



LEARNING & APPLIED RESEARCH  
and EDUCATION TECHNOLOGY

connecting for learning and innovation

# Professional Development Workshops

Fall 2020

Remote Delivery Workshop Schedule

November 2, 2020 to November 13, 2020



# LEARNING & APPLIED RESEARCH and EDUCATION TECHNOLOGY

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Message from Beverlie Dietze and Jordan Perrey

The strengths of our educational programs and student experiences begin with our educators. Okanagan College faculty and instructors are continuously exhibiting their passion for teaching and examining ways in which they can expand teaching and learning knowledge and practices to reflect current pedagogical practices and perspectives. The innovation, discoveries of new ways of knowing, the risk of trying new approaches and methodologies, and transforming practices are the foundation for teaching and learning.

Our Learning and Applied Research (LAR) and Ed Tech team are available to support faculty and instructors with an array of professional development opportunities. In an effort to meet these needs, we are piloting a model of developing workshops to align with a continuum of developmental stages of faculty and instructors. This model, as outlined in current literature identifies that one of the most effective professional development models for continuous development requires the opportunities to be scaffolded to meet the array of needs, experiences and desire to explore new ways of knowing. As we pilot this strategy in our workshop offerings, we invite your feedback. As well, if you have an idea for a workshop, or would like to present a workshop, we would appreciate hearing from you.

We appreciate your commitment to continuously expanding your ideas and strategies on learning, teaching and educational technology, and we hope you keep attending our professional development offerings.

Beverlie Dietze, PhD  
Director of Learning and Applied Research

Jordan Perrey  
Director of IT Services



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## The Continuum of Developmental Stages

The process of teaching and learning takes many twists and turns over a career. For most educators, they move through a continuum of developmental stages. It is important to note that as new teaching and learning pedagogies evolve, such as moving from face-to-face to on-line delivery or creating hybrid courses, educators may move back and forth on the continuum. Hence, the years of teaching may not necessarily be the only indicator of placement on the continuum.

As a way to promote the greatest development experience for educators, Learning and Applied Research and Education Technology are developing a research-based professional development framework that identifies the intended audience for workshops and courses. Below, is a descriptor of the three developmental phases that have been adapted from seminal and current research on educator development. The phases are: Emerging, Evolving and Mastering. Each is described below, followed by a more in-depth chart that outlines some of the core needs and resources that can support educators in each of the phases.

### Emerging:

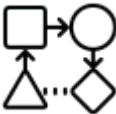
Educators who are new to teaching or changing approaches to pedagogy benefit from engaging in professional development workshops and courses that provide foundational skills in teaching and learning. During this phase, educators explore what their new role and responsibilities require to meet their standard of practice and philosophy of how learners learn. "How to" workshops and courses are intended to provide strategies and tools that facilitate the development of skills that will lead to creating and implementing a successful leaning environment.

### Evolving:

Educators in this phase have an interest in pursuing new knowledge, skills, ideas, and innovation in their teaching and learning and in deepening their knowledge of preferred practices such as course delivery, assessment strategies and learner contribution to the learning community. Workshops and courses planned for evolving educators provide educators with more in-depth skills that are intended to support them in analyzing current practices and adopting new knowledge and skills to advance their approach to course design, delivery and assessment.

### Mastery:

At this phase of the continuum, educators engage in reflection and refinement of teaching and learning pedagogy. Key theory on learning approaches, technology, content delivery and learner engagement are combined to advance the array of teaching and learning experiences within courses. Adjustments to your teaching and learning philosophy may evolve, such as moving from preferring a lecturing mode of delivery to a collaborative student/educator learning community. Workshops and courses are designed to offer new philosophies and approaches that are intended to be delivered by colleagues with previous experience and ideas to further enhance sharing research and practice with colleagues.

