





2023 UNC SYSTEM LEARNING AND TECHNOLOGY SYMPOSIUM

Charlotte, NC



INNOVATIVE PEDAGOGIES BEYOND THE PANDEMIC

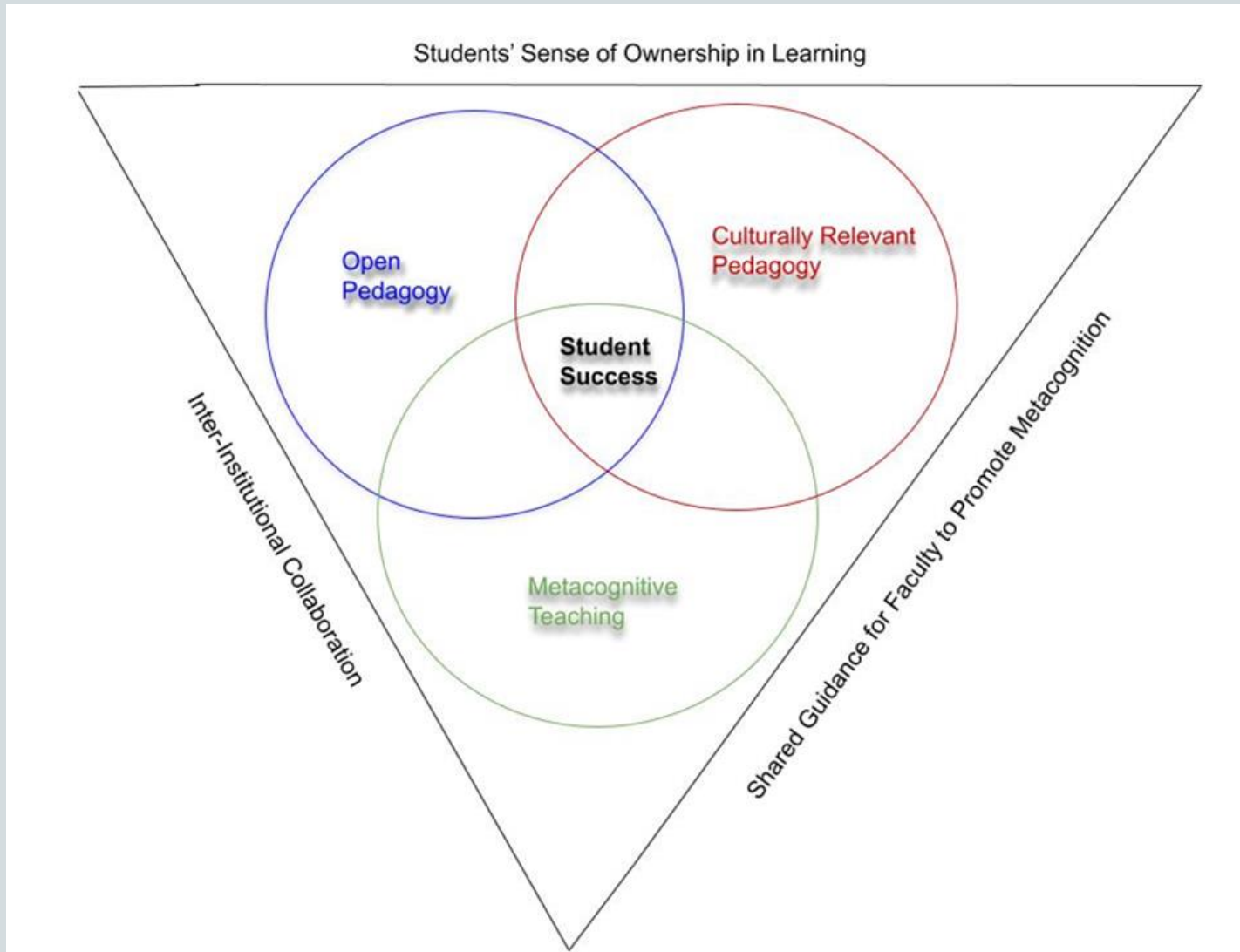
UNC Faculty Fellowship Program 2023

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Session Outline

1. 2023 System Fellowship theme: Innovative Pedagogies
2. General conceptual framework
3. Background - what is the buzz in higher ed?
4. Our research question
5. Methodology
6. Our interview questions
7. Gallery walk
8. Preliminary results from informal interviews on our campuses
9. Denouement

Conceptual Framework



Background Information

- Real obstacles to learning were experienced during COVID-19
 - Virtual courses demanded a different time investment
 - Loss of focus during remote lectures and decrease in learning
 - Ethical violations and missteps
 - Reminders of due dates not always effective
 - College Freshmen feeling unprepared

[Inside Higher Ed., 2021, “How COVID-19 Damaged Student Success”]

Background Information

- Helping students get back on track:
 - Support on-time graduation
 - Anticipate new and more intense student needs
 - Prepare for a support-packed year
- Different supports needed for
 - Underrepresented students
 - Low-Income students
 - First Generation College Students (FGCS)

[Inside Higher Ed., 2021, “Stepping Out from COVID”]

Background Information

- Common measures of student success:
 - Increased Graduation rates
 - Decreased D, F, and Withdrawal (DFW) rates
 - Increased student retention rates
- Student success is not measured best by a *decrease* in failure.
- Rather, student success should be programmed within
 - Curriculum (e.g., discipline specific knowledge)
 - Competencies (e.g., job specific software knowledge)
 - Socio-cultural skills (e.g., exposure to diversity of thought prepares students for a global world)

[Inside Higher Ed., 2023, "Student Success Champion: Rahul Shrivastav Redefines Success Measures"]

Background Information

- Students with historically lowest levels of student success have experience the greatest population growth (e.g., low-income and Latinx)
- Three forces limit efforts to identify effective policies:
 - Lack of data to understand peripheral processes that influence student success
 - Absence of clear, consistent, and comprehensive definition of student success
 - Broad array of theoretical and methodological approaches to examine student success with inconsistent results

Our Quest

- Why are we not seeing the bounce-back in engagement that we were anticipating with the return to “normal”?
 - Students
 - Faculty and staff
 - Institutional resources
- How is lack of engagement having an impact on student success?

Methods

How are we approaching the problem?

- Informal interviews with partners on our campus have informed the formation of our questions:
 - Academic Affairs staff
 - Teaching and Learning Center staff
 - Student Success staff
- Our questions will now be used to conduct structured interviews with similar staff across the 17 UNC System institutions

Methods

Experimental design - Mixed methods study

1. Identification of questions
2. Qualitative data collection with interviews
3. Analysis of discourse using inductive thematic analysis
4. Identification of questions to investigate quantitatively
5. Quantitative data collection (through Data Mart)
6. Analysis of quantitative data
7. Synthesis of the results

Gallery Walk

A PURPOSEFUL way that participants will interact with topics displayed



We invite your responses to the questions displayed here (on the next slide) and individually on the posters.

Please write your response on a sticky note and then place it on the related Q poster

What are the factors that may have especially affected your institution post-pandemic?

How does your institution define “student success”?

What are some patterns that you are seeing with the availability of resources that students need to be successful? To what extent are students using them?

Are there any particular groups of students that have been differentially affected by the pandemic? (e.g., first gen, transfer, non-traditional, graduate, distance, any particular IPEDs demographic)

Which aspects of student success are suffering the most? (e.g., engagement, mindset, non-content academic skills, content preparation?)

What do faculty need to feel confident to address students’ learning gaps?

How is your institution measuring student success?

THANK YOU!

QUESTIONS?