Teaching Online

UBC Instructors Share Their Experiences

February 2021

FACILITATED BY
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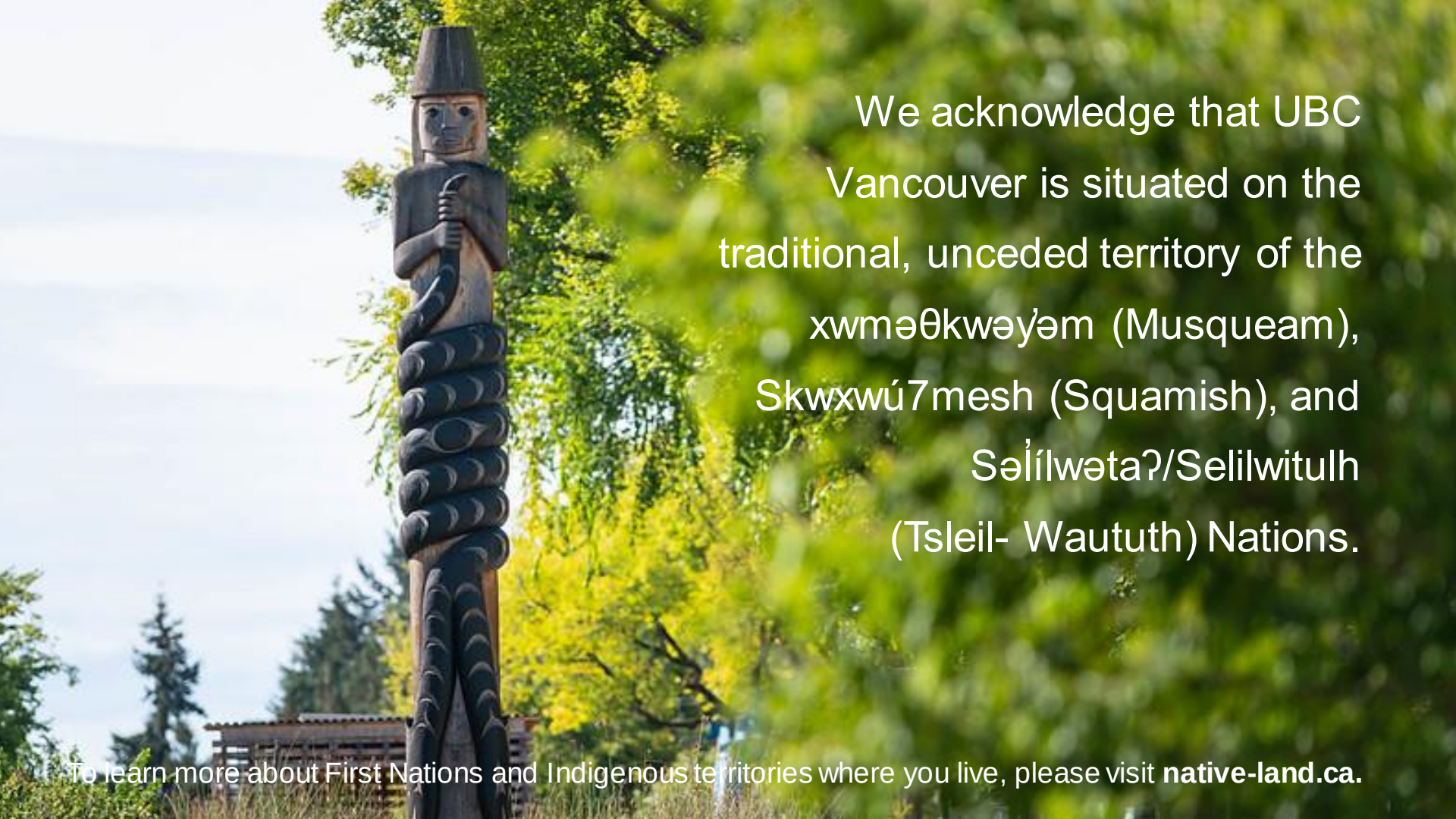

We acknowledge that UBC Vancouver is situated on the traditional, unceded territory of the xwməθkwəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and Səl̓ílwətaʔ/Selilwitulh (Tsleil- Waututh) Nations.

