1
00:00:00,060 --> 00:00:07,920
Design something that is reflective of you and your philosophy of
teaching and your approach and your style.

2
00:00:07,920 --> 00:00:14,400
And just like you want your students to be authentic with their projects,
you be authentic with your teaching style.

3
00:00:14,400 --> 00:00:18,210
Don't be afraid to put a piece of you in your teaching.

4
00:00:18,210 --> 00:00:28,750
Those are the things that your students respect.

5
00:00:28,750 --> 00:00:37,660
Hi, everyone, and welcome to the staff lounge, a place to unwind, reflect
and connect with the faculty at Humber College in Toronto, Canada.

6
00:00:37,660 --> 00:00:44,020
In each episode, we'll be having casual chats, interviews and tips from
our teaching and learning support team.

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00:00:44,020 --> 00:00:51,190
I'm your host, Shirantha Beddage. I'm a saxophonist, composer and faculty
in The Bachelor of Music Program.

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00:00:51,190 --> 00:00:55,990
On today's episode, we are continuing our discussion of learning
management systems.

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00:00:55,990 --> 00:01:02,800
Specifically, we're going to be talking with two faculty from the Faculty
of Media and Creative Arts about their experiences with

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00:01:02,800 --> 00:01:10,540
learning management systems and how to be able to integrate an element
with a human centered approach to pedagogy.

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00:01:10,540 --> 00:01:16,420
Today, we're speaking with Cynthia Young, PC of Content Strategy and User
Experience Design,

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00:01:16,420 --> 00:01:21,640
and Mark Kerim, a faculty member in the Faculty of Media and Creative
Arts.

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00:01:21,640 --> 00:01:26,170
Cynthia, if you could tell us a little bit about what it is that you
teach and how you

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00:01:26,170 --> 00:01:31,540
specifically use a learning management system in the courses that you
teach.

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00:01:31,540 --> 00:01:31,900
Yeah,

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00:01:31,900 --> 00:01:40,480
I think I have an advantage in that that I am teaching a two sets of
students content strategy students as well as user experience design
students.

17
00:01:40,480 --> 00:01:46,690
We're also teaching them at the graduate student level. So this is a
slightly different cohort of students coming in to a learning management
system.

18
00:01:46,690 --> 00:01:50,410
Often a lot of them haven't been in one. They don't know how to use one.

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00:01:50,410 --> 00:01:58,000
So you sort of a lot of onboarding. A lot of different kinds of bringing
a student into that kind of profile is different for a graduate student.

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00:01:58,000 --> 00:02:01,870
And in addition to that, as I, as I've mentioned a couple of times,

21
00:02:01,870 --> 00:02:07,870
is just simply the fact that user experience designers and content
strategists are constantly experimenting and researching,

22
00:02:07,870 --> 00:02:15,910
exploring, you know, user journeys. So using a learning management system
is a user experience journey,

23

00:02:15,910 --> 00:02:20,410
but they also have to learn how to do and they also have to map through
and navigate.

24
00:02:20,410 --> 00:02:21,400
So for me,

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00:02:21,400 --> 00:02:28,300
teaching user experience designers and also teaching content strategist
while using a tool like a learning management system like Blackboard,

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00:02:28,300 --> 00:02:36,640
enables me to ask for feedback. It enables me to sort of modify courses
as I go along, and it enables me to do slightly different things with my,

27
00:02:36,640 --> 00:02:43,550
my, my learners in a way that sort of gets them to also learn the
learnings that are part of their programs.

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00:02:43,550 --> 00:02:46,550
What what kinds of what kinds of, you know,

29
00:02:46,550 --> 00:02:51,580
game day decisions do you have to make all year while you're in the midst
of a course based on student feedback?

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00:02:51,580 --> 00:03:01,100
What what kinds of things have a funny enough, a lot like it's it is a
lot about interpreting the the organic nature of the students where
they're at,

31
00:03:01,100 --> 00:03:06,380
in their learning, where they're at, in their accessibility, which is
things like groups, right?

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00:03:06,380 --> 00:03:07,820
Things like collaborative groups.

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00:03:07,820 --> 00:03:14,390
When you're dealing with students that are internationally bound,
different time zones, you have to adjust and pivot rather quickly.

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00:03:14,390 --> 00:03:24,490

So oftentimes, while you can set up assessments and overall learning modules in advance, there's very little you can do on the day off.

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00:03:24,490 --> 00:03:34,090
There's very little you can do, perhaps even in the registration of particular students, because what you get sometimes is rather diversified.

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00:03:34,090 --> 00:03:41,440
And how does that work for four for you in terms of that management piece of, say, people in different time zones and international students?

37
00:03:41,440 --> 00:03:46,300
I mean, there's that generally been successful in in this online sphere for you?

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00:03:46,300 --> 00:03:55,420
Yeah, and it changes. It shifts and changes, too. So some groups do tend to work better online because the cohort is able to sort

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00:03:55,420 --> 00:03:59,710
of begin to build these community connections within the individual students,

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00:03:59,710 --> 00:04:01,150
which doesn't happen in person,

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00:04:01,150 --> 00:04:08,000
which doesn't happen in in a lot of the other environments where it's asynchronous and they're just sort of given content.

42
00:04:08,000 --> 00:04:16,550
So I think it's just setting up students for the the overall success and managing through the delivery formats is what

43
00:04:16,550 --> 00:04:23,670
we've been become more agile that we've become much more last minute thinkers that's sort of pivoting against stop.

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00:04:23,670 --> 00:04:31,020
And her students who are coming in brand new there graduate students in your programs, for instance, besides working in groups,

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00:04:31,020 --> 00:04:37,380
are there any other kinds of pain points for them in terms of getting
accustomed to learning management system right off the bat,

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00:04:37,380 --> 00:04:40,470
especially if they've been out of school for a while, say?

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00:04:40,470 --> 00:04:48,480
Yeah, we talk a lot in the beginning, and Mark and I also talk a lot
about this and in setting students up for a pace,

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00:04:48,480 --> 00:04:54,960
setting students up for sort of that sort of modality of learning, which
is about planning and reflection.

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00:04:54,960 --> 00:04:57,060
So again, sort of setting them up very,

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00:04:57,060 --> 00:05:03,630
very early on for this mindset of I will plan in the beginning of the
week and I will reflect at the end of the week,

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00:05:03,630 --> 00:05:07,980
which is very purposeful in the way in which we deliver the content as
well.

52
00:05:07,980 --> 00:05:13,650
So that planning allows me to set up the expectations, what I should be
doing this week.

53
00:05:13,650 --> 00:05:17,520
And that reflection at the end of the week is, you know, what did I
achieve? What was in my way?

54
00:05:17,520 --> 00:05:23,700
How do I get through that? And by doing that in the overall modules
within the overall course curriculum?

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00:05:23,700 --> 00:05:27,310
It allows students to sort of step through each of it as they go along.

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00:05:27,310 --> 00:05:32,220

And you don't end up with law students, you don't end up with students that never logged in that never did anything that

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00:05:32,220 --> 00:05:38,070
never sort of went through the modules that you'd carefully put into a system.

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00:05:38,070 --> 00:05:43,890
So again, a lot of that is about planning, but it's also about things like inbox management.

59
00:05:43,890 --> 00:05:50,370
It's also about things like understanding how long to respond, when to respond, what's coming in your inbox.

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00:05:50,370 --> 00:05:55,830
Because students who sort of first come in to a course that they get messages from the college,

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00:05:55,830 --> 00:06:01,230
they get messages from their students, from fellow students, they get messages from each of their classrooms.

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00:06:01,230 --> 00:06:06,690
So you can imagine that very first day their inboxes are overflowing with link here.

63
00:06:06,690 --> 00:06:14,310
Click here. Sign this Fill this form out. And I think we have to allow them a little bit of time to digest that,

64
00:06:14,310 --> 00:06:18,730
and we have to allow them a little bit of time to onboard and get into that environment.

