2022 BEST PRACTICES SHOWCASE PROCEEDINGS

February 3rd & 4th, 2022

Inter American University of Puerto Rico, Metropolitan Campus

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Message from the Chairman

On behalf of the Hispanic Educational Technology Services Consortium, (HETS), I am delighted to present the 2022 Best Practices Showcase proceedings focused on celebrating technology innovation for Hispanic success in higher education. This time, all presentations at the Best Practices Showcase, including the open plenary, were transmitted live. This historic event brings together, for the fifth time in HETS chronicles, an unprecedented number of expert academicians, to highlight the most prominent opportunities to enhance Hispanic higher education, through the savvy use of technology. This outstanding group of professionals created an extraordinary synergy, from which we hope you took advantage during the event. The HETS Consortium is overly excited to have been able to attain for this event, the presence of more than 20 member institutions, from Puerto Rico, the United States, and Colombia. We also welcomed attendees from other institutions and organizations interested in this topic as well.

All of HETS institutions are nationally known for being at the forefront of integrating new technologies to serve its students and specifically, the Hispanic community. This was confirmed through the more than 25 proposals received to participate in this event. It was also demonstrated through the insightful discussions and the opening plenary panel.
HETS, has distinguished itself, as a forefront organization, in the integration of technology, for the advancement of higher education, and learning opportunities for the Hispanic community. Moreover, the HETS Consortium, has elevated collaboration to a new rank, bringing together higher education institutions from the United States, Puerto Rico, and representatives from the government, private and academic sectors, for the past 29 years. These sectors have been represented in this, the 2022 HETS Best Practices Showcase, validating, the importance of collaboration for the success of Hispanic students, and our community.

Finally, we invite you to read these proceedings and plan to collaborate in this effort next year to benefit from this insightful experience. If you would like more information about the Best Practices Showcases, please submit your interest to info@hets.org. We are confident this proceedings will attract more participants to submit their proposals. Don't miss the opportunity to be part of this initiative!

Sincerely,

Carlos Morales, Ph.D.
HETS Chair
President, TCC Connect Campus-Tarrant County College

Message from the Executive Director

Greetings everyone!

On behalf of the HETS Board of Directors, we are so proud to have been able to organize this event, one more time, for our members, collaborators, and peer organizations and institutions, in spite of the challenges we are facing due to the pandemic. Thank you for your constant support!

I would like to extend my gratitude to the Executive Committee for supporting the decision to meet again face to face during this 2022 Best Practices Showcase, but also in expanding our reach by conducting this event virtually, allowing us to transmit live and record all presentations to make them available through HETS website.

As a pioneer organization in the use of technology in higher education, HETS is ready to continue serving your academic community during this new academic scenario, with its expertise and services. Definitely, the Best Practices Showcase, is an opportunity for academic leaders from member institutions to share their vast knowledge and expertise. We hope that this event will be an enriching opportunity for all.

We greatly appreciate the ongoing support of our members, the valuable collaboration of our corporate partners, and the consistent trust and guidance of the Board of Directors, its Executive Committee, our Staff, and especially the outstanding staff from our host institution, the Metropolitan Campus of the Inter American University of Puerto Rico, to coordinate all the logistics and technical requirements to connect, not only participants, but also virtual presenters. Events like this are the result of a team effort. Thanks again for your support!

Finally, as we continue to work together, we will remain carrying out our mission, focusing on the transformation of teaching and learning through technology, and the success of Hispanic students. I hope these proceedings give you a sense of the event and provide you with opportunities to network with other key leaders, and that you may take away important tools, resources, and lessons to continue enhancing your practice and providing new opportunities for Hispanics in higher education. Enjoy!

Best regards,

Dr. Yubelkys Montalvo
HETS Executive Director

About the Best Practices Showcase 2022

The Hispanic Educational Technology Services Consortium (HETS) would like to highlight and celebrate the outstanding work of its member institutions that strategically use technology to achieve Hispanic student success. Taking place, in a hybrid modality, on February 3 and 4, 2022, the 2022 HETS Best Practices Showcase (BPS) presented three major tracks focused on Access, Retention, and Online Learning and Technology Integration in Higher Education.

