What is Working?

What do we keep? What's essential?

Purpose of education.

Keeping students at the center

Human experience.

Expectations: students, the college, employers

Values

Empathy for the student experience.

Inclusivity. Belonging.

Synchronous time. Use breakout rooms.

Uniform delivery method.

Leadership.

Remaining connected to a physical entity.

Keep the synchronous and asynchronous formats…

Providing tools that allow for faculty to identify the students who are struggling. In traditional in class/in person, professors would only see how well a student is learning after a marked assessment (if class work, groupwork is not assessed). In a virtual environment, activities can be scaffolded in and professors can see which students who need help learning.

Use breakout rooms to try to encourage participation, and to give students an opportunity to meet each other. Makes things less lonely for them.

Keep posting all required material on Learn@Seneca.

Continue to create and post videos of any "skills" that students need to do, even if we move back to the classroom, so that students who are absent can learn the skill.

Keep 24-hour assessment windows.

Continue to be flexible with students.

Continue to be respectful to students. Students should always be treated as we expect to be treated.

Continue to have guidelines to allow for flexibility for students.

Connecting with the students- absolutely sacred! - getting to know them by name; their background; their interest to take the course

Keep contact hours for discussions and the lectures would be online

Good teaching is founded on a personal relationship between the student and teacher and amongst the students and professors. Whatever platform is being used (in-person, online) the learning has to be interactive. The students practice applying content and get feedback from the teacher or the wider group. If content can be gotten from a textbook or slide deck, teaching is not happening.

Communication with students in a timely manner is essential.
Virtual office time/outside of class time with students - for course-related questions or study habits questions. Flexibility and continued dedication to student success.

Synchronous lectures work best in this time of distance learning. It helps keep the human connection. A blend of lectures, activities and “distractions” to bring in some relief - in the form of a game , music, a student playing an instrument. These distractions break the monotony of the student attending one Zoom class after another. Minimises the likelihood of all of us becoming Zoombies and brings that much needed joy of learning.;

I completely agree with the value of synchronous learning

It is essential for students to feel they are seen, heard, and taken care of. Communication is very important.

Being able to interact individually with students when there are problems or a need for individualized explanation.

Recorded feedback is great.

Fully load everything in the LMS prior to the start of class.
Have some group work in courses.
Have at least some assessments that are not tests.
Have lots of polls for ongoing formative assessments.

Synchronous work and time with students is SACRED.

Building empathetic and responsive relationships with students regardless of modality

Having discussion with the quiet students maybe before or after class.

Providing online sessions as well as pre-recorded lectures

Use LMS to have students post introductions, a bit about themselves, and encourage

responses as well.

Include information on Seneca resources in our courses for ease of access.

Keeping assessments online! Even when we move back to the classroom, online testing is great--we can “lock down” Learn@Seneca so that students cannot go anywhere online. Online assessments makes it easier to accommodate students who contact us late to write in the Test Centre, and it makes it easier to organize our assessments and grade them, and students cannot say they attended if they had not.

The student experience.

Community.

Safe, comfortable learning environment.

Universal Design for Learning. Equity. Inclusivity.

Seneca Community activities is essential for students and encourage them to come to the college

The option to work virtually as long as it does not harm/degrade the services we give our students

Even with a shift to more online/virtual learning, still maintain opportunities for hands-on learning (e.g laboratory classes)

Support from the Teaching and Learning Faculty (Trainings and Workshops)

Better online materials.

Synchronous engagement.

Connection between students and faculty. “Being there for students”.
Connection with the institution

Continuous learning. Flexibility.

Flexibility to attend class and get support virtually or in person - options for students, depending on preference

Flexibility and accessibility is key.

I have started to create asynchronous materials for the less interactive parts of the course. I am trying to provide more interactive time during the actual course time. I am finding there is never enough time for everything.

I like the use of technology to engage my students. Menti has worked well for me

Trust.

Values
Humanization.
Belonging.

Learning together.

Connection. Sharing experiences.

Authenticity.

Being genuine. Open to sharing. Building relationships.

Safe, comfortable learning environment.
Respect: privacy, etc.

Caring; Let no one come to you without leaving better or happier.

Inspire

Recording lectures/classes

Experience and expertise in the field that one is teaching in.

Be a guiding north star

Listen

Excellence in curriculum and assessment design

Social aspects of learning

Fair and transparent in virtual environment
Flexible engagement with students

Build rapport

Flipped Classroom
Challenging the classroom as the main teaching medium (remnant of the industrialization of education)

Alignment with program outcomes and Ministry expectations
Commitment to DEI - being transparent and accountable to equity
Flexible communication and delivery modes

Customization keeping in my standards

Communication with students.

Student experience.

Empathy.

Learn@Seneca

Ongoing networking opportunities.

Flexibility.

Change management process. Supports.

Needs of students.

Universal design for learning
Continue to Cap Class sizes

Connection. Relationship.

Valuing the “informal”.

