

TEACHING WITHOUT WALLS

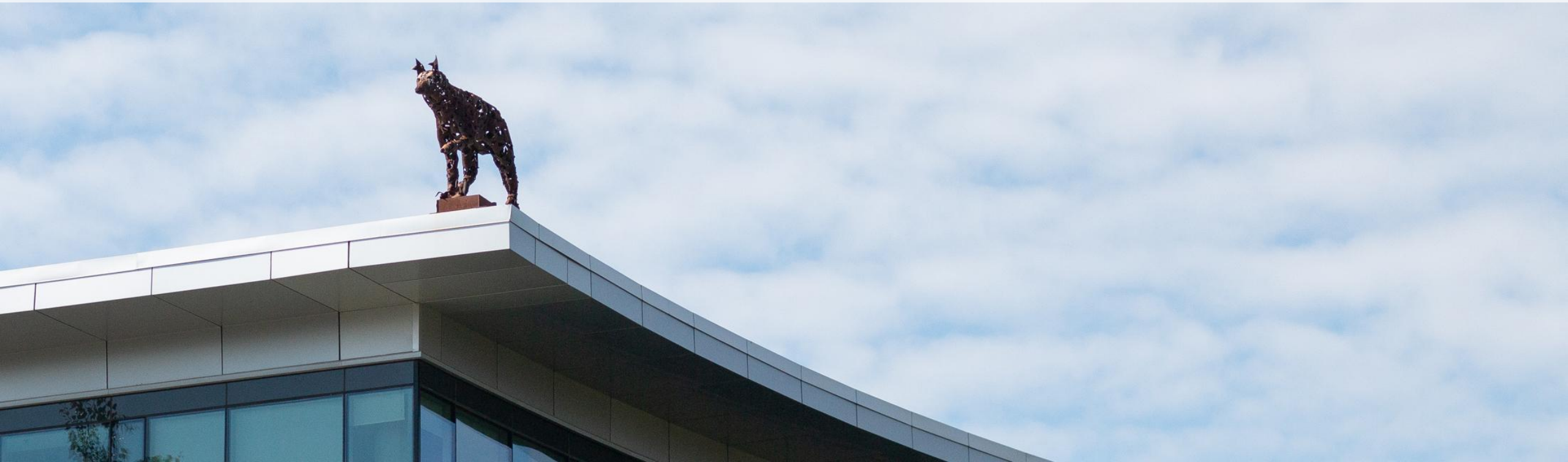
LEARNING WITHOUT WALLS



Melissa, Michelle, Matthew, Marie

Learning Design & Innovations: TRU Open Learning

Thompson Rivers University campuses are on the traditional lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwépemc'ulucw, the traditional and unceded territory of the Secwépemc. The region TRU serves also extends into the territories of the St'át'imc, Nlaka'pamux, Tâilhqot'in, Nuxalk, and Dakeh, and Métis communities within these territories.



Looking through a lens



Caring

We value a culture of care.



Open

We embrace open educational practices.



Connected

We want our learners to have a sense of belonging.



Active

We engage our students in meaningful learning activities.



OPENNESS

“Working together, we can respond more effectively than by working alone”
#OER4COVID

- Collaboration
- Reusing/Remixing
- Student participation/authoring
- Localization
- Flexibility

Focus on student success through creation of open, shareable resources

Remote teaching: a practical guide with tools, tips, and techniques

Alison Flynn and Jeremy Kerr



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Remote teaching: a guide for teaching assistants

Meredith Allen, Alisha Szozda, Jeremy Kerr, and Alison Flynn



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[Home](#) / [Teaching & Learning Commons](#) /



Keep Teaching

This website has been developed to support KPU instructors who need to plan and facilitate teach the event of an unexpected campus closure. This site provides quick tips, strategies, and tools for resources (e.g., lectures and readings) and practices (e.g., activities and assessments) online.

