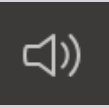# Introduction to the Academic Toolbox

Before we get started

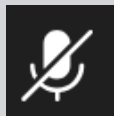Let us know if you can hear us when we do **Audio checks**

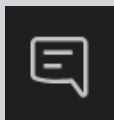Download **Presentation Slides** from uoft.me/ctsi-videos

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**
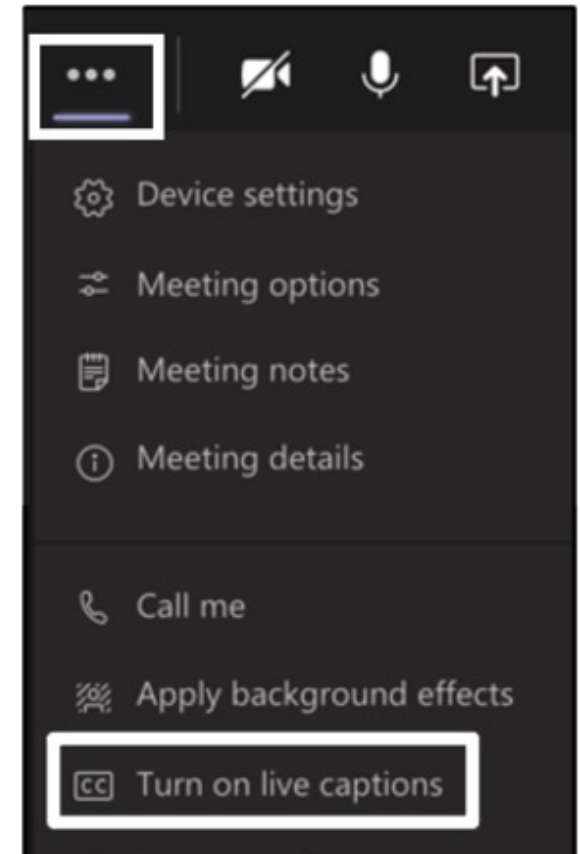
Following the webinar

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

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.

QUERCUS
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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	Hybrid	Online synchronous	Online asynchronous
• Learning in a physical classroom	• Learning through intentional mix of in-person and online elements	• Online learning that happens in real time (i.e., webinar)	• 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
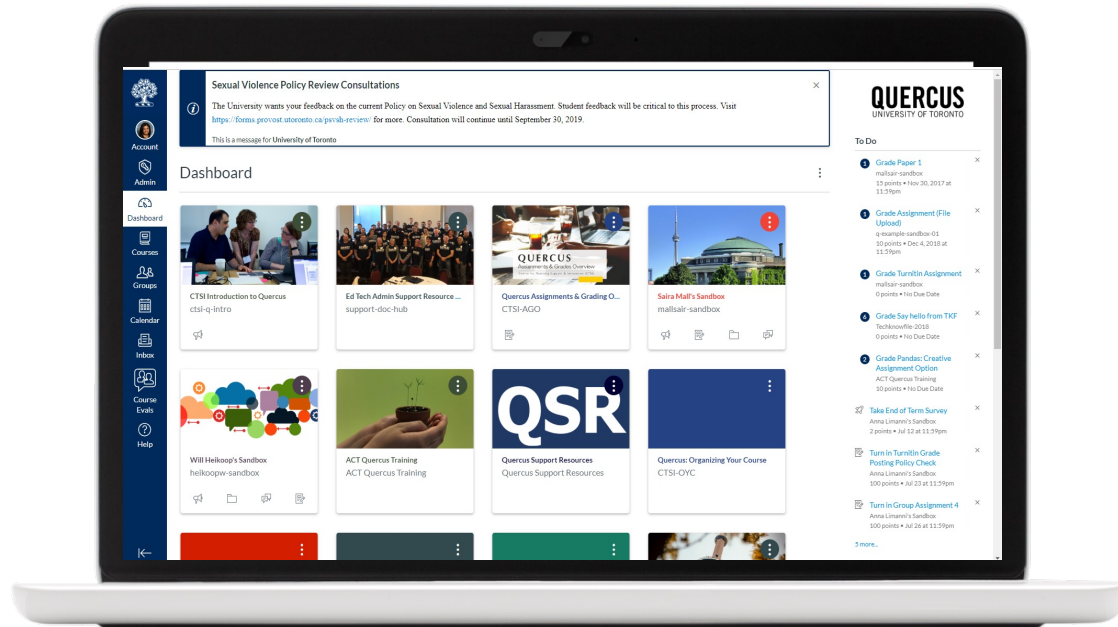
The University of Toronto's Academic Toolbox

