



SUBJECT	Update on Preparations for Teaching and Learning for Winter Term 2
SUBMITTED TO	Learning and Research Committee
MEETING DATE	11/24/2020
SESSION CLASSIFICATION	Recommended session criteria from Board Meetings Policy: OPEN
REQUEST	For information only - No action requested
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EXECUTIVE SUMMARY

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The additional support and resources provisioned to Faculties to support the building and teaching of over 3000 courses in 2020W1 have been invaluable in assisting faculty to create engaging and effective online courses for students this session. These resources have included additional central funding and substantial contributions from the Faculties themselves. Faculties have allocated these resources to meet the priority needs within their particular context and programs. As we look ahead to 2020W2, continued and strengthened support for building and delivering second term courses is essential, with adaptation and modification in the light of the experience from 2020W1. We have been working with Deans / Associate Deans to identify and cost particular areas of need for 2020W2, A total (estimated) amount of \$8.6M is required to support the building and teaching of over 3000 courses online in 2020W2, with \$4M of that being requested as a central funding contribution from AEF to be disbursed to Faculties. The support and resources that Faculties have identified as necessary are a combination of continuing ('more of the same') types of resources and support as well as new areas, including:

- Additional support for faculty:
 - Development of virtual field camps / boot camps for skills that cannot be deferred another year
 - Providing support to reduce administrative workload for faculty including course coordination assistance and academic integrity work in order to prepare for Term 2
 - Short term engagement of clinical experts, for hands on clinical training and marking that can't be done by GTAs
 - Zoom facilitators to support larger synchronous classes (to assist the instructor).
 - Additional 'just in time' tech rover type assistance (ideally embedded as close to the source / department as possible)
 - Additional people and training or organized invigilation to large programs in transitioning away from remote invigilation applications such as Proctorio to 'lighter touch' invigilation.

- Work-life balance support:
 - Caregiving support for instructors
 - Giving consideration for extra work to redesign courses for online teaching
 - Additional faculty-based support for students in distress, to provide additional time required to support students' higher levels of anxiety, depression, loneliness and a wide variety of other challenges.
- Technical support:
 - Purchase of additional hardware for instructors engaged in online teaching, e.g., microphones, webcams, computer upgrades, loan laptops
 - Mobile AV carts to support more effective interactions during in-person and hybrid classes.

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All of the Term 1 supports are retained for Term 2. Some additional initiatives/supports are as follows:

For Faculty:

- Town Hall/Survey
 - A student survey on the experience of the first term online experience has been conducted, with over 600 responses. Focus groups are taking place this week.
 - A Town Hall will take place on November 12th to share data from both the survey and focus groups; after the Town Hall, there will be presentations to follow up with faculty and instructors, sharing their perspectives and experiences, as well as a Q&A.
 - All data combined will inform decisions related to initiatives, supports, and resources moving into Term 2.
 - Provost will provide a verbal update to the Board on what we learn from town hall and how we approach the implementation.
- Learning Technology Rovers
 - Undergraduate student learning technology rovers have been centralized into the Centre for Teaching and Learning and are being deployed both now and through Winter Term 2 on demand in response to faculty and departmental requests for help.
 - The upcoming CTL Helpdesk transition to Service Now (on Monday) will ensure efficient responses to all incoming questions and requests
- Learning Design Interns
 - Graduate Learning Design Interns have also been coordinated into the Centre for Teaching and Learning workflows from now through Winter Term 2, and can provide customized support for developing educational materials, learning activities, and instructional guides, helping to transition from traditional in-class face to face form toward blended and online learning models.
 - LDIs can help individual or groups of faculty members take existing syllabi and refine them in ways appropriate for an online environment, and this support can also be requested by emailing the CTL Helpdesk

- ALT 2040 Fund Call for Proposals
 - Up to \$30,000 can be requested for one-year projects that focus on implementing strategic innovations that positively impact within and across existing academic programs.
 - A streamlined process and scope has been released for the 2021 call, with priority focus areas that include:
 - Curricular bridge module development
 - Creation of digital assessments and content collections
 - Advanced teaching skills/practices credential development; and
 - Open educational resource creation/adaptation
- Open Educational Resources Grant Program
 - Up to \$5,000 can be requested for support to UBC Okanagan faculty who wish to adapt or create open educational resources.
 - OERs may include open textbooks, lesson plans, quizzes and test banks, videos, animation, and simulations, class handouts, interactive activities and tools, and presentations.
 - Deadline for application is November 27

For students:

- Student Learning Hub Supports
 - SLH supports that have transitioned completely online include Writing and Language tutoring, the Academic Integrity Matters program, Math and Science tutoring, Supplemental Learning, and the new Online Learning Coach program
 - Online Learning Coaches are senior UBC students who can connect peers with the tools and strategies needed to succeed in an online environment: getting the most out of online courses, developing study skills, help finding a particular resource or support. They offer both appointment and drop-in opportunities.
 - The Student Learning Hub has also added Peer Technology Assistance to its suite of services, both with drop-in hours and one-on-one support.
 - Also, the SLH now has access to a Learning Strategist, a professional that specializes in providing support for Aboriginal students, international students, student athletes, students with disabilities, graduate students, students on academic probation, students returning from failed standing, and students facing issues of academic misconduct.
- Student Technology Bursary
 - The Student Technology Bursary has been funded for \$400,000 to help provide support for students, on a case by case basis, who are struggling with issues of inadequate technology to support their online learning needs
 - The Library will also be reopening its laptop loan program within the next couple of weeks to provide access to technology for students who live locally.