

Connection and Community in Remote Teaching

To help ensure a trouble-free session:

1. Mute your microphone.
2. Turn off your video.
3. Close all other computer applications.

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Land Acknowledgement

We respectfully acknowledge the territory in which we gather as the ancestral homelands of the Beothuk, and the island of Newfoundland as the ancestral homelands of the Mi'kmaq and Beothuk.

We would also like to recognize the Inuit of Nunatsiavut and NunatuKavut and the Innu of Nitassinan, and their ancestors, as the original peoples of Labrador. We strive for respectful relationships with all the peoples of this province as we search for collective healing and true reconciliation and honour this beautiful land together.

Wording courtesy of the Indigenous Student Resource Office, Memorial University

Agenda

1. Connecting in a Pandemic: Starting with Empathy & Compassion
2. Equity, Accessibility, and Inclusion
3. Community of Inquiry
4. Make yourself available
5. Begin with connection
6. Build interactive activities
7. Provide guidance remotely
8. Bring the outside in
9. MUN Resources/External Resources



Connecting in a Pandemic: Starting with Empathy and Compassion

Equity, Accessibility, and Inclusion

There are wide differences among students' and instructors' access to:

- WiFi
- Bandwidth
- Computer
- WebCam/Microphone/Printer, and other technology

There are also wide differences in the ways this pandemic impacts students' and instructors':

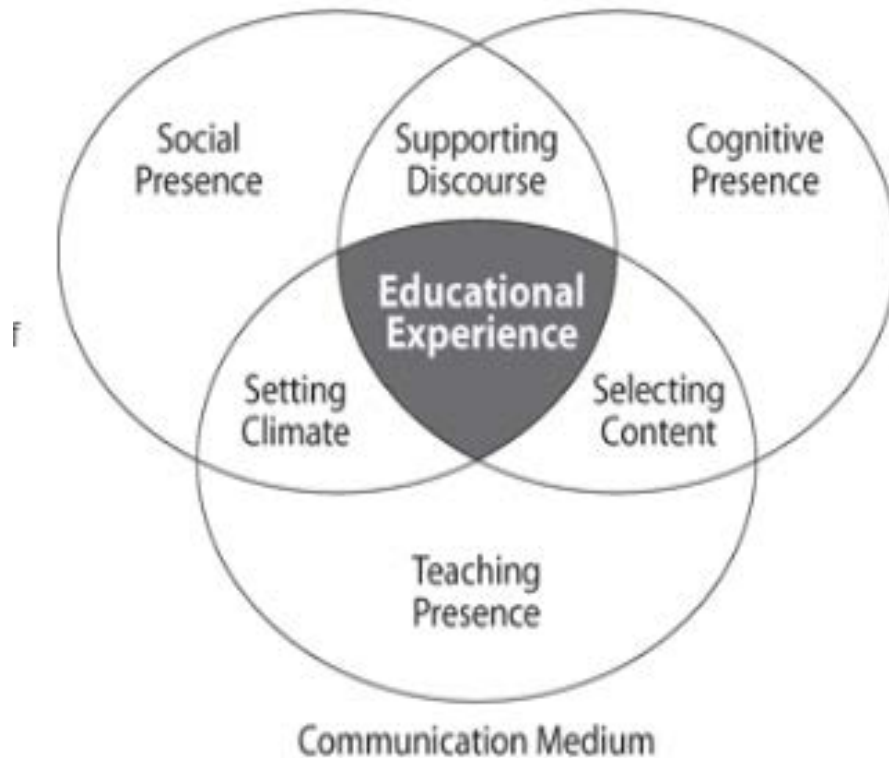
- Cognitive overload
- Mental Health
- Parenting/caregiving workload
- Private/Quiet Space



What practices do you use to build equity and inclusion in your course community?

Community of Inquiry

Community of Inquiry



* <https://coi.athabasca.ca/coi-model/>

Make yourself available (with boundaries)

Relationships are the very basis of teaching and learning. Students are more comfortable learning when they are more comfortable with you. What are some ways that you can make yourself available to students in a remote course?

- ❑ Consider uploading a photo with your Instructor Bio
- ❑ Office hours through Online Rooms, by phone or text (with limited hours)
- ❑ Create a Discussion Forum on Brightspace for student questions
- ❑ Consider using closed-captioned 'Video Notes' when you post announcements in the course shell



Begin with connection

- ❑ In a synchronous session, depending on class size, you can begin a lecture with a check-in, connection exercise or icebreaker.
- ❑ In an asynchronous session, you can provide a space for introductions: e.g. a Discussion Forum in Brightspace. You can include your own introduction and can ask questions to encourage informal connections. Students can share a picture, video, or music from their phone that they think best represents them.

The syllabus as a tool for connection

- ❑ The Syllabus can be a tool to connect: an accessible layout, clear guidance on how the course builds, specific learning outcomes, and a variety of assessment formats all communicate to students that the course is a community where their learning process is valued.
- ❑ The Syllabus can have resource links embedded and can be used as an ongoing reference tool.
- ❑ Interactive Activity: have the class develop a value statement to be added to the syllabus



Build interactive activities

- ❑ Brightspace Discussion Forums
- ❑ Twitter discussions
- ❑ Group presentations (Online Rooms can be used for students to practice their presentation in small groups)
- ❑ Ask students to collaborate in groups (via e-mail, text, or an online space of their choosing) to summarize readings, lectures, or to create a final exam review guide.
- ❑ Send out discussion prompts and students can have discussions in online chat spaces of their choosing. They can submit the transcript of the discussion.

Provide guidance remotely

In the classroom, we provide a lot of guidance and nudging. This can continue remotely:

- ❑ point out important elements,
- ❑ highlight things to focus on,
- ❑ provide questions to guide their learning,
- ❑ explain how content builds,
- ❑ pop in to facilitate discussion forums



Bring the outside in

Remote courses can feel isolated from the wider community. What kinds of things do you do to remind students that they are a part of a larger campus community and global context?

- ❑ Encourage students to take part in remote campus events or webinars.
- ❑ Explain how to access student supports and resources.
- ❑ Share links to media pieces relevant to course materials (using the Announcements tool or Discussion Forum)

Student Resources

<https://www.mun.ca/student/>

<http://www.mun.ca/aro/>

<https://www.mun.ca/international/>

<https://www.mun.ca/student/RemoteStudentExperience.php>

<https://www.mun.ca/studentwellness/>

<https://www.mun.ca/volunteer/>

https://www.mun.ca/student/equity/gender/trans_gender_diverse_guide.php

<https://www.mun.ca/blundon>

MUN Resources

<https://blog.citl.mun.ca/technologyresources/brightspace-how-tos/communication/using-the-discussion-tool/>

<https://blog.citl.mun.ca/technologyresources/brightspace-how-tos/communication/online-roomsvideo-assignments/online-rooms-quick-guides/#section7>

<https://blog.citl.mun.ca/technologyresources/brightspace-how-tos/communication/using-the-news-announcements-tool/>

<https://blog.citl.mun.ca/technologyresources/brightspace-how-tos/communication/using-the-groups-tool/>

External Resources

<https://www.edutopia.org/article/how-forge-strong-community-online-classroom>

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/creating-positive-learning-environment/inclusivity-accessibility-and-motivation/building-community-large-classes>

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