(FUN) FLO FRIDAY - Choose your own Adventure

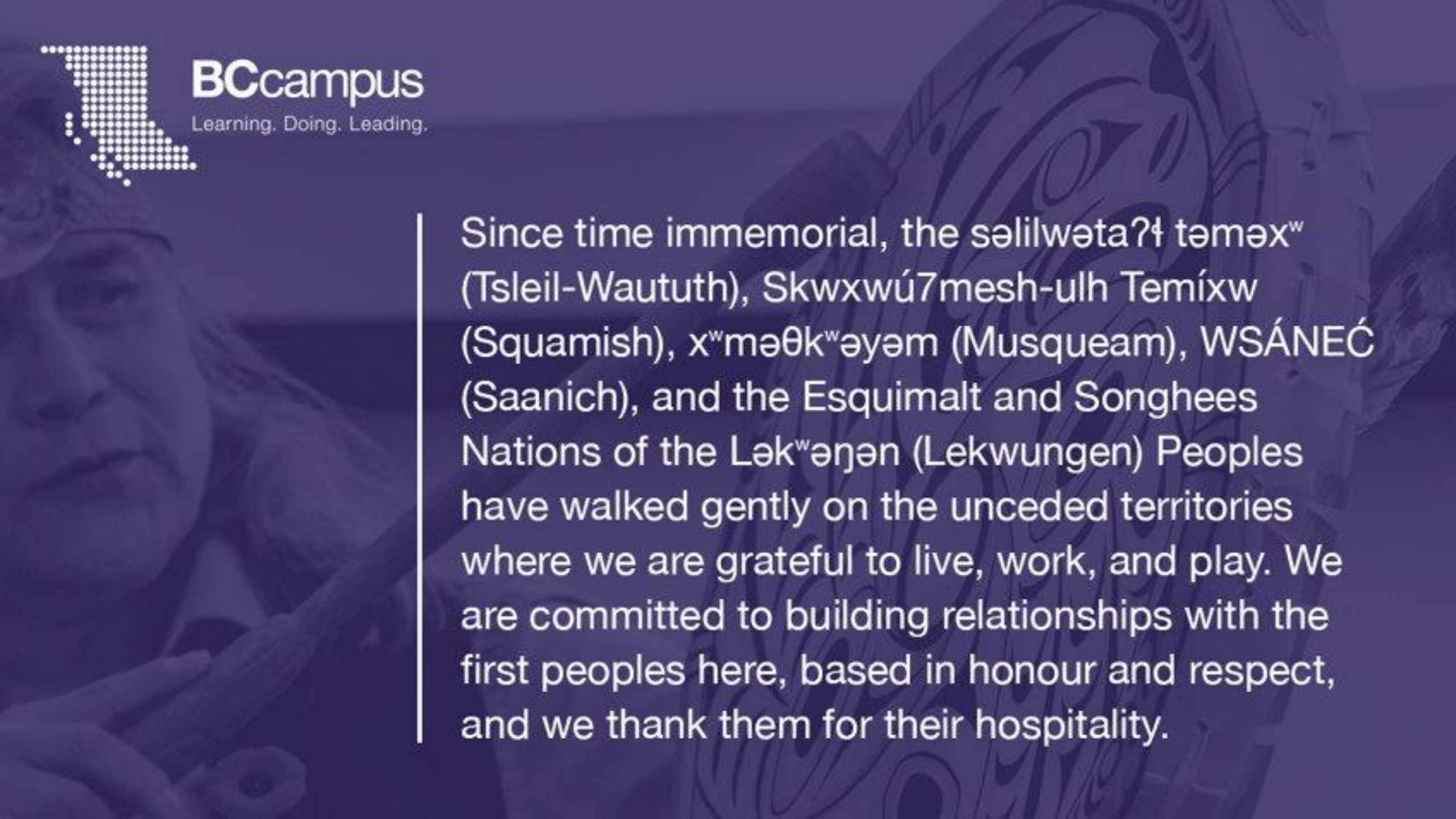
Hosted by Helena Prins, Advisor, BCcampus

Facilitator: Arley Cruthers

Helena Prins
BCcampus
hprins@bccampus.ca

May 21, 2021

Unless otherwise noted, this work is released under a CC BY 4.0 Licence.
Feel free to use, modify, or distribute any or all of this presentation with attribution.



BCcampus
Learning. Doing. Leading.

Since time immemorial, the səlilwətaʔɬ təməxʷ (Tsleil-Waututh), Skwxwú7mesh-ulh Temíxw (Squamish), xʷməθkʷəyəm (Musqueam), WSÁNEĆ (Saanich), and the Esquimalt and Songhees Nations of the Ləkʷəŋən (Lekwungen) Peoples have walked gently on the unceded territories where we are grateful to live, work, and play. We are committed to building relationships with the first peoples here, based in honour and respect, and we thank them for their hospitality.

