



Indulging Interactivity*

Learning Management System as an Emergent Boundary Object

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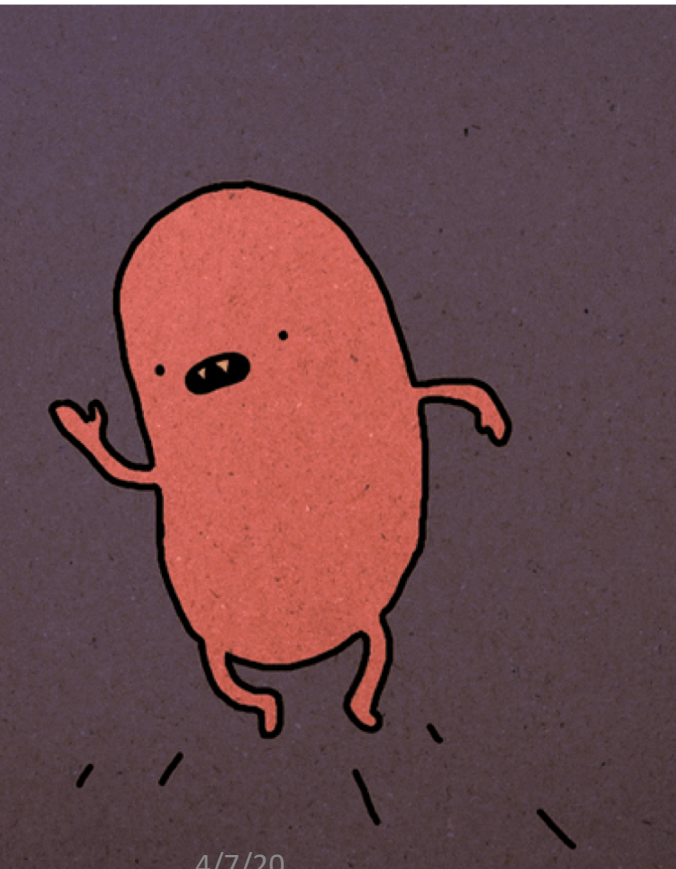
A&H Online Teaching Group Talk



a smile is the shortest distance
between two people

A *wobbly** journey begins in 2016-2017

*Professor Bob Fecho (March 27, 2017): STORRI is a place to “attract, share, unpack, engage, and celebrate stories of ‘wobble’ that teachers tell about the complexity of contemporary classrooms.” (A&H Presentation)



4/7/20

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
A Graduate School of Education, Health & Psychology



TC BBE
**Bilingual/Bicultural
Education Program**

Acknowledgements



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- Last but not least, the grandmaster, Professor **Hal Abeles**, in the A&H Department, who generously shared his expertise of hybrid music education pedagogy as an online mentor at the beginning of my wobbly BBE course transformation journey.

Agenda

- Part 1: Pause and reflect in the 4th week of pivoting to online teaching
- Part 2: Examples of transforming an in-person session from within to a virtual space
- Part 3: Your turn and thinking ahead for summer (and when better days come)
- Exit ticket: [A&H Survey of Faculty Online Teaching Experience](#)
- Bonus: Selective COVID-19 Online Teaching Resources

Part 1: Pause and Reflect

- From the Office of Digital Learning: As we transition to online teaching and working with our colleagues to learn about teaching online -- we're spending a lot of time learning new things in informal (and incidental) ways. Please complete this form if you want to share a tip or trick around teaching online or technology.

<https://forms.gle/odFoimQufH7oK2Fk9>



SCAN ME



In the 4th week of pivoting to online teaching:

1. A tip or trick about teaching online or technology that I learned from my colleague(s)...[*Zoom virtual background*]
2. A tip or trick about teaching online or technology that I learned from my student(s)...[*Google slides with audio files embedded*]
3. A tip or trick that I picked up accidentally while playing with ideas or tools is... [*let the text and materials help you use the tool*]
4. If you would like, please share any other thoughts or reflections you may have... [*Envisioning the repurposing of tools; Learning Management System (LMS) as an emergent boundary object*]