Do not overburden with information

Keeping organized information about course/Exam schedule

Student access to Seneca resources - i.e. Advising, counselling, accessibility, First Peoples

Interactive tools and online resources have opened up new avenues of connection.

Sharing experiences with students.and students sharing their experiences

What can we change? What can be rethought?

Redefine role of the teacher and our practice

More flexibility.

Assessment practices: 24-48 hour window

How we interact with students: variety, personalization

Onboarding process.

While it is nice to be flexible, I think we need a policy regarding late assessments. A student coming to us at the end of December who needs to be accommodated with respect to material for the entire term is not always practicable. If a student has missed the entire term, regardless of the reasons, they have missed learning the important objectives of the course. It is not fair to the student or the professor if the student needs to catch up on an entire term.

Teaching some software online can be stressful to both teachers and students. I think such classes need to be back on the campus.
Agree with above. Some students are totally stressed and unable to catch onto technology.

Assessment is still a challenge.

Reduce the number of “approved” online technologies - choose 1 of bigbluebutton, teams, zoom, webex for course delivery, so students don’t need to learn so many ways to access.
⇒ YES YES YES. Since the Collaborate is gone, students face many platforms in the same semester. Can be confusing.
I did a poll of all of my classes, and each class prefers bigbluebutton - no need for separate downloads, and doesn’t boot people out, as well as small bandwidth requirements.

Empathy more than ever before. I do not mean being differently lenient than what we as teachers would do pre pandemic. Tough love. For example a delayed submission with no request prior , means the student gets penalised. Academic Integrity violation gets penalised. Need to rethink the intensity of communication at this time. A high inflow of emails from students requires speed of response. This helps lower anxiety. Clarity of communication to students must be over emphasized. Is the communication simple enough for an elementary school kid to understand. Not all students come from English speaking backgrounds.

Keeping deadlines.

More available tutoring sessions for “core” courses.

Online and other electronic tools have their place. The time during the pandemic has shown us this. It is important to ensure that we use the right tool for the activity. Some activities are best in person and others can be facilitated through electronic tools. An effective teacher understands this and creates plans for learning that take this into account.

Teaching and Learning need to work with Schools to help faculty, especially new faculty, to move away from a teacher-centered approach to virtual teaching (just posting lectures) versus designing a course where students have opportunity to learn.

Use the learning management system/course design that can be easily navigated for students. How to organize courses so that students are able progress through the course: perhaps a templated course shell.

Many first semester students are unaware of how to use a learning management system, especially if their previous educational environment was solely classroom based. I think that perhaps first semester students need to have more than just an orientation but need tutorial videos whose links are provided in the course shell.

I think a mix of schedule needs to have a limit on the number of asynchronous courses. It is a lot more work (mostly self-directed). I know this is an institutional issue but it would help with time management skills.

The online space has one serious limitation. Students are missing out on exercising their interpersonal skills. This is an essential part of any education. We see how students get into trouble when they are doing group work because of some interpersonal shortcomings. Online students miss out on filtering and reining in negative reactions. You can roll your eyes and swear online but not in the classroom.
More in campus classes, the core life of the college experience for our students is to experience actual interaction and know how the college community is looks like.

More digital literacy skills need to be taught.

Expectations. Assumptions.

How we communicate with students and they communicate with each other.

Student to student interaction.

“Rethink the quiet.” Value the quiet.

Rethink the “informal”. Value the spontaneous.

Assessment.

I have students with a technology background in one course and even they are not signing in to Zoom with their college account and end up in the waiting room. Having tools to train them helps. I have another professor's video and I created a document with how to do it. Resources to make a student’s life easier are needed.

Many exam pools to pick up few questions randomly

What we thought was sacred: In-class time-constrained assessments. Innovation in Assessments for a Virtual Environment and frequent feedback are as good of a substitute.

AI assistant. :-)

How we work.

What is actually happening?

How we practice. How we gain trust.

Rethinking support.

Content redesign

Use of examples that address varying students experience

The **quantity** of information to be delivered and the way we do it. A better way we create our learning outcomes to be SMART

Common Minimum standards for synchronous participation

Defining Synchronous time, mostly asynchronous time - shared with students before signing up

Expectations: of students, of the institution, of employers…

Consistent experience

Asynchronous time

Add an FAQ file - maybe even like this file, where students can add to it (to replace discussion boards that are not anonymous)

Work environment.

Time management.

How we use resources, etc. Learn@Seneca

Formative evaluation formats (online exams) - flexibility? Shift to more summative evaluations?

Being aware of how many courses the students may be taking, and that we, as professors, may be using different tools, platforms, etc.

Even though it is hard for me, I need to lessen the information during lecture coverage. What I found out is less coverage but fully understood is much better than more coverage but less understood. Instructional time is continuously reduced.

Consistency. In delivery of asynchronous and synchronous stuff.

Ensuring learning is engaging and relevant to the students - talk to the students and try out technology to see if it helps. Ask for student feedback.

Communicate in a variety of ways and more communication