To learn more about First Nations and Indigenous territories where you live, please visit **native-land.ca.**

Informal Format – thinking and sharing

- Time
- Presence
- Measurement

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

Link to Michael's faculty page: https://www.k-state.edu/sasw/faculty/wesch.html

Time

Synchronicity?

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? Why?

Photo by Sonja Langford on Unsplash

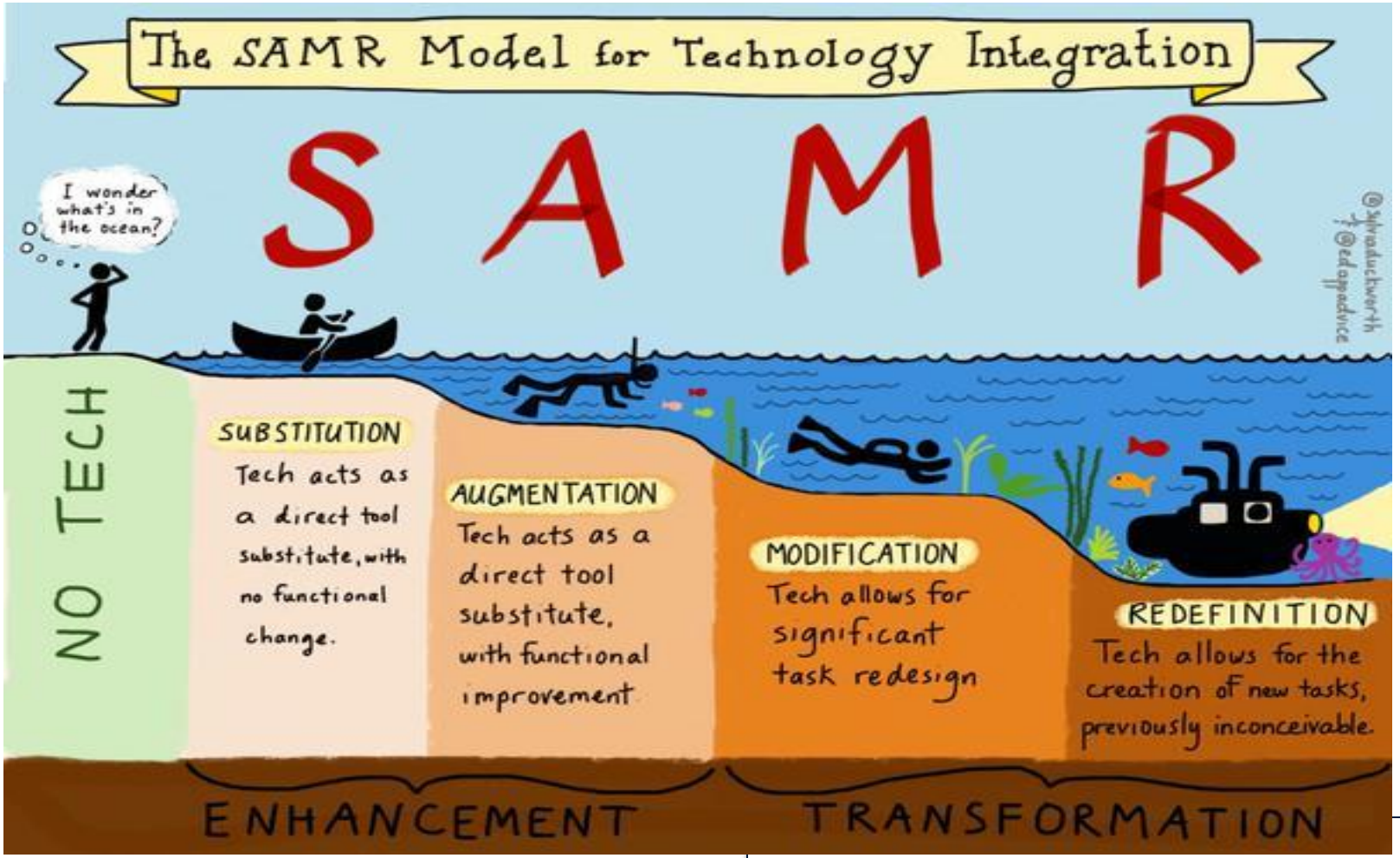

Image credit: Sylvia Duckworth, via @DavidGuerin

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?

