

MIXED REALITIES: A

BLENDDED APPROACH

TO DELIVER

LEARNING

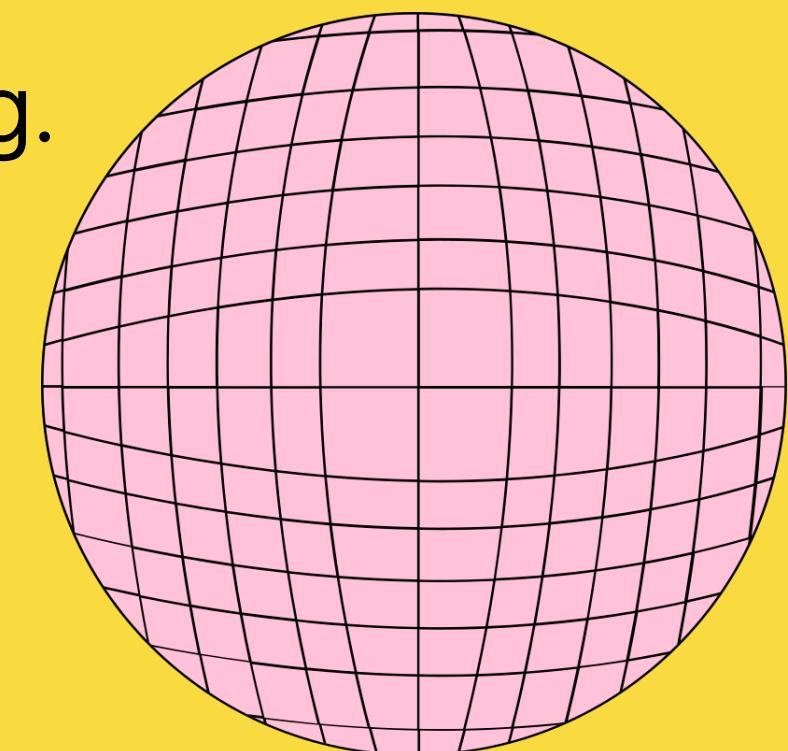
HELLO, I'M LEANNA BARWICK

I'm an undergraduate student in the Digital Futures program and expect to graduate this spring.

Did not take a conventional academic path

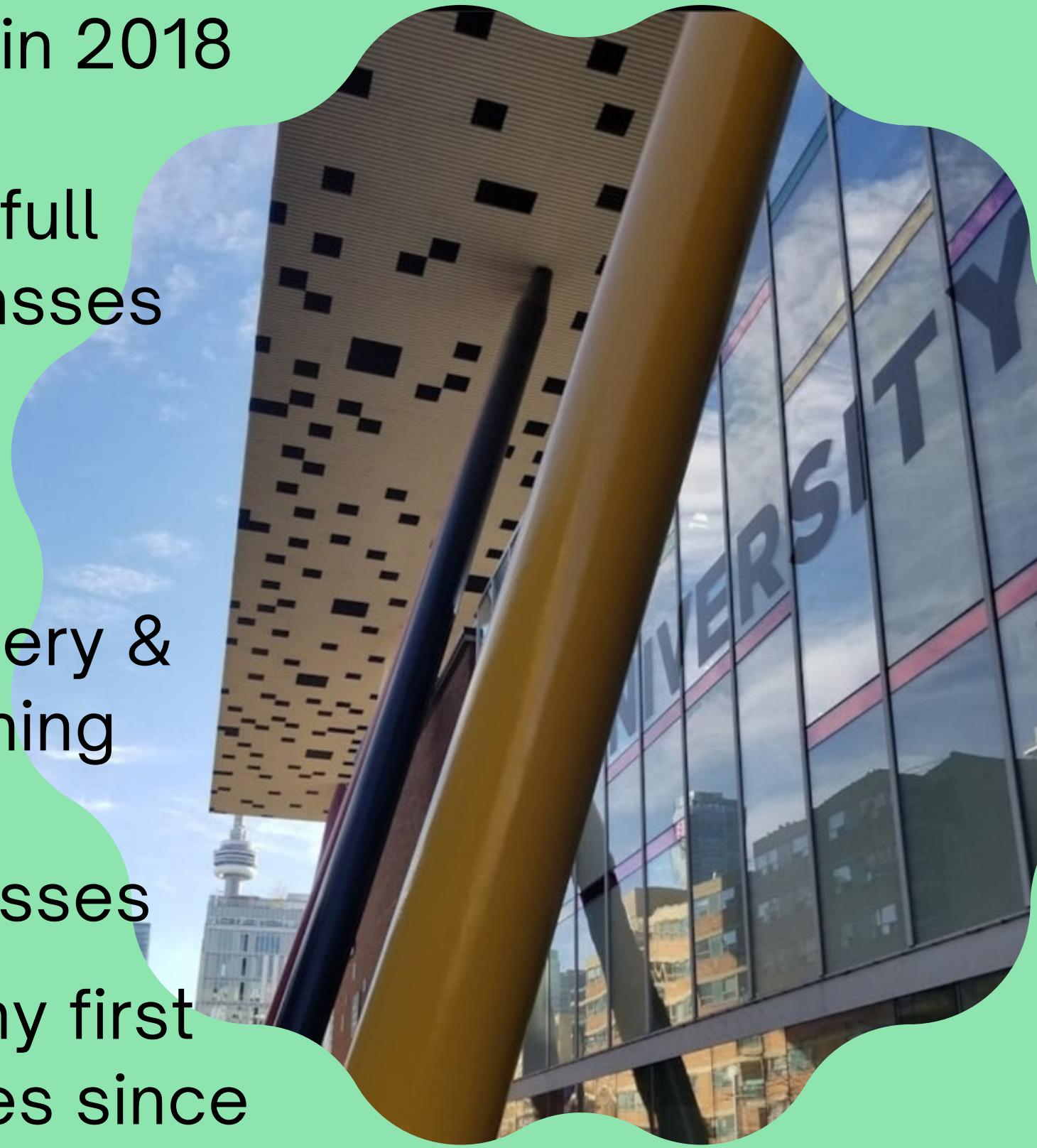
- Highschool drop out; mature student
- Physical disability & neuro-atypical
- mixed culture background

