

Support for Teaching and Learning

TEACHING AND LEARNING SERVICES

OCTOBER 29, 2020



Overview

- Support for Faculty, Contract Instructors, and Teaching Assistants
- Changes to Carleton University Online (CUOL)
- A new LMS is coming...
- Supporting Events
- Round up

Support for Faculty, Contract Instructors, & Teaching Assistants



Support for Instructors...



Building Your Online Course



Tools for Delivery



Designing Assessments & Exams



Working with TAs



Supporting Students



Online Workshops & Training

<https://carleton.ca/teachinglearning/transitioning-to-online-teaching/>

Building Your Online Course

- Basic Guidelines to Consider When Transitioning to Online Teaching
- Online Course Design Guide
- Classroom Studio Recording Request
- Access to Teaching Spaces on Campus
- Accessibility Resources for Instructors
- Copyright at Carleton
- Syllabus Checklist



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- **Syllabus Checklist**



Online Course Design Guide

MOVING YOUR COURSE ONLINE

Basic guidelines to consider when transitioning to online teaching





1 KEEP IT SIMPLE
As you move your courses online, be pragmatic. Make your expectations realistic, explicit, and kind for your students and yourself. Simplicity and flexibility will help everyone in this transition.



2 IDENTIFY COURSE LEARNING OUTCOMES
Use LOs to inform your decisions about what to adjust in your course while ensuring that you keep the academic rigor of the course intact. Outcomes should be SMART: Specific, measurable, attainable, realistic, and timely.



3 CHOOSE COURSE FORMAT
Identify which activities are suitable for asynchronous formats (pre-recorded lectures, online discussions) versus synchronous formats (live office hours, group meetings, presentations). Keep in mind potential barriers to synchronous meetings, such as internet speed, time zones, lack of microphone and accessibility.



4 EXPLORE ED TECH TOOLS
Familiarise yourself with Carleton's suite of educational technology tools so you know what's possible when teaching online. Explore the various online guides and resources on the TLS site and take advantage of online workshops to get started.

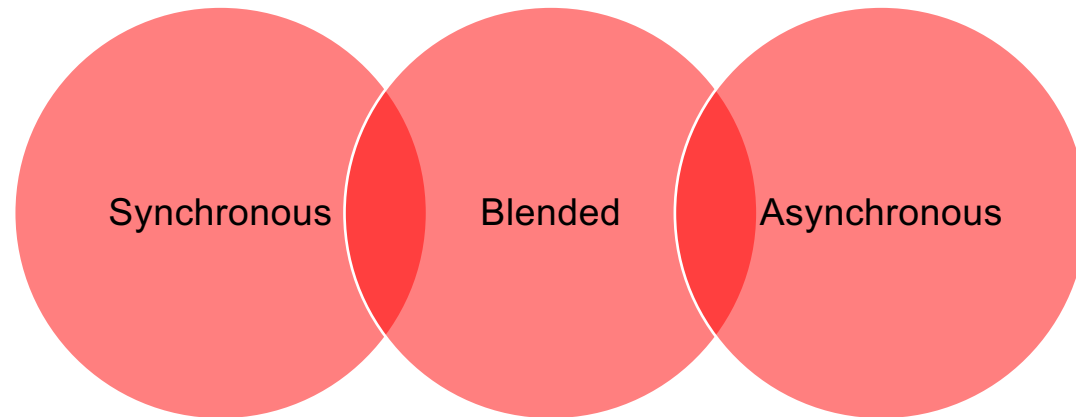


5 UPDATE MATERIALS AND ASSESSMENTS
Explore the different possibilities for online activities, including graded discussion forums, group assignments and portfolio assignments. You can also check to see what resources are available from publishers and the MacOchrum Library.



6 COMMUNICATE
Communication with your students is key. As a general rule, reach out at least once a week using email or the eLearn announcement forum. Q&A forums are also a great way to provide students with answers to their questions.