Photo by Sonja Langford on Unsplash

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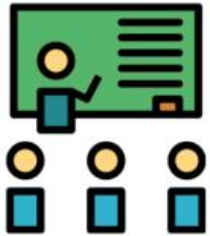
Synchronous Learning Activities

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

https://catlintucker.com/2020/08/asynchronous-vs-synchronous/

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Asynchronous Learning Activities

Read & Take Notes

Watch Video-based Instruction

Listen to Podcasts

Explore Teacher-curated Resources

Engage in Online Discussions

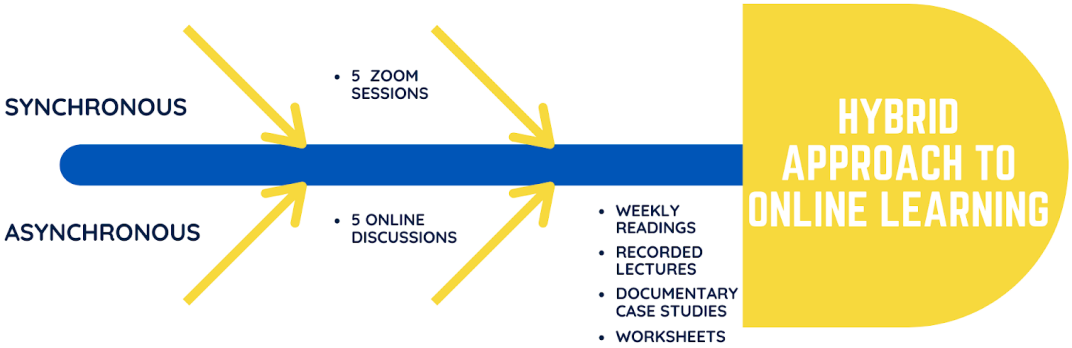
Practice & Review

Research & Explore

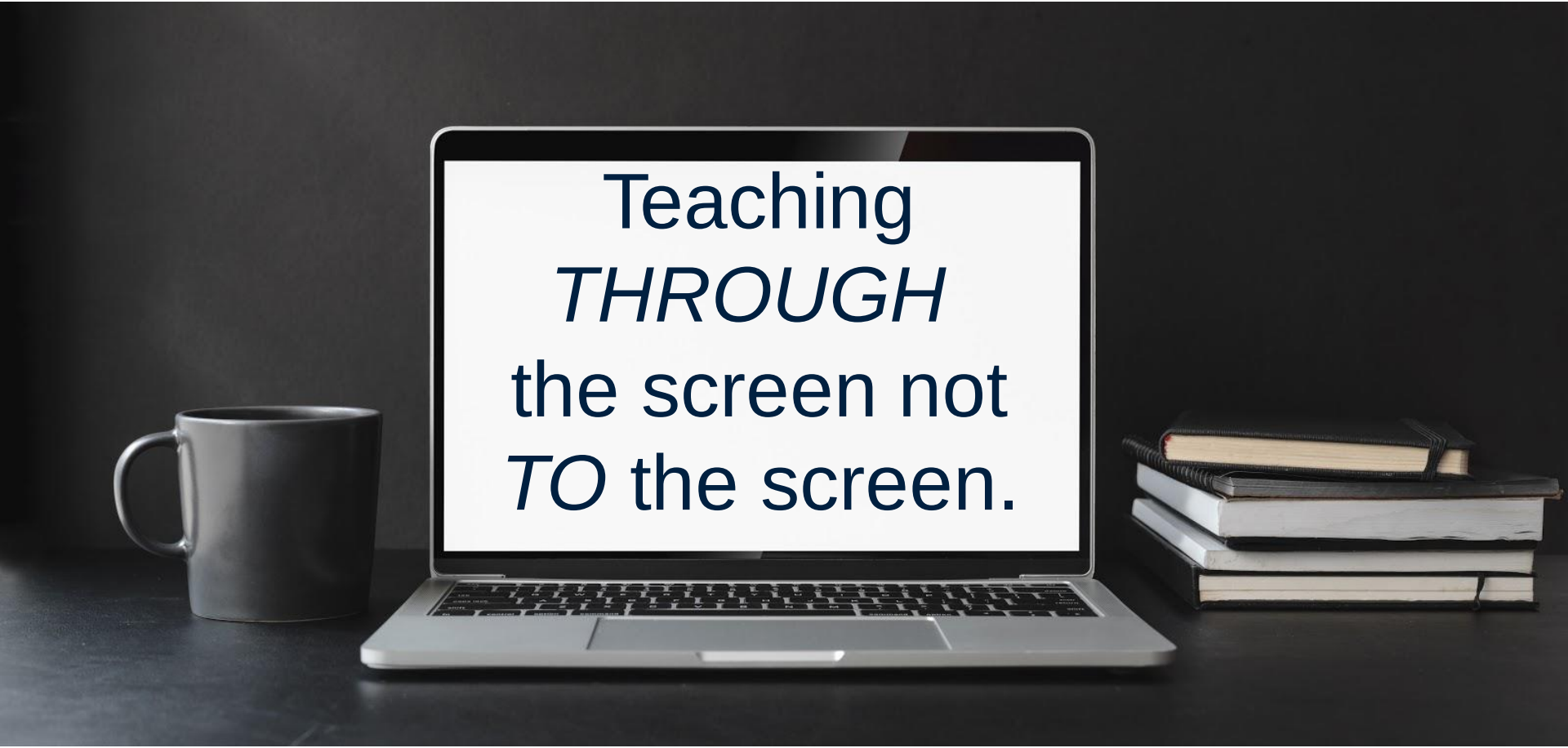
Reflect & Document Learning

WEEKLY LEARNING