Teaching without Walls at TRU: a practical guide with tools, tips, and techniques

Melissa Jakubec and Michelle Harrison

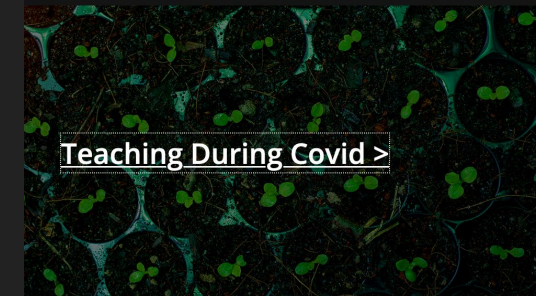


[Download this book](#)

Adapted from Alison Flynn and Jeremy Kerr's Remote teaching: a practical guide with tools, tips, and techniques



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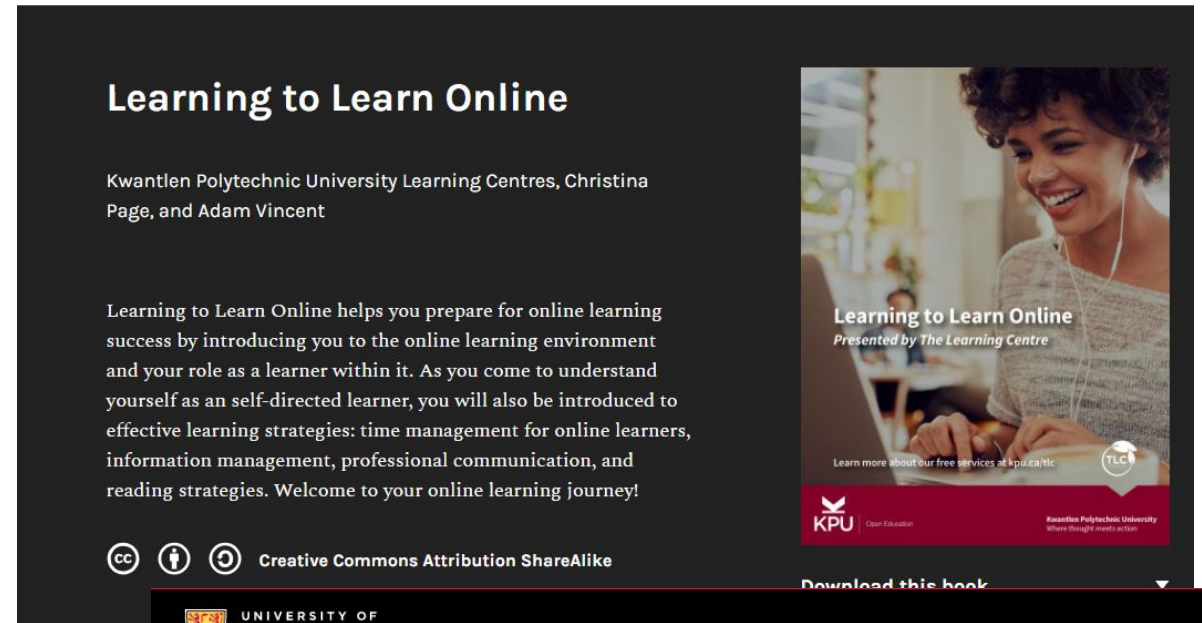
OPENNESS

When developing LWW, we took a survey of other institutions' OER

All OER are cited, shared, and remixed according to the terms of individual items' license(s)

A model for faculty who may be considering OER as an approach

Encourages remixing LWW resources for new student resources



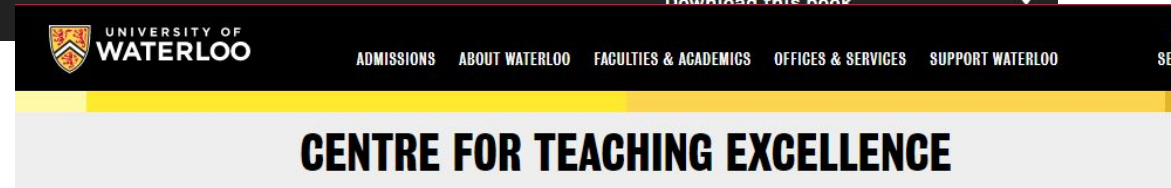
Learning to Learn Online

Kwantlen Polytechnic University Learning Centres, Christina Page, and Adam Vincent

Learning to Learn Online helps you prepare for online learning success by introducing you to the online learning environment and your role as a learner within it. As you come to understand yourself as a self-directed learner, you will also be introduced to effective learning strategies: time management for online learners, information management, professional communication, and reading strategies. Welcome to your online learning journey!

