Welcome to

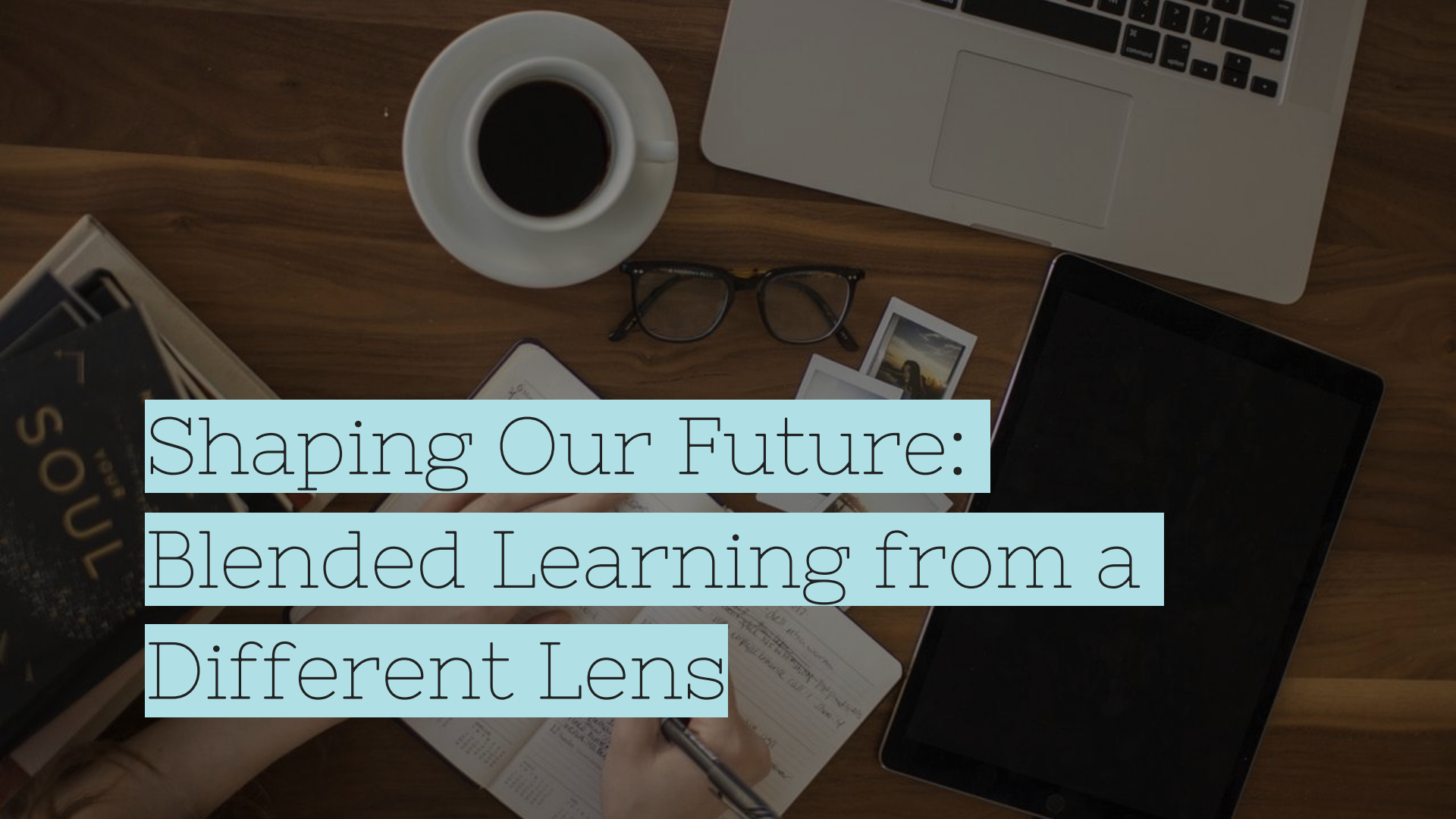
Shaping our Future: Blended Learning from a Different Lens!

