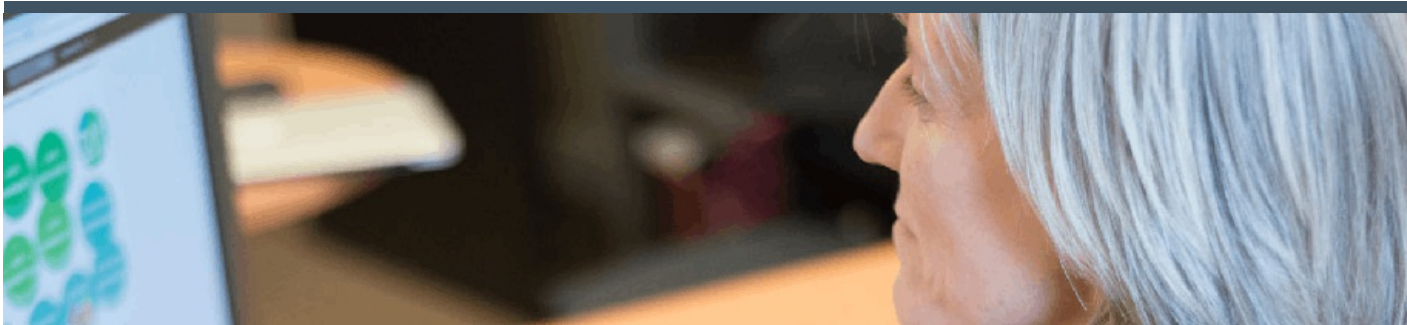


General



Traditional Welcome

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[Open video in new window](#)

Meet your facilitator

Your facilitator, [Sophia Palahicky](#) welcomes you to Facilitating Learning Online (FLO) Fundamentals!



Ongoing course activities & materials

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Sophia Palahicky, Ed.D

Course overview

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Course description

Facilitating Learning Online (FLO) - Fundamentals is a five-week online course that is focused on developing teaching skills for asynchronous online learning. Over the course of the five weeks, you will learn strategies to create active learning environments online for your students, facilitate or co-facilitate a pre-designed learning activity, and receive feedback from your peers. FLO Fundamentals gives you the opportunity to develop your online facilitation skills with other new and experienced facilitators. This workshop is designed for core faculty, associate faculty, and staff in facilitation or support roles of online or blended courses, regardless of experience level.

Learning outcomes

Learning outcomes	Assessment criteria	Weeks
1. Build and sustain online communities	<ul style="list-style-type: none">• Defines the role of facilitation in an online learning environment• Recognizes best practices for facilitating learning online• Recognizes the relationship between community, presence, and effective learning, especially as they relate to learning in online environments• Relates the "Community of Inquiry" model to online learning communities• Describes specific teaching practices for the online context that speak to identified pedagogical	Weeks 1, 2, & 4

	values	
2. Support diverse learners online	<ul style="list-style-type: none"> • Reflects on the role of the instructor in facilitating online discussion forums • Recognizes the role of values in teaching practices • Identifies the relationship between values, intentions, and teaching practices, specifically those that relate to facilitating learning online • Identifies own core pedagogical values 	Weeks 3 & 4
3. Facilitate collaborative and individual learning	<ul style="list-style-type: none"> • Recognizes the opportunities, limitations, and challenges of the discussion forum in online learning environments • Identifies specific facilitation strategies that support effective learning in online discussion forums • Reflects on key experiences that have informed their teaching, specifically in online learning contexts 	Weeks 3 & 5
4. Provide effective feedback and assessment	<ul style="list-style-type: none"> • Reflects on strategies for engaging learners in an online learning community • Selects innovative forum-based learning activities • Recognizes the role of reflection in teaching practice 	Weeks 2, 3, & 5
5. Manage the online course environment	<ul style="list-style-type: none"> • Differentiates distinguishing features of the online learning environment/experience • Creates an inventory of key strategies for facilitating learning online • Recognizes facilitation strategies that develop social and teaching presence • Creates teaching philosophy, specifically as it pertains to facilitating learning online 	Weeks 1 & 2

Course structure

There are five learning units in this course (1 unit per week for a total of five weeks). Learning activities will include watching videos, reading pages or articles, completing Moodle Choice polls and Lessons, working collaboratively using Cloud-based tools such as Google docs and Padlet, and posting and replying to questions in forums, etc.

With the exception of week 1, each week of FLO will follow the same basic structure:

- **Monday – Thursday (Peer-facilitated learning activities):** In this half of the week, through the facilitation of a team of your peers, you will complete various learning activities including reading text, watching videos, working collaboratively, completing polls, etc. To learn more about the peer-facilitation component of the course, please review the [Peer facilitation handbook](#). In addition, you will share reflections in a learning journal and post comments in response to the journal entries of others. See your learning journal in the [Learning Journals](#) section for specific information.
- **Friday – Sunday (Reflection and feedback activities):** In the second half of the week, you will share your feedback and reflections of the peer facilitated learning by completing a weekly poll and participating in a Padlet discussion.

Time commitment

FLO is a participatory and cohort-based course. To derive maximum benefit, and to be fair and supportive to your colleagues, you need to participate fully in online activities and discussions.

FLO requires commitment on your part. We recommend that you set aside 5 - 10 hours per week for FLO activities. You can expect to spend more time during the week you are facilitating. Please plan to log into the course several times each week, ideally daily.

If, for some reason (work, travel, etc.), you will be without online access for a day or two, please let all FLO participants know in advance by posting in the [Open forum](#). It is important that you arrange to meet your participation requirements before or immediately after you get back online. (Note: If you plan to be away from the course for a week or more due to a work or personal commitment, please connect with the FLO facilitators ASAP to discuss whether this is the right time for you to take this course.)

Privacy and confidentiality

Trust is an essential part of a successful FLO. Our learning relies on the exchange of honest, constructive feedback, and we need to agree that our online learning environment will be private and confidential. Always seek permission to share content posted by participants.

This FLO offering is accessible by the workshop participants, facilitators, and occasionally website administrators who we may call upon to assist with technical issues and editing. You will continue to have access to the workshop content and participants' contributions after the end date, and for as long as this website is supported.

About FLO

The materials and design of this workshop build on the open educational resource that has been available in various iterations through Royal Roads University (RRU) since 2005. The design is based on the [Instructional Skills Workshop](#) in that activities provide an authentic environment for participants to learn about and practice skills related to facilitating learning.

Important differences between the face-to-face ISW and the FLO:

- FLO is about online facilitation, and learning, whereas the ISW is about teaching in face-to-face settings.
- The topics you will be facilitating in FLO are about teaching and learning, whereas ISW lessons are on any topic.

A brief history of FLO and its evolution:

- In September 2013, the course was implemented at [BCcampus - SCoPE](#) for the first time.
- In February 2015, the name of the course changed from Instructional Skills Workshop Online (ISWO) to Facilitating Learning Online (FLO), to more closely reflect the focus on online facilitation.
- In February 2016, FLO-FDO facilitators participated in a 2 day Design Sprint to integrate a new design and delivery model for FLO, incorporating feedback from participants and graduates of Facilitating Learning Online (FLO) and Facilitator Development Online (FDO) courses. The updated version of FLO deepened the emphasis on facilitation and collaborative learning and scaffolded the team facilitation activities more effectively.
- In September 2017, the FLO-Fundamentals diversity section was revised to reflect current themes, issues, and facilitation recommendations in the related online learning and diversity literature.
- In March 2020, the RRU version of FLO was redesigned to reflect new best practices in online facilitation and with updated readings and resources. Theme topics were revised to avoid duplication with [new faculty development offerings](#) available through CTET at RRU.

Course schedule

Date	Course Activities
Week 1 (October 26 - November 1, 2020)	
By Monday evening	Review the Course overview .
	Review this page, the Course schedule (note times of Collaborate sessions in weeks 1 & 4).
	Review the Peer facilitation handbook .
	Complete Week 1 - Activity 1: Introductions Padlet
Tuesday, 12:00pm (PST) to 1:00 pm	Join Week 1 - Activity 2: Collaborate session via our Collaborate Room (Class)

Date	Course Activities Facilitation sign-up sheet
By Tuesday evening	Read Week 1 - Introduction .
By Wednesday	Complete Week 1 - Activity 3: Explore resources
By Wednesday	Start Week 1 - Activity 4: Facilitation strategies
Mid-week	All participants: Check the Peer facilitation schedule to confirm what team you are on. Orange team: Connect with each other (via Quickmail or the Peer facilitation planning forum) to start planning for next week's facilitation.
By Friday	Complete Week 1 - Activity 4: Facilitation strategies Post in the Open forum when Activity 4 is complete. Do this by Saturday (3pm PST).
By Sunday	Complete Week 1 - Activity 5: Learning journal
Ongoing	Post questions in the Open forum .
Week 2 (November 2 - 8, 2020)	
By Monday morning	Orange team: Post Week 2 kick off post in the Announcements (Peer facilitators) forum. All participants: Review Orange team's kick off post.
Monday - Thursday	Read Week 2 - Introduction .
	Complete Week 2 - Learning activity 1: Explore resources
	Complete Week 2 - Learning activity 2: Photovoice
	Complete Week 2 - Activity 3: Learning journal
Mid-week	Blue team: Connect with each other (via Quickmail or the Peer facilitation planning forum) to start planning for next week's facilitation.
Thursday - Sunday	Complete Week 2 - Reflection 1: Facilitation strategies
	Complete Week 2 - Reflection 2: Feedback
	Blue team: Assign roles for Week 3 - Activity 3: Debate and email to FLO course facilitators.
Ongoing	Post questions in the Open forum .
Week 3 (November 9 - 15, 2020)	
By Monday morning	Blue team: Post Week 3 kick off post in the Announcements (Peer facilitators) forum. All participants: Review Blue team's kick off post.
Monday - Thursday	Read Week 3 - Introduction .
	Complete Week 3 - Activity 1: Lead-in .
	Complete Week 3 - Activity 2: Explore resources
	Complete Week 3 - Activity 3: Debate
Complete Week 3 - Activity 4: Learning journal	
Mid-week	Yellow team: Connect with each other (via Quickmail or the Peer facilitation planning forum) to start planning for next week's facilitation.
Thursday - Sunday	Complete Week 3 - Reflection 1: Facilitation strategies
	Complete Week 3 - Reflection 2: Feedback
Ongoing	Post questions in the Open forum .
Week 4 (November 16 - 22, 2020)	
By Monday morning	Yellow team: Post Week 4 kick off post in the Announcements (Peer facilitators) forum. All participants: Review Yellow team's kick off post.
Monday - Thursday	Read Week 4 - Introduction .
	Complete Week 4 - Activity 1: Personal values assessment
	Complete Week 4 - Activity 2: Explore resources

Date	Course Activities
	Week 4 - Activity 3: Visualizing Learning Journal
Mid-week	Green team: Connect with each other (via Quickmail or the Peer facilitation planning forum) to start planning for next week's facilitation.
Thursday, 12:00pm (PST) to 1:00pm	Join Week 4 - Activity 5: Collaborate session via our Collaborate Room (Class)
Thursday - Sunday	Complete Week 4 - Reflection 1: Facilitation strategies
	Complete Week 4 - Reflection 2: Feedback
Ongoing	Post questions in the Open forum .
Week 5 (November 23 - 29, 2020)	
By Monday morning	Green team: Post Week 5 kick off post in the Announcements (Peer facilitators) forum. All participants: Review Green team's kick off post.
Monday - Thursday	Read Week 5 - Introduction .
	Complete Week 5 - Activity 1: Explore resources
	Complete Week 5 - Activity 2: My online teaching philosophy
	Complete Week 5 - Activity 3: Learning journal
By Sunday evening	Complete Week 5 - Reflection 1: Facilitation strategies
	Complete Week 5 - Reflection 2: Feedback
	Complete Week 5 - FLO course evaluation
Ongoing	Post questions in the Open forum .

Learning community

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Announcements (FLO facilitators) - Read only

erica-steeves-G_lwAp0TF38-unsplash.jpg excluded because All rights reserved.

This forum is for FLO course facilitators to post global announcements. All participants are "forced subscribed" to this forum, which means you will get an email whenever we post here (we do our best to limit our posts to minimize the number of emails you get). Participants cannot post or reply to posts in this forum. Please keep an eye on this forum for important updates and news.

Optional: [Learn more about forum subscription and tracking](#).

(Photo by [erica steeves](#) on [Unsplash](#))

Contents of the forum are not included in compile. To see the content, please visit the course.

Announcements (Peer facilitators only - not for team planning)

elena-koycheva-bGeupv246bM-unsplash.jpg excluded because All rights reserved.

This forum is for peer facilitations to post global announcements, such as weekly kick-off posts, mid-week check ins, and wrap up posts. All participants are "forced subscribed" to this forum, which means you will get an email whenever someone posts here; for this reason, please only post here in your peer facilitation week and be judicious about how often you are posting.

Note: In a regular course, you would usually only see one Announcements forum, where instructors post messages they want to go to all students. We have two Announcements forums in this course because of our unique "layers" of facilitation (FLO facilitators and peer facilitators). We wanted peer facilitators to have a space for announcements similar to what you would have in your regular course.

Optional: [Learn more about forum subscription and tracking](#).

(Photo by [Elena Koycheva](#) on [Unsplash](#))

Contents of the forum are not included in compile. To see the content, please visit the course.

Open forum (Class)

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This forum is a space where you can ask questions and find answers to other people's questions. You are also welcome to answer the questions posted by your colleagues. Your FLO facilitators will monitor this forum closely and aim to respond to all questions within 24 hours. Please also feel free to use this forum as a place to share resources relevant to the course, for example, articles or videos that may enhance our learning.

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Contents of the forum are not included in compile. To see the content, please visit the course.

Peer facilitation resources

Facilitation sign-up sheet

As part of your participation and learning in this course, you will co-facilitate the learning activities for one week. Learning activities take place Monday-Wednesday of each week. One team will co-facilitate in each of weeks 2, 3, 4, and 5. Please see the [Peer facilitation handbook](#) for more specific information.

To sign-up, indicate which week you would prefer to facilitate. You will be on a team with the others who choose the same week as you.

Please complete this sign up by Tuesday of week 1.

Peer facilitation schedule

Peer facilitation schedule

Week and team name	Team members
Week 2 - Orange team	Gareth, Ludovico, Scott, (full)
Week 3 - Blue team	Frances, Maria Teresa, Terri, Luis Pérez-Domínguez (full)
Week 4 - Yellow team	Heidi, Deanna, Karla, Hugo Luis (full)
Week 5 - Green team	Dan, Berenice, Juan Luis (full)

Note: FLO course facilitators will update this page once everyone has participated in the [Facilitation sign-up sheet](#).

Peer facilitation handbook

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Introduction

This handbook provides information and guidelines about the peer facilitation component of this course. Please review the contents of this handbook early in week 1 so you are clear on the expectations of the task. Please also use this handbook as a reference throughout the course, referring back to it as needed.

What is peer facilitation?

A core component of this course is peer facilitation, an experiential learning strategy where learners take on the role of

facilitating or co-facilitating the learning of their peers. Peer facilitation "is focused on learning through supporting the learning of other students" (Ashwin, 2008, p. 5).

Why peer facilitation?

Research suggests that peer facilitation can have a positive impact on learning for both the facilitator and the facilitated learners, potentially increasing engagement and participation and improving intrinsic motivation (Oh et al, 2018, p. 494). In this course, peer facilitation takes on another layer, offering the opportunity for you to learn experimentally and develop, practice, and reflect on your facilitation in a safe and low-stakes environment. The purpose of the peer facilitation is to provide you with an opportunity to put into practice the skills and knowledge that you are learning in the course through hands-on facilitation practice. You will further develop your facilitation skills through observing your peers facilitate and through our weekly feedback discussions.

What does FLO peer facilitation look like?

Each FLO participant will co-facilitate a "mini-session" between weeks 2-5. Depending on how many participants there are in the course, you will be in a facilitation team of 2-4 colleagues. Peer facilitation will take up the first half of each week (Monday – Thursday). Peer facilitation teams will facilitate a pre-designed learning activity from Monday to Thursday. In the second half of the week, we focus our attention on reflection and feedback.

Peer facilitation schedule

The schedule of which teams are facilitating in which week, and who is on each team, can be found here: [Peer facilitation schedule](#). Course facilitators will populate the [Peer facilitation schedule](#) after everyone has participated in the [Facilitation sign-up sheet](#). Please add yourself to a team via this sign-up sheet as one of your first tasks in week 1 of FLO.

Peer facilitation will take place in teams in weeks 2-5 of this course. Each week will follow the same cycle:

- Monday-Thursday: Peer facilitation teams will facilitate the learning activities for the week.
- Friday-Sunday: All participants will participate in reflection and feedback activities on the team facilitation and learning activities.

Roles in the peer-facilitation experience

Peer facilitators

The role of the peer facilitator is to facilitate a pre-designed learning activity for peers. This means that you don't need to choose what participants will do or what tools they will use. These decisions have already been made at the design stage. The topic of week 1 is all about what good facilitation looks like, so we dive into this much deeper there, but generally speaking, the role of the facilitator is to do what is needed to support learners in achieving the learning outcomes for each week. This may mean guiding, encouraging, and supporting them in their efforts. Facilitating can also mean redirecting when things go off track. Facilitators do these tasks through a combination of communication channels, such as announcement posts, videos, phone calls, emails, etc. Facilitators also often take on a learning role themselves, and may participate in learning activities alongside participants.

Participants

For the weeks that you are not facilitating, you will be a participant, or learner. Your role of participant is KEY! During this time, you are asked to actively participate as a learner. This includes completing all readings and other learning activities on time according to the [course schedule](#). Please try to participate equally in all sessions. This ensures all facilitators have an equal opportunity to practice their skills. You are also asked to provide timely and constructive feedback to peer facilitators in the second half of the week through the feedback discussions. These sessions are not just for the benefit of facilitators, but are also valuable opportunities for everyone to learn through reflection and discussion of what has been observed throughout the week.

Course facilitators

The role of the course facilitators is to provide high-level facilitation and support to all participants, including peer facilitators. Our support extends both prior to as well as during your peer facilitation. We are here to support you to stay on track, address questions and concerns you may have, and to cheer you on! Please connect with course facilitators through the course Q&A forum or directly by email if you prefer.

Peer facilitation plan

Before your facilitation week

We suggest starting to prepare for your peer facilitation mid-week of the week before your facilitation week. For example, if you are co-facilitating in week 4, you should start getting ready mid-week in week 3.

Remember, you do not have to design any of the learning activities. Your role is to facilitate the activities that have already been designed.

Here are some ideas for preparing for your facilitation week:

- Connect with your team-mates either via the [Peer facilitation planning forum](#), email using Quickmail, or whatever method of communication you prefer. You can also use the course Collaborate Room for virtual face-to-face meetings.
- Review this Peer facilitation handbook.
- Support your team in familiarizing yourselves with the learning activities for the week, including the readings in the “Explore resources” activities.
- Post questions or concerns in the [Open forum](#) or email course facilitators directly using Quickmail, if you prefer.
- You may find these questions helpful to discuss with your team as a starting place for your preparations:
 - What are we hoping to get out of our facilitation?
 - What do we hope participants will get out of our facilitation? How do we hope they will feel at the end of the week?
 - What key facilitation skills do we want to practice?
 - What specific tasks do we have to do, or will we do? (e.g. weekly kick-off posts, checking in, summarizing, etc.)
 - How can we divide the work fairly between us?
 - How will we stay in touch during our facilitation week? What agreements can we come to about how often and how quickly we will be touch?
 - What kinds of conflicts, frustrations, miscommunications, etc. can occur between co-facilitators, and how can we manage these together?
 - What do we each need from our co-facilitators in order to make this a successful experience?

During your facilitation week

During your facilitation week, you will be facilitating the learning activities from Monday to Thursday. You are expected to:

- Post a kick-off post in the forum called [Announcements \(Peer facilitators\)](#). Your kick-off post can include video, images, or text. It should provide a brief introduction to the week and clearly outline what participants are going to be doing this week. Try to avoid repeating too much of the information that is already available on the course site; instead, link to the relevant pages with the relevant information (use hyperlinked text, rather than pasting full URLs please). This message should go out first thing on Monday morning.
- Facilitate learners in completing the learning activities for the week, for example, by checking in individually with learners, e.g. via an individual email or a phone call, or by posting (judiciously) in the [Announcements \(Peer facilitators\)](#) forum with reminders. Note that your facilitation includes the learning journals, which participants should complete by the end of the day on Thursday.
- Engage in supportive dialogue with participants in their learning activities, for example by identifying common and divergent themes, summarizing key points, replying to posts, commenting on learning journal entries, etc.
- Post wrap-up post in the [Announcements \(Peer facilitators\)](#) forum that closes the learning activities for the week, summarizing the learning activities and highlighting key learning, insights, etc. This message can include video, images, or text and should go out Thursday afternoon/evening.

