

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**

Overview of Discussion Tools in Quercus

Following the webinar

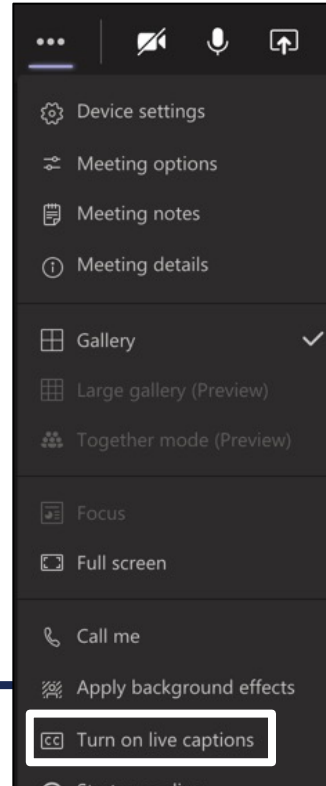


View **Session Recording** at uoft.me/ctsi-videos in 2 business days



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

Welcome!



Overview of Discussion Tools in Quercus

Marko Piljevic and Justin Fletcher
September 1, 2021



UNIVERSITY OF
TORONTO

CENTRE FOR TEACHING SUPPORT & INNOVATION

Quick poll

Which of these discussion tools have you used before?

1. Quercus Discussions
2. PeppeR
3. Ed
4. Piazza
5. None

In this webinar:

1

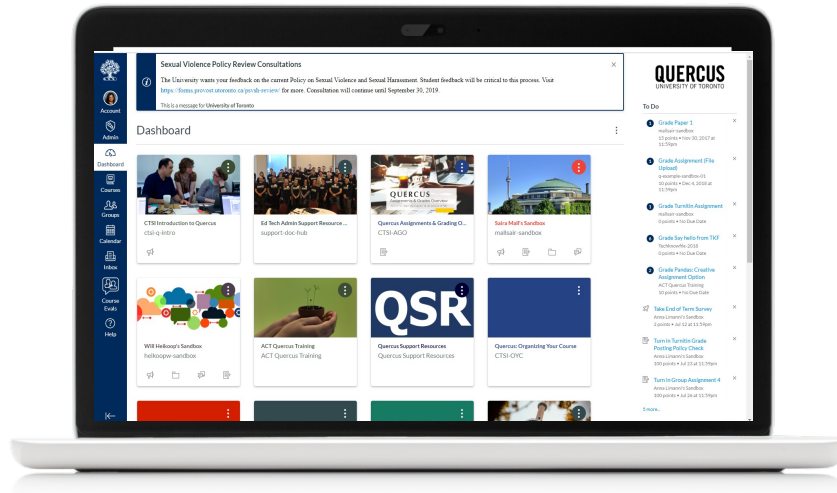
Select an asynchronous online discussion tool that best meets teaching and learning goals

2

Implement strategies to engage students using asynchronous online discussion tools

3

Navigate Quercus support resources



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



Quercus Discussions

Quercus Discussions Tool



Get to know your peers

Feb 14, 2019 at 4:44pm


3

Welcome to our course!

Please use this discussion board to introduce yourself to the course. For your introduction, answer the following questions:


1. What fictional world would you want to live in and why?
2. What is your ultimate guilty pleasure (movie? hobby? food?)
3. Recommended a book we should all read (alternatively, make a podcast recommendation)


Your response cannot be text-only! Please include one of the following:


- [Video clip](#) 
- [Audio clip](#)
- Text + photo (not necessarily of you, but something that is meaningful to you)

Have some fun with this and be sure to respond to at least 2 other people's replies.


Unread








✓ Subscribe




 Reply


▼ Pinned Discussions



Questions about the syllabus




[All Sections](#)






Introduce yourself

[All Sections](#)








Your burning questions about Quercus

[All Sections](#)

Last post at Jan 9 at 4:58pm

011



Pepper

PepperR

[Home](#) [Favourites ▼](#) [Admin ▼](#) [Search](#)

Home

-  **General**
4 of 5 read
-  **Announcements**
1 of 1 read
-  **Questions**
1 of 1 read
-  **Dropbox**
0 of 0 read
-  **News Feed**
1 of 1 read

 +




 **General**
Custom permissions

[Back](#)  +

Notes 4 of 5 read [Tools ▼](#)

