Session 8. Designing Remote Activities to Spark Student Engagement

Adapting Experiential Learning for Remote Delivery Webinar Series

July 21, 2020

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Meet your session panelists.

Session Facilitator:

- **Laurie Harrison**, Director, Online Learning Strategies

Session Speakers:

- **Professor Kosha Bramesfeld**, Assistant Professor, Teaching Stream, Department of Psychology, University of Toronto Scarborough

- **Professor Safieh Moghaddam**, Assistant Professor, Teaching Stream, Associate Chair, Linguistics, Department of Language Studies, University of Toronto Scarborough

- **Willow Cabral**, Third-Year Undergraduate Student, Specialist in Human Geography with a Double Minor in Urban Studies and Geographic Information Systems (GIS), Faculty of Arts and Science, University of Toronto

- **Professor Fiona Rawle**, Associate Dean, Undergraduate, and Associate Professor, Teaching Stream, Department of Biology, University of Toronto Mississauga

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Agenda

- **Introduction**

- **Panelists**

- **Round Table Q & A**

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What is "engagement?"

Quick Poll – in the chat tool, in two or three words, share what the word "engagement" means to you.

Strategic themes for today's webinar:

Design for digital first

- Consider reframing your approach by designing for online rather than trying to "mirror" what was done F2F processes exactly.

Focus on *authentic* learning experiences

- Whether for large or small groups, the instructors' role can be to curate experiences for our students.

Leverage the opportunity for creative approaches

- Use the COVID-19 context to introduce new perspectives specific to current shifting landscape.

Your ideas…?

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Your Questions: What We Heard…

- Practical strategies for keeping students <u>engaged and motivated</u> online?
- Suggestions for initiatives to connect, engage and provide learning opportunities <u>outside of the classroom</u>?
- Looking for strategies for ensuring an <u>inclusive online space</u>; addressing accessibility and needs diversity.
- "Circle-based and community-building- focused pedagogy" adaptation to remote and dual deliver<u>y</u> contexts?

… and more

Creating micro experiences in asynchronous large lecture courses

Challenges, opportunities and strategies

Kosha Bramesfeld

Challenge

Large enrollment courses

Large enrollments (300+ students)

Asynchronous online learning

Limited Instructor and TA resources

Opportunity

Increased student engagement

Engage more students

Engage students at a deeper level

Engage students via experiential learning

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Strategy

Create "micro" experiences

Collect and analyze data

Analyze real-world case-studies

Utilize online demos and simulations

Example

Collect and analyze data
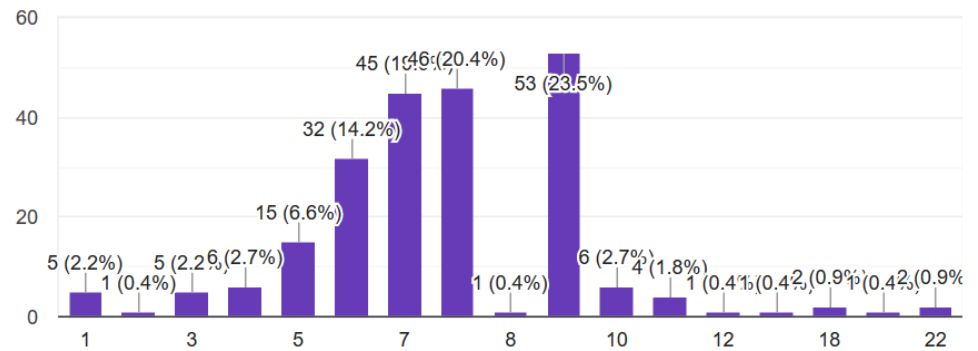
Example

Analyze real-world case studies

Today's Random Medical News from the New England Journal of Panic-Inducing Gobbledygook

WHERE WHAT WHEN WHY HOW WHO

Does the evidence match the claim?

Example

Utilize online demonstrations and simulations

OPEN STATS LAB

- ARTICLE
- DATA (SPSS)
- DATA (.CSV)
- ACTIVITY

https://sites.trinity.edu/osl

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Learning Through Case Studies

Challenges, opportunities and strategies

Safieh Moghaddam

Context

LINB20 (Sociolinguistics; 50 students)

- Synchronous/ asynchronous online teaching

- Synchronous/asynchronous online discussion and activities

LINA01 (Introduction to Linguistics; 650-1400 students)

- Asynchronous tutorials/synchronous lectures

- Synchronous/asynchronous online discussions and activities

How Do We Do It?

- **Creating small study groups online** (to create spontaneous opportunities for learning).

