Slide 1

MIGRATING THE PEDAGOGICAL INTENTION FROM CLASSROOM TO ONLINE

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Thanks to Maristela Petrovic-Dzerdz for letting me use a few slides from our common paper at the 2013 CUOL conference.

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Slide 2

Agenda

- Transferable teaching skills
  - Migrate activities working well in the classroom into an online platform
- Course planning
  - Planning each module – weekly interactions
- Examples of activities that help build:
  - Digital literacy
  - Discipline related skills
  - Community:
    Accountability towards:
      - the material
      - each other

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Slide 3

Jumpstart

Preparing the learning space

- Physical learning space
- Mental learning space

Kommunikation: Was muss berücksichtigt werden?

- Transparenz
- Frequenz
- Konstanz und Kohärenz

Konstanz und Kohärenz

- Wählen Sie eine Kommunikationsart und form und behalten Sie diese bei
- Schaffen Sie klare Erwartungen

Organizzare il suo tempo

- Rilleggete il suo corso di maniera globale
- Sii creativo
- Trovi risorse online e intorno a lei
- Sii realistico

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Some things don't change

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Slide 5

"Does it Take More Faculty Time and Effort to Teach Online?"

- 44.6% of chief academic officers now report this to be the case

- Those academic leaders with greater exposure to online teaching are more likely to report it takes more time and effort to teach online

It Takes More Faculty Time and Effort to Teach an Online Course Than a Face-to-Face Course - 2012

- Agree
- Neutral
- Disagree

http://www.onlinelearningsurvey.com/reports/changingcourse.pdf

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Slide 6

Manolo Blahnik: 'There is nothing charming about a woman who cannot walk in her shoes'

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E-Pedagogy

Is… Pedagogy with an e…

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Traduttore, Traditore?
What have you got?

- You have expertise of the field
- You have knowledge of theories, concepts and definitions
- You have knowledge of the literature
- You know the network

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Dire presque la même chose
Umberto Eco, traduit par Myrien Bouzaher (2002)

«La fidélité n'est pas la reprise du mot à mot mais du monde à monde. (…)

Dans ce passage d'un monde à l'autre, tout est affaire de négociation. Le mot est lâché : un bon traducteur sait négocier avec les exigences du monde de départ pour déboucher sur un monde d'arrivée le plus fidèle possible, non pas à la lettre mais à l'esprit. Tout est donc dans le presque du titre»

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Pedagogical epiphany

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Migrating intention

- To create a safe and stimulating environment for learning
- To interact deeply with the course material
- To develop and express an informed opinion
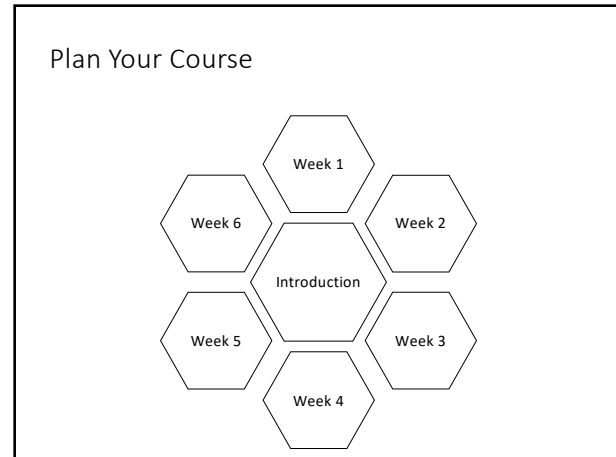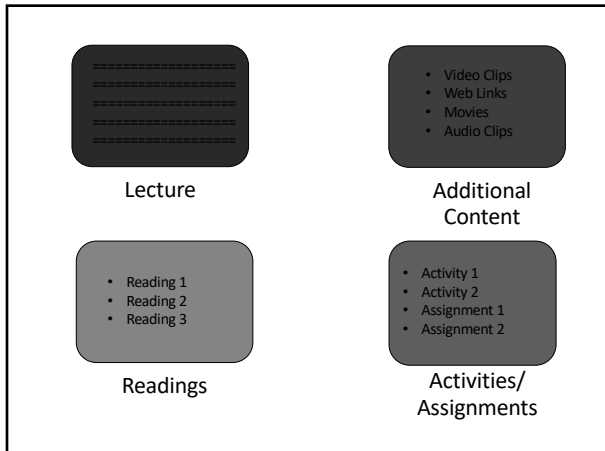- To manage sensibilities