My approach to learning and my art practice blends physical and digital aspects and I found that at OCADU.

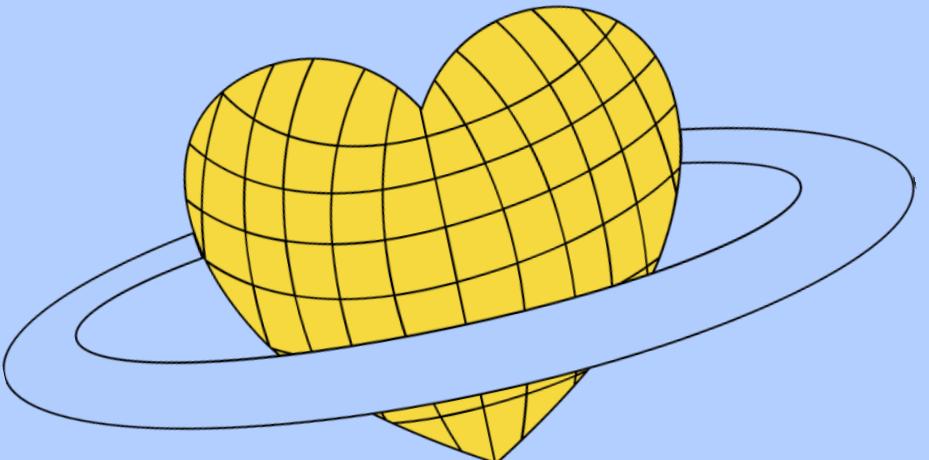


My Learning History at OCADU

- started OCAD University in 2018
 - attended almost two full years of in-person classes before the covid-19 pandemic lockdown
- switched to remote delivery & two years of on-line learning
- returned to in-person classes
 - this winter term are my first fully in-person classes since lockdown



