

**DATA FIG
MEETING 1
Expect the Unexpected
COVID-19**

April 29, 2020

2:00pm

Tentative Agenda



1- Current experience

2- Past education response to crisis

3- Expecting the unexpected: How to make data informed decisions in the future

- Student survey
 - What does faculty want to know about student experience, challenges and feedback for the future
 - What does the institution want to know about student feedback
 - Other?
- Administration survey
- Faculty Survey
- Leading & Lagging indicators

Colleges and Universities Impacted by COVID-19

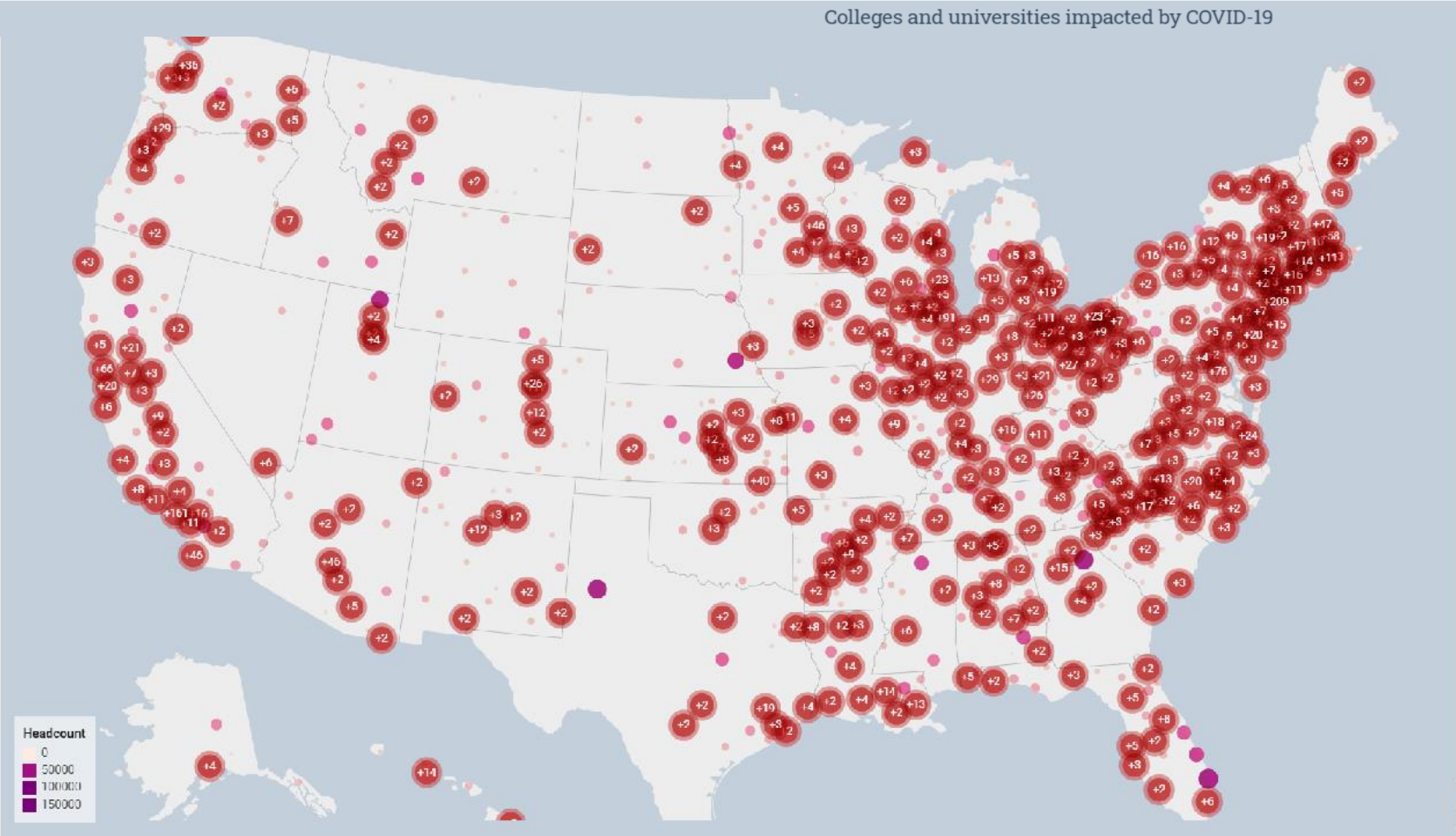


Higher Education Institutions Impacted **4,234**



Students Affected **25,798,790**

Colleges and universities impacted by COVID-19



Source accessed April 28, 2020: <https://www.entrangled.solutions/coronavirus-he/>

Emergency Remote Teaching (ERT)



Current Experience

- Launched Online/Remote Learning
- Training through KCeL (on-demand resources, seminars, video instructions)
- Synchronous face to face meetings replaced with virtual conferencing (Zoom, Blackboard Collaborate)
 - communicate with students for creating virtual classroom space,
 - video conferencing and meetings and more.
- Alternative education resources



