CHALLENGES AND BENEFITS OF MULTI-CAMPUS LEARNING

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ABOUT US

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- Assistant Professors of Teaching at UBCV

- Manufacturing Engineering Program
  - Faculty of Applied Sciences
  - Joint program with UBCO, including shared courses

- Actively researching multi-campus instruction

IMAGINE…

- You are an undergraduate student at a small, rural college
- Attending a physiotherapy program

- You and your 10 colleagues attend classes remotely
- **_Teleconferencing_** with a large university in a nearby city
- Centralized instructor teaches local and remote students

- Questions to consider
    1. How do you feel about learning in this context?
    2. In what way is your experience different as a local vs. remote student?
    3. What can the instructor do to maximize your learning experience?

REFLECT…

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- Type a **single word** answer in Zoom chat, but don't hit enter **until instructed to do so**

LEARNING OBJECTIVES

1. Outline challenges and benefits of teaching in a multi-campus learning environment.

2. Frame a discussion on student experience in multi-campus courses using the Community of Inquiry framework.

3. Identify pedagogical best practices to maximize student experience.

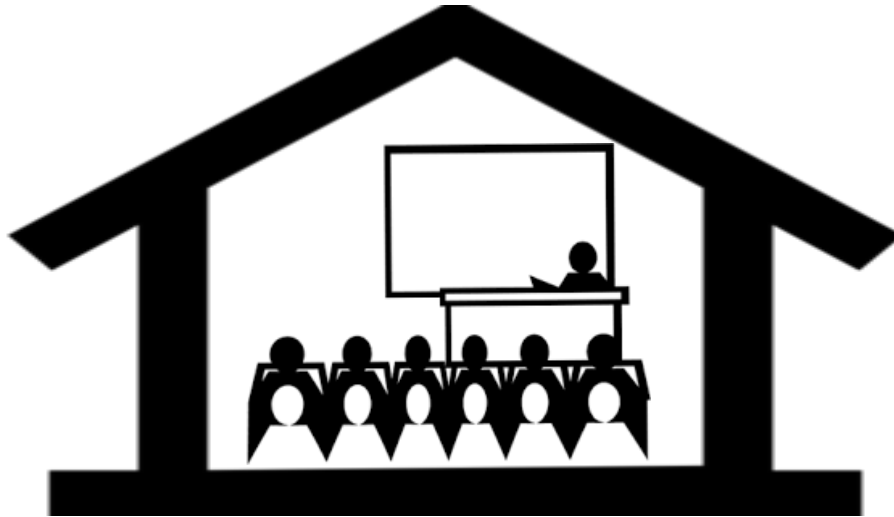4. Reflect on examples of multi-campus instruction from around the world.

WHAT IS MULTI-CAMPUS INSTRUCTION?

CLASSICAL LECTURING

- Professor and students co-located at a single location
- Learning primarily happens in the classroom and through take home learning activities and assignments
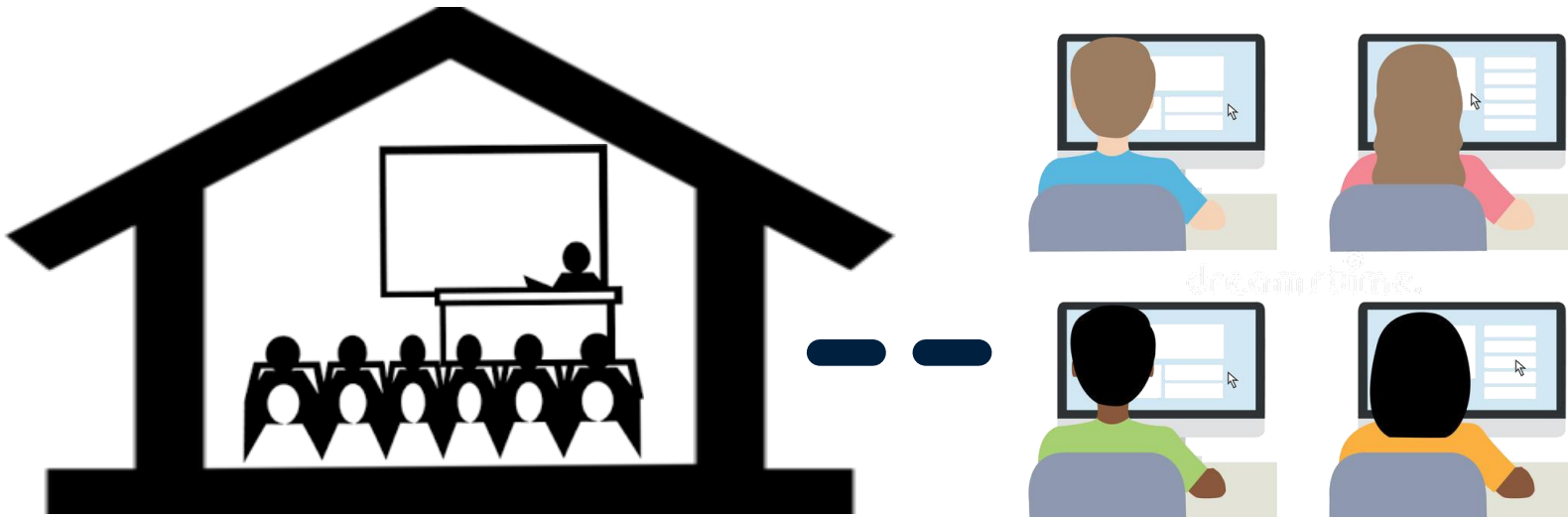
REMOTE LEARNING

