Integrating Lessons Learned from last Year Into the Classroom

Session Communication

Please ensure that your audio and video work once you join the room (please stay muted except when speaking to the group).

If you have a question, raise your hand to ask to speak. You can find this by clicking reactions

Please feel free to ask questions and share ideas to the chat during the session

Land Acknowledgement

- UBC Point Grey Campus is on traditional, ancestral, unceded Musqueam Territory

- Where are you? See this resource to discover the Indigenous territories you reside on: *native-land.ca*

TRC Bentwood Box. Artist: Luke Marston

Introductions

- Adriana Briseño-Garzón, Senior Manager, Research and Evaluation, The Centre for Teaching, Learning and Technology (CTLT)
- Lucas Wright, Senior Educational Consultant, CTLT
- Ranjit Dhari ,Assistant Professor of Teaching, School of Nursing, Faculty of Applied Science
- Gail Hammond. Associate Professor of Teaching, Faculty of Land and Food Systems
- Jennifer Walsh Marr, Lecturer, Vantage College

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Session Pathway

1.
Themes from students

2.
Stories from faculty

3.
Group Activity

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Session Goals

1.

Identify approaches and strategies informed by the past year teaching online

2.

Document insights from the past year and these are informating your teaching this fall

1.

Themes from students

2.

Stories from faculty

Jennifer Walsh Marr,

Lecturer, AEP (Arts), Academic English Program, Vantage College

Explicitness: purpose and assessment criteria

The purpose of the annotations is to:

1) **build a community of learners within your group through comments, questions, responses and additional explanations.**

2) focus your attention on the language features the author(s) used in writing the text; this should:

    a) help you understand the text better,

    b) 'see' and review the topics from our lectures,

    c) help you incorporate these valued features into your own writing.

The assessment criteria are:

1) **Quantity of comments:** Do you annotate enough?

2) **Tagging:** Do you tag annotations correctly and from the various lessons in the unit?

3) **Accuracy:** Do your annotations match the text excerpts you've chosen? Do you ask/give the correct details?

4) **Relevance:** Do your annotations focus on important information and/or excerpts?

5) **Collaborative Discussion:** Do you engage your group members through annotation?

Consequently, the objective of this section is to clarify what historical empathy is (and is not), relying on three interrelated concepts, largely employed in the discipline: historical imagination, historical contextualization, and moral judgment.

Historical Imagination

Because historians are not in direct contact with the people they study, and far less in a mutual relationship with them, it is impossible to know for sure what they believed, thought, or intended to do. The only possible way to understand more about past actors is to mentally recreate – to *imagine* – what it was like to be in their position, even if historians may (and often do) lack some of the keys to the past. As Collingwood put it, using the helpful analogy of a ship, 'If we look out over the sea and perceive a ship, and five minutes later look again and perceive it in a different place, we find ourselves obliged to *imagine* it as having occupied intermediate positions when we were not looking. That is already an example of historical thinking; and it is not otherwise that we find ourselves obliged to imagine Caesar as having travelled from Rome to Gaul when we are told that he was in these different places at these successive times.'[30] But critics of historical imagination have expressed their reservations. Indeed, some worry that the use of the imagination inevitably turns history into an unmethodological approach to the past because it would be an attempt to look into other people's minds, intuitively, and without any means or need to justify the outcome – a critique that I have already discussed. Part of the problem with the idea of the historical imagination comes from the difficulty of mentally controlling the creativity of the historian in trying to make sense of the 'intermediate positions of the ship,' so to speak, and the reality of historical actions.

Collingwood claimed that this worry could be dispelled. In an unpublished draft of his Waynflete lecture (1935), he made a useful comparison between what he called 'pure imagination' (as exercised by artists) and 'historical imagination.'[31] Whereas the former is not constrained by reality and self-reflection, the latter represents a complex act of mental perception, an inference to what historical actors did, valued, or believed. In the example of Caesar travelling from Rome to Gaul, it is possible (and in fact necessary) to imagine that Caesar was

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These words "Historical Imagination" are an features which means it start to wrote the information about historical imagination. #Features.

> REPLY

Hi,

Again, "feature" is a general term to describe something with some specific characteristics. Saying "'historical imagination' is a feature" does not really make sense.

> REPLY

Thank you. I got it. In our lecture, I saw "What is Political Ecology?" is feature.. So, I reckon each little title is a feature.

> REPLY

No problem. If you watch the lecture on stages & features again carefully, you will notice that the slide titled "features" is actually talking about the purposes of definition. "Feature" is just a general term to describe the characteristics of different articles and papers.

> REPLY

The first-word, the conjunction "because" here directly informs the readers that this is a sentence with a cause logic. Because of what and then what. "Even if," however, indicates a concession in the sentence. The phrase "even if" separates the two clauses and use to highlight the

Student end of course reflections: communication & concepts

At the beginning of the semester, our group encountered great difficulties. … **we had big problems in communication and were unable to complete the tasks on time. It can be said that we didn't get along well, but then we booked an office hour with the help of** Professor Walsh Marr, and **finally solved this problem through communication …. In the days that followed, I also realized the importance of communication. The three of us also communicated and held regular meetings every week to explain future tasks and learning. After one year of study, I also realized the importance of group communication. And under good communication, we can exchange our ideas, knowledge concepts that we don't understand, and homework tasks that we don't understand in the meeting. Of course, it is not limited to studying. We will also exchange our daily life. In the process of getting along, [we] have also become very good friends.**

Generally speaking, during the one-year study, the improvement of academic level is beyond doubt, and I have learned a lot of advanced concepts and the construction methods of thesis. **But I think my biggest gain is better team cooperation and communication. In the future, I will know many new team members in my study life. I will help the team members in this process and cooperate better in completing tasks.**

Student end of course reflections: social connections

Our method of learning this semester is group work. I was fortunate enough to meet my team members who can communicate with each other, and we have become very good friends, which's very difficult under the epidemic. … ,**in the communication between the group members, I learned from them what I didn't have before, such as how to do things more planned.** …

… **group study also improved my skills in interacting with others.** This means that when I enter an unfamiliar field, I can sort out my strengths and quickly understand what I will learn. **At the same time, I can get acquainted with people who are not familiar. These are the growth that the one-year Vant140 course has brought me.**

Gail Hammond

- Associate Professor of Teaching, Faculty of Land and Food Systems

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Integrating Lessons Learned

- **Flexibility**
- **Resources**
- **Community**

Ranjit Dhari

Assistant Professor of Teaching, School of Nursing, Faculty of Applied Science

Building a Community

- Communication with Students
  - Discussion board
- Building connections between students
  - Discussion board - groups of 6-8 students, same group whole term
  - Online tools, - Padlet
  - active learning activities – speed dating

Integrating Learnings - Ranjit Dhari

Creating Flexibility

- Hybrid classes

    Face to face, asynchronous

- Virtual office hours

    Confidential

- Learning Hub

3.

Group Discussion

Themes

Community and connection

Flexibility and reaching students

Sustainable approaches

Activity: Sharing and documenting our approaches

1. **Set up:** In groups of **5**:
   a. Short round of introductions
   b. Select a someone to record the discussion and someone to report back to the main group
2. **Discuss** For each of the three themes discuss:
   a. Learning or insights about this theme that were informed by teaching in 2020
   b. Approaches and strategies you are considering for the fall related to this theme
3. **Document:** For each theme record learning or insights and approaches and strategies for the fall on the specific Jamboard page.
4. **Group Activty Instructions** https://bit.ly/groupdiscussion2021

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