

Effective Course Coordination

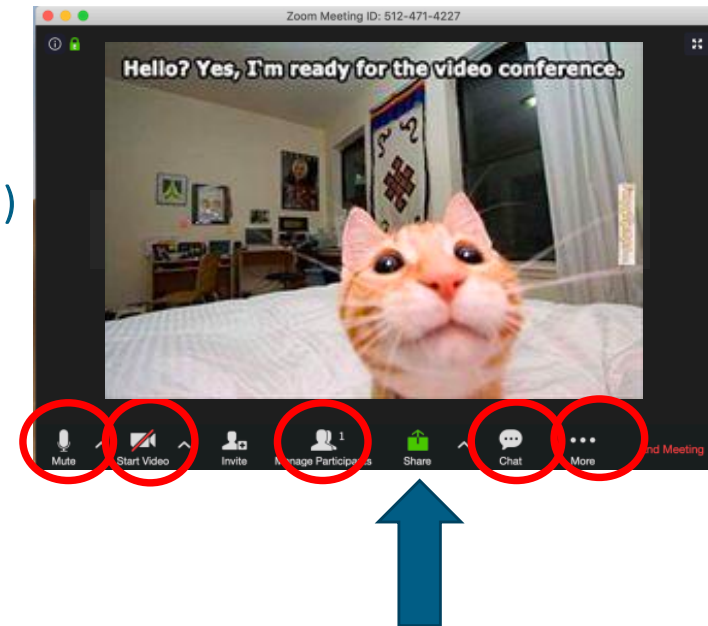
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— Equity — Access — Excellence —

Tech Norms for Virtual Collaborative Work

- Mute audio line when not talking.
- Click “Participants” if you want to:
 - Rename your image (Hover over your name and click Rename.)
 - Raise your hand, etc.
- Use the “chat” feature when you have additional remarks to add but the conversation has moved on
- Speak clearly
- Join a breakout room when you are invited to it.
- When possible:
 - **Select “start video” (especially when in breakout groups)**
 - **Minimize background distractions.**



Group Norms

Make equity central.

Focus on fulfilling our charge.

Understand that those who work, learn.

Seek clarification in language and ideas.

Look for solutions, not blame.

Focus on systems, not people.

Recognize that everyone has expertise.

Be honest.

Share talk time.

Webinar Outcomes

Participants will . . .

Assess the role of the campus coordinator.

Learn from a case study: Weatherford College.

Plan specific action steps, including:

- Starting from an equity lens
- Planning now for continuous improvement

Chat: Course Coordinator

What is the role of the course coordinator?

What is the purpose of course coordination?

Why did your department/institution implement coordinators?



Student Retention

“[C]onsistent findings across all four studies strongly suggest that student characteristics are major contributors to attrition. At the risk of over-simplification, if students were better prepared academically, if students had better study skills, if students were more decisive in choosing a program of study and a career, if students were more committed to earning a degree, and if students had sufficient financial resources, there would be little concern about student attrition...”

- Habley, W. R., Bloom, J. L., & Robbins, S. B. (2012). *Increasing persistence: Research-based strategies for college student success*. San Francisco, CA: Jossey-Bass.

Student Retention

“It is disturbing to note that in spite of all we know about student retention that institutions are still inclined to hold students responsible for their retention/attrition while dramatically minimizing the institutional role in student retention.” Placing blame provides for convenient excuses and stymies finding solutions!

- Personal communication from John Gardner in Habley, W. R., Bloom, J. L., & Robbins, S. B. (2012). Increasing persistence: Research-based strategies for college student success. San Francisco, CA: Jossey-Bass.

Cognitive Frames

Deficit Cognitive Frame

- Inequality is attributed to cultural stereotypes, cultural deficits, inadequate socialization, or lack of student motivation and self-initiative
- Inequality is attributed to external causes beyond the control of practitioners.

Equity Cognitive Frame

- Inequality is viewed as unnatural and as a problem of institutional accountability
- Inequality is viewed as a product of unconscious racism in practices and beliefs
- Inequality is viewed as solvable by practitioners

Bensimon (2006)

“[B]y categorizing (and stereotyping) people...we place an undue burden on individuals to adapt themselves in all their wonderful diversity to inflexible learning environments. We should instead be expecting more of our learning environments. Chief among these expectations is that our learning environments be designed with a deep understanding and appreciation for individual variability.”