- Professor and students all separated from one another
- ICT (Information Communication Technologies) used to communicate
- Includes synchronous and asynchronous components
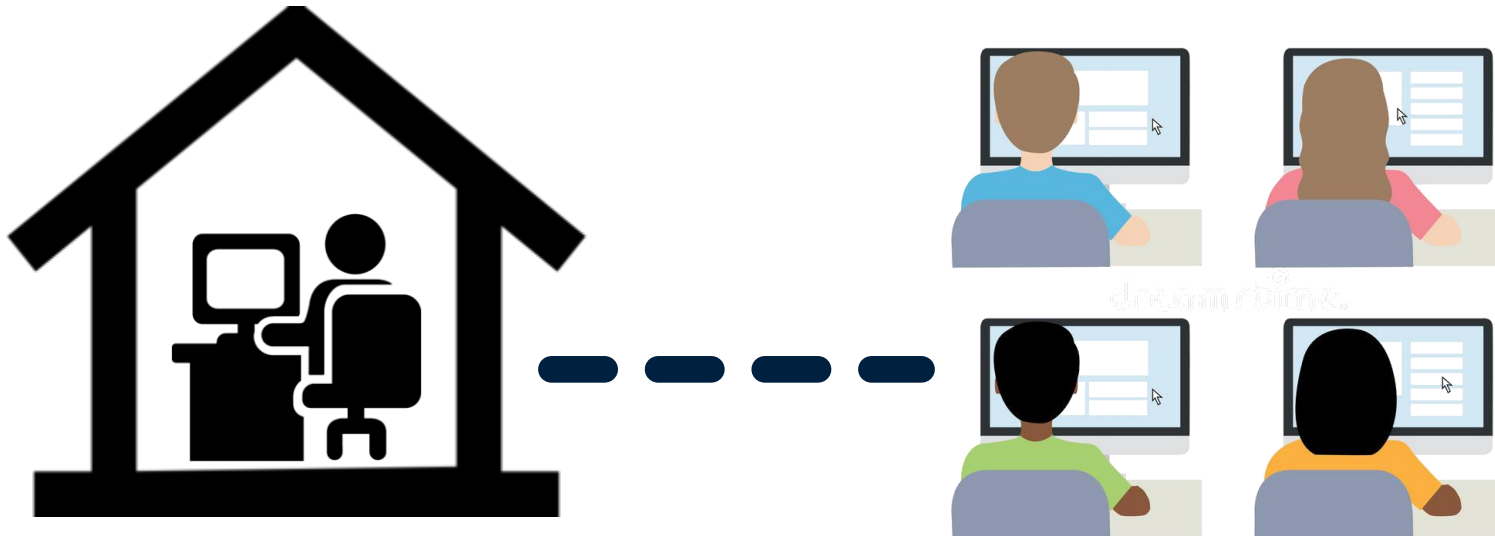
HYFLEX

- Blended learning (hybrid) model
- Student choose remote, in class, or purely asynchronous learning
- Emphasis on student choice (flexibility) in learning experience