THIS COURSE WILL ADOPT A HYBRID APPROACH TO ONLINE LEARNING, WITH A COMBINATION OF SYNCHRONOUS & ASYNCHRONOUS LEARNING ACTIVITIES AS OUTLINED BELOW:



Presence



Retrieved from @Hj_dwaard

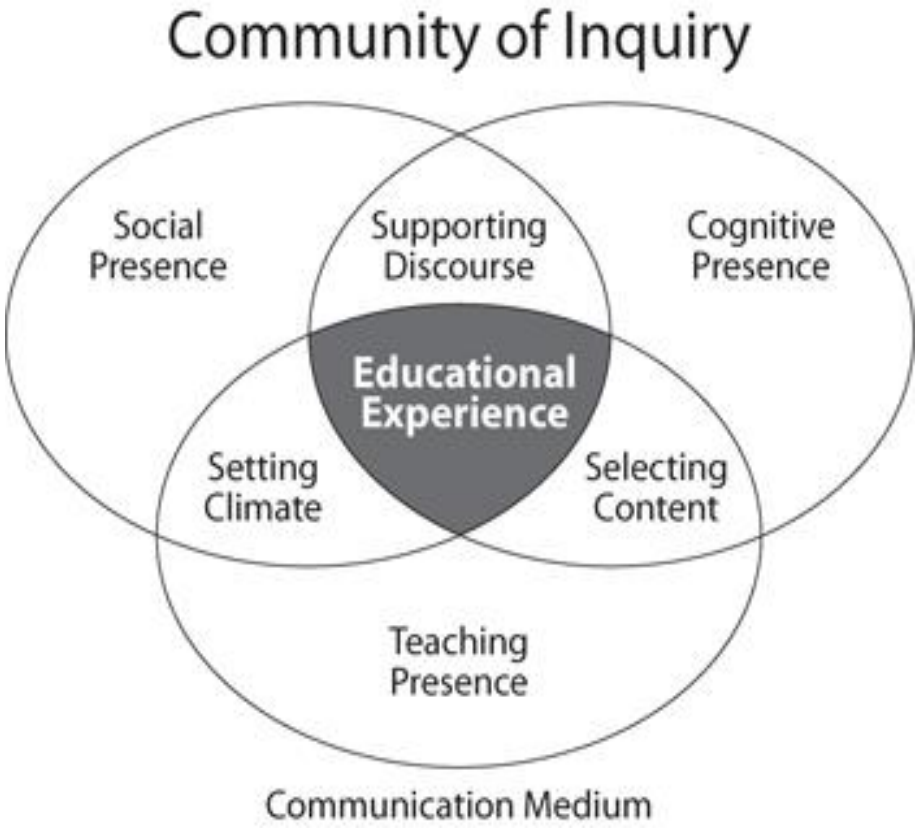
Sean Michael Morris, (2018) Teaching in Higher Education podcast. https://teachinginhighered.com/podcast/an-urgency-of-teachers/

QUESTIONS ABOUT PRESENCE

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

Image by Harald Lepisk from Pixabay

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).

https://coi.athabascau.ca/coi-model/

One page summary of the COI model: https://teaching.utoronto.ca/wp-content/uploads/2016/05/Community-of-Inquiry.pdf

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.

