

SEPT. 10-16, 2020

TA INSTITUTE

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THE UNIVERSITY OF BRITISH COLUMBIA
Centre for Teaching, Learning and Technology

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Strategies to Prevent and Manage Issues Related to Technology

September 2020 Online TA Institute

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(adapted from Jens Vent-Schmidt)

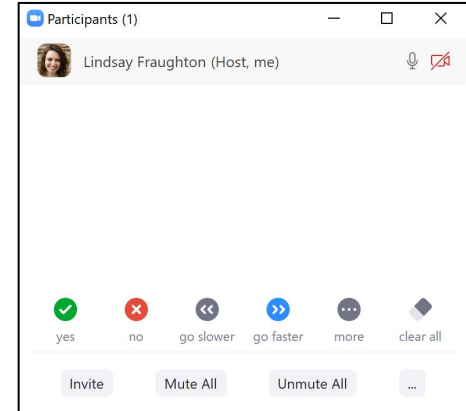
Important notice...

- We are offering advice from the perspective of graduate students at the university, and are not interpreting the TA Collective Agreement in this session.
- If you have any questions about the CUPE 2278 Collective Agreement as a TA, please contact your department Union Representative. If you're unsure who your Union Rep is, please contact CUPE 2278 directly at president@cupe2278.ca

Some Zoom Tips

Click “Participants” at the bottom of your screen to open this pop-out:

- You can give me quick answers to yes/no questions
- Under “more” you can raise your hand or let me know if you need a break



To annotate on this slide, hover your mouse over “You are viewing Lindsay’s screen” and click “view options.”

Choose annotate to bring up this bar:



Land Acknowledgement

The Centre for Teaching, Learning and Technology and UBC's Point Grey campus are located on the traditional, ancestral, and unceded territory of the x^wməθk^wəy̓əm (Musqueam) people.

I currently live and work on the traditional, ancestral, and unceded territory of the Qayqayt people (New Westminster) - the only Indigenous group in Canada without a land base.

If you're unsure about whose land you may be on, check out [native-land.ca](https://www.native-land.ca).

For great resources on territory acknowledgements, see:

https://wiki.ubc.ca/Documentation:CTLT_Indigenous_Initiatives_Online_Land_Acknowledgement_Resource

Consider your relationship to the land you are on.

After sharing your current location, go to native-land.ca to learn about the traditional territories you are on.

Learning Objectives

By the end of this workshop, you will be able to :

- Identify common barriers/challenges related technology faced by online teaching TAs
- Discuss commonalities between those barriers/challenges
- Plan strategies to prevent and/or overcome these barriers/challenges

Activity 1

Go to this Google Jamboard: <http://bit.ly/TAI2009>

- Share challenges/issues/barriers related to technology you anticipate happening while you TAing
- Create one sticky per challenge/issue/barrier
- As your peers share their challenges/issues, we will sort these into common themes
- In the next activity, you will discuss these challenges/barriers in breakout groups

Prof gets frustrated in real time when there's a technology problem

Addressing the importance of online etiquette in a way that gets the message across, without being boring or stuffy.

After setting up an assignment or quiz or anything with very specific settings, having the prof come in and accidentally delete everything.

professor issues, communication

Professor is not keen on adopting technology that can improve the quality of the class

You anticipate a problem and have a solution for it, but the prof panics and reacts to the problem in the wrong way before you can fix it.

Students leaving their mic or camera on.

student issues

Students facing tech issues. e.g not seeing the annotate function or other functions on their end

students with various devices (e.g. ipads, or other) that may have different operating procedures to access the online course.

tech tools

Accessing videos from Power point slides

screen sharing issues

How to take attendance online?

Not knowing how to mark participation e.g how to use the zoom report

Sharing slides to all breakout rooms so that students can have the instruction

1) dropping off during session
2) how do you add late students to breakout rooms?

Breakout rooms crashing

Problem: When internet connectivity interferes with tasks/erases the work we have already done

connectivity

Wifi connectivity!

Activity 2

- I will move you into breakout rooms, one challenge theme per room
- Go to this Google Slidedeck: <http://bit.ly/TAIS2009>
- In breakout rooms, discuss and summarize on your slide:
 - How does this challenge affect me vs. my students?
 - How can I ask the course instructor for support with this challenge?
 - What can I do independently to prevent vs. manage this challenge?
- Timeline
 - 15 min working on slides in breakout room (I'll keep the time)
 - 10 min break + “gallery walk”: look individually at other group’s slides
 - Brief slide presentations + discussion as a large group

Challenge Group 1 - Communicating with professor re: technology and tech failures

How does this challenge affect me vs. my students?

Disorients both students and me

How can I best approach the course instructor about this challenge?

Diplomatically

- Preface everything with a reminder that you're there to support them
- Pitch possible solutions as "I've seen this used in another course very effectively."
-

What can I do independently to prevent vs. manage this challenge?

Have a backdoor communication channel during classes, e.g. phone call and text messages, private chat function with prof. in Collaborate ultra and Zoom

Brainstorming possible challenges and how you may deal with them.

Challenge Group 2 - tech tools/using multiple tools at once

How does this challenge affect me vs. my students?

- Switching between tools can affect focus/ability to absorb info
- Adds accessibility issue (overstimulation, lack of access)

How can I ask the course instructor for support with this challenge?

- Find out what tools they've used, if they have any tips, see what they recommend
- Any suggestions/preferences for how they're met - clarify TAs role in supporting students or instructor

What can I do independently to prevent vs. manage this challenge?

- Go through online tutorials
- do practice rounds with other TAs/instructors/participants
- Being transparent with students about instructional plan so they can prepare
- Be selective about the tools you're using and why

Challenge Group 3 - dealing with poor wifi connectivity

How does this challenge affect me vs. my students?

