



Building stories of care

Reflections on Teaching and Learning Online 2020

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Overview

Introductions

Background: Caring for ourselves first, so we can care for students

Activities/Discussions

1. Just for fun
2. Reflecting on the highs and lows
3. Reflecting on embedding care within our institutional structures; beyond a pedagogy of care
4. The future

Communities of Practice



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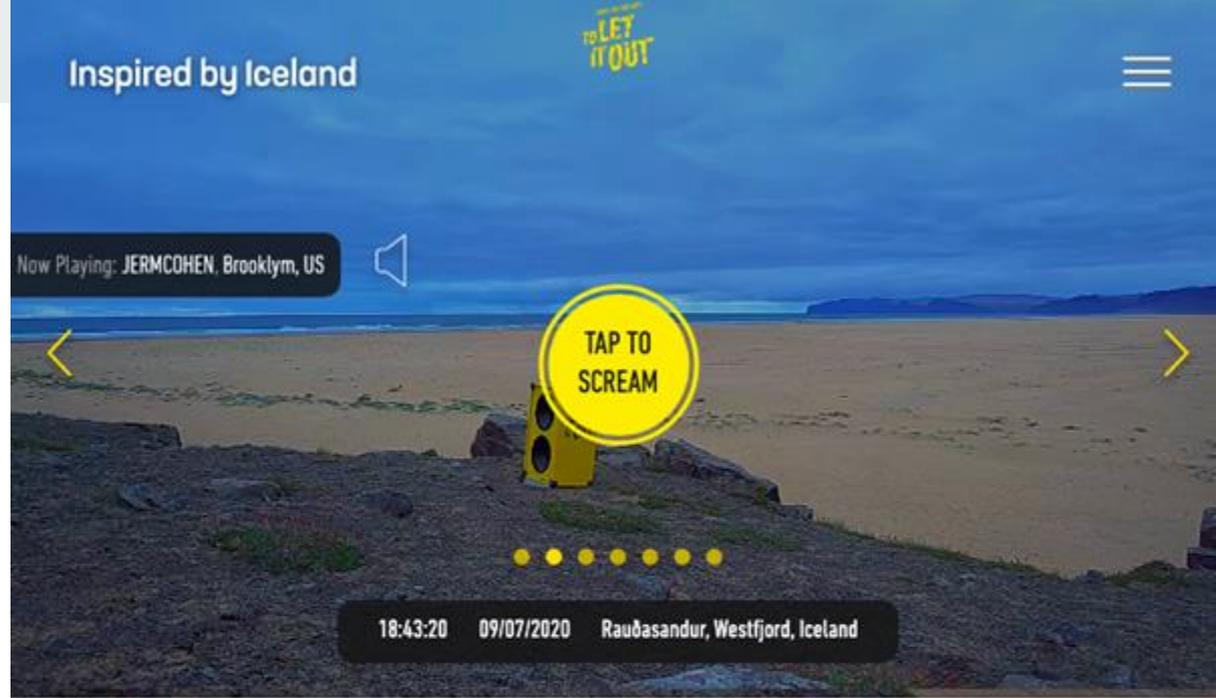
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Icebreaker free zone - only Icelandic screaming

<https://looklikeyouneediceland.com/>



You've been through a lot this year and it looks like you need the perfect place to let your frustrations out. Somewhere big, vast and untouched. It looks like you need Iceland. Record your scream and we'll release it in Iceland's beautiful, wide, open



Background

RESILIENCE / WELLBEING / CARE

How we got here

1 - 2019



Began to explore resilience narrative through a critical lens.

2 - OER20



Workshop was planned as hands on Lego Serious Play: needed to adapt, for online in midst of crisis.

3 - DigiPedLab 2020



Extended original concept to a longer more critical, week long workshop. During summer break between semesters.

4 - IUA DigEd



Scaling up again. Exploring reflections of self-care after nearly a year of working in crisis mode.

5 - ?



What will 2021 hold?



Resilience definition

The quality or fact of being able to recover quickly or easily from, or resist being affected by, a misfortune, shock, illness, etc.; robustness; adaptability.

Oxford English Dictionary



Resilience

Encourages Individualisation

Naturalises and depoliticises social structures

Positions insecurity as normal and to be expected

Places additional demands for labour upon women and people of colour

[Resilience, Grit, and Other Lies](#)



Care

“I am also thinking about teachers and how they need to feel cared for by their institutions so that they may feel empowered enough to care for their students. Sometimes teachers tell me we ask THEM to care for their students in this crisis, but administrators are asking a lot of THEM, and they themselves are suffering anxiety and feeling burdens of childcare and more.”

[Care Is Not a Fad: Care Beyond COVID-19](#)

“That means that teachers must be actively committed to a process of self-actualization that promotes their own well-being if they are to teach in a manner that empowers students.”

Teaching to Transgress, bell hooks, page 15



Warm-up Activity - line/caret

Examples

By either adding a letter or replacing a letter turn a negative word into a positive one. Grab some coloured pens and a bit of paper and share on Twitter or add to the chat window.

