

UBC CTLT

August 23, 2021

Summer Institute

Hybrid teaching & learning conversations

The Challenge of Flexibility



Welcome!

Moderators:

Ainsley Camps, Educational Developer: Teaching & Learning
Professional Development

Nicole Ronan, Learning Designer, Course & Curriculum Services



Land acknowledgement



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Mtapan



Today's format

- **You'll be introduced to our panelists, who will speak about their experience as part of the hybrid teaching pilot project**
- **Moderators will kick things off with a question for all panelists**
- **We will then open the floor for Q & A from the audience**



Panelists



Amirpouyan Shiva

Lecturer
Department of
Anthropology



Suborna Ahmed

Assistant Professor of Teaching
Department of Forest Resources
Management



Kim Zebehazy

Associate Professor
Department of Education



Jonathan Graves

Assistant Professor of Teaching
Vancouver School of Economics



Emrul Hasan

Lecturer
Vancouver School of Economics



What we mean by 'hybrid'

'Hybrid' teaching and learning encompasses a range of instructional models that support both on-campus and remote students simultaneously.

- Concurrent
- Asynchronous
- Sequential
- Multi-section
- Alternating

CTLT discussion paper to learn more:

https://ctl.t.ubc.ca/files/2021/01/CTLT_HybridTeachingLearning.pdf

Centre for Teaching, Learning and Technology
2020-12-14 | Version 1.0

Discussion Paper on Hybrid Teaching and Learning

Prepared December, 2020 by the UBC Centre for Teaching, Learning and Technology



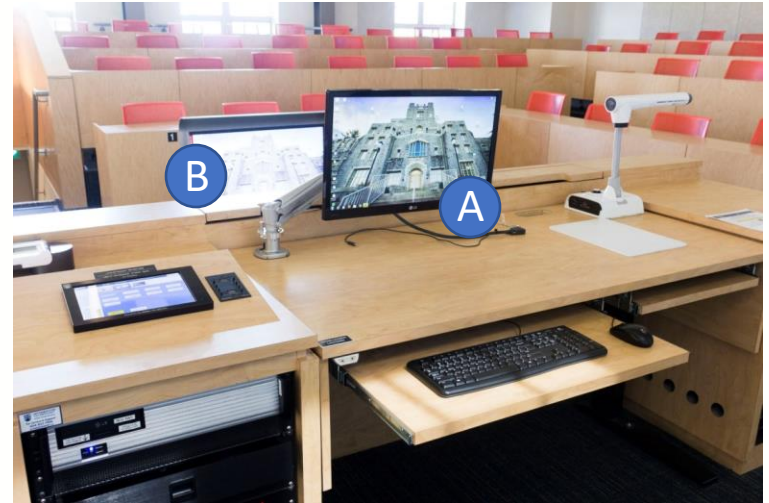
ECON 326: Methods of Empirical Research in Economics

- Large intermediate applied statistics course: degree req (hard)
- 40 students, 50% in each mode
- Taught used Concurrent + Asynchronous Hybrid
- lecture component (available synchronously and asynchronously (recorded) for both groups of students)
 - synchronous hands-on problem solving “lab” component with online and in-person students completing the activities together
- Student groups were made created combining both online and in-person students – completed weekly assignments
 - midterm was take-home format
 - final exam was synchronous where in-person students wrote in class on paper and online students were proctored using Zoom with a second device
- High level of F/S ratio (2 instructors, 1 TA)



ECON 326: Classroom Design and Set-up

- IONA 301
- Livestream + Recorded via Zoom using laptop camera + mic
 - Laptop plugged into in-room display as 2nd screen (A)
 - 2nd screen shared via Zoom and displayed on overhead (B)
 - Laptop screen had Zoom chat and other materials
- Students had Zoom on own PCs



