

ANNE

TREPANIER:

Hi, everyone. Thanks for joining this mini-online session on online learning. If you watch this today, it's because you have to migrate your teaching online, and you care about your teaching and your students. And you may feel lost, overwhelmed, reluctant, or just curious about my classroom.

So we will turn all that into positive and creative energy together today. We will look at your pedagogical intention. And we'll find ways to identify the transferable teaching skills you have and migrate them. We will look at what works well in your classroom and what can be translated on to the online platform.

So I will share a few ideas about course planning, about planning each week, each module, including your weekly interactions. If you have not seen that before, maybe it's a good idea to go watch my Jumpstart videos. I've made them with Maristela at EDC.

And they will help you Jumpstart your interaction with students, your communication. They will help you assess your technology. Build a safety net for yourself and your students, et cetera. So if you haven't done so, watch these videos first.

I know I come after many excellent instructors here. And I also know that I will be followed by some more, including my colleague, Kahente. So please accept this contribution today as a humble part of a larger existing expertise that we have here at Carleton.

So I will try to give you examples of ready-to-go activities that instructional designers know well, and that you can adapt to your own needs, your own course, that you can make yours, in particular ones that build digital literacy, discipline-related skills, and that help build a community through a sense of accountability towards work done in the class, towards the work to come in the class, and towards each other.

My name is Anne Trepanier. I teach in the school of Indigenous and Canadian Studies, and also in the Department of French. There is, of course, a difference between emergency online delivery and effectively building an online course.

So if you're here today, it's probably because you've done the latter in March and that you're looking for some tips to migrate an existing course online. This will require time.

So some of the tips and advice. You might receive from the wonderful people in the pedagogical design here at Carleton stem from my trials and errors. They are now up and running, such as the introduction assignment. They ask the prof page or Q&A page, a weekly learning response, automated feedback and quiz.

So I will introduce them today. You can import them directly in your courses. The idea here is to help you develop a teaching practice that you can sustain, that you are comfortable with.

Do not worry-- you're a teacher, you're a prof. You can do this. E-pedagogy is only pedagogy with an E.

Now, most of you know now that online teaching is not easy. So I've lost my best line. I think the biggest fear I had was the assumption of the platform being a dry space.

There is also a new kind of authorship that a creation with online course demands. And I would say the biggest challenge, I think, is to translate online what works well in the classroom for you. And the even biggest challenge is to plan-- plan in advance, because the wonderful people at EDC will help you, but you need to come prepared.

How could you captivate a public that is not captive in a classroom, anymore, right, students who can log off any time or skip the course? So if we're talking about migrating, we're talking about translating a course and a teaching practice in the online format.

Are you worried about being a traitor to your own material or to your own teaching practice? So I think a way to be productive is to assess what you have and what you will keep, like the expertise of the field, your knowledge of theories, concepts, and definitions. You know where to look when you are looking for a good source, a good book, a good film, a good archive, a good keyword-- you know them.

You have the knowledge of the literature of the field. You're the expert, you're the prof. And you have a network.

You have a network of people to do interviews with. You have a network of people to help you create documents. So maybe they can share their resources with you.

In terms of teaching, let's identify what teaching skills are transferable to the online platform. Are they that different from the normal skills an instructor should have?

I love this quote. It tells about the non-literal translation going from one world to another world. The classroom world needs to be translated onto the online world. Loyalty is not about the resumption of word for word, but of the world to another world.

Pedagogical epiphany will maybe happen to you like it happened to me. The traditional lecture is non-transferable, but the teaching and reaching techniques are. So let's accept we are working from online.

Internet is right there, full of encyclopedias, digital archives, documentaries, virtual museums, ebooks, tutorials. This new challenge of being strictly online awakes a pedagogical epiphany, for me at least. The instructor is not there to give information, to provide information. The information is already available in a variety of forms. The instructor is there to help students develop digital literacy to guide students and their meaning-making process, while helping them develop critical thinking and effective research skills.

Reflect about your pedagogical intention. My intention is to create a safe, stimulating environment for learning, is to have the students interact deeply with the course content, to help students develop an informed opinion, and I also want to make sure I'm managing sensibilities, mine and theirs.

So how will I do that? Take a minute and think for yourself about what worked in your classroom in terms of learning activities and assessments-- group work, debates, presentations, dictations, presentations and group feedback, essays, field trips. What worked?

Now let's try to match your pedagogical intention with these activities. In my case, it

would mean providing opportunities for group work, providing opportunities for research, for hands-on activities, providing opportunities for guided reflections and comparisons, providing opportunities for writing opinion pieces while practicing correct referencing and quoting, and creating a solid rubric for forum participation and for every assessment, because a solid rubric is something that helps the space being a safe space. And also, it will save you tons of emails.

Plan your course. I know you're pressed with time. But there's nothing worse than having to run back to the grocery store in the middle of a cooking show, right? So plan your course.

You can work in chunks of six weeks. Before and after mid-term, for instance, you can work on the first six weeks now. And while you're animating the course, work on the last six.

The idea, assuming that your course will be asynchronous for the most part, is ideally to give students the possibility to jump two weeks ahead of the plan schedule.

Simple, predictable, well-organized, repetitive format permits to rigorously apply the learner-centered teaching. So what's in a course? A lecture, a reading, learning activities or assessments, and some additional content, right?

