Report: CSM Exploring Flexible Learning Design Needs Assessment Survey Spring 2021

Spring 2021 Flexible Learning Design Needs Assessment Background Information

Grounding Instructional Design work in community, collaboration, and expressed needs!

This Flexible Learning Design Needs Assessment was conducted by CSM Faculty Instructional Designer Dr. Tabia Lee
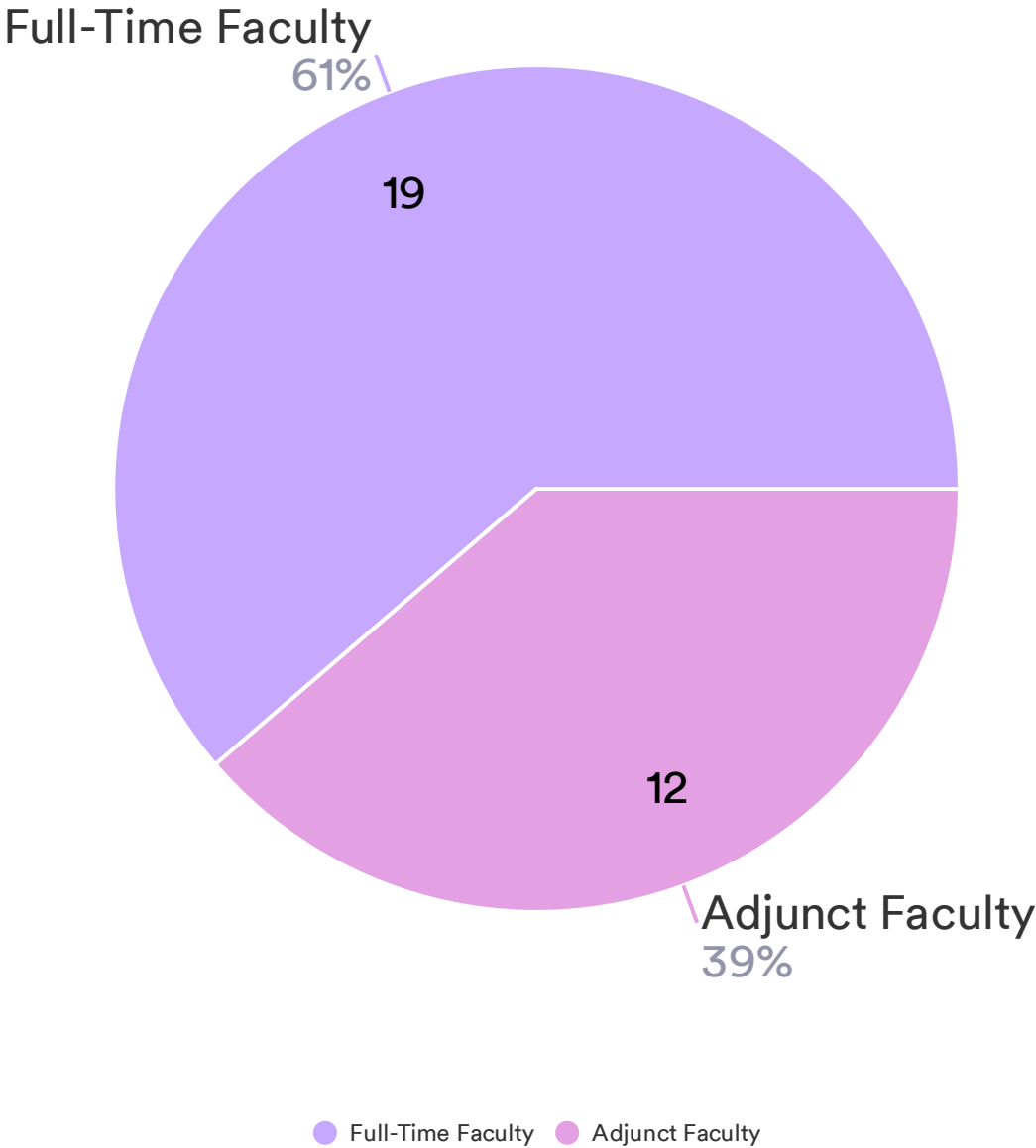
- Survey ran March 24, 2021-April 19, 2021. It was posted to Canvas and announced through weekly Academic Senate Announcements.

