



2020

Student and Professor Perspectives from The Quaker Campus Website

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Associate Professor of Chinese Hornng-Yi Lee had this to say about the Module System:

“I think this module system does not work well for foreign language classes because students do not have enough time to absorb all material in such a short time span, especially for the Chinese language. The learning of characters is a big challenge to them. It is stressful and none of my students like this module system.” Personally, having had to finish up my Japanese classes over Zoom last year, I know my fellow classmates and I struggled with the transition. Hands-on learning is arguably the most effective when it comes to foreign language — actively engaging in conversation with others and being able to pick up on social cues that just do not translate well through a screen is really important (Brianna Wilson, *quakercampus.org*)

Sadie Recio, a Fourth-Year Student, mentions a few personal and academic struggles of using online learning models such as Zoom in the theatre arts:

“As a theatre major, I’m not a fan of online school in general. . . . Theatre classes are not easy to transition online because theater is so heavily based in human connection and interaction. Even teaching the technical side of theatre typically requires hands-on learning,” said Recio. (*quakercampus.org*)

Gil Gonzalez, Professor of Acting and Directing

“. . . I’m not sitting on my computer all day long for back-to-back classes. . . .” Prof. Gonzalez shares the same opinion; the most stressful part of Zoom learning last semester was having to continue with the regular pace of a typical semester. “This is not the ideal situation; we would want everyone to be in person, [to] interact with each other — to have everything be normal.” (*quakercampus.org*)

“It’s going to be weird; it’s going to be awkward and uncomfortable, and that’s okay! A lot of [the] time, students have no problem asking for help; I hope the students continue to help. I want to be able to say: ‘Hey, I messed up. Today was not a good day of teaching.’ I have to use my imagination and creativity to [keep the class going]. Both the students and the faculty have the right to flop. I just want to have as few of those days as possible.” (*quakercampus.org*)

Professor of History, Dr. Laura McEnaney:

“[T]he module system was a very smart idea [because] it gives us more flexibility in a constantly shifting public health crisis,” she said. She is also optimistic about the relationship between students and teachers, which everyone I’ve spoken to cited as something they miss about physically being in a classroom together. “Seeing or interacting with students more days during the week has also enabled us to build relationships, even from a distance.” (*quakercampus.org*)

“‘coverage’ of a whole chronological narrative,” as she believes “students learn better through deep case studies” anyway. She said, “The module system has enabled me to be selective and purposeful about my topics and assignments,”(*quakercampus.org*)

“Pandemic learning and teaching present real problems, but I think if we focus on relationships, and if we invite students into the problem solving process, we can create a “classroom” even through a Zoom square.” (*quakercampus.org*)

Associate Professor of Social Psychology, Dr. Christina Scott:

“Having taught Jan Term for many years, the shift to seven weeks was doable. My greatest adjustment was switching to a ‘flipped classroom design’ where my lectures are pre-recorded and posted to Moodle. Now our Zoom meetings are centered around discussions and clarifying the key points.” (*quakercampus.org*)

“I know students have a lot on their plates and I hope that being able to focus on only two classes has been helpful for them. As a professor, who is home with my twin daughters, I am juggling their schooling and my teaching simultaneously. Trying to focus on multiple classes in a traditional fourteen-week semester might have been overwhelming for all of us.” (*quakercampus.org*)

Annie Ortiz, Fourth-Year Philosophy major:

“Course content is now rushed, which leaves no time to absorb what you are learning. It’s not about learning anymore. It’s more about surviving. [I am] more overwhelmed, exhausted, and stressed compared to taking five courses that are spread out over a semester.” (*quakercampus.org*)