Envisioning the repurposing of tools

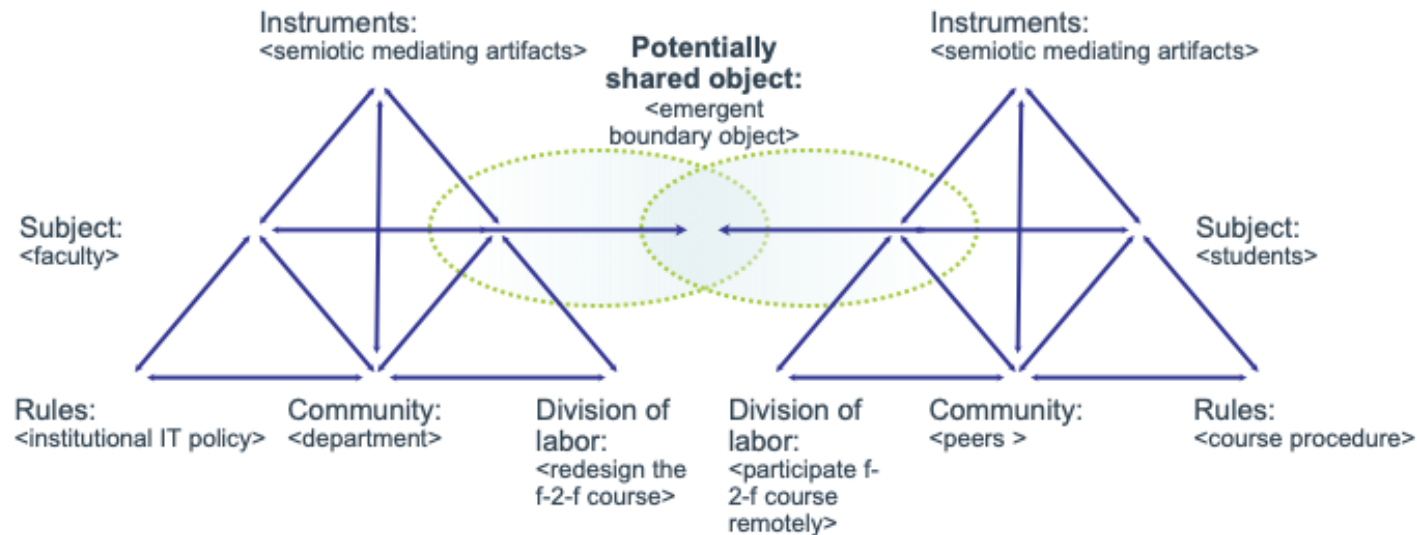


Learning Management System (LMS) as an emergent boundary object

Center for
Activity Theory and
Developmental Work Research



<Interactivity Reimagined>



Source: Engeström, Y. (2001). Expansive learning at work: Toward an activity-theoretical reconceptualization. *Journal of Education and Work*, 14, p. 136.

Retooling with Modules

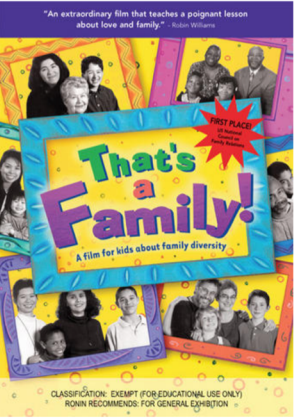
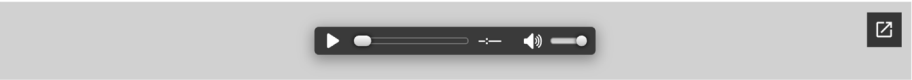
⋮ ▾ Session 7 How You Are Cultured - Critical Autobiography in Comics			Complete All Items	✓	+	⋮
⋮	💬	Family Dinner Comics (PDF, TC Google Drive Video, In-Class Presentation, After Class Peer Review) Mar 10 8 pts Submit		✓		⋮
⋮	📝	[Turn-it-in] Family Dinner Paper (Description and Analysis) Mar 10 12 pts Submit		✓		⋮
⋮	📄	7.1 [Asynchronous Session] Complete Assigned Peer Review by Canvas: How You Are Cultured - Critical Autobiography in Comics Mar 10 Mark done		✓		⋮
⋮	📄	7.2 [Asynchronous Session] Documentary That's A Family Mar 10 View		✓		⋮
⋮	📄	7.3 [Asynchronous Session] Meaning Perspectives Activity (Joy Luck Club) Mar 10 View		✓		⋮

7.2 [Asynchronous Session] Documentary That's A Family

To-Do Date: Mar 10 at 9:00pm

How You Are Cultured – Continued.

