

Advancing Faculty Development and Graduate Supervision Online

BNU Global Dialogue Forum

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We would like to acknowledge the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), as well as the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region 3.





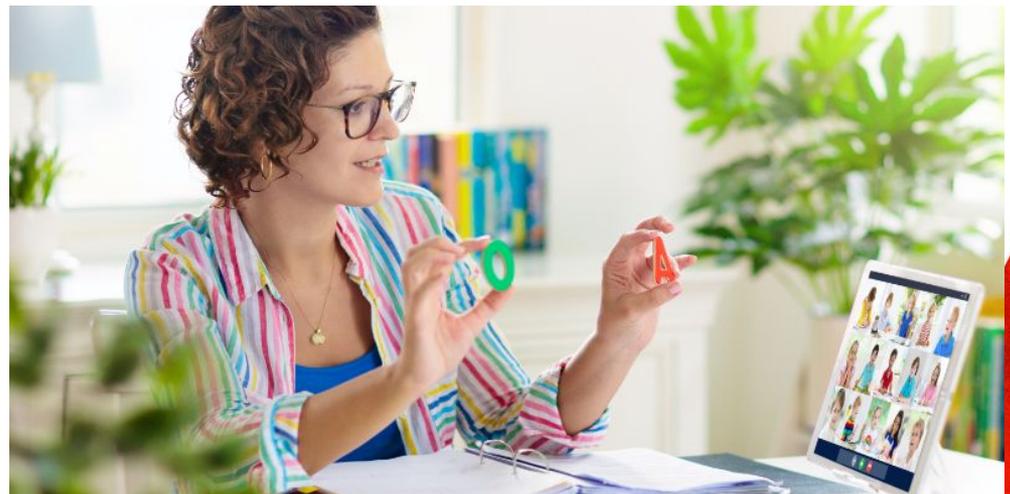
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Please introduce yourself in the Chat:
- What is your role on campus?



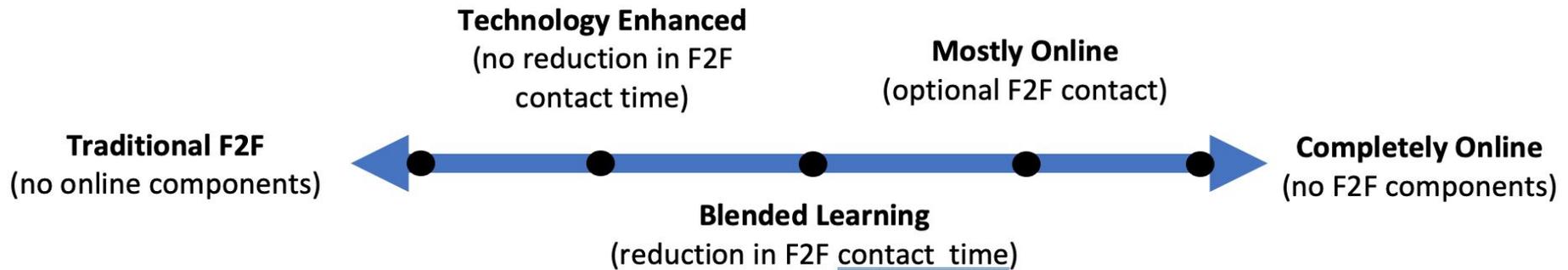
Overview of Session

1. Introduction to Online Faculty Development & Graduate Supervision
2. Challenges/Opportunities
3. Myths about Online Learning Environments
4. Online Pedagogy Series & QGS MOOC
5. Discussion and Q&A



If you are confused by the terminology for online, blended & in-person learning, you are not alone.

