

## Deepening Course Design Webinar Transcript

[Trevor] Hi everybody, and welcome I hope that people can hear me, according to my screen, people can hear me. At least my voice is going out into the world. I'm Trevor Holmes from the Centre for Teaching Excellence, I'm the associate director there, and I'm pleased to welcome you to another in our series of faculty members sharing their stuff. This is a bit different from some of our other webinars in that, Shannon Dea and I are collaborators on a workshop we've given in the past few years and we were delighted to be able to share some materials and thoughts about that workshop with you today. So we have a host, Brianna Bennett from CTE. Brianna, do you wanna say hello?

[Brianna] Hi everyone, I'll be here to field some questions, Trevor will get into that process a little bit later. [Trevor] And, Shannon. I'm not sure if you want to introduce yourself before you introduce the learning outcomes for the webinar?

[Shannon] Hi, I'm Shannon Dea, I'm a professor in the Department of philosophy at the University of Waterloo and I say the University of Waterloo, because I know that we have some attendees from other universities as well. I use pronouns she or they and I will tell you about the outcomes for today's session. Trevor, can you advance the slide please? So, as Trevor mentioned, this webinar is a very brief window into a two day intensive workshop that we've been running for a few years, typically for faculty members who've already had some training in course design. We think of it as a kind of intermediate or advanced opportunity to really dig deep on aspects of courses, good course design, and in particular on ways to bring in both alignment in course design, but also authenticity and accessibility, right from the get go rather than kind of bolted on at the end and we'll talk about all those things as we go forward. Again, though, this is not going to replace the two-day workshop. This is going to give you a sense of what happens in that workshop, and we're going to share with you a workbook that will allow you to kind of move through some of the steps of the workshop for yourself. In addition though, we were thinking about the coming term, the remote teaching people will be doing or the pivoting people will be doing back and forth between different teaching modalities and thought that the workshop and our workbook might be, might provide some useful tools for thinking about how to teach in the era of COVID-19. Again, you're not going to be experts on any of those things by the end of this hour, but hopefully will give you a chance to think through some of those things.

[Trevor] Thanks Shannon and I wanted to add that I'm not only here in my capacity as the associate director of CTE and a workshop co-designer, but also as a teacher. I am. I'm usually the instructor in the fall term of the gender and social justice 101 course, so some of my comments will have to do with being a teacher as well. And my pronouns are any pronouns used with respect. Even though we're working remotely and doing a lot of our workshops remotely and teaching remotely, it's very important to think about the place and the space where we do our work, and I wanted to mention that we live and work and also did this work of creating the webinar on the traditional territory of the Neutral, Anishinaabe and Haudenosaunee peoples, and we're on the Haldimand Tract and that's a tract of land that's 6 miles on each side of the Grand River that was promised to the Six Nations, there's a little bit further information about that in the workbook that I'll share with you. I don't like doing these territory acknowledgements without kind of figuring out how our work today relates to those territory acknowledgements so clearly the institution of universities in the nation state, currently known as Canada, have been engines, and continue to be engines of colonization. I think that when we're talking about accessibility and inclusion, it would be wrong to do so without thinking about how to decolonize the classroom and how to

decolonize the institutions that have been doing that work of colonization, since we set them up here. So there's some work of undoing through this workshop as well.

[Shannon] As well, we're cognizant though that some of you may not right now be on the Haldimand Tract and so we wanted to share with you this resource, [native-land.ca](http://native-land.ca), which allows you to look up, in fact any location on Turtle Island in order to learn more about the Indigenous history of that place. And that's something we encourage you to do as you're working from home, to become aware of the history of the place where you are working right now.

[Trevor] Thanks Shannon, so some tips on how this is going to work today in WebEx. It will be the case that Shannon and I will be presenting for about 45 minutes and then it will be 15 minutes for question and answer. You can start asking your questions at anytime or asking logistical questions. Simply direct your chat questions to the host, which is Brianna, and Brianna will be fielding the questions for us during the question period. But she'll also be able to answer some questions as they come up if they're logistical in nature. If you're having any difficulty. We will keep your microphones muted through the webinar and if that fails in some way, please keep yourself muted.

[Brianna] Trevor, I just wanted to jump in quickly. For a few folks who are unable to hear, I think that when you join the webinar you need to select to use your computer audio so that you can hear what's going on and to talk, but you will be muted the whole time, so don't worry about that. So, if you're still having difficulties after rejoining then just please message me.

[Shannon] Would you send that information in text as well to participants Brianna?

[Brianna] For sure I'm on it.

[Shannon] Thank you so much.

