The background image shows a group of people in a workshop or classroom setting. They are gathered around a table, looking at a whiteboard. The whiteboard has handwritten notes in green and black ink. The notes include "Consciousness desc", "meaning-making P", "through the nego", "interactive exper", and "or pre-existing t". The people are dressed in casual attire, and the room has a modern, open feel with large windows in the background.

# Reassessing Reimagining Recalibrating

# Teaching & Learning

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peter-doolittle 

# Agenda

1. Where are we?
2. What's ahead?
3. Who knows?

Presentation Files





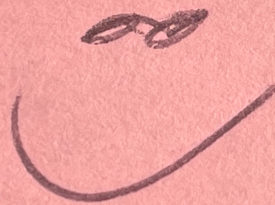
# Post-COVID Pedagogy



App 5/10

---

Be positive





# Uncertainty



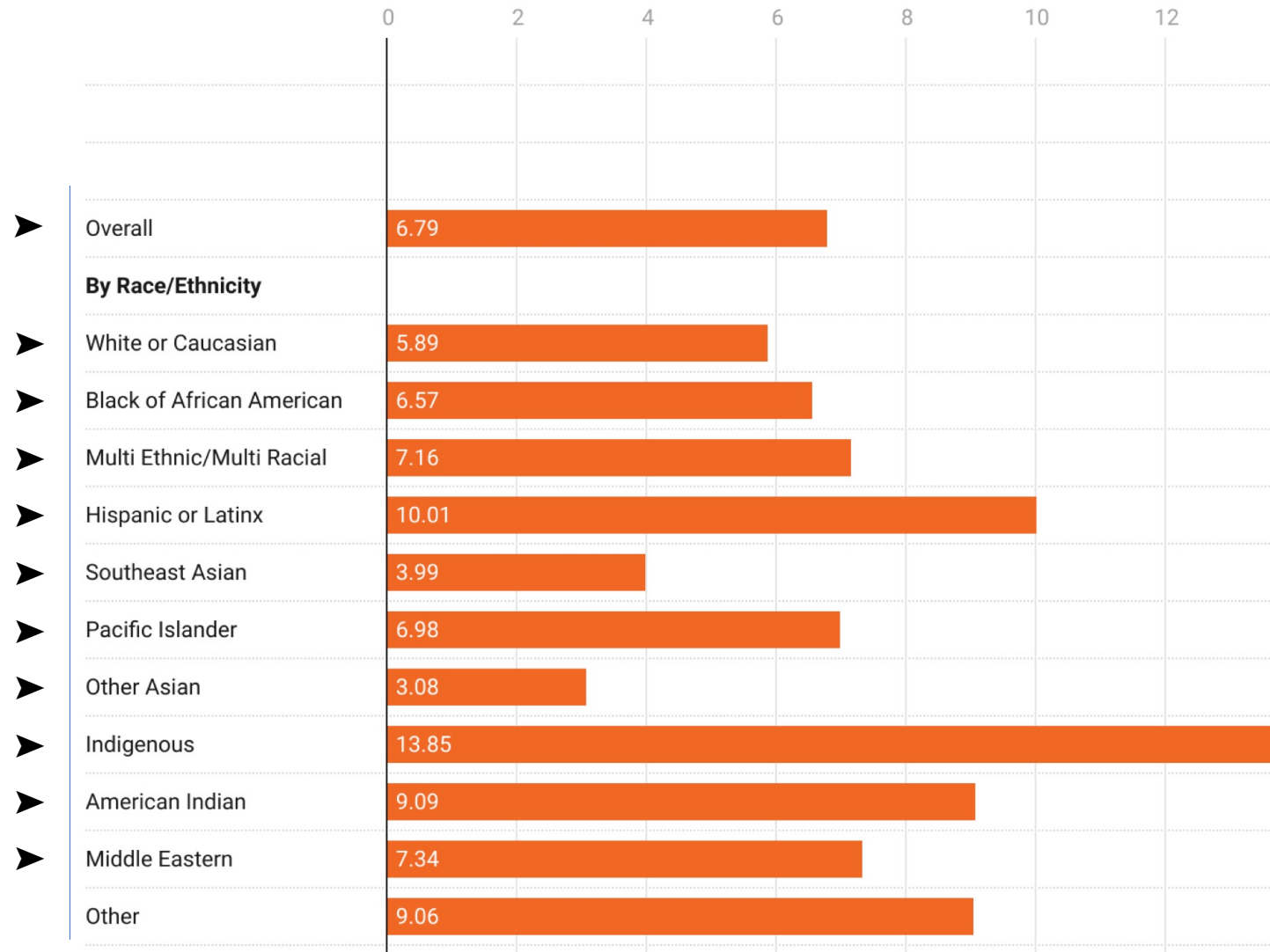
# Where Are We Now?