Triage: Emergency Remote Teaching → Sustained practice → Planned Pedagogy



Spectrum of course-delivery modalities in higher education

Adapted from Graham, C. R., Woodfield, W., & Harrison, J. B. (2013). A framework for institutional adoption and implementation of blended learning in higher education. *Internet and Higher Education*, 18, 4-14.
<https://doi.org/10.1016/j.iheduc.2012.09.003>

Pedagogy vs. Modality:

Two distinctly separate constructs



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*Whether a learning experience is passive or dynamic depends on the **pedagogy** and the **designs for learning** applied in the **modality**.*

- A persistent **myth** is that online learning is *passive* & in-person learning is *dynamic*
- **In reality**: lecture-based, full frontal in-person instruction can be *passive*, and online courses can be *dynamic & engaging*





Online teaching and graduate supervision

*Online teachers and Online Supervisors are called upon to provide **Robust Designs** accompanied by **Timely support, understanding, continuous adjustment, and accommodation** for our students*



•As supervisors/educators, we can provide/initiate/suggest diverse and inclusive opportunities to **connect, collaborate** and **communicate** online



**Myth #1 Online
learning/supervision is less
effective than in-person learning**

**Myth #2 Online
learning/supervision implies less
interaction than in-person**

**Myth #3 More time should be
spent on synchronous activities in
online learning/supervision**

Brown, B., & Jacobsen, M. (2020, September 3).
Underlying Messages and Myths about Online
Learning. Blog:
<http://girlprof.blogspot.com/2020/09/underlying-messages-and-myths-about.html>



