



NAVIGATING AND MANAGING ONLINE COMMUNICATION: DESIGNING AND FOSTERING A RESPECTFUL LEARNING ENVIRONMENT

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WORKSHOP DESCRIPTION

Establishing respectful learning environments can be challenging when students have diverse learning experiences, and even more so in classrooms that use both synchronous and asynchronous online environments. This session will provide opportunities for TAs to establish practical guidelines for designing respectful learning environments, develop strategies to encourage respectful online communication, and analyze the uses and limitations of several teaching technologies and applications in fostering a respectful online learning environment. This session will also model numerous activities through peer-to-peer engagement for an enriched experience of online learning environments.

BREAK OUT GROUPS IN PAIRS, ANSWER 2 QUESTIONS:
5-7 MIN

1. What does a respectful learning environment look like to you?
2. What are you most worried about navigating and managing online communication?

LEARNING OBJECTIVES

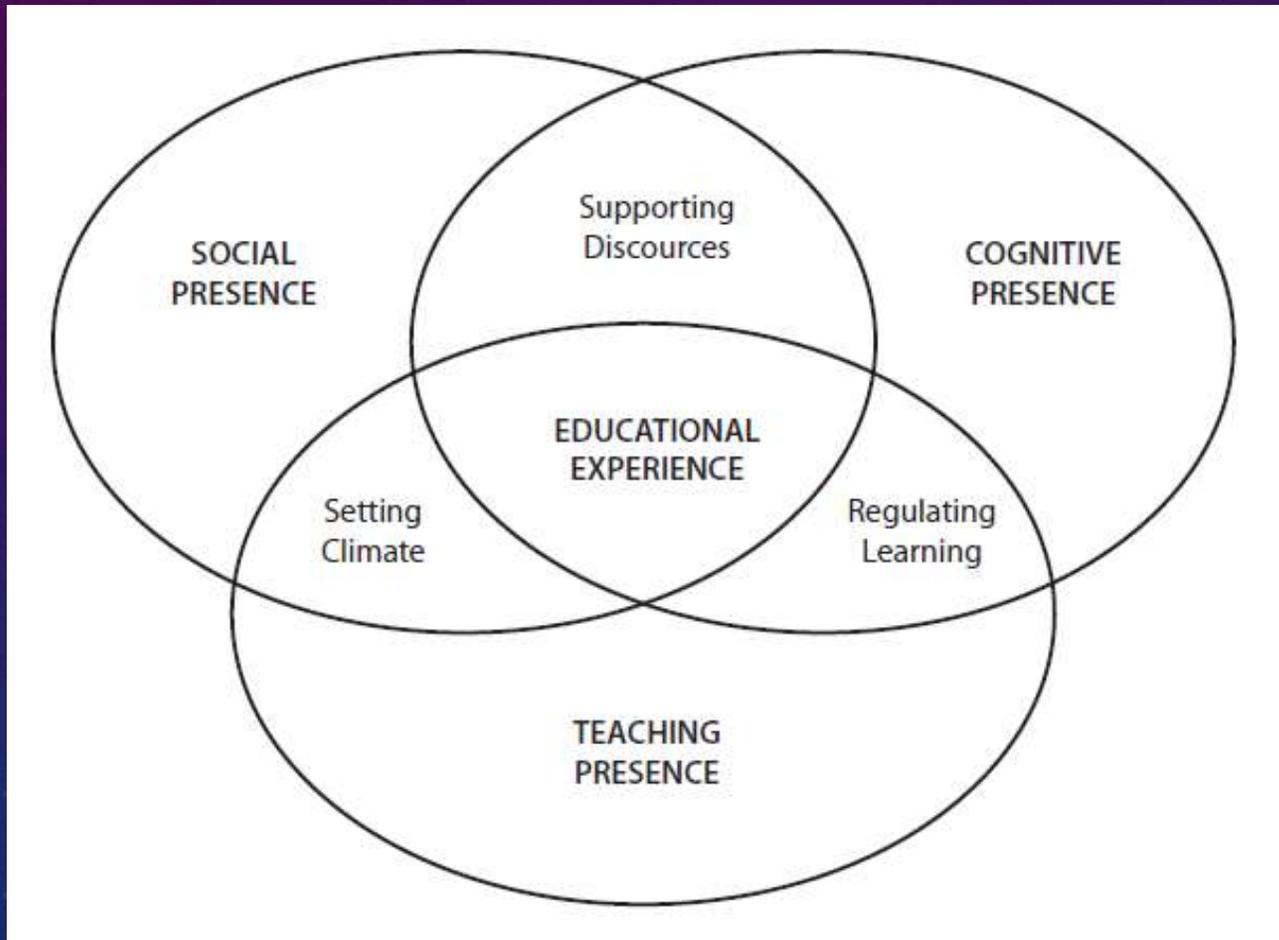
By the end of this workshop, you will:

1. Have practical steps to setting up a respectful online learning environment
2. Have strategies to encourage respectful online communication
3. Know how to deal with problems as they arise in both an asynchronous and synchronous online learning environment

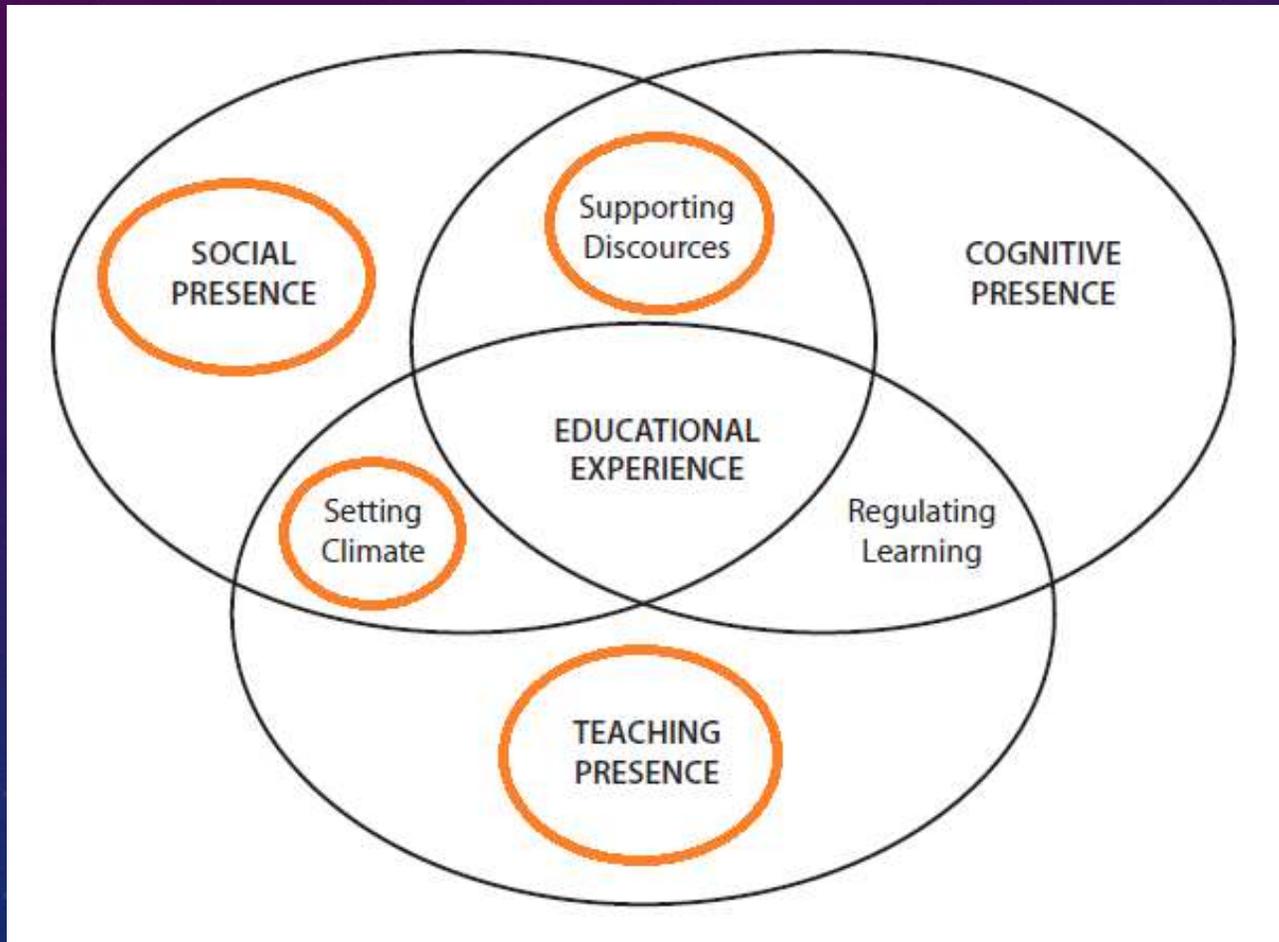
COMMUNITY OF INQUIRY

Where “students listen to one another with respect, build on one another’s ideas, challenge one another to supply reasons for otherwise unsupported opinions, assist each other in drawing inferences from what has been said, and seek to identify one another’s assumptions”
(Lipman, 2003, p.20).