Notes:

- **All peer facilitators:** Peer facilitators will also complete a learning journal entry during their facilitation week, writing from the facilitator's perspective. This means your journal entry can include examples from your week's experience as a peer facilitator. Peer facilitators will give feedback to each other's journal entries as well as participants' entries.
- **Week 3 facilitators:** One of the learning activities for this week includes a debate where each FLO participant takes on an assigned role. These roles should be equally distributed (as much as possible), for example, if there are eight participants and four roles, there will be two participants per role. Please email the FLO course facilitators with your list of who you are assigning to each role. This should be done by the Sunday before your facilitation week. FLO facilitators will update the activity with the names you provide. See [Activity 3: Debate](#) for more information.
- **Week 5 facilitators:** One of the learning activities for this week includes pairs working together to provide feedback to each other. The activity is called [Activity 2: My online teaching philosophy](#). For this activity, you will a) pair participants, and b) create one discussion thread in the forum called [Activity 2: My online teaching philosophy](#) for

each pair. This should be done by the Sunday before your facilitation week.

After your facilitation week

Between Friday and Sunday, all participants will participate in reflection and feedback activities on the team facilitation and learning activities. Participants will share their feedback on the facilitation that they participated in/observed. Specific prompts are included. For facilitation teams, this part of the week is about practicing reflection and receiving feedback. You will share your own insights and ah-ha! moments and receive feedback.

Peer facilitation planning forum (Teams)

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Use this forum to connect with your co-facilitators for the week you have signed up to facilitate. To find out who is on your team, please see the [Peer facilitation schedule](#), which will be updated early in week 1 based on everyone's responses to the peer facilitation sign-up sheet.

Note: This forum is set up for teams, so you will only see posts from other members of your team and vice-versa.

(Photo by [Marten Bjork](#) on [Unsplash](#))

Contents of the forum are not included in compile. To see the content, please visit the course.

Week 1: Essentials of online facilitation

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October 26 - November 1, 2020

Week 1 - Introduction

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Welcome to the first week of FLO! To get us started, we are exploring the essentials of online facilitation as the theme for this week. We will be considering some of the distinguishing features of the online learning environment and facilitation online, and "best practices" for online facilitation. You will work collaboratively as a group to create and curate an inventory of strategies, or practical tasks, that you can do in your own practice to facilitate learning online effectively. In addition, you will get to know each other through a quick introductions activity, and we will connect synchronously via Collaborate Ultra, our web-conferencing platform. The synchronous session will be recorded for those unable to make it.

Developing a diverse, inclusive, supportive, and connected online learning community is a key factor in helping learners feel comfortable and willing to fully engage in learning activities. Preparing a statement on a given topic and posting it for everyone to see can be an intimidating experience for a learner in a new group, particularly for those who are relatively new to the online environment. When people know a bit about each other and have an opportunity to interact informally, a sense of camaraderie can develop which encourages people to feel comfortable enough to take risks and explore ideas. Diversity and inclusion are integral to this learning experience and we strive to make this a safe space for ALL. Throughout FLO, you'll be asked to participate in or facilitate specific online learning activities. During week 1, you'll explore concepts associated with online facilitation, online learning, and the Community of Inquiry (CoI) framework. You'll begin to develop and participate in the FLO learning community.

You will have opportunities to:

- Differentiate distinguishing features of the online learning environment/experience;
- Define the role of facilitation in an online learning environment;
- Recognize best practices for facilitating learning online; and
- Create an inventory of key strategies for facilitating learning online.

There are a number of learning activities to complete this week. We suggest working through them sequentially as they are presented in the course schedule. In addition to the learning activities, please remember to [sign up for your peer facilitation team](#). Please refer to the [Course schedule](#) for a complete list of tasks to complete and due dates. If you have any questions or concerns, you can post in the [Open forum \(Class\)](#) or email your facilitators directly.

(Photo by [Janelle Hayes](#) on [Unsplash](#))

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Week 1 - Activity 1: Introductions Padlet

To help us get to know each other, please provide a brief video introduction of yourself and your main interest in taking this course. If you prefer to share only your voice, you can cover your camera or focus your camera on something else, like a coffee mug or pet. Alternatively, if you prefer to make a text-only post, that is fine, too. Add your video, audio, or text post in the Padlet provided below.

Keep your video between 1-2 minutes. If this is your first time creating video posts in Padlet, watch this [short video explaining how to create video posts in Padlet](#). *Note: Chrome or Firefox are recommended. Other browsers may not be supported.*

When you make your video, it will take several minutes for it to play here. Be patient. Feel free to comment on posts made by your peers. Please add your name when you comment, so we know who is writing. However, if you prefer to remain anonymous, that is fine, too

Ready to begin? To get started, click the pink (+) button to the bottom right. Looking forward to your posts!

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Week 1 - Activity 2: Collaborate session

To kick off our course, we will be connecting synchronously via Collaborate Ultra on **Tuesday of week 1 at 12:00pm (PST)**. A few tips for technical success:

- Please use Google Chrome or Mozilla Firefox. Other browsers are not supported and may cause technical difficulties. If you don't have Chrome or Firefox, you can download them here ([Chrome](#)) or here ([Firefox](#)). Chrome is preferred.
- We strongly encourage everyone to use a headset or earbuds with a microphone. This will help reduce echoes and audio interference for everyone.
- Before the session, please review the information and watch the video on this page: [Collaborate Ultra Instructions](#)

Access the session: [Collaborate Room \(Class\)](#)

Week 1 - Activity 3: Explore resources

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For our next learning activity, we invite you to explore selected resources. Each week, we provide a small number of selected resources (articles or videos) related to the theme of the week. The resources are meant to deepen your understanding of the theme and support you in the other learning activities to follow.

We have provided a brief introduction to each resource, as well as some guiding questions to focus your reading. Questioning is an established reading strategy that supports readers in engaging with a resource and improves comprehension. Keeping these questions (below) top of mind as you explore the resources, will also support you with the rest of the learning activities to follow this week. You may wish to keep notes as you find the answers to these questions as you are reading/watching.

- What are the key features of the online learning environment? Of the online learning experience? How have these features changed over the last decades?
- What is the instructor's role in online learning? Is their role different in the online learning environment compared to face to face?
- What "best practices" are you noticing? Which ones are common across the different resources? Which are different?
- What facilitation strategies are mentioned that you are already doing or planning to do? Which are new ideas for you?

Week 1 resources

Our first resource is a short chapter from a book by Canadian professor and researcher, Dr. Randy Garrison. This week is about exploring the essentials of online facilitation. It may be helpful, therefore, to start this week with a brief background on

online learning.

- Chapter 1 (p. 1-6), Introduction: Garrison, D.R. (2017). *E-Learning in the 21st Century*. New York, NY: Routledge. [[click to download PDF](#)]

Our next resource offers a “toolkit” for the online teacher, prepared and shared by an American group, the Association of College and University Educators (ACUE). The page includes a number of videos and downloadable resources that were compiled in response to the Covid-19 crisis. However, we believe that the information shared will remain relevant to online instructors even after the crisis is well behind us.

- [ACUE’s online teaching toolkit](#)

Our third and final resource for the week is a post written by [Flower Darby](#), the Director of Teaching for Student Success at Northern Arizona University. What we like about Darby’s article is the way that she explores some of the key concerns of instructors who are new to online teaching, unpacking jargon, and offering some practical tips to enhance the learning experience for students.

- [How to Be a Better Online Teacher](#)

(Photo by [Sincerely Media](#) on [Unsplash](#))

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Week 1 - Activity 4: Facilitation strategies

In this activity, you and your colleagues will work collaboratively in a Google document to create a curated list of key facilitation strategies for facilitating learning online. Please read the list of instructions below carefully before beginning.

Instructions:

- Based on your interpretation of the readings, combined with your own experiences as an online learner and/or instructor, what are some key strategies for effective online facilitation? For example, what specific tasks or behaviours would an instructor do or demonstrate in order to be effective as an online facilitator?
- You will be using a shared Google doc for this activity. NOTE: everyone will be working in the same Google doc on this collaborative exercise. You can access the [Google doc here](#).
- The deliverable for this activity is a concise list of 10 key strategies for effective online facilitation. Each item on this list should be concise – no more than 50 words (ideally fewer!). The deadline to complete your work in the Google doc is midnight on Friday of week 1. Please let your course facilitators know when you have completed your task by posting in the Open forum. One volunteer can make this post by Saturday (3pm PST).

Tips:

- As you will all be working collaboratively in a single Google doc, this is an activity that will require collaboration and cooperation amongst yourselves. At times, it may feel messy and confusing, but we have full confidence in your ability to self-organize and complete this task!
- We suggest starting on this activity no later than Wednesday of week 1 as it will require each participant to visit and revisit the collaborative document several times.
- You will notice that we have not provided you with a forum for a discussion. This is intentional! We would like you to come away from this experience with the understanding that not all discussion and collaboration in online learning needs to happen in discussion forums. Your FLO course facilitators will be present and available to support you as needed.

Ready to begin? You can access the [Google doc here](#). We recommend that you use **Google Chrome** as there have been issues of lag reported when using other browsers to access Google docs.

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Week 1 - Activity 5: Learning journal

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In the final learning activity for the week, you will share your reflections and insights in your learning journal and post comments in response to the journal entries of others.

This week, you are asked to consider this prompt:

- How do I define the role of the facilitator in online learning? What are two best practices for effective online facilitation? What new strategies am I considering adding to my facilitation practice? What else has resonated with me thus far?

Please see your learning journal in the [Learning Journal](#) section for specific guidelines.

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Week 2: Building community

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November 2 - 8, 2020

Week 2 - Introduction

john-schnobrich-2FPjIAyMQTA-unsplash.jpg excluded because All rights reserved.

Welcome to the second week of FLO! This week we are exploring the theme of building community, a key component of a successful online learning experience. You will have opportunities to:

- Recognize the relationship between community, presence, and effective learning, especially as they relate to learning in online environments;
- Relate the Community of Inquiry framework to online learning communities;
- Recognize facilitation strategies that develop social and teaching presence; and
- Reflect on strategies for engaging learners in an online learning community.

This week also kicks off the peer facilitation component of FLO, so the week will look a little different to last week. The week is divided into two parts:

- **Learning activities (Monday – Thursday):** In the first half of the week, you will be guided through a series of learning activities by a team of your peers. Good luck, peer facilitators!
- **Reflection activities (Friday – Sunday):** In the second half of the week, we zoom out to take a “meta” view of the peer facilitation, offering our feedback to the peer facilitators and our reflections on what we have learned about facilitating learning online. Note that this portion of the week will follow the same format every week.

Before we move into the activities for this week, we invite you to begin reflecting on these concepts: community; human and non-human connections; and relatedness. The TEDxUManitoba video below is titled *What Does an Indigenous University Look Like?* The video features Niigaanwewidam (James) Sinclair who shares with us a story of connectedness, relatedness, and community. We invite you to get comfortable with a glass or cup of your favourite beverage as you view this video in preparation for the week's activities.

Video length (17:41 mins.)

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The importance of diversity and inclusion in online communities

Many factors contribute to increasing diversity in today's classrooms, including global population mobility, internet communications, and knowledge economy demands for lifelong learning. In Canada, more domestic students now access post-secondary education, our international student population is booming, and with the progress of Truth and Reconciliation, we are also enjoying an increase in Indigenous student participation (Universities Canada, 2017). With over 200 immigration-based ethnicities, English (or French) is often a second or additional language for domestic as well as international students (StatCan, 2016). In addition, as Tony Bates (2015) notes, the student average age is also increasing due to the fact most students now need to work at least part time to meet expenses. Learners need flexibility to meet competing life demands, thus often look to online learning options. While student prior knowledge, experience, learning goals, and contexts are still the key characteristics to pay attention to (Bates, 2015), students will be looking to educators for mentoring, support, and flexibility to navigate the dramatic changes in today's learning conditions.

Activities this week

There are a number of activities to complete this week, so please refer to the [Course schedule](#) for a complete list of what needs to be completed. In general, please complete activities sequentially in the order that you see them on the course page. Look out for a kick-off post by your peer facilitators in the [Announcements \(Peer facilitators\)](#) forum first thing Monday morning! If you have any questions, please post in the [Open forum \(Class\)](#) or send your FLO facilitators an email.

Good luck peer facilitation team! 😊

(Photo by [John Schnobrich](#) on [Unsplash](#))

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Learning activities (Monday - THURsday)

Week 2 - Activity 1: Explore resources

This week's theme is about building community in the online learning environment, which is one of the most important roles for an online facilitator; learning is a socially constructed experience, so when we do things that help students feel socially connected to each other and to their instructor, we support their learning. In the early days of online learning, many students and instructors noted feeling a sense of isolation or distance from others. Over the years, researchers have found learners report improvement in actual and perceived learning when online instructors strive to address these concerns and build online community.

While greater learner diversity now requires more flexible and responsive teaching approaches, Knowles' (1984) adult learning principles are still helpful to consider. For example, most adult learners are still likely to expect clear information on what, why, and how they are to learn and be assessed, and to be offered relevant, meaningful learning activities. Most adult learners are also likely to appreciate (or even insist on) opportunities for active engagement in defining their own learning needs, goals, resources, methods, and assessments. Younger learners, or cultural groups schooled in less participatory educational models, may find owning responsibility for their own learning, and/or contributing to their peers' learning, more challenging at first. However, the engaged pedagogies, like experiential, inquiry, applied, project-based, and team-based learning, are well-established methods known to support student learning success across age, culture, and other dimensions of diversity. It is important to keep diversity and inclusion in mind when reflecting on the best ways to build online communities.

This week, we are inviting you to read/watch three resources that have been chosen to deepen your understanding of the role of community in the online learning experience. This includes two readings (about 10 pages each – skim if needed) and a short video. We have also included some guiding questions to help focus your reading/watching and make reading/watching task-based. You may wish to make a few notes of what you find, addressing each question as you read.

Week 2 resources

Our first resource comes to you from two researchers from Australia, where online learning developed from a long history of post-secondary education. The first degrees were offered via distance education as early as 1911 as a result of the vast distances that separated individuals and communities from the nearest university. The article explores some of the common challenges and opportunities that instructors experience in cultivating an online learning community and should provide you with an empirical justification for the importance of community in the online learning environment.

Guiding question: **What is the relationship between community, presence, and effective learning in the online environment?**

- Arasaratnam-Smith, L., & Northcote, M. (2017). [Community in Online Higher Education: Challenges and Opportunities](#) [PDF download]. *The Electronic Journal of e-Learning*, 15(2), p. 188-198.

The next resource, another chapter by Garrison (2017), builds on the first by providing a theoretical framework to help you make sense of the different components for cultivating communities online. What is most important to take from this reading is the understanding of the concept of presence (touched on in the first reading), the role of presence, and the different kinds of presence. This reading is another chapter from the same book that you read an excerpt from last week and presents an overview of the Community of Inquiry (CoI) theoretical framework. This framework is widely used to support facilitation practice in online learning contexts. The CoI framework describes three "*presence*" elements that can help create educational experiences to engage students in deeper learning and critical thinking. The framework reflects a significant change in traditional roles of teacher and students over the last 20 years. In CoI applications, instructors step back from the expert role and focus more on facilitating social and environmental aspects of the course; we sometimes refer to

this as becoming a “guide on the side” versus the “sage on the stage”. Within this Col framework, students are encouraged to take on more independent learning choices and participate in the knowledge building that can be fostered in peer-to-peer learning.

Guiding question(s): **What is the relationship between the Col framework and online learning communities? What is the difference between social, cognitive, and teaching presence?**

- Chapter 3 (p. 22-34), Community of Inquiry: Garrison, D.R. (2017). *E-Learning in the 21st Century*. New York, NY: Routledge. [[click to download PDF](#)]

Finally, we invite you to watch a video from [The Learning to Teach Online Project](#), an award-winning project completed by Simon McIntyre and Rick Bennett, two faculty at the University of New South Wales (UNSW) in Australia. While the videos that make up the project are now 10 years old, they hold ongoing relevance for facilitating learning online. The video below explores strategies for engaging and motivating students in the online space.

Guiding question(s): **What strategies do the interviewees suggest? Which would help cultivate teaching presence? Social presence? Cognitive presence?**

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Week 2 - Activity 2: Photovoice

In this activity, we are adapting the research method known as [photovoice](#) as a tool for inviting reflection and interpretation of what you are learning about building online learning communities. "Photovoice is a participatory action research method that employs photography and group dialogue as a means for marginalized individuals to deepen their understanding of a community issue or concern" ([Empowering the Spirit](#)).

There are three parts to this activity:

1. Share: Post a picture that **represents an experience you have had of an online learning community**. Your picture can represent either a positive or a negative experience of an online learning community. If you have never been part of an online learning community, choose a picture that represents what you would like an online learning community to be like. Please post in the Padlet provided below.
2. Reflect: Add a brief narrative or story (max 300 words) that explains why you selected the image and briefly describes the experience. You are encouraged to draw on the readings and resources to describe and make sense of your experience. If you have never been part of an online learning community, describe what you would like that community experience to be like. Please add your name to your post, so we know who is writing.
3. Dialogue: Comment on the pictures that others have shared with your interpretations and insights about the nature of online learning communities, drawing from the readings/videos where possible.

You can share pictures from your own personal collection or pictures that you have found elsewhere. Please ensure that you give credit when sharing images that don't belong to you. You may wish to use one of these sources of royalty free images in searching for pictures: [Unsplash](#), [Burst](#), [Pixabay](#).

Note: Posts and comments will appear as anonymous; please include your name in your post and comments on others' posts.

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Week 2 - Activity 3: Learning journal

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In the final learning activity for the week, you will share your reflections and insights in your learning journal and post comments in response to the journal entries of others.

This week, you are asked to consider this prompt:

- What role does community play in online learning? What did I learn from the Col model? What else has resonated with me thus far?

Please see your learning journal in the [Learning Journal](#) section for specific guidelines.

Note for peer facilitators

Peer facilitators will also complete a learning journal entry, writing from the facilitator's perspective. This means your journal entry can include examples from this week's experience as a peer facilitator. Peer facilitators will give feedback to each other's journal entries as well as participants' entries.

(Photo source - [Clever Visuals on Unsplash](#))

Reflection activities (friday- Sunday)

Week 2 - Reflection 1: Facilitation strategies

Select the facilitation strategies that you observed demonstrated by your peer facilitators this week. This list is based on what you and your peers identified as the top ten strategies for effective online facilitation.

Week 2 - Reflection 2: Feedback

The Padlet below is a space for feedback and dialogue about the peer facilitated learning activities. Videos and images are encouraged! Please add your name to your post, so we know who is writing. Feel free to comment on posts made by peers.

Participants, please share your appreciative and growth-oriented feedback for your peer facilitators on their facilitation of this week's learning activities. For example:

- What did you appreciate most about how your peers facilitated this week?
- What facilitation strengths did you observe this week?
- What facilitation strategies did you observe that you're adding to your own "toolkit"?
- What suggestions or ideas do you have about facilitation for your peers?

Peer facilitators, please share your own reflections on the experience of facilitating this week. For example:

- What's one thing that stood out for you as a positive about your facilitation?
- What's one strength you have as a facilitator that you showed this week?
- What's one thing about your facilitation that you'd like to remember?
- What's one thing you're looking forward to trying next time you facilitate?

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Week 3: Facilitating effective forum discussions

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November 9 - 15, 2020

Week 3 - Introduction

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Welcome to the third week of FLO! This week's theme is facilitating effective discussion forums. You may have noticed that we have not used very many discussion forums so far in the course. This was intentional! We wanted to show how an online course can be designed that does not rely on discussion forums. It is not that we are against discussion forums – in fact, we are huge fans! When **intentionally** chosen for a specific learning activity, and facilitated effectively, forum-based discussions can be highly successful.

You will have opportunities to:

- Recognize the opportunities, limitations, and challenges of the discussion forum in online learning environments;
- Reflect on the role of the instructor in facilitating online discussion forums;
- Select innovative forum-based learning activities; and
- Identify specific facilitation strategies that support effective learning in online discussion forums.

This week will follow the same format as last week, with peer-facilitated learning activities from Monday to Thursday, followed by reflection and feedback from Friday to Sunday. As per usual, please refer to the [Course schedule](#) for a list of specific tasks to complete and due dates.