Hybrid Modality

During the 2022 Best Practices Showcase, presenters and participants had the opportunity to attend either in-person or virtually. The Conference's main purpose was to find solutions to many common issues and even establish new possibilities for collaboration with other institutions and potential partners.

Visit the following link to watch the videos: HETS Best Practices Showcase » HETS. A playlist with all videos is also available at our YouTube channel: 2022 BPS video playlist.

Conference Proceedings

For the first time in the Best Practices Showcase Conferences, HETS invited presenters to submit their abstracts for inclusion in the BPS Conference Proceedings (including virtual presentations) if their proposals were accepted. This would allow HETS BPS presenters to share their work. This BPS Conference Proceedings is an Open Access research repository containing the permanent records of the research generated.

Showcase Tracks

HETS has defined a "best practice" as an innovative approach or strategy that, with the effective use of technology, has proven to increase recruitment, promote student success, improve student retention and completion, and provide institutions with viable, effective, and efficient approaches for Online Learning and Technology Integration in Higher Education. Certainly, HETS member institutions are experts in dealing with the Hispanic population and finding ways to provide them with opportunities to succeed. We wanted to open a space to share expertise on the following tracks:

Access

This track targeted innovative projects that focused on increasing Hispanics' access to higher Education and Internationalization initiatives. The project is expected to have had success in demonstrating ways to facilitate Hispanics' understanding and awareness regarding available opportunities to access and succeed in Higher Education.

Retention

This track was intended to showcase innovative practices that strategically use technology to support, drive, and optimize retention of Hispanic students in online courses and promoting the effective development and implementation of assessment efforts through the innovative and strategic use of technology in Distance Learning. It considers projects that use technology to track, measure, support, and assess Hispanic

student learning success and projects that demonstrate how their approach has had a significant impact on their success, especially in supporting and increasing Hispanic student retention in online courses or programs.

Online Learning and Technology Integration

This track was intended to showcase innovative practices that strategically use technology to support, drive, and optimize online courses or programs and promote effective development and design through the innovative and strategic use of technology in Distance Learning.

ACCESS TRACK
ABSTRACT PRESENTATIONS

Latinas in IT: Identifying Latinas Early on and Connecting Them to the Resources to pursue Careers in the STEM Field

Presenter:
Janette Flores
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Abstract:
There is a lack of minority women represented within the Technology field. The National Science Foundation reported that only 2% of Latinas held science and engineering positions in 2015. According to a report from the National Center for Women and Information Technology, in 2017, Latinas made up only 1% of the computing workforce. The same report found that women hold 24% of STEM jobs in the U.S. These statistics reflect the need for change and the need for more minority women representation in the Technology field.
My goal is to help connect Latinas to the various resources as well as serve as a mentor to them.

Keywords: Latinas, technology, underrepresented minorities, STEM, resources

Bring It On! Providing Access and Retaining Students in The Arts Amid the COVID Pandemic

Presenters:
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Rhonda Weller-Stilson
Southeast Missouri State University
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Dr. Kenneth L. Stilson
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Abstract:
The Holland College of Arts and Media faculty and staff overcame challenges of creating experiential learning opportunities for students during the height of the pandemic. The presenters shared obstacles and solutions from conception to performance, successes, and lessons learned for the production of *Bring It On!* By incorporating campus guidelines entitled "Protect the Nest" and utilizing a partnership with a local health care system, protocols were developed to allow for an on campus live theatrical production to occur while in the midst of the pandemic. As other universities were ceasing all stage performances, art gallery exhibitions, and other experiential learning opportunities for students, the Holland College developed strategies and protocols to provide safe access to the arts for both students and patrons. *Bring it on!* was the first live performance event held on campus since the university moved to remote learning in March 2020. The musical, *Bring it on!* was selected not only because of the age appropriate roles and high-energy show, but also because it allowed underrepresented groups an outstanding vehicle to showcase their talents. Being the first live performance since the pandemic closed down face to face experiences, this show helped guide the Holland College in developing practices utilized for all other arts events.

