

Technology at Work in the “Classroom” – Keeping the Pedagogical Horse Before the Technological Cart

EduTech Canada: Tapping the power of technology to transform learning – June 8, 2021

UNIVERSITY
of GUELPH

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Educational Technologies

Agenda

- Introductions
- What has worked and what has not? What are some of the barriers?
- How has educational technology been used most effectively?
- How do we keep the student experience engaging, impactful, and authentic?
- What's our future in this space? – post-pandemic
- Closing Thoughts



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Continuum

Face-to-Face Teaching

Technology-Enhanced Teaching

- Ed-tech in face-to-face

Web-Enhanced Teaching

- more intentional use of Web-based technology to support face-to-face (conferencing, LMS)

Blended Learning

Intentional design of online and face-to-face

Distance Education

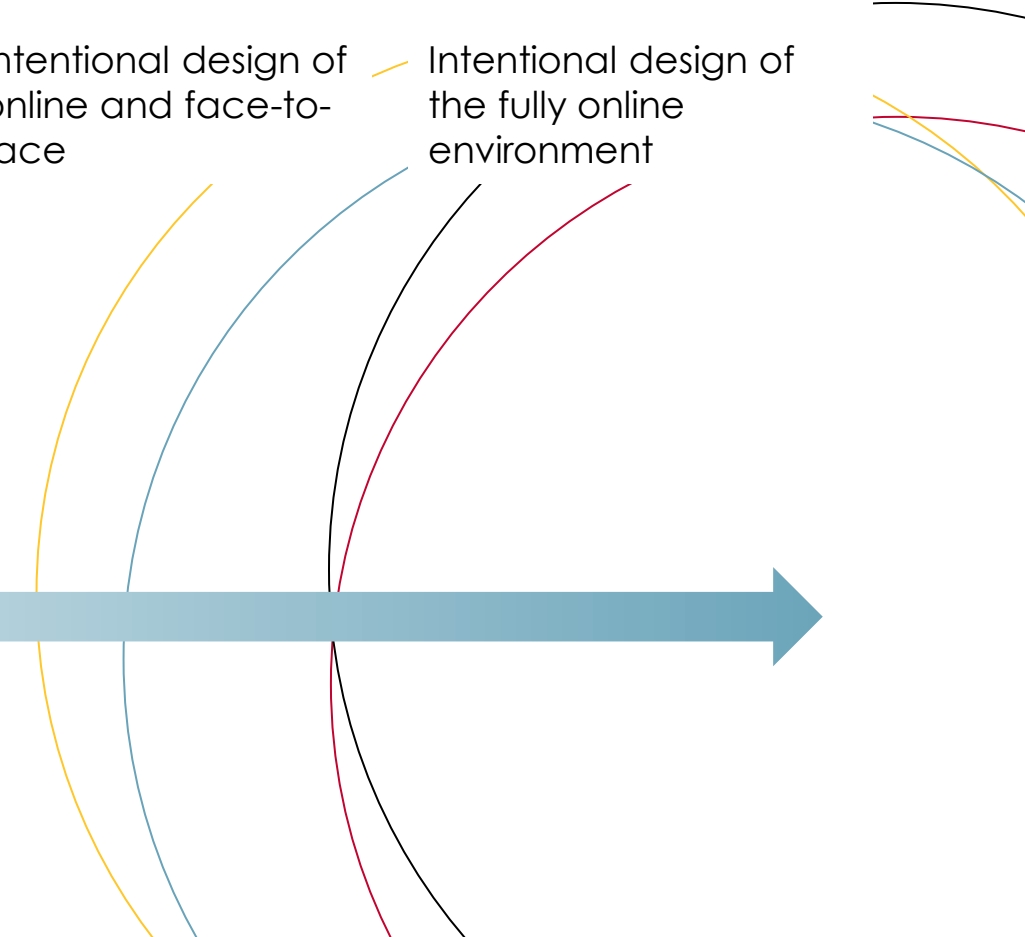
Intentional design of the fully online environment

Remote Teaching



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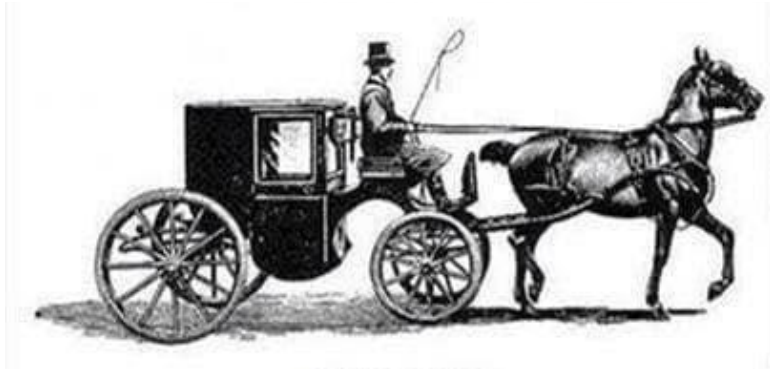
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Active Learning and Student Engagement

