THE UNIVERSITY OF THE WEST INDIES
MONA CAMPUS, JAMAICA, WEST INDIES

CENTRE FOR EXCELLENCE IN TEACHING AND LEARNING

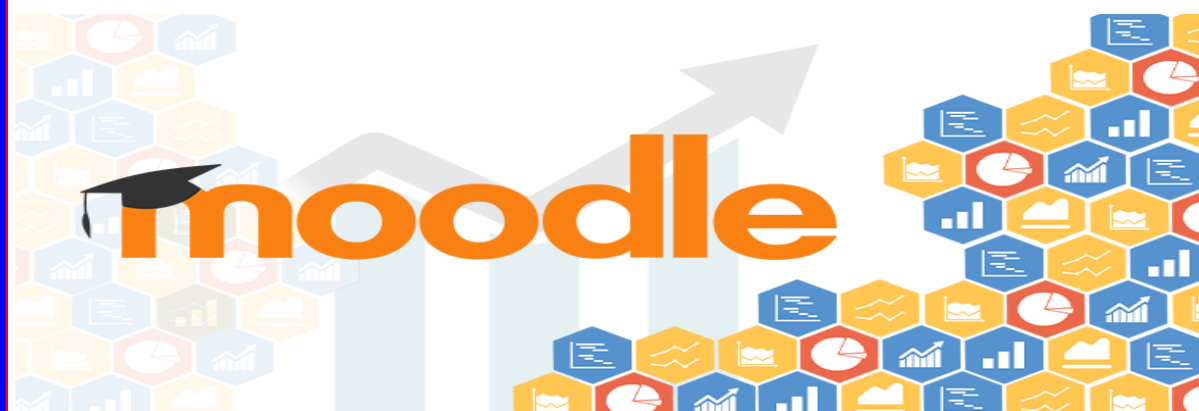# THE MONA TEACHER

Inside this Issue

Disruptions in Teaching and Learning: Remote Teaching/Online Teaching at the UWI, retrospect and prospect

Some Members of The UWI Faculty at a Faculty Development Session on the use of Moodle.

With the outbreak of the COVID-19 pandemic, all land campuses of the University of the West Indies (UWI) were forced to transition to various forms of remote or online teaching and learning. So, there was disruption in our normal course of operations. In fact, at the Mona campus, the institution was actually closed for one month as of Friday, March 13, 2020.

Classes resumed on Tuesday, April 14, 2020. At resumption, all face-to-face teaching was replaced by online teaching/remote teaching. Luckily, at the Mona Campus, the institution had already invested heavily in an online learning platform or a learning management system (LMS), popularly called MOODLE.

Disruptions in Teaching and Learning:
Remote Teaching/Online Teaching at the UWI, retrospect and prospect
*Cont'd from page 1*

Mr. Kirk Wilson (LMS Analyst, ISS, Mona Information Technology Service) conducting a Workshop on the use of Blackboard Collaborate.

The name MOODLE is an acronym for "Modular Object-Oriented Dynamic Learning Environment." This online educational platform provides a customised learning environment for students across the world (Christensson, 2018). At the UWI Mona, Moodle is known as Our Virtual Learning Environment (OurVLE). It facilitates the online/virtual classroom. In this classroom or asynchronous space, content is uploaded in various formats (Word doc., PPT, Excel, images, videos, etc.) and there is also the possibility of linking to websites. Within MOODLE, various tools are available which enable greater levels of interactivity in the learning space. These include popular ones such as the forum and quiz, and several others.

There is also the web conferencing tool which is used most often with OurVLE, Blackboard Collaborate Ultra (BbC). This tool enables lecturers to have synchronous sessions with their students.

In response to the disruptions, transitioning to online teaching and learning was necessary. This was no easy feat. Although several members of the faculty were already using various online platforms, there were still a number of faculty members who were unprepared for an immediate shift to the use of the various online platforms available.