FOR MORE DETAILED INFORMATION ABOUT MOVING YOUR COURSE ONLINE, VISIT OUR ONLINE COURSE DESIGN GUIDE AT [CARLETON.CA/TLS](https://carleton.ca/tls)



Access to Teaching Spaces

- Current options
 - Borrow equipment
 - Book a teaching kiosk
 - Record from a studio classroom with technical support
 - Book a classroom as a workspace
 - Note: requires an instructor use their own technology.
- Future options
 - Use a classroom to teach both face to face and online at the same time
 - Book a classroom to teach from without direct support
 - Classroom will be configured with technology to support synchronous and recorded teaching.

Syllabus Checklist

- Suggested language:

<https://bit.ly/2TATqIW>

Example: Synchronous Course:

This course is a real-time, online course where the instructor and students meet via web conferencing tools, at scheduled days and times. Instructors and students share information, ideas and learning experiences in a virtual course environment. Participation in synchronous courses requires students to have reliable, high-speed internet access, a computer (ideally with a webcam), and a headset with a microphone.

Contents of the Course Syllabus

The course syllabus must specify all the elements that will contribute to the final grade and the weighting of each element. Remember that a syllabus is a course contract between you and your students, so it needs to provide all relevant information about the course's policies, assessments, and so on. Be as clear as possible in order to reduce needless challenges and appeals. Some academic units provide a course syllabus template, too, so check with your departmental administrator.

In the absence of a template, include these items in your course outline:

- Department, course name and number (including section letter)
- Academic year and term/session
- Prerequisites and preclusions (check the calendar)
- Name(s) of instructor(s)
- Contact information, including name, title, office number, email address, and office hours
- TA names, office hours and location, email (if known)
- Course modality (synchronous, asynchronous, or blended). It is highly recommended that you provide a description of the weekly lesson/module experience you will be asking your students to adhere to. **See below for suggested language.**
- For any synchronous components: platform (BigBlueButton, Zoom, etc.), days and times. If you plan to record these, which for accessibility purposes is strongly advised, communicate that to your students on your syllabus. **See below for suggested language.**
- Recommended technical specifications to succeed in the course (e.g., a laptop or desktop and not a phone, stable internet, mic, webcam, etc.). For help composing this, check out **Technical Specs for New Students**.

Tools for Delivery

- Educational Technology Tools for Online Delivery
- Web Conferencing at Carleton
- cuLearn Course Template
- Equipment Loans for Teaching Online
- Teaching with Technology Support



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Ed. Technology Tools

Synchronous

- Zoom
- BigBlueButton
- Microsoft Teams

Asynchronous

- cuLearn/Brightspace
- Kaltura Capture
- cuPortfolio
- Polleverywhere.com
- Ares - Library Reserves
- Integrations with textbook publishers

Equipment Loans

Microsoft Surface Tablets

iPads with Apple Pencil

Document cameras

Wifi hotspots

Web cams

Headset mics

Instructors complete a form.

<https://carleton.ca/teachinglearning/equipment-loans-for-teaching-online/>

Designing Assessments & Exams

- Assessment Resources
- Assessments and Exams: Considerations for Change
- Designing and Administering Exams in cuLearn
- SES Exam Resources for Staff and Faculty



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Designing and Administering Exams in cuLearn

Quiz Exams

Create a timed exam using multiple choice questions, or multiple question types, such as matching, short answer, true/false, and more.

Assignment Exams

Create an exam submission dropbox where students can upload electronic text or media files within a specified time window.

