PLANNING INSTRUCTIONAL VARIETY FOR ONLINE TEACHING: PIVOT TO SUCCESS

OLC ACCELERATE 2020
Session Topics

About UMBC & online learning

1. DESIGN:
   *Moving from emergency response to planning & preparation*

2. DELIVERY:
   *Three program formats*

3. EVOLUTION:
   *Responding to the community & lessons learned*

Questions & discussion
Session speakers

Dr. Sherri Braxton  
Senior Director, Instructional Technology

Dr. Mariann Hawken  
eLearning Manager

Dr. Susan Biro  
Online Learning Coordinator

Collin Sullivan  
LMS Support Specialist
About University of Maryland, Baltimore County

Founded in 1966

One of 12 institutions in the University System of Maryland

➔ 48 undergraduate majors
➔ 36 master & 24 doctoral programs
➔ 17 graduate certificates

About 13,500 FTE students (77% FT)

70% of freshman live on campus

*Overall about 24% of undergraduates live on campus*

931 FT/PT faculty
DESIGN
Online learning at UMBC

98% of students accessed Blackboard

Most faculty used Bb for F2F support or flipped classrooms

→ 81% of Bb usage is for content delivery
→ Assessment delivery is also popular

Hybrid growing among undergraduate courses while online more popular at graduate level

→ 4 online graduate programs
→ 5 online post-baccalaureate certificates
Academic Continuity Planning: Go Online (GO) Kit

➔ Originally designed for winter weather and other campus disruptions
➔ Leveraged online and hybrid course formats for academic continuity

What's in your GO Kit?

➔ Essentials Skills (Bb Original/Ultra, Collaborate, Panopto, VoiceThread)
➔ Academic Continuity GO Kit Webinar (150 faculty)
GO Kit -- Essential Pillars

**Communication**
- Facilitate course discussions
- Send emails, messages, announcements
- Hold virtual office hours

**Content**
- Upload syllabus and other handouts
- Post presentations
- Share links & resources

**Assessment**
- Distribute & collect assignments
- Grade electronically and provide feedback
- Post grades & update digital gradebook
From Emergency Response to Planning & Preparation

Continual Training
➔ 80 faculty in person (24 hours before campus closure)
➔ 209 (week after spring break when classes resumed)

Making it through Spring 2020
➔ Consults
➔ Virtual Office Hours
➔ Webinar/recordings

Following guidance from the University System of Maryland in the rapidly developing public health response to COVID-19, UMBC is canceling classes this Thursday and Friday (March 12 – 13, 2020) to provide students, staff, and faculty time to prepare to transition to fully online instruction when classes resume after spring break. We expect online instruction to continue for at least two weeks. The university will remain open for other essential purposes, and academic and administrative offices are preparing for remote delivery of student services and other essential operations.

Students should plan to not return to campus for the two weeks following spring break, as they take courses online rather than in person. Staff should plan to return to work on Thursday, March 19. Campus events will be canceled through April 6. Following guidance from the Governor, all state-funded, university-related out-of-state travel is currently suspended.
Why PIVOT?
Technology & teaching: Where are faculty?

*InsideHigher Ed survey (Lederman, 2020)*
75% of college presidents & provosts expressed concern about faculty readiness to deliver virtual instruction

*EDUCAUSE Center for Research & Analysis survey (Brooks & Pomerantz, 2017)*
Faculty desire to incorporate technology into their teaching practice, but feel underprepared to effectively use it

*American Association of State Colleges and Universities (Magda, 2019)*
Nearly two-thirds of faculty at some colleges & universities are expected to teach hybrid and online courses, but only 56% of institutions provide formal pedagogical and technical training for online learning
Planning Instructional Variety for Online Teaching

Inspired by existing Alternate Delivery Program (ADP), which focuses on redesigning select courses for winter and summer delivery in online or hybrid format

Designed to assist UMBC faculty who need to move from F2F to online for SU2020

➔ Shifting away from emergency/remote adaptation
➔ Intended as a more deliberate approach to preparing courses
Underlying framework

Trainings like this focus often on pedagogy OR technology. However:

➔ knowing how to use the tools does not lead to effective practice
➔ the tool itself may not fit the purpose or subject being taught

PIVOT infuses consideration for pedagogy, content, and technology throughout the program.