Hence, their normal pedagogical approaches were disrupted. The UWI decided that a four week training period was necessary to facilitate lecturers who needed additional assistance/training in using the online tools available, especially OurVLE and BbC but others such as Zoom as well.
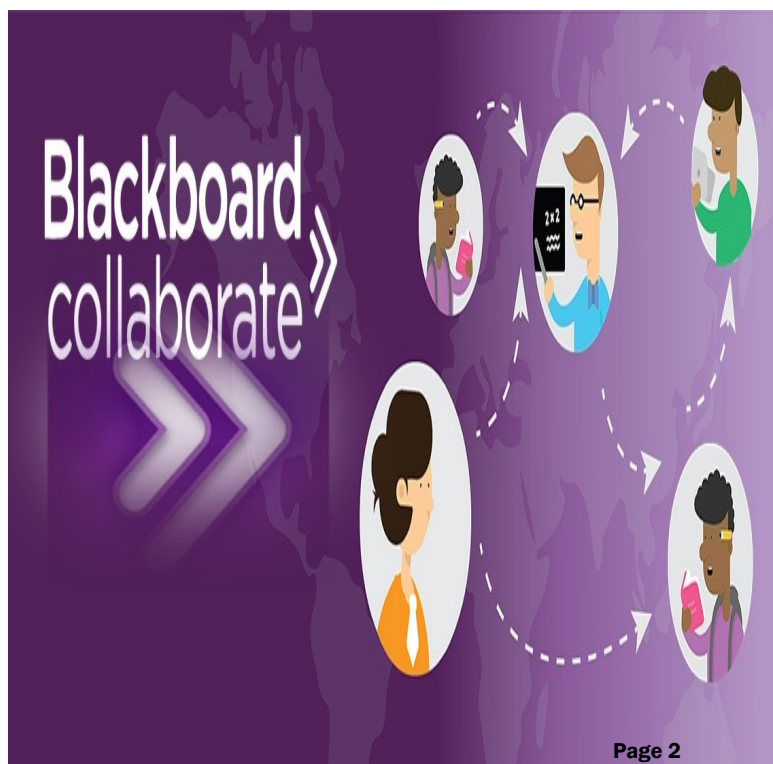
Transitioning to Online Learning: Blackboard Collaborate Ultra and Moodle (OurVLE) Training

In response to the need to transition to Online learning, there were opportunities for training for faculty at the Mona Campus. In fact, the administration had closed the institution for one month (as of March 13, 2020, reopening on April 14, 2020 with online learning) in order to ensure faculty were comfortable in using the various online tools available on campus. The CETL worked with the Open Campus to offer synchronous online training opportunities in the use of Blackboard Collaborate Ultra (BbC) and Moodle, a Learning Management System (LMS) called Our Virtual Learning Environment (OurVLE) on the Mona Campus. This training opportunity was available to all five campuses from March 16-26, 2020 . The training was done online using BbC. The focus of the training was as follows:

1. ## Using BbC for Online Delivery

2. ## MOODLE Basics

These training sessions were recorded and made available to the university community for self-accessed and self-paced learning. They were accessed from a public repository @ http://uwi.edu/bbc.

Generally the UWI Mona faculty was well represented in these training sessions as follows:

The Instruction Support Services (ISS), a division of Mona Information Technology Services (MITS) provided training for the faculty at Mona as well. They also focused on the LMS or OurVLE. Their self-service training sessions for OurVLE was online at https://ourvle.mona.uwi.edu/course/view.php?id=2591. This was a course called OSD101 and provided instruction on accessing the system, customizing a course container, posting notes, creating the discussion forum, using the quiz tool, etc. For BbC the self-paced course BBC_MITS was designed to support faculty who were interested in using the web conferencing tool available on campus to teach their classes, it allowed for interaction with students. Faculty members could enter the site and practice and develop expertise in using this particular tool. The course was available at https://ourvle.mona.uwi.edu/course/view.php?id=2752. Both self-paced courses are still accessible for further development of online teaching skills.

Faculty Participation in the Online Training (Open Campus) for Blackboard and Moodle

Training Session	Mona	St. Augustine	Cave Hill	Five Islands	Open Campus	Total
Using Blackboard Collaborate	425	161	3	11	17	617
MOODLE Basics	276	53	0	8	8	345
TOTAL	701	214	3	19	25	962

The UWI Teaching and Learning Remotely Website
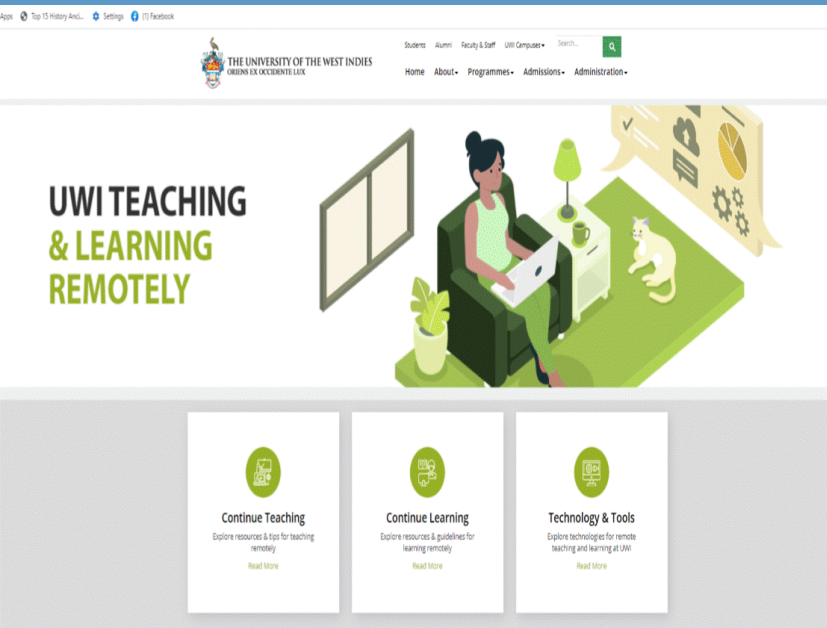
Mrs. Pauline Francis-Cobley

