Faculty Seminar on Remote Communication-Intensive Teaching
Anonymous Engagement Survey Analysis
Bernard L. Schwartz Communication Institute

About the Seminar

Several of the most urgently-voiced faculty concerns about remote teaching and learning fall directly within the Schwartz Communication Institute's area of expertise: how to ensure that students still have access to deep, lasting, active learning; how to facilitate writing- and speaking-to-learn and generate participation and classroom community; and how to assign writing and speaking while still protecting faculty workload.

To support Baruch faculty across all three Schools, the Schwartz Communication Institute developed a Seminar to share resources and strategies, and build community among instructors with shared questions and goals. The call for participants yielded more interest than anticipated, and so the Directors quickly adjusted Seminar plans, creating synchronous and asynchronous components in order to efficiently accommodate more than 100 full- and part-time faculty across eight cohorts.

Seminar structure:
Each cohort of around 12-15 faculty met with one of the Directors three times for an hour each on Zoom to collectively discuss, ask questions, and engage deeply in breakout rooms. In advance of each synchronous session, participants watched short video lectures made by the Directors with periodic pauses for guided reflection, consulted the Institute's Very Short Guides for content enrichment, completed and posted short assignments to Blackboard, and responded to one another's posts. All assignments were designed to help participants process and apply new strategies, get ahead on course prep, and learn from colleagues.

Seminar participation:
Eight Cohorts completed the Seminar in July 2020.
- 100 faculty participated (120 applied but with scheduling constraints, 20 were unable to join).
- 59 were full-time; 41 part-time.
- 37 were from ZSB; 50 from WSAS; 12 from MSPIA; 1 from the Library.
- Participation in synchronous and asynchronous components was nearly complete, reflecting genuine investment in pedagogical development.
- Additional qualitative responses (anonymous) are shared and analyzed below, but one full-time Zicklin faculty member reported by email:
  "*It inspired me to think of my course and assignments in a new way, and yesterday I shared a new idea with my colleagues, one of whom emailed right away to say she is excited to try it out. The seminar is having impacts beyond the immediate participants.*"
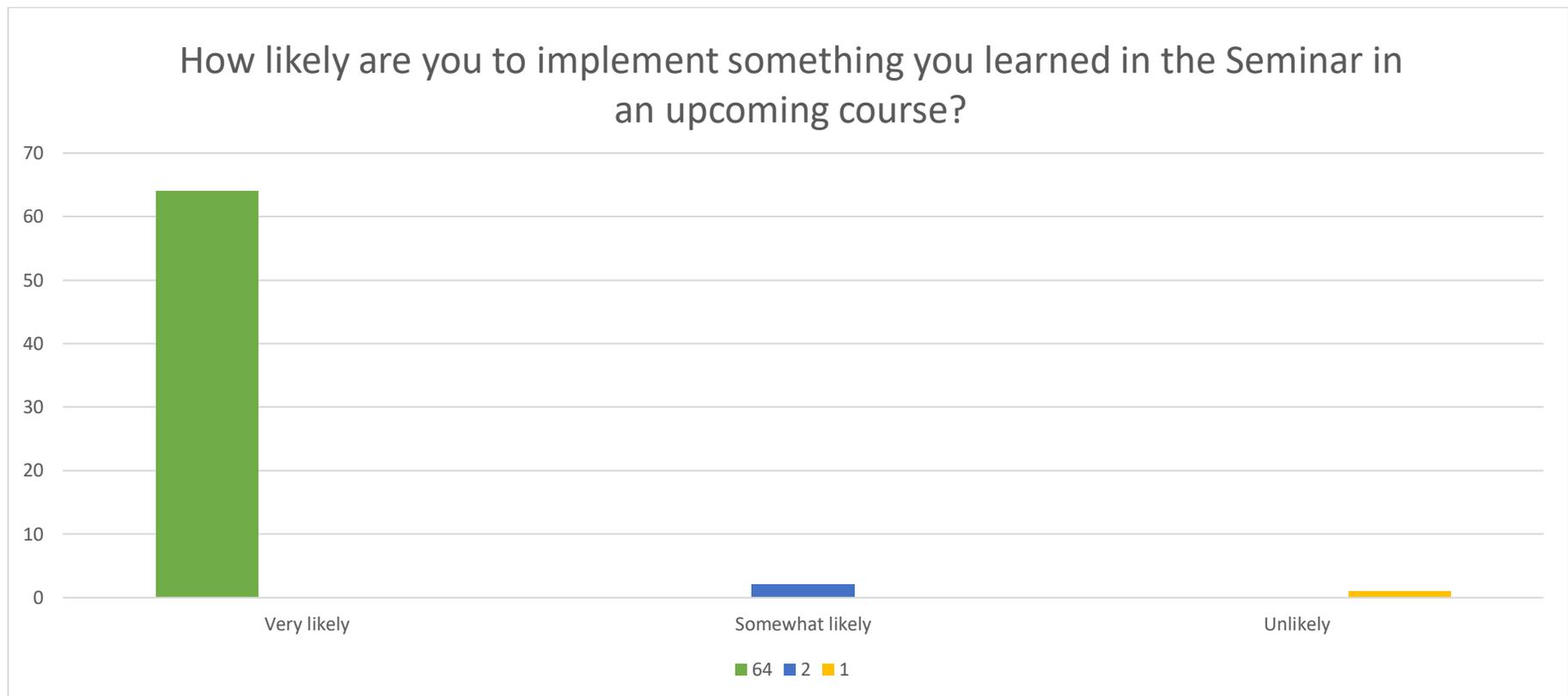
About the Survey