ECON 326: Student Experience + Outcomes

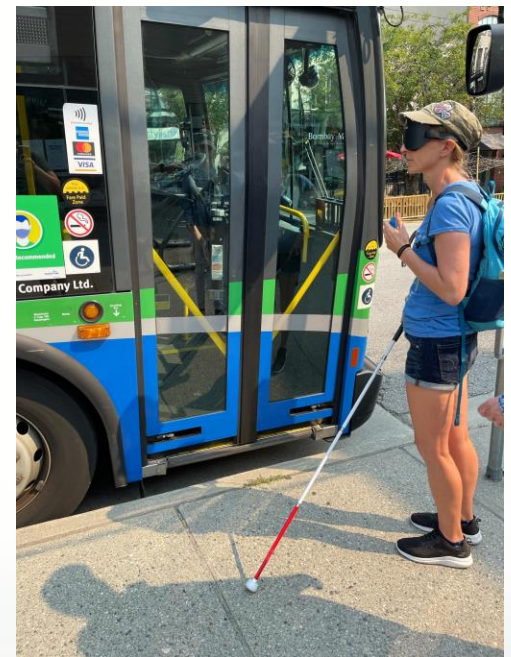
- Majority (over 80%) students in both groups:
 - felt included in the class; enjoyed the lectures + hands-on;
 - enjoyed interactions my peers
 - able to participate in the course lectures/hands-on portion
- Both cohorts reported some technological problems (generally *not* livestream related, but hard to tell)
- Between the two cohorts, students in the in-person cohort reported greater confidence in all activities
- Small differences (<25%) in participation and peer evaluations of group members
- No significant differences in terms of:
 - In-class activities (assignments)
 - Exams (in class or take-home)
 - Final grades