Director, Regional Office of Online Learning.

Prof. Stafford Griffith

Immediate past Director (2017-2019) Regional Office of Online Learning.

The UWI through the Office of Online Learning (OOL) has created a website for online teaching called "Teaching and Learning Remotely". This will be a repository for all faculty to consult to get tips on how to teach better online. It also have resources for students on how to navigate this terrain called online learning. Here is the link to this website: https://uwi.edu/remote/
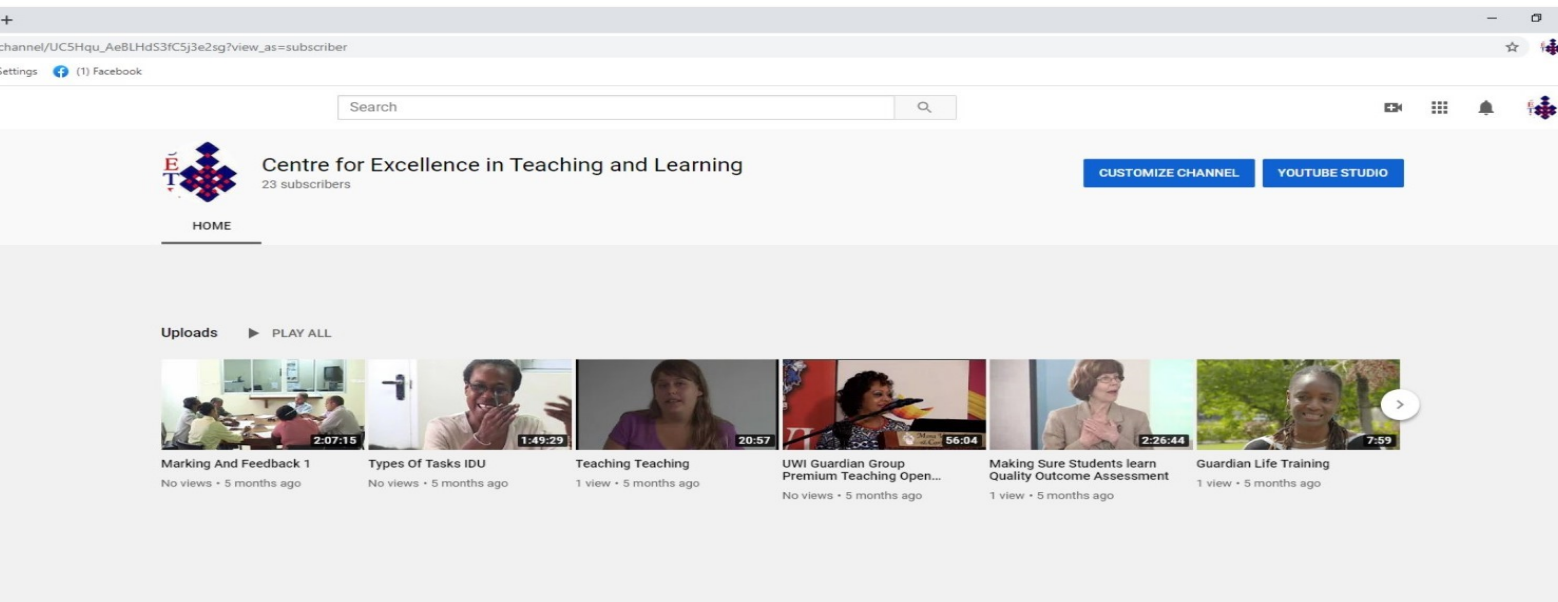
CETL YouTube Channel

CETL YouTube Channel

The CETL YouTube channel is an important port of call for information and resources for active teaching and learning. This channel includes videos of presentations made by UWI Mona faculty, visiting presenters as well as video tutorials.

https://www.youtube.com/channel/UC5Hqu_AeBLHdS3fC5j3e2sg?

