



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**

Connecting and Communicating with Students

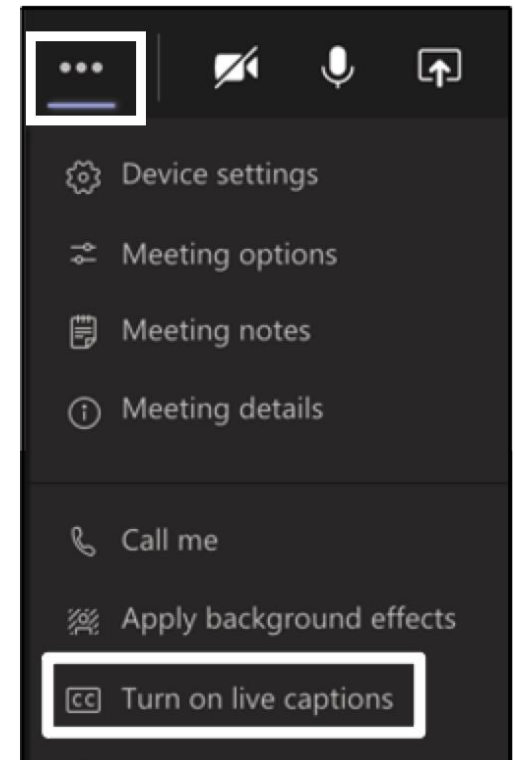
Following the webinar



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

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

Welcome!



Connecting and Communicating with Students Online

William Heikoop and Cristina D'Amico
January 06, 2022



UNIVERSITY OF
TORONTO

CENTRE FOR TEACHING SUPPORT & INNOVATION

Connecting and Interacting with Your Students Online

In this webinar we will:

1. Identify tools and methods to connect with your students from a distance
2. Consider a strategy to introduce students to your course and explain how it will operate
3. Identify ways to create a sense of community to begin the course
4. Identify strategies for ongoing communication and student support

Answer in the chat

What is your most pressing question around how to connect with students at a distance?



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



Section 1: Tools and methods to connect with your students from a distance

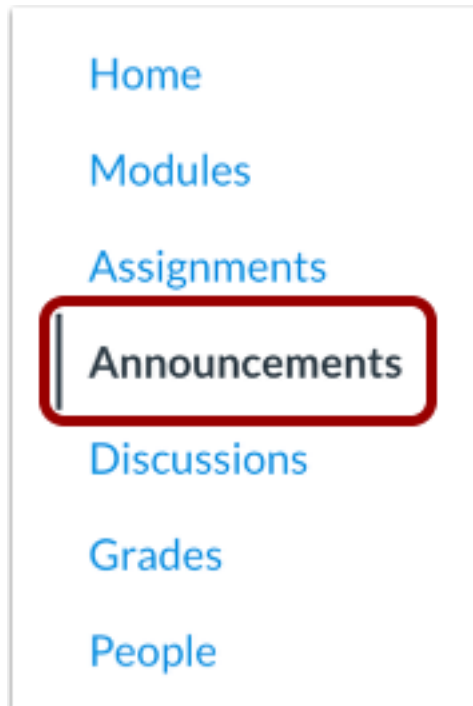
Webinar: Connecting and Interacting with Your Students Online





Quercus Communication Options

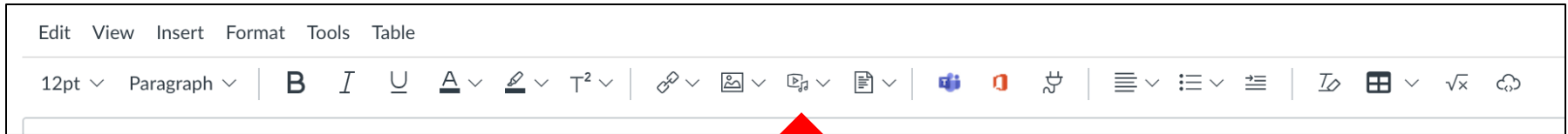
Use the [Announcements](#) tool to communicate with everyone in your course



Note: Your course must be published for students to receive announcement notifications.

Try This

Video Welcome



The integrated recording tool can be used to record just audio or audio and video from your webcam.