Keywords: Experiential learning, pandemic protocols, theatre productions, and arts events

Individualizing Professional Learning to Provide Equitable Access

Presenter:
Odette Piñeiro Caballero, Ph.D.
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Abstract:
More than four years ago, since the World Economic Forum (WEF) proposed that the fourth industrial revolution is the technological one. In the same forum, Takenaka (2020) mentions that "the cyber world will join with the physical world to boost economic development while solving social problems". Because of this, digital literacy and skills development is critical to the development and stability of 21st century societies. As a result of the implementation of the DEInnova Project, it was possible to develop the Techno pedagogical Profile of the Puerto Rico Educational System. For this purpose, the Technology Uses and Perceptions Survey (TUPS) developed by the Florida Center for Instructional Technology of the University of South Florida (USF) was self-administered online. The questionnaire collected demographic data from the participants and information about their experience and that of their students with the use of different technological tools and their perception of the usefulness of these tools. The interpretation of the results was based on the use of the Technology Integration Matrix that encompasses 5 levels (Introductory, Adoption/Adaptation and Infusion/Transformation). At the introductory level, the educator selects and emphasizes how to use technology in a conventional way giving very little participation to the student. While at the higher levels of integration, the student takes ownership of his or her learning. Among the most significant results of the project are the following: a participation rate of over 90%, a reduction of 20% of participants in the introductory level and an increase of 16% of participants in the infusion/transformation level.

Keywords: Assessment, technopedagogical profile, skills, technology

RETENTION TRACK
ABSTRACT PRESENTATIONS

Supporting Hispanic Student Success: An Ecology of Virtual Support Framework at Hispanic Serving Institutions

Presenter:
Floralba Arbelo Marrero
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Abstract:
This qualitative phenomenological study focused on understanding the administrative and teaching practices that support Hispanic student success in virtual contexts at one Hispanic Serving Institution. Grounded upon Tinto's social integration theory, I found that virtual structure, social presence, access to support, and consistent communication in virtual contexts are behaviors that nurture supportive online learning and engagement experiences. Higher education institutions intentionally cultivate a sense of belonging and community among their student populations because it has been associated with student retention, however in the context of Covid-19, it is essential to re-assess behaviors that support this college student population. This presentation will describe how colleges can use virtual structure, social presence, access to support, and communication in concrete meaningful ways that engage and support Hispanic students. Using the data student affairs staff with support from IT and faculty developed social structures within the learning management systems to act as one stop shop for existing and new students, virtual office hours for tutoring and student success coaches, aligned course design structures to rigorous frameworks, designed digital faculty collaboration tools to identify at risk students - all using applications such as Blackboard, Smartsheet, videoconferencing, and MS office applications. This project has yielded excellent results for our campus. We have met our retention goals, our students are experiencing a sense of trust and belonging with support staff, are engaged and active in virtual contexts, are publishing academic works and presenting at conferences. Best of all, they are consistently working on completing degree requirements.

Keywords: Virtual social presence, student engagement, technology, virtual support services

Incorporating Growth Mindset Practices to Empower Students

Presenter:
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Abstract:
Strong evidence supports the positive effects of a growth mindset in empowering students to develop adaptive beliefs about learning and school. In colleges which serve students from traditionally marginalized and minoritized backgrounds, the returns on such an investment can be significant. The City University of New York, the largest urban college system in the United States, offered a 6-week course titled "Motivating Learners Course (MLC): Starting Strong" to provide faculty with foundational knowledge of growth mindset principles and encourage CUNY faculty to implement these practices at their respective colleges. At Eugenio Maria de Hostos Community College, growth mindset principles were incorporated into a dental hygiene clinical program primarily by constructing a learner centered syllabus.

