Problem Solving the Pivot to Online

BCcampus and Campus Manitoba Webinar held on June 4, 2020.

You can find the recording to the session here:
https://bccampus.ca/about-us/reports-and-reviews/

Please add your questions below:

1. What organizational supports are needed for teams to thrive in this pivot?
2. For what kind of student learning is a) synchronous or b) asynchronous delivery best suited? Is there an ideal model of a mix of the two?
3. Do marks go up with the on-line learning environment?
4. The technical issues are only one small element of the transition, the larger challenge is dealing with resistance and skepticism about online learning from academics. What useful suggestions and/or materials suitable to share with academics would you suggest?
5. How can faculty provide the most efficacious online learning experience if we are institutionally & materially restricted to using low-fidelity asynchronous tools?
6. What platforms do you use?
7. I am scheduled to teach a 3-hr graduate level course (small class size ... < 10) this fall. What suggestions would you have for helping to keep students academically interested and engaged?
8. Can any information be provided about resources for courses with a large amount of psychomotor skills (ie. athletic therapy) and how to successfully transition some of that information into remote learning?
9. What are the assessments in your courses? Do you think we should get rid of tests/exams for online courses?
10. How do you deal with people who believe they will be replaced with online teaching?
11. What are some the best “experiential” strategies for teaching non-text based courses, such as fine arts or science technology in a low fidelity formats?
12. How do we convince faculty that these positive approaches are worth adopting? A lot of them see it all as extra work, especially those who are accustomed to 2-3 major assignments and exams as the sum of their evaluation at students. Where should we start in encouraging more innovation and experimentation that focuses on student success?

Resources

Brianne's Slides (attached below)

Links from Brianne's presentation:

- Unpaywall browser extension: https://unpaywall.org/
- Merlot OER platform: https://www.merlot.org/merlot/index.htm
- *Remote teaching: a practical guide with tools, tips, and techniques* by Alison Flynn & Jeremey Kerr: https://ecampusontario.pressbooks.pub/remotecourse/front-matter/quick-start-guide/
- Mason OER Metafinder: https://oer.deepwebaccess.com/oer/desktop/en/search.html
- Creative Commons License Chart: https://creativecommons.org/faq/#if-i-derive-or-adapt-material-offered-under-a-creative-commons-license-which-cc-licenses-can-i-use
- Low Bandwidth teaching: https://www.iddblog.org/videoconferencing-alternatives-how-low-bandwidth-teaching-will-save-us-all/

Arley's Slides (attached below)

Links from Arley's presentation:

- Weekly Template for Course Design
- Course Map Template
- Course Map Template Tutorial Video
- Communications 1110 Online Delivery Plan
- CMNS 1110 Course Presentation
- CMNS 1140 Course Presentation
- Course Survival Guide

Athletic Therapy & Physiotherapy

- https://libguides.uwinnipeg.ca/c.php?g=124959&p=5068202

Pivot to Online Resources from BCcampus

Virtual Lab and Science Resource Directory

- Slides: Authentic Student Participation — Information Literacies in Open Pedagogy – May 28
- The New Normal: Using OER to re-open education (English PDF), (French PDF), (InDesign), (Word)
- Slides: BCcampus Synchronous Basics – April 20
- Resources for Finding and Using OER
- Lesson Plan: BCcampus Sample Synchro
- Inclusive and Accessible Tips for Designing a Course Online
- Slides: BCcampus Online Teaching and Learning Basics
- Top 5 Resources for the New-to-Online Crowd
- BCcampus Online Communication Tips_2020
- BCcampus Online Assessment Resources_2020

Trades:

- Lesson Plan: Online Learning Basics for the Trades – May 5
- Slides: Online Teaching and Learning Basics for the Trades – May 5
- BCcampus OER for Trades

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PROBLEM SOLVING

THE PIVOT TO ONLINE

BRIANNE SELMAN, 2020

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ACCESS

LIGHTWEIGHT OER

DO I HAVE SOMETHING TO SHARE?