Create a welcome message designed to connect with students and let them know that you are “in this together.”

Try This

Timed Announcements

Post to

All Sections ✕

Attachment

Choose File

No file chosen

Options

☒ Delay posting

Post At Apr 20, 2020



Mon Apr 20, 2020

☐ Enable podcast feed

☐ Allow liking

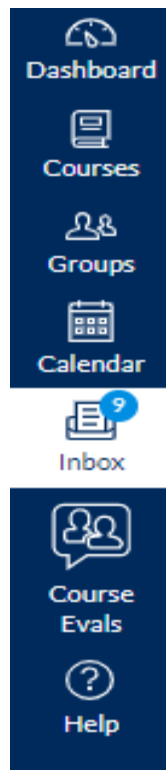
Start Strong

For example, time first week announcements for Monday, Wednesday, and Friday at 9 am. These really help guide the students to where they should be in the course at that point.

- Monday is “What’s happening this week”
- Wednesday is the “Update” for the week
- Friday is a “Weekly Checklist” of what happened/where students should be

Quercus Communication Options

Use the [Conversations/Inbox](#) tool to send targeted messages to individuals, groups, or your entire course



Note: At the University of Toronto, the option for student-student communication via the Inbox is not available. Students can only contact their instructors or Teaching Assistants with this tool



Quercus Communication Options

Email: To obtain your students' email addresses:

- Contact your [department/divisional support contact](#), your Registrar or,
- Download the email list using [UT Advanced Group Tool](#) in Quercus

Note: The UT Advanced Group Tool is only accessible to users enrolled in a course as a Teacher, TA, Course Staff, Grader, Designer, or Librarian

Section 2: Introduce students to your course and explain how it will operate

Webinar: Connecting and Interacting with Your Students Online



Welcome to the Course Module



Welcome to XYZ - Full Course Title!

This course will run fully online/remotely. To begin, I've prepared some tips and strategies, as well as some resources to help you be successful in this mode of learning. Before diving into course content, click on the "How This Course Works" button below for a module to orient yourself to this course specifically and to learning online generally.

How This Course Works

<https://q.utoronto.ca/courses/81302>

<https://q.utoronto.ca/courses/46670/pages/course-templates>



Sample Home Page


Account


Dashboard


Courses


Calendar


Inbox


Course Evals


Help

Home

Discussions

Modules

Announcements

Assignments 

Grades 

People 

Pages 

Files 

Syllabus 

Outcomes 

Quizzes 

Collaborations 

Settings

Quercus for Teaching and Learning: Effective Q-Design a...

Edit

Quercus for Teaching and Learning:
Effective Q-Design and Q-Engagement



FACILITATORS
(Q-Team)

LEARNING
OUTCOMES

UTORONTO
QUERCUS
RESOURCES

WORKSHOP
MODULES

Try This!

- I. Consider a quiz reflecting on introduction**
- II. Consider adding an 'easter egg' in the introduction material**

Section 3: Sense of community to begin the course

Webinar: Connecting and Interacting
with Your Students Online

Remote Togetherness

Constructing presence in the online learning environment is important to establishing a successful online community of learners.

Social presence: How instructors and learners see each other as “real people” in the online environment.

Social presence is important to online learners as it combats feelings of isolation and gives learners a feeling of community.

Persistence

Interactivity in online courses, particularly between the student and instructor, can play an important role both in student satisfaction and persistence.



Croxtan, R. A. 2014. "The Role of Interactivity in Student Satisfaction and Persistence in Online Learning." *Journal of Online Learning and Teaching* 10 (2): 314. Hart, C. 2012.

Try This

Consider a [course tour video](#)




Create a video that takes your students on a tour of your course in the online environment.

Try This

Consider a social forum discussion board

Published

Edit



Course Topic In The News

Will Heikoop

[All Sections](#)

Mar 31 at 4:18pm

Use this discussion board to share news items and media related to the topic.

Consider how the news item applies the concepts of the course.

Unread

Subscribed

Reply

Create a social forum for students to connect with one another

Section 4: Ongoing communication with your students

Webinar: Connecting and Interacting
with Your Students Online



Communicating with Students in the Online Environment

- I. Building Community Agreements (using Wikis)**
- II. Peer-to-Peer Engagement (using Discussion Boards & digital #powerups)**
- III. Regular Check-Ins (using synchronous and asynchronous tools)**

Use “Student View” to Check Your Posts

Course > Home

- Check your course content availability using Student View.

