

How Can We Improve Postsecondary Instruction in Online Courses? Learning from Diverse Perspectives

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Advancing Equity and Inclusion in the Education Sciences



Agenda

- Introductions
- About the Postsecondary Teaching with Technology Collaborative
- Reflections from an equity lens
- Discussion

Presenters



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Expertise in the room

- At what education level(s) does your research focus?
- What is the focus of your research?

About the Postsecondary Teaching with Technology Collaborative (Postsec Collab)

SRI Education™
A DIVISION OF SRI INTERNATIONAL

CCRC COMMUNITY COLLEGE
RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

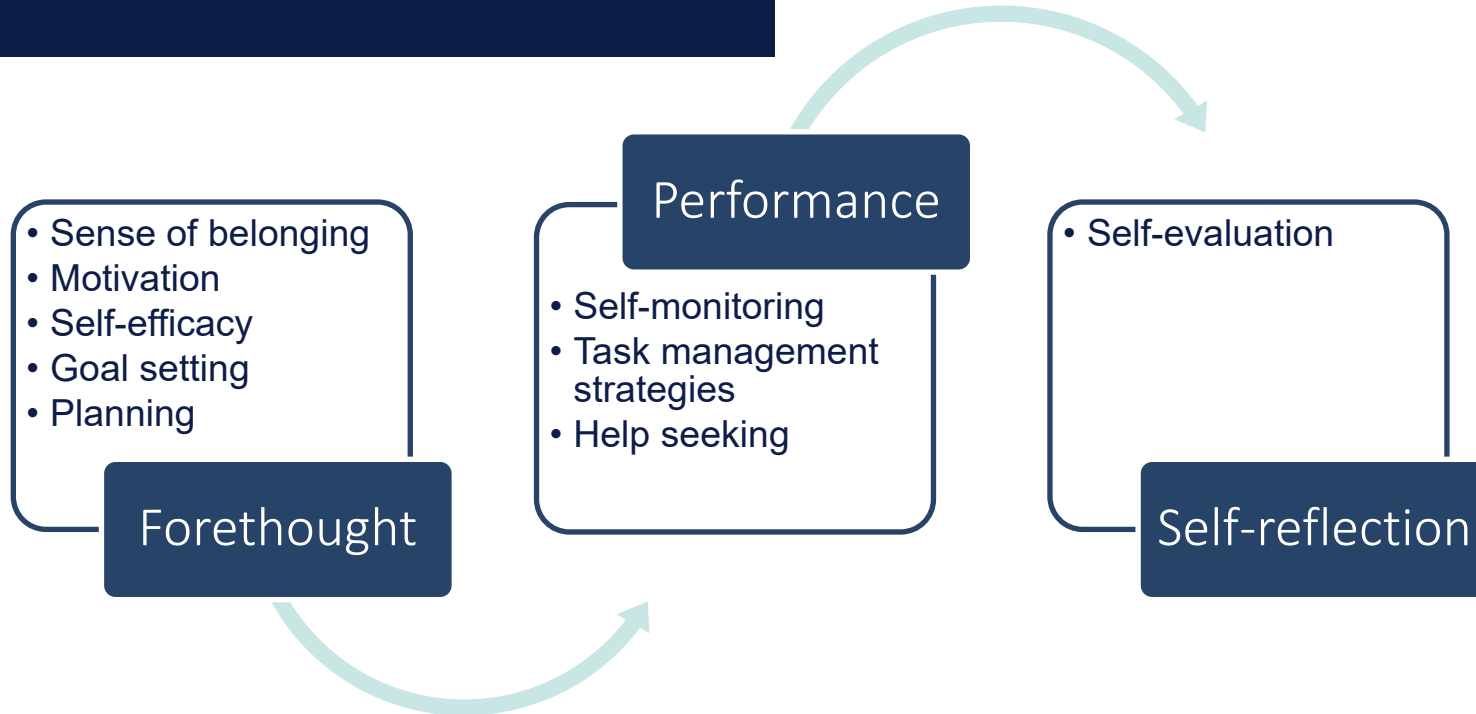

Achieving
the Dream™

What is the Postsec Collab?