Meyer, Rose, & Gordon (2014)

Why is course coordination important?

Traditionally, the primary role of a course coordinator is to maintain quality and consistency of instruction in multiple-section courses.

- Ensure that students are being given a consistent experience across sections.
- Confirm that expectations for mastery are clearly defined and consistently applied across sections of a course.
- Check consistency of grading of common assessments, if they exist.
- Ensure consistency of implementation of department policies regarding testing, calculator use, active and collaborative learning, non-cognitive skills, etc.
- Participate in ongoing continuous improvement of courses.

Why is course coordination important?

Now that we are offering courses primarily in a virtual format there are additional reasons that course coordination is crucial:

- Ensure consistent application of alternate grading schemes.
- Support faculty in making sure that the resources offered to students in the support courses continue to meet the standards of the designated model, regardless of virtual format.
- Support faculty in fostering a sense of community and belonging for students in a virtual synchronous or asynchronous setting.
- Support faculty in incorporating active and collaborative learning strategies and other impactful pedagogical strategies, in a virtual synchronous or asynchronous setting.

Case Study: Weatherford College

Course Coordination Planning: Initial Stage

- Take the opportunity to consider departmental, discipline-specific, and institutional goals.
- Share syllabuses (preferably in advance of initial meeting).
- Decide whether common assignments will be required (align objectives).
- Integrate assessment to consider while aligning.
- Review past student success rates to target areas of concern.
- Determine specific curricular responsibilities between disciplines.

ACTIVITY: What is the mission statement for the disciplines and courses (SLOs will work in lieu of these, but Departmental goals need to be considered in addition to state requirements)? Summarize, compare, and share these. Look for the common terms and goals, as well as the differences, between institutions.

Course Coordination Planning: Assessment

Personal Responsibility is sometimes difficult to assess; so, it was selected as the non-cognitive area on which to focus.

- DIRW courses chose to assess primarily through attendance (quantitative, objective)
- ENGL courses considered 1)attendance 2)class contributions 3)student self-identification of areas causing confusing, student propensity to contact instructor and demonstrate dedication to improvement (holistic)

Course Coordination Planning: Advice

- Target interested and knowledgeable faculty.
- Share materials early and often.
- Consider polling faculty on potential concerns in advance of the meeting.
- Be honest; consider resources and culture.
- Meet as Chairs/Directors infrequently (especially in the development stages); faculty-driven.

Course Coordination Evaluating

- Consider Discussion Groups: more informal opportunity to share experiences and concerns.
- Review student success rates, student surveys, and reflections.
 - **DIRW students asked to rank their levels of confidence and understanding**
 - **ENGL courses: targeted questions related to critical reading at the start of the term compared with results at the end of the term.**
 - How often do you read for pleasure? Do you feel that you understand and remember most of what you read?/Think back on your comments from the beginning of the semester regarding your ability to understand and remember what you read? Have our practices in annotations improved your reading skills? If so, how? If not, then what do you think would help?

Breakout 1: Evaluation

- Quick introductions
- Assign a reporter and a timekeeper
- Remember the timekeeper also ensures that everyone gets a chance to speak.

What method of student self-assessment have you found to be the most valuable and/or inventive? How were you able to apply that feedback into course planning?



Shareout 1: Evaluation

- Reporters please share one idea from your group:
What method of student self-assessment have you found to be the most valuable and/or inventive? How were you able to apply that feedback into course planning?

Other participants:

- If there are any important ideas that haven't yet been mentioned, please type them in the chat box.



Course Coordination Reflecting

- Review initial goals and consider where to expand, improve, and/or adjust.
- Use tools to enhance and expand the response to initial goals.
 - Apply across disciplines.
 - Enhancing the use of student self-reflection throughout multiple Humanities courses.
- Begin the cycle again.
- Expand institutional reach to contribute to the academic community.

DCMP Philosophy of Professional Learning Design

Faculty want development that is continuous, builds collegiality, creates groups of faculty who observe and discuss teaching regularly, honors internal expertise, and is collaborative.

