Bates OFFICE OF INSTITUTIONAL RESEARCH, ANALYSIS, AND PLANNING

Fall 2020 Faculty Survey Report | October 2020

KEY FINDINGS

— In their responses to open-ended questions, faculty frequently reported that they are feeling overwhelmed by the intensity of teaching at this time and experiencing high levels of exhaustion. Though they were interested in potential professional development activities, they often noted that they did not have time or energy to participate in trainings at this time.

— Faculty teaching in remote settings indicated that they used the following pedagogical practices significantly more than those teaching in person courses: Breaking up course work into smaller tasks, drafts or formative assignments; Providing opportunities for collaborative or collective work with other students; Offering lectures or recorded material provided in shorter (10-15 minute) segments.

— When asked to indicate their level of satisfaction with several aspects of the physical logistics of teaching, faculty currently teaching on-campus reported relatively low levels of satisfaction with aspects of teaching related to social distancing, including the ability to hear masked, in-person conversation in the classroom and the ability to hear masked, in-person conversation during remote instruction.

— The professional development activities with the highest levels of interest overall focused on broad topics that are relevant to all faculty: creating community in the classroom, inclusive pedagogies, discussion strategies, and group work techniques

BACKGROUND

On September 30, 2020, Bates faculty were invited to respond to a survey about their experience during Module A of the Fall 2020 term and their interest in professional development resources to be offered during the remainder of the term. The survey was distributed via email to the faculty listserv. There were 93 respondents who completed at least one survey question. Based on a denominator of 188 currently-teaching faculty, the response rate for the survey was 49.5%.

The survey was anonymous. It also did not include any questions about demographics, academic rank, or discipline. These questions were omitted to ensure that individuals could not be identified.

MODULE A EXPERIENCE

When asked to indicate the number of courses they are teaching in Module A, about three-quarters of faculty (72.0%) responded that they were teaching one course. Twenty percent of respondents reported that they were teaching two courses. There were six respondents (6.5%) not teaching during Module A and one respondent (1.1%) indicated that they were teaching one course.

Faculty teaching at least one course were asked to answer a set of questions about each course they were teaching. These questions inquired about the mode of teaching, locality of students, and the pedagogical practices employed. Responses to these questions are reported below at the course level and not the individual faculty level. In addition, all teaching faculty were asked to indicate their level of satisfaction with various aspects of logistics and, in two open-ended items, to share successes and challenges of teaching during Module A. The responses to these questions are reported at the individual faculty level.

Faculty provided responses about 92 courses taught during Module A. About a third of courses were designated as in-person courses (32.6%) and a little more than a quarter were taught remotely (27.2%). The remaining 40.2% of courses were designated as mixed mode. Faculty were asked to indicate how students participated in the course. Response options included "All in-person," "Some are always remote," "Some are remote occasionally," and "All are always remote." Respondents had the option of selecting more than one response because the mode of participation may vary. For half of the courses, faculty indicated that they have some students who are always remote (50.0%), while some students were remote occasionally in 18.5% of the courses. About a quarter of courses were either all in-person or always remote (25.0% and 22.8%, respectively).

When presented with seven pedagogical practices and asked to indicated the extent to which they incorporated them into their course, the vast majority of faculty reported they incorporated each practice at least somewhat. All faculty indicated that they presented coursework in an easy to use format and provided clear, concise instructions and expectations. The one exception was offering lectures or recorded material provided in shorter (10-15 minute) segments; about three quarters of the courses (66.2%) featured this practice.

There was some variation when comparing pedagogical practices across course modes. Regardless of mode, faculty reported that they focused on core or essential materials and concepts, provided clear and concise instructions and expectations, and presenting course work in an easy to use format. Faculty teaching in remote settings indicated that they used the following pedagogical practices

significantly more than those teaching in person courses: Breaking up course work into smaller tasks, drafts or formative assignments; Providing opportunities for collaborative or collective work with other students; Offering lectures or recorded material provided in shorter (10-15 minute) segments. Figure 1 below displays the comparisons of pedagogical practices across teaching modes.

