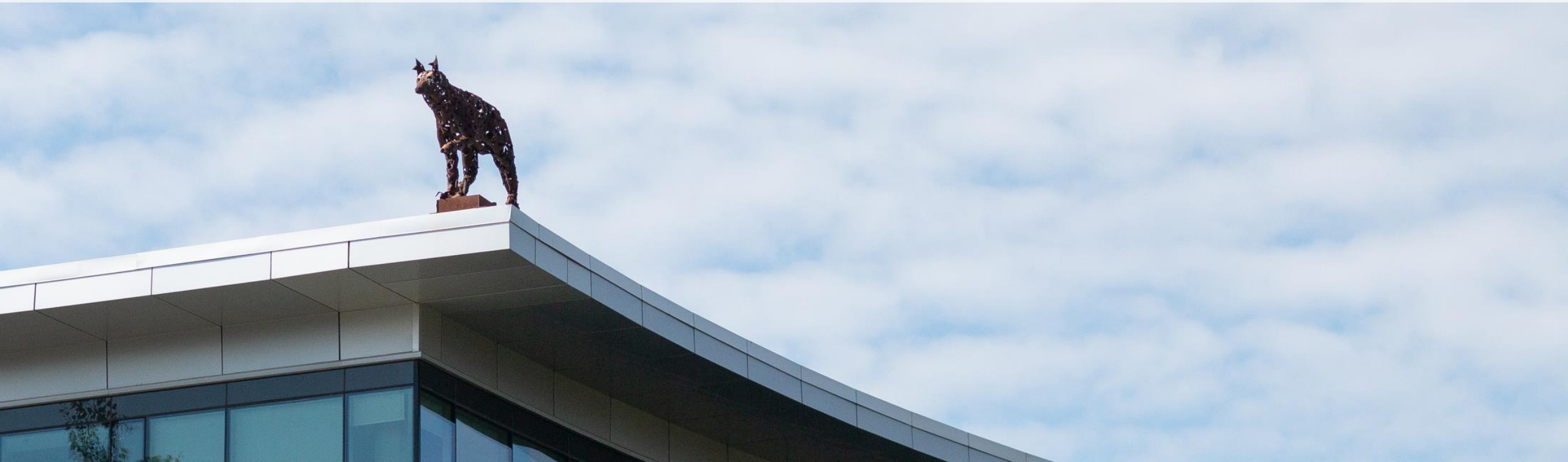


# The Best of *Small Teaching Online*



TRU New Faculty Orientation, August 24-28, 2020

Thompson Rivers University campuses are on the traditional lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwépemc'ulucw, the traditional and unceded territory of the Secwépemc. The region TRU serves also extends into the territories of the St'át'imc, Nlaka'pamux, Tâsilhqot'in, Nuxalk, and Dakelh, and Métis communities within these territories.