Centre for Excellence in Teaching and Learning
23 subscribers

CUSTOMIZE CHANNEL   YOUTUBE STUDIO

HOME

Uploads   ▶ PLAY ALL

Marking And Feedback 1	Types Of Tasks IDU	Teaching Teaching	UWI Guardian Group Premium Teaching Open...	Making Sure Students learn Quality Outcome Assessment	Guardian Life Training
No views · 5 months ago	No views · 5 months ago	1 view · 5 months ago	No views · 5 months ago	1 view · 5 months ago	1 view · 5 months ago

Over the period, November 2019 to June 2020, the CETL provided a number of faculty development opportunities

1. Certificate in University Teaching and Learning (CUTL)

During the period under review, the CETL continued to offer the CUTL to two cohorts. Cohort nine (consisting of six faculty members) is completing the programme in the second semester and hence were involved in Teaching Practicum (i.e. CUTL5207: Reflective Teaching for Learning) and a final reflective portfolio. It is hoped that these faculty members/students will graduate from the programme in October 2020. Cohort ten (consisting of thirteen faculty members) completed the course dealing with assessment in the second semester (i.e. CUTL5104: Assessment in Higher Education) and will move on to the course which focuses on the use of twenty first century technologies in teaching and learning (i.e. CUTL5106: Advancing Teaching with Technology).

Dr. Mervin E. Chisholm, Head CETL and third from the left makes a point in a CUTL workshop to Faculty.

2. Consultations

The CETL offered confidential, one-on-one and in a few cases group consultations on learning and teaching, professional development, and research practice. Generally, consultations are done face-to-face since that is the most effective approach to this faculty development opportunity. However, with the onset of COIVD-19 pandemic, the CETL offered consultations over the phone and via email. The objective of the CETL in doing consultations was always to help faculty find solutions or alternative to problems associated with teaching and learning in higher education.

Below are examples of the kinds of consultation inquiries we received over the period:

i. Designing and developing new courses and Programmes.

ii. Revising new courses and programmes .

iii. Using 21st century technologies in teaching and Learning.

iv. Online learning pedagogy.

v. Assessment of online courses.

vi. Providing helpful feedback.

Consultations frequently employ one-to-one discussion opportunities

Faculty Development Opportunities at the CETL

3. Online Workshops

a. OurVLE Training

Training workshops were offered to the faculty to prepare them to use OurVLE for online teaching. These workshops were conducted (with assistance from the Open Campus) from March 16-24, 2020 and were all done online.
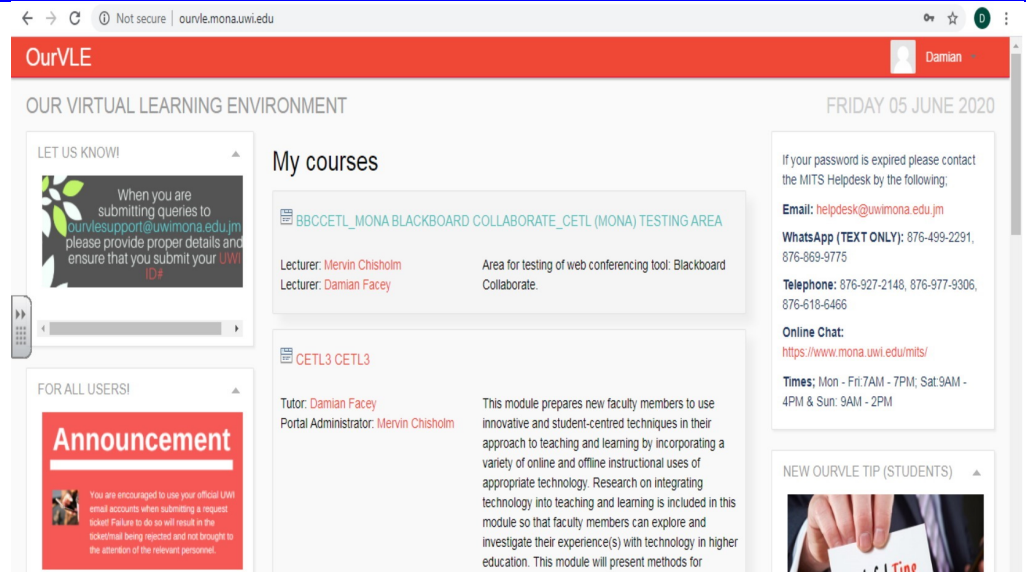
b. Blackboard Training

There were also workshops to train lecturers in the use of BbC for online teaching. These workshops were also offered with the assistance of the Open Campus and done online.

