

Teaching Practices Proposal Round Table

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Proposal

In this self-study of teacher educator practices (S-STEP) I follow my journey with the alternate delivery mode during four semesters of graduate education in Educational Studies. I encountered many surprises, that came in the form of tensions around engaging students in online delivery. The surprises were grounded in my teacher identity, I had been teaching online for 13 years and I identify as a strong online pedagogue. However, I encountered many challenges in the sudden pivot to alternate delivery mode required due to the COVID19 Pandemic. This study applies a reflective process through a collection and thematic analysis of data from four lenses: the lens of students, the lens of colleagues, the lens of self and the lens of the literature (Brookfield, 2010). The purpose of this study is to listen to self and to others to find ways to improve student engagement in the alternate delivery mode of learning. The implications of this study are for both personal and professional practice as well as for other educators who may be experiencing similar challenges.

Statement

It has been a challenge for me as an experienced and skilled online educator to shift to alternate delivery. This surprised me, and prompted an inquiry into how to improve student engagement in alternate delivery models.

Round Table Outline

1. Presentation of the Research Problem
2. Theoretical Framework: S-STEP Research
3. Methodology: Four Critical Lenses Brookfield
4. Discussion and Feedback