

CTSI

Tune in to
Teaching
2021

Teaching with Technology 2.0:

Improving Engagement and Collaboration with Educational Technologies

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Teaching with Technology

Before we get started



Let us know if you can hear us when we do **Audio checks**



Download **Presentation Slides** at uoft.me/ctsi-videos



Turn on live captions if you would like closed captioning (see screenshot for details)

During the webinar



Your **microphone** will be muted until Q&A at the end of the session



Type questions and comments into the **Chat**

Following the webinar

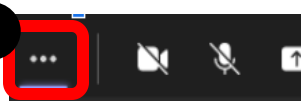


View **Session Recording** at uoft.me/ctsi-videos in 2 business days

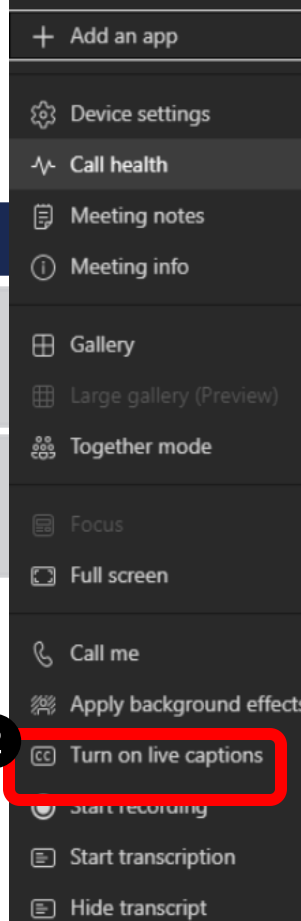


Complete **Feedback Survey** (link sent via email)

1



2



WELCOME!



Who are we?



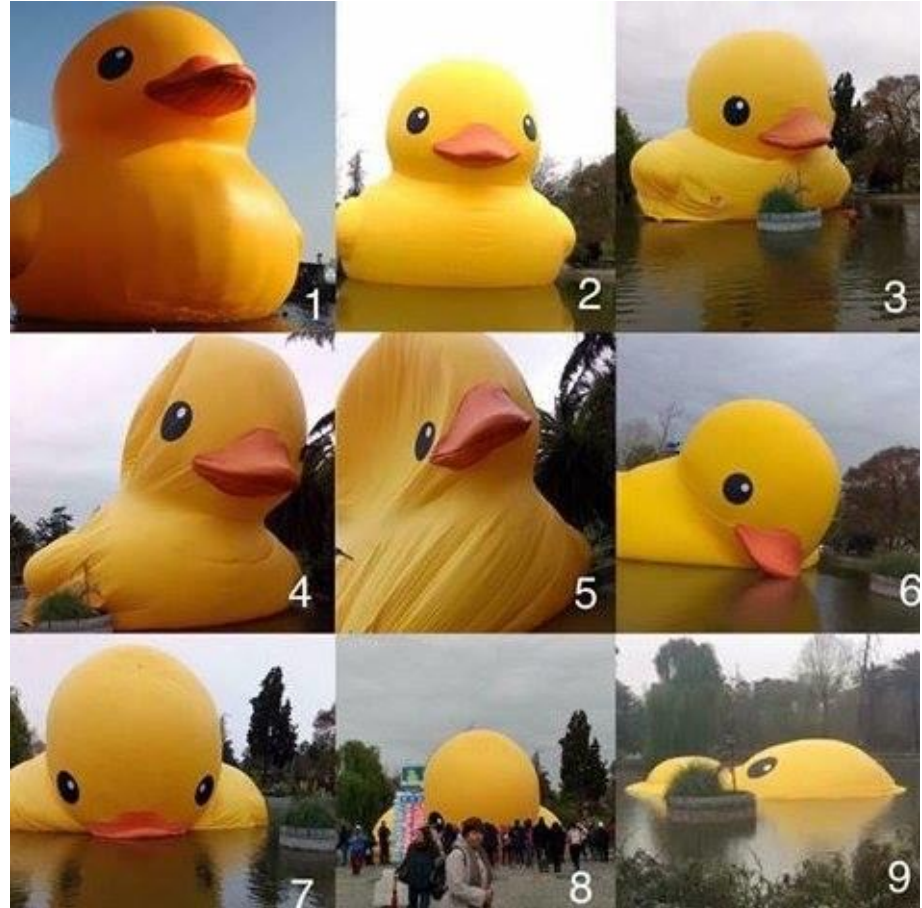
Land Acknowledgment

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

Revised by the First Nations House Elders Circle (2021)



How are
you feeling
today?

