macmillan learning

Returning to Normal?
What we should keep from pandemic teaching

Part 2: Student Perspective

Dr. Heidi Skurat Harris
Graduate Coordinator, Rhetoric & Writing
University of Arkansas at Little Rock
haharris@ualr.edu

Dr. Rebecca A. Glazier
Associate Professor, School of Public Affairs
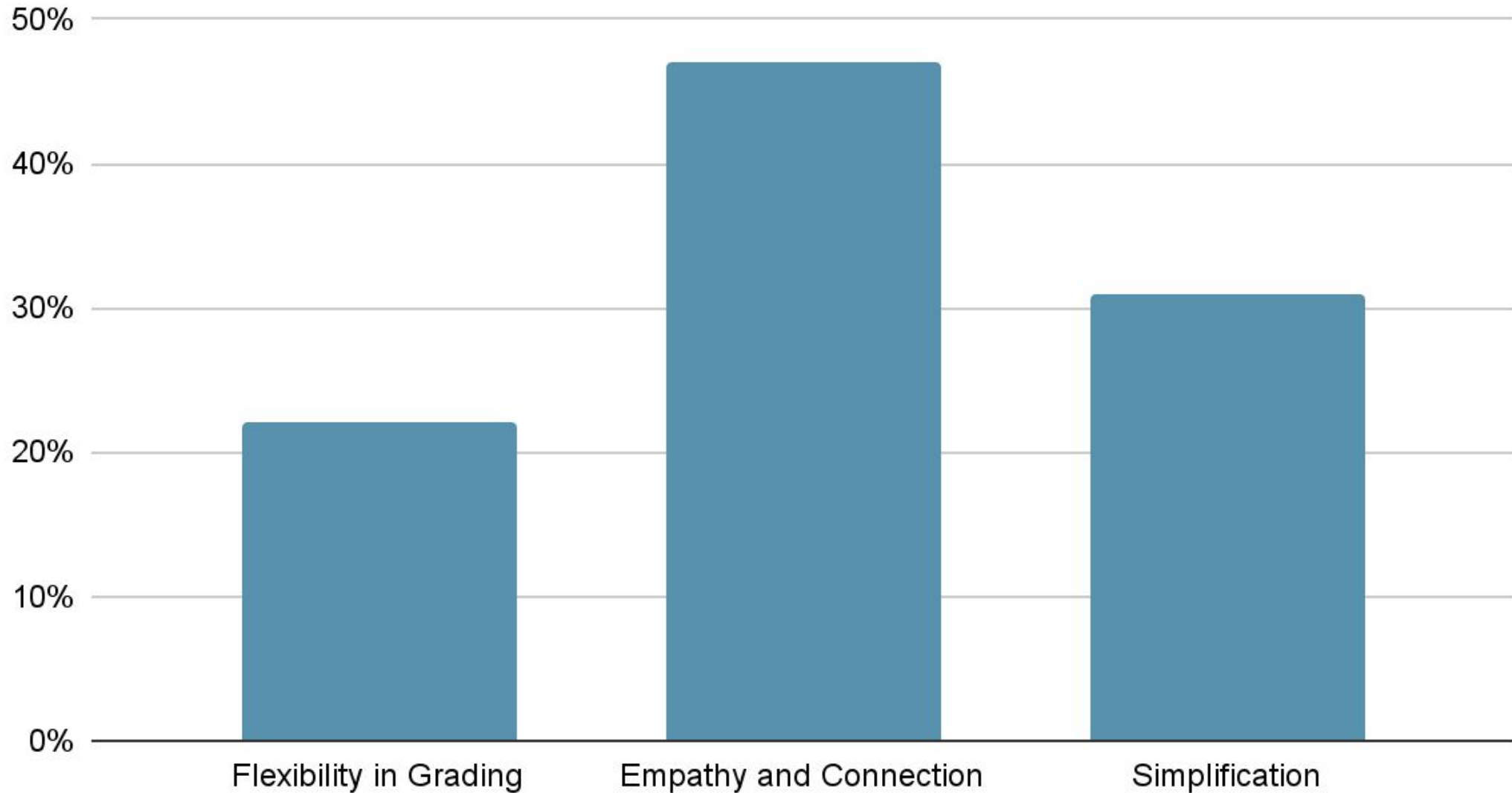University of Arkansas at Little Rock
@rebeccaglazier

macmillanlearning.com

Achieve

Are we returning to normal?