The screenshot shows the TATP-QDesignEngage course interface. On the left is a dark blue sidebar with icons and labels for Account, Dashboard, Courses, Calendar, and Inbox. The main content area has a breadcrumb trail 'TATP-QDesignEngage > Modules'. Below this is a navigation menu with 'Home', 'Modules' (highlighted), and 'Discussions'. To the right of the menu is an 'Export Course Content' button. The main content area displays 'Module 1: Introduction' with a dropdown arrow, containing three items: 'Land Acknowledgment', 'Access Check', and 'Get to Know Your Neighbour', each with a document icon. At the bottom, a pink banner contains the text 'You are currently logged into Student View' with a user icon, a note about resetting the test student, and buttons for 'Reset Student' and 'Leave Student View'.

Additional support:

- [Quercus Support Resources](#), University of Toronto
- [The Community of Inquiry blog](#) & [Community of Inquiry site](#), Athabasca University

I. Community Agreements

- A shared agreement between learners about how you want to work together over the term
- Possible topics: respect for diversity, “right to pass,” active attention, NETIQUETTE, etc.
- A collaborative tool that give students autonomy in the course.
- [Guidelines for Building Community Agreements](#)

I. Community Agreements and NETIQUETTE

- Community agreements and NETIQUETTE
 - Consider language and tone
 - Re-read messages before posting
 - Diversity and inclusion
 - Be precise (to avoid miscommunication)
 - Be generous!
- Don't assume students are “digital natives” – online learning is new for everyone.

I. Community Agreements

- These are collaborative and living documents: you can use Wikis to set-up your community agreement.
- Re-visit and reference these guidelines throughout the course.
- [Create a Course Page as a Wiki](#) or a [collaborative document in Microsoft 365](#)



I. Facilitating a “Wiki Culture”

| | | |
|---|----------------------------|---|
| S | Specific Overall Objective | <ul style="list-style-type: none"> • Clear objective for the wiki • Understood by all • Not a "general" area • <i>Grading strategy, rubrics</i> |
| T | Timely | <ul style="list-style-type: none"> • Definitive times for different "stages" of use • Definite end point - even if left open after |
| O | Ownership | <ul style="list-style-type: none"> • People need to feel that they "collaboratively own" the wiki |
| L | Localized objective | <ul style="list-style-type: none"> • Some structure of what is expected • Starting points for editing |
| E | Engagement rules | <ul style="list-style-type: none"> • Who can edit • Which parts they can edit • Acceptable and unacceptable use |
| N | Navigation | <ul style="list-style-type: none"> • Clear navigation structure • Simple navigation |

I. Community Agreements

- Reference the University of Toronto's resource on [creating inclusive classrooms](#).
 - *"The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities."*

II. Peer-to-Peer Learning and Discussion Boards

- Have a clear purpose
- Explain how and why *Discussions* fit in overall course workload and in grading scheme
- Additional considerations:
 - Groups of 8-10 students (being responsive as needed)
 - Student moderators
 - Grading rubrics
 - Opening and closing discussions
- Set a topic and open-ended discussion prompt

II. Discussion Board: Class Introductions

← → ↻ 🏠 🔒 q.utoronto.ca/courses/88736/discussion_topics/124803 🔍 ☆ 🔴 |

🌳

Account

🏠

Dashboard

📅

Courses

📅

Calendar

📧

Inbox

👤

Course Evals

❓

Help

Discussions

Modules

Announcements

Assignments 🔒

Grades 🔒

People 🔒

Pages 🔒

Files 🔒


Syllabus 🔒

Outcomes 🔒

Quizzes 🔒

Collaborations 🔒

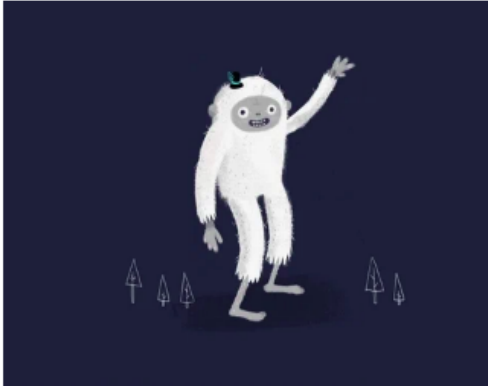
Settings

 Social Presence: Class Introductions Discussion Example
Carol Roderick
All Sections

Oct 19, 2018 at 12:27pm

Class Introductions

Welcome to Toronto!