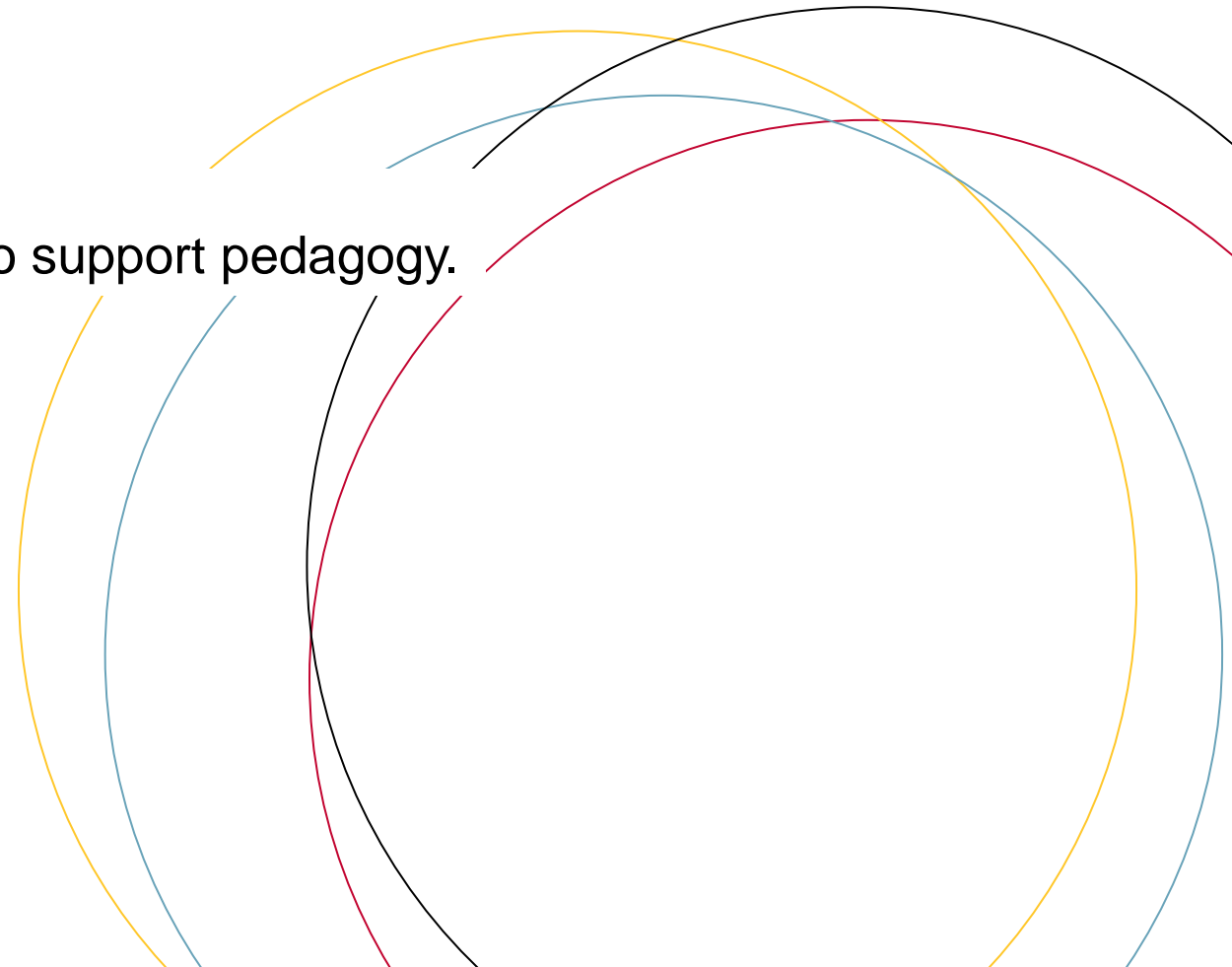
...strategies and tools

What?	Synchronous Tools	Asynchronous Tools
Brainstorming	Whiteboard & annotations	Discussion Boards One Drive
Debates	Web conferencing	Discussion Boards
Discussions	Breakout rooms	Groups & Discussions
Group Work	Breakout rooms MS Teams	Discussion Boards One Drive
Peer Assessment	Web conferencing	Discussion Boards Video recording
Peer Instruction	Student response systems	Quizzes & Discussions



Keeping the Pedagogical Horse Before the Technological Cart.

Tools need to support pedagogy.