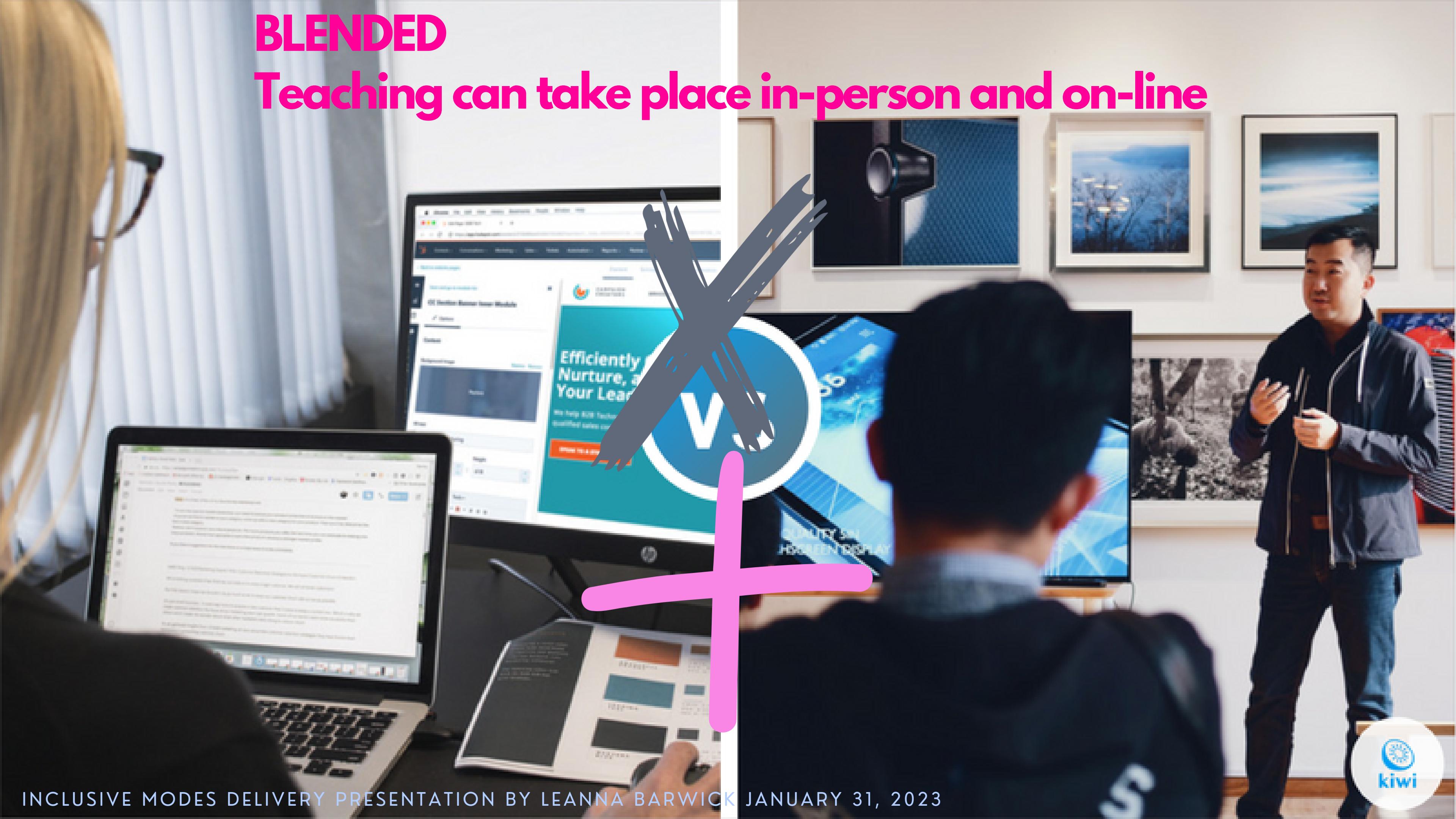
I advocate for a blended learning approach that acknowledges the mixed reality of the current learning environments and states of being that students are learning from.