[Trevor] Thank you. So, people will rejoin and hope that their audio works when they join by computer rather than phone or whatever. OK. So if you have a question or a comment to make, some of you clearly have successfully done so, use the chat function, send it to the host Brianna, but those questions will be part of the recording, so please make sure you don't divulge any private personal information about yourself or anyone else, including students. Unfortunately, there's no live captioning in WebEx meetings. Or in WebEx training. We're in WebEx training right now, we picked WebEx because we thought it had live captioning. This is one of those technology constraints that we're really going to have to think about, as we teach now and as we teach in the fall. So it's actually quite apt for our particular webinar today that we cannot have live captioning. The accessibility that we strive to embody in our practice would require live captioning. Instead, afterwards, we'll transcribe the talk. And when the recording goes up, you'll have a transcription as well. You can download the workbook that we'll be referring to today and you can reuse that workbook however you want. That and the slides can be downloaded as PDFs at the site indicated in the slide that you should be able to see. Right now. The other way that you can download these is to look for the file transfer floating window in WebEx right now. You should be able to click on both the Deepening Course Design workbook and the Deepening Course Design Slides and click download. So if you're having trouble with either of those approaches, we will be referring to the workbook today. It would be helpful for you to have them. If you're having trouble with those, contact Brianna. And you'll be able to visit that site for the video, the transcript and any of our replies to the questions you ask as a kind of FAQ that we'll prepare after the webinar, hopefully within the next week or two.

[Shannon] So yeah. Yeah, so this webinar. It doesn't say it in the bullet points in front of you, but actually originated it in a lively and fruitful Facebook discussion that a bunch of us had about pedagogy a few years ago. And based on that discussion Trevor and I started drawing diagrams together and having working lunches and so forth, trying to figure out how to bring that discussion into reality in a way that benefited instructors. And we began offering a two-day course design workshop. Again, as I mentioned earlier, the group of faculty members and participants that we targeted with that workshop were folks who had already have some pretty intensive training at the University of Waterloo on course design. That course design training that they received primarily focused on designing courses with good alignment between intended learning outcomes, learning activities, and assessments. We'll talk about all of that later. What we tried to do was to encourage those folks to go back into the design process and build in from the start in their course design elements that supported accessibility and authentic assessment and authentic learning activities. We'll talk in a bit about what it means for a learning activity or an assessment to be authentic. We ran that workshop three times over the course of three years and we presented on it at the Council of Ontario Universities Learning Outcomes Symposium. We were going to offer it again this spring before COVID-19 landed and then we started thinking about some of the special challenges of course design for the coming year because of the pandemic. We've realized that people might benefit as they redesigned the courses for remote teaching or for pivoting between remote and in-class teaching. Whatever it is that you're doing, they might benefit from thinking through these principles of alignment, accessibility, and authenticity as ways to decide what's important about the course you're going to be delivering in the fall, hopefully making that teaching meaningful and sustainable for you and the students. As I mentioned earlier, this webinar is not the workshop. This is kind of the infomercial for the workshop, which we hope we have outlined in sufficient and sufficiently salient detail in the workbook that you can kind of work through it on your own. Again, remember that even outside of pandemic conditions, it takes about two days to go through the workshop, and my sense is that then it kind of echoes a bit for months or even years, as you keep thinking about these issues as you carry on with course design. That's kind of what we want, not a one stop quick fix kind of approach, but a shift. You're thinking a little bit about course design in a way that we hope will be helpful in the fall, but in a way that we hope you keep coming back to over and over throughout your teaching.

[Trevor] Thanks Shannon, so participants, we're going to ask you now to think about one of your own courses if you are teaching courses. You know, or even a course you've taken if you've been a student recently or if you're a facilitator of workshops, think about the workshops you facilitate, pick one. Pick one course or workshop that you teach or have taken or facilitate and that we're gonna keep coming back to that particular course when we ask you to reflect on various elements of it. Now, of course, think what it looks like in fall 2020. At Waterloo in general we'll be teaching online. There are going to be some face to face moments. I'm not exactly sure what's going on in every other institution. There are a couple of people here from other institutions, but you know whether it's some kind of hybrid or high flex or whatever they're calling it, blended version or online or face to face, this stuff will, I think, be helpful. We will be using some Waterloo specific language. We've tried to avoid it, but they are going to be sometimes when we use Waterloo specific language, but we'll try to limit that local jargon. You'll hear some educational jargon as well, and part of that is because this particular workshop, as Shannon mentioned, presumes some knowledge of our other workshops. This was really meant for people who have already taken course design with us or Teaching Excellence Academy, some of our more intensive workshops. Again, we'll try to limit it, but ask us if we need to explain anything further. And again, this isn't magic. We are people who believe in ongoing incremental improvement, not wholesale changes all

