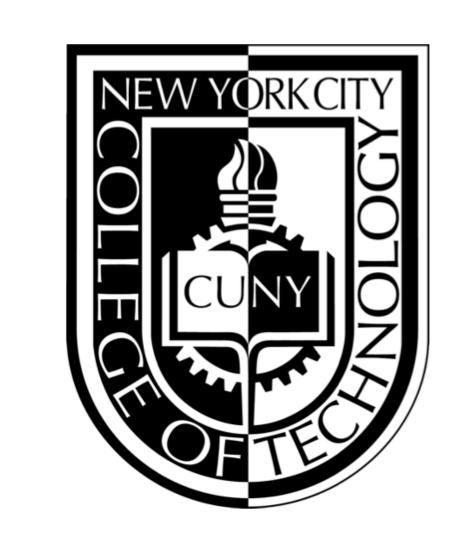


IMPACT OF THE PANDEMIC ON THE DEPARTMENTAL CULTURE AND TEACHING

Prof. Laura Andreescu and Prof. Renata Budny Restorative Dentistry, New York City College of Technology, City University of New York 18th Annual City Tech Poster Session 2020



Abstract

As the COVID-19 pandemic distraught global economies and higher education, NYCCT mobilized and modified its offerings for its students, faculty, and staff to successfully transition to online modality. As the outcomes the innovative pedagogies and best practices in distance learning, initiatives homogenizing delivery of teaching and learning, departmental team building, and students' preparation for online instruction, were developed.

The importance of integrating the online instructional methodologies with City Tech's cultural values, which "nurture an atmosphere of inclusion, respect, and open-mindedness in which all members can flourish", created an even stronger institutional community fostering greater student success during such unprecedented times.

This presentation shares the effects of the COVID-19 pandemic on the laboratory clinical setting, how were the challenges addressed, and what lessons were learned to help others replicate, enhance, or transfer this innovative approach to similar situations in their local environments.

Measures

Measures taken during the pandemic in Restorative Dentistry Program, NYCCT:

- Rethinking, designing, and transferring all RESD courses during the Spring 2020 semester to online teaching modality
 - Team building and collaboration
 - Chair and faculty worked together on rethinking, designing and implementing online instruction
 - Course coordinators worked together with faculty teaching different sections of the same course to implement and harmonize online course content
 - Team development improved rapport between colleagues (chair, faculty, CLTs, staff)
- Teamwork contributed to student success in individual courses and to timely graduation Strengthening students understanding of online instructions, participation, and success

Faculty Challenges

- At the beginning of the pandemic a limited amount of faculty members were proficient in online teaching methodologies
- > Faculty were faced with altering how to deliver, develop and implement laboratory instruction that would allow the students to best complete the laboratory projects and externship program
- > Faculty had to learn how to utilize online platforms
- Blackboard and Blackboard Collaborate Ultra were utilized to conduct lecture and laboratory synchronous and asynchronous course sessions
- Zoom, Blackboard Collaborate Ultra, YouTube, were used to record class sessions and to develop instructional videos for lab procedures - Zoom, WebEx, or Blackboard Collaborate Ultra were used to hold faculty office hours
- Course coordinators worked virtually with co-teaching faculty members to harmonize didactic and laboratory sessions
- Course coordinators developed master courses

