



Reflecting Upon....
Teaching Online: UBC
Instructors Share Their
Experiences
December 2020



Photo by [Elijah Hiett](#) on [Unsplash](#)

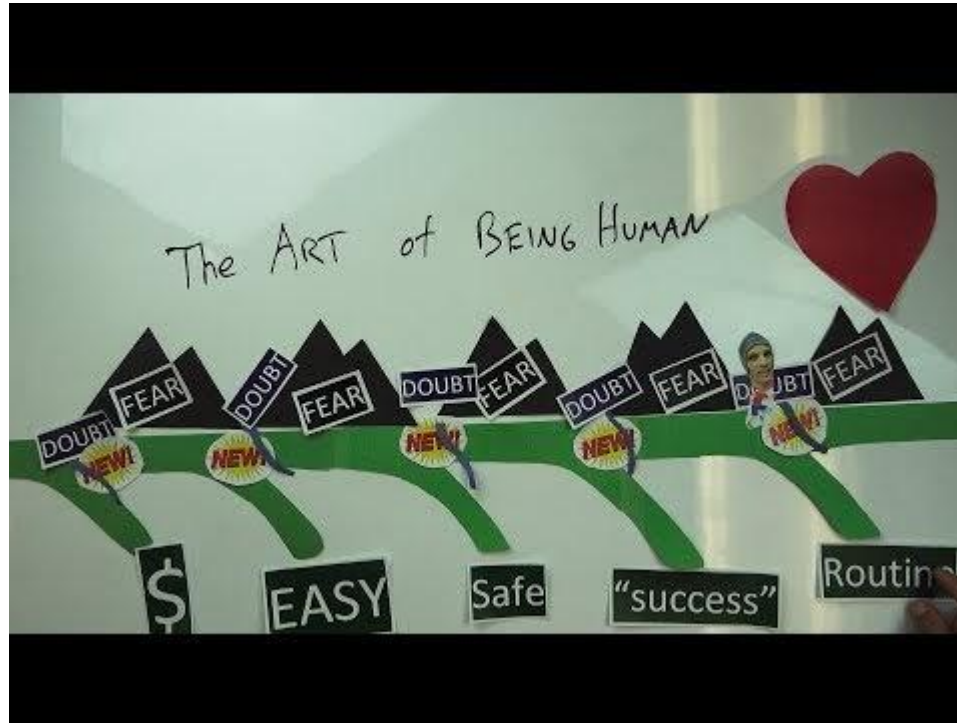
Coffee Chat: Informal Format

Agenda Questions:

- Time
- Presence
- Measurement



Reference work by Dr. Michael Wesch as a model for 'the art of being human'



TIME



QUESTIONS ABOUT TIME:

- How did your courses differ in design from your face to face version?
- What were some new design considerations (Activities/ Content/ Assessment) ?
- What were some of the areas that you spent more or less time on as an instructor before the course, and during the course and why?

The SAMR Model for Technology Integration

S A M R

@sylvia Duckworth
1 @eduprodice

I wonder what's in the ocean?

