

6 KEY TAKEAWAYS

6 Key Takeaways

- **We are doing well!**
 - **Lots** of comments about how we are doing this "better than pretty much every other department!"; some students even feeling *more* supported by faculty than before
- **Students want consistency & advanced notice**
 - Weekly reminders, consistent deadlines, fewer unplanned assignments, full syllabus
- **Students want video lectures**
 - Should reduce feeling of them "teaching themselves"
 - Hard to learn from just slides or the textbook
 - Adds a "human touch" & can help clarify from the reading what is most important
- **Pros & cons about hybrid classes**
 - Adds "human touch" and perhaps strongest way to build community
 - Though, challenging for some due to their at-home environment (e.g., wifi, responsibilities)

6 Key Takeaways (continued)

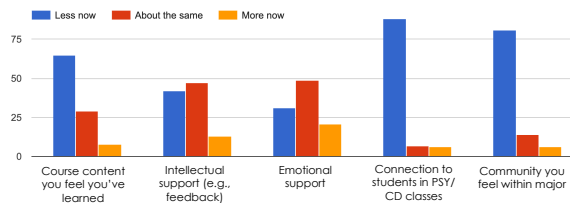
- **Biggest loss (re: online learning) is community with other students in classes**
 - Students want our help in facilitating informal interaction (e.g., sharing contact info; "get to know you forum" where students can post about hobbies and similar interests to find friends; sign-ups for optional study groups)
- **Students are struggling with motivation & want individualized feedback and check-ins**
 - Especially hard if it's unclear if faculty are reading everything we're assigning
 - Could consider sending a full-class email with general thoughts (e.g., in response to discussion posts)
 - If we can't respond to every student each time, could keep track of who we respond to on each assignment, making sure we reach out individually at least a couple times per quarter

ONLINE VS. FACE-TO-FACE LEARNING

TAKEAWAYS RE: ONLINE vs F2F LEARNING

- Students still (for the most part) feel intellectually & emotionally supported
- Biggest loss is in feeling a connection to their classmates & major
- Feel like they're learning less overall (mention needing to "teach themselves")
- **Benefits**
 - Flexibility
 - Love being able to pause/speed/slow lectures
 - Enjoying creative projects
- **Challenges**
 - Connecting with peers & faculty
 - Expectations of being connected all the time
 - Motivation
 - "More work" which may result from "pressure of permanence" or taking additional units

How has moving to a virtual format in Spring 2020 impacted how much ...?



Greatest benefits of online learning

- **Flexibility:** "Doing work when it works for me is AMAZING".
"I can make my own schedule. I've been able to sleep and eat more consistently than any other quarter at Cal Poly."
- **Ability to pause/speed up/slow down lecture:** "Taking lecture notes at my own pace. It's amazing to pause and go back!"
- **Reduced social phobia and anxiety about speaking up in class.**
- **More opportunities to participate**
- **Creative projects**
 - "I'm loving all the creative projects in my classes. Creating posters, videos, toy concepts, etc. I feel like I am learnings more from these than I would from simply taking an exam."
 - "Because I am doing a lot more discussions and reflection papers, I feel like I'm more creative and thoughtful when it comes to engaging and connecting with course content!"
- **More time for quality work:** "Because I am only required to be in classes for 2 hours a week, I have more time to contribute to homework and putting more quality into the work I do."
- **Course deadlines and expectations are clearer**
- **Professors are faster at responding to questions** (though one student also said some professors are harder to get ahold of)
- **Canvas** – easier to reach out to professor conveniently
- **Fewer, shorter lectures increase focus** (vs. face to face)
- **Open-note tests**
- **Less tuition**
- "As a high risk individual, online learning allows me to continue my education while still prioritizing my health. For that, I am extremely grateful."
- "I feel like my professors are less of a "superior" and more of a person because I'm constantly reminded that this has been a struggle for everyone, especially professors, and I feel like that has made me appreciate and understand what they do for us more."

Greatest challenges of online learning

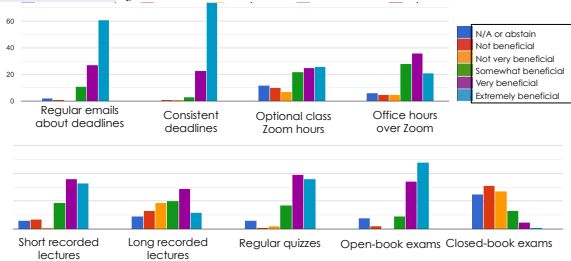
- **Connecting with my professor and peers**
 - Wanting the professor to be there to answer questions from the lecture in real time
 - Not as memorable/not retaining information like would in a classroom
- **Expectations of staying connected all the time (both re: anxiety and lack of reliable internet)**
 - "It's really hard for me to stare at a screen for 9 hours a day and then have the motivation to do homework for those classes (just zoomed 9 straight hours for also on a computer.)"
- **Anxiety from discussions in Zoom lecture and breakout sessions**
- **Motivation, laziness** (especially if doing the same thing every week; when there are many informal classes/ discussions to attend)
- **Engagement** (if Youtube videos, articles, long lectures vs. shorter recorded lectures)
- **Too much reliance on students teaching themselves through textbook**
- **Staying focused while at home**
- **Professors giving more work than normal** (but this could be because students are putting a lot of time into discussion & video assignments that are "permanent")
 - Too many assignments (especially group assignments that are difficult to coordinate)
 - Inconsistency in the amount professors are assigning per week
- **Many different platforms**
- **No accountability for people cheating**
- **Some professors not as easy to reach**
- "I'm trying to take classes to decide where to go for grad school and I feel like I'm not learning enough to inform