Figure 1. Pedagogical Practices by Mode Designation
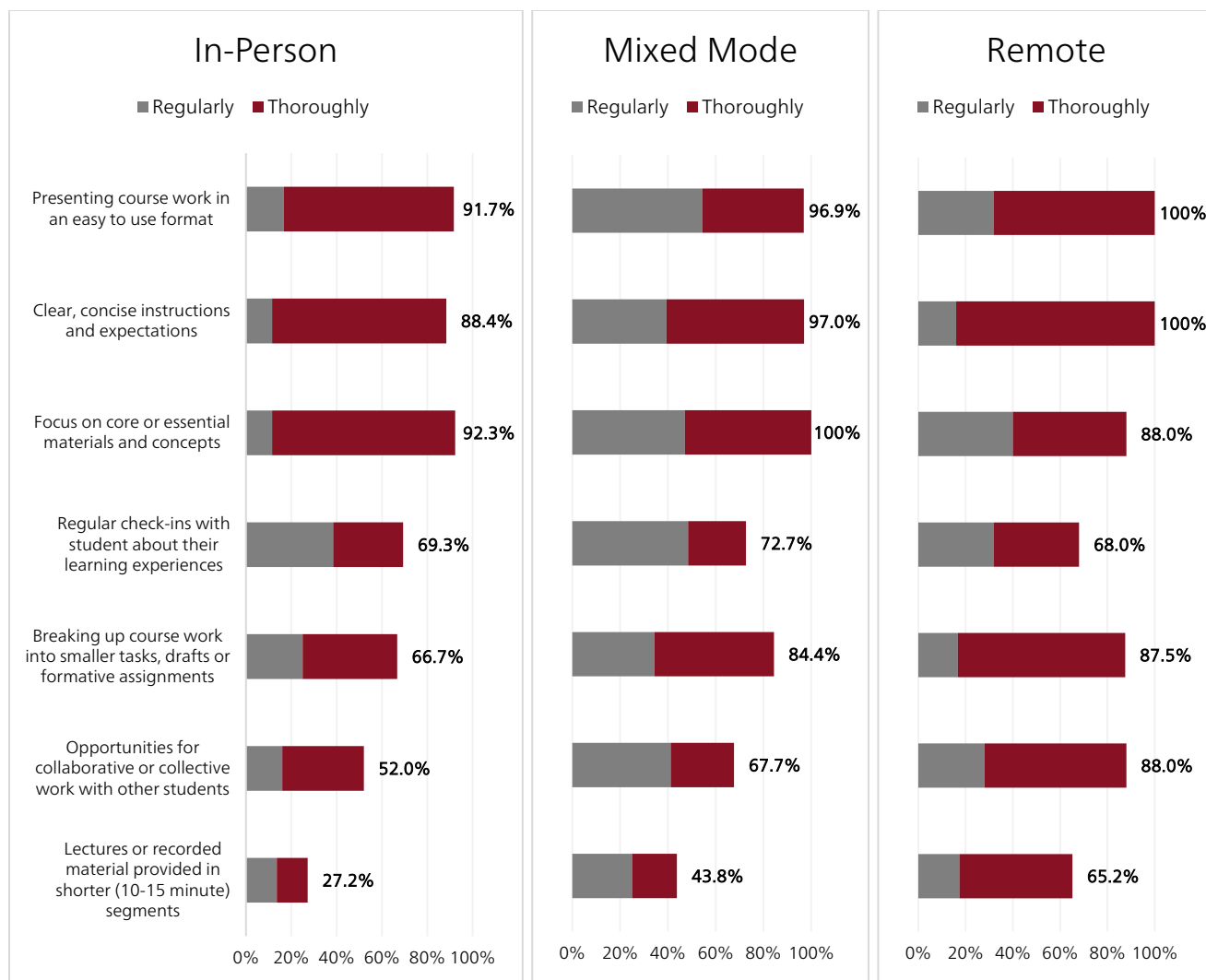
Faculty teaching on-campus were asked to indicate their level of satisfaction with several aspects of the physical logistics of teaching. These included aspects that would be relevant during any term, such as lighting and room technology, and others that were applicable to our current need for social distancing, such as spacing of classroom chairs and communication while wearing masks. Respondents reported the highest levels of satisfaction with lighting (96.1% satisfied) and room technology (92.6%), the aspects that are unrelated to social distancing. Of the aspects relevant to social distancing, nearly all faculty reported that they were satisfied with the spacing of chairs (91.1%). After that, though most respondents were satisfied, satisfaction rates were notably lower. The aspects with the lowest levels of satisfaction were the ability to hear masked, in-person conversation in the classroom (70.2%) and the ability to hear masked, in-person conversation during remote instruction (73.9%). See Figure 2 below.