- The Fall 2020 ID Needs Assessment strongly represented adjunct faculty; this Spring 2021 ID Needs Assessment report strongly represents full-time faculty

- Informal Follow-Up Interviews April 1 - April 30, 2021 and ongoing

- Informal Follow-Up Review at April 22, 2021 Flex Day Professional Development Session

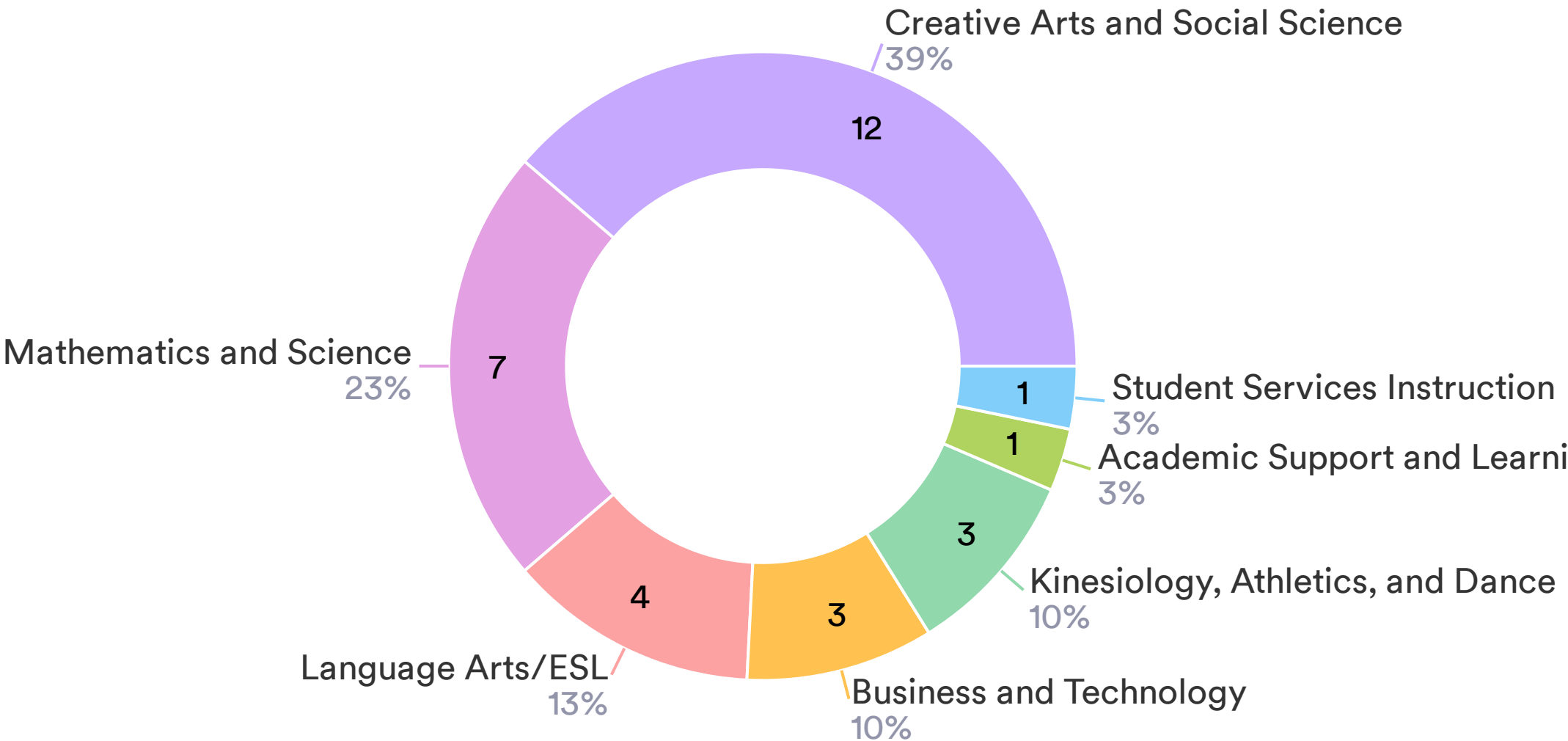For additional information contact Lee (leeta@smccd.edu)

Roles Represented in the Responses

31 Responses

Full-Time Faculty
61%
19

Adjunct Faculty
39%
12

● Full-Time Faculty ● Adjunct Faculty

Divisions Represented in the Responses

31 Responses

- Creative Arts and Social Science — 39% — 12
- Mathematics and Science — 23% — 7
- Language Arts/ESL — 13% — 4
- Business and Technology — 10% — 3
- Kinesiology, Athletics, and Dance — 10% — 3
- Academic Support and Learni — 3% — 1
- Student Services Instruction — 3% — 1

Legend:
- Creative Arts and Social Science
- Mathematics and Science
- Language Arts/ESL
- Business and Technology
- Kinesiology, Athletics, and Dance
- Academic Support and Learning Technologies
- Student Services Instruction

Please rate your understanding of the clarity of expectations for Asynchronous teaching at CSM.