QUERCUS

Organize content

Connect and communicate with students

The Academic Toolbox helps you…

Assess student work and provide feedback

Teach from a distance

QUERCUS
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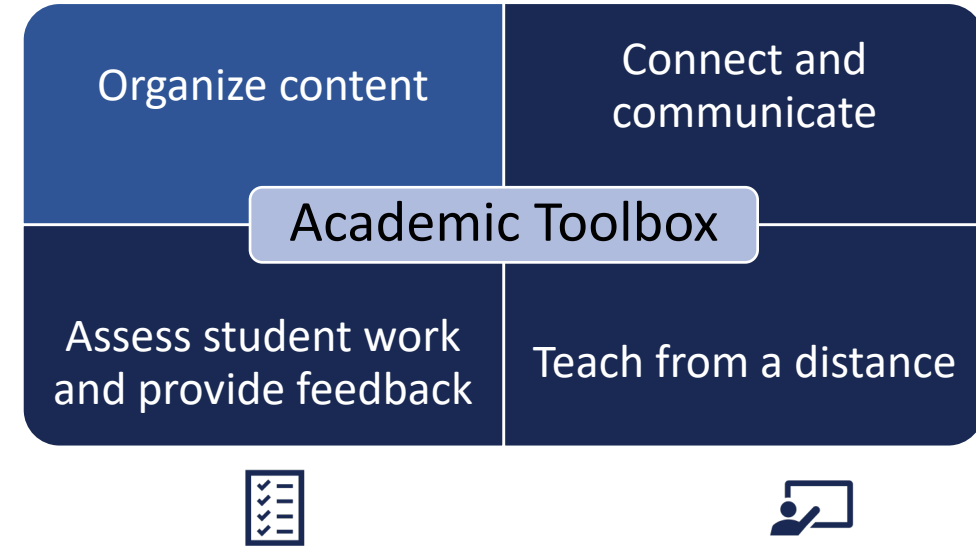
Organize your course content

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

Modules

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

Pages

Create your own content using:
- Rich Content Editor
- HTML Editor

Course Home Page

Build a Welcoming Home Page in Quercus

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](#)

Library Reading List

Teaching with Quercus tip:
Contact your Liaison librarian

Course Reserves and Syllabus Service

Course tour video

! **Teaching with Quercus tip: Course tour**

Creating a Course Tour using Lecture Capture Software

Connect and communicate with students

- Communicate to students

- Interact with students

- Facilitate collaboration among students

Organize content

Connect and communicate

Academic Toolbox

Assess student work and provide feedback

Teach from a distance

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[Announcements](#)

Conversations (Inbox)

Email

1. [Download student emails](#) using the UT Advanced Group tool or [New Analytics tool](#)

2. Send email using [UTMail+ (Outlook)](#)

*Use BCC if contacting more than 1 student

Groups

Everyone | Project Group

Self sign-up is enabled for these groups. ⑦

Unassigned Students (0)

Search users

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
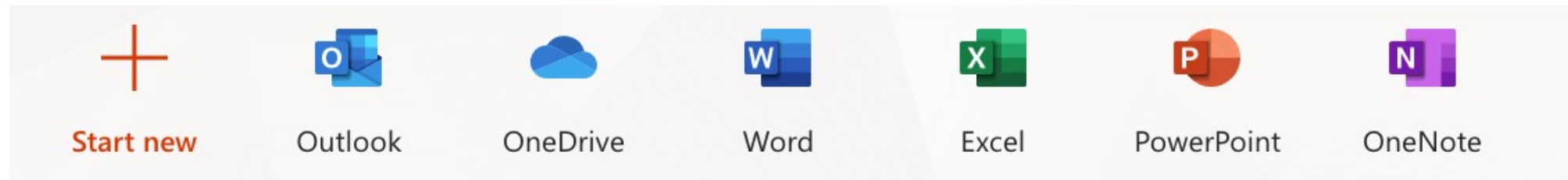
Discussions

Teaching with Quercus tip: Icebreaker discussions

Microsoft 365 collaboration tools

- Store materials (OneDrive)

- Share:
  - documents (Word)
  - presentations (PowerPoint)
  - workbooks (Excel)
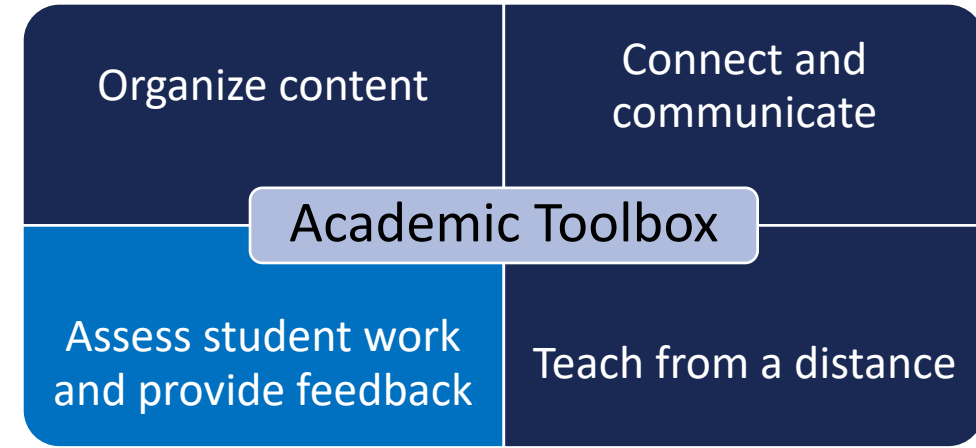 - notebooks (OneNote)

