

Borealis Summer Institute for Teaching and Learning

Moving Online - Managing the Transition to Remote Course Delivery

August 5 & 6, 2020

Hosted by:

Algoma
UNIVERSITY

 **Lakehead**
UNIVERSITY

 **Laurentian**University
UniversitéLaurentienne

 **NIPISSING**
UNIVERSITY

August 5th, 2020

9:00 am - **Zoom opens**; Come in, mill about. Enjoy coffee and muffins from your own home, but online with others.

9:30-10:15 am

Welcome and intro address – setting the scene.

Linda Burnett (Algoma University); Rhonda Koster (Lakehead University); Shelley Watson (Laurentian University); Pat Maher (Nipissing University)

10:15-10:30 am - Break

10:30 am-12:00 pm

Workshop on Cultural Intelligence and the implications for online teaching to diverse students

Laura Pudas (Lakehead University), Katie Fraser (Lakehead University), James Aldridge (Lakehead University)

12-1 pm - Lunch break; Zoom will remain open for anyone who would like to eat/chat together

1-2:30 pm

Workshop on Reaching Indigenous Learners

Denise Baxter (Lakehead University), Tanya Lukin-Linklater (Nipissing University), Shelly Moore-Frappier (Laurentian University)

2:30-2:45 pm - Break

2:45-4:15 pm

A Roundtable on Teaching First-Year classes online

*** Bilingual session**

Facilitated by Shelley Watson (Laurentian University) and Aaron Langille (Laurentian University)

4:15-5 pm - Social period; End of day hangout, converse, network

August 6th, 2020

9:00 am - **Zoom opens**; Come in, mill about. Enjoy coffee and muffins from your own home, but online with others.

9:30-10:00 am - Debrief of Day 1; Housekeeping, etc.

10:00 am-12:00 pm

Breakout Discussions:

*** Bilingual session**

This session is designed to be a space for topical conversations. We will start the session as a plenary, facilitated by Shelley Watson (Laurentian University). If we need to break out for smaller conversations, which may be relevant to only specific groups of participants, that's also fine. The two topics listed below are some pre-prepared topics for conversation. Other topics may materialize 'on the fly' - from Day 1 or other spaces:

A celebration of "what's worked" in the move online during Summer 2020 - Linda Burnett (Algoma University)

Synchronous/asynchronous - when to use what; tools to employ etc. - Kelly Brennan and Michelle Laurence (Laurentian University)

12-1 pm - Lunch break; Zoom will remain open for anyone who would like to eat/chat together

1-2:30 pm

A Panel Discussion on Experiential Learning online

Facilitated by Pat Maher (Nipissing University); including Denyse Lafrance Horning (Nipissing University); Madelyn Law (Brock University); Michael Teed (Bishop's University)

2:30-2:45 pm - Break

2:45-4:15 pm

How to Engage Online Learners in Authentic Assessment

Presentation and Discussion with Dianne Conrad (Athabasca University)

4:15-4:30 pm - Closing remarks

4:30-5 pm - Final networking opportunity

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Introduction to Cultural Intelligence and implications for online teaching to diverse students

Cultural Intelligence (CQ) is the capability to function and relate effectively in culturally diverse situations, in both domestic and international contexts. This session is designed to provide a brief introduction to CQ and its relevance to the work and lives of participants. We will also introduce the foundational research behind CQ, and briefly define each of the 4 "capabilities" within CQ, providing practical post-secondary education applications for each. Always relevant to working with a diverse group of students, this session has been adapted from our usual 1-hour keynote presentation to allow for greater emphasis on the implications for teaching to a diverse group of students learning in the online environment. All three presenters are recently certified as CQ Trainers by the Cultural Intelligence Center.

Presenters:

Laura Pudas, International Student Advisor and Study Abroad Advisor, Lakehead University

Laura Pudas is an International Student and Study Abroad Advisor with the LUISS department in Thunder Bay, where she oversees the study abroad programs and provides comprehensive supports to international students. While pursuing an Honours Bachelor of Arts in Women's Studies and Indigenous Learning at Lakehead University, Laura completed an exchange at the University of Helsinki in Finland, which ignited her passion for the field of international education. Laura currently manages inbound and outbound student mobility programs in Thunder Bay and is committed to supporting campus-wide internationalization efforts and increasing awareness and participation in global opportunities, particularly for students from underrepresented groups.