What We Learned from the Past

- Crisis causes anxiety and trauma (directly or non directly involved) and impacts student learning.
- Recommendation: **“It is best to do something”**
 - A 2007 survey by Therese A. Huston and Michelle DiPietro (2007) reveals that “from the students’ perspective, **it is best to do something**. Students often complained when faculty did not mention the attacks at all, and they expressed gratitude when faculty acknowledged that something awful had occurred” (p. 219).
- “Teaching in Times of Crisis.” (2013). Center for Teaching Vanderbilt University. Retrieved from <https://cft.vanderbilt.edu/guides-sub-pages/crisis/>

What We Learned from the Past

- Reduce Cognitive Load
 - Lenient with due dates, reduced workload, review sessions, etc. Crisis affect students' cognitive load, as “working memory capacity is reduced immediately following an acutely stressful experience” (p. 218).
- Assign relevant activities or material
 - Huston and DiPietro cite specific activities that helped students cope after 9/11: “College students who participated in a **journal writing exercise** or who **listened to a story that addressed themes relevant** to the terrorist attacks showed greater improvements and fewer signs of trauma” (p. 209).
- Talking directly to students about crisis (Lounge E-rooms)
 - “Teaching in Times of Crisis.” (2013). Center for Teaching Vanderbilt University. Retrieved from <https://cft.vanderbilt.edu/guides-sub-pages/crisis/>

What We Learned from the Past

- Prevent

- Avoid occurrence of incidents or lessen the harm done by unavoidable ones

- Prepare

- Continuous cycle of planning, practicing, and evaluating actions aimed at an effective response to an incident

- Respond

- Steps taken to minimize harm to people during a particular incident. Its focus is on the short-term, direct effects of an incident (e.g., executing the emergency plans developed and practiced in the preparedness phase)

- Recover

- Restoring the learning and teaching environment after an incident, as well as evaluating the incident and the response to it in order to revise and improve

- National Education Association. (2018).“NEA’s School Crisis Guide,” Retrieved on March 24, 2020 from www.nea.org/assets/docs/NEA%20School%20Crisis%20Guide%202018.pdf

Preparing for Future Experience

- “The goal is to create an organization that can ensure safety and keep essential operations going, **while establishing more effective and strategic decision-making systems for the future.**”

Source: McKinsey & Company, “Coronavirus and the campus: How can US higher education organize to respond?” (March 2020). Retrieved from <https://www.mckinsey.com/industries/public-sector/our-insights/coronavirus-and-the-campus-how-can-us-higher-education-organize-to-respond>

Emergency Remote Learning

Course is not fully prepared and designed for online course.

What can we learn about students' preference and best way of learning?

Interesting because this is also a different sample of students who did not self-select themselves to online learning.



Online learning design options (moderating variables)

Modality

- Fully online
- Blended (over 50% online)
- Blended (25-50% online)
- Web-enabled F2F

Pacing

- Self-paced (open entry, open exit)
- Class-paced
- Class-paced with some self-paced

Student-Instructor Ratio

- < 35 to 1
- 36-99 to 1
- 100-999 to 1
- > 1,000 to 1

Pedagogy

- Expository
- Practice
- Exploratory
- Collaborative

Role of Online Assessments

- Determine if student is ready for new content
- Tell system how to support the student (adaptive instruction)
- Provide student or teacher with information about learning state
- Input to grade
- Identify students at risk of failure

Instructor Role Online

- Active instruction online
- Small presence online
- None

Student Role Online

- Listen or read
- Complete problems or answer questions
- Explore simulation and resources
- Collaborate with peers

Online Communication Synchrony

- Asynchronous only
- Synchronous only
- Some blend of both

Source of Feedback

- Automated
- Teacher
- Peers

What now?



“Do not wait until all the facts are in—they may never be—to act. In a crisis, good now is better than perfect later.”

McKinsey & Company, “Coronavirus and the campus: How can US higher education organize to respond?” (March 2020). Retrieved from <https://www.mckinsey.com/industries/public-sector/our-insights/coronavirus-and-the-campus-how-can-us-higher-education-organize-to-respond>



Sources

- Center for Teaching Vanderbilt University. (2013). “Teaching in Times of Crisis.” Retrieved from <https://cft.vanderbilt.edu/guides-sub-pages/crisis/>
- Hodges, C., et al. (2020). The difference between emergency remote teaching and online learning. *Educause Review*. Retrieved from <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>
- McKinsey & Company. (2020). “Coronavirus and the campus: How can US higher education organize to respond?” Retrieved from <https://www.mckinsey.com/industries/public-sector/our-insights/coronavirus-and-the-campus-how-can-us-higher-education-organize-to-respond>
- National Education Association. (2018). “NEA’s School Crisis Guide,” Retrieved on March 24, 2020 from www.nea.org/assets/docs/NEA%20School%20Crisis%20Guide%202018.pdf

Q&A