SUGGESTIONS FOR ONLINE LEARNING

TAKEAWAYS RE: SUGGESTIONS

- Most important is having **weekly reminders & consistent deadlines** (reducing uncertainty)
- Strong preference for **(short) video recordings** (reporting that it's very hard to learn via just slides or the textbook alone)
- Regular quizzes (vs. exams) seem to be preferred
- Reported optional Zoom sessions as being more beneficial than not
 - Noted that they like having the option, but even students recognize these have been poorly attended (~10%)
 - One mentioned that if too many optional & informal sessions, that diminishes the importance of each one – perhaps could consider a lower frequency
 - Students on the Zoom call preferred Zoom sessions (but these are also the ones who wanted to speak with faculty about online learning)

How beneficial are...



Suggestions re: classes

- **Syllabus** that describes where to find everything for the class, how you'll be communicating
 - Full syllabus posted at beginning of quarter/ advanced notice on assignments
 - Everything posted by Sunday for the rest of the week
- **Weekly updates** with deadlines
- **Consistent deadlines** posted on Canvas (so students can use Canvas calendar)
 - General dislike of deadlines early in the week (if inconsistent)
 - Some preference for all at once (e.g., on Sundays)
 - Other preference just for consistency (e.g., Quizzes due Tuesday, Discussion posts Thursdays)
 - Not too many deadlines - feeling like spending more time worrying about deadlines instead of being able to spend time with the reading
- **Video recordings** (short, 10-min)
 - One student wanted a "typical amount of lecture" [vs. fewer minutes than typical]

Suggestions re: classes (continued)

- Could require students to meet the professor once a quarter
- Timely grading for opportunity to learn from mistakes
- **Quality, individualized feedback – hard to stay motivated if it's unclear if professors are reading what they wrote**
 - Could consider decreasing quantity of assignments in favor of quality (including feedback)
 - Could consider group feedback if individual is impossible, or to respond individually to each student on posts at least a couple times a quarter
- Variety in assignments, but consistent workload
- **Consider having "freebies"** – one late assignment, or opportunity to choose not turn in an assignment (helps with busy weeks)
- Quizzes instead of midterms/finals (textbook quizzes were said to be effective)
- Have **one recurring Zoom link**, not emailing different links for each meeting
- Weight grades according to time spent on the assignments (e.g., if majority of time is spent on assignments, these should be weighted more than quizzes)
- Share personal experiences with content so students can relate better

What could PSY/CD faculty to make you feel more supported or promote belonging/community within courses/major?

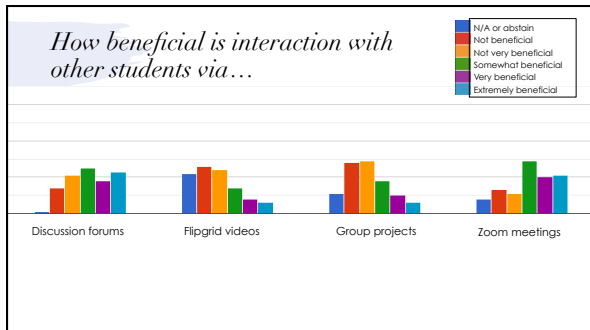
- Intro video of faculty introducing themselves
- **Checking-in/Human touch**
 - Starting Zoom or notes by checking in on how everyone's doing
 - Occasional video message with updates/human touch
 - Reaching out more individually
- **Facilitating student interaction**
 - Community or blog page to introduce everyone to each other, to find friends and study buddies
 - "Get to know you" session where people introduce themselves and list a few hobbies so we can find people who are interested in the same things as us to help us make friends
 - Students could sign up for optional study groups
 - Assigning students to Zoom call with a few other students
- Assign partners/groups so we have some networking within the class (students mentioned they have "no clue" who is in their classes)
- **More interaction** – lecture on video or Zoom once a week, or a few times a quarter
- Department-wide
 - Sharing Cal Poly resources (e.g., Writing Center, Career Services, Calendars from Academic Skills Center)
 - Posting Zoom links for all faculty (including those students do not currently have)
 - Suggestions on how to create a good home environment or structure studying/time management
 - Continue to evaluate the transition