Upon completion of the Seminar, all participants received a short Qualtrics survey seeking anonymous information about their engagement with the Seminar. 68 faculty responded (representing a 68% response rate).
- The Survey contained four clusters of quantitative questions (two designed to support future instructional design, two designed to measure impact).
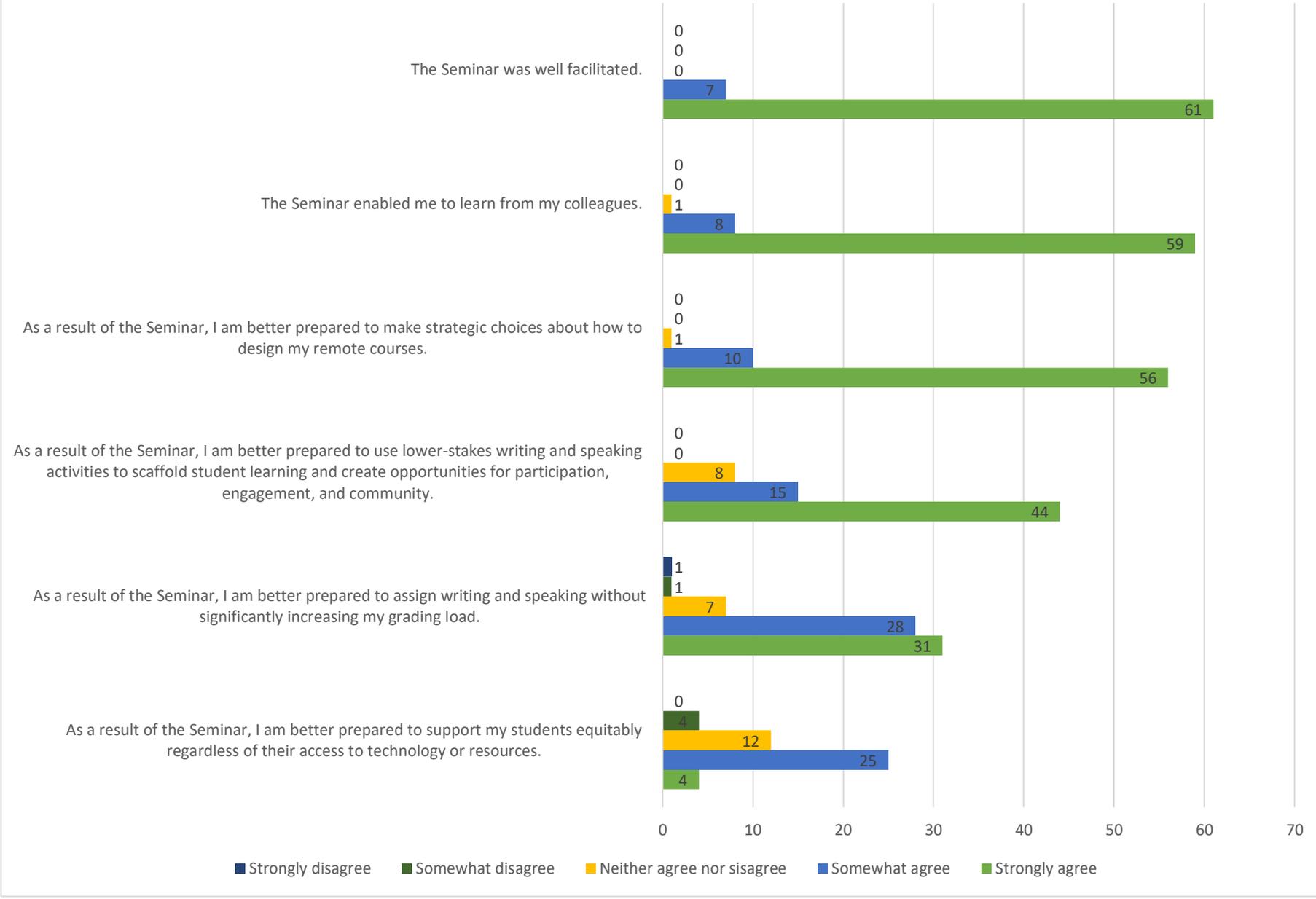- The Survey also contained three open-ended qualitative questions.

