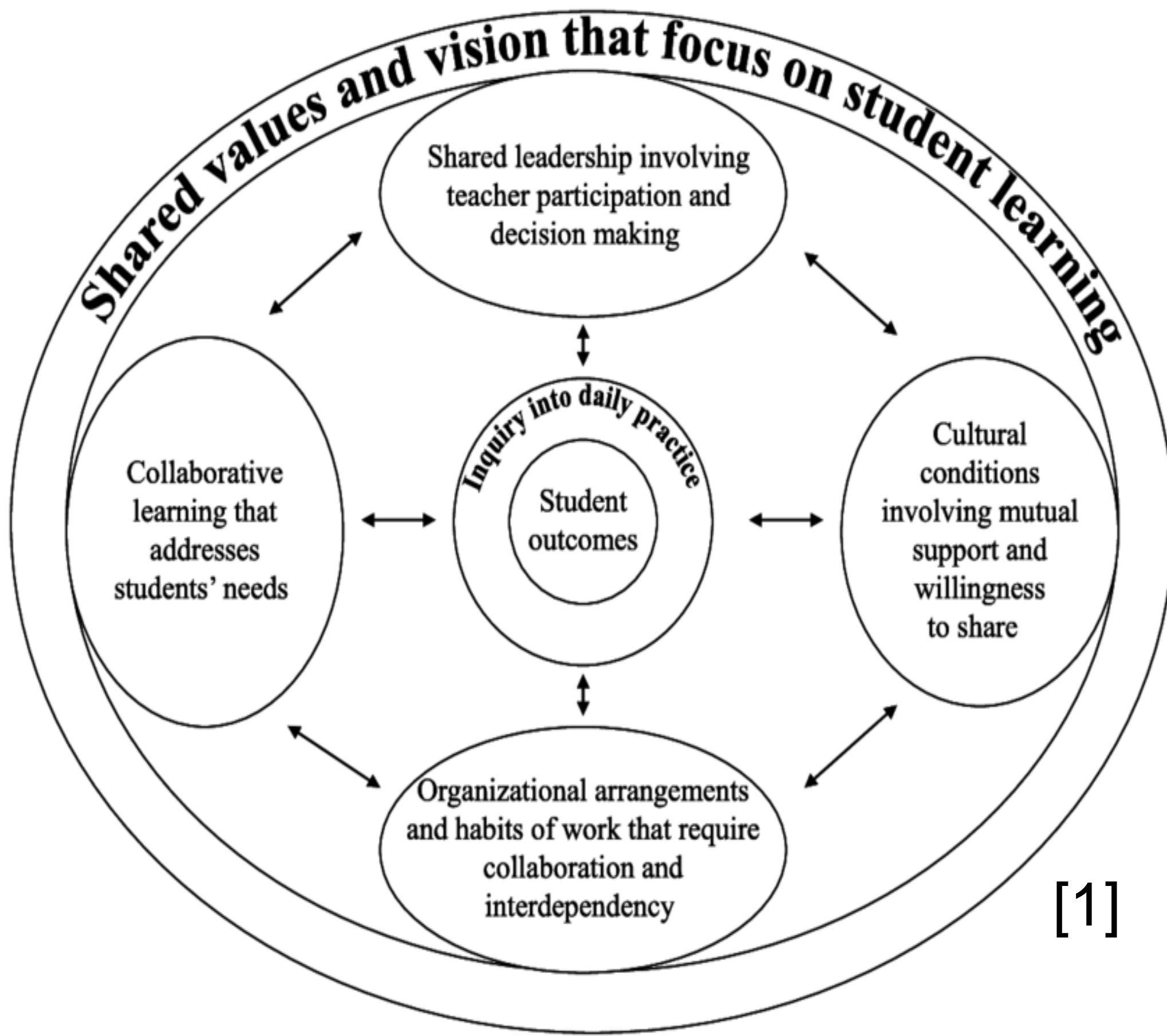


What is a Learning Community?



