

# DEAG

New Jersey Distance Education Affinity Group

**PROFESSIONAL DEVELOPMENT SERIES**



# Delivering High Quality Education During Disruptive Times

TUESDAY, JUNE 16, 2020



# Hello!

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New Jersey Council of County Colleges



# HOUSEKEEPING RULES

- ⬡ All audio should be on mute
- ⬡ Type questions in Chat Area
- ⬡ Questions will be answered at the end of the presentation

# NJCCC DISTANCE EDUCATION AFFINITY GROUP OFFICERS

- President: Josh Piddington (Rowan College of South Jersey)
- Vice-President: Leigh M. Bello-de Castro (Essex County College)
- Secretary: Norah Kerr-Mccurry (Brookdale Community College)

# Hello!

**Leigh M. Bello-de Castro, PhD**

Associate Dean, West Essex Campus and Online  
Education  
Essex County College





# AGENDA

- ❖ Context
- ❖ Education in Emergencies Standards
  - ❖ Research-Informed Strategies to Deal with Disruptions
  - ❖ Practical ideas
- ❖ Discussion & Questions

# Hello!

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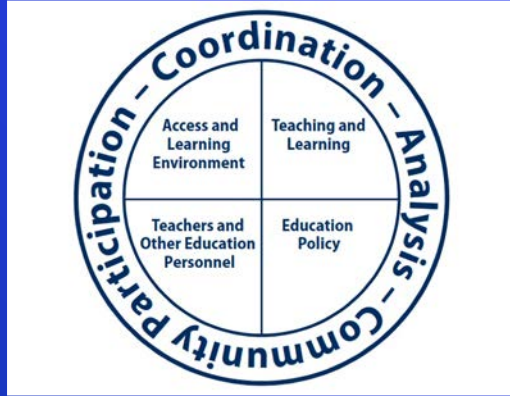


# Educational Leadership EdD Program

- Multiple modalities
  - Online, hybrid, F2F
- Multiple tracks
  - pK-12, higher ed, nurse educator, & **CCLI**
- Accelerated courses
  - 8 weeks & 6 weeks



# Education in Emergencies



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(Adapted from INEE minimum standards for education, technical notes, and guidance)

# Care: Support Well-Being

- Gender, age, disability, socioeconomic status, cultural background, profession, and other identity factors might affect how crisis is experienced
  - Everyone has unique coping skills: some are resilient while others are highly distressed
- Education can provide stability



# Caring Strategies

- ⬡ Acknowledge impact on self and others
  - Communicate that it's not business as usual
- ⬡ Instructor well-being
  - Self-care
  - Reflection and sharing
- ⬡ Student well-being
  - Safeguarding
  - Mind the cognitive load

*“Set a schedule.  
Get up everyday.  
Get dressed, Eat.”*

# Reduce Stress & Provide Stability

- ⬡ Set expectations early
- ⬡ Be explicit about how you will continue class if there is a disruption
  - What platform will you use?
  - Will you work synchronously or asynchronously?

“Be specific & state how you will communicate. Every professor is different.”

# Coordinate: Working Together



- ◈ Coordination is a multi-level, multi-office activity
  - Classroom: Collaborative and instructor-guided active learning
  - Programmatic: Leverage existing resources and relationships across courses
  - Institutional: Collaborate with advisors and other campus professionals to assist students in need



# Coordinating Strategies

- ◊ Help students set personal goals
  - Illustrate connection between goals and learning activities
- ◊ Collaborate with colleagues
  - Scaffold work across courses, if you can
  - Leverage existing resources (DEAG, YouTube, etc)
- ◊ Ask your students what they need

# Affirm: “Do No Harm”

- “Do No Harm” is considered an essential basis for the work of organisations and professionals operating in emergencies
- Identify the unintended negative or positive impacts of activities in crisis contexts
- Resources = power



# Affirming Strategies

- ⬡ Evaluate what resources are needed - minimize differential impact
- ⬡ Use course resources to empower students
  - For example, not everyone has access to the internet or a computer
    - Create/identify/use learning materials that are easily accessed on a mobile phone or tablet
    - Use OER or other freely available materials
- ⬡ Build community
  - Best when students have shared goals, know when and how to contribute, share rewards, and reflect on progress

