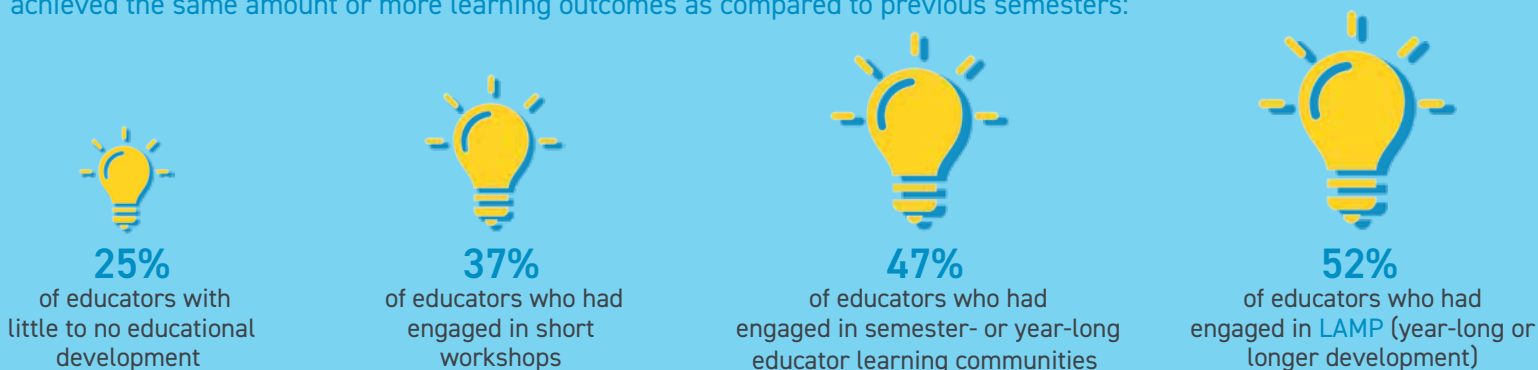


ASSESSING THE EXPERIENCE OF LAMP-TRAINED EDUCATORS WITH THE TRANSITION TO REMOTE TEACHING DURING THE COVID-19 PANDEMIC

During the COVID-19 pandemic, UW educators teaching spring 2020 face-to-face classes were asked to transition rapidly to remote instruction. Instructor ability to make this transition varied as did effectiveness of instruction. Support provided by educational development programs such as the Ellbogen Center for Teaching and Learning (ECTL) and the Learning Actively Mentoring Program (LAMP) was quickly implemented. In May of 2020, LAMP partnered with the ECTL and the University's COVID-19 "Reflection, Assessment and Lessons Learned" sub-committee to send a survey to UW instructors, asking questions about the shift to online teaching necessitated by COVID-19 during the final 6 weeks of the Spring 2020 semester - 252* completed the survey. UW educators were asked to compare student achievement in their emergency remote courses through learning assessments they had performed in the current semester and in prior semesters.

MORE IMMERSIVE & SUSTAINED TRAINING PROVIDED BY LAMP ENABLES EDUCATORS TO FACILITATE STUDENT LEARNING, EVEN IN EMERGENCY ONLINE ENVIRONMENTS

The percentage of UW educators (with varying degrees of professional educational development) who said their students achieved the same amount or more learning outcomes as compared to previous semesters:

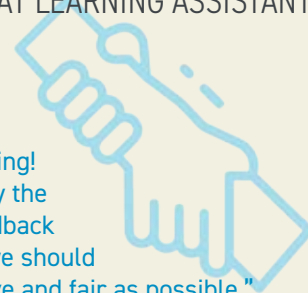


LAMP EDUCATORS REMARKED THAT ACTIVE LEARNING COURSE DESIGN WAS EASILY RECREATED



"My class is designed around the team-based learning concept so it was rather easy to switch to the online format. I had played around with a free online individual readiness assessment test prior to COVID, so I was ready for that switch."

LAMP EDUCATORS REMARKED THAT LEARNING ASSISTANTS WERE OF GREAT HELP TO THEM



"It was very timely to be part of the LAMP community while trying to transition to a new type of active learning! My [learning] assistants were probably the most supportive directly by giving feedback when I asked for opinions about how we should restructure the course to be as effective and fair as possible."

LAMP-TRAINED EDUCATORS SERVED AS MENTORS FOR OTHER EDUCATORS

I headed a national effort to provide remote teaching resources to people in my profession. In the process of doing so, I had a crash course in using remote tools to connect to students emotionally. From this, I learned the importance of humor, making sure they have ways to connect with each other without my presence, and connecting their current learning to overall degree progression... I felt like I knew more about what I was doing beyond the technology changes.

... assisted the honors college faculty in transitioning their courses online... *and encouraged them to think about active learning strategies.* Some felt intimidated by online teaching, and were tempted by more traditional essay prompts with online submissions, thinking this would be the only way they could get through the semester. *In these cases, I was able to provide them examples from my own classes, and draw on my training with LAMP...* to identify alternative assignments that were more engaging and multi sensorial to take advantage of technology as well as opportunities for students to be creative.