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Download this book



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CENTRE FOR TEACHING EXCELLENCE



UBC THE UNIVERSITY OF BRITISH COLUMBIA

Keep Learning

Home Setting Up Online Learning Tips Technologies Self-Care FAQ Get Support Give Feedback



Centre for Teaching Excellence » Resources » Teaching tips » Learning activities »

Meeting Strategies for Group Work

Working in groups is quite different than working individually. One of the main reasons why students find it difficult is that they were not



KEEP LEARNING WEBSITE
**STRATEGIES AND TOOLS
FOR REMOTE TEACHING**

CONNECTED: Nurturing a community without walls

Four sections

- Support for students
- Communication and facilitation
- Building community
- A culture of care

Building that Crucial First Week



How can you build community in a virtual classroom?

Agenda

- 1) Social and Teacher Presence
- 2) Routine and Expectations

Building teacher presence online



Plan for online learning and work – Explanation

Fill in. Post in a prominent place. Revisit regularly ☺



How I take care of my **physical** health

- It's important to take care of our physical health
- Take breaks, go for a walk, find a new exercise or sport



How I take care of my **mental** health

- Schedule self-care into your daily schedule
- Stay connected and take time to celebrate all that has worked OK during this transition even though it wasn't perfect.
- [Recommendations](#) from therapist Amanda Carver and [uOttawa](#)



My **goals**

- This [Growth & Goals module](#) explains how to set SMART goals and become a more proficient learner. SMART = Specific, Measurable, Accountable (e.g., to a friend!), Realistic, and Time-defined
- Mini-deadlines can help you stay on track



My **schedule**

- Plan your schedule: [LINK](#)
- Try out a new time-management technique, such as the [Pomodoro technique](#)
- You can use any tech/tool for your schedule, not just this space.
- Stay disciplined. Falling behind makes it harder to reach your goals



My **work space**

- Find a work environment that works for you (as well as possible). Some prefer quiet, others prefer loud. It's also okay to move around.



How I **minimize distractions** and **set boundaries**

- My distractions: social media, I suddenly do many chores, read the news over and over again, food
- I love my parents... but they interrupt
- Read: "Deep work"
- Mindfulness (see [Growth & Goals](#))



Where I **find resources**, and **people I can talk to**

- Resources could be for your health, course, or others.
- People could include friends, asking your teaching assistant or professor for help, etc.
- Help your instructor by engaging in class discussions (even a thumbs-up helps!)



My **tasks**

- Setting smaller tasks will help you reach your goals
- Regularly checking your email and course pages will help you stay on top of things
- Look ahead in your schedule: prepare for upcoming events
- Practice writing an exam

