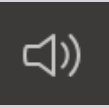


Before we get started



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

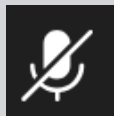


Download **Presentation Slides** from uoft.me/ctsi-videos

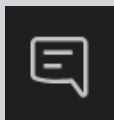


Turn on live captions if you would like closed captioning (see screenshot for details)

During the webinar



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



Type questions and comments into the **Chat**

Introduction to the Academic Toolbox

Following the webinar

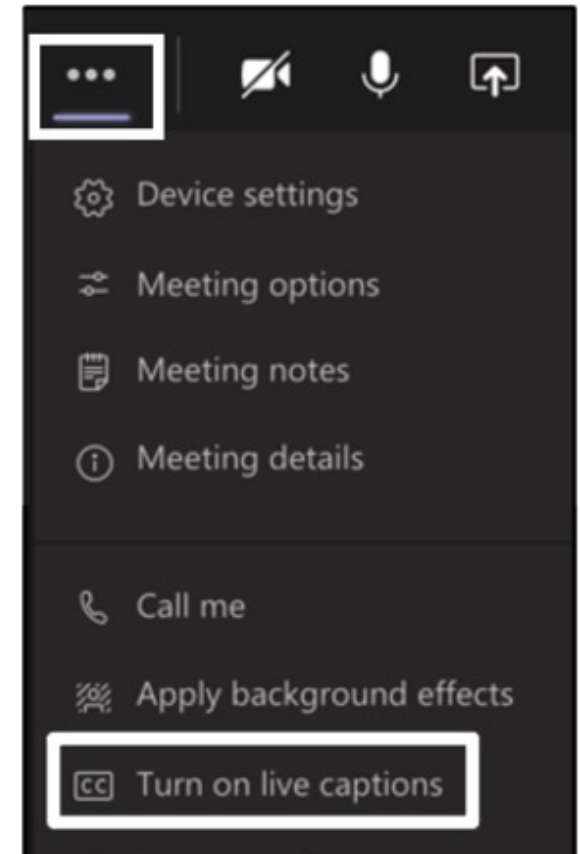


View **Session Recording** when posted



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

Welcome!



Introduction to the Academic Toolbox

Justin Fletcher and Sun Ooi
August 21, 2023



UNIVERSITY OF
TORONTO

CENTRE FOR TEACHING SUPPORT & INNOVATION



QUERCUS
UNIVERSITY OF TORONTO

Introduction

Land acknowledgement

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.



Learning outcomes

- Identify comfort level with educational technology tools for any course modality
- Become familiar with Academic Toolbox tools that can be used to:
 - Organize content
 - Connect and communicate with students
 - Assess student work and provide feedback
 - Teach from a distance
- Review guidelines for using tools beyond Quercus and the Academic Toolbox
- Navigate Quercus support resources



Using educational technology



Poll

I feel comfortable using educational technology in my teaching.



Answer in the chat

What's your most pressing question about Quercus and the Academic Toolbox?



Modes of delivery (simplified)

In-person

- Learning in a physical classroom



Hybrid

- Learning through intentional mix of in-person and online elements

Online synchronous

- Online learning that happens in real time (i.e., webinar)



Online asynchronous

- Online learning that happens at different times



Definitions



In Person	Both the instructor and the student are in the same physical location at the same time for most or all of the teaching and learning involved in the course components, usually on campus. While online components may be included as part of the course design, they do not constitute the majority of academic activities.
-----------	---



Hybrid	Mix of online and in-person interaction, involving the use of technologies to facilitate multi-modality, flexibility, and student engagement. Normally, a course is considered Hybrid if roughly between 1/3 to 2/3 of scheduled class time is replaced by online activities. Exams or other academic assessments may require attendance at a specific physical location.
--------	---



Online	All instructional interaction occurs without the student and instructor being in the same physical location. Assessments for online courses are conducted or submitted online, with the possible exception of final or interim assessment requiring attendance on campus no more than once per session.
--------	---

Sources: [CTSI](#) and [SGS](#)



