

May 2020

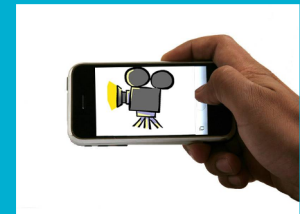
How to Teach More Inclusively & Equitably Online

For Summer Session Instructors
in Life & Physical Sciences

UCLA CEILS
Center for Education Innovation & Learning in the Sciences

Find links to all resources on the CEILS website: <https://ceils.ucla.edu>

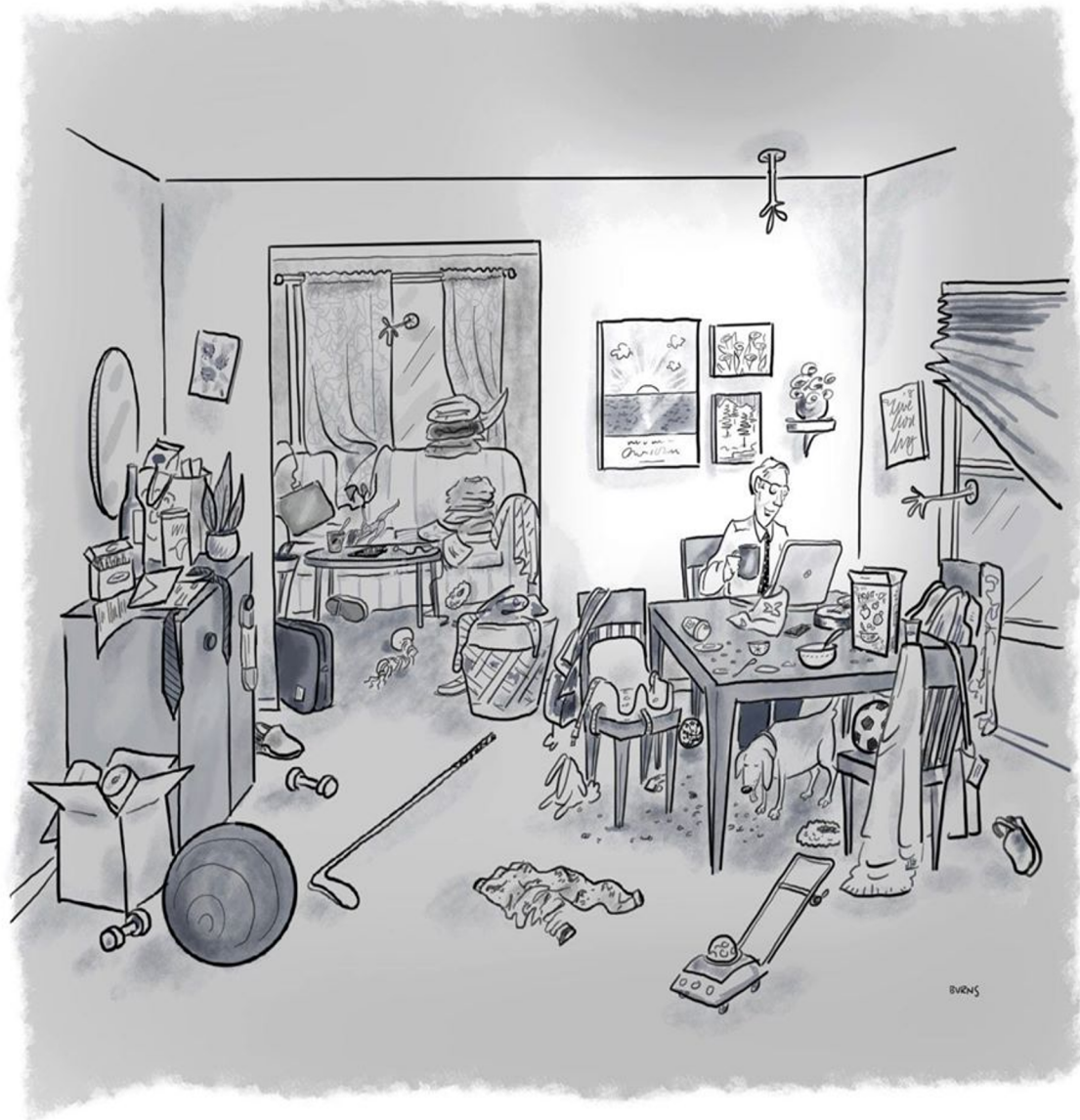
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Use the whiteboard or chat to write one word or short phrase about how you think remote learning is going for your students so far?