A research and capacity-building center that aims to study and improve how faculty teach and use technology to help students apply and strengthen self-directed learning skills and increase students' chances of success in online courses.



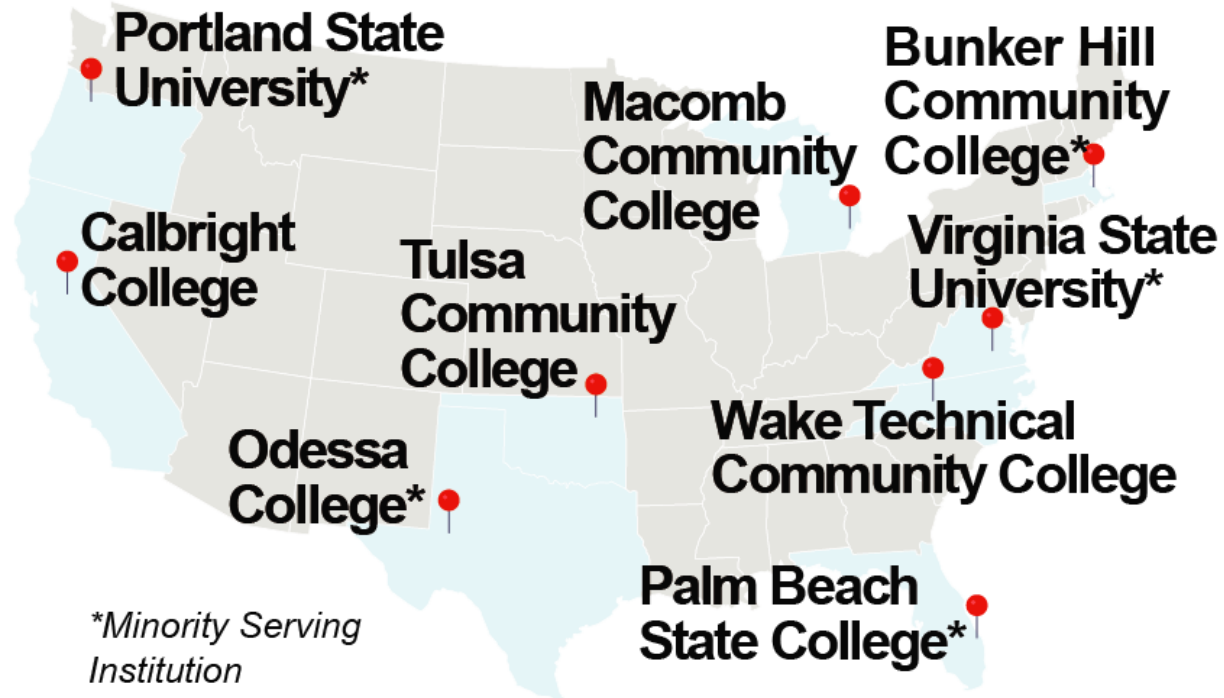
Self-Directed Learning Skills



Cyclical three-phase self-regulated learning model by Zimmerman (2000)



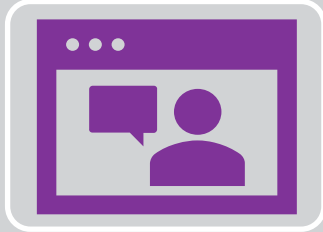
Institutions of Higher Education (IHEs)



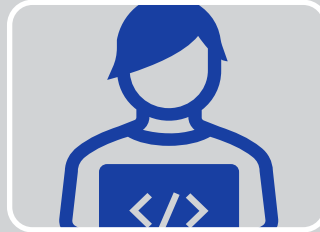
**Minority Serving
Institution*



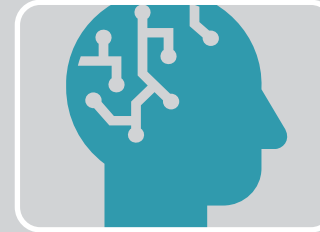
Focus on online STEM courses



COVID has increased the urgency for research and support to improve teaching and learning in online courses



Higher education needs more information about strategies to improve equitable outcomes in online courses



The need for strong self-directed learning skills may be more profound in online courses



Postsec Collab goals

- Increase awareness of the importance of self-directed learning skills
- Develop an instructional model for faculty
- Advance educational equity by building colleges' and universities' capacity to improve instructional quality in ways that support their diverse student body
- Strengthen feedback loops among researchers, practitioners, and education technology developers



Focused program of research

Study of institutional practices and policies

Study partner colleges' and universities' approaches to support transition to online courses and related policies.

