

Digital Teaching Summer Camp

Five Key Concepts in Digital Pedagogy
(Or, “Let’s Get It Started In Here”)



When I say “digital pedagogy,” what do you think of?

Share your reflections in the public chat.

What is digital pedagogy, anyway?

“Digital Pedagogy is precisely not about using digital technologies for teaching and, rather, about approaching those tools from a **critical pedagogical perspective**. So, it is as much about **using digital tools thoughtfully** as it is about **deciding when not to use digital tools**, and about **paying attention to the impact of digital tools on learning**.”

- Hybrid Pedagogy

... but also ...

“All education—even that which is considered to lie outside of digital education [should take] account of the digital and non-digital, material and social, both in terms of the design of educational activities and in the practices that unfold in the doing of those activities. [...] **More than something about which we make simple decisions to use or not use, digital technology is something in which we are entangled in complex ways, and which is embedded in the wider culture.**”

Fawns, T (2019). Postdigital Education in Design and Practice. *Postdigital Science and Education* 1, 132–145.

<https://doi.org/10.1007/s42438-018-0021-8>

Five (of the) Key Concepts

- (1) knowing our learners
- (2) establishing care / community
- (3) learning as participatory
- (4) learning as networked; and
- (5) ethical responsibilities of faculty

Book recommendation:

An Urgency of Teachers: The Work of Critical Digital Pedagogy

by Sean Michael Morris and Jesse Stommel

(available OA at criticaldigitalpedagogy.pressbooks.com)

Knowing Our Learners

- Learners are not having the same experience of your online class (this is true F2F, too!).
- Consider asking students to tell you:
 - How they connect to your class and what device they use.
 - What capacity they have for space/time to work.
 - What worries them about remote learning.
- But... don't ask if it won't shape your practice.

Establishing Care / Community

- Prioritize regular, consistent communication. Establish your availability (and boundaries!) and stick to them.
- Remember that you are one of a handful of faces that represents the entire experience of campus life to your students right now.
- Establish classroom routines / rituals in the digital space.
- Use synchronous communication judiciously to support community (eg. open office hours, social space).

Remember:

Care is not the opposite of rigour.

While we're talking about care...

- How can you build care into the design of your course?
- Do your classroom policies reflect our current moment? It's not a matter of "easing up," but one of reflecting the reality of this moment back to students.
 - For example, medical excuse notes are not an appropriate ask.
 - Consider building extensions, flexibility, and reflection on process into the assignment design.
 - Likewise, reflect care back to yourself: what does this course look like if **you** become ill, or have to care for someone who is?

Learning as Participatory

- Digital pedagogy assumes a high level of interactivity and engagement in course materials; this **doesn't** have to mean a ton of bells and whistles, but it **does** mean developing a community of knowledge creation in the classroom.
- Structure activities that allow students to discover the content themselves (since unidirectional lecturing via video is rarely very successful!).

Learning as Networked

- The great benefit of digital learning is that students are literally connected to the repository of all human knowledge while working on your course content. How can you design assessments in your field that embrace this, rather than fearing it as an issue of academic integrity?
- Learners are also a network of collaborators within a shared classroom experience. **Carefully structured** (eg. scaffolded trust and clear accountability) group work can be a key component of community-building.

Ethical Responsibilities of Faculty

- (I spent most of January thinking about our fiduciary responsibility over student data. Check out <http://digitaldetox.trubox.ca> if you want to read more.)
- We have legal obligations, under FIPPA, and moral obligations: the internet is forever! Beware of what you ask students to do in public, what data you collect and record, and where you store it.
 - For example, don't require students to have their cameras on if you're recording a BBB session; don't ask students to present themselves publicly without an option for pseudonyms, etc.

Congratulations!

You've earned a badge!

You'll see this appear on your Moodle later today; it also includes a very brief summary of the workshop that might be useful for your APAR/PRC.

Remember that if you complete eight of these sessions this summer, you'll earn our Certificate of Digital Competency to recognize your hard work and engagement.