COVID 19

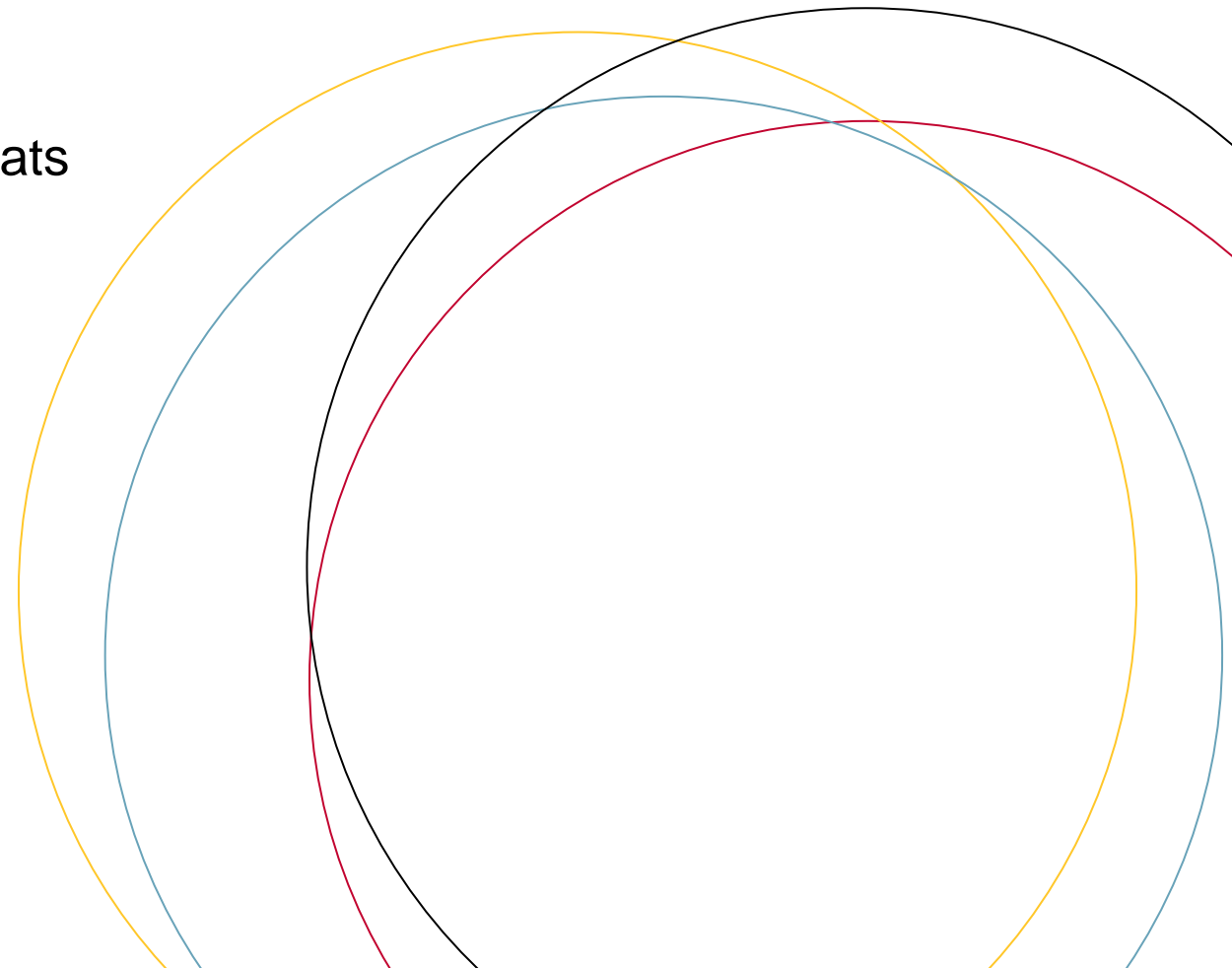
March 2020, our work was guided by institutional principles that continue to value and prioritize quality learning experiences.

- Classes were transitioned to alternative formats
- Faculty and staff worked remotely
- Academic continuity was the initial focus



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COVID 19

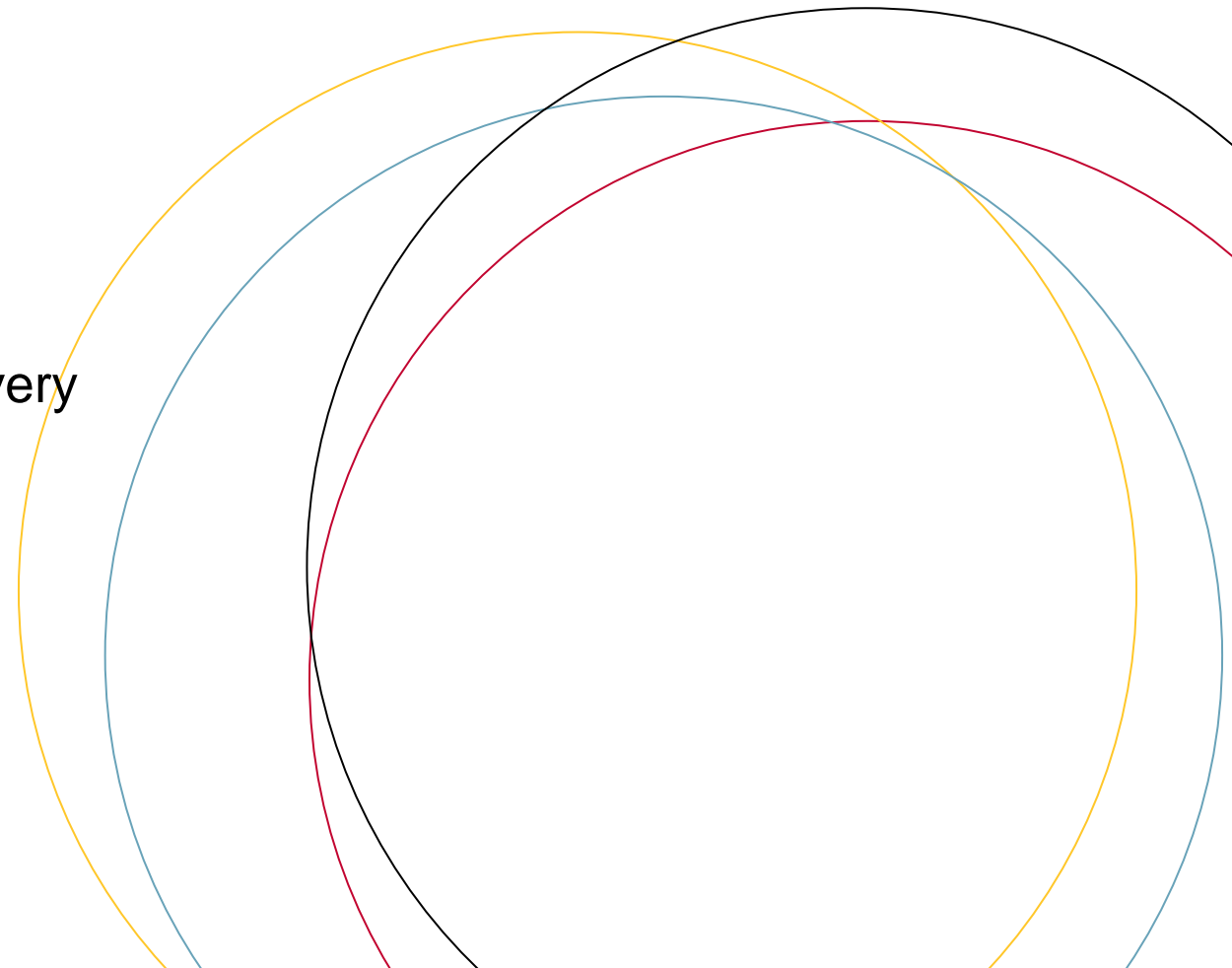
In June 2020, the University announced that the fall semester would be mainly delivered remotely.