CHOICE #1:
A: PARTICIPATE.
B: LISTEN.

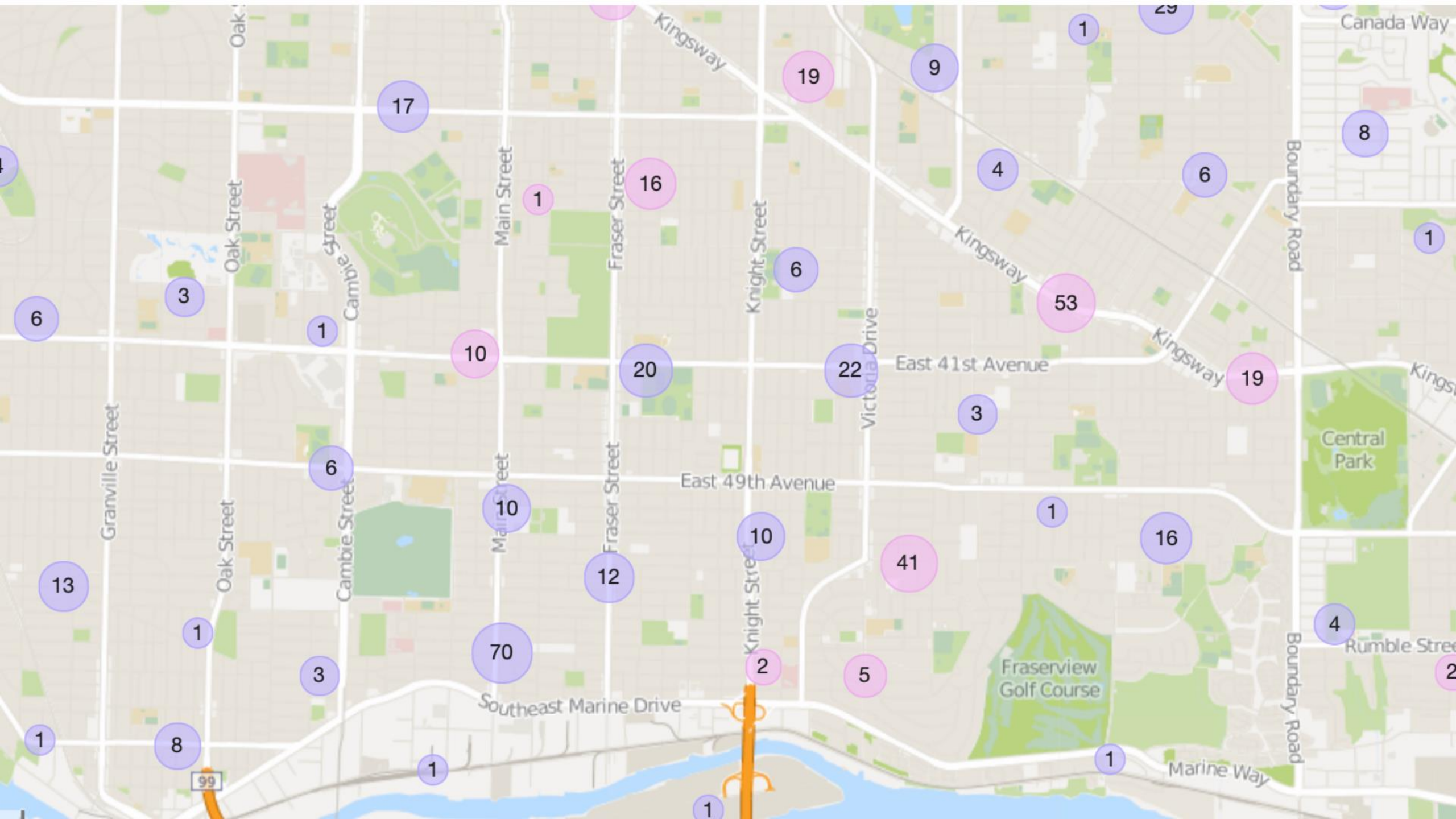
AGENDA

11 - 11:15: THOUGHTS ABOUT CHOICE

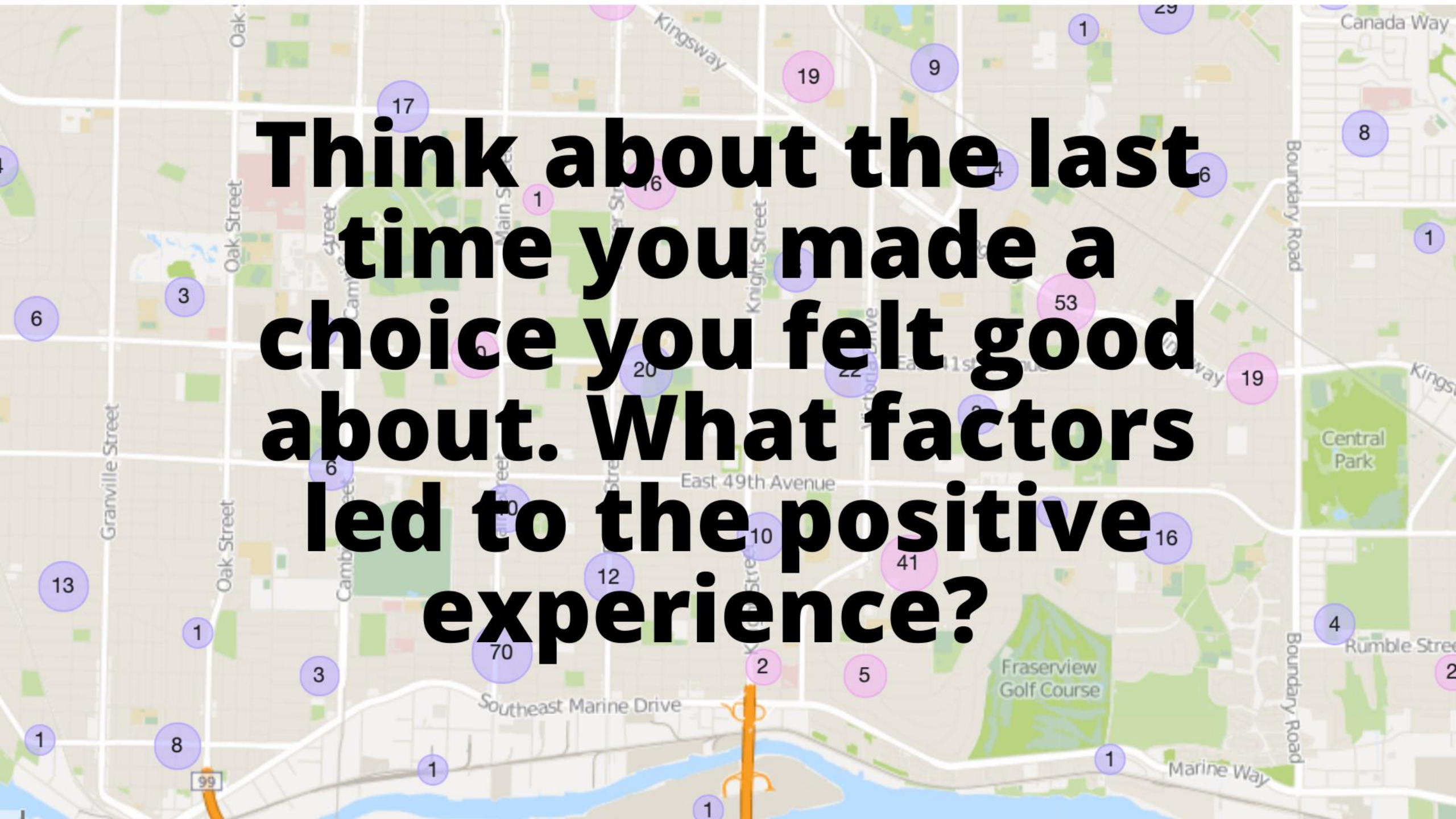
11:15 - 11:30: CHOICE 1

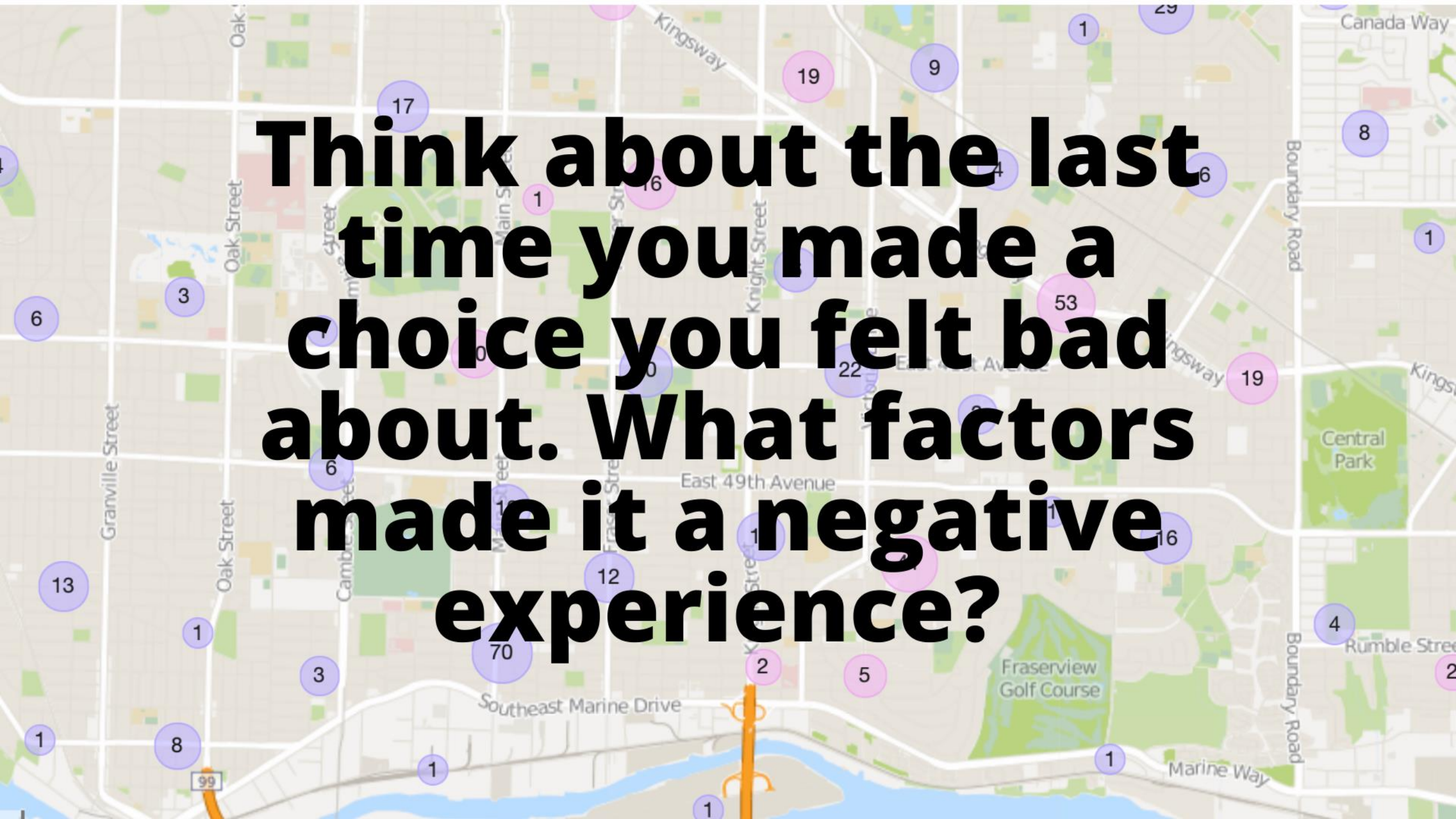
11:30 - 11:45 CHOICE 2

11:45 - NOON: QUESTIONS



Canada Way
Kingsway
Oak Street
Cambie Street
Main Street
Fraser Street
Knight Street
Victoria Drive
Boundary Road
East 41st Avenue
East 49th Avenue
Granville Street
Central Park
Fraserview Golf Course
Southeast Marine Drive
Marine Way
Rumble Stree
99


Think about the last time you made a choice you felt good about. What factors led to the positive experience?


Think about the last time you made a choice you felt bad about. What factors made it a negative experience?
Kingsway
Oak Street
Granville Street
Knight Street
Boundary Road
East 49th Avenue
Central Park
Fraserview Golf Course
Southeast Marine Drive
Marine Way
Canada Way
Rumble Stree

FEATURES OF A GOOD CHOICE

Meaningful
Manageable
Supported
Equal
Equitable
Accessible
Engaging
Sustainable for instructor

WHO DOES THE CHOICE BENEFIT?

WHO DOES THE CHOICE LEAVE OUT?

CAN STUDENTS REFUSE TO CHOOSE?

What's my stress level?

Do I trust you?

Do I know how to get started?

Do I have the confidence to choose?

What if I make the wrong choice?

Do I like these options?

Do the choices meet my accessibility needs?

Am I used to teachers giving me choice?

Does it feel like a real choice?

Planning for choice in your course is not like throwing the doors open to 37 types of yogurt.

