

Department Chairs Presentation

TRANSITION TO POST PANDEMIC TEACHING

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Challenge: technology conversation

RECALL THE PRE-PANDEMIC SITUATION:

- Over 100 courses approved as fully online – many asynchronous
- Over 100 *in-person* courses regularly recording and sharing lectures with students
- Studies of online courses: very similar course level outcomes/increase time to degree

But remote technology is not the *critical* question

I am NOT advocating everything become online/recorded/etc.

I AM advocating Departments need to be *strategic* and *coordinated* in this space!

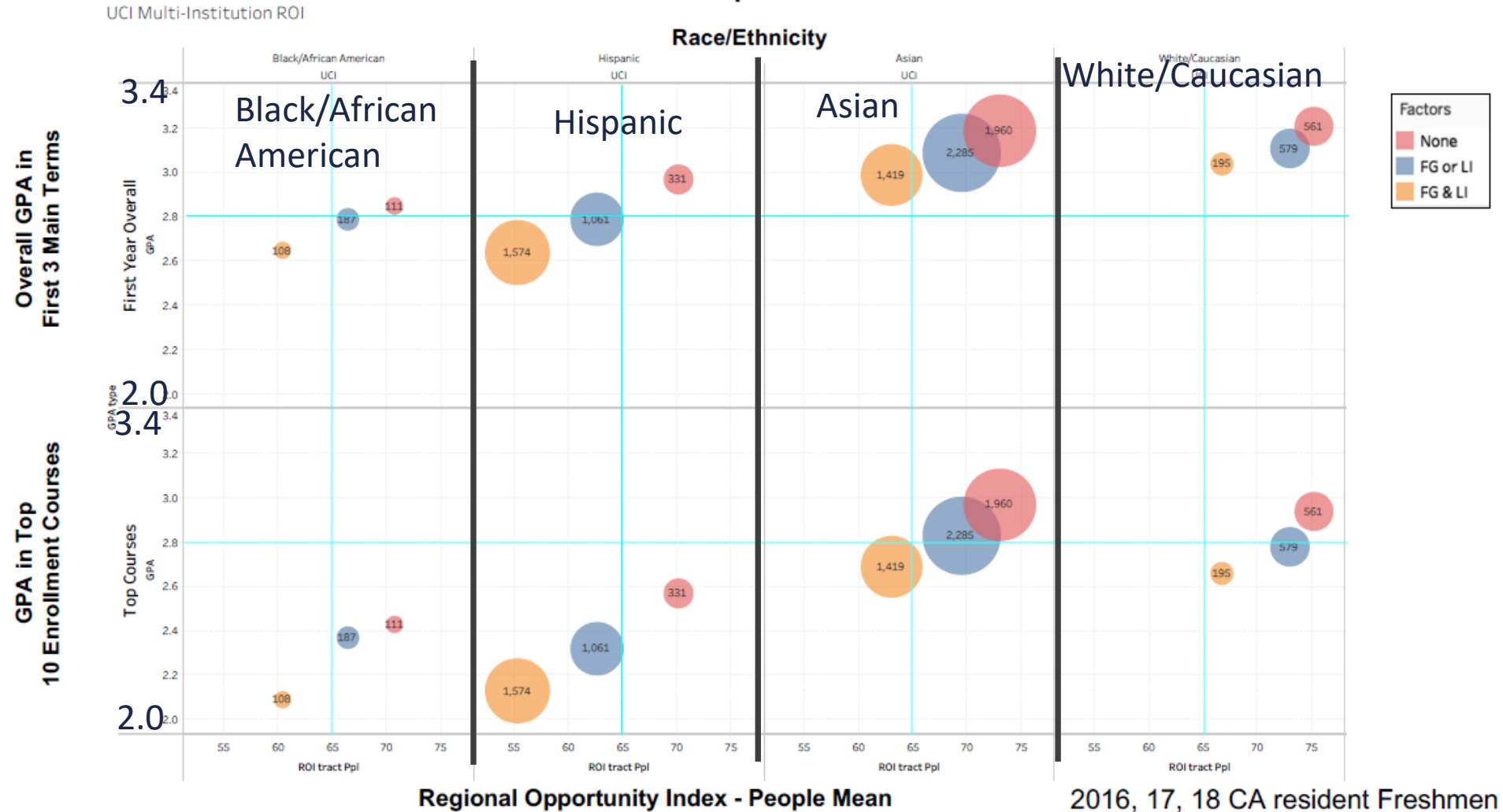
More important: We need to face head on the issues of *equity* and *inclusion* in our courses and curriculum!

