

## THE DISRUPTED TERM: WINTER 2020

### WELCOME!

This edition of Teaching Matters contains two sections:

1. The heart of this edition focuses on our theme of Teaching in the Disrupted Term and provides a record of what it was like to teach during the term of Winter 2020. We present different perspectives of how faculty at University of New Brunswick Saint John (and a faculty member on the Fredericton campus) handled the sudden change to remote teaching and working. Some of these reflections recount the anxiety of the moment, a number include the reactions of affected students, and several include encouraging notes that we'll all benefit from as we all look toward the fall term. All of these submissions are helpful reading as we ponder new ways of teaching and connecting with our students. (It goes without saying that we deeply appreciate the frank fashion in which these seven writers have shared their experiences of a most unusual term.)
2. In the second section of this edition, the Teaching and Learning Committee has created and compiled information from various sectors of the university which you can cut/paste, borrow/adapt into your fall syllabi. These are some standard pieces of information for your students and can be added to your D2L sites or your course packs. Pick and use what you need.

Enjoy!



# UNB SAINT JOHN TEACHING AND LEARNING COMMITTEE

In its mission statement, the University of New Brunswick declares its intention to “provide an exceptional and transformative education for our students by encouraging initiative and innovation, unlocking their creative potential.” The vibrant culture of teaching and learning that has been created at UNB Saint John is the product of years of hard work on the part of individual teacher-scholars, and especially through the efforts of the Vice-President’s Excellence in Teaching Committee (VPETC). Over the last 24 years, the VPETC has undertaken the work of fostering excellence in teaching at UNB Saint John; more recently, the VPETC has partnered with the part-time Teaching and Learning Centre (TLC) and has served the needs of all sectors of UNB Saint John’s teaching community. They have provided support to graduate students working as Teaching Assistants, contract academic instructors, new faculty members, and experienced faculty members.

We are pleased to announce that the relatively informal VPETC has been folded into the new UNB Saint John Teaching and Learning Committee. This committee is comprised of representatives from our campus teaching community and will, at some point, be co-chaired by a faculty member and the new Educational Developer. This more formal structure will help champion teaching and learning on the Saint John campus, especially during these unprecedented times. Until an Educational Developer has been hired to help guide and support the educational mission of the campus, Dr. David Creelman and Dr. Rebecca McKay will be interim co-chairs of this committee.

Our focus for Summer and Fall 2020 is to help those at UNBSJ to prepare for the upcoming semester that likely involves many different teaching techniques and approaches. First, we have published the newest edition of our teaching newsletter Teaching Matters in which instructors have described their approaches during the upheaval in the Winter 2020 semester. In the coming months, we will be meeting with new faculty, hopefully setting them up with mentors, updating the webpage for the Teaching and Learning Centre, as well as arranging weekly (online) discussion groups to help bring ideas and techniques to instructors.

If you want to be on this committee or if you want more details on teaching and learning initiatives at UNBSJ, you can contact either of the co-chairs: Dr. David Creelman ([creelman@unb.ca](mailto:creelman@unb.ca)) or Dr. Rebecca McKay ([rebecca.mckay@unb.ca](mailto:rebecca.mckay@unb.ca)).

Further information about the TLC can be found on [www.unb.ca/saintjohn/teachlearn/](http://www.unb.ca/saintjohn/teachlearn/)

**Keep an eye out for future news from the  
UNB Saint John Teaching and Learning Committee!**

# SECTION I: TEACHING DISRUPTED

## TEACHING INTERRUPTED

**Sandra Bell, Dept. of Humanities and Languages (English Lit), Faculty of Arts**

We are closed in, and the key is turned  
On our uncertainty.  
-W.B. Yeats, "The Stare's Nest By My Window"

I remember Friday the 13th March, standing in my Introduction to Poetry class telling my students to keep an eye on their UNB email accounts: the University would soon be making announcements. "Do you really think they're going to stop classes?" someone asked. More than two months later, I'm not sure what I responded—maybe "I hope not," maybe "I think they might." I was uncertain. Now, uncertainty has become the *mot de jour*—even the *mot de l'année*.

As the months go on, what used to be the stress of teaching is becoming the anxiety of teaching. During the interrupted end of Winter Term 2020, it was still stress. I was used to stress: the deadlines, the pile of marking, the last-minute prep, the stream of busy work I needed to manage. That was just part of my job. I didn't mind it; I even thrived on it. In the week following the end of in-class learning—when I was supposed to be transitioning my courses into remote learning without knowing exactly what the University was going to require about finishing the term—I reached out to students, sending what I trusted were calm and hopeful messages. I reorganized (and re-reorganized) my class syllabi, trying to figure out how to maneuver through Teams, wishing I had made better use of D2L, and being thankful I had set up Facebook groups for each class (I originally set them up so we wouldn't lose time with snow days, and had already done a Facebook live lecture session for the Poetry course earlier in the term; I'm not sure I had ever used Teams before March). I waited for the University's directions. And then they came, and I reorganized everything again. Attempting to stay organized for the students kept me focused. It was stressful, but I felt like I was, for the most part, dealing with it.

Dealing with my teaching, that is. I figured out some of the basics of recording mini lectures on Teams and got the videos up as fast as possible. I threw out aspects of my courses I couldn't figure out how to manage quickly enough: gone were exams, readings, assignments. Gone also was the best part of one of my courses: my Shakespeare and Pedagogy students had been working towards end-of-term teaching in a high school classroom; since that was an impossibility, I allowed them to do whatever creative projects they desired, which worked for some students better than others. In all of my classes, some of the students were wildly successful and others struggled. Some of those who usually struggled did just fine, and some very strong students couldn't cope. I reached out, I made individual arrangements, I handed out extensions like it was nothing (it was nothing; it didn't matter). And still students struggled. I could send all the notes and messages and emails I wanted, but I had no idea if I was reaching some of those students. It was not the way I was used to teaching. It was not the way I was used to feeling. My class on Samuel Beckett—often hailed as a leading figure in absurdist drama—had never felt so relevant.