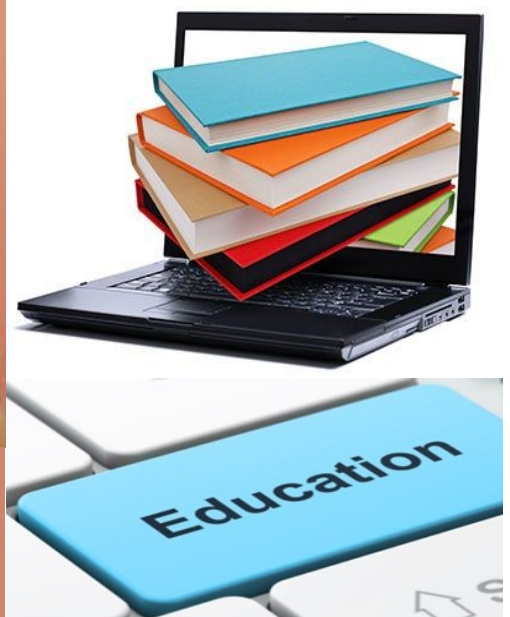### c. Developing MCQs

The CETL and the Office for Online Learning hosted a workshop, "Developing Multiple Choice Questions" (MCQs). This workshop was held using Zoom on Thursday 22, 2020. Miss Charmaine McKenzie, Head Campus Office for Online Learning served as the facilitator/ presenter.

Miss Charmaine McKenzie
Coordinator, Campus Office for Online Learning (COOL) Mona.

4. Monday Morning Mentors (Presented by Magna)

Date of Seminar	Topic
March 30, 2020	How Do I Master Mastery Grading?
March 23, 2020	What Teaching Strategies Help Engage All Learners Online?
March 16, 2020	How Can I Write a Course Syllabus That's Worth Reading?
March 9, 2020:	How Can I Become a Better Online Instructor?
March 2, 2020	How Can Change Management Principles Help New Educational Programs Succeed?
February 24, 2020	What Technology and Tools Do I Need to Create a Podcast for My Students?
February 17, 2020	How Can Media Richness Theory and Social Presence Theory Improve My Instruction?
February 3, 2020	How Can Online Instructors Better Manage Their Workload?
January 27, 2020	What Is the Best Teaching Advice I Ever Received?
December 2, 2019	How Does Consistency Improve Quality in Online Courses and Programs?
November 25, 2019	How Do I Design Effective Combinations of Gamified Elements to Encourage Deeper Learning?

6. Supportive Faculty Development Activities/ Organizational Development Activities
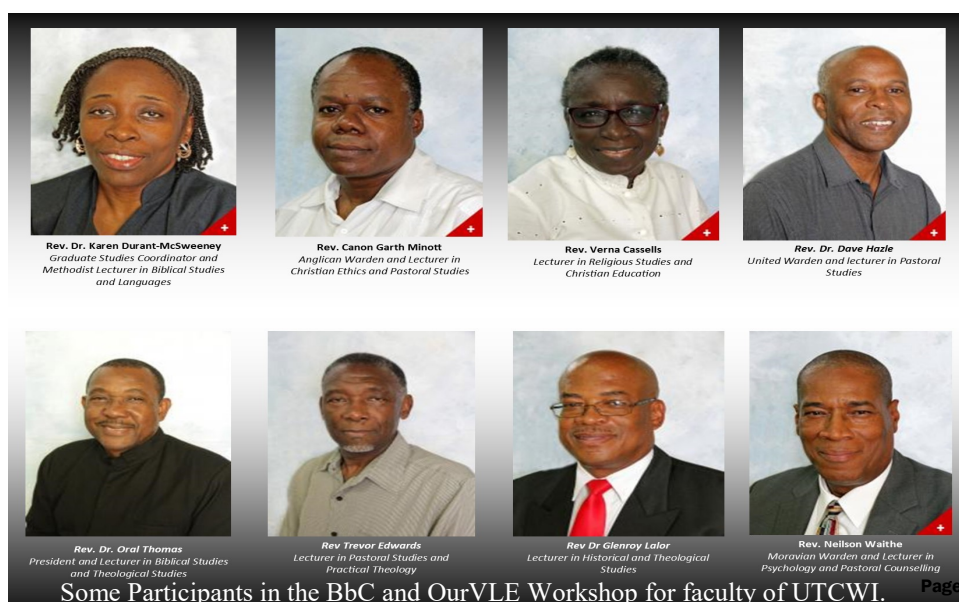
a. Curriculum Matters

Over this period, the CETL continued to support faculty development activities and organizational development through its work on the following campus boards/committees:

  i. Academic Quality Assurance Committee
  ii. Academic Board
  iii. Board for Undergraduate Studies
  iv. Online Teaching Steering Committee

b. The Main Library: Curriculum Builder

The CETL was pleased to work with the Mona Campus Library in implementing the use of Curriculum Builder at the UWI Mona. The curriculum Builder tool (from EBSCO) provides support to the faculty in creating reference lists for their students. This tool is available in OurVLE so that faculty can easily establish links to databases, e-books and other digital resources available from EBSCO databases.