The image shows a Zoom meeting interface. At the top, there is a green status bar that reads "You are viewing Shanna Shaked's screen". Below this is a toolbar with icons for Mouse, Text, Draw, Stamp, Arrow, Eraser, and Format. A "View Options" dropdown menu is open, showing the following options: "Fit to Window" (checked), "50%", "100% (Original Size)", "150%", "200%", "300%", "Exit Full Screen" (highlighted with a red circle), "Annotate", and "Side-by-side Mode" (checked). On the right side of the screen, there are two video thumbnails. The top one shows a woman with long dark hair, identified as "Shanna Shaked", with a background of green grass. The bottom one shows a woman with glasses and a necklace, identified as "RACHEL KENNISON", with a background of blue water.

We're all pretending



How to Teach More Inclusively & Equitably Online

For Summer Session instructors
in the Life & Physical Sciences

1. **Lessons learned** from spring quarter (*including student perspective*)
2. Moving away from emergency response and **TOWARD generally improving teaching**
3. **Four overarching principles** for transitioning to remote teaching
4. Designing for engagement – **synchronous vs asynchronous**
5. Designing more **equitable assessments**
6. **Next steps** to develop your course

Lessons learned from spring quarter

The UC Undergraduate Experiences Survey (UCUES)

Results as of May 13th (n=3172)

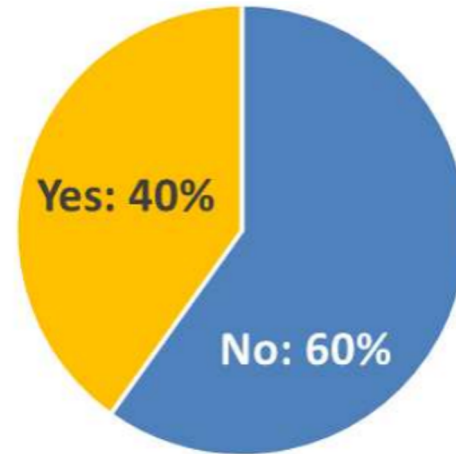
Students are most concerned about...

- *Learning and performing well and how much they are learning in the remote environment*
- Slight preference for recorded lectures vs. lectures over Zoom (students reported learning more from recordings)
- Majority are planning on returning in the fall

Students are not aware of the work happening behind the scenes to support their learning

UCUES

40% have additional family care responsibilities



54% are very concerned about feeling socially isolated

18% are very concerned about basic needs getting met*

*Pell grant recipients and 1st gen and transfers

Students perceptions are that remote learning is harder than learning in person

UCUES

Open ended reveal....

- Quality of the remote environment
- Worry about mental health
- Lack of professor understanding and empathy