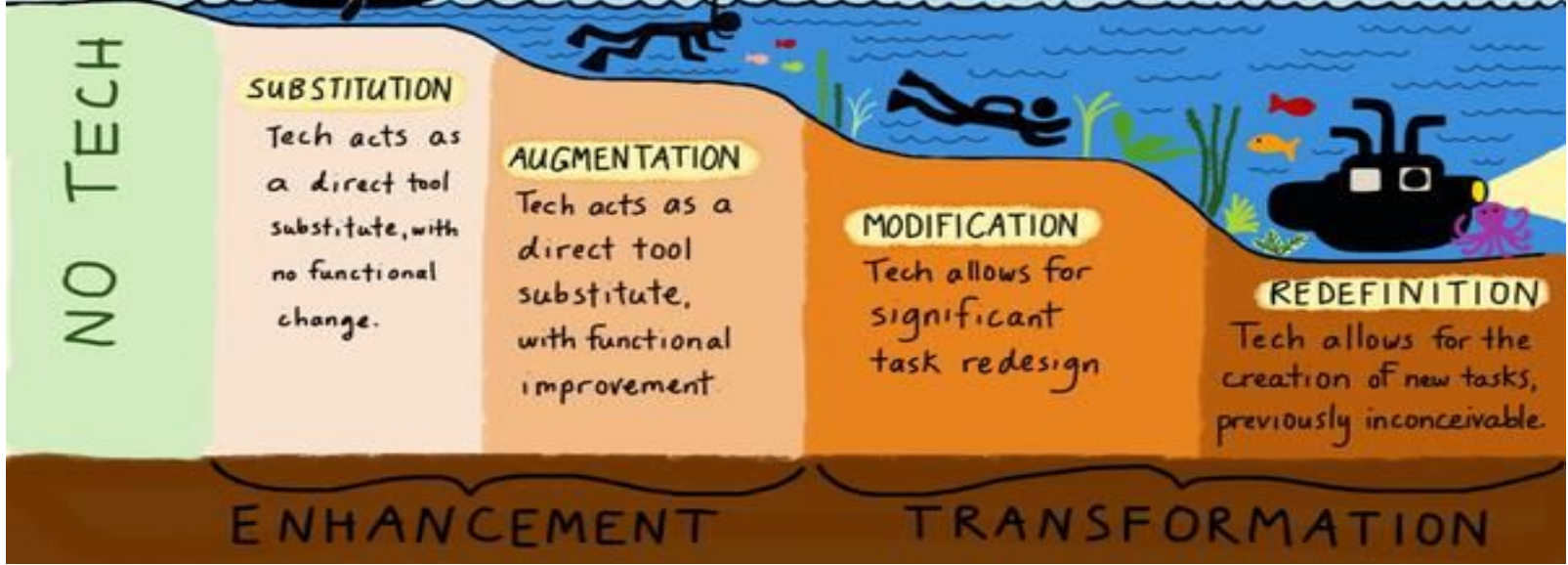


Image credit: Sylvia Duckworth, via @DavidGuerin

QUESTIONS ABOUT TIME

- How did the flow and scheduling of your course change?
- How did you balance synchronous and asynchronous learning design? What worked well ? What will you do again and why?