Katie Fraser, International Engagement Specialist Orillia Campus, Lakehead University

Katie joined LUI in 2017 as the International Engagement Specialist, the first full-time role based out of the Orillia campus. Her responsibilities range from supporting current students from their arrival through to graduation, participating in immigration initiatives throughout Simcoe County, and local recruitment. She has past experience coordinating wellness services and first-year experience programming. Katie completed a Master's degree in Public Health with a specialization in Health Promotion through the University of Alberta and holds an Honours Bachelor of Arts and Science degree in Interdisciplinary Studies from Lakehead's Orillia campus. Katie is passionate about developing healthy communities through education, skill-building, and creating supportive environments.

James Aldridge, Vice-Provost (International), Lakehead University

Lakehead International oversees International Enrolment, International Student Services, Study Abroad, International Relations, and the English Language Centre. James has worked in the international education sector for 25 years, having served as Executive Director (China) at Grok Global Education, a consultancy, from 2012 to 2016. Formerly, James was China Country Director for Canadian Education Centre Network, and managed the Canadian division of a large

Chinese overseas study agency, having moved to Beijing in 2006 with the Northern Alberta Institute of Technology (NAIT). He taught English in the Japanese public school system in the 1990s. James holds a B.Sc. (U. Alberta) and International Executive MBA (Rutgers). He is an avid runner and loves cycling, hockey, travel, and the great outdoors.

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Reaching Indigenous Learners

This session will provide an overview of Indigenous students as learners in our classrooms - which will be virtual for this coming year. Instructors/Faculty will explore tools to deepen their understanding of who the learners are in terms of the context of their lives especially with regard to responsibilities, potentially living with family that they are caring for, in remote communities, with limited bandwidth, etc. Participants will gain an understanding of the cultural aspects and lived realities to be best prepared to support Indigenous learners in this online environment.

Presenters:

Denise Baxter, Vice-Provost, Aboriginal Initiatives, Lakehead University

Denise is completing her PhD in Equity and Indigenous Education at York University. As an established education leader, Denise has worked in multiple contexts including public school boards, the Ministry of Education, Lakehead University, and First Nations private schools. Within each of these contexts, she has built capacity and partnerships with multiple community stakeholders. A Marten Falls First Nation member, she maintains that preserving and practicing cultural traditions and ceremony keeps her connected to the community, culture, traditions, and protocols.

Tanya Lukin-Linklater, Director of Enji giigdoyang, Indigenous Initiatives, Nipissing University

Ms. Lukin-Linklater has been the Director of Enji giigdoyang for seven years. She originates from the Native Villages of Afognak and Port Lions in southwestern Alaska but has lived and worked in Nbisiing Anishnabek territory for over a decade. She has a Master's of Education in First Nations Education from University of Alberta, and she is a doctoral candidate in Cultural Studies at Queen's University.

Shelly Moore-Frappier, Director, Indigenous Sharing and Learning Centre, Laurentian University

Shelly is a Teme Augama Anishinaabe with over 25 year's experience as an educator specializing in Indigenous education in both the K-12 system and post-secondary. Shelly returned to Laurentian University in 2016 as the Inaugural Director, Indigenous Sharing and Learning Centre and is currently in the role of Interim, Associate Vice-President, Academic and Indigenous Programs.

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Teaching First-Year classes online

This roundtable conversation will be composed of a number of shorter presentations and discussion prompts.

Facilitator: Shelley Watson, Associate Vice-President Learning and Teaching, Laurentian University

Shelley Watson is the Associate Vice-President of Learning and Teaching at Laurentian University. She is a Full Professor in the Psychology department, with a cross-appointment to the School of Rural and Northern Health. Her research addresses human rights and intellectual disability, notably sexuality issues, as well as health care practitioners' knowledge of disability and the impact of disability on the family. Her current research projects focus on the revision of the Socio-Sexual Knowledge and Attitudes Assessment Tool (SSKAAT-R), health care students' experiences learning about disability, as well as working with Public Health Sudbury and Districts on a Fetal Alcohol Spectrum Disorder (FASD) Prevention Program. She loves research and mentoring graduate students, but her greatest passion is teaching, in particular teaching first year Psychology, as well as her special topics courses in disability issues. She has been co-teaching the graduate-level Laurentian University course, Teaching in Post-Secondary Institutions, for the past 3 years, and recently taught it for the first-time during Summer 2020 via remote delivery.

Engaging first year students

Engagement and methods of evaluation are both key to student academic success. There are a number of ways we can engage students in face-to-face delivery, but those methods don't always translate well to online or alternate delivery. This is also true for evaluation methods. In this session I'll discuss my experiences with alternate delivery including the successes and failures of trying to rethink, adapt, and transform my engagement and evaluation strategies.

Presenter: Aaron Langille is a Laurentian University graduate-turned-professor of environmental modelling, computer science and video game design. He is an advocate for effective learning and student engagement strategies including gamification and open educational resources. He is active on social media where he shares a variety of insights primarily through memes, hashtags and emoji.