Myth#1: Online learning is less effective than in-person learning

Learning online can be effective for a diverse range of learners

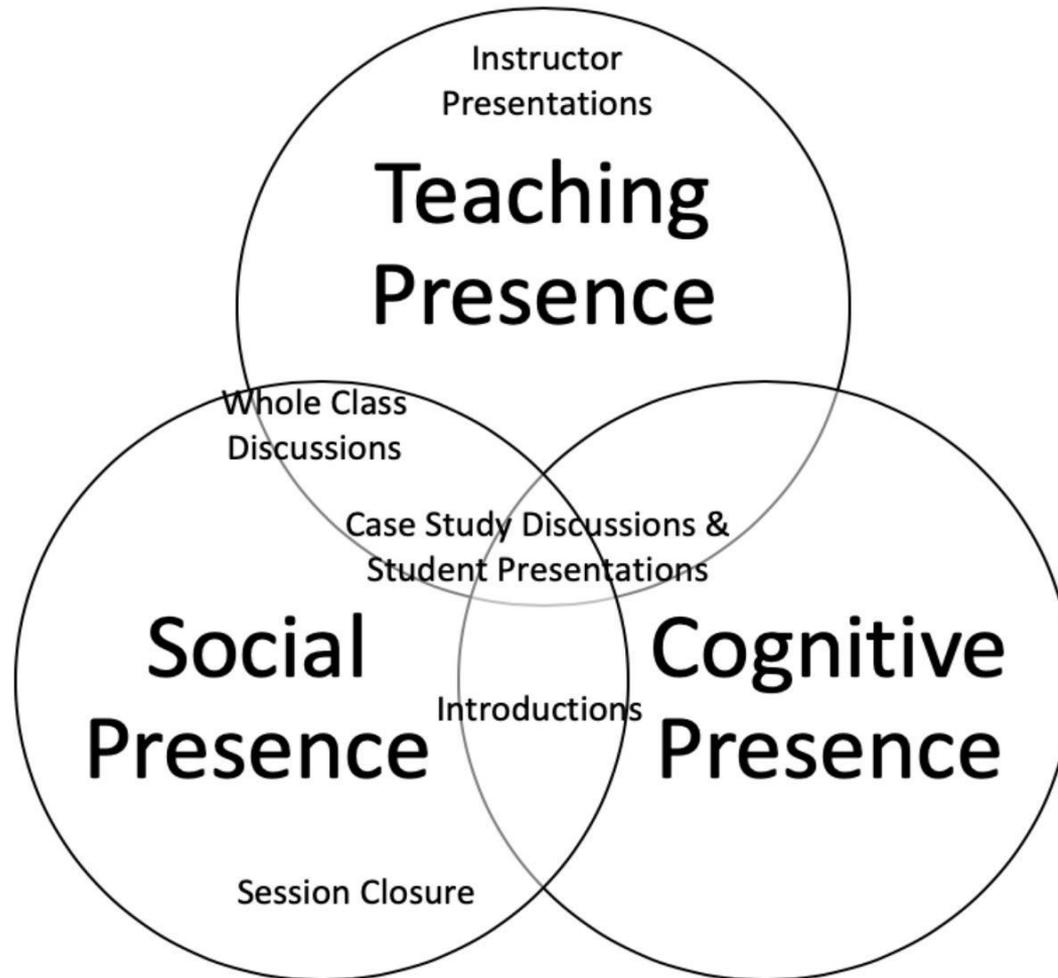


Community of Inquiry Framework

Elements	Categories	Indicators (examples only)
Social Presence (S)	Personal/ affective; open communication; group cohesion	Self-projection/ expressing emotions; learning climate/ risk-free expression; group identity/ collaboration
Teaching Presence (T)	Design and organization; facilitating discourse; direct instruction	Setting curriculum and methods; shaping constructive exchange; focusing and resolving issues
Cognitive Presence (C)	Triggering event; exploration; integration; resolution	Sense of puzzlement; information exchange; connecting ideas; applying new ideas

More about the COI framework - <https://coi.athabascau.ca/coi-model/>

Community of Inquiry Framework: Online Discussions



Brown, B. & Eaton, S. E. (2020). Using a community of inquiry lens to examine synchronous online discussions in graduate courses. In L. Wilton, & Brett C. (Eds.) *Handbook of Research on Online Discussion-Based Teaching Methods* (pp. 229-262), IGI Global. <https://doi.org/10.4018/978-1-7998-3292-8>

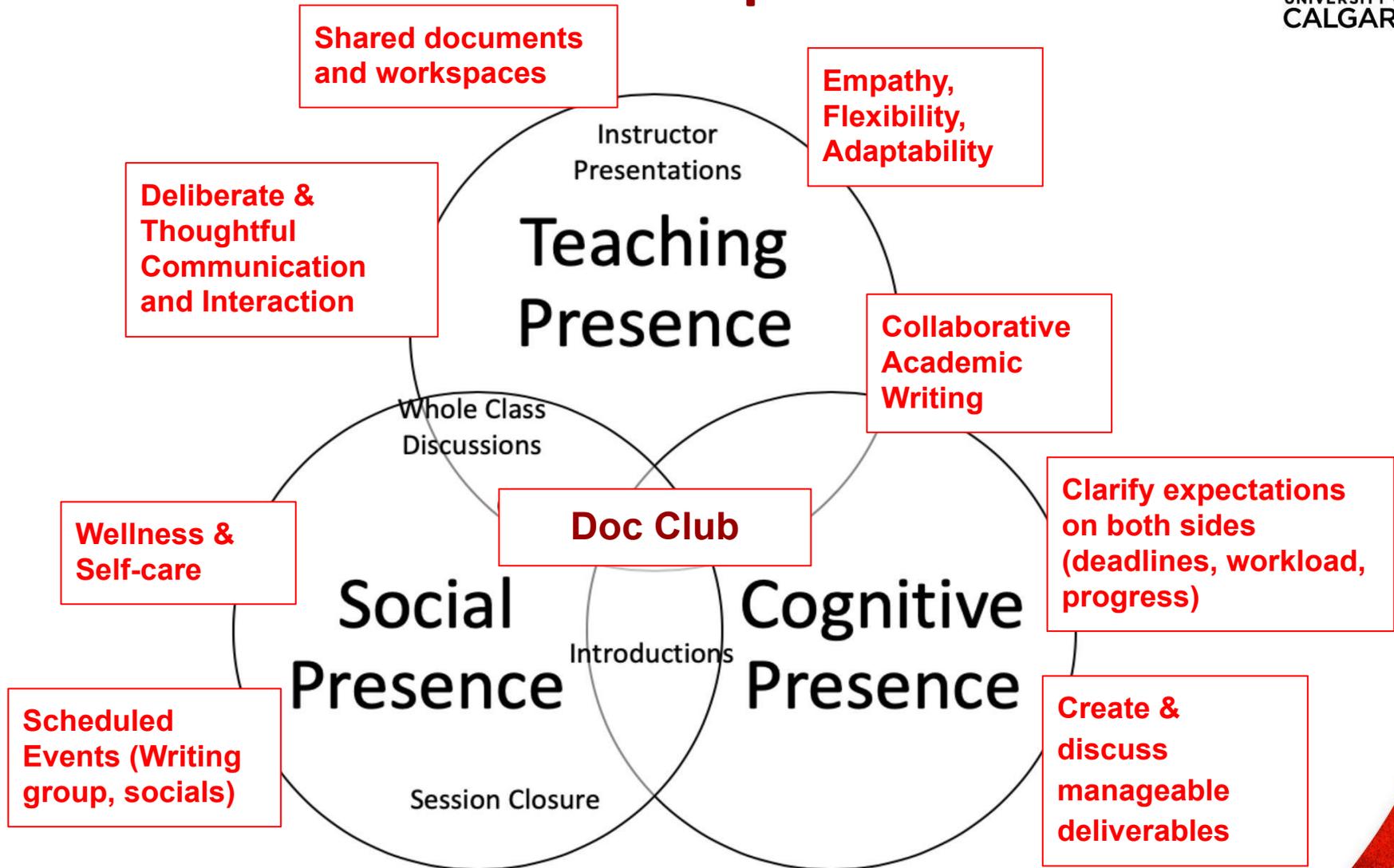
Graduate Student-Supervisor Relationships