Test instructional strategies and technology features

Test technology-enabled instructional strategies that support strengthening mindsets and learning strategies in online courses.

Design an instructional model

Design an instructional model to help faculty adopt the model.



National Leadership & Capacity Building

What?

- Build cross-sector understanding, knowledge, and dialogue
- Gather input to understand how best to frame findings
- Promote adoption of the instructional model

How?

- Design and facilitate interactive workshops
- Host listening sessions
- Foster exchange and awareness through social media
- Develop workshops to scale adoption of instructional strategies



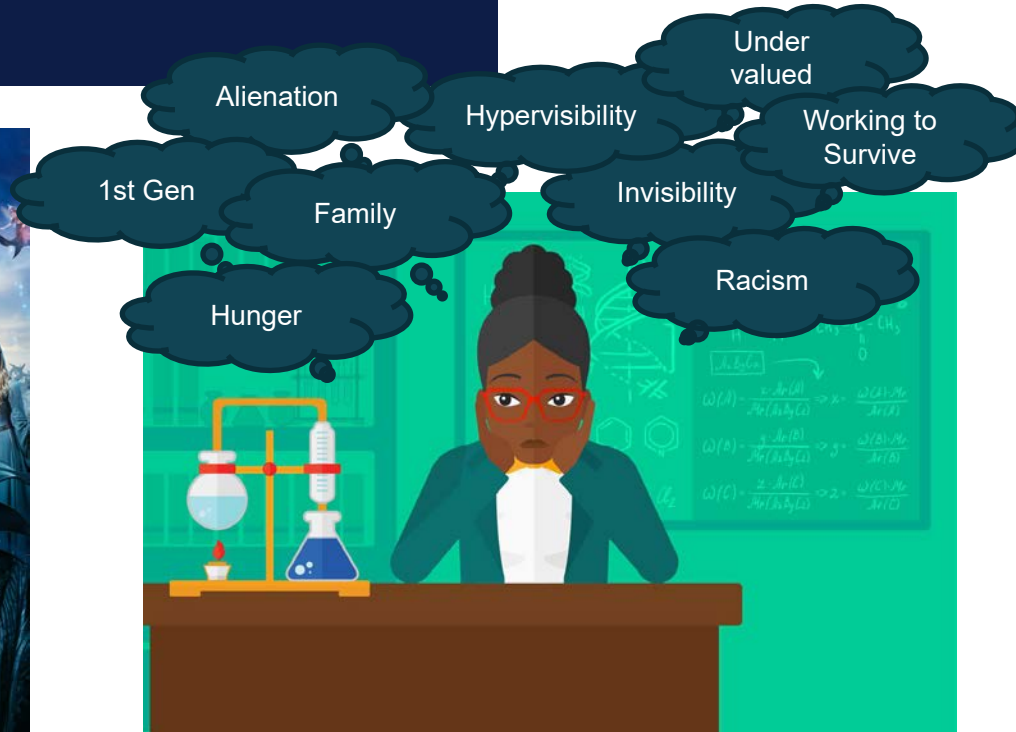
Reflections on this Work from an Equity Perspective



