

Teaching Online

UBC Instructors Share Their Experiences

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We acknowledge that UBC
Vancouver is situated on the
traditional, unceded territory of the
xwməθkwəyəm (Musqueam),
Skwxwú7mesh (Squamish), and
Səlílwətaʔ/Selilwítlh
(Tsleil- Waututh) Nations.

To learn more about First Nations and Indigenous territories where you live, please visit [native-land.ca](https://www.native-land.ca).

Informal Format – thinking and sharing

- Time
- Presence
- Assessment
- Takeaways



SHARE YOUR STORY

Tell us about your background, courses you were teaching? Or will be teaching?

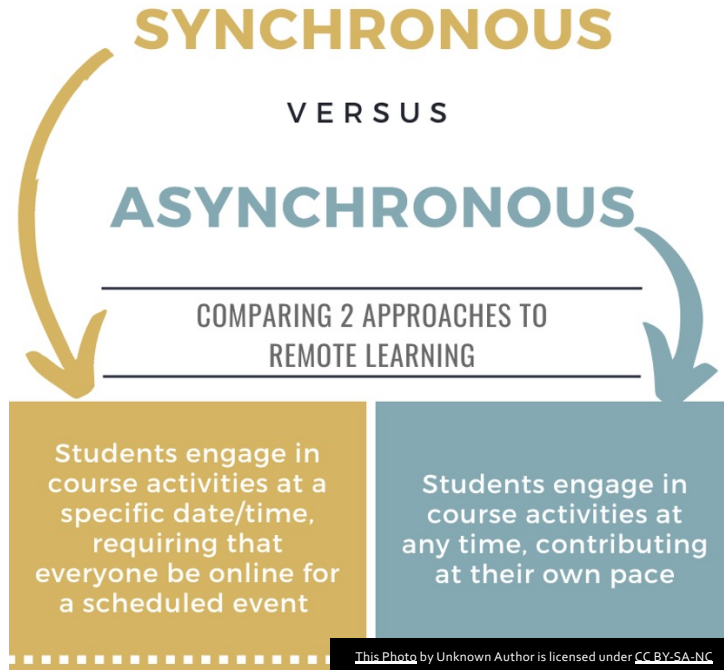
Challenges and successes?



TIME



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DEFINITIONS

Asynchronous:

Occurs at different times, over time
(Discussion forums)

Synchronous:

Occurs at the same time (Zoom)

ASYNCHRONOUS VS SYNCHRONOUS

Asynchronous

- Reflective practice (over time, revisit previous discussions)
- Any place, any time
- Time to pull thoughts together
- Good for quiet students
- Creating community
- Collaboration

Synchronous

- Similar to a classroom
- Immediate feedback
- Scenario/role-play
- Clarifying misunderstanding
- Creating community
- Collaboration

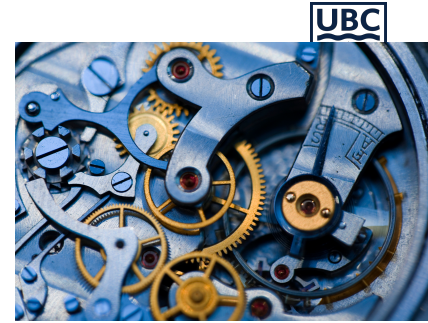
TEMPORAL CONSIDERATIONS

Duration – How long something lasts (e.g. a discussion) – opportunities and challenges of prolonged engagement (asynchronous)

Sequence – Ordering and patterns of events

Pace – Rate at which events occur (creates a rhythm)

Salience – Degree to which temporality is “present” (both technically and psychologically)



Wise, A. F., Zhao, Y., Hausknecht, S., & Chiu, M. M. (2014). Temporal considerations in analyzing and designing online discussions in education: Examining duration, sequence, pace, and salience. In *Assessment and evaluation of time factors in online teaching and learning* (pp. 198-231). IGI Global.

QUESTIONS ABOUT TIME:

- How did the flow and rhythm of your course change?
- How did you balance synchronous and asynchronous learning design? What worked well? What will you do again and why?
- How did you manage your own time?