To continue to explore how we are cultured in this session, we are going to watch a 35-min documentary film in class titled, [That's a Family](#) (How to talk to kids about diverse family structures and their racial experiences), followed by a Windows/Mirror response.



The streaming is only available via TC library portal from the following link: <https://www-newday-com.tc.idm.oclc.org/streaming/index.php?film=TAF-01&license=b7ba4225b884e173cff235fae855bee3>

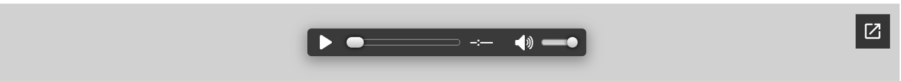
Respond/Reflect on documentary

ACTIVITY: WINDOWS AND MIRRORS

As you watch the film, choose one family that has something in common with your family, that in some way mirrors your family, and choose a family that is very different from your family, that in some way provides a window into another experience.

After the movie is over, please share a window or a mirror.

Next press Enter ↵



Additional Resource [for Teachers]: [Lesson plans & additional resources are on Google Docs \(contribute your own!\)](#)

Additional resources for Classroom Teachers

Lesson plans available through KQED Public Television, at: www.kqed.org/w/mosaic/gavlesbian/

Digital learning is multi-spatial

Hubard (2020) shared that in her museum-inspired online course, “students came to understand the significance of art experiences to global competence around six interrelated themes: (a) Feeling others’ experience, sharing humanity, (b) gaining fluency in and valuing different ways of knowing, (c) considering multiple perspectives, (d) nurturing self-awareness about one’s situation, (e) dwelling in ambiguity, and (f) motivation to continue to learn about global issues and different ways of life.” (p. 119)

Hubard, O. (2020). Aesthetic experience and global competence: a museum-inspired online course. *Arts Education Policy Review*, 121(3), 119-123. doi:10.1080/10632913.2019.1658249

Part 2.1: Examples of transforming an in-person session from within to a virtual space



For 5:10pm online participants

Please re-number these items in order of importance

For instance: **2 → 6 → 3 → 5 → 7 → 8 → 4 → 1**

Then share your new order with your partner in the breakout room

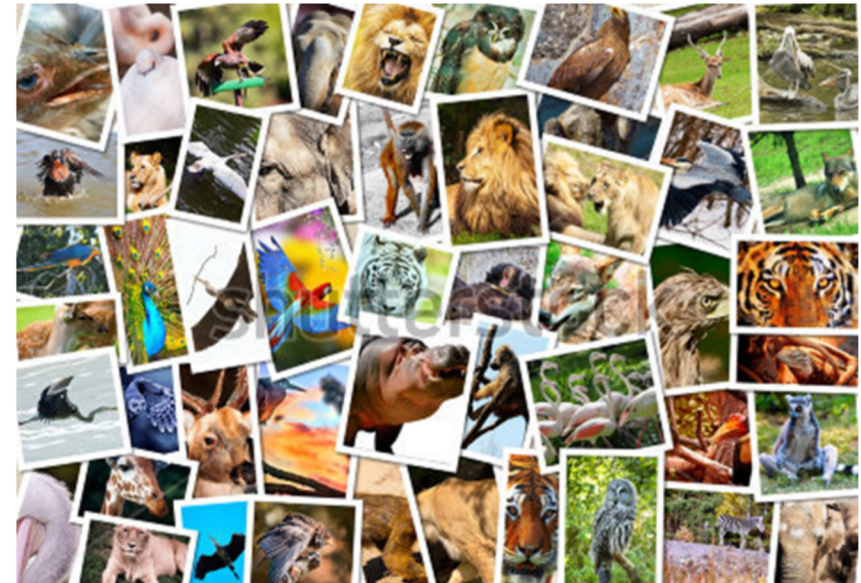
1. Greet students at the door
2. Establish, maintain, and restore relationships
3. Use reminders and cues
4. Classroom seating
5. Give behavior-specific praise
6. Set clear expectations
7. Actively supervise
8. Be consistent in applying rules

Part 2.2: Examples of transforming an in-person session from within to a virtual space