Figure 2. Satisfaction with Aspects of Physical Logistics of Teaching
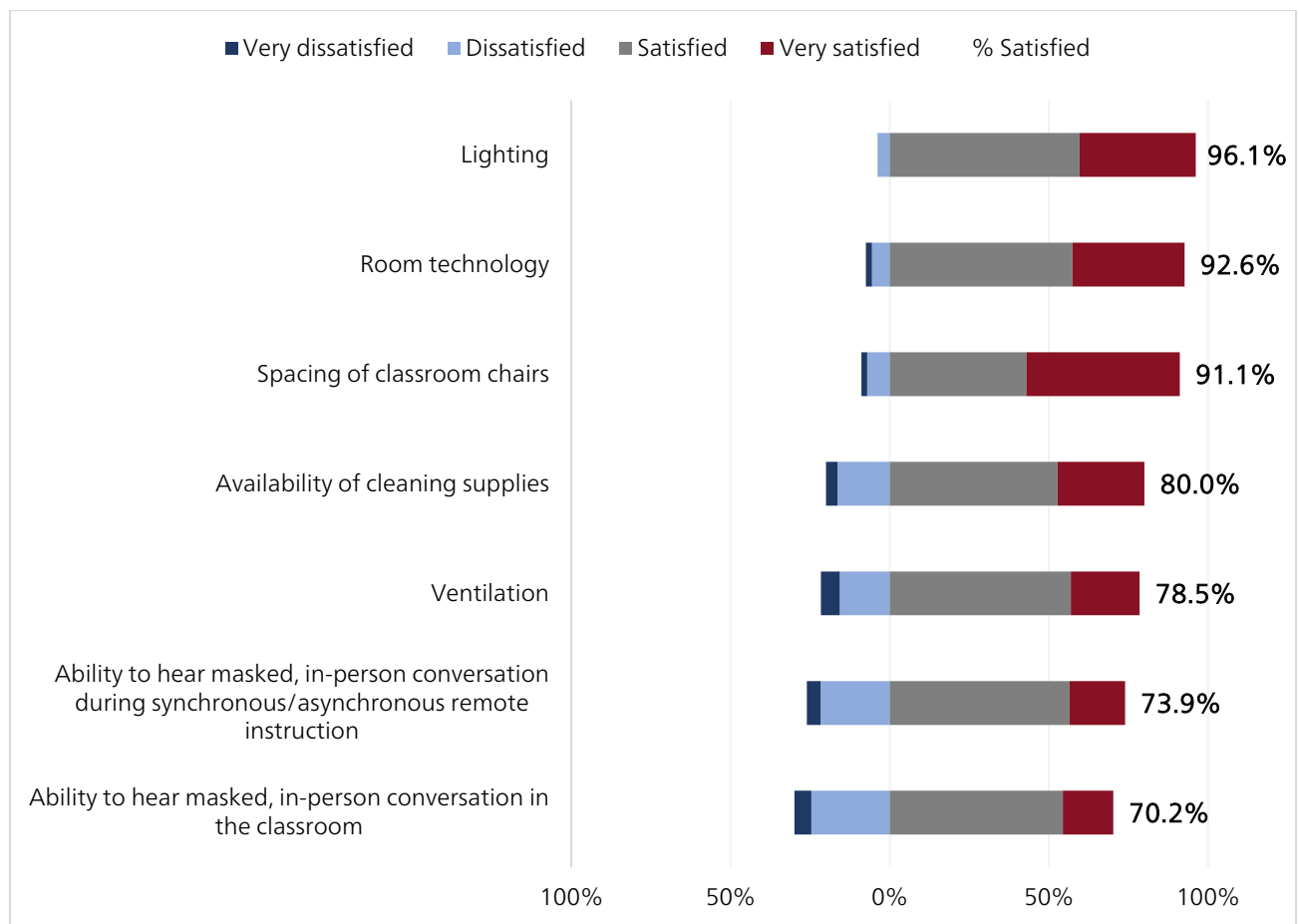
There were also two open-ended questions about teaching in Module A.

— Are there particular teaching methodologies that you are finding particularly successful this module?

— Please identify particular teaching methodologies that have worked for you in the past or you learned about in recent professional development opportunities that are not working this module, AND how could Bates support your work to address these challenges?

Responses tended to be specific to the individual experiences of faculty and, as a result, there were no dominant themes that emerged. The raw comments are available in the appendix.