<https://carleton.ca/culearnsupport/instructors/exams/>



Working with TAs

- Working with TAs in an Online Environment
- TA Support Website: The Online TA
- cuLearn Support for TAs



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cuLearn

Carleton.ca

Academic Support

Library

Carleton Central

MyCarleton


Email

TA Central Hub: Training & Resources

Dashboard

General

Recorded Live Workshops





TA BASICS 101: Being a Teaching Assistant in a Digital Environment

PLEASE NOTE: to receive 2 hours of paid pedagogical training you must complete the short quiz (see directly below)


This session was recorded on September 8th, 2020, and will help prepare you for an exciting online teaching experience as a TAI! It covers the following topics:


- conducting tutorials
- managing discussion boards
- holding virtual office hours
- helping students navigate online
- developing engaging and effective online activities
- creating a strong TA/instructor relationship
- using learning technologies
- student resources available

 Short Quiz - TA Basics 101 Session


 BigBlueButton Training Session


This session was recorded on September 11, 2020, and covers how to host live online presentations, tutorials, office hours, or other meetings.

 Big Blue Button Quiz

 TA Workshop: cuLearn Assignments, Rubrics and Feedback

The cuLearn Assignment tool allows you to receive file submissions from students and manage the grading of this work. This online session gives you the opportunity to explore the grading functionality for cuLearn assignments and submissions. We will look at the use of rubrics and marking guides to support grading as well as best practices for assignment grading. LEARNING OUTCOMES By the end of this workshop you will be able to: 1) Effectively and efficiently mark assignment submissions in cuLearn 2) Manage assignments in the gradebook 3) Identify feedback strategies using cuLearn assignments 4) Recognize the use and value of rubrics and marking guides in a TA's marking process.

 Quiz for cuLearn Assignments, Rubrics, and Feedback

 Zoom for TAs: Facilitating Online Breakout Rooms, Tutorials, and Office Hours

Supporting Students

- Engaging Students Online
- Resources for Students Learning Online
- Carleton's Student Support Services
- cuLearn Support for Students



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Resources for Students Learning Online

Online Learning Orientation 2020-21

[Dashboard](#)

Welcome to your Online Learning Orientation!

In this **one-hour course**, you will be introduced to the main features, benefits, and challenges of online learning and then explore various considerations for online learning such as: how to effectively manage your time, how to optimize your learning space, how to interact and engage online, and where to seek additional supports.



Along the way, you will hear from students who successfully finished an online course at Carleton University and will have an opportunity to hear some great tips from them, which can help you become a successful online student as well!

This module has been designed to introduce you to online learning and provide you with strategies and resources to help you successfully navigate this learning experience. It is brought to you in collaboration with Carleton's **Centre for Student Academic Support (CSAS)** and **Teaching and Learning Services (TLS)**.

Resources to Help You Learn Online



Navigating Online Courses

- **Types of Online Courses** – synchronous, asynchronous and blended courses defined
- **Getting Started** – things to do before your online course starts



Your Online Classroom

- **cuLearn Tips**
- **Zoom**
- **Microsoft Teams**
- **BigBlueButton (BBB)**
- **Web Conferencing Guidelines for Students**



Learning Strategies and Best Practices

- **How to be Successful in an Online Course**
- **Online Learning Orientation** – cuLearn mini-course



Time Management

- **Time Management**
- **Procrastination**
- **Goals** – setting and sticking to goals
- **Self-Management** – skills checklist
- **Multitasking** – pros and cons

<https://carleton.ca/teachinglearning/2020/resources-for-your-students-learning-online/>

Online Workshops and Training

- Upcoming Pedagogical and Educational Technology Workshops
- Recordings of Past Workshops
- Welcome to My Online Classroom
- Dialing Up: Conversations on Remote Teaching



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Upcoming Workshops

These sessions are intended for Carleton University faculty members, contract instructors and staff. All workshops will be offered online until further notice.