- ☐ **LaTeX** by ACT25 Qtraining25 #5, Thu Mar 25, 2021, 8:43 AM
 - ☐ **Nicely Done** by Marko Piljevic  1 #9, Tue Mar 23, 2021, 2:43 PM
 - ☐ **Thanks** by ACT25 Qtraining25 #10, Tue Mar 23, 2021, 2:44 PM
- ☐ **Continuing** by ACT25 Qtraining25 #11, Thu Mar 25, 2021, 8:43 AM
- ☐ **Private Note** (private) by ACT25 Qtraining25 and Marko Piljevic, visible to **2 people** #14, Wed Mar 24, 2021, 5:01 PM



LaTeX
ACT25 Qtraining25
#5 Saved Thu Mar 25, 2021, 8:43 AM

$$area = \int_a^b f(x)dx$$

[Reply](#) • [Edit](#) • [Readers](#) • [Pop](#) • [Fav](#) • [Print](#) • [Like](#)



Nicely Done
Marko Piljevic replying to LaTeX.
#9 Saved Tue Mar 23, 2021, 2:43 PM

I like the way you did this

[Reply](#) • [Edit](#) • [Delete](#) • [Readers](#) • [Pop](#) • [Fav](#) • [Print](#) • [Like](#) ACT25 likes this note.



Thanks
ACT25 Qtraining25 replying to Nicely Done.
#10 Saved Tue Mar 23, 2021, 2:44 PM

Thanks

[Reply](#) • [Edit](#) • [Readers](#) • [Pop](#) • [Fav](#) • [Print](#) • [Like](#)

ED (ED-STEM)

Ed

New Thread

COURSES +

piljevi2-sandbox

CATEGORIES

General

Lectures

Sections

Problem Sets

Assignments

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Pinned

Tutorial on Tuesday will be cancelled

General Marko Piljevic INSTRUCTOR 6mth

28 Mar 2021

Lecture 2

Lectures Marko Piljevic INSTRUCTOR 5mth

28 Feb 2021

Student Question 2

General ACT26 Qtraining26 6mth

Student question

General Anonymous 6mth

Megathread #8

M Marko Piljevic INSTRUCTOR 6 months ago in General

PIN STAR WATCHING 42 VIEWS

Please post all general questions here, as a reply to this post

Comment Edit Delete Endorse ...

Add comment

Sort by Newest

A ACT26 Qtraining26 6 months ago Resolved

Are there any late penalties for work?

Reply Edit Delete ...

M Marko Piljevic INSTRUCTOR 6 months ago

All late assignments will lose 1% a day

Reply Edit Delete ...

A ACT26 Qtraining26 6 months ago

Replying to Marko Piljevic

Thanks, good to know

Reply Edit Delete ...

A ACT26 Qtraining26 6 months ago Unresolved

Where can we find the readings?

Reply Edit Delete ...

Ed

11

Piazza

LIVE Q&A | Drafts | hw1 | hw2 | hw3 | hw4 | hw5

Unread Updated Unresolved Following

New Post Search or add a post...

PINNED

Instr **This is an announcement** 9/28/20
Hello, this is an announcement #pin

Private **Search for Teammates!** 8/19/20

LAST WEEK

Instr **New Question** Wed
This is a question

WEEK 3/28 - 4/3

Private **Text Editor Improvements** 3/29/21
Thanks to feedback from instructors and students, we've enhanced our text editor and post views with new features.

WEEK 3/21 - 3/27

Instr **Poll** 3/23/21
What day(s) work best for office hours?

Student Question 3/22/21
How many classes can we miss?

Private **Private Student Question** 3/22/21
When will results be posted? @10

Instr **LaTeX** 3/22/21
 $area = \int_a^b f(x)dx$

WEEK 8/23 - 8/29

Instr **Personal Introduction** 8/28/20
Say something about yourself

Piazza

Piazza

note @10

LaTeX

$area = \int_a^b f(x)dx$

hw1 project

edit good note 0

followup discussions for lingering questions and comments

Resolved Unresolved

Marko Piljevic 5 months ago

```
public class Main{

    public static void main(String[] args) {

        System.out.println("Hello, World");

    }

}
```

run code snippet Visit 'Manage Class' to disable runnable code snippets

good comment 0

ACT25 Qtraining25 5 months ago Hello

helpful 0

Reply to this followup discussion

Strategies to engage students using asynchronous online discussion tools

Develop an organizational principle

Week 1 Q & A

Week 2 Q & A

[Topic A Name]