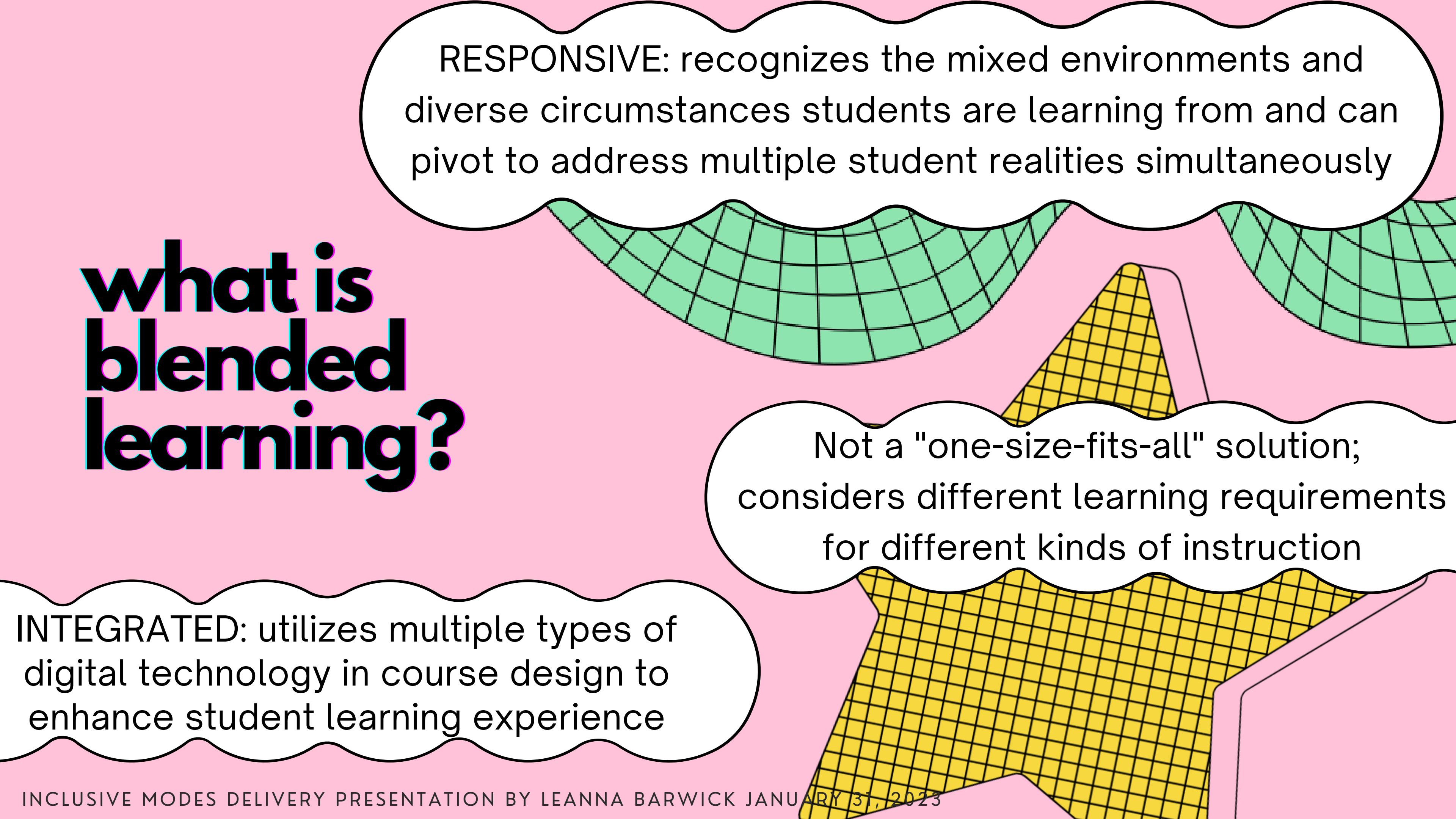


Mixed Realities Require a Blended Approach

BLENDDED

Teaching can take place in-person and on-line



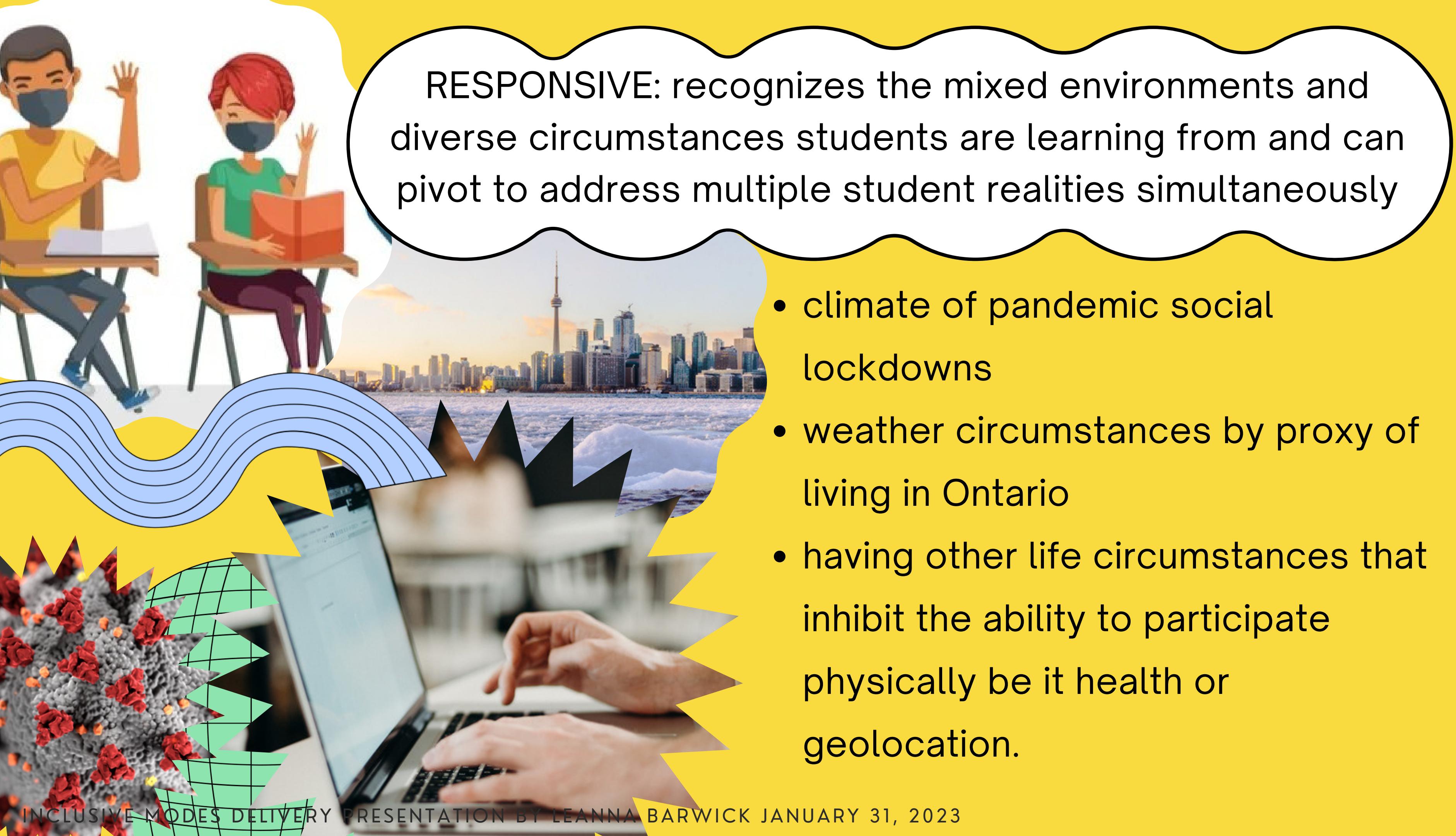


RESPONSIVE: recognizes the mixed environments and diverse circumstances students are learning from and can pivot to address multiple student realities simultaneously

what is blended learning?

Not a "one-size-fits-all" solution;
considers different learning requirements
for different kinds of instruction

INTEGRATED: utilizes multiple types of digital technology in course design to enhance student learning experience



RESPONSIVE: recognizes the mixed environments and diverse circumstances students are learning from and can pivot to address multiple student realities simultaneously

- climate of pandemic social lockdowns
- weather circumstances by proxy of living in Ontario
- having other life circumstances that inhibit the ability to participate physically be it health or geolocation.



BIP: BODIES IN PLAY

PROJECTS

BIP: BODIES IN PLAY

MAKE GAMES!

GAME:PLAY LAB
The OCAD University research lab for games and play

HOME

ABOUT

PEOPLE

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PUBLICATIONS

Bodies in Play: Inclusive Co-Creation for Wearable Technology and Virtual Reality is a two year research-creation partnership between **OCAD University's game:play Lab** and **Social Body Lab**, and **DMG** that brings together academic, cultural and community practitioners to co-create knowledge towards more inclusive, innovative design practices. It scaffolds meaningful equity in the creative technology space, through participatory, feminist research-creation in embodied interfaces. It will do this through a series of game jams and a residency program, bridging creative, technical and conceptual work in wearable technology and virtual reality (VR).

