

# FDEV Zine (Issue 2, March 2021)

A new publication by the Office of [Faculty Development](#)

Click [here](#) to visit our virtual space

## STRUCTURE & ABSTRACTION

This month's theme refers to a feeling that has certainly pervaded everyone's life in the last year. It is the precarious balance between holding onto some form of structure, while having to accept the unpredictable nature of higher education during a pandemic. This illusionary equilibrium manifests itself into many forms, including our course design efforts, as we try to create a consistent and structured learning experience while we have to adapt to the students' increased need for flexibility.

And while *structure* has felt like an impossible goal in the last year, a pursuit that seems pointless, offering structure in a time of chaos, unknown challenges, and overall abstraction from the life we used to know, is a fundamental resource we can gift our students.

### **WE MIGHT BE THE ONLY SAFE STRUCTURE THEY CAN RELY ON RIGHT NOW.**

This month's zine visualizes this inherent contradiction through the use of photographs that portray structured linear architecture juxtaposed to images and representations of abstraction.

Our hope is to invite the campus community to ponder what this complex relation has meant to us as an institution, and how we can navigate it in more intentional ways, as opposed to let this tension overwhelm us.

As I mentioned in our first issue, FDEV is looking for art works and contributions to help populate this publication, so you don't have to continue looking at my clumsy artistic attempts. Next month's theme is storytelling, and specifically, teaching as a form of storytelling. Dr. Browning Neddeau will share his expertise and his stories with us, so I hope you are as excited as I am. Until then, I hope you will enjoy our second zine and you will share your impressions with FDEV!

[CLICK HERE TO READ](#) The Impact of COVID-19 on Department Chairs

[CREATE YOUR OWN ZINE](#) (click here to know how)

## NEWS FROM THE ADVISORY BOARD (Maitreya Badami)

In fall 2020 I joined the Advisory Board for FDEV, in part because I have taken advantage of a lot of what FDEV has offered since I joined the faculty in 2017, including several summer Faculty Learning Community sessions and most recently, the Go Virtual Academy. I love participating

on the Board for two reasons—the opportunity to work with Chiara and my fellow board members, whose energy is infectious and inspiring, and the ability to be a conduit between my college (BSS) and FDEV. I want to do my part to ensure that the programming on offer is best fitted to the needs of our faculty, that it stays current as circumstances shift in major ways, and that the faculty are made aware of the richness of what is available to support their teaching, scholarship, and service.

As a “second career” professor, I have really needed the support and guidance of more experienced faculty to orient me in all of those areas.

I love the opportunity to be of service to my fellows by insuring our programming serves the diverse needs of our lecturers, tenured and tenure-track colleagues, and that as new needs are identified, they find their way into FDEV’s menu quickly and competently.

[Click here for information about the FDEV Advisory Board!](#)

## UPDATES FROM THE FLCs

### Closing the Equity Gaps

**Erik Wasinger**

What is the origin of equity gaps within our student population, what responsibilities do we have as faculty to help mitigate those inequities, and what is it actually possible for us to do on an individual level (as opposed to an institutional level)? The Closing the Equity Gap FLC had some great conversations this week! We told stories of success, and of failure, in trying to provide an equal footing for our students regardless of background.

Much of our campus equity gap comes from students dropping out of classes, and so we shared ideas on how to reach these students.

In our next meeting, we will use the faculty dashboard to focus closely on our individual classes, supporting each other as we make a course changes to better match the needs of students that are at risk of falling behind or falling away. We hope to make a difference in the success our students experience, one student at a time.

Access the dashboard [here](#).

### Theory and Practice of Teaching First-Year Students

**Ellie Ertle**

Teaching First-Year Students FLC is a community of practice designed to examine the unique experiences, assets and challenges brought to the classroom by our first-year students, and to

consider how to design learning experiences with them in mind. **First-Year students are in a time of transition, and teaching them during this time is both an honor and a responsibility.**

We have spoken with students, staff and faculty on campus to consider pedagogy and practice that celebrates the diversity of our first-year population and invites students into the academy upon arrival. We have discussed topics such as engagement, emerging adulthood, supporting student readers, focusing on purpose and participation. As a community of practice, we learn with and from each other as we co-construct meaning and knowledge and put it to work in new and enhanced learning design. Look for some takeaways in upcoming FDEV Zines!

