

Message from Dr. Rajiv Jhangiani, Acting Vice Provost, Teaching & Learning

The past three months have been incredibly challenging for all of us—for faculty, for the Commons team, and certainly for our students. And yet in many ways we have seen this pandemic bring our university community together in ways that are inspiring and heartwarming. I want to express my sincere gratitude to our faculty and the broader KPU community for turning to the Teaching & Learning Commons for support during this time. As you will see below, we have been hard at work to support faculty with the successful completion of the Spring semester, the design of remotely delivered courses this Summer, and for whatever may follow. I am incredibly proud of our small but mighty team in the Commons, who have been working overtime and in overdrive to meet our community's needs. On behalf of our learning technologies team (Lisa, Mustafa, Omar, and Robin), our office staff (Janice, Kathy, and Vanessa), our faculty Educational Consultants and Teaching Fellows (Arley, Gordon, Kristie, Lesley, Lilach, and Seanna), our Manager of Learning Technologies & Educational Media Leeann Waddington and myself, THANK YOU. Keep reaching out, keep leaning on us, keep teaching, and please don't forget to look after yourselves. We are here for you.

Support for Remote Instruction

The Teaching & Learning Commons has been hard at work the past couple months assisting KPU instructors in their transition to online teaching.

The [Keep Teaching](#) website was created in response to the rapid need to pivot to remote course delivery and includes resources, strategies, and other support.

Keep Teaching

This website has been developed to support KPU instructors who need to plan and facilitate teaching and learning activities remotely in the event of an unexpected campus closure. This site provides quick tips, strategies, and tools for moving teaching and learning resources (e.g., lectures and readings) and practices (e.g., activities and assessments) online.

This site was last updated: May 2, 2020, 10:00AM

Getting started with Remote Delivery Things to consider if you need to move your course delivery online. +SHOW ME	Using Moodle? Are you currently using Moodle? Learn how to fully leverage Moodle and its integrated technologies. +LEARN MORE	Not using Moodle? Are you not currently using Moodle? Learn about the options available to you. +LEARN MORE	Student Support Learn about the supports available to students learning remotely. +LEARN MORE
Learning Opportunities Learn about training opportunities and resources for remote teaching and online course design. +LEARN MORE	Designing Online Courses Learn about principles of online learning and strategies for designing an effective online course. +LEARN MORE		



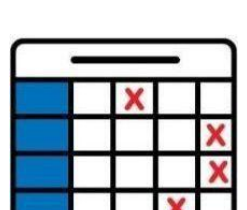

The **Level Up: Learn to Teach Online** week-long intensive course was designed and launched to support faculty as they plan to teach this summer and beyond. The first 4 cohorts of this course were fully subscribed in a matter of hours and 140 faculty have completed or are currently enrolled in this course. Additional cohorts will be offered in June, July, and August.

This is what two participants from the recent cohort had to say:

"I just completed Level Up and it was a great experience. Kudos for putting this together on short notice. I'm teaching online starting in July, and I feel much better prepared to do so now."

"I just completed the Level Up course with Leeann and Lisa (and special guests). I'm so grateful that your team pulled this together. I've felt (and been) so supported."

Additional resources created:

			
Moodle Course Template	New to Moodle? (Basics) video tutorial	Moodle Rubrics Video	Designing Online Courses Guide

Blog posts:



Did you know that the Teaching & Learning Commons has a blog? Our blog "[Friday Morning Coffee](#)" is now updated bi-weekly with posts from members of the Teaching & Learning Commons team. Catch up on these recent posts!

- [Microphones for Teaching & Learning](#)
- [KPU Instructors Transitioning to Remote Learning: Four Faculty Share Their Stories](#)
- [UDL and Moving Online](#)
- [Compassion](#)
- [Pivots, Pirouettes, and Piqués: Gracefully Managing the Anxieties of Remote Teaching and Learning](#)
- [Getting to Know All About You: Establishing the Importance of Teaching Presence in Online Courses](#)
- [Online Teaching with the Most Basic of Tools – Email](#)

Transitioning Online: Faculty Success Stories

Shortly after it was announced that all courses were to transition online, we profiled four faculty members in a blog post titled [KPU Instructors Transitioning to Remote Learning: Four Faculty Share Their Stories](#). Jennifer Au, Gordon Cobb, Lesley McCannell, and Arley Cruthers shared how they took to the challenge of tackling the move to remote or digital delivery in different ways. We wanted to continue sharing these faculty success stories in our newsletter and have gathered a few more to recognize of all the hard work that everyone has put in.