31 Responses

4.26
Avg. Response

31
Responses

Legend

| 1 Star = Very Low | 3 Stars = Neutral | 5 Stars= Very High |

Data	Response	%
★★★★★	16	52%
★★★★☆	11	35%
★★★☆☆	2	6%
★★☆☆☆	0	0%
★☆☆☆☆	2	6%

Please rate your understanding of the clarity of expectations for Synchronous teaching at CSM.

31 Responses

⭐⭐⭐⭐✬

4.35
Avg. Response

31
Responses

Legend

| 1 Star = Very Low | 3 Stars = Neutral | 5 Stars= Very High |

Data	Response	%
⭐⭐⭐⭐⭐	17	55%
⭐⭐⭐⭐☆	10	32%
⭐⭐⭐☆☆	3	10%
⭐⭐☆☆☆	0	0%
⭐☆☆☆☆	1	3%

Please rate your understanding of the clarity of expectations for Hybrid teaching at CSM.

31 Responses

3.42
Avg. Response

31
Responses

Legend

| 1 Star = Very Low | 3 Stars = Neutral | 5 Stars= Very High |

Data	Response	%
⭐⭐⭐⭐⭐	6	19%
⭐⭐⭐⭐	11	35%
⭐⭐⭐	9	29%
⭐⭐	0	0%
⭐	5	16%

Please rate your understanding of the clarity of expectations for HyFlex teaching at CSM.

31 Responses

⭐⭐☆☆☆

1.87
Avg. Response

31
Responses

Legend

| 1 Star = Very Low | 3 Stars = Neutral | 5 Stars= Very High |

Data	Response	%
⭐⭐⭐⭐⭐	1	3%
⭐⭐⭐⭐☆	3	10%
⭐⭐⭐☆☆	4	13%
⭐⭐☆☆☆	6	19%
⭐☆☆☆☆	17	55%

CSM Exploring Flexible Learning Design Needs Assessment Survey

Please provide additional information about your ratings; in particular, what are we doing well and what are some things we need to improve around the clarity of expectations for flexible teaching and learning modalities at CSM?

31 Responses

Data	Responses
I think it is a good idea to keep the faculty and staff informed on the regular basis because the technology is moving forward so fast.	1
The course provided by CSM before/during Summer 2020 was extremely helpful in learning all necessary tools to create Canvas course suitable for online study.I have been teaching synchronously and have gained a good grasp on how to design lectures, homework and class work assignments, collaborative projects, designing exams and quizzes and establish considerable amount of contact and communication with students outside of regular classroom hours.Though the class included how to design the course for asynchronous teaching by creating modules, I have not quite understood how to make sure students follow the modules responsibly in timely manner and finish the course in time.	1
N/a	1
I actually don't know what "hyflex" means. QOTL did prepare me well for asynchronous teaching. I've kind of learned from colleagues how to make the most of zoom sessions.	1
I have never heard of "HyFlex" teaching. I only have a conjecture as to what "Flexible Teaching" means. How is "Flexible Teaching" different from "Hybrid Teaching"? I would have been able to fill out this survey much more effectively *after attending the April 22nd flex day activity that defines and discusses this topic. Perhaps there can be a follow-up survey once more of us know what this is?I assume this survey is about remote teaching, not face-to-face?I took all the DE	1

