

Discussions with Pepper

Before we get started



Open **Collaborate Panel** to view session options (bottom right of screen)



Click **Settings** to edit options (e.g., disable pop-up notifications)



Let us know if you can hear us when we do **Audio checks**



Download **Presentation Slides** at uoft.me/ctsi-videos

During the webinar



Your **microphone** will be muted until Q&A at end of session



Type questions and comments into the **Chat**



Close **Collaborate Panel** to stop viewing incoming chat posts

Following the webinar



View **Session Recording** at uoft.me/ctsi-videos in approx. 24 hours



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

Welcome!

Fostering Online/Remote Class and Group Discussions with Pepper

Jim Hewitt , Kim MacKinnon and Will Heikoop
July 29, 2020



UNIVERSITY OF
TORONTO

CENTRE FOR TEACHING SUPPORT & INNOVATION

Self-paced videos and resources



Watch previous
CTSI webinar
recordings and
review resources



Don't forget!
***Organizing Course
Content in Quercus,
Aug. 04***

Download Quercus Course Templates

1. Click on the button to download the Example Course Template and import it into your own Quercus Sandbox website/shell

[Example Course Template](#)

2. Import the Course Package to your course website/shell.

1. Log in to Quercus
2. Click on the course that you would like to import the Example Online/Remote Course template in to. You could use your Sandbox course if you like.
3. In the Course Menu select Settings
4. On the right-hand side set of menu options select **Import Course Content**
5. For Import Content, in the drop-down menu for the content type select **Canvas Course Export Package**
6. Choose the file called **example-remote-slash-online-course-template-u-of-t-export.Lmscc** that has been downloaded to your computer and click Open
7. Select All Content
8. Click the **Import** button. For detailed step-by-step instructions visit [how to import the course packages](#) to your course.

CTSI Online/Remote Teaching Webinar Series

Planning and Preparing Your Online Course

- View the [recording](#) e for April 2, 2020, 2:00 pm - 3:00 pm
- View the [recording](#) e for April 7, 2020, 10:00 am - 11:00 am
- View the [slides](#)
- Download [the instructor readiness document](#)
- Access the [Example Remote/Online Course Template](#) created by Will Helkoop - [Online Learning Strategies \(OLS\)](#) e, U of T.

This course is an example of a fully online course. It includes tips and strategies, as well as some resources to help you be successful in this mode of learning, and it includes an online student resource called [Is Taking An Online Course Right For Me?](#)

- See resources in [Download Quercus Course Templates](#) (directly above) for the course template and directions on how to import it into your course shell.

Connecting and Interacting with Your Students Online

- View the [recording](#) e for April 3, 2020, 11:00 am - 12:00 pm
- View the [recording](#) e for April 9, 2020, 2:00 pm - 3:00 pm
- View the [slides](#)
- See resources in [Download Quercus Course Templates](#) (above) for the course template and directions on how to import it into your course shell.



Jim Hewitt

Associate Professor and
Associate Chair,
Teacher Education,
Curriculum, Teaching and
Learning, OISE



Kim MacKinnon

Instructor, Master of
Teaching (MT) Program
Editor, MT Review
OISE

In this webinar:

1

Review planning and facilitating online discussions

2

Selecting a Discussion tool in Quercus

3

PepperR Basics

4

Teaching with PepperR: Building Community and Fostering Productive Discussions



Quick Poll

What class size do you teach?

- A) Less than 50 students
- B) 51 – 200 students
- C) 201 – 500 students
- D) 501 + students

Discussion tools for online/ remote teaching

Modes of discussion

Asynchronous	Synchronous
Delayed mode of communication Allows for cognitive participation	Real-time communication Supports personal participation
Increased reflection and ability to process information Students have more time to reflect	Quick responses are expected
Asynchronous tools such as discussions or email	Synchronous tools such as videoconferencing chat or online meetings

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Planning & Facilitating Online Discussions

- Communicate clear expectations
- Strategic scheduling
- Meaningful feedback
- Assign group roles



Equity, Diversity, and Inclusion (EDI) in Online Teaching

In your syllabus and Quercus course shell, include the following text that reflects current academic policies:


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.



Quercus Discussion example

Netiquette

Equity, Diversity and Inclusion (EDI) Statement



Get to know your peers

Feb 14, 2019 at 4:44pm

3

[Anna Limanni](#)

All Sections

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.