Do you have a story to share with us? Want to shout out your colleague(s) who have gone the extra mile in their teaching practice? Email us at tcommons@kpu.ca

School of Business

The School of Business has done an extraordinary job of working collaboratively in the pivot to online teaching. Highlights of their work include over 154+ hours of PD committed by BUSI in just 4 weeks by over 100 participants. Faculty members truly exemplify the meaning of team work with instructors from business courses (BUSI 1210, 1215, 1110, 2390, 2405, and 2465) working in groups to deliver summer online courses.

Computer Business Systems instructor **Landon Kleis** has gone above and beyond and created a list of helpful tips on how to make PowerPoint presentations more effective in BigBlueButton.

[Landon Kleis' tips on creating a better way to share a PowerPoint slideshow in BigBlueButton](#)

Faculty of Arts

Ever wondered how other instructors have adapted to working from home and away from the classroom? Philosophy instructor **Wayne Fenske** has turned his basement into a mini lecture hall with whiteboards. He has been using them to record himself going through logic problems and posting them on YouTube for his students. You can view his videos on his [YouTube channel](#).

May KPU Events & Workshops

We have transitioned online! Live and recorded PD sessions are still being offered by the Teaching and Learning Commons. See below for upcoming offerings.

Have suggestions for a workshop topic? Let us know at tcommons@kpu.ca

[Intercultural Dialogue Corner](#) | May 14, 21, 28

Have some of your students gone MIA? Are some students not participating in online forums? Getting too many emails with the same questions? Feeling disengaged from teaching online? Drop-in to our weekly meetings (no need to commit you can join whenever you want) to discuss intercultural teaching strategies and reflect on real life scenarios raised in your courses.

[BigBlueButton: Advanced](#) | May 15 & 25

In this session, we will help you to maximize this educational conferencing tool as an online learning environment using polls, breakout rooms for group work, shared notes, and the collaborative whiteboard for brainstorming, and solving problems. Use BBB to host Q&A periods, virtual office hours, export group notes and shared discussions.

[Linking to Library Resources](#) | May 15

The Library subscribes to over 100 databases offering online access to ebooks, journal articles and streaming video. Find out how to incorporate them into your Moodle course.

[Kaltura - Getting started with Audio/Video](#) | May 19 & 21

This 2 part webinar series will introduce you to our video platform Kaltura and capture tool that allows you to make screencast or make video and audio recordings for your course. Media is an excellent way to build engagement and share content. In addition, the use of video facilitates learning preferences of a variety of students and supports Universal Design for Learning. In these sessions, you will learn to upload existing video content and how to share it in your Moodle course, you will learn to set up a video assignment, and make videos for content delivery and feedback

[UDL Check-in and Development Space](#) | May 20

This UDL Check-in and Development space is your place to try out your ideas, work together, and innovate. Whether you're ready to take little steps or big steps, have a sticky problem, or simply want to think about some new ideas, consider joining in. Our meetings are informal maker-spaces where we can create new ideas on universal design and report back our successes and questions. Think big or think little, the choice is yours.

[Discovering OER](#) | May 22

You want to use OER but don't know where to find them? KPU librarians can guide you through the process.

[Conversations about Accommodations](#) | May 27

Curious about your responsibilities for students with disabilities? Do you have students requiring academic accommodations? Have you received a letter showing accommodations that you don't understand? Do you have concerns about accessibility matters such as test accommodations, disability recording issues, note taking or attendants? Unsure about how to have conversations about disabilities? We invite you to come have conversations about accommodations. No question is too big or too small.

[Introduction to Open Pedagogy](#) | May 28

Open Pedagogy may be understood as an access-oriented commitment to learner-driven education and as a process of designing architectures and using tools for learning that enable students to shape the public knowledge commons of which they are a part. In practice, open pedagogy can involve creating, adapting, or updating open educational resources with students, building course policies, outcomes, assignments, rubrics, and schedules of work collaboratively with students, or facilitating student-created and student-controlled learning environments. This session will introduce principles of open pedagogy, showcase examples of innovative applications at KPU, and equip you with resources and mentorship to support further experimentation.