Quantitative Outcomes

As you can see from the following two charts:

- **Implementation.** The Seminar had clear and immediate outcomes for remote communication-intensive teaching.
- **"As a result of the Seminar, I am better prepared to make strategic choices about how to design my remote courses."** Of the four statements about participants' experience of preparedness following the Seminar ("As a result of the Seminar…"), the statement that yielded the strongest agreement was also the highest-level, most general statement, and therefore potentially the one that will have the most impact on improved remote teaching. Participants overwhelmingly left the Seminar feeling more prepared to make strategic choices about how to design remote courses.
- **"As a result of the Seminar, I am better prepared to support my students equitably regardless of their access to technology or resources."** Of the four statements about participants' experience of preparedness following the Seminar, the statement that yielded the most mixed response was about supporting equity in remote teaching. We hypothesize that this mixed response reflects two things: 1) our Seminar left this topic until the very end; 2) this remains (appropriately) an area of high anxiety at the College.

How likely are you to implement something you learned in the Seminar in an upcoming course?

To what extent to you agree or disagree with the following statements?

The Seminar was well facilitated.
- Strongly disagree: 0
- Somewhat disagree: 0
- Neither agree nor disagree: 0
- Somewhat agree: 7
- Strongly agree: 61

The Seminar enabled me to learn from my colleagues.
- Strongly disagree: 0
- Somewhat disagree: 0
- Neither agree nor disagree: 1
- Somewhat agree: 8
- Strongly agree: 59

As a result of the Seminar, I am better prepared to make strategic choices about how to design my remote courses.
- Strongly disagree: 0
- Somewhat disagree: 0
- Neither agree nor disagree: 1
- Somewhat agree: 10
- Strongly agree: 56

As a result of the Seminar, I am better prepared to use lower-stakes writing and speaking activities to scaffold student learning and create opportunities for participation, engagement, and community.
- Strongly disagree: 0
- Somewhat disagree: 0
- Neither agree nor disagree: 8
- Somewhat agree: 15
- Strongly agree: 44

As a result of the Seminar, I am better prepared to assign writing and speaking without significantly increasing my grading load.
- Strongly disagree: 1
- Somewhat disagree: 1
- Neither agree nor disagree: 7
- Somewhat agree: 28
- Strongly agree: 31

As a result of the Seminar, I am better prepared to support my students equitably regardless of their access to technology or resources.
- Strongly disagree: 0
- Somewhat disagree: 4
- Neither agree nor disagree: 12
- Somewhat agree: 25
- Strongly agree: 4

Legend: ■Strongly disagree ■Somewhat disagree ■Neither agree nor sisagree ■Somewhat agree ■Strongly agree

Qualitative Data

Responses to each of the three open-ended questions revealed clear trends, which we delineate and provide examples of below. Qualitative responses are also provided in their entirety as an appendix to this report.

What did you learn in the Seminar that will be most useful for your teaching?

In response to this question, we see four key trends:

- **Modeling:** The Seminar's design (synchronous Zoom sessions and asynchronous viewing, reading, and discussion boards) modeled most faculty's teaching plans, and therefore provided opportunities to reflect upon the students' experience, copy or adapt useful features, or improve upon frustrating features.
- **Confirmation of existing strengths:** The Seminar provided opportunities for many faculty members to observe strengths in their teaching, and to reflect on their readiness to tackle new teaching challenges. This trend also indicates that a significant faculty takeaway was that the things they already know about good teaching are still relevant – online teaching doesn't require a radically new pedagogy (just many new solutions to new problems).
- **Learning from peers:** Especially in a period of isolation and trauma, an overwhelming number of participants noted the value of learning from their peers and learning together in a community of colleagues.
- **Usefulness of particular strategies, concepts, tools:** The Seminar covered a variety of content areas, and each was identified multiple times as having been particularly useful (relatedly, and much like in our own classrooms, some faculty also noted that they were already familiar with certain concepts and would have preferred more time with the parts they knew less about).

Modeling:

"I think the modeling of a blended format was incredibly useful! The way that everything was structured—clear, sequential, patterned—was excellent."

"I really appreciated that both form and content were part of the learning. The 'how' was modeled (and highlighted) simultaneously with the 'what.'"

Confirmation of existing strengths:

"I realized I am better prepared than I had thought."

"I always thought that I was telling too much when I […] talked about the end goals as we start the class, but this gave me confirmation that it works."

Learning from peers:

"I was inspired by the many creative and thoughtful ideas voiced by members of my cohort."

"I also loved learning from colleagues on the discussion board and have already scheduled a couple follow-up discussions to get more insight into specific strategies that a few of them are using."

Usefulness of particular strategies, concepts, tools:

"I knew I needed to adapt my classes but it was overwhelming to think about how to do that. This seminar gave me specific tools and strategies that I can incorporate."

"There was a lot of great content provided in such a concise course. It was a highly efficient use of my time. I think the most useful thing—though many things were useful—was the content on formative feedback. It was eye-opening for me and I will be incorporating some of the ideas […] in my remote class this fall."

Is there anything you'd recommend we revise or do differently?