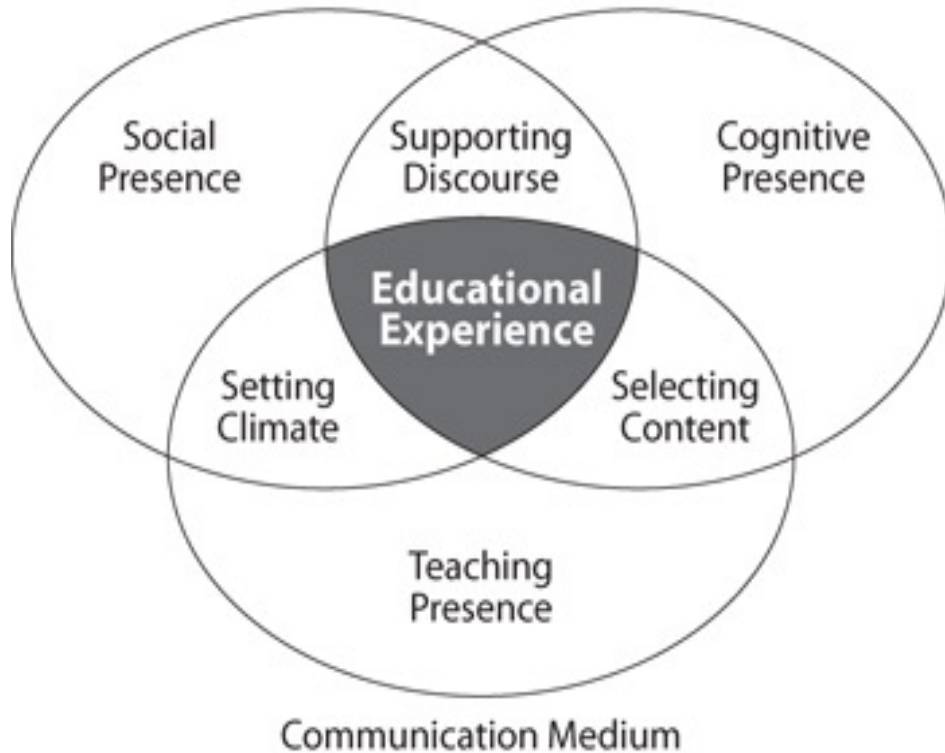
PRESENCE



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COMMUNITY OF INQUIRY

Community of Inquiry



Social presence is “the ability of participants to identify with the community (e.g., course of study), communicate purposefully in a trusting environment, and develop inter-personal relationships by way of projecting their individual personalities.” (Garrison, 2009)

Teaching Presence is the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes (Anderson, Rourke, Garrison, & Archer, 2001).

Cognitive Presence is the extent to which learners are able to construct and confirm meaning through sustained reflection and discourse (Garrison, Anderson, & Archer, 2001).

<https://coi.athabascau.ca/coi-model/>

One page summary of the COI model: <https://teaching.utoronto.ca/wp-content/uploads/2016/05/Community-of-Inquiry.pdf>

QUESTIONS ABOUT PRESENCE

- How did you establish online learning communities?
- What did you do to check-in or be responsive to student learning needs?
- How did you develop relationships with your students?

A vertical wooden plank with a natural wood grain texture. Three stickers are affixed to the plank, stacked vertically. The top sticker is white with the word 'Be' in a black serif font. The middle sticker is white with the word 'Here' in a black serif font. The bottom sticker is white with the word 'NOW' in a bold, black, sans-serif font.