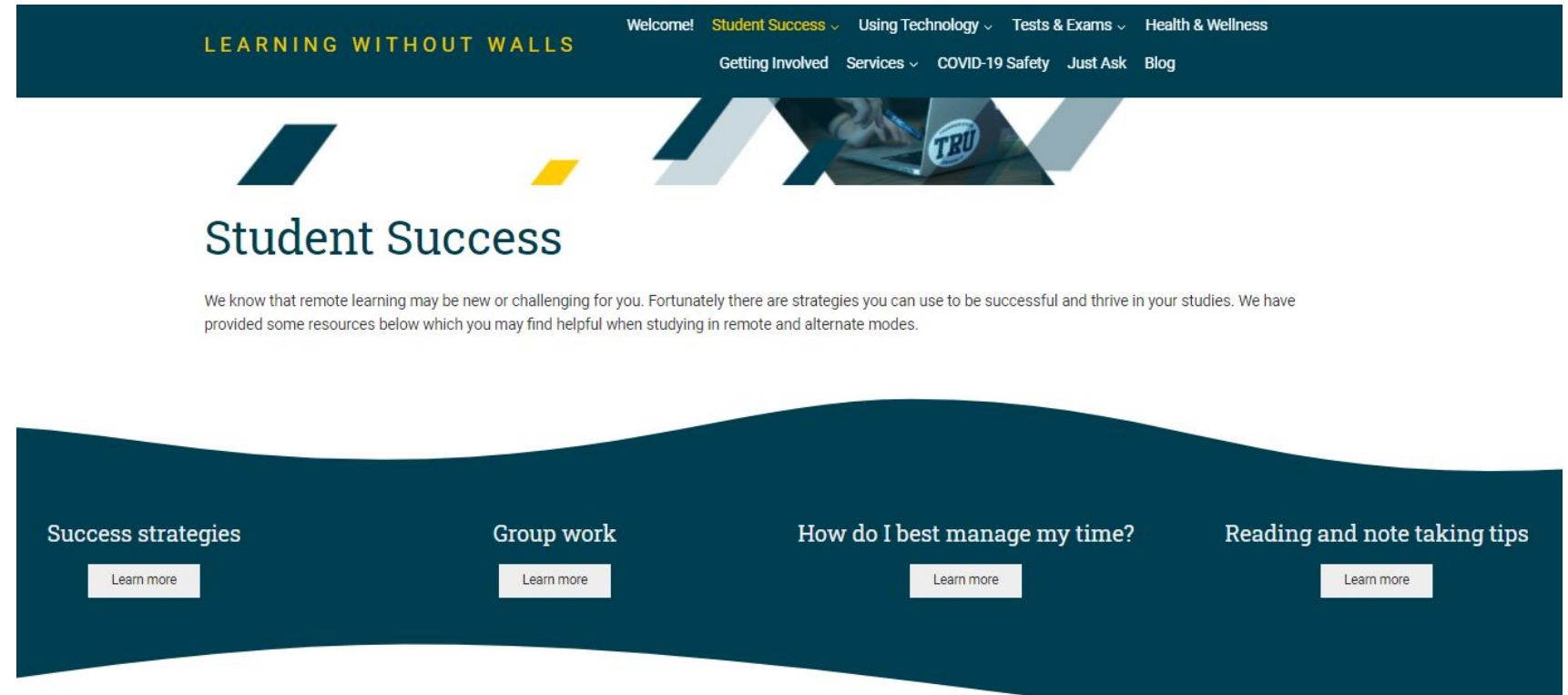
• You can choose the timeline to use for each section, e.g., daily, weekly.
• There are excellent, detailed resources online, such as: <https://students.carleton.ca/2020/03/top-ten-tips-to-study-online/>
• Icons from Freepik, Kiranshastry, Nikita Golubev, Kiranshastry, Catkuro, and Eucalypt from Flaticon
• Suggestions for this short guide are welcomed!



CONNECTED through a disconnect

Quickly creating a space that would help students feel connected to:

- their learning
- each other
- TRU



CONNECTED through a disconnect

LEARNING WITHOUT WALLS

Welcome! Student Success ▾ **Using Technology ▾** Tests & Exams ▾ Health & Wellness
Getting Involved Services ▾ COVID-19 Safety Just Ask Blog

Using Technology

You may be new to using [Moodle](#), [WordPress](#), or other technologies used at TRU. We understand that this may be challenging. Please look around and explore the resources in this site. If you can't find the answer to your question, please let us know. Your instructors may also be using these technologies for the first time or in different ways than they have in the past. If you are not sure about something in your course, be sure to ask. We are all here to help you.

If you have registered for a TRU course but can't see it in your list of courses, it is possible that your instructor has not yet made it available. If you think that may be the case, you can email your instructor for access or contact [student help](#).