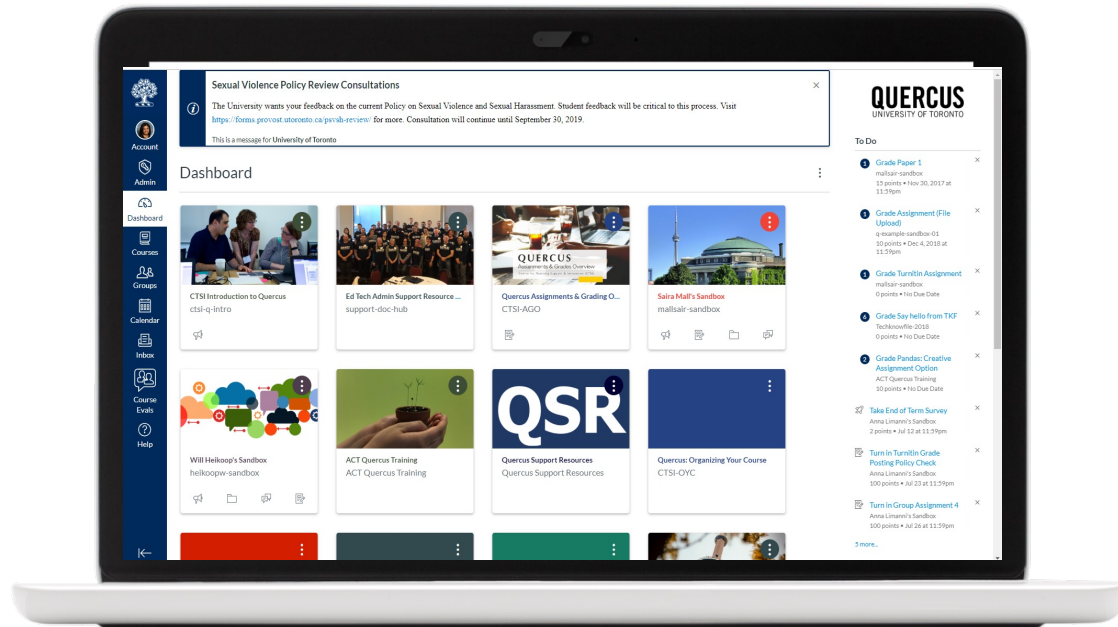
Overview of roles in Quercus

Permissions	Student	Unregistered Student	TA	Course Staff	Grader	Teacher	Designer	Librarian	Observer
Add, edit and delete events on the course calendar	✗	✗	✓	✓	✗	✓	✓	✓	✗
Add/remove other teachers, course designers or TAs to the course	✗	✗	✗	✗	✗	✓	✗	✗	✗
Add/remove students for the course	✗	✗	✗	✗	✗	✓	✗	✗	✗
Change course state, including publish and unpublish	✗	✗	✓	✓	✗	✓	✓	✗	✗



U of T's Academic Toolbox





QUERCUS

The University of Toronto's Academic Toolbox



QUERCUS



Organize content

Connect and communicate
with students

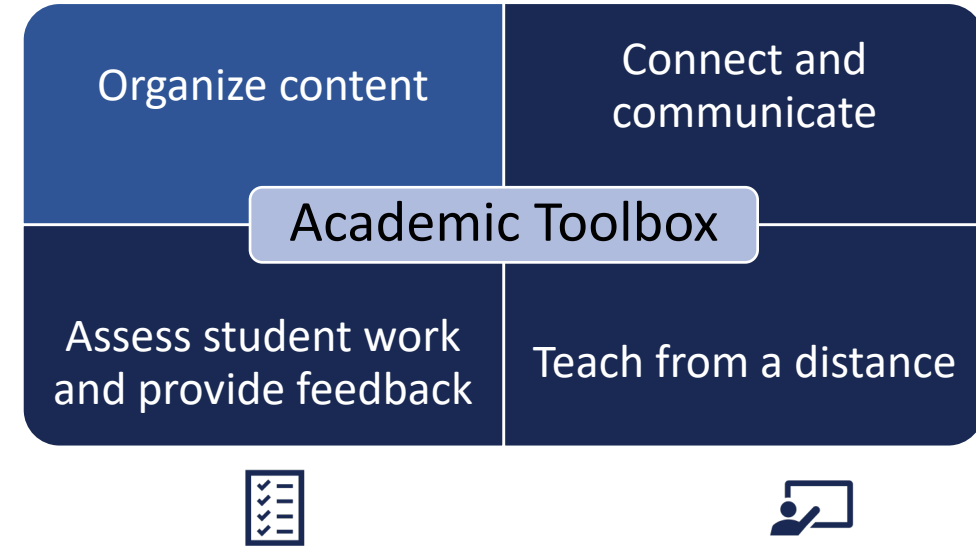


The Academic Toolbox helps you...

Assess student work and
provide feedback

Teach from a distance





Organize your course content

- Make materials available to students (e.g., syllabus, readings, videos, assignment descriptions, rubrics and guidelines)





Modules

Section	Item	Status	Options
Course Information	Course Outline	✓	+
	Course Outline Quiz 1.5 pts	✓	+
	Meet the Teaching Team	✓	+
	Introduce yourself	✓	+
Learning how to use Quercus	What is Quercus?	✓	+
	Your burning questions about Quercus	✓	+
	Reflection 100 pts	✓	+

- Upload files
- Add pages
- Link to URLs, videos, Library resources
- Provide access to Quercus activities, e.g.:
 - Quizzes
 - Discussions
 - Assignments





Pages

Discussions

Pages

Files

People

Announcements

Assignments

Grades

Syllabus

Outcomes

Quizzes

Collaborations

Sample Lecture Page Template

Lecture ##

Date: mm/dd/yyyy

Lecture Topic(s)

- Topic 1
- Topic 2
-

Readings

- Reading 1 (link, if needed)
- Reading 2 (link, if needed)

Create your own content using:

- Rich Content Editor
- HTML Editor

Edit View Insert Format Tools Table

12pt Paragraph **B** *I* U A T^2

- Source 1 (link/ embed video, image, etc)
- Source 2 (link/ embed video, image, etc)
-