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00:06:18,730 --> 00:06:23,280
So we spend a tremendous amount of time in the very first and second modules,

66
00:06:23,280 --> 00:06:28,020
just orientated and getting them set up for planning and getting them set up for expectations.

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00:06:28,020 --> 00:06:34,200
What's coming ahead, what's in the horizon and then bringing them back
and constantly saying, Are you on board?

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00:06:34,200 --> 00:06:37,260
Are you in the right place? Are you pacing in the right way?

69
00:06:37,260 --> 00:06:45,240
And as we do this feedback modeling within the journals within the ultra
environment, we are able then to sort of slow down the pace,

70
00:06:45,240 --> 00:06:51,180
extend deadlines, move modules backwards and forwards based on the
students that are there at hand.

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00:06:51,180 --> 00:06:59,550
So even though we try to preplan a whole bunch of it and have it all
ready to go and have it all set and sort of run within the classroom,

72
00:06:59,550 --> 00:07:07,950
you always find you have to sort of slow down and pace up. So I think
pace and flow, especially in design, becomes a really, really important
thing.

73
00:07:07,950 --> 00:07:12,300
And this concept of breathing the beginning of the week and reflect at
the end of the

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00:07:12,300 --> 00:07:16,680
week is a really kind of great way and it sets them up in the
professional environment,

75
00:07:16,680 --> 00:07:19,920
right? So in the beginning of the week, when you start a job, what do I
have to do this week,

76
00:07:19,920 --> 00:07:25,050
what I want to complete and the end of the week sort of turning to your
boss and saying, I got this stuff done.

77
00:07:25,050 --> 00:07:28,080
I didn't get this stuff done. I need to get help getting this stuff.

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00:07:28,080 --> 00:07:36,330
So that communication of what I need to keep moving forward and how I
overcome those obstacles becomes really important.

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00:07:36,330 --> 00:07:37,350
It's fascinating, I mean,

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00:07:37,350 --> 00:07:43,930
I have many questions also because of the fact not being as familiar with
with your discipline and the courses that you teach,

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00:07:43,930 --> 00:07:49,020
I'm also wondering about a number of things that you mentioned. I mean,
the inbox management communication with the students,

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00:07:49,020 --> 00:07:53,940
how much of that is handled within learning management system as opposed
to email or other ways.

83
00:07:53,940 --> 00:08:03,330
And and also the the organizational structure of modularized in your
classroom, perhaps based on time, perhaps based on expectations.

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00:08:03,330 --> 00:08:09,330
I'm wondering if either of you could speak to to that and how how that
factors in to your classrooms,

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00:08:09,330 --> 00:08:13,650
because that is also a big decision in how you choose to design your
learning environment.

86
00:08:13,650 --> 00:08:17,580
Is, is, is that that pacing? So what does that look like in your classes?

87
00:08:17,580 --> 00:08:20,340
Mark, can you can you speak to that? Sure.

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00:08:20,340 --> 00:08:30,270
So I think one of the things that can actually help instructors with that
is one thing that I've explored is sort of like a mastery based strategy,

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00:08:30,270 --> 00:08:37,710

right? And that is to sort of like actively explore that concept and apply a framework which I've studied before,

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00:08:37,710 --> 00:08:44,010
which is like a hackathon framework and placing that within a collaborative learning environment.

91
00:08:44,010 --> 00:08:47,490
And that sort of fosters connections within the classroom, right?

92
00:08:47,490 --> 00:08:58,590
But it also allows you to, like Cynthia said, take the data from the Olympics and see where students are and where they're at and how they're moving,

93
00:08:58,590 --> 00:09:06,450
and then give them modules that can either enhance their learning or set them back to reflect

94
00:09:06,450 --> 00:09:12,120
on it to then better their skills before they move on and scaffold on to the next concept.

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00:09:12,120 --> 00:09:22,020
So you may have something that I tried before was using the LMS is adaptive release function, and I paired that with gamification.

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00:09:22,020 --> 00:09:28,290
So using the micro badges as a way to incentivize them to learn the content move at their own pace,

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00:09:28,290 --> 00:09:32,940
but also achieve something before they move forward. Right. And.

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00:09:32,940 --> 00:09:39,630
And that's something where you can sort of like set up modules in terms of for the average person, your weekly lessons,

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00:09:39,630 --> 00:09:47,590
let's say you have weeks, one through four is module, one weeks five through seven is module two right?

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00:09:47,590 --> 00:09:53,440

They can go at the modules at their own pace and have checkpoints with you, either between each modules,

101
00:09:53,440 --> 00:09:57,040
but they can have assessments at the end that test their knowledge and apply

102
00:09:57,040 --> 00:10:02,320
their knowledge and earn that achievement before they unlock the next module.

103
00:10:02,320 --> 00:10:10,930
Right. So now you can see based on the data, how many attempts do they take to move on to the next module?

104
00:10:10,930 --> 00:10:13,720
Where were their pain points?

105
00:10:13,720 --> 00:10:20,830
How can you improve that in the next iteration or the next module when you meet with them for your one on one assessment?

106
00:10:20,830 --> 00:10:29,470
What are the notes that you can that you can jot down, that you can speak to them about and give them strategies to to better their learning?

107
00:10:29,470 --> 00:10:34,300
But also going back to what Cynthia said about the project management.

108
00:10:34,300 --> 00:10:45,730
Part of it is is a whole part of like pacing their learning, learning how to organize their coursework, organize due dates, deadlines and so forth.

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00:10:45,730 --> 00:10:51,430
Because it's not only my course that they have, it's sometimes seven courses, eight courses at a time.

110
00:10:51,430 --> 00:10:57,580
Right. So how do they take that format and strategy and apply it to another classroom?

111
00:10:57,580 --> 00:11:01,930
Or does the another classroom even? Is it even structured that way?

112
00:11:01,930 --> 00:11:09,790
Right? So how do I teach them how to navigate that through all their
other courses throughout their academic career as well?

113
00:11:09,790 --> 00:11:14,500
So those are two ways that I've sort of like applied that sort of sense
of using

114
00:11:14,500 --> 00:11:21,280
the LMS to have a sort of mastery based learning inside of the classroom.

115
00:11:21,280 --> 00:11:23,950
And I found that that worked over the past year and a half.

116
00:11:23,950 --> 00:11:31,390
Now that we've been in this sort of like pandemic learning experience in
in in the from what you're describing,

117
00:11:31,390 --> 00:11:35,890
it sounds like there are individual consultations with students.

118
00:11:35,890 --> 00:11:39,550
They're working at their own pace in between in the courses that you're
applying.

119
00:11:39,550 --> 00:11:45,410
This mastery based learning framework to are their weekly group lectures.

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00:11:45,410 --> 00:11:53,350
There were lessons that are happening live or is it or is it a different
model? So there's a mixture of things, so I guess like.

121
00:11:53,350 --> 00:11:57,580
If I could circle back a little bit like my approach to this has always
been

122
00:11:57,580 --> 00:12:03,190
like like Cynthia coming from it for from more of like user experience
design,

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00:12:03,190 --> 00:12:08,260

but my background is in instructional design as well. So teaching and learning, using technology.

124
00:12:08,260 --> 00:12:13,390
So I always look at the human centered approach of teaching and learning, right?

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00:12:13,390 --> 00:12:16,680
And that is, I guess.

126
00:12:16,680 --> 00:12:23,340
Inside of that, you can sort of identify as a community of inquiry framework where I believe that there to be a teacher presence,

127
00:12:23,340 --> 00:12:31,000
a social presence and and allowing students to construct new knowledge in a collaborative environment.

128
00:12:31,000 --> 00:12:41,520
Right. So when I look at those three aspects, I always try to set up my courses, whether it is face to face or online in that same manner.