While you're waiting:

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 on Reactions

The facilitators will either answer you right away or at the next opportunity.


Shaping Our Future:
Blended Learning from a
Different Lens

Introduction and Agenda

Land Acknowledgement

- UBC Point Grey Campus is on the 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

Welcome!

Today's Facilitators: Charlyn, Lucas, Manuel

Session Outcomes

- Share key learnings, opportunities & challenges encountered in offering and/or participating in multiple one-week intensives
- Reflect on key learnings from transitioning to online delivery and aspects that we would like to take forward or learn more about

Agenda

- Introduction and agenda (10 min)
- What we all earned in a year online: Group Activity (15 min)
- TOT Approach (5 min)
- TOT Lessons Learned (8 min)
- Looking ahead: Group Activity (20 min)

Activity 1: One year of learning online

Let's discuss what we all learned from a year online:

What worked well?
What worked less well?
What would you like to take forward as we move to a new term?

The TOT Approach

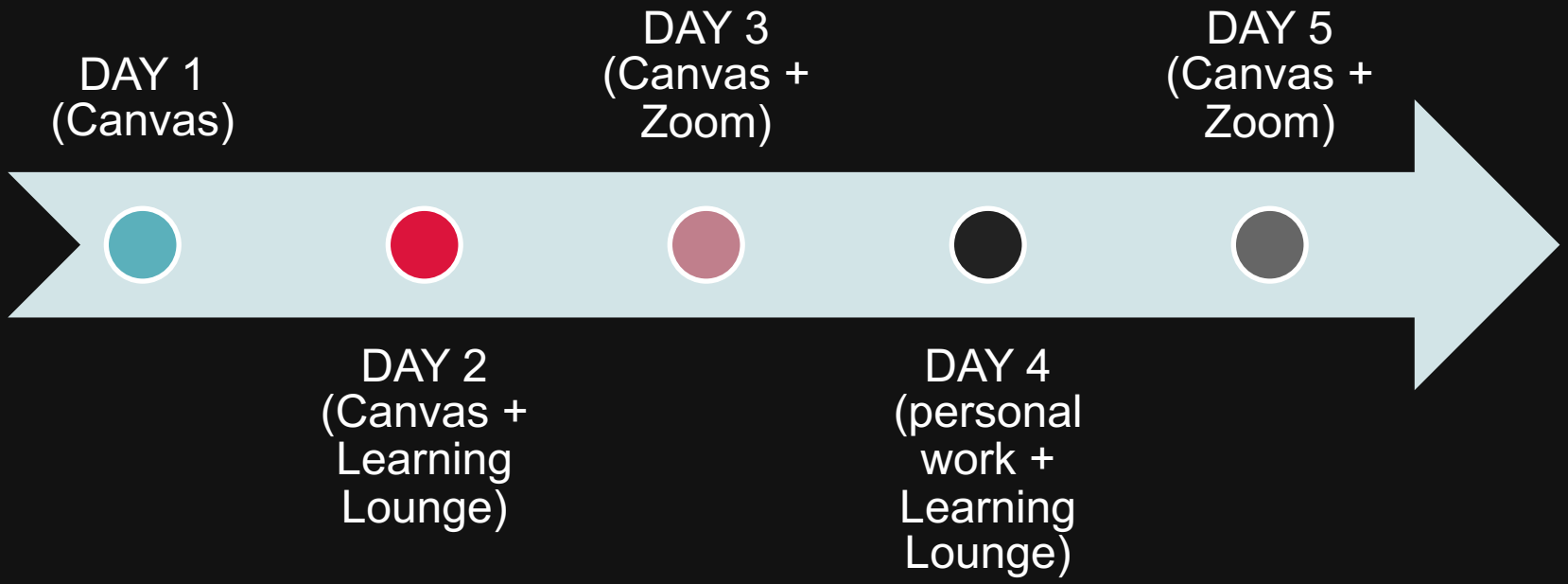
Online Teaching Program

Self-Paced
Online Modules

Transition to Teaching Online

7,1-week
Intensives

- Transitioning to Online Teaching is a 5-day program with a mix of asynchronous and synchronous facilitation. It is aimed at supporting instructors develop their course online and adapt it to different modalities.



