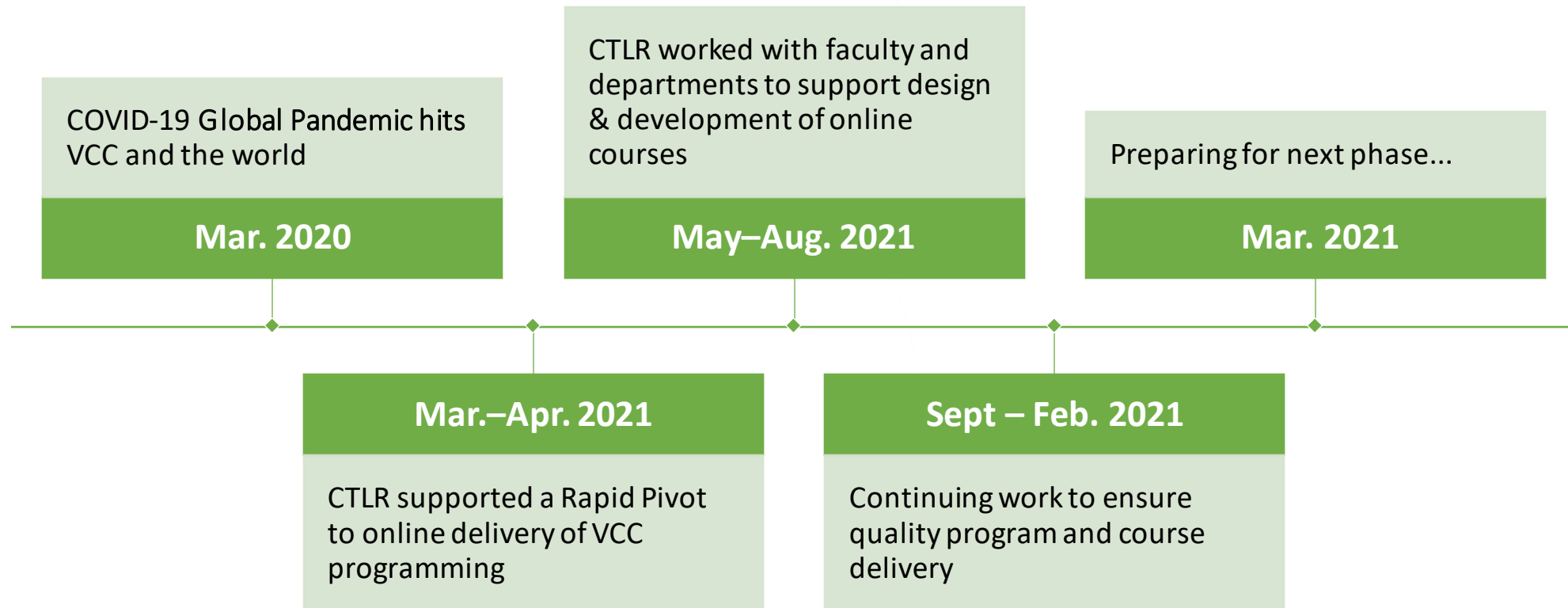# Lessons Learned, Insights Gained: Pivot to Quality Online Education using Evidence Informed Practice

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CTLR's COVID-19 "Journey"

COVID-19 Global Pandemic hits VCC and the world

Mar. 2020

CTLR worked with faculty and departments to support design & development of online courses

May–Aug. 2021

Preparing for next phase...

Mar. 2021

Mar.–Apr. 2021

CTLR supported a Rapid Pivot to online delivery of VCC programming

Sept – Feb. 2021

Continuing work to ensure quality program and course delivery

Challenges Faced in the Pivot to Online Teaching and Learning

Video Conferencing "Zoom"

IT challenges and learning curves

LMS: "Moodle"

Beliefs/ perspectives

Faculty with Limited or no experience in online teaching

Fatigue/ Uncertainty

Resistance (culture change)

Workload (Constantly putting out Fires)

Intra-departmental communications

Assessment strategies

Attendance

Curriculum Delivery (S.v.A.)

Student engagement

UDL

Access to technology & internet

Equity and Inclusion

Academic integrity

Course design (e.g interactivity)

Expectations (where do we go from here?)

Themes :

Support	• Supporting faculty in times of stress and global uncertainty
Educational Quality	• Striving for educational quality in online delivery
IT	• Tending to Moodle and Zoom challenges and learning curves
Accessibility	• Working to Enhance Accessibility
Moving forward	• "Planning" for the next phase

Evidence Informed Practice (EIP)

What is it?

- Integration of research AND experience.
- "integrating professional expertise with the best external evidence from research to improve the quality of practice" (Sharples, J. 2013)

How did EIP support our work?

- We utilized our knowledge as curriculum developers, experience with faculty, and theory of learning to inform our work.
- We synthesized the theory to provide guidance to instructors and programs for practical application.

How has EIP guided our practice?

Faculty Support	Pedagogy	Course Design	Student Engagement	Technology	Accesibility
• Online resources • Model online strategies • Course design • Alternative approaches to teaching	• Assessments • Feedback • Active learning • Holistic learning approaches • Autonomy and student choice • Synchronous and Asynchronous	• Backwards Design • Communicate Clear outcomes • Academic integrity • Involve students • Pragmatic considerations	• Engagement with course content • Socialization • Critical thinking • Elicit student feedback	• Simplify • Support resources • Involve students in troubleshooting	• Technology and internet • Universal Design (UDL)

How did we operationalize EIP?

- Addition of online developers (OD)

- Workshops and resources on a variety of topics, such as online course design and online facilitation, to support capacity building

- 1:1 with faculty

- Selection of curated resources for moving courses online

- Support at department and school meetings

- Drop in zoom sessions

- Email responses ++

- CTLR Team collaboration

- Provide exemplars (e.g. Moodle showcase, ODs at workshops)

- Universal Design for Learning

Lessons learned

- Culture of Care – "be kind, be calm, be safe" (Dr. Henry)

- People are resilient

- Community of Practice

- Backwards Design

- Focus on pedagogy, then technology to support your pedagogical needs

- Support instructors to integrate Ed tech tools that contribute to student engagement

- Flipped classroom model (balancing synchronous and asynchronous delivery)

- Moving to a new modality leads one to think critically about teaching and learning strategies (Vanleeuwen et al., 2020)

- Equity and Inclusion (Universal Design for Learning)

- Importance of belonging to a team, being seen and heard.

- Teams must work to create communication channels within department and with administrators

- The college must continue to build on what it has learned and know that we will continue to be on this learning curve…

- **Evidence Informed Practice**

What's next?

- Expand and build on PD offerings to support capacity-building and evidence-based teaching practices.

- Increase our efforts to orient new faculty and support existing faculty to ensure readiness for online teaching.

- Continue to build instructor confidence to support students in the online learning environment.

- Continue working with instructors, programs, and the senior team to promote positive attitudes towards online learning.

- Encourage pedagogical practices that support student access and equity

- Work with the college community to ensure we're ready for any disruptive change in the future.

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