at once. How would you know if they work if you change them all at once? You've heard that message from us before I hope and that continues now. The workbook itself might help you to decide what concepts and tools work for you, and so, speaking of the workbook, I'm just going to toggle over to it for a moment. This workbook, has a table of contents, so you should be able to click within that and find your way to various parts of it as I'm talking, if I say that there's a tool on page 12 we'd like you to work on now, you can flip to page 12 in your workbook if you successfully downloaded it. There's more information about each element that we're talking about actually in the workbook. So yes, you're getting the overview right now, but the workbook should have some more details and some citations. So, uhm, whoops, sorry I skipped ahead too many slides. We're talking at first in our workshop, we typically go back to the concept of alignment. And alignment in course design, the way we talk about it at the Center for Teaching Excellence at Waterloo, tends to be the usual intended learning outcomes or objectives you might call them, aligned with the teaching and learning strategies or teaching and learning methods, in support of helping students achieve the assessments successfully, that show that they've achieved the outcomes. So, there could be formative assessments where people get lots of feedback and they're trying something out. There could be summative assessments where people show what they know to themselves, to you, to each other, perhaps to an external audience, and I will get more into that when we talk about authenticity. One quirk of our course design model that I'm sharing with you here is in the very center of the triangle. You actually see concepts. You don't always see that in a lot of course design models. It's because we rely on a particular sense of scholarliness and disciplinary foundations for knowledge and how our disciplines ask questions of the world. We're trying to think of ways that experts, like yourselves, can return to that state of the novitiate and kind of say OK, what do people need to know at the novice stage that I know now as an expert and they don't know. So how can we unpack the concepts and so we use a concept map approach to try and tease out some of the relationships between concepts and procedures and facts in our discipline. So in a nutshell, that's our model of alignment. And so, Shannon and I usually ask people what they remember from our various workshops in the past, and they always say alignment. But we go back over it and do that exercise in the workbook. So, you'll see that in the workbook about the concept maps.

[Shannon] What's new about the deepening your course design intensive workshop that Trevor and I offer is that we build on top of that alignment piece, accessibility and authenticity. We're going take a few minutes now to talk about how we encourage our participants to think about accessibility. Before we get into any sort of technical conceptions of accessibility or universal design, which is something we'll discuss. I want to introduce you to an exercise that we do. Trevor can you advance a slide, please. OK, sorry, the weirdness of pandemic my door is somehow open and there's noise in the background. Give me 2 seconds while I close the door. Apologies. OK, that will be like all fall. So a student advocate exercise and you'll see there's more details in your workbook .We give participants some fictitious bios of students who could be in their classroom. It's really important to note, we give a lot of rich detail in those bios of the students, but that's not because we think that instructors have the right to that kind of private information, about their students' social location and embodiment. And in fact instructors shouldn't be requiring students to disclose that information in order to be designing accessibly is kind of the main take away that we want to introduce to our participants. But we give these fairly detailed bios because we want our instructors to think through the variety of social locations and forms of embodiment who are represented in the student body and who are in their classroom, whether the instructors happen to know that they're there or not. I think too often, course design assumes a kind of quote unquote normal student that you design around, and then you think about ways to adapt for

special needs learners. We're kind of doing away with that whole notion of a special needs learner, thinking instead about each learner as having a range of different kinds of needs and what's called affordances or things that work really well for that learner and a range of different kinds of obstacles. And we want to try to design our courses so that there are more affordances and fewer obstacles for the widest range of learners. So here's one bio if you want to work through it with this bio, that's great. If you have the workbook in front of you and if there's another bio that you would like to consider, use that one instead, but Harjeet, 20, is an Indo-Canadian man who speaks English as his first language and is a 3B Honours Applied Math major in co-op, for non Waterloo people that's obviously a UWaterloo program. He works remotely three days a week. So this is the bio updated in light of COVID-19. Harjeet lives with his parents and young siblings. He's also registered with AccessAbility services for ADHD and occasional acute anxiety. So just take a moment and think a little bit about Harjeet as a learner you'd be advocating for. So in the student advocate exercise, we want you to imagine yourself [unintelligible], learners or other participants to imagine themselves as advocating for the student, either as a kind of undergraduate advisor or a friend that was a student. So even though you're thinking about your own course and the course that we asked you throughout this webinar to have in mind, don't imagine yourself as an omniscient professor who knows everything about your students. But imagine yourself as somebody who knows a lot about this student and knows about the kinds of things that might work well for the student and the kinds of things that might be obstacles for the student. So take a moment now and thinking about the course that we've asked you to think about throughout this webinar. And ask yourself what aspects of the course could work really well for the student that the advocate might really encourage. What are the possible obstacles in the course that the advocate might want to talk to you about and suggest ways to break down those obstacles? And can you think of any other advice you might offer the student or their professor with respect to the course? I'm gonna let you think about that for just a minute, but time in WebEx is weird, so we're not going to have too much dead air here. Trevor, while people are thinking about how they might advocate for the student with respect to their own course, I wonder whether you thought about ways you might advocate for the student in one of the courses that you teach.