BODIES IN WEARABLES
REGISTRATION NOW OPEN

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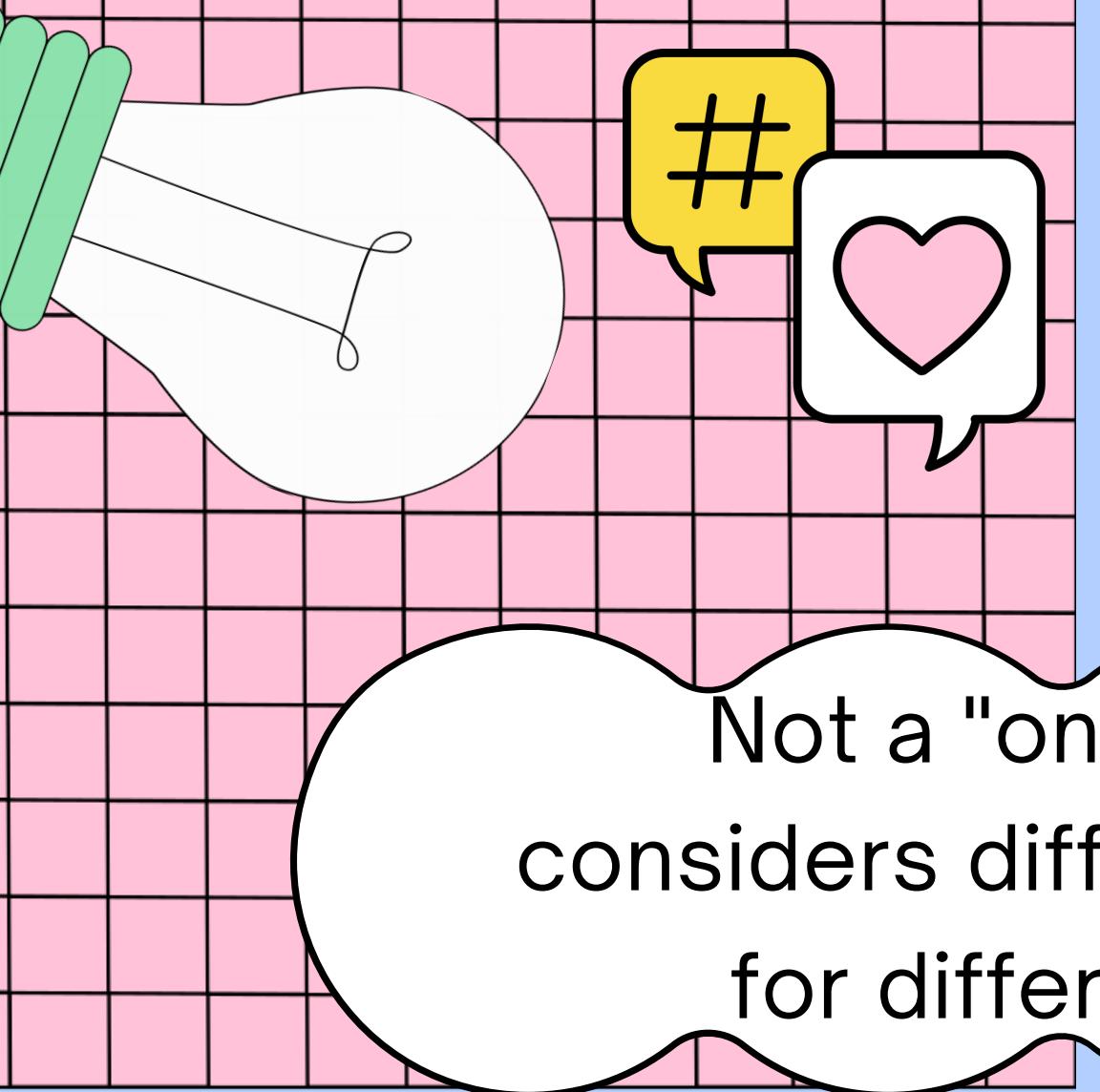
CONTACT

LINKS

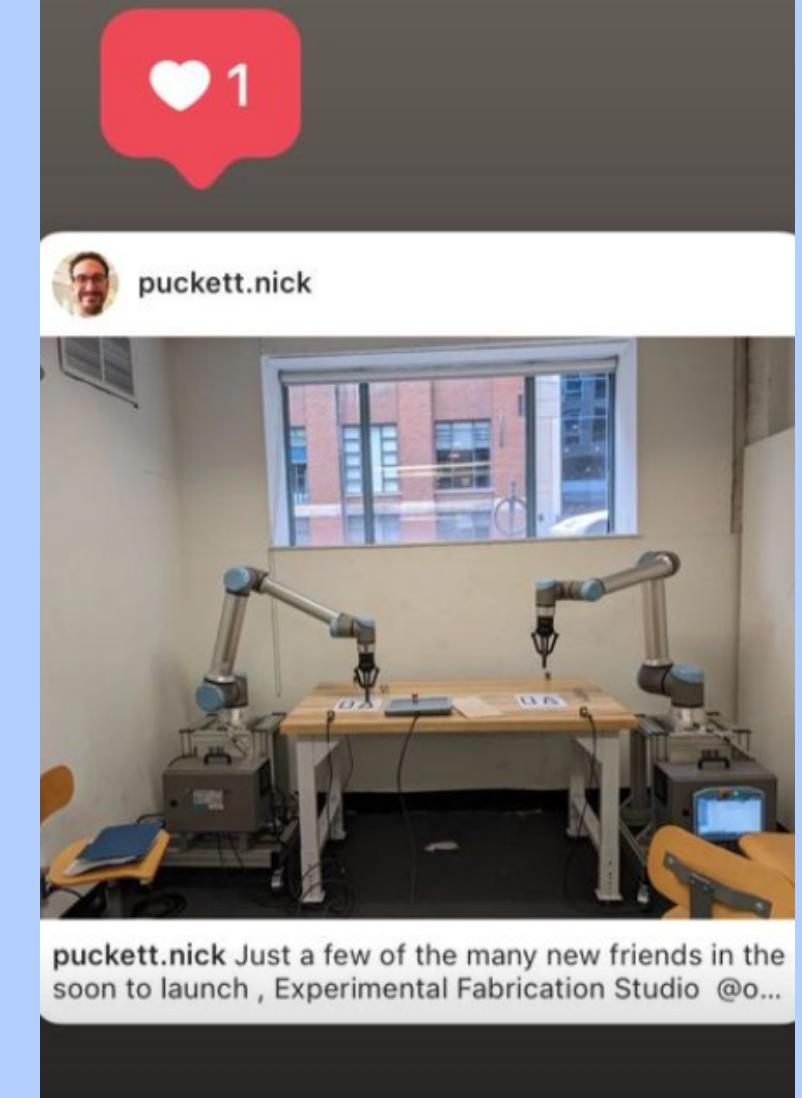
BODIES IN WEARABLES

An illustration of a person wearing a green shirt and glasses working on a computer keyboard. A blue robotic arm is positioned over the keyboard, suggesting a interaction or control mechanism.