Slowly—or was it quickly?—my familiar world of stress shared space with the unfamiliar world of anxiety. Anxiety about my students. Anxiety about remote learning, which had never appealed to me and which I didn't feel very good at. Anxiety about the whole pandemic, with its threat, and with all the concomitant worry about family, food, and health. And the complete lack of a timeline. I think that lack of a timeline is what is still causing me the most stress (or is it anxiety?).

So, in the face of the unknown, I'm doggedly preparing for an online term—because I need to feel organized. I find myself shifting between being interested in (and sometimes even quite keen about) some of the alternative delivery methods I'm learning, and then stomping about my home office mad (mad!) about having to relearn everything I know about teaching. I'm taking the CETL course offered to help us prepare for remote teaching, and I'm both excitedly trying new ideas (chunking! Jamboard! Discussion boards!) and railing against having to do homework. I am learning how to teach by being a student again. What works for me? I'll try that with my students. What annoys me? I'll try to avoid that. I know I'll really miss the connections with students and the interesting divergences in discussions that come with in-class teaching (that's the kind of uncertainty I thrive on!), so I'll work on how I can attempt to reproduce some of that connection in this virtual environment. This transition is what I'll be working on this summer, so that I can be my best teaching self (whatever that looks like) in the Fall Term. I have no doubt it will be stressful, but as I say, I don't really mind stress. I'm just trying to manage the anxiety that comes with uncertainty.

## **MY DISRUPTED EXPERIENCE...**

**Lucy Wilson, Geology, Biological Sciences, Faculty of Science, Applied Science, and Engineering**

I am not a poster child for "how to handle online teaching". I am one of the least technological teachers around. I don't use D2L or PowerPoint and a lot of my labs and materials are on – gasp! – paper. To lecture, I walk into class and start talking. I write notes on the board and draw pictures, I tell stories, I crack jokes, I interact with the students. How can I transfer that to the internet? Until the middle of March this year, I didn't even have the internet at home! Also, I don't like to be disrupted. (Who does?) In our department meeting on the morning of March 16th I made a point of expressing my "general pissed-off-ness" with the situation. Then I arranged to get wifi at home, and went to a session on using MS Teams (thanks, Kris – that was useful!)... and then I started thinking.

I thought about lecturing in front of a camera and broadcasting that, but I couldn't imagine sitting in front of my laptop to lecture into the void. I can't imagine sitting anywhere and lecturing. No walking around? No hand-waving? No way.

I thought about using D2L and quickly realised that I did not, at that time, have enough patience to learn how to use it. So I fell back on what I do know: email. I scanned some papers, grabbed some files and books, and sent the following email to my two classes before going home:

### **Tuesday March 17th 2020:**

*"I want first of all to tell you that I have greatly enjoyed both of my classes this term: you are two groups of interesting and enthusiastic people and it has been my pleasure to teach you. I am very sorry that I will not be able to finish out the year in the normal way. The pleasure of getting you all together in one room is now denied to all of us. Darn! ... Like all of the other instructors here, I am waiting for further directives from the powers-that-be as to how we are going to handle the rest of this term. All I can tell you for now is that I am working on it, and I will try to come up with something that is fair, as painless as possible, and probably as low-tech as I can make it!"*

Skipping details and hiccups along the way (like my laptop refusing to work at all on March 18th!), I did get through the term. This will sound corny, but I found that the Beatle's song "All You Need Is Love" was very helpful, not for any particular lyrics (although "There's nothing you can do that can't be done" might seem encouraging), but for its obvious message. Why teach? For the students. Why do a good job? For the students. Care about them, and the rest is worthwhile.

I readjusted the course syllabus, emailed out assignments, and set to typing out lecture notes: one set per class, to be emailed out at class time each day. Eventually, I started enjoying it. I even figured out how to draw pictures in Word. Instead of a lab exam and a final exam, each course got a take-home exam. I told the students they were expected to use every available resource, so that using the internet or a textbook could not be construed as cheating. That meant I needed questions which did not have cut and paste answers, which gave me scope to ask things in new ways, and allowed them some creativity, too. Three or four of the first-year class's short essays were real gems!

It was a lot more work to do it this way than to lecture in person, but the take-home exams showed that at least some students had learned the material. Still, it was not as good as meeting in person. The students ran into technical problems and had to deal with new living conditions. Some of them reached out with questions, but a lot of things are hard to explain through email. Some students did not reach out, and it was frustrating to not be able to get in contact with them and find out what was going on. As the weeks passed, I noticed a falling-off of energy from the students: fewer emails, more incomplete work or work just not handed in. I don't know if that is because of the way I was doing it, or if that was a general problem. However, most of the students ended up with a good mark, or at least CR, and I can honestly say that I did the best I could at the time. I was very pleased at the end of the term when some students sent me nice notes. For online teaching, All You Need Is Love, and hard work, and patience... and preferably no-one around to hear you swear.

The following excerpts from emails give a flavour of what the students and I lived in those few weeks:

**March 17th:**

Hi Lucy,

Hope all is well on your end. I'm writing to you from a hotel in Quebec City. I started my drive home to Ottawa today, because they told us all we had to be out of residence by Wednesday! ... Very unfortunate that the semester is to be concluded like this...

**March 24th:**

Hey Lucy,

I've attached (what I think is) all of the pages of the lab (+map and profile). They're not great scans as I did them on my phone in the middle of the Toronto airport, so if you can't read something, I'd be happy to send another picture, but I hope these will suffice.

Hi Lucy!

Here's my lab from this week. Man, it's just not the same not being in the lab room. Hopefully the scans work- I've been losing my marbles for about a month because my laptop crashed. My new one was supposed to come today but wasn't delivered, grr technology!

**March 25th:**

Hi Dr. Wilson,

I am doing ok. ... I realize that the current circumstances are no one's fault, but ... I am not finding it very easy. It is quite frustrating for me. I have no problem at all with the "stuff" part of the lab assignments (actually, I'm quite enjoying reading the handouts, making notes, supplementing with textbook and Google searches), but I'm still having a \*load\* of trouble with the maps. I did ok in the lab when I had help/encouragement (classmates, Crystal, yourself), but here at home... I just wanted to let you know that I am trying, if that counts for anything! I really miss coming to class...