[Trevor] Well Shannon, it's funny you should ask because I was just thinking about that and how Harjeet would manage some of the the demands of the gender and social justice course. So in that course there are, there's a lot of leeway to do your own thing, especially in the second assignment. There's a standard assignment that you can choose or there's like seven options you can choose that include creative things and things in your own community. This usually excites people. Now some people can be quite intimidated by choice though, and I wonder how this student will manage some of that, especially the invitation to do things like, small group versions of some of these assignments, and you can do much of the course individually, or you can do it in pairs or small groups, but there are some demands that you do some things collectively, as part of the principles of the course. When you are living at home with many people trying to use the Internet and little siblings running around and also working, it's hard, I think, for Harjeet probably to figure out when he can meet with peers. Here's one thing I don't do well in my courses. I don't necessarily say you must post X number of things per week to get a participation grade. I offer many ways of participating online, and I think Harjeet might benefit from a more structured directive about, you know, what kind of posts and when, just to manage his time and effort. That would probably help anyone in the course actually, so that's what I've been thinking as I've been reading Harjeet's file.

[Shannon] Thanks Trevor. Yeah it's kind of interesting that when you start thinking about things that could help individual students, you often end up with results that can help a bunch of other students as well, even though they weren't the student you were originally imagining. And I've been through that process over and over myself as well. Maybe I'll tell you about one of the things that happened in one of my courses and what I'm beginning to think about in terms of COVID-19 with that course, I say one of my courses, but actually in most of my third year or higher courses I use a particular approach to structured reply papers, where you know I'm teaching philosophy or gender and social justice, and so typically each class, students are reading, you know 20 to 40 pages of some kind of text, and then we want to come in and discuss it together. The courses are very discussion heavy. In order to get students thinking carefully about those text in advance and preparing for discussion, I give them a very specific assignment with some structure for a one page reply paper and they do something like six or eight of them over the course of the term. Depending on the course. And they don't just turn them in, but they come into the class and they summarize their short paper for other students, and then the students spend a little bit of time talking about the paper. The papers are all organized around a kind of research question that the student has devised and all the students dig in and try to answer the research question about the text together. I first designed this learning activity, thinking that students who are shy about participating in an impromptu way in class discussion would feel better supported if they had a chance to write things down in advance and have kind of a script in front of them. But I started to hear from some learners that the fact that they were having to prepare it in advance felt like it was upping the stakes for them, so is actually causing a little more anxiety than they expected. But thinking about the fact that Harjeet sometimes deals with acute anxiety and so something that I started doing with some learners was, you know, if they really felt quite anxious about presenting their reply paper, I'd have them send it to me in advance and I had made arrangements for other students to volunteer to read reply papers on behalf of their peers and they didn't know who their peers were, and I'm keeping everybody's confidentiality of course. What I learned over the course of the term is that students very often who were shy at first about reading their own reply papers, when they heard other students read them, and then other students dig in and really discuss them and get inspired by the ideas it helped to build their confidence enough that they were able to read the reply papers themselves. Now we know that in the fall term we're going to be, most of us skewing away from synchronous instruction because not everybody has equally reliable Wi-Fi or quiet spaces to work in. Harjeet lives with his family and who knows what kind of competition there is for the room that Harjeet works in. And so we're probably not going to be thinking about synchronous short reply paper discussions like we have in my in-person classes, but I wonder whether having students make short videos about their reply papers might be another way for them to work through some of that anxiety that comes with public speaking in a way that supports them as learners. Now, one of the things that we will be talking about this webinar is that as an instructor, you're always having to tweak and re calibrate, so I'm quite serious when I say, I wonder whether that will support the learners to experiment a little bit with the mode of short video presentation. It might be that it adds an additional level of anxiety, and that's something that we'd have to work through and learn about as we go, but it's important to be aware that because there is that risk of additional anxiety and student confidentiality and all of that. But if we're asking students to do short video discussions, we have to be really, really careful, really assiduous about protecting the privacy of their video presentation so that they don't get shared beyond the trusted circle that the student has agreed to share them with.

