

Exploring the Promise of Online and Blended Pedagogy



Good Teaching is Good Teaching in Online or Blended Contexts

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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.



Please introduce yourself in the Chat:

- School jurisdiction**
- Grades & subject you teach**
- Cat, dog or other type of pet person?**

POLL:

Let's see who is online tonight!

Please indicate the primary role you hold in your organization

- *Elementary School Teacher*
- *Junior High School Teacher*
- *High School Teacher*
- *Learning Leader*
- *School Principal, VP, AP*
- *Jurisdiction Leader*
- *University Student*
- *Post-secondary Educator*
- *Ministry of Education Staff*



POLL:

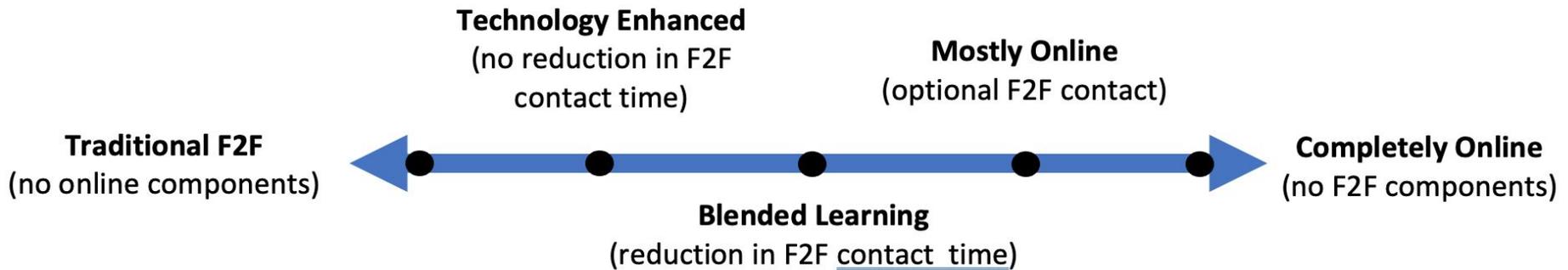
Let's explore primary teaching modalities

Please indicate the primary **modality** used in your teaching at the present time

- *fully in-person*
- *hybrid (learners in-person, and learners online)*
- *blended context (combination of in-person and online)*
- *fully online*
- *other modality*

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>

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

	f2f	synchronous concurrent	synchronous consecutive	asynchronous consecutive	open access
Blended (Hybrid)	X		X [^]	X [^]	
HyFlex	X [*]	X [*]		X [*]	
Multi-Access	X [^]	X [^]	X [^]	X [^]	X [^]
Blended Synchronous (Synchronous Hybrid)	X [*]	X [*]			

Irvine, V. (2020, Oct 26). **The Landscape of Merging Modalities**. *Educause Review*, 4. **Online:** <https://er.educause.edu/articles/2020/10/the-landscape-of-merging-modalities>

Pedagogy vs. Modality:

Two distinctly separate constructs

*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*



Overview of Session

1. Characteristics of Good Teaching
2. Dispelling Myths
3. Cultivating Strong Relationships
4. Creating the Conditions for Learning
5. Engaging with Networked Learning Communities
6. Access Expertise and Resources for Teaching in Diverse Contexts

Resources Blog:
<https://bit.ly/2Vm6hJm>



What are the characteristics of good teaching?

