Long before the University of Oklahoma was established, the land on which the University now resides was the traditional home of the Hasinais, the Caddo Nation and the Wichita & Affiliated Tribes.

We acknowledge this territory once also served as a hunting ground, trade exchange point, and migration route for the Apache, Comanche, Kiowa and Osage nations.

Today, 39 Tribal Nations dwell in the state of Oklahoma as a result of settler colonial policies that were designed to remove Indigenous people.

The University of Oklahoma recognizes the historical connection our university has with Indigenous communities. We acknowledge, honor, and respect the diverse Indigenous peoples connected to this land.
Music History & Online Teaching

How We Responded

What We Learned About BIOL 1134

Lessons For The Future

Hey Ho, Let’s Go Online!

Faculty readiness for online crisis
Pivot to Online Learning.

Takeaways So Far.

By Lee Garber

March 25, 2020

Nature

Universities will never be the same
after coronavirus crisis

Zoom

No pants required.

Est. 2020

Universities

Teaching Be Boon or Bane for Online

Zoom online, coronavirus
Expanding digital divide

Teaching Be Boon or Bane for Online

Universities will never be the same
after coronavirus crisis
Crisis Online Teaching

Unprecedented Event and Circumstances:

(1) Rapidly, transition instruction online with little to no preparation.

(2) Rapidly, transition instruction online with little to no experience.

(3) Implement in heterogeneous landscape of student technology experience and access.

(4) Teacher & Tech Support Roles

“It’s a pervasive sense of ’I don’t know what I’m doing’ or “I don’t know if my students are succeeding online,””

(Cutri et al. 2020, Lederman 2020)
My Hobby Is Music History

A Brief History of the Ramones

Johnny Tommy Joey DeeDee
Joey Ramone

- Jeffry Ross Hyman (1951-2001)
- Vocals, lyrics
- Cofounded in 1974, led for 22 years
- Economic, social, artistic upheaval
- Simple band, songs, look
- Fast, focused
- No time to become a virtuoso
- DIY, “I can do that.”
- Learned from mistakes
- Special place, time, & community

Community, Place, and Moments In Time
Joey’s Leadership of Ramones

- Economic, social, artistic upheaval
- Fast, focused, & simple
- DIY, “I can do that.”
- No time to become a virtuoso
- Learned from mistakes
- Special place, time, & community

Pandemic Pedagogy In BIOL 1134

- Economic, social, education upheaval
- Simplify, focus, & clarify
- DIY, “I have to do this.”
- No time to become DE specialist
- Still learning and adapting
- Special place, time, & community

Faculty Moving Online

- Changed assignments
- Lower work ability exp.
- Pass/Fail/No-pass option
- Dropped assignments
- Lower work quality exp.
- Dropped readings
- Other

80-83% of faculty used synchronous videoconferences
53% tried new technology
65% made new videos
51% used 3rd party videos

(Lederman, 2020)
What We Did For BIOL 1134

Converted large (430+ students, 13 lab sections), active learning, lecture/lab course to online instruction in 1 week.

1. Awareness of disruptions in student life during pandemic.
   • Time, bandwidth, & personal

2. Modified Course structure
   ✓ Weekly lecture and lab zoom meetings
   ✓ Refined learning outcomes, altered assignments and assessments for online delivery
   ✓ Video case studies
   ✓ Used simulations, videos, and gave data sets in lab

3. Synchronous and asynchronous sessions for community and autonomy in Distance Education (DE).

4. Learn from this time and place for the next time.
**Distance Education (DE)**

DE = Distance Teaching + Distance Learning

---

**The Online Experience, Community of Inquiry, & Student Presence**

---

Building DE Community of Inquiry

Students Value in DE:
- Genuine dialogue
- Clear organized structure
- Multi-modal delivery
- Autonomy
- No Technology Problems
- Convenience
- Pedagogical choice

Instructor Challenges in DE:
- Adapting to the “faceless classroom”
- Ultra student-centered teaching
- Course management
- Time management
- Technology management
- Pandemic edition: Nobody initially chose this & it will hopefully never happen like this again


COVID-19 Snapshot Survey

We wanted to know what students thought of the transition and online experience when it was not chosen.

