Shifting pedagogical practices and identities: Lessons learned from the virtual classroom

Profs. Jan Botha, & Liezel Frick, Miné de Klerk and Dr Nompilo Tshuma
LTE Teaching and Learning Seminar | 12 March 2020

UNIVERSITEIT iYUNIVESITHI STELLENBOSCH UNIVERSITY

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forward together · saam vorentoe · masiye phambili

1. The case study in the context of the evolving modes of T&L at SU

2. Shifting identities, from four perspectives:

   a)   The course facilitator

   b)   The e-tutor

   c)   The participants

   d)   The third space professional

3. Critical reflection

The case study in the context of the evolving modes of T&L at SU

Mostly contact — **Mode of delivery** — **Mostly online**

Traditional, contact delivery

Mostly F2F (on-campus). Can include a blend of different facilitation approaches and learning technologies.

'Hybrid Mode' delivery

Calendar 'blocks' of fully online and synchronous (contact) learning

Short course delivery modes:
1. Contact/blended
2. Fully online

Fully online resources:

- OERs
- MOOCs
- Learning community webinars, etc.

Academic credit-bearing

Certificate of completion/competency

In some cases:
Recognition of prior learning

Minimum contact time* required
(*synchronous learning, i.e. real time engagement - F2F or online)

No minimum contact time req.

On the impact of the Coronavirus on Higher Education

"There is going to be enormous pressure to start putting courses online. A lot of the attention is going to focus on online platforms, because that's where the money is (believe me: the online learning and online program management companies are going to try to make enormous sums of money out of this crisis).

But there isn't enough lead time to make huge, institution-wide changes like that, so the likelihood is that what we're going to see a <u>lot of classes moved over to video platforms like Zoom</u>, teachers lecturing to physically empty classrooms, and spending a lot more time on student emails.

If there's one thing institutions should all be prioritising, it is helping profs think through how to shift their courses online if necessary"

(**Alex Usher**, Higher Education Strategy Associates, Canada, 9 March 2020)

https://myemail.constantcontact.com/One-Thought-to-Start-Your-Day--Coronavirus.html?soid=1103080520043&aid=6VrBV9qhGoM

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The case study

Shifting identities, from four perspectives:

1. The course facilitator

Shifting identities, from four perspectives:

2. The e-tutor

Online facilitation	Prompting Acknowledging Connecting	Training new etutors
Context and sensitivity	Non-homogenous	Meta-level
Writerly identity	Identity creation & performance	My multiple identities

Feedback on e-tutoring

Participant response to statement:
The tutors enhance my learning experience

"Nompilo is really quick to respond and asks relevant questions…She takes online conversations to the next level."

