Digital Learning in the Age of COVID & Social Justice

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Grand Rounds
November 10, 2020
Getting started

• Thank you

• Objectives
  1. Differentiate between emergency remote teaching and intentional design
  2. Generate ideas for realizing the affordances of in-person learning
  3. Evaluate those ideas through a social justice lens
  4. Identify one new inclusive, equitable learning design or practice to explore

• Tool

• Expectations
Who are you?

Use the chat to introduce yourself to colleagues sitting at your table (choose “Table” in the chat drop-down) or to the entire group (choose “Everyone”)
Pandemic Pedagogy, part 1

- Lift and shift
  - Existing course in the LMS
  - Synchronous
  - Similar teaching strategies, activities, outcomes
  - Shift in assessments/activities

- Some faculty redesigned
Pandemic Pedagogy, part 2

- The barriers
  - Facility with tools
  - Access to technology
  - Access to reliable internet
  - Access to dedicated workspaces
  - New etiquette
  - Layers of commitments
Pandemic Pedagogy, part 3

• Silver lining
  – Equity-mindedness
  – Appreciation of design, effective teaching practices
    • Student-centric
    • Learning outcomes-centric
    • Alignment with tools
    • Structure & communication
  – Transparency Framework (NILOA)
Quick Think
We learned our COVID lesson, we promise to feature this in future remote courses (choose one):

<table>
<thead>
<tr>
<th>Short video lectures</th>
<th>Open-book exams</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="qr1.png" alt="QR Code" /></td>
<td>Doing whatever it takes to get students to read the syllabus and experience a transparency framework</td>
</tr>
<tr>
<td>Self-paced content</td>
<td><img src="qr2.png" alt="QR Code" /></td>
</tr>
<tr>
<td><img src="qr3.png" alt="QR Code" /></td>
<td><img src="qr4.png" alt="QR Code" /></td>
</tr>
</tbody>
</table>
Pandemic Pedagogy, part 4

• In-person affordances
• What are the affordances of in-person for your field—what learning need do they fulfill?
Breakout!

• One solid idea: how can you use technology & practices to replicate or rethink those affordances for online remote?

• Need a scribe/reporter (sharing in chat and out loud), a facilitator (time, all voices)

• If you have a question, put in chat to everyone
Justice

• Equitable Access
• Inclusive
  – Represented
  – Validated
  – Heard
Breakout!

• Two questions:
  • How does your proposed technology use reflect equitable access and/or inclusive teaching practices?
  • If it doesn’t, what could you do to change it to ensure that it does?
• Need a scribe/reporter (sharing in chat and out loud), a facilitator (time, all voices)
• If you have a question, put in chat to everyone
Quick Think
Which image best represents the future of digital learning design in a social justice world? Tell us why you chose your image in the chat.
The Takeaway

What is one new inclusive, equitable learning design or practice you will explore?