[Trevor] Thanks Shannon. This underscores the thinking we need to do in advance as we design our courses and my mind is jumping to what tools I might use for a short video presentation then I assume I would use like Bongo within LEARN which is our learning management system so if you have questions about technical things that arise during this workshop we can take a stab at those at the end as well but we also have lots of support for that stuff through the Centre for Extended Learning and Center for Teaching Excellence. And of course, our Instructional Technologies and Media Services group and our librarians. So you're well supported for questions of which technologies will support this kind of accessibility, as you design your courses. So yes, underscoring that these things should be thought of in advance, I'm showing a slide now, and if you have downloaded the power point, you will be able to find, should be able to find alternative text that describes the slides if you're having difficulty seeing them. There's an image on the left that is a church, and it's an image we show during our workshop, and we ask people to brainstorm the kinds of things they note about the image, and they see things like, well, it's this big ramp that goes up to a door. It's clearly the back door or the side door. It's not the big front door of the church, so already they start talking about the afterthought of designing for people who can't walk up the steps and maybe even the stigmatization right, of having these things bolted on afterwards. It, not only does it stigmatize people, it also does some odd things to the intended use of parts of that church and aesthetics. So there are a number of reasons that these kind of bolt-on, after the fact design changes to a building are unsuccessful. There's an image on the right of an art museum where people have designed, people are walking up a ramp instead of having to take stairs and all along the ramp is the gallery itself, so the design's been integrated, accessible design's been integrated into the very purpose of the building, right? Now we're trying to think about that. We say, OK, you thought about these things a bit? And what does that look like when we're thinking about designing courses? So at that point we turn this like universal design of architecture, right? Now we turn to universal design of courses. So there are a number of different universal design principles out there. There's universal design of instruction, which is the 9 principles I'm showing you right now on the screen. There is the universal instructional design. There's universal design for learning. Some of these have nine principles, some of them have seven principles. There's some that have just a few main principles. It can get confusing, but the main idea here is not to use, not to just think later about accessibility. It's to design things in advance in such a way that people will be able to do the learning they need to do, express the sort of effort on, expand their horizons and express the effort they need to express for learning rather than on things that aren't relevant to learning. So let me give an example. Principle #6, people are like low physical effort, but in my course we need to have some physical effort, right? Maybe your course had some physical effort. If it's embedded in the learning outcomes, sure. But does your course have to put up barriers for students logging onto the discussion board to download a video? Does it have to be a big video? No, it should be a small video, right? So what's the purpose here is the video rather than the size of the file. So I'm just trying to riff on the idea of how much effort people should be putting into a task. It should be task oriented effort rather than irrelevant to the learning effort, right? So we're trying to remove some of the barriers that are not relevant to the learning. We know that learning should be difficult, but the difficulty shouldn't be these parts that are irrelevant to the course. You can see an expanded version of what each of these principles can mean at the website for universal design of instruction, and if you want to ask me any questions about any of them, I'll take them at the end. How do we- How do we make this real? So, we also asked people to think instead of just universal design. We also think about the idea of designing for one. Just like with our bios that we talked about with Harjeet and other people in the workbook. We think, what about a particular

difference? What if we design for a particular difference, and so we have the people in the workshop. Watch a video from Gallaudet University and we've linked to it there. We're not going to show it today, but we encourage people to go to that video and see how design of spaces was optimized for deafness. And there's an idea in the design. Instead of thinking about hearing loss, the people who designed the space is thinking about deaf gain. So if we think about, instead of a disability as a disability or a loss, think instead about what this particular difference adds to your course, adds to your classroom. And then think about what architecture looks like online instead of in buildings. So how is your learning management setting up its entry point? How is it organizing information? Is it too many different ways to get to the same spot? Is it not enough way to get to the same spot? Or just right? So, I encourage you to think about that as you are designing for online learning experiences, but also you know when we're in face to face settings. So in the workbook we expand a bit on the idea of designing for one versus Universal Design. Both ways we have found helpful in our thinking.

[Shannon] Can I just chime in and use this webinar as an example? We found out far too late that WebEx doesn't do instantaneous captioning across all of its different kinds of interfaces. And had we thought to test drive this interface a week earlier, we might have had time to shift to a different platform. I think that as we are preparing for online teaching in fall 2020, it'll be super important for instructors to test drive any tech platforms or tech interfaces, whatever they're using before they finalize their syllabus just to make sure that everything is as accessible as they intend.

[Trevor] Thanks Shannon. And so in the workshop we spend a good deal of time thinking about accessibility and changing our concept maps and thinking about the learning outcomes differently and looking in particular at the learning activities and the assessments and how accessible they are. We also then ask people to start thinking about authenticity. Now it's weird for me to use the word authenticity all the time, cause in my own academic training in the 80s and 90s the idea of authentic was kind of challenged, right? I was in a discipline where authentic was almost like a bad word or something. So what we mean by authentic here is activities and assessments that are alike- very alike, the tasks that a person in the field will actually do. They may in fact be the identical task. So authentic assessments often contrasted with traditional assessment. Which may just be the habitual things we do. Like we may be teaching some big concepts, but then we often will test them because perhaps of grading workload issues or various class size reasons, at a lower level, using multiple choice questions. There are ways to raise up the quality of your multiple choice questions and get them hitting higher on various taxonomies of learning. But it seems somehow divorced from what people will actually encounter in many of their fields when they leave university or college. So, I guess we ask people what is it that people do in your discipline? Or what do people do in your profession? Now this doesn't just work in professional disciplines. It could be. It could very well be that that pure or applied research is a thing that people do in your field, and so you might be thinking about how to bring people more closely to actual research rather than practice research that doesn't go anywhere. So there are a number of ways to do this, so if we contrast traditional assessment with authentic assessment, this slide always draws a lot of ire. For people, people will argue about this for a good amount of time when we present this. But if you look at it, you know it presents things as a binary and it's not necessarily that way. Life is messier than this, but a traditional assessment will have various attributes indicated down the left of this slide, so selecting a response, a kind of a contrived activity, it will often be testing at recall and recognition levels. It's often structured by the instructor and provides actually indirect evidence that anybody has really learned anything. Sometimes it just tests whether they take a test well, whereas an authentic assessment would



