

Lessons Learned from Teaching During a Pandemic: Improved Pedagogy from Remote Teaching

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A conversation with
Jennifer Friberg, Nancy Chick, & Jim Gee
@ CAPCSD 2021

A bit of housekeeping to start (aka: introductions and disclosures)

Jennifer Friberg, Illinois State University

- NF: Academic Affairs Board (ASHA), SIG10 Editorial Board (ASHA), Site Visitor (CAA), Advocacy Committee (ISSOTL)
- F: Royalties from Plural Publishing, Indiana University Press, and Slack Publishing

Nancy Chick, Rollins College

Jim Gee, Illinois State University

1. Discuss the challenges faced transitioning to remote teaching.
2. Identify three positive impacts learned in the transition.
3. Describe ways in which each positive impact can be extended beyond COVID to improve teaching and learning in CSD.



Looking back...

“We knew this would happen. Just six short weeks ago (although they’ve felt long), we worried that academe’s emergency shift to remote instruction would result in lots of folks trying to use this crisis to reach conclusions about the value of online teaching.”

(Bessette, Chick, & Friberg, 2020)

5 Myths About Remote Teaching in the Covid-19 Crisis

By Lee Skallerup Bessette, Nancy Chick, and Jennifer C. Friberg | MAY 1, 2020



Myth No. 1: Face-to-face classes suddenly became online courses.

"Academe was – and still is – in a time of '**pedagogical triage**,' as we wrote in March in an analysis of higher education's shift to remote teaching."

(<http://bit.ly/3a3NhFz>)

"5 Myths About Remote Teaching in the Covid-19 Crisis"

Lee Skallerup Bessette, Nancy Chick, & Jennifer C. Friberg, *Chronicle of Higher Ed* (5/1/20)

Myth No. 2: Campuses were unprepared for this unprecedented transition.

“...the real revelation here is the remarkable ways in which many institutions mobilized the expertise in campus teaching centers, libraries, IT departments, and instructional-design offices to help faculty members become familiar with virtual teaching tools and environments very, very quickly.”

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Myth No. 3: The quality of instruction has suffered in our online pivot.

“To have maintained the same expectations, to have kept assignments as planned, to have required the same amount of work and expected the same quality of work as before Covid-19 would have been bad, unethical teaching.”

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Myth No. 4: Faculty members didn't know what to do.

“In fact, they did know what to do when they faced the unknowns of remote instruction. Many reached out to their campus colleagues – faculty developers, instructional designers, educational technologists, librarians – in unprecedented numbers to fill the gaps. In these circumstances, it doesn't take a village, it takes a campus.”

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Myth No. 5: This is the end of higher education as we know it.

“Yes, teaching has changed. Yes, the months ahead look uncertain. But we’d prefer to look past the jeremiads to the research, the studies, and the articles on teaching, and find ways to change higher education for the better.”

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So that's where we started last spring...and here we are a year later, asking this question:

How might our collective experiences during COVID-times serve as opportunities for continued growth and improvement in our teaching practice?



Lesson #1:
Communication is critical.

Lesson #2:

We need to rethink our assessment practices.

Lesson #3:
**Attending to cognitive load is a
necessity.**

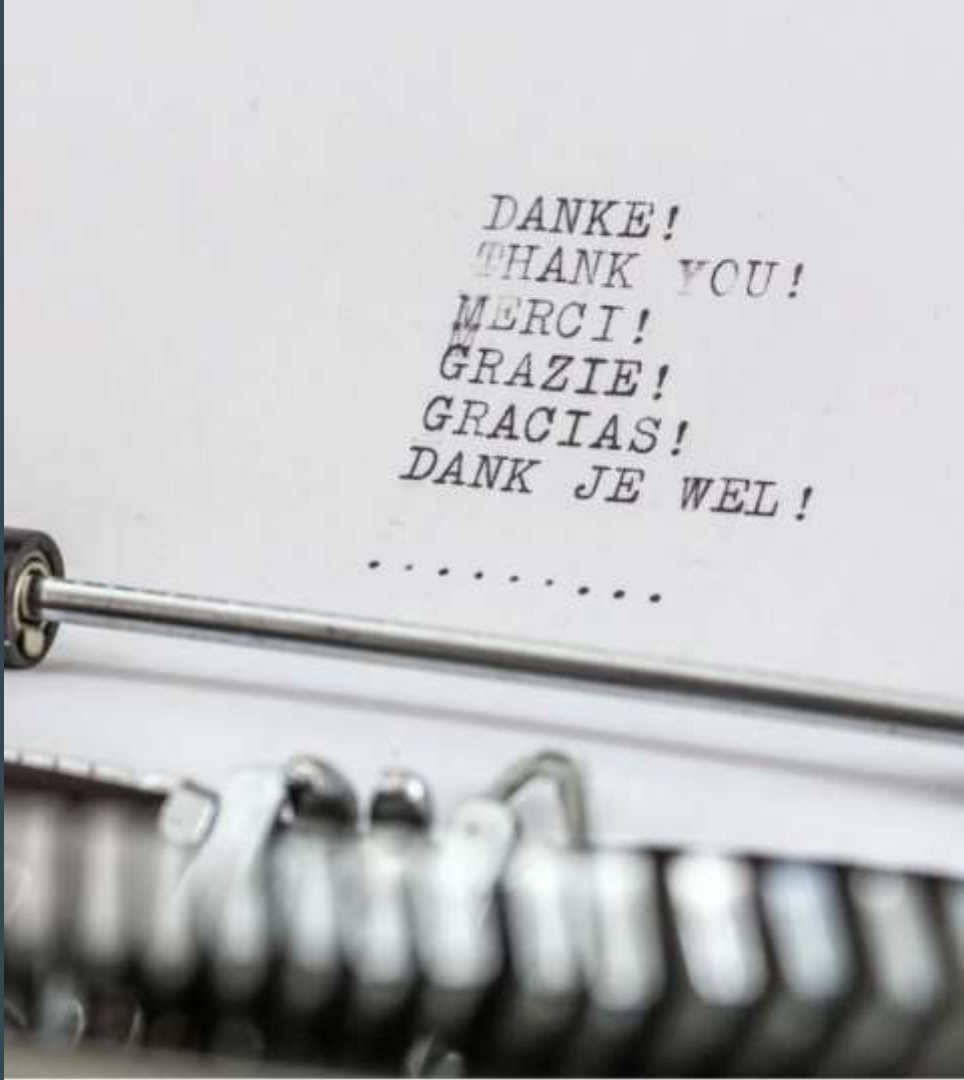
Q&A time!

Feel free to reach out if you
have questions after today:

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Jim: jpgee@ilstu.edu



DANKE!
THANK YOU!
MERC!
GRAZIE!
GRACIAS!
DANK JE WEL!
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