WCET *Frontiers* "What's Next" Interviews
Spring 2020
Interviewer: Russ Adkins

Dr. Jeff Nasse, Vice Provost, Academic Affairs and Dr. Julia Philyaw, Associate VP, Center for Teaching Excellence and Learning (CTEL), talk about how a very large institution with approximately 40,000 degree seeking students and an additional 15,000 continuing education students has made the pivot from on-campus to remote learning.

Instructional Continuity Plan. Located in "hurricane alley" in South Florida, Broward College has for years routinely created an LMS presence for every course, every section, every term as part of their continuity planning. This provided a good start to support the rapid pivot to remote learning.

Remote learning vs. online learning. From the beginning of the crisis, the College has distinguished between online learning and remote learning. The proposed definitions for remote learning are:

BC Remote Learning Courses are courses that are delivered using the College's Desire2Learn (D2L) learning management system, Blackboard Collaborate, and other approved Broward College systems. These courses blend both synchronous and asynchronous components to meet the course's learning outcomes.
- At least 21% of the course content will be delivered via synchronous instruction.
- The syllabus, gradebook and other course materials will be available in the D2L learning management system.
- Faculty may require students to participate in synchronous instruction at a specific time in accordance with their attendance policy as established in the course syllabus. Synchronous class meeting times will be made available to students on the course schedule.
- Faculty will make themselves available to students for student office hours at specified times that will be outlined in the course syllabus.

Perhaps noteworthy is that Broward have a less technical definition for students, so they understand the general nature of the remote learning course:

BC Remote Learning Courses are courses that are delivered using technology such as Broward College's Desire2Learn (D2L) learning management system, Blackboard Collaborate, or other approved Broward College tools. These courses blend both real-time video and self-directed online activities to meet the course's learning outcomes.
- A portion of the course content will be delivered using live video instructional methods.
- Faculty may require students to participate in real-time instructional activities during the specific time listed on the course schedule.
- Faculty will make themselves available to students for student office hours at specified times that will be outlined in the course syllabus.
- The syllabus, grading policy and other course materials will be available in the D2L learning management system.

- When searching for summer classes, students should carefully review the notes to understand course requirements and other important information.

Scaling just-in-time faculty development and faculty support. To support over 2,000 full and part-time faculty, CTEL has:
- Created an <u>Academic Continuity Planning and Discussion Teams Site</u>, an active hub of communication and sharing, where over 300 faculty and administrators have been collaborating each day.
- Delivered daily, live training sessions, with learning outcomes related to D2L basics, creating tests and quizzes in the LMS, using BlackBoard Collaborate, and Respondus. Training began March 14 and continues today. Enrollment in these offerings is close to 1,200 as some faculty are learning these tools and tips for the first time and others are enhancing their skills.
- Provided "Just-in-time" (JIT) help sessions, 3 times/day, staffed by CTEL and instructional designers, who provide help, support and troubleshooting.

93% of all spring term sections now available via remote learning. Academic administrators determined that 3550 sections of 3,835 could be delivered remotely, while a small number could not be transitioned. Hands-on and clinical courses remain a challenge.

Taming the "wild west." Dr. Nasse would like to move from the rapid deployment mode to a more structured approach to remote learning for summer term as a means of building capacity and ensuring quality. Goals would include requiring that all faculty teaching remote class satisfactorily complete training, and that all remote learning sections use D2L and other tools currently supported by the College. Initially, a wide variety of tools and delivery modalities were used to facilitate the immediate transition and ensure all students would have access to instructors.

The "silver lining." Dr Philyaw notes that responding to the global pandemic has some very promising outcomes. Recent experiences have demystified the instructional technology tools that support remote learning/online learning for faculty, who would have never attempted these delivery methods. "We have introduced so many faculty members to teaching with technology, and now we can build upon this accomplishment."

Looking ahead: the challenge of a guaranteed, year-long course schedule. With registration opening April 9 for not only fall 2020, but also spring term 2021 terms, academic leaders are challenged by the need to have a schedule in place in a period of high uncertainty. For now, the College plans for a fall term with on-campus learning options.