Student wellbeing in online learning environments

What practices are you engaging in/planning to engage in?

These notes have been adapted from ideas generated by instructors attending the Remote Teaching Institute Session on April 21 May 5 and May 13, 2020. Please add any additional suggestions by using the comments function.

Please email wellbeing.learning@ubc.ca with any questions about this resource.

Effective teaching Strategies	Belonging and Social Inclusion	Support for the Whole Student
Use a primary platform that students are already familiar (i.e., Canvas) to avoid confusion	Use Google doc in addition to chat for students to build sense of belonging (Note that google docs is not an official UBC tool, consider student privacy)	Regularly check-in (i.e., daily, or weekly) to assess their learning experience & adjust as appropriate
Create a check in poll at the beginning of the class on Collaborate to check in to see how students are doing	Create connections with students and instructor or students and TAs	Hold time (i.e., 5 mins at the end of class) to answer questions 1:1 with students
Start the course off with an orientation session (synchronous/asynchronous) related to online learning & course.	Create a buddy program as part of participation - where classmates check in with one another to see how they are doing on a regular basis.	Build in time for movement every 50 minutes
Blend pre-recorded lectures, with "live" online classes	Create open study rooms - opportunities for groups to connect outside of class time	Record lectures for students in different time zones, or who might have to take care of kids and other additional responsibilities

Facilitate webinars by Zoom so there is "virtual" face to face with instructor	Use chat program and discussion posts in Canvas	Ask students to anonymously respond to a prompt (i.e., Iis there anything you would like me to know about you?)
Record a and send a short message for the week to students	Use Zoom to have webinars with instructors	Host an informal chat where students can discuss non-course related topics.
Host online "office hours"	Consider tone in email responses (i.e., a conversational tone could facilitate connections)	Create spaces where students' senses of safety are enhanced i.e., using the "waiting room" feature, or locking a meeting in Zoom for office hours so only one student is in the room at a time
Create the social norm of turning videos on during group chats if students are comfortable	Invite students to share their "Aha" moments they might have to create more opportunities for sharing	Providing availability outside of traditional 9-5 schedule
Encourage using video as a way to check in at the start of the class	Ask students for their 'take-away' messages from the session	Provide links to Student Services, Empower Me and so on, on Canvas course pages
TAs and instructor provide video feedback for assignments to create an encouraging tone and intention of the feedback	Create spaces for students to engage with each other i.e., smaller break-out rooms	Have a conversation with students that recognizes the strange times we're in
Respond to students email with recorded audio	Create a "Learning Lounge" - open an accessible Collaborate session for students to work together - and act as space for Office Hours	Play "lobby music" before a session so that students can check their sound (and maybe also relax a bit).
Use Piazza as a way to encourage peer teaching & learning	Create office hours that have a social atmosphere (an hour of discussion about anything, although course content takes	Post a check-in question ready on the screen as students join the session to help them reflect, settle in, etc.

	priority)	
Document your expectations for online learning (e.g. mute yourself, when to use raise hand vs chat). Could display as a single-page slide in the minutes before class	Create an introduction video to share about yourself, so students get to know you a bit too. An additional invitation could be extended to students to tell you about themselves (i.e. "that was my brief bio, feel free to email me your own if you'd like to introduce yourself")	Post a doodle page on the screen for students as they wait for class to begin.
Be clear about how online assessments will be run (delivery platform, question format). Offer practice exams so that students can get familiar with the technology.	Incorporate opportunities for peer assessment and feedback	Poll students to see which time zones they are joining from - create a table to determine which times are suitable for all.
Video/audio feedback Written notes on assignments and labs returned	Generate groups to participate in weekly discussions	Set expectations for email responses.
Mid-point course feedback. Survey midway through the course asking what could improve their learning experience.	Construct groups with geography (time zones) and diversity in mind, keep groups consistent so that relationships can form. Instead of changing groups, there could be opportunities to change student roles within the group.	Consider contacting students who did not perform as well and/or missed an exam to check in on their health/well-being and if any supports can be provided.
Provide opportunities for students to annotate slides.	Provide 5-10 minutes at the end of class for students to socialize	Provide students with the option of submitting a regular video submission to visually check on their state and engagement with the course.
Use weekly announcements, or another		Have a fair, clear plan for addressing late

consistent space (i.e., discussion board) to convey expectations.		assignments which students are aware of.
Set-up modules with pre-requisites so that students move through the content in the intended order with their peers		Provide more time for student than in F2F to complete their assignments (i.e., access to bandwidth and space to work and concentrate)
Host short, consistent lectures		Meet with students and provide them space to share concerns.
Use rubrics to convey expectations		Create strategies that allow students with limited access to technology to participate actively in the course.
Automate feedback into online quizzes		Consider which technology and tools students have access to (i.e., students in some parts of the world may not have access to google products, such as google docs)
Design a series of smaller assignments with opportunities for formative feedback		