FRAMEWORK FOR COMMUNITY OF INQUIRY (VAUGHAN ET AL., 2013)



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DESIGNING FOR BEFORE... CLASS/CONFLICT [PREVENTION]

Checklist to help set the climate of your classroom:

1. Face-to-Face Introductions

Ex: Share a picture of some items that represent you

2. Setting Expectations

Ex: Code of Conduct or Living Document

3. Pre-course Survey

Ex: Determine level of comfort with technology, tools, and communication (synchronous & asynchronous)

Ex: <https://www.sfu.ca/setc/beyond-setc/pre-course-survey.html>
<https://dl.sps.northwestern.edu/blog/2018/04/write-pre-course-survey-questionnaire/>

DESIGNING FOR DURING... CLASS/CONFLICT [ACTION]

Checklist to help you carry on a class:

1. Activities to bridge Social Presence and Cognitive Presence

Ex: Active Learning Techniques, Discussion Activities

2. Taking the temperature of your class

Ex: Assessing students' engagement, assessing group dynamics

3. Giving students a variety of ways to participate

Ex: 3 ways of engaging: student to self, student, or teacher

DESIGNING FOR AFTER... CLASS/CONFLICT [RESOLUTION]

Checklist help you conclude and resolve:

1. Preparing for the next class

Ex: Exit slip, reviewing code of conduct or group agreement

2. Resolving a problem before the next class

Ex: Zoom, Canvas, microphone/camera, or behaviour mishaps

3. Giving students an opportunity to express their concerns

Ex: Email or conversation. Then do something about their concern.

APPLYING OUR KNOWLEDGE

What to do BEFORE, DURING, and AFTER each situation:

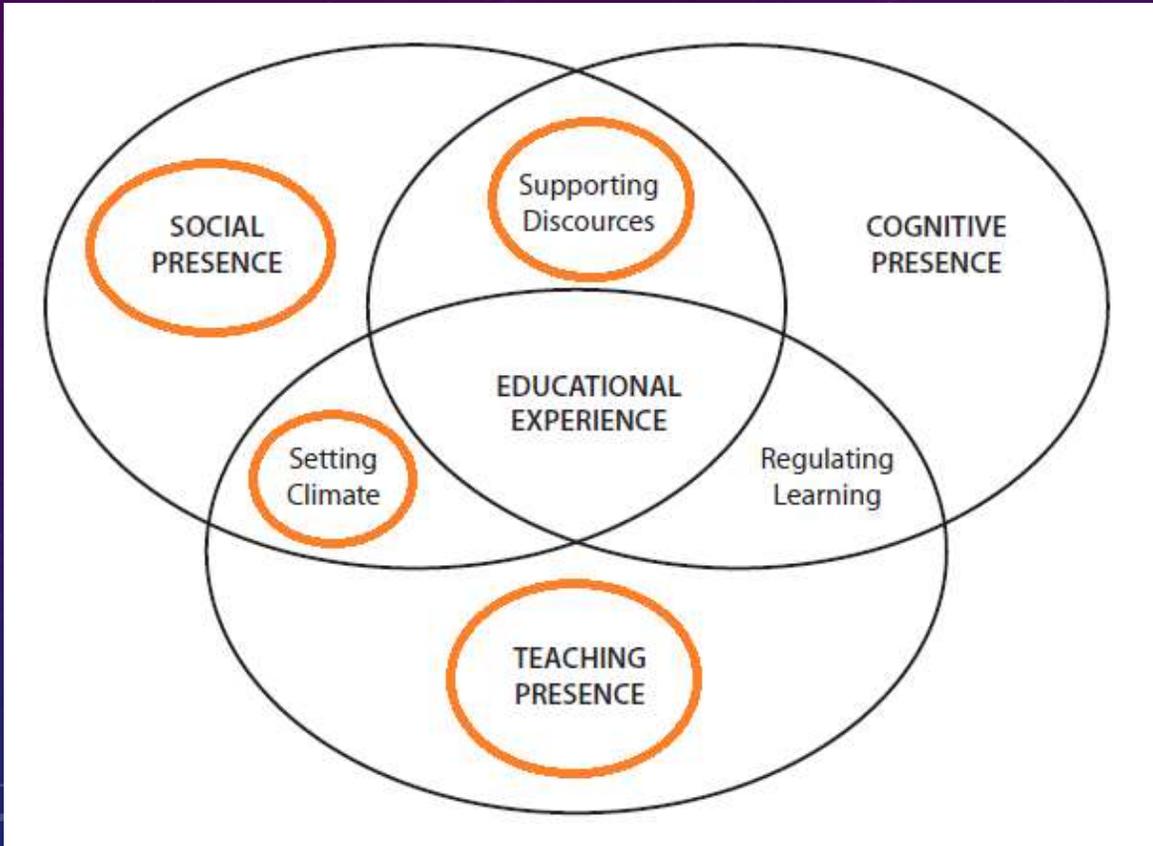
1. A student has taken over the Canvas discussion and only contributes by criticizing other students' contributions or work.
2. One student's video and sound is unsynchronized on Zoom, resulting in them talking over you and other students throughout the class.
3. One student makes a discriminatory comment in Zoom and makes the rest of the class feel uncomfortable.
4. Some students have formed a group within the larger class and act dismissive towards material or cultures that are not familiar to them.
5. One student is consistently late to the synchronous session, is consistently late in participating in the asynchronous material online, and is distracting when they do show up (i.e., eating noisily on camera, visibly playing with their phone).