- Effective graduate supervisors combine their passion for research with a commitment to student mentorship; High quality supervision helps in educating the next generation of Canadian researchers and scholarly leaders (McAlpine, 2011).
- Effective graduate supervision that **establishes relational trust** is a key factor in student success (Jacobsen, Friesen & Becker, 2021)

What happens with the pivot to fully online supervision?



Col Framework: Online Supervision





Myth #2: Online learning implies less interaction than in-person

Interactivity, engagement and strong social and community presence can be fostered in online courses

Strategies for Communicating, Connecting & Collaborating Online [1]



Environment check: Person First, Research Second

- *Invite your students to tell you how they are doing / managing*
- *Inquire whether your students have the resources they need for success*
- *Ask what you can do to help.*

Strategies for Communicating, Connecting & Collaborating Online [2]

Plan Effective Synchronous Meetings

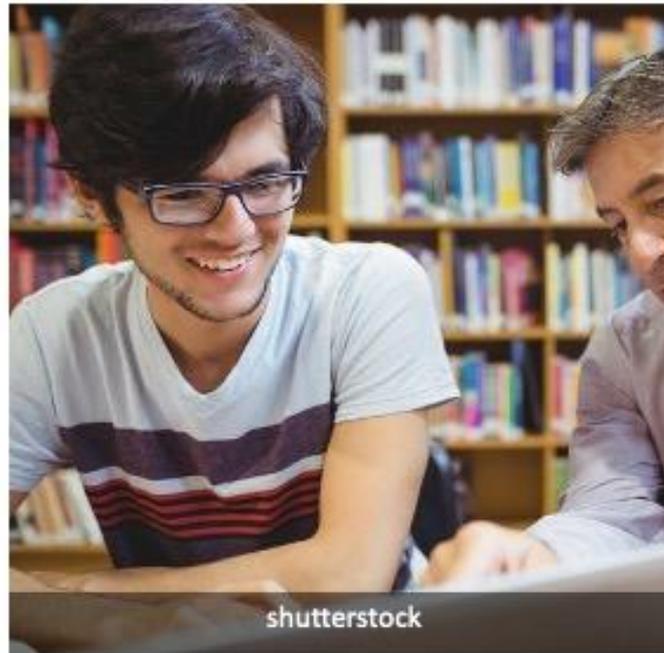
- **Videoconferencing** (Zoom, MStTeams, Skype, etc); **Telephone**
 - A good synchronous meeting includes:
 - **Environment Check**
 - **Introduction:** checking in socially and academically
 - **Review Agenda** items
 - **Identify Actions, Actors and Deadlines**
 - **Keep track** (recording, notes, dates and actions)
 - **Set up** for next meeting



Strategies for Communicating, Connecting & Collaborating Online [3]

Collaborative Academic Writing

- Leverage collaborative workspaces (google apps, jamboards, metimeter, etc)
- Provide regular formative feedback
- Share exemplars!
- Engage peer reviewers
- Network w experts





Myth #3: More time should be spent on synchronous activities in online classes

Synchronous and asynchronous activities and interactions are important for learning in online courses