Good luck peer facilitation team! 😊

(Photo by [Mimi Thian](#) on [Unsplash](#))

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Learning activities (Monday - THURsday)

Week 3 - Activity 1: Lead-in

Week 3 - Activity 2: Explore resources

In this activity, you are invited to explore a few resources that should deepen your understanding and promote critical thinking about forum discussions in online learning. This week, we have three short articles and a video. As you are reading/watching, keep these guiding questions in mind:

- What are some of the opportunities of the discussion forum? What are the limitations? Challenges?
- What is the role of the instructor? What isn't their role?
- What are some innovative ways of using the discussion forum?
- What can you start doing (or stop doing) to support effective learning through discussion forums?

Week 3 resources

The first two readings are short articles from [Hybrid Pedagogy](#), who describe themselves as “a community, a conversation, a collaboration, a school, and a journal.” Hybrid Pedagogy’s work is grounded in critical pedagogy and the notion of praxis, where theory and practice come together through experience and reflection.

- [The Discussion Forum is Dead; Long Live the Discussion Forum](#)
- [Rules of Engagement; or, How to Build Better Online Discussion](#)

The third reading is a short article from [Inside Higher Ed](#), an online newsletter that brings together higher education practitioners with articles, current news, career information, and events. This particular article has some great ideas and strategies that address some of the concerns raised by the authors of the two articles from Hybrid Pedagogy that you just read.

- [Discussion Boards: Valuable? Overused? Discuss.](#)

Finally, here is a short video from our friends at the University of New South Wales (UNSW) in Australia. While this video is almost 10 years old, the ideas have ongoing relevance to how we use online discussion forums.

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Week 3 - Activity 3: Debate

Welcome to our Week 3 debate! In this activity, you will be drawing from your own experiences as well as what you have learned through your readings and video-watching to conduct a class debate. This activity was inspired by one of our readings from the week, [Rules of Engagement; or, How to Build Better Online Discussion](#)

In this activity, each of you will be assigned a specific role. No matter what your role, you are encouraged to support your statements with evidence from the readings! We are not setting word limits on your posts, but encourage you to be concise so as not to place extra demand on your colleagues in terms of workload for the week. Videos and images are, as usual, encouraged. 😊

Role	Description	Participants
First responders	Your role is to “seed” the discussion with an initial response to the prompt. Feel free to take either stance (for or against the debate prompt).	Scott and Ludovico
Arguers	Your role is to respond to the <i>first responders</i> ' posts with alternative points of view. You can also challenge <i>radical thinkers</i> . Be sure that your posts are collegial and respectful!	Deanna and Karla
Consensus builders / Summarizers	Your role is to take a “big picture” view of the debate to find the common points of agreement between the <i>first responders</i> and the <i>arguers</i> . Also, your role is to summarize the discussion as it unfolds and at the end of the debate. You won't need to wait until the end of the activity to do this – summaries can be effective at any time to distill the ideas of several people's posts into a concise quick-read for all.	Dan, Hugo Luis, and Juan Luis
Radical thinkers	Your role is to challenge that the debate is about the "wrong" question. You will provide an alternative question about the use of discussion forums and explain why you think this question is a better one to debate. You do not have to wait for <i>first responders</i> to post.	Gareth, Heidi, and Berenice

Let the debate begin

Now that you know what your role is in the debate, you are invited to take up your role and begin.

Debate prompt: **Online discussion forums are an invaluable component of the online learning experience. Agree or disagree?**

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Contents of the forum are not included in compile. To see the content, please visit the course.

Week 3 - Activity 4: Learning journal

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In the final learning activity for the week, you will share your reflections and insights in your learning journal and post comments in response to the journal entries of others.

This week, you are asked to consider this prompt:

- What role should the facilitator play when using discussion forums? What are two examples of effective ways to use a discussion forum? What else has resonated with me thus far?

Please see your learning journal in the [Learning Journal](#) section for specific guidelines.

Note for peer facilitators

Peer facilitators will also complete a learning journal entry, writing from the facilitator's perspective. This means your journal entry can include examples from this week's experience as a peer facilitator. Peer facilitators will give feedback to each other's journal entries as well as participants' entries.

(Photo source - [Clever Visuals on Unsplash](#))

Reflection activities (friday- Sunday)

Week 3 - Reflection 1: Facilitation strategies

Select the facilitation strategies that you observed demonstrated by your peer facilitators this week. This list is based on what

you and your peers identified as the top ten strategies for effective online facilitation.

Week 3 - Reflection 2: Feedback

This Padlet is a space for feedback and dialogue about the peer facilitated learning activities. Videos and images are encouraged!

Participants, please share your appreciative and growth-oriented feedback for your peer facilitators on their facilitation of this week's learning activities. For example:

- What did you appreciate most about how your peers facilitated this week?
- What facilitation strengths did you observe this week?
- What facilitation strategies did you observe that you're adding to your own "toolkit"?
- What suggestions or ideas do you have about facilitation for your peers?

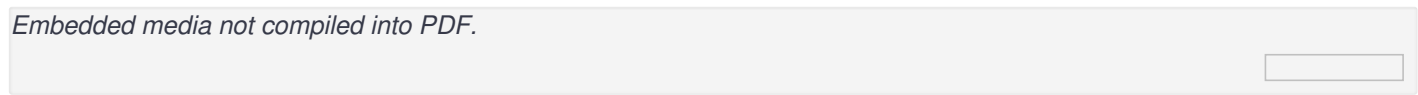
Peer facilitators, please share your own reflections on the experience of facilitating this week. For example:

- What's one thing that stood out for you as a positive about your facilitation?
- What's one strength you have as a facilitator that you showed this week?
- What's one thing about your facilitation that you'd like to remember?
- What's one thing you're looking forward to trying next time you facilitate?

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Week 4: Pedagogical values

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November 16 - 22, 2020

Week 4 - Introduction

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Welcome to the fourth week of FLO! You have come so far already. We have explored some really key topics that are hopefully already giving you ideas and inspiration about your online facilitation practice. The topics we have explored so far have been focused on what we do, our facilitation practice. For the next two weeks, we shift our focus slightly to focus more on reflection inwards, onto who we are as practitioners and how that informs our practice. This intersection of practice and reflection is known as praxis, a central idea to the theory of critical pedagogy. As articulated by Giroux (2006):

Critical pedagogy is a discourse for asserting the primacy of the political and the ethical as a central feature of educational theory and practice. Critical pedagogy makes clear that schools and other educational spheres cannot be viewed merely as instructional sites, but must be seen as places where culture, power, and knowledge come together to produce particular identities, narratives, and social practices. (p. 4)

The idea of praxis, or "theorizing practice and practicing theory" (Monchinski, 2008, p. 1), which can also be understood as a cyclical process of reflection and action, serves as a helpful reminder of the value of reflecting on what we do and why we do it.

This leads to our theme for the week, Pedagogical Values. This week, you will be invited to look inwards and reflect on your values, or "the ideals that give significance to our lives, that are reflected through the priorities that we choose, and that we act on consistently and repeatedly" (Hall, 2003, p.21); more specifically, we will encourage you to explore how your values inform and support your teaching practice, especially in the online learning context. Some examples of pedagogical values include: care, community, diversity, equity, inclusion, and social justice. This week, you will have opportunities to:

- Recognize the role of values in teaching practices;
- Identify the relationship between values, intentions, and teaching practices, specifically those that relate to facilitating learning online;
- Identify your own core pedagogical values; and

- Describe specific teaching practices for the online context that speak to your identified pedagogical values.

This week follows the same format as weeks 2 and 3, with learning activities supported by your peer facilitators from Monday to Thursday, followed by reflection and feedback activities from Friday to Sunday. In addition, this week we will be gathering together for our second synchronous (web-conferencing) session, via Collaborate Ultra, on Thursday at 12:00pm (PST). The synchronous session will be recorded for those unable to make it. As usual, you are encouraged to complete the activities for this week in the order they appear, and please refer to the [Course schedule](#) for a list of all tasks to complete this week.

Good luck peer facilitation team! 😊

(Photo by [Daoudi Aissa](#) on [Unsplash](#))

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Learning activities (Monday - THURsday)

Week 4 - Activity 1: Personal values assessment

For our first activity for the week, you are invited to complete your Personal Values Assessment (PVA), a simple survey (approx. 5 minutes) that will help you to identify and define the values that shape the way you do what you do. After you have read your report, you are invited to share some brief thoughts and ideas with the group in the Padlet below. Share only what you feel comfortable posting and do not feel pressure to post deep, personal thoughts if you are not ready.

Instructions:

1. Go to the [Personal Values Assessment \(PVA\)](#) website. To begin the survey, click "Take your free assessment".
2. The survey will ask for an email address to send your report to; if you prefer not to use your own email address, you can use facdev@royalroads.ca and we will forward the report to you. If using this option, please send us an email letting us know what name you put in the survey and what email address we should send the report to.
3. Read your report. Consider as you are reading, which of your personal values would show up most in your teaching? How would they show up?
4. Post a brief video or text-based post with your thoughts of this personal values assessment experience in the Padlet below. Remember, share only what you feel comfortable posting and do not feel pressure to post deep, personal thoughts if you are not ready.

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Week 4 - Activity 2: Explore resources

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In this activity, we invite you to explore resources that have been chosen to deepen your understanding and reflection on the concept of pedagogical values. Additionally, you have the opportunity to reflect on your pedagogical values and how they show up in your teaching, especially within the online learning environment.

All of the resources for this week explore pedagogical values in slightly different ways; many are teachers' own reflections on how specific values shape their teaching practice and/or how the explicit articulation of and reflection on values can lead to more meaningful teaching and learning experiences. As you are reading/watching, consider the guiding questions below:

Guiding questions:

- What role do values play in teaching, according to the author(s)?
- What are the authors' values?
- What specific teaching practices reflect their values?

Week 4 resources

The first resource is a short article from [Hybrid Pedagogy](#), which featured in our resources last week as well. The article offers one instructor's reflection on how intentionally emphasizing the value of kindness has shaped her teaching practice. While the context of the author's teaching is face-to-face, much of what she describes has direct application to the online learning context. As you are reading, think about how this instructor's value of kindness might show up if she was teaching an online course.

- [Pedagogy of kindness](#)

Next, we invite you to choose and watch two (or more) of these videos, all of which explore different practitioner's reflections on specific values that shape their teaching practice. As was the case with the reading above, these practitioners may not necessarily be teaching online, so as you are watching, think about what specific practices could you expect from them in the online context.

- [Elke Gryglewski on the a pedagogy of appreciation](#) (2:36 min) - Note: This video is in German. To enable subtitles, click the subtitles icon (located on the bottom right of the player):

youtube-subtitles-icon.png excluded because All rights reserved.

- [Ted Talk: "Lessons in Compassion: A Teacher's Education in Exile"](#) (21:53 min)
- [The Pedagogy of Difference](#) (6:02 min)
- [Culture, Politics & Pedagogy: A Conversation w/ Henry Giroux](#) (5:12 min)

Optional reading

Our final resource is an optional supplementary resource for those looking to dive deeper into the concept of pedagogical values. This reading is a book chapter written by CTET's Dr. Sophia Palahicky, Donna DesBiens, Ken Jeffery, and Keith Webster. This reading is **not required** for this week (although it is recommended!) because it can only be accessed by logging into the RRU library using RRU credentials and, therefore, may not be available to external FLO participants.

- [Pedagogical Values in Online and Blended Learning Environments in Higher Education](#) [RRU library login required]

(Photo by [Simon Ray](#) on [Unsplash](#))

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Week 4 - Activity 3: Visual values

Through your [Personal Values Assessment \(PVA\)](#) and your [exploration of relevant resources](#), your own pedagogical values should now be starting to take shape. What we are hoping is that by now, you have identified at least one or two of your own pedagogical values and can identify a few specific things that you do (or don't do) that reflect these values. This next activity should give you an opportunity to think a little deeper about this relationship between your pedagogical values and your online facilitation practice, as well as engage in some light dialogue with your colleagues about theirs.

We are using a Moodle forum where you will need to make a post before you can see the posts that others have made. This is called a "Question and answer forum". We like this kind of forum for an exercise like this because it encourages each participant to be creative in interpreting the activity in their own unique way.

Instructions:

1. **Create:** Create or find a visual representation of the relationship between your values and your online facilitation practices. When we say 'online facilitation practice', we mean what you do (or don't do). This can be either current (for experienced facilitators) or aspirational (for both new and experienced facilitators). Your visual representation can be a drawing, a mind-map, a table, an info-graphic, or an image that represents a metaphor.
2. **Share:** Post your visual in the Moodle forum with a brief explanation. Your explanation can be video or audio-based (2 min or less) or text-based (300 words or less). Where possible, mention which readings or videos helped or inspired you.
3. **Dialogue:** Offer comments, ideas, interpretations, and/or questions that you have for other people's visuals.

For help posting an image in Moodle, refer to this article: [Moodle: Uploading images](#) or contact [CTET Studio](#).

Note: Due to the large number of participants in this course, this activity is a team activity. It will be facilitated by Team

Yellow.

Below is audio option for text above (3:22 mins). Scroll down to post to the discussion.

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Contents of the forum are not included in compile. To see the content, please visit the course.

Week 4 - Activity 4: Learning journal

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In the final learning activity for the week, you will share your reflections and insights in your learning journal and post comments in response to the journal entries of others.

This week, you are asked to consider this prompt:

- What three pedagogical values are important to foster a thriving online learning environment? Why? What else has resonated with me thus far?

Please see your learning journal in the [Learning Journal](#) section for specific guidelines.

Note for peer facilitators

Peer facilitators will also complete a learning journal entry, writing from the facilitator's perspective. This means your journal entry can include examples from this week's experience as a peer facilitator. Peer facilitators will give feedback to each other's journal entries as well as participants' entries.

(Photo source - [Clever Visuals on Unsplash](#))

Week 4 - Activity 5: Collaborate session

This week, we will be connecting synchronously via Collaborate Ultra to check in with everyone, debrief the last few weeks, address questions that you have about the course and online facilitation in general, and introduce the “capstone” activity for next week. We look forward to seeing you all there!

The session will be on Thursday of week 4 at 12:00pm – 1:00pm (PST). A few reminders:

- Please use Google Chrome or Mozilla Firefox. Other browsers are not supported and may cause technical difficulties. If you don't have Chrome or Firefox, you can download them here ([Chrome](#)) or here ([Firefox](#)). Chrome is preferred.
- We strongly encourage everyone to use a headset or earbuds with a microphone. This will help reduce echoes and audio interference for everyone.
- Before the session, please review the information and watch the video on this page: [Collaborate Ultra Instructions](#)

Access the session: [Collaborate Room \(Class\)](#)

Reflection activities (friday- Sunday)

Week 4 - Reflection 1: Facilitation strategies

Select the facilitation strategies that you observed demonstrated by your peer facilitators this week. This list is based on what you and your peers identified as the top ten strategies for effective online facilitation.

Week 4 - Reflection 2: Feedback

This Padlet is a space for feedback and dialogue about the peer facilitated learning activities. Videos and images are encouraged!

Participants, please share your appreciative and growth-oriented feedback for your peer facilitators on their facilitation of this week's learning activities. For example:

- What did you appreciate most about how your peers facilitated this week?
- What facilitation strengths did you observe this week?
- What facilitation strategies did you observe that you're adding to your own “toolkit”?
- What suggestions or ideas do you have about facilitation for your peers?

Peer facilitators, please share your own reflections on the experience of facilitating this week. For example:

- What's one thing that stood out for you as a positive about your facilitation?
- What's one strength you have as a facilitator that you showed this week?
- What's one thing about your facilitation that you'd like to remember?
- What's one thing you're looking forward to trying next time you facilitate?

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Week 5: Reflective practice

Student With Computers.jpg excluded because All rights reserved.

November 23 - 29, 2020

Week 5 - Introduction

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Welcome to the final week of FLO! By this stage of the course, you have explored the essentials of online facilitation and learning, the importance of community and how to cultivate it, the role of forum-based discussions, and your own pedagogical values and how they might inform your teaching practice. These themes coalesce this week with a deeper focus on reflective practice.

According to researchers and instructors exploring the Community of Inquiry framework, facilitation is the strategies, techniques and communication an instructor employs to support and guide online learners. Facilitation is considered as a separate group of skills that are employed to support learners in critical reflection and inquiry and to keep them engaged in learning. Below are some examples:

- encouraging discussion and reflection;
- modelling appropriate participation and critical thinking;
- monitoring and regulating learning of students;
- supporting student self-regulation and monitoring; and
- encouraging peer-to-peer learning and connection.

Your main learning activity for this week will be to draw together your key learnings, insights, and reflections from the last four weeks into an online teaching philosophy statement. You will have opportunities to:

- **Recognize the role of reflection in teaching practice;**
- Reflect on key experiences that have informed your teaching, specifically in online learning contexts; and
- Create a teaching philosophy, specifically as it pertains to facilitating learning online.

This week follows the same format as weeks 2-4, with learning activities from Monday – Thursday facilitated by a team of your peers, followed by reflection activities from Friday to Sunday. As usual, please complete the activities in the order that you see them on the page, and refer to the [Course schedule](#) for a list of what needs to be completed.

Good luck peer facilitation team! 😊

(Photo by [Jovis Aloor](#) on [Unsplash](#))

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Learning activities (Monday - THURsday)

Week 5 - Activity 1: Explore resources

Your main learning activity this week will be to create and share your online teaching philosophy. We have intentionally kept

the readings/videos light for this week to allow you extra time for preparing your online teaching philosophy and giving feedback to others. This week's resources include a short video (1:39 min) and a short article (6 pages) to deepen your understanding of reflective practice. As you are watching and reading, think about these guiding questions:

- What is the role of reflection in teaching practice in general? In online teaching specifically?
- What are the key experiences of my life that informed my teaching practice in general? In online teaching specifically?

Week 5 resources

The first resource for the week is a short video that features Murray Sinclair from the Truth and Reconciliation Commission.

Video length (2:56 mins.)

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The second resource for the week is a short excerpt from an interview with RRU faculty, Jen Walinga:

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The third resource is a scholarly article exploring the concept of the metaphorical mirror, a practice whereby metaphors are used to help us identify and make sense of who we are in our teaching practice.

- Wagenheim, G., Clark, R., and Crispo, A. (2009). [Metaphorical Mirror: Reflecting on our Personal Pursuits to Discover and Challenge our Teaching Practice Assumptions](#). *International Journal of Teaching and Learning in Higher Education*. Volume 20 Number 3. pp. 503-509.

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Week 5 - Activity 2: My online teaching philosophy

In this activity, you will pull together everything we have explored over the last four weeks to create and share a statement of your online teaching philosophy as a "capstone" to our FLO course.

What is a teaching philosophy statement?

A teaching philosophy statement is "a written description of your values, goals, and beliefs regarding both teaching and learning and uses evidence from your teaching to make the case that you have excelled as a teacher" ([Centre for Teaching and Learning, Western University Canada](#)). Importantly, a statement of teaching philosophy is unique to the individual and depending on several factors, including the context of the teaching/learning experience. In other words, your face-to-face teaching philosophy statement may be (and should be!) slightly different to your online teaching philosophy statement. Read [Dr. Oleksandr \(Sasha\) Kondrashov's online teaching philosophy](#) as an example.

Why prepare an online teaching philosophy statement?

If you have some experience with teaching or applying for teaching positions, you may be familiar with this genre of writing as many teaching positions require a teaching philosophy statement as part of their application process. When designing this activity, we wanted our FLO participants to come away from FLO not only with key learnings and knowledge that would support them in their teaching, but to have done so through learning activities that were practical, reflecting RRU's [Learning, Teaching, and Research Model \(LTRM\)](#) with emphasis on learning that is applied and authentic.

What should my online teaching philosophy statement include?

Your online teaching philosophy statement should be a 400-500 word statement that addresses this question: What are my values, goals and/or beliefs about facilitating learning online? For each value/goal/belief, you should provide specific examples of teaching practices (existing or aspirational) that demonstrate the value/goal/belief.

Where to start?

We have intentionally designed the course so the work you have been doing from week 1 builds up to this final task. Many of the questions that you have been answering in your peer-to-peer activities as well as your learning journal are directly relevant to your online teaching philosophy statement, so feel free to use, edit, and adapt the work you've already done to support you in this task.

Working in pairs or trios

The peer facilitators will post the organization of pairs or trios early in the week. You will give feedback to your assigned partner/s.

Breaking down this activity

There are three parts to this learning activity:

1. Draft your online teaching philosophy statement (400-500 words) and post it in the thread with your name (peer facilitators will create these threads at the start of the week). Please do this by the end of the day on Tuesday.
2. Give feedback to your partner. Your feedback should be appreciative as well as generative, focusing on the strengths that your partner should keep as well as ideas and opportunities for strengthening the effectiveness of the statement. Please do this by the end of the day on Wednesday
3. Based on the feedback you receive from your partner, as well as inspiration drawn from other people's statements, revise your online teaching philosophy statement and post your updated version in your thread. Please do this by the end of the day on Thursday.