	Emerging	Evolving	Mastering
<p>Our area is here to support you in finding the answers and resources you need in each of the areas outlined below.</p>	<p>How do I design my course and lessons? How do I use learning outcomes to support my course delivery?</p> <p>What supports are available to develop my philosophy and instructional practice?</p> <p>What types of assessment strategies are there? How do I assess their validity?</p> <p>How might I connect with other faculty and instructors to ask questions and share ideas?</p> <p>What is Moodle? What is asynchronous and synchronous teaching mean?</p>	<p>How can I further develop my instructional and assessment strategies?</p> <p>Which educational technology resources are there to enhance and support learners in my classes?</p> <p>Where can I share successful projects and teaching strategies with others?</p> <p>What does differentiated learning look like in application?</p> <p>How can I further enhance my scholarship of teaching?</p>	<p>What are the trends that are up and coming in education?</p> <p>What are the characteristics of the next generation of learners?</p> <p>How might I further integrate technology into my courses in pedagogically sound ways?</p> <p>How might I connect with other faculty to share experiences and learn from one another?</p> <p>What opportunities are there for cross-curricular collaboration and research? How might I share my learning?</p>
<p>Engagement</p> 	<p>One-to-one consultations Outreach to new faculty / instructors Departmental orientations Connections to mentors /coaches</p>	<p>Communities of practice One-to-one consultations Mentor / Mentee opportunities Ed tech champions Departmental initiatives Celebrations of student learning</p>	<p>Communities of practice One-to-one consultations Mentorship opportunities Applied research and paper presentations Ed Tech champions</p>
<p>Education</p> 	<p>Unit / Lesson plans Moodle shell (basics) Assessment Accommodations Classroom management</p>	<p>Program mapping Instructional design (FTF, online, blended) Differentiated instruction Universal Design for Learning (UDL) Teaching online Metacognition</p>	<p>Program mapping Evaluation methods Immersive learning Student co-created learning Competencies Scholarly inquiry</p>
<p>Applying Technology to Learning</p> 	<p>Moodle Sandbox Course building supports Just-in-time training for Moodle</p>	<p>Resources for accessibility Moodle New tech sandbox College wide / department specific workshops Open Education resources and E-texts Video / podcast production / synchronous &amp; asynchronous delivery</p>	<p>Advanced applications in Moodle Progressive technologies – AI, VR, Learning analytics Piloting opportunities for both instructional hardware and software Video recording, podcasting, live streaming</p>



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Emerging	Evolving	Mastery
Sessions for emerging instructors and faculty will provide a general overview and introduction to tools and approaches, allowing time to respond to questions, evaluate examples and participate in guided practice.	Evolving sessions will involve more in-depth focus into topics while facilitating dialogue on successful practices and challenges amongst participants.	Mastering sessions are intended as collaborative engagements where participants share practices and problem solve while exploring and piloting new tools and approaches.

**Five tips for making the most of your learning experience and transferring new knowledge/skills to practice – make the session work for your learning style!**

- If you wish to try the ideas that are being presented, feel free to do so – either use a second screen or divide your screen in two.
- If you have specific questions about how you may use a strategy presented in your teaching and learning environment, please stay on the session at the end or connect with the presenter, your LAR/Technology team to explore further.
- As you learn about new strategies that fit with your teaching and learning style, record them and then have them available when mapping out your course for the semester. Refer back to your LAR/Tech team for further information or support when mapping your course.
- Set up the number of lesson plans that you require for the semester. Sequence the new teaching and learning strategies that you wish to present throughout the course.
- Discuss your learning from the sessions with a colleague. Constantly think about how the learning will support student engagement, curriculum delivery, learning outcomes, student success and your teaching and learning philosophy.

## Remote Delivery Workshop Schedule

November 2, 2020 to November 13, 2020

Please register at [Learning and Applied Research](#)



## Creating Online Assessments in Moodle

Evolving – Chantale Hutchinson and  
Tom Esson

This workshop will walk you through creating assessments in Moodle using the Quiz feature.