129
00:12:41,520 --> 00:12:54,170
Right, so. Again, through this online experience, I may have very low bandwidth solutions like truncated like segments of prerecorded lessons.

130
00:12:54,170 --> 00:13:04,820
Maybe there's articles that they can read async or smaller informational bytes that they can read or reflect on before the actual class takes place.

131
00:13:04,820 --> 00:13:12,920
There may be live sync sessions, right? The courses may be delivered in such a way that they can go at their own pace.

132
00:13:12,920 --> 00:13:21,530
But within that, I do have something where I I have crit groups called critique groups, so I teach graphic design.

133
00:13:21,530 --> 00:13:28,820
So I kind of take it back to the old days where you would have critique days and you know, you put your work up on a wall and you get reviews.

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00:13:28,820 --> 00:13:37,450
And so I merge that into using the group's function in Blackboard, so I set them up with their critical study groups.

135
00:13:37,450 --> 00:13:44,980
They can share work, get peer review, but I can drop in, send the messages, give them sort of critique on that.

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00:13:44,980 --> 00:13:53,800
And then every sort of like four weeks, we have a session where they meet online with the teacher and with their peers,

137
00:13:53,800 --> 00:14:04,010
and we can give feedback and give instruction. And then at the end of a major project, they book a one on one meeting with me to get assessed.

138
00:14:04,010 --> 00:14:09,290
See where they're at. Give them some critique so they can move forward for like a second attempt.

139
00:14:09,290 --> 00:14:15,690
Right? So that sort of scaffolds are learning and helps them with that whole mastery based learning approach.

140
00:14:15,690 --> 00:14:21,200
Right. So my classes are now built in a manner of these modules were separated into

141
00:14:21,200 --> 00:14:29,530
four separate modules weeks one to four five to seven eight to 10 11 to 14.

142
00:14:29,530 --> 00:14:31,540
In between every module,

143
00:14:31,540 --> 00:14:39,820
there is a critique session where they meet with groups and get peer feedback and also instructor feedback at the end of every major assignment,

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00:14:39,820 --> 00:14:45,460
which is usually week six, week nine and week 14.

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00:14:45,460 --> 00:14:51,010
They meet with me in a one on one meeting, and this is where I can sit
with them for 10 15 minutes.

146
00:14:51,010 --> 00:14:54,250
Give them an assessment, give them a grade to walk away with,

147
00:14:54,250 --> 00:14:58,360
but say these are the areas that you can improve on, or these are the
areas that are doing great.

148
00:14:58,360 --> 00:15:06,460
And now you have until the drop, their due date to resubmit. And let's
see what you can do now with knowing what you know.

149
00:15:06,460 --> 00:15:16,910
However, like, I found that. This sort of situation afforded me that
opportunity to connect with students more so

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00:15:16,910 --> 00:15:21,650
the assessment part of that 10 15 minute meeting probably only takes five
minutes.

151
00:15:21,650 --> 00:15:25,670
The other 10 is me getting to know them and connecting with them. So
that's the teacher presence.

152
00:15:25,670 --> 00:15:27,200
That's the social presence.

153
00:15:27,200 --> 00:15:36,720
And that's me understanding every individual learning and their every
individual learner and their path and how I can help them move forward.

154
00:15:36,720 --> 00:15:42,330
Right. So. Again, I'm sort of like a coach in this, but I'm also a cold
learner.

155
00:15:42,330 --> 00:15:48,630
I learn from them. I learned not only from the L.A. data, but I learned
from speaking to them what their pain points are,

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00:15:48,630 --> 00:15:51,930

where their challenges are, what their strengths are.

157
00:15:51,930 --> 00:16:01,050
And so therefore I can I can develop and deliver content that suits a variety of learners and not just one.

158
00:16:01,050 --> 00:16:08,540
So I think what Cynthia was saying before is that. You have to learn how to be flexible in your teaching approach and adaptable.

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00:16:08,540 --> 00:16:12,680
Like when I first started teaching, I thought everyone learned like me was a visual learner.

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00:16:12,680 --> 00:16:17,070
I quickly learned that's not the way, right? And people have. They learn different ways.

161
00:16:17,070 --> 00:16:23,630
So I had to have something for, you know, the kinesthetic learners, the auditory learners,

162
00:16:23,630 --> 00:16:28,850
the learners who had to go at their own pace, the learners who had who needed more tacit knowledge.

163
00:16:28,850 --> 00:16:34,940
And I had to actually show and do and exemplify what it is they needed to perform.

164
00:16:34,940 --> 00:16:41,300
So I take that in my teaching practice and humanize it that way and see that people need connections.

165
00:16:41,300 --> 00:16:50,900
They learn from people with various experiences and they learn at a quicker rate through that sort of hackathon model as well

166
00:16:50,900 --> 00:16:58,130
by sharing experiences with others and being in a social group and not just a one way form of transmission of knowledge,

167
00:16:58,130 --> 00:17:02,270

but from the entire group. Right. So we can learn from our peers,

168
00:17:02,270 --> 00:17:07,670
whether they've been in school before or taking another program or have secondary or tertiary

169
00:17:07,670 --> 00:17:13,430
skills and bring that into the classroom and learn from them within these great session groups.

170
00:17:13,430 --> 00:17:19,580
Within these one on one meetings, within discussions, within sync sessions, you know,

171
00:17:19,580 --> 00:17:33,440
and just within even just the async stuff where they can chat and give critical feedback to one another to help their learning move forward.

172
00:17:33,440 --> 00:17:39,080
Yeah, and I think also something that's really neat about the way in which Mark showed me about

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00:17:39,080 --> 00:17:44,450
sort of the gamification is it's not so much gamifying it as it as in to make it fun,

174
00:17:44,450 --> 00:17:49,190
but it is about understanding things like motivation and inspiration, like motivation.

175
00:17:49,190 --> 00:17:56,630
What are the motivating factors that brought you here to this course, to this class, to this, you know, moment of choosing education?

176
00:17:56,630 --> 00:18:04,430
And what are you inspired about? What inspires you to keep learning? What inspires you to keep keep your head wide open from a growth mindset set?

177
00:18:04,430 --> 00:18:08,720
So when you think about gamification, it isn't just about a thumbs up or you got there.

178
00:18:08,720 --> 00:18:14,510

It is about balancing that motivation. I want to keep learning and inspiring them to say, Yeah, I can.

179
00:18:14,510 --> 00:18:21,050
You know, like that mental internal messages that students often have, which is, I can't I don't know how I haven't done this before.

180
00:18:21,050 --> 00:18:29,090
I'm not good enough. The grade isn't good enough. And so when you sort of layer in the way that Marcus sort of is talking about gamification,

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00:18:29,090 --> 00:18:36,230
but tied to feeding them information, feeding them forward, feeding them into the proficiency,

182
00:18:36,230 --> 00:18:40,940
it becomes so much more empowering for the student and what you end up as a

183
00:18:40,940 --> 00:18:46,100
bunch of students that come in afraid and scared and yet motivated to be there.

184
00:18:46,100 --> 00:18:50,270
And then they learn what's actually their own obstacles, what's sort of keeping them there?

185
00:18:50,270 --> 00:18:57,130
Yeah, I think we talk ability to yeah, we talked about this, the flexibility of understanding that.

186
00:18:57,130 --> 00:19:02,300
Accessibility and accommodation isn't just for certain students.

187
00:19:02,300 --> 00:19:04,910
Excess civilian accommodation is for all of our learners,

188
00:19:04,910 --> 00:19:09,770
it's for learners that don't have the right internet, it's for learners that don't have the right tech.

189
00:19:09,770 --> 00:19:16,160

It's for learners that have gone through the cognitive process of having
bad teachers too.

190
00:19:16,160 --> 00:19:20,270
Right? I mean, there are there are moments where they may have had poor
teaching experience.

191
00:19:20,270 --> 00:19:24,560
Let's think about the last year and especially those students that sort
of got dropped.

