



Learning from COVID-19: Adapting to Maintain Academic Continuity During Disruptions



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Panelists:

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EducateWorkforce



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Project Overview



- Understand the learning responses and adaptations to the COVID-19 crisis among AMT programs
- Explore how programs maintained academic continuity and which digital tools were useful
- Analyze data and develop evidence-based guidelines to strengthen the academic continuity
- Propagate findings and best practices in a variety of forums based on research and resources from multiple disciplines



Research team is a federally-funded partnership between 2-year and 4-year colleges. Our team includes Kapil Chalil Madathil, Rebecca Short, Eliza Gallagher, Jonathan Beck, Tim Ransom, and Katie Shakour.



Research Methods

Interdisciplinary Research Team

- IRB-approved research
- Team of 7 researchers and consultants from Engineering, Education, Social Science, and AMT programs

Interviews and surveys

- 43 interviews
- 242 surveys
- Instructors, administrators, and students from Part 147 programs nationwide

Foci include

- Learning resources prior to COVID
- Responses in March 2020
- Adaptations for subsequent semesters
- Approaches to lab classes





Theoretical Approach: Resilience Engineering



- Ability “to adjust its functioning prior to, during, or following changes and disturbances, so that it can sustain required operations under both expected and unexpected conditions” (Hollnagel 2010)
- Maintain and manage an acceptable level of risk (Madni and Jackson 2009)
- Anticipate, withstand, adapt to, and recover from disruptions to have resilient characteristic (Madni and Jackson 2009)

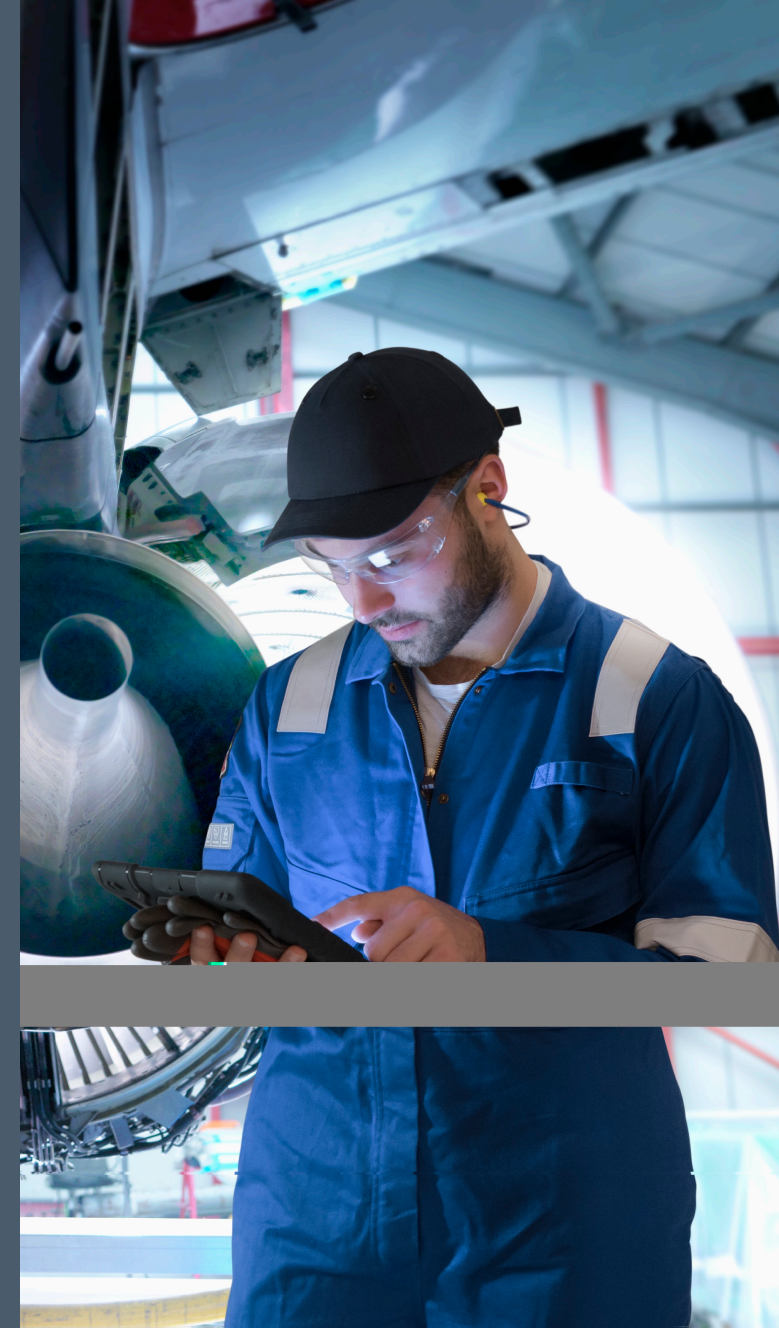


From Madni and Jackson 2009



Disaster Theory

- Opportunity to learn from mistakes
- Post-Katrina, the governments acknowledged that schools should be better prepared for long-term disruptions
- Need to balance over-focus on negative aspects of disaster with the creation of resilient characteristics within communities





Findings

Programs use required hands-on projects to reinforce lectures

Schools underprepared for long-term disruption to learning

Students struggled with lack of kinesthetic learning

Instructors lacked time and resources to create online programs

Administrators and instructors hesitant to incorporate e-learning

Easier transition to remote learning when digital learning tools previously incorporated





Panelists



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Q&A





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