GRADUATE REMOTE INSTRUCTION INNOVATION FELLOWS PROGRAM

(GRI 2.0)

SUMMARY REPORT

Dec. 7, 2020 to Jan. 15, 2021

Berkeley
Graduate Division

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IMPACT OF PROGRAM

219 graduate students from 62 different departments, schools, and programs benefited from the program.
Based on the enrollment data provided by the faculty members who endorsed the Fellows' applications, the work done through this second iteration of the GRI Innovation Fellows Program is impacting the learning of 28,000 undergraduates this semester (some students will be affected by more than one project). Faculty have also benefited by working with the GRI 2.0 Innovation Fellows in redesigning their courses and learning not only new technology tools but also the fundamentals of integrated course design.

ROLE OF REMOTE INSTRUCTION LEADERSHIP FELLOWS

15 graduate students who had served as GRI Fellows in the first GRI program (summer 2020) joined the GSI Teaching & Resource Center's GRI 2.0 team as Remote Instructor Leadership Fellows. Selected based on the excellent work they had done in the summer program, Remote Instruction Leadership Fellows led daily, two-hour synchronous sessions for small cohorts (approx.. 10-20 GRI Fellows from related disciplines) in the one-week intensive program.

For the remaining five weeks, they provided individual and small-group consultations, assisting the GRI 2.0 Fellows as they worked with faculty on course redesign and on creating bCourse sites, videos, and other instructional materials for remote teaching of discussion sections, labs, and studios. In addition, the Remote Instruction Leadership Fellows paired up with Spring Teaching Conference Workshop Leaders (also graduate students) to provide discipline-specific training in the use of Zoom and bCourses for approximately 400 first-time GSIs.

The Remote Instruction Leadership Fellows received guidance from the GSI Teaching & Resource Center's GRI 2.0 Coordinating Team, Assistant Dean Linda von Hoene and Ph.D. Candidates/Teaching Consultants Kristen Nelson and Noah Katznelson.

CURRICULUM

*Week-Long Intensive Seminar: December 7-11, 2020 | **Full syllabus available***

Learning Outcomes

- Apply the principles of integrated course design to begin creating learning outcomes, activities, and assessments for a remote course/discussion section/lab/studio.

- Identify ways to respond effectively to factors that affect student and instructor engagement in the remote environment such as unequal access to technology, lack of in-person presence, differing time zones, and Zoom fatigue.

- Practice using a range of functions in bCourses and Zoom and create a bCourses site for your students.

- Choose technological tools based on the learning outcomes you want students to achieve and the situational factors that impact their learning.

- Intentionally design an inclusive and equitable learning environment for all of your students.

- Describe your specific responsibilities in accommodating students with disabilities remotely.

- Design effective classroom assessment techniques and assignments that can be done incrementally with formative feedback from the Instructor.

Daily Structure and Requirements

Each day of the week-long intensive seminar followed the same pedagogical arc:

Explore: Fellows completed the assigned readings and videos each day before they moved on to the Practice component.

Practice: Fellows completed and submitted the required written assignments to bCourses each day before 2 p.m.

Integrate: Fellows attended a synchronous Zoom meeting led by a designated Remote Instruction Leadership Fellow each day from 2-4 p.m. PST where they received feedback on the instructional materials they had designed prior to the session. After the session, Fellows used the feedback they received to strengthen those instructional materials and develop their final projects.

Course Topics

Monday, Dec. 7	Integrated Course Design
Tuesday, Dec. 8	Adapting to Situational Factors and Building Inclusive Community in the Remote Teaching and Learning Environment
Wednesday, Dec. 9	Synchronous Versus Asynchronous Instruction & the Pedagogical Arc
Thursday, Dec. 10	A Deeper Dive: Using Technology to Foster Engagement, Collaboration, and Presence
Friday, Dec. 11	Best Practices for Remote Assessment & Wrap Up

The program also benefited from resources generated in the first GRI program (summer 2020), e.g., presentations by faculty members Glynda Hull (GSE) and Ani Adhikari (Statistics), both experts in online teaching; and from materials developed by summer 2020 GRI Fellows for the Remote Instruction Hub. Presentations given by GSI Teaching & Resource staff in the summer were offered asynchronously in this most recent iteration of the GRI program to maximize the active learning component of the synchronous sessions with Remote Instruction Leadership Fellows.