be actually performing the task that shows that the outcome's been reached. It will tend to be more real life perhaps. It will be constructive and applied. It will be structured more by the learner and will provide direct evidence. Again, a kind of a false binary here, and we do, we do contest this model a little bit when we talk about it. So, I'm going to give a quick example from my course where I tried to make something that was more authentic than less authentic. I have an archive assignment, people could go to the archive and just see things, but I actually have them transcribe things and I have a whole class of students transcribing a page each of 100 year old journals, for example, that then get digitized. So they are contributing to some primary source transcription that will benefit people outside Waterloo, right? So to me, that's an example of trying to do something that is more authentic rather than having visit the archive and then reflect on the visit or something. Now, if you think about your own discipline or profession, what are some of the actual authentic practices, or goals, or content, or capacities that people use everyday in that discipline? So just think for a moment about that. And as you think about it, I'm gonna ask Shannon to chime in about her humanities discipline.

[Shannon] Yeah, thanks Trevor. I think that the biggest shift in my own teaching that thinking about authenticity produced was in how I think about testing and examinations now. I started my career as many do with, you know, heavily weighted final exams that, a good proportion of them were based on memorization and they were timed and they were closed book and so forth. I kind of did that because that's how I was brought up in the discipline as well, but as I started thinking about the authentic practices of philosophers, what philosophers do either within the discipline of philosophy or when we're out in the workforce beyond academe, maybe working as analysts or the technical writers or the many kinds of jobs that philosophers take on outside of philosophy. I realized that, memorization actually isn't important or authentic to those core disciplinary practices, and I realized that most of the work that we do, we're able to consult resources, we're able to look things up online, and in fact, within philosophy, we encourage each other to doubt ourselves to double check our assumptions, not to rest with a kind of tidy answer. We encourage students to push back against our interpretations of various texts. And so it's weird thing to want to see a memorized account of those texts in the exams. And so as I thought to make my philosophical assessments more authentic, I moved towards open book exams, exams where students could work with each other, cause we do that as well. I moved towards untimed exams and now in fact I rarely use exams. I use other kinds of assessments for much more like what philosophers do in the philosophy department or what philosophy alumni do in their careers.

[Trevor] Thanks Shannon. So what we're going to ask you to do now as you think about the course that you identified at the beginning of our session today, think about any of the learning activities or the assessments, the intended learning that gives students experience with your disciplinary or professional practices or goals or content in capacities. And you could also note any that seem a bit more contrived or not really related to your discipline or your profession. And as an added piece for this coming fall, consider how some of the structures and tools in your learning management system can support authentic assessment. As I was saying, I have students typically go to the archive on campus. They will not be going to the archive on campus this coming term, so I have to think differently about it and I have to think differently about where they are located too and how to connect them to their local archives. Probably virtually, if I'm going to do something similar to this. Other examples from other disciplines, people often want to know, I'm imagining or I don't need to imagine, I know of these examples. In recreation and leisure studies, there's a course that uses actual clientele out in the world, and they take a, they take second year students and fourth year students and they do a kind of a practice run of the

fourth year students being clients of the second year students and the fourth year students have the clients out in the world. It's something like that. I got a video I can share with you about this integration across curriculum. I've heard of similar things in planning where people are offering their small group services to actual clients in actual cities. In engineering, designing something in practice rather than theoretically only, applying the theory. So there are many examples of things that are more authentic assessments in the discipline. If you're interested in more examples, we can certainly produce them. So as you consider that, we'll move to how to bring it all together.

[Shannon] And again, just a reminder that this is just giving you some curiosity about this approach and you're going to take the time to work through in the workbook. But as you work through the workbook and try to put in some of these principles into your course design, one of the key things is trying to strike that balance between alignment and accessibility and authenticity, and if balancing in one direction requires you to calibrate the other one a little bit differently, than that's a process that keeps going on. We want to introduce a new exercise for you that allows you to inventory, in particular the alignment and authenticity of your course. Sorry, in particular the accessibility and authenticity of your course, again, because there's lots of material out there already for the alignment portion, and so we wanted to give a really robust exercise for helping to balance the accessibility and authenticity. So if you look at your workbook, on pages 11 and 12, you'll see the new exercise that we devised. Are you going to scroll to that Trevor? I don't think I can scroll to it. Can I? No. Ok. So the course that you've imagined throughout this webinar and you won't have time to do this all now, but maybe you can start thinking about, start working through it. Think about the learning activities and the assessments in that course as you've taught it in the past, but also as you start to think about how you're going to teach in September under very different conditions than you've probably taught in the past and think about listing some of the key learning activities in the course, and some of the key assessments in the course and then rating them on a scale of one to ten, er sorry one to five in terms of whether you think that they're not very accessible or authentic or quite accessible or authentic. So Trevor is giving us an example of one learning activity. This suspense is terrible. [laughter] Trevor, can you? Oh, that's "library". What's your exercise, Trevor? This is, this is very exciting. Ok, so the library archive exercise, I believe, everything's about three in terms of accessibility and about a five in terms of authenticity. It's important to note there is no objective scale out there on what counts as a one and what counts as a five. This is not like the metric system. This is your own sense of where your course is strong on accessibility and authenticity and where it's got other things going on instead. And it's important to note that there's no right or wrong answer. We've talked a couple of times about having to teach in this very challenging context where you can't be fives right down the line. That's fine. This isn't a measure of whether your course is good or bad, but we want you to take that kind of inventory of what your course looks like on those two axes. So take the time after this webinar is done to list some of those learning outcomes, or sorry, some of those learning activities and some of those assessments and rating them. And then we've got this convenient matrix that you can pop it into and it's going to produce a kind of scatter graph where, the more your course is situated in the top right quadrant, the more you're producing those authentic, accessible experiences for students in the course. Now, some scatter is completely normal. It's not- It's not that courses have to be all clustered within the top right quadrant to be good courses, but it gives you a kind of, at a glance sense of how you're doing in terms of those desiderata of course design. So Trevor is that where your library and archive exercise is?