- Collaborate for groupwork

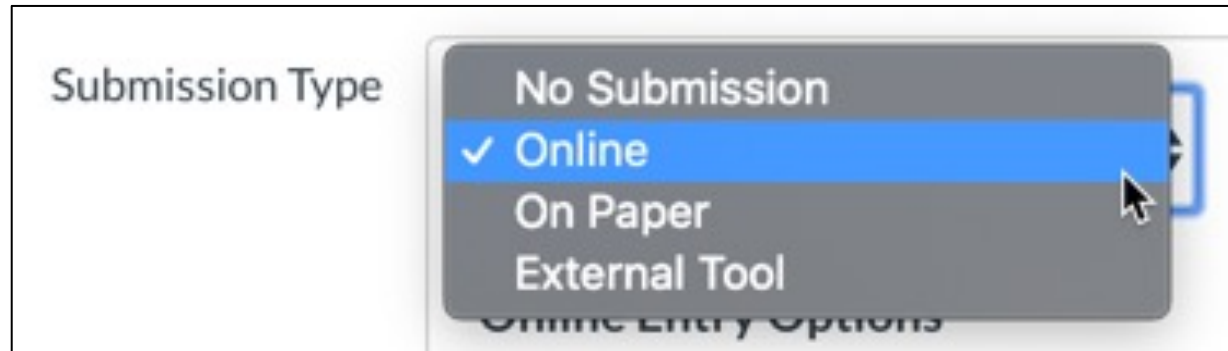Start new | Outlook | OneDrive | Word | Excel | PowerPoint | OneNote

Piazza

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](#)

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

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](#)

Unit 2C: Assessing student work and providing feedback

[peerScholar](#)

Teach from a distance

- Teach online synchronously (e.g., webinars)

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

Online synchronous: Host a webinar
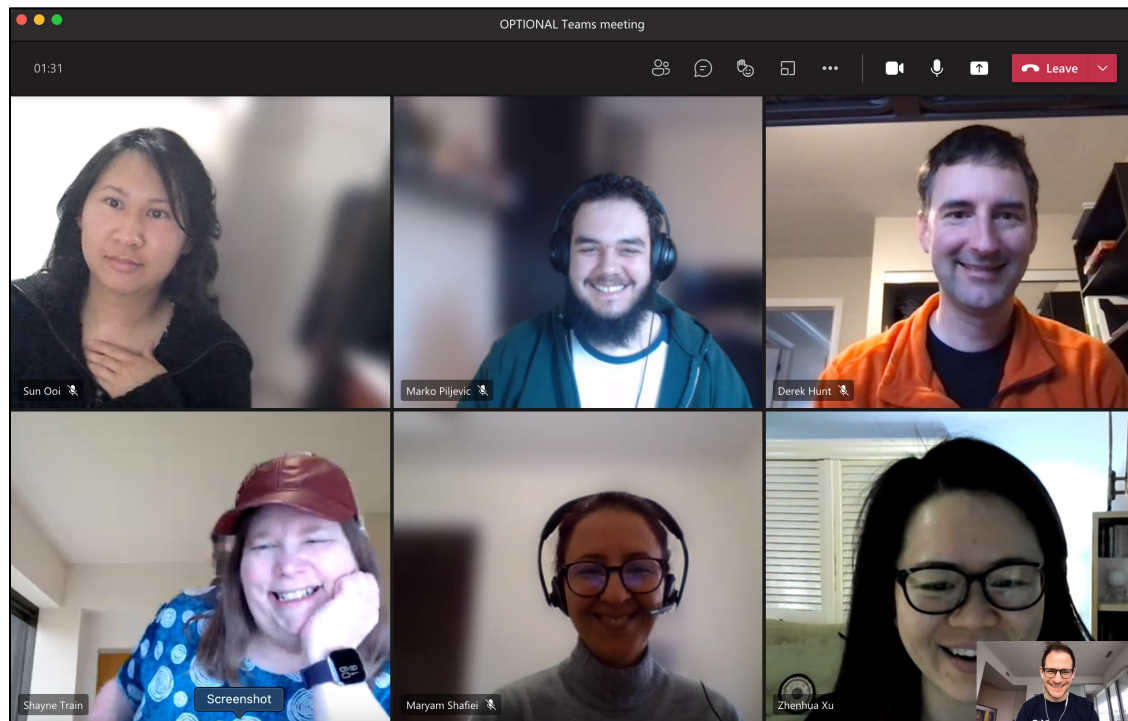
Zoom

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**   **Teams**

2. Host your videos

MyMedia   **Stream**

3. Post MyMedia or Stream links on Quercus

Online asynchronous: Modules

! **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 <u>reduce risk</u> and <u>ensure the security of student data</u> 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)

Student support resources

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

- [Student Support Guide](#)

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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 francsteach@utoronto.ca
Architecture and Forestry	For technical problems — IT@daniels.utoronto.ca For all other issues — programs@daniels.utoronto.ca
Arts and Science	Instructors: lts.ariun@utoronto.ca
Dentistry	academicadmin@dentistry.utoronto.ca
Education (OISE)	oise.help@utoronto.ca

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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!