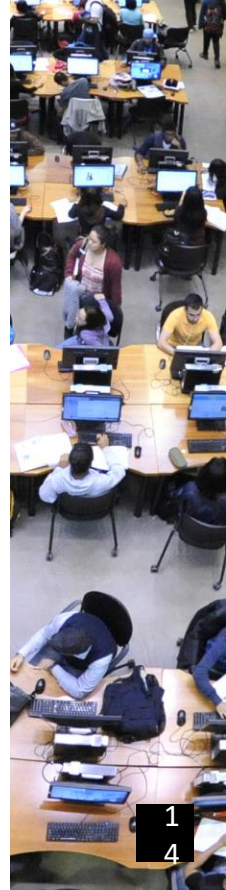


Today's Session

- Library Resources for Teaching
- Course (re)Design Theory
- Organize Content
- Connect and Communicate
- Assess Student Work
- Teach from a Distance –
Synchronous and Asynchronous
Lectures
- Funding Possibilities

Leveraging the Library

1. [Syllabus Service & Course Reading](https://uoft.me/5M1): Use the Course Reserves and Syllabus Service! Our staff will provide durable links, retrieve and scan your readings, even purchase eBooks if available. <https://uoft.me/5M1>
2. [Take advantage of your Liaison Librarian](https://uoft.me/5M4): Ask about collections, workshops, research support and all other library services. <https://uoft.me/5M4>
3. [Benefit from Library Instruction](https://uoft.me/5M6): Request an assignment specific, collaboratively developed workshop or take advantage of one of our many specialist or open workshops. Contact your liaison to learn more. <https://uoft.me/5M6>

