

**Please note: This session is being recorded and edited portions will be available online*

Supporting Student Bandwidth in Online Learning Environments

CTLT Remote Teaching Institute
August 24, 2020



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Introductions and land acknowledgement



*Musqueam s̓i:ḥəḡ qəqən (double-headed serpent post),
UBC Point Grey Campus, Photo by: Sarah Ling*

In chat box:

- Your name
- Dept and role
- On whose traditional territories are you located right now?

Additional resources:

- [Native-land.ca](https://www.native-land.ca)
- [Acknowledging First Peoples Traditional Territory \(CAUT\)](https://www.cautech.ca/)
- [Decolonizing Digital \(animikii.com\)](https://animikii.com/)

Workshop facilitators



- Emma MacFarlane, Learning Commons Coordinator, Irving K Barber Learning Centre
- Alexandra Kuskowski, Learning Services Librarian, Irving K Barber Learning Centre
- David Gaertner, Assistant Professor, Institute for Critical Indigenous Studies
- Chloe Erlendson, Educational Consultant, Indigenous Initiatives, CTLT
- Janey Lew, Senior Educational Consultant, Indigenous Initiatives, CTLT
- Lucas Wright, Senior Educational Consultant, CTLT

Housekeeping and session etiquette

- Collaborate Ultra - privacy and bandwidth
- If having technical challenges, try Google Chrome browser
- Varying bandwidth
 - Not screensharing, uploading slides and sharing links in chat
 - Mute audio and video
- Use chat for questions, including reactions (emoticons)
- Registration confirmation - posted in chat
- Shared google doc

**** This session is being recorded ****

Adjusting to context



What have we done to acknowledge and adjust to pre-pedagogical considerations in this workshop?

- We will chunk and make available digestible portions of this recorded session (chunking from April available)
- We are working to make session materials available on an open Wiki page
- We will build community through informal virtual discussions.
- Help us to co-create its content by sharing your experiences, resources, and success stories!

Learning Outcomes



- Increase awareness of the impacts that the rapid transition to online learning is having on both instructors and students
- Decrease the stress on bandwidth for both students and instructors.
- Illustrate minimal computing entry points to online learning that are less stressful, allowing us to learn better and live better lives.
- Acknowledge that learning and living are coupled together right now - encourage participants to think about the whole learner

Agenda



1. Welcome and housekeeping
2. Introducing bandwidth
3. Acknowledging and adjusting to the (online) context
4. Humanizing the online classroom
5. Strategies to support and sustain bandwidth
6. Resources and tools for students and instructors
7. Wrap-up and questions

Bandwidth - What Is It?

Cognitive and mental resources that are available to one to learn and perform.

Key to effectively accomplish various tasks, including:

- Learning
- Keeping track of information
- Planning
- Making decisions, etc.



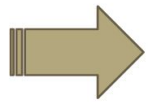
Created by Creative Stall
from Noun Project

Source: [“Bandwidth” Understanding and Supporting Indigenous Students](#) (Cheung, Doyle, and Tsukada) CC-NC-SA

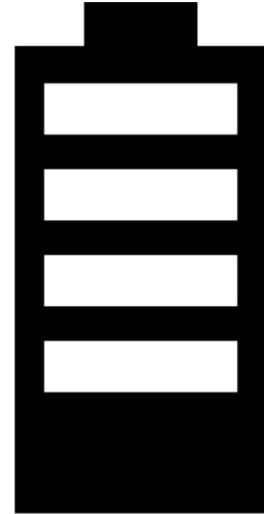
Undermining Factors - “Bandwidth Tax”

Loss of bandwidth occurs with scarcity or insecurity related to:

- Safety
- Health
- Money
- Belonging
- Respect, etc.