Do students want to go back to normal?

Photo credit: Gettyimages/Content Works

Benefits of Pandemic Teaching

Do students want to go back to normal?

Pros

- ☐ Increased flexibility
- ☐ Attending class in sweatpants
- ☐ Safety

Cons

- ☐ Technical difficulties
- ☐ Distance & disconnection
- ☐ Uncertainty

Student attrition from 2019-2020

560,000

The approximate drop in the number of undergraduates enrolled in the fall of 2020—a decline of 3.6% from 2019 according to the Department of Education.

Lower college attendance from 2019-2020

11.4%

Decline in college attendance for graduates of high-poverty high schools in 2020 compared to a 1.6% decline in 2019.

What activity most engaged your students in previous pandemic terms?

★ Synchronous class meetings

★ Asynchronous video recordings

★ Discussion boards

★ Nothing! Help!

Vote on your screen now.

Drop additional ideas about what helped engage your students in the questions area.
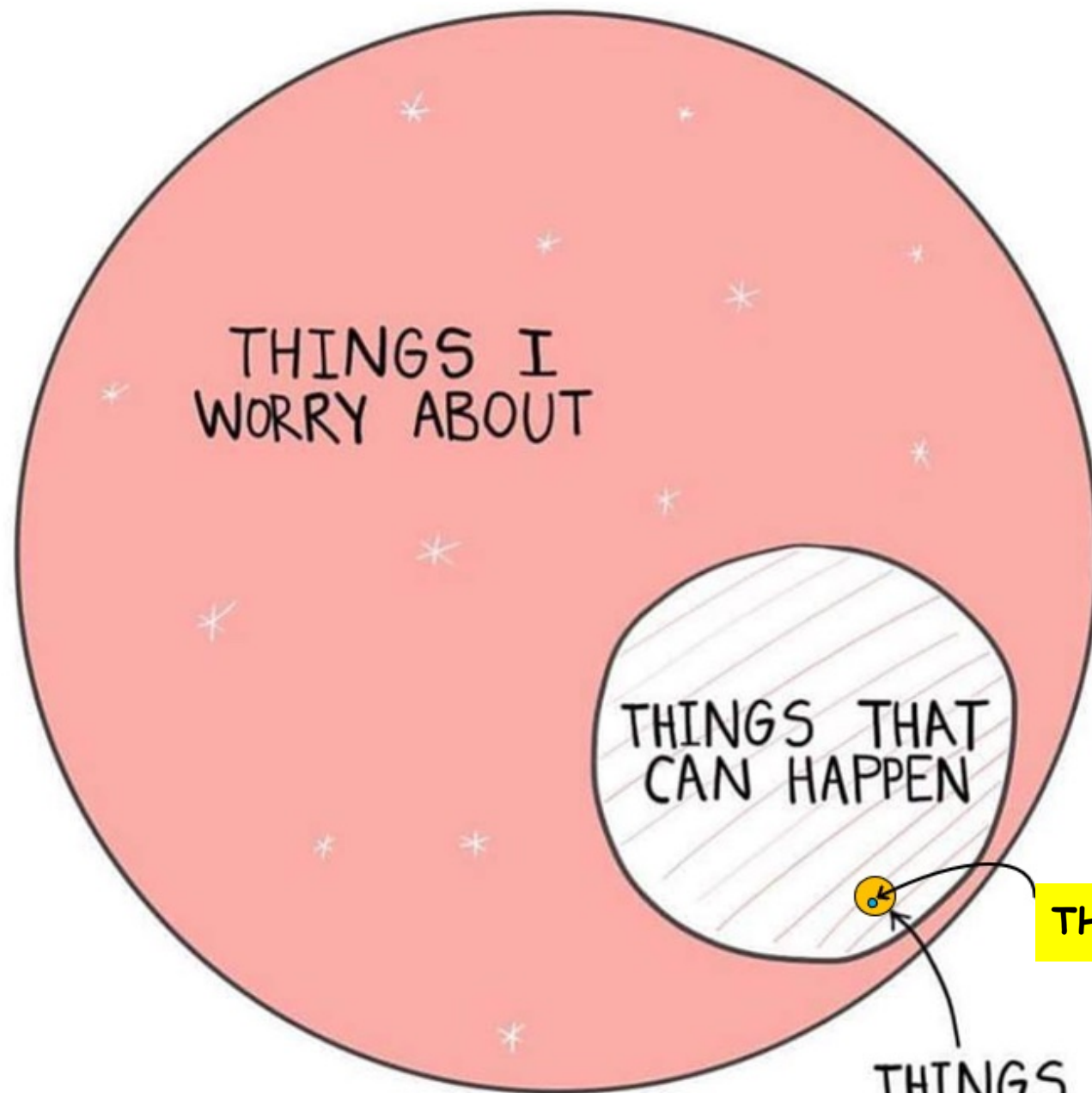
Poll Results

Engaging and connecting with our students can improve the teaching and learning experience for everyone, and can increase retention and success.

