DAVID HORNSBY: Hi, everybody. My name's David Hornsby, and I'm the Associate Vice President for Teaching and Learning at Carleton University. And I'm also a professor in the Norman Paterson School of International Affairs. I'm really looking forward to talking with you in the welcome to my classroom event.

I think there's a really important discussion that we need to have around moving large classes online. We know that large classes are really difficult to teach under the best circumstances. They take up a lot of resources. They are a challenge for students, insofar as being engaged, in terms of successfully completing them, and as well as for us imparting really critical skills that are necessary for our students to become critical thinkers, problem solvers, and team players.

So I wanted to talk with you today a little about some of the strategies that I've employed in the course that I have forthcoming with Professor Saideman, a third-year international relations theory course, but also some ideas that I have from my history teaching large classes. Some of you will know that prior to coming to Carleton, I was based in South Africa at Wits University and at University College London in the UK. In South Africa in particular, I used to teach classes of over 500 students.

And it's really important in these moments to think carefully about our pedagogical strategies. And it's only made more relevant in this context of our quick pivot online and teaching in a time of pandemic. I want to explore with you five really important principles that I'm maintaining as I design my course and see how they might work for you.

But the first one is active learning. How can we adopt strategies of active learning in large online classes? I want us to also think about what are some of the strategies that we can do in order to foster student success.

We also know that students aren't existing in a sort of symmetrical type of environment. They're not all facing the pandemic or learning in sort of similar spaces. We have students in different time zones. We have students in home environments with weak internet connections, or that they need to share computer

space with siblings or parents. So how do we actually impart a context of equity in a large online environment?

A fourth principle is an ethic of care. How do we as instructors, even in a large class space, let our students know that we care about how they're doing and how they're feeling and what they're experiencing? And finally, how do we actually frame our teaching and our pedagogical strategies in ways that foster critical skills necessary for our students not only to advance in our discipline, but to function in society writ large? And I want to explore with you a little bit the idea of the scholar

Those are the five really important principles that I'd like to talk about. One final thing that I think would be great for us to discuss in our welcome to classroom session is the idea as well of grading. Grading is a really difficult challenge in large classes. Large online classes, we face an even more significant difficulty in doing this.

So I want to talk with you about some strategies associated with grading and how we might approach the issue of grading in a way that helps us move through our large online class in a meaningful way, getting our students to engage meaningfully and be assessed in a meaningful way that helps them understand not only the concepts and issues that we're presenting to them in our classroom better, but also to develop critical skills that are necessary for them to be successful in the workplace.

So I look forward to seeing you soon. I look forward to our discussion. And I hope everybody's keeping well. Take care.