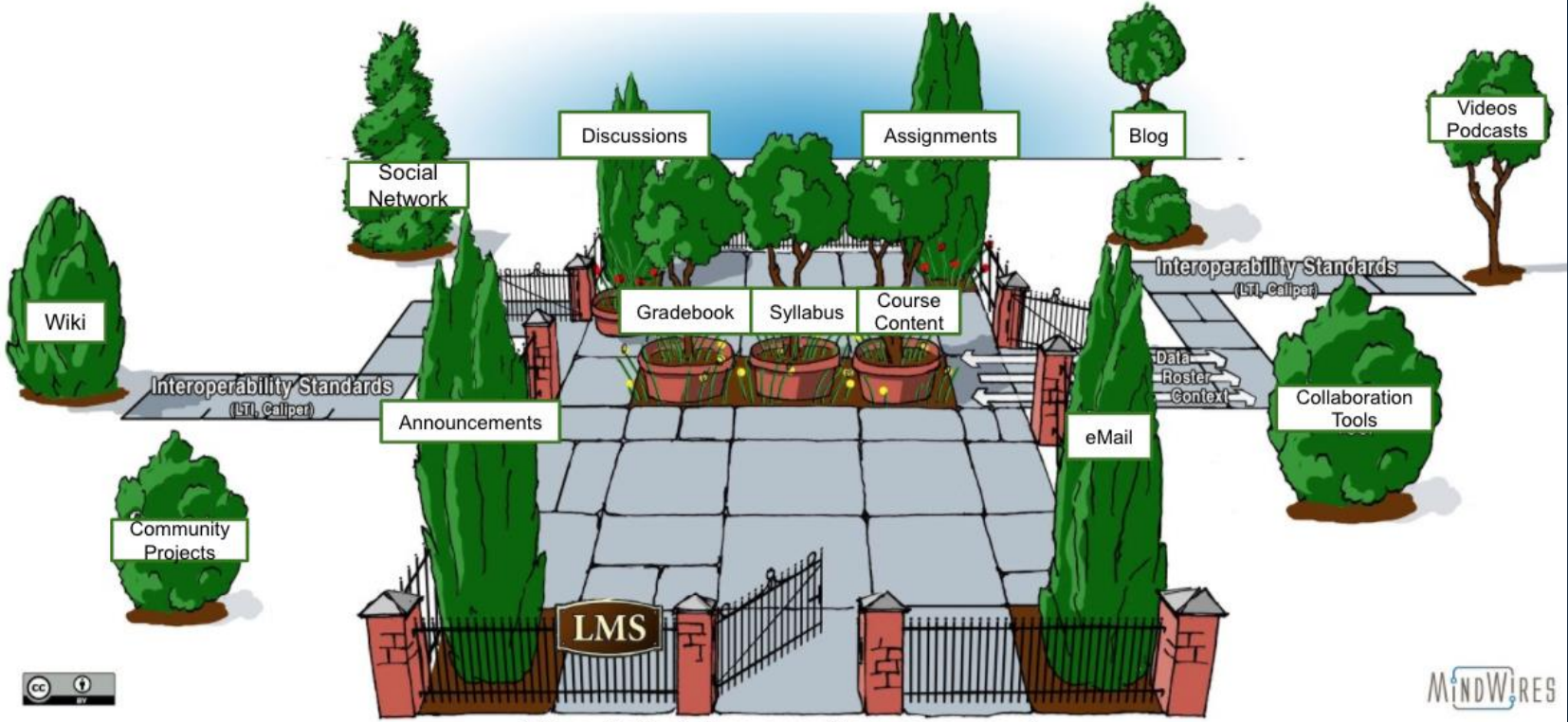
https://knowledgeworks.org/resources/designing-human-centered-learning/

QUESTIONS ABOUT
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?

Image by Harald Lepisk from Pixabay

Thinking about your Learners?



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

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

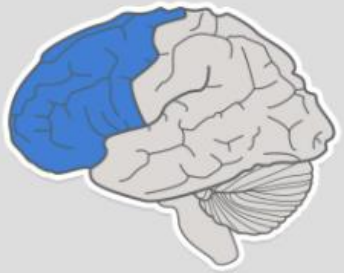
For purposeful, motivated learners, stimulate interest and motivation for learning.

RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING

Representation

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

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING

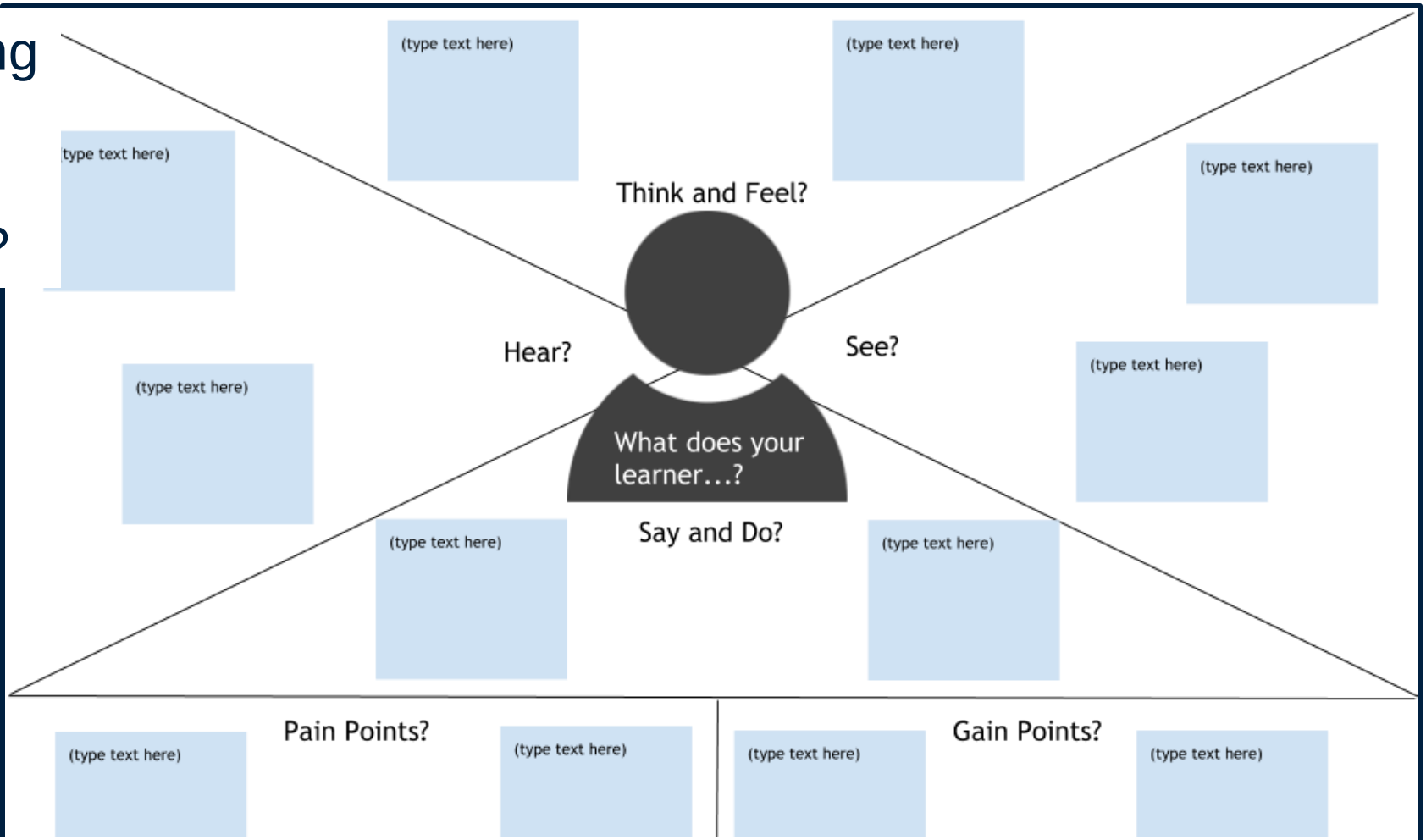


Action & Expression

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

UDL at a glance - CAST http://www.cast.org/impact/universal-design-for-learning-udl
Access, Build, Internalize to become expert learners - UDL Guidelines from CAST

Thinking about learner profile?

