Wicked Question 1 – Equitably engaging across modalities

What experiences do you have with this question? Describe any successes or strategies for approaching this challenge.

What have you done/seen/heard that has worked well or has been a challenge?

Challenges:

- Students learning from home + in-person attendance + recording (for students with conflicting schedule) = a big challenge
- Remote participants not doing as well: a) assessing whether this was due to the remote format; b) helping them get as much out of class as their colleagues when I'm not sure why they aren't doing as well.
- Challenges: Communicating zoom chat/discussion to students in classroom (without TA support) and vice versa (students on Zoom cannot hear students in classroom)

Successes:

- ➤ LOTS of structure & scaffolding on the CMS,
- ➤ persistent small groups so they get used to each other's default modes (& grouping the all-online folks together in the same group when possible)

What other questions do you have and do you want to explore further in practice?

Wicked Question 2 – How to foster affective learning

What experiences do you have with this question? Describe any successes or strategies for approaching this challenge.

- Hard to understand student emotions when teaching online, can't see the person we are teaching. Larger class, harder to address the emotion.
- Affective learning is better set up in face-to-face, leaving online activities to achieve other outcomes.
- Identify the right resources & teaching medium for the right outcomes.

What have you done/seen/heard that has worked well or has been a challenge?

What other questions do you have and do you want to explore further in practice?

Wicked Question 3 – Balancing instructor workload with accommodating student well-being

What experiences do you have with this question? Describe any successes or strategies for approaching this challenge.
- Tension between organizing for different modalities but also needing to be flexible as needs change (e.g. if nobody comes in person)
- Recognize need for UDL

What have you done/seen/heard that has worked well or has been a challenge?
- Reusing content, multimedia option
- Additional supports to hire TAs during pandemic. What about sustained funding

What other questions do you have and do you want to explore further in practice?
- how to build student self-agency instead of putting load on instructor. Suggestions: classroom community
- how to get students to take responsibility for their choices. One mode may be inferior to another.
- If some instructors accommodate multi modes, puts pressure on all to accommodate

Wicked Question 4 – Balance accessibility and flexibility

What experiences do you have with this question? Describe any successes or strategies for approaching this challenge.
- How do we offer a choice for individuals when there is a 'greater good' accomplished by having students in person
- Whether your cohort is large or small – is there a 'sweet spot' for ratios? Is that different between large and small class sizes?
- Accessibility comes in to play – flexibility and choice is a large part of accessibility especially when you are considering from the direction of UDL. It's a backbone!

What have you done/seen/heard that has worked well or has been a challenge?

What other questions do you have and do you want to explore further in practice?

Debrief

1. Common challenges, most related to technical support, e.g., ability to monitor chat with only one screen

2. How can we make use of digital technology to enable learning but there are some activities that need to be done in person, not online – affective learning easier in person, easier to understand emotions; larger classes harder to attend to each and every learners needs – need to identity medium that aligns with learning outcomes

3. Workload and student wellbeing – questions came
   - how to build student self-agency instead of putting load on instructor. Suggestions: classroom community
   - - how to get students to take responsibility for their choices. One mode may be inferior to another.
   - - If some instructors accommodate multi modes, puts pressure on all to accommodate
- What is the sweet point in student numbers for hybrid
   - How do we accommodate accessibility considerations but with choice and flexibility?
   - How do we decide who these students are and how do we be fair?