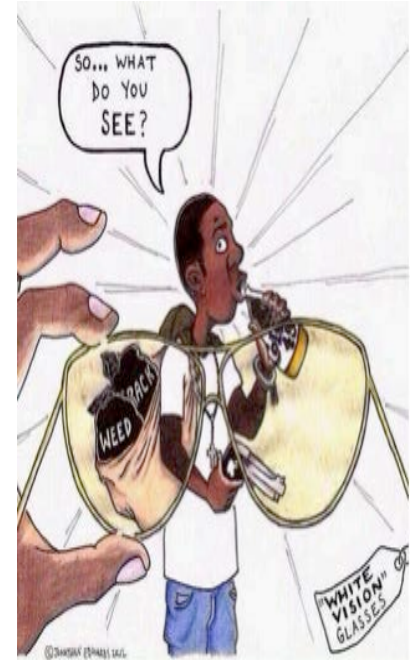
Thinking Through an Equity Lens

- Defining equity
- Who is your target population?
 - In what capacity do you account for their social identities and lived experiences within your research and design?
 - Where does the power lie within your relationship with them?
- Whose epistemological and ontological understandings do you privilege and value?
 - How does the ground and bound your entire research design and outcomes?
- How do you define and engage structural oppression and the broader social-political-historical-cultural ecosystem within your research and design?

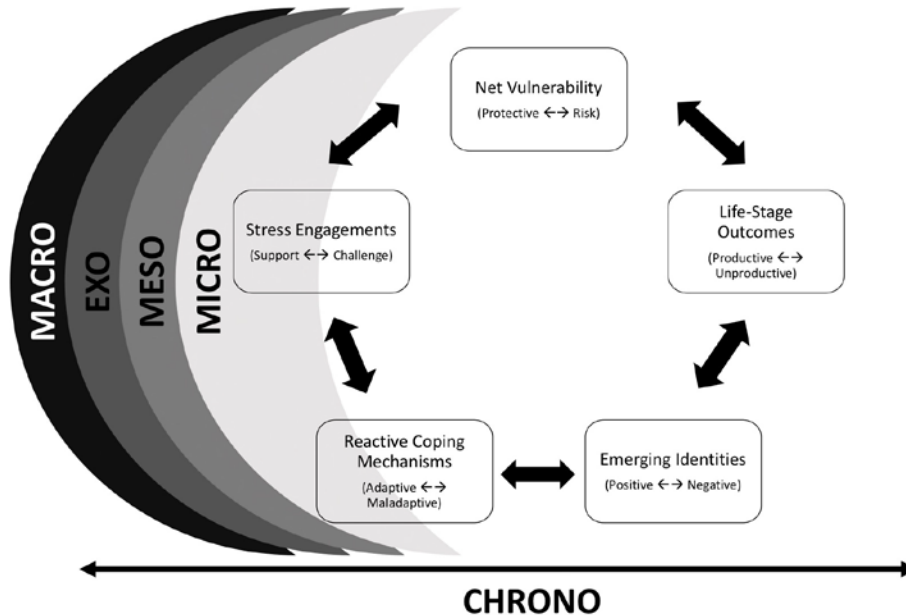
What Do You See?



What Do You See?



Frameworks to Ground and Bound



- **Afropessimism** (Carl Grant, Ashley Woodson, Michael Dumas, 2020)
- **Afrofuturism** (Reynaldo Anderson & Charles Jones, 2016)
- **Black Feminism** (Patricia Hill Collins, 2000)
- **Critical Race Theory** (Richard Delgado & Jean Stefancic, 2017)
- **Critical Race Feminism** (Venus Evans-Winters & Jennifer Esposito, 2010)
- **Community Cultural Wealth** (Tara Yosso, 2005)
- **Culturally Relevant Pedagogy** (Gloria Ladson Billings, 2014)

PVEST Reference: Margaret Beale Spencer (2006). Phenomenological and ecological systems theory: Development of diverse groups. In R.M. Lerner (Ed.), *Handbook of child psychology* (6th ed., Vol. 1, pp. 829-893). Hoboken, NJ: John Wiley & Sons, Inc.

Jamboard!



Discussion Questions

- What kinds of questions and concerns do you hear from the field when conducting research on self-directed learning?
- To what extent are researchers working in related domains (e.g., STEM, online learning, faculty development) accounting for culture and context in terms of:
 - Measuring outcomes
 - Involving educators and students in research
- What are some ways that researchers should seek to understand cross cultural validity of self-directed learning constructs?
- How do we account for inequities in the demands placed on students' self-directed learning skills when designing and implementing research?



THANKS!

Any questions?

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