**March 27th:**

Hi Lucy,

I've been feeling very overwhelmed with this whole situation. I've had to move home and try to adjust to doing classes online. I have not finished the work you sent out over week ago. I should have it sent to you by Monday if that's ok? Have a good rest of your day!

**March 30th:**

Hello Lucy,

Here is my Quiz. Sorry for the delay(. Study at home takes some adaptation. Not everything is planned well.

**April 7th:**

Sorry its a bit late, Seems like every time I want to scan something it's a different process than what I did last time.

**April 9th:**

Hi Lucy,

I know I've left this to the very last day possible, but I've been trying to gauge whether or not I think I can get the work done to my satisfaction. I feel like I should take CR for Geo 1074 instead of the letter grade. I'm just not invested enough in the material (or schoolwork at all for that matter) to complete the remainder of the course to the satisfaction needed to not bring down my GPA. I have a lot going on and I am just not able to focus.

**April 12th:**

Hi Dr. Wilson,

I hope to God that this gets sent to you properly; I have been fighting with Microsoft Office for most of the week. Long story short, it won't let me download this presentation to Power Point (and therefore, follow the directions you gave us to get the lab to you) without paying for a license, which I thought I had... I figured out that the best (and only, for now, anyhow) way to get the lab to you was to edit it in this email and send it to you as a "reply". I hope it works; please let me know if it didn't!

**April 15th:**

Hi Lucy,

Thank you for the nice note. I hope you are setting in to a good routine away from the lab and your students. I was enjoying the first 2 weeks, but now it's just getting a little tiresome to not see people, and motivation is a little more difficult to find... I'm working on the assignment, and seeing that you are willing to answer questions, I do have a few :)

**April 24th:**

Good morning Dr. Wilson,

Please find attached my final submission for Geol 1074 ... I wanted to take the time to thank you again for your handling of things in this unusual time. It was a joy to be in your classes this year, and the carrying over of your usual in-class humour through the lecture notes you've sent has been a highlight of my remote learning experience over the final weeks of the term.

Hi Lucy!

It's a shame we didn't get to finish the course in the classroom, I was really enjoying it (even the lab struggles) and felt like I learned a lot. Anyway, so I did what I could of the final assignment and attached it. We weren't expecting to pull our any miracles here, obviously not my finest work, but hey, live and learn. I just wanted to say thank you also. This quarantine stuff really sucked as a student, and it was really hard to find motivation to

do anything school-related. I imagine there may have been similar suckiness on your end, though you don't seem like you'd get the luxury of pretending school work was optional. Thank you for trying to maintain some sense of normalcy through this. Your ad libs in the notes, and greeting us through email may have not seemed like much, but for me at least it did take a bit of the sting out of not getting to be in class.

Hello again,

I didn't have time to say anything else while handing in my assignment, as you probably noticed, it was very last minute. Oops! ... Even though we couldn't be in the classroom and lab the past final weeks, your emails made it felt like we were together and always made me smile.

## **CONNECTIONS AND CHOICES IN A CRISIS: THE LOW-TECH VERSION**

**Moria Law, Psychology, Faculty of Science, Applied Science, and Engineering**

I have a vivid recollection of that last class on March 13, 2020. Students had flooded my email earlier that morning telling me they were too afraid to come to campus and walking into the lecture hall hours later, seeing the drained remnant sitting on the edge of their seats, confirmed the pending crisis. The strain was palpable. I scrapped the game plan for the day and began to build what would become the foundation of our upended term - connections. I carved out time for students to share their fears and for me to express my hope. Anonymous wish lists, I would love to share but REB insists I don't, were generated, if the inevitable, that in fact would happen that night, happened. Students were afraid and it was now part of my job description to tell them it was going to be okay.

Promises were kept. Weekly webmails began that first Monday, March 16th - many times telling them there was no news, not to worry, catch up on sleep, and find some sunshine. As information began to roll out, my weekly webmails simply echoed administration's latest announcements and offered reassurance. For the most part, during those first few weeks it felt as though I were speaking into a void; the students were silent. Where were they? How were they doing? What were they thinking? Later I would repeatedly hear...

"First of all, thanks so much for being so proactive, reassuring, and informative over the past week. It has really...made a difference to my peace of mind during a stressful time."

I have since stumbled across the evidence base that states when students perceive their instructors care about them this "increases their capacity for affective and perceived cognitive learning and they are more motivated to learn" (Phelan, Davidson, & Cao, 1992; Teven & McCrosky, 1996). Just by telling them it could be worse, they could be living at my house with nine people, seven of whom were engaged in on-line learning, was helping them engage their course work!? Asking for wish lists before we left campus, the research now told me, had positively impacted later learning. The weekly check-ins had actually become a lifeline for many of my students?

"At the beginning of this lockdown, a lot of students were scared and feeling anxious. You were my rock and my light at the end of the tunnel as you kept us updated and informed right off the bat..."

On March 23 we officially transitioned into remote learning mode and my pandemic plans were emailed to each class. Final exams were eliminated with marks redistributed across the syllabus and new options, several options in fact, to complete the course work; research papers, open book tests, infographics, power point presentations, board games, outlines, journals, research proposals, assignments, reflection pieces on New York Times Best-sellers relating to course content, became options for students to grapple with the course material. Again, notes flooded in:

"I would like to thank you for suggesting this great read!! I absolutely loved reading this book and by reading it I learned an awful lot about my family and myself. It was impossible to pack in everything that I got out of the book so for my reflection I wrote about the most important things that I learned...I hope you enjoy reading my reflection and thank you very much for the opportunity.."

Based on the winter experience and the subsequent student feedback, I am planning my fall courses with more assessment options than usual - allowing them to build their own grading scheme. Again, I just recently came across the evidence base that echoed my lived experience; students are more engaged and motivated if given more options (Assor, Kaplan & Roth, 2002; Parker, Novak & Bartell, 2017). With forecasts of a second wave coming and possible disruptions in our academic plans the more choices my students have the stronger their foundation to weather the storms that may come (Irwin & Hepplestone, 2012).

