




JOURNEY FROM F2F TO HYBRID



VCC's Centre for Teaching, Learning & Research acknowledges our location on the traditional unceded territories of the Coast Salish peoples, specifically the x^wməθk^wəyəm (Musqueam), Sk̓wxwú7mesh Úxwumixw (Squamish), and sə́lilwətaɁɁ (Tsleil-Waututh) nations.

We are committed to building relationships, based in honour and respect, with the Indigenous peoples here, and we appreciate the broader connections and responsibility to Indigenous lands, cultures and communities that are near and beyond our three campuses.



GREY AREA

'an ill-defined situation or field not readily conforming to a category or to an existing set of rules'

Discussion Topics

Where we are in our deliveries now

Purpose & Context to reevaluating our deliveries

Students of 2021 and beyond

Introducing UDL

Delivery Modes & Strategies

Building a plan

Ready, Set, Go



1

Think of a teaching strategy or learning activity that you designed and delivered during your flip to online that you had not attempted before COVID shutdown

2

Write it in the chat box

3

DO NOT PRESS SEND

4

When I say GO, Press Send

Purpose & Context



Can we be better at delivering our current programs?



Successes and challenges in your response to moving to online delivery.



Innovative teaching and learning practices



Different ways in which you have had to support students.

**ARE WE
OK WITH
F2F 24/7**





NETWORK & DISCUSSION



STUDENTS OF 2021 AND BEYOND

Universal Design For Learning (UDL)

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Guiding Principles of UDL

Principle 1 Multiple Means of Representation

- Present information and class content is different ways

Principle 2 Multiple Means of Action & Expression

- Differentiate the ways that students can express what they know

Principle 3 Multiple Means of Engagement

- Stimulate interest and motivation for learning

CAST

Representation



There is no one means of representation that will be optimal for all students



Ask yourself: How might this information present barriers to my students?



Providing multiple means of representation allows all students to learn more effectively, grasp info more quickly, and make deeper connections between concepts



Providing multiple means of representation allows you to release the mental load that students might be spending trying to focus on everything. Students can choose the channels that the information is coming through to them

Expression/Action

- +
-
-

You are designing an online assessment or learning activity.

Considering the wide variety of learners in your course, what are some design choices you might make?

You can raise your hand to speak or put your comments in the chat

There is no one way of engaging students that will work best for all.”(Rose, 2006)

ENGAGEMENT

Supporting engagement through UDL means providing options that support the following guidelines and corresponding checkpoints:



RECRUITING INTEREST: spark excitement and curiosity for learning

- Optimize choice and autonomy (different levels, format)
- Optimize relevance (examples that are age- and culturally appropriate)
- Minimize threats and distractions (balance routine with novelty)



EFFORT AND PERSISTENCE: tackle challenges with focus and determination

- Ensure that goals are salient (regular reminders)
- Vary demands and resources (change things up)
- Foster community (group work, peer support)
- Provide mastery-oriented feedback (long-term goals)