MODULE B PROFESSIONAL DEVELOPMENT

As we approach Module B, the survey included a set of items asking faculty about their interest in a variety of professional development activities that could be offered. These activities were grouped into three broad categories: Professional Discussions, Workshops (focused on curriculum and pedagogy), and Training (focused on technology). Figure 3 depicts the level of interest in each of these activities, grouped by category.

The professional development activities with the highest levels of interest overall focused on broad topics that are relevant to all faculty: creating community in the classroom (81.7%), inclusive pedagogies (80.0%), and discussion strategies (78.7%). The activity about which respondents indicated that they are "very interested" was group work techniques (75.7% interested, 28.8% very interested). The topics that had the lowest levels of interest were those that were aligned with disciplines (lab and field research, performing arts, and visual arts).

Faculty expressed interest in synchronous group training (N = 40) and asynchronous recordings (N = 34). There was also a preference for one-on-one consultation (N = 30) over interactive discussions (N = 16) and faculty panels (N = 12). There was no clear preference for the timing of activities.

Based on responses to open-ended items, the most prevalent theme that emerged was that faculty are feeling overwhelmed by the intensity of teaching at this time and experiencing high levels of exhaustion (N = 14). This sentiment spilled over into comments about potential professional development offerings. Faculty frequently noted that they did not have time or energy to participate in trainings at this time, although many of these comments indicated that they were interested in the topics they selected for future ideas (N = 12). Finally, there were four faculty who expressed interest in professional development activities that focused on COVID-related issues regarding health practices (masking, social distancing, etc.).

Figure 3. Interest in Professional Development and Other Training During Module B
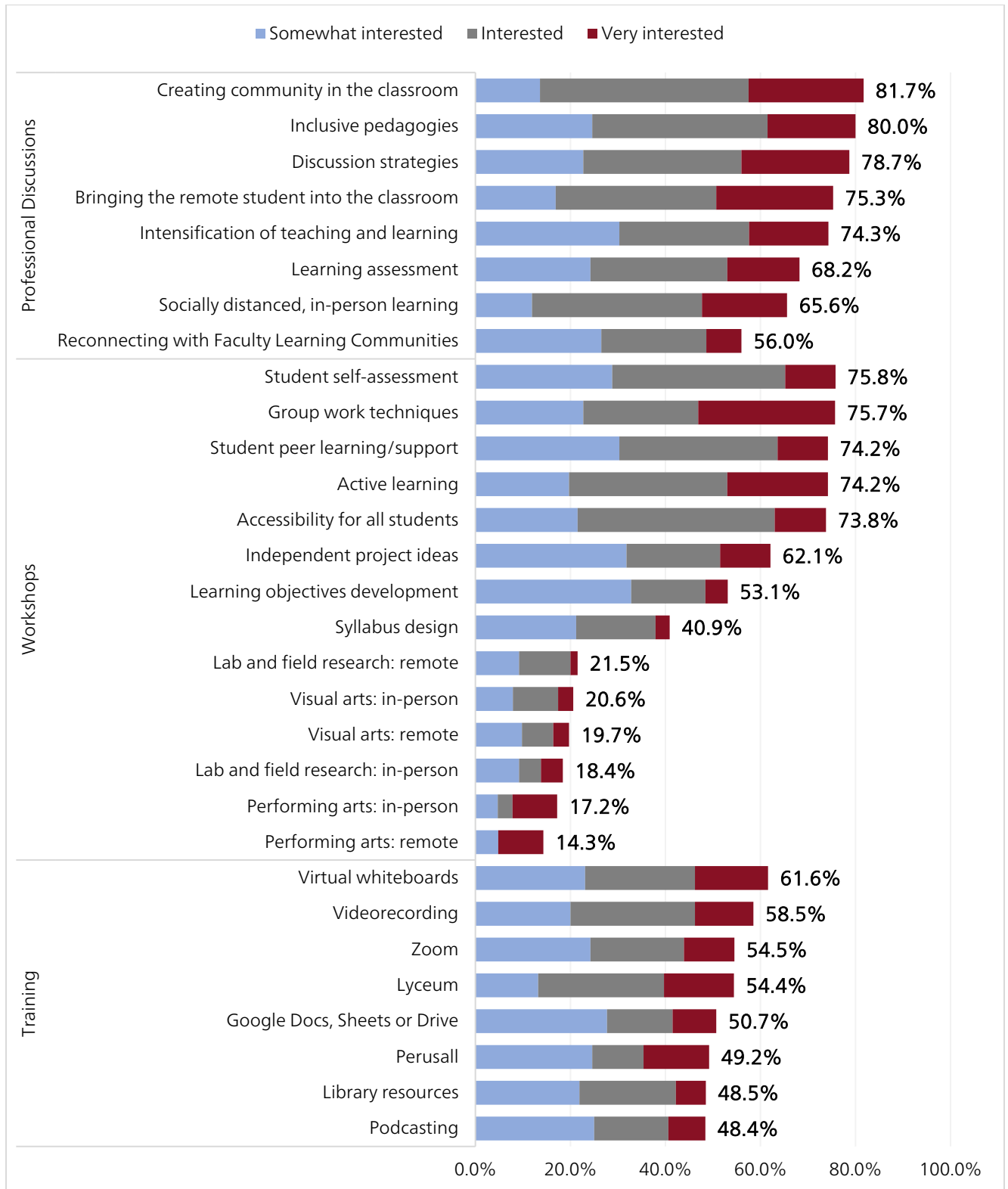
APPENDIX A: SUCCESSFUL TEACHING METHODOLOGIES