Planning for choice in your course is more like deciding between **vanilla or blueberry.**

Dr. Seanna Takacs

WAYS TO ADD CHOICE

- Format
- Topic
- Role
- Assignments
- Schedule
- Policies
- Due Dates
- Openness
- Feedback

MENU

1. Choice formats
2. Supporting choice
3. What about failure?
4. Co-designing with students
5. The Choose Your Own Adventure Syllabus
6. How I've messed this up in the past!
7. How do I grade these?
8. Reducing instructor workload.
9. Crowdsourcing choice
10. Barriers to choice

CHOICE FORMATS

CYOA

A/B

Random

Menu

Contract

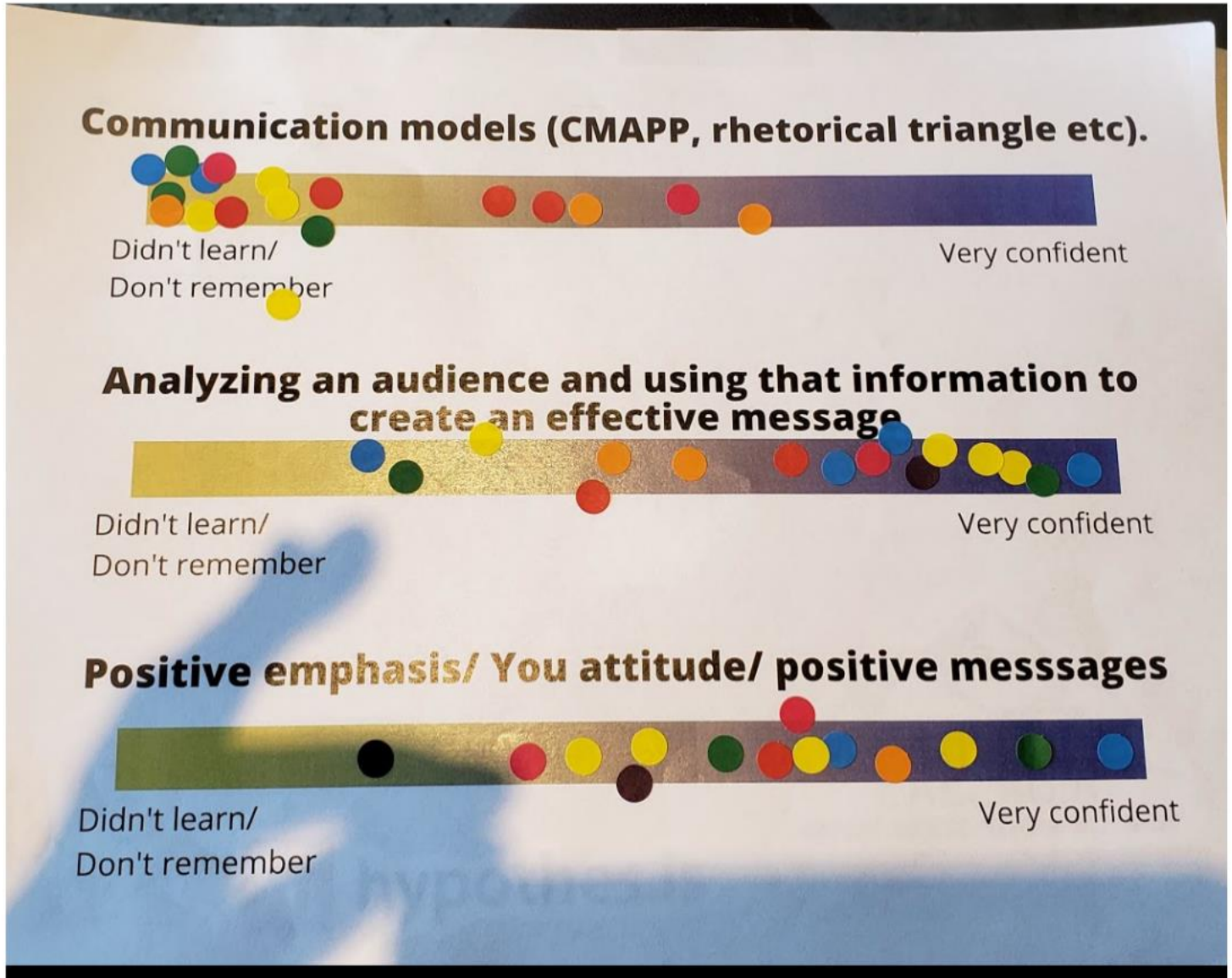
Group Choice

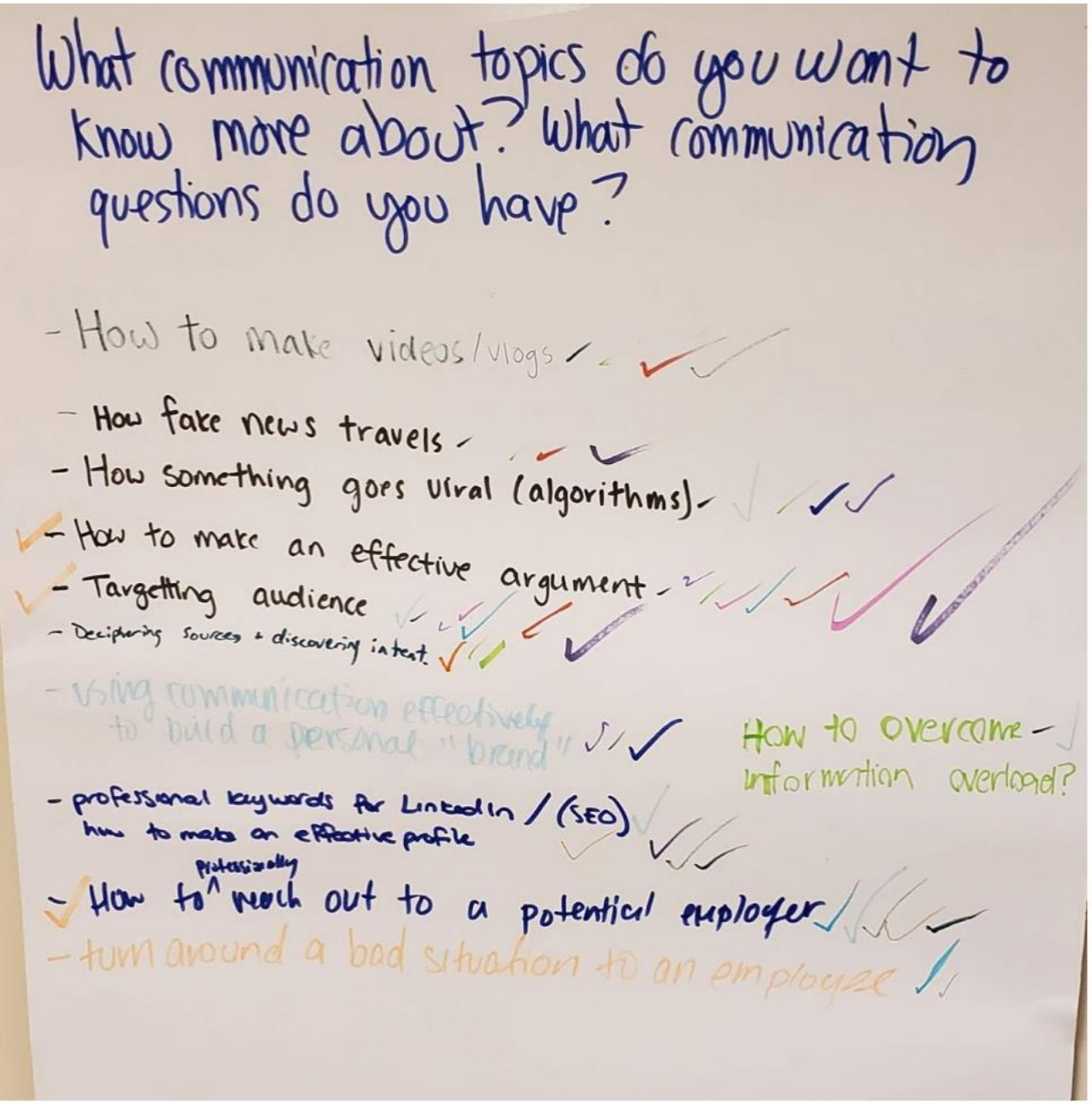
Co-Designing

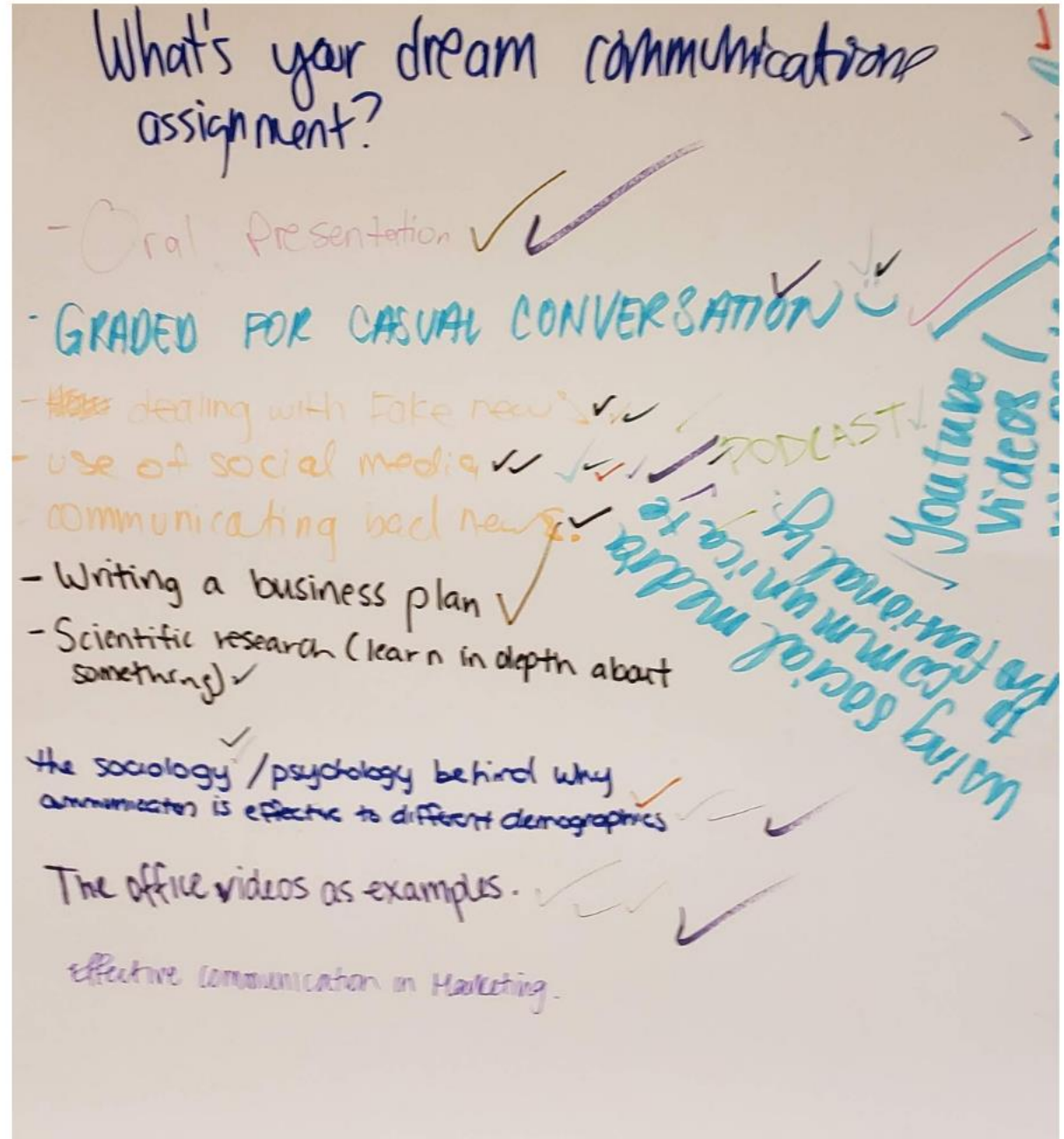
Point System

Ranked

CO-DESIGNING







What communication topics do you want to know more about? What communication questions do you have?

- How to make videos/vlogs
- How fake news travels
- How something goes viral (algorithms)
- How to make an effective argument
- Targetting audience
- Deciphering sources + discovering intent.
- using communication effectively to build a personal "brand"
- professional keywords for LinkedIn / (SEO) how to make an effective profile
- How to professionally reach out to a potential employer
- turn around a bad situation to an employee

How to overcome information overload?

What's your dream communications assignment?

- Oral presentation
- GRADED FOR CASUAL CONVERSATION
- dealing with fake news
- use of social media
- communicating bad news
- Writing a business plan
- Scientific research (learn in depth about something)

the sociology / psychology behind why communication is effective to different demographics