- Comments from mid-course survey

Mid-course survey   End of course survey

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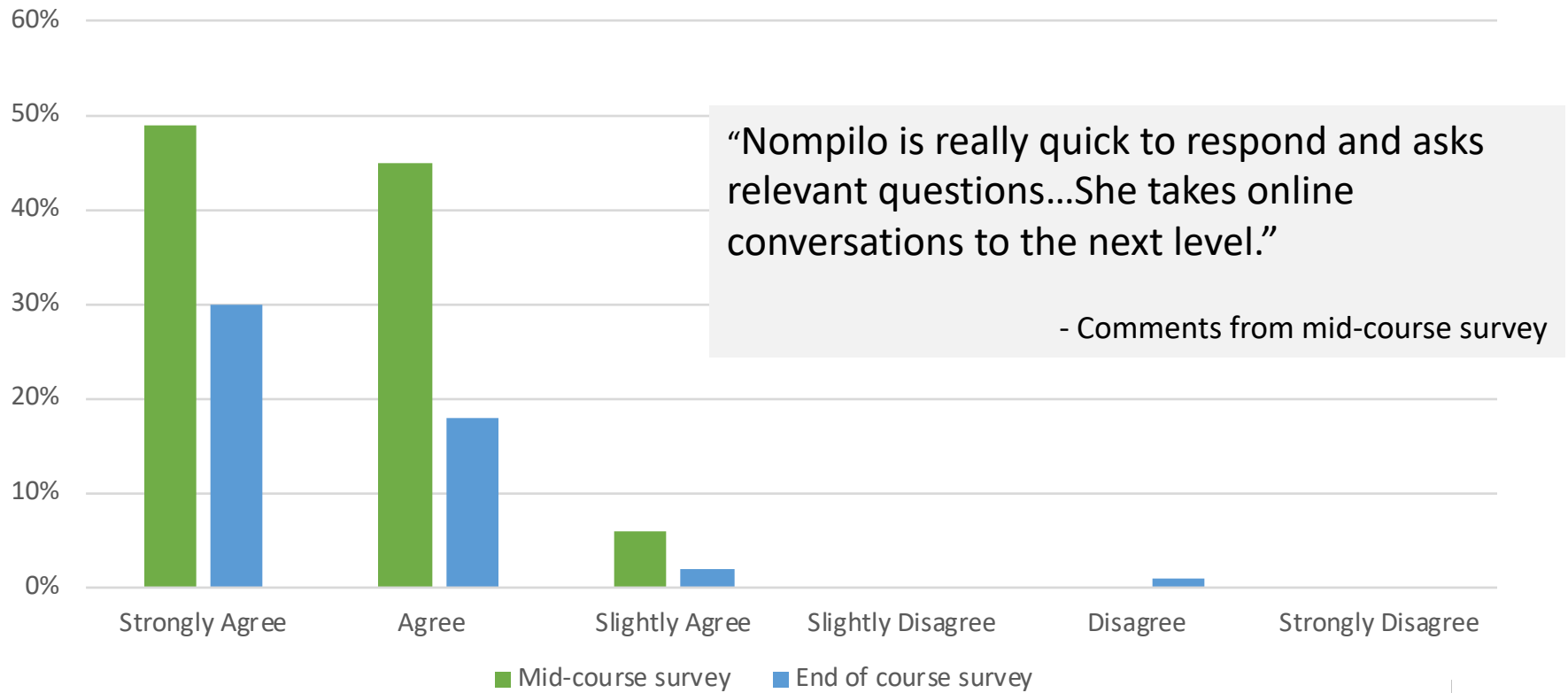
Shifting identities, from four perspectives:

3. The participants

Who are the participants?

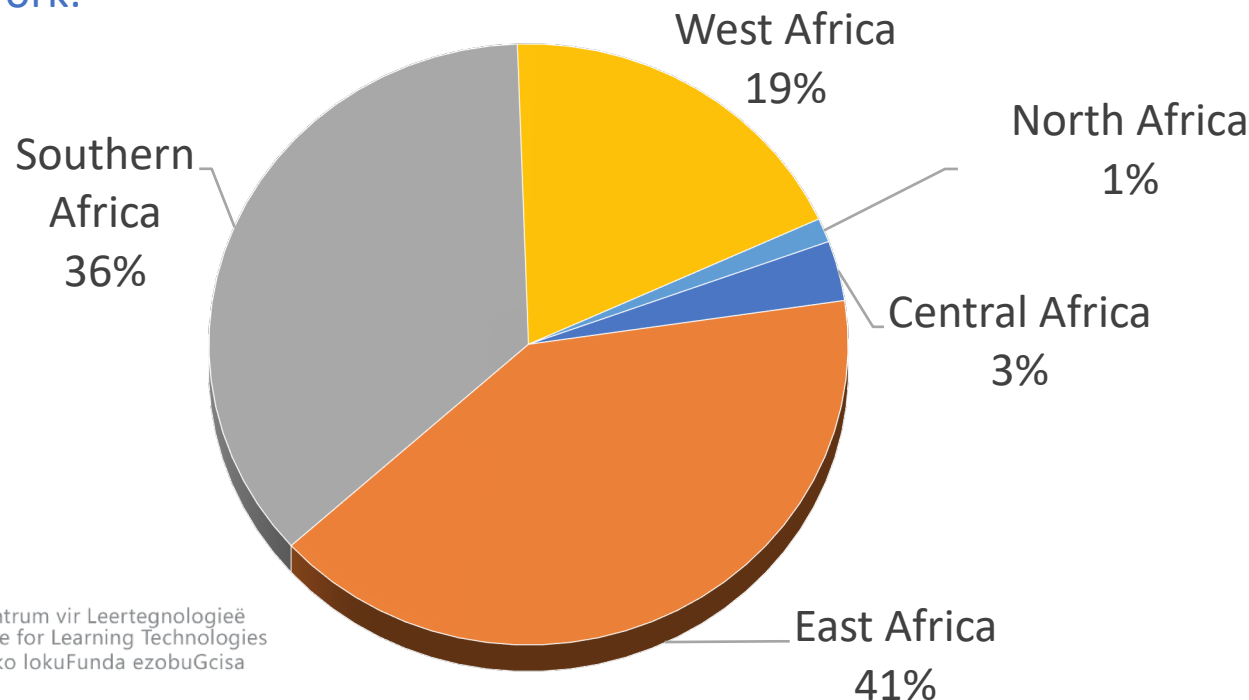- Employed by or affiliated to a university in Africa,