[Trevor] Yeah, and my writing really is that bad. [laughter]

[Shannon] Can you tell us a little bit about where you located your learning activity on this matrix?

[Trevor] Yeah, so I'm pretty convinced that this is a very authentic activity because it uses transcription guidelines from the profession itself and so between history and librarianship. We tend to sort of force students to use proper transcription, and you know, if they don't, if they don't do that, then they get a lower grade, but also someone has to go fix it, because it's going live for the whole world to see. So there's this added component for them of getting it right, right? So there's this public view at the end of this exercise. Now the thing is, most of them get this. Is it accessible? It's not always the most accessible activity. They have to find their way to the archives. OK, that's a task. They have to then work with a page of text that is really old. Now, if you have some problem where you can't move your hands or arms, if you can't see, if you can't turn a page, right, there's some ways in which you'd need some support. If your processing speed is not the same as what's been granted as the amount of time to do this, just because of the constraint of a number of people trying to do it all at once, then you might feel a lot of pressure during the activity, and it's not really relevant to the learning kind of pressure, it's more like lots of time pressure. So what we've done for that? We tried to design it so that even though it's a 20 minute task, they get an hour slot. And even though it's an individual task, they can consult with their neighbour or a librarian at anytime. It's very hard to read cursive writing from 100 years ago for a lot of our students. So yeah, there's a number of ways it's not totally accessible, but we keep working to make it more accessible. I wouldn't have this. Yeah, it's not fully authentic either because we give them the journal rather than them finding it for themselves or something, but it's a step along the way for sure for first-years.

[Shannon] Thanks. I wanna make sure that there's time for a couple of questions at the end. So can you move us along to the next slide? So as you work through the workbook and consider making some of the incremental changes we're talking about to your own courses, we would encourage you to reflect on how alignment, accessibility and authenticity interact. Do they support each other? Are there sometimes tensions between them that you have to resolve? If those tensions emerged, what principles might you adopt in order to resolve those tensions between those three kinds of desiderata in course design? And then a further question as you reflect on these things, ask yourself how COVID-era teaching, whatever that might look like for you, will affect your overall alignment, accessibility and authenticity of your courses. One thing that we would like to offer as a suggestion, is that probably sustainable, equitable, COVID-era teaching will involve dropping some things from your courses. If you're going to do that, if you're going to have dropping some things from your courses, this might be an opportunity to drop those things that are less accessible and less authentic and really give the students more bang for their buck in terms of a disciplinarily authentic accessible learning experience. Again, there is no perfect course. This isn't about how to make your bad course a good course, this isn't saying that our courses are good courses, these are just tools that we're offering you to help you make incremental shifts as you feel it's time to make incremental shifts and to make sure that those shifts are within your capacity, and supportive of your students. Trevor, do you want to tell us about how we're going to answer any questions?

[Trevor] Yes I do. Yeah, I was muted and I couldn't make my way back to that unmute button, there were too many things going on in my WebEx. Shannon, there's a question about whether you intend to have your video off or on. Sometimes it's off and there are good reasons for both so, someone was wondering.

[Shannon] In teaching in the fall?

[Trevor] No during our webinar.

[Shannon] Oh, every time I turn it off, it's because I intended to mute and accidentally pressed the wrong button, and one time a real estate agent called and I had to go and hand somebody the phone.

[laughter] Expect the same in your COVID-era teaching.

[Trevor] Yeah, so the idea here is that if you have been asking questions in chat, Brianna has been rounding them up and will moderate the text chat and any additional questions that we don't get to, we will try and answer as well as we can after the webinar.

[Brianna] Awesome, thanks Trevor. So we do have one question that came in and that was about the tools. So can Bongo be used asynchronously?