## COVID Infection, Mental Health, & Food Insecurities

- Overall, 7% of students indicated a COVID infection
- COVID infection was associated with
  - food insecurities
  - anxiety
  - depression

( The Hope Center, 2021; 100,000 students, Fall 2020, Self-report )

Self-Reported COVID Contraction





# Where Are We Now?

## COVID Infection, Mental Health, & Food Insecurities

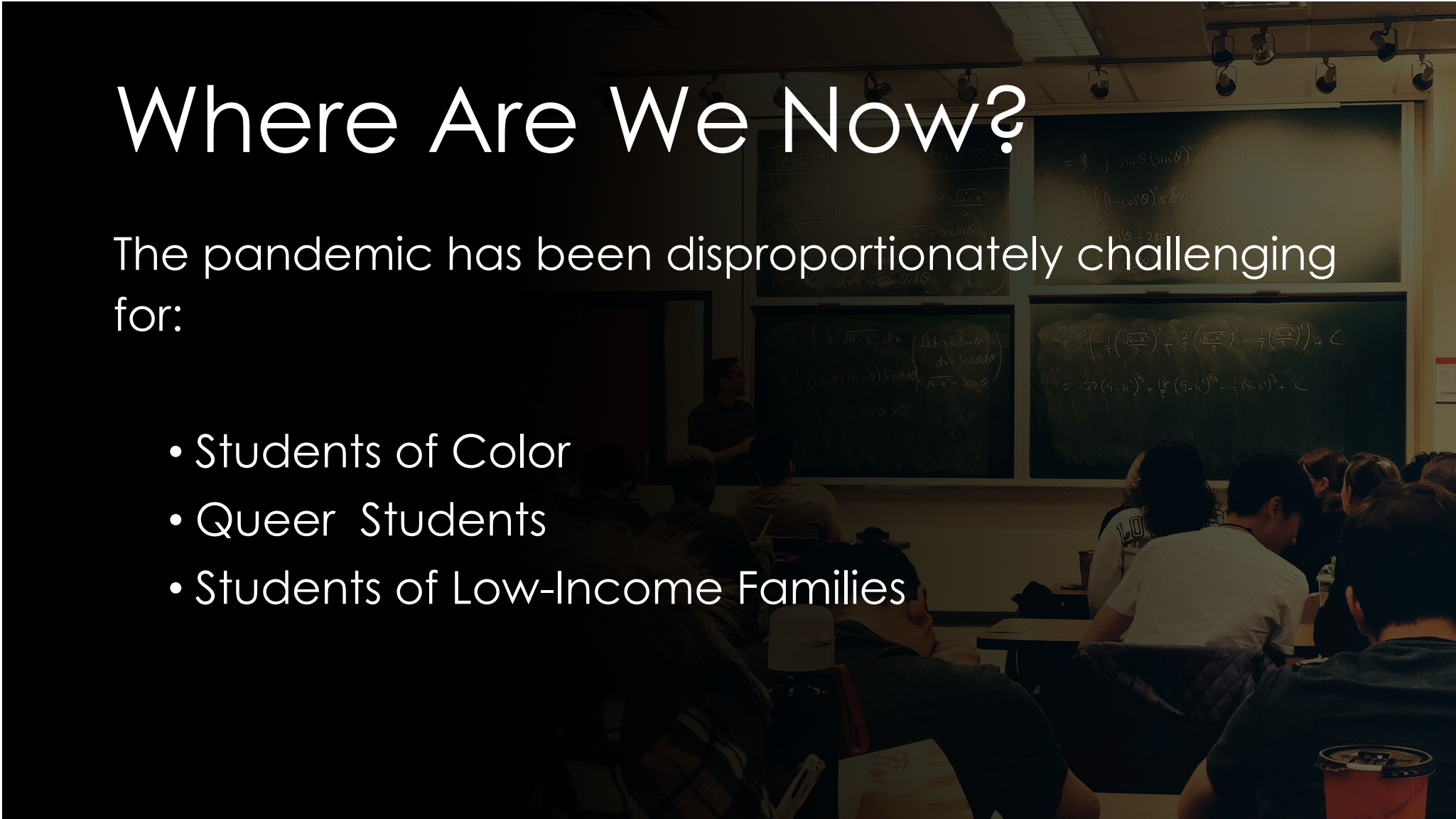
- Overall, 7% of students indicated a COVID infection
- COVID infection was associated with
  - Food Insecurities 1.7 (odds)
  - Anxiety 1.3 (odds)
  - Depression 1.4 (odds)


( The Hope Center, 2021; 100,000 students, Fall 2020, Self-report )

# Where Are We Now?

The pandemic has been disproportionately challenging for:

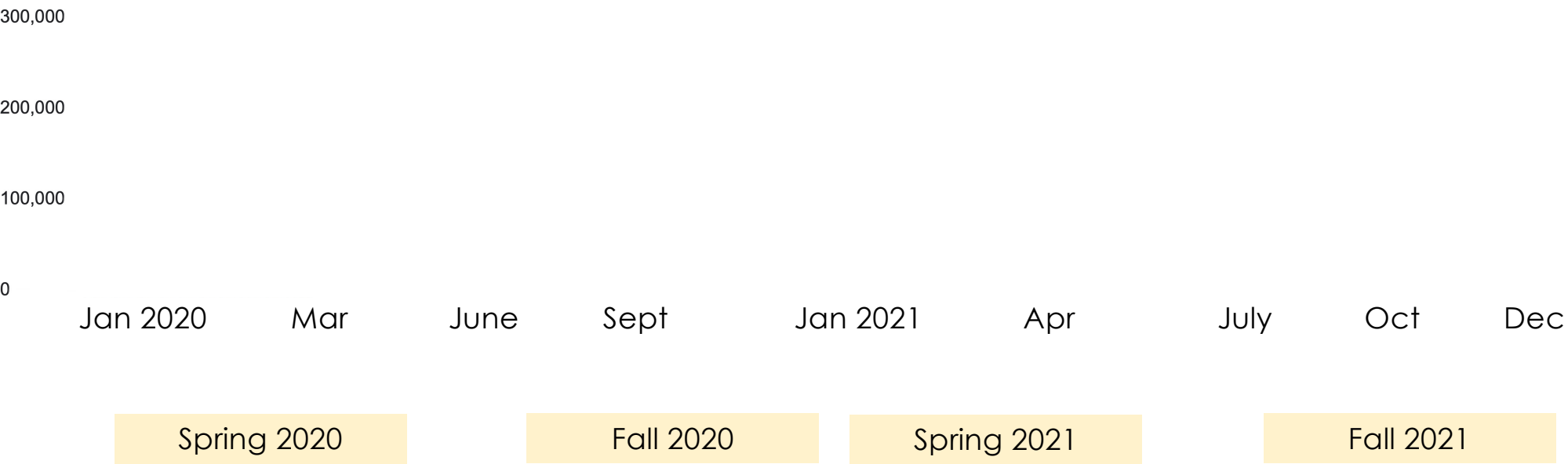
- Students of Color
- Queer Students
- Students of Low-Income Families



