JUNE 18, 2020

Hosted by the PEDAGOGY VISIONING COMMITTEE

Lisa Dickson (English);

Zach Fleck (Global and International Studies,

Undergraduate Student Senator);

Christine Ho Younghusband (Education);

Deborah Koehn (Education);

Sean Maurice (Northern Medical Program);

Grant Potter (Centre for Teaching, Learning and Technology);

Angèle Smith (Anthropology);

Katie Timms (Interdisciplinary Studies, Graduate Student Rep);

Nathan Andrews (Global and International Studies);

Melanie Bellwood (Education, Undergraduate Student Rep);

Karin Beeler (English);

Bev Best (First Nations Centre);

Shannon Wagner (Dean, CASHS)

The Committee's work is driven by six main co-developed pillars:

1. Community
2. Compassion
3. Trust
4. Flexibility
5. Collaboration/co-creation of knowledge
6. Inclusion
7. *Excellence*

8. Engagement

(what about 'challenge'?^)

Perhaps what is missing in the pillars /discussion of what they mean to each of us, is that there is shared responsibility for the entire community of learners. Instructors, students, administrators, all part of the institution must consider their many responsibilities. I suspect many think of this as community but there needs to be commitment to the community for the pillars to function; I think commitment and responsibility are also foundational.

Comment: I'm wondering if excellence is appropriate in a time of crisis and anxiety (for us, students, staff, etc.)--- perhaps we need to warm up to a bit of imperfection? And aim for continuity of learning and engagement over excellence? I was listening to the Professor Is In podcast yesterday and they had a helpful discussion re: mastery vs perfection.

LINKS AND RESOURCES:

Articles:

Mastery vs. Perfection:

https://www.himalaya.com/careers-podcasts/the-professor-is-in-1596230/episode-21-mastery-vs-perfection-98149970

The HASTAC article Sean mentioned is "The Single Most Essential Requirement in Designing a Fall Online Course"

hastac.org/blogs/cathy-davidson/2020/05/11/single-most-essential-require
ment-designing-fall-online-course

"Pedagogy of Kindness", Cate Denial

https://hybridpedagogy.org/pedagogy-of-kindness/

This article is thought provoking (teaching from vulnerability):
https://onlinelibrary.wiley.com/doi/full/10.1111/medu.13649

Guides and Handbooks:

The CTLT and ASC collaborated to make the UNBC Technology Tutors
available to students in Fall 2019 and Winter 2020. The UNBC Technology
Tutors will be available to students in August 2020 and throughout Fall
2020 unbc.ca/academic-success-centre/computer-literacy

The CTLT is working on a comprehensive student guide for students - a
link to the guide is present in all Fall 2020 courses in learn.unbc.ca

Instructor guide is accessed at pressbooks.bccampus.ca/unbc - it will also
be complete in July, but is quite comprehensive at present in a time of crisis
and anxiety (for us, students, staff, etc.)--- perhaps we need to warm up to
a bit of imperfection. And aim for continuity of learning and engagement
over excellence mastery vs perfection
https://www.himalaya.com/careers-podcasts/the-professor-is-in-1596230/e
pisode-21-mastery-vs-perfection-98149970

Universal Design for Learning http://www.cast.org/our-work/about-udl.html

SAMPLE Reflection and Design Tool (Compassion
Pillar):https://drive.google.com/file/d/1V1Ux9K0_I4Dhs5Hjdd7FU_7jLW3Dg
w6L/view?usp=sharing

Pressbook Guides for Students: pressbooks.bccampus.ca/unbcstudents

SUGGESTIONS

Infographic

Have 6 pillars to guide our practice not just during COVID-19 (aka. Remote learning), but also for our practice for all of us as members of the university.

Make a poster of the 6 pillars. A resource. A quick reference.

Preparing Students for Online Learning

Thoughts about helping students to be prepared to learn online.
(eg hardware, wifi, accessibility) - need to be flexible to their needs.

IDEA: Students complete a module before entering the course to provide students with a "module" to support students with remote learning.

Comment: I set up a "start here" section of my course that provides students with short videos on how to use and access course material.

Comment: We are also creating online orientation to help particularly new students with these skills

Comment: do training modules for students before they get into the classes!

Experience from the March end of classes is that students don't reach out for help until it's too late - usually they don't know what they don't know until the crisis hits. Proactively addressing common tech literacy would be useful for all of us. I like the idea of short online modules, that are centrally available. Some basics will be needed by all - these might be best embedded for everyone. Others may be needed only by some and if multiple short modules were available, instructors could select and insert these into their content. This would be really helpful support.

Understanding Students' Learning Environments: Data

Any thought to getting curriculum committees to interact so that we can see about student workload issues for known majors and try to coordinate this better?

SUGGESTION: We need data. Survey for faculty in terms of what they need. Survey for students in terms of what they can do (i.e. technology).

COMMENT: I sent out a survey to my students before the course started (that was anonymous) and asked them questions around access etc.

Follow-up comment: I also did a survey post-course to talk to ask about how the tools I used worked for them

INQUIRY

Inquiry: How to maintain some form of continuity within programs?

INQUIRY: Will the pillars be reflected in calendar dates and regs for add/drop and withdrawals? Could we anticipate greater flexibility with the semester deadlines?

Question: To what extent does each of those pillars represent ends? Or are they primarily means to the end of learning? Here is an end that I consider with absolute priority: **Learning to learn**. Check out Gregory Bateson on Learning II. It seems to me that half of the contributions on this blog are about teaching and learning to learn.

Inquiry: What is institutional support?

In terms of institutional support - the article included by the committee alludes to the need for educators to see our planned courses through the lens of the learners, and I believe the institution is able to focus this same thinking on educational staff. Are the amount of meetings adding to

trauma? Are meetings moderated tightly and efficiently to free up much needed time? Is communication clear and concise? Are expectations of staff reasonable when considering the extra prep needed for planning? Are organizational procedures (PAR, contracts, etc) happening in predictable, routinized ways? Initial thoughts here...

"Adjust accordingly. *We need to be human first, professor second.* We need to design as humans for humans in a global crisis. We need to design our courses with the awareness of pain, dislocation, uncertainty, and trauma now central to all our lives. It's a lot to ask. It is the one and only essential as we design our courses for this disrupted fall. "

This is a good place for the institution to start thinking about support of staff

COMMENT: It's difficult for sessional faculty who are hired for a course here and there and don't have the continuity.

COMPASSION DISCUSSION:

COMPASSION: Instead of extended timelines, what are you hoping to see?

Compassion might involve being relatable and imperfect - I was recently in a conversation about being vulnerable as an instructor - admitting that we're not perfect, being relatable. Admitting that we are struggling, can give our students permission to admit they're struggling, or just to see us as human.

Integration into each syllabus, assignments

We also hesitate "giving answers" to this work. We are the professionals as instructors to decide and design.

There will be no directives on "how to teach your course" but to acknowledge that our work has shifted due to COVID.

I feel that discussing **compassion** is both necessary and helpful in this forum, in view of the impression that some of us have not spent much time

thinking about how it relates to teaching. For me, compassion is a motivator - a force that drives me to develop my professionalism, to make the extra effort to help people learn to the best of their abilities. Without compassion, I might just not feel like doing that (especially on a bad day) and stick with the required minimum effort as an instructor, and leave the students to sink or swim.

Too much information can be overwhelming. Too much pressure. Lots to juggle. Not everyone has support at home. Need time to prepare.

Students like predictability in classes.