

# NU Faculty Lunch and Learn

E-resources, Assessment, & Relationship Building in the Virtual Classroom

June 10, 2020

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## What is universal design?

- "The intent of the universal design concept is to simplify life for everyone by making products, communications, and the built environment more usable by more people at little or no extra cost. The universal design concept targets all people of all ages, sizes and abilities."

--Aslaksen, Bergh, Bringa, & Heggem (1997, p.5).

# What is backward design?

- To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now so that the steps you take are always in the right direction.

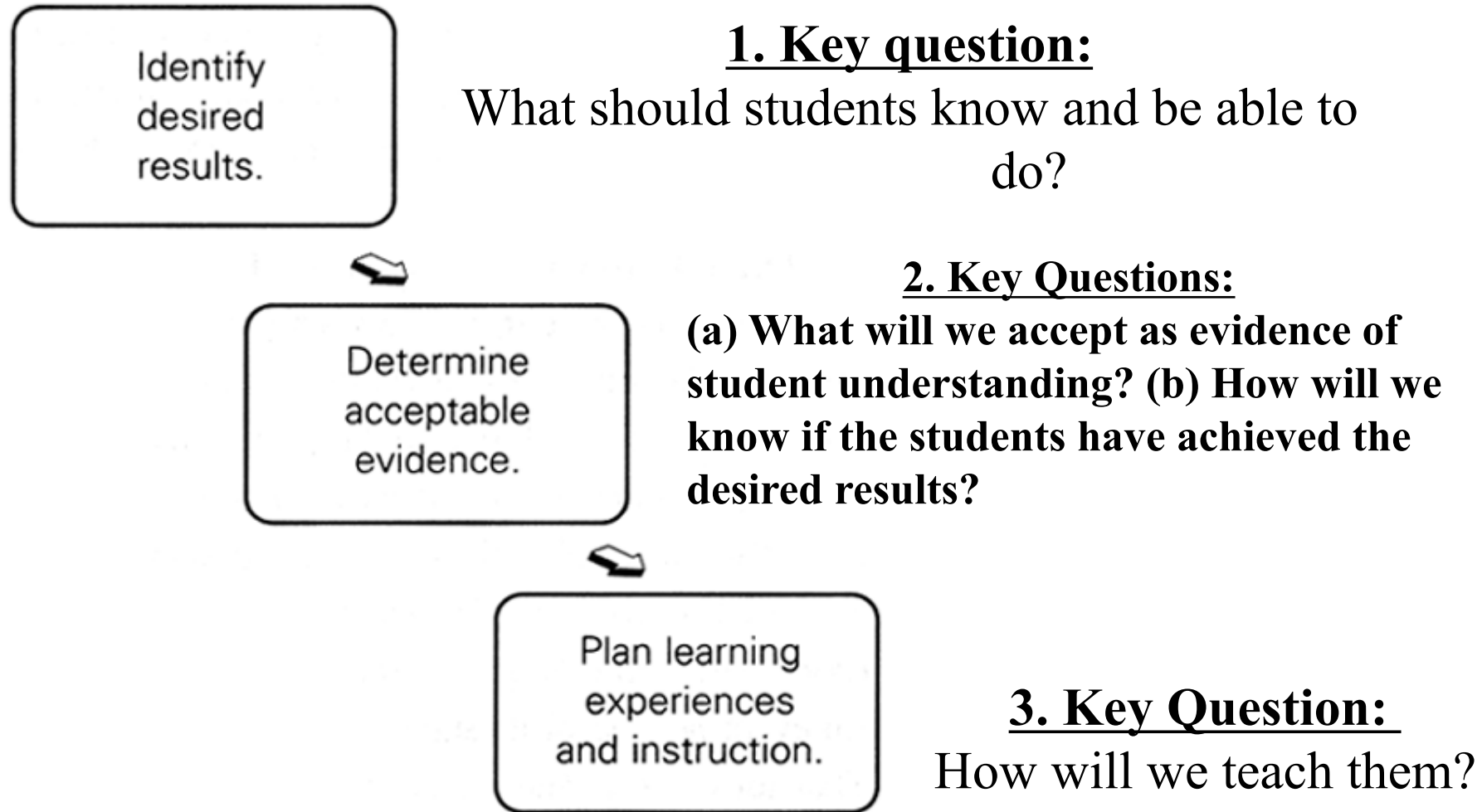
Design—(vb)

To have purposes and intentions; to plan and execute

*Oxford English Dictionary*

# The Backward Design Model

(Wiggins and McTighe, 2006)



Content: **1. Key question:**

What should students know and be able to do?