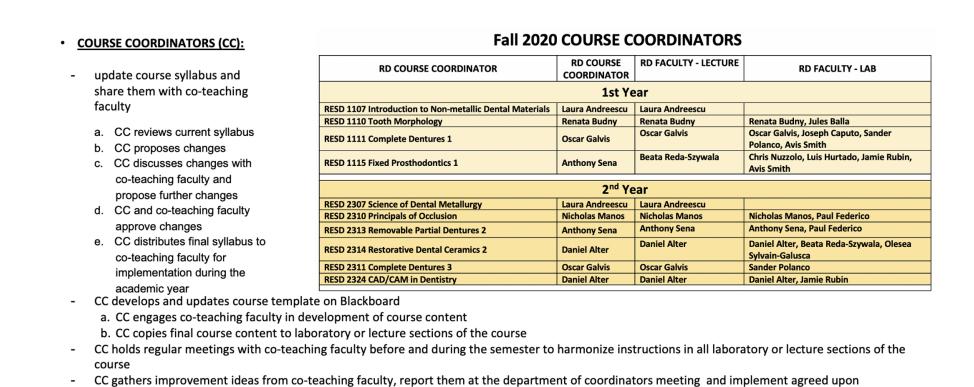
Student Challenges

- > Students had to learn and become proficient in the new virtual world of online instruction instantaneously
- Limited access to computes or internet
- Students became occupied with
 - Family, health, and financial issues, taking care of children, parents, or other family members and friends, etc.
 - Becoming essential workers, loosing jobs, changing job schedules
- Getting sick
- Struggles with time management, organizational skills, stress, anxieties, etc.
- > Students faced time limitations to attend new online course sessions and complete increased amount of online course work

improvements the next time the course runs (or hand over improvements to new course coordinator)

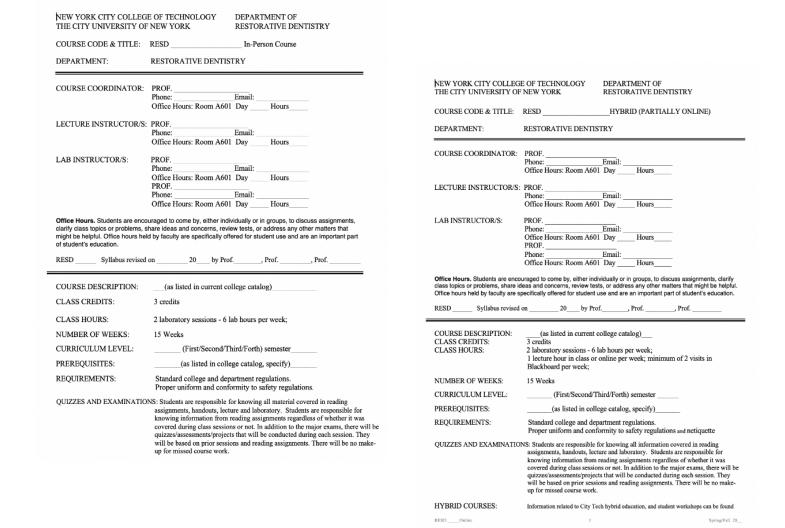
Course Coordination

RESD COURSE COORDINATION - Role of Course Coordinator



Syllabus Templates

RESD ONLINE AND HYBRID COURSE SYLLABI TEMPLATES SHARING COURSE SYLLABUS WITH FACULTY TEACHING THE SAME COURSE Templates be found in RD BLACKBOARD - DOCUMENTS - COURSE SYLLABI or in RD BLACKBOARD - 2020 Online Training Course - ONLINE, HYBRID and TRADITIONAL COURSES, Syllabus Templates, Examples



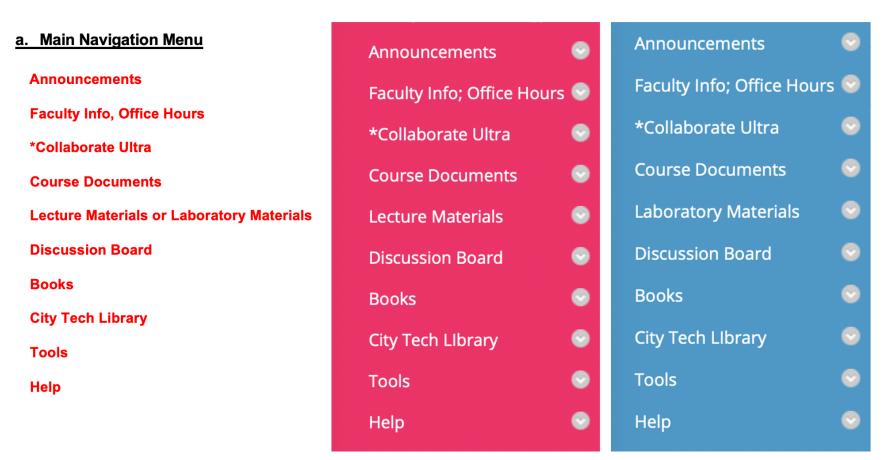
iTech guidance, training: http://websupport1.citytech.cuny.edu