TOT Approach

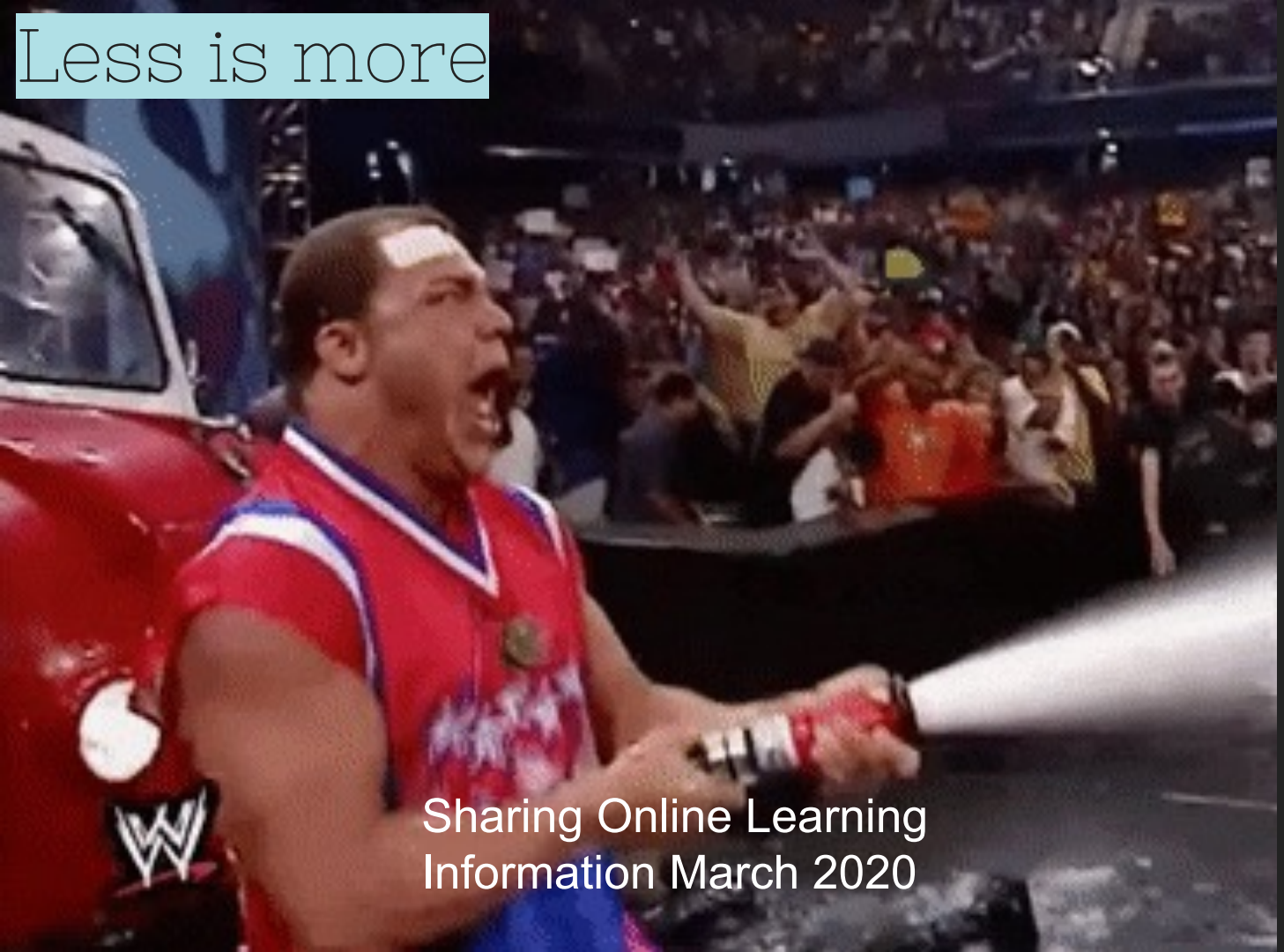
- Experiential workshop to find the balance between synchronous and asynchronous teaching and how to boost teaching presence in both modalities;
- Peer-based through discussions on Canvas and virtual sessions on Zoom;
- Exploring and prototyping an online module or activity to begin the process of moving a course online.