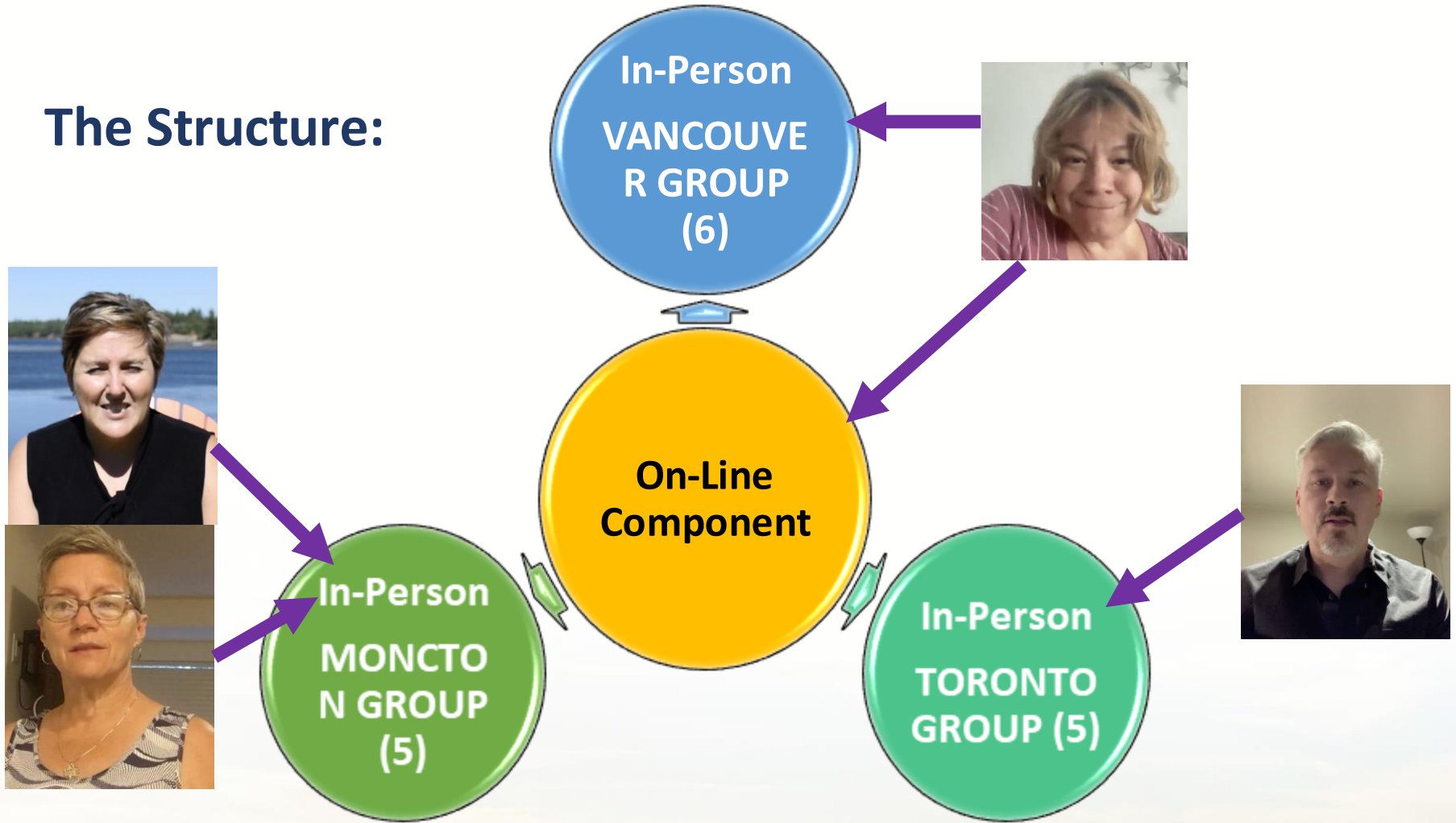
EPSE 514 - Kim Zebehazy



EPSE 514: Advanced Orientation and Mobility Techniques for Instructors of Individuals who are Blind or Visually Impaired - Kim Zebehazy



The Structure:



In-Person Component ('Meat' of the course):

- Blindfold experiences, increasing in complexity over the 4 weeks
 - Indoor
 - Residential
 - Semi-business
 - Intersections
 - Transportation
- Common assignments across all three locations
 - Group intersection analysis
 - Designing and teaching a lesson based on a scenario
 - Field Notebook
 - Final Exam



On-line Component:

- Introductions across locations
- Introduction and objectives for each week
- Weekly on-line activity
 - Padlet
 - Discussions
- ‘No and M’
 - Fun on-going activity (not required) to increase observation skills about environmental accessibility
- Announcements providing updates and guidance to the whole cohort
- Supporting resources and handouts
- Supporting Videos



<ul style="list-style-type: none"> ☰ ▾ WEEK 2: Residential Travel Skills 	✓ + ☰
<ul style="list-style-type: none"> ☰ 📄 Introduction and Objectives for Week 2 	✓ ☰
<ul style="list-style-type: none"> ☰ 📄 Residential Environmental Analysis 	✓ ☰
<ul style="list-style-type: none"> ☰ 📄 Other Residential-Related Videos 	✓ ☰
<ul style="list-style-type: none"> ☰ 📄 On-line activity for Week 2 	✓ ☰
<ul style="list-style-type: none"> ☰ Week 2 Handouts 	✓ ☰
<ul style="list-style-type: none"> ☰ 📎 Transitioning from Indoor to Residential_table format 	✓ ☰





Welcome to week two of O&M where you are transitioning your skills from an indoor environment into the residential environment. As you brainstormed together, cane techniques and orientation strategies all mostly still apply, but will be used differently or prioritized differently based on the environment. You will also be adding on new skills like residential street crossings, additional cane techniques, additional ways to recover from situational veers (e.g., driveways, street crossings) now that you don't have two walls to ping pong off of, and familiarization to a residential environment.

At the end of the week you should:

1. Have a working understanding of the residential environment and the related skills needed to travel it successfully.
2. Be able to articulate how you would systematically help a person build a mental map of a residential area that they will be travelling.
3. Execute three-point-touch, three-point-check, veer recovery, and residential street crossings on all quiet.
4. Identify situations where you may use a blocker car for crossing streets instead of all quiet.
4. Know how to learn about and use the numbering system of a city or town and teach students/clients about it.
5. Begin to think about how your instructional techniques will differ for different individuals (low vision, congenital vs. Adventitiously blind, etc.).
6. Identify environmental concepts that you may need to teach to help a student (e.g., congenitally blind, child) understand them.

Residential Environmental Analysis

Last week you practiced honing your analysis and observation skills mostly in the context of indoor environments. This video is meant to give you practice transitioning that practice to the residential environment, which, of course, you will also be actively practicing in person in your groups.



Consider the following questions as you watch:

- What new features do students/clients need to learn about and navigate?
- What kinds of landmarks, cues/clues potentially exist in a residential area?
- What orientation techniques may become more important in the absence of distinct landmarks?
- What will transfer from the indoor environment?
- How can you help a student/client begin to develop spatial understanding of an area they want to travel fluidly?
- How might your instruction and the execution of skills differ for a person who is blind and a person with low vision? What do you have to think about differently?