Go to www.menti.com and use the code 36 37 59 7





**Reflect on what you noticed
about the words used to
describe *characteristics of
good teaching***

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

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

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

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

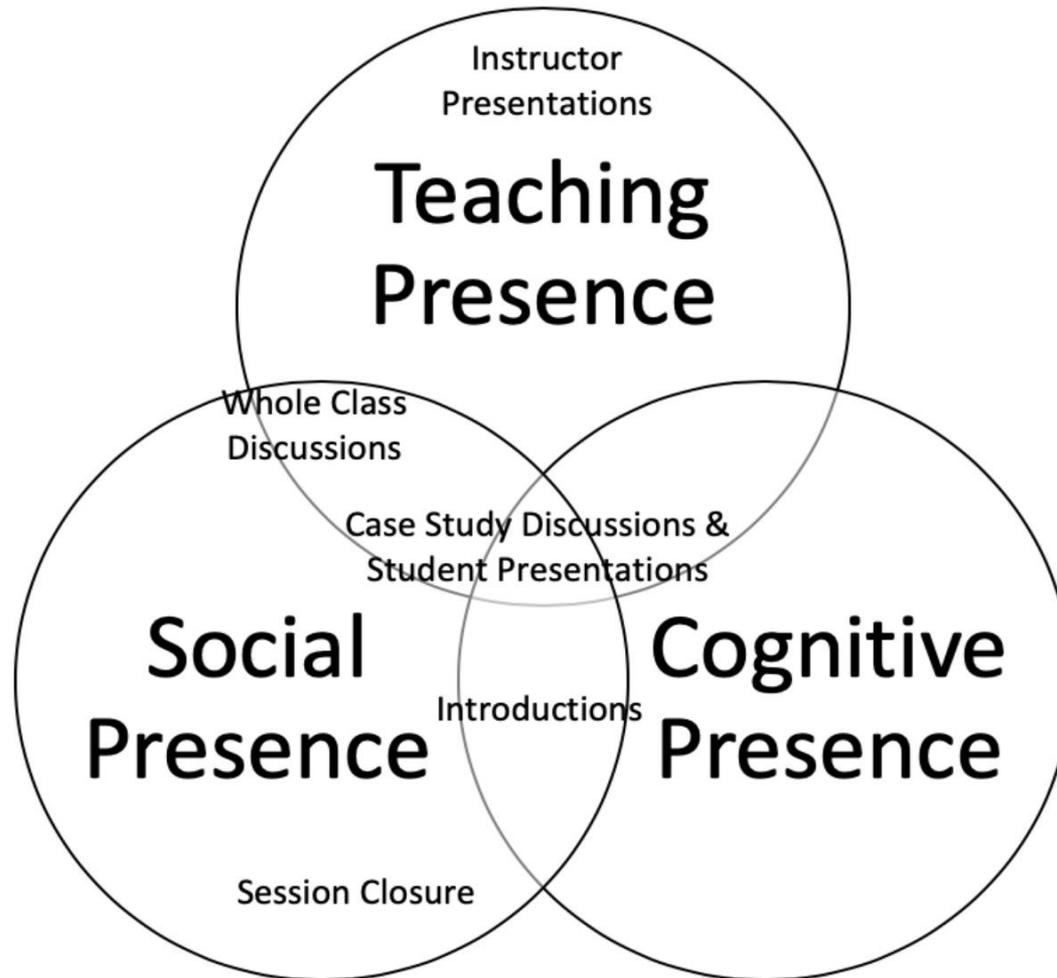


Community of Inquiry Framework

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



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>



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

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



Asynchronous & Synchronous

@Cafe_Tutor
CafeTutor.com
CafeTutor.Teachers.com

Asynchronous Learning Activities



Read + Take Notes



Watch Video-based Instruction



Listen to Podcasts



Explore Teacher-curated Resources



Engage in Online Discussions



Practice + Review



Research + Explore



Reflect + Document Learning

Synchronous & Asynchronous

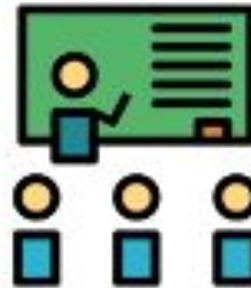
Synchronous Learning Activities



Build Community +
Relationships



Lead Interactive Modeling
Sessions



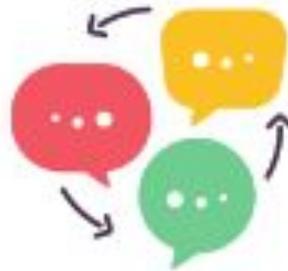
Differentiate Instruction
for Small Groups