Why Synchronous / Asynchronous

- Adopting a blended learning approach, need to think about: When, why and how synchronous and asynchronous teaching are best used?
- How both modalities could be combined, and based on which criteria?
- How to engage students meaningfully in both modalities?

TOT Lessons Learned

Less is more



Sharing Online Learning Information March 2020

Modelling Design and Facilitation

> The opportunity to be a "student" in an online course was really valuable, giving me a chance to see it from the 'other side'. The way the instructors structured the Canvas platform and communicated with us provided me with a really valuable model from which I feel I can pass forward to my own students.

Media Creation

Structure/design

Communication

Presence

Online Facilitation

Support and Relationship

Realising that we're all in this together and that we've got this :)

The learning lounge. I took full advantage of my one and one time with the instructors to move forward on my work during the week.

Learning Lounge

Communication

Active Learning

Team

Peer Learning

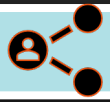
> Our discussions were very valuable - knowing that you are not alone in trying to figure out this transition and finding that people are willing to generously share their own experiences (and failures) was very important to boost my own enthusiasm and interest in implementing some of these approaches in the future

Sharing projects

Discussions

Breakout Rooms

Group Annotation


Sharing back

Relevance and Application

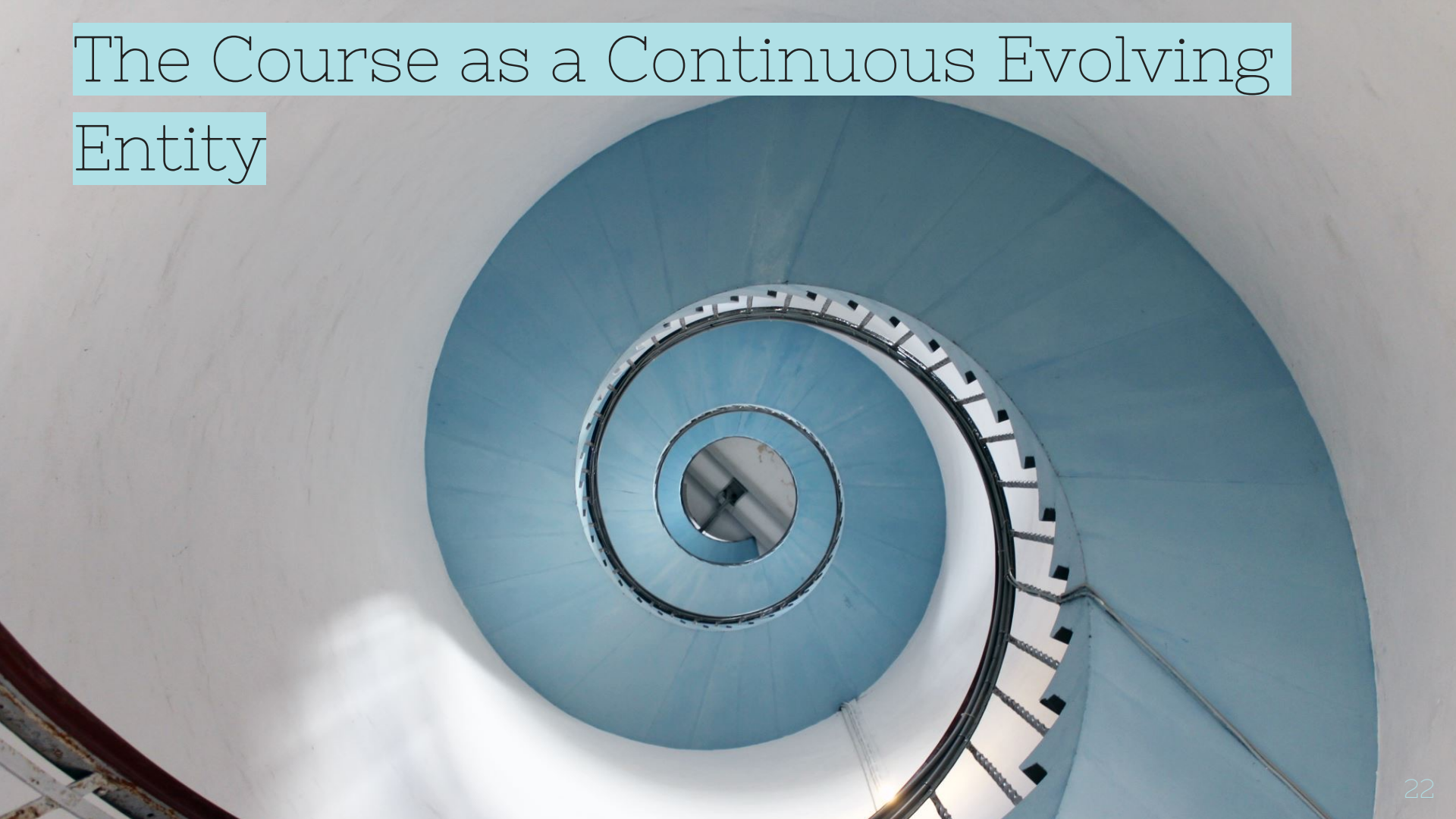
I'm very glad that you forced us to work on something specific about our courses for the last day. I feel that I actually got out something very tangible from this course (I've re-worked my syllabus and decide how I will balance synchronous/asynchronous activities)