 United States ▼

New Cases

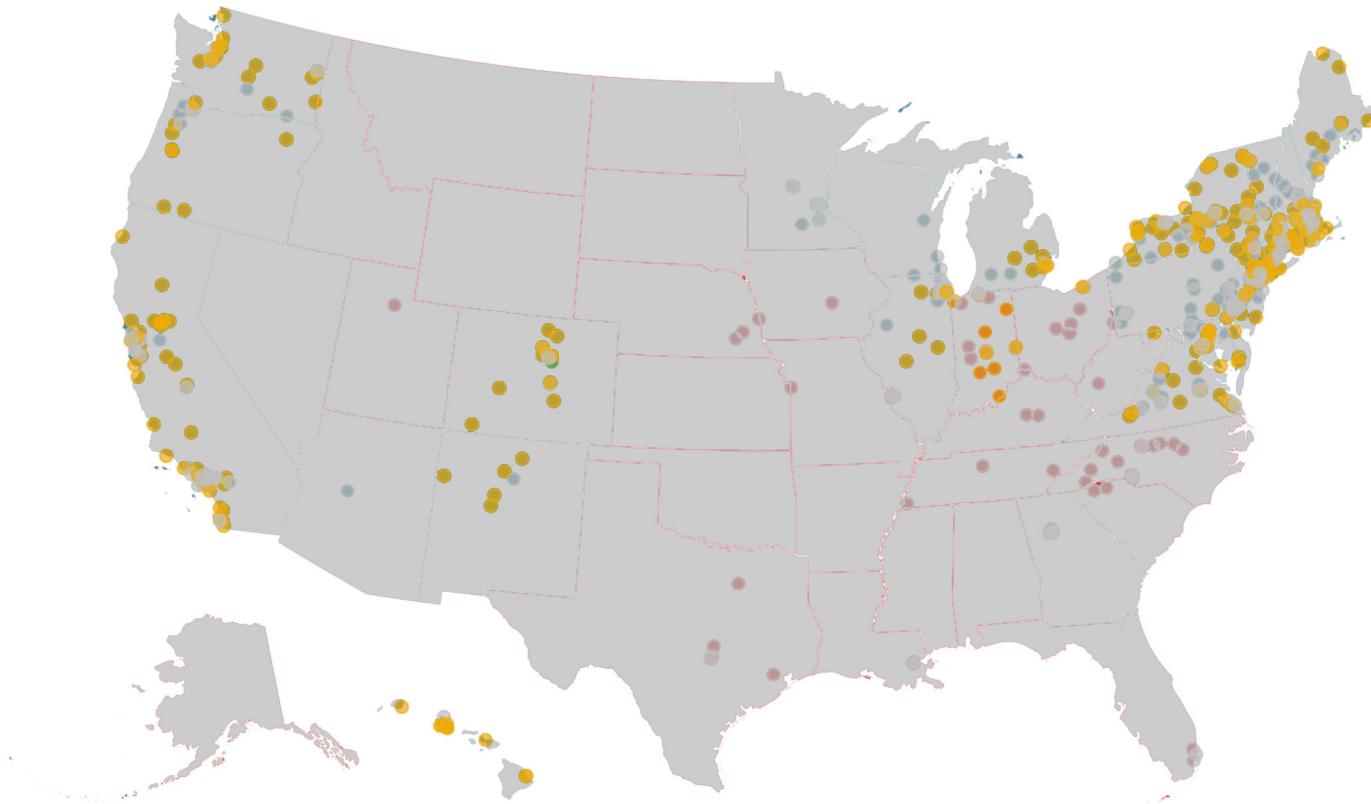
7-Day Average



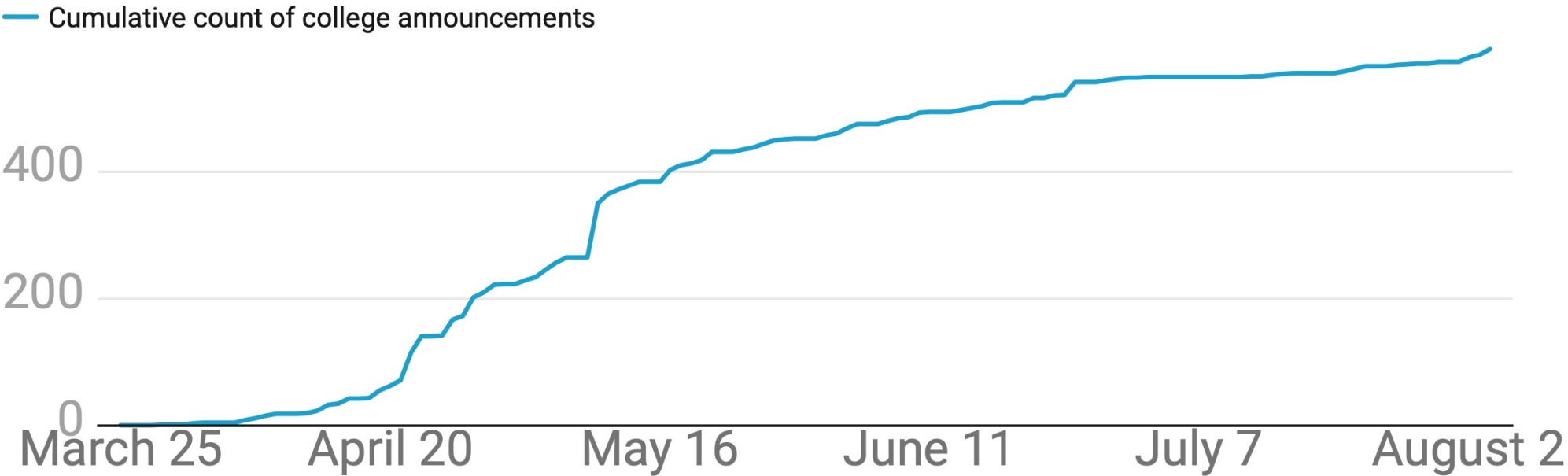



**Colleges**   ■ Private   ■ Public   ■ For-profit

## Colleges & Universities Requiring Masks (as of August 6<sup>th</sup>)



# College Announcements by Date





# COVID-19 has changed university teaching – here are five things to stick with in the future

January 28, 2021 8.01am EST



## 3 major post-COVID changes in higher education

Dr. Tim Eades, University Provost and Chief Academic Officer, Southern Nazarene University

March 12, 2021

