

The Pandemic Hyflex Challenge: *Promoting inclusion and equity through active learning pedagogy*

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Session goals:

1. Identify the successful interventions of the Active Learning to Empower Students and Increase Retention and Graduation HSI Grant during the 2020 Pandemic.
2. Reflect about the lessons learned from the implementation of the HyFlex modality
3. Assess the strengths and weaknesses of the theoretical framework for active learning in HSI's
4. Identify pedagogies that promote student success, equity and inclusion through the active learning framework

Our challenge (*Need for our Grant*)



2015

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Our Response

Title V-HSI Grant: “Active learning to empower students and increase retention and graduation”

Goal	Activity Component
1. Improve pedagogies of teaching and learning through innovation and integration of interactive technologies in academic programs, in the classroom, outside the classroom and online or hybrid education.	C1- Creation of transforming learning environments
2. Increase the integration and socio-academic success of students through improved and personalized student support services and resources.	C2- Reform and strengthen the teaching and learning process
3. Improve USC's infrastructure to facilitate and support the necessary innovation and integration of interactive technologies in academic programs, classrooms, out of the classroom and online or hybrid education through renewed learning spaces.	C3- Integration of cooperative work spaces, learning incubator and technologically optimized classrooms
4. Expand USC's research, innovation and service capabilities for institutional effectiveness and sustainability through improved infrastructure, innovative programs, improved and improved interactive technologies and renewed learning spaces.	C4- Model a learning appraisal system

Active Learning Framework

- Instructional model that focuses the responsibility of learning on students.
- Popularized in the 1990s.
- Active learning involves students in two aspects: doing things and thinking about the things they are doing (Bonwell and Eison, 1991).
- In teaching learning activities the student participates or interacts with the content, instead of passively taking the information.
- It has stood out as the ideal methodology for educators to foster interest and engagement in learning among students.
- It is seen as the counterpart to the traditional in class Conference



Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves”.

(Chickering and Gamson, 1987, p. 3)

2020 *Pandemic Pivot*

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Modalities

PF **PRESENCIAL FLEXIBLE**
EL ESTUDIANTE ASISTE FÍSICAMENTE AL CAMPUS
O SE CONECTA VÍA ZOOM DOS DÍAS A LA SEMANA.



TL **TOTALMENTE EN LÍNEA**
EL ESTUDIANTE TOMA EL CURSO COMPLETAMENTE
A TRAVÉS DE CANVAS.



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Modalities

HF

HÍBRIDO FLEXIBLE

EL ESTUDIANTE ASISTE FÍSICAMENTE AL CAMPUS
O SE CONECTA VÍA ZOOM UN DÍA A LA SEMANA.



VC

VIDEOCONFERENCIA

EL ESTUDIANTE SE CONECTA A SU CURSO EN ZOOM
DOS DÍAS A LA SEMANA.

zoom



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Modalities

HV

HÍBRIDO VIRTUAL

EL ESTUDIANTE SE CONECTA A SU CURSO EN ZOOM UN DÍA A LA SEMANA.

zoom



P

PRESENCIAL

EL ESTUDIANTE ASISTE FÍSICAMENTE AL CAMPUS A TOMAR SU CURSO.



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Training and Workshops

- During the semesters of 2020 1s, 2020 2s y 2021 1s. We offered faculty about 20 workshops on the topics of active learning.
- With a frequency of 1, 1 | 2 attendance.
- Some of the topics offered:
 - Socio-academic strategies to promote collaborative work in the classroom
 - Mobile methodology for a world on pause
 - Considerations in the design and creation of educational materials for online courses
 - Designing A Hyflex Class In Response To COVID-19
 - Certification for Virtual Educator
 - Designing Learning Outcomes & Engaging Assessments For The Online Classroom
 - Active Learning & Gen Z Students: Instruction, Participation, Assessments & Assignments

Changes in activities - Using Carryover funds

- With the surplus of carryover from previous years we were able to technologically revamp 27 classrooms following social distancing protocols. The new computers and cameras were used for online and socially distanced classes.
- The acquisition of 40 laptops for the Library to be used by students and staff.
- We purchased 30 computers for the School of Communication Ferré Rangel Labs to continue strengthening our goal of providing our institution with technologically upgraded classrooms and computer labs.

Purchased Equipment



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Lessons learned from the implementation of the HyFlex modality

- To explore further our lessons learned we did a short survey where we asked 15 faculty members questions regarding their active learning experiences during the Covid-19 pandemic.
- Methodologies used
- Strategies used
- Challenges faced

Methodologies that promote student success, equity and inclusion through the active learning framework

1. **Collaborative Learning**- Using groups to enhance learning through working together.
2. **Project Oriented Learning**-Students learn by actively engaging in real-world and personally meaningful projects.
3. **Research Based Learning**-Framework that helps prepare students to be lifelong inquirers and learners.
4. **Challenge Based Learning**-Learning while solving real-world challenges.
5. **Problem Based Learning**- Learning while solving complex real-world problems.
6. **Case Method**-Participatory, discussion-based way of learning.

Active learning strategies the faculty used in the classroom

1. Discussions
2. Forums
3. Debates
4. Panels
5. Place Based Learning
6. Seminars
7. Colloquiums
8. Simulations
9. Laboratories
10. Flipping Classrooms



Let's chat about...



*challenges
faced
promoting
student success
during the
pandemic...*

Challenges of Active Learning in Hyflex Modalities

1. Students are often reluctant to use a non-traditional method.
2. Need more time to carry out some of the methodologies and strategies.
3. Lack of motivation from students.
4. The link between the student and the professor is affected.
5. Students prefer the traditional conference and avoid active participation via Zoom.
6. Problem with connectivity during the pandemic.
7. Lack of cameras turned on by students.
8. The lack of resources to make the class more interesting.

What's next?

- Continue offering faculty active learning workshops and training.
- Collaborate with Sagrado in new active learning initiatives.
- Institutionalization
- Closeout of our current grant (Septembre 30, 2022)

Questions and Comments

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