- **Synchronous and asynchronous online discussion.**

Learning Through Case Studies

- **Linguistics topics or issues (case study examples) which have no obvious 'right' or 'wrong' solutions.**

- **Brainstorming, questioning, discussing, analyzing and responding (even offering a solution).**

- **One-hour online case sessions in small groups followed by one-hour online case resolution session.**

Benefits	Challenges
Developing relationships with others in an online setting (remove the fear of isolation)	**Unpredictability**: may lead to success or failure (adventures and risk-taking)
Taking responsibility for their own learning by working in groups of four	
Weekly reports on their project's progress through online journals/portfolios	
Learning from successes and failures (if any)	

A Student's Perspective

Challenges and solutions, as compiled by a student in the COVID-19 era

Willow Cabral

My Experiential Learning Experience

- INI432: Urban Studio – Public Participation in Policy Making
  - May – June 2020
  - Approx. 25 students
  - Initially meant to be wholly in-person

- Partnered with the City of Toronto
  - Students tasked with kick-starting the consultation process of the new Toronto Island Park master plan
  - Groups consisting of 4-5 students
  - Planned and carried out self-directed consultation processes
  - To adapt to COVID-19: develop both a/synchronous engagement opportunities

Challenges

- Students in different time zones – challenging for both lecture attendance and group work

- Trying to adapt something that is traditionally done in-person (public consultations) to be replicated in the online realm
  - Discomfort that comes with treading through "unknown" territory
  - Discomfort felt by teacher and student alike – important to recognize this

- Absence of in-person communication methods (in-class, office hours) can make communication challenging
  - Lack of instructor communication can make students feel isolated, unsupported

Solutions and Opportunities

- Communication is key

- Try to think of the discomfort of transitioning to online learning as "growing pains" – this is a learning opportunity for all of us

- We are more adaptable and resilient than we may think

- It is impossible to truly replicate an in-person experience online
    - Instead, design for the digital world
    - Take advantage of online tools that you would not have had the opportunity to use otherwise (e.g., Bb Collaborate, polls)

- If applicable, build class connectedness through weekly discussions on class readings
    - Can re-work participation grades into the syllabus
      (e.g., "Make a thoughtful reflection on this week's reading(s), and respond to two classmates' reflections")
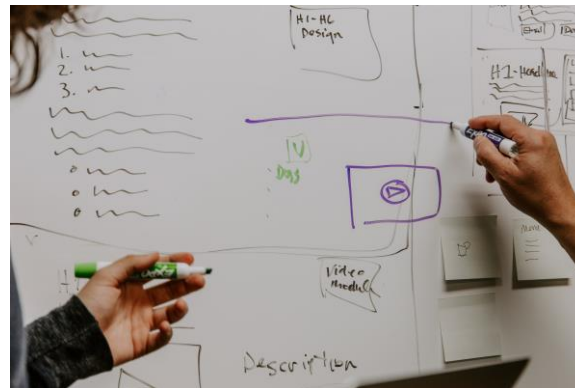
Building Community Online

Challenges, opportunities and strategies

Fiona Rawle

Challenges and Strategies to Building Meaningful Community Online

- **Challenge:** Meaningful and True Engagement

- **Strategy:** Collaborative Learning with Immediate and Follow-Up Dialogue

Team Up! Active Learning App

What is the first word you think of, when you think of "community"?

Challenges and Strategies to Building Meaningful Community Online

- **Challenge:** Active Learning in Asynchronous Environment

- **Strategy:** Embed forms and other engagement elements

Challenges and Strategies to Building Meaningful Community Online

Challenge: Issues of access and inclusion

Strategy: Take multiple steps to cultivate an inclusive and equitable online classroom

- Syllabus review
- Universal Design for Learning
- Name Pronunciation

Q&A

Share your ideas or challenges

- What ideas shared resonate with you for your experiential research-intensive course design plans?

- Challenging issue we can explore?

- Need some advice?

- Advice to share?

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Contact Information and Additional Experiential Learning Resources

Additional Remote Facilitation Resources

Remote Experiential Learning Resources
- o Facilitating Synchronous Remote Experiential Learning Events
- o Remote Program Facilitation Tools and Strategies

Centre for Teaching Support & Innovation
- o Remote Teaching – Planning For Next Term
- o Engaging Students
- o Teaching Online/Remotely – Quick Guide

Let's continue the discussion.

Session Facilitator:

- Laurie Harrison – laurie.harrison@utoronto.ca

Session Speakers:

- Professor Fiona Rawle – fiona.rawle@utoronto.ca

- Professor Kosha Bramesfeld – kosha.bramesfeld@utoronto.ca

- Professor Safieh Moghaddam – safieh.maghaddam@utoronto.ca

- Willow Cabral – willow.cabral@mail.utoronto.ca

Thank you!
Here are some additional resources:

- **Remote Experiential Learning Resources** – For additional resources available to faculty and staff as they design, implement and administer remote experiential learning opportunities, please view the following SharePoint site, available to all UofT faculty and staff - https://utoronto.sharepoint.com/sites/dvpp-aelr.

- **Remote Experiential Learning Webinar Series** – To register for additional webinar sessions in this series, please view the following website - https://utoronto.sharepoint.com/sites/dvpp-aelr/SitePages/Adapting-EL-for-Remote-Delivery---PD-Series.aspx.

- **Experiential Learning at UofT** – For more information about experiential learning at the University of Toronto, please view the following website - https://experientiallearning.utoronto.ca/.

- **All Other Questions** – For all other questions, please email the Office of the Vice-Provost, Innovations in Undergraduate Education at vp.iue@utoronto.ca. We look forward to hearing from you!

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