[Trevor] Sure. Well, the video assignment. Yes, students can upload a video assignment and can react to each other's video assignments, respond with another video I think and or in a discussion forum. That's one use of Bongo asynchronously. The other part of Bongo is virtual classroom, which may be more the one you've been hearing about. And you can run a session in virtual classroom and record it. It also has automatic live captioning, I think? I hope? It's been a couple of months since I've experimented with it, so I'm very confused about all the video conference platforms I've been using, but it's the one I would be tending to go towards, for perhaps small group meetings, office hours, things like that. If you are gonna do some kind of presenting, you can download it and it becomes this package of things and then you can re-upload it as a recorded virtual classroom session, which then can be used asynchronously.

[Brianna] Awesome and we just have a few tips here so Google Meets actually does have closed captioning. If you would like to go the Google route and our CTE liaison Scott is telling us that Bongo does not have live captioning.

[Trevor] Oh, that makes me sad. It's Teams that has live captioning, but it doesn't have roster capacity right now.

[Brianna] Yes, exactly, Teams have live captioning. Another question just came in, how would you go to adjust the grading system to make it more attuned to the triple-A principles?

[Trevor] Oh, Shannon do you wanna take that for a bit? I have some thoughts too.

[Shannon] It's not clear from the question whether the grading system is the principles based on which we give out an A or an 85, or whether it's assessment, but I guess I will say that, for me, what's most important in assessment and in assignment of grades is that there's no guesswork for students. I think it has to be really clear to students from the time they first look at the assignment what the grading standards will be. So I use rubrics for most of my grading, and I use rubrics that I try to ground in authentic disciplinary practices. I use rubrics that I hope eliminate testing whether students are good at tests and those sorts of irrelevancies, and instead really assess the core competencies in the discipline. And in terms of grade assignment, I don't have any kind of, when I was coming up in the discipline, I was aware of folks who thought that in philosophy you should never get 100% because nobody can ever have a perfect idea. Some people may still take that view. I don't take that view because I think about my students as learners within a system where somebody can get 100% on a calculus exam or something, so I think that it should in principle be possible to get any grade, so I don't let any kind of unstated

disciplinary bias like that affect the kind of grades that I will assign either. I don't know if that's enough, Trevor do you want to add something to that?

[Trevor] Sure, I'll just add, I'll just add that when I think about grading, I think about, to what extent can students be in the driver seat of assessment. So if there's a way for them to look at the learning outcomes and go, yeah, I can achieve that and I got a sense of what I'm already good at and what I want to work on in this course. So I like to do a lot of probing with students about what it is they are trying to get out of the course. When they go to decide the second assignment, should I do the standard one? Or should I take a risk? And what are the implications of that risk? It's terrifying, you know, in first year to take a risk like that. But I try to get people to take control of things like their due dates. So everybody gets a 24 hour, like cushion. So it might be due on midnight of a Tuesday, but everybody just gets a blanket midnight till Wednesday if they need it. They don't have to email me, it's not counted as late. If they're gonna go later than that, then of course we need to have a chat. They feel more in the driver seat that way. I often have a very high participation grade, but I have a rubric that goes with it so people know what the point of it is. I try very much to tie the grade weightings to the assessment or to the outcomes, the intended learning outcome. So if I'm really prioritizing collective endeavour or group work or whatever, then I would give that more weight, but I would also give the students in the group or the individual students more control over how they navigate that.

[Shannon] I'm gonna insert myself to say that it is an important accessibility principle to follow your schedule and end when you said you were going to and it is 2:30 and so at this point, I want to thank everyone who attended for joining us today and remind you that you can access the workbook and the slides and the transcript at the same site where you found the information about this session. Trevor, do you have, and Brianna, do you have a couple more minutes to stick around? If there's any interest in any further questions?

[Trevor] Yes.

[Brianna] For sure, yeah, we'll be here fielding more.

[Shannon] So class dismissed. Thank you very much everybody. But anybody who wants to stay after class to chat, we're happy to do so.

[Trevor] So Brianna, are there any other pressing questions you'd like to amplify from the audience now that we've closed off, but there may be people who stick around?

[Brianna] For sure. I haven't seen any come in yet, but I'm just keeping my eye on the chat here.

[Trevor] Great thanks.

[Shannon] It's also OK if nobody stays after class as well. We're getting lots of thank you's and nice warm fuzzy vibes. So thanks very much everybody for that.

[Trevor] I'd like to practice

[Shannon] We're down-

[Shannon] Sure, go ahead.

[Trevor] I want to practice writing the word library again. [laughter]

[Shannon] Well, we're down to only six attendees, so if you want to practice in front of people you better hurry.

[Trevor] I have no shame.

[Shannon] Or perhaps we could just thank everybody for a good conversation.

[Trevor] Yeah. Thanks for coming folks. Thank you Shannon Dea.

[Shannon] Thank you Trevor Ho-Holmes. [laughter] That was weird! Thanks Trevor and Brianna.

[Trevor] Thanks Brianna for hosting.

[Brianna] Of course. That's what I'm here for. OK, I'm just going to end the recording now.

[Trevor] Thank you. And we'll work on the transcription starting tomorrow.

[Shannon] Great, I've gotta go. Thanks you guys.

[Trevor] Thank you.