EBSCO Curriculum Builder

5. Face-to Face Workshop

Using BbC and OurVLE for Online Teaching (for United Theological College of the West Indies)

This workshop was held on Tuesday April 14, 2020 (10:00 am to 1:00 pm) to prepare the UTCWI lectures to use BbC and OurVLE. It was facilitated by Mr Damian Facey and Dr Mervin E. Chisholm and held at the Multimedia room of the UTCWI.

Rev. Dr. Karen Durant-McSweeney
Graduate Studies Coordinator and Methodist Lecturer in Biblical Studies and Languages

Rev. Canon Garth Minott
Anglican Warden and Lecturer in Christian Ethics and Pastoral Studies

Rev. Verna Cassells
Lecturer in Religious Studies and Christian Education

Rev. Dr. Dave Hazle
United Warden and lecturer in Pastoral Studies

Rev. Dr. Oral Thomas
President and Lecturer in Biblical Studies and Theological Studies

Rev Trevor Edwards
Lecturer in Pastoral Studies and Practical Theology

Rev Dr Glenroy Lalor
Lecturer in Historical and Theological Studies

Rev. Neilson Waithe
Moravian Warden and Lecturer in Psychology and Pastoral Counselling

Some Participants in the BbC and OurVLE Workshop for faculty of UTCWI.

Obituary: Meta Eloise Bogle (1934-2019)

Meta Eloise Bogle

Meta Eloise Bogle, who served the Centre for Excellence in Teaching and Learning (CETL) passed away on Monday, September 9, 2019.

Miss Bogle was employed to The University of the West Indies, Mona in 1975 as a Lecturer in the Department of Educational Studies and later served as Head of the Department from 1989 to 1992. Following her retirement in 2002, Miss Bogle continued to offer service to the University up to 2009. She was particularly interested in faculty development and offered her service as a faculty developer to the CETL. In fact, Miss Bogle was instrumental in the development of the CETL as the Staff Development Unit in 1992 and served the then Instructional Development Unit as a workshop facilitator up to 2009.

The CETL uses this medium to once again acknowledge her yeoman service. Further, we note that in 2013 she was honoured by the CETL/UWI for her services to faculty development at the UWI.

Teaching and Learning in Higher Education and Faculty Development

Annual Conference: Looking Inward, Thinking Forward
November 11–15, 2020, Hyatt Regency Seattle, Washington, USA
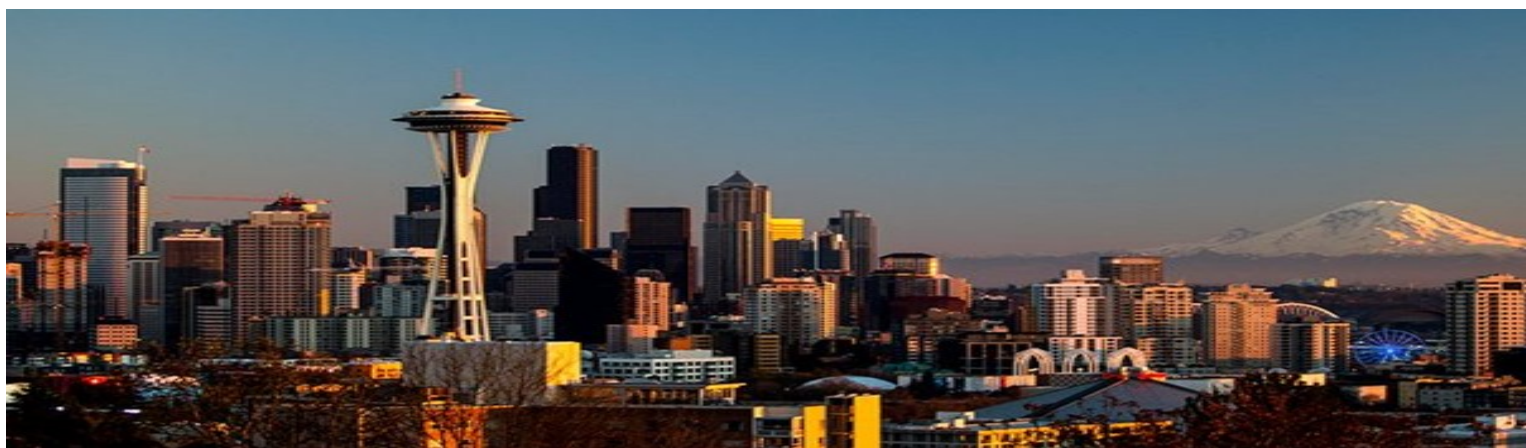
Site of the 45th Annual Conference of the POD Network, Seattle, Washington USA,