(Grubb, Worthen, & Bird, 1999)

Professionals are most likely to develop new skills and change current practice when they:

- Actively engage with colleagues and with the content.
- Practice and reflect on new learning.
- Engage in structured learning activities over a period of time.



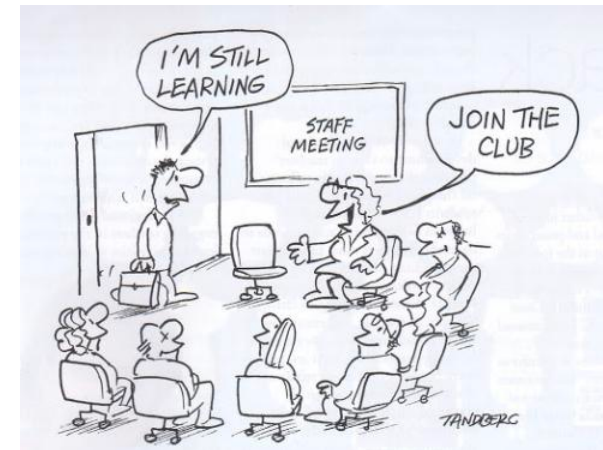
“

The question that remains for us is this: how do we move from science and theory to practice? ...[We must] place our social natures as human beings front and center in the learning process.”

—Eyler 2018

Our goal is departmental engagement

- Shared learnings with colleagues
- Implement practices
- Create a framework of continuous improvement



Components of Course Coordination: Policies

The role of the course coordinator (CC) in ensuring policies are implemented consistently across sections can look like the following:

- Provide a syllabus template with section-wide policies already described.
- Review course syllabi prior to the start of the semester.
- Provide several sample syllabi and calendars for faculty to use as a model.
- Select the course materials (textbook, online tools, etc.) that will be used in all sections.
- Recommend course and supplemental materials to instructors teaching the course.

Universal Design for Learning and Equity-Mindedness

“Multiple means of representation” also refers to how we present ourselves and the discipline to students:


- Ensure that minoritized students see themselves in syllabi, assignments, and other instructional materials (texts, ideas, special projects, etc.).
- Make race visible in syllabi including texts, videos, and other teaching artifacts authored by racially minoritized scholars, authors, and cultural critics.
- Create a learning plan to become familiar with minoritized writers, poets, sociologists, political scientists, philosophers, scientists, mathematicians, artists, and musicians.

Universal Design for Learning, Equity-Mindedness, and the Course Syllabus

“For racially or ethnically minoritized students who have experienced exclusion, marginalization, discrimination, and oppression in educational settings and elsewhere, the syllabus is a tool that faculty can use intentionally to demystify **the implicit norms and ambiguous processes** that need to be learned to navigate college successfully.”

McNair, Bensimon, & Malcolm-Piqueux (2020)


Universal Design for Learning, Equity-Mindedness, and the Course Syllabus



Describing the Peralta Equity Rubric
If you teach college courses in any format—face-to-face, hybrid or online—you probably have heard about or worked on improving course quality, course accessibility, or both. But what about course equity? At its core, *equity* is defined as “freedom from bias” (Equity, n.d.). In the Distance Education context, Peralta uses the term equity to mean “freedom from bias or assumptions that negatively impact online learners’ motivations, opportunities, or accomplishments.” The table below outlines the research-based equity issues that a) affect online learners and b) form the basis of Peralta’s Equity Rubric (download the rubric from <http://web.peralta.edu/de/equity>):

Peralta Equity Rubric Criteria	Peralta Equity Rubric Description	How You Can Start Addressing This Equity Issue
E1: Technology	These days it is easy to assume that all college students a) have access to the device(s) and Internet connectivity they need to successfully complete college courses and b) know how to use technology properly.	List each technology required to complete an online course successfully; suggest alternatives for students with technology impediments or challenges; and provide clear pathways for students to get assistance with commonly required technologies.
E2: Student Resources and Support	Another common assumption is that students know where to go for help, and will do so when they need it. Further, while online course enrollment grows dramatically at most colleges, there has not been an equivalent growth in services, resources, and support that students can access at a distance.	Outline student support & well-being services in several areas, such as a) general student assistance, b) online academic supports, c) technology assistance, d) health and well-being resources, e) resources for students with disabilities. Provide pathways for students to access this support from a distance.
E3: Universal Design for Learning	One pedagogical assumption is that all learners can follow the same pathway to succeed in a given course. That pathway may involve asking all students to review all course content in just one format, or to show what they have learned in the same way.	Align course content and activities with the three core Universal Design for Learning principles (see cast.org)—multiple means of a) representation, b) action & expression, and c) engagement.
E4: Diversity and Inclusion	It is also possible to assume that students automatically know or believe that all instructors value diverse ideas and perspectives.	Create a diversity and inclusion statement for your course syllabus. Demonstrate that diverse ideas and perspectives are valued by asking students to analyze a) course content from multiple perspectives or b) how diversity fosters better learning.