In response to this question, we see one key trend:

- **More time:** An overwhelming majority of faculty wished that the Seminar had been longer. In particular, many would have liked, and would presumably still like, opportunities to workshop teaching materials and receive feedback.

More Time:
"They say 'leave them wanting more.'"
"I would have loved to make edits and think more deeply about my actual syllabus for the fall."

Is there anything else you'd like to tell us about your experience of the Seminar?
In response to this question, we see two key trends:

- **Well-timed, much-needed, and relieving:** A large number of faculty expressed gratitude coupled with an unexpected feeling of relief or even excitement about the coming semester.
- **Empathy with students:** Several faculty members observed that participating in an online course was essential in helping them design one that took into account the students' experience.

Well-timed and much-needed:
"I feel like I have an enduring support group that I did not know well before the Seminar."
"Overall, I give it the highest grade – this type of activity was needed and well-timed."
"Thank you for this wonderful & helpful opportunity. I feel a lot more comfortable going into online teaching and having the opportunity to be in a community with fellow teachers – being validated in my own fears and being inspired by their commitment to teaching."
"Besides the usefulness, I enjoyed the experience…which increased my engagement…which increased the usefulness. I'm generally rather closed-minded when it comes to innovations in pedagogical practice. However, the seminar was very useful in helping me do WHAT I DO better."
"This Seminar was excellent and exactly what I needed to both be motivated to make some changes and have the tools to do so in a meaningful way […] I teach at three colleges/universities, and Baruch has by far equipped me with the most practical tools to teach online. Thank you for investing in us!"
Empathy with students:
"Loved having the experience as a 'student.'"
"It was helpful for me to take an online class to see the challenges of learning this way, so that I am more empathic toward my students."

Q4 - What did you learn in the Seminar that will be most useful for your teaching?

What did you learn in the Seminar that will be most useful for your teachin...

Streamlining goals. Reflecting to discover/ determine the one or two very key/ top goals I want student to still know in five years. (This wlll help me streamline my course design and assignments.) (I already designed backward & scaffolded a lot, maybe into 1/ 3 or 50 % too many stages, depending on the detail tolerance/ orientation of the students!) Transparency and metacognition. I've known where we were headed in the scaffolding steps, but hadn't found a way to let students in on this and to build metacognition more so into the student experience.) Viewing to learn (and more speaking to learn in small groups.) I already write to learn a lot, my class being a writing one.) The modeling of the seminar itself--into the asynchronous prep and posting and the synchronous meeting and group discussions. I also like having short guides available as reference materials. some mentioned directly and others there as resources for individual student interest and need. I want to create such guides—related to writing and research—for my writing II & II students.

How to prepare my asynchronous material.

The use of more engaging and visual elements for explaining the syllabus, and the proposed activities as a group of tasks with a common purpose. The variety of formative feedback.

The tips for scaffolding will be most helpful. I was already familiar with this idea, but the lecture materials for lesson 1 really helped me to reassess my understanding of scaffolding and incorporate those lessons into my course design.

All of the above but I really appreciated that both form and content were part of the learning. The "how" was modeled (and highlighted) simultaneously with the "what".

I think it was most useful to be able to think about the "big ideas" of good teaching in the online format. I, for example, try to foster my student's metacognition in person, but what does that mean online? That help with moving contexts was very helpful.

Requiring the students to submit a post-lecture survey. similar to Alex's survey: 1. To enable easy repetition, the format of the survey will be the same each time. 2. The survey will be anonymous. 3. The survey will make up a substantial portion of either attendance or class participation grade. 3. I will ask 3 easy to complete questions. a. I found the content of this lecture useful. (on a 1 to 5 scale) b. What was the most valuable thing you took away from this lecture? (free form) c. What was the most confusing portion of the lecture? Any topic you want to learn more about? Any other feedback? (free form)

Differing challenges colleagues in other departments/ disciplines face, but also how much we have in common, incl. how much concepts like writing and speaking to learn undergird all we do.

Everything was useful

I always thought I was telling too much when I did metacog and talking about the end goals as we start the class, but this gave me confirmation that it works. Also, just trying to think through the essentials for my learning objectives was helpful, since I was just about ready to cram the entire semester into a new format without really thinking from the beginning like this.

I was most impacted by the part on backward planning for it forced me to revisualize my course.

Not much (see my earlier comment).

I appreciated the novel ways to grade papers which were provided. Backwards planning and prioritizing were also very helpful.

Thank you for running this well-prepared seminar! It was helpful to learn from facilitators as well as cohort members.

Promoting engagement.

How to set up the Blackboard site to facilitate learning and how to be more visual.

Chat monitor. Note taker. Great ideas.

Metacognition

How to create continuity between online and synchronous discussions. How to creatively use breakout rooms to model small group work.

manage the teaching load

There was a lot of great content provided in such a concise course. It was a highly efficient use of my time. I think the most useful thing--though many things were useful--was the content on formative feedback. It was eye-opening for me and I will be incorporating some of the ideas shared in the asynchronous video as well as in the synchronous discussion back to my remote class this fall. It was also extremely helpful to place us into cohorts so that we could work with others in the same discipline.

