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**GEOFF PIGNOTTA:** Hi there. Welcome to my online classroom. My name is Geoff Pignotta, and I'm coming to you not from Hollywood but in fact from the Department of Earth Sciences here at Carleton University. And I am a lab coordinator there as well as contract instructor and adjunct faculty.

And what we're going to do today is take a look at a brand new course that I developed for winter 2021 called Earth 2012 Planet Hollywood, hence the background. And we're going to take a look at that course that was developed from the ground up in Brightspace as part of the Brightspace pilots. And what I'm going to do a little bit differently is not do a voiceover PowerPoint with static images. I'm just going to take us right into Brightspace so I can show you this course.

And what we're going to cover here in this introduction and what I'll be able to do during the workshop that I'll be hosting on Wednesday, June 2 at 10:00 AM through the EDC is just taking a look at how I set this course up, what types of tools and assessment tools were used in this course, and I can speak to all of those different things. I in fact used Desire2Learn or basically Brightspace for about nine years prior to coming to Carleton, so I'm fairly familiar with the environment itself. And I've used a lot of the different functions in there.

But this was a brand new course. So what I'm going to do is just tell you what it's all about. And here we are in the Brightspace environment at the course home where I use a visual table of contents to take a look at the different components of the course.

And this is a-- I developed this as a modular course, and you can see all of-- there's the different course modules right here, which are different components-- or different, excuse me, topics, and I used big Hollywood films as a vessel to not only talk about different Earth science content, like here in *The Core*, we are talking-- using the movie *The Core*, we talked about the structure of the Earth and the magnetic field and plate tectonics. Strangely enough, in the movie *San Andreas*, was used to talk about things like earthquakes and faults and fault motions and tsunamis. And so on and so forth.

So those were the main modules for the topics of the course. And we're actually using those films or using this idea of using big Hollywood films to think about how science is communicated. That was one of the big aspects of this film, was not just to watch films, but actually think about how science is communicated to the general public, not only just through films, but through other major media sources. But films were the main source.

And so I have some other areas in this course that I used clever film terminology like auditions. This is where all the communication was done. I use discussions. I actually graded discussions. They made discussion posts that I was actually grading, so I can talk about that kind of thing. This is where any course updates were found because this was a brand new course, and there had to be some changes, so I did post those there.

But let's just jump into one of these modules. I'll give you a quick overview, and then we'll take a look at some of the things that I used, some of the tools that I used, and I think I'll just spend a couple of minutes focused on how I use rubrics to easily assess writing assignments, writing reflections that the students did after watching the film. And I should really quickly point out here that this course was developed as a blended course. It was designed to be online instruction with biweekly film screenings, in-person film screenings followed by discussion after that.

But of course, during the pandemic, which is unfortunate, I was not able to do the in-person meeting. We had to watch the films on our own and then do-- once everybody watched the films, we actually got together for discussions, which I did through Zoom. So I can talk about how that worked as well.

But let's jump into the module really quickly here, and I can show you the module content. So here, a module *San Andreas* just for reference. There's lecture content. I have readings, the lecture slides, of course, easily accessed.

And you can see there's a whole lot of lectures for *San Andreas*. I have 14 lectures. These are not hour-and-a-half or three-hour lectures. I broke things up into small, topic-based lectures. So introduction, how rocks behave, faults and faulting.

Some of these lectures are three or four minutes. Some of these lectures are 20 minutes, 25 minutes. So they're not all these big lectures. So again, don't freak out that I had 14 three-hour lectures for earthquakes and crushed the students. No. I actually broke this up because we all know that students are not going to sit, or at least they're going to struggle sitting, especially in an online environment, for an hour-and-a-half watching a video.

So why not take your content and break it up into those bite-sized pieces for the students to consume? And you can control when they take their breaks by just making natural stopping points for them. So that's how I did that modular course-- excuse me, modular setup.

The second part of module 2 here, or the quiz and assignment, I had standard lecture quizzes using the quiz tool, so I can talk about that during the June 2 workshop. I used the quiz tool to actually do assignments, and I can show you how those assignments worked. I used different YouTube videos or *Scientific American* articles or websites to generate assignment content and then add the answer questions using the quiz tool.

But I also did reflections. After we had met and talked about the films themselves, I had different films and provided instruction for them. Here's a rubric, which I'm going to jump to how the rubrics worked here and introduce that really briefly.

And then this is where they could actually upload their reflections as an assignment. Notice this is different. This is not a quiz. This is actually assignment tool, so I can speak to that as well during our workshop.

But I'm going to anonymize this browser and pull over an example. OK, so here's a student's film reflection pulled in. The great thing about Brightspace is you don't need to download all their assignments. You can assess them directly within the Brightspace environment.

Here is a Word document. It works for PDFs or whatever format you are asking them to submit it in. You of course can download them and assess them offline. That's totally doable.

But you have all kinds of tools. You can draw. You know, great job, check, so on and so forth.

But what I want to show you is the rubric. So you set up your rubrics in advance, and I can show you that during the workshop. It's really simple and straightforward. But what Brightspace allows you to do is actually open that rubric up and assess the student writing right online in there. You can check-- you can check, you know, here the required components.

Yes, they were all there. You can add specific feedback about that criteria. If you think it's something like it wasn't quite a 2, it wasn't quite a 3, you can override that and put in a score of 2.-- well, not 2.5, but a 2.5, and it shows you that you've overridden that. And you just go through and check what you think they deserve for these different aspects right online, and it tallies your score for you. You don't have to do anything.

You can then write specific feedback, great job, you know, whatever, you need to work on this or that. And what I did during the course of the pilot is I did written feedback. I also used the audio feedback and video feedback, which are amazingly simple to use. You can also upload a file if you wanted to, but I found the audio feedback very, very useful and convenient to give feedback for their assignments. So that's basically a really short overview of the rubrics.

And again, please join me on June 2, 10:00 AM. You can find the link through the EDC. And I can talk about quizzes and assignments and how I use the discussions. I'm also teaching a summer course where I'm pulling in information from cuLearn, which is an entirely different beast altogether than developing a course from the ground up in Brightspace. There are some hang-ups there that I can now, having had that experience, can talk about as well.

So please join me for that, and we can certainly spend a little bit more time answering questions. And that's really what I'd like to do is answer questions and show you the great aspects of Brightspace and important things you should be paying attention to as well. Thanks a lot.

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