Equity Rubric developed as part of the Peralta Online Equity Initiative in collaboration with Kevin Kelly, EdD




Online Equity Rubric
Version 2.0 - May 2019

	Incomplete	Aligned	Additional Exemplary Elements
E1: Technology	Technology needs aren't clear, or issues related to technology access are not addressed.	All technology required for the course is listed and described in the course syllabus; each technology is listed in the learning unit that requires it; and resources for technology help are provided where appropriate.	Offers alternatives for students with technology impediments, and clearly delineates where/how students can get assistance with required course technology.
E2: Student Resources and Support	Information about how students access online student services and support is incomplete.	Syllabus outlines student support & well-being services in, at least, these areas: a) general student assistance, b) online academic supports; c) assistance with using technology; d) health and well-being resources; and/or e) resources for students with disabilities.	In addition to outlining student support resources, there are clear explanations and pathways for online students to access and utilize all needed resources.
E3: Universal Design for Learning (UDL)	Course content and activities are not aligned to UDL principles.	Course content and activities are aligned with core principles of UDL—i.e., multiple means of representation, action & expression, and/or engagement.	Syllabus explains how and why online course content and activities are aligned with specific UDL principles.
E4: Diversity and Inclusion	Nothing present that indicates that diversity is valued in the course.	Diversity is explicitly valued in a diversity statement in the course syllabus, and at least 3 course activities require students to analyze course content from multiple perspectives.	Throughout the course, learning activities demonstrate that diverse ideas and perspectives are valued in the course, and students are challenged to analyze how diversity fosters learning.

Equity Rubric developed as part of the Peralta Online Equity Initiative in collaboration with Kevin Kelly, EdD - rev. May 2019

Sample Syllabus

Welcome to Statistics with support I believe we all have the capacity to do college-level statistics and that we can tap into that capacity as a family of teachers and learners who are responsible for each other's success in this class. As your teacher and a fellow learner, I am grateful for the opportunity to work with you to demystify math and to be part of your journey toward achieving your educational goals. Together, through our good hard work and sustained effort, we can all be successful and reap the rewards of education's promise.

<p>Fall 2018 Elementary Statistics with NAME at Cuyamaca College</p> <p>Contact Info Office: Phone: Cell:</p> <p>Visit during office hours or send an email through our course on Canvas. For emergencies feel free to text my private cell number (any day between 7:00 am and 8:00 pm).</p>	 <p><i>Learning math the old way is the problem – not the solution.</i></p>	<p>Welcome to Statistics with support I believe we all have the capacity to do college-level statistics and that we can tap into that capacity as a family of teachers and learners who are responsible for each other's success in this class. As your teacher and a fellow learner, I am grateful for the opportunity to work with you to demystify math and to be part of your journey toward achieving your educational goals. Together, through our good hard work and sustained effort, we can all be successful and reap the rewards of education's promise.</p>
<p>Office Hours Monday 1:00 – 2:20 pm Tuesday 1:00 – 1:50 pm Wednesday 8:30 – 9:50 am Thursday 1:00 – 1:50 pm</p>	<p>Morning Class Sections XXXX & XXXX Tuesday & Thursday 9:30 am – 12:20 pm Room</p>	<p>Afternoon Class Sections XXXX & XXXX Tuesday & Thursday 2:00 pm – 4:50 pm Room</p>
<p>Typical Class Work</p> <ul style="list-style-type: none"> • Brains on group activities to introduce and motivate key concepts for some (but not all) of the course topics • Just-in-time remediation • Discussions and mini-lectures as needed to close gaps in concept attainment and skill mastery • Peer review feedback <p>Typical Home Work</p> <ul style="list-style-type: none"> • Interactive reading and assignments on Canvas (some course topics will only be covered on Canvas) • Review course material • Collaborate with classmates • Review for quizzes and exams 	<p>The Student-Centered Classroom</p> <p>Forget what you know about the traditional math classroom where teachers lecture and students diligently take notes while struggling to understand the hieroglyphics materializing before them on the board. Learning math this way may work for some, but for many, the traditional math classroom does not allow students to engage with the course material in a meaningful way. Typically, students do not interact with the lesson until they attempt the homework problems a few days later and even then, when faced with math homework, the student may suddenly prefer to do the dishes that have been sitting in the sink for too long. To improve learning and increase your probability of success, in this course you'll study math in the <i>student-centered classroom</i> – no more typical lectures, robotic note-taking or traditional textbooks.</p> <p>So what do I mean by a <i>student-centered classroom</i> and how does it differ from the traditional math classroom? In this learning model, the focus of activity shifts from the teacher to the learner. Class time is spent on discussion, collaborative work, and engagement with other brains-on activities. Additionally, during class, teaching and learning is tailored to fit the needs of small groups of students as they work through the activities and review prerequisite skills in a just-in-time approach. Furthermore, this learning model employs a teacher-guided-discovery process that allows me to identify gaps in student understanding and use class time to remediate those gaps. The good news? We'll explore data that demonstrates the student-centered classroom works!</p>	