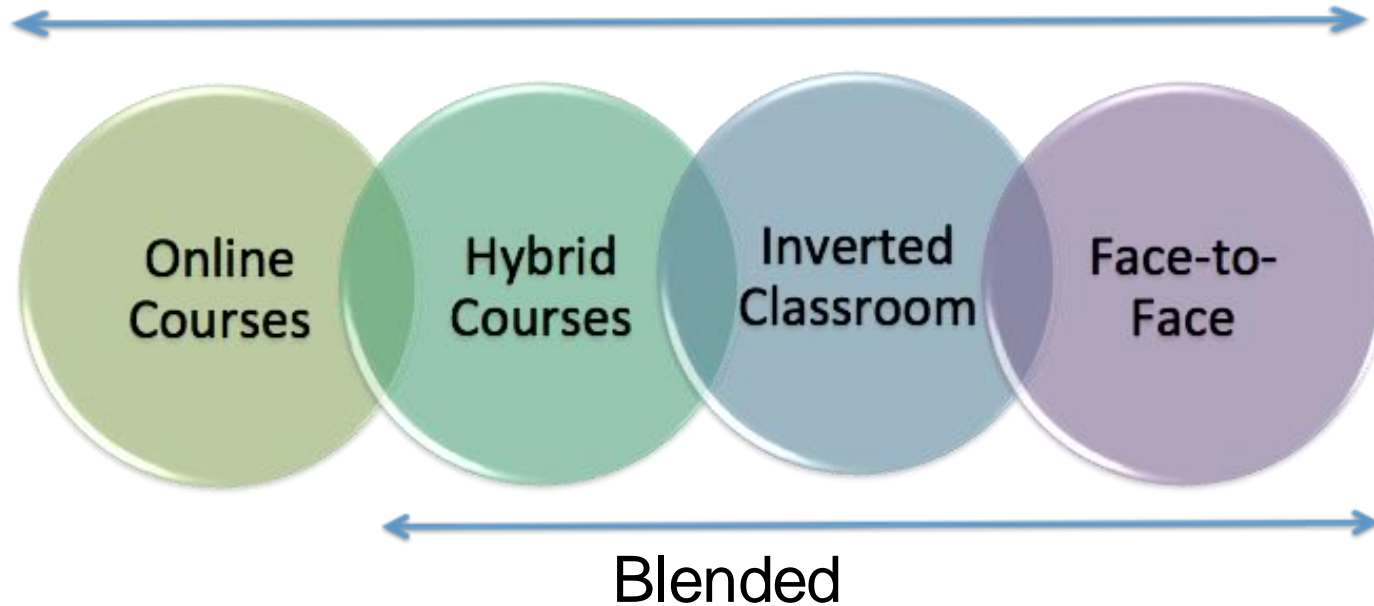


Engaging Learning with Educational Technology

Defining the terminology: What is Educational Technology?

Area of technology devoted to the development and application of tools (software, hardware, processes, approaches and frameworks, resources) intended to ***enhance student learning.***

Teaching with Technology: Landscape



How will you be primarily
teaching this semester?

- A) Fully in person (face-to-face)
- B) Fully online (at a distance)
- C) Hybrid (some moved online)
- D) Not entirely sure

Teaching with Technology @ U of T

Ed Tech Catalogue

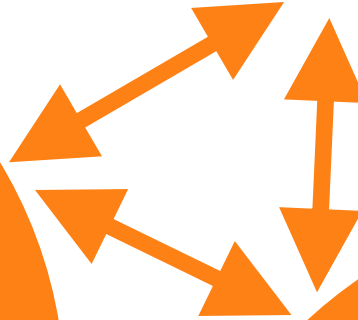
- institutionally-supported tools
- divisional and/or departmentally supported tools

Academic Toolbox

- Quercus

Innovation

- New applications, platforms, software, devices, etc.



University Protocols & Guidelines Related to Technology

FIPPA
Freedom of
Information &
Protection of
Privacy Act

AODA
Accessibility
for Ontarians
with Disability
Act

Information
Risk
Management

Conditions
of Use
(e.g.,
Turnitin)

Code of
Behaviour
on
Academic
Matters

Appropriate
Use of
Information
Technology

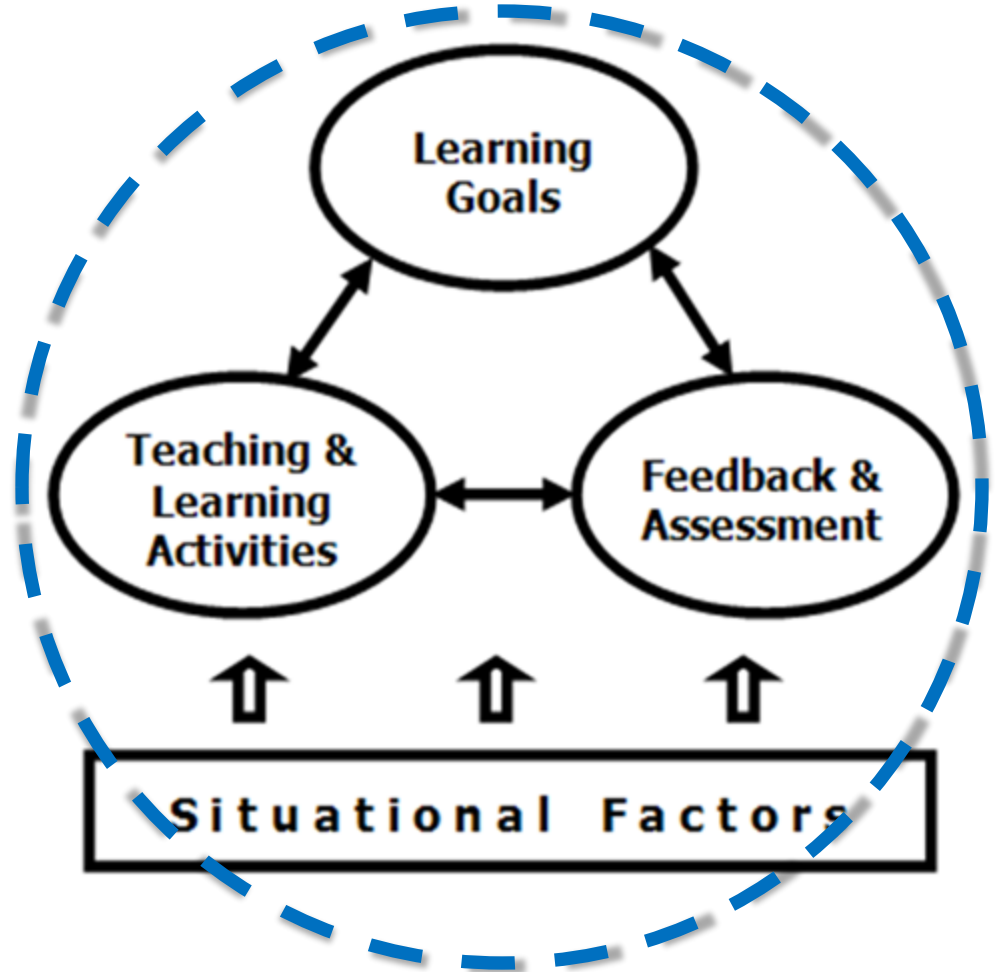
Policy on Official
Correspondence
with Students