MULTI-CAMPUS LEARNING

- Multiple groups of students at separate campuses
- Single presenter at one campus (local)
    - ICT (teleconferencing) to the other campuses (remote)
- Campus may be in the same area, or another part of the world
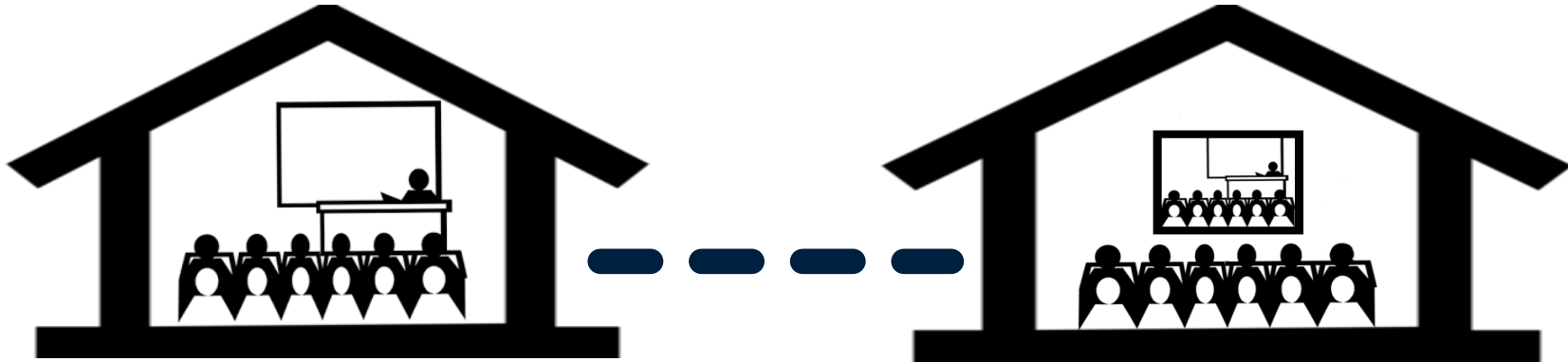
CHALLENGES

- What could go wrong? ☺
- Any ideas? Use Annotations in Zoom (under Options at the top of the screen)
    - Use the Text tool under Annotations

Equity

lack of engagement with and access to instructor

challenge of practical learning in medicine/physio/nursing

Students have different prior knowledge in the two locations

Technical difficulties

Poor sightlines

hard to build a community of learning

Accommodating students with disability

BENEFITS

FOR INSTITUTIONS

- **Reduced program cost by sharing resources**
    - Shared administrative resources
    - Additional/Shared lab resources available to students
    - Fewer specialist instructors required

- **Collaboration between campuses, building relationships**
    - Larger class sizes for niche courses which require minimums
        - 5 students/class/campus much more economical for niche topics
    - Cross-campus student projects, new dynamics for student teams

- **Transparency and information sharing**
    - Greater consistency in curriculum, content, and assessment
    - Cross-pollination of ideas

FOR EDUCATORS

- **More engaging than a fully remote model**
    - Greater social presence

- **Simpler and less time required than HyFlex model**
    - Primarily a synchronous lecture course, supplemented by asynchronous materials

- **Additional and greater variety of students and interest**
    - Greater interest and access to course materials
    - Additional instructional resources, including TAs

- **Opens additional resources at other institutions (e.g. labs, equipment)**
    - Use local and remote lab resources

FOR STUDENTS

- **Greater variety of courses available**
  - Access tech electives at multiple campuses
  - Access to experts at other locations

- **Easier transfer between institutions**
  - Shared courses means no credit/course conversions required

- **Greater consistency in standards**
  - Multiple campus cohorts experience (ideally) the same learning environment

- **Opportunities to collaborate with non-local students, cultural exchange**
  - New perspectives
  - Access to greater diversity and skillsets with inter-campus student teams

CHALLENGES

IMAGINE…

- You are a graduate business student in Rwanda
- Synchronously attending a course taught in India

- You and your 30 colleagues attend the course remotely
- Five other campuses in your country also attend
- Centralized instructor teaches local and remote students
  - Local class of 130 students