Do you have an interest in exploring converting a traditional/face-to-face course to a more flexible learning format (i.e., hybrid, synchronous, asynchronous, hyflex, etc.)?
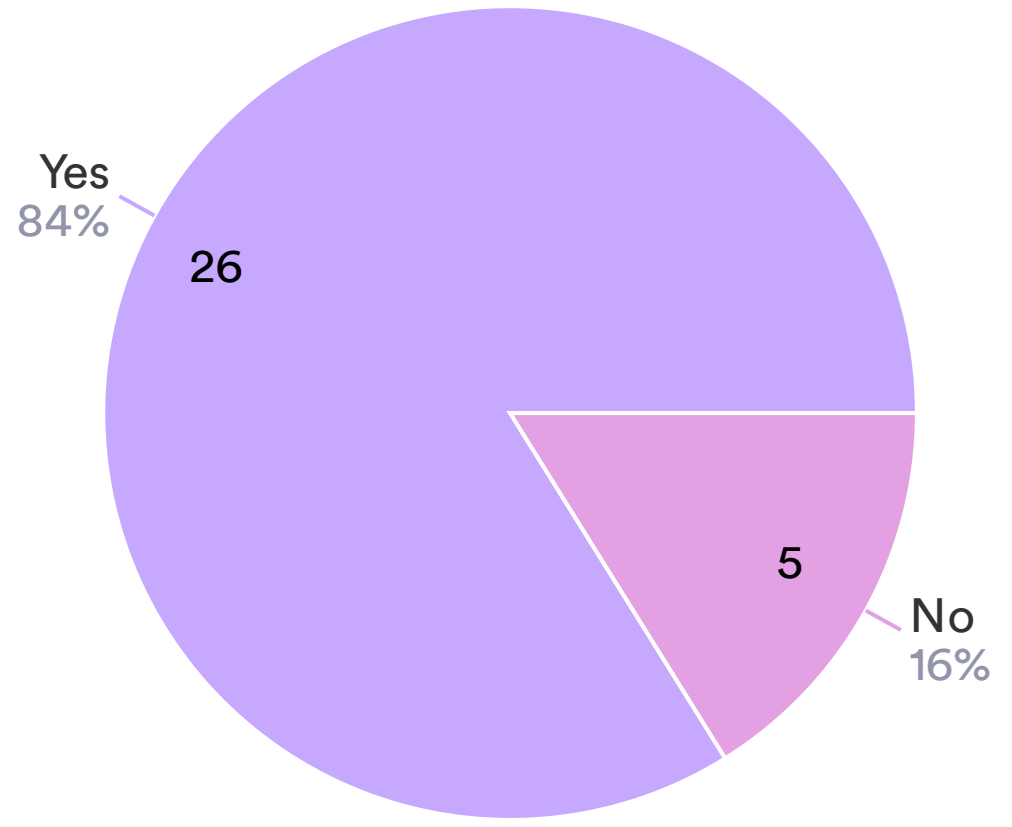
31 Responses