What resources did they use? What resources helped learning? What worked?
- How much of the assigned resources did you watch or use?
- How much did each resource contribute to your understanding of the material?
Survey - Demographics

Year

<table>
<thead>
<tr>
<th>Fr</th>
<th>So</th>
<th>Jr</th>
<th>Sr</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Previously Taken Online Science?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>50</td>
</tr>
</tbody>
</table>

Previously Taken Online Course?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>0</td>
</tr>
</tbody>
</table>

Major

<table>
<thead>
<tr>
<th>Bio</th>
<th>Micro</th>
<th>Bot</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Video Assignment Completion

<table>
<thead>
<tr>
<th>Assignment Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xylem and Phloem</td>
</tr>
<tr>
<td>Plant Diversity/Bozeman</td>
</tr>
<tr>
<td>Temporal and Lateral Joint Anatomy</td>
</tr>
<tr>
<td>Biodiversity of Squids</td>
</tr>
<tr>
<td>Mitochondria and Gene</td>
</tr>
<tr>
<td>Photosynthesis</td>
</tr>
<tr>
<td>Plant Photosynthesis Animation</td>
</tr>
<tr>
<td>Human Skull Bones</td>
</tr>
<tr>
<td>Skin Color</td>
</tr>
<tr>
<td>Exam Lectures</td>
</tr>
<tr>
<td>Abnormal Nerve Cells</td>
</tr>
<tr>
<td>Seven Million Years of Human Evolution</td>
</tr>
<tr>
<td>Secret Life of Plants</td>
</tr>
<tr>
<td>Pesticide &amp; Bees</td>
</tr>
</tbody>
</table>
Video Contribution to Learning

Student Satisfaction: Transition

Communication/Availability
Comments Were Positive Overall

👍 Weekly Zoom meetings were like an anchor in the class.
👍 The BIOL 1134 team was flexible and did not expect us to do more than we were already doing.
👍 Dr. Gibson and TA’s had lots of extra office hours.
👍 There were opportunities to attend zoom calls and get help.
👍 Mostly it was the constant reaching out and making sure we were okay and safe and in a safe spot. He clearly laid out what we needed to do and what we needed to make sure we were learning, and it eliminated a lot of grey area that I had in some of my other classes.
👍 The videos helped me feel connected to the class even when there was no scheduled lecture.
👍 I feel like we were updated on the change very well and the assignments were good at keeping us caught up on material.

👎 I don’t think the transition was handled very well.
👎 Fewer students in the class
👎 More material to study, Less material to study
👎 More resources, Fewer resources
👎 Zoom classes were just summaries of the slides, no in-depth teaching
👎 Gibson dropped teaching altogether and took the easy video way out
What We Learned

1. Assignments must have points (no surprise)
2. Students want connections with faculty & other students
3. Students value flexibility and autonomy, but also want structure
4. Not everyone will like what you do (no surprise)

Our response for this semester
- Synchronous & asynchronous sessions
- Asynchronous assignments must have tangible value
- Student interaction via face-to-face labs, online option
- Flexibility is essential, learn from mistakes
- Lab focusing on new skills
  - Simulations focusing experimental design
  - More data analysis and presentation, less writing
  - Virtual poster session

Podcast supplement to lecture.
Topics related to course topic and current events.
Freedom, flexibility, connection, access.
Developing teaching resources.
Available on Spotify & Apple Podcasts
The virtual classroom is not going away.

Distance Education, Teaching, and Learning shouldn’t be attempts to emulate brick and mortar experience. It’s a whole different thing for everyone.

Students value community and structure in crisis DE as in a regular DE scenario.

It’s not for everybody.

Phase 6 is here.

How will we incorporate what we learned into our next classes?

How will we use new technology to support DE, DT, and DL to move STEM education forward?

Harness your creative energy to explore the new DE landscape.

We will be different teachers when we come thorough the other side!
Take advantage of the moment
“Life to me is an adventure and you’ve got to experience everything.”
Joey Ramone

Why do we do this? What does it mean?
“It’s about loving the things that really matter: passion, heart, and soul.”
Joey Ramone

---

Practice Social Distancing
It is recommended that you keep a distance of 6 feet between you and everyone else.

Joey Ramone is 6’6” tall. So stay about one “Joey Ramone Height Unit” away from other people.

Thank You!