Animal Classification Game (5mins)

How many different ways can the animals be grouped? And give your reasons

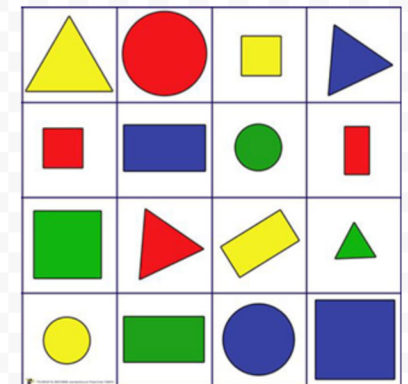


Part 2.3: Examples of transforming an in-person session from within to a virtual space



what does an imaginative bilingual classroom look like to you?

- Use **shapes, lines, and colors** in lieu of play doh in your TC Google drawing application or TC Google slide to illustrate your imaginative bilingual classroom collectively. **And tell us why you create it that way?**



In-person session in the ET classroom

Time for Play Dough! (12mins)



- In thinking about our new model, what does an **imaginative bilingual classroom** look like to you? In your groups, please use all the small-canned play dough/markers/sticky notes you have at your table to create your imaginative bilingual classroom collectively. **And tell us why you create it that way?**

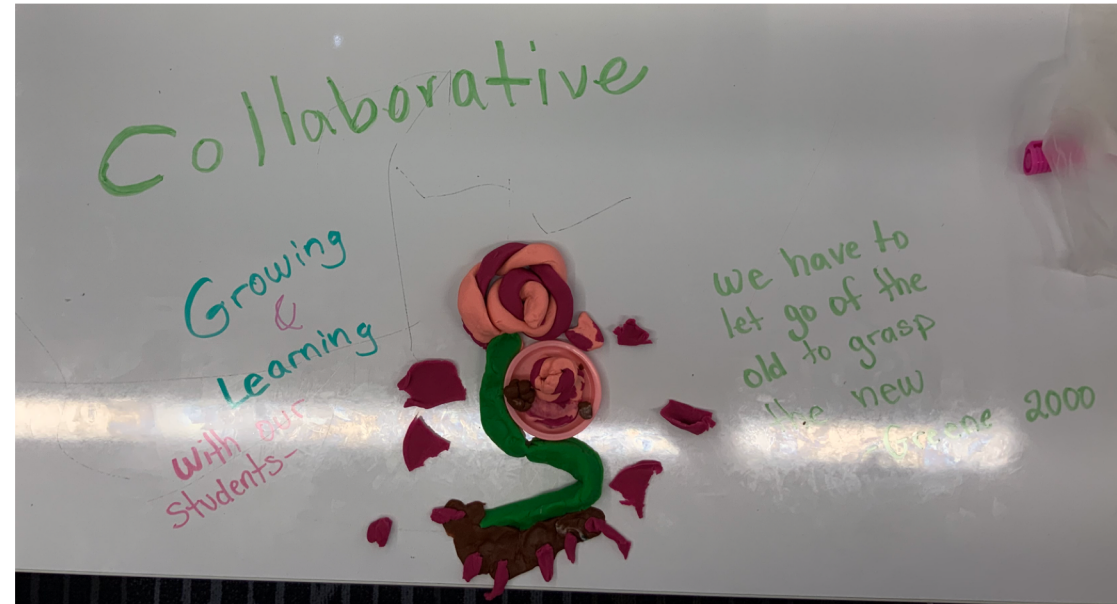


In-person session in the ET classroom

Time for Taking Photos (3mins)



- Take pictures of the sculpture your group created; upload your **photo** to Canvas Module Discussion with a short **description** why your group thinks it is the best situation/environment **for bilingual teaching and learning to take place**

