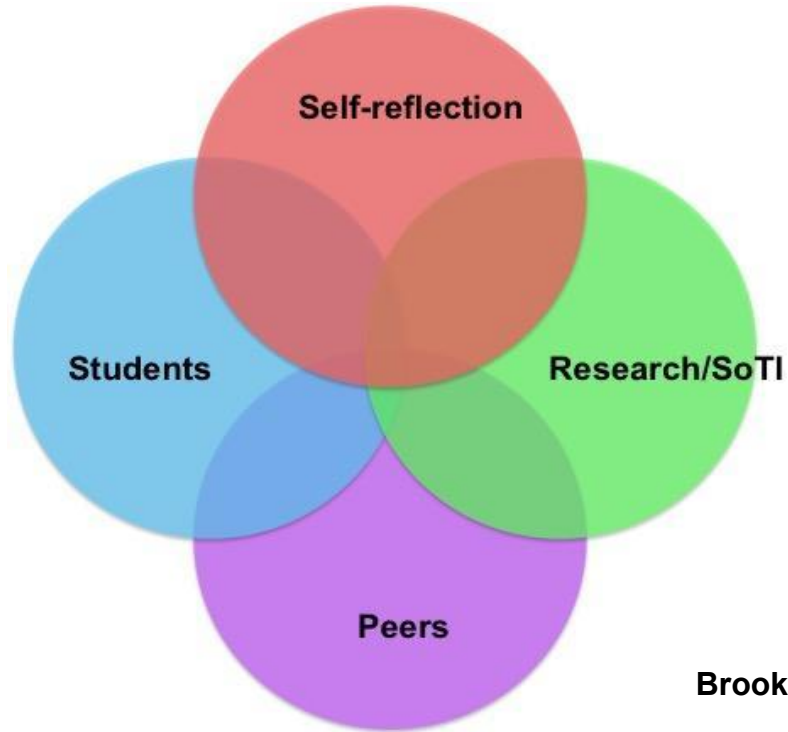
Create Communal Learning

Support Their Agency and Self-Directed Learning



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