COURSE CODE & TITLE: DEPARTMENT:	RESD_		INE COURSE	
DEPARTMENT:	RESTORATIVE DENTISTRY			
COURSE COORDINATOR:				
	Phone:	Email:		_
	Office Hours:			
	Remote:	Day	_ Hours	
LECTURE INSTRUCTOR/S	:			
	Phone:	Email:		
	Office Hours:			
	Remote:	Day	Hours	
LAB INSTRUCTOR/S:				
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NEW YORK CITY COLLEGE OF TECHNOLOGY DEPARTMENT OF

Blackboard Navigation Menu Templates & Master Courses

RESD ONLINE AND HYBRID COURSE TEMPLATE in Blackboard - Lecture or Laboratory



Departmental Initiatives

- Hosting weekly departmental and course coordinators' meetings:
- Reporting on course coordination and developments in individual courses
- Addressing challenges and best practices in RESD courses
- Discussing students' feedback and mitigating concerns
- Consulting with the Commission on Dental Accreditation for guidance to maintain the accreditation standards - Adhering to NY State, Department of Education, Middle States Accreditation, CUNY, and NYCCT guidance
- Discussing online teaching practices with other City Tech's laboratory/clinical departments
- Consulting on best practices with CODA-accredited dental laboratory technology programs across the nation
- Standardizing course syllabi by developing in-class/traditional, hybrid, and online syllabus templates for all RESD courses, and instructing course coordinators to utilize the syllabi templates
- Instructing faculty on the use of asynchronous and synchronous teaching methods in the RESD courses
- Harmonizing Blackboard course navigation menu for lab and lecture sessions and instructing course coordinators to implement it in order to ease student and faculty navigation through all RESD online courses
 - Developing and executing a departmental online training plan
 - Two faculty members were trained by iTech, NYCCT, as departmental trainers in online methodologies
 - Departmental trainers prepared training platform and training sessions for RD course coordinators and faculty
 - Departmental platform offered readily available instructional materials including links, materials developed internally, reading materials, and video tutorials related to Blackboard, Blackboard Collaborate Ultra, Zoom, etc.
 - Training webinars addressed the importance of implementing the new online syllabus template and the standardized navigation
 - menu that would comply with accreditation standards and offer user-friendly interface for all RD students and faculty - Departmental trainers conducted one-on-one sessions with RD faculty to offer help with specific challenges
- Departmental trainers developed virtual workshops on the effective use of platforms and tools used in online instructions (i.e. journals, building exams and the pool of questions for exams, class recordings, BB Collaborate Ultra and Zoom basics, etc.)
- Departmental trainers developed and provided introductory video and presentation for all RD students to ease them in the transition to online instruction
- Department adopted the online distance learning guidance and the place-based learning methodologies for the Externship Program in order to maintain students' academic standing and graduation deadlines

d. Learn about effective teaching strategies to enable students to engage successfully with the course material

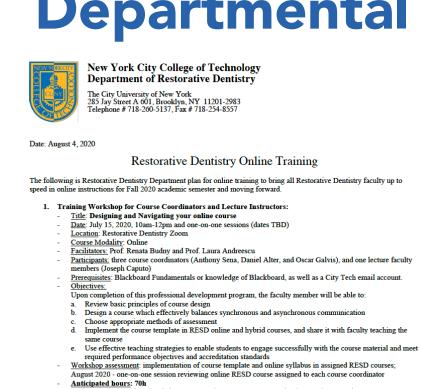
eating an assessment that will be used in online lab or lecture session of RESD course and presenting it a

Trainees: 10h per trainee (workshop + implementation + one-on-one sessions) x 10 trainees = 100h

and meet required performance objectives and accreditation standard

- RESD 1215 Externship Program was successfully executed fully online with a 100% completion rate