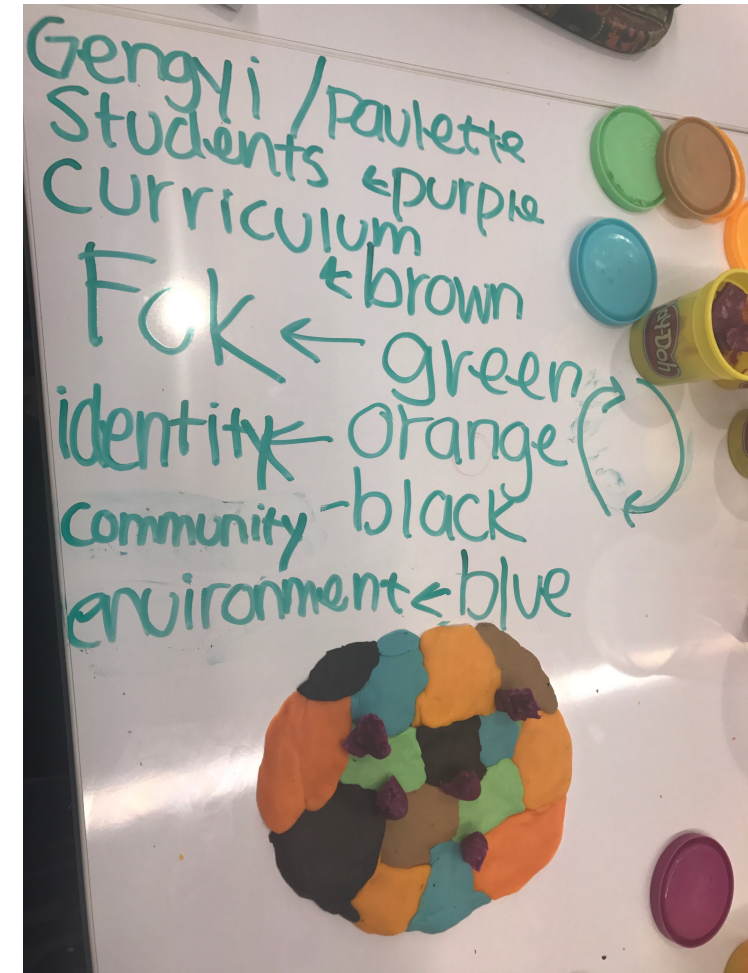


In-person session in the ET classroom

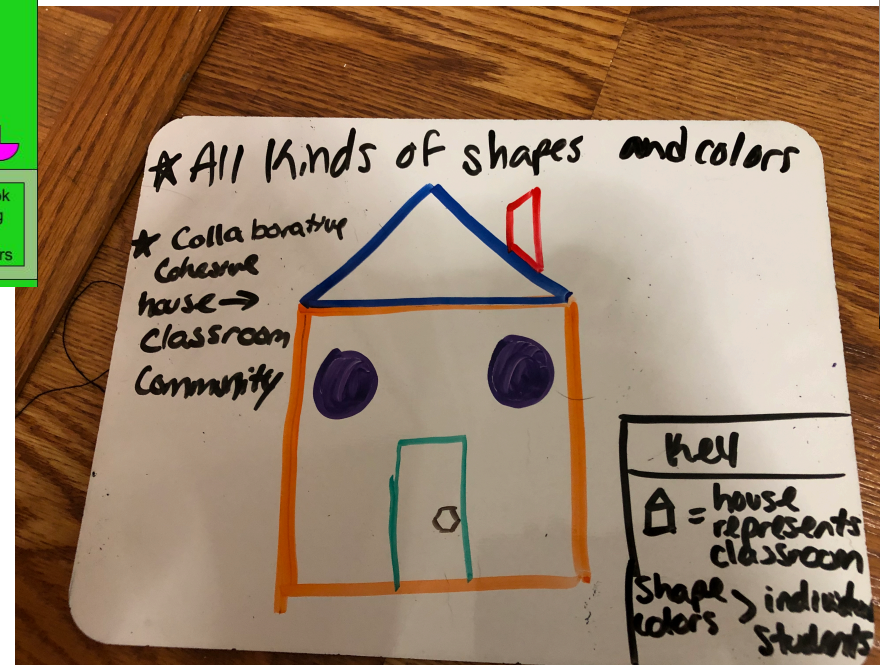