Technology

[Learn More](#)

Moodle: My virtual
classroom

[Learn More](#)

How do I communicate
with others in Moodle?

[Learn More](#)

Can I add video? And is
there video
conferencing?

[Learn More](#)

CONNECTED through a disconnect

Getting Involved

TRUSU

Become involved in the TRU Student Union (TRUSU)! Run for office or join a committee, or attend events. It's your union!

[TRUSU Homepage](#)

Student Clubs

There are 80+ clubs on campus with various areas of interest. Find a club that interests you and get involved today.

[Clubs Page](#)

TRUSU Events

TRUSU events can be found on the following calendar:

[TRUSU Calendar](#)

WolfPack

TRU WolfPack continues to offer varsity and intramural sports programming. For upcoming events and programs, visit:

[Homepage](#)

[Facebook](#)

[Twitter](#)

[Instagram](#)

ESports intramurals

The TRU WolfPack ESports League is launching on October 14th. For registration and more information visit:

[WolfPack ESports League](#)

Social Media

Keep in touch with TRU by following these social media accounts:

[TRU Social Media Directory](#)

The Omega Student News

The Omega, Thompson Rivers University's independent student newspaper and news website.

[The Omega Website](#)

Campus Radio CFBX

CFBX is a campus-based community radio station.

[CFBX 92.5 FM Website](#)

Social Media Directory

[Thompson Rivers University](#)



[Newsroom](#)



[Open Learning](#)



[TRU World](#)



[WolfPack Athletics](#)



[Adventure Studies](#)



[Alumni](#)



[Arts](#)



[Bookstore](#)



[Career and Experiential Learning](#)



[Conference Centre](#)



[Counselling](#)



[Culinary Arts](#)



[Human Resources](#)



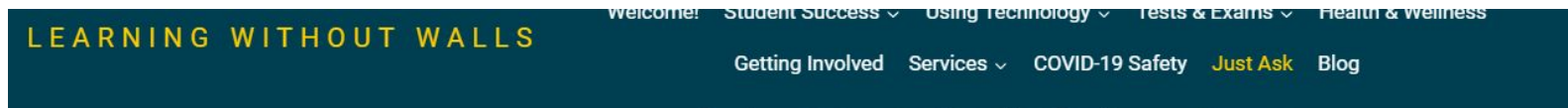
[IT Services](#)



[LGBTQ2s](#)



CONNECTED through a disconnect



Just Ask

Do you have a question that hasn't been answered? Please post it here! This form will be monitored daily. You We look forward to hearing from you!