SELF-REGULATION: harness the power of emotions and motivation in learning

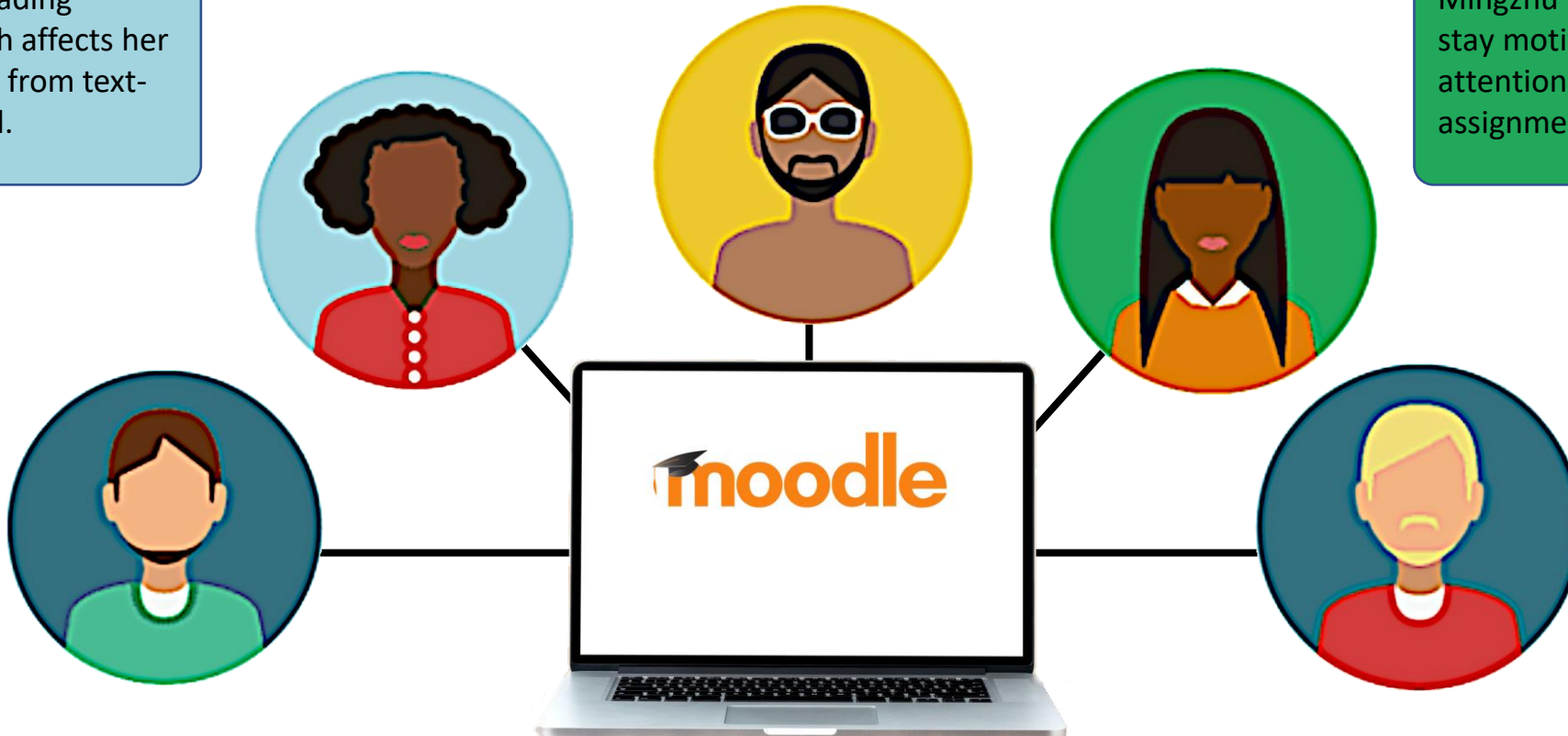
- Optimize motivation (reflection, self-monitoring)
- Facilitate coping skills (prepare for/manage frustrating situations)
- Encourage and model self-assessment (collect, analyze, and evaluate own performance data)

Kasha has a reading disability which affects her ability to learn from text-based material.

Sanjay is an English language learner who is challenged by course-specific vocabulary.

Mingzhu finds it difficult to stay motivated, maintain attention, and to complete assignments on time.

Mark is a highly motivated independent learner who thrives in a self-paced text-based learning environment.



Félix is Deaf, impacting his ability to learn from audio-based learning materials such as lecture videos.