I liked the idea of including more options for language. I liked the ideas for the feedback in creative ways. I think these were useful and fully developed.

[1] I realized that I am better prepared than I had thought

I was inspired by the many creative and thoughtful ideas voiced by members of my cohort

I learned a great deal about Backward Planning and how it can facilitate formative feedback and can enhance student metacognition.

I found the idea of writing-to-learn very helpful, and especially the idea of breaking up "high stakes" assignments into a series of "low stakes" writing assignments.

To think in a way that is "natively" online - imagine the flow of the course as an online course, rather than trying to convert an in-person or hybrid before.

I think the modeling of a blended format was incredibly useful! The way that everything was structured--clear, sequential, patterned--was excellent. I also learned from a colleague about a way to enliven asynchronous discussion--very hopeful!

I have learned that I must completely redesign my syllabus in order to work fully on-line next term.

Learning about comment banks, the possibility of polling on Zoom, and the idea of standardizing discussion boards and class format across courses are all very, very helpful ideas.

Our discussions on scaffolding and formative feedback has helped me rethink final projects for the class. I also really learned a lot about multilingual students and how to engage them better.

The concepts of Scaffolding and metacognition. Emphasis on backward planning and in formative assessment. As a result, I am better prepared to develop a solid online syllabus and course outline. Thank you! It was productive to have discussions with colleagues --both synchronous and asynchronous-- from other disciplines and departments.

I knew I needed to adapt my classes, but it was overwhelming to think about how to do that. This seminar gave me specific tools and strategies that I can incorporate. I also loved learning from colleagues on the discussion board and have already scheduled a couple of follow-up discussions to get more insight into specific strategies that a few of them are using.

1. Distinguishing between formative and summative feedback. It made me think about the possibility to use summative feedback as an opportunity to provide formative feedback as well. That thought would not have been possible without the distinction. 2. Scaffolding: There is often a huge difference in performance among Baruch students. The idea of scaffolding made me think about finding a step-wise process to bring the lesser students up, without boring the better students by always repeating and reviewing.

I hadn't realized I could add content areas to the left side of Blackboard (like you did for the 3 sessions), and I'm reorganizing my class page to have 14 weeks on the left. My main Bboard page had been getting unwieldy (when I added a new item, it was at the bottom of the page and hard to move up)...so this new approach will be very helpful for organization- particularly as I'll be having new components for each week. I like the idea of continuing groups for further discussion.

The Seminar provided me with the answers to: how a professor could organize and structure an online course with synchronous and asynchronous components; how an online community could be created.

Use of the discussion board, comment banks, scaffolding, following clear time limits to synchronous learning. And using succinct slide presentations.

Pair, share technique and flipped classroom strategies (solicit faq and demonstrate answers during class).

- Backward design, thinking of the FINAL assignment and designing the steps that lead to it - Organizing and sharing a Feedback and Assessment Plan - Creating a space for student who want to communicate in languages other than English - Making sure that the synchronous portion of the class is interactive and engaging (flipping the classroom) - Accommodating students who can't take full advantage of synchronous learning (offer meaningful alternatives; making sure that students know that they won't be penalized or excluded if they can't be fully present on Zoom) - Sharing and discussing model assignments with students

I learned so much! I am a lot more confident about the upcoming distance learning semester. I learned a lot from the seminar and from my fellow participants. Thank you!

Tons of new ways tips for more efficient online teaching

The technical tools and teaching experiences that my cohorts discussed.

There are more than these, but this is what I remember off the top of my head: 1. Encouraging students who are more comfortable in another language to first write or speak in that language when trying to understand things. 2. Giving feedback using audio comments over video of students' work. 3. A whole bunch of ideas from the discussion board. There are lots more but do not have time to go to my notes to find them all now.

Having the language of backward planning reinforced what I was trying to accomplish in the class. The discussions in the second class regarding participative strategies was very helpful in clarifying what was best accomplished using different learning tools.

Learn how other colleagues teach and struggle like me.

Better organization of the course, more low stakes assignments, more ways to hopefully get the students to interact with one another, awareness of more tools that are available

How to properly organize a course, from expectations, to materials, to workload, and helpful ways to run Zoom

Different types of participation assignments for the asynchronous environment that won't bog me down in grading

I would characterize it as a reminder - that I should use my goals to plan my class.

All the concepts, esp formative feedback.

Backward planning

I learned to be transparent with my students so they learn what matters to me and what I will/will not be grading, and to respect formative feedback strategies that give the students practice.

Q13 - Is there anything you'd recommend we revise or do differently?

Is there anything you'd recommend we revise or do differently?

Maybe somewhat more time--say 50% more for the synchronous sessions & in small groups.

It was well done.

Sometimes it was hard for me to find the day for the seminar and I would have to go looking for it on my email, probably should have added it to my calendar, but it would have been helpful if they were in the syllabus somewhere as well.