[Image of Monkey waving hello. via GIPHY](#) ↗

Before we dive into the course material, let's meet our fellow travellers!

Take a moment to introduce yourself by responding to this discussion thread with text or use the Record / Upload Media function in the toolbar above to make a short audio or video recording.

Let us know your name, where you are from, and what most excites you about visiting Toronto.

II. Best Practices: Discussion Board


- Set clear expectations on posting and responding (how many times, criteria for success, netiquette)
- Be present by checking in regularly, providing feedback, monitoring and participating
- Encourage and incentivize students to respond to each others' posts

II. Try This: Digital #powerups

- "Simply stated, digital powerups are keywords displayed as hashtags that are associated with corresponding prompts in online discussions. The digital powerups strategy is theoretically grounded in the dynamic interplay between social presence and cognitive presence in the Community of Inquiry (CoI) framework."

II. Try This: Digital #powerups

DIGITAL POWERUPS SAMPLE DISCUSSION POST





Student Name
July 24, 2019


#analyze Stornell (2012) taught the importance of being a servant leader, stating that "It is the small, human touches that enable the leader to serve the school community in an authentic way" (p. 22). I directly related this to the emphasis that Gustafson (2017) put on recognizing his staff and taking time to connect with them in a deliberate and authentic way. I agree that relationships are essential to success. I am aware of a principal that does almost none of this, giving an impression of being uncaring and unapproachable to her faculty when I would work


#understand Where does content fit into the analogy above?


#apply I took some time to create a spreadsheet to help me implement Gustafson's (2017) instructions to "Reparative Relationships Through Relational Rounds" (p. 29). I don't know how a high school principal could get around to everyone without a tool such as this to keep some relationships from falling through the cracks. Weekly makes more sense in this setting, and I can see perhaps setting a minimum number of personal connections each term or 2-week time frame and coordinating with other advisors in the office just to make things more manageable.


 Reply  (6 likes)


II. Casual, Ungraded Discussions



Grades



People



Pages



Files



Syllabus



Outcomes



Quizzes



Collaborations



Settings



Account



Dashboard



Courses


Calendar


Inbox



Course Evals


Help



Welcome to the Visitors' Lounge!

As you learn about Toronto, feel free to drop by the lounge to enjoy a virtual cup of coffee / tea.



This lounge is a good place to ask questions you might have about the course, course content, assignments, technology, etc. As your official Visitor Guide, I'll be checking in 2-3 times each week to respond to any questions posted. If you have not had a reply within 48 hours, reach out to me using the Inbox function.

III. Checking-in with Students

- Checking in at the beginning of the week and the end of the week
 - Course-related content
 - Questions about assignments (following up on group work)
 - Personal check-ins on absent students
- Use [TechSmith Snagit](#) or [Microsoft PowerPoint](#) for pre-recorded check-ins and other videos

III. Checking-in with Students

- Ideas to implement
 - **Live Q&A sessions** (keep the Q's focused and specific)
 - **Small group interaction in [Zoom](#) or [Microsoft Teams](#)**
 - **Clearest point/Muddiest Point** (at the end of the week or at the end of an asynchronous lecture)
 - **Devoted Discussion thread to specific topics** (check in regularly)

III. Checking-in with Students

- Supports for students
 - [Supporting students in distress](#)
 - [Accessibility Services](#)
 - [Financial Services](#)
 - [Health and Wellness Centre](#)
- Include links in your syllabus or create a page with links to resources
- Normalize the use of campus resources

Answer in the chat

What communication piece are you most interested in utilizing?