Traditional Curriculum

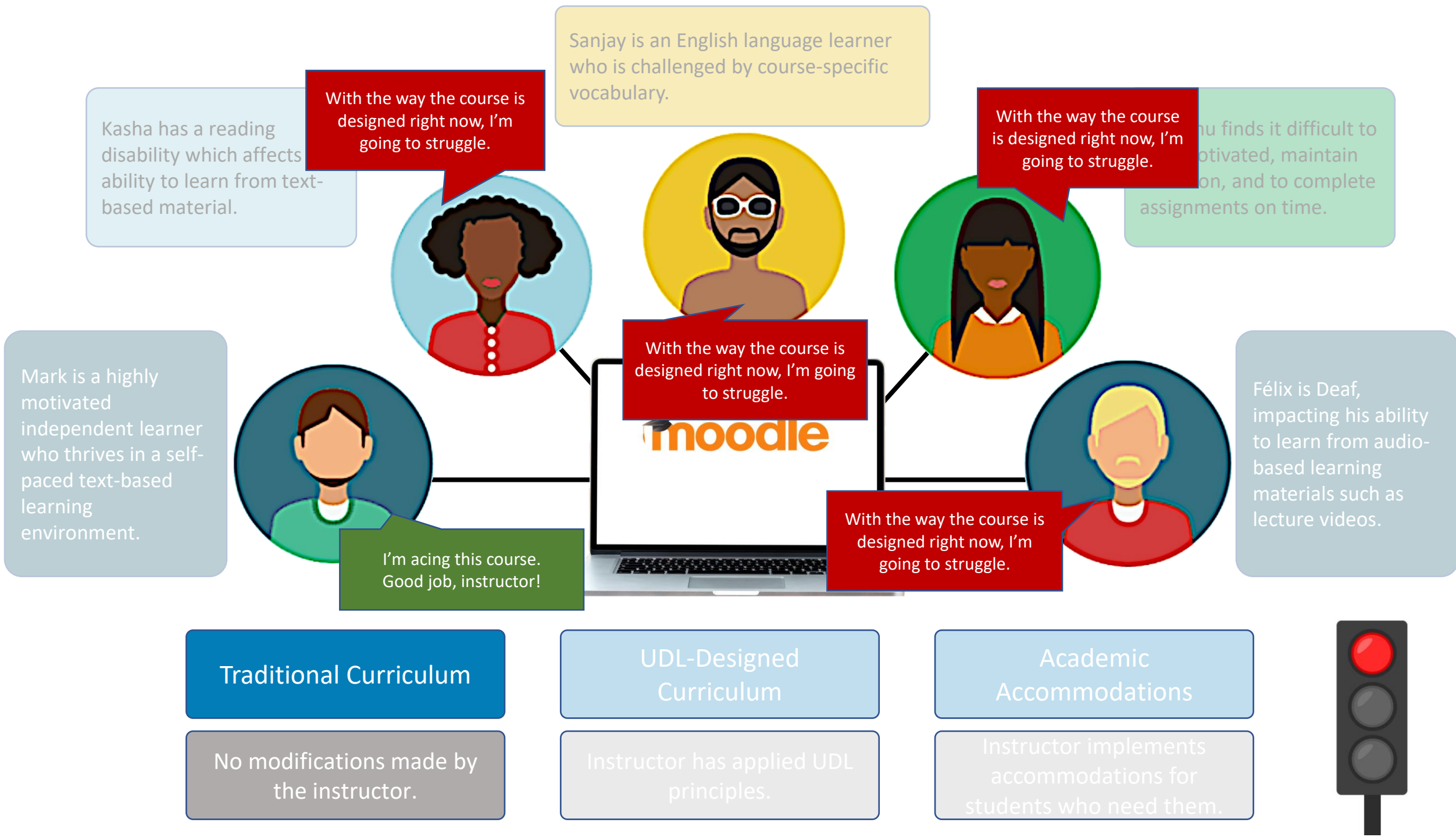
No modifications made by the instructor.