192
00:19:24,560 --> 00:19:27,800
Oh, I've got one student who only likes to talk to me on the phone and
you can hear him.

193
00:19:27,800 --> 00:19:34,730
He keeps calling me. But again, this communication style some students
love to chat, some student love to.

194
00:19:34,730 --> 00:19:36,380
They love to talk, face to face.

195
00:19:36,380 --> 00:19:45,290
Some students are very, very quiet and introverted, so our diversity has
to extend beyond just simply format and delivery.

196
00:19:45,290 --> 00:19:54,140
But also in terms of learner mode, I think and I think that's sort of the
complexity that we had, that's the complexity of this.

197
00:19:54,140 --> 00:19:59,510
And I heard just one of the most amazing pieces of information and
guidance in this,

198
00:19:59,510 --> 00:20:05,750
and that is that technology is really the the tool that clones us as
teachers.

199
00:20:05,750 --> 00:20:11,420
It clones what we want to do and the tech we the learning management
system is simply just a clone of that.

200
00:20:20:11,420 --> 00:20:15,890

So if you were the kind of teacher that allowed for multiple assignment attempts and

201
00:20:15,890 --> 00:20:20,600
you were the kind of teacher that allowed for progression to sort of scaffold on,

202
00:20:20,600 --> 00:20:26,690
then how you do that in a learning management system has to be replicated. That's the clone of you.

203
00:20:26,690 --> 00:20:33,830
And I think that's the rethinking that a lot of us had challenges with when we had to go immediately online.

204
00:20:33,830 --> 00:20:39,920
But I think it's amazing when you rethink something and restructured in such a way that it has a greater level of access.

205
00:20:39,920 --> 00:20:44,510
That, to me, is what a learning management system do. It's just a tool that's cloning.

206
00:20:44,510 --> 00:20:49,730
What is your original mindset of how you like to teach and how you approach the student?

207
00:20:49,730 --> 00:20:50,540
And in some ways,

208
00:20:50,540 --> 00:21:01,950
you do have to think about how you can repurpose the features inside of the elements to replicate what you've done in a face-to-face environment?

209
00:21:01,950 --> 00:21:09,860
Right. So if I ever had gallery walks as a presentation format for my students in person,

210
00:21:09,860 --> 00:21:16,040
how do I replicate that with a web solution or tool within the LMS, right?

211
00:21:16,040 --> 00:21:21,500

Can I utilize breakout rooms and rotation stations and have people work, you know,

212
00:21:21,500 --> 00:21:29,630
at specific points in time within the class framework to either show work, give feedback, reflect right?

213
00:21:29,630 --> 00:21:37,700
How do I utilize that? But without you being aware of those tools, it's very difficult to understand how can I replicate this,

214
00:21:37,700 --> 00:21:47,390
this sort of like way of doing things that I'm used to in an online environment and that becomes the challenge for a lot of instructors.

215
00:21:47,390 --> 00:21:50,000
Right? So again,

216
00:21:50,000 --> 00:21:59,090
I'm sort of like privileged in the sense that I understand those things and I've always sort of like learned how to repurpose web tools for education.

217
00:21:59,090 --> 00:22:02,660
But a lot of us don't have that experience, right?

218
00:22:02,660 --> 00:22:08,300
So how can we, even as faculty help each other learn about these,

219
00:22:08,300 --> 00:22:13,770
these tools and features inside of the LMS or even outside that can be brought into the LMS?

220
00:22:13,770 --> 00:22:19,610
Right? And then also to to that that one piece, that human centered design focus, which is, you know,

221
00:22:19,610 --> 00:22:24,890
you're centering that the entire experience against what the student is experiencing,

222
00:22:24,890 --> 00:22:30,080

which is a very different modality to I'm the professor, I'm going to give you content.

223
00:22:30,080 --> 00:22:36,320
And you should sit there and listen. It's a very different way of presenting information when you sort of turn it around and say,

224
00:22:36,320 --> 00:22:40,880
you know, how does this look like for an audience that is the student? What does the student see?

225
00:22:40,880 --> 00:22:46,070
What does the interface look like on mobile? What does the interface look like on a desktop environment?

226
00:22:46,070 --> 00:22:53,270
What does the interface look like? If I'm only able to look on a low bandwidth like Mark was saying, What does the content look like on low bandwidth?

227
00:22:53,270 --> 00:22:59,550
Is it? Is it? Is it as accessible as it needs to be for the learning to happen?

228
00:22:59,550 --> 00:23:04,700
And so learning to me is that connecting that, learning to commanding your content?

229
00:23:04,700 --> 00:23:12,860
But I think a lot of times what happens is there's this friction on, I have this good content and I command control of it as as the educator.

230
00:23:12,860 --> 00:23:17,300
How do I push it into the students view? How do I get them to read this material?

231
00:23:17,300 --> 00:23:23,900
How I how do I get them to do these assignments and turning that ever so slightly to that human centered design and saying,

232
00:23:23,900 --> 00:23:27,410
what what's the experience? What's the journey that they're taking?

233

00:23:27,410 --> 00:23:32,420
Where are they before they got there, when they got into that classroom?
What are they feeling when they're in there?

234
00:23:32,420 --> 00:23:37,550
And that sort of that moment of you are here in front of me is that
opportunity

235
00:23:37,550 --> 00:23:41,120
as an educator that we have with our students in a learning management
system,

236
00:23:41,120 --> 00:23:46,550
in an ultra view and that new view and that new entry into that
classroom.

237
00:23:46,550 --> 00:23:53,000
But again, you know, you realize that this entire ecosystem kind of sits
on the shoulders of many of the

238
00:23:53,000 --> 00:23:57,830
faculty members to be able to sort of present this view appropriately to
students.

239
00:23:57,830 --> 00:24:01,370
And so there's a great deal of stress to make it all perfect and make it
right.

240
00:24:01,370 --> 00:24:05,360
And I think also the other part is also telling them that this is
learning.

241
00:24:05,360 --> 00:24:07,460
We're learning how to do this, we're learning how to change it.

242
00:24:07,460 --> 00:24:13,470
And that's where the agility becomes something that's empowering and not
a weakness, necessarily.

243
00:24:13,470 --> 00:24:17,830
I think one thing that can help that I think is at the beginning, of
course, for me,

244

00:24:17,830 --> 00:24:25,410
when I ever start to design a course or a program or even just a lesson
plan.

245
00:24:25,410 --> 00:24:29,460
You have to think about the context of the learner first. Right.

246
00:24:29,460 --> 00:24:37,590
And so one thing I do on the very first day is, I mean, before I used to
have like Google Forms and say, like, what do you know?

247
00:24:37,590 --> 00:24:40,440
What do you want to learn? And you know your prior knowledge?

248
00:24:40,440 --> 00:24:47,280
But now I sort of take in sort of what I will teach as an exercise to
give them at the beginning.

249
00:24:47,280 --> 00:24:51,390
So we do like personas. Right?

250
00:24:51,390 --> 00:25:00,030
So a persona could also be used in like marketing. It is basically to
identify this sort of fictional representation of a person, right?

251
00:25:00,030 --> 00:25:04,980
Or are there trends? What are their pain points? What are their strengths
and so on?

252
00:25:04,980 --> 00:25:10,260
But I get them to do a personal persona of themselves coming into the
classroom.

253
00:25:10,260 --> 00:25:15,150
And I think from that that helps me understand the context of the learner
and and like Cynthia said,

254
00:25:15,150 --> 00:25:21,270
learn their motivations, learn their prior learning skills, learn what
their challenges are.

255
00:25:21,270 --> 00:25:23,370
That could even be in terms of accommodations,

256
00:25:23,370 --> 00:25:29,130
but also learn what their unique value is or transferable skills that
they can bring into the classroom.