Equity Discussion

- Hard discussion as it challenges many elements of pre-pandemic teaching and requires difficult self-reflection.
- The existence of structural racism is as much a part of our instructional practices as any other aspect of our society.
- The data is available that points to its existence, but often does not directly provide information on the root causes.

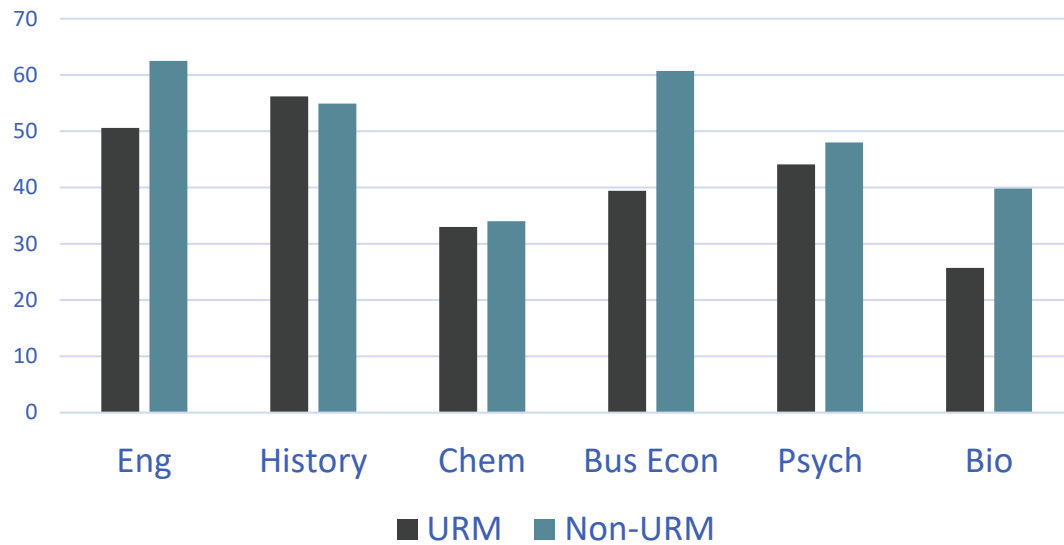
Equity issues are global

First Year Outcomes - Overall and Top Courses - UCI



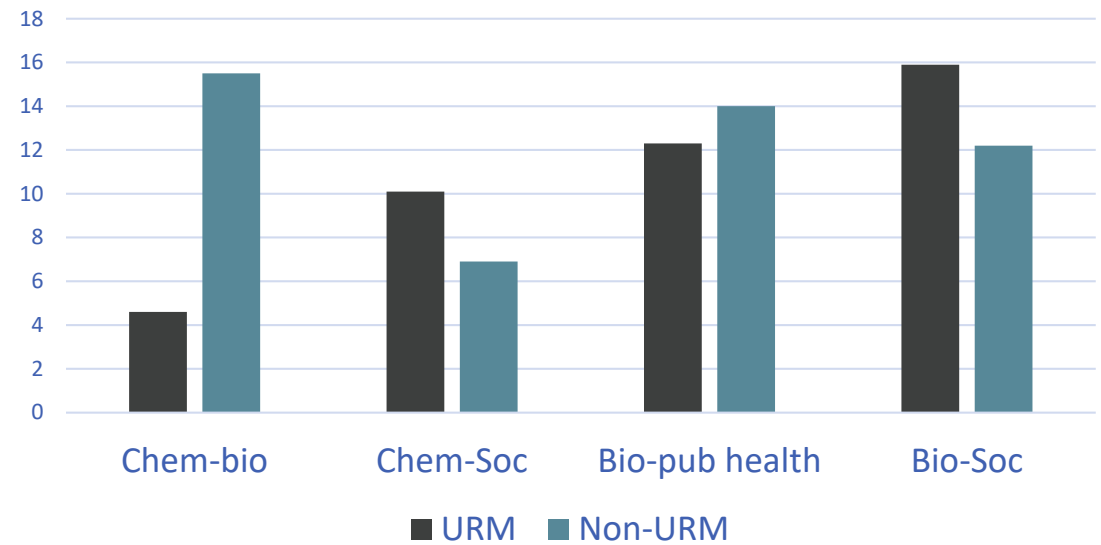
And Local

% students still in Major/Grad after 5 yrs



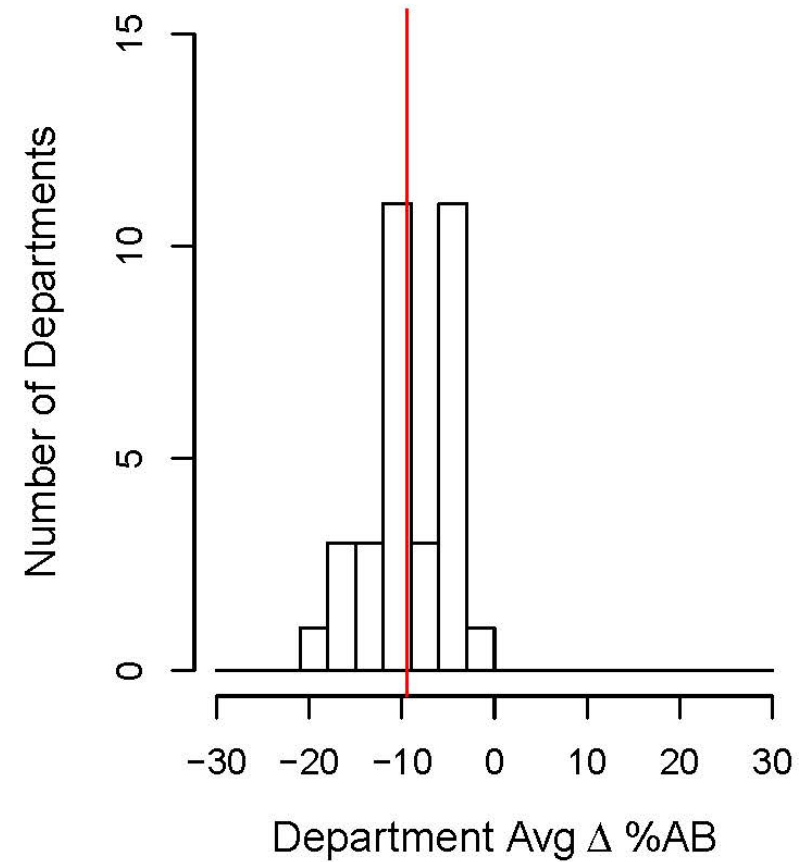
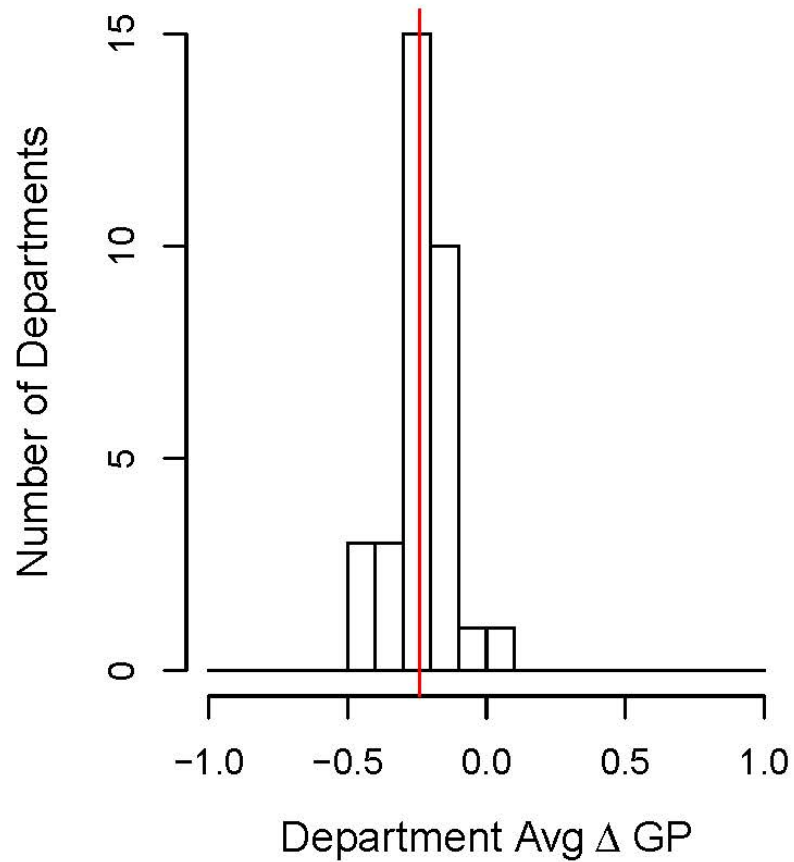
“success” as defined by graduating from initial major: varies for URM and non-URM by major

