Prioritizing Pedagogy in a Pandemic

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WELCOME!

Case Overview

1. Background
2. Plan for Pedagogy
3. Feedback & Lessons Learned
4. Helpful Resources
What did your institution do or offer for faculty moving to remote/online teaching in the beginning of the pandemic?
BACKGROUND & TRIAGE

Pandemic!

We addressed the “emergency” needs of tech training and orientation to the tools

Many faculty were defaulting to “school on Zoom” without adjusting pedagogy for format and student needs
Expose faculty to best-practices in online teaching and learning and experience it themselves.

Need to offer faculty a way to learn online pedagogy, but with quick turnaround time.
Online Skills Mastery (OSM) 8-week course is an established, successful PD opportunity for faculty. We built on these topics and format.

Quick turnaround & focus on asynchronous
Started with 3-week duration
Intended for rapid transition from f2f to online, with focus on asynchronous model.

Use already established PD course as foundation
Online Skills Mastery (OSM) 8-week course is an established, successful PD opportunity for faculty. We built on these topics and format.

Facilitated course for maximum experience
Facilitated course (not self-paced)
Online, asynchronous model with videos, readings, discussions, sharing, reflecting
Let’s talk!

What were some of your particular institutional challenges at the beginning of the pandemic? What strategies did you use to address them?
FIRST ITERATION

Week 1
Pedagogy, Theory, and Roles in Online Learning

Week 2
Building a Community of Learners

Week 3
Improving Engagement & Access Through Media and Universal Design
SECOND ITERATION

Week 1
Introduction to Canvas and Course Technologies

Week 2
Pedagogy, Theory, and Roles in Online Learning

Week 3
Improving Engagement & Access Through Media and Universal Design

Week 4
Improving Engagement & Access Through Media and Universal Design
Case Review

- Assessing digital literacy
- Unprepared for high level of mixed course formats
- Narrow field of influence
- Disconnect between traditional online best practices and administrative decisions

- Relationship building
- Distinct improvements in individuals’ skills and knowledge
- Exposure to the online student experience
- Modeling of online instruction
- Validation of high-level course design & focus
Online-focused pedagogy remains of paramount importance to the student experience.

Improve identification and differentiation of audiences.

Plan for offsetting (or resetting) long-term goals and expectations.
Let’s talk!

What are your takeaways from pandemic course planning? What future needs have you identified?
Visit the toolkit for more resources!

Prioritizing Pedagogy Toolkit