Blended Pedagogies II
Teaching Remotely: Shared Experiences

Summary of virtual panel event held on June 16th, 2021
[Link to Video]

Just over a year ago we made the abrupt transition to teaching and learning online. As we consider what a return to the classroom might look like, we must also consider how the ways in which we've approached teaching and learning in a virtual environment has had an impact on what this return might look like.

Panelists:

Jamie-Tyler Sewerniuk – Learning Technologies Help Desk (MacPherson Institute).

Susie O'Brien – Professor and Chair, Department of English and Cultural Studies.

Bridget O'Shaughnessy – Associate Professor, Department of Economics.

Bruce Wainman – Director of the Education Program in Anatomy and Associate Professor in the Department of Pathology and Molecular Medicine.

Panel Questions:

1. What kinds of flexible teaching models are you considering for blended and online learning in the future?

2. What criteria will you use to assess your courses as you transition from online to blended?

3. What challenges are you anticipating as you transition to a blended model and how are you planning to overcome them?

4. How can instructors be more intentional about their course development as they consider a blended format?

3 Key Takeaways From The Panel:

1. A blended course is one where a portion of the face-to-face synchronous time is replaced by online content and/or activities. Blended courses integrate the online portion with face-to-face/synchronous class time in a planned, pedagogically valuable manner. Flipped Classrooms, Hybrid, and HyFlex are three of the most common approaches of a blended course.

2. It is important to be intentional about the delivery of your courses. Requesting student feedback and accessing additional resources such as those available at the MacPherson Institute can be very helpful in determining delivery methods, which technologies to use, etc.

3. With any blended approach, it is important to be considerate of the demographic of students enrolled in each course such as program level, locations and varying time zones, privacy concerns, etc.

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Some Key Takeaways From Each Panelist:

Jamie-Tyler Sewerniuk – Learning Technologies Help Desk (MacPherson Institute)

- Flipped Classroom: Students learn fundamental knowledge prior to class through and online component, and in-class becomes an interactive learning environment with the instructor guiding students as they apply and engage with the content. [11:34 – 13:34]
- Hybrid: Focuses on incorporating any possible learning technique to best teach content, no matter if it's online or offline. Curriculum is designed intentionally and thoughtfully to integrate face-to-face and online learning experiences. Face-to-face time is reduced, but not eliminated, with a balance of learning being facilitated asynchronously or synchronously through digital/web-based technologies, or offline learning opportunities. [13:35 – 16:24]
- HyFlex (Hybrid Flexible): Learners have the flexibility – or choice – to attend classes face-to-face or online synchronous modalities. HyFlex integrates technology into the physical classroom using microphones, speakers, smartboards, cameras, etc. allowing the class to be live streamed and giving students the choice to attend in class or virtually. Instructors are able to interact with both groups of students as they are experiencing the lectures at the same time. [16:27 – 23:17]

Susie O'Brien – Professor and Chair, Department of English and Cultural Studies

- Susie followed a flipped classroom model whereby students watched short videos (approximately 20 minutes each week) prior to class and used class time to engage in more complex analytical activities and participate in group discussions. [28:28 – 28:53]
- Some challenges Susie faced included condensing material into short lectures, creating videos that could be reused in upcoming years, reduced interactivity in online activities, the steep learning curve required, allowing flexibility for students, and accessibility concerns. [32:38 – 36:08]

Bridget O'Shaughnessy – Associate Professor, Department of Economics

- It is important to determine what students will be doing during synchronous and asynchronous components. If videos are used for asynchronous components, ask yourself what they look like, how long they will be, how many there will be, etc. Sometimes a video for all topics is not necessary. For instance, if the textbook already does a good job, try focussing video content on more challenging concepts that may need more explaining. [39:08 – 41:13]
- Some challenges include finding a balance between these synchronous and asynchronous components, and building rapport with students, especially with reduced synchronous time. [44:51 – 46:14]
- Creating weekly schedules to help students get organized and stay on track has been very well received. These include lists of readings, videos, and assessments that the student should complete for the week. [46:15 – 47:06]

Bruce Wainman – Director of the Education Program in Anatomy and Associate Professor in the Department of Pathology and Molecular Medicine

- Bruce has used Q-methodology to make data-informed changes in blended and online delivery. First, qualitative student feedback is collected and coded to eliminate repeated responses. Then, these responses are ranked by students on a scale of least agree to most agree. The positive and negative statements are then reviewed to determine which specific changes should be implemented. [52:09 – 55:00]
- Some of the changes that Bruce has implemented as a result are complete online labs, online tutorials, regular Q&A sessions, thorough reviews of all exams, and 100% accurate closed captions. [57:29 – 58:58]

Referenced Resources:

[MI Upcoming Events](#)

[Avenue to Learn Course Request Form](#)

[Blended Teaching: A Guide for Applying Flexible Practices during COVID-19](#)

[Flipped Classroom](#)

[Hybrid](#)

[Everyday Climate Change](#)

[Avenue to Learn Checklists](#)