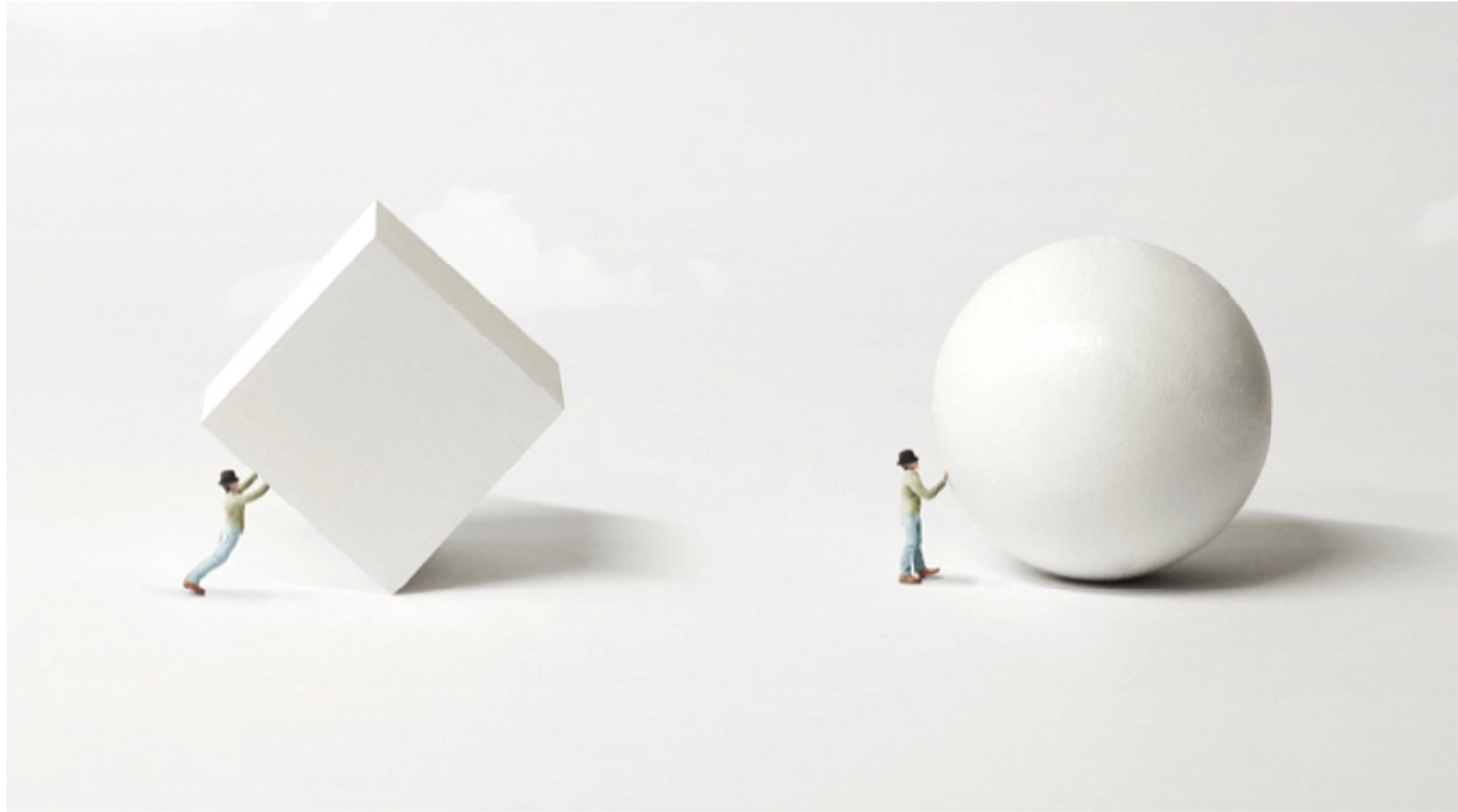
Some positives....

- Majority feel that they are getting timely feedback, communication around course expectations is clear
- Faculty were being flexible and responsive
- Students appreciated access to recorded lectures
- Some felt more free to participate when working in smaller groups

Students perceptions are they are doing more work

**Moving away from emergency
response and TOWARD improved
online course design**

Emergency Remote vs. Fully Developed Online



Fully Developed Online Course

- **Variety of “learning objects” developed** - text, video, audio -thoughtfully planned out with attention towards interaction, feedback, and accessibility.
- **Clear and transparent organization** and instructions in LMS (CCLE for UCLA) for each week
- **Consistent pacing** - due dates and assignment details provided far in advance. Keep deadlines the same each week (*e.g. all assignments due Sunday by 9pm*)
- Asynchronous: Thoughtfully planned activities to **engage students with each other and with instructor/TAs offline**, focus on building rapport and giving students feedback on their learning.
- Synchronous: Targeted and structured use of **Zoom sessions to optimize live time together**



Q: Which of these might you want to use (or already are using) for an enhanced in-person course experience?

