



STEARNS CENTER FEATURED SESSION:
From COVID to Change: Rethinking Supporting Teaching in Your Unit
September 25, 2020
1:00 - 2:30 pm

Agenda

- 1:00-1:15: Welcome, Introductions, Poll activity
- 1:15-1:45: Project overview, Leaders online transition experiences, Transition findings
- 1:45-2:15: Individual Reflection and Breakout Groups
- 2:15-2:30: Report Out, Q&A, and Takeaways

Presenters:

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Abstract

This session is intended for deans, chairs and other administrators who support faculty in their units. More than the expected one-time emergency shift, the ongoing shift to online learning demands us to reconsider the needs of our students (and ourselves), re-examine our core teaching values, and reimagine our teaching practices and program curriculum. In this session we share data collected and analyzed in the ongoing NSF IUSE project regarding faculty support provided and/or needed during the shift to online teaching and learning. This session also provides a space for Mason instructors and administrators leading faculty support efforts in their unit to talk with colleagues from across the university about their experiences leading such efforts during the pandemic and plans to continue moving forward into the future.

Link to IUSE [Google Slides Presentation](#)

Breakout Groups

We want to give you time to discuss, think about, and work on supporting faculty in their continued teaching online.

INDIVIDUAL WORK + SMALL GROUP DISCUSSION TIME (1:45-2:15)

Part 1: Individually: Think about how you want to support online learning.

Part A:

Write down a short paragraph of goals, priorities, opportunities, and challenges.

Part B:

What is needed to support faculty for online learning? What challenges exist?

Within this context, also identify stakeholders and collaborators. What perspectives does the group need? What perspectives would these stakeholders and collaborators bring?

Part C:

What strategies and resources can you identify and implement to move your vision forward and help you meet the goals you have outlined?

Part 2: In groups

Please introduce yourself as you enter into discussion with one another. If you have time, **in the tables below, write down** (under your breakout group room number) **thoughts** from your discussion.

Directions from slides are also added to breakout handouts (links below)

Handout(s):

[Group 1 Breakout Handout](#)

[Group 2 Breakout Handout](#)

[Group 3 Breakout Handout](#)

[Group 4 Breakout Handout](#)

[Group 5 Breakout Handout](#)

[Group 6 Breakout Handout](#)

[Group 7 Breakout Handout](#)

[Group 8 Breakout Handout](#)

[Group 9 Breakout Handout](#)

[Group 10 Breakout Handout](#)

Please use this table to report back what your group discussed and what you plan to do to support your faculty.

Breakout Group #1:

Discussion/Takeaways:

- Focus needs to shift to pedagogy
- There are barriers with tech to overcome to build community
- Need to share ideas but sometimes get stuck on how to do that
- Need to hear voices (student and faculty) and see data
- Need to be sharing cool course ideas
- Faculty stuck in the mode of how they learned.

Please use this table to report back what your group discussed and what you plan to do to support your faculty.

Breakout Group #2:

Discussion/Takeaways:

- Faculty feel the need to be “the lone wolf” and come up with everything on their own
- Restructuring of curriculum is needed to adapt to an online format
- Students are missing the social aspect, breakout groups help -- it’s important to be clear about expectations and to be flexible
- Voices we need to hear more from: students! It’s so important to hear from the people who are in it (faculty and students who have gone through online learning successfully)
- Getting student feedback in a non-punitive way (thoughtful feedback about what’s working and what’s not working) - asking deeper more open-ended questions
- Education was maintained when everything else was uncertain and falling apart-need to understand how to retain that focus
- There’s no one size fits all, there’s value in asynchronous courses
- Need the provost office to support awards/recognition in teaching and learning
- Want to know what amount of students have done well and learned in which modality (synchronous online, asynchronous online, in-person social-distance, ALT classrooms)

Please use this table to report back what your group discussed and what you plan to do to support your faculty.

Breakout Group #3:

Discussion/Takeaways:

- Encouragement vs pushing
- Hear experiences from those going through it

CLOSING (whole group) DISCUSSION (2:15-2:30)

1. Reporting out from breakout rooms
2. Discuss: How can you support your faculty starting now?
3. Possible Takeaways--the why, connect to objectives/projects, not busywork

Notes from full discussion:

- Guidance on faculty evaluation and promotion and tenure, but needs to come from Provost office
- There may be different approaches that work for 100 level courses as opposed to 400 level courses, topics, number of students, modalities, learning diverse students
- Challenges with student data to find out what works (IRB, FERPA)
- Challenges with regard to academic integrity-need to rethink online assessment
- Challenges of access and equity
- Sometimes there is more focus on hardware than pedagogy
- Many questions still need answers: Why are we losing students? What data do we need? Where is learning taking place?
- Education was maintained when everything else was uncertain and falling apart-need to understand how to retain that focus