

T i t S p r i n g 2 M o d a l i & C o e r s c e r R e c o m m e n d a t i o n d e s a c u l t y





The mid-semester transition saved me from my mistake in trying to teach in-person and students on Zoom (at one point almost half of my class was in quarantine) at the same time. Moving to all online was a relief even though I had assumed we'd be online after Thanksgiving, so I had taken that into account when re-organizing my course. I don't want to force students to come to campus if they are not comfortable doing so. Despite feeling that my courses are better in person, I don't think I want to be in a classroom with students either given how January is going. I have a family member who is a student here, and was living on campus. They (and all

our faculty is a good one -- but all of us can be better, and the IFD helped us all to be so. We need more to fill that void.

CTLTD has an opportunity to offer alternatives to certain inaccessible and problematic EdTech that have become pervasive in the last decade and seems to have skyrocketed over the last year. A couple examples:

Turnitin: lots of problems with Turnitin, many of which outlined here:
<https://hybridpedagogy.org/resisting-edtech/> U ^ ' M

pedagogical and technological issues. Why aren't there people in the CTLD designated as specialists for each school and/or fellows for each school? Everything is about instructional technology (which was very helpful during the pandemic), but there is little discussion about pedagogy like there used to be with the IFD. I get most of my information from reading pedagogical journals and discussions with my faculty colleagues. I can figure the technology out for myself. I've been disappointed with most talks/courses I've sat in on as there is

from withdrawal. I don't quite see how late withdrawal deadlines is a reason to not implement grade replacement

(2) I'm very doubtful that students would repeat/retake—and funnel through the same classes over-and-over in a way that would be an actual, widespread problem. Have we implemented this policy before at Stockton with those results? If not, I don't see where such a problem is coming from.

But if that is a concern for some faculty, the policy can be written with various constraints. For instance, grade replacement could only apply to classes that students need to earn a certain grade to continue or graduate. For instance, students who need a C or better in a class for their major, but earned a D would need to retake the class anyway. However, a student who receives a D, but doesn't need a C for their major would be eligible for grade replacement (so would have no incentive to retake the class). I'm not saying that I'm in favor of constraints or suggesting what those constraints would be—I'm in favor of