- Supports and resources evolved
- www.OpenEd.uoguelph.ca/RemoteTL
- Webinars, workshops, tip sheets
- Synchronous and asynchronous course delivery



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Factors that worked well

Universal design for learning principles

- Making learning accessible
- Information easy to find, follow, and convenient
- Alternative formats and flexible: synchronous and asynchronous components
- Flexible assessments

Use of intelligent messaging (e.g., via learning management system)

Welcome video messages, how-to/what-to-expect videos, and other resources



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Factors that did not work well



Image credit: Riddell:getlighthouse.com

Don't throw out the baby with the bathwater.

- iterative process of refining what works and how it works.

- Generally: trying to replicate online what's normally done face-to-face
- Assessment
- Student Engagement

Engagement, Impact & Authenticity

What about all this really keeps the student experience engaging, impactful, and authentic?

- 5-year longitudinal study (face-to-face vs online vs remote – Introductory Psychology course)
- evaluated the impact of various online tools and teaching strategies on:
 - student engagement;
 - impact on learning outcomes and satisfaction;
 - social presence (and how well students felt they got to know the instructor);
 - feeling isolated;
 - authenticity of course materials and instructor

...Engagement

In what part of the course, or what course activities did you feel most engaged?

Online

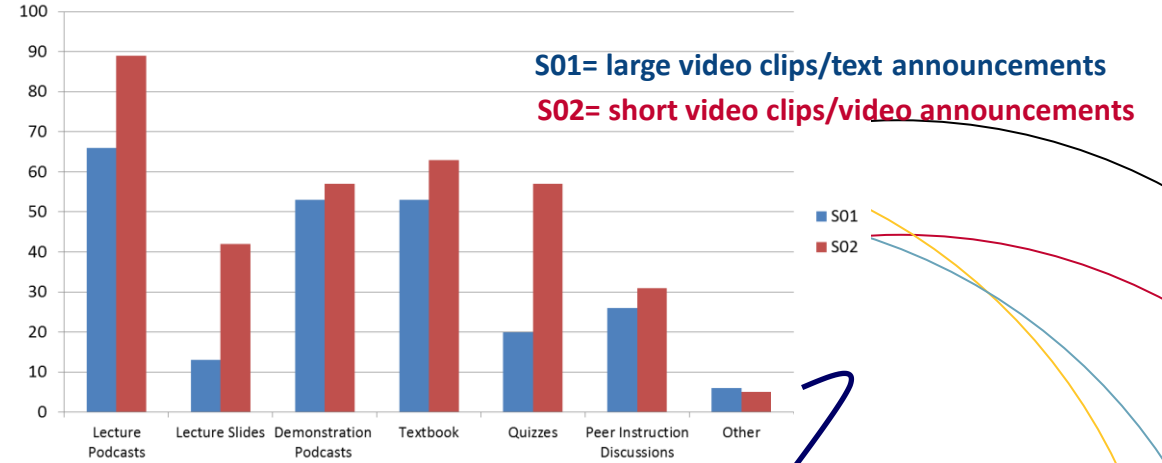
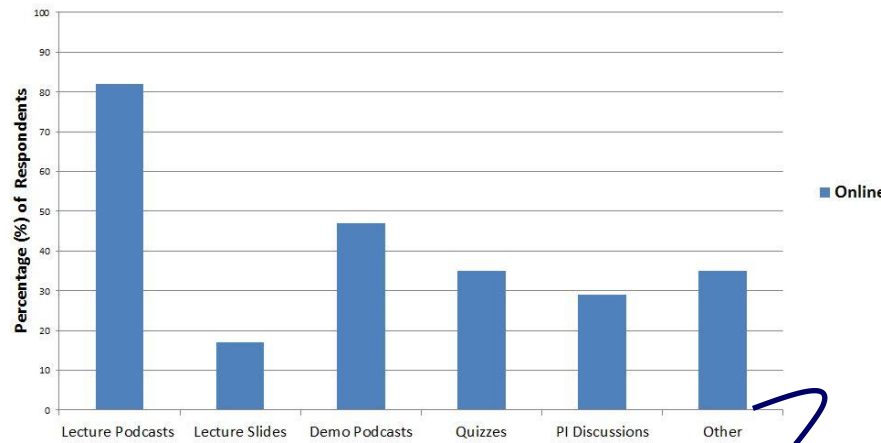
Face-to-Face



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...Impact

What aspects of the course are most successfully contributing to your learning? (Choose all that apply.)