Timeline for approval

April 1  Instructional Technology staff developed proposal
mid-late April  IT leadership solicit feedback from shared governance
  Faculty Development Center
  Faculty Senate Computer Policy Committee
late-April  IT leadership presents proposal to Provost
  Program revisions & customizations
early-May  PIVOT Live launched
early-June  PIVOT+ launched
DELIVERY
# PIVOT Pathways

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Proposed</th>
<th>Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIVOT Live</td>
<td>5 webinars over 5 days Up to 250 participants via Collaborate</td>
<td>Accepted with request for College customization Adjuncts receive $200</td>
</tr>
<tr>
<td>PIVOT+</td>
<td>Synchronous hybrid model 5 modules over 10 days Cohort model with 20 participants Faculty peer mentor per cohort</td>
<td>Synchronous hybrid model 10 modules over 10 days College-based cohort model 20-25 participants / 2 faculty mentors Completers receive $500</td>
</tr>
<tr>
<td>PIVOT Solo</td>
<td>Self-directed learning experience Leverages recordings, FAQs, etc.</td>
<td>Open access &amp; untracked Does not count toward stipend</td>
</tr>
</tbody>
</table>
Quality Matters

References infused throughout the program

*Special emphasis on alignment concepts and General Standards (GS) 1, 2, 8*

➔ GS 1: Getting Started & Course Introduction
➔ GS 2: Learning Objectives
➔ GS 8: Accessibility & Usability

*Other essentials/very important standards were included, but time constraints prevented a truly deep dive into QM.*
PIVOT Live - May 2020 Pilot

Topics included:

➔ Faculty Panel: Teaching Online*
➔ Active Learning Strategies
➔ Engaging Students & Building Online Community
➔ Reconceptualizing Online Assessments
➔ Supporting Students and Monitoring Progress

*Based on initial feedback, first session swapped for a new topic:
Course Design & Organization
PIVOT Solo

Focused on 5 core themes from PIVOT Live

Webinar recordings chunked into segments

Effective practices
Related resources
FAQs & documentation

Login not required
Learn more: pivot.umbc.edu
PIVOT+

10 daily topics with optional 30 minute deep dive

- Getting Started: Mapping Your Course
- Creating & Organizing Content
- The Course Introduction
- Engaging Active Learning
- Communication & Engagement Strategies
- Reconceptualizing Online Assessments
- Tools to Support Assessments & Grading
- Universal Design for Learning & Accessibility
- Monitoring Student Progress
- Reflection

June version
Group A - No experience
Group B - Some experience

July version
Group A - STEM
Group B - Humanities
Faculty are important partners to build long-term social networks

- Establish peer relationships (Bain, 2004)
- Reduces isolation associated with teaching online (Covington, Petherbridge & Warren, 2005; Shapiro 2006)

2 faculty mentors assigned to 18-25 faculty in groups

- Scheduled office hours, answered questions
- Attended live sessions, participated in chat/discussion
- Shared examples (“show & tell”)
Course site

Leverage key tools we want to emphasize in course design and online instruction:

➔ Bb Ultra courses
➔ Collaborate
➔ VoiceThread
➔ Panopto
➔ Google Docs / Slides
PIVOT Live

Overwhelming demand in May (pilot run) and summer sessions

<table>
<thead>
<tr>
<th>Month</th>
<th>Registrations</th>
<th>Attendees (1 or more session)</th>
<th>Registration Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>1,030</td>
<td>764</td>
<td>75%</td>
</tr>
<tr>
<td>June</td>
<td>224</td>
<td>207</td>
<td>92%</td>
</tr>
<tr>
<td>August</td>
<td>104</td>
<td>77</td>
<td>74%</td>
</tr>
</tbody>
</table>
Revising PIVOT Live content

Surveyed faculty after each cycle
Tweaked & improved offerings based on feedback

Rate the effectiveness of PIVOT+ on your pedagogical readiness to teach online.

Did the PIVOT Live webinar(s) assist in transitioning your pedagogical approaches to online?

83.2% combined
Faculty feedback: Content & format

PRAISE

➔ Student role
➔ Course site organization
➔ Validation of current practices
➔ Networking with peers / mentors
➔ Practical examples of teaching with technology
➔ Choosing tools for purpose/need
➔ Ease of using Ultra

CONCERNS

➔ Education theory
➔ Lack of buttonology
➔ Cohort size / experience levels
➔ Chat during synchronous sessions
➔ Lots of content in compressed time
What about student feedback?