That seems like a lot of work
for a temporary situation?
Aren't we going back to in-
person soon anyway?

The Coming Disruption Scott Galloway predicts a handful of elite cyborg universities will soon monopolize higher education.

By James D. Walsh

Cal State will not hold in-person classes this fall.

Get Ready for the Global Fight Over Vaccines

9 Ways Schools Will Look Different When (And If) They Reopen



*(**Also, UCLA may need to close campus at times during fire season**)*

Positive Reframing:

Efforts towards a fully designed online course experience will ALSO benefit your face-to-face courses in the future.

- More effective use of the learning management system for course organization
- Adopting new tools and strategies to engage students outside of class
- Repurposing of “live” time with students to focus on practice and feedback, building relationships, and active learning

(AND we will be prepared to easily transition in the future if needed)

Four overarching principles for transitioning to remote teaching

Karin Gosselink, Yale University

OVERARCHING PRINCIPLES

Explicitly include time for **REFLECTING**, for yourself and for students

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- [Check in every week or so](#): What is working in this learning environment and what is not?

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Be **FLEXIBLE**, especially about hardware, internet, timing, etc.

- Show them that you understand there are many more uncertainties in many lives now
- Provide multiple ways to participate
- Indicate contingency plans if something goes wrong (*e.g. What will happen if they are taking a timed exam and the internet goes out?*)

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Be transparent and **COMMUNICATE** expectations of the students and where they stand in the class

- [Weekly \(or more frequent\) check-ins](#) to update them on assignments, grades, etc.
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Explicitly build **COMMUNITY** among students

- While students appreciate the flexibility of asynchronous sessions, they miss in-person connections.
- Find ways to assign groups or pairs that can meet up on their own time
- Provide resources or platforms where students can easily connect

Let's reflect on 4 principles!

- Link to a google sheet
- Move into breakout rooms
- Discuss the 4 principles
- One person will write down your group number and responses to the prompts
- One person to share out

We will zoom in and facilitate!

Designing for engagement – synchronous vs asynchronous



asynchronous:

Discussion boards, quizzes, polls, email, digital documents, recorded audio or video, recorded slides with narration, self-paced courses.

synchronous:

Virtual classroom, live presentations, live text chat, instant messaging, live audio or video chat, live quizzes, live polling

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→ **Asynchronous?**

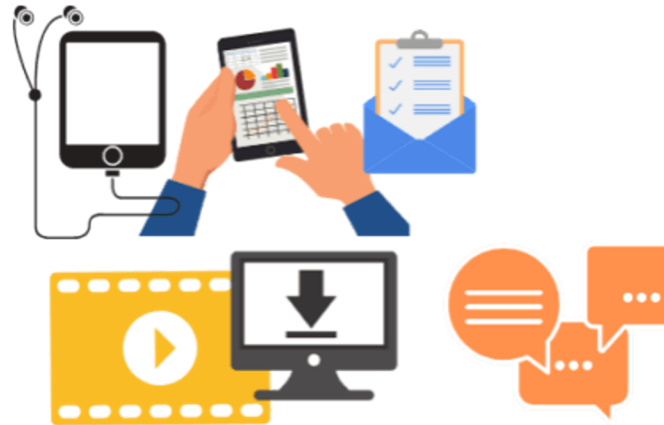
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→ **Synchronous?**

Much of in-person teaching is synchronous

So let's start by thinking about ways to do various components asynchronously



asynchronous:

Discussion boards, quizzes, polls, email, digital documents, recorded audio or video, recorded slides with narration, self-paced courses.

Later, you can decide which asynchronous components to implement.

What have you found successful in asynchronous sessions in Spring?

Share in the chat anything you found successful in terms of asynchronous student engagement.

Moving to Asynchronous

https://docs.google.com/document/d/1gdvtmUx8_nKmk4hzVNjrpMsuRRAGmQ-FjLsyB6DQddk/edit?usp=sharing

Go to this table and add your ideas for how to make some of these asynchronous.

