KAHENTE HORN-MILLER: [NON-ENGLISH SPEECH].

Hi, everybody. My name is Kahente Horn-Miller. And I'm a associate professor in the School of Indigenous and Canadian Studies.

What I'm going to be talking about today is the indigenous studies 1000 course that I transferred into the online environment. It's called Introduction to Indigenous Studies. And I'm also going to talk about the collaborative indigenous learning bundles.

But I'm not going to talk about them in terms of the content of the courses. What I'm going to talk about is how I transferred my way of teaching in the classroom into the online environment.

So I guess one of the biggest piece of advice that I could give you in terms of teaching online is that you need to be open to teaching differently. Now, online learning is a different environment. Students definitely engage differently behind the keyboard.

Some actually find it more comfortable than the classroom, and therefore they contribute more. Others also find it difficult.

So in developing this course and the indigenous learning bundles, I had to think about how people learn and also how I teach. I had to really think hard about what was effective in my teaching method. And so I started to think through about bringing the indigenous pedagogy that I do in the classroom into the online so that my students and future students get the opportunity to learn from an indigenous perspective and hopefully in an indigenous way.

So what I mean by this is building community and consensus-based learning, getting students to engage with the content, of course, is one of the biggest challenges. And so I use a lot of online discussions, reflections, and engagement with each other so that it creates this sense of community.

So some of the challenges that I experienced are, in the first two years of the online

courses it took a bit of adjustment and figuring out how to deal with the daily challenges. I found that it took up more time in the first year, anyway, because I wasn't used to the process.

But these things get ironed out eventually. And there's lots of support staff at the EDC that can assist you with all the little minutiae. And so you just got to be aware of the extra time that it might take as you begin to do this.

And also I had to consider-- students while learning online tend to expect that you're available all the time. So you really have to be clear about your boundaries and indicate in your syllabus what your boundaries are, when you'll be answering emails, and so on.

Sometimes also too, students were not in a good Wi-Fi location. And so I had to accommodate that. But I always encourage students to address these concerns earlier rather than on the night that something's due or afterwards. And so you have to be really clear about this and be consistent in getting this message across.

One of the most favorite tools that I've used in teaching online is the form function because it assists me in creating that sense of community, as well. I really like BigBlueButton because I've managed to do consensus-based learning online with the students. And it was probably the highlight of the term for the students. And they really enjoyed it. And it taught them a lot about how to engage with each other and how we do it in the indigenous way.

Thanks. And I'm looking forward to this.