Are there particular teaching methodologies that you are finding particularly successful this module?

Breaking my class into smaller sections has meant it is easier to check in on students. It also means 3x the teaching time.

Breakout groups seem to be working ok (even with requisite distance) if paired with Google docs, Padlet or Jamboard that all students work with simultaneously. For brainstorming or anonymous responses, Padlet in particular has been great.

Unrelated, I also have students lead class discussion, which continues to work well, even with everyone masked.

clear communication about expectations is important

google assignments are great also like h5p in Lyceum

Close reading, short writing assignment, group discussion, individual weekly meetings with students.

Competencies/Contract grading and flexible deadlines for students

Everything is difficult, especially when it comes to orienting students and having them follow instructions, however carefully organized. But discussion boards are going fairly well (as well as usual).

Exploiting the longer class time in combination with breakout rooms to facilitate group presentation coordination and preparation.

field work

Frequent short assessments in class and out of class. More formative assessments, more frequent quizzes.

Group work in breakout rooms seems to be going ok.

Extended Zoom office hours are fairly busy...that's a good sign.

Having a PWSA! small group discussion

I am teaching in-person, all my students are in the classroom in-person, the only adjustment that I really have to deal with is the mask and the condensed 7 week schedule.

I am trying to differentiate for various student needs as much as possible, so we are doing a mixture of asynchronous learning methods, synchronous discussion (that can be made up asynchronously if necessary, but that all students have said they want), and weekly low-stakes writing to build to the final assignment.

I have alternated between days where I present prepared material and less structured days which rely more on student presentations, discussions of methods, questions about assignments, etc. This has gone very well and I might keep this format in some of my classes when life goes back to normal.

I have been using a "flipped" classroom, in which students are expected to watch prerecorded lectures in preparation for class meetings, where we work through problems and questions together. I am finding this to be extremely helpful for increasing students' understanding of the material, and it is also a good way for me to get to know them even though the course is fully remote.

I really like using Perusall for close reading that is also collaborative.

I surveyed students twice about the mixed model, they like it a lot. However, both in-person and via zoom, it is very exhausted. Wearing while lecture, sometimes I could not breathe and need air.

I'm really liking Perusal as a group/collaborative reading exercise. It is something I often use on "in person" days, when group work is impossible and/or hearing muffled students.

In class writing. Using the Google Suite to simultaneously edit documents (great for brainstorming, creating webpages and posters, etc.)

Journals, weekly check in, just being in the classroom

Lightboard; Ed platform

Mix of synch/asynch in the fully remote format.
Community Engaged Projects
Guest Speakers
Perusall
Music at the beginning of each class from a playlist they pick
Small class sizes. I have to go up to 40 in B and C and I don't think I replicate the awesomeness of this 12 person seminar. Related to this, intros and check-ins at the start of each class.
I really like the intensive 7 week format for this course and it makes me miss the 5 week ST. I kind of never want to go back. It really has jump started the community building.

no particular technologies, usual work; the only thing I did not use earlier and I use a lot this Module is the task to record students' stories/presentations/retelling

No. Most of my teaching is in-person and has not changed. I've used asynchronous technologies mostly as back-up for whether I get sick or if my students cannot attend synchronously. I had planned to flip the classroom and have students watch video lectures and then ground class time in discussion. If I weren't swamped with two courses in this module or focused on other administrative work for the College, I might have pursued that pedagogical innovation more.