Note for peer facilitators

Peer facilitators will also complete their online teaching philosophy, and will give feedback to each other's online teaching philosophy as well as participants' posts.

Below is audio option for text above (5:54 mins).

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Contents of the forum are not included in compile. To see the content, please visit the course.

Week 5 - Activity 3: Learning journal

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In the final learning activity for the week, you will share your reflections and insights in your learning journal and post comments in response to the journal entries of others.

This week, you are asked to consider this prompt:

- What was the most surprising thought that came to mind as I was reflecting on my teaching philosophy? Why? What else has resonated with me this week?

Please see your learning journal in the [Learning Journal](#) section for specific guidelines.

Note for peer facilitators

Peer facilitators will also complete a learning journal entry, writing from the facilitator's perspective. This means your journal entry can include examples from this week's experience as a peer facilitator. Peer facilitators will give feedback to each other's journal entries as well as participants' entries.

(Photo source - [Clever Visuals on Unsplash](#))

Reflection activities (friday- Sunday)

Week 5 - Reflection 1: Facilitation strategies

Select the facilitation strategies that you observed demonstrated by your peer facilitators this week. This list is based on what you and your peers identified as the top ten strategies for effective online facilitation.

Week 5 - Reflection 2: Feedback

This Padlet is a space for feedback and dialogue about the peer facilitated learning activities. Videos and images are encouraged!

Participants, please share your appreciative and growth-oriented feedback for your peer facilitators on their facilitation of this week's learning activities. For example:

- What did you appreciate most about how your peers facilitated this week?

- What facilitation strengths did you observe this week?
- What facilitation strategies did you observe that you're adding to your own "toolkit"?
- What suggestions or ideas do you have about facilitation for your peers?

Peer facilitators, please share your own reflections on the experience of facilitating this week. For example:

- What's one thing that stood out for you as a positive about your facilitation?
- What's one strength you have as a facilitator that you showed this week?
- What's one thing about your facilitation that you'd like to remember?
- What's one thing you're looking forward to trying next time you facilitate?

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Week 5 - FLO course evaluation

Thank you for participating in Facilitating Learning Online (FLO) - Fundamentals. Please respond to these questions about your workshop experience so we can continue to revise, refine, and improve.

How would you rate the quality of this learning/professional development experience?

- High quality
- Fair
- Low quality

What should the workshop facilitators start, stop or keep doing?

Overall, how satisfied were you with the workshop?

- Very satisfied
- Satisfied
- Not satisfied

What factors influence your satisfaction rating?

What specifically was helpful to you in the workshop?

What do you wish had been included in this workshop?

What activities would you cut/revise and why?

Do you have any final feedback to give us that you haven't already?

Learning journals

Learning Journal (Berenice)

Welcome to your learning journal!

jess-bailey-y7GlldTUOvo-unsplash.jpg excluded because All rights reserved.

This is a place for you to share your reflections and note key learning from each week. The Moodle activity we are using for your learning journal is called a Glossary. Learn more about [Moodle Glossary via the IT Knowledgebase](#).

As part of the learning activities of FLO, you are asked to respond to a specific prompt for that week. Linking back to the course learning outcomes, prompts have been designed to help you identify important and relevant learnings from the week and build towards your final "capstone" deliverable, the online teaching philosophy. Your reflection can be video or text-based; for text-based entries, you are encouraged to use images to enhance your entry. Your entries can also take the form

of **storytelling** if you prefer. You are also encouraged to read and comment on each other's journal entries.

Note: Peer facilitators also complete Learning journal entries in their facilitation week, writing from the facilitator's perspective. This means your journal entry can include examples from your experience as a peer facilitator. Peer facilitators will give feedback to each other's journal entries as well as participants' entries.

(Photo by [Jess Bailey](#) on [Unsplash](#))

Weekly Prompts:

- **Week 1 prompt:** How do I define the role of the facilitator in online learning? What are two best practices for effective online facilitation? What new strategies am I considering adding to my facilitation practice? What else has resonated with me thus far?
- **Week 2 prompt:** What role does community play in online learning? What did I learn from the Coframework? What else has resonated with me thus far?
- **Week 3 prompt:** What role should the facilitator play when using discussion forums? What are two examples of effective ways to use a discussion forum? What else has resonated with me thus far?
- **Week 4 prompt:** What three pedagogical values are important to foster a thriving online learning environment? Why? What else has resonated with me thus far?
- **Week 5 prompt:** What was the most surprising thought that came to mind as I was reflecting on my teaching philosophy? Why? What else has resonated with me thus far?

Adding posts:

Click "Add a new entry". In the field called "Concept", put the title of your reflection. You may wish to use the corresponding week as your title (e.g. "Week 1 reflection"). Your reflection goes in the field called "Description". When you are done, click "Save changes". Remember, your reflection can be video or text-based. For text-based entries, you are encouraged to use images to enhance your entry. Refer to these articles from the IT Knowledgebase for support:

- [How to add images to Moodle](#)
- [How to create videos](#)
- [How to add videos to Moodle.](#)

Adding comments to others' journals:

You are also encouraged to read and comment on each other's journal entries. To add a comment, click "Comments" underneath the post. Write your comment in the text box. When you are done, click "Save comment".

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Figure 1

Bloom's Taxonomy

Keyword: Figure 2

Gagne's Nine Events of Instruction

Keyword: Forums Week 3

What role should the facilitator play when using discussion forums?

I consider that the role that the teacher plays in the management of the forums is strategic, from the design, through the conduction, to the evaluation. The success of the forum will depend to a large extent on how it is designed and on the fair extent to which the teacher participates to guide the debate, and their participation should be to the fair extent required, without intervening too much, only what is necessary.

Below are the guidelines that according to Perazzo (2015) should be followed in the shared construction of meanings and learning that takes place in a forum:

- Clearly establish the purpose you assign to the forum: to exchange information and experiences; solve a problem, case or question; pose hypotheses; describe situations or examples on a conceptual or procedural axis; negotiate meanings to re-elaborate a concept; develop a collaborative project; compare points of view and arguments; etc.
- Allow debate, exchange, divergent and convergent opinions to flow among the students, without responding to each of the contributions made, as this could interfere, influence or cut off opinions that may be the subject of discussion.
- Encourage participation of all students when it comes to a new experience for them.
- Encourage "listening" and understanding of the different voices that flow in the forum to generate a genuine dialogic fabric.
- Moderate the flow of personal contributions when comments or ideas deviate from the topic of discussion or disperse the discussion, pointing out that it is necessary to adhere to the assignment.
- Intervene if the contributions generate cognitive conflicts or inappropriate positions, for which you will be able to raise questions, reflections or conceptual categories that allow the debate to be channeled or redirected.
- Promote a synthesis or a summary of the contributions made, accounting for agreements and disagreements, convergences and divergences, negotiation of meanings, suggestions and reflections. This task can be carried out by the teacher or delegated to the students on a rotating basis.
- Promote a learning community that is progressively less dependent on the tutor teacher to contribute ideas and draw conclusions.

There are also formal guidelines that outline the debate with a beginning, development and closing in a certain time.

- Present specific instructions, without margin of ambiguity, in relation to the topic / problem / question and the form of participation in the forum (for example: one or more interventions per student, do not exceed a certain number of lines, with or without attached file) .
- Enforce certain rules of etiquette: courtesy, respect, open to dialogue.
- Assign times (days, weeks) for starting, developing and closing the forum.
- Explain the number of compulsory participations for each student.
- Indicate how and who will make the "provisional" closing of the debate (by the teacher or the students).

What are two examples of effective ways to use a discussion forum? What else has resonated with me thus far?

One of the examples that I am convinced I will use as of today in the design of the forums of my groups is the debate as it was organized in this course. It is the first time that I see this structure (first responders; argues; consensus / builders / summarizers; radical thinkers), which I found attractive and meaningful not only to remember the learning experience, but most importantly to help students develop reflective thinking and elaborate arguments from different perspectives, be innovative and creative ; look for alternatives; have the ability to find interrelationships between concepts and are even willing to change their positions based on the information shared by the rest of the group and in general the debate generated in the forum.

Another way of using the forums that emerged from this debate is to approach a discussion through the use of images, this can be a creative and innovative strategy to use depending on the level and profile of the students. From an image, a series of questions are established that the students must answer using also images accompanied by their analysis. Something similar to what we did last week at Padlet.

Undoubtedly, there are many ideas, answers and interests that have arisen in this course throughout these weeks, I hope to continue finding the answers. I hope as well that questions that I must find the answers for continue.

Bibliography

Keyword: Guidelines in conducting a forum

Guidelines in conducting a forum

Keyword: Pedagogical Values

I want to start my contribution with three values that are justice, equality and commitment. Justice is giving everyone what they are entitled to, and equality is treating equals equally and unequal people unequally. These two values are always applicable, even more so in the health contingency that we are experiencing in which the deficiencies of many of our students have been exposed to a greater extent. We are not all in the same boat in this pandemic. I will allow myself to make an analogy. Some are on a luxury yacht, others on a boat and others on a motorboat. It is the same with our students. There are some who have all the resources to follow their classes from the comfort of their homes (computer, Internet, tablet, cell phone), reassured with their family financial support, while others have had the need to take risks and go to work at the same time as they try to study online, without having, in many cases, not even a computer with which to connect, as well as having to buy an Internet card that allows them to connect quickly without implying an economic expense that they can't do.

Justice

Photo by Pixabay

Teachers must be flexible in these cases and apply the values of justice and equality. It is not about discriminating against those with all the resources, but about supporting and trying to balance situations. We cannot ask the same of those who lack these resources. Each teacher, depending on the situation of their students will analyze what is the best strategy, such as give them more time to answer the tasks, give guidance by phone, send them the class materials by other means. With regard to this last point, I know a teacher at my university who even bought air time for a student to connect from her cell phone. Teachers must be sensitive to the situation we are experiencing and apply the values of justice, equality and commitment. The value of commitment is reflected in the actions that teachers can take to support all students, especially those who need it most.

Keyword: Reflection Week 1

- **How do I define the role of the facilitator in online learning?**

The facilitator designs a learning online environment to achieve the learning objectives. He or she should be capable to create a collaboration and learning community in which everybody can learn from others. Furthermore, he or she should choose support material and give orientation related to the topics of the class. He or she should resolve doubts opportunely and do an individual and group learning tracing. He or she should identify possible desertion problems. He or she should motivate the group to engage with their learning and contribute to generate a collaborative and empathic environment in which the learning flows naturally.

- **What are two best practices for effective online facilitation?**

Design a learning online environment, without making it a literal copy of the design used in face-to-face classes. Sometimes online classes fail because the face to face classes design is moved to the online scenario. Online classes have their own pedagogical structure, a dynamic where the creation of a learning community based on key aspects such as commitment, time management, communication, and self-learning must prevail.

Trace an individual student learning, be conscious that each person learns in different ways and in his or her own moment. It is necessary to generate materials for different learning styles, visual, auditory, verbal, multimodal.

- **What new strategies am I considering adding to my facilitation practice?**

To do short videos of specific topics in which the students need additional support materials.

Schedule work turn-in in the middle of the week and not until the end of the week as all my classes are designed, thereby preventing students from connecting to class until the end of the week and doing work in a hurry.

- **What else has resonated with me thus far?**

One idea that I have been thinking is how can I create a real learning community. Typically, students of online classes pay attention to their own learning, but most of the time in an individual way, disregarding the learning of the other students, and how they can contribute with this collaboration environment. According with Garrison (2017, p. 5) "The value of e-learning is as a catalyst to rethink its capacity to stimulate and guide the quest to personally construct meaning and collaboratively confirm knowledge"

Bibliography

Garrison, D.R. (2017). *E-Learning in the 21st Century*. New York, NY: Routledge.



Keyword: Week 2

What role does community play in online learning?

The role of the community in online learning is strategic. The environment in which online learning takes place, requires that for its greatest impact, the students is part of a learning community where he does not feel isolated. It is very important to have a sense of belonging with the group with which common goals are shared. This sense of belonging makes people strive with their learning and collaborate with the rest of the group so that they too can achieve it.

Another role of the learning community is to create synergy among its members to motivate each other. Being part of a real learning community contributes to reducing dropout rates, precisely because one of the reasons why students drop out of an online class is that they feel alone. Therefore, it is not enough just to be part of a group and feel like just another individual. Being part of a community means that everyone works for the same goal, accompanies each other in the process and builds learning together.

What did I learn from the COL model?

I learned that it is a model through which procedures are established to carry out collaborative construction in an online environment, and where three basic elements are required: social presence, cognitive presence and teacher presence. Social presence is when participants feel part of a group and develop relationships of trust with the rest of the group. Cognitive presence is generated from a process of critical reflection where students are able to deepen the analysis of the content from the class, and in their own process of how they learn. The teaching presence is when meaningful learning for students is the result of a didactic design promoted from the teaching-learning strategies, the support materials, the evaluation and in general the design of the whole class.

What else has resonated with me thus far?

I continued my own research about models similar to COL, and I found a very interesting article that examines theoretical frameworks and models that focus on the pedagogical aspects of online education. It presents different models, being one of them the COL model. Another model is the Multimodal Model for Online Education like a proposal for an integrated model

for Online Environment.

At the beginning of the article, the Bloom Taxonomy is presented. Despite the years that have passed since Bloom created it, the steps in the learning process are still valid (See Figure 1).

In the article of Picciano (2017), another taxonomy built from Bloom's is presented. It consists in nine event instructions that drive the definitions of objectives and strategies for the design of instructional material. (See Figure 2).

As it can be seen, each of these events must be present in the didactic design of the online courses, from capturing the student's attention, to going further and providing opportunities to continue advancing in learning.

I share the Anderson Online Learning Model, which shows the interactions that both, students and teachers have, as well as the different elements that are present so that learning is generated, including the construction of community of inquiry (See Figure 3).

Bibliography:

Garrison, D.R. (2017). E-Learning in the 21st Century. New York, NY: Routledge.

Picciano, A. G. (2017). Theories and frameworks for online education: Seeking an integrated model. *Online Learning*, 21(3), 166-190. doi: 10.24059/olj.v21i3.1225

Keyword: Week 5

- **What was the most surprising thought that came to mind as I was reflecting on my teaching philosophy? Why? What else has resonated with me this week?**

What surprised me the most was making conscious the commitment we have with the students whose lives we can or cannot change. We are responsible not only for carrying out a didactic process, but for being a model of action that allows them to see themselves reflected in a mirror of how they would like to be. However, not necessarily the students have that level of maturity that allows them to clearly identify towards where they want to go and how they want to be. This process is not instantaneous, it may take months or years for students to understand the value of learning. This is an individual process that occurs not only thanks to the processes in the classroom, but also to the sum of a series of personal and academic processes.

I really liked the article *Metaphorical Mirror: Reflecting on our Personal Pursuits to Discover and Challenge our Teaching Practice Assumptions*. It led me to make my own process of reflection about my learning and my way of teaching. I answered the questions about tastes and hobbies and, in general, personal issues, and I was pleased to see the balance between my answers and several of the exercises carried out during this course, from the identification of values, to the development of the teaching philosophy on line.

This approach to my online teaching philosophy also allowed me to realize the importance of integrating values such as inclusion and equity in my teaching practice; be more flexible to the particular needs of students, although within an institutional framework aimed at achieving objectives, also considering variants in which humanism is reflected as a value in the classroom.

Without a doubt, after this exercise in which I consider my online teaching philosophy, it has made me aware of the importance of working to be a better teacher every day. I was able to identify the strengths that I have as a teacher, but also the weaknesses. I'm excited because I still have a lot to learn, and I say I'm excited because it would be very sad for me to feel like a person who has finished learning. I still have many windows to continue exploring, with commitment and responsibility, always in my teaching role.

Keyword:

Learning Journal (Dan)

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jess-bailey-y7GlldTUOvo-unsplash.jpg excluded because All rights reserved.

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(Photo by [Jess Bailey](#) on [Unsplash](#))

Weekly Prompts:

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Below is audio option for text above (5:31 mins).

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Link to Unit Five Padlet Post

If you were not able to get to my padlet video, here it is:

Embedded media not compiled into PDF.

Keyword: Week 1

I found the article by Darby gave me the space to reflect on the role of a facilitator in e-learning, in particular how it might be different in a university setting from face-to-face lectures. Clearly, some roles are the same, grading, moodle development, assignment rubrics, etc. But, there is an added dimension in that the facilitator has to build a virtual learning community without the familiarity that is fostered in face-to-face settings. In counseling terms, this would be called building rapport. It is clearly needed in any kind of learning environment, but in eLearning specific and innovative methods must be used to foster this engagement otherwise the learner will only participate at a superficial level.

While we have not completed the facilitation strategies ranking yet, I see best practices emerging in at least two key areas. The first is around using empathy, authenticity, clarity, and potentially humour (or fun) to draw learners into the virtual

community. Without the benefit of them having to show up to class once a week, a welcoming place needs to be created to foster **willing** participation. The second is to recognize that learners are clearly facing challenges and disruptions that they would not face if they were attending class in person and/or living on campus. To allow for this reality, course content must be thoughtfully sequenced and likely broken down into smaller chunks so that the learner can have micro successes (i.e. accomplish a learning task) each time they log-in to the community.

Some things I will be implementing into my facilitation:

- Create a padlet for fun video introductions to humanize me and encourage learners to use technology, and participate with both video and audio. Build confidence early in the course.
- While my Moodle sites have received good feedback from students, the FLO site makes exception use of in-site hyperlinks, which I had never thought of using.
- I am going to foster community participation by linking forum engagement to contribution marks. Experience has taught me that students with busy schedules prioritize the work that is linked to grades. I just need to be sure to allow students the freedom to engage in a way that is most comfortable for them.
- Adding a more granular "this is what you need to do by a certain date" like how the FLO schedule is laid out, will surely support learners especially those who are fighting time management. I do this now, but only for milestones, so I can add more items to this without overwhelming students. I think that this may incrementally help learners for whom English is not their primary language.

Another observation, really a warning to myself is to not use my next class as a case study for me to try a whole bunch of new and exciting facilitation strategies. I need to set reasonable engagement and participation expectations as students have many other classes and will likely face additional stressors given the direct and personal level impact of Covid-19.

Keyword: Week 2

Community plays a role in all parts of our lives. From family to work colleagues, from neighbors to our beer league hockey teams. Community is in many ways at the core of humanity. I am reminded of a quote that has been attributed to Helen Keller.

"Alone we can do so little...together we can do so much"

The university campus is many things. I believe one of the most important is it's a place where people (often young people) are privileged to connect with others who are different from them. It exposes them to new ideas, new cultures, and new experiences. It is part of the maturation process and is formative in the person that the student will become. Covid-19 has taken this opportunity (at least in some part) from an entire cohort of learners on campuses the world over. I have always felt that one of my roles in face-to-face teaching is to facilitate connections not just with the materials but with each other and with the community (i.e. municipalities) in which the students live. As I take FLO, I am converting a class from in-person to asynchronous online and am slowly seeing all the tools that I used face to face to build community stripped away. In particular, the non-verbal communication that comes with face to face interactions. While I understand the Col theoretic framework, there is still some part of me that believes that a passionate, authentic, informed and entertaining delivery of information (the sage on the stage) can play a role in bringing a learner deeper into the content or allow them to understand a concept that they would have otherwise discounted as *not for them*.

How else can you explain that Malcolm Gladwell explaining strategic thinking by telling the story of **David and Goliath** has almost 4 million views on Youtube while (with all due respect) Eleanor Shakiba interview **Strategic Thinking Made Easy** has less than 20,000 views.

So what to do about it...well I am not sure yet - we have three weeks left, right? Maybe we can figure something out together. However, as I work on the class, I just keep asking myself - how can this or that content be presented to help build community, to help the learners develop a sense of belonging to the group. With that in mind came up with the idea of a Five Minute Forum. For each unit of the class, one activity will be a micro forum that will explain a simple concept, then ask the learner(s) for a short reply which adds some incremental learning. From start to finish it will take no more than 5-mins. If nothing else, I hope that this gives the learner a voice for a brief moment, and lets them feel like they contributed to the learning of the group.

I really liked the photovoice exercise. Students generally are cell phone picture takers (selfies mostly I suppose). I am thinking about asking my learners to get out of their home to take a picture in their community and to present an assessment in the Padlet of how that image reinforces (or repudiates) a course learning concept.

Keyword: Week 3

I am late getting to my journal this week because I got caught up building a discussion forum based assignment for my upcoming course. Also, one of the articles that Berenice shared (by Lorenzo Garcia Aretio) was in Spanish (which I am diligently trying to learn) so I gave reading the article in Spanish a try.

