

00:19:51 Darren Robinson: Good morning Lena, Carolyn and Rich!

00:21:47 @ marklipton: hi everyone

00:26:58 Lena Paulo Kushnir: VERY good point!! I fast fwd all of the videos that I listen to; so I imagine that the cc is another tool that facilitates that type of behavior.

00:31:13 Lena Paulo Kushnir: Examples are great! and Carolyn will walk us through the tool set up and use.

00:34:44 Larissa T: That was excellent Mark.

00:34:47 Carson: Thank you so much Mark, super useful information and advice!!

00:34:50 Denise Mohan: Thank you, Mark!

00:34:56 Abby Kays: Thank you!

00:34:59 Kris: options - examples for a typical assignment?

00:35:03 Lana Trick: That was amazing.. I have lots of questions for the end.

00:35:19 CE Zoom 1: Mark, that was great - thank you! Love giving people options.

00:35:32 Shoshanah Jacobs: Thank you Mark!!!

00:38:14 Linda Hunter: Thank you for these great suggestions Mark :)

00:38:40 Fiona: Love those ideas, Mark! Thankyou for sharing

00:41:47 @ marklipton: By stressing integrity first, we may be inviting misconduct. I think trust is earned, and integrity in the work that I do. I also begin the term with an exercise "Designing our Learning Alliance"

00:42:49 Lena Paulo Kushnir: good point!

00:45:29 Fiona: in vet med, integrity goes one step further into legal areas due to patient / client confidentiality

00:46:15 @ marklipton: If you've ever seated for your course notes or past assignments, this is all being circulated and recirculated via student-oriented groups. So there are students who do not know they are cheating; and there are students who will look at Chegg — but there's way more than chegg — like hundred of them!

00:47:07 Lena Paulo Kushnir: @fiona: a discipline specific added layer to consider around integrity

00:48:42 @ marklipton: ALSO recognize that so many young people bring their TRAUMA to the classroom. We all need to be informed about how to connect with students and support and promote learning. Put students before curriculum.

00:49:17 Lena Paulo Kushnir: @mark: absolutely! and instructors can't necessarily control that or monitor... so safe to know that the default is if it's online... then it's likely shared and available elsewhere

00:49:45 Lena Paulo Kushnir: re: assignments out there

00:52:27 CE Zoom 1: Where do we find the form?

00:52:36 Fiona: love the workshop idea!

00:53:04 Rich Couto: <https://opened.uoguelph.ca/instructor-resources/contact-us>

00:54:40 Rich Couto: <https://peartool.opened.uoguelph.ca/index.cfm>

00:56:03 @ marklipton: And you need to register for pear. . . it's not SSO

00:57:08 Lena Paulo Kushnir: it is integrated with CourseLink

01:01:37 shickson: After we cover nuts & bolts use - why do we want to do this? where is it particularly useful? what weight would you assign to activities like this in your overall methods of evaluation? would you have them do it in class time?

01:03:37 Carolyn Creighton: Peer review can be a great option if you have an assessment where students have a draft and final version. They can get feedback from their peers to improve their writing before the final submission. This could also been used to facilitate peer assessment of group presentations. Rich can speak more to this, but this tool has been used in a variety of different ways in the past.

01:04:30 Fiona: Curious whether there's IP issues with video & other materials submitted for assessment

01:04:59 Carolyn Creighton: As far as weighting, that is really up to you. I don't know if we have any PEAR users with us today who can speak to how they weight peer assessment in their courses?

01:05:03 @ marklipton: Peer assessment can be used strategically to achieve particular goals. "Because students learnt how to assess others' problems, they learnt how to assess and improve their own before they submitted them. Peer assessment and using PEAR is useful when teaching writing—so it encourages multiple VERSIONS of the work, encouraging students not to submit first drafts and supporting self-regulation because it involves awareness of the goals of a task and checking one's progress toward them. As a result of self-assessment, both self-regulation and achievement can increase.

01:05:22 Carolyn Creighton: Thanks Mark! Great points.

01:07:27 Darren Robinson: Mark, you may have mentioned this already, but I just want to confirm. There are rubrics we can use as a starting point (and modify appropriately) to assess peer assessments and self-reflections, correct?