Departmental Online Training Plan and Workshops



Trainees: 10h per trainee (workshop + implementation + one-on-one session) x 4 trainees = 40h

The following two workshops are designed to introduce Restorative Dentistry faculty to online course template and

Participants/Trainees: 10 RD faculty members: Jules Balla, Paul Federico, Luis Hurtado, Nicholas Manos,
Christopher Nuzzolo, Sander Polanco, Beata Reda-Szywala, Jamie Rubin, Olesea Sylvain-Galusca, Avis Smith

Prerequisites: Blackboard Fundamentals or basic knowledge of Blackboard, as well as a City Tech email

on completion of this professional development program, the faculty member will be able to:

a. Review basic principles of course design
 b. Discover the potentials of Blackboard, Blackboard Collaborate, and Zoom modalities

2. Training Workshops for Restorative Dentistry Faculty

Course Modality: Online

<u>Title:</u> Shaping and Navigating your online course 1

c. Understand the RESD online course template and syllabus

<u>Dates</u>: August 12, 2020, 10am-12pm and one-on-one sessions (dates TBD) <u>Location</u>: Restorative Dentistry Zoom

Workshops 2

<u>Title:</u> Shaping and Navigating your online course 2

<u>Dates:</u> August 19, 2020, 10am-12pm and one-on-one sessions (dates TBD)

<u>Location:</u> Restorative Dentistry Zoom articipants/Trainees: 10 RD faculty members: Jules Balla, Paul Federico, Luis Hurtado, Nicholas Manos, Ehristopher Nuzzolo, Sander Polanco, Beata Reda-Szywala, Jamie Rubin, Olesea Sylvain-Galusca, Avis Smith Perequisites: Blackboard Fundamentals or basic knowledge of Blackboard, as well as a City Tech email Upon completion of this professional development program, the faculty member will be able to: Disseminate the online course content developed and shared by course coordinator Apply proposed methods of assessment c. Follow the RESD online course template and syllabus
d. Use effective teaching strategies to enable students to engage successfully with the course material and met required performance objectives and accreditation standards

<u>Workshop assessment</u>: August 2020 - one-on-one session with each faculty presenting their section of the course and how it will be conducted online in Fall 2020; survey (faculty satisfaction with the workshop, what worked and what did not work, suggestions for future workshops)

Workshop assessment:

Anticipated hours: 130h
Trainers: 15h per trainer (workshop + preparations + one-on-one sessions) x 2 trainers = 30h
Trainees: 10h per trainee (workshop + implementation + one-on-one sessions) x 10 trainees = 100h One-On-One Training Sessions - virtual mentoring will be offered during July and August to RD course coordinators and faculty members by department mentors, Prof. Renata Budny and Prof. Laura Andreescu; it is coordinators and acturity memores by department memors, 1901. Rehata Budny and 1901. Lauta Andreescu, it is anticipated that some faculty will require more time than others.

<u>Dates:</u> TBD on individual bases

<u>Location:</u> Restorative Dentistry Zoom, Blackboard Collaborate, etc.

<u>Course Modality:</u> Online

<u>Facilitators:</u> Prof. Renata Budny and Prof. Laura Andreescu – each trainer will be assigned 7 faculty members to search the concentration. Participants: RD course coordinators (Anthony Sena, Daniel Alter, and Oscar Galvis), and faculty members (Jules Balla, Joseph Caputo, Paul Federico, Olesea Sylvain-Galusca, Luis Hurtado, Nicholas Manos, Christopher Nuzzolo, Sander Polanco, Beata Reda-Szywala, Jamie Rubin, Avis Smith) Anticipated hours: 1-2 hours as requested and needed by faculty x14 = 14-28

The anticipated amount of hours requested for Restorative Dentistry Department online training is 358 hours. For further questions please reach out to Prof. Renata Budny at 631 871-7174 or rbudny@c Andreescu at landreescu@citytech.cuny.edu. Assistant Professor New York City College of Technology, CUNY New York City College of Technology, CUNY

The Syllabus for Workshop Title: Designing your course for online learning provided by Dr. Karen Lundstrem. iTech Director, was utilized in this plan development.

