

**PEGGY**

**HARTWICK:**

Hello. Thank you for joining me today in this online session, or workshop, on teaching and learning online. In this moderated panel I will be available to demonstrate some of the courses that I've taught and set up on cuLearn, answer questions that [? will ?] [? hope ?] alleviate some of the panic or apprehension you have going into this term, and yeah, just answer questions is the big part here.

So my name is Peggy Hartwick, and I am an instructor in the School of Linguistics and Language Studies. I teach primarily English as a second language for academic purposes, and I also teach a fully online course in applied linguistics called Language Matters. So I am curious-- very curious-- about online learning spaces. I did a PhD where the focus was investigating the affordances of online space, such as learning management systems, 3D immersive environments, eportfolios as an integrative pedagogy. And most recently, with a colleague, Julie McCarroll, we've looked [? at ?] [? the ?] [? H5P ?] [? softwares ?] and used them for scale-based instruction. So these are tools online.

So I want to stress, as made evidenced by the books showing in the picture, that online learning is a full-- there's a full pedagogy behind online learning, and to be effective it takes time. And you don't have the luxury, I realize, of time, so we're looking at how to make it as effective as possible for you. In this vein, be kind to yourself.

Don't try to do too much. Keep it simple and consistent. That's what's better for the students in the long run. So I would argue that many students going into this term are going to be looking for some sense of structure. Ideally they would want to be in a face-to-face class at this point, and so online learning is not their number one choice, I would assume.

So providing some sense of community or opportunity to engage with others or yourself, if possible, would be great. So teaching and learning differ significantly online from face-to-face, so keep that in mind. So which courses have I taught? As I said, I taught the online ALDS 1001, where I've used lectures, I've used databases, I've used the question and answer forums. And all of these are very effective.

I've also taught the English as a second language using lots of blended approaches, in which I've used Kaltura, chat forums, online quizzes, so on and so forth. So my advice to you is keep it meaningful. Whatever the tasks are, they need to be meaningful. If you can give them a

choice, that would be great.

Keeping it simple-- and I can't stress this enough-- simple and consistent. So your layout every week in cuLearn, if that's your platform for learning, should be the same. Students should know what to expect. They shouldn't need to struggle with the technology or the tool each time, learning something new.

Also, in terms of engaging your students, having something that makes them accountable to you on a weekly basis, but also you being accountable to them. It's really challenging to remember-- so it's this sort of out of sight, out of mind mentality. And so having something that's weekly really forces you to be accountable to them, and them to you.

[? Patrick ?] [? Lyons ?] [? was ?] actually, when I first started playing with online delivery and blended delivery, [? that ?] [? said ?] don't complicate things. Don't make it too long. Be reasonable in terms of my expectations of myself and the students.

So what's challenging? Not physically being able to see your students, not being able to make those on-the-spot assessments in terms of level of understanding, and also this front-end design-- the requirement to put so much work in at the beginning, even before you've met your students. From the students' perspective, I surveyed-- just loosely-- some students that I know.

They want consistency. They don't want too much group work. It's too hard to navigate and manage in an online context. Having options is really helpful, because they're all in different situations in their homes. Some of them have children. Some of them are working. Some of them are in a small space, or are sharing the technology.

Many students commented that-- a survey commented on the effectiveness of Zoom and BigBlueButton as a means to connect. So teaching online takes time. It's tiring. Don't give yourself too much screen time in a day with the students. It's exhausting. It requires you to be a really good multitasker.

It's really rewarding, though. So don't change your pedagogy, your beliefs, your values as a teacher, but just keep in mind-- I can't stress enough-- to be consistent and repetitive on a weekly basis in terms of-- not your content, obviously, but the format in which you're delivering it. So yeah, don't put too much pressure on yourself. You don't have the luxury of the pre-planning that I've had, and many of us have had in the past designing online courses. Keep

the task simple. Keep your instructions simple. The harder it is for you, the harder it is for your students. So I look forward to listening to your questions, and hopefully helping you along this way.