SHARE YOUR THOUGHTS ON DISCUSSION!

Mobility Skills that Transfer Constant contact - Drop offs at neighborhood parks, steps going in/out of people's houses, nearing a curb edge (J.H.) Touch and Drag - Following along the edge of a sidewalk curb (J.H.) Constant Contact -Being able to detect where there may be a drop off and or a slope. (S.W.) Numbering Systems (Indoor and Outdoor) NOW and SEE systems (N.B.)	Mobility Skill Considerations Moving to Residential Navigating around contacted objects - Cars parked in driveways blocking the sidewalk, free standing basketball hoops, children's toys/bikes laid out on the sidewalks, street construction (J.H.) Protective Technique -Perhaps using a protective technique when encountering an object that may be unfamiliar and potentially dangerous. (S.W.) Increase in people Population outdoors vs indoors - Effects one ability to use mobility	Orientation and Reorientation techniques that transfer Time-distance estimation -Travelling along a residential block system (J.H.)	Orientation considerations moving to Residential Non-grid and odd street layouts i.e. cul-de-sacs (J.H.)
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Analyzing Intersections

Determine the type of traffic controls for both the perpendicular and parallel streets
 →
 If it happens to be a traffic light, figure out if it is pre-timed, actuated or semi-actuated
 →
 Determine how many phases are in the light cycle
 →
 Determine if you are visible (weather, clothing, time of day, etc.)
 →
 Figure out what the shape of the intersection is
 →
 Determine flow, volume and speed of traffic

-Stuart

Analyzing intersection:

- Need to check whether the intersection is pretimed or actuated signal.
- Observing the walk cycle

Volume of traffic & Speed of traffic

- heavy traffic, moderate traffic, light traffic
- what is the speed limit at that intersection vs how fast do cars typically travel in comparison to the speed limit

(A.M.)

Exploring your curb

- Tactile cane-detectable indicators or slopes downwards.
- Explore width of curb and curb blend
- Are there any shorelines nearby
- Nearest street furniture that could be a landmark or help with alignment.
- Auditory clues: traffic, APS beeps
- Any distinguishable businesses near example could be a busy coffee shop.
- Visual clue: For clients

(L.M)

Width of the streets

- how many lanes wide is it?

(A.M.)

Analyze near & far parallel and perpendicular lanes of traffic, starting with parallel (L.M)

Concept development for

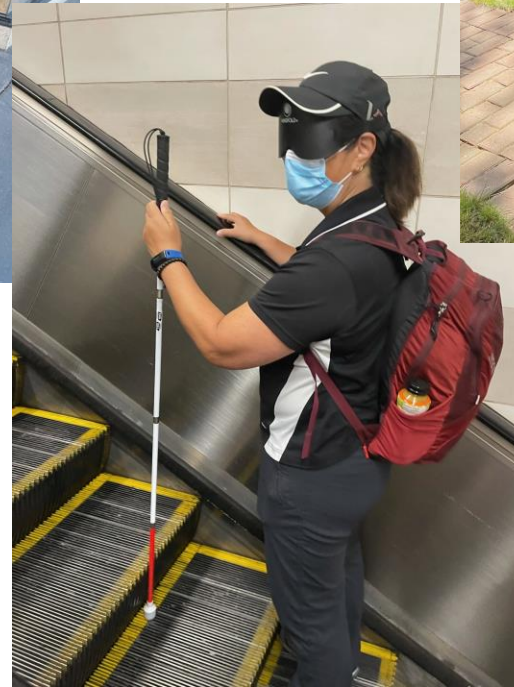
Padlet Collaborations

Collaboration:

- Weekly Zoom Debriefing Meetings:
 - Were objectives met/ content covered?
 - Questions for upcoming week
 - Problem-solving
- Videos from other instructors
 - Rural travel
 - Railroad crossings
- Retro-fitting assignments
 - Intersections and scenario for each location



Thank You!



ANTH 378 – Amir Shiva

Context:

- Large lecture-heavy class (120+ online; 15 on-campus)
- 3 cohorts of students: on-campus; online synchronous; online asynchronous
- Teaching team: Learning Designer + Evaluation Consultant + 1 GAA + 3 GTAs

Challenges:

- Student confusion: students did not know they are enrolled in a hybrid course!
- Technology: lecture capture (Panopto) is not what I expected it to be.
- In-class individual participation and group activities & asynchronous students.