reading the textbook
book quiz dictionary reading

Study Groups

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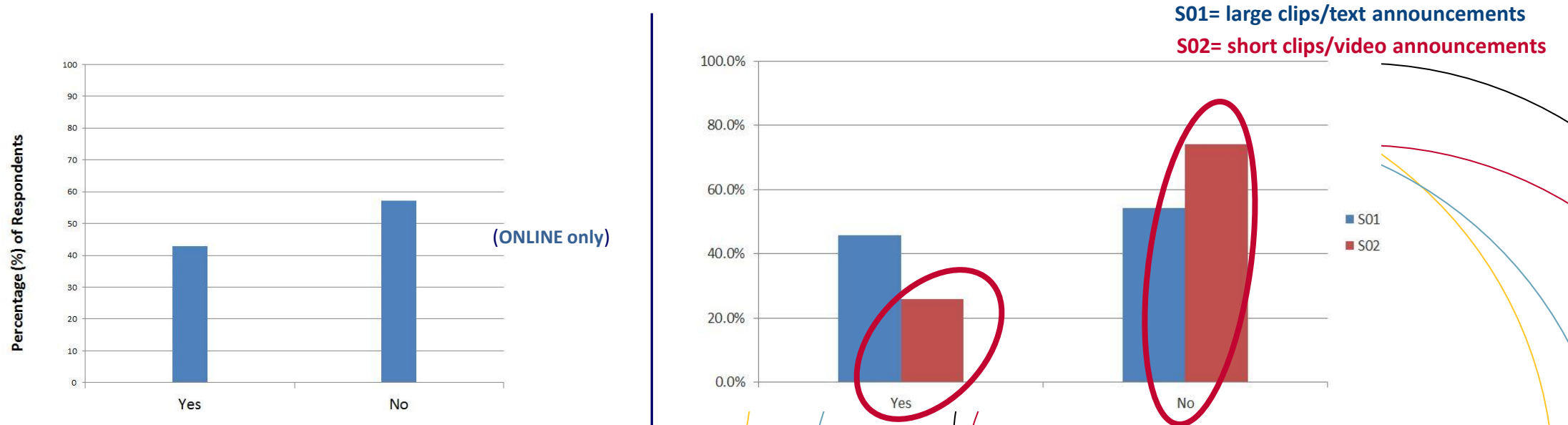


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...Impact

Did you feel isolated in the course?



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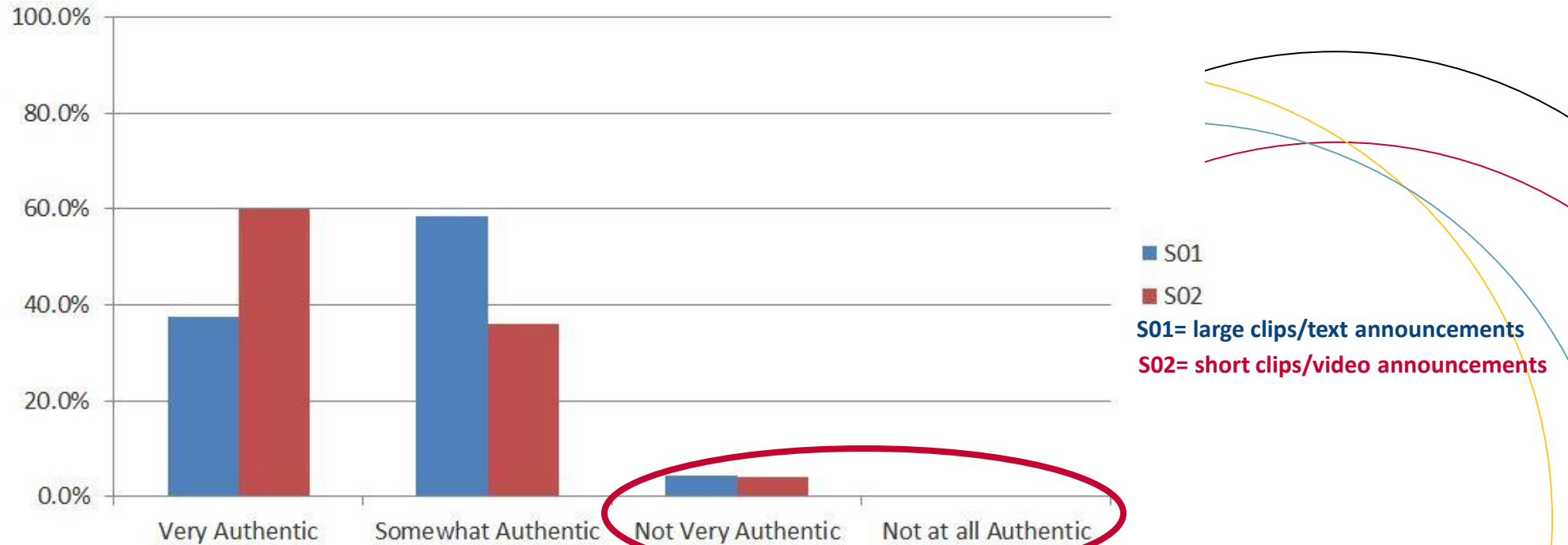


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...Authenticity

Compared to other lecture courses you've taken and considering that the lectures in this course were pre-recorded, how authentic (or real) did the lectures feel to you (e.g., lecture videos seemed natural and sincere, or unnatural and a bit fake, awkward or artificial)?



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What will “classrooms” look like?