Keywords: Growth mindset, dental hygiene, community college, learner centered syllabus

Leveraging Canvas to Increase (Hispanic) Student Retention and Persistence

Presenter:
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Abstract:
California State University, San Bernardino (CSUSB) recently adopted the Canvas Learning Management System. I seek to leverage Canvas to increase student retention and persistence by creating a "CSUSB Student Resources" Canvas site. This site will be a repository of information about essential campus resources for students. This site would either be appended to the Canvas Help section in every CSUSB Canvas course. Alternatively, the course could be directly linked in the Course Navigation menu of every Canvas course. Students could then access support resources such as financial aid, registration, basic needs (food, shelter, etc.), student health services, and others all in one place.

The Canvas site is still in development, so there is currently no direct evidence of success. However, at least anecdotal evidence has shown that if students can access support networks, they generally have a higher retention rate. Furthermore, the easier access students have to these resources, the more likely they are to use them. Because CSUSB is a Hispanic Serving Institution, any initiative focused on student retention and persistence will directly affect Hispanic students.

Keywords: Canvas, retention, persistence

Ensuring Writing Success for Hispanic Doctoral Students

Presenters:
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Diana M. Valle-Riestra
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Abstract:
During the second year of the Title V PPOHA grant (2020-21 academic year) at Albizu University – Miami Campus, a series of three (3) meetings occurred with the Human Services department and two (2) meetings with the Clinical Psychology Department to discuss the current struggles of doctoral students in terms of writing a dissertation or completing a doctoral project. To address these challenges, students were referred to the Graduate Student Research Center to receive one-on-one tutoring. Tutors used Zoom for one-on-one sessions to review dissertation, Grammarly to assist students with grammatical errors, and Smartsheet to track and share data. Students utilizing the one-on-one sessions reported being more organized, having a sense of direction, and feeling like the dissertation was more manageable. Faculty noted significant positive changes to student writing, in particular writing organization. Faculty expressed that they had to spend less time editing and more time to focus on content.

Keywords: Dissertation, writing, tutoring, remote learning

HSI Servingness in STEM

Presenter:
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Abstract:
The Research & Equity Scholarship Institute leads the HSI-STEM project, which was founded in 2018 as part of the inaugural National Science Foundation (NSF) Improving Undergraduate STEM Education: Hispanic-Serving Institutions (HSI) program. Research partnerships were established with 11 HSIs to collaborate across institutions and interdisciplinary lines to identify opportunities and barriers within HSI STEM pathways. Utilizing the project findings, this session sought to engage faculty, staff, and administrators in facilitated conversations about 1) difficulties faced by underrepresented students in STEM, 2) effective strategies for supporting minoritized and underrepresented students in STEM, 3) effective STEM partnerships and collaborations at HSIs, and 4) opportunities for growth at HSIs. We identify on campus interdepartmental and inter-disciplinary partnerships and collaborations that enhance the learning experiences of Latinx and other underrepresented students in STEM. Project findings provide examples of how departments, faculty and STEM programs are broadening STEM participation by bridging silos, fostering experiential learning opportunities, and integrating approaches to support the complex needs of Latinx students and other underrepresented students in STEM. While federal grants are available to fund targeted STEM initiatives at HSIs, understanding successful on-campus collaborations (across division, departments, and disciplines) and the challenges associated with establishing such partnerships (e.g., limited institutional resources) offer key insight into how HSIs can enhance the experiences of underrepresented STEM students and institutionalize collaboratives among faculty and departments.

Keywords: Hispanic Serving Institutions, STEM pathways

It Takes a College to Graduate a Student:
Connecting Program-level Assessment to Student Success

Presenter:
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Abstract:
The success of any program in a two-year community college in the U.S. is generally defined by the program's completion rate or industry's certification award rate, among other indicators. Using three-year enrollment data of the Criminology AA program, the author distinguishes entry cohort (the students that first enter the program in a particular year) from a year's cohort (all the students in the program by year). She further tracks the progress of an entry cohort by their annual completion rate of 33%, 66% and 100% with respect to the program's required general education courses and core courses. This helps to identify any students that fail to achieve a targeted percentage of the course completion each academic year. To mitigate the program's dropout rate, she proposes a mentoring-monitoring collaborative effort between the Offices of Academic Affairs and Student Services to ensure students are on track to program completion.