[Topic B Name]

Questions about the syllabus

Questions about lectures

Questions about labs

Tutorial 1 Discussion

Tutorial 2 Discussion

Tutorial 3 Discussion

Set the tone and expectations

- Acknowledge the environment, and that it's different than what you and your students might be used to
- Share guidelines and expectations for participation (e.g., frequency and length of contributions)
- Create ground rules (e.g., consider building a Community Agreement with students)

Identify: topic, question, outcomes

- Identify your discussion topic.
- Develop a (set of) discussion question(s).
 - Avoid yes/no.
 - Allow multiple perspectives/approaches.
- Connect the discussion topic/question with your learning outcomes.

Ensure student preparedness

Week 2 Readings

You are expected to read the following 2 articles linked below before participating in our discussion on <topic>. Questions to help you prepare for the discussion are provided.

<Reading 1 Citation>

Guiding Questions:

- What is the main argument the author is making about <topic> ... ?
- What are the main factors contributing to <phenomenon> ... ?

<Reading 2 Citation>

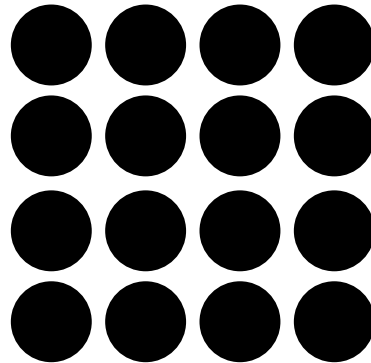
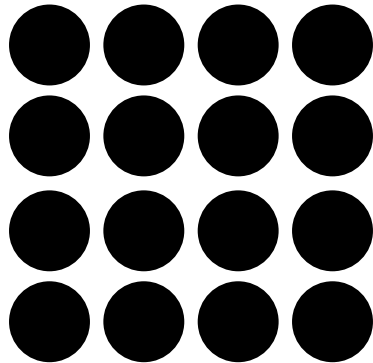
Guiding Questions:

- What research methodologies ... ?
- Thinking ahead to the next module ("Module Title"), why is this <topic> essential for our understanding of <subject>?

Pre-discussion reading
reflections or reading quizzes

Discussion strategy principles

- Allow everyone the opportunity to contribute
- Minimize likelihood of “discussion monopolizers”



Debrief the conversation

Facilitate reflection on the discussion to consolidate student learning.

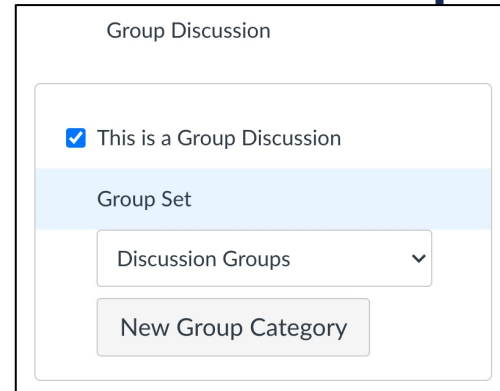
Sample questions:

- What did I learn from participating in this discussion?
- Did my perspective on <topic> change? Why or why not?

Reflect on how the discussion went from your perspective as the facilitator.

Asynchronous tips

- Model academic discussion etiquette for students through example posts
- Provide a rubric to clarify expectations
- Provide clear instructions for all discussion-based activities prior to student participation
- Create group discussions when appropriate



The image shows a screenshot of a 'Group Discussion' form. At the top, the title 'Group Discussion' is centered. Below it, there is a checkbox labeled 'This is a Group Discussion' which is checked. Underneath the checkbox is a section titled 'Group Set' with a light blue background. Within this section, there is a dropdown menu labeled 'Discussion Groups' with a downward arrow, and a button labeled 'New Group Category'.

Instructor Guide to Supporting Students in Online Learning Environments

September 2020

Students in courses may be experiencing various degrees of stress as a result of the current pandemic. The purpose of this guide is to provide instructors *with suggestions of how to support students* and includes a *helpful list of resources* to which instructors may wish to refer students in a specific context.