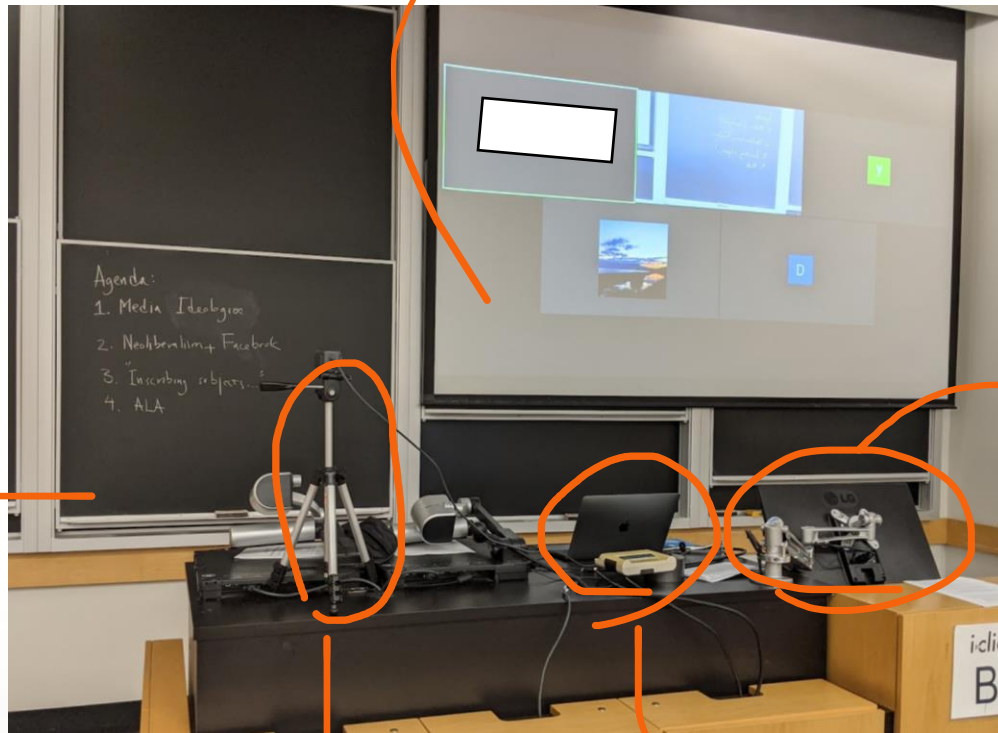
Solutions:

- Keep things as simple as possible
- Keep things as well-organized as possible.
- Think about equitable alternatives for all cohorts in class



ANTH 378: Keep things simple

Zoom (including shared slides and media) on screen
Synch meetings recorded on the cloud.



Blackboard for notes
(online students could switch b/w slides and blackboard)

Didn't use classroom PC

My tripod and external webcam
(didn't block on-campus students' view)

My laptop



ANTH 378: Keep things well-organized

Before
synchronous
meeting

During
synchronous
meeting (in
addition to
live lecture)

▼ C. What is a medium? (Monday July 12) Complete All Items ✓ + ⋮

- Module C Overview View ✓ ⋮
- Readings ✓ ⋮
 - Introduction: What Is a Medium? 0 pts | Mark done ✓ ⋮
 - Medium Is the Message 0 pts | Mark done ✓ ⋮
- Pre-recorded Lectures ✓ ⋮
 - Video: Medium Is the Message 0 pts | Mark done ✓ ⋮
- Pre-class Quiz ✓ ⋮
- Understanding Media Multiple Due Dates | 5 pts | Submit ✓ ⋮
- Video ✓ ⋮
 - A Balinese trance seance & Jero on Jero 0 pts ✓ ⋮
 - Jero: A video study guide ✓ ⋮
- Active Learning Activity ✓ ⋮
 - ALA: The Vancouver Freeway That Never Was Multiple Due Dates | 100 pts | Submit ✓ ⋮