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- To create a safe and stimulating environment for learning
  - Providing opportunities for group work, research, hands-on activities
- To interact deeply with the course material
  - Providing opportunities for guided reflections and comparisons
- To develop and express an informed opinion
  - Providing opportunities for writing opinion pieces while practicing correct referencing and quoting
- To manage sensibilities
  - Creating a solid rubric for forum participation
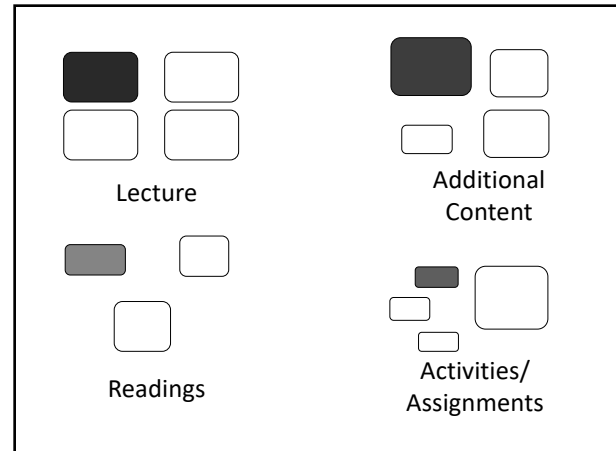
Migrating intention

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Plan Your Course

Week 1, Week 2, Week 3, Week 4, Week 5, Week 6, Introduction

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Slide 15

Lecture

Additional Content
- Video Clips
- Web Links
- Movies
- Audio Clips

Readings
- Reading 1
- Reading 2
- Reading 3

Activities/Assignments
- Activity 1
- Activity 2
- Assignment 1
- Assignment 2

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Lecture

Additional Content

Readings

Activities/Assignments

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Good use of "Learning with multimedia" principles

- Less is more
- Pre-training
- Conversational style
- Segmenting
- Coherent lesson/course design providing "safe learning environment"

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Online Course Goals

- Good course organization
- Modular lessons with practice exercises
- Weekly activities with deadlines and feedback

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Introductory activities

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Plan the **weekly Lesson** : Storyboard

Intro Video →	Learning Outcomes	Mini Lecture	Mini Quiz
Video	Poll/Survey	Reading	Mini Lecture
Video Response	Mini Lecture	Mini Quiz	Lesson Wrap-Up

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Select a nation in Canada (3%)

To complete this activity, you need to:

1. Select a nation in Canada you would like to study (from the list provided)
2. Write an explanation on your choice (around 150 words)
3. Add a comment under one of your peers' post (by clicking the 'comment' button)

click '**Add entry**' to begin

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Break long lectures into shorter, coherent segments

Lesson menu

- Lecture 6. Introduction - Problematizing the nation
- Lecture 6 Part I. Belonging and being chosen
- Lecture 6 Part II. Nationalisms
- Lecture 6 Part III. Forms of nationalism
- Additional Resources
- Lecture 6 Summary

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Practice Quizzes – Formative Assessment

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Personalize learning when possible
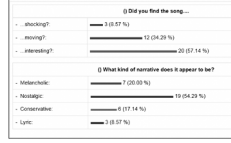
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Weekly Learning Response – Student Input

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Learning Responses - Instructor's View

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Example of building blocks
in *Introduction to Quebec society*

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MIGRATING THE PEDAGOGICAL INTENTION
FROM CLASSROOM
TO ONLINE

Final checklist – Give yourself time!

- Assess your pedagogical intention
- 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 and the Q&A pages
- Learn how to record with Kaltura
- Find a quiet space to record your mini-lectures
- Find help at EDC to migrate your best working activities for the online format

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Slide 33

THANK YOU
ONLINE

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Slide 34

SEE, LEARN, COMPARE, CRITIQUE

A) Virtual museum of New France (Canadian Museum of Civilization)

B) New France - New Horizons (Archives Canada)

Student	Which of these two exhibits did you learn most from?	Why?
Jessica Rathmann	Exhibit A : Virtual museum of New France	I feel that while the second site shows more primary sources and gives the viewer a look at the actual documents and artifacts about which it is talking, the site itself does not seem to give as much information on the subject. I, personally learn better by hearing a more story based account of what happened, and therefore appreciate the website distributed by the museum slightly more. It gives a more elaborate and well explained (while being extremely easy to understand) account of what it is trying to get across and that makes it a much more enjoyable read and tour of the information. ▸ Comments (0)
Colin Doucette	Exhibit A : Virtual museum of New France	I feel it was more informative, and easier to navigate ▸ Comments (0)
Zarah Pazooki	Exhibit A : Virtual museum of New France	I found that I learned more from Site A because of the way it was laid out and designed. When you enter the site it is welcoming and offers many visual attractions that allows the reader to become excited about learning about what Quebec has to offer and its important history. Whereas, on Site B I found the site less visually attractive and more "boring and less interesting or appealing to read". ▸ Comments (0)

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Search tool

Found records: 13/29 (Reset filters)

Page: 1 2 (Next)

Student Name	Source Title	Image	Context	The questions/topics source addresses	More
Bethany Thompson-Chase	Moi, Mes Souliers (Le Petit Bonheur Felix Leclerc Polydor(1950)		Quiet Revolution	CULTURE	
Colin Doucette	Gilles Vigneault - Mon Pays (Festival du Disque 1965)		Quiet Revolution	CULTURE	
Deika Douksieh	Message of the FLQ to the Nation		Quiet Revolution	CULTURE	
Jennifer Murley	FLQ Manifesto		Quiet Revolution	CULTURE	

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