During this session, we will discuss:

- Question bank design and management
- Quiz creation and question types
- Settings including timing, overrides and evaluation
- Adding Respondus Lockdown Browser, Monitor & Readspeaker

### Learning Outcomes:

- Develop an assessment in Moodle.
- Create four key question types and corresponding question bank categories
- Discuss importing and exporting questions and exams
- Evaluate key settings for exam delivery

This workshop will be presented on the following dates:

Wednesday, Nov 4 from 3:00 p.m. to 4:00 p.m.

## Moodle Gradebooks

Evolving - Chantale Hutchinson and  
Tom Esson

This interactive workshop will provide an overview of the Moodle Gradebook functions and settings. Key considerations for its development will also be discussed, guided by your assessment strategies.

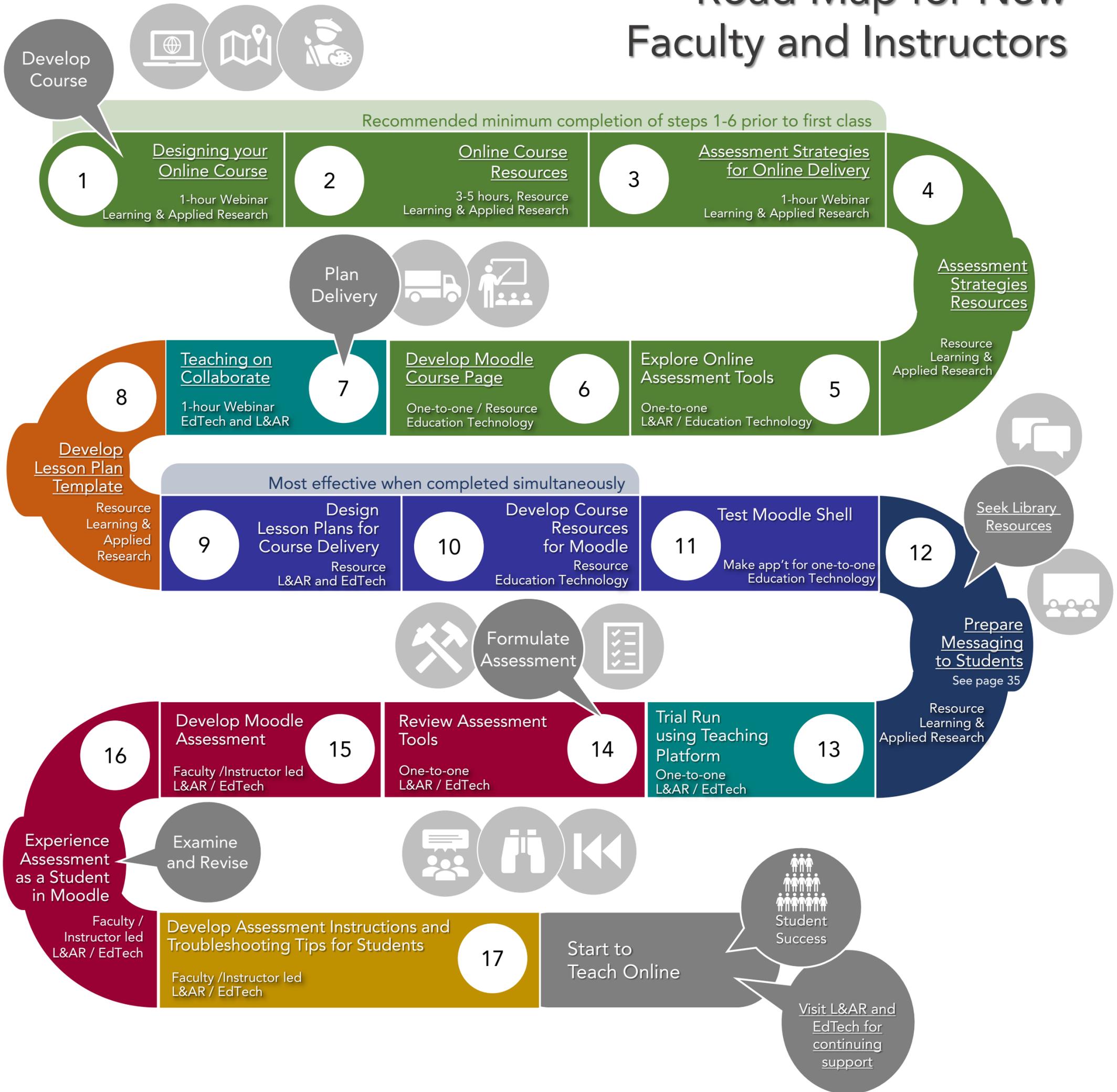
### Learning Outcomes:

- Evaluate a sample Moodle Gradebook
- Determine Moodle Gradebook categories and weights in alignment with your course outline and assessments
- Discuss settings and their applications.

This workshop will be presented on the following dates:

Thursday, Nov 12 from 3:00 p.m. to 4:00 p.m.

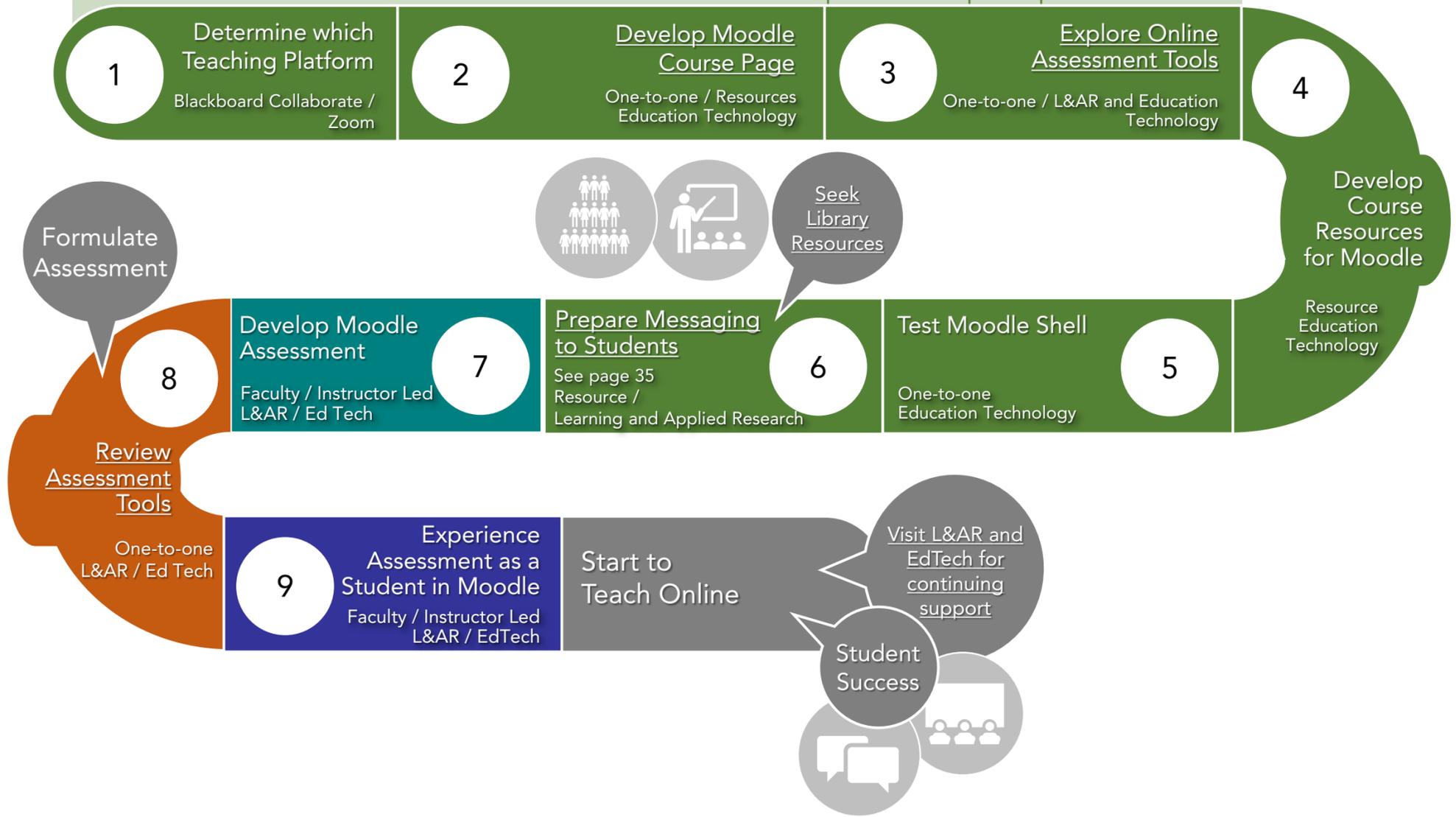
# Road Map for New Faculty and Instructors