Sample Syllabus

Attendance

In this class we function as a team – teaching and learning together in small groups that are frequently reorganized during each class period. Consequently, throughout the semester you’ll become increasingly vested in the success or failure of your classmates and vice versa. As a result, when you arrive to class late or return after an absence, your group mates will try to “catch you up” rather than moving forward with the lesson, and the entire group will fall behind. So your on-time presence in each and every class matters. Your deep and committed engagement in teaching and learning matters.

Accommodations

Accommodations are available to students with disabilities. If you suspect that you have a learning disability or any other type of disability, please contact the DSPS office (see below). DSPS students who need an academic accommodation or who may need evacuation assistance during a campus emergency should notify me within the first two weeks of instruction.

[DSPS Contact Info](#)
Location A-113
Phone 619-660-4239

Calculators

The Texas Instruments TI-84Plus graphing calculator is required. However, please do not purchase a calculator before we discuss it in class.

Important Dates

The schedule adjustment period ends on Friday, August 31st. For semester-length classes, this is the last day to: add the class; withdraw from the class without a W appearing on your transcript; or apply for a refund.

The last day to drop a semester-length class is Friday, November 9th.

Your final overall grade will be available on Thursday, December 20th.



"We can't rely on our looks forever. Maybe we should work on passing math, so we can get our degrees."

Math Quotes

Pure mathematics is, in its way, the poetry of logical ideas.

~Albert Einstein

Even stranger things have happened; and perhaps the strangest of all is the marvel that mathematics should be possible to a race akin to the apes.

~Eric T. Bell, *The Development of Mathematics*

The laws of nature are but the mathematical thoughts of God.

~Euclid

A man has one hundred dollars and you leave him with two. That's subtraction. ~Mae West

WARNING: I am only able to help you learn how to use the TI graphing calculators with the exception of the TI-Nspire. I cannot help you with any other calculators such as the Casio or Hewlett Packard graphing calculators.

For exams and quizzes, I'll reset your calculator to its original factory condition. If you choose to purchase the TI-Nspire, I will place it in test mode. Afterwards you'll need to link your calculator to another Nspire to release it from test mode.

Attendance

In this class we function as a team – teaching and learning together in small groups that are frequently reorganized during each class period. Consequently, throughout the semester you'll become increasingly vested in the success or failure of your classmates and vice versa. As a result, when you arrive to class late or return after an absence, your group mates will try to “catch you up” rather than moving forward with the lesson, and the entire group will fall behind. So your on-time presence in each and every class matters. Your deep and committed engagement in teaching and learning matters.

Please be aware that Math 060 and Math 160 are treated as a single course combo. You will experience the course as one class and will be unaware when Math 060 stops and Math 160 begins on any given day. Consequently, if you drop or are dropped from either course, you will be dropped from the course combo (i.e. both courses).