All UWI faculty should become involved in faculty development activities through the offerings of the CETL, department or faculty and international faculty development opportunities. The Professional Organization Development (POD Network) is the largest community of educational developers in the world committed to the professional development of university faculty members through meaningful and sustained interaction. Amongst it's over 1400 members are representatives from over 30 countries and every state in the USA. Each year there is an annual conference that focuses on teaching and learning in higher education.

This year we are recommending the POD Network annual conference as you think about participating in an international faculty development exercise. With the various challenges facing higher education, the conference will explore the themes "look inward and think forward." The conference will critically examine the current contexts of higher education, narratives, and traditions and of course, look at future goals and the needs of institutions of higher education, disciplines and the higher education communities we serve. Plan to attend and participate in the POD Network 45th Annual Conference in Seattle, Washington, November 11-15 at the Hyatt Regency Hotel.

Disruptions in Teaching and Learning:
Remote Teaching/Online Teaching
at the UWI, retrospect and prospect

Cont'd from page 2

Prof. Dale Webber (left) Pro Vice Chancellor and Principal of The UWI, Mona holding a tablet at the handing over ceremony for tablets provided by UWIDEF, the World Bank and MONATS for remote learning during the COVID-19 pandemic.

Prof. Dale Webber (left) Pro Vice Chancellor and Principal of The UWI, making a presentation of a tablet to Rodane Corney, final year student.

Of course, the situation of disruption to the teaching and learning activities at the UWI Mona mirrored what had happened across the world with this global pandemic. Higher education has been upended in some ways with this global emergency. Online teaching and learning is now the major option available to universities and colleges to continue teaching. Hence, both instructors and administrators have had to deal with the challenges brought on by this new situation. The issue of moving courses online and ensuring quality learning experiences cannot be achieved without significant planning. Much thought was needed in thinking about online assessment or take home examinations. Even though the Mona campus engaged in these discussions and training there are many unanswered questions as the campus seeks to navigate the "new normal."

The giving up of face-to-face teaching and the forced engagement with online learning for many have both challenges and opportunities. Already, some experts are predicting that this situation with the global pandemic will disrupt education in irreversible ways. We are certainly cognisant of the various challenges but we will have to wait for some time to see the outcomes (opportunities) that this engagement with online learning will cause.

It is useful to remind ourselves that there are studies that have noted the positive impact of online teaching and learning on student engagement and learning (Kahn, Everington, Kelm, Reid, & Watkins, (2017); Robinson & Hullinger (2008); Thurmond & Wambach, 2004). These studies have indicated that online classes have played a major role in student engagement through collaborative learning. Further, where there is interaction between teachers and students, the studies have also found that asynchronous approaches are particularly useful in causing meaningful focus on course content. Learners are also challenged to engage in reflection as they work through learning activities in asynchronous fora. All of these approaches have positioned learning activities used in active learning pedagogies to a place of great importance in the quest to find ways to advance teaching and learning in higher education.


Lecturers from the Department of History and Archaeology in an online learning workshop. Facilitator: Mrs. Michelle Stewart-McKoy (third left).

Disruptions in Teaching and Learning:
Remote Teaching/Online Teaching
at the UWI, retrospect and prospect *Cont'd from page 9*

In dealing with the challenges, perhaps the most formidable has been the accessibility (or lack thereof) of the UWI online platforms to all students. There are multiple issues here, the availability of devices such as laptops and tablets, the financial costs involved in purchasing access and the availability of access based on internet connectivity in the island of Jamaica are the major ones. Luckily, the providers of internet services have responded to lobbying actives of the educational sector including the Guild of Students at UWI and have introduced special educational packages at reduced rates. Some students also have problems in finding a suitable working environment since their living circumstances in some instances, have been unsuitable. Those who live in rural communities have faced tremendous difficulties in accessing the online courses. Further, this rushed transition to online teaching might also have been particularly problematic for a traditionally underserved community, students with disabilities.