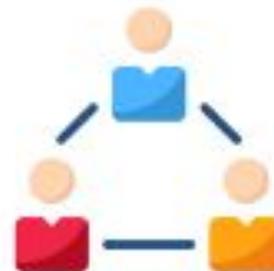
Personalize Instruction
+ Provide 1:1 Coaching



Guide Practice +
Application



Facilitate Real-time
Conversations



Foster Collaboration
Among Students



Real-time Feedback on
Work In Progress



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

Activity: Jamboard

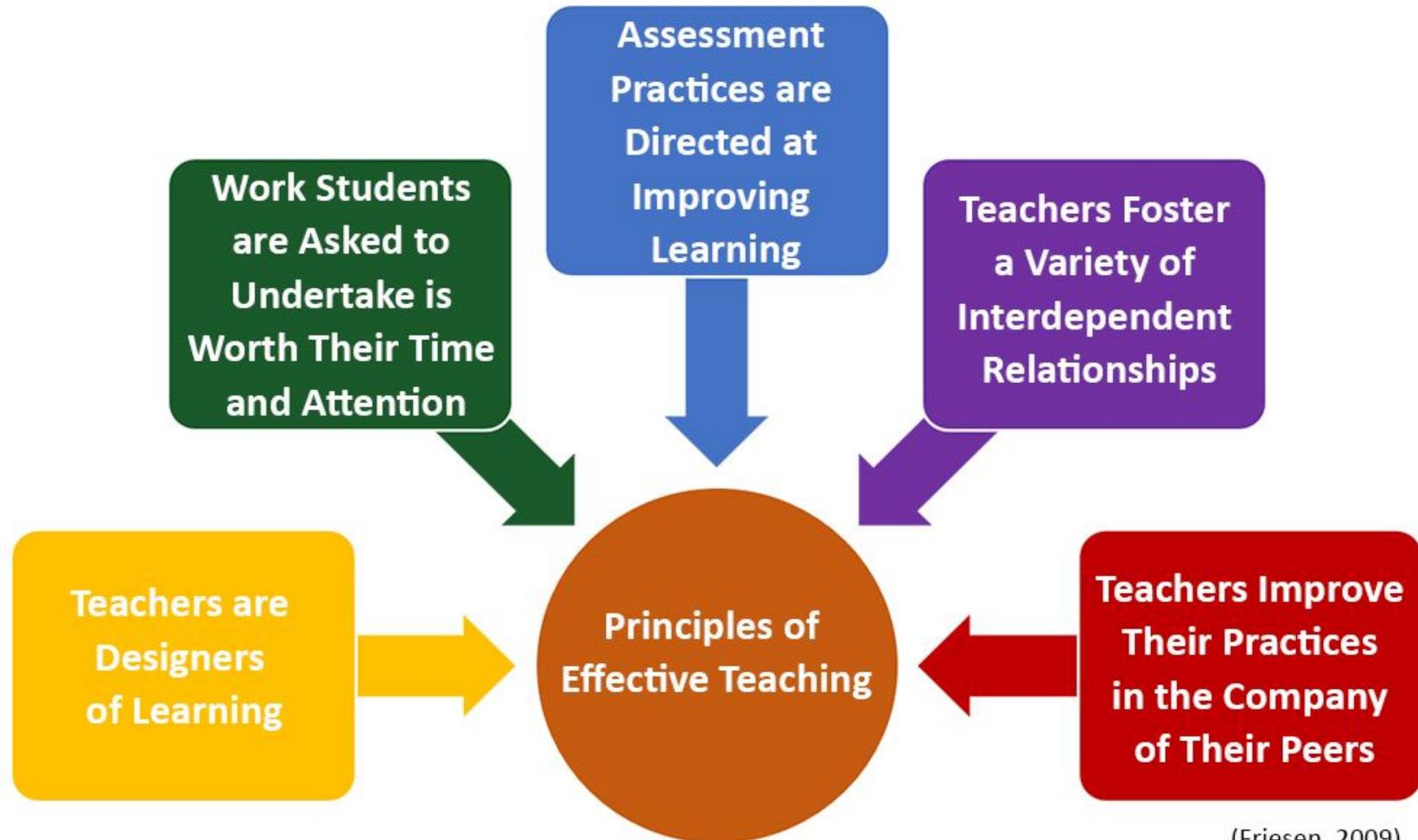
What are some other myths about online learning?