# Analyze the Context

- “Crisis” is a dynamic, multi-faceted event that doesn’t have a definitive end point
- Use data** to understand, assess, plan, and monitor facilities, students, and learning during crisis
- Analysis must include the whole “classroom” and student needs and, importantly, their assets
- More than a one shot activity: important to re-analyze the changing contexts during crisis



# Analyzing Strategies

- Collect some baseline data
- Use LMS data, short polls, and formal/informal conversations
  - Access to consistent internet?
  - Learning devices?
  - Quiet spaces?
  - Time?
  - Discontinued learning?
- Monitor and check back in with students



# Adapt!

- Flexibility is key in crisis
- Builds capacity to respond effectively to future crisis
- Consider the context continually
  - Not all interventions are appropriate to your class and students' needs
  - Still room for experimentation





# Adapting Strategies

- ⬡ Should be based on incoming data from student monitoring and check ins
  - Extending or easing deadlines, etc.
  - Decrease time to feedback to students
- ⬡ May require high touch
- ⬡ Consider reducing, but not eliminating group work
  - Purposefulness is key

# Being Prepared to Move Online

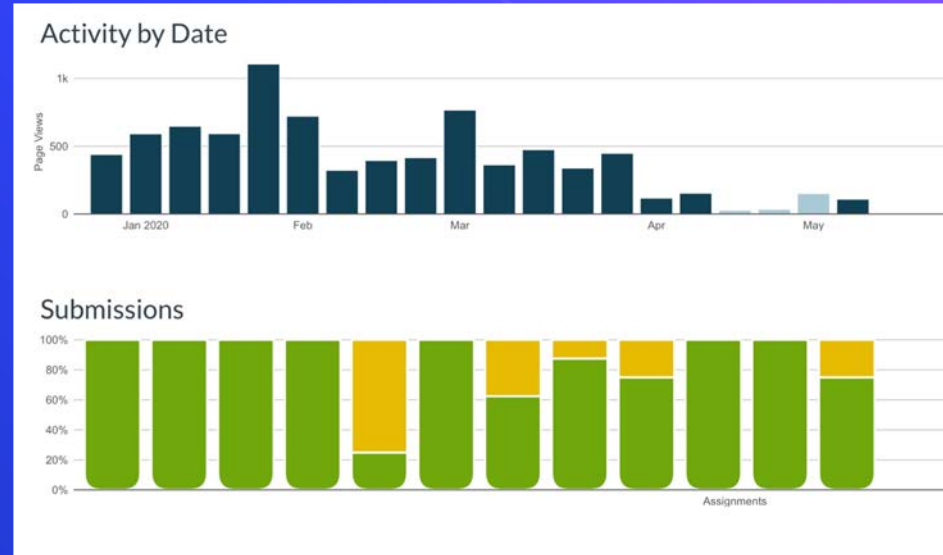


# Use Summer to Prepare

- ⬡ Have a LMS shell ready
- ⬡ Post your syllabus
- ⬡ Upload online resources
- ⬡ Exchange contact information with your students and among students

# Familiarize Yourself with LMS Resources

- Announcements
- Screen sharing
- White board
- Group breakouts
- Gradebook
- Course analytics



# Communication

- ⬡ Preschedule much of your communication (LMS announcements)
  - Weekly overview
  - Reminders
  - Anticipated difficulties or confusion
  - Scheduled online office hours
- ⬡ Reach out to students (proactively)
- ⬡ Establishes a constant presence

# Advice for New Online Learners (from our students)

- ⬡ Take time to explore the LMS
- ⬡ List assignments in a weekly calendar and check off as you complete them
- ⬡ Plan for your course reading and take notes before attempting the assignments

“If you do not know how to do something online YouTube a video to watch or ask google”

“You can no longer rely on attending class each week motivate you to read, you really have to make that a priority and plan for it on your own.”



# QUESTIONS

Please Type Questions in Chat Area

