

**Session Title:** Keep, Change, Add: A (P)reflection of the COVID-19 Pandemic School Year

**Abstract:** The vMOBTS conference will be held approximately 1.5 years into the COVID-19 pandemic. The numerous adaptations we have made, from emergency remote instruction to high-flex to in-person reduced capacity learning, have pushed us to innovate our teaching practices very rapidly. This roundtable session is designed to allow faculty a moment to reflect on COVID instruction to date and (p)reflect what lies ahead--whether it is a return to the traditional classroom or digital learning strategies. We will use the "Keep, Change, Add" feedback structure and create specialized discussion breakout sessions based on instructional practices (online learning, f2f, hybrid/high-flex).

**Keywords:** (P)reflection, pandemic teaching, reflective practice

**Session Format:** 60- minute Roundtable

**Resources Needed:** Zoom hosting privileges, breakout rooms and chat enabled

**Unique Contribution:** This work has not been presented previously or published.

### **Introduction: COVID-19 and Teaching Challenges.**

There is broad consensus that the COVID-19 pandemic was a once in a century event in terms of its impact on individual's lives across the world (Atkeson, 2020; Zhang et al., 2020). Universities felt this impact too, most switching to virtual education in a matter of hours or days in the spring of 2020. At the start of the 2020-21 school year, universities worldwide altered their modes of education adjusting to a new normal. But "necessity is the mother of innovation" and under threats of furloughs and budget cuts (Nietzel, 2020) and possible school and department shutdowns (Whitford, 2020), instructors "turned on a dime" and embraced new methods of teaching. We all became familiar with terms such as high-flex, async, LMS, reduced capacity classroom, Zoom bombing, and heard "Hey professor, you're still on mute!" too many times to count.

The distribution of an FDA approved vaccine has given many hope that we will be able to return to some version of "normal" activity soon, but what this will look like and how quickly it will get here is still unclear (Kasai, 2020; Parker-Pope et al., 2020). Universities continue to adjust expectations for their classes to new information (for example, see CSU, 2020). This roundtable session is designed to provide a place of respite where educators can take time with peers to review the past 18 months of pandemic pedagogy, reflect on their revelations and challenges, and pre-flect on what is ahead in their teaching and learning strategies, whatever our "new normal" is. The session is open to instructors of all levels to be able to articulate teaching and learning strategies they will **keep**, **change**, and **add** based on their pandemic teaching experiences to date. In addition, they will be able to uncover how these experiences have reinforced and expanded their assumptions about teaching and learning.

### **Theoretical Foundation/Teaching Implications.**

Faculty preparation for ethical experiential learning is considered essential (Wright, Foray, & Lund Dean, 2019) and facilitating experiential learning throughout the pandemic has offered its own unique challenges and opportunities (see for example van Esch & Wigger, 2020). We now know that ongoing adaptations will be needed for instructional delivery globally due to the dynamic reality of the virus. We know that as educators we have encouraged our students to reflect on their experiences throughout the pandemic. Yet, have we fully followed our advice or as the proverb states, "practiced what we teach" ourselves? Likely not, as educators, like most working adults, have had little time due to increasing workloads, job insecurity, new course preps, the demands of caring roles, managing mental health needs, and more (Long, 2020).

We know there have been COVID focused sessions at vMOBTS 2020 on wicked problems (Andre, 2020), student grief (Lovelace, 2020), the future of management education (Jackson & Dunn-Jensen, 2020), and academic leadership challenges (Stewart & Delaney, 2020) and at vMOBTS-O looking at master's students (Hubbard, Jindal, & Eberhard, 2021), faculty stressors (Evan et al., 2021), faculty well-being (Edwards et al., 2021), and faculty development (Bathula et al., 2021). We anticipate numerous sessions on the core themes of instructional and faculty challenges will most likely be scheduled for vMOBTS 2021 as well. Many of these have focused on faculty and student well-being, a critical and central discussion throughout the pandemic. The intention of this session is to provide some space for thinking and needed structure to reflect on our future teaching and learning strategies. This roundtable session will use (P)reflection and aspects of the Kolb learning cycle to facilitate a contemplative and, hopefully, lively session.

To begin, "preflection" is a reflection strategy common in service-learning instruction and in other pre-experience preparation like undergraduate research and teacher education (Wu, Ye, Looi, 2015). The learning approach includes two broad steps. The first is to take time with students in advance of a service activity to anticipate, discuss, and document what is expected to happen. The second is sharing these initial reflections back with the students, so they are able to look back after the service activity to compare what they thought with what actually happened (Falk, 1995). The Kolb learning cycle emphasizes that it is through the transformation of experience that knowledge is created (Kolb, 2014). The experiential model of learning requires reflection on an experience as part of the learning process (Kolb & Kolb, 2005) but sees all the steps in the model as a circle, so a preflection is as important as a reflection. To the same extent in which we ask our students to reflect on their experiences, so do we need to (p)reflect on our own to strengthen our skills in teaching (Edelson et al., 2019).

### **Session Description.**

In this 60-minute session, we will begin with short introductions (approximately 5-10 minutes) allowing educators to identify their primary instructional mode during pandemic (f2f, online-learning, hybrid, high-flex). Shortly thereafter, participants will be sorted into affinity groups based on their instructional mode. The majority of the session will be in breakout rooms conducting a (p)reflection discussing what each instructor plans to "keep, change, and add" for the next semester of instruction. Each breakout session will be provided tailored questions (see Appendix, participants will be given approximately 10 minutes to discuss each question) and a [Google Jamboard](https://jamboard.google.com/d/1fNJ7B3Pt-eIm504cct1S51Ip5NQOro-4DmryP9OX6kc/viewer?f=0) (<https://jamboard.google.com/d/1fNJ7B3Pt-eIm504cct1S51Ip5NQOro-4DmryP9OX6kc/viewer?f=0>) to record their individual and collective responses. For the last 15

minutes of the session, the groups will reconvene to share major takeaways and themes. All participants will be granted access to the Google Jamboard to "take-home" the best practices and lessons learned.

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## Appendix A: Reflection Questions

### 1. *Online Learning Instruction*

- a. What have you learned that you will **keep** doing when you return to the traditional f2f classroom?
- b. What have you learned that you will **change** when you return to the full capacity f2f classroom?
- c. What will you **add** when you return to the classroom?
- d. What **assumptions** have you changed as a result of your experimentation during COVID-19 teaching?

### 2. *Low Percentage F2F Instruction*

- a. What have you learned that you will **keep** doing when you return to the traditional full capacity f2f classroom?
- b. What have you learned that you will **change** when you return to the full capacity f2f classroom?
- c. What will you **add** when you return to the fully enrolled classroom?
- d. What **assumptions** have you changed as a result of your experimentation during COVID-19 teaching?

### 3. *Hybrid/High-Flex Instruction*

- a. What have you learned that you will **keep** doing when you return to the traditional full f2f classroom?
- b. What have you learned that you will **change** when you return to the full capacity f2f classroom?
- c. What will you **add** when you return to the classroom?
- d. What **assumptions** have you changed as a result of your experimentation during COVID-19 teaching?