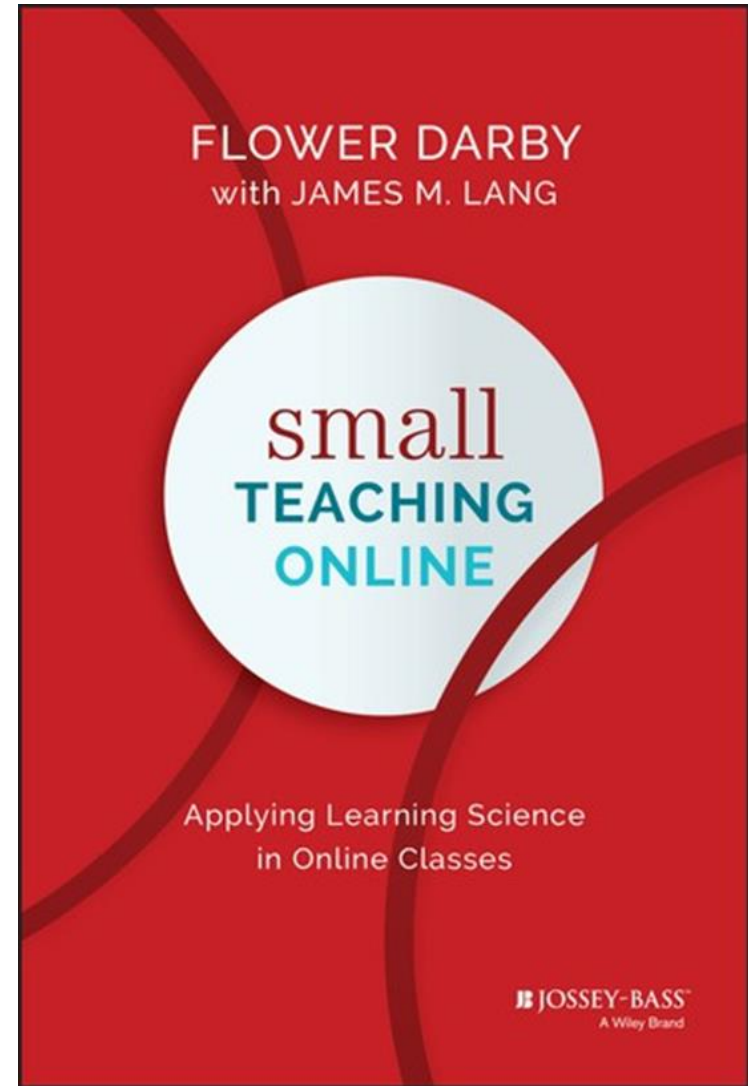
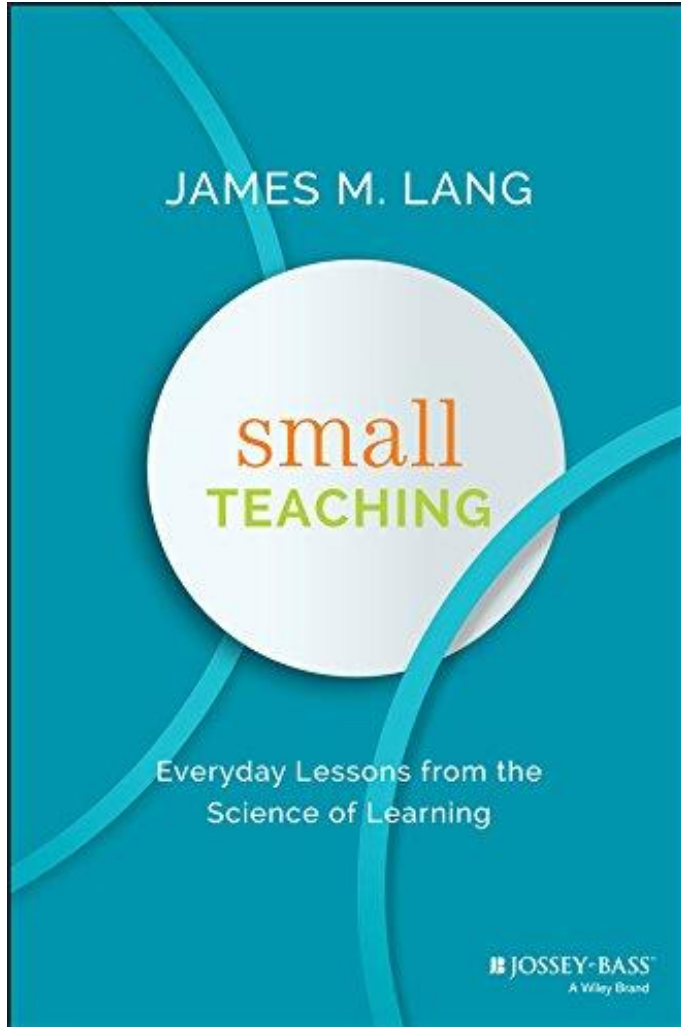
# Commitment to Diversity, Inclusion, and Anti- Oppression

Racism is dehumanizing.

The Centre for Excellence in Learning and Teaching is committed to overcoming racism by working toward eradicating discrimination and bigotry in education.

We are learning and unlearning and actively working towards a better future.