How can you effectively integrate technology into your course?

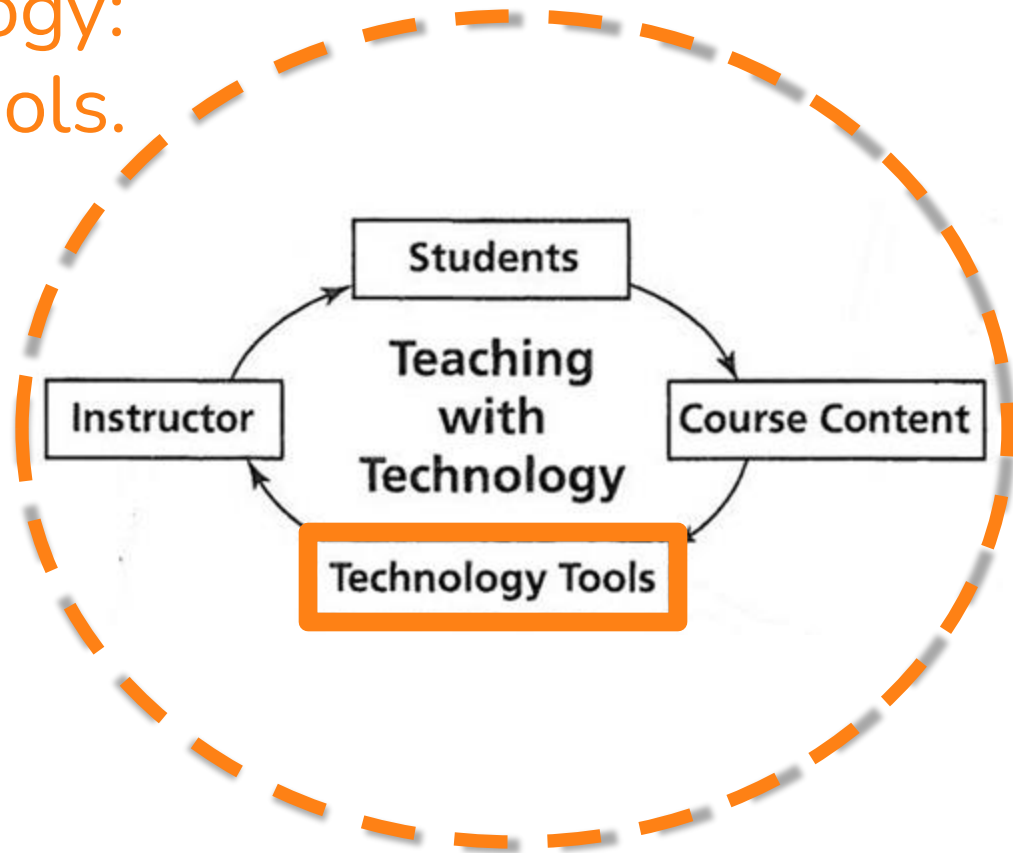


"My course lacks interactivity and it has no point.
I assumed the software would take care of that !"

Step 1:
Align and integrate
technology with
course design:
enhance student
learning.



Step 2 : Selecting your technology: uses and tools.



What is the pedagogical intention?

