

Welcome!

While you wait, annotate!

Use the annotation tool under "View Options" at the top of your screen. You can doodle, say hello, or type questions you hope to get answered today.



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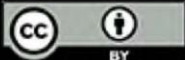
(FUN) FLO FRIDAY: Enhance Course Communication and Collaboration with Liberating Structures

Gwen Nguyen & Helena Prins

BCcampus

gnguyen@bccampus.ca & hprins@bccampus.ca

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In this session, we will:

- Actively participate in 3 Liberating Structures activities
- Discuss how Liberating Structures can help enhance course communication and collaboration.

Poll

Choose Your First Liberating Structure:



Impromptu Networking: Rapidly Share Challenges and Expectations, Build New Connections

What big challenge do you bring to this gathering (related to communication and collaboration in your course)?

What do you hope to get from and give this session?

3 x 3 min breakout rooms in pairs

OR



1-2-4-All: Engage Everyone Simultaneously in Generating Questions, Ideas, and Suggestions

What do you do to enhance course communication and collaboration in your classroom or online course?

Self-reflection (1min), pairs (2min), 4s (4min), debrief (4min)




Impromptu Networking

- What big challenge do you bring to this gathering (related to communication and collaboration in your course)?
- What do you hope to get from and give this session?
- 3 x 3 min breakout rooms in pairs



1-2-4-All

- What do you do to enhance course communication and collaboration in your classroom or online course?
- **Self-reflection** (1min), **Pairs** (2min), **4s** (4min), **Debrief** (4min)



Liberating Structures help you get the most out of online interactions, and they make collaboration much more effective and joyful.

--Barry Overeem, April 18, 2022

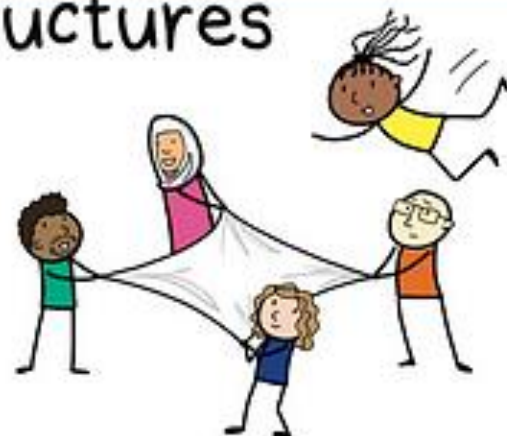
The 10 principles of Liberating Structures



1 Include and unleash everyone



2 Practice deep respect for people and local solutions



3 Build trust as you go



4 Learn by failing forward



5 Practice self-discovery within a group



6 Amplify freedom AND responsibility



7 Emphasize possibilities: believe before you see



8 Invite creative destruction to enable innovation



9 Engage in seriously-playful curiosity



10 Never start without clear purpose



Wise Crowds

- Time: 15min per person (usually) - Today **10min**
- **Tap the Wisdom of the Whole Group in Rapid Cycles**

Step 1: The client presents the challenge and request for help. **(2min)**

Step 2: The consultants ask the client clarifying questions. **(1min)**

Step 3: The client turns off their camera and gets ready to take notes

Step 4: The consultants ask questions and offer advice, and recommendations, working as a team, while the client's camera remains turned off. **(5min)**

Step 5: The client provides feedback to the consultants: what was useful and takeaways. **(2 min)**

- AND REPEAT... Change to new client (Not today though!)
- **Today: Breakout rooms of 5 for 10min. One volunteer as client, others are consultants**



Triz

- Time: 35 min (usually, but not today) **12 min**

What are the counterproductive behaviours and activities we want to stop to make space for innovation?

Step 1: *Make a list* of what prevent collaboration and positive communication in your course

Step 2: *Self-Assessment:* Is there anything that we are currently doing that in any way, shape, or form resembles these items?

Step 3: *Steps to move forward:* What first steps will help us stop what we know creates undesirable results?

Annotate: Make a list of all you can do as instructor that will hinder or prevent collaboration and positive communication in your course.

not
★
not acknowledging student feelings through the learning experience ★ ♥ ✓

Never provide any choices.★

✓
★ ★
Prepare a large slide deck containing lots of information that you will cover, lecture-

Lecture style sessions★

★ ★ talking too much★ ♥

confusing instructions★ ★

No rubri ♥

No time♥ for questions

Not having enough time for each activity★ ♥ ✓ ★ ★

Mis-alignment ✓ ★

♥ no instructor presence

rubric input★

do not listen to students✓

perception of unsafe environment
Unclear instructions or no instructions ✓

★ I am the only expert in the class★

Provide very★wordy instructions.♥ ✓ ✓

Not show respect for learners
Asking

not use students name or invite them to share their cultural rich experiences✓

stand and deliver presentation style, no time for questions♥

No responding to posts

Do not make eye contact✓

Do not welcome different viewpoints

✓ Unrealistic expectations★ ✓ ★

avoid group work✓ as it is cumbersome to organize★ ★

★ Talk at the students.★

No engagement♥ with students✓

no time for continuous feedback★

★ Make it mandatory/required language - forceful★

✓ No community building activities♥

show up late and unprepared for class

not acknowledging student contributions

never give feedback
No feedback

Don't bother answers

high stakes competition★

Being judgemental during responses from others♥ ♥ ★

no clear instructions♥
no understanding♥ of purpose
not✓recognizing what♥ strengths learners already have★

Do not allow students to ask questions.

Don't bother to know students names✓

Not giving time to complete the answer ✓ ★

Annotate: What first steps will help us stop what we know creates undesirable results?

Flipped teaching

Careful lesson planning with extra time for feedback/questions

Instructions: always share first draft of instructions with someone who can 'stand in' as a learner to get their

give clear learning objectives before giving instructions so students know why they're doing something

Ask for feedback about assignments from colleagues and non-experts in the field we are teaching

Design assignments, instructions, and assessments / rubrics with learning outcomes in mind

maybe give options for reaching learning objective

Multiple modes (written and video instructions).

Alignment! ★

Being present

Have others read your instructions to test for clarity.

learn to develop clear learning objectives for all activities

Creating safe space and points for instruction

Be open to feedback from students, and adapt as needed

Provide instructions and feedback in multiple formats. For example text and video.

co-create with students

Use plain language and numbered instructions

give frequent feedback

Share the notes with students

solicit what type of feedback is most helpful
consider video feedback or other alternate means

If online, post instructions in multiple (logical) locations so students can easily find them.

Make a clear, specific and concise instruction before the presentation;

Feedback: set up different ways to provide feedback, through a discussion room, time given in class to answer

built-in office time (virtual office hour) to provide feedback or discuss assignments

Build from the learning outcomes

Promote collaboration with Liberating Structures

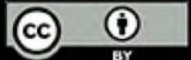




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Questions?



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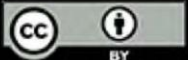


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