[1]

Background

- Crisis ⇒ changes in collaboration and communication in and out of the classroom [2]
- Faculty frustration with how to support students within the online format [3]

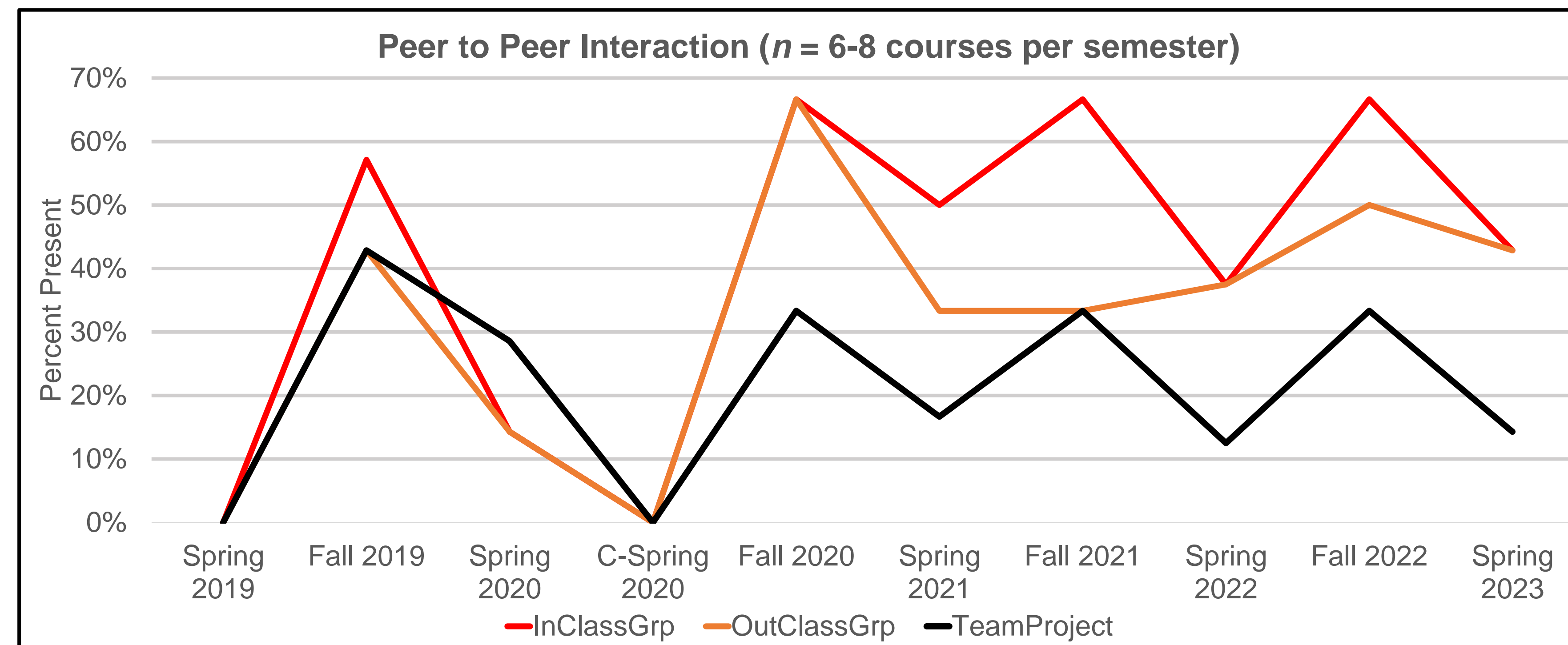
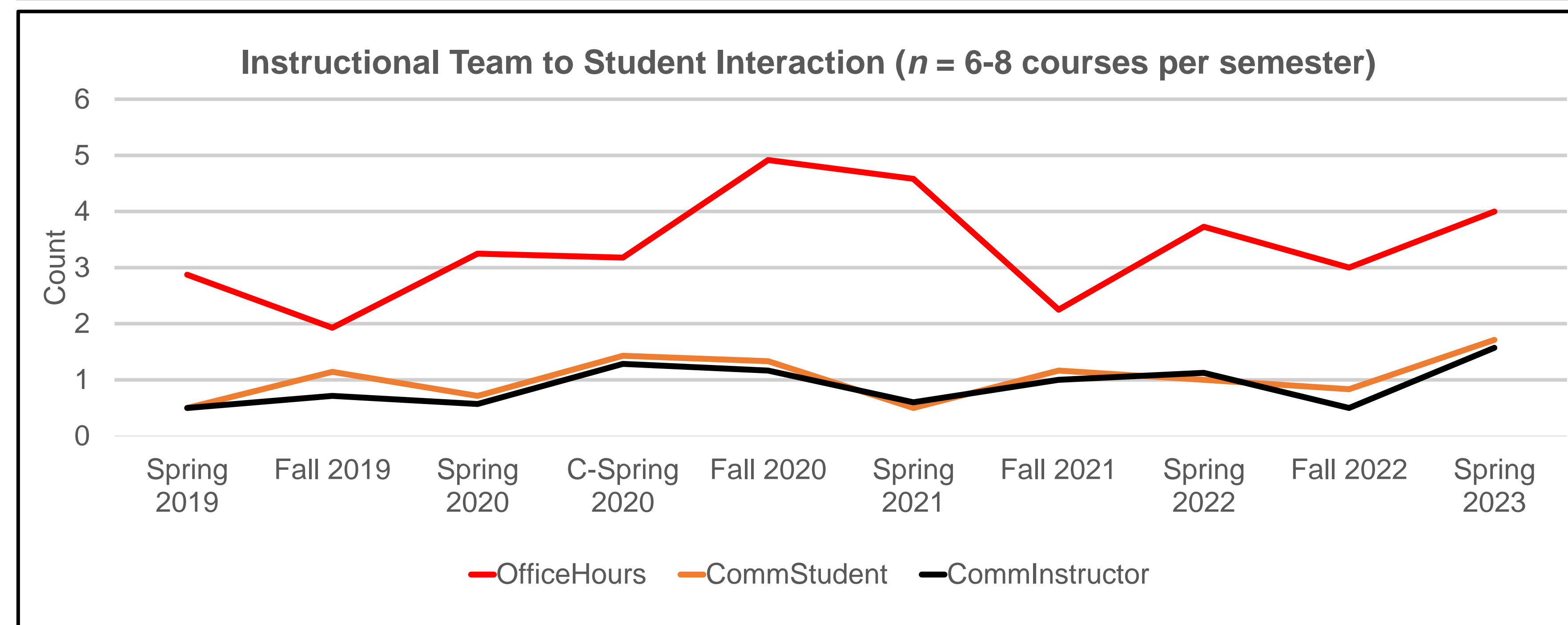
Methods

- Large Midwestern R1 university, one department in the College of Engineering
- Syllabi from core courses: 200- and 300-level
- Deductive coding – a priori coding scheme

Research Question: How does crisis impact instructor facilitation of learning communities, as indicated in course syllabi?

Code Category	Specific Codes	Levels
Instructional Team to Student Interaction	Office Hours Ways to Communicate: • Student to instructor • Instructor to student	Count hours Counts different types of ways to communicate (e.g., Canvas, email)
Peer to Peer Interaction	Team Project, OutClassGrpActivities, InClassGrpActivities	Percentage of classes in a semester that have given activities present

Results



Findings and Conclusions

- Data confirms reports of student **isolation amid crisis** [2]
- Group activities consistent across fall semesters ⇒ **Labs**
- Student and instructor: **similar communication** methods
- **Delayed peak** in office hours in response to crisis

Future Work

- Consideration of confounding variables (e.g., course type, presence of TA, change of instructor across semesters)
- Fourth-year vs. first-year courses: more learning community facilitation in design/capstone courses

References

- [1] Sigurðardóttir. *Scand. J. Educ. Res.* 2010.
 [2] McIntyre et al. *J. Eng. Educ.* 2023.
 [3] Ramlo. *Inno. Higher Educ.* 2021

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