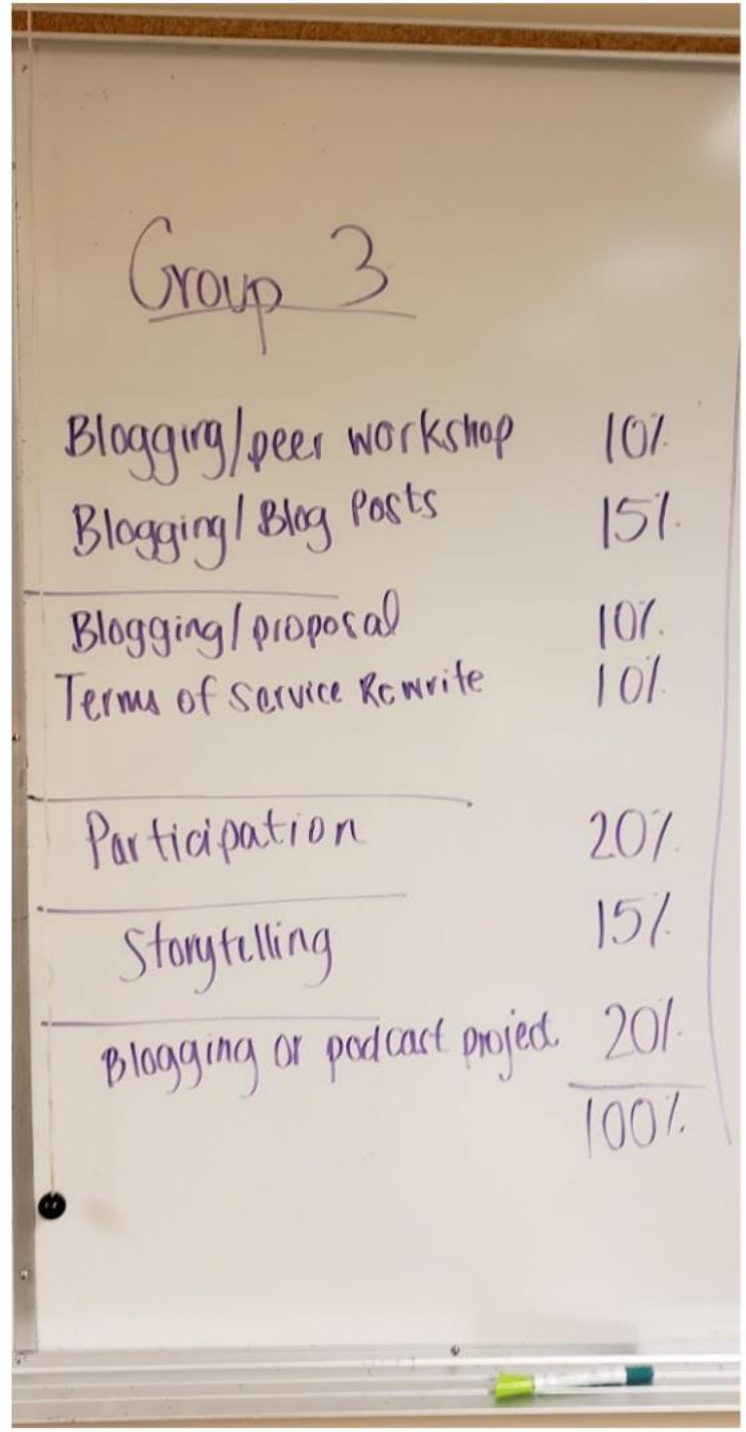
The office videos as examples.

effective communication in Marketing.

PODCAST

Youtube Videos

using social media to communicate the emotional


Group 3
Blogging/peer workshop 10%
Blogging/Blog Posts 15%
Blogging/proposal 10%
Terms of Service Rewrite 10%
Participation 20%
Storytelling 15%
Blogging or podcast project 20%
100%

Jennifer Hardwick @Jen_Hardwick · May 17

1) Labour and cognitive load — it means more planning and prep, but it also requires that I hold more information in my brain as I guide students through different possibilities (often simultaneously).

1 6

Jennifer Hardwick @Jen_Hardwick · May 17

2) Resources. There are so many internal and external resources on essay writing, for example. But there aren't Learning Centre workshops on making videos or developing a learning resource, so it means that students often have less support if they take "non-traditional" choices.

1 3

Jennifer Hardwick @Jen_Hardwick · May 17

3) An extension of resources, but more specific (and something that has taken on new importance this year): technological infrastructure. The more choices there are, the harder it is to make the different pathways apparent via the LMS and to manage submissions/feedback etc.

1 2

Lilach Marom @l_marom · May 18

Replying to @Arley_McNeney and @BCcampus

It's like this study on kids giving them 1 candy now or 3 if they can wait a few hours. Choice making is something that demands reflection & deep thinking, its not only the act of choosing it demands a different scaffolding of the course.

2 2

Seanna Takacs, PhD @DoctorDoood · 4h

Huge cultural pieces on choice too!

1

David Buck @dbuckedu · May 18

Replying to @Arley_McNeney and @BCcampus

Not so much a barrier, more of a concern that Ss don't end up *oppressed by choice* in the sense that they feel pressured to choose options that best relate to a traditional (e.g., White, privileged, or in the oppressive dominant discourse) approach to the learning activity.

1 1

barefootwriter, MA @bfwriter · May 18

pressure, or fear? because I've seen this as a peer and as a researcher, and it's usually more of a comfort zone thing. "just let me keep my head down, do the usual thing, and I'll know what to do and I'll be fine."

1 2

David Buck @dbuckedu · May 18

Right, perhaps a fear that their choice fits the instructor's perception of *quality* or *high standards*. Perhaps the keeping one's head down is the result of unjust, inequitable grading approaches that punish a student's risk taking. So the safest option is no sudden movements!

1 1

barefootwriter, MA @bfwriter · May 18

not even unjust practices! simply having been in heavily controlling learning environments for so long conditions students to prefer control, even when offered a wide open pasture. it takes time to recondition them to know how to handle/prefer autonomy.

selfdeterminationtheory.org/general-causal...

1 2

barefootwriter, MA @bfwriter · May 18

that's why it's good to introduce choice -- and creative, outside the usual box choices -- with low/no stakes at first, so students can get used to it without risking too much.

1 2

Thank you everyone!

BCcampus

Learning. Doing. Leading.