Students are struggling with the "new normal" of the pandemic.

Student Struggles

★ Feeling disconnected, discordant, and distracted

★ Struggling to engage amid lost autonomy

★ Experiencing academic burden and burnout

★ Encountering both caring and disregard from instructors

From Lauren C. Hensley, Ryan Iaconelli & Christopher A. Wolters' "This Weird Time We're In": How a Sudden Change to Remote Education Impacted College Students Self-Regulated Learning

Student Struggles

★ **Feeling disconnected, discordant, and distracted**

★ Struggling to engage amid lost autonomy

★ Experiencing academic burden and burnout

★ Encountering both caring and disregard from instructors

From Lauren C. Hensley, Ryan Iaconelli & Christopher A. Wolters' "This Weird Time We're In": How a Sudden Change to Remote Education Impacted College Students Self-Regulated Learning

"The distance made it feel more difficult to ask for help."

How did professors help most at UALR?

Student Need	March 2020	May 2020
Be flexible in assignments and deadlines	1304 (42%)	395 (38%)
Be available, answer questions, respond to emails	929 (30%)	410 (39%)
Make sure lectures and content are really interesting	466 (15%)	125 (12%)
Refer you to university and community resources where you can get help for things beyond classes	231 (7%)	122 (12%)
Total	n=1930	n=1052

Student Struggles

★ Feeling disconnected, discordant, and distracted

★ **Struggling to engage amid lost autonomy**

★ Experiencing academic burden and burnout

★ Encountering both caring and disregard from instructors

From Lauren C. Hensley, Ryan Iaconelli & Christopher A. Wolters' "This Weird Time We're In": How a Sudden Change to Remote Education Impacted College Students Self-Regulated Learning

What do students want post-COVID?

Pandemic Era Experiences Students Want Post-COVID	March 2021
Lectures available online so you can go back and review material	79%
Option of whether or not to attend classes in person or online	46%
The ability to communicate privately with a professor (such as via chat) during a lecture	37%
Virtual events/virtual access to live events	34%
Online access to college support services	33%

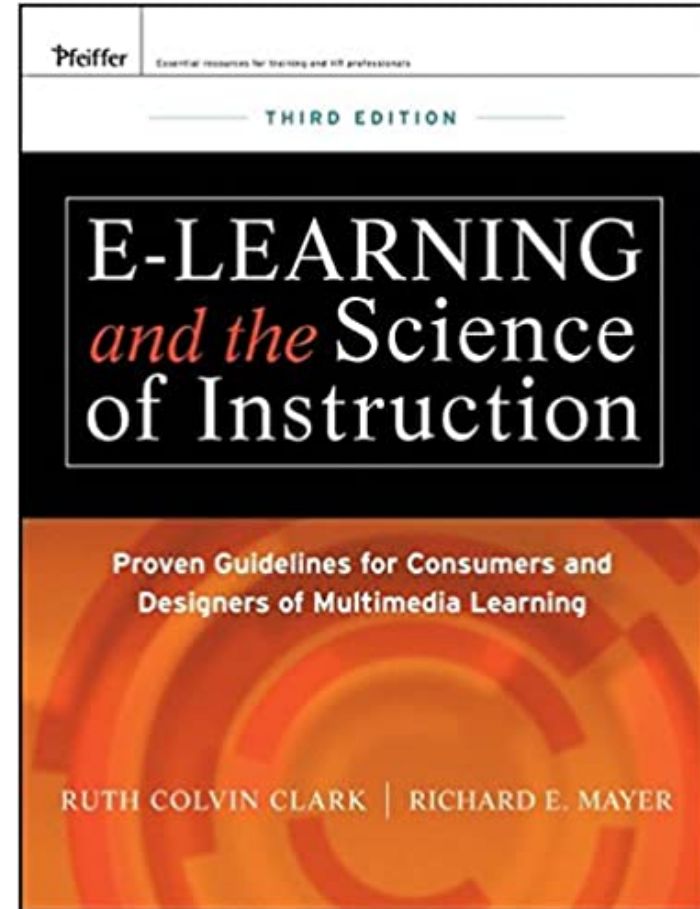Inside Higher Ed/College Pulse Survey (n=2000)