# Road Map for Experienced Faculty and Instructors



Recommended minimum completion of steps 1-6 prior to first class



## Preparing to Teach On-line

### Assumptions

- There will be specific classes scheduled for each week
- There will be a combination of synchronous and asynchronous
- Social presence is essential for student engagement – built into the course design and teaching and learning strategies

It is recommended to cover at least steps 1-6 prior to class starting.

Step	Activity	Time Required	Supports	
1	Register for a Webinar on designing an on-line course with Learning and Applied Research	1 hour	LAR	[REGISTER]
2	Map out the course for on-line delivery that includes examining the <ul style="list-style-type: none"> <li>- Course outline</li> <li>- Weekly schedule topics</li> <li>- Assignments</li> <li>- Determine which learning outcomes will be delivered via Collaborate and which will be from Moodle features</li> </ul>	3 – 5 hours	LAR	[DOWNLOAD RESOURCE]
3	Register for a webinar on examining effective assessment strategies for on-line delivery	1 hour	LAR	[REGISTER]
4	Map out assessment strategies for course based on learning outcomes and evaluation methods identified in course outline			[DOWNLOAD RESOURCE]
5	Set up appointment with LAR and Ed Tech to discuss potential assessment strategies and examine related technology tools required. Go to <a href="https://www.okanagan.bc.ca/about/Learning_and_Applied_Research.html">https://www.okanagan.bc.ca/about/Learning_and_Applied_Research.html</a> for resources on assessment strategies.	1 hour	LAR & Ed Tech	[BOOK]
6	Set up appointment with your Ed Tech representative to review the prepopulated Moodle Shell – make changes to reflect your course. Each Moodle Shell will have the following sections available for each week of the course <ul style="list-style-type: none"> <li>- Learning outcomes</li> <li>- Link for Collaborate</li> <li>- PowerPoint</li> <li>- Readings for class</li> <li>- Videos for class</li> <li>- Discussion Forums</li> <li>- Activities</li> <li>- Assessment Requirements</li> </ul> Bring to this meeting:	1 hour	The Moodle shell will be prepopulated with the elements outlined.  LAR and Ed Tech	[BOOK]  [DOWNLOAD RESOURCE]