I'm not going to lie; I am low tech. And when the pandemic hit in March, the idea I could bring everything, anything, online was beyond overwhelming so I resorted to what I could do. I opened chat rooms to allow students to find each other and "hear" one another's voices again. Webmails and emails were my mainstays and PPT slides posted with voice-overs were the pinnacle of my technological prowess. Months later, and my spring has since been filled with Microsoft Teams meetings, online courses about online courses, training in the latest teaching tools technology, all of which have been extremely helpful and even inspiring. However, it will be the lessons learned during the abrupt and somewhat traumatizing transition during the winter term that will mostly inform my approach for the upcoming fall term: I will prioritize connections and choices. A variety of assessment options, early email contact in the summer months, weekly D2L Newsfeed announcements for the fall, outdoor meet-ups in the quad on sunny days, office hours in Teams, old chat rooms, new Jamboards... and of course classroom time to discuss and connect with each other and the material are all planned. It wasn't my technological savviness that kept us afloat during the crisis - it was the choices they were offered and the connections we created.

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## CLINICAL TEACHING IN THE FACE OF A PANDEMIC

**Meagan Hatfield & Diana Dupont, Department of Nursing and Health Sciences,  
Faculty of Science, Applied Sciences, and Engineering**

In March of 2020, faculty and students of UNB were informed of a virus that was quickly spreading. Third year nursing students were, at the time, just past the midway point of their clinical semester (having accumulated approximately 71 hours of clinical time). This group of students were in their first acute care experience at the Saint John Regional Hospital, which is a pivotal point within the nursing program. A point where students truly begin to gain a sense of themselves as a nurse.

Instructors were notified that clinical practicums would be cancelled for the remainder of the term on March 13 (with 6 clinical shifts remaining). This resulted in the clinical coordinator and instructors quickly determining a different course of action. Considerations included:

- the number of virtual simulation hours permitted by the nursing regulatory body (NANB);
- the number of clinical hours required within the program to write the licensure exam (NCLEX-RN);
- the quality of learning and maintaining the integrity of a clinical learning environment;
- the level of learners;
- the ability of students to interact in an online platform (students who lived away, different time zones, etc.).

The plan began with the clinical coordinator reviewing multiple online virtual simulation options. Virtual simulations are online re-creations of the clinical environment, in which the learner acts as the healthcare provider. Simulations needed to capture the intensity of working in an acute care environment, while allowing students to meet course outcomes around critical thinking, communication, professional identity, and clinical reasoning. Nine virtual simulations were chosen and reviewed by course instructors prior to opening a virtual D2L platform for students to engage in. Individual clinical instructors also created unit-specific case studies, which captured the unique experiences of their clinical units. Instructors and students met weekly in live MS Teams sessions. This allowed students to debrief on the simulations and have an open dialogue about the case studies, with the guidance of their clinical instructors.

Instructors were curious and unsure of how students would interact and appreciate this new type of learning. As instructors, we knew there was value in this type of learning based on the literature (Borg, Sammut & Trapani, 2018; Lambert & Walkins, 2013), however students were initially apprehensive. After the second week into the “new norm”, students began to see the value in what they were doing. Anecdotally, students shared positive comments related to this type of learning. Many students felt that they were exposed to clinical scenarios which they may not have otherwise been able to experience. For example, scenarios students were able to experience through virtual simulation included:

- diabetic ketoacidosis;
- post-traumatic stress disorder;
- respiratory distress;
- disclosure of a medical error;
- code blue.

Students also expressed the benefits of being able to work through these scenarios on their own time. This supports the literature in that students appreciate flexibility and self-paced learning environments (Bai, et al., 2012). Online, live discussions were also valuable in that students had the opportunity to share with one another, while having the guidance of their clinical instructor.

Finding ourselves in an unprecedented situation that necessitated an immediate response required faculty and students alike to adopt to new ways of learning. This opened new opportunities that we may not have otherwise explored. Although the ideal learning environment for nursing students will always be in the face-to-face clinical setting, there is growing literature to support the use of virtual simulation to augment learning. As faculty, we need to utilize this unexpected situation as an opportunity. We now see the potential for integrating virtual learning environments as a component of clinical practice. This allows us to adopt innovative and creative approaches to clinical learning. Ultimately, we have proven to ourselves that when faced with hardship, we are able to pull together and provide students with an engaging learning environment, while still meeting course outcomes and maintaining the integrity of our program.

## References

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## A DISRUPTED LIBRARIAN'S REFLECTIONS

**Alex Goudreau, Science & Health Sciences Librarian, UNB Libraries**

Thinking back to March 16th feels like a lifetime ago; it's hard to believe it was our last day on campus. I was anxious all day, scrolling through Twitter and waiting on news that more universities were closing, wondering when we'd be next. I'd finished preparing my last winter library instruction session for PSYC4111 on March 17, so I spent the last part of my day packing up my office, just in case. I packed light, thinking short-term about what I'd need if we were working from home. At that point, I naively thought I'd be out of my office for maybe a month. It's strange looking back at my Outlook calendar for that week, seeing nothing unusual except a first couple of meetings held entirely online - just an inkling of how we'd be interacting for the foreseeable future.

As I settled into my makeshift office at home (I bought a desk after three days of working from my kitchen table), I reached out to David Speed to discuss alternatives for my PSYC4111 session. In lieu of live, in-person instruction, I created an e-handout summarizing the content and included relevant website links. Then I put instruction out of my mind, believing I wouldn't need to think about teaching online until the fall. Summer term is quiet for science students, and I was relieved I would have time to learn how to adapt my usual instruction to an online environment. Little did I realize that Covid-19 would continue to upend our normal, and I'd find myself teaching fully online in May.