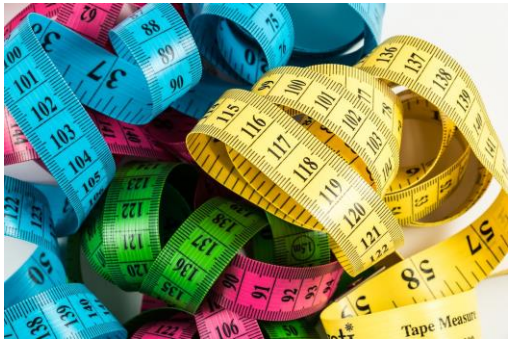


Apply this “Learner’s Empathy Map” to your course.

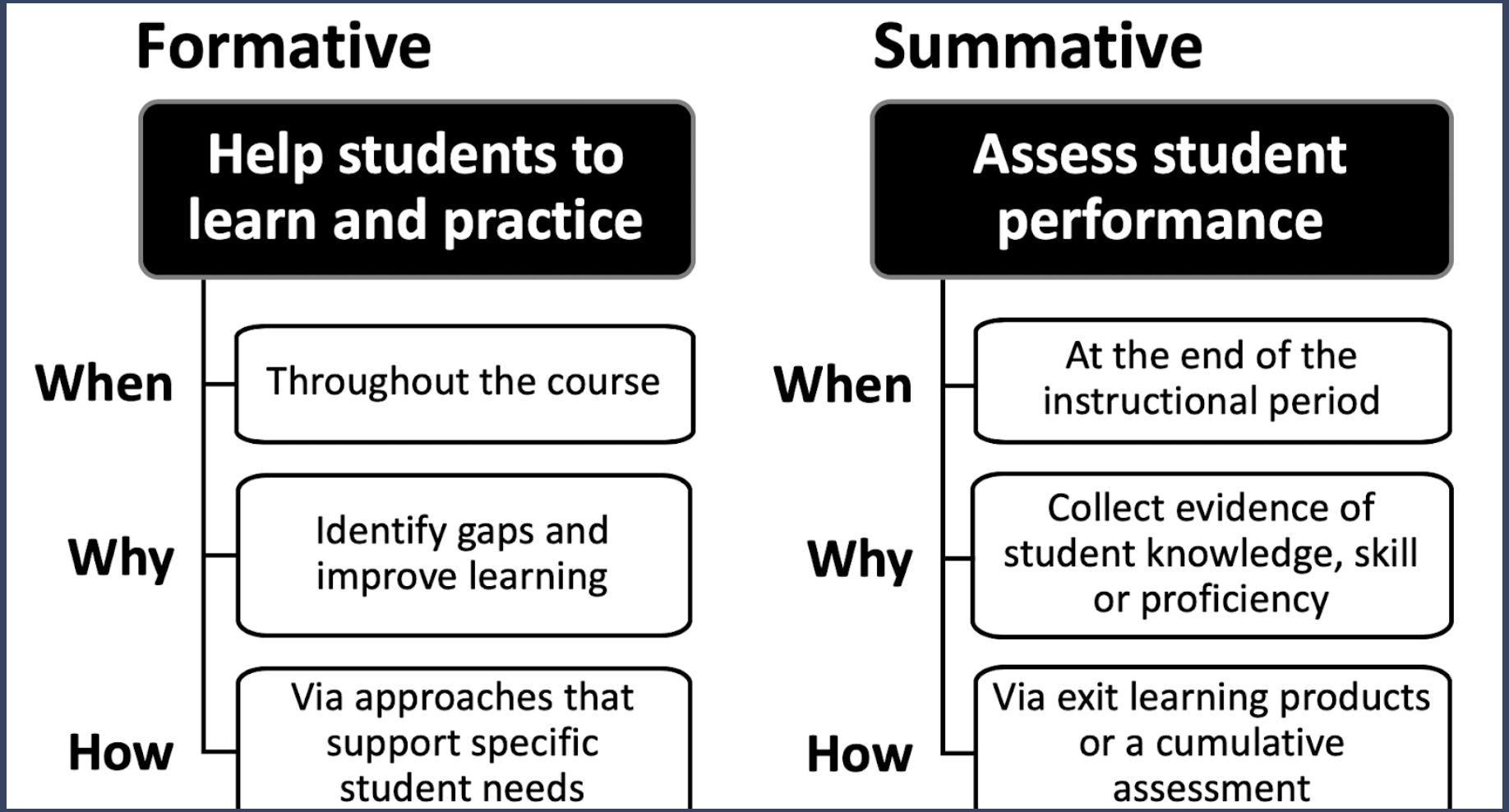
MEASUREMENT (Assessment)

