Responding to COVID-19: Teaching and Learning in the Remote and Dual-Delivery Modalities

In response to the COVID-19 pandemic, the CTE developed several programs and resources to support faculty, students, departments, and schools with remote and dual-delivery teaching. When the Rice community rapidly transitioned to fully remote instruction during the spring 2020 semester, the CTE supported instructors through one-on-one remote pedagogy consultations, remote programs, and several web-based resources to assist faculty in the transition: Guide to Teaching Continuity; Inclusion, Equity, and Access While Teaching Remotely; and Assessing the Rapid Transition to Remote Teaching.

This summer the CTE developed additional programs and resources to assist faculty in their preparation for both remote and dual-delivery teaching modalities in the fall 2020 semester. Between June and August, faculty instructors joined the CTE staff and Faculty Fellows in the 5-day guided or fully self-paced offering of the Adaptive Course Design Institute. In addition, the CTE developed the Adaptive Teaching Guide featuring a variety of strategies and techniques to help guide faculty members and instructors as they prepare for, and teach their classes, in the remote and dual-learning modalities.

To prepare for the spring 2021 semester, the CTE will offer ongoing registration for the self-paced Adaptive Course Design Institute as well as a 5-day guided Adaptive Course Design Institute that will run from December 14th through December 18th. More information about the institute and the chance to register for either version of the institute can be found HERE. In addition, faculty instructors can sign up at any time for a one-on-one pedagogy consultation with the CTE staff to discuss course design, assignment design, grading/assessment, student engagement/motivation, and any other topics related to teaching in the remote and dual-delivery context. The CTE staff look forward to working with you.
The CTE Teaching & Innovation Colloquy

In the 2020-2021 academic year, the CTE will offer the fifth annual Teaching & Innovation Colloquy. In this program, a small number of faculty have been selected through a competitive application process and will participate in a semester-long pedagogy workshop focused on the theme of “Anti-Racist Pedagogy.” Over the course of the colloquy, faculty participants will set individual and group goals; read and reflect upon the role of racism, colonialism, white privilege, and white supremacy on the institutional and individual level; and learn about how evidence-based anti-racist approaches can be applied in the higher education context. Participants will examine and reflect upon the structure of their courses, materials assigned, and interactions with students and the role that racism and colonialism has on these facets of their teaching, and will develop a plan to implement inclusive and anti-racist strategies in future classes.

Pedagogical Programming for Grad Students

Every semester, the CTE provides opportunities for graduate students to prepare for their teaching responsibilities at Rice and for their careers as future faculty. The accredited Graduate Certificate in Teaching and Learning remains our most popular program. This semester alone, 48 students across 19 different departments took at least one course in the program and we anticipate a similarly high enrollment in spring 2021. As of Fall 2020, 90 students have completed the entire program.

Students who cannot enroll in the Certificate are invited to join our Graduate Institutes. Every fall, our Graduate Fellows design and facilitate a Pedagogy Institute for students and postdoctoral scholars who want to learn about the principles of effective college teaching. This year’s institute, titled “Pedagogy Plugged In,” focused on learning-centered course design for face-to-face and online teaching. In the spring, the CTE staff facilitates the Academic Job Market Institute during which participants learn how to present their teaching and research abilities in application materials and during the interview process. The spring 2021 Academic Job Market Institute will be held on February 17. You can RSVP for the event HERE.

SAVE THE DATE

8th Annual Symposium on Teaching and Learning

Friday, January 15, 2021
10:00AM-12:30PM
Remote Format: Zoom

This year’s symposium will focus on the lessons learned from spring and fall 2020 and best practices for teaching and learning in the remote and dual-delivery modalities. The symposium will kick off with a keynote talk on the science of learning by Margaret Beier, Professor of Psychological Sciences at Rice University. Following Dr. Beier’s talk, participants will have the opportunity to join a variety of panel discussions where their Rice colleagues will share effective practices and strategies for teaching in the remote, dual-delivery and in-person socially-distanced modalities.

As always, all Rice University faculty, staff, and students are encouraged to attend. You can RSVP for the event HERE.