## [FIRST-YEAR EXPERIENCE](#)

### Digital Pedagogy

**Kim Jaxon**

Our Digital Pedagogy FLC had our first session on February 10th. Lots of awesome faculty in our cohort across a range of disciplines; we look forward to learning from each other. One of the resources we pre-viewed was a short, 5-minute Ignite talk from learning scientist and botanist Marijke Hecht: "More Than Just a Bunch of Parts: Expanding the Learning Ecosystem Analogy Using Insights from Biological Systems." Hecht complicates what we mean when we say our educational designs are "student-centered," and instead, invites us to consider the student as *an indicator* in a learning ecosystem. Hecht argues that in ecosystems there is no center; she thinks about "assemblages" over individuals. Importantly, ecosystems always have challenges, threats, problems to overcome as part of their assemblages; how do we build and plan for those factors in our educational designs? If you have a chance to watch her talk (it's just 5 minutes!), then you could ask about your own courses: what are the indicators in your course/system that tell you how a class is going? How are the current structures of your class enabling participation in your discipline; how is the class part of a broader ecosystem in your field?

For session two, we are continuing a conversation about design by reading and talking about inclusive design and design justice. We'll start by reading Amy Collier's "[Inclusive Design and Design Justice: Strategies to Shape Our Classes and Communities.](#)" She argues: "While digital learning can be a site of liberatory pedagogical practices, the tools and approaches we use are often antithetical to our goals. This is particularly true of learning technologies that are fueled by students' data (i.e., in which students' data are extracted and used/sold for profit). Thinking about how to reject these exploitative tools, pervasive in our educational institutions, is challenging."

Collier's article offers a range of resources in her endnotes that faculty may find useful in thinking about tech adoption and course design.

You can find readings, plans, activities, and other resources on our [Digital Pedagogy FLC site](#). Check out Marijke Hecht's video [here](#).

## IN FOCUS: HYFLEX GALORE

### The ChicoFlex Model

[Click here to read about Chico State Fall 2021 Modes of Instructions](#)

In a Roundtable Report published by *The Chronicle of Higher Education*, HyFlex pioneer Brian Beatty shares how “to invest significantly in something like HyFlex takes time, money, and a lot of energy [...] And I don’t think you want to do this if you’re not willing to do it well, because it can be chaotic. It doesn’t mean it has to be done perfectly. But you have to have this intention when you’re doing the online, you’re going to do it in an engaging manner.” (“Making HyFlex Teaching Work on Your Campus”).

The key word in this quote, for me, is intention. Unfortunately, we have not had the luxury to do very many things *intentionally* in higher education recently.

Inevitably, since March 2020, institutions all over the world have *reacted* to many of the constraints imposed by Covid-19, while trying to respond to concerns about lower enrollment that preceded the pandemic.

For many universities, the HyFlex model has provided some opportunities to be *proactive* in addressing both issues: finding ways to make in-person classes possible by pairing them with online synchronous learning, while creating a more flexible experience for students.

In theory, this is a great idea and a great model that should truly empower students to choose their own participation and engagement modes.

In practice, the flexibility of the traditional HyFlex model is met once again by the harsh reality of the structure (and limitations) imposed by the pandemic: the requirement to follow social distance protocols takes away the full flexibility that students should have in a HyFlex course.

Chico State will adopt a revised HyFlex model, called ChicoFlex, starting Fall 2021. The modifications embedded in the ChicoFlex model take into consideration the need for social distance in in-person courses, but still try to provide some flexible elements for student attendance and participation.

### [WHAT IS HYFLEX?](#)

Faculty Development has been collaborating closely with the Technology and Learning Program (TLP) and Creative Media and Technology (CMT) to research HyFlex and collect resources so that we can better support faculty and students in preparation for Fall 2021.

We want to encourage the campus community to participate in these conversations and to reach out to us (Kathy Fernandes, Chiara Ferrari, and Mike Magrey) for questions about the ChicoFlex options.

[Click here to access Brian Beatty’s Open Access book on HyFlex.](#)

## FDEV EVENTS: February 2021

### [Friday Forums](#)

**March 26:** Student Engagement Challenge

### [Teaching Climate Change & Resilience Series](#)

**March 9:** Climate Change Locally and Abroad

**March 26:** This Way to Sustainability Conference

### [QLT Workshops](#)

**March 4:** Workshop 4: Student Engagement

**March 9:** Workshop 5: Inclusion, Diversity, Equity, and Accessibility.

**March 23:** Workshop 1: Introduction to QLT, Course and Learner Support.

**March 30:** Workshop 2: Assessment of Learning Outcomes.

### [Teaching Racial & Social Justice Series](#)

**March 24:** Personal Stories to Understand Power and Privilege

### [FDEV Podcast: Rise, Teach, Learn](#)

**March 4:** Supporting Students & Faculty in Crisis

**March 25:** Student Engagement Challenge

## FDEV RESOURCES & INFORMATION

[FDEV Media Channel](#)

[Mode Course Design](#)

[Teaching Guides](#)

[Grades & Equity Gaps Dashboard](#)

[Tuesday Tips](#)

[CAL\\$](#)

[FDEV Podcast](#)

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Contact Information:

**FDEV email:** [fdev@csuchico.edu](mailto:fdev@csuchico.edu)

**FDEV Director:** [cferrari@csuchico.edu](mailto:cferrari@csuchico.edu)