

## **Carleton University | WTMOC with Lorraine Godden**

LORRAINE GODDEN: Welcome to my online classroom. My name is Lorraine Godden, and I teach two career development and employability courses in the Faculty of Public Affairs, a first-year seminar and a course for year three and year four undergraduate students. I'm delighted to share with you some of my insights and experiences of my online teaching.

In our session together, I will reflect on the previous courses I have taught online, explore some of their common features and challenges and share some tips and recommendations. I want to have a specific focus on incorporating experiential learning into your online teaching and also have plenty of time for responding to your questions and concerns.

I have been an educator since 2002 and have taught online classes since 2016. I have taught online classes across four different universities and have now taught seven different courses 28 times. I have also supervised 11 students through their capstone projects in an online environment, and I will be teaching two courses at Carleton online in the fall. All of these courses that are listed on this current slide are master's level courses that I have taught since 2016.

Across these different teaching experiences, there have been a number of common features. All of my courses have been situated within a learning management system, and you will need to learn how to build your course within CU Learn here at Carleton. From my experience of doing this last year in my face to face class, I strongly encourage you to reach out to the University Teaching and Learning Services. They really are incredibly helpful and very informed in this process, and they certainly gave me loads of confidence in using CU Learn prior to the start of my course.

Also, almost all of my teaching has required me to include some very practical application of theory. For example, when teaching trainee teachers who were developing their own pedagogical practices to apply within their own classrooms, it was really important to find ways to bring the theory and practice together within the course. Many of the students I've taught leadership courses to have also been simultaneously working and have desired a significant experiential learning component or components in their class. This has meant that I have had to embed experiential learning in a variety of guises into most of my online teaching.

Some challenges I have frequently encountered during my teaching include working with students who are located in different time zones and students who have varied levels of engagement in the course. The time zones piece certainly has implications for synchronous teaching and for when and how you hold your office hours. To address student engagement, I try to include a variety of materials into the course, vary the assignment tasks and assessment strategies, and build in lots of opportunities for students to interact with each other, either through group tasks and/or by using the

breakout rooms.

I commonly use ePortfolios as an assessment strategy, and I've found that those students can be overwhelmed with the portfolio at the start of the course. On the whole, they find portfolios useful and a worthwhile activity. A brief warning here. Online teaching can be a huge drain on your time if you don't set up your course clearly. And I'm happy to share some tips regarding this in our workshop time together.

Most of all, my advice is to trust in yourself as a teacher and in your usual pedagogical approaches, because with some adjustments to these, you can thrive in your online teaching just as you do in your face to face classroom environment. Really be prepared to let your passion shine through. It's not easy in the online environment, but it's absolutely possible. And also remember to find ways to show your students that you do care about their learning.

As regards to my own practices, I commonly used discussion questions, online portfolios, as I've mentioned, and encourage students to experiment with multimedia presentations, and I will share some tips on these in the session and also review the skills that students are able to develop through these activities. You can see some of the tips I showed are illustrated on this slide, and we'll certainly have plenty of time to discuss these and review these and to listen to your suggestions, too. I hope this will be a rich component of the workshop.

I do believe it's important to think about the skills that students are developing, alongside their knowledge and understanding, and you will see it from the examples on this slide that many activities we undertake in the online environment provide a great opportunity for students to really develop those skills. Most of these skills are essential for students to have and to hone in order to be able to navigate their degree programs successfully. But these are also considered both employability and essential life skills, and students will be able to utilize these in their lives after their time at Carlton as well. This is one of the pieces that when students understand this, this can also help engage them in the course because they see that sense of purpose and application.

As mentioned, we will also spend some time thinking about how experiential learning can be incorporated into your online teaching, and I will discuss the importance of setting clear outcomes that are aligned to experiential learning activities and your assessment strategies. As you will see from this slide and from this next slide, there are many different outcomes for experiential learning, and I will share some of the ways we can think about this in order to select the most appropriate activity for your students to undertake. Our learning outcomes and activities should guide our

assessment strategies, and we need to consider what we want to measure and think carefully about how this can be best accomplished in the online environment.

I hope that this has given you a good taste of the topics that I want to discuss with you in the workshop together. I am certainly looking forward to meeting you within the workshop and to us having a rich discussion on July 28. I look forward to seeing you then. Thank you.