How does the tech enhance student learning?

Which supported tool will be most effective?

learning outcome

activity |
assessment

technology
tool

- generate different perspectives or approaches to a problem
- critically reflect on assigned readings or lab work
- practice presenting and explaining multiple perspectives
- encourage reflection on course content

- editing and providing feedback with peers
- participating in group case-based learning
- Providing critique of other's and reflection on own work with peers
- (re)viewing recordings of lecture content asynchronously



Wiki page



Discussion threads



Peer tool
(peerScholar)



Zoom webinar
software

How can you effectively integrate technology into your course?



critically reflect on assigned readings or lab work

- Participating in an online discussion
- (Re)viewing lecture content
- Creating a collaborative document and...
- Synthesizing document and getting peers to provide comments



Discussions tool



Zoom webinar tool

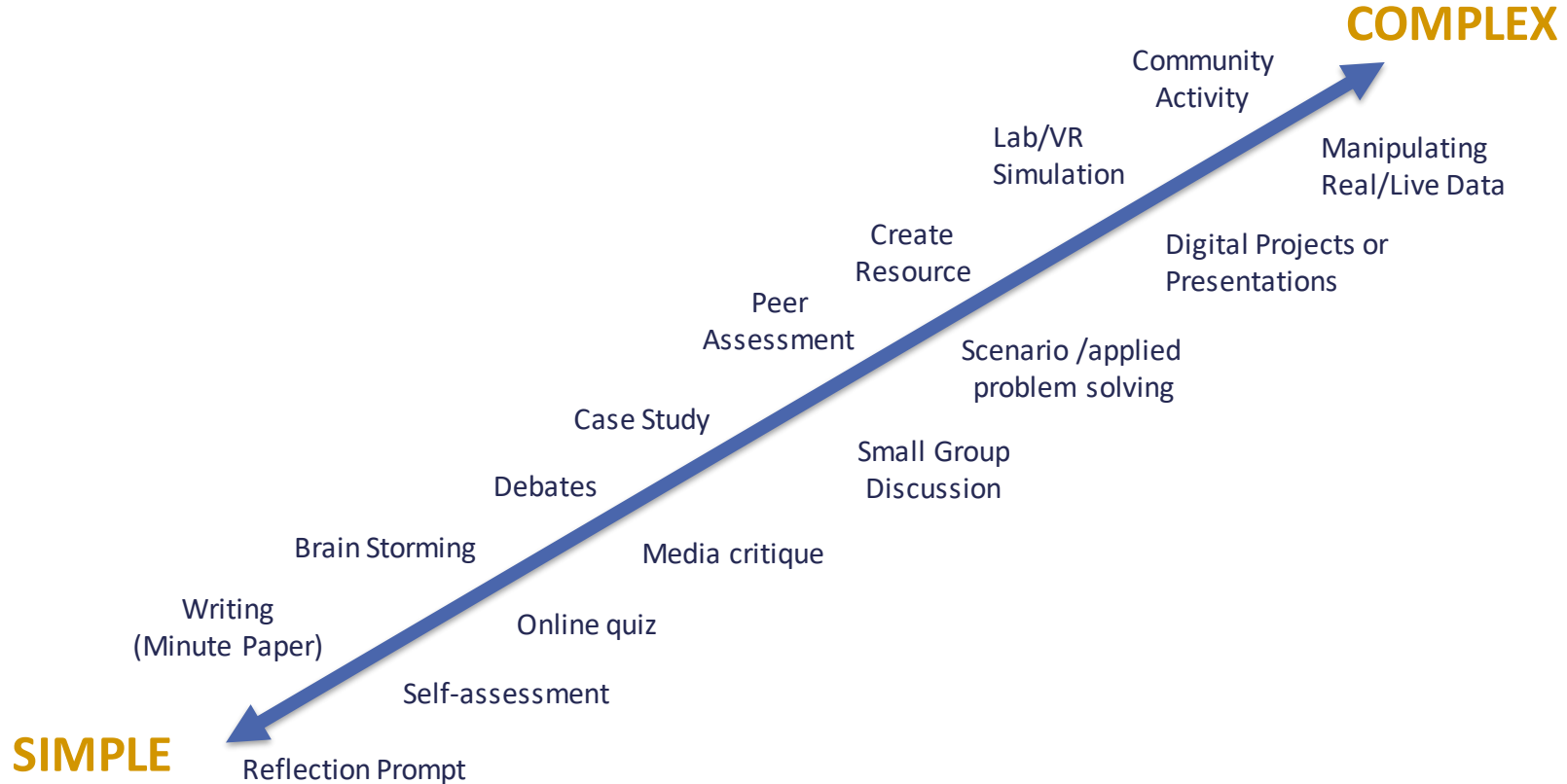


Pages tool - wiki option



Peer assessment tool

Example Active Learning Activities:



(Adapted from O'Neal & Pinder-Grover, Center for Research on Learning and Teaching, University of Michigan.)

Exploring Educational Technology

QUERCUS

The University of Toronto's Academic Toolbox

QUERCUS



Organize content

Connect and
communicate



The Academic Toolbox helps you...



Assess student work
and provide feedback

Teach from a distance



FOCUS

- **Organize Content:** Pages with wiki for brainstorming
- **Connect and Communicate:** Group discussions for case-based study
- **Assess Student Work:** Peer assessment tool for critical evaluation and reflection
- **Teach from a Distance:** Record synchronous session for asynchronous review

Organize Content

Pages with wiki for brainstorming

Pedagogical intention: Engage students in a full class (or group) activity with the objective to:

- focus students' attention on the topic
- generate a quantity of evolving ideas
- teach acceptance and respect for individual differences

Pages with wiki for brainstorming

Activity and Tool: Brainstorming and concept mapping with a wiki.

1. The instructor may begin a brainstorming session by posing a question or a problem, or by introducing a topic to the Wiki (TIP: Model an appropriate response)
2. Students then express possible answers, relevant words and ideas in the Wiki.
3. Contributions are accepted without criticism or judgement and can be summarised on a new page by the instructor or a student volunteer.