Synchronous Learning Activities



Build Community + Relationships



Lead Interactive Modeling Sessions



Differentiate Instruction for Small Groups



Personalize Instruction + Provide 1:1 Coaching



Guide Practice + Application



Facilitate Real-time Conversations



Foster Collaboration Among Students



Real-time Feedback on Work In Progress

Asynchronous Learning Activities



Read + Take Notes



Watch Video-based Instruction



Listen to Podcasts



Explore Teacher-curated Resources



Engage in Online Discussions



Practice + Review



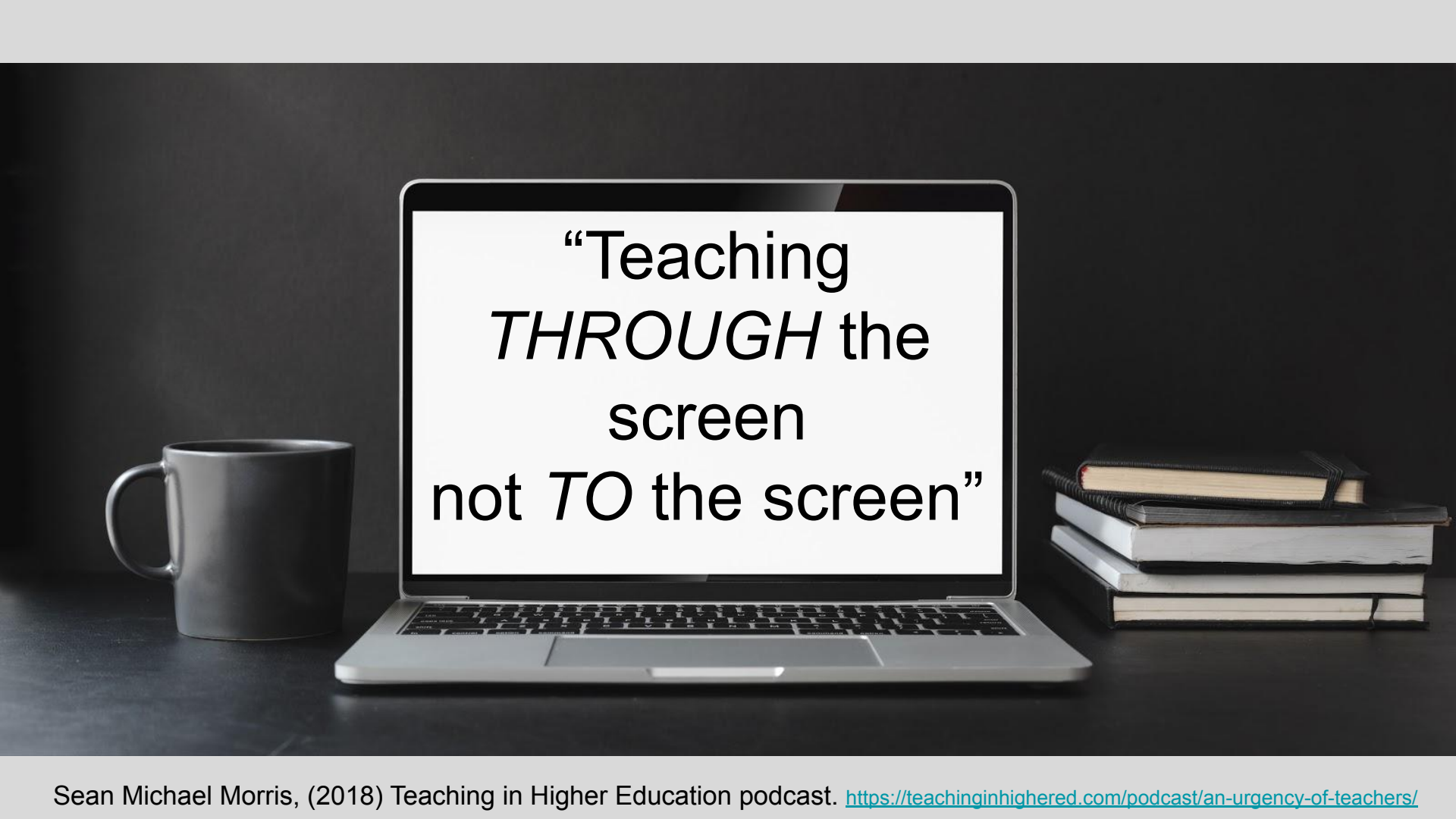
Research + Explore



Reflect + Document Learning

PRESENCE



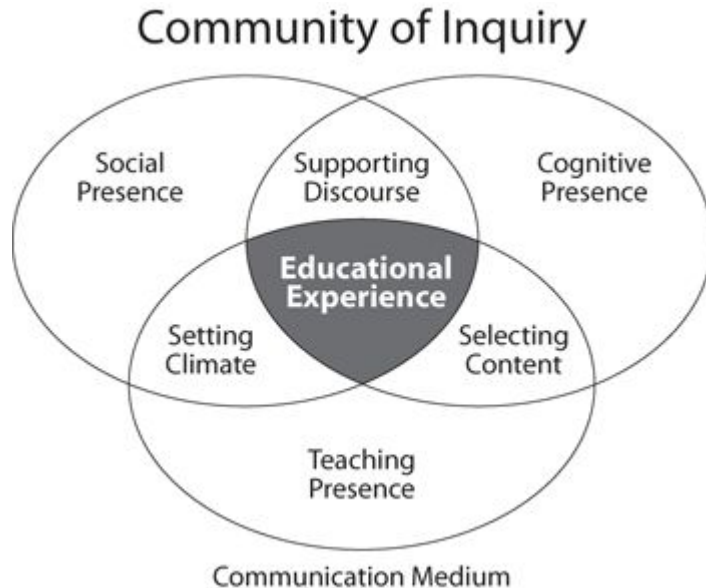
A photograph of a workspace. In the center is a silver laptop with a white screen displaying a quote. To the left of the laptop is a dark grey mug. To the right is a stack of four books. The background is dark.

“Teaching
THROUGH the
screen
not *TO* the screen”

QUESTIONS ABOUT PRESENCE

- How did you establish online learning communities?
- What did you do you check-in in order to be responsive to student learning needs?
- How did you develop relationships with your students?

Community of Inquiry



Social presence is “the ability of participants to identify with the community (e.g., course of study), communicate purposefully in a trusting environment, and develop inter-personal relationships by way of projecting their individual personalities.” (Garrison, 2009)

Teaching Presence is the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes (Anderson, Rourke, Garrison, & Archer, 2001).

Cognitive Presence is the extent to which learners are able to construct and confirm meaning through sustained reflection and discourse (Garrison, Anderson, & Archer, 2001).

How Do You Design for Human Centered Learning?