COVID presented challenges for higher education, but it also opened up new ways of teaching and learning—what's next for higher ed?



# What's Ahead?

## 5 Things to Stick with in the Future (Cowell, 2021)

1. Increase in instructional technology use
2. Engagement will be more than showing up
3. Traditional exams out; Open-book/resource tasks in
4. Students will actively contribute to the course
5. Pedagogically: Less lecture; More interaction

# What's Ahead?

## 3 Major Post-COVID Changes (Eades, 2021)

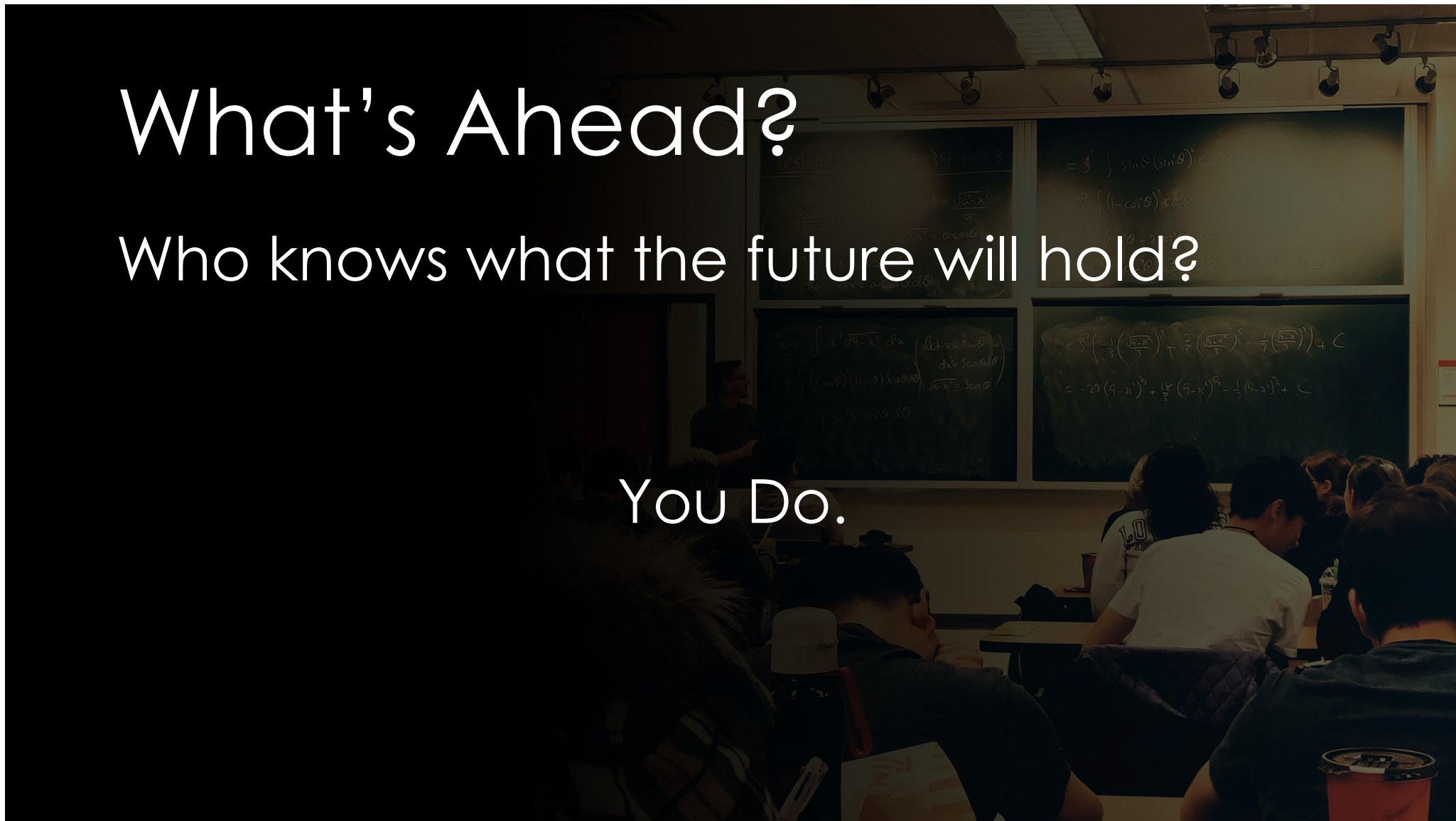
1. Increased focus on online degrees
2. Increased focus on instructional quality and relevance
3. Increased focus on instructional technologies