Course Home Page

Teaching with Quercus - (q)UDL

Home

Announcements

Modules

Grades

Rubrics

New Analytics

Assignments

Discussions

People

Files

Pages

Syllabus

Outcomes


Quizzes

Collaborations

Settings

CTSI Teaching with Quercus: UDL + Quercus Lunchtime Webinars

Edit



**TEACHING WITH QUERCUS:
UDL + QUERCUS**

Photo by [Joshua Eckstein](#) on [Unsplash](#)

UDL + Quercus Lunchtime Webinars

Want to design learning that engages all your students? Interested in using Quercus to overcome barriers to in your course? Want to re-develop resources, activities, and assessments? This series of four webinars uses Universal Design for Learning Principles in combination with evidence-informed practices and specific Quercus features to help you create accessible and inclusive learning experience for your students. Join us for a hands-on exploration of practices and design principles that promote learning for all students.

Join us for one or all four webinars!

Choose Course Home Page ✕

Select what you'd like to display on the home page.

- Course Activity Stream
- Pages Front Page *Welcome!* [\[Change\]](#)
- Course Modules
- Assignments List
- Syllabus

[Cancel](#) [Save](#)





Build a Welcoming Home Page in Quercus

build a welcoming home page in Quercus

Welcome to the asynchronous program, **Build a Welcoming Home Page in Quercus!**

Your Course Home Page sets the tone for your course and often is the source of a student's first impression of your course. This asynchronous program provides you with the tools you need to build an inviting and welcoming learning environment, starting with the Course Home Page.

Learning Outcomes

By the end of this program, you will be able to:

1. Describe social presence, teaching presence, and cognitive presence as part of the **community of inquiry model**
2. Utilize the **Rich Content Editor** in Quercus to edit text and include audiovisual materials on Quercus Pages
3. Create a **Course Home Page** that fosters social presence, teaching presence, and cognitive presence

[Begin the asynchronous modules](#)

[Need help while completing the program? Access support](#)

Self-paced program





Example courses

Example Courses

In order to give individuals creating courses in Quercus some ideas for what can be created in Quercus the following public sites have been provided as examples. These courses represent courses created at the University of Toronto as well as other institutions that use Canvas to power their Learning Management Engine (LME).

Example Courses in Quercus

[Example Remote/Online Course Template](#) Will Heikoop - [Online Learning Strategies \(OLS\)](#) , U of T

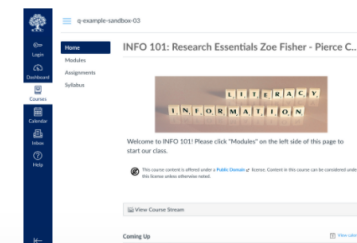
This course is an example of a fully online course. It includes tips and strategies, as well as some resources to help you be successful in this mode of learning. It includes an online student resource called [Is Taking An Online Course Right For Me](#) .

Download this Course Package

[Download the course template](#) package for uploading into your own Quercus website/shell. Review the step-by-step instructions on [how to import a course package](#) to your course.

[INFO 101: Research Essentials](#) Zoe Fisher - Pierce College U of Colorado

This course has examples of Modules that use headers and indentation, the Syllabus (PDF and tool), and Outcomes. The overall design of this course is well presented into showing the structure that faculty can design their course, as well as it gives examples of assignments and quizzes.






Course Templates

☰ q-example-sandbox-06

Home
Assignments
Modules
Quizzes

Example Remote/Online Course Template - U of T



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](#)

Course Materials

After you've looked through the "How This Course Works" section you can begin your course work. Click on the module buttons below

[Week 1 - TITLE](#) [Week 2 - TITLE](#)





Library Reading List



Teaching with Quercus tip:
Contact your Liaison librarian

Course Reserves and Syllabus Service

Games of History: Games and Gaming as Historical Sou... EDIT

PUBLISHED HI-132-1 (2017) Updated 11 minutes ago 12 items in 2 sections 0/12 items are in process

SEND LIST NEW SECTION OPEN COLLECTION

- The Game Definition Game: A Review** ✓
Stenros, J., Games and Culture 2016, 1 - 21
Essential Lecture Reading
Complete Check availability >
- A+ Guide to Five-Paragraph Essays (A+ Guides to Writing Book 1)** ✓
Alison Plus, Four-Ply Publishing, March 7, 2012, Total Pages 68
" you can get it in the library as part of the kindle loan plan "
Recommended
Complete View online
- SPORT IN MEDIEVAL TIMES (Due: Nov 9, 2017)** ✓
Elise Brogan, Sep 11, 2014
" Important to view the movie from minute 11-18 "
Recommended
Complete View online
- Wargames : from gladiators to gigabytes** ✓
Cambridge ; New York : Cambridge University Press, 2013, 54 - 96 , Chapter Number 3
" Please read chapter 3, recommend to read chapter 5 as well "
Essential
Available at Main Library General : U310 .V327 2013 Complete