Welcome to My Online Classroom -
Deidre Butler

► 54

<https://carleton.ca/edc/events/>

OCT
29 Getting Started with Zoom
🕒 2:30 PM — 4:00 PM

OCT
29 Open Consultation: Winter Is Coming
🕒 10:00 AM — 12:00 PM

OCT
30 Open Consultation: The Final Stretch
🕒 2:00 PM — 4:00 PM

OCT
30 Let's Talk (Online) Teaching!: An Open Q&A Forum
🕒 10:00 AM — 12:00 PM

NOV
09 Welcome to My Online Classroom - with Shazia Sadaf
🕒 10:00 AM — 11:30 AM

NOV
09 Incorporating the FUSION Skills Development Project into Your Course
🕒 1:00 PM — 2:30 PM

NOV
18 Learning Through Doing: An Introduction to Incorporating Experiential Learning into Your Courses
🕒 10:00 AM — 11:30 AM

NOV
24 Welcome to My Online Classroom - with Vivian Solana
🕒 1:00 PM — 2:30 PM

DEC
08 Welcome to My Online Classroom - with Vincent Andrisani
🕒 1:00 PM — 2:30 PM

Changes to Carleton University OnLine (CUOL)



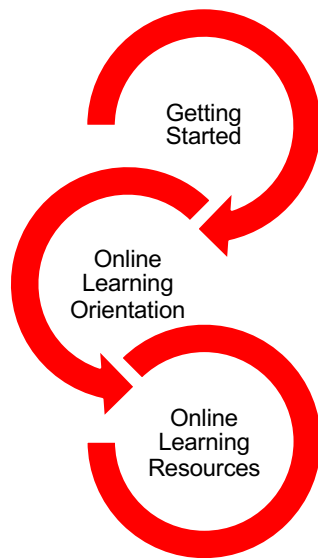
End of an Era: CUOL

- From 1978 to 2020, Carleton University OnLine (CUOL) offered distance and online courses.



Carleton Online

- A unit that supports, advocates, and guides online student learning.
- Provides access to resources and strategies to help students succeed in online environments.



Resources to Help You Learn Online

 Navigating Online Courses <ul style="list-style-type: none">• Types of Online Courses - synchronous, asynchronous and blended courses defined• Getting Started - things to do before your online course starts	 Learning Strategies and Best Practices <ul style="list-style-type: none">• How to be Successful in an Online Course• Online Learning Orientation - cuLearn mini-course
 Your Online Classroom <ul style="list-style-type: none">• cuLearn Tips• Zoom• Microsoft Teams• BigBlueButton (BBB)• Web Conferencing Guidelines for Students	 Time Management <ul style="list-style-type: none">• Time Management• Procrastination• Goals - setting and sticking to goals• Self-Management - skills checklist• Multitasking - pros and cons
 The Learning Space	 Personal Support System

Online Learning Orientation 2020-21

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1: Benefits and Challenges of Online Learning



Upon successful completion of this section, you will be able to:

- Describe key components of online learning
- Identify benefits of online learning
- Identify challenges of online learning

Student Services



Student Support Services

Wellness, academics, and more!

Technical Help

Experiencing technical issues?

cuLearn Student Support
ITS Service Desk

Web Conferencing Tools Help

- Zoom
- Microsoft Teams
- BigBlueButton (BBB)

Library Reserves

View course in Aris

What does this mean?

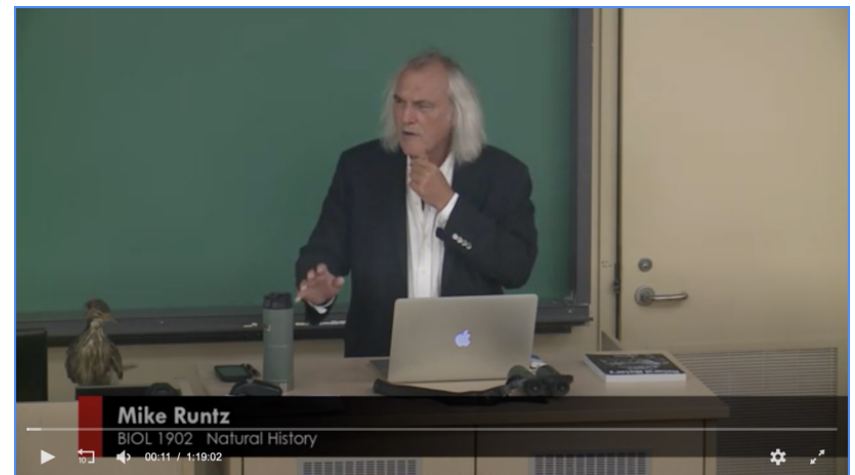
- Recording of live classes and using these recordings to simultaneously offer both an inclass section and an online section is no longer possible.
- CUOL and VOD sections no longer exist. (A + T/V + OD sections of the same class).
- However using previously recorded CUOL lectures to offer an online course is an option for Summer 2021 and Fall 2021.