[Introduction to Pressbooks](#) | May 29

Learn how to make web ready textbooks!

[Register Now](#)

External Opportunities

June 15 - 26 | [OLC Innovate](#): KPU has purchased an unlimited group package which allows any member of the KPU community with an OLC account to attend this fully virtual conference. The conference will take place from June 15 – 26 and will include more than 200 sessions, keynotes, and industry showcases. Attendees will also be able to access recorded sessions up to one year after the event.

[Registration Instructions](#) »

[Call for Proposals: 2020 H5P OER Development Grant](#) | This is the first of two calls for proposals from BCcampus targeting the development of formative activities for open homework systems. This call is focused on developing activities using the platform H5P. The second call will be issued in early summer 2020 and will focus on a soon to be determined platform that supports math-based courses and programs. **Deadline: June 5, 2020**

We're All Terrible and Everything is Great

How bad was your first course? In my first faculty position I met a graduate student in my new department who had taken the first course I ever taught while I was still a graduate student. By that point in my career – 6 years later – I felt the need to apologize to her, "Oh, I'm so sorry to hear that. I promise, I'm actually good at this."

When I started teaching as a post-doc, I also started to engage with my professional development around teaching and learning. I knew I wasn't going to pursue a tenure-track position, so I thought that if I was going to take the teaching-track seriously, I should learn how to teach. As a side note, can I just say how odd it is that there is little or no attention paid to teaching graduate students how to be educators? But I digress.

While I was a teaching post-doctoral fellow at UBC I met Jim Sibley from Applied Sciences in a teaching workshop. In a meeting with him afterward he asked me, "What do you want students to be able to do by the end of your course?" I thought the question wasn't fair, Jim's students were learning how to be engineers, my students were learning content. I replied, "I'm not teaching my students to do anything! I'm teaching them psychology."

I still giggle to myself when I think about saying that. I am, of course, teaching my students how to think critically, how to communicate clearly and concisely, and how to use the scientific method to answer empirical questions, among other things. When I started teaching I was so content-focused. It took me a long time, and several education conference keynotes (dozens?) to really internalize a skills-focused approach in my pedagogy.

My skills and abilities with respect to teaching and curriculum are so much more developed than when I started teaching. I am a better educator now than even last year. But there is still a lot I could do better. I am not great at facilitating long-form activities. I am straight-up terrible at facilitating synchronous online discussions because I find it overwhelming. I have not done enough to bring Indigenous perspectives into my courses. But rather than thinking of those gaps as weaknesses, I think of them as my pedagogical to-do list for next year.

I think most of us are awful when we first start teaching, and we get better with practice and reflection. The good news is that KPU's TL Commons is full of people who can help us with our to-do lists, and our practice, and our reflection. It is really heartening to see the increase in faculty taking advantage of the TL Commons workshops and consultation services over my last few years in the TL Commons. If you're one of those faculty who has thought about coming to a workshop or booking a consultation, but hesitate because you feel insecure about your teaching I encourage you to take that leap. No one expects perfection, and the reward far outweighs the risk.

- [Dr. Kristie Dukewich](#), Educational Consultant, Course Design and Assessment

Scholarship, Funding, Awards & Leadership

0.6% Faculty PD Fund

Faculty PD Fund applications involving research, conference presentations, enhancing teaching and learning is June 1, 2020. Some areas considered for funding. The next application deadline is June 1, 2020.

[More information](#)

Scholarly Inquiry Grant (SIG)

Grants of up to \$2,000 are available year-round to faculty members looking to engage in projects relating to the enhancement of teaching or of student learning.

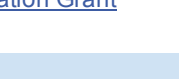
[More information](#)

Open Educational Resources (OER) Grants

The Open Educational Resources (OER) Grant program provides funding and staff support to KPU faculty members interested in creating, adapting, and adopting OER (or engaging in other forms of Open Pedagogy). Three levels of OER Grants are offered:

- [OER Adoption Grant](#)
- [OER Adaptation Grant](#)
- [OER Creation Grant](#)

At KPU we work, study, and live in a region south of the Fraser River which overlaps with the unceded traditional and ancestral lands of the Kwakwaka'wakw, Musqueam, Katzie, Semiahmoo, Tsawwassen, and Kwikwetlem peoples.



[@KPU_TLCommons](#)



[Friday Morning Coffee](#)



[Beyond the Chalkboard](#)