4. These ideas are then examined, usually in an open class discussion format.

Demonstration

Connect and Communicate

Connect and Communicate

Learning outcome

Activity | Communications

Technology Tool/ Application

Develop and maintain fluid communications and encourage rich discourse between learners, instructor(s) and TA(s)

Learner to Learner

- Class Discussion Boards
- Group Discussion Boards

Learner to Instructor

- Discussion Boards
- Speed Grader
- Office Hours
- Email

Learner to Content

- Weekly Instructional Recordings
- Course Tour Video

Group discussions for case-based study

Pedagogical intention: Engage students in small groups in order to:

- engage students in research and reflective discussion
- encourage higher order thinking, discourse and engagement in the course material
- facilitate creative problem solving

Group discussions for case-based study

Activity and Tool: Case analysis with discussion board set up for small/large group

1. The instructor can begin by creating a full class discussion thread to create a community agreement on using discussion boards
2. Then divide the class into small groups and present them with a course-related case problem. NOTE: A single case may be presented to several groups, with each group offering its solutions.
3. Instructor can ask student groups to bring solutions back to a class level discussion for debrief and reflection and/or submit solutions as a group assignment.




Example in Quercus

Week One Readings Facilitation - (Group One)

Edit View Insert Format Tools Table

12pt ▾ Paragraph ▾ | **B** *I* U A ▾  ▾ T² ▾ |  ▾  ▾  ▾  ▾ |    |  ▾  ▾  ▾ | ⋮

Assigned readings for class - Digital Professionalism

1. Ross S, Lai K, Walton JM, Kirwan P, White JS. [“I have the right to a private life”: Medical students’ views about professionalism in a digital world](#)  [download](#) . *Med Teach*. 2013;35(10):826-831.
2. Gagnon K, Sabus C. [Professionalism in a digital age: Opportunities and considerations for using social media in health care](#)  [download](#) . *Phys Ther*. 2015;95(3):406-414.
3. Ellaway RH, Coral J, Topps D, Topps M. [Exploring digital professionalism](#)  [download](#) . *Med Teach*. 2015;37(9):844-849.

Assess Student Work

Peer assessment tool for critical evaluation and reflection

Pedagogical Case: Engage students in self-reflection in order to:

- develop communication skills
- practice presenting and explaining viewpoints
- expand critical evaluation and problem solving

Students are also encouraged to reflect on their performance on assessments and look for areas where they can improve.