Inspiration: The Intention book

Wallow to Allow

Invisible to Visible

Pain to Gain



Learn



~~Un~~balance

Discussion: Where does self-care sit?

Planning for effective remote teaching during Covid-19: The EDTL Approach

The EDTL Approach has been developed to support effective remote teaching in the context of COVID-19 and outlines a pathway with key

considerations for those who are adapting a module that is normally taught, wholly or partly, face-to-face.

Reflect on the Emergency Pivot:

- What worked well?
- What didn't?
- What was the student feedback?

Consider Content & Activities:

- Review learning outcomes
- Identify existing content that is reusable
- Balance asynchronous and synchronous activities
- How will students engage with content and activities?
- Make sure content is accessible
- Use and adapt VLE templates to provide consistent structure

Consider your Students:

- Is online learning new to your students?
- Who are your students?
- What digital access do they have?
- What digital skills do they have?
- What size is the student group?

Consider Communication & Engagement:

- Set and communicate clear, unambiguous expectations
- Make module information clear and easy to find
- Select appropriate tools for class communications
- Plan for engagement and community building

Consider Assessment & Feedback:

- Consider alternative assessment activities to allow students meet learning outcomes
- Consider a variety of continuous assessment formats
- Provide opportunities to practice online assessment
- Consider opportunities for peer and self-assessment





Discussion

Reflect on where you would place self-care on the EDTL approach.

Time: 5 minutes

Padlet link: <https://nuigalway1.padlet.org/katemolloy/catw169xcs885zeh>

Your story; your direction

Happy, angry, reflective, personal, institutional, frustrated ...

With larger numbers we are going to achieve this in an inclusive way.



Chatbomb Activity 1:

What was your toughest/lowest point in 2020?



Pulling out strategies/solutions

Having looked through all of the answers can we start to pull out for ourselves common themes which divide into:

- Institutional barriers - how can we advocate for to help ease some of the stress/load?
- Personal barriers - what changes can we make to be more considerate to ourselves?



Survival tactics

- Be your own advocate
- Learn to communicate value statements
- Communicate the value of online learning
- Ensure more support and resources
- Gather feedback and input from students
- Understand that we can be perfectionists

[Burned Out: Stories of Compassion Fatigue \(Patrice Prusko and Whitney Kilgore\)](#)

Chatbomb Activity 2:

What is your standout highlight/achievement for 2020?

Our stories: Our Communit(y)ies

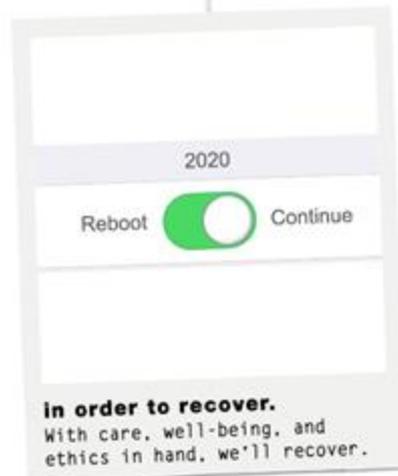
EDTL Community (#IUADigEd): How or in what ways did this community help you through this crisis in 2020?

Looking wider

- Equity Unbound (#UnboundEq): <https://onehe.org/equity-unbound/>
- Connected learning and collaboration: [Twitter thread of full of online connections and stories](#)
- #ALTC community and their [launch of an ethical framework towards digital learning](#)



Dear COVID-19,
Thanks for the online pivot... that we didn't ask for.



Wendy Taleo
@wentale



New fashion protest #OER20

I don't usually protest

I'm the calm floating duck

Moving in the stream

Riding on the rippling surface

Paddling madly underneath

Recording of the full poem can be played or downloaded from here: <https://soundcloud.com/wendy-taleo/letter-of-protest-to-covid19>

And blogged here: <https://wentalearn.blogspot.com/2020/04/new-fashion-protest.html>



Knowing what your breaking point looks like as the first step to avoid going past it.

Ask yourself if doing something in the online frame actually understands the medium.

<https://youtu.be/LfT3MkhP1N8>

Being an incredible teacher does not guarantee a smooth transition to the online space.

Returning to social media as 'sociable' and being part of conversations rather than broadcasting.

Chatbomb Activity 3:

How can the #IUADigEd
community support you in 2021?



Reading

Wellbeing and Resilience

- [Critiquing Discourses of Resilience in Education](#)
- [Resilience, Grit, and Other Lies](#)
- [Against the psychologization of resilience: towards an onto-political theorization of the concept and its implications for higher education](#)

Burning out/Invisible Emotional Labour

- [Care Is Not a Fad: Care Beyond COVID-19 \(Maha Bali\)](#)
- ['The Staff Are Not OK' \(Lee Skallerup Bessette\)](#)
- [Burned Out: Stories of Compassion Fatigue \(Patrice Prusko and Whitney Kilgore\)](#)



Staying in touch

If you would like to expand on any of these activities for your own context please do contact us:

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As you say goodbye, add your ideal treat or home comfort in the chat. Take care.