Yes
81%

25

6

No
19%

- Yes
- No
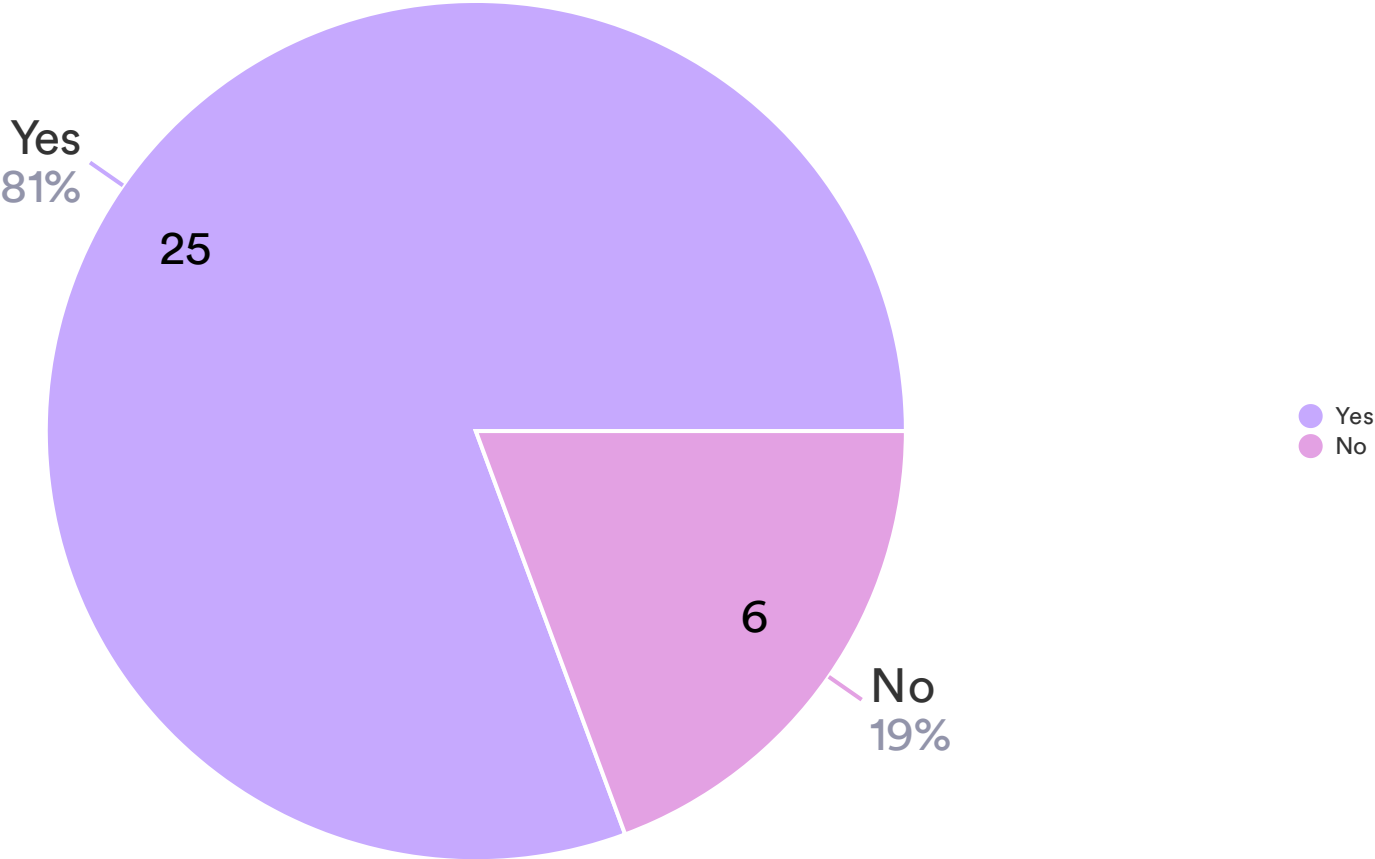
What types of supports are you most in need of in terms of exploring flexible learning design?

31 Responses

Data	Responses
I would love to be a technology-oriented faculty, and you are doing a nice job. As I said earlier, it is a good idea to keep us informed with these technological changes.	1
Some pointers from experienced instructors on techniques/skills to make sure students do not lag behind when allowed to learn at their convenience. I feel confident that I will be able to create the course, but I am not feeling confident that I will be able to make sure all my students are reaching/completing milestones in completing appropriate number of lessons and assignments in time when it is left to them	1
HyFlex	1
Psychological support?I'm seriously mourning the loss of a real, in-person space for teaching and learning. It appears to me that we'll never get back what we had. These new plans for flexible courses have their positive aspects, but I'm afraid they represent a permanent giving up on transformative, in-person, on-campus experience.	1
I need to understand what this is exactly before I can answer this question.	1
We need students to have access to the digital audio labs. I would like them to be able to do this without me needing to be there so that there would be ample "open hours" not just based around my 1-day a week schedule!	1
Clear definition and expectations of all these different modalities.	1
Technical support.	1

CSM Exploring Flexible Learning Design Needs Assessment Survey

If a monthly makerspace was established next year (2021-2022) as an informal place to explore flexible learning design, would you be interested?