Tardiness and/or absences are extremely disruptive to this learning model, so I reserve the right to drop you from Math 160+060 for missing three or more class meetings (missing roll counts as missing class). However, if you quit attending class, you should not assume that I will drop you. Should you choose to drop, ultimately it is your responsibility to officially withdraw. Also since your grade is based, in part, on your class work, missing all or even part of a class could negatively affect your overall grade.

Cell Phone Policy

To promote a learning environment where each group member is fully engaged in teaching and learning, cell phone use during the lesson is prohibited. However, in addition to our regular breaks, I will offer short 1-minute “text breaks” during class. So, occasionally you will be able to satisfy your need to read or send a text.

Ensuring Support: Aligned Course Calendar

Introduction to Statistics and Co-requisite Support Course Sample Timeline
Adapted from and with thanks to Roane State Community College

Day	Co-requisite Notebook Topics	On-line Lab	<i>Essentials of Statistics</i> Triola 5 th ed.		MyLabsPlus Assignment
1	Orientation, study habits, time mgmt.; converting between fractions, decimals, percentages; finding a percentage of a number	1	1.1 – 1.2	Orientation; introduction to statistical terms and statistical thinking	1
2	Rounding; estimating; calculating means,	2	1.3 – 1.4	Types of data; collecting sample data	2
3	Decimals, ratios, percent, conversions	3	2.2 – 2.3	Frequency distributions; histograms	3
4	Applications of percent, squares, square roots; order of operations	4	2.4	Graphs that enlighten and graphs that deceive	4
5	Operations on real numbers	5	3.2	Measures of center	5
6	Review of types of data, sampling methods, types of graphs	6	3.3 – 3.4	Measures of variation; measures of relative standing and boxplots	6
7	Review of measures of center and variation	7	Practice Test 1		
8	Comprehensive review of chapters 1 – 3 & basic skills	8	Test 1		

Components of Course Coordination: Policies

The role of the course coordinator (CC) in ensuring policies are implemented consistently across sections can look like the following:

- Homework assignments
- In-class activities
- Common LMS shell

Components of Course Coordination: Preparation

The role of the course coordinator (CC) in ensuring faculty preparation across sections can look like the following:

- Pre-semester meetings
- Weekly or monthly meetings
- Pair mentor instructors
- Faculty peer observations
- Departmental observations
- Learning Communities
- Workshops

Components of Course Coordination: Assessments

The role of the course coordinator (CC) in ensuring consistent assessment strategies are implemented across sections can look like the following:

- Write common exams, projects, group assignments, etc. that will be used by all faculty teaching the course.
- Write exam templates, project guidelines, group activity suggestions, etc. that will be used by all faculty teaching the course.
- Review the exams, projects, and group activities written by faculty teaching the course prior to their administration.
- Schedule common grading sessions for any common assessments for all faculty teaching the course.

Breakout 2: Collaborative Planning

- Quick introductions
- Assign a reporter and a timekeeper
- Remember the timekeeper also ensures that everyone gets a chance to speak.

What action steps arise from today's discussion?



Share-out 1: Evaluation

- Reporters please share one idea from your group:

What action steps arise from today's discussion?

Other participants:

- If there are any important ideas that haven't yet been mentioned, please type them in the chat box.



Selected Citations and Additional Reading

- Bensimon, E. (2006). [Learning equity-mindedness: Equality in educational outcomes](#). *The Academic Workplace*, 1(17), 2-21.
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- Universal Design for Learning:
 - Universal Design for Learning: Theory & Practice -- <http://udltheorypractice.cast.org>
 - CAST Science Writer -- <http://sciencewriter.cast.org>
 - CAST UDL Editions -- <http://udleditions.cast.org/>
 - iSolveIt math puzzles -- <http://isolveit.cast.org>
 - UDL Curriculum Toolkit -- <http://udl-toolkit.cast.org>
 - UDL Book Builder -- <http://bookbuilder.cast.org>
 - UDL Curriculum Self-Check -- <http://udlselfcheck.cast.org>
 - UDL Exchange -- <http://udlexchange.cast.org>
 - UDL Journal -- <http://udljournal.cast.org>
 - UDL Studio -- <http://udlstudio.cast.org>

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