Before you post your reply, please read the Netiquette document and the Equity, Diversity and Inclusion Statement below:


Netiquette


[Netiquette for Online Discussion Boards](#) 


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Unread







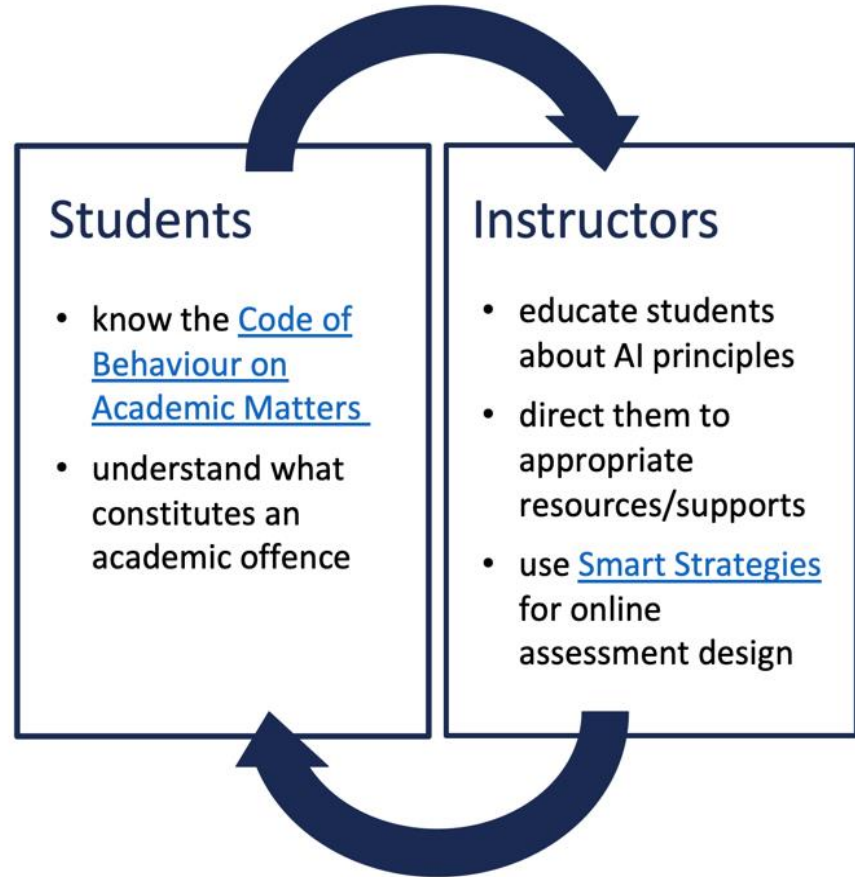
✓ Subscribed



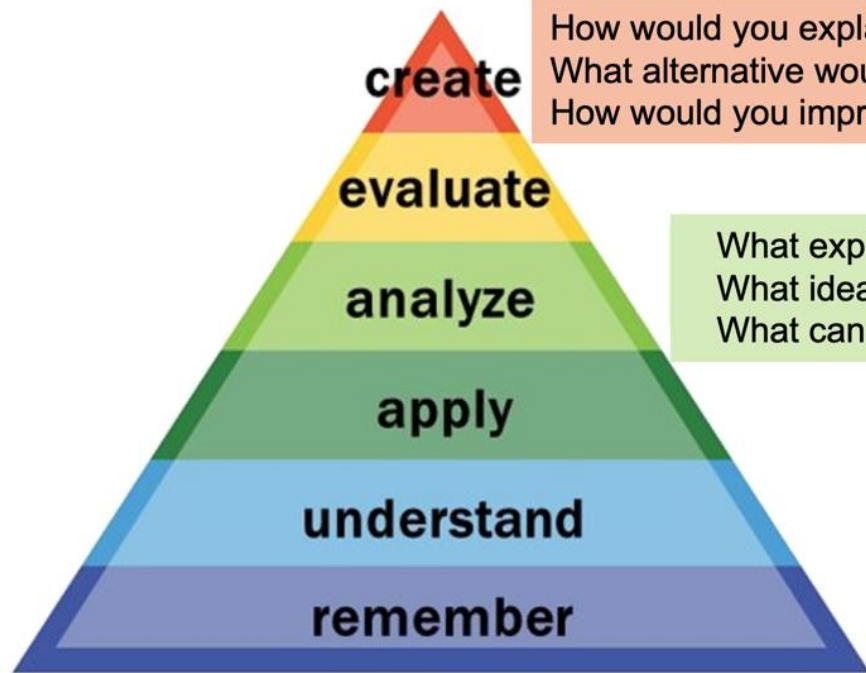
Academic Integrity at U of T



! Teaching Tip: Review CTSI's Academic Integrity
• Resource Guide



Bloom's Taxonomy



How would you explain the reason _____?
What alternative would you suggest for _____?
How would you improve _____?