Keywords: Program assessment, program completion, program dropout, program cohort

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ONLINE LEARNING AND TECHNOLOGY INTEGRATION TRACK ABSTRACT PRESENTATIONS

Summer Bridge/Undergraduate Research Program-Going Remote with COVID-19

Presenters:
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Abstract:
The goal of a Department of Education MSEIP grant award (P120A190069) entitled Enhancing STEM Success targets a program that encourages, prepares, and supports minority STEM students, particularly minority females, to successful completion of the baccalaureate degree. The targeted population focuses on undergraduate years, where transitions and rigor often create barriers targeted by the project. The project addresses these barriers and transitions primarily through mentoring and research skill development. Project Co-PIs (Subject Matter Experts) offered their expertise, laboratories, and creativity for summer mentored research. These rich experiences connect course work to scientific research, thus supporting academic achievement, career investigations, and degree completion. Students were required to generate 8-10 hours of mentored research weekly for five weeks. In June 2020, the UHD summer research program recruited entering freshmen, transitioning sophomores and juniors lacking experience in research. Due to COVID-19, all mentored experiences were virtual, using Zoom video-conferencing. Thirty-eight participants were accepted into the program. Primary technology utilized was Zoom video-conferencing software for synchronous orientations, Co-PI meetings with undergraduate researchers. Secondarily, MS Teams was used as a portal for all reports, submissions by undergraduates, and Q&A associated with the mentored research experiences. Video-taped oral presentations were mandatory for all research groups. Because the virtual mentored research involved a summer bridge program, retention data was collected and will be shared.

Keywords: Mentored Rresearch, online research, technology-supported research

Expanding Global Learning Opportunities Through an Online Global Classroom

Presenters:
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Abstract:
COVID hindered our ability to physically travel abroad; however, through an innovative online, synchronous global classroom we offered an intercultural experience to 160 students over three semesters (2021-2022). Two universities collaborated on this intercultural experience: University at Albany (located in Albany, New York; a diverse research university and HETS institution) and Munich University of Applied Sciences (located in Munich, Germany; an internationally diverse university). This innovative collaboration included the development of a joint syllabus for a ten-week online, with a diverse group of students from all over the world who are studying at these two universities working together to complete assignments and to meet shared learning objectives. This program is extremely cost effective, accessible, and scalable. It transcends geographic boundaries efficiently and allows students to collaborate beyond the constraints of time and space. While the University at Albany has offered such courses in the past; Dr. Martha Asselin and Dr. Dominik Hammer team taught this course for the first time in spring 2021 and, again, in fall and spring 2022 with grand success. Students explore leadership and leadership theories through the lens of a dynamic case study, the 1996 Mount Everest Disaster. Drawing from the expertise of the professors, the students analyze the case study through various perspectives. Feedback from the experience includes students report a heightened intercultural awareness, an enhanced understanding about the discipline from diverse perspectives, stronger intercultural communication skills from collaborating on a team that was comprised of international students, and students are better prepared and oriented to participating in education experiences abroad. Although this was not solely Hispanic focused, we did have students in the course during both semesters from Hispanic countries.