As winter term ended, librarians on both campuses were busy contacting spring instructors with details on how we could support their course preparations. That's when I learned from Lisa Keeping-Burke that 3rd and 4th year nursing students would be taking classes in the spring instead of their clinical placements. She then inquired if I'd be available to deliver my usual instruction for NURS3092 in May! After panicking slightly, I decided to treat this as an opportunity to try something new and began planning how my session could work online. Lisa added me as a TA to the D2L course, so I would have access to upload content and grade the information literacy assignment I do with the class. I've had roles in D2L courses previously

so I was familiar with the platform and at least didn't have to deal with that learning curve. I tried my hand at making a welcome video (and accompanying transcript) for the students, re-introducing myself to them, acknowledging the weird situation we all were in, and explaining the content I expected them to cover. Lisa had planned a combination of asynchronous/synchronous instruction with live lectures on MS Teams, and I copied her approach. To supplement my live instruction and to help with their assignments, I curated a series of database/advance searching tutorial videos for the students, most of which were required viewing. I also included a link to a shared Word file, asking students to submit anonymously any questions, past issues, or advice they had about finding reliable information and database searching. I planned to address these comments in class, and I rightly assumed it would be easier to get student engagement this way than it would be during class. These strategies were all new to me, but worked out well, and I plan to try them again in other classes this fall.

Live online instruction was an interesting experience. I had prepared what I hoped was a short 1-hour lecture with slides, live demos, and a few questions for student participation. David Ross had given me advice on how his first online instruction session went and based on that I did my best to plan, discovering you can't plan for everything. You can't plan for the strangeness of delivering a class online to 30 students while feeling like you're talking to yourself the whole time. Without any of the usual in-person body language cues, or even seeing peoples' faces on video, it's very hard to tell if anyone is actually listening to you, and it's a lot easier to just keep talking. As an added challenge, I couldn't see the meeting chat because I wasn't a member of the class Team. Thankfully, Lisa moderated the chat for me, and many students did submit questions or comments this way; a few even unmuted themselves and spoke up. After the live class, I offered to host virtual office hours. Pre-pandemic the nursing students would regularly drop by my office for help and I wanted to attempt recreating that experience in some way. I was helping many students by email, and they had the option to book individual meeting times with me through my Bookings page. The office hours mostly worked, and I'd consider trying again them in the future. As for fall instruction, I'll be preparing for all delivery types - online, in-person, and combination - and planning to be flexible. Over the summer I plan to work on ideas and content, collaborating with my colleagues since this is new to all us, so we can ensure students will have the best experience we can give them.

## **UNINTENDED PROFESSIONAL DEVELOPMENT THROUGH OUTREACH**

**John McLoughlin, Faculty of Education, UNBF**

The flick of the switch that transformed most courses in March did not actually affect me so directly as a teacher, rather having greater impact on my outreach. The students in my undergraduate class had already commenced school placements, and so it was only a graduate course that was impacted. The fact that this course was an online offering resulted in some adjustments of expectations though not a rapid change in delivery. Individual notices were sent to students in both sections to apprise them of options consistent with the university's policy on course completion and grading. The notice often included suggestions based upon the student's progress with their learning project, acknowledging that some were well advanced and others less so, with a few unclear to me in terms of progress to date. Subsequent communications resulted in approximately one-third of the students opting for course credit while others completed the projects with letter grades assigned for the course.

The greatest impact on my work came through outreach as local initiatives in classrooms and a community library event were cancelled. However, a call came from a friend that led to me better understand the context for teaching in this time. Here I share a synopsis of that experience and learning.

Deanne Burton Snow teaches Grade 6 at Mary Queen of Peace in St. John's, NL. She reached out to me asking if I would be willing to be a guest in her class. The grade 6 class met using Google Meet with me here in Fredericton and the 26 students in the class virtually connecting from their homes with Deanne facilitating the meeting. That is noteworthy as this platform was new to me and it was helpful that Deanne called out names of people to participate through answering or asking questions in the sessions.

It quickly became clear that the class was keen in general, as reflected too in the full class participation at 2:30 local time. The opening class featured a range of mathematical ideas and an introduction to the game 30 Scratch. (Send me a note via [johngm@unb.ca](mailto:johngm@unb.ca) for a quick overview of the rules of the game.) The class played the game and admittedly it was harder to do virtually. I had a sheet of paper with the numbers 1 to 30 listed and began crossing them off before periodically displaying the remaining numbers. Then we became a bit more focused by honing in on only those numbers left under 15 before shifting to the chat as a way of representing the list of numbers not found to that point. The chat offered a helpful way of listing numbers for everyone to see. Also, some students wrote in the chat that they had found certain numbers, but I had not been looking there at the time. I realized the need to check in there as well as attending to verbal participation, a valuable lesson in teaching virtually.

Mathematical ideas beyond the game were shared including the shortcut for multiplying two-digit numbers by 11, as well as the pattern associated with perfect squares and products of neighbouring numbers. Some mathematical humour and challenges were incorporated into the session. Time was provided also for questions about mathematics. The teacher, Deanne Burton Snow, mentioned then that one of the things requested from any of the guest presenters is some insight into their field. I spoke about mathematical options such as actuarial science, engineering, computer science and education. Also, I shared a bit of my background including having taught at MUN in both the mathematics and education fields. Further, it was made clear to them that I had met Deanne about twenty years ago while she was at the Faculty of Education and though she was not in my class she had worked with me as a student. Deanne assisted with math outreach projects at the time.

The opening class closed with a challenge and an invitation to send answers to Deanne. Also, it was evident then that there would likely be a subsequent opportunity to meet, as was the case. This was confirmed in a debriefing session that raised some interesting points. For instance, Deanne noted how select students seemed more engaged than usual with their effort. It may have been helpful that unlike in classroom settings there is no evident answer except one's own, thus, allowing time to work out something with less time pressure. Also, the nature of the 30 Scratch game helps in that it is less likely that two people are focused on the same number or expression compared to a typical mathematical learning situation. Personally, I was extremely impressed with the focused attention and the overall quality of input over a period of a little more than an hour. The experience illustrated the importance of going back and forth with different emphases in learning activity and instruction, including making time for questions.

Two weeks later, the second class began where the first one ended as an invitation was offered to discuss the challenge prior to explaining it in further detail with an extension. Subsequently, some number tricks and other ideas were shared. The experienced teacher in me recognized that this time the energy level was not as great, a fact perhaps accentuated by better weather and it having been announced provincially that it would be the final week of the school year.