Please continue to check our website for updates on event details.
CTE Faculty Fellows Teaching Tips for Dual-Delivery and Remote Teaching

As the semester draws to a close, we asked the CTE Faculty Fellows to reflect on their teaching this semester and to share a teaching tip or technique they found helpful. These suggestions, collected from disciplines across Rice's schools, demonstrate that even small changes can make a big impact on teaching and learning.

Lisa Balabanlilar (History/Transnational Asian Studies)  
Course: HIST 271: History of South Asia  
Course enrollment: 21 students  
Course modality: Remote-only

"I created a scaffolding of group reading responses throughout the semester, which is a completely new practice for me. This is designed to operate as a homework study group, with the groups changing every time... but my concern this semester was to help them connect to each other and even form a community, reducing their feelings of isolation... Each group had to meet (virtually), discuss it and co-write a one page response to each reading, post it on Canvas, and comment on the work of other groups. I think and hope it was successful--by now they seem to know each other well--but unexpectedly, it has really improved the class discussion! They bring up the readings regularly and tie the ideas to later topics and movements. They seem much more connected to what they have read...This is one of the reasons that I have had a really satisfying semester, even though just on zoom. And of course, having figured this out after all of these years of teaching, I now will include regular group reading responses in every class."

Anthony Brandt (Shepard School of Music)  
Course: MUSI 511: Graduate Theory Review  
Course enrollment: 26 students  
Course modality: Remote-only

"For my asynchronous modules on Canvas, I've turned the interactive part of my lectures into Quizzes. I very much miss the in-person interactions with the students, but only one student answers each question in class; online, everyone has to work through the quizzes. To me, that's a surprising benefit of asynchronous teaching and hopefully will contribute to good learning outcomes."

Tony Várilly-Alvarado (Mathematics)  
Course: Math 102: Single Variable Calculus II  
Course enrollment: 45  
Course modality: Remote-only

"Create an online community for the students. Q&A sites like Piazza are great for this. Answer lots of questions yourself for a few weeks. This will encourage students to ask questions comfortably. Then take your foot off the gas pedal. You'll be amazed how students take over and answer each other's questions and help each other out."
CTE Faculty Fellows Teaching Tips for Dual-Delivery and Remote Teaching Cont.

Nonya Grenader (Architecture)  
Course: ARCH 350: House  
Course enrollment: 15 students  
Course modality: Remote-only

“Though my current architecture seminar is primarily online, we were able to do a very enjoyable, optional walking tour—exterior only, with masks and appropriate spacing. It was successful, aided by a headset with individual receivers/earbuds for each student (there are many models—mine came with 30 receivers which may be sterilized and earbud covers changed out for future use). I did not need to raise my voice, could speak easily along the route, and there was no need to gather in close proximity. There were 10 students in person and 5 remote students were able to join our tour via Zoom.”

Mikki Hebl (Psychological Sciences)  
Course: PSY 202: Introduction to Social Psychology  
Course enrollment: 75 students  
Course modality: Remote-only

“Use two screens or two computers to view the gallery of students simultaneously with your presentation. I still try to do demonstrations. They are sometimes a mess but the students seem to really appreciate my efforts.

To create a community among students, invite students with the last name beginning A-F to show up to your office hours week one, G-L the second week, etc. Let them do some breakouts. They miss talking to each other. To create a culture of care and individual connection with students, I got the addresses of my students and actually sent them something. It made a difference!”

Renata Ramos (Bioengineering)  
Course: BIOE 252: Bioengineering Fundamentals  
Course enrollment: 40  
Course modality: Remote-only

“Teamwork is an essential part of my course, so I created many opportunities for students to interact with each other and participate in each other’s learning. In addition to organized teamwork, I used several pedagogical tools to create a collaborative environment inside and outside the classroom:

1) random and pre-assigned break out rooms were used during class time to solve problems,
2) unstructured zoom sessions (without a TA or instructor present) were offered several times per week to create a space where students can work on problems together (the equivalent of going to the commons to find help), and
3) participation points were given to students for reporting time spent teaching each other every month.

Collectively, these tools helped develop a learning community amongst the students, and improved student learning by using validated pedagogical tools such as peer-teaching/peer-learning in a virtual environment.”