Digital Skill Development

> The opportunity for some hands-on practice was also really important for me, as I had not hosted a Zoom call or shared ppt slides before -- I was able to practice the annotation function, which is going to be crucial in my classes.

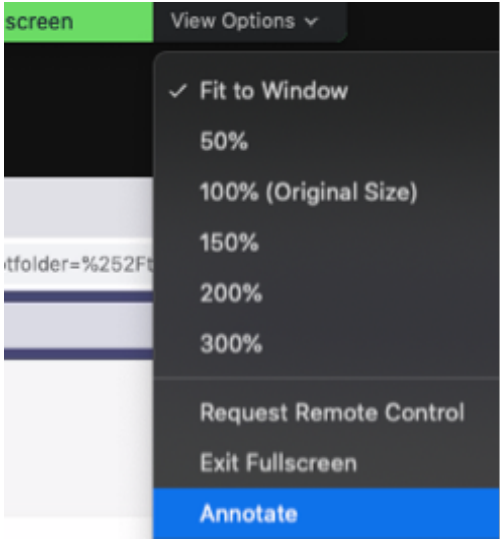
Time

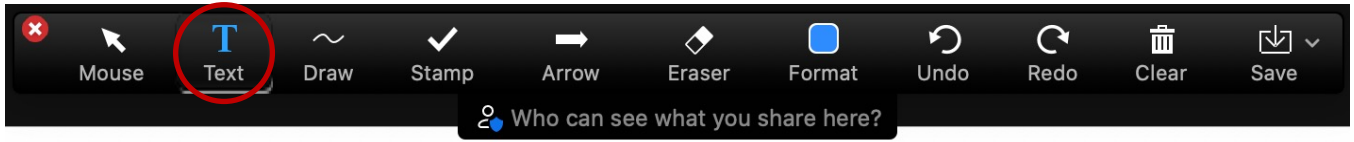
The Course as a Continuous Evolving Entity



Looking ahead

Activity 2: Looking ahead





- What new skills do you think faculty and instructors will need for the 2021 academic year?

- What support will you/they need to make sure you/they can be successful?

Looking ahead: BAM!

- Blending Across Modalities: Teaching in Blended and Hybrid Learning Environments
- A weeklong intensive to develop approaches to fall teaching.
- June 14-18 http://bit.ly/BAMCTLT. We would welcome any input and participation!