

LINDSAY Hi. My name's Lindsey Richardson, and welcome to my online classroom. Back in
RICHARDSON: the winter, I was contracted to co-teach my very first course, Introduction to Statistics for Psychology. This is likely the most anxiogenic course that is required by the Department of Psychology. PSYC 2002 was originally going to be a COOL course offered in the late summer term.

Just like many of our colleagues, however, we learned that the course would be changed to strictly online delivery. My first reaction was, that's fine. Nothing really changes. Instead of standing in front of a lecture hall of students, I'm just going to be sitting talking to my computer for three hours twice a week. I then realized that it changed quite a bit actually.

So here's a little bit of course context for my course. It is completely online, obviously, and also completely asynchronous. We have 240 students, two instructors, and five TAs. There are 13 lectures through six weeks, and each lecture comprises approximately three mini-lessons. The evaluations comprise scaffolded formative assessments that lead to a capstone project. This capstone project is a take-home cumulative final exam.

I consider myself lucky because I had a lot of time to prepare for the course to be delivered completely online. I also come from a very strong tech background, and I actually enjoy playing around with all the educational technology that's available. That being said, the number one thing I had to keep reminding myself was to keep it simple and don't lose sight of what's important.

Whether the course is online or face to face, there's one thing that doesn't change. That's the learning outcomes. One of the biggest challenges might be thinking about evaluations and learning activities that are appropriate for an online environment. What aspect of the evaluation or learning activities is measuring learning outcomes and supporting learning outcomes? Once I manage to decipher this, I struggled to keep it simple.

So I'm going to take you through my online learning platform from both an instructor's point of view and that of a student's. Then I'm going to talk a little bit

about the pros and cons of all the different educational technology that I used in preparing for this course. Then I'll show you both the positive and negative feedback I've received from students so far. Rather than calling it negative feedback, I should be talking about as areas for improvement, and I did get a lot of positive feedback and a lot of constructive criticism from students that I'd like to share with you.

Once I've gone through that, I'd like to open up the session for discussion, and hopefully, we can benefit from each other's experience. Thanks for watching, and I hope to see you there.