- Holders of doctoral degrees

- Current / future supervisors or co-supervisors of doctoral students

Where they work:

- West Africa 19%
- North Africa 1%
- Central Africa 3%
- East Africa 41%
- Southern Africa 36%

Example 1: Participants as "policy-makers"

- **A valuable source of information on supervision at African universities**
  - 25 789 posts (in the first cohort)
  - 225 capstone assignments submitted (3 cohorts)
- **Roles of participants (learners) during the course**
  - Supervisor: Advisor, Guide, Standard setter, Quality controller, Providing support (including pastoral support), Administration
  - Research leader, research collaborator, project manager, ethics reviewer, examiner, co-author
  - Policy-maker
- Discussion forum: "**Contextualise the *Salzburg Principles for Doctoral Education* to speak to the conditions, challenges and opportunities of doctoral education in Africa**"
- 214 discussion threads (some with up to 17 inputs) on the ten Salzburg Principles

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Salzburg Principle 1: The advancement of knowledge through original research

"The core component of doctoral training is the advancement of knowledge through original research. At the same time it is recognised that doctoral training must increasingly meet the needs of an employment market that is wider than academia."

The participants argued that the policy statement must be adapted to reflect -

- An African flavour

- Align with the conditions and needs of Africa

- Cultural aspects
  - Autonomy and independence (adult learner self-directedness)

- Contingencies of the PhD graduate and the world of work (inside and outside academia) in African countries

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Examples of participants' views (policy suggestions)

On research autonomy and foreign funding

Research agendas, and therefore PhD training programs, are largely driven by donor interests; yet donor interests often mis-align with contextual needs in African universities and the wider economy

On cultural aspects and independent research

The Eurocentric conceptualisation of self-directedness may differ from that of the African perspective and state of being. Therefore, the requirement of independent research (in its broadest sense) may have to be investigated and rephrased in order to accommodate those who have been socialised from an early age to respect and be submissive in their thinking to those who are seen as more knowledgeable and therefore superior

Example 2: Participants supervising draft research proposals (group work)

Group Work: *Analysis of a research proposal*

Each online group is assigned a different research proposal and has respond to the questions listed below. Please navigate to your online group space (click here), where your allocated research proposal has been uploaded.

You are expected to (a) share your comments on the doctoral proposal with your group, (b) work together as a group to improve the draft proposal, (c) share the result of your group's discussions with the whole class, and (d) share your comments on any lessons learnt regarding the supervision of the (draft) research proposal

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Shifting identities, from four perspectives:

4. Third space professionals

Course Theme 2:

The Supervisor and the Doctoral Student

Step 1 |

What can I expect from this module?

Step 2 |

Video introduction to this module

Please watch the brief video. You can also download and read the **video transcript here.**

Step 3 |

Theme 1: Who are you? (Part 1)

Step 4 |

Theme 1: Who are you? (Part 2)

Discussion Forum: My Research Identity

After completing the Theme 1 tutorial, you can return to the group discussion forum, here.

Step 5 |

Theme 2: You and your student

Discussion Forum: Lesson Task

After completing the Theme 2 tutorial, you can return to the group

Video on 'Locating Research'

Please watch this short video on 'Locating Research', and then complete the 'Reading Map Activity' after the video:

Live Webinar

Click here for details

Webinar Date: 30 May 2019
Time: 10h00
Facilitator: Liezel Frick

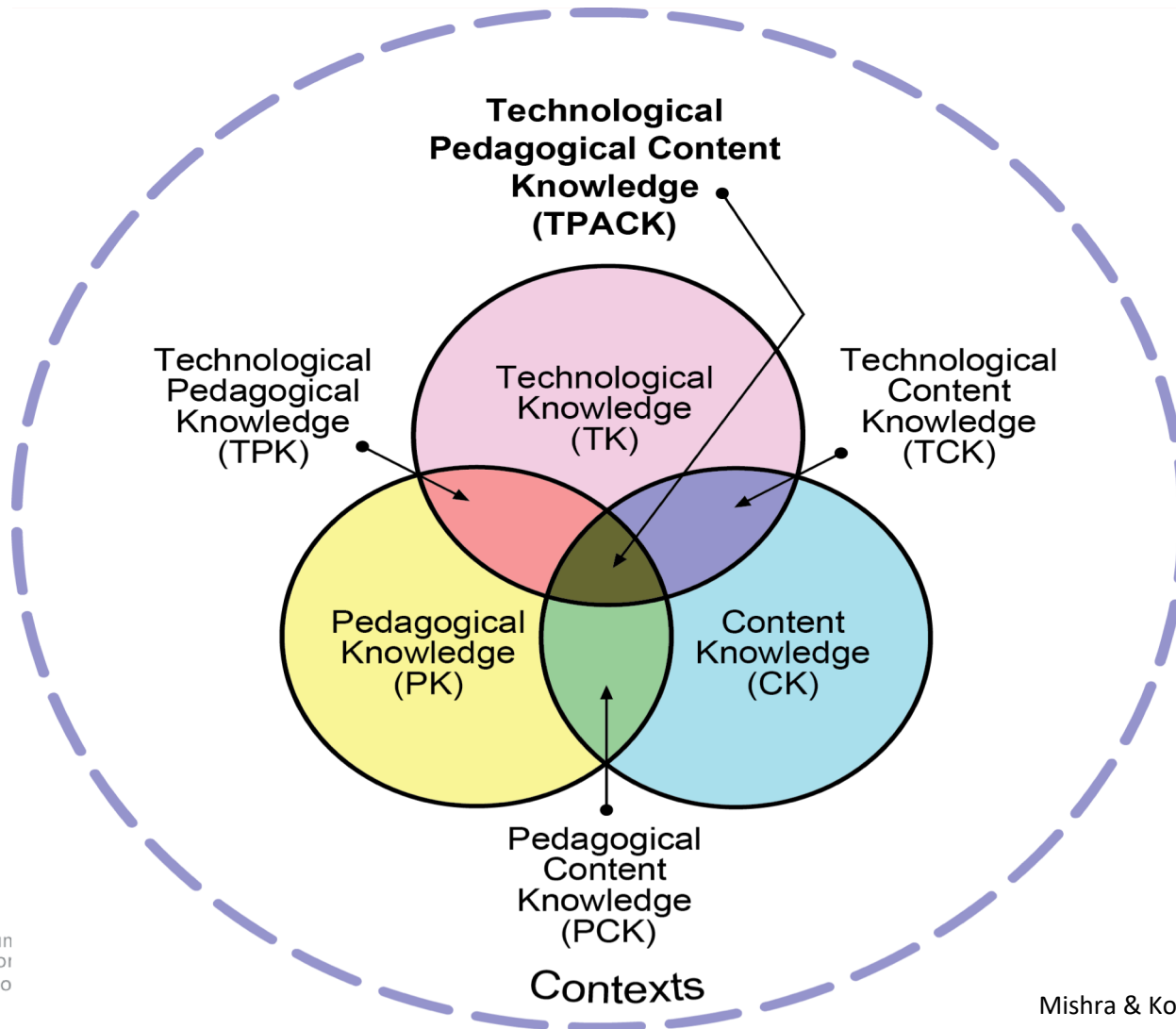Click here to enter the webinar

Downloading Learning Material

Download: Folder with offline learning material
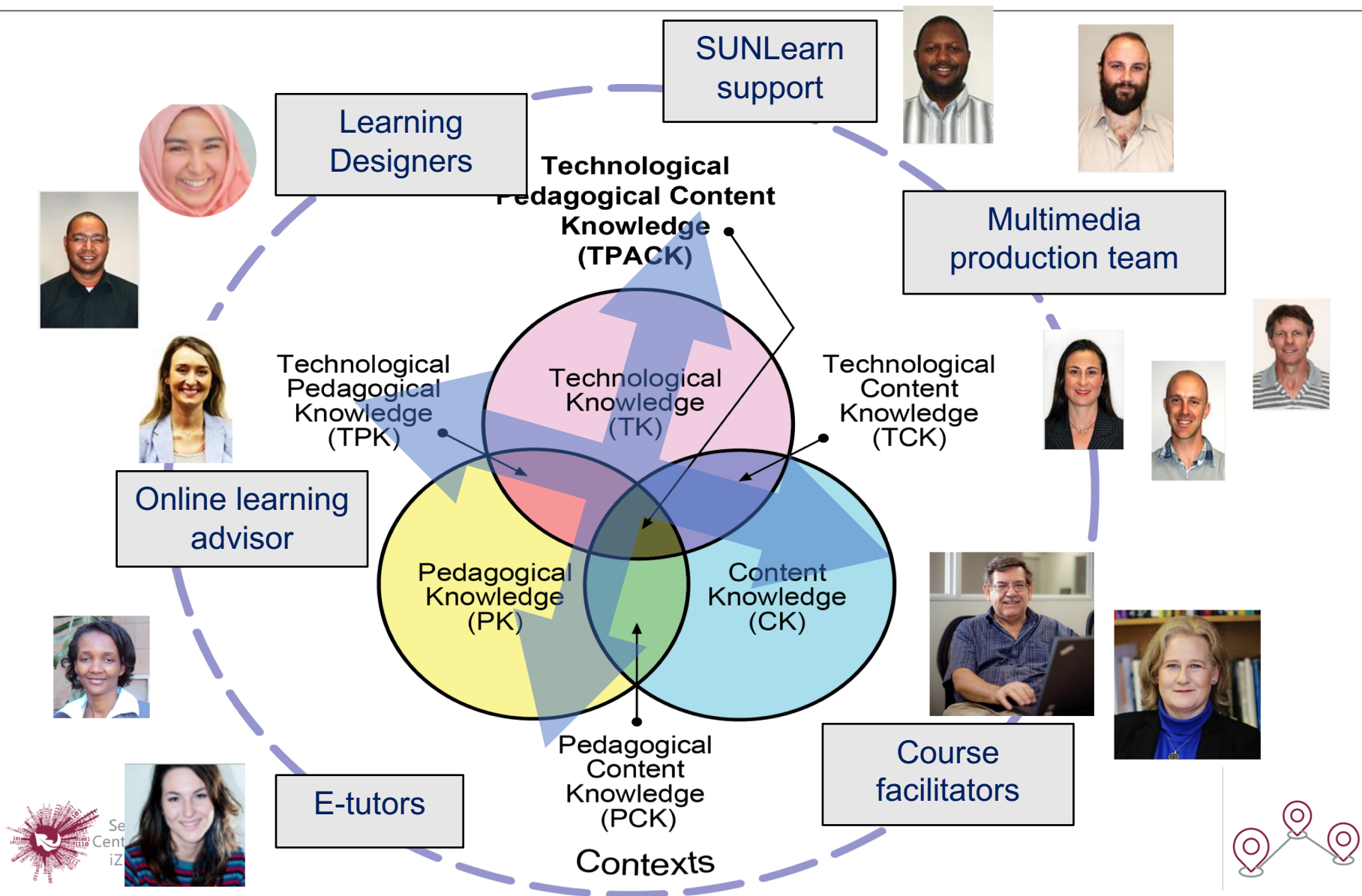
(Learning material can be downloaded from 3 June 2019)

Mishra & Koehler, 2006

The Design Ecosystem
Role players

Learning Designers

SUNLearn support

Multimedia production team

Online learning advisor

E-tutors

Course facilitators

Technological Pedagogical Content Knowledge (TPACK)

Technological Pedagogical Knowledge (TPK)

Technological Knowledge (TK)

Technological Content Knowledge (TCK)

Pedagogical Knowledge (PK)

Content Knowledge (CK)

Pedagogical Content Knowledge (PCK)

Contexts

Conclusion:

Critical reflection

- Braving the complexities of the virtual classroom **does affect our notion of identity** – as lecturers, students or professional academic support staff.

- *It requires:*
  - Ongoing dialogue and trust between role players (enabled by institutional support)
  - The courage to cross boundaries *(between our own technical/pedagogical/content knowledge).*
  - A willingness to *continually* apply a critical lense to our own practice.

- 'Material and practical considerations in online learning design are, not divorced from *pedagogical* considerations.
  - Pedagogical intent needs to be made very explicit (for any online activity).
  - Even the smallest design decisions need to be (as far as possible) responsive to the students' context.
  - Beware the metrics trap.

- 'Online' does not necessarily ensure a better *or* worse learning experience. The virtual classroom can, however, become an incubation space to deepen our understanding of our notion of T&L.

Thank you | Enkosi | Dankie

Feedback