Mid-October:
Course design survey distributed to students

Students received more than one survey link if they were taking courses from multiple instructors who completed PIVOT+

- 33.6% response rate / 467 courses (87.9%)
- 1032 comments about tools used (23.7%)
- 857 comments on course design feedback (19.7%)
Please mark how strongly you agree or disagree with each statement:

- My internet skills are adequate for this class.
- The class materials are helpful.
- The process for sending & receiving assignments is working smoothly.
- The instructions for assignments are clear.
- The external links (to other websites) are helpful.
- Information about the requirements and policies for this course are easily found.
- The course flows in a logical format.
- Overall, at this point, I am satisfied with this course.

Related QM Standards:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Related Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>My internet skills are adequate for this class.</td>
<td>6.3, 6.4, 7.1</td>
</tr>
<tr>
<td>The class materials are helpful.</td>
<td>4.1, 4.2, 4.4, 4.5, 8.3, 8.4</td>
</tr>
<tr>
<td>The process for sending &amp; receiving assignments is working smoothly.</td>
<td>6.1, 8.1</td>
</tr>
<tr>
<td>The instructions for assignments are clear.</td>
<td>3.2, 3.3</td>
</tr>
<tr>
<td>The external links (to other websites) are helpful.</td>
<td>4.5, 6.1, 6.3</td>
</tr>
<tr>
<td>Information about the requirements and policies for this course are easily found.</td>
<td>1.1, 1.2, 1.4</td>
</tr>
<tr>
<td>The course flows in a logical format.</td>
<td>8.1, 8.2</td>
</tr>
<tr>
<td>Overall, at this point, I am satisfied with this course.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Course Design feedback from students

PRAISE

➔ Well organized
➔ Balanced use of live sessions and recorded content
➔ Clear information for assignments and grading criteria
➔ Accessible course materials
➔ Tools complement teaching & content

CONCERNS

➔ Course and a half syndrome
➔ Delayed / missing course content
➔ Unclear course organization
➔ Lack of clear instructions for assignments & grading criteria (“art not science”)
➔ Inconsistent deadlines
➔ Too many tools used
Pedagogy & instruction feedback from students

**PRAISE**
- Engaged with students
- Responsive to questions & emails
- Helpful feedback on assignments
- Flexible test format
- Balanced, well-paced workload
- Positive disposition
- Immersive & interactive
- Building a learning community

**CONCERNS**
- Course and a half syndrome
- Poor communication & engagement
- Lack of scaffolded activities & assessments
- Late grades and/or lack of feedback on graded assignments
- Insistence on requiring use of video / audio
- Moving too fast through material and no breaks during live sessions
- Instructor comportment (tone, neglect)
Lessons Learned & Next Steps
Some Lessons Learned

Smaller & slower may be better
(consider urgency for training/deployment)

Consider instructor background
(both technical & pedagogical)

➔ Infuse tech demos & application of effective practices whenever possible

Avoid “too many cooks” in the course design

➔ Build the training site to meet QM standards & set the expectation / role model
➔ Clarify organization / structure
➔ Standardize content patterns: Avoid course & a half syndrome
Moving forward: Continuous improvement

1) Leverage faculty relationships after professional development: Keep those conversations moving!
2) Provide training & support for online pedagogy
3) Encourage tool standardization
Moving forward: Big picture

1) Assessing the quality of course design and its potential impact on student learning are the key factors for a proposed grant opportunity:
   ◆ What is the relationship, if any, between course design that meets Quality Matters standards and student learning outcomes?
   ◆ How does course design that meets Quality Matters standards influence and/or transform student and faculty dispositions/attitudes about online teaching and learning?

2) Begin serious conversations about what online learning means after COVID-19: Codify our values, establish policies, etc. at institutional level.
NAME OF YOUR EVENT

DATE OF YOUR EVENT

QUESTIONS & DISCUSSION

Contact Us

Dr. Sherri Braxton - sbraxton@umbc.edu
Dr. Mariann Hawken - mariannhawken@umbc.edu
Dr. Susan Biro - sbiro@umbc.edu
Mr. Collin Sullivan - collinsullivan@umbc.edu

pivot.umbc.edu
Evaluate Sessions and Win!

- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

**Five (5) $25 gift cards** will be awarded

Must submit evals using the OLC conference website, beta platform mobile app