Not really.

Online discussion forums have been working well, as has the use of short written assignments for assessment.

Peer review and multiple drafts of writing with plenty of opportunity for revision (for a Writing-Intensive Course). Google Assignments on the Lyceum course management system. I'm finding one-on-one conferences and small group work, and brief lectures and checking-for-understanding activities are imperative for building community and connection in a remote course.

Preparing more direct questions to stimulate discussion and using small (3 person) breakout rooms for the first part of discussion, to help students become more comfortable talking on Zoom.

Pre-recording introductory lectures was hugely successful (they watch a recorded lecture on Mondays, instead of meeting for class). Students really value having a frame of reference going into the readings. I've also instituted a daily discussion, at the beginning of class, to let students talk about how they're doing. They really seem to appreciate that, too. Lastly, I'm using a Lyceum forum for asynchronous discussion and that has been vibrant throughout the term.

Recorded 10-15 minute lectures to prepare students before each class
Sending students out for group work (granted, this only works until the weather is nice)

Research-based "voting" questions are useful for students to join discussion
Breakout rooms seem a good method for small group work in online class

scaffolded assignments; break out rooms via zoom with in person and remote students

Sense of humor.

Setting up a separate Synchronous zoom with all the remote students is the only thing that worked after trying both their zooming in and their viewing class capture. It works but it is actually adding a third section to my workload so it works for them, not for me. On the plus side, I can see their faces and hear them very clearly.

Shared Google Docs for synchronous in-class activities over Zoom, e.g. free writing, discussion questions from readings, etc.

Small group work in Zoom breakout rooms.
Close readings through annotated notes via Perusall.

Small-group discussion in Zoom break-out rooms with either a report to the class afterwards or a Google doc to record ideas on.

Outdoor spaces work pretty well for individual and small-group activities - the acoustics for small-group conversations are much better, I think, than in the classroom (although the classroom is better for whole-class conversations or lecture)

Some community-based assignments (Video Solutions posted on YouTube & Group Projects) seem to be the most successful of all the new methodologies I've adopted. A shift towards mastery-based learning seems almost like a necessity, as the students would NOT be able to show any level of proficiency on any exam-like assessment were it not offered more than once.

Teaching outside has enabled small group work with 6ft physical distancing in place.

The ability to integrate those who are entirely remote is spectacular. I'm very impressed with the interface in the smart classrooms.

The combination of zoom and in-person teaching, remembering to share whichever screen is currently on, record, see and respond to the chat, etc. I need to reach out to classroom support before teaching in the same classroom in the winter, since there are some idiosyncracies that can probably be worked out.

The increased building hours for Olin were helpful in allowing more time and accessibility for students to work on projects.

The technology platform I used allowed for more in-depth individual work.

Things that have worked well:
1. I've set up groups of 4 (and two groups of 3) to work together on collaborative assignments throughout the module. These stable groups do (a) remote connections with a local school; (b) a jigsawed presentation on a course topic; (c) a creative research-based project. These groups stay spaced safely in the classroom and nearby spaces.
2. Pieces of these activities in #1 are done as a whole group, with guidelines on how to manage/complete the work, such as a collective annotated bibliography. (Guidelines include, for example, how group members might split that work...) Groups also complete a sheet on "Who Did What" for each project. Other aspects are done individually, such as reflective writing. I have found that collective assignments allow all members to participate actively, while streamlining the sheer volume of work in a collapsed time frame for a module.
2. I have created templates to complete in response to readings. These templates allow for "choice and voice" but allow for accountability for some of the readings. They are structured to be accessible and clear.
3. Guidelines for all assignments are clear and detailed. I have also created checklists (self or group monitoring, not to be collected but to ensure completion).
4. I send regular whole-class emails to remind students of deadlines and to help keep them on track.

To be honest, no. The new schedule is extremely hard for both the students and myself.

Using website to store period images in carousel.
Using website to visually emphasize conceptual or historical points of reference.

voice amplification. voice memos

Zoom breakouts are working great for getting students interacting. Structuring those well seems to be key (based on being a participant in Zoom breakouts where I felt lost), including clear objectives and outcomes, and assigning a leader and a reporter each time (which I do by "fun facts" like how many pets they have at "home.") I've had students tell me that they interact more via Zoom than they can in in-person classes due to physical distancing requirements, which surprised me.