Keywords: Global classroom, intercultural experience, University at Albany, Munich University of Applied Sciences, leadership studies, online learning, team-based learning

COVID-19: The Pandemic of Opportunities

Presenters:
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Abstract:
Our presentation focuses on the rapid reforms our ITS division made in response to the onset of the COVID-19 pandemic in Spring 2020, and is organized around the following simple principles which we found allowed us to be responsive and agile as we moved into uncharted territory: Keep your ear to the ground: During times of crisis, such as the pandemic-induced pivot to a virtual teaching/learning/virtual environment, there are several actions that can be taken to immediately empower constituents to adapt. However, it is very important to listen to "weak signals" as Vijay Govindarajan refers to in The Three Box Solution, championing the ideas of maverick thinkers. Outside of formal action planning, one has to keep one's ears open to ideas that come from unconventional sources that become catalysts for innovation. At our University, one of the weak signals was allowing students to access their labs from remote locations. We had the infrastructure in place, however it didn't come to the top of our priority list. We made this virtual lab resource available overnight to students, which had huge benefits. Think outside the box: One of the challenges we faced as the University moved into a fully virtual environment was the number of students who did not have access to a reliable Internet connection at their homes; this was particularly acute for our first-generation students and Hispanic students. While we provided them with hotspots to immediately resolve the situation, we are also working with local broadband providers to get affordable broadband access to this community of learners and educators. Bridging the digital divide is not an issue just during the pandemic, it creates lifelong opportunities for our students and our community. Think bigger: When you are in the middle of the crisis, think about ways in which the innovations that were accelerated can be sustained post crisis. Can some of the activities that were forced to go virtual because of the pandemic become permanently virtual? Do students ever have to stand in line to get signatures for approval or accomplish administrative functions? Can Counseling, Advising and Financial Aid services be delivered in a virtual format permanently, enhancing the speed and efficiency of services to students? What other automated services such as chatbots can be rolled out to weed out inefficiencies that exist in our operation? Can students and faculty come to Campus only to participate in activities that add value to their educational experience such as labs, practicums, teamwork and problem-solving activities, and do the rest virtually in synchronous and asynchronous modes? This will negate the need to build more labs, lecture halls and work areas on Campus.
Keywords: COVID-19, technology, faculty development, equity, innovation, focus on the future, student success

Capacitación de la Facultad en Diseño Instruccional Interactivo a través del Estudio Autónomo, la Colaboración entre Pares y la Mentoría

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Resumen:
El Programa de Mentoría en Diseño Instruccional Interactivo es una de las experiencias que se ofrecen a través del Instituto para la Calidad en la Educación en Línea (ICeL) de la Universidad Interamericana de Puerto Rico. Este programa se enfoca en la capacitación de docentes en la creación y el diseño de lecciones interactivas para cursos en línea, cursos híbridos y cursos presenciales utilizando varias tecnologías instruccionales. El diseño de estas lecciones se fundamenta en algunos de los principios del diseño de experiencia de usuario (user design experience) y del pensamiento de diseño (design thinking), para mejorar su calidad, legibilidad, accesibilidad e interactividad. El programa comprende tres métodos para el aprendizaje: el estudio autónomo de los recursos y materiales, la colaboración entre pares y la mentoría. Además, el programa fue diseñado para acomodar la variabilidad de destrezas, necesidades y preferencias de los participantes, quienes tienen la opción de completarlo siguiendo una de las tres rutas de aprendizaje trazadas. Las lecciones creadas a través del programa pasan a formar parte de un repositorio institucional de recursos educativos.

Palabras claves: diseño instruccional, diseño de experiencias de aprendizaje, desarrollo de la facultad, formación docente, tecnologías instruccionales

Co-enseñanza durante tiempos de pandemia:
nuestra experiencia virtual/remota

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Resumen:
Durante estos tiempos de pandemia es posible que los profesores se hayan sentido como principiantes en lugar de especialistas. Estos sentimientos, y el aislamiento provocado por la pandemia, han creado una urgencia para que los profesores se apoyen y colaboren entre ellos. La co-enseñanza puede verse como una forma de hacer esto y, simultáneamente, asegurar el progreso de los estudiantes. Sin embargo, compartir un curso, aunque sea de forma remota, se ha vuelto más complicado. Diseñar, planificar e impartir un curso virtual remoto y satisfacer las expectativas de los docentes y estudiantes puede crear muchos desafíos. Estos desafíos pueden ser desde diseñar la experiencia, curar contenidos, compartir las responsabilidades educativas y hasta encontrar enfoques innovadores para promover la experiencia de aprendizaje de los estudiantes. Para que esto suceda, las profesoras Ballester y Brugueras han desarrollado una herramienta para la planificación de la co-enseñanza. La herramienta de planificación se deriva de la experiencia de co-enseñanza e investigación-acción de las docentes y ayuda a definir los roles y responsabilidades en un entorno de co-enseñanza. Además, proporciona los pasos específicos para diseñar un curso de enseñanza en equipo en un entorno de aprendizaje virtual, como es este caso, o presencial.