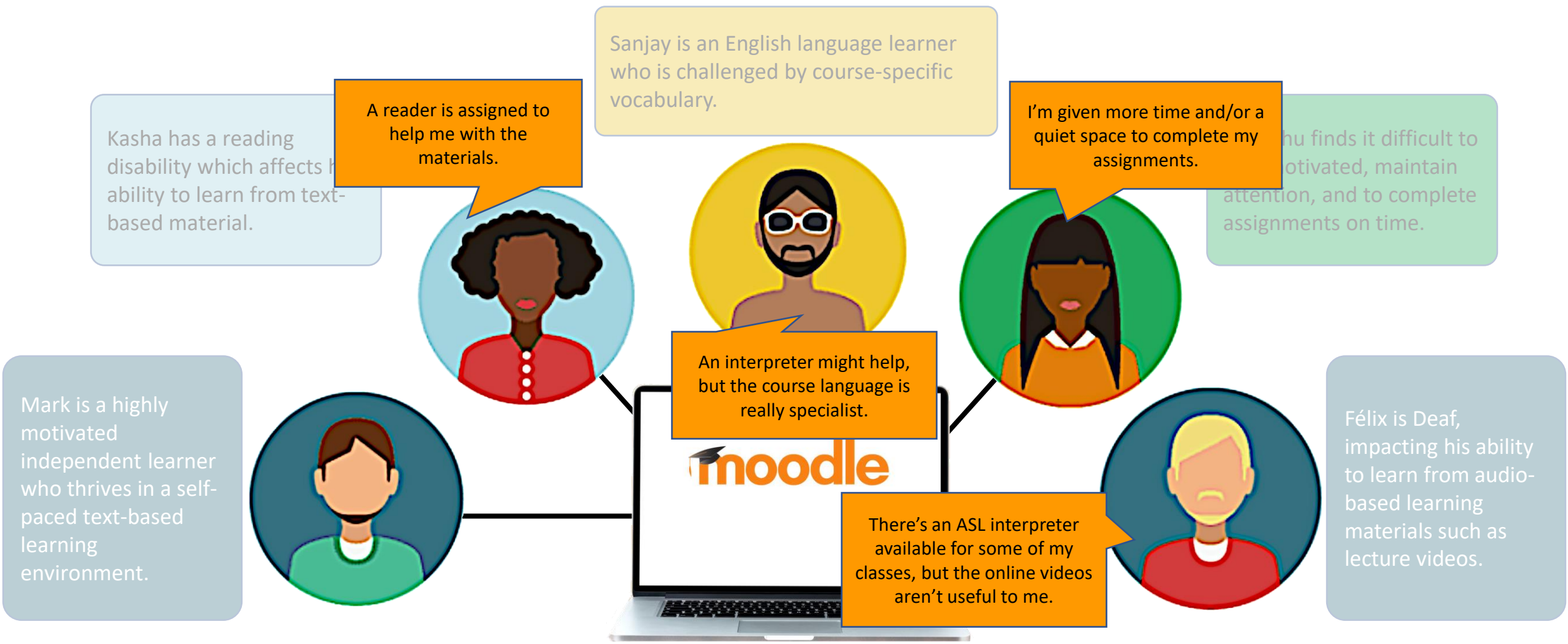
UDL-Designed Curriculum

Instructor has applied UDL principles.

Academic Accommodations

Instructor implements accommodations for students who need them.





Traditional Curriculum

No modifications made by the instructor.