Online Pedagogy Series: Professional Learning for Faculty and Students

Key Learnings



EDTECH & DESIGN, TEACHING

One-Take Productions for Student Feedback

by: [Dr. Barb Brown](#)

date: May 15, 2019

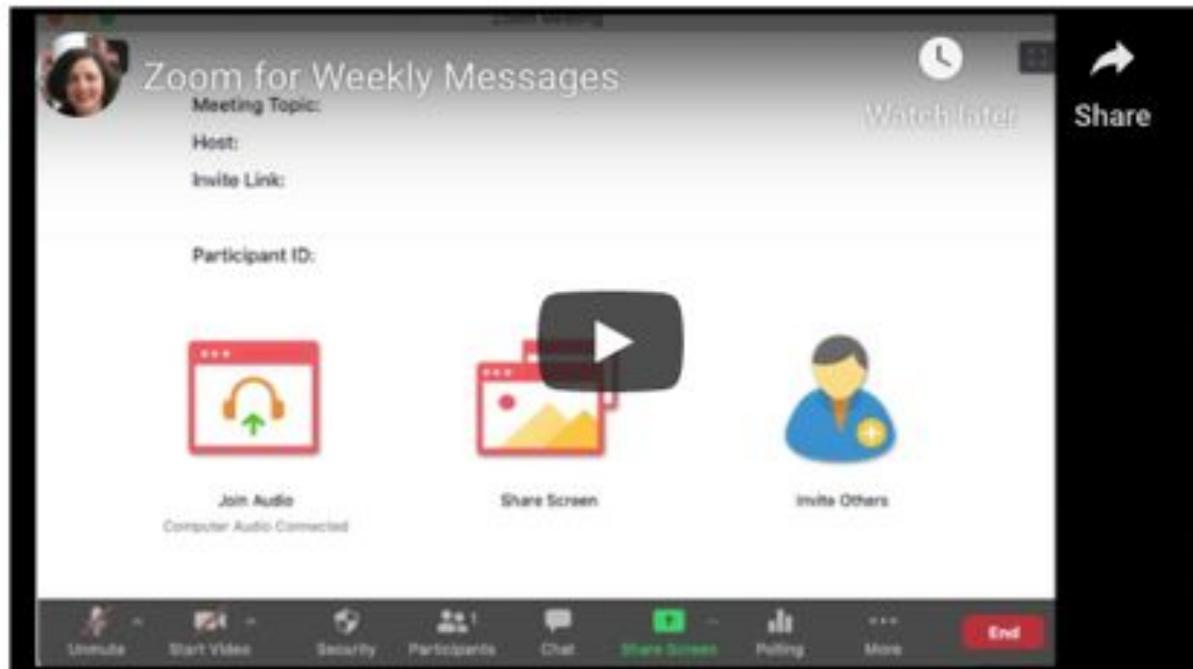
Does formative feedback always have to take written form? The author's experiment with "one take" audio/video feedback met with a very positive student response.

Video Messages/ Flipped Learning

JUNE 18, 2020 BY DR. BARB BROWN

Using Zoom to Create a Weekly Video Message for Students

I like to send out messages to my students at the start of the week to describe the assignments for the week and provide any other important messages and reminders.



Open Educational Resource (OER)

Ethical Use of Technology in Digital Learning Environments: Graduate Student Perspectives



Barbara Brown
Verena Roberts
Michele Jacobsen
Christie Hurrell
(Eds.)

Brown, B., Roberts, V., Jacobsen, M., & Hurrell, C. (Eds.) (2020). *Ethical use of technology in digital learning environments: Graduate student perspectives*. University of Calgary [eBook] <https://doi.org/10.11575/ant1-kb38>

Taylor Institute for Teaching and Learning Modules and Resources



Learning Module: Blended Learning

Blended learning is when a course integrates both the physical classroom and online learning. The purpose of this module is to provide instructors practical strategies and the opportunity to critically reflect on how to best integrate both physical and online spaces to create a blended learning environment.

Learn more



Learning Module: Managing Student Team Projects

Employers consistently rate teamwork as an essential competency for career readiness and research shows that collaborative learning has many benefits, including improved self-esteem, engagement, learning and achievement. This online module provides guidance on how to successfully design student team projects.