As we contemplate both the challenges and the possible opportunities of online learning we need to recognise that until we have overcome the threats of COVID-19 or until a vaccine is found, online learning might be the way forward. No one knows for sure when the vaccine will be available. In the meantime, it might be useful to familiarise ourselves with some of the important pedagogical information related to teaching and learning online. In this regard, the Community of Inquiry (COI) theoretical framework (Garrison, Anderson & Archer, 2001) is a well-known approach to designing learning experiences for online teaching and learning environment. The focus is on the development of a learning experience that calls learners to engage with each other and the teacher in a collaborative way. Of course, the approach embraces constructivism so learners are expected to investigate and create meaning for themselves. Various elements are engaged in these learning opportunities, the social, the cognitive and the dynamism of the teaching presence. Therefore, in thinking about development of online classes, teachers must think about how these elements, the social, the cognitive and the teaching presence will intersect and experienced by students in meaningful ways in the online classroom. Please see the diagrammatic representation of the framework:

Source: https://coi.athabascau.ca/
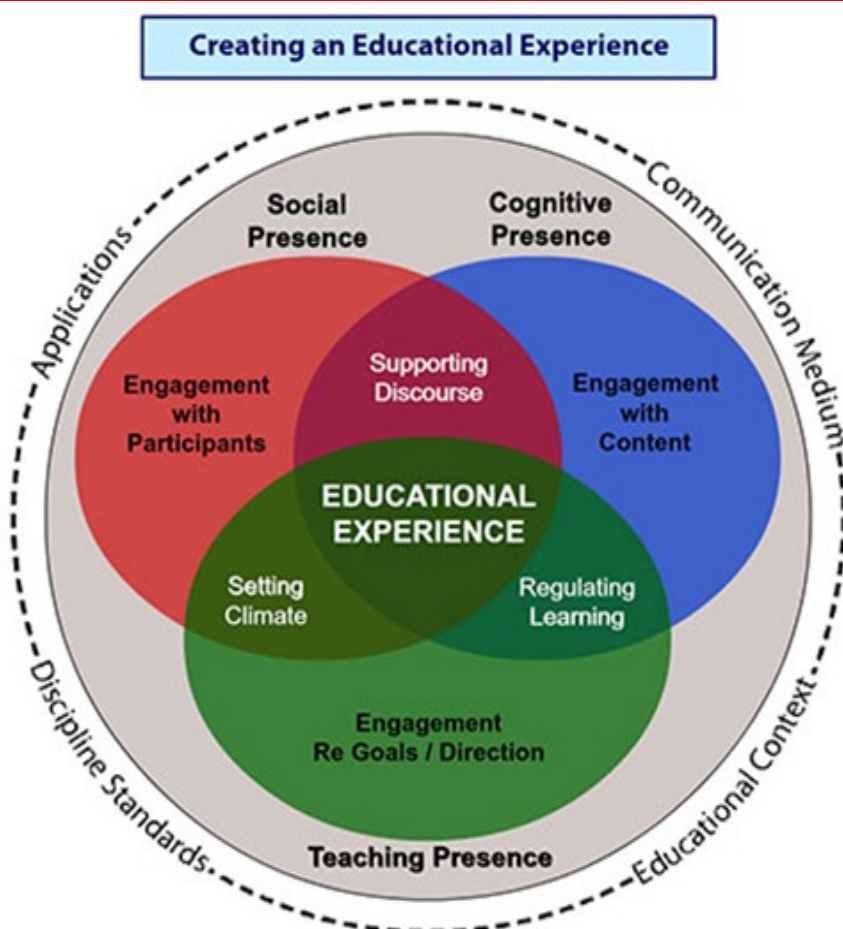
References

Christensson, P. (2018, March 3). *Moodle Definition*. Retrieved 2020, May 27, from https://techterms.com

Feedbackfruits (2020, May 27). The rise of online classes after COVID-19: best practices based on literature [Blog post]. Retrieved from https://feedbackfruits.com/blog/the-rise-of-online-classes-after-covid-19-best-practices-based-on-literature.

Garrison, D. R., Anderson, T. & Archer, W. (2001). Critical thinking, cognitive presence, and computer conferencing in distance education. *American Journal of Distance Education*, 15, 1, 7–23.

Kahn, P., Everington, L., Kelm, K., Reid, I., & Watkins, F. (2017). Understanding student engagement in online learning environments: The role of reflexivity. *Education Technology Research Development,* 65, 203-218. Retrieved from https://link.springer.com/content/pdf/10.1007/s11423-016-9484-z.pdf

Thurmond, V.A., & Wambach, K. (2004). Understanding interactions in distance education: A review of the literature. *Journal of Instructional Technology and Distance Learning*, 1, 9-33. Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.101.9189&rep=rep1&type=pdf#page=17

Robinson, C.C., & Hullinger, H. (2008). New benchmarks in higher education: Student engagement in online learning. *Journal of Education for Business,* 84(2), 101-109. Retrieved from http://anitacrawley.net/Resources/Articles/New%20Benchmarks%20in%20Higher%20Education.pdf