Be
Here
NOW

ASSESSMENT



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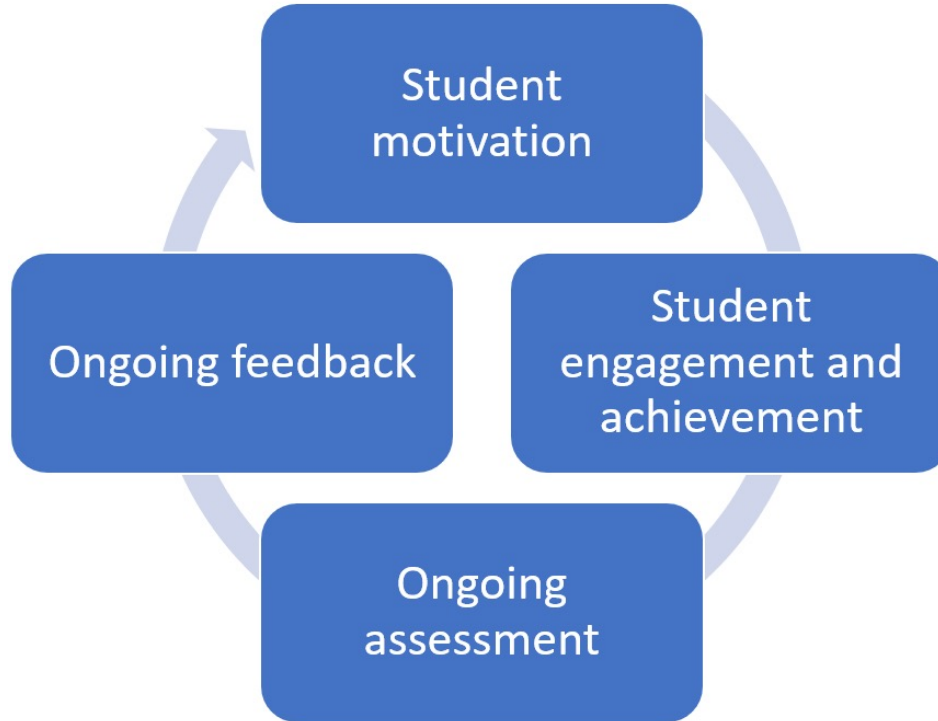
ASSESSMENT IN ONLINE LEARNING

Assessment in online learning creates opportunities for students to show and share their learning in ways that step outside traditional assessment practices.

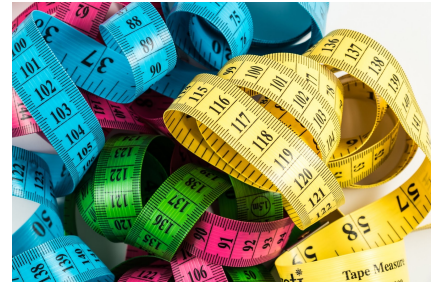
- Creativity and interest often drive alternative assessment options
- Opportunities for students and instructors to reimagine what assessment looks like
 - Leads to active engagement of students in their own learning
 - <https://www.facultyfocus.com/articles/online-education/online-assessment-grading-and-feedback/alternative-assessment-methods-online-classroom/>



LEARNER ASSESSMENT IN ONLINE COURSES



ASSESSMENT



- How did you assess for learning in your online courses?
- How did this change from your face-to-face delivery?
- What were some of the assessment changes that worked and why?
- What were some of the assessment changes that did not work and why?

TAKEAWAYS



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ADVICE FROM UBC INSTRUCTOR

I. Adapt ≠ Replicate

This was a bit of a paradigm shift for me — that it's not just about taking the class that I normally teach and putting it online. I actually had to make an intellectual shift in terms of how my students are going to interact.



II. Preparing in Advance

I want to prepare in advance, or I *need* to prepare in advance, because there isn't that same opportunity for that just-in-time interaction.

III. Give Yourself Permission

I love teaching; I love the excitement of being in the classroom and the magic of what happens there. This isn't the same kind of teaching, and that's okay. My students are still having a great learning experience; they still are enjoying the courses.

TAKEAWAYS FROM THE LAST YEAR OF TEACHING ONLINE?

What have you learned from the last year?

Is there anything you would alter in the future?

What advice would you give to future instructors teaching online for the first time?



UPCOMING WORKSHOPS

<https://ets.educ.ubc.ca/workshops-events/>



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THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

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Questions?

Contact us: ets.educ@ubc.ca