# What's Ahead?

## Who knows what the future will hold?

### You Do.





# Survey (IRB Approved)

1. Considering your COVID-based teaching over the past 18 months, **what did you learn during that COVID teaching that you will apply in your fall 2021 course(s)?**
2. As we move toward classes in the fall, keeping in mind your experiences over the past 18 months, **what can we do to better support our students' learning?**

# Survey Demographics

A man with glasses is shown in a dark, dimly lit environment, resting his chin on his hand and looking down at a laptop screen. The background is dark, and the lighting is focused on the man and his laptop.

- 115 Responses (from 436 requests; 26% response rate)
- 68 females, 43 males, 4 non-binary
- 89 White, 11 Black, 5 Asian
- 49 years old (average)
- 17 years of experience (average)



# Survey Demographics

A person with glasses is shown in a dark, dimly lit environment, resting their head on their hand and looking down at a laptop screen. The person is wearing a dark blue shirt. The background is dark and out of focus.

- 115 Responses (from 436 requests; 26% response rate)
- 45 Social Sciences
- 36 Physical Sciences
- 24 Liberal Arts
- 14 1-15 Students
- 78 15-30 Students
- 11 31-50 Students
- 11 50+ Students

# Emergent Themes

A man with glasses is shown in a dark, low-key photograph. He is resting his head on his hand, looking down at a laptop screen. The background is dark and out of focus, with some light reflecting off the laptop's surface.

1. Students Have Lives, Respect Them
2. Actively Supporting Students' Mental Health
3. Employ (More) Engaging Instructional Methods
4. Contact, Communication, & Caring



# Students' Have Lives

A dark, moody photograph of a student with glasses, resting their head on their hand while looking at a laptop screen. The student is wearing a dark shirt and the laptop has an Apple logo. The background is dark and out of focus.

Students' lives beyond the class interact with their class performance, included various responsibilities:

- Caretaker
- Healthcare
- Childcare
- Financial
- Employment

A man with glasses is shown in a dark setting, resting his head on his hand and looking down at a laptop. The image is dimly lit, with the laptop screen providing a source of light. The man is wearing a dark shirt and has a thoughtful expression. The background is dark and out of focus.

“

My students have caretaker (children & elderly) responsibilities.

It's important to be empathetic towards all the ups and downs in their lives.

”

A man with glasses is shown in a dark setting, resting his chin on his hand and looking down at a laptop. The image is dimly lit, with the laptop screen providing a source of light. The man is wearing a dark shirt. The overall mood is contemplative or focused.

“

Be as **flexible** as possible because students have a lot going on and juggle many priorities.

Being **flexible** about deadlines and personal issues with students. They really struggled and we never really know the whole story.

”



A man with glasses is shown in a dark setting, resting his chin on his hand and looking down at a laptop screen. The image is dimly lit, with the laptop screen providing a source of light. The man is wearing a dark shirt. The overall mood is contemplative and focused.

“

Give them a sense of **agency** and voice in not only their learning, but in their lives.

Provide them with choices – whether that is how to do their work or a menu of options from which to choose.

”





# Students' Mental Health

A dark, moody photograph of a student with glasses resting their head on their hand, looking down at a laptop. The student is wearing a dark shirt and glasses. The laptop is open in front of them, and the background is dark and out of focus.

Students' mental health need to be foregrounded as it impact students' well being, as well as their class performance.

- Emotional Well-being
- Psychological Well-being
- Social Well-being

A man with glasses is shown in a dark setting, resting his head on his hand and looking down at a laptop. The image is dimly lit, with the laptop screen providing a source of light. The man's expression is contemplative or tired. The background is dark and out of focus.

“

I had students who had to drop classes because of **mental health** issues.

Students were isolated, anxious, and depressed. I had students who were homeless.

”



A dark, moody photograph of a man with glasses, resting his chin on his hand and looking down at a laptop screen. The background is dark, and the lighting is focused on the man's face and the laptop. The overall tone is contemplative and focused.

“

I was reminded about the importance of making every space a **safe space** for students for their learning to occur.

Providing a **safe space** for students to share concerns and issues, both academically and personally.

”



A man with glasses is shown in a dark setting, resting his head on his hand and looking down at a laptop screen. The image is dimly lit, with the laptop screen providing a source of light. The man appears to be in a state of deep thought or fatigue.

“

**Check-in** with students periodically regarding mental health and well-being.

Regularly **check on** students' mental health and well-being. Provide direct opportunities to interact individually with the instructor.

”

A man with glasses is shown in a dark, dimly lit environment, resting his head on his hand and looking down at a laptop screen. The background is dark and out of focus, with some light reflecting off the laptop's surface. The overall mood is contemplative and focused.

