

Digital Teaching Summer Camp

Building Community with Tech Tools
(Or, “We Are Family”)



Resources for Anti-Racist Pedagogy

- *Teaching to Transgress: Education as the Practice of Freedom and Teaching Community: A Pedagogy of Hope* by bell hooks
- *Pedagogy of the Oppressed* and *Pedagogy of Hope* by Paulo Freire
- *Charleston Syllabus: Readings on Race, Racism, and Racial Violence* by Chad Williams, Kidada E. Williams, and Keisha N. Blain, eds
- *Racism in the Canadian University: Demanding Social Justice, Inclusion, and Equity* by Frances Henry and Carol Tator (eds)
- We'll also link some articles from the TRU Library (or available by open access) in the first section of the Alternate Modes Moodle shell.

Community vs. Engagement

Engagement is about doing the work, and it's important. But today we're talking about how to build a sense of belongingness among your students.

What do you do in your face-to-face classes to build community?

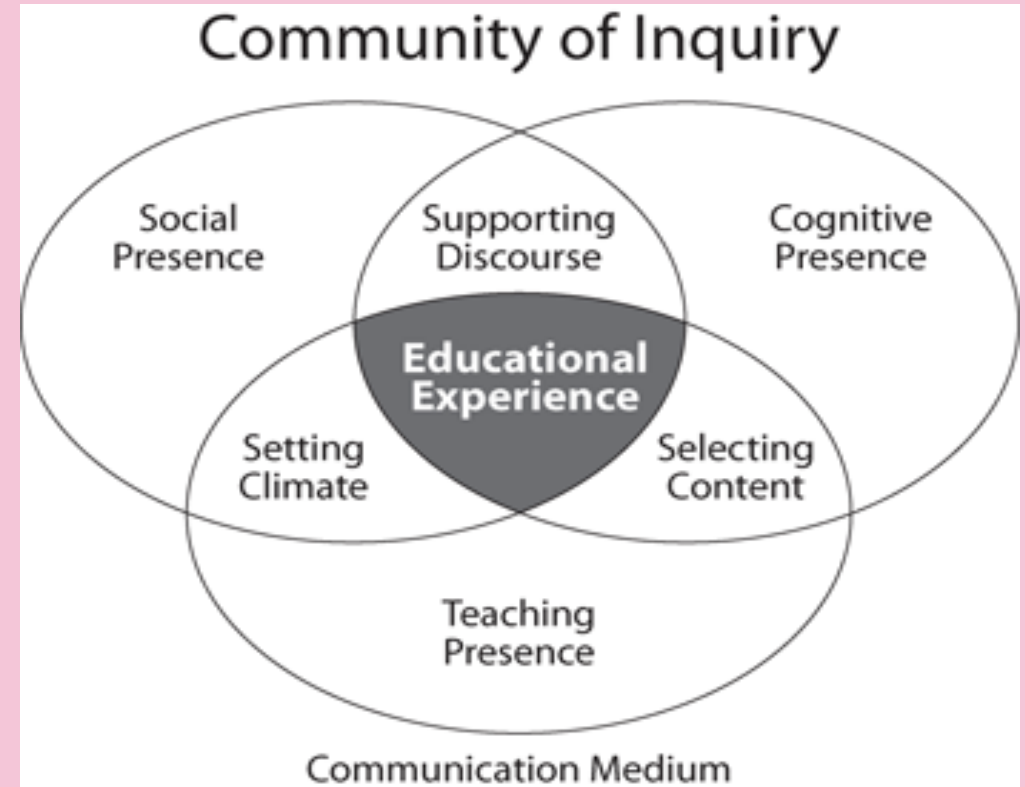
Share your practices in the public chat.

The good news is...

- ... a lot of what you're already doing will translate to the online environment.
- What we're going to talk about today is how to use the tools in Moodle to help you foster the same care and community online as you are so experienced with in your classroom.
- But first, a teeny-tiny bit of theory. Just a little.

Community of Inquiry Approach

- Learning occurs best at the intersection of:
 - social presence (do we identify with the community);
 - teaching presence; and
 - cognitive presence (is the content meaningful).
- By this model, the content is only one-third of the learning experience.



Garrison, et al. (2000) "Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education." *The Internet and Higher Education* 2(2-3): 87-105.

“But it goes without saying that sustaining a classroom community is an essential act during a time of crisis. It is in crisis that we most immediately front with our human capacity to intervene, to grasp our agency—to be learners. When we are faced with feeling there is nothing we can do, we can ask: what has been done, what could have been done... which leads us to ask what can I do, and what will I do?”

- Sean Michael Morris, “Fostering Care and Community at a Distance”
https://www.enhancementthemes.ac.uk/docs/ethemes/conference/fostering-care-and-community-at-a-distance.pdf?sfvrsn=93aacc81_10

Trauma-Informed Pedagogy

- What it is:
 - An acknowledgement that learning is negatively impacted by emotional trauma; and
 - An awareness of the current stressors impacting students.
- What it encourages:
 - Predictability, consistency, and connectedness.
- What it is **not**:
 - Mental health care or counselling;
 - An invitation for confession or disclosure; or
 - One-size fits all.

Predictability, consistency, and connectedness?

That sounds a lot like community to me.

Tech-Free Strategies to Establish Belonging

- Introduce yourself, and be as personal as you feel comfortable being.
- Use students names when responding to posts, comments, and emails.
- Connect students with each other whenever possible, and encourage cross-class connections when you see them emerge.
- Establish a communication policy (email, forums) that you are comfortable with and stick with it.
- Make space in lectures, office hours, and forum posts to talk about things that aren't coursework.

Be Present and Be You

- Weekly video blogs that you record “live.”
- Audio / video feedback (see last week’s session).
- BBB for “live” office hours, but also for one-on-one essay or project conferences (use Scheduler for appointments).
- If you have a professional / public facing social media (eg. Twitter), consider sharing it.

Make Room for Connections

- Set up spaces for students to connect and chat.
 - Consider leaving your office hours or classroom BBB session open all the time so students can use it without your presence.
 - Set up a discussion board called something like “Breaktime Chat” where students can freely engage each other as they would in class (pet photos always get huge response).
- In these spaces, *participate* but do not *moderate* (unless something egregious happens).

Group Work Can Connect Students

- Use groups to create more intimate discussion spaces where students can get to know each other.
 - Set some forums to “Separate Groups” so students have spaces where they only read/react to group members.
 - Once established, this space can also be used for peer review, group assignments, and reflective practice.
- (I know students hate group work. But what they really hate is **badly designed** group work. Rubrics, group expectations, and accountability can help.)
- Allow students to have agency over their collaboration – they don’t necessarily have to use our tools for everything.

Developing a Sense of Belonging in Online Distance Learning

Five-hour course from the Open University.

<https://www.open.edu/openlearncreate/course/view.php?id=4183>

Congratulations!

You've earned a badge!

You'll see this appear on your Moodle later today; it also includes a very brief summary of the workshop that might be useful for your APAR/PRC.

Remember that if you complete eight of these sessions this summer, you'll earn our Certificate of Digital Competency to recognize your hard work and engagement.