Material Type

- Animation (7,232)
- Assessment Tool (2,317)
- Assignment (2,933)
- Case Study (1,325)
- Collection (6,012)
- Development Tool (749)
- Drill and Practice (2,193)
- ePortfolio (449)
- Hybrid or Blended Course (153)
- Learning Object Repository (1,132)
- Online Course (8,072)
- Online Course Module (323)
- Open (Access) Journal-Article (2,923)
- Open (Access) Textbook (7,726)
- Presentation (20,797)
- Quiz/Test (871)
- Reference Material (14,542)
- Simulation (7,124)
- Social Networking Tool (387)
- Syllabus (33)
- Tutorial (3,894)
- Workshop and Training Material (732)

More info
Bookmark Go to material

More info
Bookmark Go to material

Bookmark Go to ma

Neuroscience for Kids

The entry point to an extensive site concerning the nervous system and neuroscience. The site includes descriptive... see more

Material Type: Collection
Author: Eric Chudler
Date Created: November 30, 2000
Date Modified: May 12, 2020
Peer Review: ★★★★★
User Rating: ★★★★½

More info
Bookmark Go to material

Assessing Blood Pressure

ADOBE FLASH REQUIRED. This learning module presents the proper technique and common errors associated with assessment of... see more

Material Type: Tutorial
Author: Andrew Winterstein
Date Created: April 21, 2004
Date Modified: May 7, 2020
Peer Review: ★★★★★
User Rating: ★★★★½

More info
Bookmark Go to material

Crisis at Fort Sumte

"Crisis at Fort Sumter" is an interactive historical simulatio decision making program. Usi images, and... see more

Material Type: Simulation
Author: Richard B. Latner
Date Created: March 26, 200
Date Modified: January 15, 2
Peer Review: ★★★★★
User Rating: ★★★★

Bookmark Go to ma

Moving to remote courses – Quick start overview

Suggestions (see guide for explanations, options)	Method/Tool
1 Identify the **essential learning outcomes** or topics. At the end of the course, what MUST learners know, be able to do, and value? Cut the rest. Break LOs into modules/sections.	PDF Post in Brightspace
2 How will you **share content**? For example: curate or record short video lectures (2 – 15 min) or post text with main content. Use videoconference time to address more complex ideas and work through problems. For synchronous[a] options, also record the session to make available asynchronously[a].	Asynchronous[a]: record videos, post on YouTube and link through Brightspace Synchronous[a]: Adobe Connect/Teams/Zoom
3 **Offer practice with feedback** These can include: optional practice sets with answers (async.), group work on problem sets during videoconference (sync.), using a response system.	Async: PDFs with answers Brightspace quizzes Sync.: Adobe Connect/Teams/Zoom & Echo360/Menti
4 Identify methods for **assessment** that focus on learning. Consider weekly interactive quizzes (async.), collaborative, open-book exams.	Brightspace quizzes Exams administered as Brightspace "assignments"
5 **Identify methods for communicating** with students. Tell students what to expect, e.g., that you respond once daily to email and have office hours on Mondays 1 – 2 pm.	Brightspace announcements, Email, Teams/Zoom
6 **Teaching assistants** can run DGDs[b], forums, make videos, or answer questions in the chat during classes.	Brightspace forum, Adobe Connect/Teams/Zoom, DGDs, Email
7 **Support students** by being flexible and providing resources. Equity and wellness are major issues both for online learning and because of the pandemic. Students have not chosen to learn this way and may not have the needed tools or skills.	Ask students, consider alternatives, provide resources

- [a]Synchronous: everyone present at the same time, e.g., videoconference; asynchronous: students/professors contribute at their own pace and time (e.g., email, discussion forum); can still have deadlines. [B] DGD = Discussion group | Groupe de discussion (i.e., tutorials).
- Do what you can: it doesn't need to be perfect (is there such thing?) but it can still be a good learning experience, given this need for remote teaching.
- The Teaching and Learning Support Service (TLSS) provides support for many of the tools identified, especially Brightspace.
- There are excellent, detailed resources on creating remote courses. This guide is simply meant to be a quick way to get started.
- Suggestions welcomed! Icons from Freepik and Eucalyp from Flaticon.