These can take various forms. The idea is to chunk these elements. The lecture needs to be sequenced in chunks, available for learning on the go, and still an intellectually coherent and pedagogically valid format.

Again, people at the EDC-- wonderful people. Maristela and Juan designed activities that matched the objectives I had for the classroom experience after I agreed-- and only after I agreed to explicitly decide on specific objectives and outcomes for every single weekly portion of the online course. So that's the real challenge-- prepare intensively before asking help from the EDC specialists.

So again, good use of learning with multimedia principles-- less is more, pre-training, training for your students, step by step. What do they need to know in order to do the bigger assignment, and the other one, and the other one?

Keep the style conversational. Segment. And of course, a coherent lesson course

design that is providing a safe, learning environment.

So for me, good course organization means modular lessons with practice exercises, weekly activities with deadlines and feedback. But first, you need to create a safe space and a sense of community.

This activity is available to you. It was designed for students to introduce themselves to the rest of the class and build a sense of community. Teach by example. Do it--ask your teachers to do it.

Another way of building a community is a weekly poll that keeps the students connected to the others. So that's an activity that's available. You can, of course, change the questions, if you will, but it's ready to go. Ask EDC.

What else? A good story board. This is my classroom for the Critical Nationalism course. On the left, you have images, pictures I took or pictures that are free of copyright on the internet.

This is an example from a module itself. So it's very clear for the students they do know what they need to do. In the first part, they have the instructions, then the lecture, then the activities.

A storyboard is helpful. You can have your own style that is duplicated in all your courses. For instance, my storyboard looks like that-- intro video, learning outcomes, mini-lecture mini-quiz, mini-lecture, reading, a poll or a survey, a video.

I usually use National Film Board, or a list of films from the library. They have this Kanopy, I think it's called, a list of films you can use that's more secure than YouTube videos.

Video response. So they have a guiding sheet to help draft their response, another mini-lecture, mini-quiz, lesson wrap-up.

Each module is set on a page that clearly lists the expectation. So this is an example from module 3. And if we go in the course, let's see, select a nation in Canada activity, for instance. Again, the instructions are super clear.

You want to have a clear grading rubric as well. If you can personalize the teaching,

practice quizzes, you can add an automated answer to that. It's even best for students-- they feel connected to you and to the course.

Again my trick is the weekly learning response. This is also an activity that's available for you. You can, of course, adopt the questions to your course.

My favorite is this one. I took the idea from a professor at Harvard. He used to call these questions the two-minute essay.

The weekly responses appeal for my answers, of course. And I write a message from the prof every week. Well, I skim through these answers, or one of my TAs does.

And then I write an answer to the whole group. I also make sure to connect my answer to the real world and add a few hyperlinks. In other words, this is a place for me for safeguarding the integrity of the course material presented. It's like a big digression that I allow myself to do every week.

I save myself about 100 of emails because I don't answer directly to each of the students. But it's a general answer.

I must say that I try to quote as many students questions as possible with their names. So there is a sense of cohort. And it's just nice that they see that I care about them.

Again, an important advice I have for you is to train your students, build their skills, practice the skills. It shouldn't be the first time they do something if it's about the way to it. Right?

Examples from my course, they differentiate the primary from a secondary source. Then they identified themselves and should use a primary source, then they locate and summarize a secondary source. And they share their resources using the database activity with a limitation.

When they submit their work, and only then, can see the rest of the sources collectively found by the students. By doing so, they can search within the course database to reinvest in subsequent activities.

So they feel connected to the others. They need the others. If they need to quote or

reference two primary sources or three primary sources, they will use the ones collected by their peers. So that's a feeling you want to have, to feel that you are a cohort, there is a group, the people have names.

And especially when you open the feedback or comment boxes under the submissions. It's fun because students can say, oh, good job, et cetera. They keep up each other. And if you oblige them to do so, it works even better.

Yes, even with carefully selected course content sitting in front of a screen for university credit can easily turn into a very passive experience for both students and instructors. So I tell you, whenever possible, the integration of creative assignments can transform the course into a place for deeper learning, original student research, rewarding teaching.

So take your time, but take the time it needs to assess your pedagogical intentions. Assess your transferable skills. Identify activities that work well for you. Plan your course plan-- each module.

Take advantage of the ready-to-go activities, such as the introductory activity, the learning responses, the Q&A page.

Learn how to record with Kaltura. Invest in a good microphone. Find a quiet space to record your mini-lectures. Keep them mini. It's easier to record when they're mini.

And this one is too long. Find out about EDC to migrate your best-working activities for the online format, but only-- and only-- when you are ready.

Teaching and learning deserve time, commitment, and respect. And professionals at EDC are very busy. So prepare well before you ask them to implement activities.

Like you, I'm taking my position of instructor very seriously. And we are all there in the same boat. And I thank you for listening to me.

And I am sure that you will continue to be an example and inspiration for your students. You have always been that. And that will continue.

Stay strong for your students. They will need you. And thank you for allowing me to give you tips. I had to learn to let my course begin a site of interest and of possible

criticism. So that's where I am today.

So thanks for your interest and your questions. I think that the chat has been recorded. So you can see how lively our conversation was earlier in the workshops. Thank you.