okanagan college

LEARNING & APPLIED RESEARCH and EDUCATION TECHNOLOGY

connecting for learning and innovation

Professional Development Workshops

Winter 2022

Remote Delivery Workshop Schedule

January – April 2022

LEARNING & APPLIED RESEARCH and EDUCATION TECHNOLOGY

connecting for learning and innovation

Message from Beverlie Dietze and Jordan Perrey:

As we think about the incredible learning that educators have engaged in since the start of COVID-19, we are struck by Herbert Kohl's quote below. We sincerely appreciated the dedication that educators exhibited in gaining new pedagogical and technology skills that would support student learning and their success.

Student learning and success is driven by the strengths of our faculty and instructors. Teaching innovation, integrating technology into teaching, and creating collaborative learning and teaching spaces, all contribute to our educators and students making discoveries about new ways of knowing, and trying new strategies in problem solving, critical thinking and adapting new skills and knowledge.

Our Learning and Applied Research (LAR) and Ed Tech teams are here to support faculty and instructors in their quest for expanding their teaching and learning talents. The workshops outlined in this document are intended to connect with colleagues, share new ideas and experiences, and offer potentially new teaching, learning and technology opportunities that individuals may wish to use in their teaching environment.

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

One of the beauties of teaching is that there is no limit to one's growth as a teacher, just as there is no knowing beforehand how much your students can learn.
— Herbert Kohl

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Learning and Applied Research

Indigenization – Readings and Dialogue

Emerging – Chantale Hutchinson

Across the college, members of the OC community are engaging in the work of reflection and education as they aim to de-colonize and indigenize their practice.
This small gathering will create space to ask questions and share reflections on educational readings related to both Indigenous history and contemporary issues.

This workshop will be presented on the following dates:

Friday, February 4 – 12:00 p.m. –1:00 p.m.

*Future dates TBD by the group and will be posted in the LAR / Ed Tech Bi-Weekly Newsletter

Learning Outcomes:

- Share thoughts and reflections on current readings
- Share additional resources
- Discuss opportunities for the Calls to Action to be applied to individual contexts
- Design an ongoing reading list

The group is presently reading **Seven Fallen Feathers: Racism, Death, and Hard Truths in a Northern City** by Tanya Talaga

Copies are available through the OC Library, Okanagan Regional Library or the LAR Teaching and Learning Resource Collection

Work Integrated Learning with an Applied Research Lens

Evolving - Beverlie Dietze

Employment readiness is a significant component of many Okanagan College programs and courses, preparing students for their future careers while bolstering their professional portfolios. Work integrated learning through research projects provides experiential education for learners while maintaining academic scaffolding. Key considerations, benefits and approaches will be explored in this session.

This workshop will be presented on the following dates:

Wednesday, March 16 from 11:00 a.m. to 12:00 p.m.

Learning Outcomes:

- Identify examples of work integrated learning.
- Discuss potential opportunities and challenges to ensure student success.

Learning Outcomes and Assessment Strategies

Evolving – Chantale Hutchinson

Have you wondered about the relationship between learning outcomes, assessment strategies and student success?

In this session, participants will examine what makes a measurable learning outcome and how they guide the choice of assessment strategies.

This workshop will be presented on the following date:

Thursday, March 3 from 12:00 p.m. to 1:00 p.m.

Learning Outcomes:

- Identify the three characteristics of a learning outcome
- Discuss how the learning outcome informs the assessment strategy

Learning and Memory Under Stress: A Discussion of Vogel & Schwabe's Research

Evolving – Chantale Hutchinson

Does stress heighten students' ability to memorize core concepts or do high levels of stress impede student performance? In this comprehensive article, Vogel & Schwabe (2016) discuss the impact of stress on learning and memory. Join us for a lively discussion of their findings and how this may inform your practice.

This workshop will be presented on the following dates:

Thursday, February 10 from 3:00 p.m. to 4:00 p.m.

Learning Outcomes:

- Debate your position on the impact of stress on learning and memory
- Discuss Vogel & Schwabe's findings and tie to personal experience
- Share approaches to help manage student stress and support student success

Vogel, S. & Schwabe, L. (2016). Learning and memory under stress: implications for the classroom. *Science Learn* 1, 16011. https://doi.org/10.1038/npjscilearn.2016.1

Program Mapping

Evolving - Beverlie Dietze

Program mapping visually represents the alignment between program goals, their associated outcomes, and the methods through which those outcomes are delivered. This session will provide an overview of this process as well as examples from Okanagan College departments which have recently completed program maps for their areas.

This workshop will be presented on the following dates:

Tuesday, April 5 from 12:00 p.m. to 1:00 p.m.

Learning Outcomes:

- Discuss the benefits and applications of this process.
- Examine the steps involved in program mapping.
- Evaluate sample program maps from several college departments.