Proactive Approaches to Support Students in Your Courses

- 1** Work to build a sense of community. Host a virtual orientation and foster class and small group check-ins.
- 2** Make yourself available. Convey that you care about your students' well-being and let them know you can help them find the appropriate supports.
- 3** Consider equity and accessibility. Acknowledge challenges in this online environment and work with Centre for Teaching Support & Innovation (CTSI) to ensure materials are accessible.
- 4** Set a positive and encouraging tone. You're in a powerful position and your words greatly impact students. Be aware of your language and tone.

Student Challenges

Students are currently coping with unique stressors from changes in life including rapidly changing learning environments. These challenges may include:

Experiencing social isolation and lack of connectedness: Many students no longer have campus to provide a way to organize and structure life and are dealing with decreased social/physical interaction.

Feeling disappointment, grief, and frustration: Unexpected changes in academic direction and a change in what they envisioned their student experience to look like may lead to a range of feelings.

Experiencing inequities in access to technology: Some students may not have the technological infrastructure to keep up with online classes or connecting virtually with peers, such as WIFI, hardware and workspaces.

Dealing with uncertainty and anxiety: Given our rapidly changing environment, students may be feeling a sense of loss of control, disruption to a sense of normalcy, and anxiety.

Living in challenging environments: Some students may be facing a range of challenges from shared housing, such as living in invalidating or abusive environments that are not supportive of all their identities, which can create unsafe circumstances.

Dealing with financial stressors: As a result of the economic impact, students or their families may be dealing with a loss of employment, income reduction, which may impact their participation in academic opportunities.

Identify, Assist, Refer

Students may exhibit a range of behaviours, or share thoughts and feelings that can indicate mental health stress or distress. For more information about how to identify, assist, and refer visit iar.utoronto.ca.

Instructor guide to supporting students in online learning environments

Quick poll

Which of these discussion tools are you most interested in using for your upcoming course?

1. Quercus Discussions
2. Pepper
3. Ed
4. Piazza

Navigating Quercus support resources

Webinars

CTSI webinars	Check out:
<p>Recordings and materials: https://uoft.me/ctsi-videos</p> <p>Other CTSI events: https://teaching.utoronto.ca/events</p>	<ul style="list-style-type: none">• Connecting and Interacting with your Students Online• Fostering Online/Remote Class and Group Discussions with PeppereR• Active Learning Strategies for Online Teaching• Teaching with Quercus: Managing Online Discussions of Difficult Topics• Connecting and Communicating with Students using Office 365 Tools

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

Documentation

Quercus Support Resources

- [Quercus discussions](#)
- [Pepper](#)
- [Piazza](#)
- [Ed](#)

Comparison chart

Features	Discussion Boards Features			
	Quercus Discussions	Pepper	Piazza	Ed Discussion
Layout	✓	✓	✓	✓
Using	✓	✓	✓	✓
Notifications	✓	✓	✓	✓
Private Threads	✗	✓	✓	✓
Deleting/Unpublishing Topics	✗	✓	✓	✓
Favorite	✗	✓	✓	✓
Topics	✗	✓	✓	✓
Markable Not Stars	✓	✗	✓	✓
Mobile	✗	✓	✓	✓
Anonymous	✗	✗	✗	✓
Posting	✓	✗	✓	✓
Link Images	✗	✗	✓	✓
Anonymous Posting	✗	✗	✓	✓
Attachments	✓	✓	✓	✓
Quizzes	✗	✓	✓	✓
History	✗	✗	✓	✓
Rate	✗	✗	✓	✗

[Access the comparison chart](#)

Student support resources

The Basics



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

[Learn More](#)

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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](#)

- [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

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

Divisional support

Support Contacts

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

DIVISION/ FACULTY	CONTACT
Applied Science and Engineering 	tsaas@hscf.utoronto.ca
Architecture and Forestry	12111@danieleh.utoronto.ca
Arts and Science	Instructors: ts.arts@hscf.utoronto.ca
Dentistry	marisa.curni@dentistry.utoronto.ca michael.lindenberg@dentistry.utoronto.ca marilyn.murphy@dentistry.utoronto.ca
Education 	scott.alice@utoronto.ca

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>

CTSI webinar recordings: <https://uoft.me/ctsi-videos>

Questions: q.help@utoronto.ca

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Questions?

Thank you!