- Questions to consider
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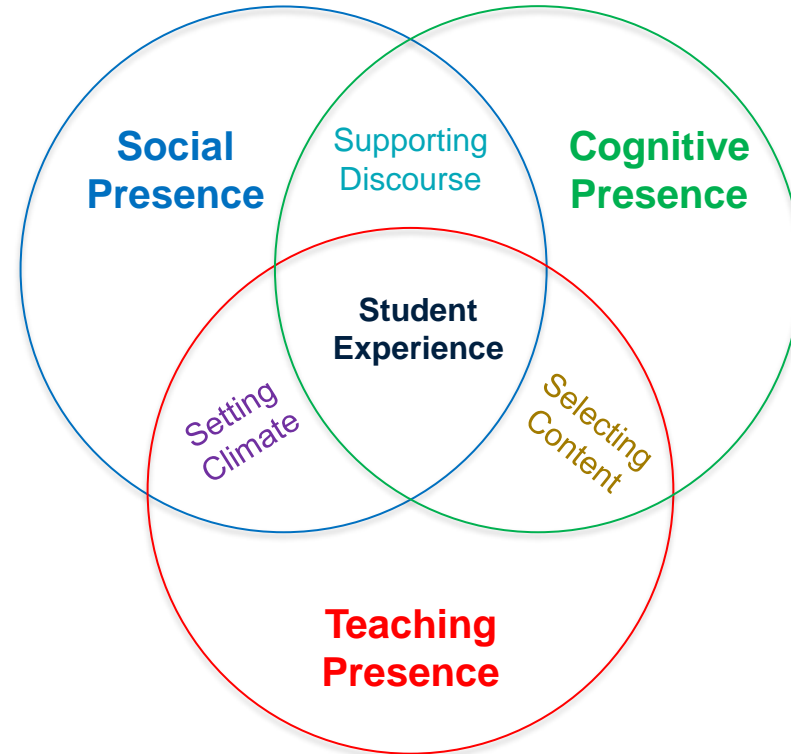 3. What can the instructor do to maximize your learning experience?

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EVALUATING PRESENCE

- Community of Inquiry Framework

- Social Presence
  - Community

- Cognitive Presence
  - Alertness
  - Engagement

- Teaching Presence
  - Trust
  - Clarity

Social Presence

Supporting Discourse

Cognitive Presence

Student Experience

Setting Climate

Selecting Content

Teaching Presence

SOCIAL PRESENCE

- **Sense of being and belonging in a course**
  - We define social presence as the ability of participants in a community of inquiry to project themselves socially and emotionally, as 'real' people (i.e. their full personality), through the medium of communication being used. – Garrison, et al., 2000

- **Intra and intercohort social presence managed separately**
  - Group activities locally vs. remote cohort
  - Technical challenge of bridging local and remote students in activities

- **Adversarial relationship between local and remote groups**
  - Can be healthy if course is otherwise equitable
  - Dangerous if left unmanaged

COGNITIVE PRESENCE

- **Alertness, Engagement**
    - Triggering event: Identify and engage
    - Exploration: Question and brainstorm
    - Integration: Construct meaning
    - Resolution: Apply new knowledge

Figure 1. Practical inquiry model for cognitive presence (adapted from Garrison et al. The Internet and Higher Education, 2(2-3), 1-9.

- **Activities may not resolve neatly for all students**
    - Another problem with equity: local vs. remote cohorts
    - Need to sustain a critical community of learners

- **How to keep the learner engaged when staring at a screen?**
    - Remote cohorts talking among themselves, disinterested
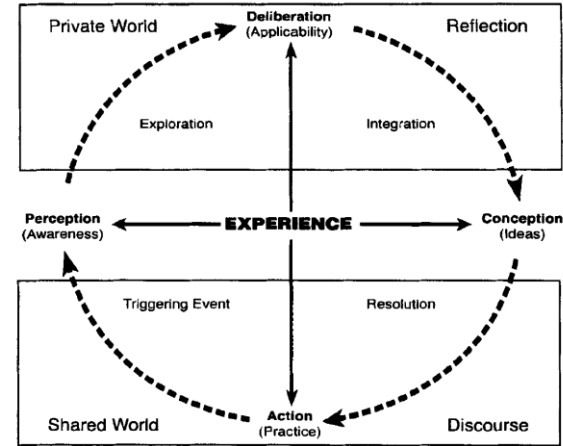   - Poor retention and focus

TEACHING PRESENCE

- **Educator presence in the classroom**
  - The binding element in creating a community of inquiry for educational purposes is that of teaching presence. -- Garrison, et al., 2000

- **Quality of instructor interactions**
  - Student satisfaction, perceived learning, and sense of community
  - Poor teaching presence → disrespect, disengagement, dissatisfaction

- **Educator influence in and outside the classroom**
  - Inclusivity: Are remote students really part of the class?
  - Equity: Do remote students matter as much to the instructor?
  - Authority: Does the instructor command the attention and respect of all students?