	Synchronous (live) Version
Instructor to student	Giving a lecture to present important information to students
	Working through a problem on the chalkboard/whiteboard
Peer to peer	Providing a worksheet in class for students to work on together
	Having students collaborate on a drawing or concept map
	Having students discuss a question or solve a problem in small groups or pairs
Student to instructor	Polling students using clickers or other tools/technique
	In-class short quiz (e.g. reading quiz)
	Individual writing activity in class
	Having students present to the class

Great Resource! ACUE Online Teaching Toolkit:

<http://acue.org/online-teaching-toolkit/>

Engage Students in Readings and Microlectures



Recommendation 1. Create engaging assignments with accountability.

There are a variety of ways to keep students engaged in the content and help them focus their attention on what is most important. We can also use a variety of practices to assess how well they are learning and making key connections. Try a few of these out to find the process or set of processes that work best for you and your students.

[Download](#)

Recommendation 2. Provide skeletal outlines.

Provide students with a skeletal outline to support their learning and help them track the concepts and issues of highest importance.

[Download](#)

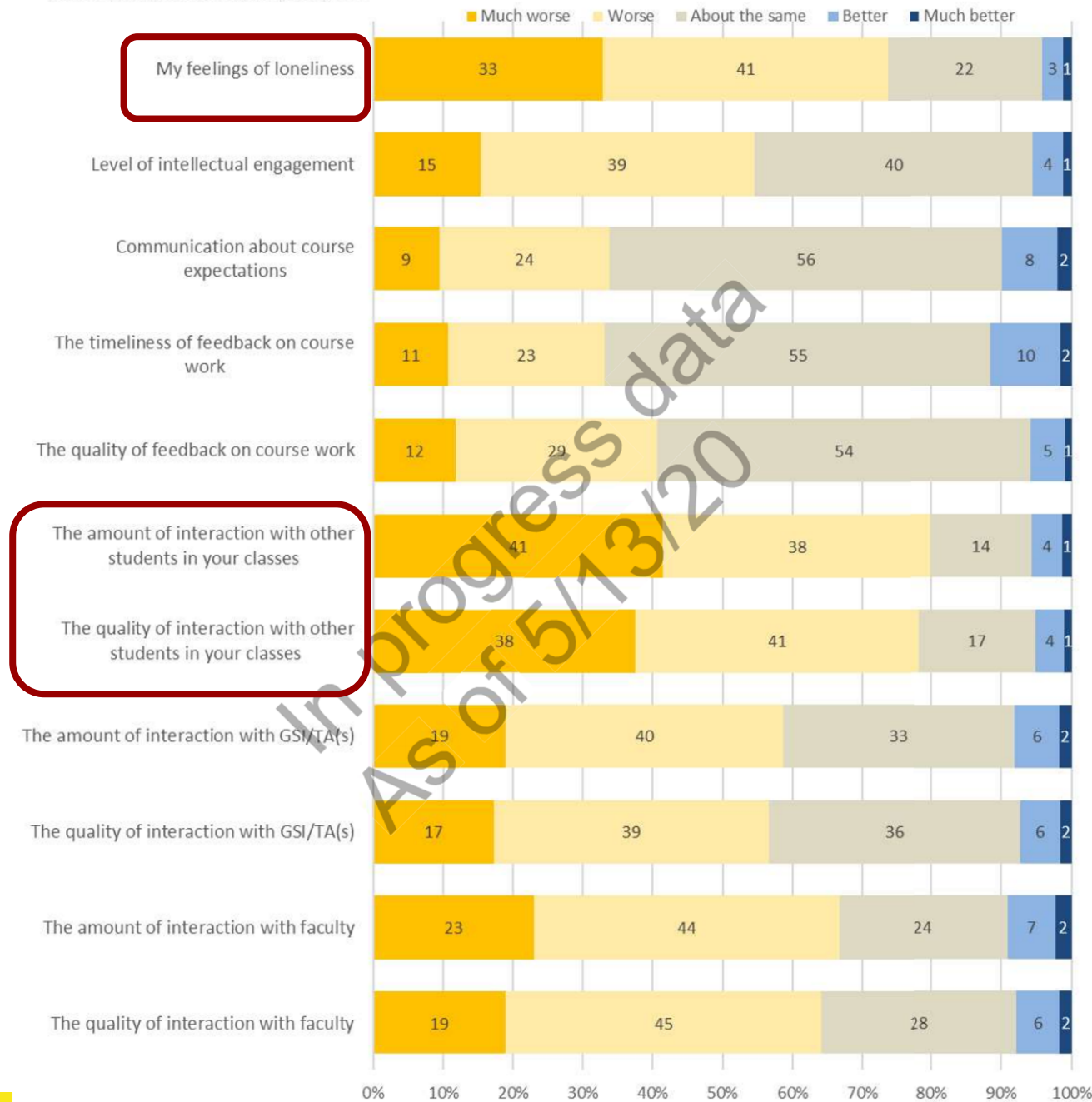
Where are the biggest decreases in the “quality of environment”?