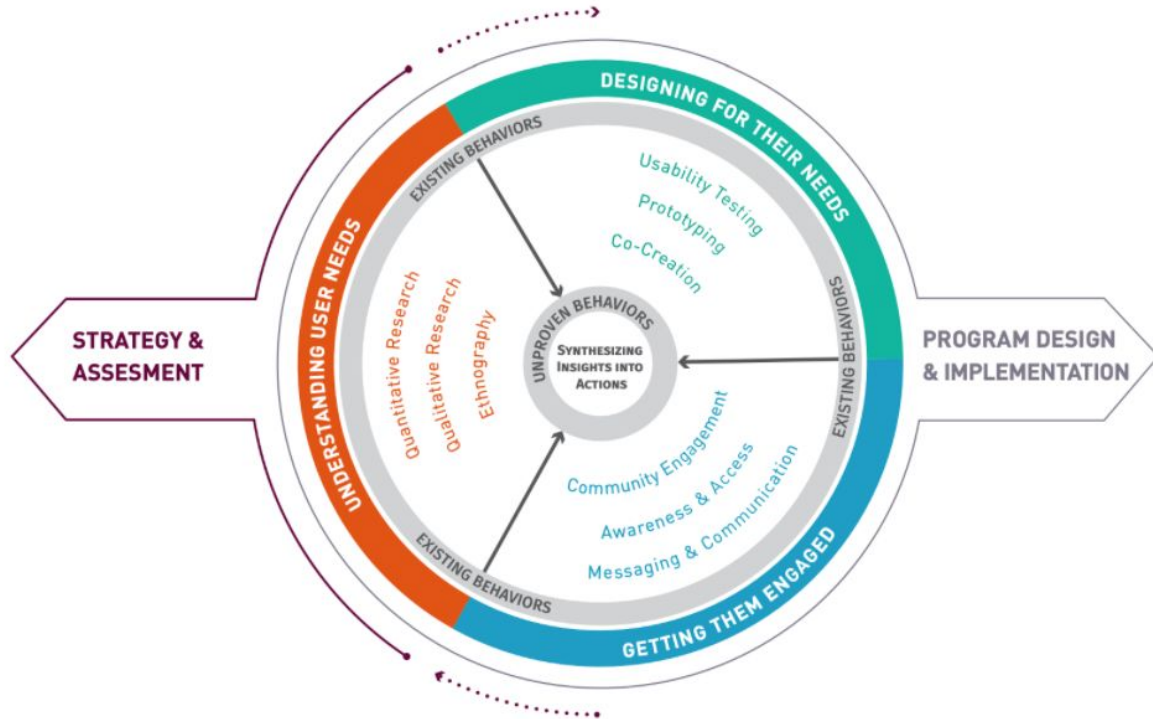
Five focal points related to well-being:

- Nurture secure attachment and social belonging
- Nurture physical, psychological and social health in ways that are tailored to diverse contexts
- Nurture self-discovery
- Nurture exploration of meaningful purpose in life
- Nurture learners' ability to achieve financial independence.

Six vision elements for shifting education to support those focal points:

- Emphasize positive communications and relationship development
- Co-design well-being supports with the individuals and communities affected by them
- Broaden definitions of success to reflect a holistic view of human development
- Broaden learner supports to include more individuals, roles and organizations
- Restructure education to encourage connection, cross-curricular integration and meaning
- Broaden curricula to address honest historical truths.

How Do You Design for Human Centered Learning?