I think a bit more clarity and specificity on the equity component would be useful, although perhaps some of my concerns about the need for flexibility in terms of grading and student evaluation go beyond the scope of this particular seminar.

Perhaps cover more of the pitfalls of some of the teaching strategies: what to watch out for.

The discussion of equity and inclusion felt added on and less thought through. I am glad that you raised it as a topic, but i think there is a lot more to do with it if you give these same seminars again.

I have trouble understanding the concept of "scaffolding."

Reminders/ announcements about posting deadlines, Zoom links, etc. would have been helpful. Links to hands-on guides for Zoom, BB Collaborate, and so forth would also have been reassuring.

More explannation and review of concepts with shorter breakout rooms

If time had provided, I would like to break down each unit into 2- 3 and have us do discussion boards on each one. I think there's a lot more discussion to be had on all this.

The seminar should focus more on the day-to-day difficulties and tactical implementations faced by instructors as opposed to theory. The second session when a colleague ranted about these problems was most helpful in that I realized we are all facing similar issues, issues that have not been addressed - at least yet.

If the seminar was a bit longer and we had a bit more time to work on our own courses and get feedback.

Nothing really came into my mind.

Don't read the slides to us.

The hour long synchronous sessions were not long enough to discuss our questions and issues.

The videos repeat the slides somewhat.

NA

more practical, such as using Zoom, adding captions

It might be helpful to have faculty workshop a short video or assignment and get peer feedback. This would add to the workload, but it would be a useful exercise. Otherwise, I think this course is very well developed. Just as a point of comparison, I also teach at another institution that provided a similar seminar this summer. That seminar was fine but was completely asynchronous and had no opportunity to connect to expert staff or my colleagues. It took longer to complete and was not nearly as useful to me. By contrast, this was a great experience. THANK YOU!

The asynchronous slides didn't have enough example built in. I think there were too many 'lists' that didn't have examples so for me, I couldn't connect to a specific outcome. I would have liked to have had more examples paired with each introduction of new ideas. The synchronous--- that's a beast of the medium I think. I would have LOVED more time to talk with peers. Some people monopolized the conversation with asinine comments and there weren't times to develop more ideas deeply. I would have been totally okay with longer sessions during the synchronous sessions to gain expertise from peers. I don't care for discussion boards as a rule, but that's a bias that I have not that you've made the wrong choice.

[2] Not really "revise" - as this is beyond the organizers's control - but a larger number of participants, or active participants, could have been beneficial [3] Streamlining the participants' contributions through specifically designed tasks (e.g. "here is an exam you need to organize: how best to go about it") could have been more beneficial

I would recommend incorporating examples & illustrations to accompany the powerpoint slides, rather than just reading them.

It was a wonderful seminar. Thanks very much for making the materials and the meetings so accessible and relevant.

Make the synchronous sessions 75 minutes - which mimics the length of each class in our actual teaching. I think the same amount of material - but with 15 extra minutes so we don't feel rushed every time toward the end.

Honestly, this was really useful--some of my "somewhat" answers are ways to make a finer distinction between what I found most helpful and a little less so. All of it was useful. Probably my replies also reflect the fact that I've benefited from Schwartz and other pedagogical support in the past and so some material wasn't new, which clearly isn't a reason not to include it! I think it's hard to teach to a room full of people at different stages in their metacognitive reflections on their own teaching and that you did a good job of gesturing towards places that those new to the ideas or needing a refresher could go deeper. I'll note that as a learner, I found that more, shorter videos felt more manageable than fewer/longer ones. I think everyone's lives are marked by lack of continuity right now. I'll also note that the blackboard discussion board is sort of alienating--the number of clicks to get to a conversation doesn't make it feel like you want to jump in. (I find this a challenge on blogs@baruch, too, but at least there I can include some nicer design elements.) Getting an online and asynchronous discussion to feel energized and enriching is really hard, and it was for me the least rewarding dimension. That said, I found lots that was valuable within the threads; I'm just reflecting on how this will play out within a population that comes to us less empowered and with less control and hoping I can get to something vibrant.

It could be helpful to have a couple of concrete examples of how others have executed the various concepts (e.g. backwards planning), which could be shown in class.

More time between the sessions and assignments. I would have loved to make edits and think more deeply about my actual syllabus for the fall but with only a day or two between sessions I could not spend as much time as I wanted. Instead, I wrote a lot of notes and will (hopefully) return to them and the slides/videos as I actually start preparing for my class. But I wish I had more time to do it in real time.

It would be nice to run the seminar for three weeks instead of two weeks.

The Day One synchronous session was by far the best. If we are going to be split into groups based on topic of interest, it might be helpful to email us the list of topics in advance so that we can opt in. Also, it seems like some folks could have used a super basic review of Zoom etiquette, especially muting your mic when you're not speaking! Since there is a lot of information to think through as we revise our syllabi, it might be really interesting to have a "reunion" of sorts in a few weeks to talk through how we've implemented some of these learnings as well as discuss any specific challenges that we are encountering.

Is there anything you'd recommend we revise or do differently?

