

**PALOMA**

Hi, everyone. My name is Paloma Raggo, and I'm a faculty at the School of Public Policy and Administration at Carleton University. I have been at Carleton University since 2013, and I have taught several courses online for the past seven years. So in this brief, brief video, I'll just give you some tips and tools that might be helpful for your online teaching practices.

**RAGGO:**

And so hopefully, you come to the session and you register, and we'll get to talk more deeply about some of them or some other suggestions. I mainly work on the nonprofit sector. I am particularly interested in international NGOs, global philanthropy, governance, research methodologies, and the research of online teaching.

Things that we ought to talk about-- I'll just give you a brief recap. And I have a longer video on this that I can make available as well. But I basically teach three broad different kinds of courses. The first one I'd call the push and pull type of model, of course, which is my research method course.

So I teach an online research method course where students are exposed to the quantitative types of method, qualitative types of method. I call this model the push-pull. Push-pull because I, as the instructor, push knowledge on to students, and students just take it from me-- little vampires taking all the knowledge that I have to share.

In order to do that, I develop a model that is similar to a game where students have to unlock various modules and do these many quiz, that very low-stake quiz in order to have access to the next session. The key advantage of doing this is that students with different skills-- if you have a class that has a broad range of skills, that might be a model that's helpful for you because students who will have more difficulty might get stuck.

And so they'll reach out to you, and you can intervene, whereas students who find the material quite easy can breeze through several section. This model also relies on this idea of incremental learning. So you're putting all the building blocks, and they have to navigate through a particular path that you've created.

So if your class like this, that might be a type of model. And so we can talk more about this during your session. Another type that I have-- so I've taught two classes, actually. One of them is the governance and leadership, and the other one is called-- it's a seminar, they're both seminars-- called the globalization of philanthropy.

So I call this more of a push-pull model. And in these types of class, in the seminar, what I wanted was students to have this experience of discussion, of debate. And how do you do that in an online setting? So for me, I decided to flip the class, which means that students are the ones first posting about the material.

So they're posting their reactions videos, commentary, through online discussion, through videos they prepare. And I intervene once the conversation has already started. So I have two types of videos that I post, one that is more theoretical. That's more my constant lecture that I'll give on a particular theme. And the other one's more of a reaction of the discussion of that week, what happened, and what we think about.

You can adopt also this model not to be all asynchronous, but you could think about inviting guest lecturers after the discussion has already started once a week, once every two weeks, to kind of add a synchronous element to it or not. But so if you have-- if you want the feel of a seminar type, this is kind of the archetype that you'll look for-- the pull-push.

And the third model is more a project- or task-oriented model, of course. So I teach a seminar called a capstone seminar. So it's really when the students write their many thesis and work with community partners. And so in this class, what I organize and what I use the content management system that we have for is to organize students in groups, help them navigate the particular aspects of their projects, the tasks, and develop a structure for them to navigate through and find the resources they need.

So this is more of a repository of resources. And then I do a lot of one-on-one teaching and coaching, almost. It's more for a coaching type of model. So if you have a project-based courses, that might be a model that works well for you.

So in terms of tips, over the seven-- over the last seven years, you can imagine that

I've learned several tips. One of them, which I think is the most important one, is to avoid labeling your module, your PowerPoint, your slides, your videos. So don't use these numbering system-- 1, 0.1, 0.2, ABC, 123, because you build your entire site, and then you realize the order doesn't work right.

And so you need to move, and then you have to go back and modify everything. So it's really complicated, and it can get just aggravating for you. So just keep it simple. Avoid-- be timeless. Avoid dates because if you wanted to reuse a video-- I record a lecture on independent variables.

The lecture won't change in the foreseeable future. I might add to it and add a complementary video, but fundamentally, the lecture will stay the same. And so if I want to reuse that lecture for a couple of years or for different types of assignment, it's better that it's not dated because then students don't have the feeling they're looking at something that's really old. So keep that in mind.

Plan-- one thing that I've learned also is to plan my teaching days and the deadlines, to have my deadlines always before my teaching day. I have teaching days where that's what I focus on. And this allows me to kind of really carve some time for research because you'll notice that you have to communicate much more with your students in an online setting.