PEDAGOGY AND BEST PRACTICES

CONSCIENTIOUS INSTRUCTIONAL DESIGN

- …just adding video streaming technology to distribute a single-campus lecture to other campuses is not sufficient for providing good conditions for learning. – Hjelsvold and Bahmani, 2019

- Proposed Framework for Multi-Campus Course Development

- Strategies (Bahmani, et al., 2019)
1. Learning decisions should come before delivery decisions.
2. Integrate, don't duplicate – "Multi-campus teaching is generally not about using identical strategies at all campuses." Rather, it is about using "**an inclusive suite of flexible teaching/learning strategies for all students**"
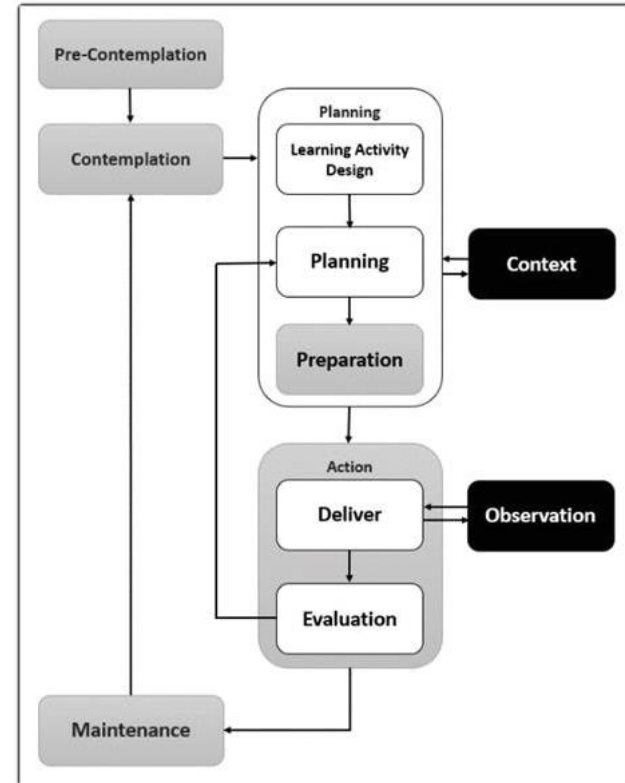
Bahmani and Hjelsvold, 2020

TECHNOLOGY

| **Visibility** | • All students should be able to see whiteboards, demos, instructor(s), and ideally each other |

| **Equity** | • Avoid engaging in learning activities while excluding other cohorts (e.g. answering questions offline after class)
• Announce assessments to all students concurrently |

| **Reliability** | • Priority access to IT personnel
• Educator training on equipment
• Backups in the event of failure |

| **Accessibility** | • Minimize barriers to participation, such as single microphones
• Easy access to asynchronous and synchronous resources |

COURSE DESIGN

- Consider the three types of presence at the planning stage:
  - Cognitive presence
    - Active learning pedagogy
  - Teaching presence
    - Trained educators (not facilitators) necessary at every campus
  - Social presence
    - Sensitivity to cultural differences

- Consider flipped classroom
  - "Sage on the stage" vs. "Guide on the side"
- Asynchronous course elements

- **Equity not equality!**

MAINTENANCE

- Multi-campus courses are delicate and can be adversarial

- Regularly assess pedagogy and student experience
  - Frequent CoI surveying, questions
  - Daily journaling and self-reflection (instructor(s) and/or students)
  - Respond quickly and decisively to student concerns

- Implement changes as permitted within the scope of your syllabus
  - Demonstrate to students your willingness to improve overall student experience

- Plan for extensive content and pedagogy revisions between terms
  - May require going back to Contemplation Phase for significant revisions

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- Take away and **reflect** on this question

SUMMARY

- Benefits to the Institution, Educators, and Students

- Courses taught in a multi-campus format fail easily
    - Lack of teaching, social, or cognitive presence affects student experience
    - Failures in technology

- Training and careful planning required to realize benefits
    - Course preconception through maintenance within a multi-campus context
    - Equity not equality
    - Ongoing educator self-reflection and adjustments from student feedback

- Contact CTLT to learn more
- Send email to Sielmann@mail.ubc.ca for access to asynchronous resource

REFERENCES AND FURTHER READING: CASE STUDIES

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