1 class = 1 module
Complete each item to unlock the next one



ANTH 378: Keep things well-organized



	MONDAYS NO Synchronous Meetings Mostly Pre-recorded Lectures	WEDNESDAYS Synchronous (in-person or online) Mostly Lectures	FRIDAYS Synchronous (in-person or online) Mostly Active Learning Activities
Module A: Introduction Week of Sep 6	September 6 Labour day (no class)	September 8 Introductory Lecture	September 10 Blankets
Module B: Culture and media Week of Sep 13	September 13 Language Relativity in Marvin's World Defiant Images Excerpts from The Kayapo: Out of the Forest	September 15 Lecture	September 17 Maps
Module C: What is a medium? Week of Sep 20	September 20 Medium Is the Message A Balinese Trance Séance & leka on leka	September 22 Lecture	September 24 The Vancouver Freeway That Never Was
Module D: (Dis)continuities Week of Sep 27	September 27 Writers of Hollywood Ways of Seeing Stranger with a Camera	September 29 Lecture	October 1 Visual Media and Envy
Module E: Strange/Familiar Media Week of Oct 4	October 4 Ambiguity of the Photograph The Index Card	October 6 Lecture	October 8 Police Body Camera
Midterm Week of Oct 11	October 11 Thanksgiving (no class)	October 13 Pre-midterm Q&A (online)	October 15 MIDTERM EXAM
Module F: Media methods Week of Oct 18	October 18 A Brief History of Ethnography Digital and Virtual Ethnography	October 20 Lecture	October 22 Free to Play
Module G: Media ideologies Week of Oct 25	October 25 Intro to Media Ideologies	October 27 Lecture	October 29 Vaccines
Module H: Economy of attention Week of Nov 1	November 1 Economy of Attention An Anthropological Intro to YouTube	November 3 Lecture	November 5 Our Year of Zoom
Module I: Media power Week of Nov 8	November 8 We Live in Public	November 10 Midterm Break (no class)	November 12 Midterm Break (no class)
Module I (cont.): Media power Week of Nov 15	November 15 The Social in Social Media	November 17 Lecture	November 19 Statuary
Module J: Media materiality Week of Nov 22	November 22 Intro to Media Beyond the Human The Anthropos of Anthropology	November 24 Lecture	November 26 Final project group meeting
Wrap-up Week of Nov 29	November 29 FINAL PROJECT	December 1 Wrap-up Lecture	December 3 Final exam discussion (online)
Final Exam Week of Dec 6	December 6 FINAL EXAM		

Legend:

Pre-recorded lectures | Videos & Documentaries | Active Learning Activities | Synchronous Lectures | Online-only meetings | MAJOR ASSIGNMENTS AND EXAMS



ANTH 378: Provide equitable opportunities

- **Q&A Discussion Forum for asynchronous participation**
- **Online take-home exam or exam during a time window to accommodate different time zones**
- **Option to submit in-class activities individually but also encouraging asynchronous students to form groups outside class time with people in their time zone.**



FRST 232 – Suborna Ahmed



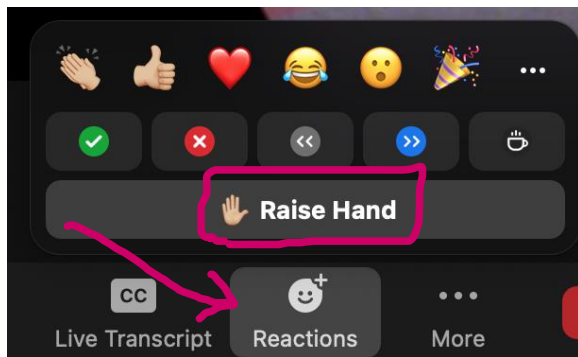
Kick off question

What is the most important lesson (or key takeaway) that you learned from teaching a hybrid course?



Q&A

Questions from the audience



... or type your question in the chat!



Thank you for attending!

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Jonathan Graves - jonathan.graves@ubc.ca

EPSE 514: Kim Zebehazy - kim.zebehazy@ubc.ca

FRST 232: Suborna Ahmed - suborna.ahmed@ubc.ca

Summer Institute Wiki:

https://wiki.ubc.ca/Documentation:CTLT_programs/CTLT_Institute/2021_Summer

Feedback survey:

https://ubc.ca1.qualtrics.com/jfe/form/SV_eIENs1gCfel7LhA