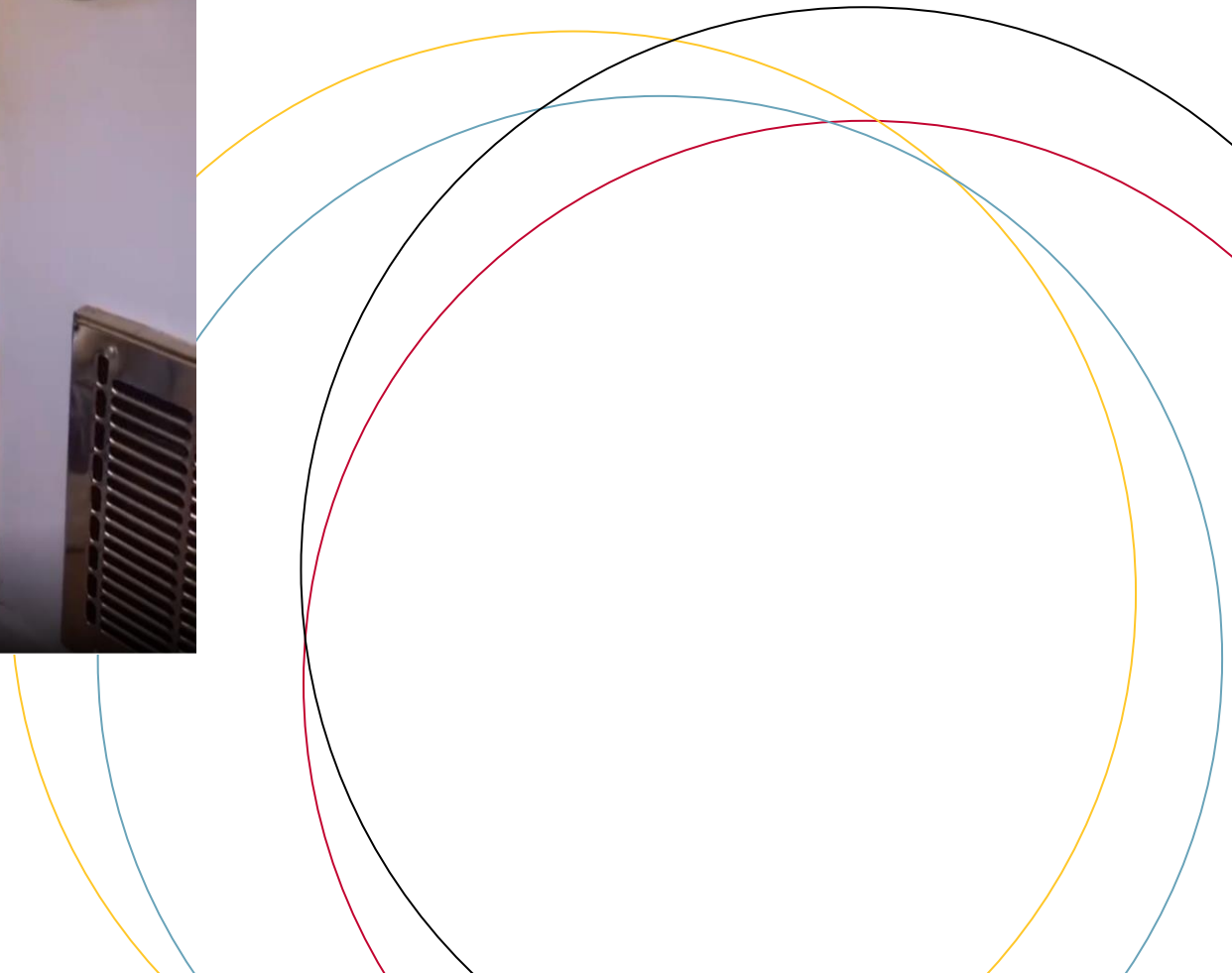


Image credit: Dude Dad – Taylor Calmus



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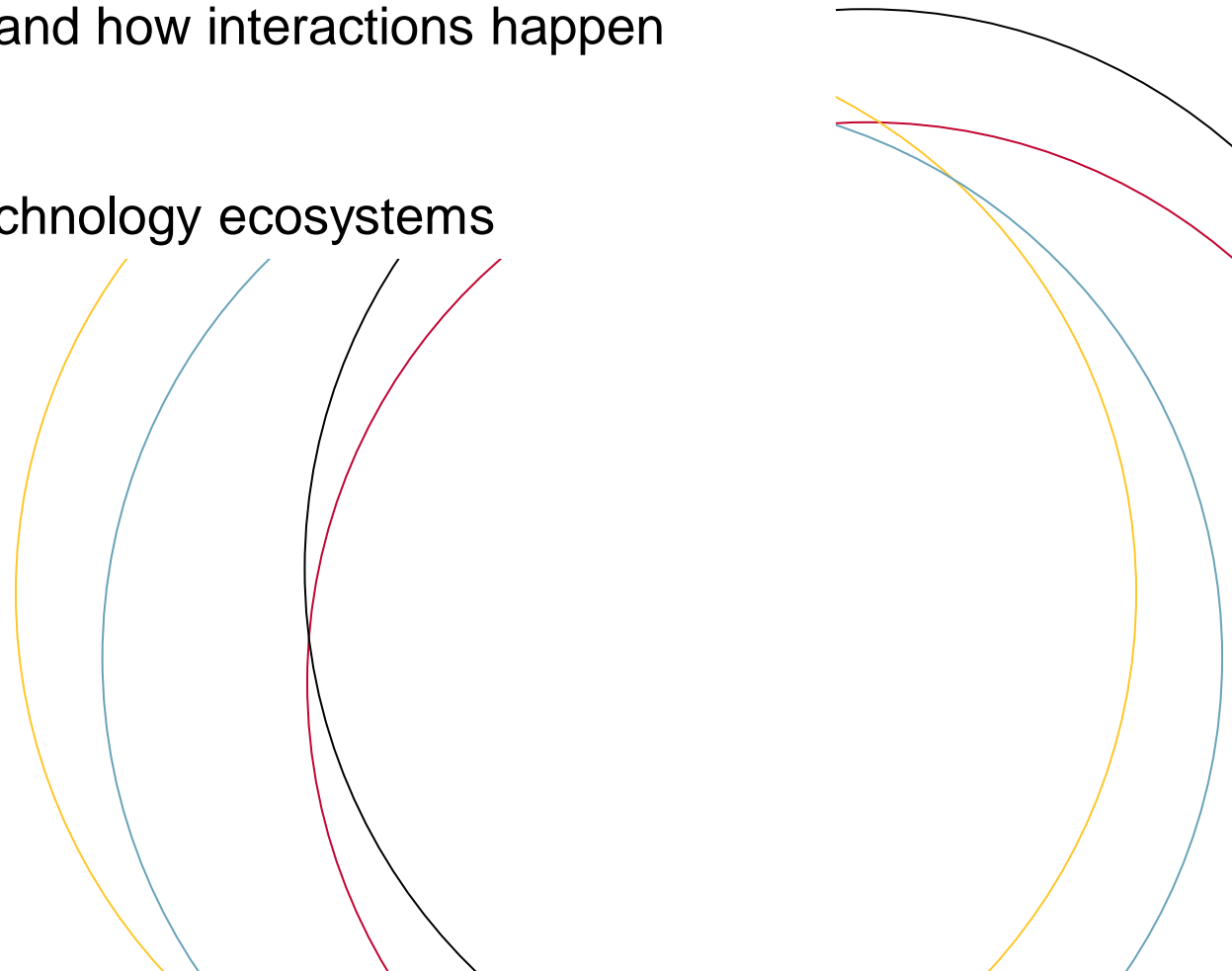
What will “classrooms” look like?

- More accessible and flexible learning spaces