Learn more



Learning Module: Designing Online Assessments

Assessments are primarily developed to demonstrate achievement of course learning outcomes and serve as a motivational factor in driving student decision-making. This online module provides useful information about how to implement different types of assessments that are aligned to course learning outcomes.

Learn more



Quality Graduate Supervision

Massive Open Online Course (MOOC)



MOOC and Webinar series description

Effective graduate supervisors combine their passion for research with a commitment to student mentorship. The Quality Graduate Supervision MOOC (massive open online course) has been designed to support faculty members' in enhancing their supervisory skills and practices through seven online learning modules. Along with weekly webinars, rich resources, engaging activities and interaction with supervisors from across disciplines at two universities, this online learning experience includes the expertise, advice and perspectives of several award-winning graduate supervisors from the University of Calgary and Athabasca University to encourage further conversation among faculty members who engage in this MOOC.

The QGS MOOC is designed to offer flexible and accessible faculty development for new and experienced graduate supervisors at the University of Calgary and Athabasca University. The MOOC is designed to provide an innovative and responsive, interdisciplinary online learning community that enables faculty to engage in and contribute to collaborative learning experiences, and to collectively strengthen the quality of graduate supervision available for graduate students.

Upon completion of the course you can receive a [digital badge](#) of recognition.

Facilitator: Hawazen Alharbi, Shawn Fraser, Michele Jacobsen and Shauna Reckseidler-Zenteno

Date: October 26 - December 21, 2020

Locations: Online via D2L and Zoom

Please Note: This course is not open to Graduate Students or Postdoctoral Scholars.

[Register now](#)

<https://taylorinstitute.ucalgary.ca/programs-and-courses/series-and-events/QGS>



- Guided & self-directed opportunities for supervisors to enhance their practice by engaging in an inter-disciplinary online learning community
 - **Winter 2017** – 23 Faculty from the University of Calgary
 - **Winter 2020** – 105 Faculty and Post Doctoral Scholars from the University of Calgary
 - **Fall 2020** – 50 Faculty from the University of Calgary and Athabasca University
- ➔ ***Dedicated Instructors***
 - ➔ ***Curated Resources***
 - ➔ ***Weekly Webinars***
 - ➔ ***Engaging Activities***
 - ➔ ***Discussion Forums***
 - ➔ ***Expert Videos***
 - ➔ ***Taking Action Project***
 - ➔ ***Micro-credential***

Set background Clear frame

What is one challenge you have had to address as a supervisor or supervisee?



Student lost their job and was unable to afford tuition...coping with the thought of not being able to continue in the program

Big challenge, esp. when a spouse or student has lost their job

I've had many students planning around the ability to pay tuition

access to supports & services and how to find these

A student studying employees in the oil industry faced massive loss of participants as plants and sites closed when the industry collapsed in early 2010s

Students having to shift their research questions, methods and ethics approval because they cannot do data collection in the field

Students no longer "bump" into me in the hallways or at my desk. They now need to book a meeting which feels more formal. We try to have informal catch up meetings to replace the "bumping into"

Students, at the beginning, agree to an agile mode of learning

Close family member of a student got very sick for 1 year

Being intentional about scheduling social and academic meetings so we can chat informally & formally

A drastic change in almost all elements of life, and helping them cope with a sense of isolation.

Grad student unable to get safety resources.

Student/student conflict over socially-distanced in-department resources.

Many thesis projects derailed by inability to get/collect their data with COVID - similarly, uncertainty around jobs post-grad.

Students having children at home

inflexible institutional expectations and definitions of "professionalism" that invite us to consider "children at home" as a challenge to be addressed

Grad student having conflict with parent living with and moving

More students asking for extensions due to personal or professional commitments during the pandemic crisis

Students feeling obligated to share personal information and challenges in order to legitimize their need for changes

Trauma informed practice and processes

Student not following through with their commitments (e.g., timelines); losing interest in grad studies.

Grad students who are parenting their children who are now engaged in online learning - less time for coursework, research, group activities

Single parents have struggles



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Thank you for attending!

Feel free to connect with us:

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twitter handles: [@barbbrown](https://twitter.com/barbbrown) [@dmichelej](https://twitter.com/dmichelej)