01:07:40 shickson: That's interesting -

01:07:46 @ marklipton: Analysis of educational literature insists students MUST do more than just listen: they must read, write, discuss, or be engaged in solving problems. Most important, to be actively involved, students must engage in higher-order thinking tasks such as analysis, synthesis, and evaluation. Peer assessment can encourage these higher-order skills and promote greater fluency and competence.

01:09:23 @ marklipton: Would PEAR be more challenging for DE OPENed courses?

01:09:56 Carolyn Creighton: Many of our DE courses use PEAR quite well.

01:10:09 Carolyn Creighton: Because it doesn't require students to be in the same place.

01:11:41 @ marklipton: open, flexibility: choose your own adventure!

01:13:41 David Kribs: Hello - I just arrived from another meeting that just ended. Will there be a recorded version of this meeting posted?

01:14:16 Rich Couto: @David, yes there will be

01:14:20 @ marklipton: Do Due Dates close the dropbox or can it remain open?

01:14:23 David Kribs: Thanks!

01:15:40 Rich Couto: The recording and materials mentioned in our Webinars will be available here on our Remote Teaching and Learning site, the same site you used to register for the event <https://opened.uoguelph.ca/instructor-resources/remote-teaching-webinar-series>

01:17:09 @ marklipton: If students are creating videos - can they also input some writing as subtitles or closed captions? Are students required to do this for AODA compliance?

01:18:33 CE Zoom 1: Could you clarify where you access this field? Do you need to add the Group tab to your navbar as the first step?

01:18:41 Rich Couto: @mark Technically the AODA Integrated Accessibility Standards only requires institutions to provide accessible text-based and multimedia course materials upon request by a student with a disability. So not *required, but you do need to accomodate if a request is made.

01:19:06 Rich Couto: and there are ways we can assist with that

01:19:07 @ marklipton: I also have a question about privacy. If students are reviewing people they know, I could see a problem?

01:20:08 Rich Couto: @CE Zoom, you will need modify your Course Nav Bar to add the Video Assignment tool.

01:21:21 CE Zoom 1: Gotcha. But if you were just creating groups, separate from video, you would add the Group tab, correct?

01:22:28 Lynda Ashbourne: does courselink allow rubric self-assessment other than video projects?

01:23:56 Rich Couto: @CE Zoom I believe its at your discretion. If students need to access groups, such as signing up for groups, then yes. But otherwise, an instructor can always access the Groups page through the Course Admin menu.

01:24:31 Rich Couto: @Lynda well have Carolyn answer that question

01:25:06 @ marklipton: DOWNLOAD THE RUBRICS
<<https://www.aacu.org/value-rubrics>>

Obtain All 16 Rubrics (pdf).

<http://secure.aacu.org/imis/ItemDetail?iProductCode=E-VRall>

01:25:42 Lena Paulo Kushnir: Thank you! very helpful!

01:28:39 Darren Robinson: @marklipton - I have a bit of a pedagogical/philosophical question. What do you think are the most important aspects of peer-evaluation that we should be assessing?

01:28:54 Lena Paulo Kushnir: @lynda: as Carolyn just mentioned... yes, you can attache to other items

01:29:00 John Ferguson: Can we request transferability of rubrics or at least downloadability from PEAR and between PEAR and Courselink and w/I Courselink from Dropbox to Video assignment?

01:31:27 John Ferguson: download in editable form (ie word)

01:33:39 Andrea Buchholz: Carolyn, what if we do not have a 'group category' but would rather like to have the number of students in the class divided into "x" groups?

01:35:05 Andrea Buchholz: Thanks...so you cannot do this here in the Dropbox folder?

01:36:09 Rich Couto: That would have to be done in the group creation process. The group has to exist before assigning it to a tool like dropbox.

01:36:31 @ marklipton: Darren Robinson : there is a team rubric to look at but generally I begin with my brainstorming of:

01:36:35 @ marklipton: Well-expressed statements of group expectations, goals and outcomes; contributes to TEAM meetings and effort; individual contributions OUTSIDE of TEAM meetings; responsibility for their own/team learning; reflect on what other's learning and how; fosters Constructive Team Climate; responds to conflict, group dynamics, conflict resolutions

01:37:52 Andrea Buchholz: Thanks Rich

01:38:50 @ marklipton: It depends whether you aim to promote or emphasize professional learning skills on the one hand, or more communication oriented skills or interpersonal issues like belonging (a key element of group dynamics).