INTEGRATED: utilizes multiple types of digital technology in course design to enhance student learning experience



Not a "one-size-fits-all" solution;
considers different learning requirements
for different kinds of instruction



- Dynamic, knowledgeable, connected teachers are central to blended learning process
- Course instructors choose the tools they will combine in their learning design and must guide and individualize learning based on numerous factors.
- Assessment of student learning path and effectiveness is ongoing

map of digital infrastructure pre-pandemic and now are not so different

???



???

DIGITAL ENVIRONMENT HAS MANY PARTS THAT CAN BE CONFUSING ACROSS MULTIPLE COURSES

STUDENTS STILL NEED COHESION & CONSISTENCY IN HOW DIFFERENT INSTRUCTORS DESIGN AROUND INTEGRATING THESE VARIOUS AND COMMON ELEMENTS



MIRO BOARDS

The Designed Alliance (Part One)

- Creating culture or atmosphere
- Creating shared responsibility

Instructions for Designing a Designed Alliance

Part One:

- Identify team's agenda (and hit points)
- Create context "before we get started..."

 - Agreements for working together
 - Useful tool to apply to multiple areas of life

- Start design process by asking about:

 - Atmosphere or culture
 - What will help the partnership to thrive?
 - What will we do when things are difficult?

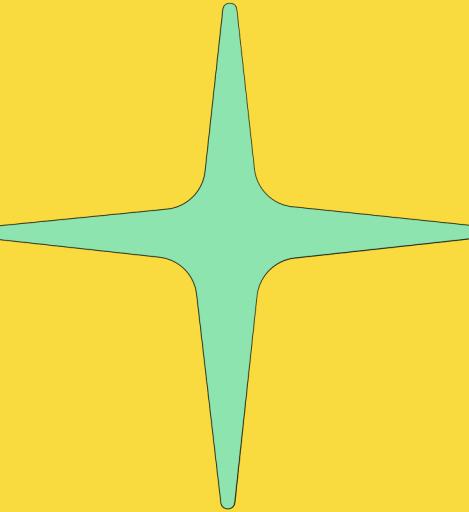
Part Two:

- Create co-responsibility with a list for what each person will be accountable.

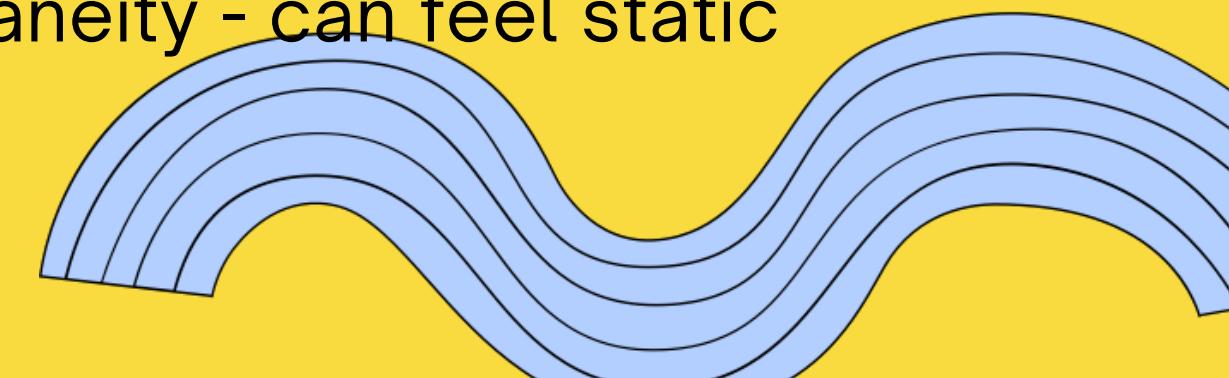


MIRO: collaborative on-line tool that can be used in-person

Challenges



- not having appropriate space to meet remotely; finding privacy is awkward, as is negotiating travel/space logistics to/from campus for in-person class
- current learning infrastructure does not support both; “*one or the other*”
- Access to technology and wireless connection at home is necessary
- Shift in teachers role to guide, coaching, mentor, facilitator
- clear & efficient communication is critical (syncing apps/calendars/info across platforms)
- support and training needed for faculty to be consistent with standards in how the modes are blended (canvas, OCADU365) and how to facilitate in mixed reality, creative use and application of range of modes
- Dialogue w/ students/teachers is difficult to maintain, lack of intimacy
- lack of immediacy (facial expression, names, comfort level, observation)
- content/class activity is usually prescribed - no room for spontaneity - can feel static