31 Responses

Yes
84%

26

5

No
16%

Yes   No

CSM Exploring Flexible Learning Design Needs Assessment Survey

What sorts of topics or content would you want to see addressed in an informal monthly makerspace to explore flexible course design?
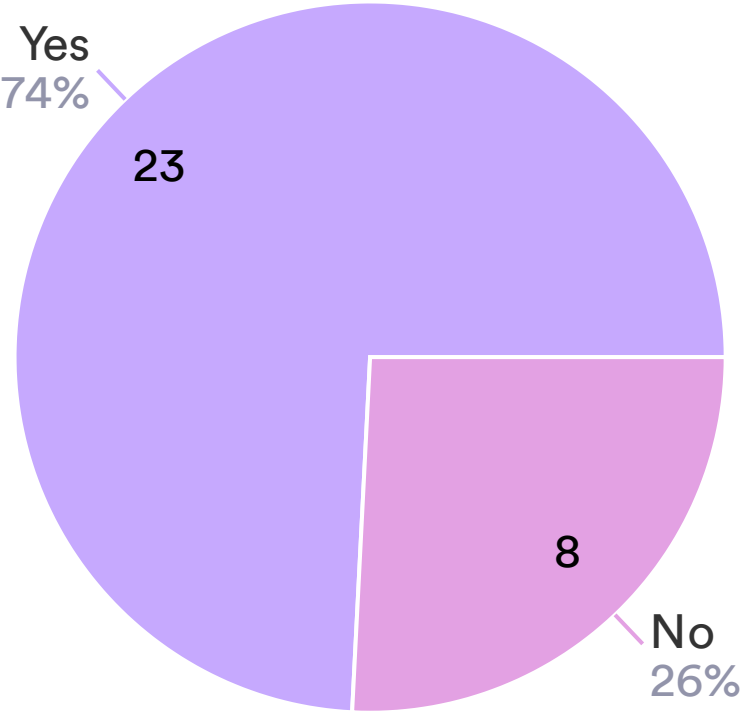
31 Responses

Data	Responses
N/A	2
I would like to see those changes to make the class more interesting.	1
how to create a disciplined environment for learners so they are able to learn when it is convenient but do not procrastinate or feel rushed to follow schedule assigned by the instructor	1
n/a	1
I'm not sure.	1
Again, I can answer this after I understand better what this is	1
How to more effectively use Zoom (not technically, but pedagogy). How to do something OTHER than Zoom but not just recorded lectures.	1
Not sure at this point.	1
Technical issues.	1
-How to use (various) Canvas Apps-How to designing efficient rubrics-Time management	1
Combining in person with synchronious streaming.	1

If a formal, structured 8-week compensated professional development program were offered next year (2021-2022) to explore and support converting courses to flexible learning formats in a collaborative and community-centered format (i.e., synchronous and asynchronous format), would you be interested?

31 Responses

Yes
74%

23

8

No
26%

● Yes ● No

CSM Exploring Flexible Learning Design Needs Assessment Survey

What sorts of topics or content would you like to see addressed in an 8-week flexible course conversion program?

31 Responses

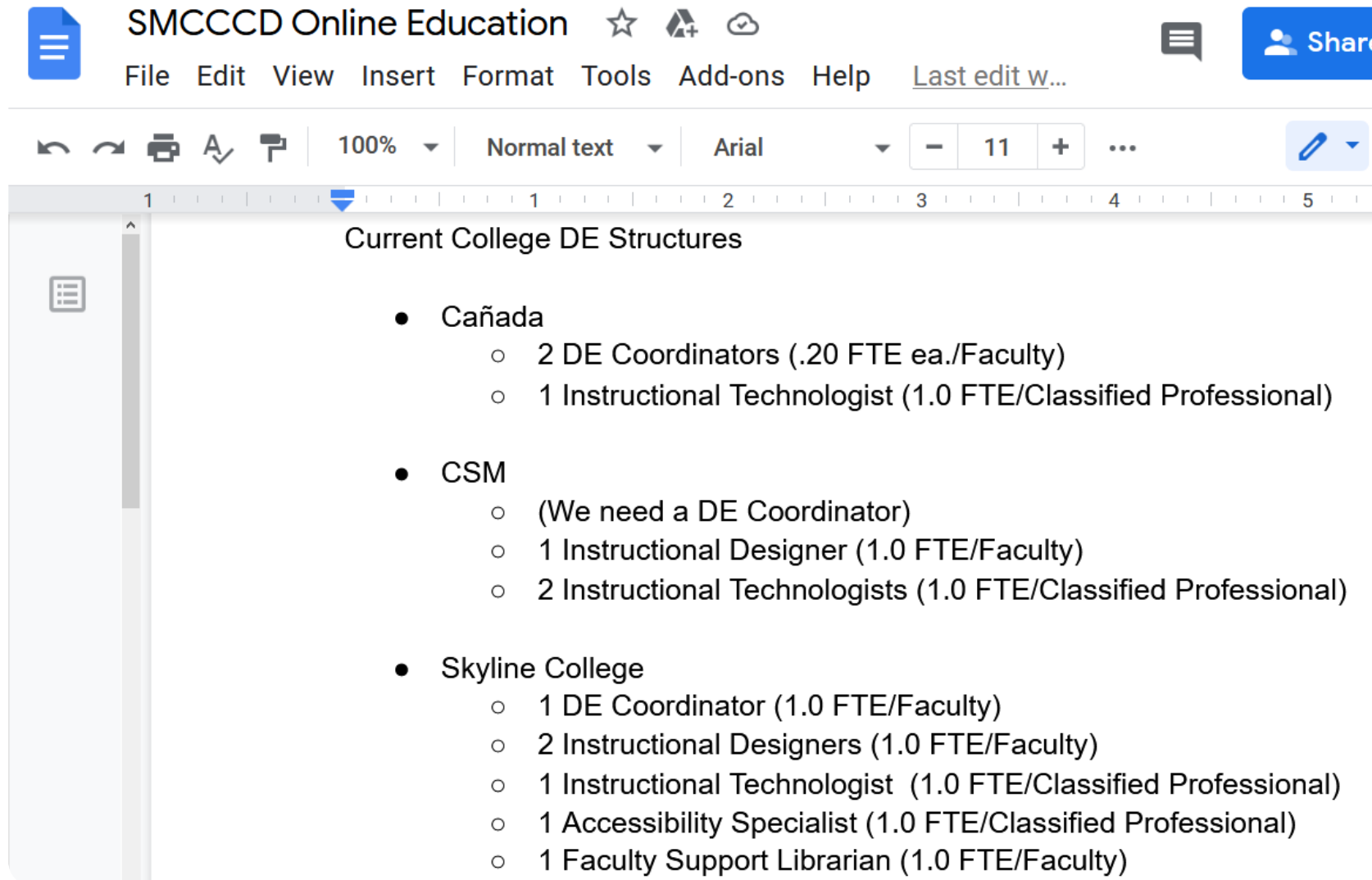| Data	Responses
N/A	2
I would love to see more efficient and effective communication methods with the students.	1
Not much technical information but how to improve interaction with instructor and commitment to learning and finishing the material in a timely manner when flexibility to learn at the pace and convenience of learner is offered in asynchronous class	1
n/a	1
I would like to expand my repertoire for tools/ strategies/ activities for student work in small groups.	1
I don't know if I'd be interested in such a program at this point or not. I need more information	1
Accessibility, student support services, online/remote library services, online IT support services.	1
Need to think about it more.	1
Some new techniques to motivate our students.	1
-User friendly course design-How to use (various) Canvas Apps-Creating effective rubrics-Time management	1