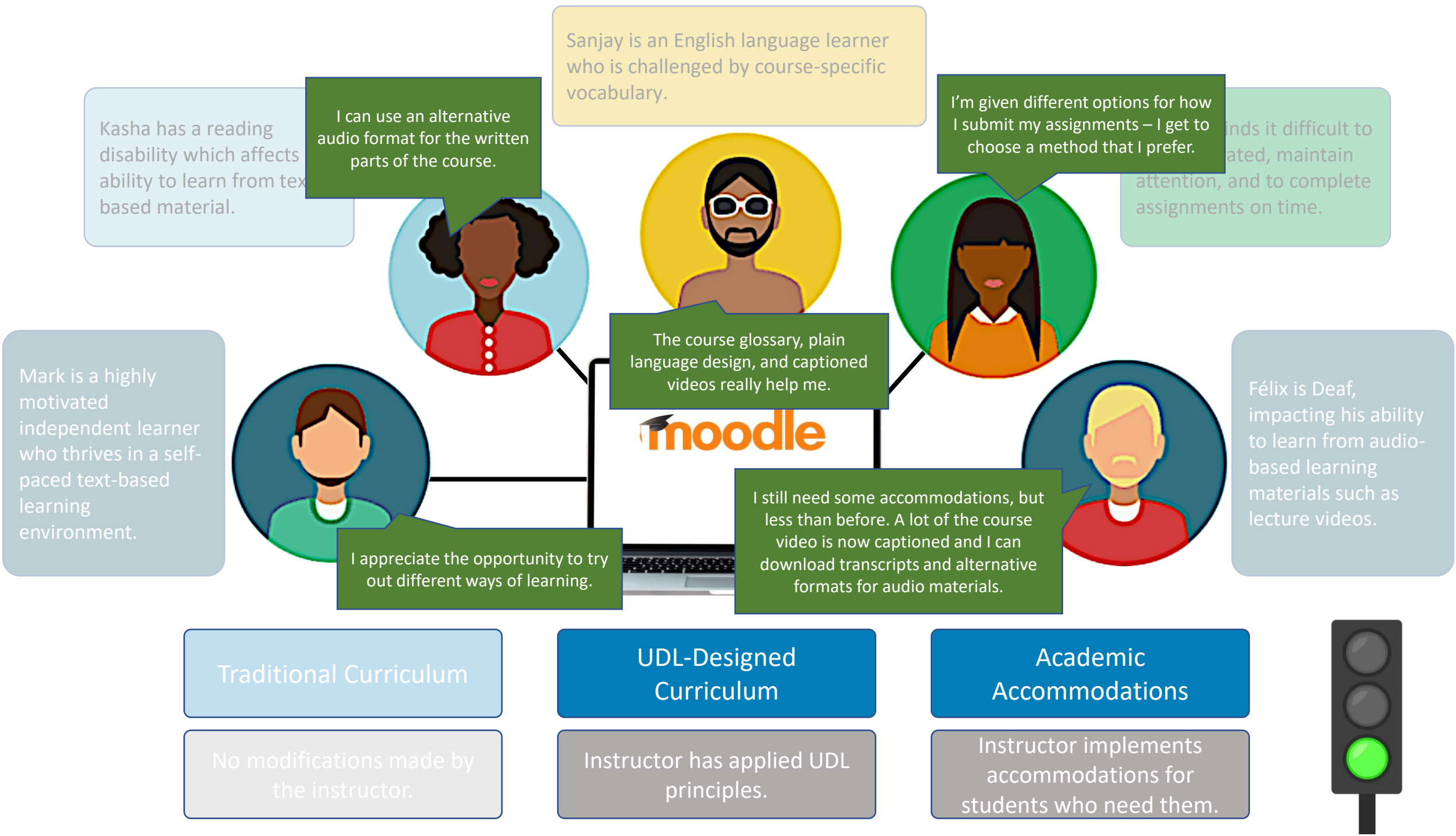
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What have you tried (or are planning to try) to make your students more curious, focused, and emotionally invested in a lesson?



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A person wearing a blue graduation cap and gown is seated in a white folding chair, viewed from behind. They are facing a large, multi-story brick building with many windows and a central arched entrance. The foreground is filled with rows of empty white folding chairs on a green lawn. The text "WHY SHOULD WE ADAPT, CHANGE OUR DELIVERY" is overlaid in white capital letters across the middle of the image.

**WHY SHOULD WE ADAPT, CHANGE
OUR DELIVERY**

What is Possible?

In regards to your journey from F2F – Hybrid

- What opportunities do YOU see for making progress on this challenge?
- How would you handle this situation?
- What ideas or actions do you recommend?

Delivery Modes



Hy-Flex Flip



Synchronous and Asynchronous



Communication



Assignment Options



Digital Materials



Choices





CHECKLIST FOR YOUR UDL READINESS

THANK YOU

