

# Characterizing Community College Instruction in Response to State-Mandated Policy and a Global Pandemic

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## Introduction

This poster describes the instructional styles of four mathematics instructors at a community college, who were responding to a state-legislated mandate to overhaul developmental mathematics to increase learners' success rate taking remedial math courses (The Campaign for College Opportunity, 2018), and a global pandemic. These external agitations have the potential to catalyze shifts in instruction to be more inquiry-focused and equitable (e.g., through the use of technology), but they also pose considerable challenges. Here, we detail how these four instructors navigated this situation by describing instructional practices in their classrooms.

## Methods

We coded four classroom observations of each instructor using an equity-based observation protocol (Reinholz & Shah, 2018). Upon coding the classroom observations, we ran several different crosstabs using *R Statistics* to characterize the quality and distributions of participation. Our statistical analysis was triangulated with instructor interviews to better understand patterns in the data (Miles, Huberman, & Saldaña, 2014).

## Findings

Findings suggest that instructors' practice was typical (Hiebert & Stigler, 1997). We noticed that students mostly provided "what" answers during instruction across instructors. "What" statements are more procedural in nature, focusing on providing "the answer." Yet, students did not provide answers proportionally across venue types (e.g., 95% of contributions for Arenas were in chat, whereas 61% were in whole-class discussions, for Martinez).

*Table 1. Student Talk Type Across Venue.*

<u>Instructor</u>	<u>Venue</u>				<u>Student Talk Type</u>		
	<u>Chat</u>	<u>WC</u>	<u>Breakouts</u>	<u>Why</u>	<u>How</u>	<u>What</u>	<u>Other</u>
Arenas	403	19	0	0	20	320	82
Martinez	53	342	163	14	48	278	218
Peterson	98	2	81	7	16	70	88
Lee	39	21	22	2	4	44	32

## Discussion

Our findings showed both commonalities in the procedural nature of instruction, and also differences, insofar that instructors leveraged technology to provide different venues of instruction for different students. In the full poster we also describe patterns disaggregated by race and gender for student participation. On the whole, we found that the external agitations did little to change the status quo of teaching. We will comment on implications for practice.

### References

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