We did a little more math, shared some ideas, and concluded with an expression of appreciation for one another. I made a point of congratulating them as they would be off to middle school soon (Grades 7 -9 in NL). Overall, it was a positive experience. I liked the idea of meeting the class again from the perspective of developing relationship and relational awareness. A sense of who was who helped me along the second time

and would have continued to grow through future efforts to tap people so as to challenge or reach them. I consider that relationship building piece to be a challenge in this teaching context.

I learned a bit more about the virtual teaching and learning world while enjoying the chance to do outreach in a different form, as work with this level interests me - particularly with a keen teacher who is enjoyable to collaborate alongside of in the class. This was a win-win situation whether looked at through the lens of professional development or mathematical learning. Personally, it was a helpful experience in advance of my next such challenge with a mathematical problem-solving summer course for teachers scheduled in July.

## **FROM LAST TERM TO NEXT TERM**

**Miriam Jones, Dept. of Humanities and Languages (English Lit), Faculty of Arts**

Friday March 13, 2020, was the last day on which we taught classes in the familiar way for the foreseeable future. I did not write “normal classes” or “proper classes” because the alternatives – abnormal? improper? – would hardly be helpful frameworks from which to build courses for the coming terms. For despite the apocalyptic tone of these past months, here we are, gearing up for another academic year.

The last weeks of the winter term have already blurred in memory, but a few elements stood out. I am happy and not at all surprised to report that the students met me more than half way; there was a shared sense of crisis and as long as I was willing to provide direction, calm, and encouragement, they continued to engage. Not all of them; some fell silent. But everyone who was on schedule to finish their course did so. From this experience I would draw two lessons: first, in September I will acknowledge openly to my students that these are still not normal times. I will provide much more direction than usual. It is important to let our students know that i) we instructors are finding our own ways as well; ii) their ongoing feedback is essential to the health of the course; and iii) we will adjust our trajectories, as necessary. All good courses are to some extent collaborative, but now, I think, they will need to be so more than ever.

First, then: foregrounding collaboration. Second: reinforcing community. Students will need more options and alternatives than most of us normally provide. Many of them are juggling heavy workplace and/or family obligations; many of them do not have full access to technological resources; some of them have risk factors or live with people who do; most of them are experiencing stress. Not only will these factors affect how we design our courses and assignments, but they will also shape how we seek to build communities within our classes using, what are to most of us, new tools. It is this latter point, the building of community by alternate means, that I suspect will be the most important determinant of a fruitful learning experience for our students.

I am feeling oddly hopeful despite the panic of trying to put together three online courses in mere months with no previous experience, because of something that occurred in those last few weeks last term. In my senior class, my students, doubtless more socialized after three or four years, turned on their camera and microphones during online meetings and we hobbled along in an approximation of our in-person classroom, but in my introductory class, only one or two students used their cameras or mics. It was disconcerting to speak to a screen full of impersonal icons, but it did not seem appropriate to demand that they turn on their cameras, both for reasons of privacy and concerns about bandwidth. When they made interventions, they did so in chat mode. Interestingly, it soon became clear that there were a few people contributing heavily to the chat who had rarely, if ever, spoken in class. So amidst the rubble of the term there was this silver lining of discovering students who had become engaged with the course because of the disruption, because we had shifted to a technology with which they were more comfortable. One wonders how many of our students might we not be reaching in the “normal” course of things. And, how many more might in fact flourish, if they were given a wider range of possibilities?

I do not want to sound like a Pollyanna, nor – trust me – to underestimate the considerable extra work involved with using alternate modes of teaching. In truth, I am uncertain how many of the online pedagogical models, from the smorgasbord my colleagues and I have sampled over the past few weeks, will work within my discipline. And if this pandemic goes on much longer the changes to institutions of higher education could very well be profound, and few of them good. But just now, just for this coming term, I confess to feeling intrigued and pleasantly challenged. Now more than ever – now when they might never even be in the same building with us – we need to connect with our students and help them to ground themselves within their courses and programs. If we listen to them, we might even manage it.

<sup>1</sup> *Gratitude and appreciation to Caroline Purdy, Kris Doucet, and their colleagues for all their work this summer trying to bring us all up to speed.*

## SECTION II: POSSIBLE ADDITIONS TO COURSE SYLLABI FOR FALL 2020

You are encouraged to use in your course syllabi any or all of the following snippets. The writers of all these blurbs are happy to have their work used without credit or citation.

### HOW TO CONTACT ME

**Sandra Bell and Dann Downes**

In a traditional teaching setting, we meet our students in our classes and hold office hours, and we provide some contact information (email, office phone); when we're face-to-face, it may be clearer to us when students need help or a meeting. As we adapt to Alternate Delivery Methods, we need to be very clear how students can contact us and how frequently we'll be available; students may be more hesitant to reach out to us (especially students new to university), so we may need to reach out to them.

#### **A few points to consider:**

- Indicate by what methods you can be contacted: through email, Teams, phone, etc.
- Indicate if you are holding "office hours" through Teams or some other method. Perhaps communicate that "office hours" are times set aside for that particular class and your attention will be focused on them
- Indicate how frequently you will be checking your contacts or how long students can expect to wait to receive an answer from you. You don't have to be available at all times because your course is online, but you should have consistent times when students can expect to reach you.
- You may wish to inform students that you may or may not reply immediately if they message you in Teams when they see your status icon is green outside your stated office hours. Tell them how you intend to deal with those messages (e.g. "I am available if you see my status is green" or "please use the class Chat to contact me as I use Teams for other courses and meetings and may not be available" or briefly answer the message and arrange to chat later)
- You may wish to indicate how you would like to be addressed (Dr., Prof, first name)
- Be very clear: you may need to provide step-by-step guidelines, especially for new students

#### **You may also wish to consider how you provide information to students to prevent a flurry of questions or repeated answers:**

- Can certain information be found in certain places (D2L, Teams, Syllabus)?
- Do you provide clearly labelled files or a FAQ sheet with answers to common questions? E.g. How to Contact Me! want to ensure that I am available to answer your questions, to provide useful feedback, and to connect when needed.
- If you have questions about an assignment or reading, or need clarification or have a general question, please feel free to use the Chat function in our Teams class. Note that there will be a channel for general questions, a channel for each assignment, and a channel for each chapter. These are open to the whole class, so check first to see if someone else has already asked the same question, and if it has been answered.
- If you have comments or questions of any variety (about our course, or advising, or anything else), please feel free to email me at [address]
- If you wish, we can arrange a time to meet individually through Teams or Bookings so that we can address whatever questions or issues you have as efficiently as possible.
- Please do NOT try to contact me through D2L or any other way than [stated method]. I will not be checking other avenues, and I don't want to your message to get lost.