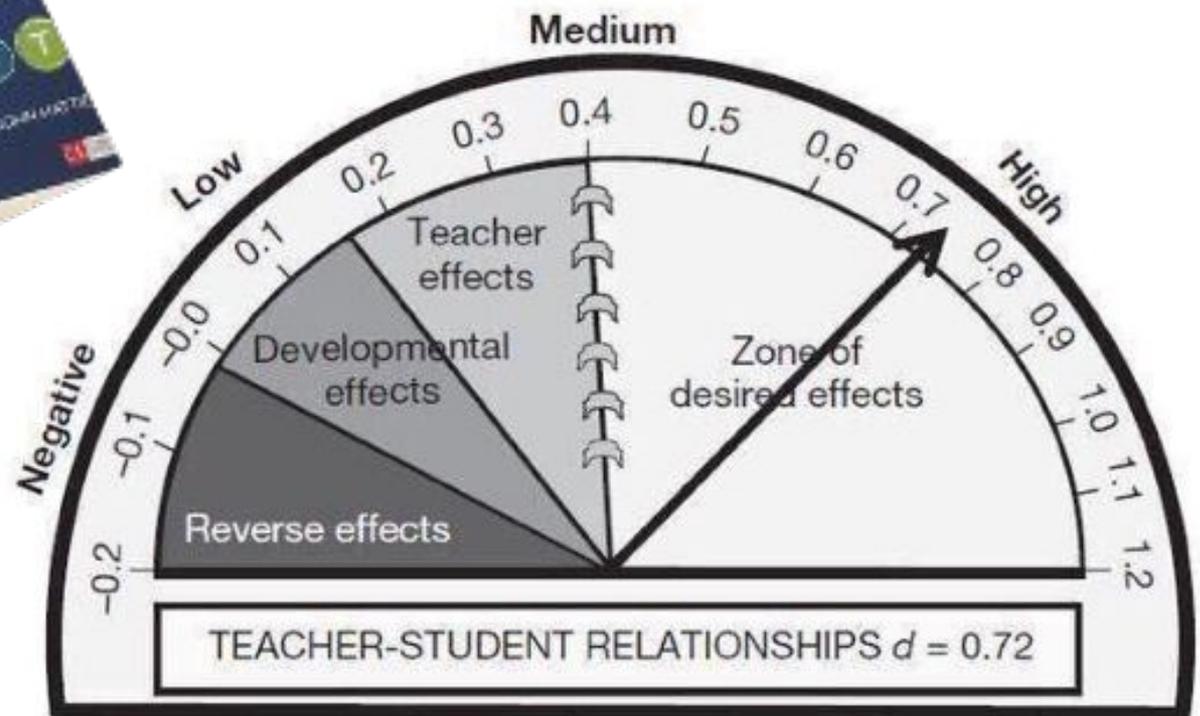
Pedagogy vs. Modality

Teaching Effectiveness Framework

Teaching For Intellectual Engagement



Cultivating Strong Relationships

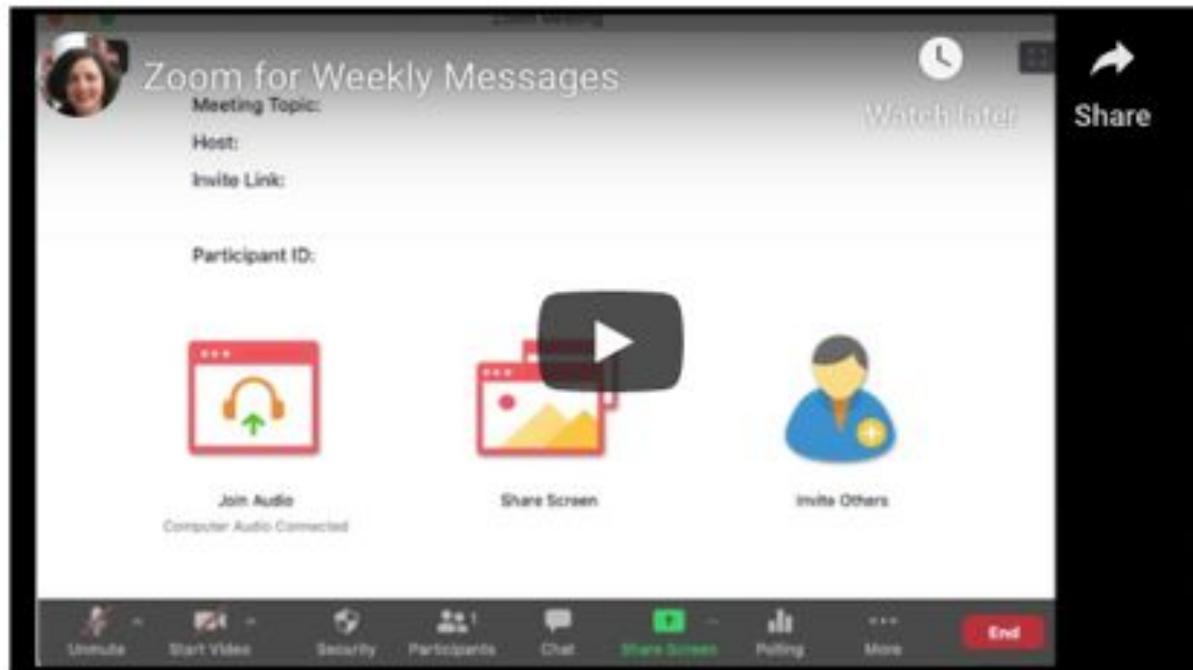


Video Messages/ Flipped Learning

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.



One-Take Productions



EDTECH & DESIGN, TEACHING

One-Take Productions for Student Feedback

by: [Dr. Barb Brown](#)