Step	Activity	Time Required	Supports	
	<ul style="list-style-type: none"> <li>- your assessment strategies so that your Grade Book can be set-up</li> <li>- How students will submit assignments</li> <li>- Due dates for assignments and assessments</li> <li>- How you will communicate with students during the course and how students may work on group projects</li> </ul>			
7	Register for a webinar on Teaching on Collaborate	1 hour	LAR and Ed Tech	[REGISTER]
8*	<p>Determine the template that you will use for your lesson plan. Think about the sequence of teaching. For example, if you have a three-hour course scheduled – how will you structure it? Think about:</p> <ul style="list-style-type: none"> <li>- How will you do the introduction to the class and after the first-class tie in content to previous class?</li> <li>- How will you introduce the learning outcomes for the lesson in a way that engages the students?</li> <li>- What is the first main topic that you will deliver information on?</li> <li>- What student engagement experiences will you provide for the students after the first 30 minutes of the class, and what is the duration? What resources will you provide during class or that you provided in Moodle?</li> <li>- What is the expectation when the students return to the large group i.e. will they report back from a white board, will they post PowerPoint slides summarizing their learning? Will they pose questions to other students to formulate a discussion?</li> <li>- What is the next main topic that you will deliver and duration?</li> <li>- Does the student break come before the second main topic is delivered or after?</li> <li>- What is the next student engagement experience that students will be assigned? What resources will you provide during class or that you provided in Moodle?</li> <li>- How will you summarize the class and determine if the students have met the required learning outcomes?</li> </ul> <p>Go to <a href="https://www.okanagan.bc.ca/about/Learning_and_Applied_Research.html">https://www.okanagan.bc.ca/about/Learning_and_Applied_Research.html</a> to obtain resources on lesson plan templates</p>	1 hour	LAR	[DOWNLOADED RESOURCE]
9**	<p>Using your preferred lesson plan template, develop lesson plans for Collaborate delivery for each class</p> <ul style="list-style-type: none"> <li>- Outline topic</li> </ul>	*1 hour for each	LAR and Ed Tech	[DOWNLOADED RESOURCE]

Step	Activity	Time Required	Supports	
	<ul style="list-style-type: none"> <li>- Determine pre-assessment strategy</li> <li>- Identify learning outcomes</li> <li>- Present theory using a variety of teaching and learning strategies including polls, chat box, breakout rooms, student presentations, video clips</li> <li>- Examine student engagement strategies including breakout rooms, debates, case studies, design thinking exercises, presentations and how you will use them in your lesson plans</li> <li>- Identify guest speakers to the space</li> <li>- Identify types of discussion board topics and questions for chat box that will be used and why</li> </ul> <p>Go to <a href="https://www.okanagan.bc.ca/about/Learning_and_Applied_Research.html">https://www.okanagan.bc.ca/about/Learning_and Applied Research.html</a> to obtain resources on teaching and learning strategies.</p>	hour of instruction		
10**	Use the lesson plans developed to determine what information needs to be populated for the resources in Moodle shell	*1 hour for each hour of instruction	Ed Tech	[DOWNLOADED RESOURCE]
11	Set-up appointment with Ed Tech to review your Moodle site to ensure all functions are working as required.	1 hour	Ed Tech	[BOOK]
12	Prepare your communication for students to send prior to the course that identifies how they will access Moodle and Collaborate. Include resource sheets for students in your communicate. Go to <a href="https://www.okanagan.bc.ca/about/Learning_and_Applied_Research.html">https://www.okanagan.bc.ca/about/Learning_and Applied Research.html</a> to obtain resources for students	1 hour		[DOWNLOADED RESOURCE]  See examples
13	Complete a trial run on Collaborate before first class.	1 hour	LAR and Ed Tech	[VIDEO RESOURCE]
14	Set-up an appointment with Ed Tech and LAR two weeks prior to your first assessment to seek advice on the format for your assessment process.	1 hour	LAR and Ed Tech	[BOOK]
15	Develop assessment based on the Moodle tools that have been recommended by the Ed Tech and LAR.		LAR and Ed Tech	

Step	Activity	Time Required	Supports	
16	Set-up an appointment with Ed Tech to ensure the assessment tools selected will be effective for you and for the student experience.	1 hour		[BOOK]
17	Take the assessment strategy and tools selected as a student to ensure that the experience is what you wish for the students. Revise if required.		LAR and Ed Tech	
18	Determine the instructions/demonstrations/trouble shooting strategies that students require prior to the assessment.	1 hour		