Palabras claves: Co-enseñanza, enseñanza en equipo, metodologías de enseñanza-aprendizaje, aprendizaje a distancia, aprendizaje virtual

Fortaleciendo los Servicios de Apoyo en Línea a Profesores y Estudiantes a través de una Estrategia Integrada

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Resumen:
Los servicios estudiantiles se han convertido en uno de los asuntos medulares de la retención y la persistencia en las IES. Las realidades pos-pandémicas exigen servicios en línea integrados, articulados y ágiles. Tomando esto en consideración, la Universidad Interamericana de Puerto Rico creó el Centro de Apoyo Académico y Estudiantil en Línea (CAAEL). A través de este centro, la institución pretende fortalecer la calidad, eficiencia y agilidad del servicio que ofrece a sus profesores y estudiantes. Además, busca empoderarlos con los recursos y las herramientas que necesitan para realizar sus gestiones de forma efectiva e independiente. El CAAEL cuenta con un Help Center, donde hay más de 130 artículos relacionados a las consultas que los usuarios realizan con mayor frecuencia. Por otro lado, el CAAEL cuenta con un chat basado en inteligencia artificial con capacidad para responder a preguntas frecuentes y con un sistema de tickets que permite canalizar y gestionar las solicitudes de apoyo provenientes de diversos canales (formularios, chatbot, correo electrónico, etc.). La tecnología utilizada para ofrecer los servicios del centro es escalable, lo que permite incluir otras áreas funcionales y expandir los servicios según las necesidades de la institución. Desde su implementación en julio 2021, se han atendido y resuelto sobre 10,000 solicitudes de apoyo.

Palabras claves: Servicios estudiantiles, *help center*, *chatbots*, apoyo a estudiantes, calidad, agilidad, inteligencia artificial.

Teoría y Práctica de la Educación a Distancia

Presentadores:

Juan Meléndez Alicea, Universidad de Puerto Rico, Recinto de Río Piedras

Lizbeth Hernández Muñoz, Universidad de Puerto Rico, Recinto de Río Piedras

Diego Samot Bidot, Universidad de Puerto Rico, Recinto de Río Piedras

Carlina Báez Ortiz, Universidad de Puerto Rico, Recinto de Río Piedras

Stephanie Barroso Meléndez, Universidad de Puerto Rico, Recinto de Río Piedras

Cristóbal Resto, Universidad de Puerto Rico, Recinto de Río Piedras

Resumen:

Una teoría es una interpretación o una explicación de un fenómeno. En el caso de la educación a distancia, existen múltiples observaciones y aclaraciones sobre su orígenes y desarrollo. Pero la educación a distancia pasó por un acontecimiento que cambió su rumbo. De una metodología alternativa de los corrientes educativos, pasó a ser la metodología principal de aprendizaje gracias a la pandemia de COVID-19. Esto se debe a que las limitaciones de la educación presencial no le permitieron funcionar durante la pandemia, mientras esa misma pandemia le dio la oportunidad a la educación a distancia a exhibir su potencial.