FACILITATING STUDENT INTERACTION IN CLASSES

TAKEAWAYS RE: STUDENT INTERACTION

- Overall preference for Zoom/breakout sessions & discussion forums > Group projects & Flipgrid*
- *Flipgrid for intro videos seems simple/enjoyable/liked, while videos re: content may be stressful/re-recorded many times
- "the pressure of permanence" – re: discussion forums & videos
 - Might explain why students *feel* like they have more work now vs. before, because they re-write and re-record videos over and over
 - Comments in class "disappear" whereas this is saved permanently
- If discussion forums, students prefer to interact with a **small group of students** (perhaps all quarter) so they can foster meaningful relationships (vs. responding randomly to X posts)

How beneficial is interaction with other students via...



Zoom/Breakout Sessions

PROS

- Most students in the discussion seemed to want **optional Zoom sessions** (but consider that these are the students wanted to talk to faculty about this)
 - In reality, ~10% of students have been showing up to optional sessions
 - One suggested office hours during the class meeting time (if hybrid)
- Preferred over discussion forums
- Could consider breaking class into two (have half the class meet for one hour, during the scheduled class time) to create smaller groups

CONS

- Anxiety of speaking up over Zoom
- Zoom fatigue (hard to be motivated to do homework after sitting on Zoom calls 9 hours a day)
- Internet issues
- At-home responsibilities; difficult to take synchronous classes when living at home

Discussions

PROS

- Some really like responding to people
- If discussion forums, preference for small groups you post to regularly (vs. the whole class) – and then also to talk with these groups over Zoom

CONS

- "Not working" – no engagement or feeling of being heard/called into conversation (but fine as a way of evaluating knowledge)
- Feels forced to have to respond to other students
- Hard to keep track of deadlines; makes it feel like there are so many different deadlines each week/cannot do the entire discussion assignment at once
- The "**pressure of permanence**" – takes much longer to figure out what to say/reply in a discussion because students know it's there permanently (unlike a comment in class)
 - Same point re: recording videos on Flipgrid or in audio comments

Group projects

PROS

- Like doing group projects over Facetime
- Note: Seems like students may not always understand the value of group projects, so faculty should more clearly explain their pedagogy (e.g., in the real world, we will be working in groups in order to solve complex problems, and we need to practice these skills)

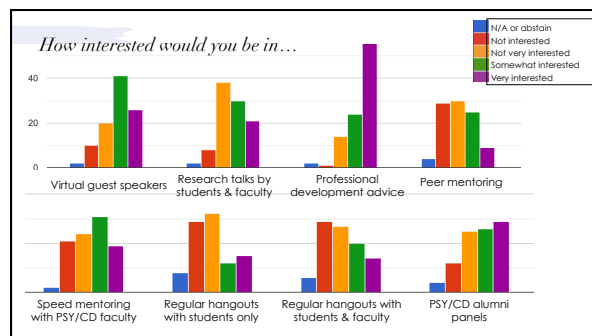
CONS

- Hard to meet, connect, hold accountable when you haven't met and have no designated time to meet
- Different schedules at home
- Hard to achieve & emotionally stressful (esp. if technology & same schedules required, like recording group presentations)
- Zoom discussions/hybrid classes moderated by professor as an alternative to group projects (but only if the purpose is just to engage with one another, which is rare)

FUTURE PLANNING (DEPARTMENT- LEVEL)

TAKEAWAYS RE: FUTURE PLANNING (DEPT LEVEL)

- Students most interested in **professional development > social events**
- Students have been submitting their names if interested in being involved in promoting community within the major
 - Plan is to incorporate these students on the **club boards** and have these **events be student-driven**
- **Mentorship program through PSY & CD 102**, where groups of new students are introduced to & paired with 1-2 upperclassman students in the major



Ideas

**these were from the open-ended responses; note from graphs that students were overall more interested in professional development than social events*

PROFESSIONAL DEVELOPMENT EVENTS

- Alumni panels
- Student/graduate showcase
- Panel of professors – personal journeys, stories, advice
- Panel to discuss courses and professors for courses
- Some way of engaging with children like in the Preschool Lab
- Event discussing what areas we can go into with the PSY/CD major (like a career fair for the major)
- Workshop on how to budget while in college
- Mentorship program for new students (e.g., through PSY/CD 102)
- Want events to be open to future alumni

SOCIAL EVENTS

- Movie streaming parties (PSY/CD related)
- Virtual trivia
- Game night
- Lunch gatherings/Zoom socials
- Meditation/Self-care events
- Theme week
- More social media

Other

- Could post more info on department website on how classes will be structured in fall (more than just A/S, but something more specific about the course and how faculty will teach it) – or email faculty to ask about how their fall classes will be structured
- Need more consistency across senior project advisors
- Possible for alumni to be helpees for the Helping Relationship course?