RESTORATIVE DENTISTRY DEPARTMENT DESIGNING AND NAVIGATING ONLINE COURSES TRAINING WORKSHOP FOR RD COURSE COORDINATORS AND LECTURE INSTRUCTORS

Prof. Laura Andreescu and Prof. Renata Budny NYCCT, CUNY

August 5, 2020

RESTORATIVE DENTISTRY DEPARTMENT

DESIGNING AND NAVIGATING ONLINE COURSES Shaping and Navigating your online course TRAINING WORKSHOPS FOR RESTORATIVE DENTISTRY FACULTY

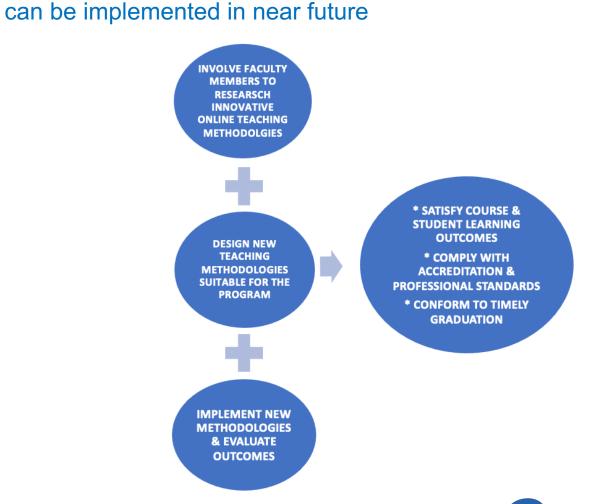
Prof. Laura Andreescu and Prof. Renata Budny

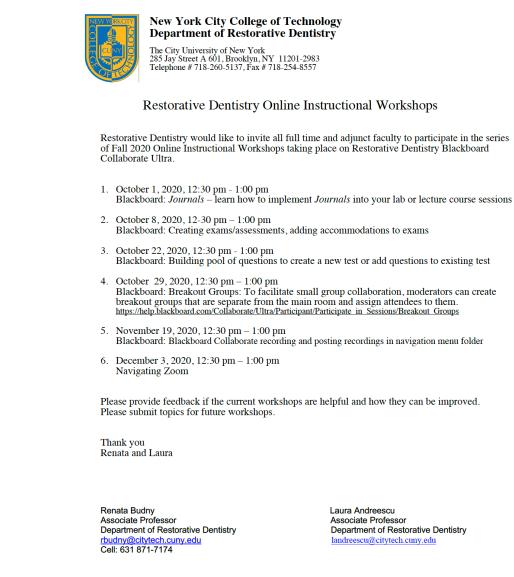


Monitoring, Reassessing and Continuous Support

The following are the measures that Restorative Dentistry department is developing and implementing to provide a successful online learning environment for its students:

- Continuing to amend the Student Learning Outcomes (SLOs) during the Fall 2020 semester by combining the online lectures with in-person laboratory sessions for all RESD courses
- Harmonizing virtual course design by working directly with course coordinators and faculty
- Exploring and applying online delivery of laboratory instructions by remote access to dental software programs Providing the continuous support:
- departmental training presenting specific topics of interest, 6 workshops offered during Fall 2020
- individual faculty training addressing issues that present challenges with online classes - sharing information via Online Training platform developed by departmental trainers and housed in Restorative Dentistry Blackboard
- encouraging RD faculty to attend iTEC and departmental workshops Evaluating the outcomes of current practices
- Researching, introducing and assessing new online teaching practices that





Conclusion



- Didactic instruction may remain online once the pandemic is over
- Laboratory component may partially remain online with remote access to dental software and partly in-person to complete hands-on projects that cannot be completed remotely
- Departmental meetings, webinars, events will in part remain online with hopes of increased participation of faculty, staff and students
- As development of online instructions continue, course coordination and teamwork will improve As faculty team up to successfully overcome effects of pandemic and contribute to student's success in online environment, the
- departmental culture improved