01:40:24 @ marklipton: Darren Robinson - in assessing team work, I really highlight the PROCESS over final or end product.

01:41:35 Andrea Buchholz: Carolyn can you show us the list of the assessment tools?

01:41:46 Andrea Buchholz: Thanks!

01:42:54 Darren Robinson: Thanks @marklipton!

01:43:29 Fiona: This was super helpful, thanks folks

01:44:19 Andrea Buchholz: It would be helpful to see how to set access to quizzes. For example, what if you wanted to give students access to a quiz for 24 hours, but once they start the quiz, they must complete it within, say, 2 hours?

01:44:37 Katherine Drotos: Thank you for bringing this up, Mark.

01:46:01 Cheryl Trueman: Can rubrics be integrated with the Discussions tool to grade student discussions? Do you have any tips on how to do this or how to grade discussion posts in general?

01:46:38 Carolyn Creighton: Andrea and Cheryl, I can walk through these quickly if you can stick around.

01:47:03 Rich Couto: @Andrea I recommend taking a look at our instructional Video on quizzes <https://opened.uoguelph.ca/instructor-resources/educational-technologies-instructional-videos#CourseLinkQuizzes>

01:47:04 Andrea Buchholz: Thanks so much Carolyn

01:47:05 Cheryl Trueman: Sure, unless my kids start screaming:)

01:47:16 Andrea Buchholz: Thanks Rich

01:47:53 Teresa Crease: have another meeting so gotta run. Thanks to all of you instructors - very helpful!

01:48:37 rlmclaug@uoguelph.ca: Thanks for another helpful webinar

01:49:24 @ marklipton: Remember: not all internet is EQUAL. By designing a timed test, you make assumptions about how the students access this technological infrastructure - to which they are mostly powerless. There are a lot of EDI issues beyond technical issues. Like a student living with a large family - with only one computer, or students with children, etc.

01:50:34 Lena Paulo Kushnir: thank you Mark; we often forget that we can't just assume that there is a seamless transition from f2f to remote

01:51:16 Darren Robinson: Or living in rural areas, @marklipton. I've lost connections from where I live more than a few times. I get the impression Lena herself might have similar issues where she lives.

01:51:26 Lena Paulo Kushnir: remote means so many different factors for different students (and instructors!) that is not always tech related!

01:51:43 Lena Paulo Kushnir: @Darren: exactly!!!

01:52:00 Lena Paulo Kushnir: I'm tethered to my cell phone for internet!

01:52:09 @ marklipton: Timed tests reinforce the pathologizing of student learning. And access to SAS is not equal for all students given our intercultural challenges. There are alternatives to "timed tests" to consider.

01:52:09 Andrea Buchholz: Yes that was super helpful Carolyn, thank you. I will call you Super Carolyn! :)

01:52:18 Lena Paulo Kushnir: very poor to say the least... but costs a fortune!

01:53:01 Lena Paulo Kushnir: @Andrea lol! I second... Super Carolyn! I'm nothing without my team!

01:53:05 Andrea Buchholz: What alternatives can you suggest, Mark, for a class of 95 first year students?

01:53:23 Cheryl Trueman: Thank you! I probably would have figured that out eventually but this has saved some time.

01:55:56 Lena Paulo Kushnir: I like this suggestions!!

01:56:01 Andrea Buchholz: Thanks Mark. I appreciate how learner-entered you are.
01:56:58 Denise Mohan: @Mark: thanks for your great suggestions re: rethinking assessment
01:57:26 Cheryl Trueman: @Carolyn is that sample discussion rubric available somewhere for reference?
01:57:56 Cheryl Trueman: Sweet, thank you!
01:58:27 Andrea Buchholz: Thank you Mark, Lena and Carolyn. I appreciate all I have learned today.
02:04:03 Carol Tinga: I've learned a lot. Thank you very much.
02:04:04 Denise Mohan: Thank you Mark, Lena, Carolyn and Rich for such an informative session. So many revelations!
02:04:47 Abby Kays: Thank you so much! Would love to see any additional resources on how to further enable community in a remote environment.
02:04:56 Darren Robinson: Nice session everyone. Thanks again!
02:05:39 Kris: Thank you!