How to Teach More Inclusively & Equitably Online

For Summer Session Instructors in Life & Physical 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?
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

Prepared by Dr. Kristen McKinney, Director, Student Affairs Information and Research Office (https://www.sairo.ucla.edu/By-Survey/UCUES)
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
Q: Which of these might you want to use (or already are using) for an enhanced in-person course experience?

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

- Survey students before class about challenges with Remote Teaching
- Check in every week or so: What is working in this learning environment and what is not?
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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?**

→ **Synchronous?**
Much of in-person teaching is synchronous

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

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_nKmk4hzVNjrpmRAGmQ-FjLsyB6DQddk/edit?usp=sharing](https://docs.google.com/document/d/1gdvtmUx8_nKmk4hzVNjrpmRAGmQ-FjLsyB6DQddk/edit?usp=sharing)

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<td>Giving a lecture to present important information to students</td>
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<td>Working through a problem on the chalkboard/whiteboard</td>
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<td>Providing a worksheet in class for students to work on together</td>
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<tr>
<td>Having students collaborate on a drawing or concept map</td>
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<td>Having students discuss a question or solve a problem in small groups or pairs</td>
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<td>Polling students using clickers or other tools/technique</td>
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<td>In-class short quiz (e.g. reading quiz)</td>
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<tr>
<td>Individual writing activity in class</td>
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<td>Having students present to the class</td>
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Go to this table and add your ideas for how to make some of these asynchronous.
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.

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

**Peer interaction**
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


- “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

More Authentic and Real-world Assessments

Traditional 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

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.

### Checklist

**Recommendations of alternative assessments that disincentivize cheating**
- 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**
- 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

Overarching Principles

- Explicitly include time for Reflecting, for yourself and for students
  - Survey students before class about challenges with Remote Teaching
  - Check in every week or so: What is working in this learning environment and what is not?
- Be FLEXIBLE, especially about hardware, internet, timing, etc.
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- Explicitly build COMMUNITY among students
  - 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).
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Checklist

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  - Tools for submitting written work or diagrams and drawings
  - Approaches to reduce grading time for faculty and TAs (incl. Group Projects)

UCLA
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/195zN6u7acUeTTT4HsPdAjDZUAigahHiPjm90Bm6vuk/edit