

**TAMARA
ROZINA:**

Hello, everyone, and welcome to my online classroom. In this session, I would like to talk to you about the online labs that I am currently running in fall of 2021 for physics 1007. Before we get into this, I just want to give you a brief idea of the structure of this course.

PHYS 1007 is a course taken by first-year science majors. The course is divided into two lecture sections, section A and section B. Each of the lecture sections has its own instructor, its own Brightspace page, and they run more or less independently. But all of these students from both of these sections have to take the laboratory component of the course, which means we have about 500 students in the labs.

So the labs are divided into eight lab sections. So we have about 60 students in each of our sections. The lab sections are being supervised by two lab supervisors, that's myself and my colleague. Currently, I'm taking care of six of these lab sections, and my colleague is taking care of the other two.

One of these lab supervisors, myself, in this case, is also responsible for coordinating everything that's relating to the lab. We have 12 TAs helping us out, and that works out to approximately three TAs in each of the lab sections. For every one of the sections, we have five labs and five tutorials.

The labs are the experiments, so this is where we do our data taking, some data analysis. We run a BigBlueButton session for them. We have a quiz and the lab report.

For the tutorials, that's when we do some problem-solving practice with our students, and we have a BigBlueButton session for that. And we have a quiz, and we have a test. As you can imagine, switching this course into online format came with some unique challenges.

One of the challenges, of course, was pedagogical. How do we take something that is inherently a hands-on component and adapt it for online format, preferably without compromising the curriculum? I feel, though, that we have a pretty good handle on the pedagogical aspect because this is the second full term that we're running these labs online. So for this session, I would actually like to focus on the logistical challenge that I was facing for this semester because this was my very first time trying to roll out a Brightspace page of this magnitude.

I had a little bit of practice with Brightspace over the summer when I did my summer course, but that course only had about 60 students in it and two lab sections. So the scale for this semester was quite a bit different. So I wanted to create a page that would be easy to navigate for everybody involved with the course, that's the instructors, the lab supervisors, the TAs, and, of course, the students.

So some of the details that are relevant here is that for every one of the lab sections, we do synchronous delivery for labs and tutorials. So that means that every section runs during its own time slot in the week. That also means that there are unique deadlines associated with every component, so every quiz, lab report, tests, et cetera, the deadlines are tied to the time when that particular lab's section is taking place during the week.

And that also meant that I had to create separate quizzes, reports, and tests for every single section to accommodate the restrictions on the deadlines. So I just want to give you an idea of some of the tools that are used to make this happen.

First thing I did, I requested to have all of my sections merged into one page. I did not want to try to administer eight separate Brightspace pages, so first thing I wanted to make sure is that I only have one page to work with. I heavily rely on restrictions so that I only have students see the things that are relevant to them so that we can keep any potential overwhelm or confusion to the bare minimum.

I created modules for every single week of the term so that everything that's happening during that particular week is contained only in that module. And this allows me to also control how I publish my content so that only the currently relevant information is being published. Again, this is just me trying to avoid overwhelming my students with too much information all at the same time.

When it came to creating the test and the grade book items and the quizzes and everything else in the course, I tried to be absolutely meticulous about my naming. So I try to keep consistent naming for all of the components just so that, again, the page is easier to navigate for everybody.

Another thing that I use to make sure everything is organized is I rely on categories within the grade book, within the quizzes, within the assignments tools, and within the course files to, again, keep everything organized. I also use groups a lot for the cases where students need to be rescheduled to a different section on a one-time case. And I also created a separate module for all of the instructors and the TAs so that we can communicate the content that is relevant to us without, well, our students knowing about it, basically.

So I just want to take you into the page itself to show you what I came up with. So this is my page. And here you can see, I have a module for every portion of the course. So here, I have some of the modules that are relevant throughout the course, and then I have the ones that are relevant for every week of the course.

I have a separate module for every one of the labs. I have a separate module for every one of the tutorials. They are laid out in the order in which they're taking place throughout the term, and currently, only a few of them are published. The other ones are hidden.

So here you can also see that I have my instructor's module, where I'm keeping all of the instructor's content that is not really relevant to the students but is relevant to the TAs and myself and my colleagues. I have a set of widgets that I'm using to kind of facilitate some more delivery of information. And I just wanted to briefly show you one of the modules, for example, lab one.

In this module, you can see that this was the first experiment that we did this semester. I have a set of materials. This is where I provide my students with the manual for the experiment, with an Excel spreadsheet where they do their data analysis, and providing them the links to the online simulations we use to collect our data. But also, here I have all the quizzes that are relevant to lab one.

So here I see all of the quizzes that have been created, but the students would only see what is relevant to them. For example, a student in section L5 would only see this quiz here because of the restriction on it. And I also have the same idea for the submission of the lab report. So here, I see the submissions for all of the lab reports, but students would only see the one that is relevant to their lab section.

And I also wanted to show you what that would do to the grade book. Because there are so many items in the course, the grade book is a little bit complicated. So it was a bit of a challenge to make sure that all the grades add up to 100 for the final grade. But here, again, I'm relying on restrictions to make sure that students only see the grade that is relevant to them, and they don't even know that what is not relevant to them even exists.

Yeah, and I think that's about it. So when you come to the session, we can take a closer look at all of this, and I can explain how I did all of this, how I'm running this, how I'm using the restrictions, how I'm using the widgets, and anything else you want to know about how I set up my page. So I'm really looking forward to the workshop and I hope to see you all there.