Peer assessment tool for critical evaluation and reflection

Tool and Technique: Submit an assignment or idea and peer evaluate with peer tool.

1. Students submit an initial draft assignment/problem
2. Each student is required to provide feedback to 3 peers in the classroom (TIP: provide a rubric to guide student responses)
3. Feedback from peers can serve as a formative assessment technique. Students, upon viewing and assessing the feedback given to them for their work from their peers, are then asked to revise and resubmit their assignment.
4. An instructor or TA provides the final evaluation of the work while, noting the appropriateness of the revisions made to it, as well as the quality and richness of the feedback they have provided to others, thus grading both the product and the process.

Demonstration

Teach from a Distance

Teach from a Distance

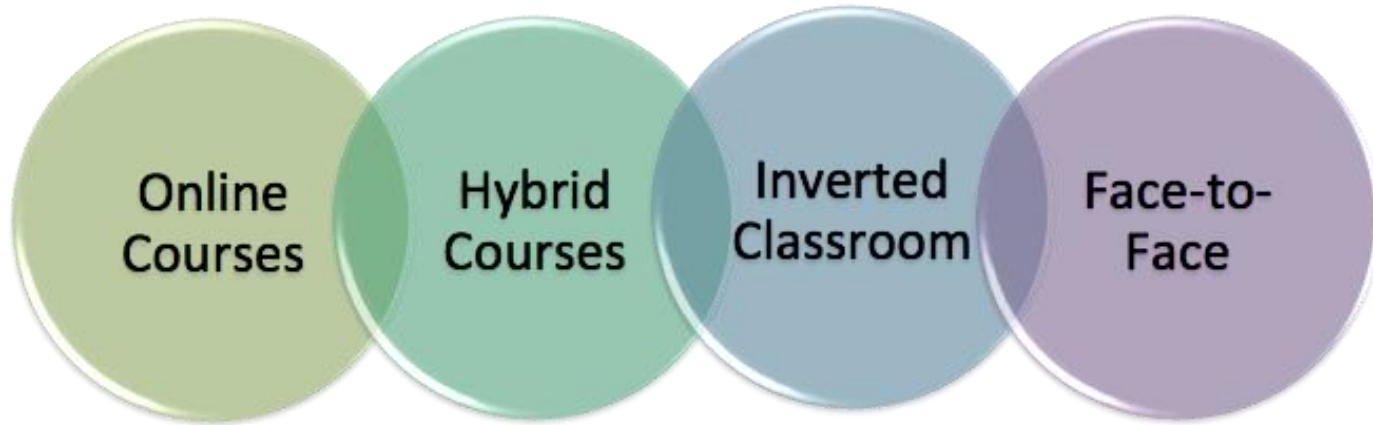
Learning Outcome

Activity | Lectures/Content

Technology Tool/ Application

- | | | |
|--|---|---|
| <ul style="list-style-type: none">• Encourage reflection on the material• Provide alternatives to students learning at a distance (asynchronous)• Provide accessible options to engage students (eg live captions) | <ul style="list-style-type: none">• Create an artifact (recording) of lecture material• Post a video | <ul style="list-style-type: none">• Curated Video• Lecturettes - Lecture Capture Software• Lecture recording of synchronous content/ Webinar tool |
|--|---|---|