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SYLLABUS/ DESIGN

MODULES

VIDEO/ AUDIO/ TEXT

PRACTICE Qs

ASSESSMENT

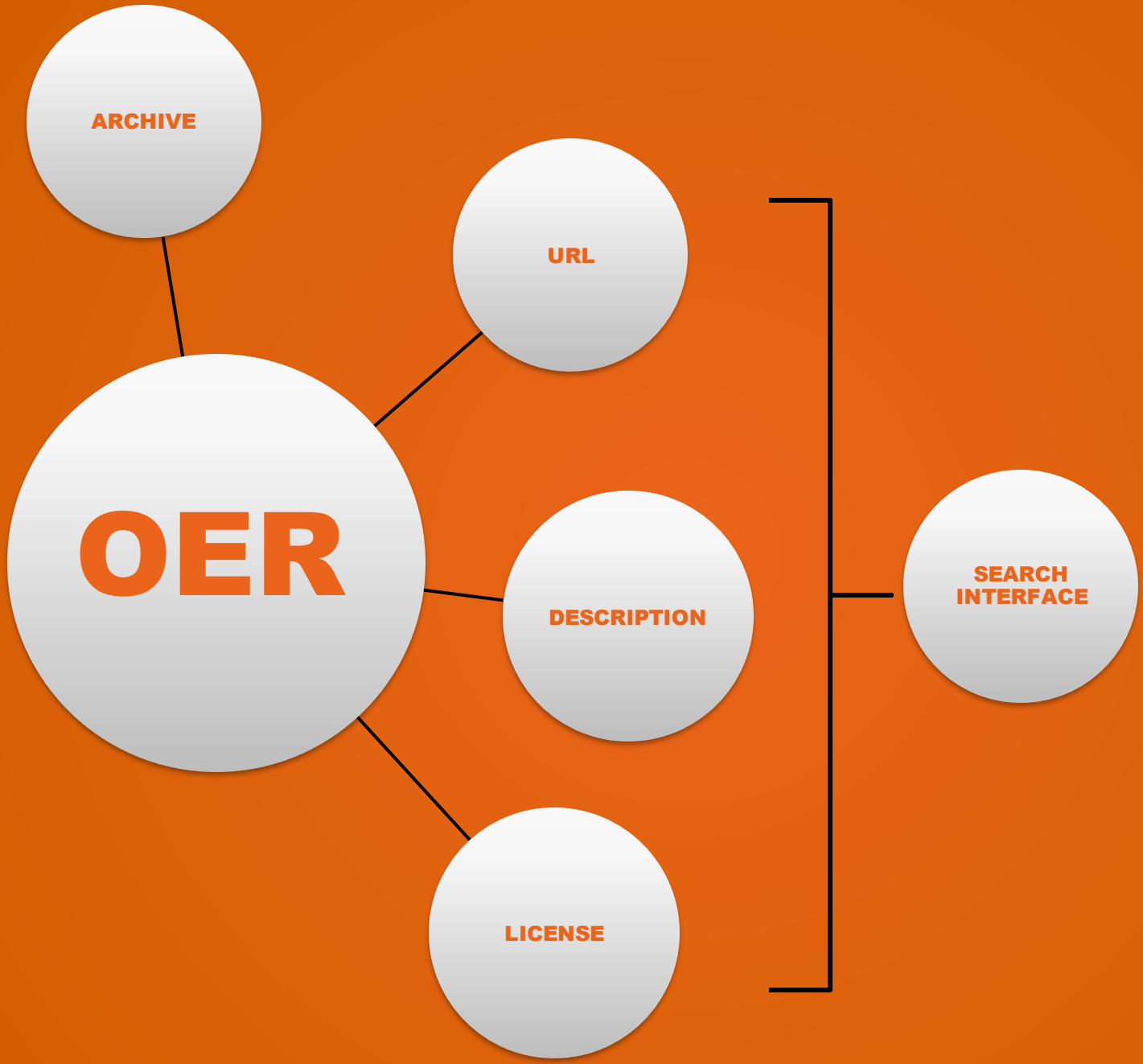
NO ONE CAN FIND IT!

REPOSITORY METASEARCH

ARCHIVE & AGREGGATOR

AGREGGATOR

RESOURCE ARCHIVE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WHERE CAN IT LIVE?