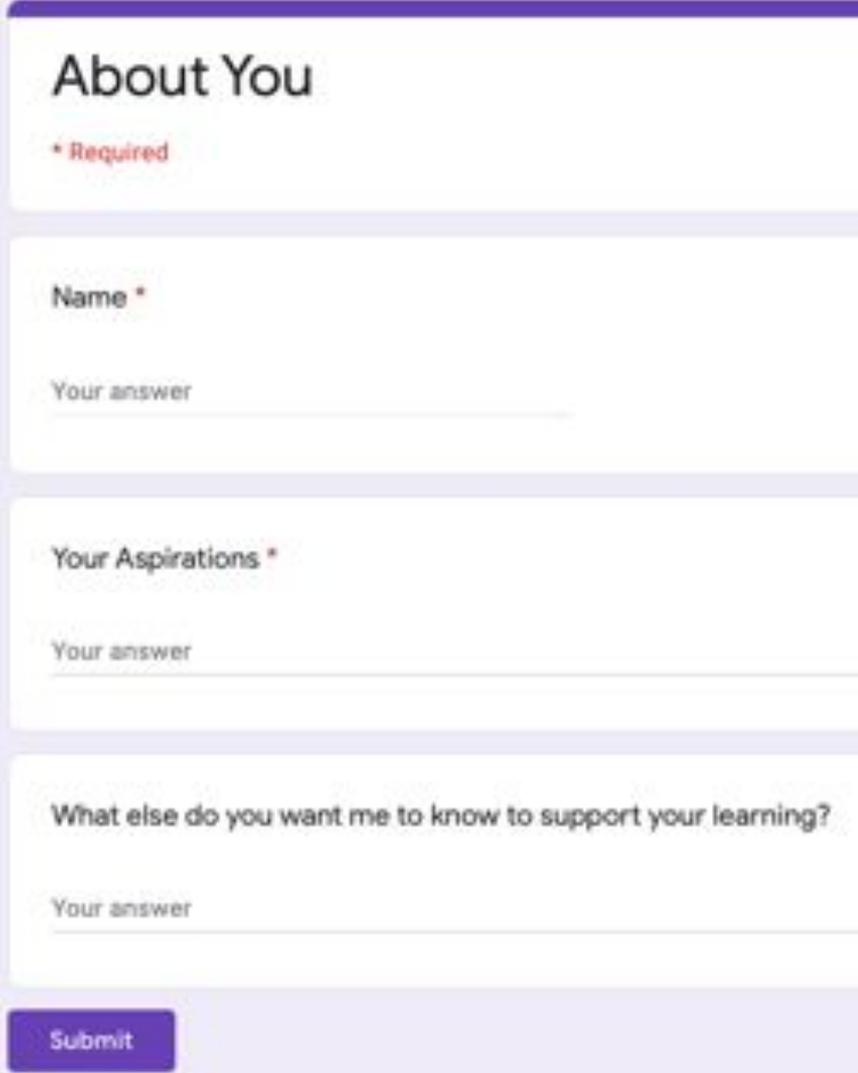
date: May 15, 2019

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.

Questionnaires

- Tell me about yourself and anything you want me to know to help support your learning

**Your Name
Information about
you and your
aspirations,
supports needed**



The image shows a digital questionnaire form titled "About You". The form has a purple header bar. Below the title, there is a red asterisk and the word "Required". The form contains three text input fields. The first field is labeled "Name *". The second field is labeled "Your Aspirations *". The third field is labeled "What else do you want me to know to support your learning?". Each field has a placeholder text "Your answer" and a horizontal line for input. At the bottom of the form, there is a purple "Submit" button.

Bitmoji Virtual Spaces



(photo credit: Tracy Evans)