Student Struggles

★ Feeling disconnected, discordant, and distracted

★ Struggling to engage amid lost autonomy

★ **Experiencing academic burden and burnout**

★ Encountering both caring and disregard from instructors

From Lauren C. Hensley, Ryan Iaconelli & Christopher A. Wolters' "This Weird Time We're In": How a Sudden Change to Remote Education Impacted College Students Self-Regulated Learning

Active Processing

Occurs when learners:

★ Attend to relevant material.

★ Organize the material coherently.

★ Integrate the material with what they already know.

Break learning into small skills that can be interleaved through multiple units and allow students practice in active processing.

Student Struggles

★ Feeling disconnected, discordant, and distracted

★ Struggling to engage amid lost autonomy

★ Experiencing academic burden and burnout

★ **Encountering both caring and disregard from instructors**

From Lauren C. Hensley, Ryan Iaconelli & Christopher A. Wolters' "This Weird Time We're In": How a Sudden Change to Remote Education Impacted College Students Self-Regulated Learning
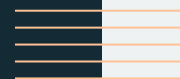
Photocredit: Shutterstock/SeventyFour

Students appreciated when instructors reached out to provide updates, course reminders, or even simply to say hello and ask how they were doing. (Loepp, 2020, p. 170)
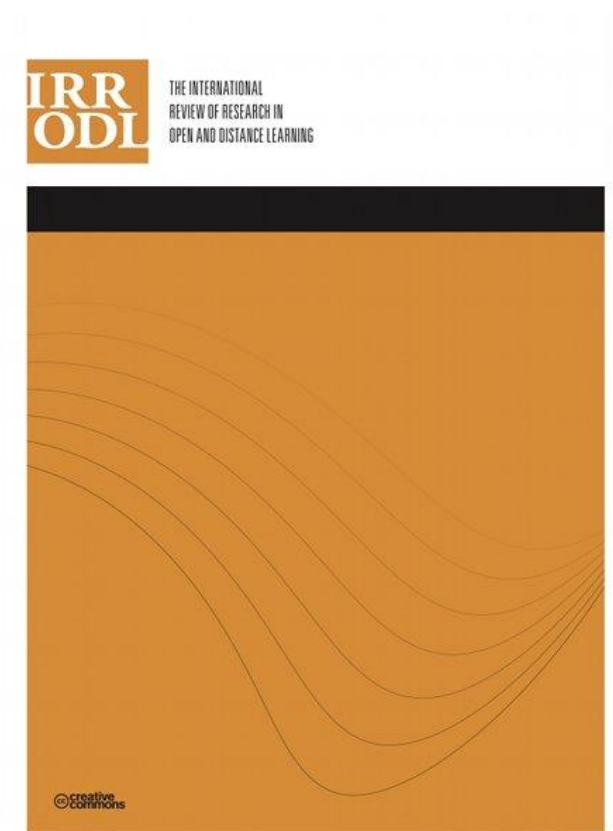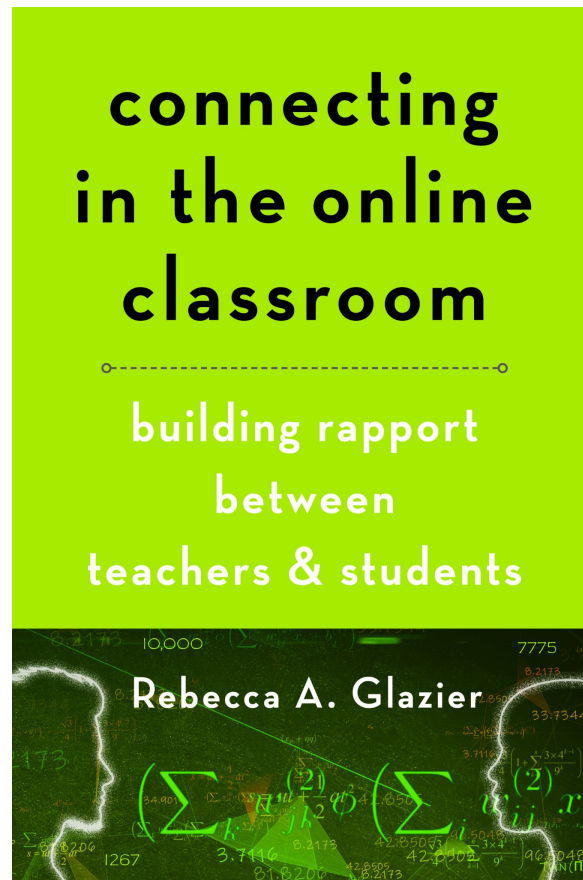
Q & A