Inability to access complete brain capacity for learning

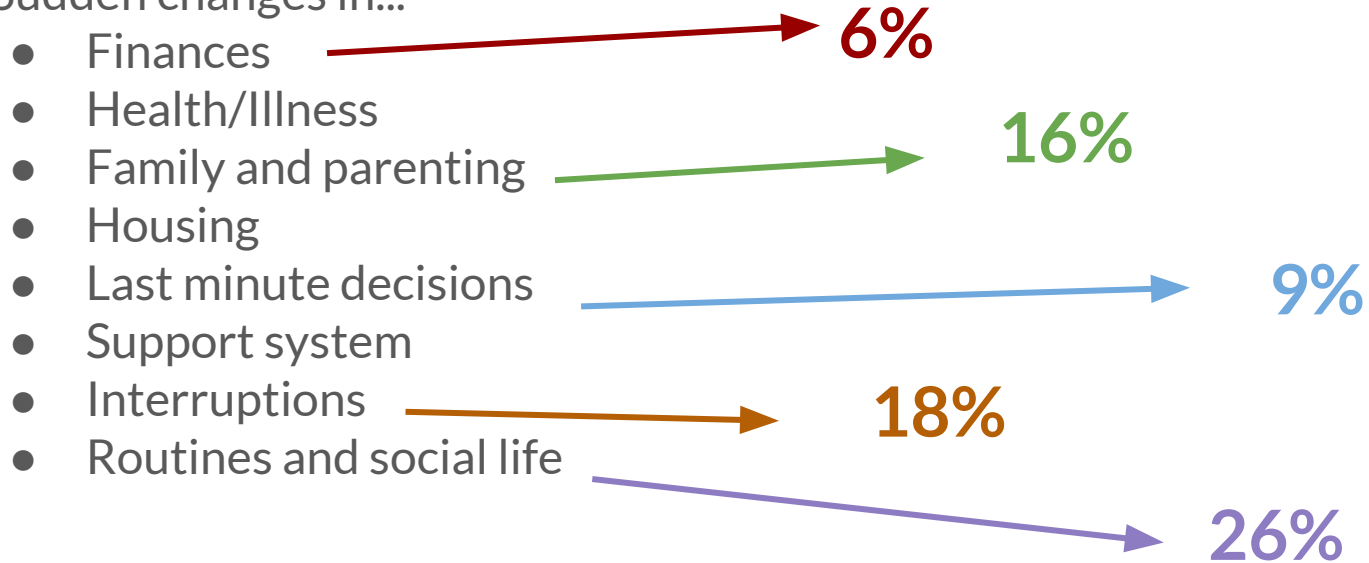


Created by Florent B
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Our Context for Learning & Bandwidth Tax

Sudden changes in...