I will generally be checking for messages a few times morning and afternoon (and occasionally evening) Monday through Friday. I will generally check once a day on Saturday and Sunday. You can therefore expect a response within a day (and often much faster).

## **Office Hours**

For this course, I will be available Monday, Wednesday, and Friday live from 10:30-11:00 on Teams. Please join me if you have questions. Please note that this is a general, open session. If you wish to have a one-on-one meeting, let me know and we can arrange a time for that.

## **STUDENTS WITH A DISABILITY**

Academic accommodations for students with disabilities are provided by the Student Accessibility Centre. If you are a student with a disability and would like to discuss potential accommodations, you are encouraged to contact Ken Craft, Student Accessibility Centre Coordinator. Ken can be reached at [kcraft@unb.ca](mailto:kcraft@unb.ca) or 648-5690.

## **CLASS ETIQUETTE**

### **Moria Law**

#### **What could possibly go wrong? Things to consider...**

- Excessive sarcasm
- Probing the limits of what you're willing to tolerate
- Micro-aggressions
- Purposefully being very loud on their microphones when called on for voice-calls
- Spam chat-boxes

#### **What could help?**

- Create rules - ideally with the class. Post rules. Review the rules.
- Keep it formal. Insist on proper spelling and grammar: Be aware of strong language, all caps, exclamation points. Read everything out loud before you send it.
- Be respectful, polite: It is essential to keep in mind the feelings and opinions of others, even if they differ from your own. If you wouldn't say it to someone's face, don't say it online either.
- Insist on students being organized and on time
- Cite sources: Whenever you are sharing an idea that originated from someone else let people know where it is coming from. This applies to discussion forums too.
- Don't post or share (even privately) inappropriate material.
- Be careful with humor and sarcasm. Make sure that it is clear you are being funny and not being rude. Emoticons and smileys can be helpful when conveying humor or sarcasm so that it is read correctly

Adapted from <https://achievevirtual.org/7-rules-for-online-etiquette/> June 5, 2020

Adapted from <https://www.digitalsamba.com/blog/virtual-classroom-etiquette> June 5, 2020



## UNB LIBRARIES

UNB Libraries supports your learning and academic success. Librarians will help you navigate academic resources and guide you through your research and information needs. Examples of this support include: finding reliable sources for your assignments, searching the scholarly databases, and offering advice on the quality of your research. A vast collection of resources is available to you online and in print at [lib.unb.ca](http://lib.unb.ca).

\*\*\*KEEP TEXT FOR THE RELEVANT SUBJECT LIBRARIAN AND DELETE FOR THE OTHERS\*\*\*

Alex Goudreau is the librarian for all Sciences, Engineering, Nursing, and Health. Alex is available to meet one-on-one, online or in person. Contact information and research guides by subject: <https://guides.lib.unb.ca/profile/u83a9>

Phil Taber is the librarian for Business, Economics, English, Philosophy, and Languages. Phil is available to meet one-on-one, online or in person. You'll find his contact information and research guides at <https://guides.lib.unb.ca/profile/x75a8>.

David Ross is the librarian for Classics, Communication Studies, Education, History, Political Science, and Sociology. David is available to meet one-on-one, online or in-person. You'll find his contact information and subject guides at <https://guides.lib.unb.ca/profile/drross>

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Research help is offered by phone, e-mail, chat, and in-person: <https://lib.unb.ca/help/ask-us>

The library offers quiet and group study space. Book a group study room at: <https://lib.unb.ca/services/group-study-rooms>

UNB Saint John's library is located in the Hans W. Klohn Commons.

## PRIVACY STATEMENT FOR ONLINE COURSE RECORDINGS

- The recordings of your online classes are for your personal use for course purposes only and not to be shared with others.
- Be respectful of your peers and instructors. Sharing of any personal information, including but not limited to personal views and opinions with others, other than for course purposes, is not permitted and may violate UNB's Policy for the Protection of Personal Information and Privacy.
- Personal opinions, views, and commentary provided in the course of online delivery may be considered personal information, which requires the consent of the person who provided it in order to share it ethically and legally. Course videos are to be used only to help you learn the course material.
- The content shared by faculty and instructors is subject to copyright and cannot be shared without the explicit permission of the copyright owner, which may include but not be limited to the course instructor, their colleagues, textbook publishers, and multimedia vendors.

## PLAGIARISM AND ACADEMIC OFFENCES

“The purpose of education is to acquire knowledge, develop skills, and to grow as an individual. In order to achieve these goals, one needs to approach one’s courses in an honest manner. This requires individuals to submit work that is their own creation. Students often wonder why documenting their sources and maintaining a high level of academic integrity is so important, and why failure to do so is taken so seriously. Work undertaken at university is part of a centuries-long conversation. All work builds on that of your predecessors. Documenting your sources recognizes the efforts of others and places your contribution within the conversation. Therefore, your documentation/integrity shows courtesy for your sources and for your reader.” Ken Craft

The university has carefully defined what it considers plagiarism, and these regulations are found in the UNB calendar section B.19 IX Academic Offences:

### Plagiarism includes:

1. quoting verbatim or almost verbatim from any source, regardless of format, without acknowledgement;
2. adopting someone else’s line of thought, argument, arrangement, or supporting evidence (such as, statistics, bibliographies, etc.) without indicating such dependence;
3. submitting someone else’s work, in whatever form (essay, film, workbook, artwork, computer materials, etc.) without acknowledgement;
4. knowingly representing as one’s own work any idea of another.