Recording services and media production are still key services for instructors and departments.

Recording and Media Production



<https://bit.ly/2HMI8tB>



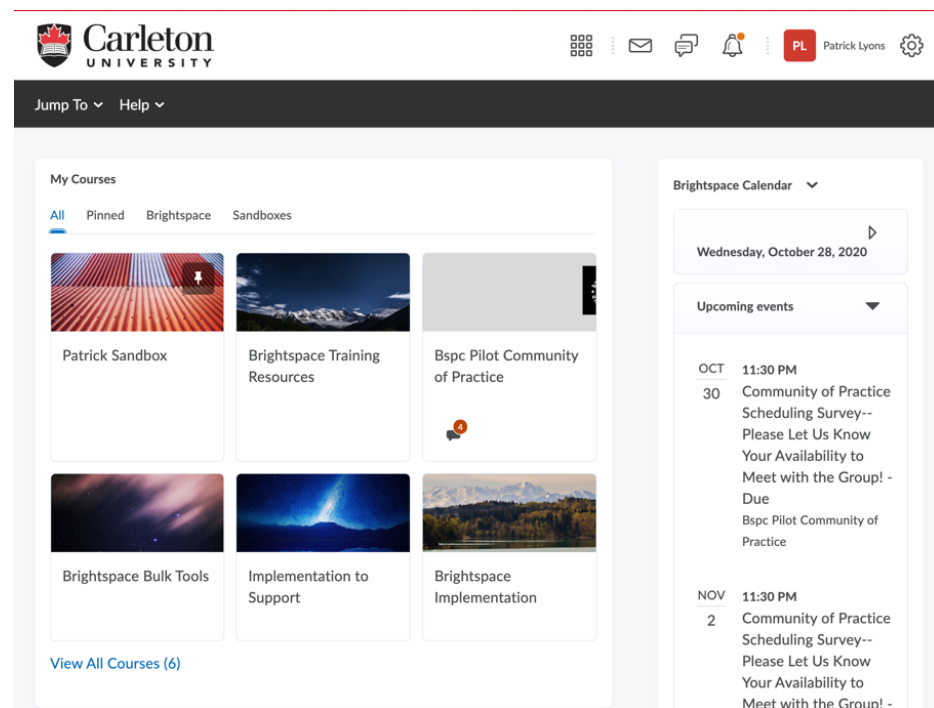
A new LMS is coming...



Coming May 2021: New LMS!

Brightspace

- Cloud hosted, meaning improved performance, scalability and reliability.
- 24/7 support for students, instructors and staff.
- Simpler interface and more intuitive gradebook.



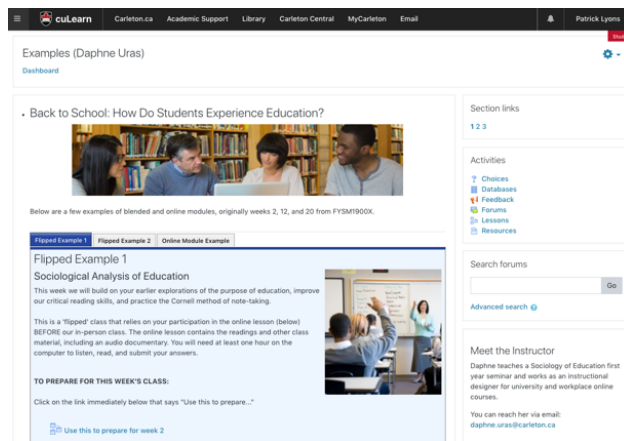
Limited Pilot of Brightspace in January 2021

- Anticipate 30 instructors/courses
- Up to 2000 students will be in these Brightspace courses.
- Goal is to develop champions, a better understanding of the tools, and the migration pathways.