My Spanish reading attempt was *-Fue difícil pero divertido de intentar*

I want to start by saying that the discussion forum debate was amazing; worth the time spent on the whole course and more. It wasn't just energetic and entertaining, but the number of ideas and concepts we explored brought a depth of learning to week 3 that was impressive. I do wonder, even though the structured debate format supported our vibrant learning, is it replicable in other learning settings. What was it that made it work here.? I will return to this question in a moment.

I really didn't get the concern with forums at the start of week three. I mostly teach 20-25 year (ish) olds at Royal Roads who surely are social media savvy experts. Platforms like Facebook, Instagram, Tic-Tok, Twitter, Twitch, etc. are really just discussion forums when you look at their core technology. Yet, I can easily envision learners struggling to write a few sentences in the discussion forum; but being able to generate hundreds of words and carefully curated images and videos on social in a fraction of the time. So what is the difference? After reflecting on this, I think that the difference is context. The context around intrinsic motivation versus told to complete an assignment motivation. The context around the outcome being to build social connections not learning connections. The context of generating joy from the creation of a post as opposed to ticking a box on their to-do list. Morris and Strommel raised this point in their article but their recommendation to adopt the platforms being otherwise used by learners seemed to fall flat given what I see as inherent challenges with privacy, social democracy, and (in the university at least) the permission to adopt external technology.

So, back to my point about why our debate worked. I think that we truly were intrinsically motivated given we are all trying to take some practical learning from this class to deal with the overwhelming challenge of online teaching. We also likely saw this as an opportunity to make some real social connection and to be honest, I think that some of us (well I did anyway) enjoyed the ability to perform a bit and have folks listen to us (me).

In conclusion, I will share a simple example of how I have adopted this learning. In converting my course online, I had to drop the mid-course quiz. I replaced it with a discussion forum entitled: Case Study Analysis and Moderated Forum Discussion (which at the time I thought was witty). In teams, a case study would be presented and analyzed, ending with a discussion prompt. Other learners would then post replies to the forum to add incremental learning to the analysis. The team post is worth 25% of the course mark and the individual learners have to commit to three case study posts with 15% of their final mark - so pretty high-stakes.

I have learned how to write the assignment more effectively based on week three learning, but I have also made a simple change; a change to address the "context" of the assignment. I simply re-titled the assignment to Case Study Blog Post and Conversation with your Learning Friends. Then, in the assignment criteria, I have provided a marking category for creatively presenting the blog post (for example in the form of a real-world social platform post). In doing this, I am trying to give the learner some control; not control over "the what" or "the when", but a significant amount of control over "the HOW".

Sorry about the long post this week, but it was important for my learning to document these thoughts!

Keyword: Week 4

Coldplay is a British rock band whose 2002 album *A Rush of Blood to the Head* included the song "**Clocks**". This is clearly one of their most popular songs given the official music video has 320 million views on YouTube. The song is generally about lamenting the passage of time, but it includes this verse:

*Come out upon my seas
Cursed missed opportunities am I
A part of the cure
Or am I part of the disease, singing*

I immediately thought of this song as I was watching Henry Giroux's...well I guess you could call it a rant...about the **No Child Left Behind Act**. During the video, Giroux asks many questions about what the role of education *should be* and he suggests (at 04:01) that there is a growing confusion between training and education. In this way the lyric "or am I part of the disease" and the "confusion between training and education" share a common meaning. In a **scathing article** from a 2015 edition of the Varsity (The UofT student newspaper), the writer presents the hypothesis that universities are more focused on generating student fees than protecting the inherent value of the degrees they issue.

Okay, so where am I going with this. Right, I remember. As we explored pedagogical values this week, I was reminded of the hundreds of things that I dream of doing in order to transfer my courses into learner-led, inquiry-based life-altering experiences where grades are thrown out the window and the student, with support from instructors, peers, and real-world mentors build their own educational path based on learning outcomes they are passionate about. But I quickly fall back to reality as I proofread another highly formulaic marking rubric.

So many wonderful values were uncovered this week. We are clearly all passionate about teaching, about our students, and about creating the best possible learning communities. But, what can we really do? We simply do not have the time. Multiple classes, second jobs, parenting, caring for parents, dealing with the ins and outs of living through a pandemic, commuting, the occasional nap. In this context how can we find time to fix all that is wrong with education? Well, the answer is that we

can't. But what we can do is one small thing. One thing that somehow makes our learning community materially better. I don't know what that is for me yet, but I am going to explore it during the week five capstone project.

This has been a long post, but I want to leave you with two resources that you might find interesting. The first is a [TedTalk by the late Sir Ken Robinson](#) (20:03) which looks at how he believes that schools are killing creativity in our kids. The second (please note that there is some colorful language in this video) is George Carlin pondering in his unique comedic way [why education sucks](#) (05:07).

Keyword: Week 5

For week 5, along with Berenice and Juan-Luis, we played the role of peer facilitators, thus my journal will focus on that experience.

To start, I typically prepare my teaching plans on my own. I may have some technical support and a few trusted colleagues that I can bounce ideas off, but this was my first experience planning facilitation as a group project. On first observation, this was a wonderful opportunity to broaden the perspective of how the week was planned, share the work, and learn from each other. And as I reflect back, we have indeed had some success here. However, I was also reminded of the inherent challenges of collaboration. We had to sort out time zones to coordinate synchronous communication. We struggled to find and use the technology that was available to us. We had to fit our planning efforts into three diverse schedules that were already full of FLO work, our paid work, our family obligations, social commitments, etc. And then, most notably, we communicated largely in the absence of non-verbal cues (written and grainy video). which I find challenging in general, and in this case, it was a little bit exaggerated as there was a small language barrier. A funny example was in a planning document where Berenice identified "doubt resolution" as a task. I had no idea what that meant, but was finally able to figure out that it basically meant "answer questions". For the record, "doubt resolution" is way better and I am going to incorporate that into my language usage immediately.

The other observation revolves more around my experience as a participant in Activity 2. I posted my online learning philosophy on Tuesday, setting aside time on Wednesday to provide feedback to my assigned partner and a bit of time on Thursday to update my post based on the feedback I received. As of mid-day Thursday, my partner has still not posted their philosophy or provided feedback. In the real world, I would have advocated for myself by prompting my partner, then noting this situation to the facilitator. But instead, I decided not to respond. My facilitation experience tells me that this situation would create real anxiety for a learner and they might simply have no idea how to proceed. The learning here for me is that the facilitator needs to have a line of sight to group assignments and needs to understand early on in the process where any participation challenges are, and instead of waiting for the learner to present the problem, the facilitator may be able to pre-empt the issue. This speaks to a concept discussed early in class, the concept of facilitator presence.

In hindsight, I suppose I should have stepped in as a facilitator to try to solve this issue (I should also note that Sophia pointing it out to us) but I felt like I learned more by just watching where this all went, then I would have by stepping in and solving the problem. I still feel I received good value from the activity as I had access to the other threads. In fact, exposing the class to the work of other learners is an important reminder that you can learn not just from the work you do, but you can also learn by simply observing the work of others.

Post script: I just found my partners online learning philosophy in another thread and will provide feedback.

Keyword:

Learning Journal (Deanna)

Welcome to your learning journal!

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(Photo by [Jess Bailey](#) on [Unsplash](#))

Weekly Prompts:

- **Week 1 prompt:** How do I define the role of the facilitator in online learning? What are two best practices for effective online facilitation? What new strategies am I considering adding to my facilitation practice? What else has resonated with me thus far?
- **Week 2 prompt:** What role does community play in online learning? What did I learn from the CoFramework? What else has resonated with me thus far?
- **Week 3 prompt:** What role should the facilitator play when using discussion forums? What are two examples of effective ways to use a discussion forum? What else has resonated with me thus far?
- **Week 4 prompt:** What three pedagogical values are important to foster a thriving online learning environment? Why? What else has resonated with me thus far?
- **Week 5 prompt:** What was the most surprising thought that came to mind as I was reflecting on my teaching philosophy? Why? What else has resonated with me thus far?

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Below is audio option for text above (5:31 mins).

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Week 1

- *How do I define the role of the facilitator in online learning?*
 - The role of the online facilitator, in the online learning environment, is to coach and encourage engaging discussions and interactive learning (rather than being the ‘talking head’); the online facilitator confidently models use of the technologies available and actively support students to do the same, while seeking feedback to improve.
- *What are two best practices for effective online facilitation?*
 - Provide clear expectations to your students – both in regards to assignments and learning objectives and also use of technologies and interactive activities
 - Be committed to improving your practice as a facilitator; actively seek and implement feedback.
- *What new strategies am I considering adding to my facilitation practice?*
 - Making the content more fun and engaging by incorporating a variety of technologies and media (ie padlet, online discussion boards, interactive whiteboard sessions...).
 - Intentionally seeking feedback through well designed, accessible surveys, distributed to students at least pre and post learning (possible mid way as well).
- *What else has resonated with me thus far?*
 - Putting myself in the shoes of the learner/student to understand the potential challenges that the online environment may pose to students with different learning styles, different experiences with technology, etc., and the importance of empathy in delivering a high quality learning experience.

- The importance of visual appeal and organization of course content. It is likely worth seeking help with graphic design if this is not your personal forte – as it can go along way to enhancing the engagement from students.
- Making sure that I as a facilitator am confident and competent with the technologies that the students are expected to use – this is essential in creating confidence among your students!

Keyword: Week 2 learning Journal - the role of Community

- What role does community play in online learning?
 - It is a necessity! Community supports engagement and creates meaning. It also enhances the learning environment into so much more than skills and facts, and it also supports the concept of service as part of the learning institution. Community also allows for depth and creativity of content, as well as providing a sense of fun and belonging, which improves engagement of participants, and increases the values of the experience.
- What did I learn from the Col model?
 - The model of community inquiry really illustrates that collaboration is key to achieving learning outcomes, and community is necessary to facilitate this collaboration. A Col provides opportunities to challenge and be challenged, and facilitates deeper learning. Col also provides the means to build upon the ideas of others, which also facilitates deeper learning.
 - Community is especially important for fostering and supporting social presence – and this particular element of the Col framework creates a safe environment for risk-free expression.
 - I especially liked the concept that the ‘learner’ and the ‘teacher’ are not restricted or mutually exclusive roles; all participants will engage in both of these types of presence to varying degrees.
- What else has resonated with me thus far?
 - I enjoyed the photovoice activity - since it combined structure, instruction, and clear expectations in a format that allowed for creativity, and was open to taking the assignment in any direction – whether it be a positive or negative experience, experience as student or facilitator, and the opportunity to include a photo that was literal, representative, your own, or drawn from the work of others. I think across our learning cohort it brought out a really diverse set of perspectives and experiences, and allowed for question and thought on a variety of topics related to the online learning experience; empathy, frustration, flexibility, fun, satisfaction, sharing, problem solving, and many facilitation strategies. I personally liked the strategies brought forward by Frances (FAQ sessions), Berenice (voluntary tutoring sessions), and Dan (creative social discussion – fruit salad J). I also like the fluidity between teacher and learner that was introduced in Garrisons Col paper, as discussed above.

Keyword: week 3 - discussion forums

What role should the facilitator play when using discussion forums?

The facilitator needs to be engaged, active, and creative in order to optimize the use of an online discussion forum. It is especially important that the facilitator outline the expectations, which may include terms of engagement (respectful communication) and potentially parameters around length and numbers of posts - although one has to be careful not to be too prescriptive which may hinder creativity or deep dialogue. Some helpful strategies for keeping students engaged include assigning roles (which appeared to be effective during our debate), continued check-ins and participation in the discussions - 'seeding' in topics or questions if a discussion is stagnating or getting off topic. Checking in individually with students who are not engaging and providing support, training, and examples, if needed. I would also suggest that the facilitator be committed to continuously improving the experience and their use of the tool - addressing and changing things that may not be working, looking for ways to 'hack' the forums to make it better.

What are two examples of effective ways to use a discussion forum?

I believe our FLO class demonstrated that a debate is an example of an effective way to use a discussion forum - where students are assigned specific roles, given specific expectations, and provided with guiding questions when needed.

Another effective way to use an online forum is to address questions/concerns from multiple students at the same time - this can greatly optimize the instructors time - but also can connect students to the fact that there are commonalities amongst them as learners. Another flavor of this would be to collate questions, as was suggested in the UNSW video, so that all students can easily access and take advantage of the learnings of their classmates.

What else has resonated with me thus far

lots of discussion around 'tool vs user' which I found interesting; and I actually do maintain the position I took during the debate - that the online forum is not 'dead' but rather can still be a useful tool, if used in fresh creative ways - I believe this underscores the value that good facilitation skills can bring to the online learning environment. I'm sure that I am not alone in having had both engaging experiences with online forums, and experiences that were somewhat dry and dull, and lacking in interaction. The interaction piece is key - and requires a foundation of community, so I am really glad that we covered that

last week. To be completely honest, I had not considered how important community is to the online learning environment, prior to this course. I also am glad to have had the opportunity to think more critically about the online discussion forum - since it is so ubiquitous.

I am a knitter - and rather than the analogy of the 'hammer and nail' that was presented during the debate - I was picturing knitting needles and wool; a technology that has literally not changed since our great-great grandmas were knitting - yet this simple tool has really kept with the times solely based on the creativity and skill of the users; new designs are being created every day, new people are trying this craft for a variety of reasons.

While I understand that the online forum isn't everyone's favorite - I personally think it will be with us for awhile, so we as facilitators should step up to make it a more valuable tool. Realistically, as educators and facilitators, we may not have a choice - we may find ourselves working in environments where we don't have control over the type of LMS, and the online forums may be the standard for the delivery of the institution - so I think its great that we have the capacity to make it a better experience for the learner.

Keyword: week 4 - as facilitator

I identify community, equity, and inclusion as the 3 most important pedagogies to fostering an online learning environment.

Community is important, as I see it as the fundamental foundation that is necessary to allow the online learning environment to function - fostering relationships, and allowing a sense of belonging not only participation and authentic engagement - but can create opportunities for deeper learning, by removing some of the traditional barriers created by the student-teacher dynamic. I feel like over the past ~ month our FLO cohort has developed a sense of community, which made me feel confident and appreciated as a moved into the facilitator role this week.

Equity is important - especially in the online environment; students will have unique needs and challenges that require specific supports in order for them to fully engage. Online learning may present new hurdles for learners, and the technological tools themselves may be perceived as a barrier to those that are more used to the 'traditional' classroom. Last week we learned how online learning (and discussion forums) may have benefits for students who are ESL. It is important to remember that technology can be considered a language to, in a sense - there may be students who are so-called 'digital-immigrants', while others may be 'digital-natives'. Ensuring equity informs the teaching or facilitation practice ensures that these students do not get left behind. I will share that I actually really struggled to make the introductory video at the beginning of the week; I couldn't get kaltura to install, and I ended up having to use my husbands computer, but even then it was very slow; I tried to edit and it kept crashing.....but despite the frustration it was valuable to be humbled and gain an understanding of some of the technological barriers and discomfort some of the students may face.

As per physical campuses or classrooms - an intention must be made for the online learning environment to be based on the pedagogy of inclusion. As a person of indigenous heritage (my paternal grandparents were of the Six Nations (Onieda)), I greatly appreciated the content from week 2 around the concept of an indigenous university. Not only was it meaningful to have indigenous representation - but the content of Niigaanwewidam TEDtalk also demonstrated that there are alternative ways of thinking, knowing, and learning. There must be space for this in the online learning environment, in part because it is the just thing to do, but mostly because it can provide deep learnings that may otherwise be lost. Also, inclusion (to me) also includes safety. Since we have little control of the physical safety of our students, ensuring the learning environment is psychosocially and culturally safe should be woven through our facilitation practice. As a facilitator, I definitely noticed (and appreciated) my peers getting vulnerable when sharing their personal values and pedagogies - this is a great example of the deep and valuable learning that can happen when people feel safe, included, and that their unique values and thoughts matter!

Grateful from my teammates - and my learning peers for such rich and diverse content this week. I really loved the Catherine Denial article on 'A Pedagogy of Kindness'. It really offered a refreshing perspective that I admit I had not really considered before in that context. My goal is to try and incorporate this more into my facilitation and teaching!

Keyword: Week 5 - reflective practice

What was the most surprising thought that came to mind as I was reflecting on my teaching philosophy? Why?

What surprised me is how much more is required (aside from understanding and delivering the curriculum) to bring your full self to your teaching! I think educators (especially in the post-secondary or professional environment) are expected to be

experts in their fields (and indeed many are), and experts in the curriculum they deliver – and we don't often focus on the actual skills and values that are additionally required to make the content engaging, and to inspire our students. I believe there is a false expectation that this is an innate characteristic of a 'good' or 'gifted' teacher – rather than something learned, practiced, and intentional. I think this is why I enjoyed this course so much – it really shows that we all have the potential to improve our teaching and facilitation through some internal exploration, intention, and practice.

I also was struck by how much we should try to learn from our students – and how those rigid lines between student and teacher are very fuzzy; we should constantly be learning from our students – whether it be about logistics and technology, new cultural values, the challenges they are facing, alternative political ideas, or basic feedback on our course delivery. Humility and empathy are hugely important skills. I think that we tend to gloss over some of these soft skills as less important in the professional or academic spheres.

Providing inclusive content and space can be challenging, and a lot of work in real life; since academics have traditionally focused on a very narrow slice of western worldviews, a strong commitment is required in order not to fall back into the historical norms.

What else has resonated with me thus far?

I quite enjoyed the 'Metaphorical Mirror' paper by Wagenheim et al. One – because it is fun to think about your fun hobbies, and the activities you do strictly for joy and self pursuits when you are 'studying'. Also it provides a great way to engage in self-knowledge, and gain a better understanding of who you are, and why you gravitate to certain things, or behaviors, or ways of knowing and communicating. Some of these are strengths that we may try to further harness to improve our teaching and facilitation –while others may be biases and prejudices we should critically examine, and try to prevent from spilling into our professional judgements.

The video featuring Jen Walinga from TRU also resonated with me – especially the concept of 'triangular reflection' that she introduced. I really like this – drawing from and learning from the many facets of your life, whether it be teaching, coaching, formal learning and connecting the various skills and tools together to inform each other. I personally have learned a lot about group communication and teamwork from group backpacking trips, and have applied some of those learnings in the professional environment. The patience I have learned from spending time with my toddler nieces and nephew, and from raising puppies, has been helpful for teaching and facilitating.

Keyword:

Learning Journal (Frances)

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(Photo by [Jess Bailey](#) on [Unsplash](#))

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Week 2 Reflections

What role does community play in online learning?

/5918848676399617-audio.ogg

stressed out student

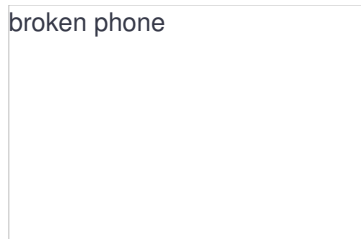
What did I learn from the Col framework?

/4152577582200887-audio.ogg

bread crumbs

Some further reflections

/5869085252080515-audio.ogg



Keyword: Week 3 - Facilitating Discussion Forums

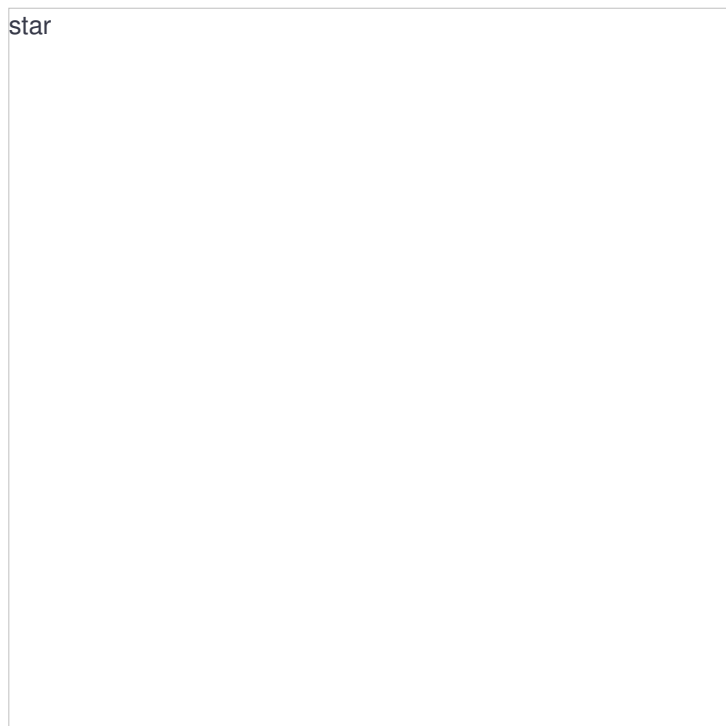
/6023468083957106-audio.ogg

Keyword: Week 4 Pedagogical Values

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Keyword: Week 5 - Reflections on my teaching philosophy

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Keyword:

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(Photo by [Jess Bailey](#) on [Unsplash](#))

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- **Week 1 prompt:** How do I define the role of the facilitator in online learning? What are two best practices for effective online facilitation? What new strategies am I considering adding to my facilitation practice? What else has resonated with me thus far?
- **Week 2 prompt:** What role does community play in online learning? What did I learn from the CoFramework? What else has resonated with me thus far?
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Below is audio option for text above (5:31 mins).