“

Students are still emotionally unsteady and need emotional support. I will be providing a listening ear and suggest **support services**.

Many students experienced heightened mental health challenges that impacted their persistence and success in classes. We need greater partnerships among **support services** to ensure that mental health services are available to all our students.

”

A man with glasses is shown in a dark setting, resting his head on his hand and looking at a laptop screen. The image is overlaid with a circular diagram consisting of four white curved arrows forming a clockwise cycle. The text labels for these arrows are: 'Empathy' at the top, 'Safe Spaces' on the right, 'Check-In' at the bottom, and 'Support Services' on the left.

Support Services

Empathy

Safe Spaces

Check-In



# Engaging Instructional Methods

A background image of a student with glasses, resting their chin on their hand and looking at a laptop screen. The image is dark and serves as a backdrop for the text.

Foster student learning by engaging students through active learning instructional strategies, such as:

- Class Presentations
- Open-ended Questions
- Problem-based Learning
- Team-based Learning
- Cooperative Learning
- Discussions
- Group Projects
- Peer Learning
- Small-group Tutoring
- Review Quizzes



A man with glasses is shown in a dark setting, resting his chin on his hand and looking down at a laptop screen. The image is dimly lit, with the laptop screen providing a source of light. The man is wearing a dark shirt. The overall mood is contemplative and focused.

“

Get them more actively engaged and be engaged with them.

I learned that my students were faced with different challenges, and I had to reach each one of them and work out a plan to engage them in their learning process.

”

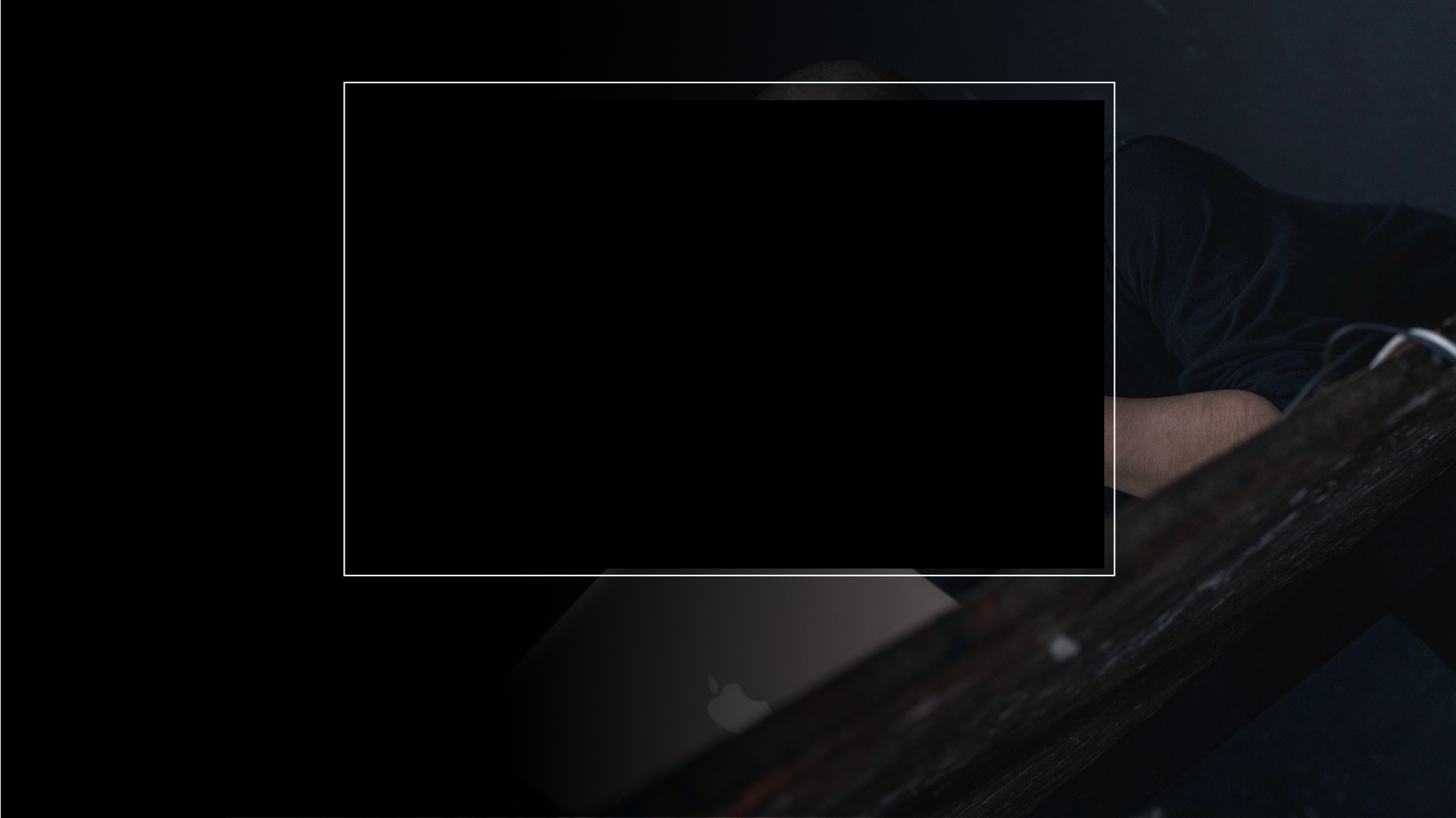
A man with glasses is looking down at a laptop screen. The background is dark and slightly blurred. The text is overlaid on the image.