Course tour video



Teaching with Quercus tip: Course tour





Organize content

Connect and communicate

Academic Toolbox

Assess student work and provide feedback

Teach from a distance




Connect and communicate with students

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





Announcements

<ul style="list-style-type: none">HomePepperAnnouncementsAssignmentsQuizzesDiscussionsUT Advanced Group ToolModulesNew AnalyticsGradesRubrics 	<div data-bbox="774 479 876 579"></div> <p data-bbox="889 489 1161 525">Tomorrow's class</p> <p data-bbox="889 539 1029 562">Justin Fletcher</p> <p data-bbox="889 579 1029 602">All Sections</p> <p data-bbox="774 654 851 682">Hi all,</p> <p data-bbox="774 722 2066 751">This is a reminder that we'll be having a guest speaker during tomorrow's live session on Zoom .</p> <p data-bbox="774 791 996 819"><Speaker name></p> <p data-bbox="774 859 963 888"><Speaker bio></p> <p data-bbox="774 928 1625 956">Please come prepared with a question you'd like to ask <name>!</p> <p data-bbox="774 996 1029 1025">See you tomorrow,</p> <p data-bbox="774 1065 861 1093">Prof. F</p>
--	--





Conversations (Inbox)

Compose Message ✕

Course Ed Tech Ad...pment Hub ▾

To Ed Tech Admin Support Resource & Development Hub 📧

Subject No subject

Send an individual message to each recipient

📎 📺 Cancel Send





Groups

Everyone

Project Group

Self sign-up is enabled for these groups. [?](#)

Unassigned Students (0)

There are currently no students in this group. Add a student to get started.

Groups (3)

▶ Project Group 1

2 students

▶ Project Group 2

2 students

▶ Project Group 3

1 student





Discussions



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.

Search entries or author

Unread



✓ Subscribe

← Reply

▼ Pinned Discussions

Questions about the syllabus



[All Sections](#)

Introduce yourself



[All Sections](#)

Your burning questions about Quercus

0 11



[All Sections](#)

Last post at Jan 9 at 4:58pm



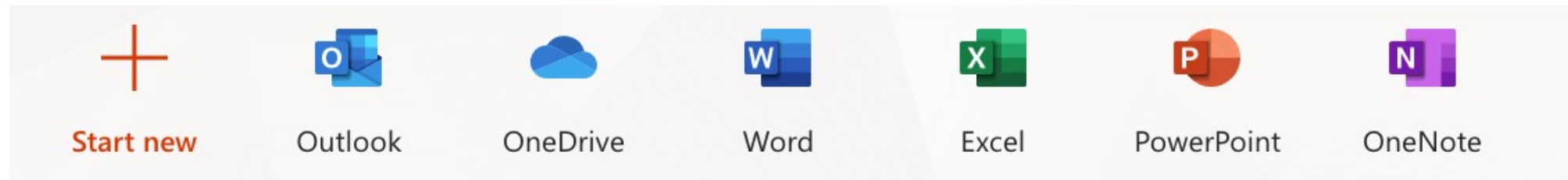
Teaching with Quercus tip: Icebreaker discussions





Microsoft 365 collaboration tools

- Store materials (OneDrive)
- Share:
 - documents (Word)
 - presentations (PowerPoint)
 - workbooks (Excel)
 - notebooks (OneNote)
- Collaborate for groupwork





Piazza

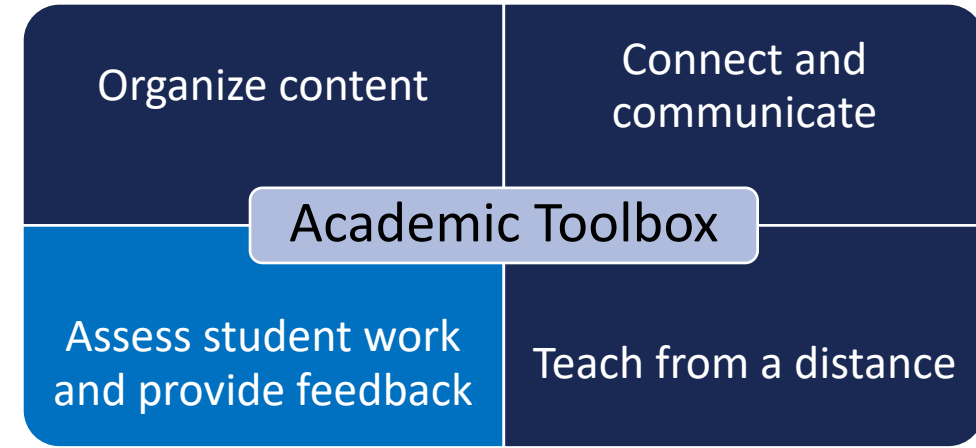
The screenshot shows the Piazza web interface. At the top, there are navigation tabs for 'LIVE Q&A', 'Drafts', and homework folders 'hw1' through 'hw5'. Below this is a search bar and a 'New Post' button. The main content area is organized into sections: 'PINNED' (with an announcement and a search for teammates), 'LAST WEEK' (with a new question), 'WEEK 3/28 - 4/3' (with text editor improvements), 'WEEK 3/21 - 3/27' (with a poll, student question, and private student question), and 'WEEK 8/23 - 8/29' (with a personal introduction). The 'LaTeX' post is highlighted in red.

