Flex Day Spring 2023

Meeting Students Where They Are, Post-Pandemic and AB705

AB705 team
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Changes of AB705 and AB1705

English: With a few exceptions, all students who choose the English path are now placed into transfer English (1A or 1AEX). AB1705 clarifies that students' first attempt in the discipline *must* be transfer-level. American high school graduates who have been ELL will almost always take English 1A or 1AEX.

In the past, as many as sixty-four percent (2006) of assessed students were placed into basic skills (pretransfer) English. The pretransfer curriculum focused on student skills, reading strategies, grammar, and short personal and academic essays.

Changes of AB705 and AB1705

Math: All students (except dual enrolled) are now taking transfer-level math courses. Over the next two years, students will start placing directly into math courses that satisfy requirements for their academic goal (including Calc 1)

From the State Chancellor's Office:

> It is true that – among students who begin in a transfer-level course – pass rates have declined somewhat statewide. However, context is important here.
>
> Pre-AB 705, most students who began in remedial classes were lost to attrition without ever enrolling in a transfer-level class. The large-scale failures of our prior system are invisible when we focus only on pass rates in transfer-level classes.

Ongoing Effects of Pandemic

Challenges with doing reading–sustaining attention, managing length and complexity

Feeling that they don't have a solid foundation in key concepts and skills even if they passed (this may be especially true of mathematics)

Time management skills and distraction

Attentional issues, mental health challenges

Adjustments to amount of homework considered "normal" or appropriate.

Working in isolation

Financial hardship, difficulty juggling school and work/family commitments

What are we seeing in our classes?

Group feedback

Difference in attendance–also confusing because of different modalities–how does 4 hours/6 cum college policy relate any more? When and why do we drop students?

More hardships keeping students from coming to class–at what point do we have to drop them, though? Especially for a lab that is skills based.

Tardiness

Not turning things in on time–weeks later. Lateness flexibility normalized for students. Smaller number of students not turning in big items like papers. Can't drop everyone.

Hard emotional/time labor for us to manage all those emails, compensating for students.

Group feedback

Students continually saying that they are sick–do we drop? Will do a little bit.

Transition from high school–could pass/graduate, but this is not that.

Students not following the modules. Start homework w/o engaging in content. (Check box to put Pages on their “to-do” list, do prerequisites, etc.)

Basic math skills lacking in non-math classes–making a percentage, for ex. Students saying they have never done a particular thing–write a whole paper, multiply without a calculator.

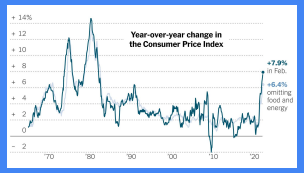
Range of students in the class is challenging

Segal M. Boaz, Biology

- Creating a **new Lab 1: Introduction to everything** (glassware, science, metric system)
  - Previously made Smart Shops to fit this need

- **Research Papers**
  - New Lab: what are research paper parts
  - Scaffolding writing,
    - Reinforcing the writing process
    - Assign one section at a time
  - New Lab: bring in drafts of proposals
    - Peer support before 2nd draft
  - RAW center/ Writing Smart Shops: extra credit!





Joanna Tice Jen, Political Science

New: Flexibility

- no-lateness penalties 😐
- All in-person classes essentially HyFlex
  - (provide students w/lecture videos from my online course)

Continued: Reading, writing, and feedback intensive

- daily reading and writing for DE, F2F, Hybrid, and HyFlex
- All learning is text and discussion based
- Scaffolding
  - (thesis statement → outline → rough draft → peer review → final draft)
- Feedback
  - (on thesis statement, outline, final draft:
    - marginal comments, feedback letter, shorthand key)

Ashley McHale, Math

Read Your (Math) Book

(slides 10-20)

Online Student-to-Student Interaction

- Discussion boards
- Group projects/group assignments
- What else?

- Social Annotation!

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Read the Book

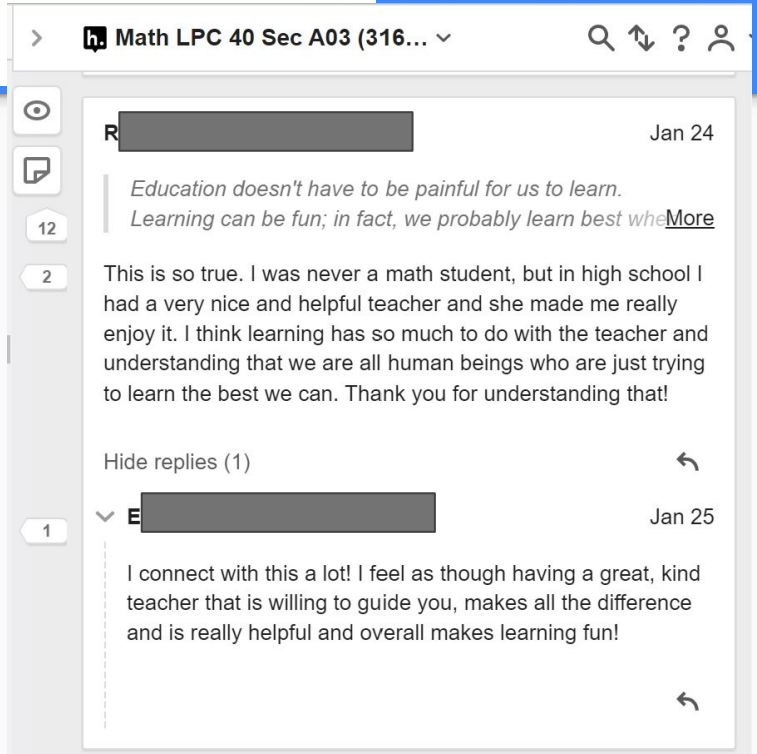
“Asynchronous learning is difficult! But annotating the textbook as a class and conversing via discussion

posts are good ways to virtually do collaborative exercises and learning!”