2 Comments



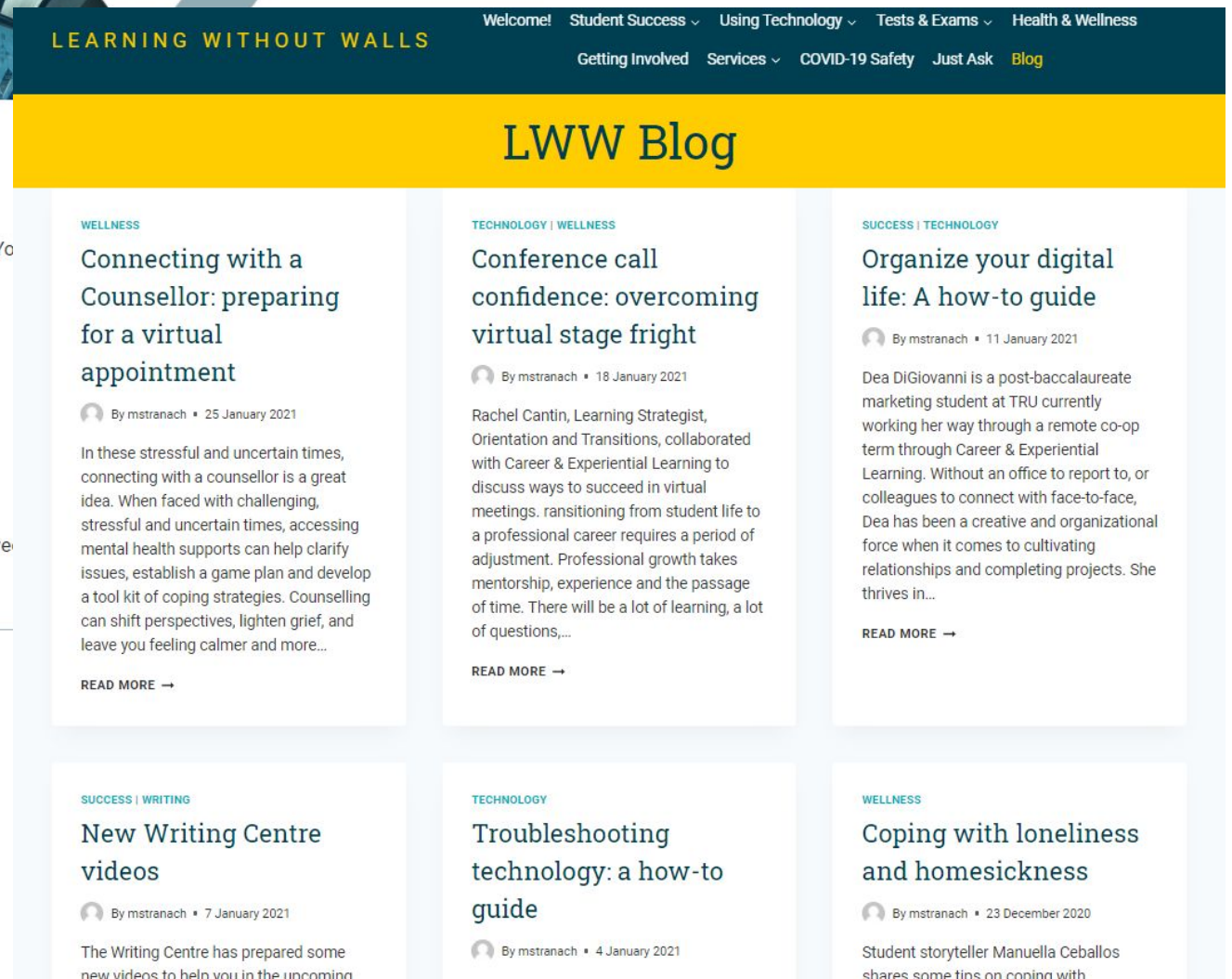
Brenda Petranic says:
11 January 2021 at 1:43 pm

How do I add my new classes to moodle. Classes were supposed to start today. No communication received new to this technology.



mstranach says:
11 January 2021 at 1:56 pm

Hi Brenda,



CARING

“Sometimes, the most valuable thing we can offer our students is genuine care for them, their well-being, their happiness. Not just their grades. Not just their learning. But their whole selves.”

Maha Bali, 20 April 2015

Bali, Maha. (2015) “Pedagogy of Care--Gone Massive.” Hybrid Pedagogy.



Consider how the pandemic affects students

- Choice
- Accessibility
- Strategies:
questionnaire

What an anxious moment we are all surviving together. When designing a course for remote instruction, flexibility is important. In this pandemic situation, students have not CHOSEN to take a remote course. They are being required to take courses remotely and may not even have taken an online course before. Even if they had made that choice, a pandemic is not the ideal circumstance in which to begin that experience.



Printer



Wifi



Calm place to work, free of distractions



Computer



Health (their own, family members')



Time (family responsibilities, business, different time zones, etc.)

Students may not have access to these elements during the pandemic.



Consider how the pandemic affects you

“Teachers are also probably facing additional home responsibilities and need to care for themselves in order to care for others. We are also probably not functioning at our best because of the cognitive load of this crisis/trauma.”

Maha Bali, 13 May, 2020 “Literacies Teachers Need During Covid-19.”

