



Award #2033389

Undergraduate Students' Pandemic Experiences at Hispanic Serving Institutions



Spring 2021

Instructor practices that helped undergraduate students

n=226



Communication

clear, consistent, open communication -- how instructors made space available for students to reach out/engage



Assignments & Testing

adjustments to general course design—grade forgiveness, open note or collaborative exams, extra credit options, adjusted the class curve, reduced amount/difficulty of workload



Flexibility

addressing needs for students--self-pacing, flexible attendance, flexible deadlines, options for different learners in different time zones or on different schedules

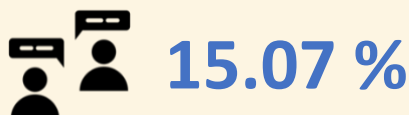
Instructor practices that hindered undergraduate students

n=199



Access to Learning

inconsiderate with assignments and testing--using Examnity for test proctoring, overburdening assignments, changing too much too often



Communication & Availability

unclear, limited communication, non-responsive or unavailable, unclear expectations



Inflexible/Not Changing

addressing needs for students -- harsh deadlines and grading practices, group assignments,

Instructional Practices

Helpful

“They were understanding if we needed extra time at some point, forgave a late assignment for example.”

“If we were unable to make it to the live, online classes, two of my instructors provided ways for us to participate and still get credit. We could do discussion posts or weekly reflections of the material we covered in class.”

“More flexible with scheduling tests and quizzes.”

“Communicated clearly through email with any updates.”

Hindrance

“Still having incredibly long lectures with no engagement, e.g. answering questions, breakout rooms.”

“Adding more work to the course than necessary. “

“Not responding to emails.”

“Not allowing make ups for work done in class when I had work that I needed to be at to pay rent.”