% students change from A-B major



Change of major patterns vary by major and URM status

Local and Global!



Potential Technology Discussions

- **Mode of delivery:**
 - Balance of in-person/online
 - Spectrum of hybrid courses
 - Balance of synchronous/asynchronous
- **Software needs** – communicate for central support
- **Classroom technology needs** – communicate for central support

Potential strategic discussions

- **Policy changes:** late/missing assignments, approach to academic integrity, etc.
 - Balance of department level policies for consistency and individual faculty policies due to nature of individual courses
- **Pedagogical Changes:** leveraging lecture recordings, options for engagement through “chats” and “discussions”, increased low-stakes and/or formative assessments, decreased reliance on high-stakes assignments, increased active learning, etc.

Discussion Question 1

Alternative Assessment: The pandemic revealed a number of challenges regarding assessment – scaling assessment in large classes and academic integrity. Many faculty developed alternative approaches to assessment, often evidenced based, from focusing on more short, formative assessments to collaborative and/or open-book exams. Discuss in your breakout group how to identify, implement, and support “new” forms of assessment that make sense post-pandemic, especially ones that support equity.

Discussion Question 2

Sharing videos: During the pandemic, there was a focus on video lectures as a replacement for lecture itself. However, in many cases, the real value of lecture videos, especially content that has a reasonable lifetime, is as supplemental material that is analogous to a text book. In this mode, is there a space where departments can navigate utilization, best practices, and even sharing of videos in a fashion that preserves faculty intellectual property and control of their materials while enhancing equity and student success?

Discussion Question 3

Department Discussion of Course Policies: What categories of course policies do you see as the most important to have departmental level discussions around and how might you manage such a discussion? Examples include grading policies, methods of assessment, policies around academic integrity, etc.

Discussion Question 4

Faculty Engagement with Students and “credit value” of a course: For most traditional courses, we have an intuitive understanding of both faculty and student workload, and how that is divided across different elements of the course. As faculty adjust courses to a hybrid or online modality with less required in-person hours, how might your department evaluate whether or not the course meets appropriate standards of faculty engagement with students and student workload?

Discussion Question 5

How would you balance a discussion of course policies, departmental coordination, expectations of faculty engagement with students, and faculty feelings around academic freedom?



Practical Questions

- AAU STEM Program
- DTEI Graduate Fellows
- Teach Anywhere Website:
<https://sites.uci.edu/teachanywhere/>
- Software changes: Piazza, Respondus