Zoom discussion groups, my students report liking these in the alternative to holding in-person discussion groups with masks.

APPENDIX B: TEACHING METHODOLOGIES THAT HAVE <u>NOT</u> WORKED

Please identify particular teaching methodologies that have worked for you in the past or you learned about in recent professional development opportunities that are not working this module, AND how could Bates support your work to address these challenges?

A more open discussion format works really well for me when we're all sitting around a small conference table together. It seems this is not working in the remote format, and students need a bit more scaffolding. That said, the adjustments seem to be working well.

Again, my teaching has remained consistent. Clear communication of expectations. Clear support for students through office hours. Making time at class to ask questions or to submit questions via email. This has been true of my teaching before COVID as much as it is now.

Assigning videos/documentaries is challenging as it is not expected that all students have access to a streaming platform not to mention that these platforms vary from country to country. Having to show the movies in class has taken the time that could have been utilized in different activities.
I'm not sure if this is possible but it would be nice that videos could be streamed from the library's website to ensure they are accessible to all students.

Collaborative work that requires students to work in close proximity to each other. I don't think there is anything to be done about this until we are back to a normal class structure.

grading. paper feedback in a timely enough manner is difficult.

Group work in classes is quite difficult with social distancing, but we are trying. It would help if all students had tablets honestly for drawings.

Group work. I believe it is because they are not face to face; some students are simply not responding to group members' emails. I do not know how Bates can help with this, though.

Group work/small group conversations are challenging indoors, with desks that do not move. Bates could assign me a room with a much bigger capacity than my actual class size, so that students could safely move into distanced group formations while maintaining distancing guidelines

having both remote and in person is like having two different classes each with their respective workloads.

I abandoned all sorts of things I learned about.

I am worried about B & C in terms of how my AT will work to support the 40 person class. How can they really support during class via Zoom? Also, I get the impression MSW is worried about budgetary the resources they need to support the courses to the level that students might need? So a bigger budget to student support. Also, more flexibility in approving courses this pandemic that might not fit the usual mold.

Yeah - if you run something on unique challenges of teaching a 40 person 100 level via remote with a community building emphasis, LMK.

I didid not try to recreate methodologies used in the past that seemed to have the potential for becoming problematic.

I don't know how to NOT lecture. I used to be able to do this quite easily, redesigning many of my courses to be discovery or inquiry driven. I have no idea how to make that work now. There is too much material (even with some substantial cuts) and there is not enough time in between for students to process ideas.

I have eliminated essay exams. Students there is not enough time to digest the material. I now prepare one question of interpretation, or have them write a descriptive narrative of a set of images. They must interpret the set using historical facts as points of reference, or interpret in dialogue with theoretical concepts.

I like to incorporate film clips into my classes, and would really like to be able to mount films to our LMS for students to watch (without having to log into a VPN if they are out of country). At another institution, Panopto was a technology that could be merged with the exact same LMS as Lyceum (Moodle) and it would be amazing to have access to that tool.

I would like to check in with students more frequently about how things are going, perhaps some kind of informal poll, but without taking up a lot of time for either me or the students. I'm unsure of a good format for doing this: Google Forms? Maybe a training session or even a website about useful tools and methods for conducting a short mid-course assessment on one's own.

I'm an instructor who writes key ideas down on the board. I love drawing arrows, connecting thoughts, and I find that just jotting down what someone says makes them feel like their ideas are valued (because they are!). Teaching remotely, I can't mimic that in any useful way that I've found. I write things in the chat, but that feels flat.

In-person, small-group activities work pretty well on Zoom and pretty well outside (although outside, I have to yell to give instructions), but in the classroom, the acoustics are problematic, even for my current, small class. This is especially the case for groups that have both in-person and remote members - the background noise from other groups' conversations interferes with Zoom conversations. Anything that could dampen sound inside the classrooms would help.

Also, regardless of location, it can be difficult to give instructions for small-group activities if there are groups that have both in-person and remote students. This is because of feedback from the in-person group members' computers. I'm not sure what to do about that other than teaching differently.

It is simply very challenging to teach an in-person class and have students who are remote. Engaging the remote students in discussion and other activities is difficult.