What explanation do you have for _____?
What ideas validate _____?
What can you point out about _____?

How would you define _____?
Describe what happens when _____?
How would you outline _____?



Vanderbilt University Center for Teaching

QUERCUS

The University of Toronto's Academic Toolbox

QUERCUS



Organize content



Connect and
communicate

Academic Toolbox

Assess student work
and provide feedback



Teach from a distance



- Communicate **to** students
- Interact **with** students
- Facilitate collaboration **among** students



QUERCUS

Discussions



Get to know your peers

Feb 14, 2019 at 4:44pm

3

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- [Video clip](#)
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- 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](#)

0

11



Last post at Jan 9 at 4:58pm

Discussion topic examples



Discussion tools in Quercus

Features	Quercus (Canvas) Discussions	Pepper
In-depth conversations	Good for focused, quick questions and responses that are one or two layers down rather than threaded discussions	✓
Cross-link to other posts		✓
Anonymous Posts		
Assessment	✓	✓ Not connected to Quercus Gradebook In-depth analytics available
Embed Multi-media	✓	✓
Group assignments	✓	✓
Knowledge Building Community		✓
Private folders (for individuals and groups)	Discussions can occur inside Groups (and thus are limited to the Group) or can be assigned to a specific section in the course.	✓

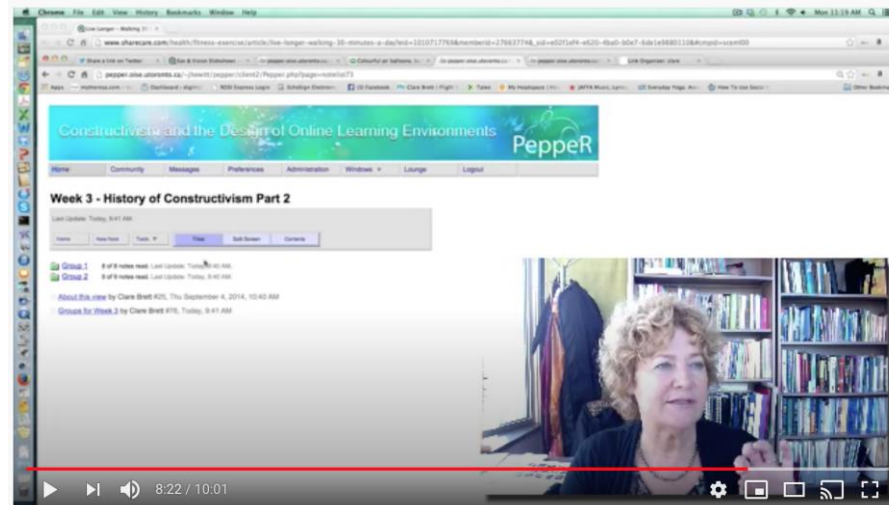


QUERCUS | Peppere

Q



Teaching with Quercus tip: Weekly Video Summary



Exploring PepperR: Class and Group Discussions

- How to Install Pepper in Quercus
 - Pepper Basics
 - Teaching with Pepper: Building Community and Fostering Productive Discussions
 - Additional Considerations and Applications
 - Coming Soon to Pepper (new features)
 - Questions?
-



Tell us about...

Answer in chat

How are you going to share back with your colleagues, department and division...

- ☐ what you learned today?
- ☐ the resources we've shared?