Activity: Jamboard

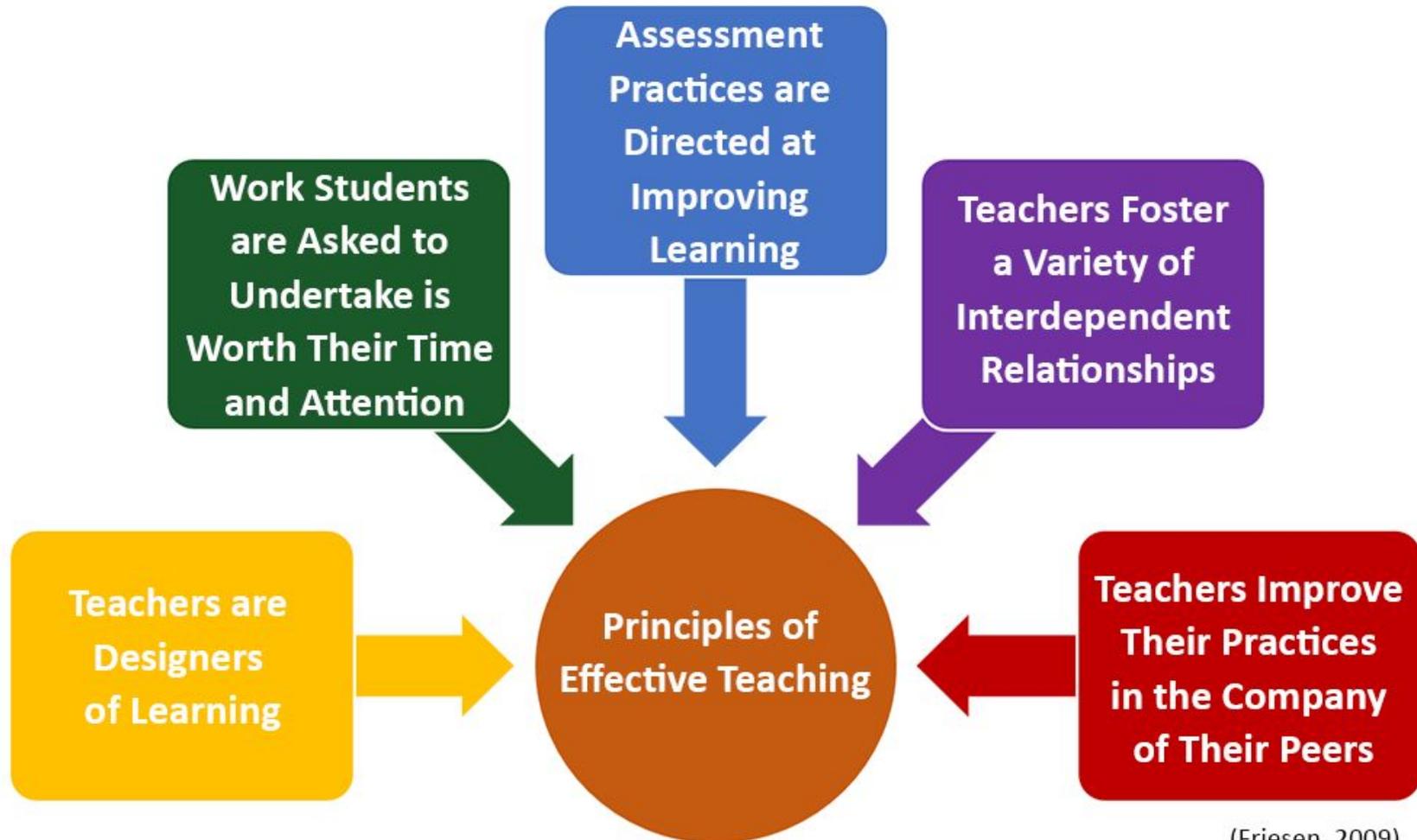
*Share a strategy you
have developed with
remote learning that
you plan to continue in
the future*



Pedagogy vs. Modality

Teaching Effectiveness Framework

Teaching For Intellectual Engagement



Creating Conditions for Learning

5 Factors High School Redesign Study	Emerging Themes Crisis Response Spring 2020
A collective disposition as a learning community	Collective disposition and wellness as a community