It is very hard to hear student comments in the huge classroom I'm teaching in, plus I have heard from others that when students zoom in to the classroom (which I'm not doing, my remote students are asynch and then also participate in a weekly small group discussion process that's on Zoom) there are lots of audio issues/problems. So I hope we can do more around microphones in the classroom and around tech for bringing a few remote students into a classroom space.

It would help a great deal to have more classrooms that had chalkboards or whiteboards around the room so that students could write on them (e.g., things like graphs or study designs that are not easily put in an electronic document) and have others see. The classroom cameras would then also need to be able to capture what is written to be able to share that.

I've had to pare down the content of this course to fit in the module schedule. As such, the students did not receive the in-depth educational material they would have otherwise had in a full semester schedule

Just a general take-away that I've had to come back to again and again: simplify, simplify, simplify.

Live lecturing via Zoom isn't as seamless or interactive as lecturing in person. That said, it's gotten better as the module continued and we all (students and myself) got more comfortable with using the medium together.

Most of my discussion techniques are not translating well into Zoom. Students are having a hard time warming up to one another, and there is a tendency to want to "hide" that I do not observe in the in-person classroom.

Over-reliance on Zoom. I often find squatters in the classroom that I am assigned to teach, because it is in the evening. They also like to eat there, so I end up cleaning the classroom after chasing them out. There needs to be easier to use room reservation and usage information available to students, as they navigate space on campus. They often say they had to find a place to zoom from. It is not easy for students to find a semi-private place because they have a roommate and the outdoor is becoming cold.

Really tough to manage three formats at once (in person, remote in person, remote async) and impossible to do well. Technology hard to manage for small group work--need to mute/turn off sound in classroom and have students join Zoom/use earbuds.

recording of short videos, it takes a lot of time and students probably find it boring to watch

Small group presentations. Refreshers on tools. I mostly haven't explored it because of the learning curve and busy getting a grasp of the basics.

small group work in the classroom is constraint because social distancing is needed

Students are much less likely to participate in classroom discussion wearing masks and socially distanced, not to mention if they are participating remotely. I don't think this can be helped by ILS. Group work is difficult while social distancing is difficult for my class because it involves a lot of drawing. Occasionally I find a breakout room where they've tried to share a whiteboard, but I think they've basically given up and just describe things to each other. Some sort of tablet for the remote students might be helpful.

Students have had a lot of issues with Perusall that mostly seem resolved but were very difficult to get resolved initially. Sometimes there seemed to be no clear reason that some students had trouble while others didn't. Some Bates videos introducing how to use Perusall for students could be helpful.

Other problems I am running into often revolve around students either having mental health needs that are interrupting their ability to engage in class, or students failing to read or understand instructions, especially when they are delivered in writing.

Perhaps Bates could create some fun activities to encourage students to learn how to navigate systems, find information they need within documents available to them, and read/comprehend instructions. This could be something like an online scavenger hunt on a mock Lyceum page. Or when I was in elementary school we used to do activities that required reading instructions thoroughly to complete properly (if you skimmed or read out of order, you might do something that the instructions specifically ask you NOT to do, for example). That sort of activity might help students remember/develop their skills for navigating systems of information and working to a brief/following directions that I think would apply to ALL classes right now.

The classroom I am assigned to is poor for small group work even under non-Covid conditions, so physical distancing has made it impossible. Therefore, I've done mostly class-wide discussions rather than splitting students into small groups first. The room also isn't conducive to the use of personal laptops during lecture, so synchronous chats were not a solution. Letting faculty have more say in their room choice based on their pedagogical needs would help.

Using paperless takes so much time to prepare. I am still learning how to use different functions within Lyceum. Some is easy others are not easy to be good at.

We have had a huge challenge around community engaged learning, which is a truly vital aspect of both of my courses this module. It has been frustrating and discouraging. Everyone is trying, but we are at the whim of the "weakest link" which tends to be the kids in the schools not zooming in for support. I have developed some creative alternatives, but they do not make up for the loss of this experience for my Bates students.

Writing. The consolidated schedule makes substantial writing assignments a major challenge. My students have to submit topics early in the semester and there isn't time to provide detailed feedback on drafts.

I am not sure there is a good way to fix this.

Zooming into class and class capture failed me this term. I wish I knew how to fix this. I teach discussion classes (very intentionally not lecture classes) which is why these options did not work.