Why do these things help?

Photo credit: Michaelpuche/Shutterstock

Real human connections between faculty and students increase student retention and success & make teaching and learning more rewarding.

We have the research!

Quarterly Review of Distance Education. Volume 20, Number 3, 2019. RESEARCH THAT GUIDES PRACTICE. Editors: Michael Simonson, Anymir Orellana. An Official Journal of the Association for Educational Communications and Technology.

connecting in the online classroom — building rapport between teachers & students. Rebecca A. Glazier.

IRRODL — THE INTERNATIONAL REVIEW OF RESEARCH IN OPEN AND DISTANCE LEARNING.

What do students want us to keep from pandemic pedagogy?

★ Innovative use of digital tools
★ Greater sense of connection
★ Flexibility and compassion

What can instructors do right now?

Use digital tools to connect with students:

★ Consider a pre-semester survey to ask students about the things that matter to them.
★ A get-to-know-you discussion can use Google Docs or Maps

Photocredit: Shutterstock/Freeograph

What can instructors do right now?

Reach out to students:

★ Check in with students who are struggling

★ Give kudos to students who are doing great

★ Share advice and specific feedback on assignments so students can improve

Photocredit: Shutterstock/Dusan Petkovic

What can instructors do right now?

Consider how you will balance content and connection:

★ Creating a rapport-filled course takes time and effort

★ Invite students to vote on readings or set aside time for current events
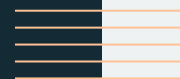
★ Assign students to be discussion leaders

Photocredit: Getty Images/Rawpixel

The Payoffs

★ Centering students as we move forward from pandemic pedagogy will help improve student retention and success.

★ As we build rapport and connect with our students, the teaching and learning experience will be better for everyone.

Q & A

Resources

Clark, R.C. & Meyers, R. (2021). E-Learning and the Science of Instruction. 3rd ed. Pfeiffer.

Department of Education Office for Civil Rights. (2020). Education in a pandemic: The disparate impacts of COVID-19 on America's students. https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf

Ezarik, M. (2021, March 24). COVID-era college: Are students satisfied? https://www.insidehighered.com/news/2021/03/24/student-experiences-during-covid-and-campus-reopening-concerns

Hensley, L.C., Iaconelli, R, & Wolters, C.A. (2021). "This weird time we're in": How a sudden change to remote education impacted college students self-regulated learning. *Journal of Research on Technology in Education*. DOI: 10.1080/15391523.2021.1916414

Loepp, E. D. (2020). "Introduction: COVID‑19 and Emergency e‑Learning in Political Science and International Relations." PS: Political Science & Politics 54 (1): 1–3. DOI: 10.1017 /S1049096520001511.

McDaniel, C., Suffern, C., Joo, J., & Alamuddin, R. (2020, Oct. 22). Student and faculty experiences with emergency remote learning in spring 2020. ITHAKA-SR. https://sr.ithaka.org/publications/student-and-faculty-experiences-with-emergency-remote-learning-in-spring-2020/

Our publications

Glazier, R. (2016). Building rapport to improve retention and success in online classes. *Journal of Political Science Education, 12*(4), pp. 1-20.

Glazier, R. (2021). Connecting in the online classroom: Building rapport between teachers and students. Johns Hopkins University Press.

Glazier, R. and Skurat Harris, H. (2020). How teaching with rapport can improve online student success and retention: Data from two empirical studies. *Quarterly Review of Distance Education, 21*(4), pp. 1-17.

Glazier, R. and Skurat Harris, H. (2020). Instructor presence and student satisfaction through modalities: Survey data on students' preferences in online and on-campus courses. *International Review of Research in Distance and Open Learning,* (forthcoming)

Improving lives through learning

Get resources to help you teach online at macmillanlearning.com