

Week 2 – Sample Activity Instructions & Schedule

(from previous FLO workshop)

Activity Instructions and Schedule

Week 2 - Diverse Learners Online

Overview

When teachers and students move into the online environment, they encounter different possibilities and challenges. In the past, teachers focused on the needs of the adult learners that attended their face-to-face classes. Moving online meant the focus expanded to include issues of helping learners adapt to new technologies, and creating a welcoming and engaging learning environment.

Due to many changes in society, educators need to be sensitive to the learning needs of an increasingly diverse audience; adult learners come from different cultures, are at various stages in their educational path, experience different demands from personal circumstances and work demands, and have far greater access to educational choices due to the development of an increasingly connected world with ubiquitous access and mobile devices.

The intended learning outcomes for this week are as follows:

- Explore the needs of diverse adult learners
- Identify benefits and challenges of online learning
- Discuss potential instructor responses to support learning

Readings & Resources

Please read the **Week 2**

Overview <https://scope.bccampus.ca/mod/book/view.php?id=13317>

Buckets

In order to facilitate the analysis of this broad issue, we have used coloured buckets to represent three different perspectives: Blue Bucket - Intellectual Perspective; Yellow Bucket - Social Perspective; and, Red Bucket - Management of the Learning Environment Perspective.

We've randomly assigned you into small groups to explore each perspective, and created three separate working pages in GoogleDocs. We'll use the main activity discussion forum ([Diversity of Learners Forum](#)) to launch the Activity and to collect your group summaries. If, for some reason you believe you cannot contribute to the bucket to which you've been assigned, please contact us.

Assignments:

[Blue Bucket "Intellectual Perspective"](#)

- Team member
- Team member

[Yellow Bucket "Social Perspective"](#)

- Team member
- Team member

[Red Bucket "Management of the Learning Environment Perspective"](#)

- Team member
- Team member

Instructions and Schedule

Step 1 - by Monday, October 3 at 4:00 pm PDT

Access the working page for your bucket (see the clickable link above, in the list of team assignments) and start reviewing the questions. Interact with your team member within the document to collect your thoughts. Please post your tentative answers within the GoogleDoc.

Step 2 - by Wednesday, October 5 at 6:00 pm

Critically analyze the selected questions and share your suggestions for facilitator responses or strategies. Demonstrate consideration of central issues presented in your shared experiences and in the [Week 2 Overview](#). Bring your discussion to a close, and begin to prepare your summary.

Step 3 - by Thursday, October 6 at 4:00 pm

Each team should nominate a person to post their summary to the topic thread that will be posted in the Activity Forum ([Diversity of Learners Forum](#)). Feel free to present your summary using multimedia or some other means.

Step 4 - by Friday, October 7 at 10:00 am

Review the other bucket summaries. Use the three guiding questions to frame your comments/questions from a personal as well as professional perspective.

Step 5 - by Friday, October 7 at 4:00 pm

At the end of the week, provide constructive feedback to the Activity facilitators by posting your thoughts and suggestions to the thread posted in the feedback forum found in the Hub. The forum is called "[Feedback for Facilitation Teams Forum](#)" and the thread will become visible on Thursday - after the activity is complete.

Thank you! Merci! Danke! Multumesc!

Questions

The following is a list of the questions you'll find in your working documents (Googledocs) for each of the three buckets AND to guide your review and response to the summaries that will be posted in the activity forum.

Guiding Questions in the Summary Thread:

- What supports do diverse learners need in online learning environments?
- What can be used to make learning more effective or interesting for diverse adult learners online?
- How might you adapt your teaching practice to provide supports, or to take advantage of some of the opportunities for online learners?

The three Buckets and the suggested questions (feel free to also add your own if you wish!):

Intellectual

- How much effort can you spend building community in a content-heavy course?
- How much do you need to know about your domain/discipline to facilitate?
- How can learners be kept aware of their progress (importance of feedback) through the learning activities in the course?

Social Perspective

- Some learners prefer to learn "quietly" - is it an issue - why or why not?
- How do learners feel safe - what level of risk is acceptable?
- How can learners be helped to form connections?

Management of the Learning Environment Perspective

- How can learners be encouraged to explore the learning environment?
- What should happen before a course starts?
- What supports could be in place to help learners manage workload?