

## OLTC Program Monthly Report August 2021



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### Program Director's Note

At the beginning and end of each day of the OLTC Orientation, I set aside fifty-minutes for the OLTCs to reconnect to prepare for, or decompress from, days filled with asynchronous learning modules, synchronous training sessions, and live, virtual group work.

In addition to the OLTCs, for the 2021-22 academic year, we hired three “Student Champions” for the program who represent the program for their peers to show the value of the students-as-collaborators model and ensure that the OLTC Program fits the needs of students-as-learners at their institution. During the orientation I gave our student champions— Cécilia Alain, Ben Boudreau, and Denise Roy-Loar—six of these check-in sessions, conducted over Microsoft Teams, with one simple task: Build Community.

These sessions followed the OLTCs learning about engagement and community building in classrooms (both virtual and in-person) so acted as a formative assessment for that learning and a space to test some of the strategies discussed while simultaneously—and, to me, most importantly—build trust among the OLTCs and solidify an emerging cross-institutional community. If the OLTC Orientation had taken place in-person, I know many community building opportunities organically grow in the spaces outside of the regular “programming”—standing in line at the coffee shop, chatting between sessions, eating lunch on benches in a university common, walking to the bus stop— but with those opportunities lost online, it was important (as it should be important in all online higher educational courses) to build those opportunities directly into our schedule.

In *The Art of Gathering*, Priya Parker argues that “gatherings crackle and flourish when real thought goes into them, when (often invisible) structure is baked into them, and when a host has the curiosity, willingness, and generosity of spirit to try.” Cécilia, Ben, and Denise have this spirit and embraced their task with eagerness and inquisitiveness; from interactive quizzes to small group discussions to mass-Pictionary games, they created spaces and experiences for the OLTCs to connect and build relationships that will help them better collaborate when working throughout this year.

~ Matthew Dunleavy, Program Director, OLTC Program

## Orientation Concludes

August 6<sup>th</sup>, 2021, marked the conclusion of our OLTC Orientation for our new cohort of 13 OLTCs. At the culmination of this full-time training, each Student Working Group (SWG) presented the work they had created for their Faculty Mentors. Using the Faculty Mentor Model (FMM) allowed the OLTCs to complete a scenario-based training exercise using the skills and knowledge gained in pedagogy and edu-technologies during the orientation, while having a real-world impact on a course. The FMM simulates the experience of a faculty member who needs help with a 2021-22 course.

- Shannon Goguen and Emma Yee worked with Dr. Susie Andrews.
- Alexandra Boyd, Siobhan Lacey, and Amanda Smith worked with Dr. Denton Anthony.
- Keith Chipare, Emily Rafuse, and Edison Wood worked with Dr. Jeff Banks.
- Nicole Doncaster, Christelinda Laureijs, and Eli Wood worked with Dr. Toni Roberts.
- Donovan Faraoni and Zoe Ingleby worked with Dr. Jasmeen Sidhu.

These presentations were testaments to the phenomenal work they created during their orientation and how the OLTC Program can help your in-person, online, hybrid, or hyflex courses, if you choose to [join us on this innovative and learner-centered journey](#).

From supplementing in-class participation with Moodle tools to share contemporary pieces of media during a business course to creating an interactive map to track the social patterns of religious figures in 12<sup>th</sup> Century Japan, these presentations

showed the range of what is possible through the OLTC Program and how OLTCs collaborate *with* faculty to find individualized solutions to meet the needs of faculty and students in a wide variety of courses.

Each of the groups have created a written report that will be [uploaded on our website](#) over the coming weeks.

Overall progress % 3

Contact  
email: sandrews@mta.ca  
Office Hours: Wednesday 1pm-3pm in Hart Hall 114 and by appointment

Calendar  
August 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Hide site events  
Hide category events  
Hide group events  
Hide user events

Student Support Services  
In addition to reaching out to me via email and in person, please consider connecting with other Mount Allison University support services include the following:  
The Writing Resource Centre  
The Meighen Centre  
The Student Success Course  
The Firstgen Den for first-generation students and faculty mentorship program  
Research Help, Mount Allison University Library

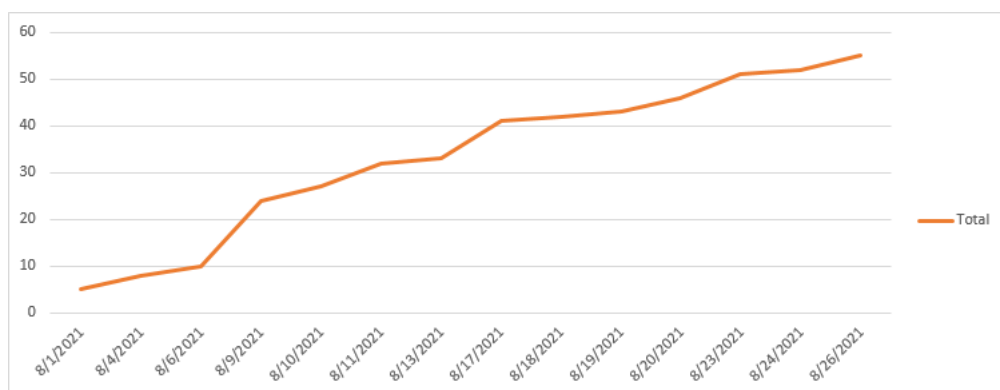
Land Acknowledgment  
I would like to begin by acknowledging that the land on which we gather to learn is the traditional unceded territory of the Wolastoqiyik (Maliseet) and Mi'kmaq Peoples. This territory is covered by the "Treaties of Peace and Friendship" which Wolastoqiyik (Maliseet) and Mi'kmaq Peoples first signed with the British Crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Mi'kmaq and Wolastoqiyik (Maliseet) title and established the rules for what was to be an ongoing relationship between nations.  
If you are not in Sackville right now, take a look at the Indigenous territories of the land you are currently on using this link.