Peer interaction

Perceived Levels of Interaction are Lower; Especially with Respect to Peer Interaction

% reporting quality of environment compared to in-person classes

Source: In Progress UCUES; as of 5/13/2020



When and how do you want to use synchronous time to build COMMUNITY?

When useful interaction is happening to foster learning

1. Provide **alternatives**, to be most flexible
 - *e.g. students who can't attend can meet one another at other times; or allow them to drop 10-20%.*
2. Have **icebreakers** to build trust and connection
 1. When students are **ready to interact**
 - → have already done some independent learning
 2. With TA/instructor present (e.g. discussion section) if **expert guidance is needed**
 - *e.g. working on challenging activity*
3. Ask students to **indicate when they will meet** that week (without instructor present)
 - if they are doing something specific to their group or where they can figure out most of it together (e.g. group project)

Designing more equitable assessments

Whiteboard: What challenges have you had (or would you anticipate) with individual or proctored assessments?

Important considerations for Remote Testing: Lessons from Spring

<https://www.adminvc.ucla.edu/covid-19/academic-continuity/protecting-privacy-and-data-during-remote-working-and-using-zoom>

- “Requiring students to turn on their camera to be watched or recorded at home during an exam poses significant privacy concerns and **should not be undertaken lightly**”
- “If instructors are using one of these services, **they must provide explicit notice to the students before the exam...**”
- “Instructors are encouraged to consider other options that are privacy-protective and still preserve academic integrity, where possible.”
- **Students should be notified at least a few weeks in advance.**

What if Respondus crashes during an exam?

What if your student's wifi dropped?
Should you assume they are cheating?

Timed and remotely proctored exams are resulting in particularly high stress (and lower performance) for students with broadband, hardware, and scanning/uploading issues.

More than

80%

of you are open to alternative forms of assessments

(For those who can't identify appropriate alternatives, we have compiled a list of best practices for individual, proctored exams.)

We can help you try things to cross this bridge



Traditional
Assessments

More
Authentic
and Real-
world
Assessments

Assessment strategies found to be more successful

by UCLA faculty this quarter

1. Shift weight into frequent lower-stakes **quizzes** on CCLE



2. **Projects**, papers or other more “real world” assessments

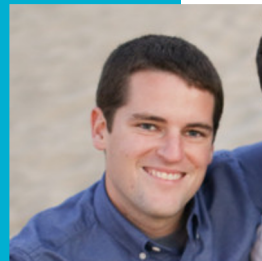
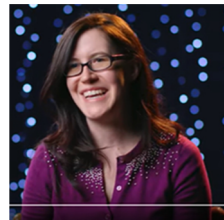


3. Reduce grading time by having **group projects**



- a. between-group peer assessment with instructor created rubric
- b. within-group peer assessment

1. If still doing a high-stakes exam, consider “add-ons” to lower stakes and encourage learning



- a. Have collaborative portion after individual portion
- b. Ask students to share reasoning on multiple choice responses

Assessment Checklist

UCLA

Checklist

Remote Assessment Recommendations

Existing remote proctoring tools have significant limitations, especially when students may not have hardware, reliable internet, or the ability to take an exam at a specific time.