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A Panel Discussion on Experiential Learning online

This panel will discuss the place of experiential learning in the online-sphere. The panelists bring together a wealth of experience with experiential learning 'under usual circumstances' – face-to-face, in the field, with community and industry partners. They have considered the opportunities and possibilities afforded online, in light of a global pandemic and will share their own personal thoughts as well as what they've seen colleagues and peers envision. What might be done the same/as well online and/or under pandemic restrictions? What might be even better? And where might we go once we reach a 'new normal'? Although panelists have been given prompting questions, the intent of this panel is to be free-flowing, and allow for audience engagement/participation throughout.

Panelists:

Denyse Lafrance Horning

Dr. Denyse Lafrance Horning is an Associate Professor in the Nipissing University School of Business. Her career began as a sales and marketing professional with the Johnson & Johnson Family of Companies. In 2007, she redeployed her marketing knowledge and experience to the classroom. She earned an interdisciplinary PhD in the area of sponsorship marketing and is engaged in sport marketing and experiential learning research. In 2018, Denyse was awarded the inaugural role of Teaching Chair of Experiential Learning which has elevated her promotion and support of experiential learning practices at Nipissing University and beyond. In 2020, Denyse was recognized with the STLHE's D2L Innovation Award in Teaching and Learning.

Madelyn Law

Madelyn Law, is the Associate Vice Provost, Teaching and Learning, Associate Professor in the Department of Health Sciences and the Director of the Interprofessional Education for Quality Improvement Program (I-EQUIP) at Brock University. In Madelyn's role as AVP she supports Brock vision to provide a transformational student experience which has her leading the move to online learning with her team in the Centre for Pedagogical Innovation. Previous to this role Madelyn was the Brock Faculty Associate for Experiential Education where she helped to develop the Senate Approved list of Experiential Education Definitions which has fostered a focused approach to the development and implementation of experiential education across Brock. In her own teaching, Madelyn channels her passion into building partnerships in the health sector to open avenues for experiential education for students. This work has led her to contribute to quality improvement projects alongside professionals.

Pat Maher

Patrick T. Maher, PhD, is the Dean of Teaching at Nipissing University, with a faculty appointment as Professor of Physical and Health Education. Dr. Maher is a 3M National Teaching Fellow (2014) and Fellow of the International Society for the Scholarship of Teaching and Learning (2020). Pat is the Chair of the Council of 3M National Fellows for Teaching and Learning in Higher

Education and an Associate Editor of the *Canadian Journal for the Scholarship of Teaching and Learning*. He is a former University Teaching Chair in Community-engaged Teaching and Scholarship (2017-2019) and the former editor of the *Journal of Experiential Education* (2010-2016).

Michael Teed

Michael is born and raised in the East Coast of Canada. He obtained his Ph.D. in Industrial/Organizational Psychology. For the last ten years, he has been teaching at Bishop's University where he holds the position of Full Professor in the Business Department. His courses include recruitment and selection, organizational behavior, training and development, and interpersonal skills. He has published in peer-reviewed journals and has presented at numerous international conferences on Occupational Health Psychology, Mental Health at Work, and Leadership. Over the past 10 years, he has consulted for various Canadian organizations (both private and public).

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How to Engage Online Learners in Authentic Assessment

Successful online teaching and learning involves much more than a transition to a technology platform. Sadly, in the urgent but necessary transition to online from traditional classroom-based learning, the depth and history of distance education (of which online learning is the most recent iteration) has not had a chance to be understood. Adult education principles are an important part of online learning and provide the underlying foundation for much of what online educators should do. This session will explore some of those foundational frameworks while presenting strategies, tips, and techniques on how to create authentic assessment for online learners. As assessment is only one part of the learning cycle, the session will also touch on many related issues such as management, group formation, presentations, peer assessment, participation and teaching without giving final exams! A Tips and Strategies hand-out will be available, with information extrapolated from the presenter's book, *Assessment Strategies for Online Learning: Engagement and Authenticity*, which is available free by download from the AUPress site.

Presenter:

Dianne Conrad

Dianne Conrad has been managing distance education programs and teaching at a distance for over 30 years, gradually moving through the six generations of distance learning. In the last several years, as online learning has become the principal mode of learning at a distance, her research has focused on several important aspects of DE, namely assessment, social presence, and the adult learner. Her 2018 book, *Assessment Strategies for Online Learning: Engagement and Authenticity*, has proven a useful resource for instructors transitioning to the online format. She aspires to retirement but is still actively engaged in online teaching and research.