- Nipissing University Calendar 2020-2021, Course Description:  
<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog>
- Graduate Learning Outcomes:  
<https://www.nipissingu.ca/sites/default/files/Graduate%20Learning%20Outcomes%20-%20MEd%20and%20PhD.pdf>



What resources  
can we acquire to  
develop content?

Permalinks

E-books

Videos

For help in investigating online resources, please email: [info@eclibrary.ca](mailto:info@eclibrary.ca)

UDL



CAST 25 YEARS OF INNOVATION 1984-2009

*Transforming education through Universal Design for Learning — <http://www.cast.org>*

# UDL at a glance

Date: \_\_\_\_\_ Name of presenter: \_\_\_\_\_

**1. Two Approaches to your Research Design (30%): Self, peer, and professor holistic rating scale**

**Grading:** The standardized grading system for graduate courses at Nipissing University is:

A+	90-100%	B+	76-
A	85-<90%	B	70-
A-	80-<85%	F	<70%



Two Approaches to your Research Design	
Research positionality (race, class, gender, sexual orientation, etc.) & links to biases/subjectivity	A+ <u>A</u> <del>A-</del> B+ B F
Clear questions & literature review	A+ <u>A</u> <del>A-</del> B+ B F
Clarity of research paradigm (belief system) & theory, e.g. positivist, social constructivism, critical theory, poststructuralism, feminist, anti-colonialism, etc.	A+ <u>A</u> <del>A-</del> B+ B F
Clarity of methodology (quantitative, qualitative, &/or mixed) & methods (semi-structured interviews, observations, artefact analysis, journaling, indigenous methods, etc., and/or quantitative methods)	A+ <u>A</u> <del>A-</del> B+ B F
Clearly articulates ethical concerns	A+ <u>A</u> <del>A-</del> B+ B F
Clearly articulates strengths and weakness of each research design (includes limitations)	A+ <u>A</u> <del>A-</del> B+ B F
Poses questions to the class to gain feedback on 'best' choice for final paper; Makes the presentation interactive	A+ <u>A</u> <del>A-</del> B+ B F
Presentation is succinct, clear, and not 'busy' or 'wordy' regarding usage of <u>powerpoint</u> , or <u>other</u> medium	A+ <u>A</u> <del>A-</del> B+ B F

\_\_\_\_\_ /10 x 3 Total: = \_\_\_\_\_ 30%

Which paradigm/design do you think best fits the researcher's objectives and paradigm? Explain.