We therefore recommend considering [alternative assessments](#) whenever possible.

We understand alternatives may not be possible in some cases, so we also provide [best practices](#) to implement remote testing in the most effective and fair manner.

Recommendations of alternative assessments that disincentivize cheating	2
Decrease need for proctoring by adapting exam format	2
Weekly, lower-stakes quizzes (increase learning + decrease pressure)	3
Projects + Case Studies	3
Papers	4
Student Presentations	5
Use clear rubrics to improve quality of work and decrease grading time	5
Tools for submitting written work or diagrams and drawings	5
Approaches to reduce grading time for faculty and TAs (incl. Group Projects)	5
Strengths and limitations of tools for remote proctoring	7
Best practices if proceeding with remote testing	8
Disincentivize academic dishonesty when possible	8
Prepare exam format and proctoring tool	9
Communicate instructions at least one week before the exam	10
During Exam	10
Resources for additional support and information	11

Poll: What assessments are you considering now?

- A. Shift weight into frequent lower-stakes quizzes on CCLE
- B. Projects, papers or other more “real world” assessments
- C. Have collaborative portion after individual portion
- D. Ask students to share reasoning on multiple choice responses
- E. Reduce grading time by having group projects, using within-group peer assessment (and perhaps between-group peer assessment with instructor created rubric)
- F. Have students sign honor code before taking exam (found to reduce incidences of academic dishonesty)
- G. For my course, the only option seems to be individual, proctored exams

Next steps to develop your course

Checklist for Inclusive Remote Teaching



Regularly check UCLA's "[Planning for Academic Continuity](#)" website for updates.
See [UCLA IT website](#) for support and tools related to working from home.

Overarching Principles

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- While students appreciate the flexibility of asynchronous learning (from [instructor](#), [peers](#), or [independently](#)), they miss in-person connections (which can also be fostered with [instructor](#) and [peers](#)).
- Find ways to assign groups or pairs that can [meet up on their own time](#)



Checklist Remote Assessment Recommendations

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EVENTS

Find workshops for online teaching and learning

FILTER BY: | EVENT DATE ▾ | EVENT TYPE ▾ | SEARCH 🔍

◀ MAY 2020 ▶

MAY 1, 2020

10:00AM - 11:00AM

Preparing Your Course for Summer: Advice from the Virtual Classroom (Instructor Panel)

VIA ZOOM - FACULTY, PREPARING FOR REMOTE TEACHING

MAY 4, 2020

11:00AM - 12:00PM

Drop-in Office Hours for TAs

VIA ZOOM - DROP-IN, GENERAL REMOTE TEACHING, TA RESOURCES, TAS

MAY 5, 2020

9:00AM - 10:00AM

Drop-in Office Hours for TAs

VIA ZOOM - DROP-IN, GENERAL REMOTE TEACHING, TA RESOURCES, TAS

MAY 7, 2020

1:00PM - 2:30PM

Preparing Your Course for Summer: Drop-in Consultations with an Instructional Designer

VIA ZOOM - DROP-IN, FACULTY, PREPARING FOR REMOTE TEACHING, TAS

MAY 7, 2020

3:30PM - 4:30PM

Drop-in Office Hours for TAs

VIA ZOOM - DROP-IN, GENERAL REMOTE TEACHING, TA RESOURCES, TAS

MAY 8, 2020

10:00AM - 11:00AM

Preparing Your Course for Summer: Making the Most of CCLE

VIA ZOOM - CCLE, FACULTY, PREPARING FOR REMOTE TEACHING, TAS

What questions do you have?

Type them in this doc to help us plan deeper dive webinars and/or schedule a one-on-one consultation.

<https://docs.google.com/spreadsheets/d/195zN6u7acUeTTT4HsPdAjDZUAigahHiiPjm90Bm6vuk/edit>