Students are not the only ones who have or will experience serious challenges. Professors and TAs are subject to all of the same constraints. Pressures could even be greater under some circumstances.

Be kind to yourself and forgiving of colleagues. We suggest giving yourself extra time to get things done if you find yourself managing many obligations. If colleagues appear to breeze through some of the challenges that take you longer, maybe they do not have children, or their children are grown, or... just, be kind.



Strategies for reinforcing care and community

1. Remind students of your presence. Often. Whether through short video blogs, regular and predictable email responses, or remaining present in discussion forums, students will be reassured by your continue participation in their classwork.
2. Be flexible, humane, and kind. Students will be dealing with a lot of additional external stressors during this time. Consider relaxing your approach to deadlines and late penalties in the coming days. Remember that the authorities ask that we not tax the health care system, so it may not be appropriate to require a doctor's note for missed work due to illness.
3. Seek support. Our Moodle resource has a faculty support forum, and the [Learning Technology and Innovation team](#) is here to provide support for all your questions about teaching online. The [Centre for Excellence in Learning and Teaching](#) and the [Instructional Designers in Open Learning](#) are all community resources for you to draw on. Let us help.

Literacies Teachers Need During Covid-19

Maha Bali 13 May 2020



CARING

LEARNING WITHOUT WALLS



Caring through providing resources, tailored (as much as possible) to TRU and COVID-19:

- physical health
- mental health
- wellness



LEARNING WITHOUT WALLS

Welcome! [Student Success](#) [Using Technology](#) [Tests & Exams](#) [Health & Wellness](#)

[Getting Involved](#) [Services](#) [COVID-19 Safety](#) [Just Ask](#) [Blog](#)



Health & Wellness

Indigenous Health and Wellness



Stress Management



TRU Counselling Services



TRU Medical Clinic



TRU Multi-Faith Chaplaincy



TRU Sexualized Violence Prevention and Response (SVPR)



CARING

LEARNING WITHOUT WALLS

Welcome! Student Success ▾ Using Technology ▾ Tests & Exams ▾ Health & Wellness

Getting Involved Services ▾ **COVID-19 Safety** Just Ask Blog

COVID-19 Safety Protocol

COVID-19 and Keeping Our Community Safe

Due to COVID-19, and for the safety of students and faculty, the majority of courses scheduled for this fall will be delivered in alternate formats. However, we know that there are some courses that will be offered on campus and we want to reassure you that your safety is our number one priority. Learn more below about your individual responsibilities and what changes have taken place to ensure the safety of yourself and our TRU community.



ACTIVE: Learning Activities

- Remix, Reuse, Reshare – Learning Activities Repository
- Pedagogical Theories and Models
- Collaborative Problem-Based Learning
- Authentic Activities

Bloom's Taxonomy	Learning Outcomes (Students will be able to...)	Face-to-face activity (What you did before)	Online Activity (What you might do now)
REMEMBER Recall facts and basic concepts	<ul style="list-style-type: none"> • Recall • List • Draw • Show • Select 	<ul style="list-style-type: none"> • Quiz • Class questions • Demonstration • Speaking and listening • Games 	<ul style="list-style-type: none"> • Moodle quiz or Kaltura video quiz • Moodle Q&A forum • Recorded video demo • Online video recording • Online audio recording



Create a viral media object

In your group, construct a media object that could be spread virally and is inspired by the spreadable media framework outlined by Jenkins et al. Your media should spread the message about: (insert topic here - student-life focused)



Racism and Discrimination in Canada – A Reflective Activity


















Watch the following video, Stolen Children. Think about racism and discrimination in Canada. Does this video make you think any differently about what it means to

[KPU Learning Activities Resource](#)

ACTIVE: Creating and Sharing Content

Seek alternatives to copyrighted materials, including [public domain](#), [open access](#), [creative commons](#), [links](#), and insubstantial use.