# What is Small Teaching?



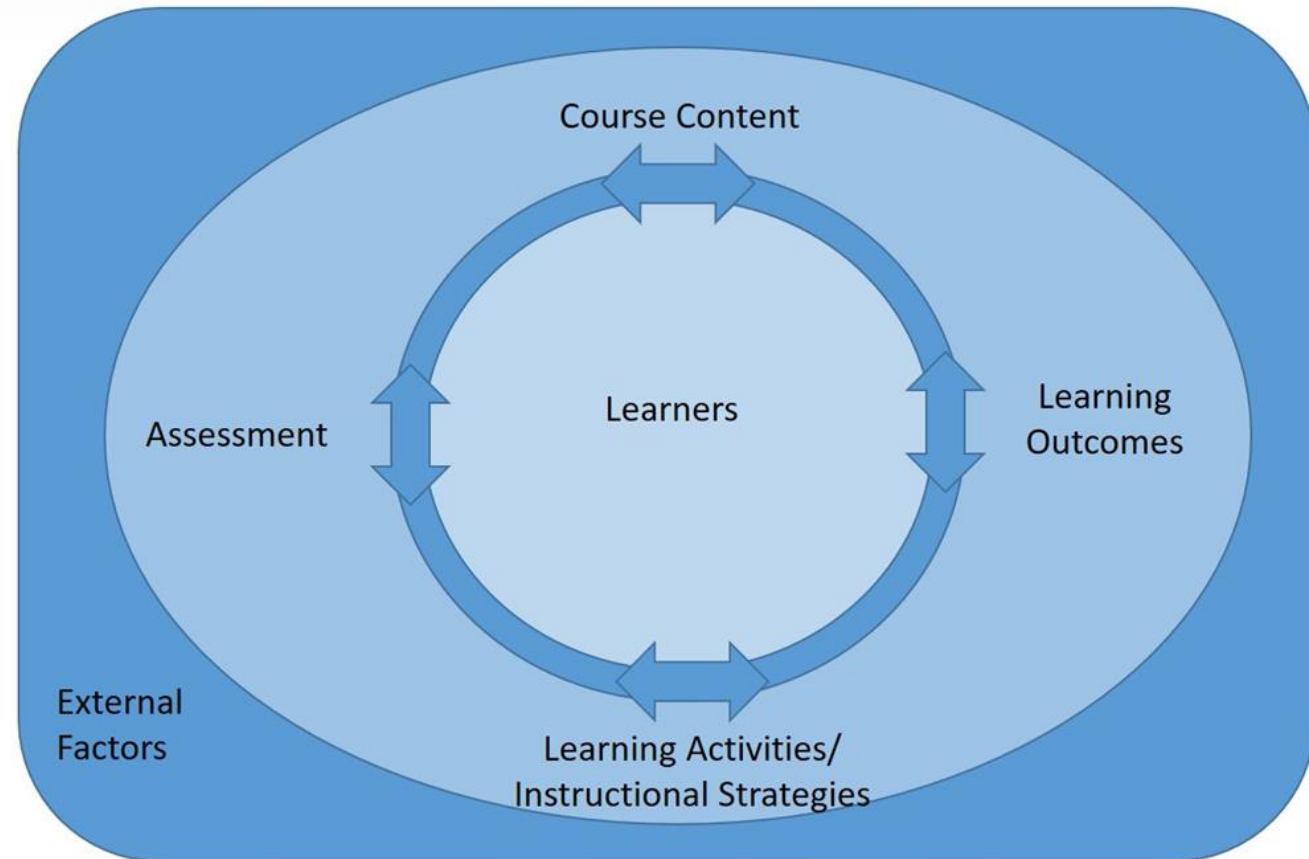
# We'll Look at Highlights from the following chapters:

- Surfacing Backward Design
- Guiding Learning Through Engagement
- Building Community
- Creating Autonomy
- Making Connections

# Surfacing Backward Design

- Earlier this week (on Monday), we briefly mentioned aligning your course outcomes/objectives with assessments.
- Your course will be more powerful if the content and activities also align.

(Darby & Lang, 2019; Fink, 2013)



(Image courtesy of Ed Ishiguro)

# Surfacing Backward Design

- Consider starting your course design process with looking at the outcomes/objectives rather than content—how might this change your approach to your course?
- Here's how to find your course's approved learning outcomes or educational objectives: <https://www.curricunet.com/tru/>

# Surfacing Backward Design: Planning for Alignment

Module and/or Concept/Topic	Learning Outcome/Educational Objective: What do you want students to be able to do with that content?	Instructional Strategy or Learning Activity: What will you do to facilitate student achievement of that outcome?	Assessment: How will you measure achievement of that outcome?
1. Course topic 1	<ul style="list-style-type: none"> <li>List the learning outcome(s)/educational objective(s) that connect with this course topic</li> </ul>	<ul style="list-style-type: none"> <li>List the readings and course activities that will help students master the content and achieve the learning outcome(s)</li> </ul>	<ul style="list-style-type: none"> <li>List the assignment, exam, or other kinds of assessments you will use to see if students have mastered the content and achieved the learning outcome(s)</li> </ul>
2. Course topic 2			
3. Course topic 2			



# Surfacing Backward Design

- One way to ensure students recognize the intentional alignment is to get students working on the final assessment right in Week 1
- “Set them up for success by starting with the end” (Darby & Lang, 2019m p. 24)
- Is there an activity in your course that students can start with that leads to an end assignment, project, or exam?
- Link to Google document:  
[https://docs.google.com/document/d/15Lzeg4VgmuOWGGz7TBny0sqr0qaOhaB6e0KSPnD4\\_qs/edit?usp=sharing](https://docs.google.com/document/d/15Lzeg4VgmuOWGGz7TBny0sqr0qaOhaB6e0KSPnD4_qs/edit?usp=sharing) (I'll put it in the chat)

# Guiding Learning Through Engagement

- What does engagement look like in person? In Moodle? (We'll come back to this tomorrow)
- Engaging students online takes intentional effort—it's important to increase the number of interactions and opportunities for feedback
- Here is one suggestion from Darby & Lang (2019, p. 45):
  - “Create several mini-assignments that become the cumulative assignment”