- Redefining roles of instructor and student and how interactions happen
- Learner centric
- More robust and integrated educational technology ecosystems



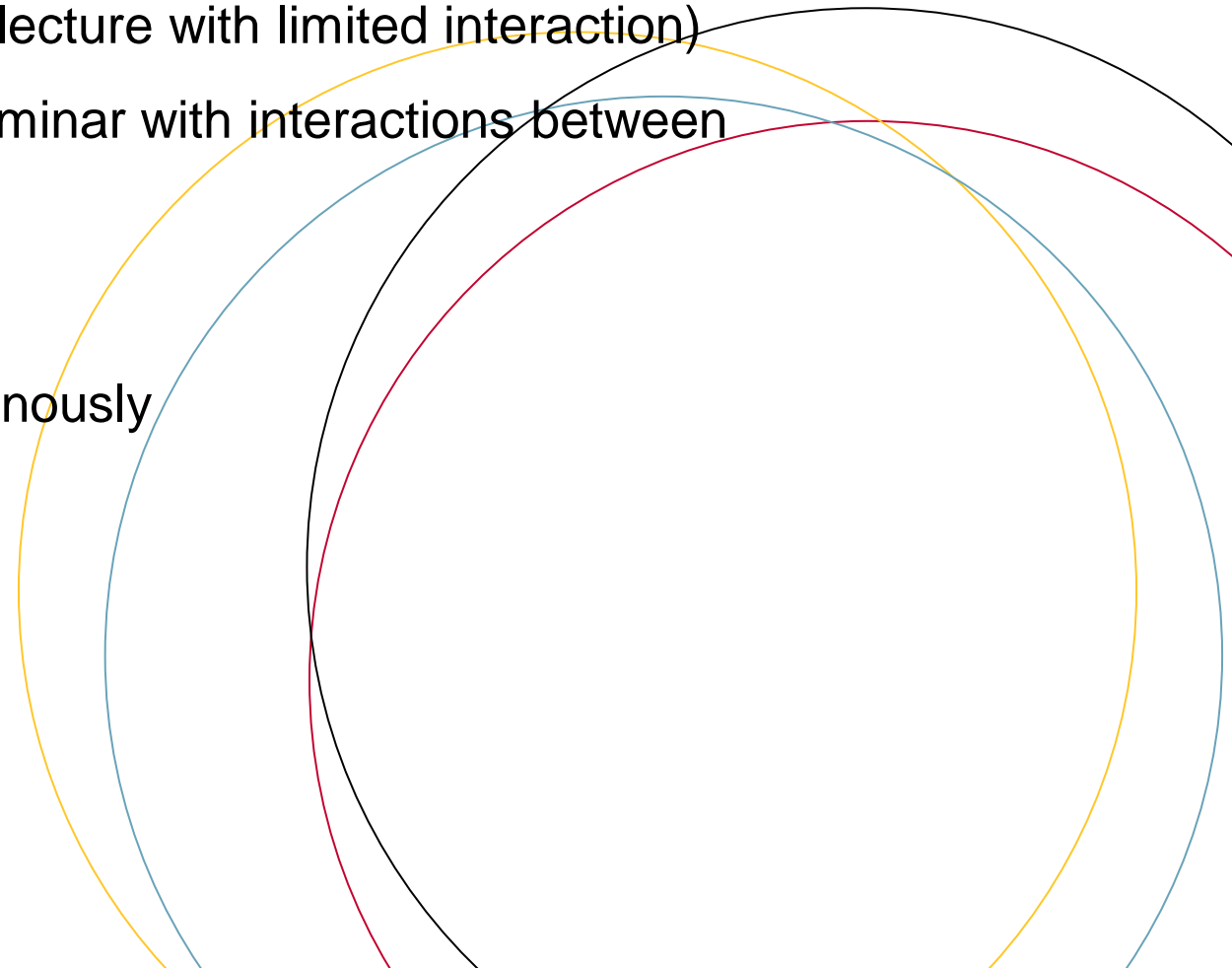
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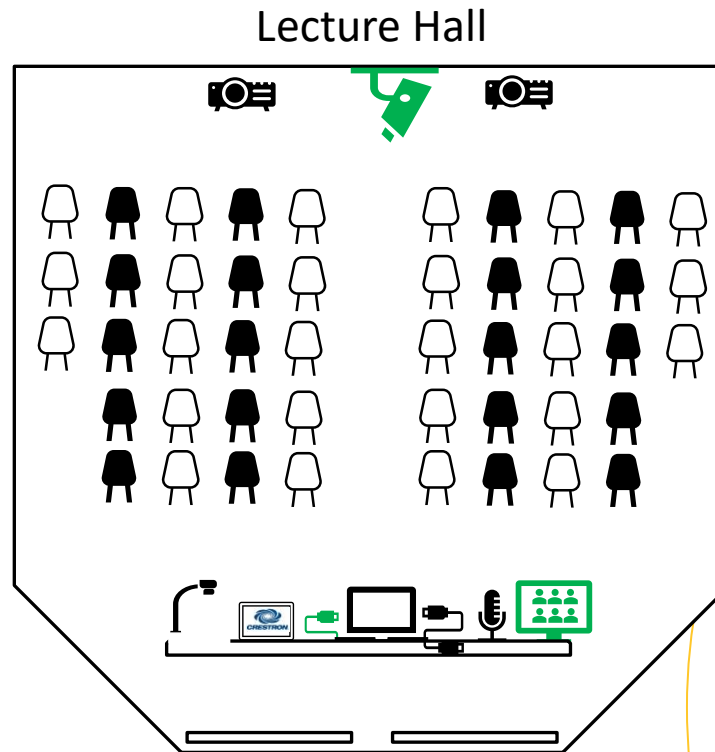