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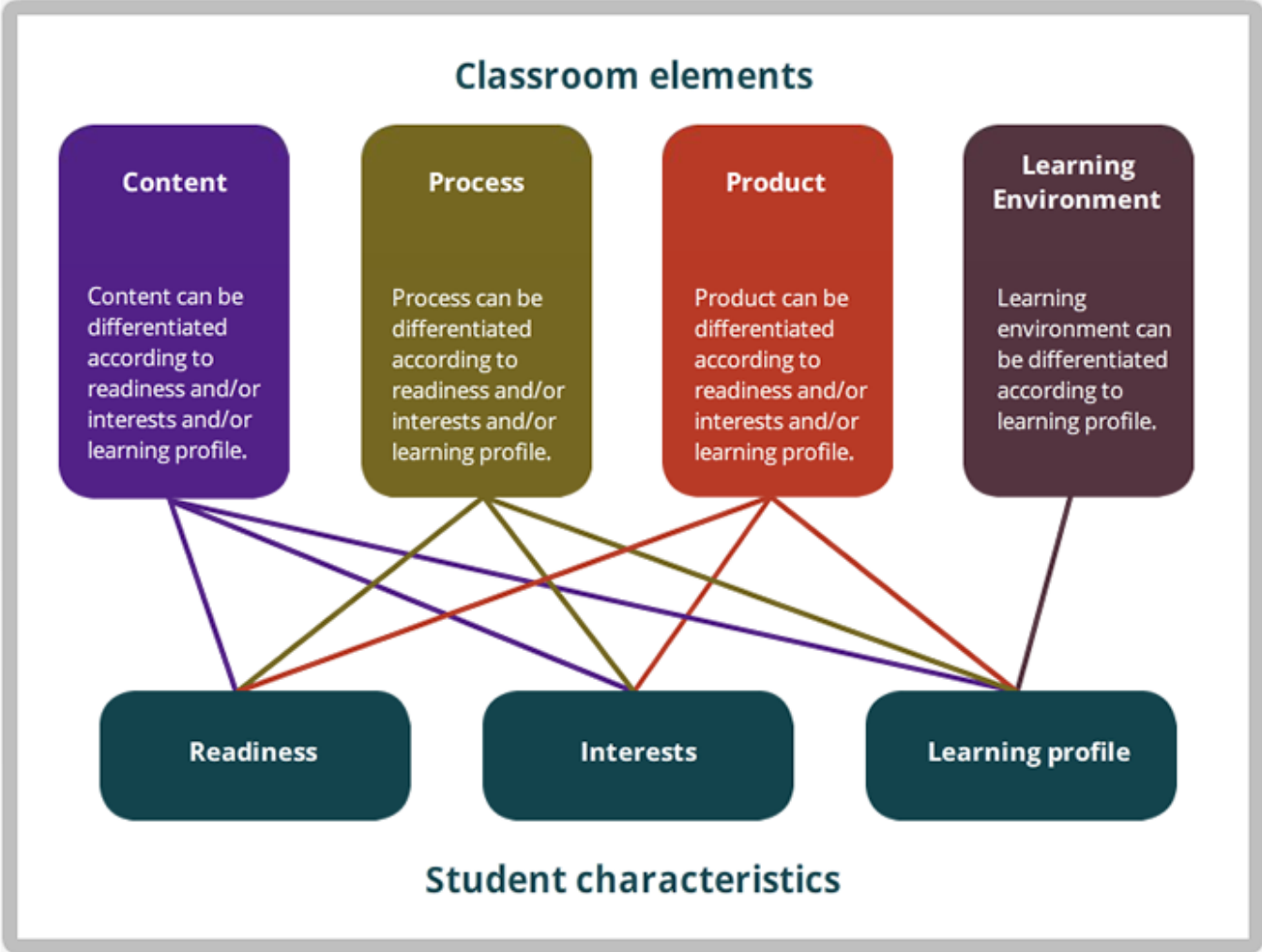


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**2. Key Questions:**  
**(a) What will we accept as evidence of student understanding? (b) How will we know if the students have achieved the desired results?**  
**Assessment & Evaluation**



# Differentiation



## Classroom Environment, Ethos, or Climate in the Virtual Classroom

Strategies for connecting online (Berry, 2019; Martin, 2019, Gosse, 2020):

1. Reach out early and often: “cognitive presence”
2. Share introductions with pics/create a video biography
3. Share course expectations and outcomes as succinctly as possible in your syllabus
4. Limit lecture time and increase discussion
5. Use Blackboard for Collaborate Ultra, breakout Chat Room, Discussion
6. Have an open discussion thread or use Collaborate Ultra room (Open Session)
7. Keep regular online office hours, and set parameters for emails, phone, and video-conferencing
8. Use a voiceover for PowerPoint or, better yet, record short lectures using Blackboard Ultra (15 minutes or so)
9. Ask questions/Discussion threads

# References

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- Berry, S. (2019). Teaching to connect: Community-building strategies for the virtual classroom. *Online Learning*, 23(1), 164-183. doi:10.24059/olj.v23i1.1425. Permalink: [https://link.gale.com/apps/doc/A582507261/AONE?u=ko\\_acd\\_can&sid=AONE&xid=2cc69829](https://link.gale.com/apps/doc/A582507261/AONE?u=ko_acd_can&sid=AONE&xid=2cc69829)
- Martin, J. (2019). [Building relationships and increasing engagement in the virtual classroom: Practical tools for the online instructor](#). *Journal of Educators Online*, 16(1), 1-8. doi: 10.9743/jeo.2019.16.1.9. Permalink: <http://moxy.eclibrary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=136376395&site=ehost-live&scope=site>
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