257
00:25:29,130 --> 00:25:34,710
I think that can give it an instructor some insight into where they need
to start the learning,

258
00:25:34,710 --> 00:25:39,450
or if they need to do a review of concepts so that they can move ahead.

259
00:25:39,450 --> 00:25:47,370
And also, can they utilize the learners prior experience to make the
course more vast and go more in-depth in certain places?

260
00:25:47,370 --> 00:25:51,420
And I think you can use these opportunities to sort of amplify students
voice

261
00:25:51,420 --> 00:25:55,260
perspective and also make them feel valued inside of the classroom as
well,

262
00:25:55,260 --> 00:26:01,080
right? And and once you understand that, then you can sort of take that
information and see,

263
00:26:01,080 --> 00:26:07,770
how can I now design my course to touch all these different types of
learners and let them

264
00:26:07,770 --> 00:26:12,870
have opportunity to share their feedback and critique through groups and
create sessions?

265
00:26:12,870 --> 00:26:19,740
How do I get to hear voices from the students who were always at the back
of the classroom who may feel like I'm one of one?

266
00:26:19,740 --> 00:26:24,330
This is my I'm the first one in my generation or my family to be in the
classroom,

267
00:26:24,330 --> 00:26:29,220
but I sit at the back because I have some insecurities about should I be
here or should I not?

268
00:26:29,220 --> 00:26:34,410
Am I not good enough? How do you actually tap into that and let them be
heard?

269
00:26:34,410 --> 00:26:41,880
How do you how do you speak to those who who are even at the front of the
classroom and maybe have so much to give?

270
00:26:41,880 --> 00:26:51,300
But how can they they share that with with with their peers to uplift
them, to make them be better or meet them where they're at,

271
00:26:51,300 --> 00:26:55,680
right, and give some extracurricular sort of learning into the course as
well.

272
00:26:55,680 --> 00:27:02,630
So. Those sort of things allow the students to see commonalities among
each other as well,

273
00:27:02,630 --> 00:27:06,650
feel safe, feel part of a group and that's part of the community part of
it.

274
00:27:06,650 --> 00:27:13,790
It sparks their curiosity, but I think like at the end of the day, that's
where you start to build that sort of culture in the classroom.

275
00:27:13,790 --> 00:27:19,130
But then your teaching style that, like the culture, becomes your
teaching style as well.

276
00:27:19,130 --> 00:27:21,800
Now you want to be able to give people voice,

277
00:27:21,800 --> 00:27:32,120
give people authentic opportunity to create projects for things that are
more meaningful to themselves, but also hit the learning outcomes, right?

278
00:27:32,120 --> 00:27:40,550
So that we're not so rigid in our teaching that we can be flexible, that
we can say, Hey, the student might need a little bit more time, right?

279
00:27:40,550 --> 00:27:51,290
Of course, it may be you teaching them to meet deadlines, but the
education part of it is for you to teach them how to meet deadlines,
right?

280
00:27:51,290 --> 00:27:57,230
They may not know how to do project management and organize their files
and everything

281
00:27:57,230 --> 00:28:03,020
like that while managing external variables that they may be managing at
the time.

282
00:28:03,020 --> 00:28:08,840
Right. Especially in a pandemic, I've had students who had to now, you
know, their grandparents were their caretaker,

283
00:28:08,840 --> 00:28:13,430
and once the pandemic hit, now they were the caretaker of their
grandparents. Right?

284
00:28:13,430 --> 00:28:18,380
Some people used school as a refuge for themselves, right?

285
00:28:18,380 --> 00:28:25,040
And now they're forced to be home. How do they manage that learning
environment with their living environments?

286
00:28:25,040 --> 00:28:26,960
Right? Because now they can't get away from that.

287
00:28:26,960 --> 00:28:36,160
So how do we teach these students how to manage their learning, but also
their life to enhance their learning as well?

288
00:28:36,160 --> 00:28:44,960
Right? I think that's a very big component in it. And once you start to
humanize your learning and your teaching approaches,

289
00:28:44,960 --> 00:28:51,410
then I think you can start to relate or make connections between the
tools and the features that you

290
00:28:51,410 --> 00:29:01,970
are afforded within an LMS or externally on how you can provide those
accessible opportunities.

291
00:29:01,970 --> 00:29:02,540
Yeah, Mark,

292
00:29:02,540 --> 00:29:12,830
and we we talked a lot about this sort of ability to allow students to
have voices in classrooms and building community within the classroom,

293
00:29:12,830 --> 00:29:22,200
and I think that is fundamental. If the learning management system can't
help you do that, then you have to find tools to build community.

294
00:29:22,200 --> 00:29:29,040
So if you are a traditional teacher that feels here's the material, I'm
going to put the material in a learning management system,

295
00:29:29,040 --> 00:29:34,350
students then read the material, digest the material and then they do the
various assignments.

296
00:29:34,350 --> 00:29:38,160
It's one way it's only sort of a flow down a downhill flow chart.

297
00:29:38,160 --> 00:29:45,870
So if we apply that sort of design thinking human centered systems,
thinking like modality, it is, it should be circular.

298
00:29:45,870 --> 00:29:49,680
It should continually feed into itself as opposed to just simply being.

299
00:29:49,680 --> 00:29:55,690
I'm going to give you lessons, you're going to digest them, then you're
going to give me assignments and then we're done.

300

00:29:55,690 --> 00:30:03,820
We have to build this community of learning together in this community of sharing information together.

301
00:30:03,820 --> 00:30:12,580
It is interesting, too, when you when you go back to teaching in person the superhero power card experiment that mark talks about,

302
00:30:12,580 --> 00:30:18,400
about doing your own persona. We in fact, did this with a whole bunch of students who had been online for seven weeks.

303
00:30:18,400 --> 00:30:22,900
We recently brought them in person and made them do the exact same thing.

304
00:30:22,900 --> 00:30:32,230
And again, the level of engagement for an activity that they had done online in a public presented themselves showed their skills in person.

305
00:30:32,230 --> 00:30:38,800
The engagement was still three fold. It was still so much higher when they were in front of their peers being able to say, Here's what I'm good at.

306
00:30:38,800 --> 00:30:41,320
Here's what I've learned. Here are my skills.

307
00:30:41,320 --> 00:30:48,700
And it was so delightful to see students empowered by themselves compared to that very first day of introduce yourself on a pad.

308
00:30:48,700 --> 00:30:51,850
Tell me who you are. I'm going to build a community all of a sudden with students.

309
00:30:51,850 --> 00:30:56,860
So after seven weeks of being online together and then the first week in person,

310
00:30:56,860 --> 00:31:00,160
they were still deeply engaged with getting to know each other and not made me

311

00:31:00,160 --> 00:31:08,640
realize that that might have been earlier on in my course in an online
world only.

312
00:31:08,640 --> 00:31:14,370
Hmm. I mean, are there things you know in this transition back into face
to face learning

313
00:31:14,370 --> 00:31:20,250
that I gather that many people have have been doing or will be doing very
soon?

314
00:31:20,250 --> 00:31:29,270
Are there certain light bulb moments that have happened for you in the
past year and a half that have have sparked ideas as to how you might?

315
00:31:29,270 --> 00:31:37,870
Leverage a learning management system in face-to-face classrooms in ways
that you haven't done prior to this season that we're in now.

316
00:31:37,870 --> 00:31:42,880
Well, I think there's tons of different things that, again, like I speak
to the tools,

317
00:31:42,880 --> 00:31:48,010
suddenly the tools have become less about achieving just simply this
digitally.

318
00:31:48,010 --> 00:31:52,900
But now the tool has become How do I use this continuously? So you take a
tool like mirror?

319
00:31:52,900 --> 00:31:58,210
All right. Great online whiteboard, deeply engaging for students when
they get there.

320
00:31:58,210 --> 00:32:02,050
A wonderful ability for students to sort of engage.

321
00:32:02,050 --> 00:32:05,920
But to Mark's point. It's a replication of the gallery walk.

