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

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Opportunities</th>
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<tbody>
<tr>
<td>● Academic Integrity</td>
<td>● High-stakes tests → formative assessments</td>
</tr>
<tr>
<td>○ Proctoring vs. Equity</td>
<td>● Tech-enhanced assessments</td>
</tr>
<tr>
<td>○ Connectivity</td>
<td>○ Multiple attempts, auto feedback</td>
</tr>
<tr>
<td>○ Webcam access</td>
<td>○ Randomized exams w/question banks</td>
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<tr>
<td>○ Access to private space</td>
<td>○ Student voice and choice (e.g. forums, Flipgrid, peer feedback)</td>
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<td>○ International access</td>
<td>○ Flexibility</td>
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<tr>
<td>○ Privacy</td>
<td>○ Windows of time to take exams; can add time limit</td>
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<tr>
<td>○ No synchronous exam time</td>
<td>○ Tech trial runs (e.g. GradeScope practice test)</td>
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<td>● Technology learning curve</td>
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Office of Instructional Consultation
Instructional Development - Kerr Hall

UC SANTA BARBARA
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
# Meaningful Assessments

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<th>Early</th>
<th>Mid-Way</th>
<th>End</th>
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<tr>
<td>Student set learning goals</td>
<td>Pre-recorded lecture with embedded questions</td>
<td>Group Projects</td>
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<tr>
<td>Assess prior knowledge</td>
<td>Foster Engagement in Zoom</td>
<td>Self-guided field trips</td>
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<tr>
<td>Note-taking outline (pdf)</td>
<td>Build-in break-out discussions</td>
<td>Reflection on learning (written)</td>
</tr>
<tr>
<td>Online discussion</td>
<td>Worksheets in breakout groups</td>
<td>(artistic “1-pagers”)</td>
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<tr>
<td>Design for engagement</td>
<td>Collaborative documents</td>
<td>Peer review</td>
</tr>
<tr>
<td>Self-grading online quiz</td>
<td>Conditional release of GS activities (Link to GS Help instructions)</td>
<td>Student presentation videos</td>
</tr>
</tbody>
</table>

**Clear Expectations - Adaptive - Choice - Creativity - Agency - Feedback - Multiple Representations**
Explosion of Authentic and Creative Assessments

Creating Engaging Asynchronous Courses: Ann Jensen Adams

Use of Flipgrid in Online Statistics Class - Tomoyuki Ichibe

Results and Feedback

- 7 Topics (Intro + 6 Discussion Topics)
- 616 responses
- About 8,400 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 Gauchospace 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)
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)
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
Acknowledgements - Edit as you see fit

Workshop developed by [Insert your name(s)]

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