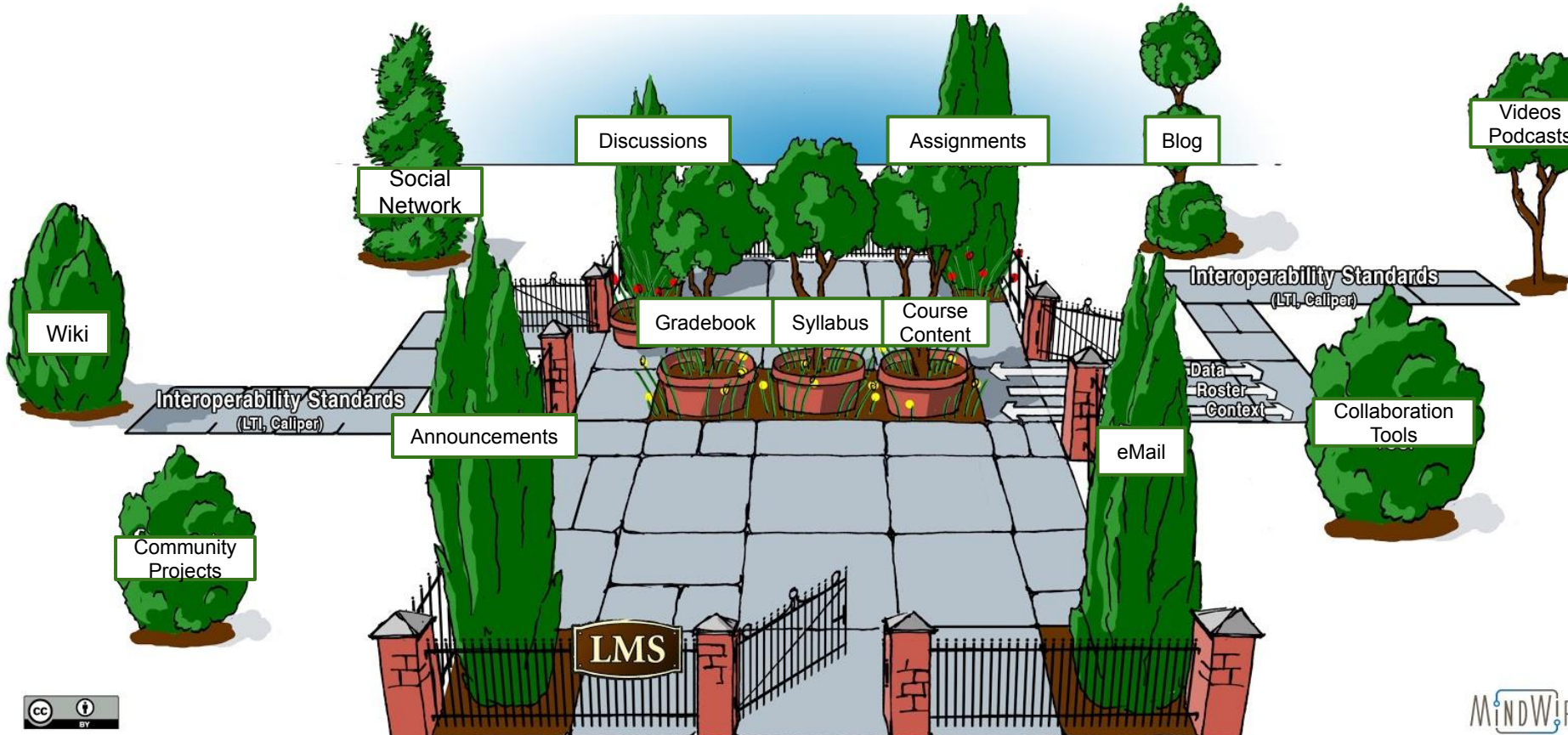
HUMAN CENTERED DESIGN

HCD integrates a broad set of practices around a common understanding of user needs that can improve strategic decision-making as well as increase the effectiveness of individual programs.

Human Centered Content

- Where Are you Getting Content From?
- How Can You Personalize and Create Content to Promote Student Voice and Choice in your Courses?

Thinking about your Learners?



<https://mindwires.com/free-resources/>





Universal Design for Learning

CAST: <http://www.cast.org/our-work/about-udl.html#.X018mpNKh0w>

Thinking about your Learners?

Aiming to become EXPERT Learners

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

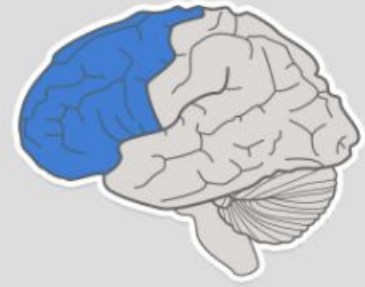
RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



Representation

For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

Thinking about your learner profile?

(type text here)

(type text here)

(type text here)

(type text here)

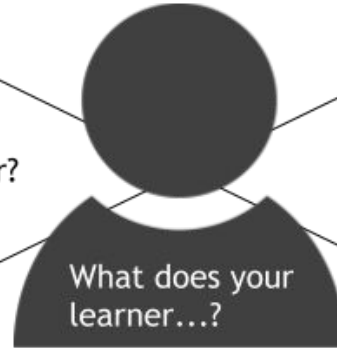
Think and Feel?

Hear?

See?

(type text here)

(type text here)



Say and Do?

(type text here)

(type text here)

Apply this “Learner’s Empathy Map” to your course and learning

(type text here)

Pain Points?

(type text here)

(type text here)

Gain Points?