Podcasts and Screen Capture Made Easy

Evolving – Carl Doige

Learn about screen capture and podcasting software to help you create interactive and engaging presentations. Record your screen, add effects to emphasize key points, and easily share your videos with others. Participants will be guided through a demonstration of the software and its features.

This workshop will be presented on the following date:

Monday, March 7 from 1:00 p.m. to 2:00 p.m.
Wednesday, March 9 from 10:00 a.m. to 11:00 a.m.

Learning Outcomes:

- Examine applications for teaching and learning.
- Interact with video and audio recording software.
- Create a short screen capture and podcast.

Making Learning Visible

Evolving – Christina Grant

Are you interested in exploring ways to make your students' thinking and learning visible? Sunderland, Woods and Dorsett (2020) propose this can serve great benefit to learners because as "multimedia producers, students have an opportunity to: author and share potentially emancipatory content; deepen their level of engagement with environments; and deepen their reflection and expression" (p. 483).
In this session, Communications professor Christina Grant will be sharing her approaches to learner support and assessment drawn from her Intercultural Communications in a Global Community course, which makes learning visible through multi-media expressions of understanding.

This workshop will be presented on the following dates:

Friday, March 4 from 1:00 p.m. to 2:00 p.m.

Learning Outcomes:

- Reflect on the benefits of documenting and publishing learning and making assignments authentic for real audiences
- Discuss approaches to multi-modal project and group-based learning
- Identify inclusive practices to honour and reflect learner diversity by examining the approaches in a communications course.

Sunderland, N., Woods, G., & Dorsett, P. (2020). Making the Invisible Visible: Applying Digital Storytelling for Immersive, Transformative and Anti-Colonial Learning. *British Journal of Social Work*, *50*(2), 483–505. https://doi.org/10.1093/bjsw/bcz161

The Perry Framework for Critical Thinking

Evolving - Beverlie Dietze and Carl Doige

Perry's (1970) scheme of intellectual and ethical development is a widely used model that describes cognitive development. The model provides a useful framework for the development of teaching tactics to foster critical thinking skills and other forms of "higher order" thinking. Participants will be introduced to the model and discuss ways in which the model supports students in developing a systematic approach to critical thinking.

This workshop will be presented on the following dates

Monday, February 14 from 12:00 p.m. to 1:00 p.m.

Learning Outcomes:

- Examine the Perry Framework for Critical Thinking.
- Discuss how students may benefit from using the framework in their learning.
- Identify ways in which this model may be incorporated into teaching.

Educational Technology

Introduction to Moodle 3.9

Emerging - Tom Esson

Grab your laptop and pop in for a Moodle 3.9 drop-in session. Receive an orientation to the new features, learn how to integrate tools, set up your course page, and share ideas.

This workshop will be presented on the following date:

Friday, January 28 from 10:00 a.m. to 11:00 a.m.

Learning Outcomes:

- Discuss new features and their utility for learning and teaching.
- Examine tools and applications within Moodle 3.9.
- Apply varied applications to a course shell.

H5P – An Engagement Boost Inside and Outside of the Classroom

Emerging/Evolving – Carl Doige

H5P, HTML5 Package, allows instructors with little or no programming knowledge to create interactive and engaging content for their students. While the H5P platform can be effectively used to enhance the look of one's Moodle site or to easily create quiz questions to be used by students outside of class, the focus of this workshop will be on how H5P interactions can used to promote enhanced engagement during both online and face-to-face synchronous class experiences.

This workshop will be presented on the following date:

Monday, January 31 from 10:00 a.m. to 11:00 a.m.
Thursday, February 3 from 3:00 p.m. to 4:00 p.m.

Learning Outcomes:

- Identify key time points in a lesson plan where student interaction is best suited
- Select the appropriate H5P question-types that are best aligned with content area, learner outcomes and strategic points in a class experience

Topics:

- Theoretical basis for student-centered engagement.
- Effective questions and quiz design.
- Logistic considerations for creating and delivering H5P interactions.

Get to Know Kaltura – Explore the Virtual Classroom	Emerging – Julie Dais

Kaltura is a video recording, storage, and linking tool that is now incorporated within Moodle. Come and explore why and how to use the basic features of Kaltura's Virtual Classroom. It will replace Blackboard Collaborate when the contract with Blackboard ends March 31st.
 	
This workshop will be presented on the following dates:
 	
Friday, January 21, from 3:30 p.m. to 4:30 p.m.
Tuesday, January 25 from 3:00 p.m. to 4:00 p.m.
Wednesday, February 9 from 8:00 a.m. to 9:00 a.m.
Monday, February 14 from 12:00 p.m. to 1:00 p.m.
Tuesday, February 22 from 10:00 a.m. to 11:00 a.m.
Thursday, February 24 from 9:00 a.m. to 10:00 a.m.
 	