Synchronous/Asynchronous/A little bit of both



Lecture Recording Tools



**Techsmith
Snagit**



PowerPoint

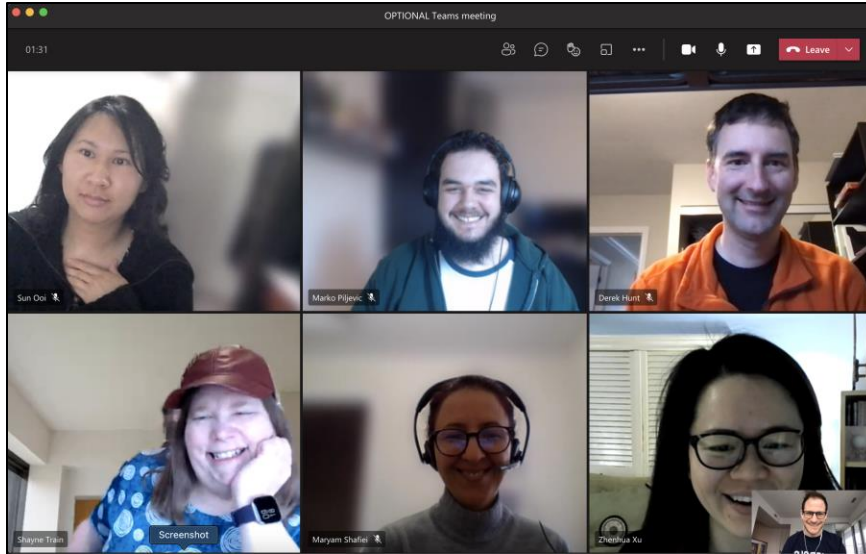


Teams Meetings



Zoom

Quercus: Synchronous webinars



Microsoft Teams for
Teaching & Meetings



Zoom for
teaching and
meetings

Example in Quercus

⋮ ▾ Week One	✓ + ⋮
⋮ 📄 Reading - Digital Professionalism	✓ ⋮
⋮ 📄 Privacy Lecture	✓ ⋮



Thinking about an Innovation? Funding Opportunities

Funding Opportunities @ U of T

Learning and Education Advancement Fund (LEAF)

- Pedagogical innovation, learning centered.
- May include technology or no technology, but is not centered on technology development.

Instructional Technology Innovation Fund (ITIF)

- Innovation involving a focus on technology in teaching and learning.
- Applications of tech to enrich learning.

Quercus support resources

Past and upcoming webinars

CTSI webinars

See previous session recordings and slides at uoft.me/ctsi-videos

See calendar of CTSI training at <https://teaching.utoronto.ca/events/>

Quercus support resources

≡ Quercus Support Resources

Home

Modules

Search

The Basics



Start here. Navigate Quercus, modify settings and access courses.

[Learn More](#)

Build Your Course



Create course content and learn about features and integrated tools.

[Learn More](#)

Assessments



Create and grade different types of assessments.

[Learn More](#)

Students



Navigate Quercus, access courses and student mobile apps.

[Learn More](#)

Ed Tech Catalogue



Explore the full list of educational technologies at U of T.

[Learn More](#)

Support

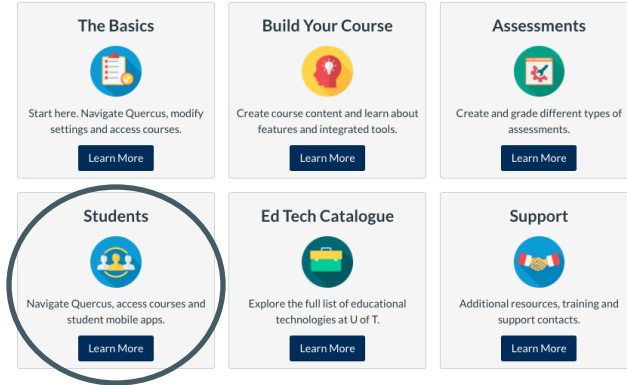


Additional resources, training and support contacts.

[Learn More](#)

<https://uoft.me/qresources>

Student support resources





- [Technology Requirements for Remote Teaching and Learning](#)
- [Quercus Student Guide](#)

Divisional support

Support Contacts

If you have other questions or wish to speak with an individual, please contact your Divisional support contact.

DIVISION/ FACULTY	CONTACT
Applied Science and Engineering 	tsa.astesch@utoronto.ca
Architecture and Forestry	j.hall@utoronto.ca
Arts and Science	Instructors: tsa.artsci@utoronto.ca
Dentistry	marissa.cornell@dentistry.utoronto.ca michael.lindberg@dentistry.utoronto.ca martha.murphy@dentistry.utoronto.ca
Education 	portal.educ@utoronto.ca

<https://uoft.me/qsupportcontacts>



Quercus Support Resources:

<https://uoft.me/qresources>

Divisional Support:

<https://uoft.me/qsupportcontacts>

Questions/Consultations:

q.help@utoronto.ca



Q&A



Thank you

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