

Nursing Panel – RRC
The **Case of the Reluctant Instructor**

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Moving to Blended Learning:
Case of the Reluctant Instructor

Darlene Frederickson, BA (Philosophy), MA (Integrated Studies)
PACE (Professional, Applied & Continuing Education)
University of Winnipeg

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I didn't want to do this.

My Dean asked me to develop the Introduction to University course for online delivery.

She was patient, but, at the end of the 2nd year of asking, there was an ultimatum – do it!

Turns out – it was a great experience. I got really interested, again, in accessibility.

But this time, as an instructor. A different orientation from an administrator.



^{The} **Case of the Reluctant Instructor**
Agenda (or What Can Make It Better)

I. During Development:
Take Control – Remain the Teacher

- i. Course Outline Analysis
 - Create Space for Your Presence
- ii. Do It Yourself as Much as Possible

Course Outline Analysis

You do not want to lose your teaching moxi – that is what makes you a great teacher.

This is your presence.

How can you transfer this to an electronic/online format?

Think about how you demonstrate presence F2F.

Think about your course outline. What parts of your course will work in an online format?


Replicate some of the things you would do F2F (i.e., via drawings, stories [podcasts], etc.)

What are usually the highlights of your course – those are what you want to replicate online.

This is your presence.

Do it yourself.

Work with your nexus course – make it your own so you can change what you want when you want.



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2. During Teaching:

Be Present & Ask for Help

- i. Don't leave the students alone
- ii. Answer publicly
- iii. Reward online work with marks
- iv. You can too change as you go

Practicing Presence Online

Students need to hear/see you.

Create public spaces where this will be possible, where all students can hear/see.

You can do this through assignments, exercises, etc.

Mostly, you should give marks for work students do online – it is a great motivator.

If something is not working – change it.


If you tell the students up front that this might be a possibility, they will be okay with it.

Ask for help. Ask other instructors at other colleges and universities.

Look at the teaching/learning centres at other colleges and

universities.

You do not have to re-invent the wheel – somebody else usually has done successfully what you want to do.



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3. Communication

- i. It is still you, different, but still you.

Less than / more than

We don't need to denigrate other modes of delivery in order to make ours "the best."

Electronic communication is just different, it is not less than.



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4. Reality

- i. Policy Support
- ii. Money Support

Institutional Support

It is a bonus if your institution is supporting this!

Money for development also helps. As with anything new, the first time takes time.



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5. Resources

* McGill University Teaching & Learning Services
(see Active Classrooms, but think online)

<http://www.mcgill.ca/tls/spaces/alc>

* University of British Columbia

“The Cognitive Science of Learning Enhancement:
Optimizing Long Term Retention

<http://ctl.ubc.ca/about-isotl/resources-archives/the-cognitive-science-of-learning-enhancement-optimizing-long-term-retention/>



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5. Resources (con't)

* Queen's University

Centre for Teaching and Learning – Resources

<http://www.queensu.ca/ctl/resources/topicspecific.html>

* Centres for Teaching & Learning in Canada

<http://ctl.ok.ubc.ca/support/resources/ctlcanada.html>