

Strategic Design & Compassionate Pedagogy: Designing for Adaptation

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Key Takeaways

- Online learning can be adaptable and responsive to students.
- Synchronous environments facilitate responsiveness by creating a space for questions and clarifications.
- Asynchronous environments can also facilitate responsiveness; I particularly recommend: (a) assigning frequent reflective assignments, and (b) creating semi-complete course shells that are designed to be revised in response to student feedback.
- Instructor intentions and student experiences are often misaligned. This is okay! But it means we need to listen to our students and adapt accordingly.

Recommended Readings

Bjork, C. (2018). Integrating usability testing with digital rhetoric in *OWI Computers & Composition*, 49, 4-13. <https://doi.org/10.1016/j.compcom.2018.05.009>

Blythe, S. (2001). Designing online courses: User-centered practices. *Computers and Composition*, 18, 329-346.

Borgman, J., & Dockter, J. (2018). Considerations of access and design in the online writing classroom. *Computers & Composition*, 49, 94-105.

Borgman, J., & McArdle, C. (2019). *Personal, accessible, responsive, strategic: Resources and strategies for online writing instructors*. Fort Collins, CO: The WAC Clearinghouse.

Greer, M., & Harris, H. S. (2018). User-centered design as a foundation for effective online writing instruction. *Computers & Composition*, 49(14-24).
<https://doi.org/10.1016/j.compcom.2018.05.006>

Harris, H. S., Melonçon, L., Hewett, B. L., Mechenbier, M. X., & Martinez, D. (2019). A call for purposeful pedagogy-driven course design in OWI. *ROLE: Research in Online Literacy Education*, 2(1).
<http://www.roleolor.org/a-call-for-purposeful-pedagogy-driven-course-design-in-owi.html>.