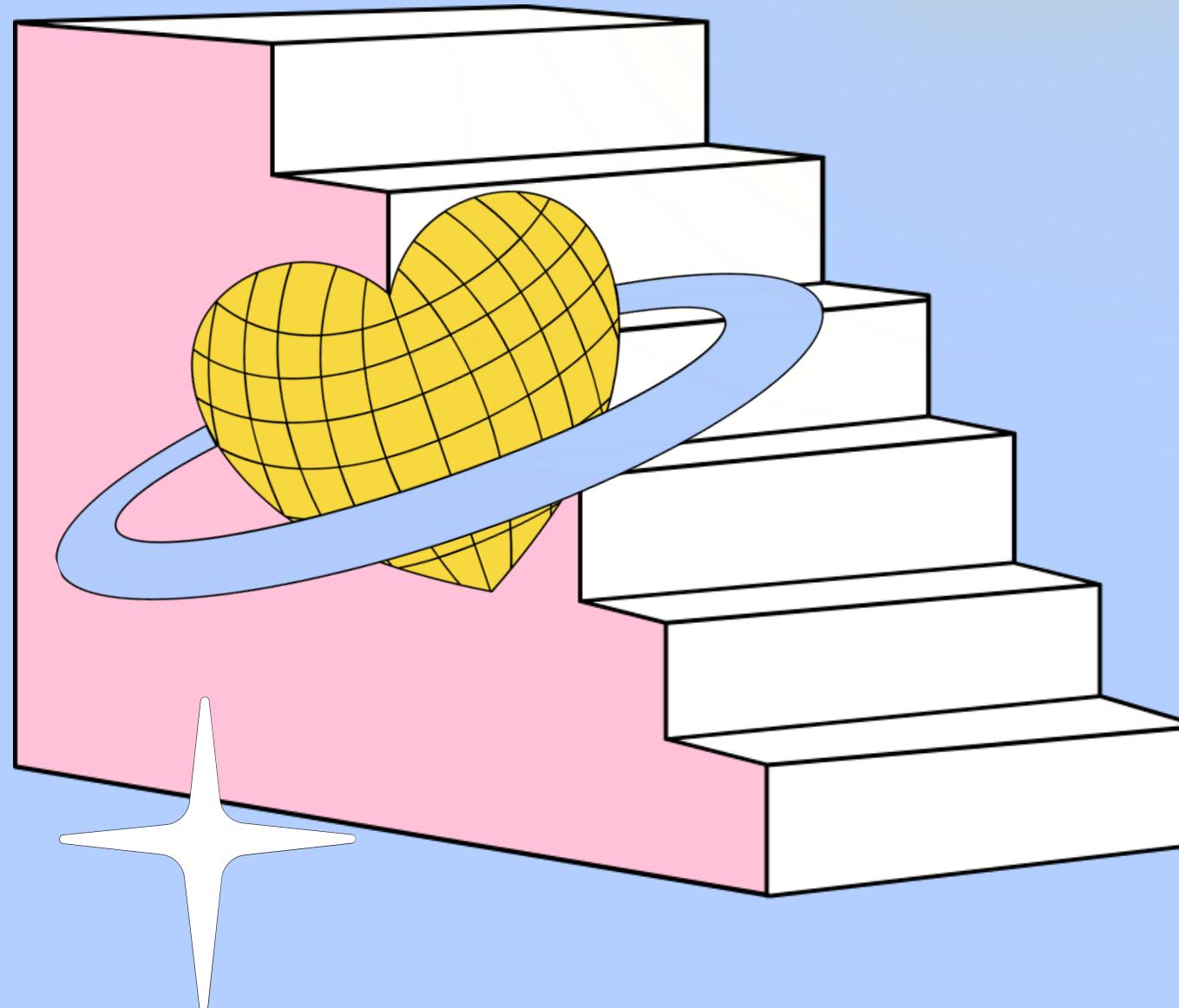


OPPRTUNITIES

**BLENDED LEARNING CAN MAKE LEARNING
ACCESSIBLE FOR MORE STUDENTS!**

- Many people with disabilities and different learning needs already depend on adaptive & digital technology to engage the world.
- Access will never be a static place we reach. Needs and barriers experienced will continue to be as dynamic and diverse as the students and world issues we exist in.
- Blended learning necessitates the ongoing process & re-evaluation on the modes of delivery and integrated learning.

Thank you!



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