322
00:32:05,920 --> 00:32:09,250

It's a replication of group projects happening in live in person.

323
00:32:09,250 --> 00:32:13,060
It's a replication of all of those things that we have to do in person.

324
00:32:13,060 --> 00:32:17,440
And again, when I'm in person with a whole bunch of students gets what they are logged into.

325
00:32:17,440 --> 00:32:21,580
They still logged into the mural board because they still like the technology that

326
00:32:21,580 --> 00:32:28,270
supports that kind of thinking that supports that kind of documentation as well.

327
00:32:28,270 --> 00:32:39,220
So I think it's opened up us to use different technologies in ways that are layered as opposed to simply being a single stream.

328
00:32:39,220 --> 00:32:45,010
So a single stream is simply like I used to teach in the classroom, and now I teach online.

329
00:32:45,010 --> 00:32:52,780
These binaries are no longer existent, and I think we have to learn how to move them through each one.

330
00:32:52,780 --> 00:33:00,520
So you have to learn your learning management system in terms of what it achieves for the student and how it works, how it functions,

331
00:33:00,520 --> 00:33:07,840
how it's explicitly set up from a from a perspective of a coding perspective, but not deep level code for every single faculty.

332
00:33:07,840 --> 00:33:12,130
But actually, just like how is it prioritized? How do things show up?

333
00:33:12,130 --> 00:33:21,070

How does the student preview work? Then you tie that to as as Mark said, the overall plan, the overall learning outcomes, the overall critical path.

334
00:33:21,070 --> 00:33:26,890
And as you chunk all of these pieces together, you realize that there is a way that the modality,

335
00:33:26,890 --> 00:33:35,560
the delivery of the content and the learning management system becomes connected in a way that is centered around the student.

336
00:33:35,560 --> 00:33:41,050
The advantage and to some degree, the disadvantage is that we are inside their living room right now.

337
00:33:41,050 --> 00:33:45,010
We are right there in front of them. We are right there, right beside them.

338
00:33:45,010 --> 00:33:48,850
And that is as personalized as you can get.

339
00:33:48,850 --> 00:33:57,010
If you depersonalized that moment, if you make that moment just not relative to the student and you just say this is all students,

340
00:33:57,010 --> 00:33:58,910
then you lose that teaching moments.

341
00:33:58,910 --> 00:34:05,740
So again, I think realizing that even though every student is going to see your list of content in your old tribe,

342
00:34:05,740 --> 00:34:09,070
you and they're going to go through it in the order that you think they should.

343
00:34:09,070 --> 00:34:17,020
When they bring it up and they put it on their desktop or they have it on their phone or they're in front of this content, you are now in control.

344
00:34:17,020 --> 00:34:21,490

You are teaching the student personally one on one, right, then in their.

345
00:34:21,490 --> 00:34:28,210
And how you set it up, and I think that's a remarkably interesting thing
because we can control how they feel about it.

346
00:34:28,210 --> 00:34:34,600
That motivation and inspiration part and we can control how they keep
moving through it by, you know,

347
00:34:34,600 --> 00:34:39,070
the performance techniques that we can put in by the sort of goal setting
we can put in

348
00:34:39,070 --> 00:34:43,810
and by the overall sort of gamification of sort of just moving them
through cheerleading.

349
00:34:43,810 --> 00:34:50,810
You're getting there, you're getting there. You're almost there. Yeah,
there's a lot to chew on there,

350
00:34:50,810 --> 00:35:00,920
I would say that in so many ways it points at both of you been making
touch on just the humanization of teaching and understanding all the

351
00:35:00,920 --> 00:35:11,150
learners in their unique needs and their pathways forward and and and
seeing and seeing the big picture for for for them as well in their
future,

352
00:35:11,150 --> 00:35:15,980
you know, and trying to to understand what that might be like.

353
00:35:15,980 --> 00:35:19,760
I feel like there are so many points here that that I'm going to
personally take with me,

354
00:35:19,760 --> 00:35:28,460
especially thinking of, as you said, sincere the the the the the learning
management system as a clone for four.

355
00:35:28,460 --> 00:35:33,920

I can't remember how you phrased it, but I the way that I'm thinking of
it is a clone for what you value essentially is,

356
00:35:33,920 --> 00:35:37,880
is is in an a way to be able to express that.

357
00:35:37,880 --> 00:35:45,230
And I think that that's going to be very valuable. And all these points
are going to be very valuable points for for teachers to be

358
00:35:45,230 --> 00:35:51,740
thinking about how they can better use these tools to empower learners
and to create

359
00:35:51,740 --> 00:35:58,400
pathways for them and to be able to approach teaching from a variety of
different

360
00:35:58,400 --> 00:36:02,030
perspectives because of the variety of learners that we all have in our
classrooms,

361
00:36:02,030 --> 00:36:12,820
no matter what the subject area. I think that's a really important advice
that you've been sharing with with our listeners here today.

362
00:36:12,820 --> 00:36:16,660
Yeah, I think one thing like faculty should keep in mind,

363
00:36:16,660 --> 00:36:21,820
and I've again like when I first started teaching, this is something that
I learned quickly is like,

364
00:36:21,820 --> 00:36:27,760
be open to adapting your teaching practice to be flexible like every
learner has their own story,

365
00:36:27,760 --> 00:36:31,630
their own challenges, their own goals and definitions of success.

366
00:36:31,630 --> 00:36:38,240
Even sections of a specific cohort may differ in approach to development
to your course, right?

367
00:36:38,240 --> 00:36:45,460
Like your section, a might be really advance in Section B is kind of
needs a little bit more help, like that's all within the same year.

368
00:36:45,460 --> 00:36:53,560
So. We be open to adapt and be flexible with your teaching practice
because, you know,

369
00:36:53,560 --> 00:37:02,910
every student sort of has different needs and and different approaches
need to be utilized to actually like help them learn.

370
00:37:02,910 --> 00:37:08,530
Right. There is no just like one size fits all approach to teaching and
learning.

371
00:37:08,530 --> 00:37:12,070
Mm-Hmm. Yeah. And universal design is about that.

372
00:37:12,070 --> 00:37:13,850
It is about incorporating all of that.

373
00:37:13,850 --> 00:37:20,950
But universal design is is often really hard when you're stressed, when
you're trying to get everything up and online organized.

374
00:37:20,950 --> 00:37:25,780
And I think be be kind to yourself as faculty and realize that you can
release it slowly,

375
00:37:25,780 --> 00:37:33,970
that you don't have to have it all perfectly done ahead of time right
away with all the check marks all done satisfactory.

376
00:37:33,970 --> 00:37:37,750
I think that's the other part that we all have to begin to accept in
ourselves,

377
00:37:37,750 --> 00:37:42,850
too, is that part of these learning management systems is they're just a
system.

378
00:37:42,850 --> 00:37:50,240
They're not just sort of like a Netflix release of a class that just goes and you forget about it like it's a system,

379
00:37:50,240 --> 00:37:53,470
it's just managing that content backwards and forwards.

380
00:37:53,470 --> 00:38:00,670
That system is managing an interface that sits in the front of a student in their living room in there on their mobile phones, right in front of them.

381
00:38:00,670 --> 00:38:07,420
And you're responsible for how that system feels. You're responsible for how that design is working for the student.

382
00:38:07,420 --> 00:38:16,930
Is it stressing them out? One of the big things I had, I had to get sort of my headspace around was sort of the concept of flow and how the

383
00:38:16,930 --> 00:38:22,840
students flow through the view of feed of content in their classrooms in the new Ultra.

384
00:38:22,840 --> 00:38:27,370
And one of the things I was concerned about was the fact that it would be this big, long list.

385
00:38:27,370 --> 00:38:29,350
So imagine when you started the semester,

386
00:38:29,350 --> 00:38:36,310
you had 17 modules and you had to go through all of them and you get the feeling you would feel as a student when you first launched into that.

