



CTSI ACUE-Certified Faculty Lunchtime Series: Feb. 8, 2022

Creating a supportive learning environment

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CENTRE FOR TEACHING SUPPORT & INNOVATION



Outline of our session

- Chat check-in question
- Strategies and tips from Kathy Trip
 - Introductions
 - Mini-weekly videos as feedback
 - Stop-start-continue
- Strategies from Nancy Johnston
 - Beginning of Class activities and the Outline
 - Micro-video introduction before first class
- Resources and contacts
- Closing questions / discussion
- List of resources



Your Ideas about teaching

- What is a small activity or tool you used in online teaching that you'll continue using in your in-person teaching?
 - For example, I've created confidential Quercus surveys to encourage students to describe their interests, prior understanding, and raise other issues.

Our U of T colleagues
have strategies from
online teaching



Some online activities that may continue:

- Mood checks: short meditations, simple polls, music
- Low stakes questions, polls, quizzes to gauge interest and prior knowledge
- Opening early with an informal office hour

Image from UTSC
Ukelele lessons online:

<https://www.utsc.utoronto.ca/acm/ukes-utsc-ukulele-sessions-online>



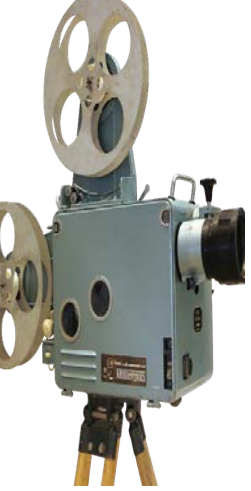
Introductions- online

- Creating intentional opportunities for students to get to know each other at the beginning of the course helps build trust and develop a sense of community. (Conrad& Donaldson, 2011)
 - Ask for something beyond the learning environment
 - Fun, non-threatening
- Helps to have them try out a bit of the technology included in the course
- Allows them to find something in common with their peers
- Provide an introduction to model your expectations and include a bit about yourself that isn't academia related
 - Comment on each entry if possible
- Conrad, R.M., & Donaldson, J.A. (2011). Darby, F.(2020). Hart, C. (2012).

Tips

- Ask for something beyond the learning environment
- Respond to each entry if you can





Weekly mini video

- Video feedback- video provides an opportunity to provide an up close and personal response to your class. Highlights important points from the prior week and may be more effective than written feedback. Not “lost in translation”. Allows people to see your face. Promotes trust.
- Crook et al (2012) found over 90% of students rated video feedback as more valuable than written.
 - What went well last week
 - Key points
 - Where we are doing this week
 - What to focus on this week

My Experience...

Pedagogy

- Feedback most useful when language recognizes progress and growth. The closer the feedback is to the activity, the more likely students will learn from the feedback (Bowen, J. 2021).



Start Stop Continue

- Using data and feedback to improve on-line teaching
- Real time feedback
 - Introduce an anonymous SSC survey at around week 4 -5
 - Collate feedback
 - Let students know you looked at it and what if any changes you will make as a result of their input.
 - If you can't make a change, gives you a chance to explain to students why you set things up the way you do.
- Purpose
- Transparency, benefit students in real time, helps eliminate expert blind-spots
- Helps instructor to let students find things they may have missed in the course

Pedagogy



- Allows us to improve our teaching in real time.
- Allows instructors to improve even in challenging classes, strengthen student learning and enhance motivation and alters student's attitudes toward the course.
- “Early check-ins, particularly in an on-line course using simple techniques can help ensure students persist in your course.”
 - Boettcher (2020).

Tips

- Keep the survey simple
- Include some student reflection questions
- Collate results and let students know what you found
- Act on the results if you can * and if it makes sense
- Let students know why- (in cases where you can't act on results).





Introductions

Commitment to inclusive teaching practices and UID principles

- Build opportunities for students to develop independent learning and academic skills

My strategy is to roadmap my courses and class to build inclusivity for participation:

- State learning goals and expectations
- Highlight active learning opportunities and alternatives
- Model skills in class, such as notetaking

See: (Boettcher & Conrad, 2016)

An outline slide roadmaps and guides student notetaking

My example of outline slide with activities and vocabulary list

Outline and Key concepts

Today's class:

- Check in
- Review of student discussion posts
- Lecture on Garland-Thomson and Mingus defining disability identities, ableism, and social justice challenges
- Group Exercise – Mia Mingus and “interdependence”
- **Break [10 minutes]**
- Review of Critical Reflection Assignment and strategies for reading and writing
- Exit question

Key concepts:

- Disability and impairment
- Social construction of disability
- Claiming disability and “Becoming disabled”
- Ableism and ableist narratives: social attitudes and systemic ableism
- Accessibility and access
- Interdependence

Class design tries to map active learning and reflection

Students may anticipate group participation, take better notes, and learn from peers.

- *What is one point, one concept, one question that you have about today's lecture and discussion?*

A student response:

“One thing that I liked today was the discussion about the roots of ableism in the global pandemic because this viewpoint emphasizes how disabled individuals tend to be marginalized and face injustice as a result of a lack of resources and policies. ... ”

Using a Micro-video for a course introduction

Screen-shot of Micro-video – posted a week before the first class

Overview of the video

Objective: To provide you with an overview of the course and suggestions for getting started for next week.

- a little about myself
- a short tour of our Quercus course to show you where to find links for our online class, modules, and the syllabus



Description of picture: This is a photo of Nancy Johnston, a white woman with purple glasses. In the picture, I've got pre-Covid short red hair and I'm smiling.



Tip

Students responded positively to the video introduction. Use a simple short video to highlight common concerns and encourage students to ask questions:

- Welcome and Introduce yourself (and our TA)
- Roadmap how to navigate the course shell
- Describe rhythm of participation and learning
- Highlight the course and assignments
- Invite students to begin with questions, introductions
- Create captions or a transcript of stand alone videos

Resources: included in ACUE modules

- Boettcher, J. V., & Conrad, R.-M. (2016). *The online teaching survival guide: Simple and practical pedagogical tips* (2nd ed.). Jossey-Bass.
- Conrad, R.M., & Donaldson, J.A. (2011). *Engaging the online learner: Activities and resources for creative instruction*. Jossey-Bass
- Darby, F.(2020). *How to be a better online teacher: Advice guide*. Chronicle of Higher Education
- Hart, C. (2012). Factors associated with student persistence in an online program of study: A review of literature. *Journal of Online Learning*.
www.ncolr.org/jiol/issues/pdf/11.1.2.pdf
- Scagnoli, N. (2012). *7 things you should know about microlectures* (ELI 7 Things You Should Know. . . Series). EDUCAUSE.
<https://library.educause.edu/-/media/files/library/2012/11/eli7090-pdf.pdf>

Learn More About ACUE and if it's the right PD for you!

COURSE IN EFFECTIVE TEACHING PRACTICES (ETP)

- **9-month online course**
- **25 self-paced online modules** (each module takes up to 3 hours to complete and involves both application and reflection)
- Learn a **range of practices** that can be applied in teaching both in-person and online courses
- **Cohort based** - meet at key points in the year with facilitators and colleagues to discuss their experiences implementing strategies and approaches learned through the modules in their own classrooms.
Interested? email ctsi.teaching@utoronto.ca with your questions.