1. They say "Leave them wanting more"... I think a 90 minute format would still leave us wanting more. 2. The material was 'pushed' at us well. However I would welcome the opportunity to 'pull' content. Maybe ask us something like "What did you find most difficult about the change to online?" or " What do you fear is the greatest loss to the students in the switch to online teaching?". This way the content most relevant to our particular discipline(s) can be stressed in the limited time together. 3. If there was more time, i would have liked a section on 'navigating difficult trades-offs'. Students impacted directly by the virus took up so much time, I had to leave some 'trivial' emails from other students unanswered. What facilitates equitable access (asynchronous exams) takes away from academic integrity (avoiding cheating). Deleting emails from a dean who forwarded EVERY SINGLE email from CTL took time from everything else... This is anonymous, right? 4. While the moderated content was great, I would have liked more unstructured time to interact with peers. Maybe have add 15 minutes to the meeting, have the moderator take a 15 minute 'break' in the middle, and keep the 'room' open for us to just chat on topic but without a specific agenda.

It would be useful to have directions for synchronous zoom meetings posted on Bb page.

I think a lot of faculty struggle with the technical aspects of delivering online courses. Designing them and thinking about their structure was useful but how to go between technologies to implement those designs would have been helpful as well

Great format, it was excellent! I was really inspired to include more feedback activities. Great mix of overview and independent resources. I would love to use the techniques in a request for a grant to redesign my whole class.

Perhaps more time in small groups. I love being in a small space and talking to colleagues. Dramatize the difficulties that some students (and faculty) might have accessing good Internet and talking on Zoom. From my experience in the Spring, some students share 1. physical space with other people in the household. The Zoom broadcast disrupts the lives of their housemate / family who are asked to be quiet, less visible, keep away from the camera etc. 2. wi-fi with family members, such as a hotspot. If more than one person uses the Internet, the connectivity slows down. The cost savings of a hotspot (vs. fiber optic) are significant. They could amount to $1000 / yr ($1400 pre-tax earnings or 1.5 months rent). 3. devices with their children / family members (e.g. the one good camera; the "good" laptop) Acknowledge the challenge that some students and professors might have with the visual field that Zoom presents. In the classroom, depending on where we stand and where we look, we know how to switch between foreground and background. We've years and years of experience. In Zoom, everyone seems to be in the foreground, which can be a little disconcerning. We end up seeing too much, picking up on facial expressions and moods that are not always helpful for the task at hand. Of course, we can switch to different views to minimize distractions, but the challenge remains.

It was great. I would organize Cohorts by type of course and experience.

It will be better that we have more time to discuss in breakout rooms. Fifteen minutes are somewhat short.

Be aware that many of your workshop students already know a lot of what you are teaching. Try to make the class as adaptable as possible to the variety of backgrounds. That worked well in discussion boards and most of the synchronous sessions. I would try to make the workshop less repackaging what you already do and more focused on particular issues in teaching online. On the other hand, the final product still was very good and quite useful to me. And you had to produce something quickly for a large number of people. So, these are not meant as criticism just as constructive ideas for going forward.

I liked the format. Having video and power point was useful to me. I also took notes. Perhaps having the outline of the power point slides so one could insert notes from you video, from the guides and from the discussion board would save initial time in retyping the key points.

I think it could probably be 3 days longer, as I was going through the evaluation, it is a lot of topics to cover in 3 sessions.

Provide more guidance during small-group sessions. Each session attended in the Zoom breakouts were not very helpful, as one voice usually steered the conversation, regardless of the topic. (though that's supremely helpful to know, understand, and remember as an instructor!)

More focus on days 2 and 3--backward planning is something I think most instructors already do

I know the point of the seminar is not about tech, but I am left with SO many tech questions. How do I leave verbal feedback for student papers? How do I do a "release" activity on blackboard? How do I organize my blackboard site to be user-friendly? I think maybe you could include some tech guides in with your other materials.

N/A

Is there anything you'd recommend we revise or do differently?

No not at this time

You might organize the classmates around people who teach similar subjects (I think you did that to some extent), but as a person in the business school teaching law, I may have more in common with people who teach social science.

Q8 - Is there anything else you'd like to tell us about your experience in the Seminar?

Is there anything else you'd like to tell us about your experience in the S...

Excellent course! It hit the mark for me at present. And this seminar all around was a very distinguished and fine educational experience. Thanks much!

It was wonderful, thank you! =)

Overall excellent. Great facilitation by Meechal, well organized and great opportunity to benefit from peer experience, input and discussion.

I think more attention to differentiating ideas between synchronous and asynchronous classes would help. Teasing out the possibilities in each.

Very useful seminar! Thanks.

AS often happens, there wasn't enough time to cover and discuss everything, whether in small groups or with the entire cohort. This is a useful point to keep in mind in planning my own teaching, in any format: not everything will be covered, and that's OK.

Thank you! I don't know what we would do without Meechal and Julia! So glad to have your brilliant minds available to us for ideas and help!

Thank you!

You guys are fabulous!