(type text here)

MEASUREMENT (Assessment)



MEASUREMENT (Assessment) QUESTIONS

- How did you assess for learning in your online courses? How did this change from your face to face delivery?
- What were some of the assessment changes that worked and why?
- What were some of the assessment changes that did not work and why?

Formative

Help students to learn and practice

When

Throughout the course

Why

Identify gaps and improve learning

How

Via approaches that support specific student needs

Summative

Assess student performance

When

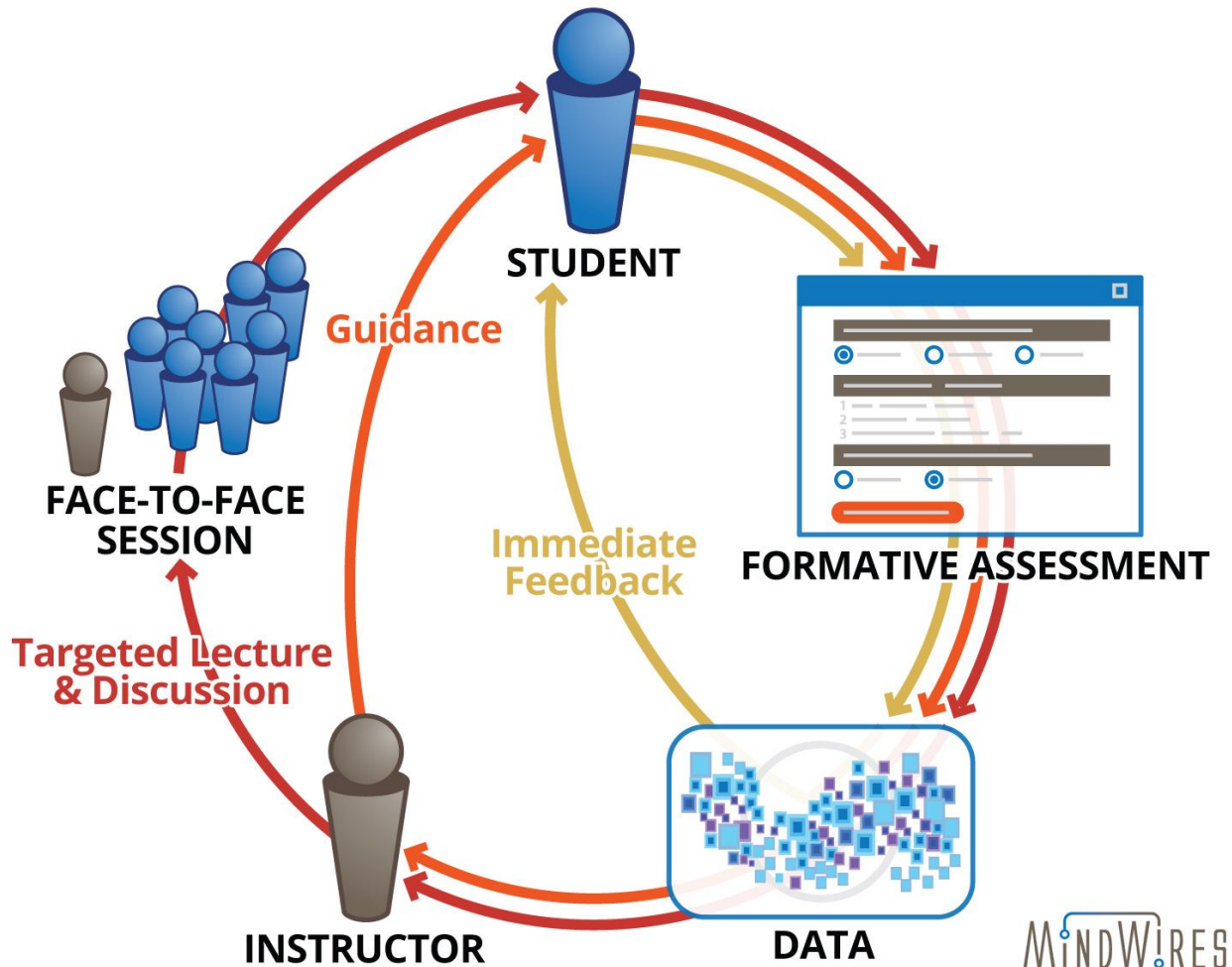
At the end of the instructional period

Why

Collect evidence of student knowledge, skill or proficiency

How

Via exit learning products or a cumulative assessment



MINDWIRES

Questions?

Please contact : ets.educ@ubc.ca