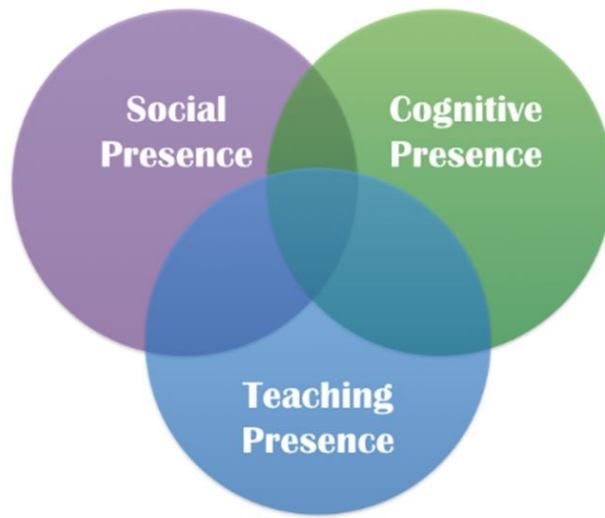
# Guiding Learning Through Engagement: Mini Assignments or Multi-stage Assessment

- Breaking up assessment into pieces that build on each other does the following:
  - Helps students build skills and knowledge,
  - Prepares them better for summative assessment, and
  - Fosters academic integrity (Bain, 2011; Weimer, 2013; Lang, 2013)
- Consider one of your major assignments: could it be broken into smaller pieces? What might this look like in your course?
- What are your other plans for using engagement to guide learning?

# Building Community

- According to Darby & Lang, creating a sense of community in a course that isn't delivered face-to-face involves effort and intention (2019, p. 77)

## COMMUNITY OF INQUIRY (COI)



(Garrison, Anderson, & Archer, 2000)

Community of Inquiry (CoI) is a theoretical framework that educators may leverage to understand how to develop and assess deep, meaningful learning experiences.

The three elements in CoI are:

### **Social Presence**

"the ability of participants to identify with the community..., communicate purposefully in a trusting environment, and develop inter-personal relationships by way of projecting their individual personalities." (Garrison, 2009)

### **Teaching Presence**

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

### **Cognitive Presence**

"the extent to which the participants in any particular configuration of a community of inquiry are able to construct meaning through sustained communication. (Garrison, Anderson, & Archer, 2001)

(Pacansky-Brock, 2020)



# Building Community

- Tips to create online presence from Darby & Lang (p. 103):
  - Require peer-to-peer interactions in your class
  - Show up to class as often as you are able (through discussion forums, announcements, feedback on assessments)
- What might this look like in your course? What specific strategies might you use?

# Creating Autonomy

- Fostering student autonomy can foster student motivation—and students taking responsibility for their learning (Darby & Lang, 2019; Lang, 2013; Bain, 2011; Weimer, 2013)
- Here are tips that might help foster student autonomy and choice:
  - Provide multiple topics and questions in online discussion forum prompts; encourage students to relate topics to their own personal experiences (Darby & Lang, 2019, p. 177)
  - Provide options for how assignments are presented or for assignment topics
- If you've taught online before, what's worked for you in the past to allow students choice?
- What kinds of discussion forum questions could you ask to allow students choice? How can you encourage students to relate content to their own personal experiences?

# Making Connections

- Encouraging students to connect new learning to prior learning leads to deeper learning (Darby & Lang, 2019; Brown et al, 2014; Bain, 2011)
- Tips from Darby & Lang include the following (p. 196-7):
  - Activate prior knowledge through pre-tests/brain dumps
  - Assign students to connect the course material to what's happening in the larger world outside of class
- What might this look like in your class? How can you encourage students to activate their prior learning or connect the course to the outside world?

# Final Thoughts?

- What are your other strategies for reaching students?
- What's one strategy you plan on trying? Type it in the chat or share verbally.



# Resources

- Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., Norman, M. K., & Mayer, R. E. (2010). *How learning works: Seven research-based principles for smart teaching*. Jossey-Bass.
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- Brown, P. C., Roediger, H. L., & McDaniel, M. A. (2014). *Make it stick: The science of successful learning*. Belknap Press.
- Darby, F., & Lang, J.M. (2019). *Small teaching online: Applying learning science in online classes*. Jossey-Bass.
- Fink, L. D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses*. John Wiley & Sons.
- Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education model. *The Internet and Higher Education*, 2(2-3), 87-105.
- Lang, J.M. (2013). *Cheating lessons: Learning from academic dishonesty*. Harvard UP.
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- Pacansky-Brock, M. (n.d.). How to humanize your online class. Infographic. Retrieved from <http://tiny.cc/humanize-infographic>
- Weimer, M. (2013). *Learner-centered teaching: Five key changes to practice*. 2<sup>nd</sup> ed. Jossey-Bass.