MEASUREMENT QUESTIONS

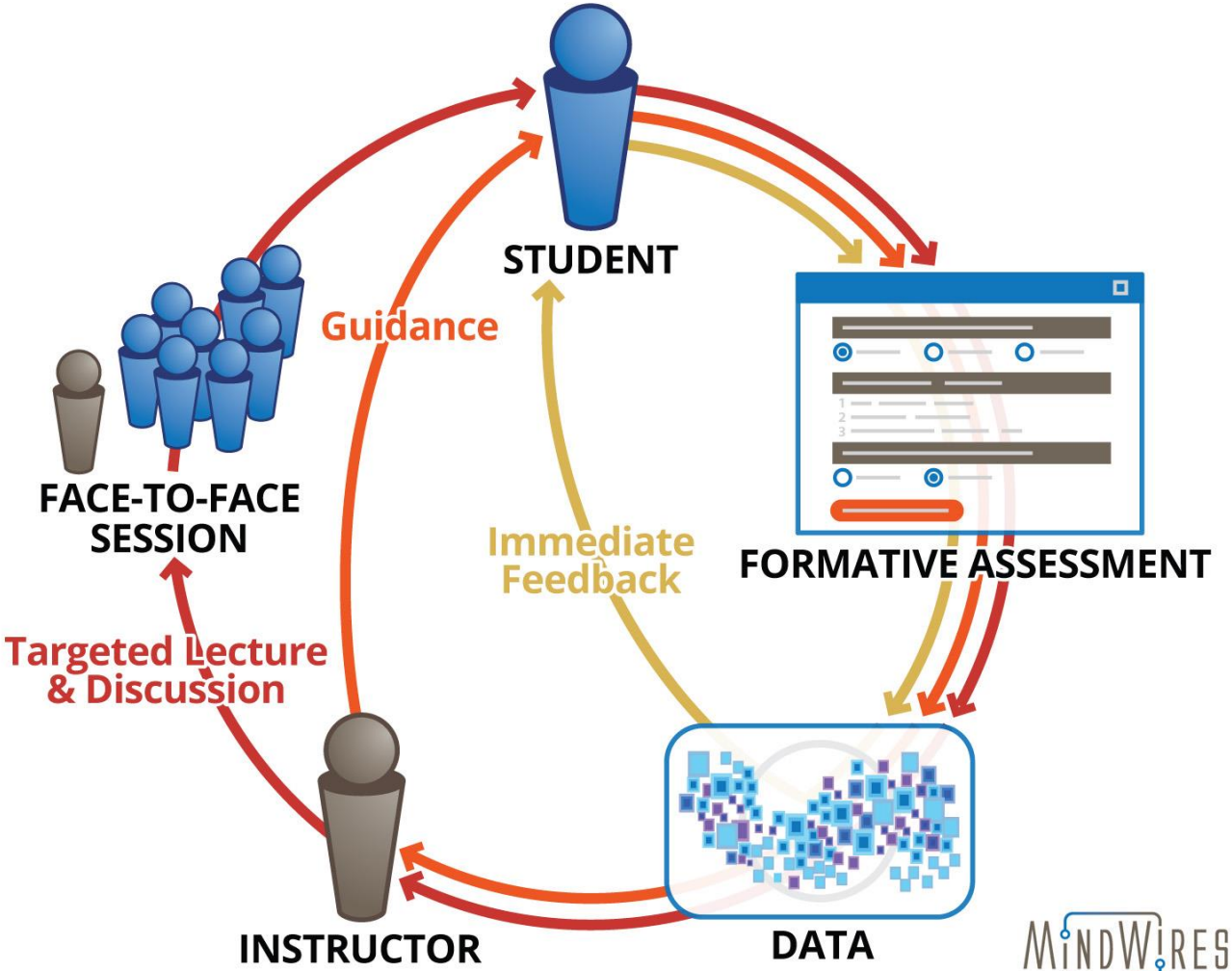
Assessment -



- 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?



https://www.celt.iastate.edu/teaching/assessment-and-evaluation/assessment-overview/



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

UPCOMING WORKSHOPS

https://ets.educ.ubc.ca/workshops-events/

UBC Educational Technology Support

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Questions?
Contact us: ets.educ@ubc.ca