The screenshot shows a specific Piazza post titled 'LaTeX'. The post content is $area = \int_a^b f(x)dx$. It has tags for 'hw1' and 'project'. Below the post, there is an 'edit' button and a 'good note' count of 0. A section for 'followup discussions' is visible, with a filter for 'Resolved' (selected) and 'Unresolved'. A discussion by Marko Piljevic from 5 months ago is shown, containing a Java code snippet:

```
public class Main{
    public static void main(String[] args) {
        System.out.println("Hello, World");
    }
}
```

. Below the code is a 'run code snippet' button and a note to 'Visit 'Manage Class' to disable runnable code snippets'. There is also a 'good comment' count of 0 and a comment from ACT25 Qtraining25 from 5 months ago saying 'Hello'. A 'helpful' count of 0 is also shown. At the bottom, there is a 'Reply to this followup discussion' input field.





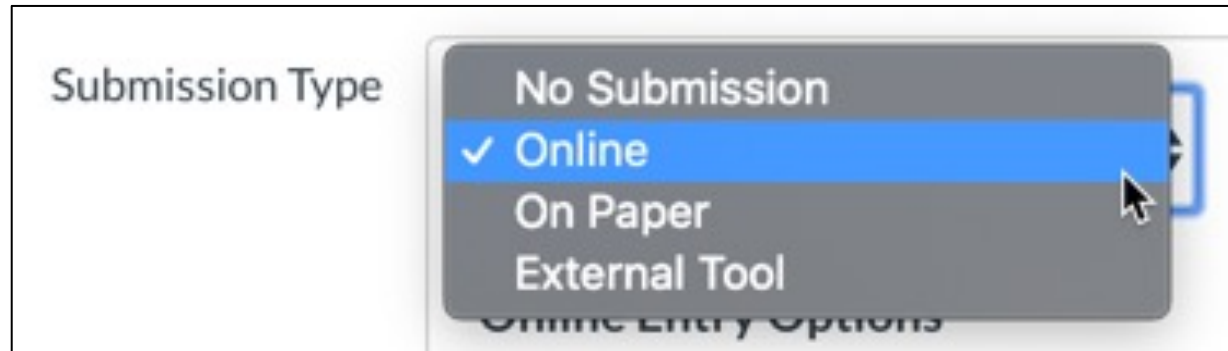
Assess student work and provide feedback

- Accept student work (file uploads, quizzes, exams)
- Provide feedback (comments, grades)
- Calculate final grades





Assignments



Online Entry Options

- Text Entry
- Website URL
- Media Recordings
- File Uploads





SpeedGrader

Paper Proposal
Due: No Due Date - fletc136-sandbox

1/5 Graded 26 / 30 (87%) Average 5/5

← Test Student →

Page 1 of 2

ZOOM

Submitted: Apr 1 at 2:07pm

Submitted Files: (click to load)

[Name.docx](#)

Assessment

Grade out of 30

26

Assignment Comments

<Overall feedback here>

Submit

[Download Submission Comments](#)

<Name>
<Date>
<Paper Proposal>

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Morbi blandit neque nec convallis consequat. **Etiam convallis fringilla nisi, sit amet scelerisque justo cursus vitae.** Nunc consequat ex eu nulla sollicitudin, quis fermentum risus fringilla. Sed felis purus, porta in ligula et, vehicula bibendum nisi. Suspendisse ut ligula at turpis facilisis tempus sed ut mauris. Nullam facilisis dolor orci, quis viverra risus semper ac. Pellentesque id aliquet magna. Vestibulum molestie massa et lacus tristique, sit amet ultricies mauris porttitor. **Proin id mi vitae orci posuere** eleifend ac sit amet felis. Aliquam et quam rhoncus, lacinia nisi condimentum, ultrices lorem. Ut pulvinar lorem nec fringilla luctus.

Nunc pretium, nibh vitae elementum egestas, felis ligula congue urna, vitae suscipit ante enim sit amet mauris. Morbi malesuada nisi sed augue porttitor, sed dictum lorem congue. Fusce tellus turpis, hendrerit quis aliquet sit amet, viverra quis justo. Nam vel ullamcorper nisl, vel mattis velit. Phasellus ligula leo, ornare eu vestibulum nec, tincidunt vel eros. Pellentesque gravida rutrum hendrerit. Morbi viverra a risus sit amet fermentum. Cras non volutpat metus. Nulla dolor odio, egestas non lorem in, pellentesque elementum odio. Sed maximus rutrum purus, at convallis metus mattis vel. Suspendisse condimentum mi purus, non facilisis nibh pellentesque maximus. Duis non erat sollicitudin metus consequat tincidunt et eget quam. Mauris sodales odio non lacus condimentum tincidunt. Morbi vitae dolor non felis ultrices placerat nec eget ante. Sed tellus leo, efficitur in nulla non, maximus malesuada ipsum. Sed quis risus condimentum, accumsan magna a, convallis est.