How can I ask the course instructor for support with this challenge?

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What can I do independently to prevent vs. manage this challenge?

Pre-record the course so that it can be sent to students with low bandwidth / connectivity

Challenge Group 4 - when students have issues with technology

How does this challenge affect me vs. my students?

How can I ask the course instructor for support with this challenge?

What can I do independently to prevent vs. manage this challenge?

Large group debrief - common themes/root causes

How does this challenge affect me vs. my students?

- Knowing that you are in it together with your students, and chances are if you're disoriented or unsure, they are too!

How can I ask the course instructor for support with this challenge?

- Prefacing interactions with support for instructor (point out that you've seen it work/aligns with learning objective)
- Offer support or to take over a particular technology or platform
- Reminder of how you are supporting them or how it can also support students

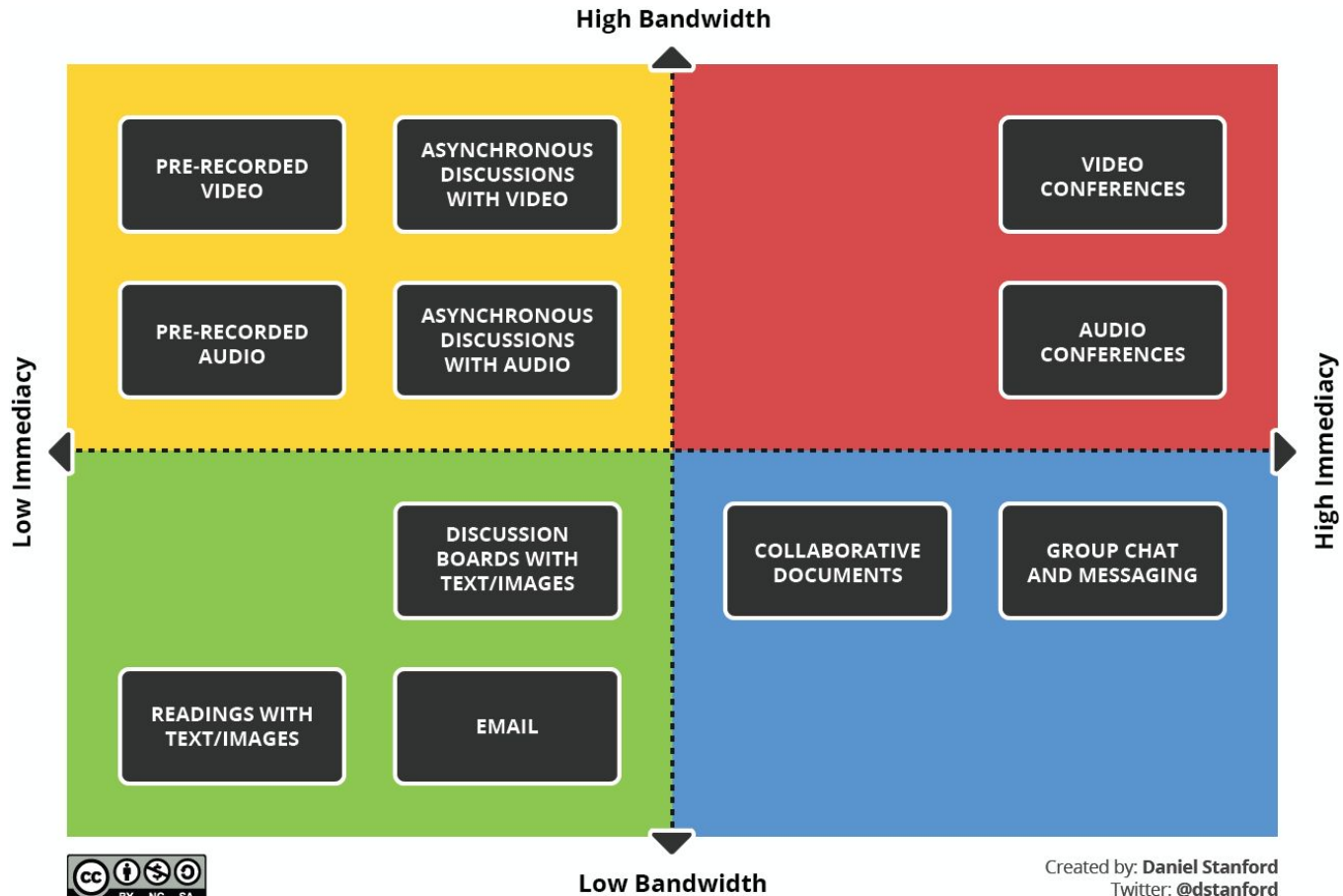
What can I do independently to prevent vs. manage this challenge?

- Help yourself and find ways to ground yourself and stay calm when things go wrong

Other take-aways?

I think at the root of everything we've discussed today is patience and understanding. This is a very difficult time for all of us and everyone is working at different capacities for a myriad of reasons. Approaching situations in good faith and knowing that you/your professor/student x are not the only ones struggling and that as frustrating as it is, it is OK to struggle and that there are a lot of resources (through UBC and otherwise) are available.

Design considerations to minimize tech challenges:



Resources

UDL: <http://www.cast.org/>

UBC OTP: <https://ctlit.ubc.ca/programs/all-our-programs/online-teaching-program/>

UBC keep teaching: <https://keepteaching.ubc.ca/>

CIRTL: Tips for Support Staff and TAs: <https://www.cirtl.net/events/874>

July 2020 TA Institute: <https://institute.ctlit.ubc.ca/ta-institute/july-2020-ta-institute/>

Resources from 2020 Online TA Institute:

https://wiki.ubc.ca/Documentation:CTLT_programs/CTLT_Institute/2020-May-Online-TA-Institute

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