SUMMARY

By the end of this workshop, you will:

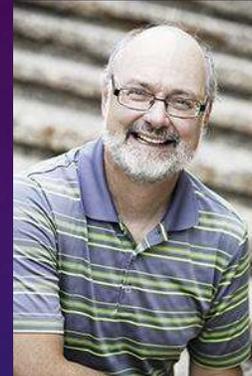
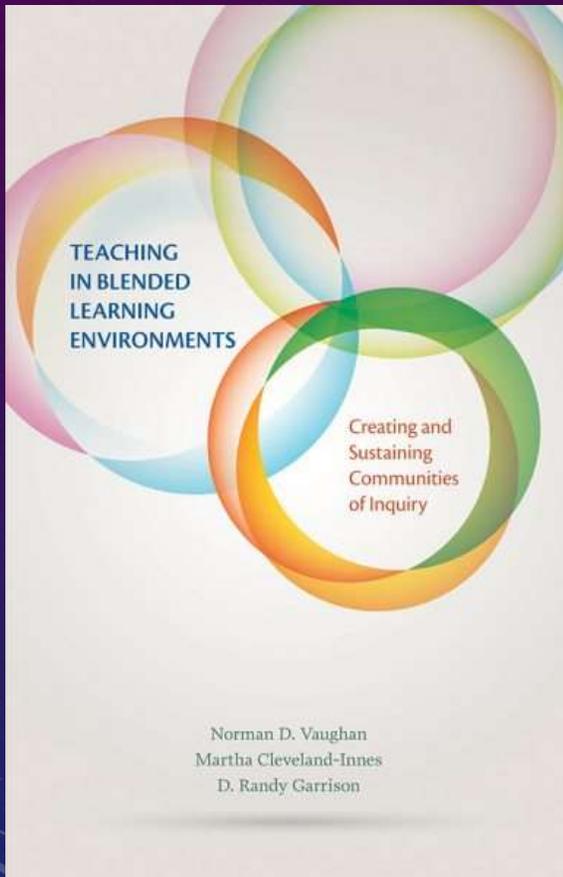
1. Have practical steps to setting up a respectful online learning environment
2. Have strategies to encourage respectful online communication
3. Know how to deal with problems as they arise in both an asynchronous and synchronous online learning environment

SUMMARY



BEFORE [PREVENTION]
DURING [ACTION]
AFTER [RESOLUTION]

WORKS CITED



Vaughan, N. D., Garrison, D. R., & Cleveland-Innes, M. (2013). *Teaching in blended learning environments: Creating and sustaining communities of inquiry*.

Free e-book:

<https://www.aupress.ca/books/120229-teaching-in-blended-learning-environments/>