A main source of resources are [Open Education Resources](#) (OERs), which are “teaching, learning, and research resources in any medium--digital or otherwise--that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation, and redistribution by others with no low limited restrictions.” UNESCO

CREATIVE COMMONS LICENSES		 COPY & PUBLISH	 ATTRIBUTION REQUIRED	 COMMERCIAL USE	 MODIFY & ADAPT	 CHANGE LICENSE
	PUBLIC DOMAIN	✓	✗	✓	✓	✓
	CC BY	✓	✓	✓	✓	✓
	CC BY-SA	✓	✓	✓	✓	✗
	CC BY-ND	✓	✓	✓	✗	✗
	CC BY-NC	✓	✓	✗	✓	✓
	CC BY-NC-SA	✓	✓	✗	✓	✗
	CC BY-NC-ND	✓	✓	✗	✗	✗
 You can redistribute (copy, publish, display, communicate, etc.)		 You have to attribute the original work		 You can use the work commercially	 You can modify and adapt the original work	 You can choose license type for your adaptations of the work.

ACTIVE: Creating and Sharing Content

Strategies:

- Curate
- Text vs. Slides
- Creating Videos
- Tools
- Accessibility
- Inclusive Design
- User Experience Design



TRU ACCESSIBILITY QUICK GUIDE

ACTIVE:

Moodle space
(3979 participants)

1 2 3 4 5 6 7 8 9 10 ... 199 »		
Roles	Groups	Last access to course
Teacher	No groups	16 secs
Student	No groups	56 mins 1 sec
Student	No groups	2 hours 13 mins
Student	No groups	5 hours 30 mins
Student	No groups	6 hours 33 mins
Student	No groups	11 hours 16 mins
Student	No groups	1 day 2 hours
Student	No groups	1 day 5 hours
Student	No groups	1 day 6 hours
Student	No groups	1 day 6 hours

Services COVID-19 Safety Protocol Just Ask Resources Additional Pages



About Learning Without Walls

Purpose

Layout

Interactivity

We decided to use Moodle to host this space because it allows you to experience the system before your classes start.

It also allows for interactivity!

- Check out the Hands-on Moodle activities section in the Using Technology tab. There are Moodle sandboxes that you can play in, practicing forum posts, quizzes, and assignment submissions.
- You can also ask questions using the Just Ask discussion forum.
- And, you can tell us what you think by using the Moodle feedback tool - we are always so appreciative when you help us make this space better for you.

Our Survey!

More Questions?

Latest an

Add a new

1 Feb, 11:44
Matthew Stra
LWW Office

19 Jan, 10:49
Matthew Stra
Bell Let's Ta
Series

19 Jan, 10:15
Matthew Stra
TRU Job Fai

Older topic

Tell us wh



Please help
brief [feedb](#)

Thank you!



ACTIVE:

Hands-on Moodle activities



Practice with Moodle ↓

Practice Forum: Introductions

Create a self-introduction post in 200–300 words. You can include information from your profile. You can also add images, sound, or video if you would like. This could also include a Kaltura media clip. You can also reply to at least one other student's post- or if there are no other posts- follow up later and reply.

This is a public forum, and an opportunity for you to engage with students and potentially others from throughout the TRU community.

Practice Quiz

Complete this quiz as a practice, and to learn more about your preferences when learning online. Feedback will be provided right away. Please know that your answers to this quiz will be confidential; nobody other than the course instructor will be able to see your answers or results.

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Practice Assignment Submission

Create a sample document to upload as an assignment. You do not need to include any information other than the title Test Assignment. You will be given a message indicating when the assignment has been submitted successfully. Please know that your assignment is confidential and will not be visible to other students in this course.

Practice Video Assignment Submission



To Where From Here?

Pressbooks, Moodle, and Wordpress

Lessons learned during a pandemic

Returning to a different kind of campus:

- Face-to-face
 - Blended
 - Hybrid
-



Discussion – Evolution

- Questions, please!
-



Thank you!

Send us your thoughts and ideas:

Melissa: mjakubec@tru.ca

Michelle: mharrison@tru.ca

Matthew: mstranach@tru.ca

Marie: mbartlett@tru.ca