Focus on relationship building	Focus on relationships with students and their families
Gather student input	Personal connections and communications
Collaboration skills are critical	Digital literacies & Professional collaboration skills
Change are needed for learning tasks and assessment practices	Advances in teaching and learning (including changes in assessment)

Break Out!

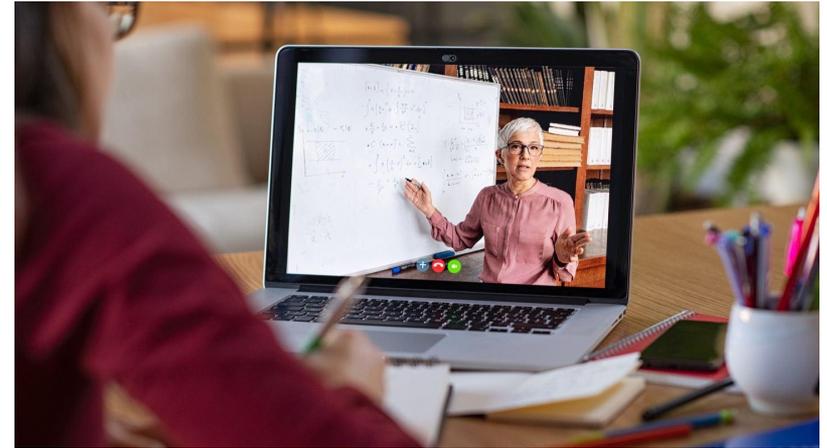
Share a strategy you have used to promote student engagement in your classroom (blended, hybrid, online, or in-person)