Thank you so much for organizing the seminars. It was great to experience the program as a learner. Frustration remains regarding the tensions between BBA learning goals, course content, supporting our diverse students, etc.

Loved having the experience as a "student."

NA

I feel like I have an enduring support group that I did not know well before the seminar. Julia and Meechal: You are wonderful and your presence at Baruch is such a valuable resource for faculty. I also met some of my psychology colleagues for the first time and was able to work with them and I hope to continue with those collaborations.

Overall, this was well constructed and well done. I learned where to find more resources by the links in the videos to the Communication Center.

[4] Overall, I give it a highest grade - this type of activity was needed and well timed.

Enjoyed attending and learned a great deal from the experience of other professors. Thank you!

The facilitators did an excellent job - very engaging and helpful.

I like how you set up the logistics of the course - and then every week is the same. I think that's very important - to get into a rhythm. It's always very difficult to give discussion board assignments -because the experience is so different between the first poster and the last poster. But I think I learned from the way you made the prompt - which made this aspect better. Thank you so much for running this - we could really use more. And I really appreciate the time I got to spend with the cohort. This is more than even during the normal times.

I'm really grateful to you both--the respect and care was evident in all stages here. Julia did a great job overseeing our group, with its frequent interjectors, which she handled gracefully and effectively. GOOD WORK! WELL DONE! THANK YOU.

The breakout rooms were great! I thought it was well-facilitated. The hour-long length for the meetings seemed about right to me. A couple of times we got off track and I wished we could have let those conversations flow a bit more. But I understand the instructors have an obligation to keep the class on track and cover the topics scheduled. Thank you!

Thank you for this wonderful & helpful opportunity. I feel a lot more comfortable going into online teaching and having the opportunity to be in a community with fellow teachers - being validated in my own fears and being inspired by their commitment to teaching. Wish we had more opportunities for this

I really enjoyed the seminar. I already spoke with my department chair cause it would be nice to coordinate a presentation for our department. Meechal and Julia are very knowledgeable and articulate. They planned and delivered a very engaging and dynamic seminar. Kudos! Thank you.

Thank you! This Seminar was excellent and exactly what I needed to both be motivated to make some changes and have the tools to do so in a meaningful way. I liked the variety of methods (pre-work, writing, synchronous discussions) and the time commitment. It was just enough and not too much. I teach at three colleges/universities, and Baruch has by far equipped me with the most practical tools to teach online. Thank you for investing in us!

Besides the usefulness, I enjoyed the experience... which increased my engagement... which increased the usefulness. I'm generally rather closed minded when it comes to innovations in pedagogical practice. However, the seminar was very useful in helping me do WHAT I DO better. And I'm sure someone more progressive would be able to say the exact same thing. On the down-side, I fear that I have become a little more open-minded to innovation. Well done.

Thank you organizers and participants!

You Both practice what you preach. You said great examples.

This was very helpful! Creating such learning is a lot of work, and I appreciate the effort and professionalism of everyone who contributed to this effort.

I really enjoyed it. It surpassed my expectations.

My favorite part is to meet and discuss with my cohorts. I learned so much from their experiences and suggestions.

When you asked how helpful certain content was (e.g., writing to learn, scaffolding, metacongnition), I had a dilemma. I consider much of that content extremely valuable, but I also already knew a lot of it. There was a certain amount of teaching what you have always been teaching and repackaging it for online. Some things are much more important online but if one still already knows that, there is not a lot of value added. On the other hand, you needed to create one size fits all materials for a large group, and the overall structure made it highly adaptable to groups with a wide variety of backgrounds. So, I ended up putting "somewhat" for some content that is very valuable but I was already fairly familiar with. A similar issue occurred with the agree/disagree. I already had a ton of low stakes constructed response work that does not burden me for grading. If I had not already had that, the content would have been useful. Overall, it was great to experience this as a student, much of the content was excellent. And I got a lot of new ideas on several things. Finally, those very short guides are just fantastic.

I found it calming and am ready to strategize the presentation in each class.

Extremely helpful in being a student, seeing the tools being used, strategies for online teaching (and in general), and also to touch base with humans at Baruch! Thank you very much.

It wasn't as BIG as I thought it'd be, and I'm so glad for that. It was manageable, and a really, really, REALLY good model for the way we should think about our courses. Make them regular, consistent, short, manageable, intentional, and directed. Also, being a student is just a great reminder of the student experience. All in all, a supremely well done, thoughtful, valuable, and valued time. Much like my experience with the inclusive pedagogical seminars, I thoroughly enjoyed it and look forward to my next interaction with Meechal, Julia, and the team. You guys do great work--period. Thank you--exclamation point!

I really enjoyed seeing how my fellow instructors are not great students!

Is there anything else you'd like to tell us about your experience in the S...

It was really very helpful. Thank you!

Thank you so much for holding this workshop!

Thank you very much! Well done!

Excellent...keep up the good work.

It was helpful for me to take an online class to see the challenges of learning this way, so that i am more empathetic toward my students.

End of Report