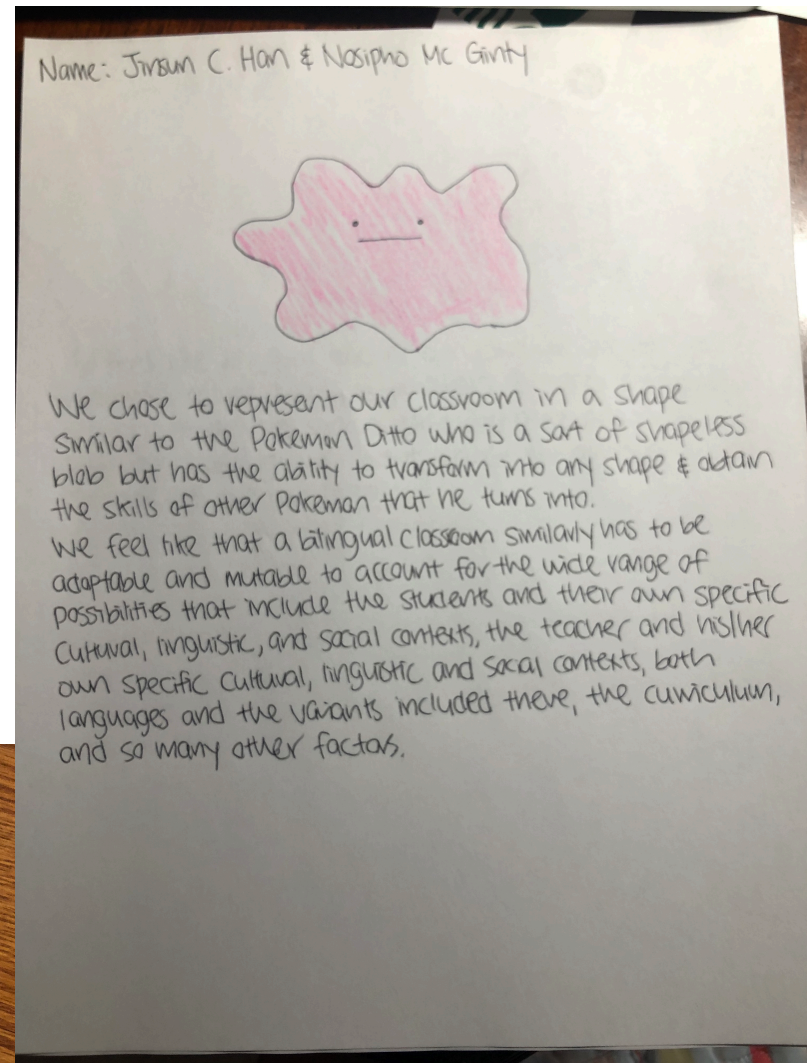
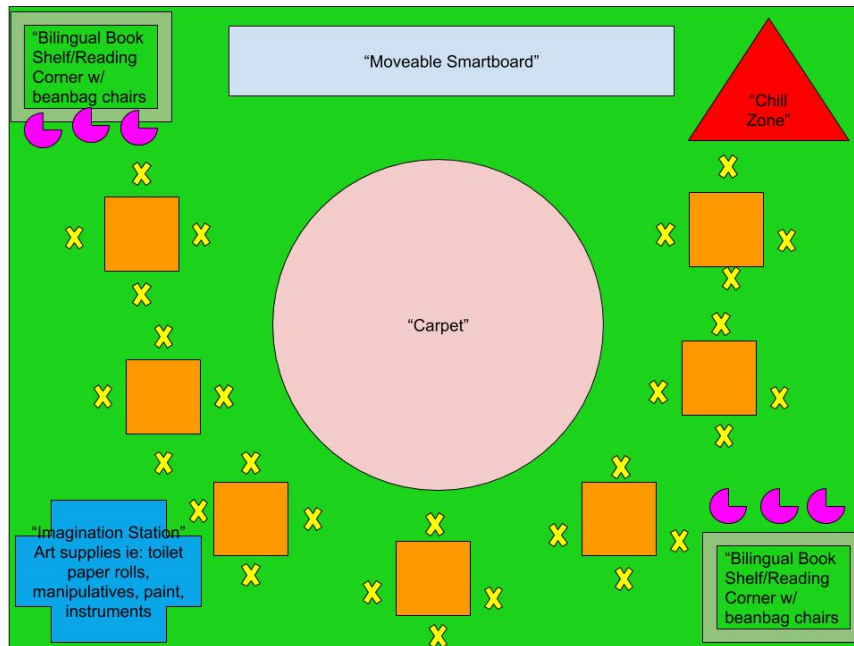
[Every Piece in the Puzzle: Paulette Arquer-Haddock](#)