Share in Chat



Engaging with Networked Communities

1. Characteristics of Good Teaching
2. Dispelling Myths
3. Cultivating Strong Relationships
4. Creating the Conditions for Learning
5. Engaging with Networked Learning Communities
6. Access Expertise and Resources for Teaching in Diverse Contexts



Open Access Book



Teaching, Technology, and Teacher Education during the COVID-19 Pandemic: Stories from the Field EBOOK

Richard E. Ferdig, Kent State University, United States ; **Emily Baumgartner**, Ohio Northern University, United States ; **Richard Hartshorne**, University of Central Florida, United States ; **Regina Kaplan-Rakowski**, University of North Texas, United States ; **Chrystalla Mouza**, University of Delaware, United States

FOCUS ON INQUIRY

"Inquiry is a dynamic process of being open to wonder and puzzlement and coming to know and understand the world."



- ▶ Chapter 1: Building a Culture of Inquiry
- ▶ Chapter 2: Discipline-Based Inquiry: Making It Work
- ▶ Chapter 3: The Importance of Assessment
- ▶ Chapter 4: Teaching and Learning In a Discipline-Based Inquiry Classroom
- ▶ Chapter 5: Creating A Scholarly Practice
- ▶ Chapter 6: Leadership Imperative

Access Expertise and Resources for Teaching in Diverse Contexts

1. Resources Blog: <https://bit.ly/2Vm6hJm>
2. Access expertise and resources for teaching in diverse contexts:
 - a. Personal Learning Network: Twitter
 - b. Knowledge Exchange: Blogging (Google, Wordpress, etc)
 - c. Media Smarts - <https://mediasmarts.ca>
 - d. EdCan Network - <https://www.edcan.ca>
 - e. Werklund School of Education
 - f. Taylor Institute for Teaching & Learning, UCalgary

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.

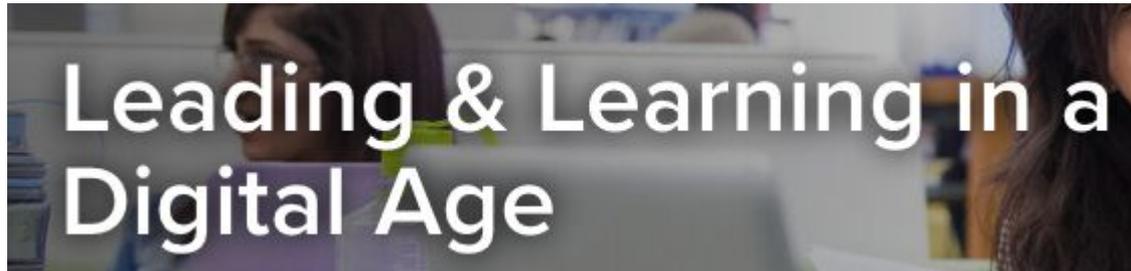
Learn more



Graduate Certificate / EDUC 500 Level Course



UNIVERSITY OF
CALGARY



<https://werklund.ucalgary.ca/graduate-programs>



EDUC 500 Level Course - Available SUMMER 2021

Next Steps

- Let's revisit the characteristics of good teaching.
- Would you answer the same or differently now that we have all had a chance to explore teaching in online or blended contexts together...





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Thank you for attending!

Feel free to connect with us:

babrown@ucalgary.ca and dmjacobs@ucalgary.ca

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

blog post with resources