PRODUCTS

As in the summer 2020 GRI program, Fellows worked on one of the following projects: assisting a faculty member in redesigning a course for remote instruction; developing a Reading & Composition syllabus for remote instruction; or developing lesson plans and instructional resources for teaching remote discussion sections, studios, or labs. In some cases, Fellows designed their own courses for remote instruction in the summer. For their final projects, Fellows submitted not only instructional materials they had created, but also a narrative statement describing the project undertaken, its value to the campus, the challenges encountered, and what the GRI Fellow learned from the project. The final projects of the eight exemplars listed below are available for review..

Anthropology, Trent Trombley. Worked with the Instructor of Record, Professor Sabrina Agarwal, to redesign Anthropology 1, Biological Anthropology, for remote learning in Spring 2021 and to restructure the course for future iterations. This involved restructuring of assignments, attendance, and participation; developing a new bCourse interface; and revising laboratory exercises that were originally designed for in-person, tactile engagement. 360 students impacted.

East Asian Languages, Linda Zhang. Created a syllabus, learning activities, assignments, and assessments for a remote Reading & Composition course. 18 students impacted.

Integrative Biology, Jeffrey Frederick. Assisted the Instructor of Record in transferring an in- person course, Freshwater Ecology (IB171C/ESPMC115A) to an online, semi-asynchronous format on bCourses, making changes that would clarify learning outcomes and greatly facilitate the student experience of the course. 35 students impacted.

ESPM, Aidee Guzman. Designed a hands-on project for the Science of Soils class (ESPM 120) in which students conducted a series of at-home experiments. The project combines low-stakes assignments that culminate in a larger final assignment. 59 students impacted.

Mathematics, Vishnu Swaroop Vijaykumar and Utkarsh Yadav. Created pre-semester survey, post-exam survey, and worksheets for remote instruction for Math 1B. 400 students impacted.

Mechanical Engineering, Neil Ramirez. Designed a pre-course survey, mid-semester feedback instrument, discussion section lesson plan template, and four worksheets for remote instruction for Thermodynamics (ME 40). 138 students impacted.

Public Health, Sophia Fuller. Created a comprehensive guide for the GSIs teaching Introduction to Probability and Statistics in Public Health and Biology (PH 142) to lay out their responsibilities and teach them how best to conduct their sections remotely. 300 students impacted.

Theater, Dance, and Performance Studies, Jeniffer Tamayo. Redesigned summer AC class, Performance, Television, and Social Media (Theater 118AC). Created new activities, assignments, and assessment approaches to foster student learning and engagement in the remote environment, with attentiveness to equity, inclusion, collaboration, and student wellbeing. Integrated tech tools such as Screencastify, Perusall, Kahoot, Kaltura, in addition to Zoom and bCourses, and restructured the course by using a new pedagogical arc, informed by the work of Glynda Hull. 200 students will be impacted.

PROGRAM EVALUATION RESULTS

Evaluations were conducted at the end of the one-week intensive program and at the conclusion of the six-week program. Results below are from the final program evaluation. Similar outcomes were reported after the one-week intensive program:

A. As a result of this program, I feel more confident in teaching remotely.

▶ 98% answered YES

B. As a result of this program, I have a better understanding of the issues at play and the considerations that need to be taken to teach effectively in the remote environment.

▶ 96% answered YES

C. I learned things in the GRI program that I will apply to courses even when we are not teaching remotely.

▶ 96% answered YES