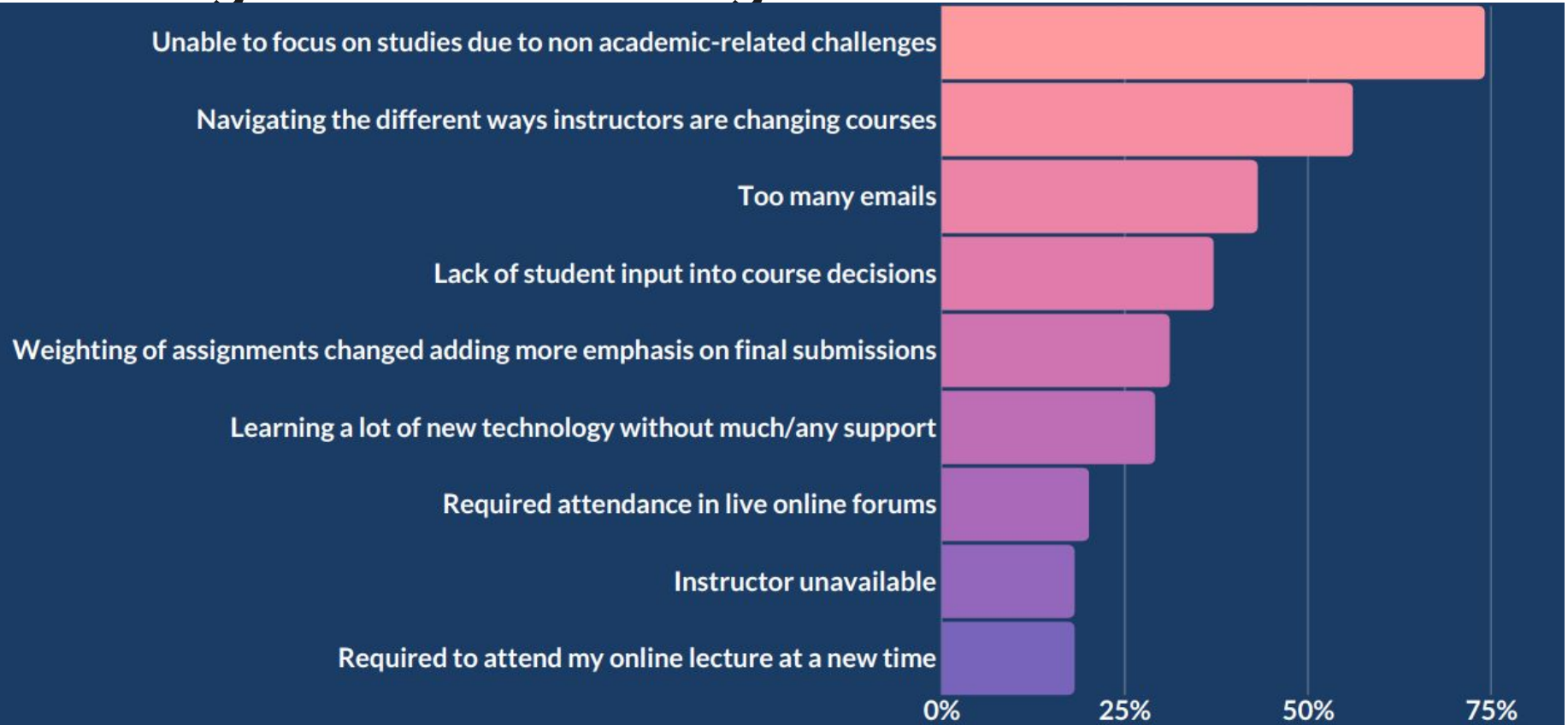




Developing Pre-pedagogy Considerations

What are the contexts
surrounding your students' learning
and what else are your students juggling?

Challenges to Transitioning to the Online Context



Humanizing the Online Classroom (Stories)



I find it much easier to articulate myself on a Canvas discussion board when there aren't 50 other eyes on me! Also, the virtual space provides a sense of anonymity when it comes to asking questions on Collaborate Ultra.

I did not enjoy the online environment because it was missing the human interaction element. It became harder to concentrate on the lecture with a lot more distractions present in sight.

Humanizing the Online Classroom (Stories)

It has been indeed difficult to take care of myself and my family. I have both my parents living in Vancouver, which is great but at the same time very scary. My dad still works and interacts with people because of his job. I don't even want to think what would happen if he caught the virus. My worrying gets intensified knowing that both of my parents may also be at risk. I hope that everyone can keep the safety of our friends and family in mind so that we can work towards building a safer community.

STUDENTS' PERCEIVED BENEFITS OF SYNCHRONOUS LECTURES:

Interaction
with
professors
and peers

Helps with
accountability
and time
management

Aids with
sense of
normalcy and
predictability



STUDENTS' PERCEIVED BENEFITS OF ASYNCHRONOUS LECTURES:



Flexibility:
where, when
and how to
access
content

Ability to revisit
or stop as
needed

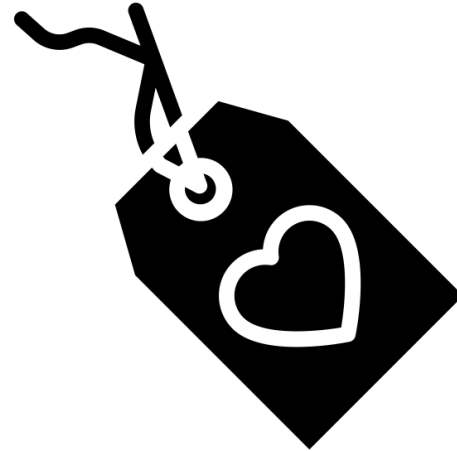


Ability to align
course
demands with
personal life
demands and
time zones

Less
technological
glitches and
more concise
content.

“Gentle Pedagogies”

- Know your students
- Rethink synchronicity
- Chunking
- Shared note-taking/Shared annotation
- Easy to access slides - foreground accessibility
- Asynchronous discussion groups
- Text-based breakout groups



Created by Cattaleeya Thongsriphong
from Noun Project



Google Doc Activity

What you will incorporate in your classes to mitigate the challenges we've discussed?

Do you have any recommended resources you've used so far in your courses?

Resources/Tools for Instructors



UBC and BC Resources

- [Keep Teaching](#) - UBC resource
- [CLC Online Teaching Support](#) - UBC resource
- [Canvas Commons Learning & Wellbeing Module](#) - Resources to embed in your online class
- [A Note on Care](#) TRU Resource

Academic Resources/Tools for Students

Academic Resources

- [Learning Commons](#) - Online learning support services and resources.
- [Online Learners' Resource Guide](#)
- [UBC Library](#):
 - [Askaway](#)
 - [How to get remote access via Ezproxy](#)
 - [Library Skills tutorials](#)
- [UBC Distance Learning: Learner Support Guides](#)

Thank you!