Examples!

and scientific data in the world.

- We are a data-driven society: most, if not all, decisions are made on analyzing data and drawing conclusions from the analysis. To make good decisions, we need to know how to analyze and properly draw conclusions.
- Education doesn't have to be painful for us to learn. Learning can be fun; in fact, we probably learn best when our minds and bodies are actively engaged in the learning process.



> *build a frequency distribution for, and make a histogram of, quantitative data.*

I am looking forward to learn more on this topic since I am majoring in Economics. This can be really useful for me in the future!

> *use a computer program to make a graph of categorical data*

I am a little nervous about using a computer program because I am not great with technology, but I am always looking forward to learning something new.

The "OR" Event

An outcome is in the event A OR B if the outcome is in A or is in B or is in both A and B. For example, let $A = \{1, 2, 3, 4, 5\}$ and $B = \{4, 5, 6, 7, 8\}$. A OR B $= \{1, 2, 3, 4, 5, 6, 7, 8\}$. Notice that 4 and 5 are NOT listed twice.

> *P (A|B) = = = =P(A AND B)P (B)(the number of outcomes that are 2 or 3 and even in S)6(the number of outcomes that are even in S)6163613 (4.1.2.1)*

I kind of get this, however I don't understand how they got 1/6 from the number of outcomes that are 2 or 3 and even in S. I don't know if that question makes sense but I am just confused of how they got 1/6. Because wouldn't there be 4 total (2,3,4,6)?

> I think they got 1/6 because it's written weird. The outcomes say 2 OR 3 AND are even which would really only leave 2 thus making it a 1/6 chance. At least I think it's a bit of a trick question

Exercise 3.2.22

What is the probability of rolling a prime number of dots with a fair, six-sided die numbered one through six?

Answer

$\frac{3}{6} = \frac{1}{2} = 0.5$

Use the following information to answer the next two exercises. You see a game at a local fair. You have to throw a dart at a color wheel. Each section on the color wheel is equal in area.

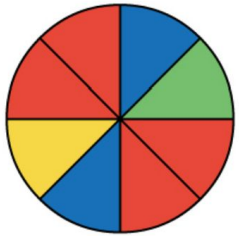


Figure 3.2.1.

Let B = the event of landing on blue.

Let R = the event of landing on red.

Let G = the event of landing on green.

Let Y = the event of landing on yellow.

> *Let the event of landing on red*

So if I am understanding correctly, there is a 50% chance of landing on red, a 2/8 or 25% chance for landing on blue and 1/8 equal chance for both landing on yellow and green?

Hide replies (2)

[redacted] Jan 29

I think you're right I got the same thing

[redacted] Feb 7

Awesome :)

Use the class data as estimates of the following probabilities. $P(\text{change})$ means the probability that a randomly chosen person in your class has change in his/her pocket or purse. $P(\text{bus})$ means the probability that a randomly chosen person in your class rode a bus within the last month and so on. Discuss your answers.

- Find $P(\text{change})$.
- Find $P(\text{bus})$.
- Find $P(\text{change AND bus})$. Find the probability that a randomly chosen student in your class has change in his/her pocket or purse and rode a bus within the last month.
- Find $P(\text{change}|\text{bus})$. Find the probability that a randomly chosen student has change given that he or she rode a bus within the last month. Count all the students that rode a bus. From the group of students who rode a bus, count those who have change. The probability is equal to those who have change and rode a bus divided by those who rode a bus.

> *Use the class data as estimates of the following probabilities. means the probability that a randomly* More

this helps a little. i alwasy get confused on wording problems. for a start this help in explaining what i should be looking forward to. for instance P(change) and p(bus) by means of finding specific data for each scenario/events.

> *In quantitative data, the categories are numerical categories, and the numbers are determined by how manycategories (or what are called classes) you choose.*

This was very helpful for me

Hide replies (1)

[redacted] Feb 27

> Thank you [redacted]; I didn't see this bit of information at first so it's helpful to see now.

Kali Rippel, Library

- Library vibe is quieter, more secluded. Starting to change.
- Students need more support navigating processes, spaces, and motivation.
- More relationship focused.
- Seem to have information skepticism, but needs direction.
- Seem to be better organizing online.
- Definitely need more flexibility. Want to be on campus, but can't.
- Stepped back to focus on what is most important in the class.
- Dumb one, but started doing videos in phone ratio.
- Asynchronous orientations in Canvas Quizzes.

Brainstorming and Discussion

Last ideas?

Changing how we do what we do–trade-offs for better results

Accessibility is here–whether technologically, in terms of flexibility…

Relationships are key–with instructors, between students–and hand-offs

Using technology or assignment design to “see” them learning in new ways–social annotation, quizzes, reading papers out loud–technology forces best practice

Last ideas?

Recognize that students might not be ready and that's okay? Or find the intervention that will help them do it? (basic needs, etc.)

Best practices for online learning work for in-person as well.

Be careful not to overload oneself, though–give up some things

Campus could do better at addressing overall social/emotional needs of faculty.

Thank you for evaluating our workshop!