After this webinar



Slides

uoft.me/ctsi-videos



Recording

uoft.me/ctsi-videos
in approx. 24 hours



Feedback Survey

link via email

Quercus support resources

Upcoming CTSI webinars

Online/ Remote Teaching webinar series: <https://uoft.me/ctsi-videos>

Organizing Your Course Content in Quercus (Aug. 4)

Teaching with Quercus: Learning Outcomes & Rubrics (Aug. 6)

Teaching from a Distance: Webinars and Lecture Recordings (Aug. 18)

Active Learning Strategies for Online Teaching (Aug. 19)

Assessing Student Work and Providing Feedback through Quercus (Part II) (Aug. 20)

Dates and registration:

<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

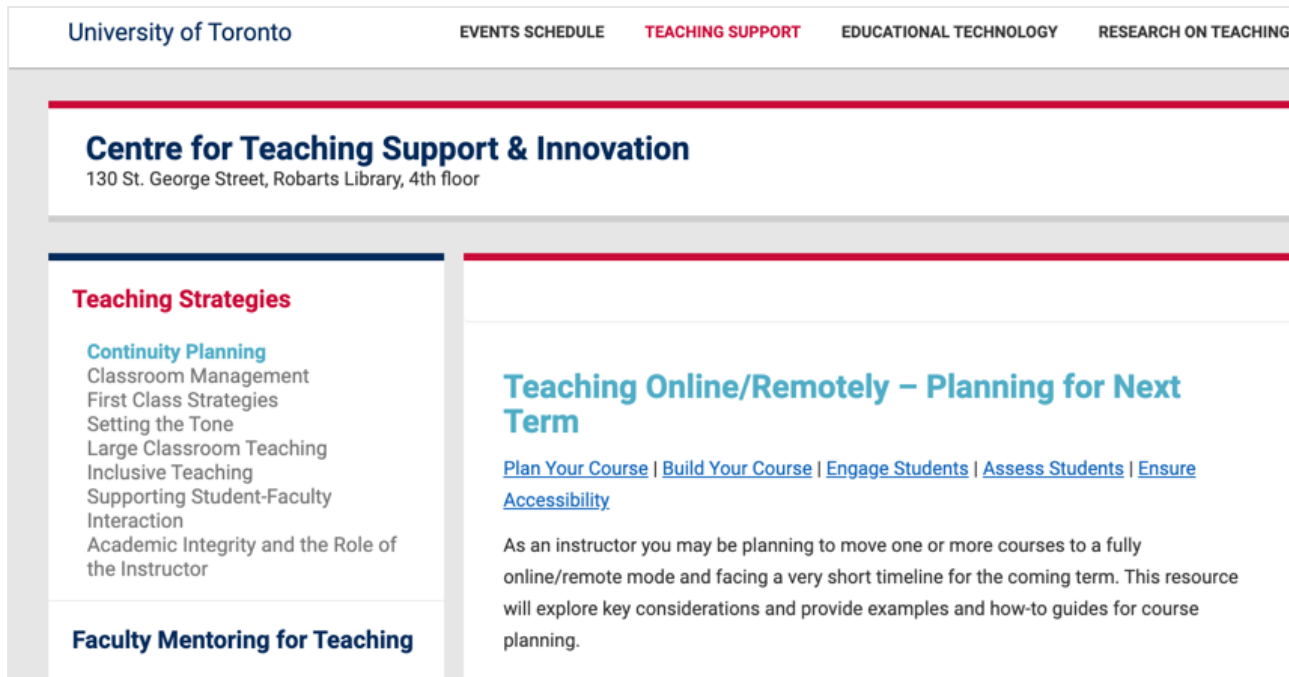
Support



Additional resources, training and support contacts.

Learn More

Teaching Online/ Remotely



University of Toronto

EVENTS SCHEDULE **TEACHING SUPPORT** EDUCATIONAL TECHNOLOGY RESEARCH ON TEACHING

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

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.

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 ^{en}	faso.edtech@utoronto.ca
Architecture and Forestry	libl@denish.utoronto.ca
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Dentistry	marisa.cornell@dentistry.utoronto.ca michael.limberg@dentistry.utoronto.ca martha.murphy@dentistry.utoronto.ca
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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: q.help@utoronto.ca

References

Hrastinski, S. (2008). Asynchronous and Synchronous E-Learning, *EDUCAUSE Quarterly*, vol. 31, no. 4 (October–December 2008).

Ragupathi, K. (2018). Facilitating Effective Online Discussions Resource Guide, Centre for Development of Teaching and Learning (CDTL), National University of Singapore. Retrieved April 30, 2020, <http://www.nus.edu.sg/cdtl/docs/default-source/professional-development-docs/resources/facilitating-online-discussions.pdf>



Questions?

Thank you!