Or by appointment – contact Julie at jdais@okanagan.bc.ca
	Learning Outcomes:
	• Identify core aspects of the Kaltura platform that may be used in a variety of teaching and learning situations.
	
	Topics:
	• Virtual Classroom management.
	• Kaltura Virtual Classroom Tools such as:
	  ○ Whiteboards
	  ○ Playlists
	  ○ Screensharing
	  ○ Polls and quizzes

Link to join this session - https://mymoodle.okanagan.bc.ca/course/view.php?id=144356

Embedded quiz questions – how to make instructional videos more engaging

Emerging / Evolving – Carl Doige

Many instructors are using instructional videos to support student learning of content material. As a follow-up, instructors may require students to write a reflection or answer questions in a post-video quiz. Research suggests, however, that retention may be improved if students are prompted to engage with content at the time they encounter it. Why not, therefore, include question prompts at strategic points within the video?

In this workshop, we will demonstrate, contrast, and compare two approaches (H5P and Kaltura) to embedding quiz questions in videos. As this workshop is intended to be hands on, participants are encouraged to come prepared to work on a video of their choosing!

This workshop will be presented on the following date:

Monday, January 17 from 2:00 p.m. to 3:00 p.m.
Thursday, January 20 from 2:30 p.m. to 3:30 p.m.

Learning Outcomes:

- Select the appropriate approach (H5P or Kaltura) for embedding questions in your content videos.
- Follow a prescribed set of steps to successfully embed a variety of quiz question types into your content videos.
- Identify key content videos that would be suitable for applying embedded quiz questions.

Topics

- Theoretical basis for formative assessment.
- Effective questions and quiz design.
- Logistic considerations for using H5P and Kaltura.

Kaltura – Beyond the Basics

Evolving – Julie Dais

Are you interested in using video to engage learners while introducing and re-enforcing core learning outcomes in your courses?

Not only does Kaltura offer a virtual classroom, but it is also a robust video production and hosting resource integrated in Moodle. Join this session for a tour of these applications to learn more about how they can enhance your content delivery through multi-media approaches.

This workshop will be presented on the following dates:

Wednesday, February 2 from 3:30 p.m. to 4:30 p.m.
Wednesday, February 23 from 2:00 p.m. to 3:00 p.m.

Or by appointment – contact Julie at jdais@okanagan.bc.ca

Learning Outcomes:

- Tour the Media Gallery and My Media Kaltura applications
- Create and upload a video into your Moodle course
- Apply Kaltura video capture options to your personal context

Topics:

- Move recordings from Blackboard Collaborate to MyMedia
- Upload and edit your videos including adding interactive quiz questions
- Screen capture

Link to join the above session - https://mymoodle.okanagan.bc.ca/course/view.php?id=144356

Moodle Gradebooks

Evolving – Tom Esson

This interactive workshop will provide an overview of the Grade Book functions and introduce effective ways to set it up and use it, while supporting student success. Participants will be introduced to several options for student assessments that support learning outcomes.

This workshop will be presented on the following date:

Thursday, March 31 from 12:00 p.m. to 1:00 p.m.

Learning Outcomes:

- Discuss Gradebook and its functionality in Moodle
- Define and design Moodle Gradebook categories and weights
- Manipulate new features in Moodle for your application

Fun Tools for an Interactive Classroom

Evolving - Tom Esson

Their heads are down and all you see are fingers flying on their cell phones. Looking for ways to engage your students? Have you tried some of the new technologies available? Kahoot, simulations, Poll Everywhere – there are several fun online tools that can help bring engagement up in your classroom. Supportive interactive experiences bring learning the material to a new level. Students get to collaborate, communicate and be creative in a whole new way.

This workshop will be presented on the following dates:

Friday, February 18 from 9:00 a.m. to 10:00 a.m.
Tuesday, March 15 from 1:00 p.m. to 2:00 p.m.

Learning Outcomes:

- Identify and discuss technological tools and their applications in relation to your courses, teaching strategies, and learning outcomes.
- Examine different interactive and dynamic elements in your classroom.
- Interact with various forms of educational technology.

Hyflex Delivery in Trades Programs

Mastering – Jessica Eastwood and Joe Wolfe

Are you interested in exploring ways to instruct and engage remote learners while inviting them into your face-to-face courses?

Hyflex, or Concurrent Hybrid Delivery, allows you to bring remote learners into your classroom's live lesson. Join this session to learn more about current approaches being implemented in both the Women in Trades and Electrical programs.

This workshop will be presented on the following date:

Monday, March 21 from 3:00 p.m. – 4:00 p.m.

Learning Outcomes:

- Discuss four key instructional considerations when delivering a hyflex class
- View a standard class design with hardware considerations for hyflex delivery
- Discuss the benefits and challenges of this teaching model

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.

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

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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

January – April 2022

Please register at Learning and Applied Research