**NOTE:** In courses which include group work, a penalty may be imposed on all members of the group unless an act of plagiarism is identified clearly with an individual student or students.

Please note that plagiarism is not difficult to spot; web sources can be quickly traced through a variety of specialty search engines. Professors are required to follow the disciplinary procedures outlined in the calendar (B.17. IX. A. 1-2).

### Other OTHER ACADEMIC OFFENCES you need to be aware of include:

1. Cheating on examination, tests, assignments or reports, including but not limited to:  
Impersonating a candidate at an examination or test or in connection with any assignment in a course or availing oneself of the results of impersonation.
2. Obtaining, through theft, bribery, collusion, purchase, or other improper manner,
  - i. an examination or test paper prior to the date and time for writing the examination or test;
  - ii. academic materials belonging to another person, e.g. laboratory reports, assignments, papers, computer materials, datasets.
3. Falsifying or knowingly submitting false assignments or credentials, records, transcripts, or other academic documents.
4. Submitting a false health or other certificate.

5. Submitting identical or substantially similar work for one course or program of study, which has been or is being submitted for another course or program of study, without the prior express knowledge and approval of the instructors.
6. Interfering with the right of other students to pursue their studies.
7. Knowingly aiding or abetting any of the above offences.
8. Tampering with, or altering, in any deceptive way, work subsequently presented for a review of the grade awarded.

## SAMPLE TECHNICAL REQUIREMENTS AND SUPPORT FOR COURSE SYLLABI

### Technical Preparation and Requirements

Course will be delivered using a blended synchronous and asynchronous remote format. To promote success, it is critical that students have a strong understanding of the necessary technical, computer and software requirements associated with the program. Please note that students are responsible for ensuring these requirements are met so that they can fully participate in all course learning activities.

### Computer and Software Requirements

All students must have a minimum of 2GB RAM and 3.0 Ghz single processor speed. The following is also required:

<b>System/Software</b>	Essential Requirements
<b>Operating System</b>	PCs minimum Windows 10 MACs minimum Mac OSX 10.12 or later
<b>Internet Speed</b>	High speed Internet is recommended. Examples: Rogers Hybrid Fibre 10 Internet service and Bell Fibre Internet 5 plan
<b>Internet Browser</b>	Latest version of Google Chrome recommended Updated version of a web browser that supports HTML 5 including, Internet Explorer, Mozilla Firefox and Google Chrome. All are free to install from their respective websites. To verify your browser, go to <a href="https://www.whatismybrowser.com/">https://www.whatismybrowser.com/</a> and ensure that a green checkmark displays with the text "Your web browser is up to date." If accessing Internet through a large organization (e.g. hospital) you may need to contact your organization's IT department to arrange this.
<b>Software</b>	Antivirus software that is up to date Adobe Acrobat Reader ( <a href="https://www.adobe.com">https://www.adobe.com</a> )

## Self-directed Asynchronous Activity Requirements

Online courses are managed and facilitated via the Learning Management System D2L Brightspace. You can access D2L through the MyUNB portal for single login to all UNB services (<https://my.unb.ca/groups/mycampus/home>) or directly at <https://lms.unb.ca/>.

Students can access resources including video and print guides by logging into their D2L homepage and self-registering for the "D2L Help Site for Students" course under the "Free Courses Registration" section. The following link also offers access to video and print guides on the most popular D2L tools and features: <https://www.unb.ca/fredericton/cetl/tls/educational/d2l/student-resources.html>

For D2L technical support, please contact D2L support at [d2l@unb.ca](mailto:d2l@unb.ca).

## Live Synchronous Session Requirements

Live sessions with the course instructor will take place using MS Teams. Many computers have a built-in webcam and built-in microphone which can be used to participate. A headset with an attached microphone is optional and may improve quality of live sessions. To eliminate ambient noise, unless speaking during a session, students should mute their audio. If you have connectivity issues, turning off your webcam may improve performance. Finally, students should participate in a quiet space free of noise and distraction (participating in a coffee shop, for example, is not recommended).

Live sessions will take place on the following dates/times. MS Team links will be posted in D2L. Note that these will be recorded and posted on D2L after each session.

- Day, Month, Year - time

If you have any questions or need assistance, email [itservicedesk@unb.ca](mailto:itservicedesk@unb.ca) (Monday to Friday, 8:30 to 4:30).

## General Technical Support

For general technical support, please contact Information Technology Services (ITS) Help Desk by phone, 457-2222 (Fredericton Campus) 657-2222 (Saint John Campus) or email, [itservicedesk@unb.ca](mailto:itservicedesk@unb.ca).

## HANDLING THE KEY TECHNOLOGIES

During the semester, there are a variety of technologies that students will be expected to use. Students can contact their course instructor or Information Technology Services (ITS) Help Desk ([itservicedesk@unb.ca](mailto:itservicedesk@unb.ca)). There are resources available online to help guide students through some of these key technologies:

UNB O365: This suite of various software packages includes Microsoft Teams and Microsoft Stream that your course instructor may be using for video lectures or live-streaming. Information about this is available here: <https://unbcloud.sharepoint.com/sites/UNBO365/SitePages/Studying-Remotely.aspx>  
(Note: your UNB log-in will be required.)

D2L: UNB's learning management system is D2L Brightspace. Information about using D2L is available here: <https://www.unb.ca/fredericton/cetl/tls/educational/d2l/student-resources.html>.

Poll Everywhere: This is a classroom polling software that your course instructor may be using. Information about using Poll Everywhere is available here:

[https://www.unbtl.ca/itl/pdfs/Poll\\_Everywhere\\_Student\\_Guide.pdf](https://www.unbtl.ca/itl/pdfs/Poll_Everywhere_Student_Guide.pdf).

CrowdMark: This is an online grading software that your course instructor may be using for submission of assignments, tests, or exams. Information about using CrowdMark is available here:

[https://www.unbtl.ca/itl/pdfs/Crowdmark\\_Student\\_QuickStart\\_Guide.pdf](https://www.unbtl.ca/itl/pdfs/Crowdmark_Student_QuickStart_Guide.pdf).