Soutenir une transition transformatrice vers l'apprentissage à distance et en ligne
*Scaffolding a Transformative Transition to Distance and Online Learning*
Symposium Virtuel | Virtual Symposium

Résumé du Google Doc collaboratif : Apprentissage actif dans des environnement en ligne
Summary of the Collaborative Google Doc: Active Learning in Online Environments

Questions de discussion | Prompt Discussion Questions:

1. Qu'est-ce que cela signifie d'interagir en ligne? Vos attentes ont-elles changé? Comment?
   
   *What does it mean to interact online? Have your expectations changed? How?*

   - Students don’t seem as stressed about online learning as we would expect, however there seems to be important differences between 1st year (more stress) and 4th year (less stress) students.
   - We hear from students that interacting online implies that they are losing the “group aspect” and thus losing opportunities to make friends.
   - With less interaction, it is harder for professors to know if students are struggling so they expect students to do more assignments to prove they are learning.
     - Challenging for professors not being able to gauge student reaction/engagement.
   - Some students have told us that they barely see their professors; we find it unacceptable that some colleagues only post material online without taking the time to interact with their students.
   - We talked about chatting with students vs face-to-face discussions. We are wondering if students prefer chatting to talking via the mic and camera. It seems from our experience that students are naturally inclined to chat (because of all their social media interactions) and that we as (usually older) professors should consider adapting to this reality of chatting vs face-to-face video. More research on this particular topic might be beneficial to all.
     - Much of the form of communication has changed from verbal in-person, to written/chat (even emoticons!)
   - We agreed that moving online has created an explosion of emails. Using forums and virtual-open-door policies (e.g., Calendly, MS Bookings) help reduce that workload.
2. Comment savoir où en sont les étudiant.e.s quand on ne les voit pas? Quelles stratégies utilisez-vous pour savoir s’ils comprennent?

*How do we know where students are at when we don’t see or hear from them? What strategies do you use to know if they understand?*

- Synchronous seems better for learning, but can disadvantage some students. Same thing for turning on cameras.
- Frequent discussion groups are useful, participation should count for a small percentage of grade if possible.
- Short presentations are good especially for small classes, big classes can be challenging.
- Give the students more responsibility to keep them engaged in their learning process.
  - Empowering students for theirs and colleagues learning.
- Continuous promotion of office hours and asking questions during class
- Use of interactive polls - and spontaneous response to those polls including having discussions that you may not expect (adapting).
- Colleagues find that meeting students one-on-one really helps improve the online interactions.
  - Scheduled 1-1s professor to student to chat mid semester ask how they are doing, how are they finding the class, prepping for final exam/project/paper etc. Mental well being check.
- Pause at intervals and ask students questions or engage them in a discussion.
- On trying to get students to turn on their cameras: a colleague assigns 5 students per class to turn on their cameras (schedule posted) in exchange for bonus points.

3. Comment répartir les interactions en classe? Comment repensez-vous la rétroaction et redéfinissez-vous les interactions avant, pendant et après la rencontre en ligne?

*How do you divide up your class interactions? How are you rethinking feedback and redesigning interactions before, during and after the online meeting?*

- Provided mixed forms of feedback, written, “live”, and recorded.
- Some lecture, class discussion, small group discussion, presentations. Lower lecture to interaction ratio. More interaction necessary → active learning.
- Monitor student engagement through online tools to adapt to students and help increase participation/interaction.
- Use of exit tickets out of class when possible.
- Ask for various forms of feedback for class → possibly weekly reflections on readings/assignments/lectures (without overloading students).
- Mid-term feedback, anonymous evaluation/formative evaluation.
- Optional readings, quick fun facts, links to further reading/discussion.
- Cater to different needs of different learning styles/career goals (ex. Academic vs. private
sector oriented).
- Implement opportunities for peer-feedback on top of instructor feedback.
- Self-assessment tools such as questionnaire inquiring how hard/well students have prepared for class and worked in it.