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 : **Enseignement de cours en ligne à grand effectif**
Summary of the Collaborative Google Doc: **Teaching large enrolment online courses**

Questions de discussion | *Prompt Discussion Questions:*

1. **Les classes à grand effectif et l'apprentissage en ligne peuvent accroître le sentiment de solitude et d'isolement des étudiants. Comment pouvons-nous les aider à maintenir des liens avec nous, le contenu et leurs pairs?**

*Large classes and online learning can increase feelings of student loneliness and isolation. How do we help them maintain connections with us, the content and their peers?*

A few ideas:
- **Content**
  - Recorded lectures, seminars
  - Flexible learning format - shorter lectures that cover thematic areas
  - Weekly assignments that build up to a final (cumulative) assignment - keeps the content fresh
  - Discussion groups
  - Peer feedback sessions
  - Mid-course workshops on assignments
  - Be adaptive and flexible to students’ needs
  - Have everyone’s camera on or groups within the course on certain days
- **Peers**
  - Small group activities
  - Acknowledging each student individually by name
  - Speed-dating style introductions at the beginning of each class (thematic ice breaker)
  - Peer feedback sessions
- **Instructor**
  - Office hours that are flexible to meet student needs, schedules
  - More personal feedback on assignments (audio feedback provided by TAs and instructor)
  - Email/post resources that are relevant to questions/concerns that come up in class/DGDs
  - Email students to offer supports, letting students that you care, attempting to build a community, being open
2. **Planification et temps -** chaque interaction prend près de deux fois plus de temps, c’est pourquoi la planification et des instructions claires sont essentielles. Comment s'en assurer?

*Planning and time - every interaction takes nearly twice as much time so planning and clear instructions are key. How do you ensure this?*

- Mock teaching practice with colleague or family member, etc
  - Pretend student goes through the class, Brightspace to quality check
- View Brightspace as a student to verify flow, posting of documents
- Double the time you anticipate is needed - over prepare, prepare for the worst
- Anticipate the emails you will send and set automatic sends - scheduled posts
- Set clear instructions for timelines on responses to student emails

3. **Avez-vous changé le rôle de vos AEs dans votre cours à grand effectif en ligne? Comment cela se fait-il?**

*Have you changed the role of your TAs in your large enrolment online course? How so?*

- 1-3 TAs to track the chat, facilitate breakout rooms,
- One TA as lead TA.
- Be clear with TAs that things may change unexpectedly, that they may have to address their assessment schedules.

4. **Autres sujets?**

*International students*

- Need to consider a wide variety of technical requirements. Not everyone is able to have high quality Wifi (in Canada and Internationally); Wifi can disconnect, even in large cities with good connectivity; some households can have multiple people online simultaneously
- What if some countries get past the pandemic before others? E.g., if Canada gets past it first,
but students in other countries can't travel to Canada or can't attend in person work -- what are the ramifications for those students and their skill development?