Online Preparedness Task Force
June 11, 2020

Professional Development Opportunities

The move to teaching and learning online will be new for most faculty and teaching staff (note that this will be different from the emergency remote teaching that ended the most recent academic year). Professional Development (PD) sessions are necessary to ensure that everyone is prepared to transition their face-to-face courses to an online format. Doing this well will be important for student learning, student success, and student satisfaction with their university experience. Offering PD will also create opportunities for creating a community of support for faculty and teaching staff around the transition to teaching in an online environment.

The delivery of PD for the StFX campus has begun. The purpose of this document is: to outline the PD that we are planning to offer; to indicate who is taking responsibility for offering the PD so that we can ensure it will get done and at the same time minimize duplication of service; and to keep track of when that PD has been completed and posted to the list of resources available on the resource hub.

In offering PD sessions, the following factors will be important:
   a. **Regular Offerings:** PD will be offered on a regular basis over the summer, and throughout the academic year. We will aim to make these visible on a 'calendar' of events withinin the resource hub.
   b. **Graduated Sequence:** It will be important for beginners that they are able to build their skills over time in a way that fits with how they are building their courses. Advanced sessions can be offered at the same time, but we will also try to scaffold the offerings with beginners in mind.
   c. **Varied in Nature:** PD will include formal sessions (e.g., webinars and training sessions) and informal sessions (e.g., coffee chats, kitchen party, and opportunities for colleagues to share ideas, techniques and strategies with one another).
   d. **Offered in Flexible Formats:** PD will initially be offered in a live format, where possible. The aim will be to record the sessions and post them to the resource hub for future access. The PD recordings will be clearly labeled and organized so that people can follow/select them in a self-directed way.
   e. **Cover a Variety of Topics**: PD will cover many of the topics that faculty requested, and on topics that are important to consider (e.g., accessibility, culturally responsive pedagogy, trauma-informed teaching). Topics that have a major impact on whole-program/course offerings will be considered early on (e.g., studio courses, lab courses, first-year classes, languages).
   f. **In-house expertise/experiences will be shared where possible.** We are fortunate to have faculty and teaching staff who have expertise and/or experiences with teaching online who are willing to host a PD session. Hearing from these individuals will help

to ensure that PD is sensitive to the needs of faculty and teaching staff that are specific to our teaching and learning environment at StFX.

g. **Reliable external supports will be promoted where possible:**
   i. Maple League Virtual Teaching and Learning Centre
   ii. Open Acadia (online learning modules focused on teaching online; these will be available through Moodle)
   iii. Dalhousie Centre for Teaching and Learning webinars
   iv. University of Lethbridge open course on online teaching
   v. Reputable online teaching resources (e.g., STHLE's Keep Teaching website, York University's Bold website).

What's Next	Who's Doing This	Completed
Course Design **What makes an excellent online course?**		
⇒ Best practice guidelines for remote course delivery		
⇒ General pedagogy tips and take-away resources		
⇒ Course checklist, easy flowchart of steps to take to transition course		
⇒ Recommendations/suggestions for making the course user-friendly by including principles of Universal Design for Learning (UDL) and Culturally Responsive Pedagogy (CRP). • Include Land acknowledgement and "Ways of Being" ground rules for classroom discussion		
Creating successful and engaging classes:		
⇒ Tips for creating/designing excellent PowerPoints		
⇒ Strategies for using technology in our classes such as effective screen-sharing, video streaming, demonstrations in an online environment, solving problems in real time, etc.		
⇒ Strategies for using technology such as tablets, doc cams, whiteboard, etc. (e.g.,		

addresses issues like writing mathematical functions or formulas)		
Considerations for teaching international students		
Teaching International Students		
Teaching strategies and tools to help address particular or specialized needs:		
⇒ Considerations for teaching first-year classes		
⇒ Strategies for teaching large classes online 　• Taking attendance 　• Polling		
⇒ Service Learning and Capstone Consulting (Experiential Learning) Courses		
⇒ Approaches to coordinating seminar courses in an online environment (e.g., student-led readings, seminar discussions)		
⇒ Practical experiences such as in Nursing (e.g., intravenous lines)		
⇒ Art - video demonstrations of art projects, one-to-one meetings to see Art in progress, drawing tablet to enhance whiteboard capacities		
⇒ Delivering labs online, including practical use of certain tools/expectations such as the ability to connect a microscope for online viewing by students.		
⇒ Music – sound quality, ensembles, events		
⇒ Languages – language labs, one-to-one support for practicing or speaking language		
Strategies to engage students online:		
⇒ Building Community and Connection		
⇒ Synchronous and Asynchronous teaching tools 　• Samples like the snowball or carousel activities 　• Office hours (a.k.a. student hours) – best practices		

⇒ Redesigning or reimagining common classroom student engagement activities for online
    • Student-to-Student interactions – using breakout rooms
    • Discussion forums/boards, facilitating live discussion, debates, role playing, presentations, etc.		

⇒ Classroom response systems, clickers in large classes, polling, taking attendance, gamification		
⇒ Student involvement in generating content, assignment design		
Assessment (keeping in mind principles of UDL and CRP):		
⇒ Different options for assessment		
⇒ Designing assessments with academic integrity in mind		
⇒ Grading online (with and without technology) including providing formative and summative feedback • Interacting with Moodle, Moodle gradebook		
⇒ Creating effective rubrics		
Honours students and student research:		
⇒ Data Collection		
⇒ Research Ethics Approval		
⇒ Accessing Library Resources		
⇒ Writing Workshop		
⇒ Student Research Day and Thesis Defense		