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Week 1 Journal Entry

[Week 1 Reflection Gareth Kirkby - Oct 31 \(04:17\)||456||317](#)

I see the role of the online learning facilitator as not so much about a being teacher in the passive learning experiences that have dominated classrooms for two centuries generations, boring for learner and teacher. Nor is it the MOOC style of near-absence of involvement with students, who are left largely to their own devices in devouring pre-ordained content as if it were gospel. We can do so much better than either.

Instead, I see our role as one of guiding and coaching, as we model through our actions that we, too are learners and that we all have something substantial to contribute as we co-create meaning around the course curriculum by engaging in purposeful and meaningful discourse -- as Garrison writes.

Profound insight and meaning-making can arise in these small Communities of Inquiry when there is interaction of three-presences: social presence, cognitive presence, and teaching presence, along with an emphasis on reflection, writes Garrison. But the teaching presence is not exclusively, and perhaps not optimally, centred in the facilitator. Instead, a community of inquiry approach allows for, actually promotes, co-teaching and provides conceptual connections and new insights to arise out of social interactions, as well as through individual (and group, of course) reflection. This approach promotes a synthesis between the needed presences, and helps promote the alternating of roles of teacher and learner, including drawing the instructor in as a participating learner.

Sure, we need to set up our course structures, assignments, group projects, discussion activities in a way that maximizes opportunities for meaningful student interactions (and reflections) in their small Community of Inquiry.

And then we nurture, challenge and also learn from their meaning-making, bringing to the game our authentic selves and presence, and a commitment to also view ourselves as learners, as participants. We are not abandoning our teaching role by creating these collaborative learning experiences with their strong social learning. The facilitator is still guiding the

students (and coaching where necessary) on their journey through the curriculum content, bringing to bear the facilitator's cognitive presence and encouraging the same of the students/learners.

For my own teaching, I find Garrison's chapter affirms what I previously learned as an MA student at Royal Roads, and the emphasis on teamwork I experienced there and then took forward to my own teaching. His paper inspires me to search for ways to further develop my approach.

I shall be trying out some of the concrete suggestions from Darby and the ACUE website. For example, to drop in quick mini-videos to explain, clarify, and inspire is something I'll pick up. I've also not used polls so far outside of Collaborate meetings, and shall do so. In fact, one of the reasons I'm looking forward to this FLO course is the opportunity to try out some of the technology options available in Moodle and elsewhere while having Sophia just a quick text message away if I have a problem.

The programs I teach in at Royal Roads already apply almost all of the recommended approaches found on the ACUE site, but I may also use the student self-reflection guide for online discussions.

Photo by ketan rajput on Unsplash




Photo by [ketan rajput](#) on [Unsplash](#)

As to what else impressed me in the first week, the issue of rubrics has surfaced directly and indirectly. My colleagues have a variety of approaches to rubrics, and of connecting Learning Outcomes and their component Criteria to the actual day-to-

day work of students and especially to the instructor making clear in advance of an assignment what exactly the marking criteria will be. I'm hoping that this course can help me reconcile the different approaches I've encountered with the constructivist approach to learning that is the core of FLO.

Garrison, D. R. (2017). Chapter 1: Introduction. *E-Learning in the 21st Century*. New York, NY: Routledge.

Here is the Audio File for the Above

[tinymce-kaltramedia-embed](#)

Keyword: Week 2: Community

What role does community play in online learning? What did I learn from the Col framework?

As a Team Orange facilitator this week, one of the things that I learned from applying the Community of Inquiry framework is how 'on' an online instructor must be. I think that in face-to-face teaching, once you have taught the class once, you can to a greater extent rely on your lecture notes and routine processes for future iterations. You meet the class once a week and then wait for students to contact you if they have an issue. You roll out the course at the beginning, and then it almost takes care of itself. In another sense, much like a MOOC.

But for the effective, co-construction of meaning that is at the core of Garrison's framework of presences to unfold, the facilitator is more involved throughout the week, and among other things also needs to become proficient in using and troubleshooting learning technologies – or have a couple of children under age 10 to help out.

As in all courses, advance planning is needed for the course readings and activities, which in this course were pre-installed by CTET). But whereas in face-to-face where the in-class lectures take up most of the remaining non-marking time, the Col framework makes it clear that to achieve learning outcomes, the instructor must be significantly more involved, ensuring that students benefit from the instructor's social, cognitive and teaching presences. As importantly, the students need to be aware of the instructor's presence because they then remain calm and confident of having support easily available. The students have more work to do under a course based on establishing and nurturing an online Col, but with instructor guidance and the affordances of a combination of synchronous and asynchronous e-Learning, much of it in groups, the semester has the potential to be more enjoyable than classroom learning.

The instructor, though, is going to be busier than in face-to-face teaching, as they model social presence, trigger cognitive presence, and participate in teaching presence -- as well as encouraging student performance of teaching presence. But I would argue that these additional demands on time and energy increase the rewards of teaching.

For example, I found it enjoyable (as well as informative) this week to view and comment on student thoughts in the Photovoice exercise, especially in the case of the students who moved the original poster's meaning-making along through their questions or further enhancements.

Team Orange, this week's facilitators, met on Collaborate over the weekend before the Week 2 launch, responding to my email. We quickly established a good rapport and divided and timed the major deliverables for the week (the three main postings spread across the week, one of which is to include a poll), and divided up the daily hours for watching for student requests for help as well as responding to student posts. A day later, we realized that we had failed to plan for also making a daily post from our team, and worked that out by email.

Though the course is running asynchronously, the reality is that our co-learners are posting throughout the day and so have divided the day into shifts during which we take turns monitoring site activity. It seems to me that a solo instructor teaching an actual course really ought to check repeatedly throughout the day to maintain sufficient presence – and I saw that Sophia was clearly doing so. Of course, in a face-to-face course, you have appointments with students throughout the week, but I still think the workload is higher online – a challenge for instructors who also carry a research load.

I also noticed that some students are not really joining the week's activities until a couple of days into the week. Understandable for our course here, where we all have so much else going on. But it suggests that it's a good idea to get group work underway at the beginning of each week as a pull strategy to ensure students are actively co-learning throughout the week. Early group work would also create incentives for the students to set expectations and standards for their peers, accompanied by a team evaluation component for marking.

What else has resonated with me thus far?

I was impressed with the quality of participant work last week and this week. The insights from readings that they brought to their Photovoice posting was heartening and I found myself going back to re-read some of the postings in the course of two days. They inspired me to also contribute rather than limit myself to my Team Orange responsibilities.

Not a criticism, but I think that there was less student-to-student comment interaction and question-asking regarding posts over the past two weeks than I expected. As a facilitator reaching week's end, I'm left pondering what I could have done differently to encourage more multiple-interactive back and forth questions and responses to the original posts, if I could have the week over to start again (no, that's not a request to do this again).

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Keyword: Week 3: Effective Forum Discussions

Facilitators need to carefully plan discussion forums in order to ensure they are stimulating for students so as to encourage committed and creative participation. Technology should be a good fit for the particular teaching objective rather than undermine it. A properly structured discussion forum would nurture a strong sense of community to keep engagement and motivation and make co-creation of meaning more likely (Garrison, Anderson, & Archer, 2001). Processes and expectations should be carefully explained, and confusion avoided by not overwhelming with too many threads. In addition to winding it up properly before launching the course, the facilitator needs to judiciously model social, cognitive and teaching presence so as to set the pace and encouraging it in students. As the discussion proceeds, the facilitator should maintain the three presences, acknowledging, applauding and challenging student positions and postings, nudging the narrative back on track or okaying a divergent direction if appropriate, perhaps introducing a new quotation to ponder, or posting a video or photo – always to keep the discourse fresh (Morris & Stommel, 2013). I like Maria's comparison to cultivating spontaneity akin to an organic garden, and understanding when to train and prune and when to instead leave things to run their course.

The far-too-common, but unsatisfactory, approach for teacher use of forums involves posing a question, often for few potential marks, with the expectation that students will be inspired to drill deep and interact in constructing a class answer – very task oriented with minimal learning opportunity. More effective learning arises from creation of an involved community of learners, as we have discovered in the first two units of FLO. Our debate of this this week, with assigned roles debating an assertion/question from different viewpoints including antagonistic, while referencing specific readings and drawing on personal/professional experience, has the potential to both broaden and deepen both the community building and the meaning-making.

Another approach could be to assign a different form of roles (perhaps based on professional responsibilities, or theoretical perspectives). Yet another could divide contributions based on stages in working toward a creative outcome, with input from other students, such as stages in creating a communication plan or holding an online press conference.

Also resonating with me was Rorabaugh's (2012) suggestions for setting up an effective environment for learning, including designing assignments in a way that prevents inattentive idea-dumping, stating clear goals for the discussion, and encouraging productive contributions. I would add that assigning a significant mark for forum participation, based not on the number of posts but the instructor's judgement of the quality of posts, also creates an incentive for attentive drilling – provided that the instructor has minimized negative incentives to do so.

Photo by Zhida Li, Unsplash

Keyword: Week 4 - Learning Journal

The pedagogical value most important to fostering a thriving online learning environment are: 1. **care** (also referred to as 'kindness' by Denial, 2019, 'compassion' by Gamtso, 2012; and 'affective teaching' by Lewthwaite, 2017); 2. **diversity** ("difference/consequences" and "affective teaching" by Lewthwaite, 2017); and 3. **Community** (or 'appreciation' by Gryglewski, 2018).

Care is vitally important, as the demonstration of kindness or compassion, the acceptance of emotion in the learning environment enables the gap between solitary individuals to be bridged. An authentic connection is built – one that says to the student that they matter, their presence is valued and important and so, by corollary, are their hopes and dreams for the course, their challenges in and outside of the course environment that affect their learning and 'performance', and their ultimate success in meeting their own goals for the course.

When students perceive that the instructor cares about them, they perform better (Gibson, 1993 as cited in Palahicky, 2019, p. 83) – and, after all, that's one reason why we're all here. But it's not the only reason why – Goralnik et al speaks for the importance of emotional engagement that makes learning personal and purposeful for students as a learning goal if we are aiming through education to build community, and develop engaged citizens (Goralnik et al, p. 418 as cited in Palahicky, 2019, p 84). And I'm drawn to Nodding's (1992) assertion for a pedagogy of care as nurturing the educative role of producing capable, thoughtful, amorous citizens. That seems to me to be vital for the health of democracy, a line drawn from

an individual's feeling cared for to in turn caring for others and the educational (as well as socio-political) environment in which they dwell in community with others.

This is not to say that an instructor ought to be an 'easy mark' as an instructor. Part of care, compassion and affective teaching is having "direct, honest conversations" that are "often tough, not nice", says Denial (p.3). And Gryglewski notes that if one of her students turned out to genuinely advocate for the killing of Jews, she would involve the police. So, the care assumes that two responsible (mature?) adults are speaking frankly and with integrity.

Understanding the importance and vitality of diversity, and modelling that understanding, of, is another key pedagogical value. Clear expression of respect for the values, beliefs, identities, and cultural understandings of others (which could also be seen as a form of care and also related to a pedagogy of justice) creates an expectation of students assuming a similar positioning within the course, and so reduces the stresses felt by students who may worry about other people's prejudices and potential judgments and actions. This frees up everyone to create a more cohesive group and focus on course learning and personal growth.

There are other forms of diversity at play in the online classroom, including of ability to master technological tools. There are diversities in age, previous educational focus and attainment, English language mastery, ableism – and some of these can impact strongly on their individual and group success if the instructor is not prepared and responsive. Those responses include creating culturally diverse groups with marking for both individual and group work, training in intercultural learning competence, guided self and peer assessments, equal participation opportunities (multiple citations by Palahicky et al).

Also important is careful course planning and design, facilitator modelling of an appreciation for diversity, and caring response to issues as they arise. Perhaps most important is understanding that different people hold different views about diversity, and ensuring a civil dialogue about those differences should tensions arise. "Education, as learning, is the most appropriate avenue to generate positive social change through respectful, critical discourse about diverse perspectives, needs, and goals" (Taylor, 1987, as cited in Mackeracher, 2004, as cited in Palahicky, 2019).

The third essential value is Community – as we discussed in Week 2. Lovat et al (2011, as cited in Palahicky et al) identified the foundations of building a strong learning community as four qualities: sense of calm, positive relationships, service and social engagement, and safety. I need to work on my sense of calm. Core to building community is the Col model of teaching presence, cognitive presence and social presence, as theorized by Garrison, Anderson, and Archer (1999). The model has been further refined by a proposal in which teaching presence is subsumed into both the social and cognitive presences for the fully-online community (Blayone, vanOostveen, Barber, DiGiuseppe, and Childs, 2017) – something our FLO class has largely come to understand as we worked through Weeks 2 and 3.

What else has resonated with me? Pedagogy of Justice, which cross-cuts all of the above pedagogies, and explicitly recognizes the structural barriers to student learning and advancement in multiple areas. With built in discriminations that distort our societal institutions (today we learned how corrupted our national police force has become, for example), instructors need to model genuine fairness, which includes growing beyond archaic claims that all students should be treated exactly the same, and instead take into account the individual student impacts that resonate from historic injustices and continuing biases.

Keyword: Week 5 Learning Journal -- Wrap-up

My eureka moment was the realization of how each facet of what we learned this week, what amounts to effective online pedagogy, fits together, one feeding in to the other to.

-- Please see PDF attachment --

The other major take-away for me was how much overlap we had in our personal teaching philosophies, our commitment to doing our best and seeking opportunities for growth in our teaching skills, despite the dark period in which we are now living.

I have read some of our posts two or three times, always finding something fresh, and imagining my teaching peers in their particular circumstances, doing the best they can for their students (or professional clients/members), giving them a fighting chance in an increasingly difficult job market, in some cases with major challenges such as violence and drug temptations on the streets outside. It really makes you think about what matters, doesn't it?

Keyword:

Learning Journal (Heidi)

Welcome to your learning journal!

jess-bailey-y7GlldTUOvo-unsplash.jpg excluded because All rights reserved.

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(Photo by [Jess Bailey](#) on [Unsplash](#))

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Building Community

Thoughts

Role of Community in Online learning?

Allows for a sense of belonging, a safe space for risk taking and sharing of diverse ideas. A place where facilitator’s and student’s share responsibility for creating and maintaining the learning environment.

What Have I learned from the COL Model?

That there are 3 key elements: social presence, cognitive presence and teaching presence. I am incorporating these 3 elements into the design of my January course. These elements have become my weekly rhythm for the course in hopes of building community: early week- social engagement online, mid-week are Readings/Viewings and end of week Assignments.

What's resonated this week?

Design to engage. Knowledge is not just oral, it's in the lakes, tree's, mountains and people. We need to see it .When someone responds to what you said- you feel included.

The photo below is of me in Whistler, BC. I wanted to try something NEW. So, i signed up with Canadian Wilderness Adventures online. I ventured out in the dark at 5am to meet a group of people I did not know. We boarded a bus that drove us into the backcountry, not saying much to each other. We were led into a cabin and given instructions on how to prepare for the day. For many in the group English was not their first language- so we all looked to each other for non-verbal guidance on how to bundle up for a day in the cold mountains, sharing a laugh or two.

We jumped on our snowmobiles and experimented and played as we wended our way up the mountains. Along the way we became a group, a group of learner's, exploring the outdoors. By the time we arrived at a hut on the top of the mountain we had bonded. We had a common goal (to climb that mountain) and provided a safe space for each other to take risks.

We enjoyed the best breakfast ever ,together ,in a tiny hut watching the sunrise. As we descended down the mountain we were one and agreed to meet for breakfast the following year.

I want my student's to feel the way I felt on that mountain - a wide open space for learning and a sense of belonging!

Whistler, BC

Keyword: If you want to thrive online!
peer facilitation week observations:

There seem to be 3 re-occurring values showing up in my fellow student's posts this week:

- caring
- creative
- adaptability

As we all took a deep dive inward this week a value that kept showing up is caring. I feel this is a value that shows up in all areas of our life (or needs to) and is most important in teaching as it will also lead to trust between teacher and student. 2020 has been a year like no other and this will be crucial to a good learning experience online.

I was surprised by the number of times creativity showed up in posts this week- but i should not be, facilitators continue to be creative in their area of expertise as it is a value that most likely made them stand out in their field/community and possibly consider teaching.

This year more than ever being adaptable/flexible will be key to a good online learning environment. With more student's learning from home, around the globe, facilitator's will need to navigate new paths to assist student's in the best way possible.

I have enjoyed observing my fellow peer facilitator's shine this week. My role is wrap up so I have been taking notes all week on facilitation practises and how student's are responding. Looking forward to feedback from all end of week.

Keyword: Statement Surprise
My biggest surprise this week ?

That I wasn't surprised by any thoughts that came to mind as I was reflecting on my teaching philosophy- it all made sense I understand why I do what I do. I know its heavily influenced by the world i work in and the world I work in is magical, often an escape for my attendee's, and involves managing elite performers.....it's no surprise then that I want to sprinkle a little glitter into my facilitation, enhance learning experiences with some storytelling and motivate my student's to find the potential within and be the greatest they can be !

What's resonated?

That successful teaching does not come from "how to" books, it comes from recognizing that all your life experiences (work and personal) make up who you are and when you feel pure joy in sharing those experiences with other's in a learning

Magical path

environment that's when the magic happens

Keyword: The Tool, The Teacher and The User

The tool works, it's up to the users (teacher and student) what happens when it's in their hands!

Role of facilitator

It is up to both the teacher and the student to create effective discussion forums. The facilitator needs to:

- state clear goals
- encourage productive contributions
- and design assignments that prevent inattentive idea-dumping

Student's need to:

- buy into the value of discussion forums

· and invest time into learning how to use this tool

2 examples of effective ways to use it:

I like the idea of assigning student's weekly to ask the questions and direct conversation- make it theirs and allow for them to explore how it can be used.

Also, design your course so that not every week is about posting in forum, let it happen naturally during those weeks, like it would if you met on campus between classes.

What resonated this week?

Designing and facilitating during a pandemic is something new for all of us. Both Teacher and student need to be flexible, more than ever, and realize if engagement is low it may not be because of the above stated but due to unprecedented home/work/life situations.

Online space = campus. In-person teaching may have only been 3 hrs one day a week and then you don't hear from your student's. With discussion forums we have the chance to connect more often in the week.

If the discussion is still alive at end of the week= success

I feel our debate is still alive

Online space= campus

Keyword: Week 1 REFLECTION

The role of the facilitator online is to guide, engage, thread together, support and move forward the learning.

2 Best practises: Authentic approaches and be present & active.

New strategies I plan on using: ask for two learning goals of my students first week of class/selfie posts of students current workstations and city they are in/ Monday Meets video introducing my students to my dream team (who I collab with) and provides student's with connections/student reflection videos end of Units.

What's resonated with me this week - BE ME! Find ways in moodle to connect authentically. Have fun while learning

Keyword:

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jess-bailey-y7GldTUOvo-unsplash.jpg excluded because All rights reserved.

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Week 1 Reflection

Learning to be an online facilitator is a great opportunity to give continuity to the educational work in which we perform, especially in our STEAM work area. In the area of technologies and programming, mathematical logic is very important to understand abstract programming processes and it is a challenge that students are attracted to this type of learning and training to achieve these skills.

Although the STEAM classes are very participatory, bringing these classes to Online models is a great job since many times we need special software or collect data such as aerial photography from drones, or as simple as using devices for surveying.

How do I define the role of the facilitator in online learning?

An online facilitator is a person who must have several skills to connect with students: the way of speaking, being empathetic, breaking the ice in the first session. We must understand that we, as well as the students, need a learning environment where we are interested in entering to learn, correcting without accentuating errors to give students confidence. Facilitators are a learning guide rather than a book from which students learn.

What are two best practices for effective online facilitation?

I believe that online classes when carried out in a synchronous format should be more collaborative, participatory between students and students. The biggest problem of the students is that they do not ask, in this way one of the methods is to use:

Information presentation: Introduce concepts related to real-life: processes, activities, examples, case studies with

incremental complexity.