387
00:38:36,310 --> 00:38:43,840
When you logged into it, you saw it right away. And again, that's why I say it's OK to sort of pull it back a bit to only show them parts of it.

388
00:38:43,840 --> 00:38:49,600
Like Mark is saying, you know, maybe it's just for four at a time. They can see the total map of how much will come.

389
00:38:49,600 --> 00:38:51,400
They'll see the course outline.

390
00:38:51,400 --> 00:38:57,430
But sometimes I think we just give them all the stuff and say, Here you
go, you're going to navigate through this and here's how it's going to
go.

391
00:38:57,430 --> 00:39:01,900
And Week one will be this. And I can't emphasize this pacing.

392
00:39:01,900 --> 00:39:07,850
This pacing is is so integral, but the pacing is relative to the feet
that's sitting in front of them with the content.

393
00:39:07,850 --> 00:39:14,410
And if we look at the way in which a learning management system works, it
just houses that content.

394
00:39:14,410 --> 00:39:19,840
It houses it in a way that allows us to deliver it in a way that paces it
out.

395
00:39:19,840 --> 00:39:25,150
And I think modules in chunking stuff down, shortening stuff up, keeping
stuff consistent,

396
00:39:25,150 --> 00:39:31,900
setting some kind of even weekly pace helped us when we weren't having
the weekly pace of showing up in a classroom.

397
00:39:31,900 --> 00:39:35,950
Even if you were synchronous and you were doing some synchronous time,
that gave you a bit of pace.

398
00:39:35,950 --> 00:39:41,620
But I found most students just read just beforehand and then showed up
for the in-person or they didn't.

399
00:39:41,620 --> 00:39:44,290
Even they were reading as they were in the in-person.

400

00:39:44,290 --> 00:39:49,510
So you weren't really controlling it by putting stuff up on the on your
learning management system.

401
00:39:49,510 --> 00:39:54,470
So we sometimes default to sort of I put it in an email, I put it in my
learning management system.

402
00:39:54,470 --> 00:39:58,480
Therefore, they should be reading it to Mark's point, the data of this.

403
00:39:58,480 --> 00:40:06,410
Sometimes we can share this with students. I did used to share data with
my students about how much content they'd gone through.

404
00:40:06,410 --> 00:40:11,990
And so I would say to them, it looks like module one, two and three were,
well read looks like four and five weren't well read.

405
00:40:11,990 --> 00:40:17,210
Is that because the contents no good or is that because you're too busy?
Let's figure this kind of stuff out.

406
00:40:17,210 --> 00:40:25,400
And I think reversing the fact that we're checking that they're doing the
work as opposed to is the work OK for them to be going through?

407
00:40:25,400 --> 00:40:30,200
So it's just moving your mindset around to instead of it being, I'm the
authority.

408
00:40:30,200 --> 00:40:34,970
I deliver this content and it goes to the audience, the student I'm
switching.

409
00:40:34,970 --> 00:40:41,630
Then I'm saying the student is here, what am I going to deliver to them
and how fast and how often do they need to be in this?

410
00:40:41,630 --> 00:40:48,800
So two things I will add to that one is for faculty.

411
00:40:48,800 --> 00:40:53,710

You do not have to have all of your course information done ahead of time, all 14 weeks.

412
00:40:53,710 --> 00:40:58,130
Now my sort of like approach, I've been here for 14 years.

413
00:40:58,130 --> 00:41:03,980
It took me a long time to get to get a course to where I can produce something you know,

414
00:41:03,980 --> 00:41:09,530
at at that level and variety of different ways to have that online.

415
00:41:09,530 --> 00:41:13,850
I've taught online before. In many instances before even the pandemic,

416
00:41:13,850 --> 00:41:23,090
I would include hybrid days and remote days for students because I knew some of them had young children and they couldn't afford daycare,

417
00:41:23,090 --> 00:41:26,690
or some traveled to three hours or there was a snow day.

418
00:41:26,690 --> 00:41:31,160
And, you know, whatever college was closed. People worked days.

419
00:41:31,160 --> 00:41:38,270
So I gave them those opportunities and I had those those chances to actually record lessons and build things within the limit.

420
00:41:38,270 --> 00:41:46,910
So by no means am I saying every instructor has to have four weeks at a time prepared and and presented.

421
00:41:46,910 --> 00:41:54,380
Now inside, you know, number two, the modules themselves don't necessarily have to be released for weeks at a time.

422
00:41:54,380 --> 00:42:03,860
I could have module one with four weeks of information in there, but they're released weekly and in between each week lesson.

423

00:42:03,860 --> 00:42:11,510
You can have a small quiz that then allows the student to take that quiz and unlock the next week

424
00:42:11,510 --> 00:42:17,900
ahead of time if they have free time so that only specific students can see specific content,

425
00:42:17,900 --> 00:42:20,000
right? You can have later on.

426
00:42:20,000 --> 00:42:27,860
If this is something you develop, you can have content that allows a student who needs more developmental skills to repeat something.

427
00:42:27,860 --> 00:42:32,810
So when they unlock it, maybe they get more of a foundational pathway.

428
00:42:32,810 --> 00:42:40,430
So then go on to the second level like there's so you don't always have to release all four or all six at a time.

429
00:42:40,430 --> 00:42:48,500
You could put these little check points, even if you're not there physically to allow them to go through something.

430
00:42:48,500 --> 00:42:54,260
It could be a cute game that is inside of a Google slide that you know they performed it.

431
00:42:54,260 --> 00:43:03,080
You saw their their score or whatever. And then as soon as they attempt it or they attempt a certain grade, then they unlock the second week, right?

432
00:43:03,080 --> 00:43:12,020
Like, because some students, especially online, have now taken up more hours for work, maybe they can't attend, you know, your class synchronous time.

433
00:43:12,020 --> 00:43:18,590
So maybe their free time is, you know, on a weekend or earlier in the week before your class takes place.

434
00:43:18,590 --> 00:43:25,040
Maybe they want to get a head start because they have that free time
because they know that they're working during your synchronous hours.

435
00:43:25,040 --> 00:43:33,500
They can then perform those little quizzes or tasks and unlock the next
week's lesson and get started and finish something or go back,

436
00:43:33,500 --> 00:43:39,800
watch something you know that they can review it. So I mean, those are
the two things I just wanted to point out is that, you know,

437
00:43:39,800 --> 00:43:44,210
by no means am I telling every teacher I have like your entire course
planned ahead of time.

438
00:43:44,210 --> 00:43:50,540
Sometimes we only get if we're not full time, we get a course a week in
advance, sometimes two days in advance.

439
00:43:50,540 --> 00:43:56,240
So you can't really plan 14 weeks of of curriculum that quickly.

440
00:43:56,240 --> 00:44:01,070
So, yeah, just take your time. But also just design a system for
yourself, is what I'm saying.

441
00:44:01,070 --> 00:44:11,420
Designed something that works, designed something that is sort of
reflective of you and your philosophy of teaching and your approach and
your style.

442
00:44:11,420 --> 00:44:17,900
And just like you want your students to be authentic with their projects,
you be authentic with your teaching style.

443
00:44:17,900 --> 00:44:22,430
Don't be afraid to put a piece of you in your teaching.

444
00:44:22,430 --> 00:44:27,440
Be relatable. Be open. Be vulnerable. Be willing to make mistakes.

445

00:44:27,440 --> 00:44:33,460
Be willing to say I don't know. Right. Those are the things that your
students respect, right?

446
00:44:33,460 --> 00:44:37,310
Is that OK? Mark doesn't know everything. But you know what?

447
00:44:37,310 --> 00:44:41,590
I could trust him because he's going out and finding out for me.

448
00:44:41,590 --> 00:44:45,070
Right, so also, he is learning, and that's what I mean by saying I'm a
coach learner,

449
00:44:45,070 --> 00:44:50,440
like I learn from them, I learned from my industry, it's always changing.