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BY NC	✓	✓	✓	✗	✓	✗	✓	✗
BY ND	✗	✗	✗	✗	✗	✗	✗	✗
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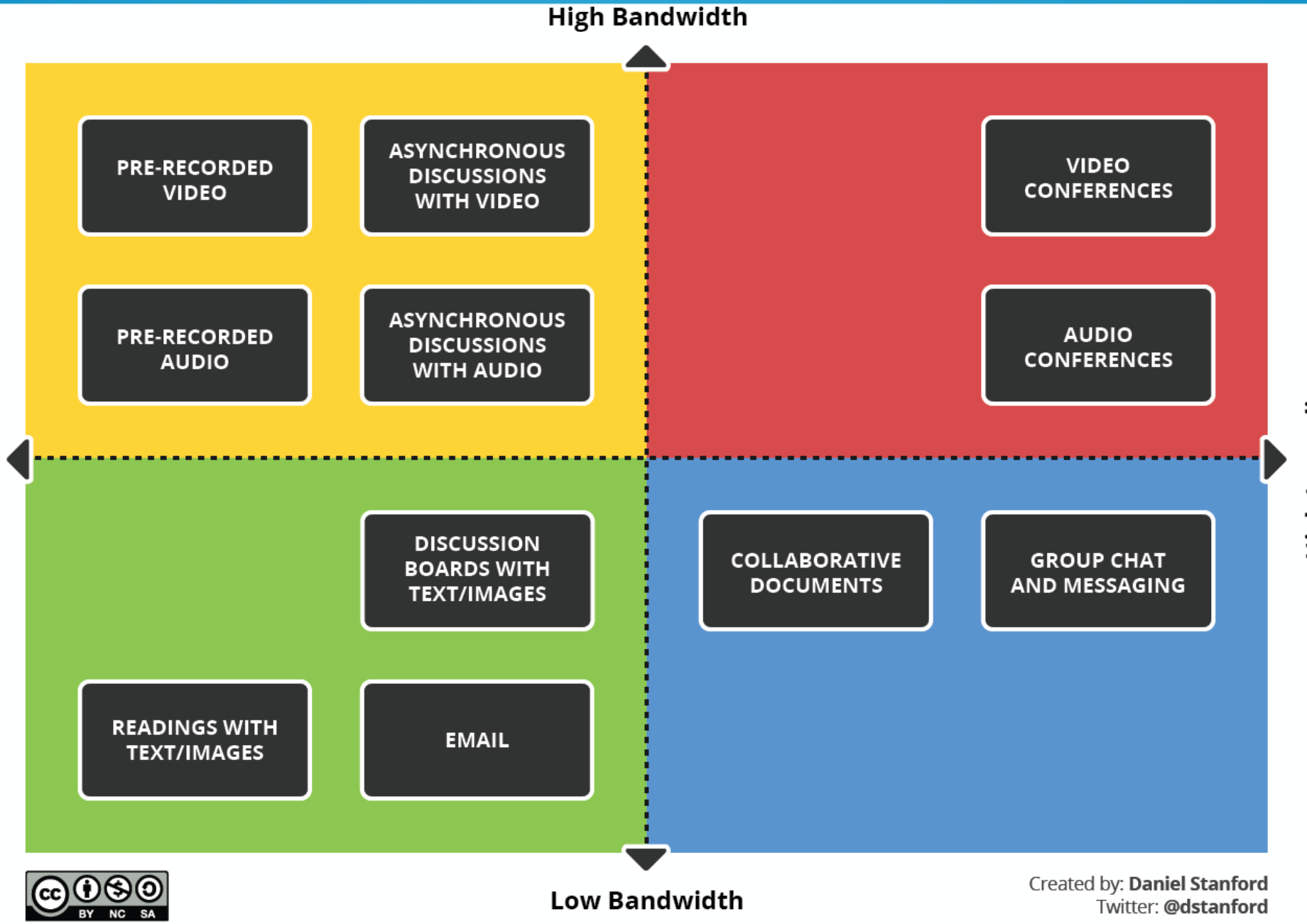
ACCESSIBILITY



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FINDABILITY?

METADATA

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Problem Solving for Pivoting To Online - Arley Cruthers Additional Resources

This session was given on the traditional and unceded territory of the Katzie, Tsawwassen, Kwantlen, Qayqayt and Kwikwetlem nations.

Start with the Students

(Pre-Survey, thinking about students with the most barriers first and designing for them)

What My Students Needed

1) Access
2) Connection/ Care/ Community
3) Meaningful work
4) Flexibility
5) How to learn online
6)(Surprise!) Structure

Resources

- Weekly Template for Course Design
- Course Map Template
- Course Map Template Tutorial Video
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