Una buena teoría permitiría entender la dialéctica entre las limitaciones de la educación presencial y los atributos apropiados de la educación a distancia para evitar crear más problemas que soluciones. Sin embargo, no pasó; y múltiples educadores rogaban para el regreso de la educación presencial. Algunos reducen la razón a problemas tecnológicos. Sin embargo, el problema era más profundo. Era necesario entender cómo se manifiesta la rigidez, altos costos y poca personalización de la educación presencial, para que la educación a distancia pudiese manifestar sus posibilidades en cuanto a flexibilidad, bajo costo y personalización. Ya que estas posibilidades no se exhiben en la educación a distancia durante la emergencia, la diferenciación con la educación presencial era mínima. En la presentación se examinó como la educación a distancia se exhibió en variadas ramas del currículo, como la música, la educación elemental, la administración de empresas, la salud, las ciencias y otras áreas académicas.

Palabras claves: Distance education theory / teoría de la educación a distancia, distance education practice / prácticas de la educación a distancia, innovation / innovación

Charting a Path Forward: Responsiveness and Flexibility

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Abstract:
In May 2021, the online education unit at Southeast Missouri State University launched a mixed-methods research study to better understand student experience in fully-online degree programs. According to the study findings, students in fully-online environments highly valued responsiveness and flexibility in course design and delivery, communications with faculty, and more broadly in their encounters with the university. While Hispanic students comprise a small percentage of the campus demographic, the takeaways from this research provide insights on serving non-traditional students and traditionally underrepresented populations in higher education. A one-page summary of study findings for online instruction is publicly available at this Google Drive link:
https://docs.google.com/document/d/1EK3mr3jtpua7LEYnTptwl1bNqTRpxEymkMkJPhGbFMg/edit

Keywords: online teaching, responsiveness, flexibility, pedagogy, course design, non-traditional students

Implications of Cosynchronous Teaching and Learning
for Hispanic Student Success

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Abstract:
Our project was to develop an online, asynchronous course for California State University, San Bernardino (CSUSB) faculty who would teach in the renovated New Generation Smart Classrooms (NGSC). These classrooms were equipped with updated technology to offer a flexible learning environment where students could attend class live in-person or synchronously online. With the introduction of new technologies and software, the 2-hour, three-part course teaches faculty about best practices for cosynchronous teaching and learning. Faculty also learn about the flexible model of teaching. The course focuses on student-centered practices with emphasis on an engaging and flexible learning environment. As part of a more comprehensive approach to the NGSC program, the course itself contributed to the CSU's systemwide GI 2025 initiative, a program designed to increase graduation rates by 2025. Preparing faculty to offer flexible learning environments in turn allows students to enroll and attend classes when they may not otherwise be able to. Because CSUSB is a Hispanic Serving Institution, this course indirectly affects Hispanic student success. As the project was only implemented in early September 2021, we are currently unable to determine the project's impact. We have participation data and have collected exit survey data from faculty. The collected surveys have provided insight into the lessons learned and what we would need to do in the short future as we modify and redesign the course.

Keywords: Asynchronous, best practices, cosynchronous, Canvas, faculty development, student success

Comprehensive Faculty Professional Development to Improve Online/ Hybrid Instruction in a Hispanic Serving Institution

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Abstract:
Through a Title V PPOHA grant, Albizu University – Miami Campus (AU-Miami) coordinated a professional development series aimed at improving the faculty's knowledge and skills in identifying best practices for the delivery of high-quality online instruction to graduate students. A Faculty Instructional Practices Knowledge Survey conducted in 2020 identified that AU-Miami graduate faculty expressed a need for training on using technology to accommodate diverse learning styles, ADA compliance and accessibility, and implementing course tools to engage with adult learners. Data from the survey informed the development of professional development products and activities, including a series of infographics and video modules. A series of thirteen video modules were developed using the institution's learning management system (Blackboard) to provide the faculty with helpful information and tools to assist them in the delivery of highquality online instruction to graduate students. The modules were designed in collaboration with grant personnel and institutional Blackboard administrator. The framework adopted to organize the modules was based on research conducted on virtual training for easy navigation and learning of the material. The framework consisted of simple visual icons to represent each component of the module: module learning objectives, pre-test, video lecture, PowerPoint slides, documents/materials, post-test, and certificate of completion.

Keywords: Best practices, online Instruction, faculty professional development