450
00:44:50,440 --> 00:44:57,040
And whatever I learn, I bring it back into the classroom. So again, don't
feel like you have to know everything that everything has to be planned,

451
00:44:57,040 --> 00:45:02,530
that you have to be perfect because then you're basically telling your
student they have to be perfect at once.

452
00:45:02,530 --> 00:45:04,180
You understand that,

453
00:45:04,180 --> 00:45:12,640
then you can have more of a case to your teaching and be more open and be
more flexible because you're willing to give yourself grace.

454
00:45:12,640 --> 00:45:16,780
Therefore, you can be more empathetic and give them grace as well.

455
00:45:16,780 --> 00:45:21,160
And that's that system as opposed to that linear like if I for the stage
and I'm only

456
00:45:21,160 --> 00:45:26,230
just giving stuff and then I don't receive and I don't sort of feed it
back into it,

457
00:45:26,230 --> 00:45:31,870
I don't feed it towards the overall program, then I'm not ever going to
be successful.

458
00:45:31,870 --> 00:45:35,970
Is going to be a hacker culture. Yeah, and that's the culture I'm talking
about, right?

459
00:45:35,970 --> 00:45:43,070
So building that culture of risk? All right. So, so once you sort of
established that and they feed off of you?

460
00:45:43,070 --> 00:45:49,030
Right? So I think that's that's sort of the system that I sort of build
is that human centered.

461
00:45:49,030 --> 00:46:01,900
Yes, I do use some data to help me reform or guide my my design of my
classroom, but it is all always at the core human-centered.

462
00:46:01,900 --> 00:46:11,290
Hmm. And I'd also just say, besides the planning and besides the Human-
Centered and the agility is is is that sort of building of that
community?

463
00:46:11,290 --> 00:46:17,080
One of the great tips I got given, especially as Donna who gave it to me
and that is one of my orientation videos,

464
00:46:17,080 --> 00:46:21,370
is how do I organize my content video for the students?

465
00:46:21,370 --> 00:46:26,260
So it's here's how you find the stuff. Here's how you find my hours.
Here's how you find my contact.

466
00:46:26,260 --> 00:46:34,690
It's just a short three minute video that goes with the orientation that
basically informs them with an overview of how or how they find the
stuff.

467
00:46:34,690 --> 00:46:42,280

Just the same as as Mark is saying. Which is this navigating the content
in a learning management system and how you plan on using it?

468
00:46:42,280 --> 00:46:49,150
I think seeing that right out in the very beginning is so helpful for the
students because they really do know in a way they are aware.

469
00:46:49,150 --> 00:46:54,850
They are aware that each to each faculty does it differently, too. Yeah,
that's the other important part.

470
00:46:54,850 --> 00:46:59,230
I mean, I think I'm a program coordinator marks the faculty and as a
program coordinator,

471
00:46:59,230 --> 00:47:05,110
I get more students asking me for over like overall, why is this course
different to that course?

472
00:47:05,110 --> 00:47:09,040
And so oftentimes I'll say to them, Well, you know, each one of us are
different humans.

473
00:47:09,040 --> 00:47:17,560
So even within the formulaic version of Ultra's new templates, even
though it's controlling the feed much more statically,

474
00:47:17,560 --> 00:47:22,570
it still is like Mark and I are both saying up to the individual faculty
to set

475
00:47:22,570 --> 00:47:27,430
the pace and set the content feed to work through for navigating for the
students,

476
00:47:27,430 --> 00:47:31,420
but showing them that in a video, a very, very introductory video.

477
00:47:31,420 --> 00:47:35,620
Here's here's the student view of my blackboard. Here's how I'm going to
organize content.

478
00:47:35,620 --> 00:47:42,490

Here's how it will be. Here's how you unlock content. Here's if you run into a problem that was really, really helpful for my students.

479
00:47:42,490 --> 00:47:50,410
I got a lot of good feedback on that one. Yeah, the really wonderful part about I think some of the faculty groups here is the knowledge sharing.

480
00:47:50,410 --> 00:47:56,410
The other day, I let a whole bunch of faculty look at student preview of an Ultra because they've never seen it before.

481
00:47:56,410 --> 00:48:04,390
They're not even part of my faculty. It's somebody totally different. But I think the advantage is a share as much as you can and ask for help.

482
00:48:04,390 --> 00:48:10,900
Like, ask, put your hand up as a faculty person and reach out because any one of us are willing and happy to show you.

483
00:48:10,900 --> 00:48:18,460
Here's how I did it. Here's how it looks are you navigate like sometimes those the webinars and the self-help use pieces don't work,

484
00:48:18,460 --> 00:48:21,970
and sometimes even as faculty, you want that sort of like to show me what it looks like.

485
00:48:21,970 --> 00:48:24,190
Just show me what this piece looks like.

486
00:48:24,190 --> 00:48:33,790
And that's where I think, like our teams channel has been really helpful in terms of knowledge sharing and the Centers of Practice Practice.

487
00:48:33,790 --> 00:48:39,130
I don't know the exact word for it, but the communities of practice have been really helpful in attack.

488
00:48:39,130 --> 00:48:43,150
And then like building alliances with people like like marks of this world,

489
00:48:43,150 --> 00:48:49,090

like understanding that there are people out there that have done this
for so many years and can help guide you.

490
00:48:49,090 --> 00:48:57,250
The amount of guidance I've received from somebody like Mark about things
like feedback, things like rubrics, things like accommodations and
learning.

491
00:48:57,250 --> 00:49:01,150
It's remarkable. So I think there are lots of people out there to learn
from.

492
00:49:01,150 --> 00:49:09,610
Hmm. Absolutely. Well, this has been a fascinating and illuminating
discussion for me.

493
00:49:09,610 --> 00:49:14,440
I could sit and and chat with both of you all day and learn from you.

494
00:49:14,440 --> 00:49:19,630
But I have to put some of my midterm works in before the end of the day.

495
00:49:19,630 --> 00:49:23,200
Yeah, you got a couple of hours left. Okay. All right.

496
00:49:23,200 --> 00:49:27,820
All right. It's going to happen. It's those one on one meetings you'd
have them all done by.

497
00:49:27,820 --> 00:49:33,040
Yeah, oh, well, I guess that would be wonderful. Uh, yes.

498
00:49:33,040 --> 00:49:39,490
Well, thank you so much both for your time. This has been tremendously
insightful and inspiring and very humanizing.

499
00:49:39,490 --> 00:49:43,600
I think that is one of the things about technology that can somehow be a
bit of a detachment.

500
00:49:43,600 --> 00:49:50,290
And when we see it too well, we go, Oh, but this is it's I think you both
given faculty members a great deal of ways

501
00:49:50,290 --> 00:49:55,510
to be able to think about the human side of of of designing an
experience,

502
00:49:55,510 --> 00:50:00,760
you know, for your students and bringing their humanness into it and
bringing your humanness into it.

503
00:50:00,760 --> 00:50:07,010
As an instructor, which I think is extremely important. So thank you very
much to you both.

504
00:50:07,010 --> 00:50:14,040
Thank you for joining us. Yeah, thank you. The staff lounge is brought to
you by innovative learning,

505
00:50:14,040 --> 00:50:20,310
our producer and editor is Fiona Tudor Price Promotions and Graphics by
Elizabeth Spring Gate.

506
00:50:20,310 --> 00:50:25,740
Humza Ibrahimi manages our website. Our executive producer is Run Your
Car on.

507
00:50:25,740 --> 00:50:29,970
Our theme song is composed and performed by me, Sharon the better.

508
00:50:29,970 --> 00:50:35,340
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doing, tell your friends.

509
00:50:35,340 --> 00:50:43,265
Thanks again for listening, and we'll see you next time. On the staff
lounge then.