And this strategy really allows you well. So if the students have something due on the Monday at 8:00 PM, then you might get some emails, but you can answer them right away the next day because it's your teaching day. And so just plan those accordingly and be consistent.

The consistency throughout the semester is really the key for success and less frustration. Don't change your due dates. If it's a Monday, it's always a Monday for the rest of the semester. And third, I would suggest, plan a video for everything. You have a little assignment, they have a little task to do. Two-minute video-- really quickly, it could be on your phone. It could be on your laptop.

And this will really help and help reduce the number of questions you get. So for example, how to post on the forum, just post a video, and that will really, really, really help you. In terms of time management, some of the tips I have-- you might agree or disagree, but these are the tips I've collected. I prefer short, really short

meetings instead of emails because the emails invite another round of emails.

So I use a tool, a scheduler, called calendly.com. You can go check out my Calendly. It's calendly.com/praggo. And so you'll see-- when you go on this, you'll see the time slots that students can book me. And so it depends on my availability, and I sync it with my calendar. Obviously, they don't have access to my full calendar, just the days I make myself available.

In setting up your course, one way to be very effective is four things. First, focus on your reading list, on your syllabus. Make sure you have them down. Once this is done, try to build the skeleton how would your class go and kind of the ordering of the class and the flow of the class. Once you have that done, then focus on getting the first three weeks of class and the first assignment done, completely done by the first day of class.

That will really allow you to continue preparing and catching up if you have to. Ideally, you'd have your entire class done by the first day of school. But if you're a little like me, that's really hard, given that you have research, service, family, other obligation not to mention the pandemic that has put everything upside down.

So just think about that. In terms of assessment, one thing that I would suggest is to think about, carefully, how you use assessment, and use and utilize multiple choice questions strategically, meaning that you could have different types of assignment. Maybe in the lecture, we could talk about this, in the presentation. But I work-- I use a lot of rubrics that I develop, very detailed rubrics with lots of feedback, that then, after I circle what applies to the particular paper that was submitted or something.

And then sometimes I add even audio feedback using various tools that I can talk about. One of them, it's Notability, which is an app-- iPad tool that allows you to basically attach an MP3 file directly to a PDF. I like to use that. I know that you can do it directly in the management system as well if you wanted. But that's really helpful for me.

The fourth thing, and the last thing that I want to just comment about is how to use your TAs if you have access to them. I think one thing that is really important is that when we teach online, we need to let go a bit and let go of the control. You have to have control, obviously, of your class overall, but your TAs can do much more than

you think.

Ask them to help you set up cuLearn site or a management, content management system, beyond the three weeks you've already prepared. So on day one of the semester, the TA can go and copy the style so it's very consistent of your course. The TAs can help you draft rubrics based on the detailed assignments that you've created.

They just take your assignment, create a template, and then you go over and saying OK, yes, this is missing. This is missing. But don't-- you can ask their help. They're really good at using Microsoft or even using the rubric function directly in cuLearn. So just utilize your TAs and ask them to provide comments, extensive comments.

And then you can go over and grade or as you feel comfortable. One thing-- two things that teachers can really, really help you save a lot of time is monitoring and managing the forums. So ask your TA to engage with the students, which is much more important than the TA actually posting something substantive.

By engaging, I mean the TA acknowledging students' efforts in posting and saying, hey, great job, Kelsey. Have you seen also Raul's points on a similar issue? I think both of you are really engaging this. We thank you so much. Invite others. However you want to frame it, but you don't necessarily need tons of substantive knowledge to do that efficiently. And students really like to know that someone's actually engaged with what they're doing in your class. So I would ask your students or your TA if you have one to do that or you, yourself, in a way that's feasible for you.

And lastly, monitoring the frequently asked question. Everyone should have a frequently asked question on their website right there, center, so everyone can benefit from the answers. Ask your TA to answer those. If you don't have a TA, utilize that answer and ask everyone to post their first with a great, clear title. This will save you tons of emails down the line.

On this note, this is what I had. I hope I will be seeing you at the presentation. And if you have any questions, don't hesitate. My email is paloma.raggio, with two Gs, @carleton.ca. Thank you so much.