Quercus support resources

Webinars

Ongoing webinars

Planning and preparing your course

Connecting and interacting with your students online

Organizing your course content

Assessing student work and providing feedback (Parts I & II)

Teaching from a distance: Webinars and lecture recordings

Recordings and materials:

<https://uoft.me/ctsi-videos>

Other CTSI and U of T events:

<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

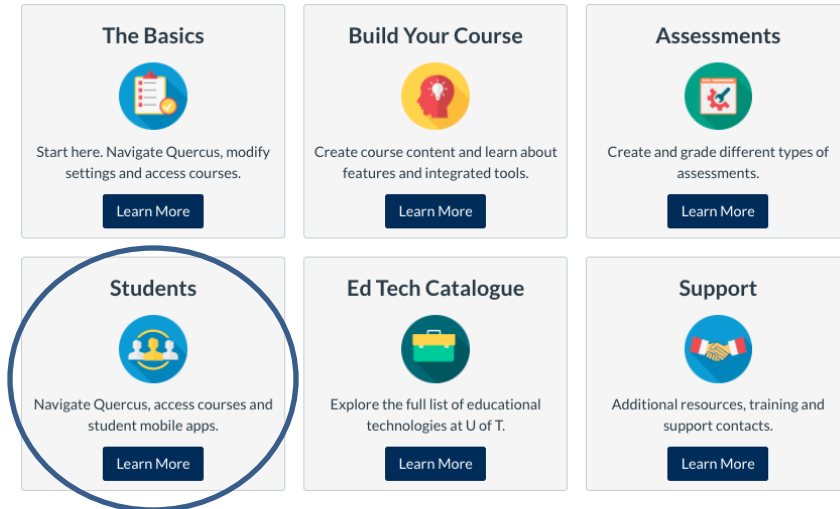


Additional resources, training and support contacts.

Learn More

<https://uoft.me/qresources>

Student support resources



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

Planning guide: Teaching online/remotely

University of Toronto
EVENTS SCHEDULE
TEACHING SUPPORT
EDUCATIONAL TECHNOLOGY
RESEARCH ON TEACHING
TEACHING AWARDS
ABOUT CTSI
Q

Centre for Teaching Support & Innovation
130 St. George Street, Robarts Library, 4th floor

Teaching Strategies
Continuity Planning
Classroom Management
First Class Strategies
Setting the Tone
Large Classroom Teaching
Inclusive Teaching
Supporting Student-Faculty Interaction
Academic Integrity and the Role of the Instructor
Faculty Mentoring for Teaching
Peer Observation of Teaching: Effective Practices

Teaching Online/Remotely – Planning for Next Term
[Plan Your Course](#) | [Build Your Course](#) | [Engage Students](#) | [Assess Students](#) | [Ensure Accessibility](#)
As an instructor you may be planning to move one or more courses to a fully online/remote mode and facing a very short timeline for the coming term. This resource will explore key considerations and provide examples and how-to guides for course planning.
Explore the following sections:
[Planning Your Course](#)

Continuity Planning
> **Teaching Online/Remotely – Planning for Next Term**
Quick Guide for Continuity Planning
Pre-Recorded Videos
Host Live Sessions Online
Resources and Support
Academic Continuity at U of T: Tip Sheet for TAs

<https://teaching.utoronto.ca/teaching-support/strategies/continuity-planning/online-remotely-pnt/>

Divisional support

| Support Contacts | |
|---|--|
| If you have other questions or wish to speak with an individual, please contact your Divisional support | |
| DIVISION/ FACULTY | CONTACT |
| Applied Science and Engineering [↗] | scs@uoft.toronto.ca |
| Architecture and Forestry | 1101@danish.uoft.toronto.ca |
| Arts and Science | Instructors: ts.arts@uoft.toronto.ca |
| Dentistry | marissa.curnill@dentistry.uoft.toronto.ca michael.kimberger@dentistry.uoft.toronto.ca martha.murphy@dentistry.uoft.toronto.ca |
| Education [↗] | scs@uoft.toronto.ca |

<https://uoft.me/qsupportcontacts>



CTSI website: <https://teaching.utoronto.ca>

Upcoming events: <https://teaching.utoronto.ca/events>

Quercus Support Resources: <https://uoft.me/qresources>

Divisional Support: <https://uoft.me/qsupportcontacts>

Questions/Consultations: q.help@utoronto.ca





Questions?
Thank you!