Etiam id rhoncus diam. Etiam ac purus vel ex maximus lacinia vitae in libero. Phasellus bibendum ullamcorper justo eu porta. Curabitur nisi lorem, efficitur at purus eu, elementum dictum ipsum. Aenean tempor arcu a lobortis scelerisque. Morbi lacinia vehicula leo, sit amet rutrum enim placerat venenatis. Lorem isum dolor sit amet. consectetur adipiscing elit. Ut sed

Justin Fletcher
Your thesis statement is particularly strong.

Justin Fletcher
Awkward wording





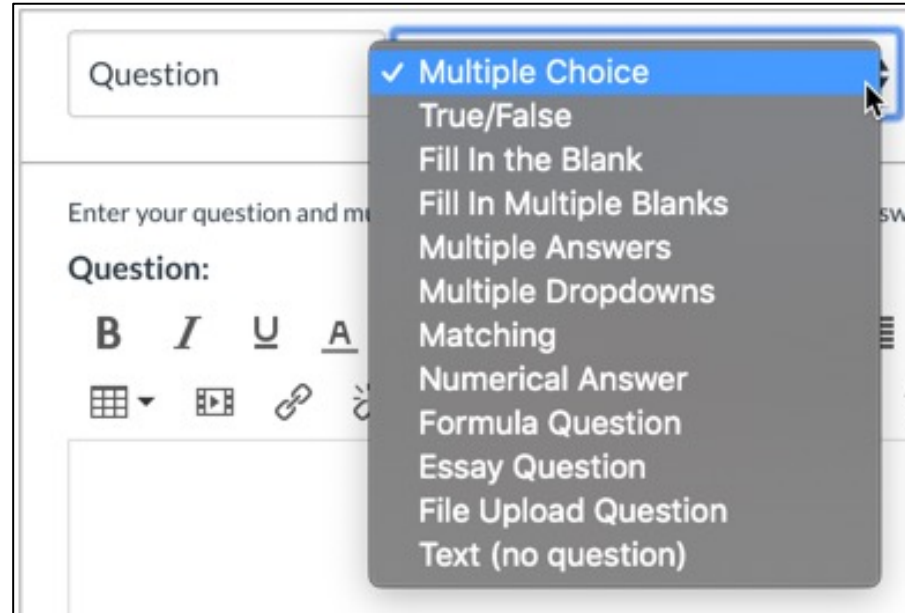
Rubrics

Peer Review Assignment Rubric				
Criteria	Ratings			Pts
PAPER FOCUS Purpose/Position (Thesis)	10 to >6.0 pts Excellent Paper's purpose or position statement is well-developed, readily apparent, and clearly stated. Consistently maintains the focal point throughout the paper.	6 to >4.0 pts Good Paper's central purpose or position statement is generally clear but may need to be developed further Focal point may not be consistently clear.	4 to >0 pts Needs extensive revision Research paper's central purpose or position statement is generally unclear and paper lacks focus overall.	10 pts
DEPTH AND EVIDENCE Literature Review (Sources)	10 to >6.0 pts Excellent Central purpose or position is supported in-depth with at least (5) research sources that are highly relevant, accurate, and reliable and add to the strength of the paper. Sources are skillfully referenced throughout the paper.	6 to >4.0 pts Good Central purpose or position is largely supported but with fewer than the required research sources. Most sources are relevant, accurate, and reliable Some sources may not be integrated well in the paper.	4 to >0 pts Needs extensive revision Central purpose or position is not supported with sufficient research sources and/or are generally not relevant, accurate, or reliable and/or sources are generally not integrated well in the paper.	10 pts
ORGANIZATION Coherence and Cohesion	10 to >6.0 pts Excellent Paper is well-organized. Ideas are arranged logically, flow smoothly, with a strong progression of thought from paragraph to paragraph connecting to the central purpose or position statement.	6 to >4.0 pts Good Paper is organized in general, although occasionally ideas from paragraph to paragraph may not be clearly linked to the central thesis statement.	4 to >0 pts Needs extensive revision Paper lacks logical organization and impedes readers' comprehension of ideas. Central purpose or position statement is rarely evident from paragraph to paragraph.	10 pts
Total Points: 30				





Quizzes and Surveys



Syllabus Quiz

Started: Apr 1 at 2:12pm

Quiz Instructions

This quiz includes questions about key information you need to know about the course. You can find the answers in the syllabus. It's worth 1% of your final grade!

Question 1	2 pts
The instructor aims to reply to all Inbox messages received through Quercus within...	
<input type="radio"/> 10 minutes	
<input type="radio"/> 72 hours	
<input type="radio"/> 48 hours	


! Teaching with Quercus tip: Mini-quizzes








Grades and Gradebook

Gradebook ▾ View ▾

Actions ▾  Papers ▾ All Sections ▾ All Student Gro ▾ Search...


Student Name	Reflection Out of 100	Paper Proposal Out of 30	Papers 45% of grade	Quizzes 20% of grade	Exams 35% of grade
training25 blackboard		27	90%	-	-
training24 blackboard		26	86.67%	-	-
training22 blackboard	50	-	50%	-	-
training1 blackboard		14	46.67%	-	-
Test Student	-	26	86.67%	-	-





Assessment and Feedback Course Template

Assessment and Feedback in Quercus - Template Course



TEACHING WITH QUERCUS:
ASSESSMENT AND FEEDBACK


Photo by [Frank Vessia](#) on [Unsplash](#)

Welcome!

