

MATT SORLEY: Hi, my name is Matthew Sorley. I'm an instructor with the Department of Psychology. And welcome to EDC's series *Welcome to My Online Classroom*. And so in our session. I'm going to be introducing you to my third year undergraduate course, "Sport and Performance Psychology," Psych 3301.

This is a course I've been teaching for a little over 10 years, the last four of which have been completely online. So this is a course that has a typical of enrollment between 150 to 350 students per section. It runs a couple of times a year. And the usual student to TA ratio can range between 50 to 70 to 1.

When students jump into the course they are exposed to a series of guided multimedia modules, each focused on a particular content area. So it might be self-confidence, or imagery, or recovery from injury whatever. And within those modules are a series of brief videos, most of which are between 5 to 10 minutes apiece. And then also some active learning exercises, such as case-study analyses. Between the videos and case studies there will usually be a number of sample test questions so students can sample or assess their understanding the material prior to moving on to the next phase.

In terms of assessments, there are a number of relatively low-stakes quizzes. And these include multiple-choice and short-answer questions. The multiple-choice assessed automatically by the system, the short-answer questions assessed by the teaching assistants.

The major writing assignment is known as *The Psychological Skills Training Plan*. And it is submitted in three stages and involves the development of an electronic portfolio. And we use Carlton's ePortfolio platform, cuPortfolio.

Now with respect to this assignment, it's worth mentioning that the class attracts a pretty wide range of individuals. Some individuals are sports fans, absolutely. Others are high-performance athletes. Some are exercisers. You have those interested in an active lifestyle. You have a variety of performing artists, so individuals who are musicians, or dancers, or last year made a stand-up comedian, for example.

And with this assignment the students have an opportunity to develop an evidence-based plan that addresses their process and performance within their chosen area. So they have an opportunity to first, in the first phase, the first submission, introduce themselves, and their

activity, and their history with that activity. Then they move on to the next phase in which they identify a particular problem and the consequences of that problem and really think about, OK, here's where I am now. And here's where I would like to be. And in the third phase, they develop the plan, which involves using the different psychological skills training techniques that they've learned about in the course and bringing those to bear on the chosen problem.

So with this assignment, students have an opportunity to take ownership over their learning and really apply it, the material, to themselves. And I think that also not only affords a sense of ownership, but it also really increases the likelihood of there being some transformative learning taking place in the course.

All the way through students are creating this very dynamic electronic portfolio. So they're integrating video, and links, and texts, and images, and graphics, and all kinds of neat things like that. And the screenshots that I have here are taken from the first phase of two students assignments in which they developed videos introducing themselves and their activities.

And in our session, I'll be providing a little more detail about the nature of the course. Really take you under the hood so you understand some of the things that I'm up to, some of the decisions that I've made along the way. And you'll be able to take what you can use. And that will generate also some good discussion, an opportunity for sharing some of the things that you're doing or thinking of doing in your online courses.

Also in our session I'm going to talk about some of the reasons why I really like online teaching. So we'll talk about some of the elements of convenience for students that I really appreciate and different ways in which students can review the material. We'll also talk about some different strategies for monitoring student progress in the course and what can you do if a student-- you find that they're a little bit behind where they should be. I'll also talk about some of the ways in which online teaching has, as I believe it, has enhanced my teaching in different environments, including face-to-face teaching, whether it's a seminar, or a large lecture class, or certain things that I picked up along the way here that I think have led to better experiences for me and hopefully for my students as well.

Also in our session I'm going to offer you a number of tips, things that I find useful whenever I'm working in an online teaching environment. So I'll tell you about some of the things that I'm up to with respect to regular communication with students. I do that via video, and email, and announcements, and all kinds of other-- use of the database activity-- a variety of different

other ways. And I'll take you through some of those strategies.

We'll also talk about the elephant in the room, or perhaps more accurately the zoo in the room, with respect to online learning. And that's procrastination and what are some of the ways that we can optimally nudge our students to make their way through the course and not be left behind. We'll talk about some of the video construction elements and also some things do you want to keep in mind with respect to audio, that I think will enhance the quality of what we're all up to.

And we'll also talk briefly about academic integrity because whenever you teach an online course, you really have to have to do so going in with your eyes wide open. And there's some academic integrity challenges that emerge, but also some strategies that you can use to try to reduce problem areas.

Lastly, the formal portion of our time together will be focused on trying to figure out how you make this simple because there can be a tendency to try to really overload our courses, especially the first time you teach online. You're getting bombarded with advice, bombarded with tech, and alternatives, and lots of decisions that you have to make. Well, how do you keep it simple for that first time? What are some of the most important elements?

And also how do we engage in maybe a little bit of teach yourself compassion and try to recognize that not everything is going to be perfect, not everything is going to go according to plan, and that that's OK? That's OK in a face-to-face environment. It certainly is OK online.

So I'm very much looking forward to our session. I'm looking forward to some of the conversations, some of the ideas, some of the strategies that we're going to be sharing together. And again, very much looking forward to working with you. Thank you very much.