Quick Reflection/Debriefing

- Shaping and reshaping of teaching; flexibility
- At the end of the day, no matter how bad/hard/difficult it was, think of the symbolic meaning of our play dough today as a reminder to start your new expansive learning cycle



Different shapes, lines and color



Part 3: Your turn and thinking ahead for summer (and when better days come)

For the remainder of Spring 2020

- Week 10/11: April 6-10
- Week 11/12: April 13-17
- Week 12/13: April 20-24
- Week 13/14: April 27-May 1
- Week 14/15: May 4-8
- Week 15: May 11-12

Summer A/B 2020 schedule

- MW 06:00 pm-09:30 pm
- MWF 10:00 am-03:30 pm
- MTWR 04:00 pm-08:00 pm
- MTWRF 09:00 am-03:30 pm
- T 06:55 pm-09:00 pm
- TR 01:30 pm-04:30 pm
- TR 01:00 pm-04:00 pm
- TR 10:00 am-01:30 pm

Summer A and/or B 2020: Example

M 10:00 am-03:30 pm	W 10:00 am-03:30 pm	F 10:00 am-03:30 pm
Day 1	Day 2	Day 3
Unit 1	Unit 2	Unit 3
Session 1	Session 2	Session 3
Lecture 1	Lecture 2	Lecture 3

Tutorial: ATS online course outline.
<https://tc.instructure.com/courses/334/modules>

Tutorial: ATS Screencast-O-Matic.
<https://tc.instructure.com/courses/355>

Tutorial: ATS Enhanced Technology Classroom.
<https://tc.instructure.com/courses/696>

Wall of canvas pages: <https://bit.ly/odl-canvas>
Video lectures: <https://bit.ly/odl-video>
Online discussions: <https://bit.ly/odl-discuss>

Online Individual Student Generated Presentations
Guidelines (ODL template)
<https://docs.google.com/document/d/1ptxH29VKCtBaSw1zknqdcpo82rfWVxQEUnzRW9-kmE0/edit>

Virtual program graduation celebration?

Convocation 2020 update from President Bailey on March 27

... I am happy to report that **we are planning to hold a virtual ceremony in May**, featuring an address from one of our Medalists...

Many programs now have used Zoom to host virtual Admitted Student Day presentations. In response to COVID-19, would your team be interested in hosting program-specific May 2020 graduation celebration? If so, how would that look like?

Exit Ticket:

- [A&H Survey of Faculty Online Teaching Experience](https://tccolumbia.qualtrics.com/jfe/form/SV_1FeeGlyJ0bsh9qt)
- https://tccolumbia.qualtrics.com/jfe/form/SV_1FeeGlyJ0bsh9qt



A&H Online Teaching Discussion Group

- <https://app.schoology.com/group/2383781061/materials#/group/2383781061/materials>
- The discussion group provides a venue where A&H faculty can read updates from the College and Columbia University on COVID-19 and articles on online teaching, and share strategies for using online pedagogical tools, including but not limited to, Zoom.

BONUS: COVID-19 Online Teaching Resources

- Stanford University | Teaching Effectively During Times of Disruption (Last update: 3/17/2020)
bit.ly/stanfordteachingdisruption
- **Possibilities Amid Pandemic: Mapping Interactions for Remote Learning** by Chris Ongaro, a doctoral candidate at Teachers College, Columbia University, focused on blended learning and personalization (March 23, 2020)
<https://www.nais.org/learn/independent-ideas/march-2020/possibilities-amid-pandemic-mapping-interactions-for-remote-learning/>
- The Zoom Facilitation Playbook by Megan Allen and Casey Daigle (Updated: March 13, 2020)
https://docs.google.com/document/d/10SXMUTrW_VJGcxLiEce6m0NO4NKUO3Zw0eZxgOVu_6s/edit
- SAGE research publications: 16 answers to your questions about teaching online (March 16, 2020) <https://www.socialsciencespace.com/2020/03/16-answers-to-your-questions-about-teaching-online/>
- A visual presentation of digital tools with Bloom's Taxonomy from Ms. Daria Dudenkova
<https://www.thinglink.com/scene/1050463955266306049>
- <https://www.educatorstechnology.com/>

Continuing the wobbly journey...together!



ghost hug!



you can't feel it,
but it's there!