Announcements  
Syllabus DRAFT  
Syllabus OLTC edit  
Office Hours  
Welcome! Introductions  
GRADING RUBRIC: September 18, 2019 BEFORE MIDNIGHT

## Supporting Fall Courses

Course Instructors have been eager to embrace the Students-as-Partners model and work with OLTCs for their Fall 2021 courses. From the moment our Faculty Champions hit “send” on e-mails announcing the launch of the program and started reaching out to colleagues, we have had faculty signing up and setting up their first needs assessment with OLTCs at their university. We have seen a steady stream of sign-ups with some steep increases from particular departments once faculty share their success stories with their colleagues.

In August, OLTCs have started and continue to work with **52 course instructors** to support **97 courses**.



## Curricular Work-Integrated Learning

As announced last month, we received \$180,000 in CEWIL iHub funding to support a curricular work-integrated learning version of the OTLC Program. Hosted at Mount Allison and instructed by Dr. Toni Roberts, students across the Maple League can now register for *Teaching, Pedagogy, and Technology in Courses*.

To register:

1. Fill out the [Maple League Visiting Student Application form](#)
2. Log into your university registration portal.
3. Register for the course:
  - Acadia: EDUC 42F3
  - Bishop's: UNI 299
  - Mount Allison: SOSC 4991
  - St. Francis Xavier: UNIV499.10

## **OLTC Professional Development**

Since the conclusion of the OLTC Orientation and between all their work with faculty, the OLTCs have continued with their professional development by joining a number of talks and workshops throughout the month. These sessions help the OLTC continue to develop in the ways they can support course instructors while also developing key transferable skills and building upon their Social and Emotional Skills (SES).

- Better Together Summer Season
  - Critical Hope: Reflection to Practice
  - Early Career Research & Teaching: The Good, the Bad, and the Ugly
  - Reaching People via Headphones: Podcasting in the Classroom
  - From Research to Classroom: Challenging Established Narratives Through Multi-Directional Mentorship and Course Co-Design
- Black Students Matter: Anti-Black Racism in Post-Secondary Education and Why We Have To Talk About Race with Dr. Gloria Ladson-Billings
- OLTC Workshop on Effective Communications

We were all very excited to see what one of our very own OLTCs, Emma Yee, does outside of the Program, when she presented as part of the “From Research to Classroom” Better Together session.

## **R.E.A.D. Picture Books Program**

On September 22<sup>nd</sup>, 2021, the OLTC Program will be supporting a micro-WIL experience at Mount Allison University. Students are encouraged to join the Radically Equitable and Diverse (READ) Program for a Maple League-funded workshop hosted by Dr. Susie Andrews, Associate Professor in Religious Studies, and guest speaker Cheryl Brown, a specialist in family literacies, to explore the inclusion of radically equitable and diverse picture books in early childhood education.

Students will get the chance to be part of this transformative project that has a real-world impact in Sackville community and beyond!

If you have any questions about the R.E.A.D. Program, please e-mail Dr. Susie Andrews at [sandrews@mta.ca](mailto:sandrews@mta.ca). If you have any questions about this micro-WIL workshop, please e-mail Denise Roy-Loar at [dmloar@mta.ca](mailto:dmloar@mta.ca).

## Communications

### Blogs

Our Design Fellows—Sally Cunningham and Alisha Winter—have been hard at work publishing [more blogs and micro-blogs](#) about the OLTC program. These blogs continue to spotlight stories from last year showing how the program helped students and faculty, with many blogs focusing on how OLTCs collaborated with instructors to design for delight.

### Media Coverage

One of our Bishop's OLTCs and Design Fellow, Alisha Winter, was [interviewed for a local, community paper](#)—*The Cornwall Standard-Freeholder*—about the OLTC program.

STANDARD-FREEHOLDER



News / Local News



## How a Long Sault student helped professors adapt to the pandemic

Jordan Haworth

Jul 28, 2021 • July 28, 2021 • 2 minute read • [Join the conversation](#)



Alisha Winter, a student at Bishop's University, has helped professors adapt to the pandemic, as seen on Tuesday July 27, 2021 in Cornwall, Ont. Jordan Haworth/Cornwall Standard-Freeholder/Postmedia Network PHOTO BY JORDAN HAWORTH /Jordan Haworth/Standard-Freeholder

A local student has joined a small pilot project which helped professors adapt to technological challenges posed by the COVID-19 pandemic.