“

A ‘**flipped classroom**’ model of requiring advance readings and responses will serve everyone better to liberate the precious time spent together for more quality interaction.

I really learned how little the students need a lecture from me. I’m going . . . to make the lecture an out of class review, and the class about applying concepts.

”





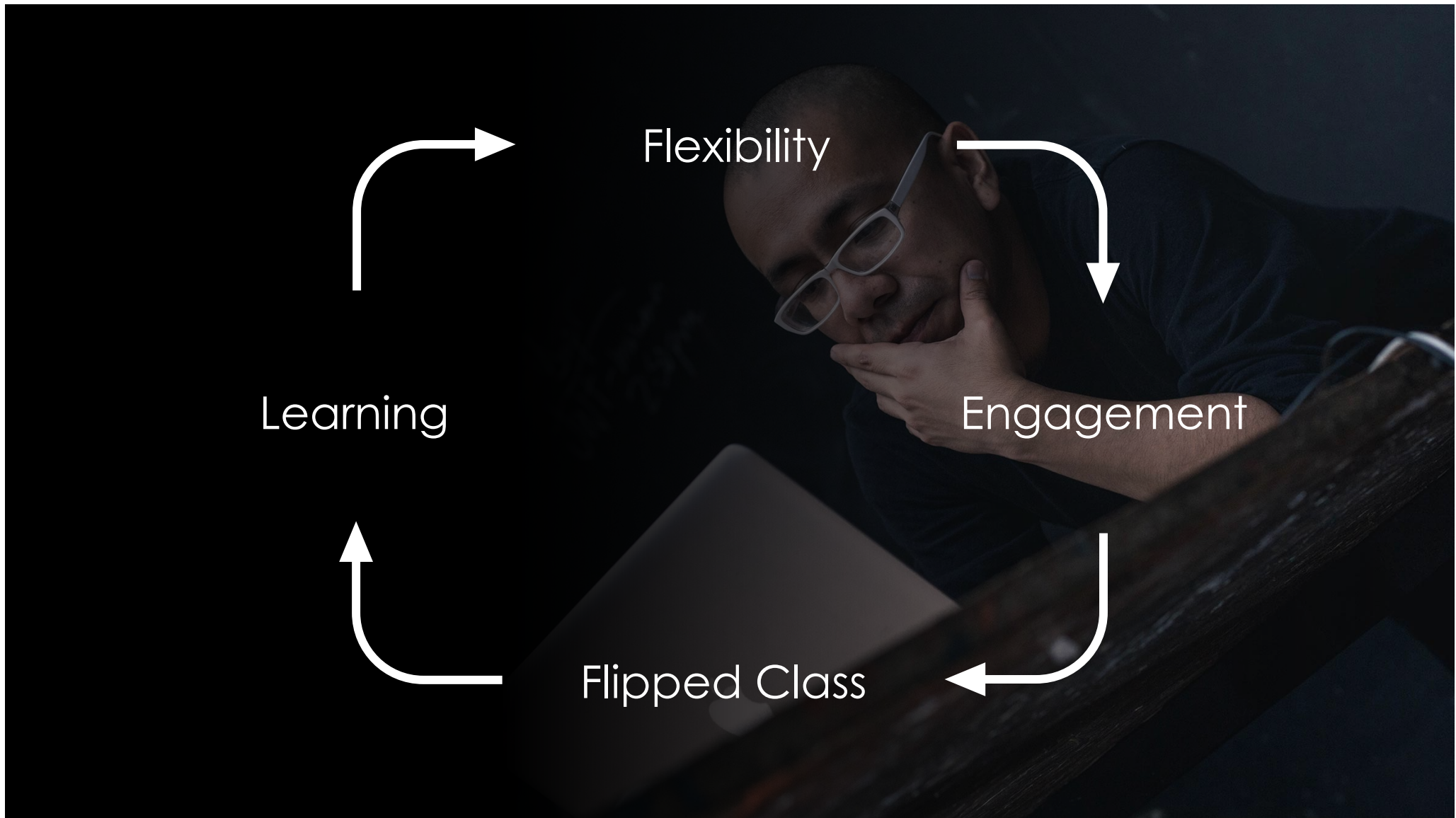
A person with glasses is looking down at a laptop screen in a dark environment. The person's hand is near their chin, suggesting a thoughtful or focused expression. The laptop is an Apple MacBook, and the background is dark and out of focus.

“

I will definitely include a much wider variety of **learning** activities – those including technology, but also work to maximize the impact of in-class learning sessions.

I think we need to continue to work to maximize **learning** while considering the individual needs of each student.

”



# Communication & Caring

A person with glasses is shown in a dark, low-key photograph, resting their head on their hand and looking down at a laptop screen. The person is wearing a dark shirt. The background is dark and out of focus.

Students' sense of loneliness, stress, and anxiety can be addressed through the development of a caring community.

- Small Things Matter
- Trauma Happened
- Self-Care
- Compassion



A person with glasses is shown from the chest up, resting their chin on their hand and looking down at a laptop screen. The background is dark and out of focus.

“

I also feel that **shared experiences** let them know that they are not alone, that others face struggles as well and that we can support each other in our efforts to improve our learning.

I think taking time to validate and process students' stress levels would be helpful. Students like to learn that others are experiencing the same as them and they feel heard when the instructor takes time to process those stressors.