Participation: Encourage student participation by developing peer examples online. Encourage voluntary participation through contests.

What new strategies am I considering adding to my facilitation practice?

Video creation is an area where I need to explore and it will allow me to be more flexible. The interleaving of PPT presentations and videos can reinforce the student's practice in programming concepts.

What's resonated with me this week?

By working collaboratively, we can identify those students who are most proficient in the subject being taught. These students can help other students as monitors (assistant facilitators) in online exercises and activities. Thus, students who provide support to their peers, reaffirm their knowledge. Additionally, students feel confident and can easily express their doubts.

Keyword: Participation, monitors, practice Week 2

Role of Community in Online learning?

A learning community is built with teachers and students who interact to facilitate, build, and validate understanding and developing capacities that lead to continuing training in the future. This construction requires tools that allow interaction and be participatory: communication technology, ICT, virtual environments. These technological tools are used in e-learning and are a condition for the possibility of interaction between students, students, and teachers, for distance education systems, a concept that the aforementioned scholars later extend to the field of higher education.

What Have I learned from the COL Model?

Col is a model that promotes cognitive independence and social independence in accordance with the interaction between community members and continuity in learning. In this model, students can control their learning by being more participative in the negotiation of meanings, diagnosing misconceptions, and being more critical of accepted beliefs.

What's resonated this week?

The online interaction is carried out through a detailed system of categories, descriptors, indicators, examples, and particularly in my STEAM area: practice. But this should not be boring, when associated with real situations, we can generate content that holds the attention and associates it with the concepts shown.

Keyword: Community, Col Week 3

This week has been very illustrative for me. The discussion boards are an opportunity to exchange ideas and turn on the switch of motivation.

1. Encourage student participation actively.

Students create topics about the classes' content and share their materials and productions with the other participants through the discussion forums. Therefore, the facilitator has the role of mediating the discussions with comments and questions to generate - little by little - an environment where complex thinking is developed constructively.

2. Empowers feedback learning.

The discussions in the forums show if the students respond as expected if they speak effectively about the topics and contents of the learning. Given this, the facilitator can see if the information was transmitted as clearly as possible or ask the student how they reached their conclusions.

This is called feedback mediation, and it brings excellent results because often, some students do not solve problems as expected but find other ways to solve them, which can be brilliant or creative.

3. Encourage learning.

Discussion forums are a way to get to know students and create a strategy to know themselves and differentiate themselves from each other. With questions such as: how did you come to that conclusion? it is possible to understand the what, how and why, of the students' thinking, instead of assuming that their mind works in the same way that the teacher's mind does.

Keyword: Forum, participation, actively, feedback Week 4

What three pedagogical values are important to foster a thriving online learning environment?

I believe that there are three primary values that every student and facilitator should have: respect, co-responsibility, freedom.

Respect: Without respect, there is no communication or coexistence; there is no education. Respect is the basis, the essence, of any action between the facilitator and the student. We must be aware of the importance of adequately assessing what is being done. Facilitators must understand that our work goes far beyond transmitting knowledge, and students must understand that online education they receive is essential to develop as people. Respect is earned, not imposed. A facilitator who respects his students knows that he must do everything in his power to transmit to his students those values, skills, and knowledge that will help them respond to all the challenges that the future holds. To be educated online, students must understand that the work that facilitators do is significant to them, that what they transmit to them, that what they teach is significant for their lives.

Co-responsibility: Co-responsibility in virtual environments is a virtue that mutually assures that objectives are met. If students turn in their homework and exercises, the teacher will grade. The responsibility of students in online learning media increases as they progress at the university where I work. This value is being fostered through the honest participation of the teacher-facilitators with adequate feedback.

Freedom: Freedom of expression is one of the most important values that gives students confidence, allowing them to feel attracted and express their ideas and constructive criticism. The exchange of ideas in freedom builds and encourages ingenuity and creativity.

Keyword: Respect, co-responsibility, freedom Week 5

The most surprising thought

Within the teaching philosophy concepts, I realized that I use examples, metaphors and I can find many ways to explain a concept. I am determined that my students understand concepts, analyze them, and articulate different ideas to generate knowledge. The basis of all this acquired knowledge, each example or metaphor used is a Lego block. The construction of learning is based on these small milestones. Each milestone forms the basis of something bigger and depends on how knowledge is exemplified.

Creativity plays a fundamental role in developing a successful role as an online facilitator. I am not very creative artistically, but I have found that metaphors or anecdotes have worked to create this type of learning environment. I am very excited to have entered this course as I have learned so much about being a facilitator.

Keyword: Examples, methapors, experience, anecdotes

Learning Journal (Juan Luis)

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Week 2

What role does community play in online learning?

A community is necessary to get better results in an online learning environment. Actually in the “normal” environment is needed. In my case, this year is the first time I work as an online teacher and the beginning on last March was very difficult. But today, almost finishing the second semester online the things have changed. In my classes I have assigned some minor responsibilities to a couple of students, for example, to collect the attendance list or to share some announcements with the group. These small things have played an important role in the group dynamics. Also, sometimes I asked some students to explain some topics to the class. In my opinion, teachers can not do all things in a class, especially in an online learning environment.

What did I learn from the Col model?

This semester (August to December) but especially this week I spent some time reflecting on my work as a teacher and now as an online teacher. I reserved a couple of minutes in my classes to ask my students their perceptions about the online semester. Some of them said it was good because they are saving money and time in transport and food, but everyone agrees about we need the presence of more people in our lives.

What else has resonated with me thus far?

Students did not choose to be online learners, and teachers did not choose to be online teachers. This year that happened and everyone had to change to keep learning.

Keyword: Online, students, teachers, reflection Week 3

What role should the facilitator play when using discussion forums?

Considering my short experience as an online teacher, definitely, the main role is to design the forum. Last march when my university decided to work at home, I used Facebook, Google Classroom, and Microsoft TEAMS to administrate my classes. After two months. the university ordered the use of TEAMS as the official site to give class and collect the evidence developed by the students. After that, I forgot Google Classroom, but I kept using Facebook to keep in touch with the

students. In my particular case, this is the best platform for this purpose despite having two other official sites.

What are two examples of effective ways to use a discussion forum?

In addition to my role as a professor, I am the coordinator of a Ph.D. program, and the best way to meet in touch with the students, professors, and other coordinators is the use of the What's App group. It is easy, fast, and free to communicate, to send news, to request documents, and to solve problems in real-time. I know what's app is not an official way, but is the best option in some cases.

What else has resonated with me thus far?

Discussion forums are necessary, but we need to find and select the best option to get the best results. In this context, the ability, and knowledge of the facilitator are critical to obtaining good results. I'm sure all of us have seen videos where professors experience a lot of problems with the technology independently of age, but older teachers have more problems with technology than young professors.

Keyword: Week 4

What three pedagogical values are important to foster a thriving online learning environment?

Reflecting on the three most important values, I think today adaptability, continuous learning, and respect are the most important. Adaptability and continuous learning because we had to change the dynamic of our classes with the pandemic and the work at home. Respect is always a very important value not only personal but also pedagogical.

Why? What else has resonated with me thus far?

Definitely to keep in mind the work/study conditions of the teachers and students at this moment. Students and teachers do not have adequate conditions to show the same performance that in the campus.

Keyword: Week 5

What was the most surprising thought that came to mind as I was reflecting on my teaching philosophy?

When I defined my teaching philosophy, I never have a doubt: it is learning/teaching while playing. Since I was a student (actually we are students, we can not be teachers without being a student) I always tried to learn doing practice, I mean I prefer to do the things instead of reading or seeing. I remember the phrase that mentioned one of my teachers: I like to do practical research (investigACION in Spanish).

What else has resonated with me thus far?

This kind of courses are very important to improve the teaching practice, especially during these difficult times. Being a participant and a facilitator are opposite roles that are important to practice in a different environment than an official class, this course has been the best place in the best moment. Thank you very much Sophia for being part of this community.

Keyword:

Learning Journal (Karla Miroslava)

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Community of inquiry

What role does the community play in online learning? What did I learn from the Col model? What else has caught my attention so far?

I believe that the dream of many of us is to lead us to a knowledge society, in which there are independent thinkers who collaborate with each other, with the sole objective of obtaining knowledge to apply it in useful issues and of benefit to society. The key element in this type of society is to create communities of knowledge that facilitate inquiry, construct meaning, and validate understanding.

A community of inquiry must be sustained by rationality and freedom, delivering meaningful learning according to three approaches: social presence, cognitive presence, and teaching presence.

All three axes are important, and only as a whole and integration will a true learning community be achieved.

However, I think that what may vary in the course is the emphasis on each of them. At the beginning of the course it is important to create a good work environment, that is, to have a social presence. To get students to join the community. Over time, the tutor may not spend as much time in this role.

For an adequate cognitive role, one must have knowledge and experience in the area being taught. With this, I do not mean that we know everything, but if we have enough experience to respond to the concerns of the students. Finally, the teaching role tells us how to direct the course, what learning strategies to follow, give a sense of guidance to the students so that learning is directed.

Although at the beginning of the course the tutor must play these roles, the objective is that the students assume more teaching presence among themselves and begin to collaborate incrementally.

Our goal as teachers is not to be the owners of the knowledge, nor to be the owners of the course, our role is to create in our students the sense of critical thinking that leads them to a life of learning.

Keyword: Discussion Forums: Absolutely Necessary?

As I have commented in other of my posts, I started in online education when it was just starting. This stage was

characterized by very rigid technological tools and in which the didactic strategies were limited to extensive readings. Due to these characteristics, the forums became the only space in which the students contributed their ideas and comments. I also remember that something questioned was the trust in students. Not believing that the students really wanted to learn and just wanting to pass the course was something that greatly concerned the tutors, so the forums were used for the students to give evidence of their readings. I remember that the forums became tedious and were generally used only to fulfill the requests.

When I was invited to this course, I didn't think it would change my vision for online education that much. With more flexible technology and with many tools that can be included in the course, the dynamics of the course are more dynamic. In addition to this, targeted strategies such as well-defined roles and trust in students are leading us to a true knowledge society.

I believe that although forums allow us to apply many strategies, they are no longer absolutely necessary as at the beginning of online education. You have to know how to use them to get the most out of it, but it must be complemented with many new tools that have recently been incorporated to achieve our goal: the knowledge society.

Keyword: First of all be yourself!

I have been in the world of e-learning for about 15 years. I think that in the early days of e-learning, the structured, the formal and the abuse of content delivery prevailed leaving a feeling of frustration in both students and teachers.

Little by little the importance of the tutor as a facilitator of learning was considered. However, the rigidity of the platforms impeded that communication and human sense that one has in face-to-face classes.

The use of forums and the development of team activities improved this communication, but it was exhausting work for the instructor... review all the forums, verify that all fulfilled their activities, etc. I must confess that I had abandoned the idea of teaching in online environment.

However, at the beginning of this year and abruptly, the pandemic caused us all to teach classes virtually. At first, I used my rusty instructor knowledge of e-learning. However, the co-workers, the students, the same platform made me understand that things had changed, that there were a number of tools that can be used to improve the learning experience.

In this course I have been learning how to combine these tools in a structured platform. The above allows us to follow an order, to have a well-designed course, but it facilitates our work as instructors, which although I was clear about the importance, my frustration was that I could not perform as I wanted.

Although this is quite useful, what until now has been a change of mentality for me in this course is to understand that we are human, to allow ourselves to make mistakes, to lose our fear of the camera, which I rather think is the fear of making mistakes, to look bad. All the technical preparation, planning and course design is important, but what will take us from being an excellent online instructor is being ourselves. So, be yourself!

Keyword: Gratitude

As a reflection of this week I would like to tell an anecdote that precisely happened on Monday after analyzing the various materials of the course. I asked the students for a reflection of the course, thinking that they would write about the themes seen. One student, however, wrote about her appreciation of the pedagogy of the course expressing herself in a very haughty way and saying that the course had been of no use to her. In the course they have to develop a real project, for this purpose I took on the task of looking for real companies that needed an information system, I talked with them, convincing them to participate. During the classes, I zoomed in with the students, answered questions and was present at job interviews. The problem, according to the student, is that I gave them a lot of material to read and in English, which she disliked because I did not explain in detail what they had to do. I think that the position of the student of criticism without empathy is out of place, the girl never had a feeling of gratitude for all the effort that I had to make. I can probably improve my teaching practice and I can do things better, but it is a lot of work for us to join the new modality. That this girl did not express any gratitude made me feel very bad and remember the TED video. I think right or wrong, the fact of sharing our time and our experience with the students should be taken as an act of gratitude. From that perspective you will have a better disposition to what is being offered to you and maybe take what is best for you and if something you do not agree with, simply let it go, but do not be rude to someone who dedicates a time of their life to you. This taught me that I should also thank the people who share their knowledge with me for not committing the same injustice as my student.

Keyword: The most challenging week

I never thought that to improve as an online tutor I had to face myself, my fears, my most ingrained values and myself. Through the videos, the personality analysis and the readings we were made aware that it was absolutely necessary to understand ourselves to understand ourselves as tutors and in this process of conscious understanding to be able to make changes to improve our practice.

Without this prior preparation for understanding oneself, I believe that the statement of my philosophy would not have been the same, it would have been written from my pedestal, believing that I was the best teacher or that my way of acting was the best. Now I understand that my philosophy is strongly rooted in my values and my desire to improve. From now on I will look at my students with different eyes, trying to understand that we are not all the same.

For me, this has been the best closing of the online tutor preparation course.

Keyword:

Learning Journal (Ludovico)

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Hello, all

Hoping everyone is okay, I'm here posting now Activity 3 - Learning Journals

Ludovico

Keyword: Week 5: Reflective Practice

WEEK 5: Activity 3: Learning Journal

The following figure shows what an online teaching Philosophy involves

Online Teaching Philosophy



In this space I would like to add that a facilitator must also manage emotional well-being strategies, precisely to have control of everything involved.

Keyword: Wk 1 Activity

Good night every one, I am attaching the file with my reflection for the week.

greetings to our course facilitator and the rest of the group

Ludovico Soto

Keyword: Wk 3 Learning Activity

Greetings to the group and thank you all,

this week has been a great learning experience,

this debate exercise has been very valuable for my learning.

Ludovico

Keyword: WK 4 Values

Good afternoon hoping everyone is well, here is what I learned this week.

Ludovico

Keyword:

Learning Journal (Luis Asunción)

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Week 1 reflection

How do I define the role of the facilitator in online learning?

I can define like a asesor that motivate the students to learn new things. At the same time, this facilitator design activities in order to maint good manner that students can develop their learning process. Also facilitator bring support in case any problem o situation can be prenent during any activity planed

What are two best practices for effective online facilitation?

- Keep control about develop activities during course or class
- To prepare a plan with dinamic activities and monitoring during the course

Keyword: Monitoring, Dinamic activities Week 2 Reflection

What role does community play in online learning?

I think the role is share experience and collaborative learning which are fundamental in online enviroment

What did I learn from the Col model?

Be active combining activities with group and this mode keep to student looking new ideas to add into learning process

What else has resonated with me thus far?

Be simple avoiding complicate class then you can get good participation but the important thing is keeping learning process to all group

Keyword: picture taken from unsplash.com Week 4 reflection

My three pedagogical values are:

- humility
- independence
- leadership

All those PVA are aligned in order to prepare materials on class and the dosiffication planted by each one. In this sense, I can develop a course based on confindence with the participants and comunicate in good manner the information, also receive feedback from my students. Generally, I can receive and solve any doubt planted and they (students) can receive support from my site.

Keyword: PVA Week 5 Reflection

I was reflecting on my teaching philosophy? Why?

Because it was good strategies planted whit materials on this week in order to do reflection about my teaching philosophy. I can do a visualisation in the manner to teach on this moment and what need be improvement or make modifications on that.

What else has resonated with me thus far?

How I can continue being creative using innovation on my class and make reflection on it.

Pictures taken from unsplash.com

Keyword:

Learning Journal (María Teresa)

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MARIA TERESA JOURNAL

Doing a little research I found an article that talks about four values that underlie the practice of university teachers and I agree with them for the following.

We must bear in mind at all times that we are dealing with people with human beings, sometimes it seems that communicating through the computer depersonalizes the relationship and we can think of the students as a registration

number or someone who is receiving the knowledge, however the thinking and raising awareness of them as human beings with different characteristics, with problems and with very different situations that sometimes hinders the teaching-learning process should make us more empathetic as teachers.

· "Four values behind the teacher's professional ethics are identified. They are human worth, honesty, justice, and freedom. These values guide all the interactions between teachers and their students, parents, and their colleagues. Using data from five schools in Finland about the values underlying teachers' professional ethics, the author illustrates how they are important in a pedagogical context, especially in creating a pedagogical environment that is sensitive to numerous individual backgrounds". (Tirri 2010)

Keyword: MARIA TERESA JOURNAL WEEK 2

JOURNAL WEEK 2 MARIA TERESA

What role does community play in online learning?

The community plays a very important role. In my case I have been able to observe during my research seminar classes, that when a student shows his work on the screen and shares his questions and doubts in front of others, and the teacher responds to the student and corrects his work, this learning is not only for the student who asked the question, but for the whole group. When a student shares her difficulties or limitations, it has been very gratifying to see how the rest of the group provides support and tries to help the person.

What did I learn from the CoI model?

This week I have had moments of great reflection on my teaching practice. One of the subjects I teach is public policy design and it is a class in which I greatly promote reflection and critical thinking. I have been reflecting on the types of presence described by the CoI model and I think that I need to encourage social presence among my freshman students, which according to Garrison affirms, is the ability of participants to identify with a group, communicate openly in a trust environment and develop personal and affective relationships progressively by projecting their individual personalities. This has been the first semester that my new college students have all their classes online. In today's class I took a few minutes to ask how they feel and how they perceive their learning process has been. The surprise was that there was participation of students who never posted or comment on anything, and expressed that they felt good to know that someone is aware of their emotions and feelings at the end of the semester, in a context of pandemic, a lot of stress and worries for their families, with a red traffic light related to pandemic and perhaps shortly, with a curfew.

What else have you resonated with me thus far?

Very important, I started to consider the relevance of seeing my facilitation role largely as nurturing high-performing Communities of Inquiry (CoI), a prerequisite for effective e-Learning.

Keyword: MARIA TERESA MARTINEZ JOURNAL

Journal MARIA TERESA MARTINEZ ALMANZA

Week 1

1. How do I define the role of the facilitator in online learning?

From my point of view, the online class facilitator has several roles that ideally should develop. One of them, very important, is to support students to develop critical and creative thinking, as well as the ability to communicate their ideas through the use of different electronic media. (text, video, audio, etc.) to achieve meaningful learning

Another would be to understand the implications of the constructivist educational experience, which requires collaborative work from all participants to develop in the knowledge society. So, the roles are to guide, model and prepare students for an increasingly interconnected knowledge society. But also the roles could be categorized as follows:

Organizational role, the moderator sets the agenda, objectives, and procedures for posting and interacting in an online discussion.

The social role involves reinforcement of good discussion behaviors through welcoming messages and prompt feedback with a positive tone.

The intellectual role, being the most important, uses techniques to encourage a high level of students' responses by asking questions, synthesizing key points, and nurturing the intellectual climate in online discussions

The role of online facilitation, for me, refers to the construction of knowledge in a collaborative way. It is not very different from face-to-face classes when you really have an interest in guiding, supporting and coordinating the group's efforts to achieve meaningful learning.

However, the educational model of the institution where the class takes place must be taken into account. In my case, the UACJ has an educational model focused on learning, but previously, with the traditional, Napoleonic model, it was much more complex to work in class using collaborative strategies and some professors continue teaching that way. When the teacher is the center of the teaching-learning process and he is the only one who speaks, participates, dictates, exposes, shows, among other, in these cases, applying the online learning facilitation model would be very difficult. You must have knowledge and awareness of the context, environment and system in which the class takes place.

2. What are two best practices for effective online facilitation?

To create modules to organize and present content and learning activities

To use screencasts to provide students tutorials or to explain harder to grasp concepts

3. What new strategies am I considering adding to my facilitation practice?

Create accessible narrated Power Point for content delivery online

Use videos to illustrate complicated conceptual knowledge

In this first week of the course, it has been very pleasant for me to discover the full scope that the online course can have. I had never taught online classes and due to the Covid-19 pandemic we had to prepare all the teachers to start quickly and continue the classes to save the semester. I am aware that I have a lot to learn and above all overcome the idea that everything has to be perfect to be in front of the camera.

4. What else has resonated with me thus far?

What has resonated with me is the impact our good facilitation can have on students.

I love working my Research Seminar classes in a collaborative way, building learning communities and learning together, with everyone's support.