Welcome to the Assessment and Feedback Template Course. This course is designed to provide Quercus users some sample assessments created with the tools and platforms available in the University of Toronto Academic Toolbox. Click on the "Get Started" button below for a module to orient yourself to this course and to assessments in Quercus.

Note: to view the example Discussions, please access from Assignments in the course navigation.

[Get started](#) [Assessment examples](#) [Resources](#)

 This course content is offered under a [CC Attribution Non-Commercial Share Alike](#) license. Content in this course can be considered under this license unless otherwise noted.



peerScholar



Add Activity
Justin Fletcher's Sandbox

[New Activity](#)

[Copy Activity](#)

Classic

Case Study

Group Work

Classic

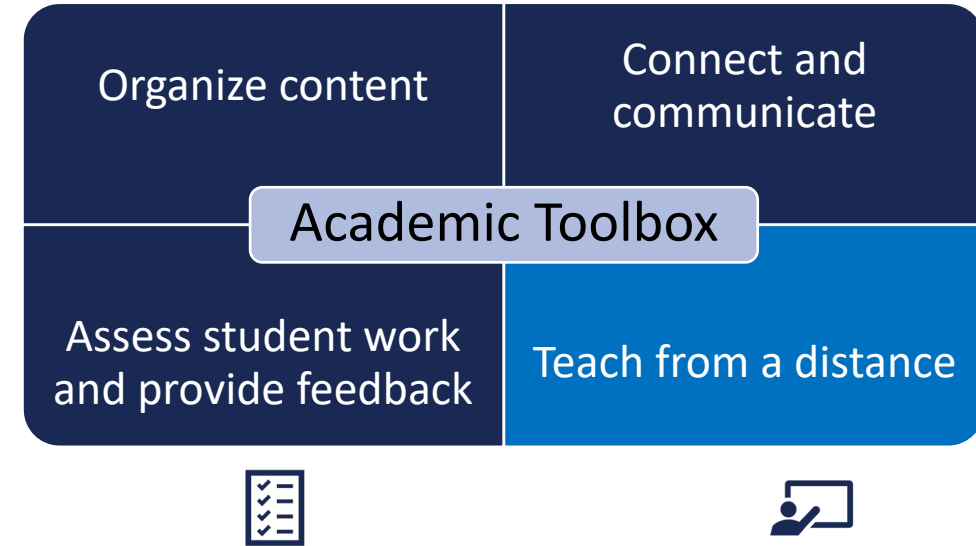
This is a classic peer assessment activity. Students give/receive feedback to/from a random set of peers

Please select an Activity Type [Cancel](#) [Create Activity](#)

Activity Schedule [Edit Dates](#)

1 Create Phase	2 Assess Phase	3 Reflect Phase
<p>Status Completed <i>Ended Oct 15th 2020, 11:59pm</i></p>	<p>Status Completed <i>Ended Oct 23rd 2020, 11:59pm</i> <i>m</i></p>	<p>Status Completed <i>Ended Oct 31st 2020, 11:59pm</i></p>