”

A man with glasses is shown in a dark, dimly lit environment, possibly a classroom or office. He is leaning forward, resting his head on his hand, and looking down at a laptop screen. The background is dark and out of focus, with some light reflecting off the laptop's surface. The overall mood is contemplative or tired.

“

There is a need for re-establishing culture, **community**, and in-person teamwork with students who have been largely behind screens for quite some time.

I will continue working as much as I can with the idea of creating a **community** in the classroom where we all become more aware of what we all go through when we face situations like the pandemic.

”





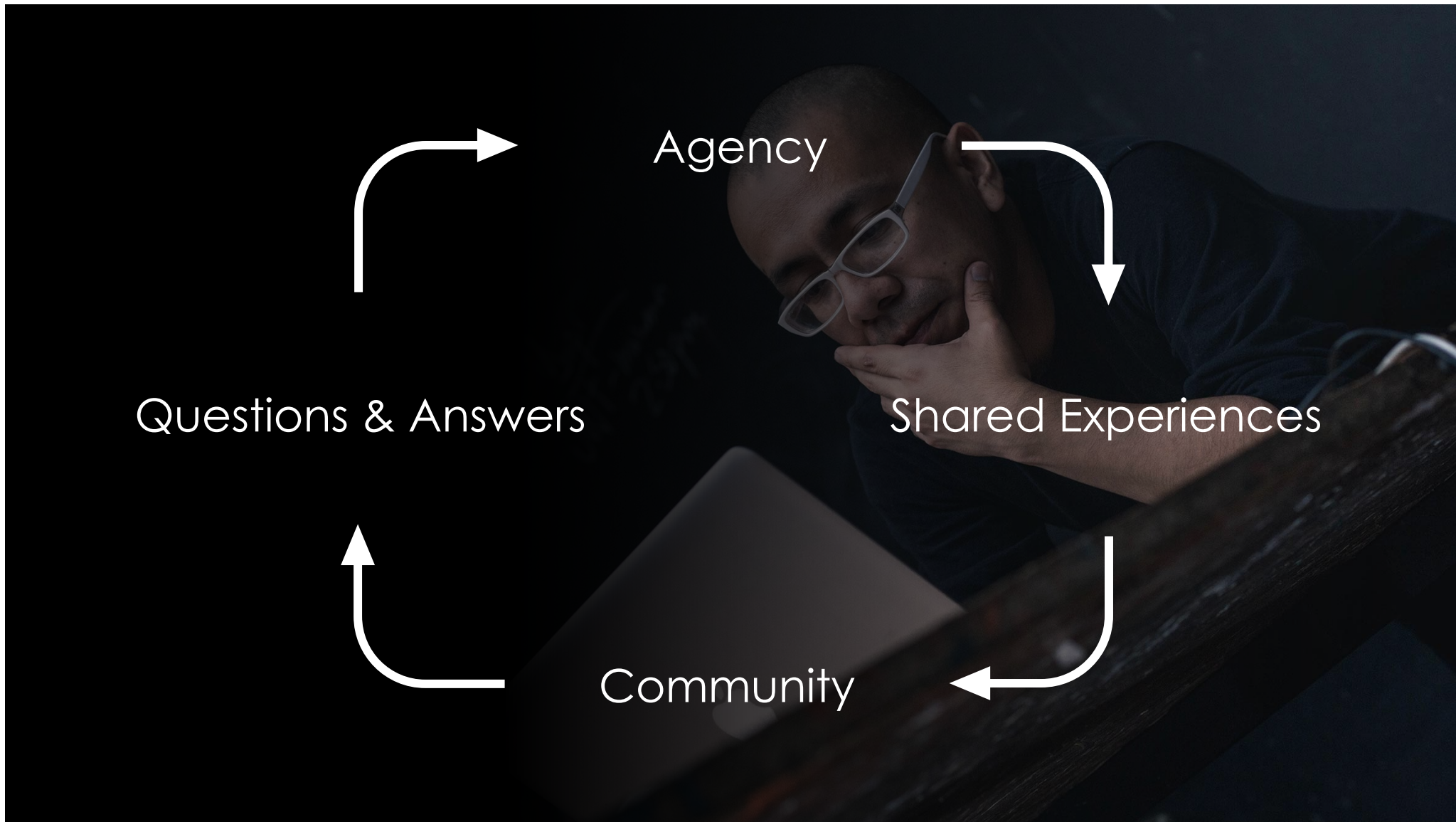
“

Instead of **answering questions** through email exchanges, I plan on using Zoom meetings a LOT more to have quality discussions with students outside of class.

I have noticed that students respond much better to virtual office hours . . . . This option can give students the opportunity to **ask questions** they might not ask.

”





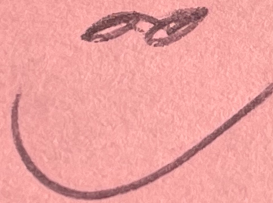
# Emergent Themes

A dark, moody photograph of a man with glasses, wearing a dark shirt, resting his head on his hand and looking down at a laptop. The background is dark and out of focus, with a wooden railing visible in the foreground.

1. Students Have Lives, Respect Them
2. Actively Supporting Students' Mental Health
3. Employ (More) Engaging Instructional Methods
4. Contact, Communication, & Caring

App 5A

At the end of the day, I believe a great many faculty provided excellent instruction these last 18 months.





# Before We Go . . .

“Normal” was not always the best – we know better now,  
so we should do better.

Uncertainty remains.

”

# Reassessing, Reimagining, Recalibrating Teaching and Learning

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