Keyword: MARIA TERESA Reflection on facilitation strategies

MARIA TERESA REFLECTION ON FACILITATOR STRATEGIES

A learning community is not simply a group of individuals. The critical element of a learning community is a sense of community, which is the feeling that group members matter and that one's needs are satisfied through the collective effort of the group. The elements of a sense of community include (a) membership, the feeling that one belongs to a group; (b) influence, the feeling that one can influence a group and that the group is important for its members; (c) fulfillment of needs, the feeling that one's needs can be satisfied with help from the group; and (d) shared emotional connection, the sense of being connected with others in the group (McMillan & Chavis, 1986). I loved the way each one of the members of this team tried to get the goal.

The orange team has done a great job of facilitating group learning. It can be seen that they were well organized and that there was communication between them. As the authors I mention below states:

A learning community is a community of practice. The term 'communities of practice' (CoP) was coined by Lave and Wenger (1991) in their study of situated learning. Lave and Wenger (1991) defined the concept as 'a system between people, activities and the world; developing with time, and in relationship to other tangential and overlapping communities of practice' (p. 98). In a community of practice, people demonstrate a passion for the goal they desire to achieve; they interact frequently in order to attain the goal; they develop relationships and identity through interactions; they accumulate and construct knowledge in a field (Laxton & Applebee, 2010; Roberts, 2006). An online learning community is a community of practice in which a group of online learners come together for a common goal.

Since the beginning of this course I have started to implement the strategies that I am learning with my students. One of the aspects that I would like to improve is social presence. I have been making some research about these concepts and I found that I can apply what authors like (Jung, Choi, Lim, & Leem, 2002) recommend:

In addition to task-oriented discussions that aim at promoting learning, the instructor should also invite learners to participate in social interactions because social interaction serves as a prerequisite for successful interpersonal relationship development. Social interaction also helps a group to attain cohesion (Chen & Wang, 2009), which renders a feeling of 'being with another' (Biocca et al., 2003) and enhances social presence. In addition, the encouragement and social feedback provided by the instructor contribute to students' learning outcomes (Jung, Choi, Lim, & Leem, 2002).

Keyword: WEEK 3 LEARNING JOURNAL MARIA TERESA

What role should the facilitator play when using discussion forums?

I think that the facilitator of a discussion forum should be a guide for the students in their learning process, post interesting questions that provoke reflection and critical thinking, Mapping the ideas of one another. The main goal of a discussion board assignment is to get students talking to each other, for this reason, instructors play an active role throughout the process based in good communication

What are two examples of effective ways to use a discussion forum?

Making groups to promote peer learning

The assignment of roles for the discussion, which guarantees the participation of all participants

What else has resonated with me thus far?

In my research seminar classes, I have seen that when I clearly explain what I expect them to do, and I guide them with examples, they can go a long way toward engaging. In addition, asking questions that force reflection, promotes critical thinking and meaningful learning

Keyword: WEEK 4 MARIA TERESA'S JOURNAL

Week 4 prompt: What three pedagogical values are important to foster a thriving online learning environment?

I did a little research on pedagogical values and found an article that mentions four values that seem very important to me refer to human worth, honesty, justice, and freedom. We must bear in mind at all times that we are dealing with people with human beings, sometimes it seems that communicating through the computer depersonalizes the relationship and we can think of the students as a registration number or someone who is receiving the knowledge, however the thinking and raising awareness of them as human beings with different characteristics with problems with very different situations that sometimes hinders the teaching-learning process should make us more empathetic as teachers.

" Four values behind the teacher's professional ethics are identified. They are human worth, honesty, justice, and freedom. These values guide all the interactions between teachers and their students, parents, and their colleagues. Using data from five schools in Finland about the values underlying teachers' professional ethics, the author illustrates how they are important in a pedagogical context, especially in creating a pedagogical environment that is sensitive to numerous individual backgrounds". (Tirri 2010)

Why?

She argues that having a high sense of professional ethics is one of the most important resources in maintaining hope and optimism in the very challenging work of teaching.

What else has resonated with me thus far?

Pedagogical digital competence (PDC) relates to knowledge, skills, attitudes and approaches in relation to digital technology, learning theory, subject, context, and the relationships between these. PDC is thus something that can be expected to develop the more experienced a teacher becomes. University teachers have great influence over their students' learning contexts, i.e., the contexts that guide the students in their study of a particular subject. Teachers in higher education can in various ways impact and leave their mark on courses they teach or coordinate. In particular, they can influence the way in which their courses are run, i.e., the support made available to the students on their journey towards reaching the course goals and expected learning outcomes, such as lectures, seminars, laboratory work, quizzes etc. The choice of support thus reflects the teachers' attitudes to their students, the subject, learning, teaching tools etc.

hand shake for pedagogical values

One as a teacher can take great surprises by allowing students the freedom to express, to participate and to build their own learning, at times, they might think that the academic level or the maturity of the students is not yet sufficient to develop certain activities or projects and when we give them that freedom, wonderful things happen if they can express themselves and build their own scaffolding that leads them to be successful in their own process.

Keyword: WEEK 5 MARIA TERESA'S JOURNAL

This week I was reflecting a lot about my teaching practice. It was a surprise that things that I like and enjoy have an impact or are reflected in my classes. For example I like hiking. In hiking a lot of discipline, action and will are important elements required. The will to advance and continue each step, wanting to achieve goals to reach the end of the hiking also enjoying the route. While I am walking being in contact with nature and myself, self-knowledge and self-reflection arise.

The metaphore is that it's the same that I always try to get from my students to do in class. I try to mitivate them to self reflection on their learning process and to succeed in the real world.

I really liked the video from the resources that mentions you can make a triangulation or a transfer of the reflections of what I do in my family, as a mother of my children, to school and from school to my family. And I was surprised to see that I put it into practice I also realized my great sense of cooperation and the value I place on people as human beings because I always try to keep in mind the needs of my students. And maybe my reflection aimed at not being so strict or too rigid and trying to be more kind and have more tolerance with respect for myself and others. Thank you all or ths great opportunity no know me better as a professor.

Keyword:

Learning Journal (Scott)

Welcome to your learning journal!

jess-bailey-y7GlldTUOvo-unsplash.jpg excluded because All rights reserved.

This is a place for you to share your reflections and note key learning from each week. The Moodle activity we are using for your learning journal is called a Glossary. Learn more about [Moodle Glossary via the IT Knowledgebase](#)

As part of the learning activities of FLO, you are asked to respond to a specific prompt for that week. Linking back to the course learning outcomes, prompts have been designed to help you identify important and relevant learnings from the week and build towards your final "capstone" deliverable, the online teaching philosophy. Your reflection can be video or text-based; for text-based entries, you are encouraged to use images to enhance your entry. Your entries can also take the form of **storytelling** if you prefer. You are also encouraged to read and comment on each other's journal entries.

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(Photo by [Jess Bailey](#) on [Unsplash](#))

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- **Week 3 prompt:** What role should the facilitator play when using discussion forums? What are two examples of

effective ways to use a discussion forum? What else has resonated with me thus far?

- **Week 4 prompt:** What three pedagogical values are important to foster a thriving online learning environment? Why? What else has resonated with me thus far?
- **Week 5 prompt:** What was the most surprising thought that came to mind as I was reflecting on my teaching philosophy? Why? What else has resonated with me thus far?

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Beating up on discussion forums

I feel bad. I just posted my opening argument opposing the debate prompt about online discussion forums. And it was pretty negative. I understand that "come out swinging" is good advice in a debate, but I don't really hate discussion forums that much. I have been successful using them a few times in the past. My hack is to only ask open-ended questions at higher level on the Bloom's Taxonomy in discussion forums. This avoids making them into glorified attendance taking exercises.

Keyword: Belonging to an online learning community feels normal
This week, together with my Orange team colleagues Gareth and Ludovico, I have the task of staying active in the forum discussions and journals in order to foster further thought and draw connections across channels.

So far, I have noticed two things about belonging to an online learning community; it feels good to be heard and it feels normal. It feels good to be heard by peers in any setting - face-to-face or remote. My desire to be heard is satisfied here in FLO because some of my classmates are assigned the role of peer facilitator. It is a teaching technique that helps create community organically. When I facilitate online, I will let this mechanism do its work - creating a sense of belonging by creating a sense of community.

And it feels normal. Gareth and Ludovico and I met via Collaborate and it felt just like having a quick hallway chat. I look forward to our next video chat on Thursday. I miss those guys!

Keyword: Leading a horse to water, or Bandura on the Run

I am the horse. The water is under my nose and I am thirsty. The water will quench my thirst but I am not drinking the water.

I am the FLO student. The course work is laid out clearly within reach and its value is undeniable. But I am not doing the work. No one is forcing me. After all, I am not a horse.

But, once I taste the sweet water, I am sold. I drink it all and I am satisfied.

My student experience so far in the FLO is perhaps similar to yours: my discipline helps me succeed at the synchronous tasks - the group work and the Collaborate sessions. And my discipline flags during the asynchronous tasks - the journal writing and the coming up with ten facilitation strategies and such.

I suspect I am not so different from other online learners. I think there may be other thirsty horses out there and if so, a good facilitator needs to have strategies to help them. It may help my thirsty students if **I recognize that not all disengaged online students are disinterested, they may just need a different balance between synchronous and asynchronous learning.**

Just as my favourite Indian restaurant lets patrons choose the level of spice in the curries they order, I can let students adjust the amount of group work they do. And, just as the restaurant does not allow orders with no spice or all the spice, I won't allow students to opt out of all groups tasks or fill their studies full of them.

Bandura on the run

I was not able to master the tech in the recent Googledocs FLO assignment when it seemed all my classmates were finding it easy. I felt frustrated and overwhelmed. I was pretty sure I would never be able to do it. I flashed back to a classmate in a recent university course who was pretty sure she would never figure out how to make a presentation using Prezi. I understand how she felt.

If I have a student in one of my online courses experiencing a similar struggle, I can help build her sense of self efficacy if I **understand the importance of differentiated support to a student's sense of her own ability to succeed at a task** can help if I scaffold the task for her. Perhaps I might allow her to complete the assignment in another format, while letting her practice using the technology in a low-consequence setting complete with support and encouragement, like she might get from a classmate during informal extra-curricular support sessions online.

Likewise, I can help build her sense of "I can do it" if **build lots of formative assessment into the learning**. I might achieve this by providing all my online students with frequent, timely encouraging notes pointing out their progress. These notes could be brief videos or texts that set measurable, achievable differentiated goals to help each student see their own strengths and use them to overcome obstacles on the path to self-efficacy. As Dr Leyton Schnellert always says, "the rhythm of assessment should be formative, formative, formative, summative, and repeat."

Keyword: Student-Centred Learning should not be a new idea, but it is

I watched the video that Blue Team posted for us. I listened to the narrator breathlessly unveil the concept of student-centred learning to me. I breathed a sigh and said, under my breath, "it's about time". In 1990, I studied under Dr. Kay Baker at Washington Montessori Institute, learning to be a Montessori elementary teacher. Maria Montessori was an early constructivist and over the intervening three decades, I have filled my classroom with her philosophy and pedagogy.

I agree with the video that we need a shift in focus in our modern learning environments - we need to start centring our instruction on the student. However, this begs these questions, what have we been focusing on all these years? and, what are the consequences if we do not start centring our instruction on the student?

Scott leads a fishbowl lesson

Here I am in 2009, leading a discussion among Grade 5 students in my Montessori elementary classroom. We have just read the fable (or fairy tale?) Jack and the Beanstalk and are having a debate to resolve the prompt, "Jack went up the beanstalk the third time because he is greedy." Several of the students among the debaters are emergent or reluctant readers. In order to take part in the debate, they have watched a dramatization of the story on video. One student asked that her friend read it to her instead.

Notice the student in the foreground - she is part of a group of students (the rest of the class) observing and notating the debate from the outside. These observers later reported to the debaters things they had noted during the debate: a technique we later dubbed, "A compliment, a comment, and a question". And, you guessed it, we repeated the whole thing two more times that morning so the Grade 4 and Grade 6 students could debate the stories they had read and be observed by their classmates.

Not a book report in sight! It is possible to make students the centre of what we do. I would argue, it is difficult no to.

By the way, the debate resolution was, Jack is not greedy; he is just an explorer, and climbing beanstalks is what explorers do.

Keyword: The power of an image

This week, a FLO colleague posted a photograph of a football coach with his team. The image prompted a memory of a moment, years ago, in my grade 4/5/6 classroom. It is not very often that I think about those days. Maybe that is the power of images. They can invoke a connection to a lived moment without any effort. At least, without any conscious effort. I think I am going to go look through an old photo album.

Keyword:

Learning Journal (Terri)

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jess-bailey-y7GIldTUOvo-unsplash.jpg excluded because All rights reserved.

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(Photo by [Jess Bailey](#) on [Unsplash](#))

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Week 1 Reflection

How do I define the role of the facilitator in online learning?

I like the analogy of a guide or tour guide more specifically. Using the example of a tour guide - this person is responsible for designing the journey complete with the maps of destinations, points of interest, historical information, social opportunities and the flexibility for the "participant" to personalize their experience. Online facilitating requires a similar approach from the course outline/roadmap, relevant information, variety, collaboration and guidance along the way. Overall the facilitator like the tour guide is responsible for the participant's experience throughout the journey.

What are two best practices for effective online facilitation?

Its difficult to narrow it down to only two practices, but I would have to say the number 1 practice is a clear roadmap with specified expectations - similar to the course schedule for this program. The second best practice would be creating a welcoming environment through welcome videos from both facilitator and participants.

What new strategies am I considering adding to my facilitation practice?

I currently do a welcome message and provide a bare-bones schedule. In the future I'm going to make the welcome message a video and I'm going to provide a much more robust schedule complete with assignment expectations and timing.

What else has resonated with me thus far?

While I have done some online facilitation over the years, I still consider myself "new to the game". I found the Garrison article to be quite eye opening with its position on the value of online learning. In my world, with my clients, online learning was a necessary evil when it wasn't possible to get everyone in the same room/city. Garrison posits that e-learning was developed in the 1990's as a tool that could facilitate collaboration, personal meaning and mutual understanding. That's a far cry from the "necessary evil". This has given me a new lens to look at something, which until very recently I considered far inferior to in class settings, with a newfound respect - and yes, possibly even excitement.

Keyword: Week 2 Entry

What role does community play in online learning?

If we define community as people having common goals and/or interests, a sense of belonging (emotional connection) and having agency (Arasaratnam-Smith/Northcote article) then community is integral to a positive learning experience. Online learning can be a cold and lonely place - having community can change that experience to a much more positive experience. Community will influence the student's degree of motivation, confidence and will influence how much the student learns

We are motivated when we feel connected and have purpose. We gain confidence when we see our thoughts and ideas expressed and validated by others. And we learn more when we have a chance to express, debate and reflect on our ideas. A community would definitely facilitate all of the above.

I think the opportunity to create a stronger community is more possible in an online setting. I love the idea of online learning forum being an equalizing medium (Arasaratnam-Smith/Northcote). As indicated in the article, in this medium we have more control over how we present ourselves i.e. less "off the cuff" occurrences when communication is predominantly written and we can hide our weight, stature or other "differences". Introverts have a fighting chance of being heard and there is less chance social "cliques" will form. All facilitating the creation of a strong community.

What did I learn from the Col framework?

Its not so much that I learned the concept of student as teacher, but more that it was refreshing to see it stated. The Garrison chapter was the only one of the three resources that spelled out the importance of the teaching presence in addition to the other more common cognitive and social presences. This brings me back to the college program "Teaching Adults" that I completed over 10 years ago. Rule number one: when teaching adults give them agency. Agency to make decisions, changes, inputs, and to be heard. Adults have an enormous amount of knowledge and life experiences that is always invaluable and a significant part of the information to be distilled. I recognize the framework is placing the onus on the teacher for providing this element, however, there is recognition that the students also need to take this role.

A good example of when the students need to apply the 3 presences would be the peer facilitation project. If we, as peer facilitators, do not incorporate all 3 presences it will be less of an experience. I think the same can be said for any group work.

What else has resonated with me thus far?

There is vast opportunity for making online learning a truly remarkable experience, but its not easy. I think it is difficult to replace in person, human contact. Yes, there are advantages - the equalizing medium being one. The opportunity to learn with an international cohort - geographical limitations are vapourized. And of course, the flexibility! Then there's the technology.....such an important aspect and such an obstacle sometimes! Perhaps in the not too distant future technology won't be a factor once we are all so proficient it becomes second nature. A girl can dream.....can't she?

Keyword: Week 3 - Peer Facilitation Reflection

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Keyword: Week 4 Reflection

/6893806728358483-audio.ogg

Keyword: Week 5 Reflection

What was the most surprising thought that came to mind as I was reflecting on my teaching philosophy? Why?

I shouldn't be surprised, but I was in that the most surprising insight from the last assignment was how much I value self sufficiency. I shouldn't be surprised because it is a guiding principle in almost everything I do - including teaching. I teach so that I can help others to help themselves. Along the lines of: "Give a **man** a **fish**, and you'll feed **him** for a day. **Teach a man to fish**, and you've fed **him** for a lifetime." (Confucius). However, what was surprising was how pervasive the value is throughout my teaching philosophy. Embedded in this self sufficiency value is the expectation that learners will do the work, will show up and will engage with little prodding and cajoling. This is aligned nicely with the assumption that people will be responsible for their own learning experience.

Now I will argue that this does hold true for the physical classroom or perhaps there is the opportunity for it to happen more easily or naturally. What I now recognize after 5 weeks it that, what I termed in an earlier journal post, this cold medium requires more coddling and hand holding. My self sufficiency value may work well in the classroom, but it needs to be tempered in the virtual classroom. It takes effort to create community in a virtual space, to ensure the social and teaching presences are truly felt. It is also not overly intuitive to navigate through a virtual setting - and don't get me started on the technology! So all of the very important elements to having a memorable and valuable experience require a little more effort than what I would typically be prepared to provide. That insight alone is worth the 5 weeks.

What else has resonated with me thus far?

Five weeks ago I started off by saying that while not a big fan I was starting to feel the glimmer of hope after just week one. I can honestly say I'm looking forward to seeing what I can do with this new found knowledge. Delivering value is incredibly important to me and now I think I might just be in a better position to ensure I achieve my own high expectations. A big heartfelt thanks to Sophia and the everyone else for your insights, generosity of time & ideas and the feedback and comments along the way. I will miss you - hopefully we can do this again sometime!

Keyword:

FLO facilitator (Transcripts and more)

I am committed to making this space accessible to ALL. Hence, will be providing transcripts for audio and video.

Padlet Introduction (Transcript by Sophia)

Hello FLO participants,

So, I am grateful to be joining from the lands of the Songhees and Esquimalt ancestors and families here at Royal Roads. Many of you have met me already via some emails and other communications. Of course, I am Sophia. Just really pleased to be part of this experience with you today. I just wanted to share a little bit about my background and about why it is that I sit in the space as facilitator.

I've worked in education for over 20 years as a classroom-based teacher, online teacher, a university instructor, and I'm also teaching at Royal Roads in an online program. I'm also an author and a researcher. So, I wear many hats. Currently, I'm serving as associate director in CTET. It is a very long name -- Centre for Teaching and Educational Technologies. Our Centre, essentially, at Royal Roads, we support faculty with design and development of their courses in online and blended formats primarily, and we also support face-to-face. Of course, we are all online right now, so our Centre is quite busy supporting a lot of faculty.

This is a very timely course, as we know, COVID-19 is still with us. We've seen a lot of struggles and grief and mental health issues arise as a result of what we're all experiencing. I really trust that all of your families are well and everyone is doing well in your spaces -- but we know that this is certainly still some time of trouble. As we are going through this experiencing and journeying together, we are going to keep in mind a lot of the events that are taking place around us and integrate those in our discussion and dialogue.

I hope you learn as much as you were hoping to learn in this experience. I invite you to come, be open, that's really truly important. Also, you have to give a little bit to get something back from this experience. I'm always available to support you. Just reach out whenever you need me. I'm here and happy to work with you. So, thank you and I'm looking forward to meeting you all online.

Have a great day!

Keyword: Reply to Berenice - Week 2

/49165019231317865-audio.ogg

Keyword: Reply to Frances Week 4
Hello Frances,

I made this video reply. I was recording the incorrect screen so please toggle my webcam to larger as the image is just my screensaver. I have two monitors and forgot to select the correct one. Thanks.

Embedded media not compiled into PDF.

Keyword: Reply to Gareth - Week 2

/588966753557744-audio.ogg

Keyword: Reply to Karla - Week 2

/22964349039427378-audio.ogg

Keyword: Reply to Maria - Week 2

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Keyword:

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