What is different about these classrooms?

- There are two distinct room types
 - Hybrid Lecture Rooms (for traditional lecture with limited interaction)
 - Flipped Classrooms (for traditional seminar with interactions between instructors and students)
- Both serve a similar basic goal
 - Allow students to attend class synchronously either remotely or in-person



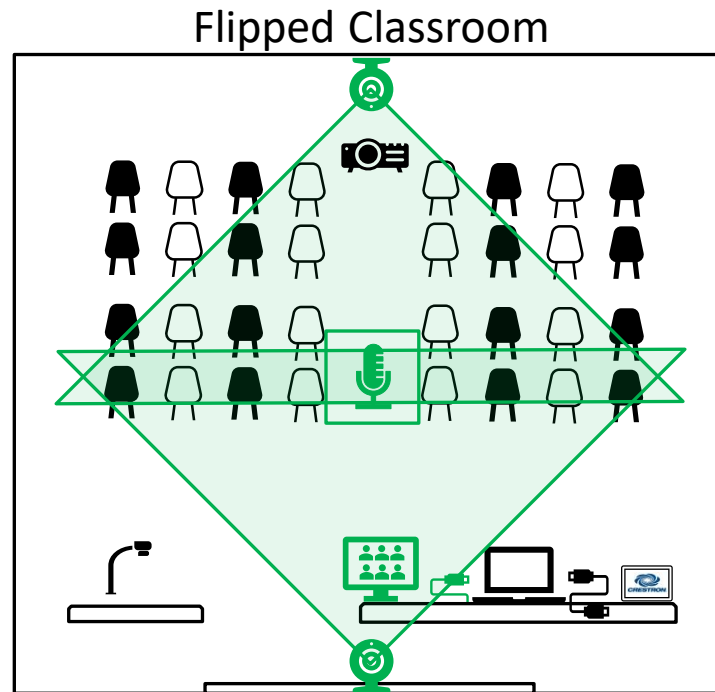
The Basics - Hybrid Lecture Room



What's New

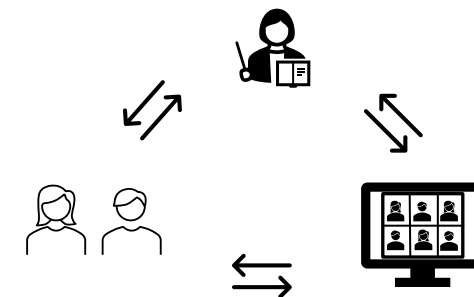
- Instructor-facing pan/tilt/zoom (PTZ) camera
- Confidence monitor
- USB connection (for web conferencing)

The Basics – Flipped Classroom



What's New that's not in the Hybrid room?

- Instructor-facing PTZ camera
- Student-facing PTZ camera
- Ceiling beamform microphone
- Confidence Monitor
- USB connection (for web conferencing)



Closing Thoughts

- We are adapting... some better than others.
- Despite the devastation of COVID-19 and what it has put the world through, COVID is to education as the Ice Ages were to human evolution (Kushnir, 2020)

A hand is shown typing on a keyboard. Overlaid on the image is a large yellow circle with a blue border, containing the text "Thank YOU! and Best Wishes".

Thank YOU!
and
Best Wishes

<https://opened.uoguelph.ca/instructor-resources/remote-teaching---learning>



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