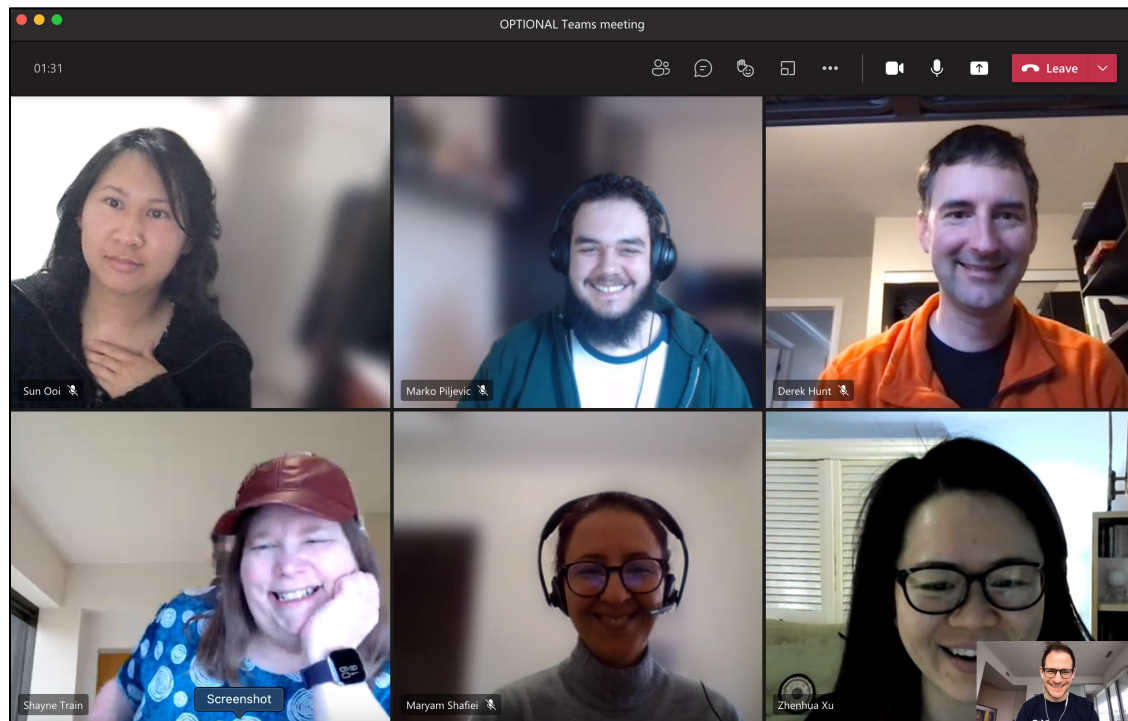
Teach from a distance

- Teach online synchronously (e.g., webinars)
- Teach online asynchronously (e.g., pre-recorded lectures, modules)





Online synchronous: Host a webinar



[Zoom](#)



[Microsoft Teams Video Meetings](#)



Teaching with Quercus tip:
Online office hours





Webinar platform features

- Audio (microphone), video (webcam), and screen (content) sharing
- Chat
- Recordings
- Polling
- Breakout groups
- Interactive whiteboards
- Security controls
- Attendance reports
- Automated captioning





Online asynchronous: Pre-record lecture videos

1. Record your videos



[Snagit](#)



[PowerPoint](#)



[Stream](#)



zoom

[Zoom](#)



[Teams](#)

2. Host your videos



[MyMedia](#)



[Stream](#)

3. Post MyMedia or Stream links on Quercus





Online asynchronous: Modules

Week 1: Parts of the Cell		✓	+	⋮
⋮	📄 Introduction to Week 1: Parts of the Cell	✓		⋮
⋮	🔗 Lecture 1 Part A: Cell Walls (8 minutes)	✓		⋮
⋮	🔗 Lecture 1 Part B: Cell Membranes (7 minutes)	✓		⋮
⋮	🎯 Mini-quiz (Ungraded): Lecture 1 Parts A & B	✓		⋮
⋮	🔗 Lecture 1 Part C: Mitochondria (9 minutes)	✓		⋮

! Teaching with Quercus tip: Lecturettes with activities



Tools beyond Quercus and the Academic Toolbox



Why use Academic Toolbox tools?

- Security
- Functionality
- Contracts
- Testing
- Training and support

[Consult the Academic Toolbox "Tool Finder"](#)

Learn more about the process to add tools to the [Academic Toolbox](#)



What are tools beyond Quercus?

Examples include:

- Social media (e.g., Instagram, TikTok, Facebook)
- Third-party educational technology tools not vetted by U of T
- Other cloud technologies not vetted by U of T
- & others



What steps can be taken to reduce risk and ensure the security of student data when using tools beyond Quercus?

- Provide an alternative (i.e., allow opt-out)
- Provide students with information regarding use of data
- Do not share student personal information through a third-party service
- Be attentive to retention of intellectual property (IP)

Learn more about using [Tools beyond Quercus](#)



Additional considerations

- Include information about tools you are using in your syllabus
- Do not use the tool for grading/high-stakes assessments
- Review terms and conditions
- Consult with your divisional educational technologist

View [Teaching Tools Criteria Checklist](#)



Answer in the chat

Which Quercus tool or feature are you most looking forward to using?



Mini reflection

Recall your pressing question about using educational technology.

1. Did I get the answer?
2. If not, what will I do to find the answer?



Navigating Quercus support resources



Quercus support resources (<https://uoft.me/qresources>)

Educational Technology

Tool Guides

Learn about the educational technology tools the University has access to.

[SEARCH ALL TOOL GUIDES](#)

Tool Finder

Use our Tool Finder to see guides for the various tools in our Academic Toolbox.

[TOOL GUIDE MENU](#)

Teach with Technology

Learn how technology can assist in teaching your course.

[ACCESS ARTICLES](#)



Student support resources

Student Support

Instructors: feel free to share this support page with your students

For more tips, please follow the Quercus Student Blog: <https://qstudents.utoronto.ca/>

Quercus Tools:

- ▶ [Crowdmark](#)
- ▶ [Group Tool](#)
- ▶ [Discussions](#)
- ▶ [iClicker Remote](#)
- ▶ [Library Resources](#)
- ▶ [Mobile Apps - Canvas Student](#)
- ▶ [Plagiarism Detection Tool](#)
- ▶ [Quiz tool in Quercus](#)

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 - 1.3.9. [Canvas Student Guides](#)

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



Divisional support

(<https://uoft.me/qsupportcontacts>)

Divisional Support Contacts

Support from your Local Academic Unit

DIVISION/ FACULTY	CONTACT
Applied Science and Engineering	Education Technology Office franc.scolach@utoronto.ca
Architecture and Forestry	For technical problems – IT@dentelc.utoronto.ca
	For all other issues – progswin@dentelc.utoronto.ca
Arts and Science	Instructors: www.utoronto.ca/artsandscience
Dentistry	academicadmin@dentistry.utoronto.ca
Education (OISE)	o.se.help@utoronto.ca



Summary of support options

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



Questions?
Thank you!