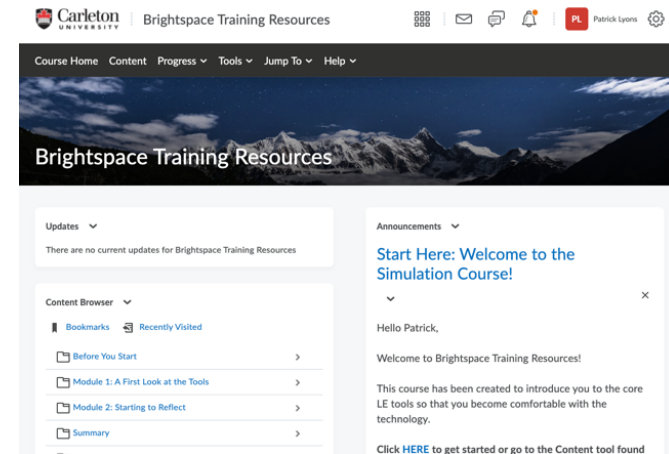
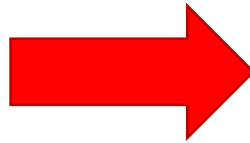
The screenshot shows the Brightspace interface for the 'Bspc Pilot Community of Practice' course. The top navigation bar includes the Carleton University logo, the course title, and user information (Patrick Lyons). Below this is a dark navigation bar with links: Course Home, Content, Progress, Tools, Jump To, and Help. A search bar is located on the left side of the main content area. The left sidebar contains a list of course sections with their respective counts: Course Details (2), Bookmarks, Course Schedule (49), Table of Contents (5), Bspc Pilot: Community of Practice (28), Learn Brightspace (12), Resources and Supports (4), and Sample Module. The main content area is titled 'Course Details' and features a 'Welcome Brightspace Ambassadors!' message. It explains that this is a collaborative and interactive space for exchanging information, concerns, and tips. The objectives are to help users familiarize themselves with Brightspace, build confidence and skills, and engage with colleagues. A 'What will you find in this community?' section lists three bullet points: resources to learn about Brightspace, shared forums for engagement and reflection, and opportunities to use tools as a learner. Below this, a 'To help get things started, we recommend you follow the steps below:' section lists two numbered steps: 1. Access the 'Brightspace Pilot: Community of Practice' module and participate in the following activities: 'Introduce Yourself forum' (post an introduction) and 'Share Your Syllabus assignment' (upload your syllabus). 2. Visit the 'Wicked Pedagogical Challenges discussion' and use this forum throughout the pilot to discuss challenges with the group. A 'Print' button is visible in the top right corner of the main content area.

Support for the Transition

- There will be extensive support for instructors and TAs
- Professional development, direct support, and documentation.
- All courses from the last three academic years will be migrated.



cuLearn



Brightspace

Supporting Events



Event Support - CUES

- Complete technical support for online events.
- Support small to very large groups or events using Zoom and other platforms.
- ims.conference.support@carleton.ca



Round up

Extensive support for instructors
and teaching assistants

www.carleton.ca/tls

Carleton Online

www.carleton.ca/online

New LMS in May 2021

www.carleton.ca/brightspace

Event Support

<https://carleton.ca/ims/cues/>

Contact:

tls@carleton.ca

patrick.lyons@carleton.ca