Summative Notes

Note: The flexible learning design needs assessment process is ongoing and will continue through Fall 2021.

- Faculty are feeling a bit exhausted and have done may pivots to flexible learning modalities

- Faculty are interested in learning more about "the what" and "the how" of flexible learning

- There is a slightly stronger interest in informal makerspaces over structured learning about flexible course design; this reflects the preferences for community and collaboration among faculty at CSM

- Faculty are also most interested in structured learning opportunities to explore flexible course design…. provided that they are compensated to do so

- Triangulation of student data is needed to inform us of congruence and incongruence between faculty and student perceptions about the clarity of flexible learning expectations: a) what do students think of hybrid, synchronous, asynchronous learning at CSM?; b) What are student experiences with synchronous, asynchronous, or hybrid learning across classes and disciplines?

- National student data is available: Students want Online Learning Options Post-Pandemic and Marginalized Students Speak about Online Learning

Epilogue: SMCCCD Distance Education Team Structures

As we move ahead with flexible learning design, an investment in human resources is also critical for our success.

SMCCCD Online Education ☆ A+ ☁   💬 👤 Share

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Current College DE Structures

- Cañada
  - 2 DE Coordinators (.20 FTE ea./Faculty)
  - 1 Instructional Technologist (1.0 FTE/Classified Professional)

- CSM
  - (We need a DE Coordinator)
  - 1 Instructional Designer (1.0 FTE/Faculty)
  - 2 Instructional Technologists (1.0 FTE/Classified Professional)

- Skyline College
  - 1 DE Coordinator (1.0 FTE/Faculty)
  - 2 Instructional Designers (1.0 FTE/Faculty)
  - 1 Instructional Technologist (1.0 FTE/Classified Professional)
  - 1 Accessibility Specialist (1.0 FTE/Classified Professional)
  - 1 Faculty Support Librarian (1.0 FTE/Faculty)

Thank You!

CSM Exploring Flexible Learning Design Needs Assessment Survey Spring 2021

Contact Lee for additional information leeta@smccd.edu

Visit the CSM Course Design Corner for Flexible Learning Design Supports!