

# Developing Community with Compassion on an Online Platform

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What Teaching and Learning can Look  
Like Using Collaborate Ultra



# Acknowledge Territory

shíshálh Nation and Lheidli T'enneh



# Introductions

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# Pedagogy Visioning Committee (PVC)

The screenshot shows the website for the Centre for Teaching, Learning and Technology (CTLT) at the University of Northern British Columbia (UNBC). The page is titled "Pedagogy Visioning Committee (PVC)". The navigation bar includes links for Admissions, Programs & Courses, Campus Life, Services, Research, About, and myUNBC. Below the navigation bar, there are links for Future Students, Current Students, Faculty & Staff, Alumni, and Donors. The main content area features a sidebar on the left with links to CTLT Home, Services, Instructional Design and Technologies, Teaching and Learning Resources, Pedagogy Visioning Committee (PVC), PVC intro, The Pillars, Links and Videos, Contact, Awards, Newsletters, Staff, and Contact. The main content area contains the title "Pedagogy Visioning Committee (PVC)" and a paragraph explaining the committee's purpose in response to the COVID-19 pandemic. It also includes sections for "What we hope to create?" and "What are some guiding questions to consider?".

**UNBC** UNIVERSITY OF NORTHERN BRITISH COLUMBIA

Admissions Programs & Courses Campus Life Services Research About myUNBC

Future Students Current Students Faculty & Staff Alumni Donors

## Centre for Teaching, Learning and Technology (CTLT)

### CTLT Home

Services

Instructional Design and Technologies

Teaching and Learning Resources +

**Pedagogy Visioning Committee (PVC)** -

PVC intro

The Pillars

Links and Videos

Contact

Awards +

Newsletters

Staff

Contact

## Pedagogy Visioning Committee (PVC)

It goes without saying that the COVID-19 pandemic has had an impact on all aspects of our lives. With regard to teaching and learning, the impact has been dramatic as we have all had to rapidly navigate both charted and uncharted waters of alternative modes of course delivery. It gives us hope, however, that many of us remain interested in thinking and talking about how we can make the 'classroom' an inclusive and intellectually stimulating arena for teaching and learning. If it is true, as John Dewey says, that "A person who does not have his [sic] mind made up, does not know what to do" (*Democracy and Education*), charting our way through the demands of pandemic pedagogy will challenge us to consider the principles and values that inform our practice, both now and in the emerging "new normal" of Higher Education. It is this thinking that has birthed the Pedagogy Visioning Committee (PVC).

### What we hope to create?

We plan to publish dispatches, based on some core values identified by the committee as integral to the mission of teaching and learning at UNBC, particularly in the context of pandemic pedagogy. Our hope is that the dispatches will plant seeds for further conversation in formal and informal opportunities for engagement, and will provide some guiding questions, resources and examples to help our community reflect, plan, and put our values into practice.

### What are some guiding questions to consider?

- What do I care about, as a teacher or a learner, when it comes to our learning environment at UNBC?

News Events

<https://www.unbc.ca/centre-teaching-and-learning/pedagogy-visioning-committee-pvc>

# Learning Intentions

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- You can create a learning community with our students online.
- You can teach and learn synchronously and asynchronously.
- You can do “THIS” with any content area. Enjoy the session.



# Having fun with Collaborate Ultra

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## Three Ways to Create Student Engagement:

- Break the Ice
- Whiteboards
- Polling

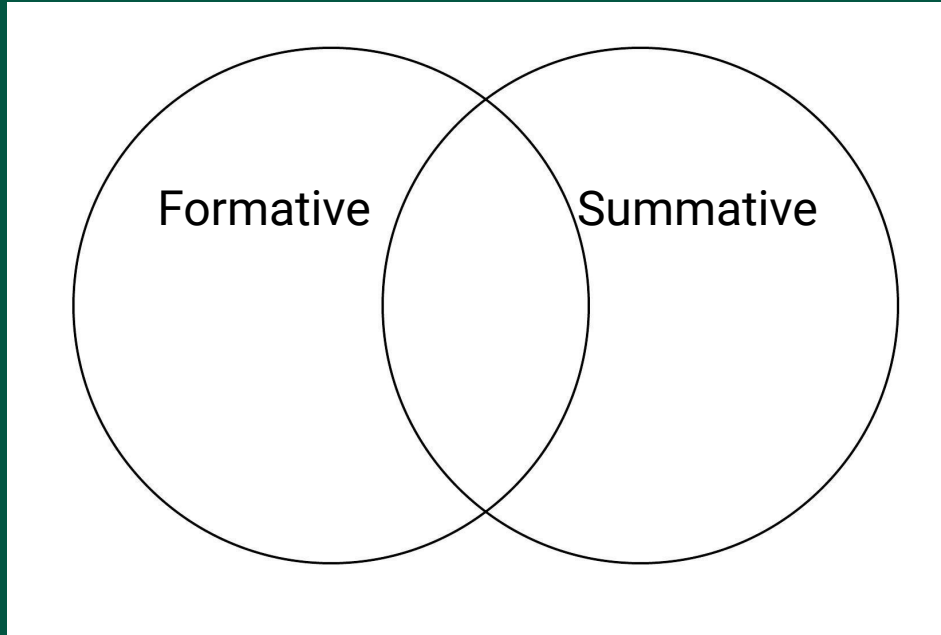


# Break the Ice: Pre-Assessing Your Learners

Which of the following best reflects your level of readiness for September?



# Whiteboard Activity: How will you assess and evaluate student learning?






## Share Content

### Primary Content


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 Share Blank Whiteboard

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 Share Application/Screen

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 Share Camera

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 Share Files  
Sharing Kaffeelatsch - August 20, 2020 - Google Slides Presentation.pdf  

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### Secondary Content


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 Polling 

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### Interact

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 Breakout Groups 

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# Polling Activity:

**THIS MAY BE VIEWABLE BY  
MODERATORS ONLY\***  
But here is a screenshot.

P.S. Breakout Groups can also see and use these tools.

# What is your level of comfort in facilitating interactive learning using some of these tools?

1. I am already doing this and I love the way it creates community in my class.
2. I can do this and want to incorporate some of these tools in my classes.
3. I can see the benefit of students participating by using these tools.
4. I am not sure about these tools but would like to learn more.
5. I would never use such tools during my class using collaborate ultra.

# Final Formative Assessment or Check-In:

We would love to get your feedback on this Kaffeeklatsch session so far:

For more BLACKBOARD info, go to:

<https://help.blackboard.com/>



A screenshot of a Blackboard feedback menu. The menu is white with a thin border. At the top, there are two options: 'Away' with a clock icon and 'Leave session' with a document icon. Below this is a section titled 'Feedback'. Under 'Feedback', there are six options arranged in two columns: 'Happy' (smiling face), 'Sad' (frowning face), 'Surprised' (wide-eyed face), 'Confused' (frowning face with squinted eyes), 'Faster' (gear with lightning bolt), and 'Slower' (gear with lightning bolt). At the bottom, there are two large buttons: a green 'Agree' button with a gear icon and a red 'Disagree' button with a gear icon.

*Other ways to provide feedback after the session: the Google Doc and PADLET.*

# Bonus Activity!!! Using PADLET... We would love to hear from you!!!

PADLET:

<https://padlet.com/younghusb/j7k9c0juog914tj6>

CONTACT US at PVC:

<https://www.unbc.ca/centre-teaching-and-learning/contact>

*It's true... you don't have to be F2F all the time.*



# Thank you for participating!

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If you have further questions and would like to contact the PVC or ourselves at:

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# Goodbye and ending early synchronously :)

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Please continue the conversation on the Google Doc and/or Padlet.

