

OLTC Program Monthly Report February 2022



Table of Contents

Table of Contents	2
PETAL Workshop Series Now Open for Registration	3
Participants at the EDC Conference Learn About Student Collaboration Through the OLTC Program	4
OLTC Design and Expansion Team Apply Submit D2L Innovation in Teaching and Learning Dossier	5

PETAL Workshop Series Now Open for Registration

PEDAGOGY, EDU-TECHNOLOGY,
+ LEARNING



MAPLE LEAGUE

MICRO WORK-INTEGRATED LEARNING WORKSHOPS

Registration is now open for the Maple League Pedagogy, Edu-Technology, and Learning (PETAL) workshops series. From March – May, the OLTC Program is offering a series of free, virtual work-integrated learning (WIL) workshops. Once completed, they will receive a PETAL badge for the specific topic.

The Micro-WIL experiences contain two-parts: 1) a short workshop/training session on a given topic, and 2) a challenge/project. First students are introduced and trained on a given topic/area and then they use their new training and experience as students to complete their challenge.

When students complete four or more workshops (of their choice) they will receive a PETAL Record of Completion.

Starting Thursday, March 17th these sessions will run every Thursday at 9am ET / 10am AT covering the following topics:

Universal Design for Learning (UDL) — March 17th
Learning Objectives and Bloom's Taxonomy — March 24th
Critical Reflective Practice — March 31st
Learner-Centered Syllabi — April 7th
Alternative Assessment — April 14th
Formative and Summative Assessment — April 21st
Critical Empathy and Hope University — April 28th

Understanding Your Privilege (and What To Do With It) — May 5th

Visual Syllabi — May 12th

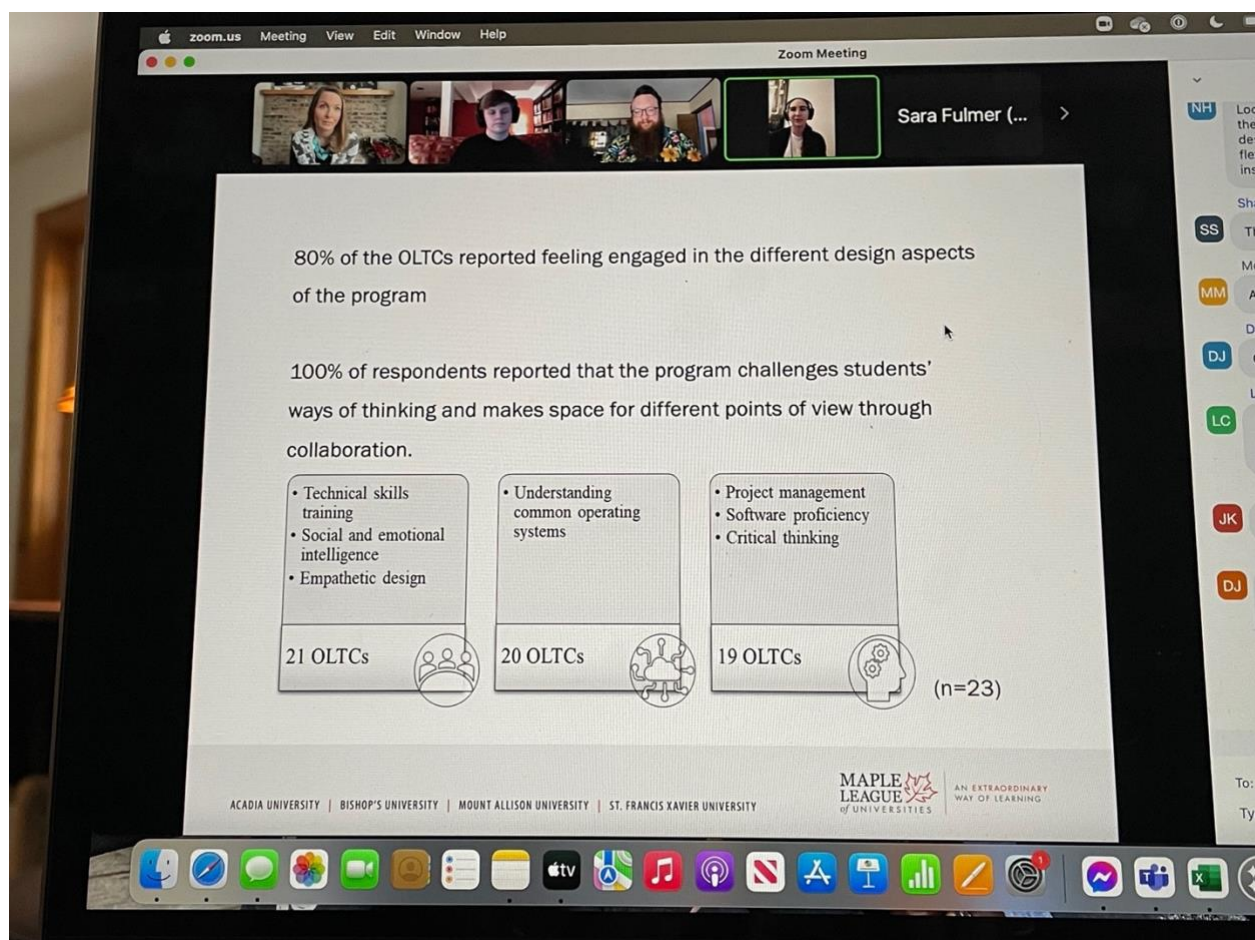
Educational Technologies and Learning Management Systems — May 19th

Accessibility — May 26th

Spaces are limited, so sign up today! All registrations links and sessions details can be found on our [website](#).

Participants at the EDC Conference Learn About Student Collaboration Through the OLTC Program

On February 23rd, Matthew Dunleavy and Dr. Jessica Riddell were joined by Cécilia Alain (Bishop's University)—a fourth-year student who has worked with the OLTC Program as the Bishop's Student Champion and as a Research Assistant for Dr. Riddell—at a presentation for the Educational Developers Caucus Conference at the University of Waterloo, Ontario.



OLTC Design and Expansion Team Apply Submit D2L Innovation in Teaching and Learning Dossier

Established in 2012, the D2L Innovation Award in Teaching and Learning, sponsored by D2L (Desire2Learn), celebrates and recognizes up to five post-secondary collaborative teams each year for their innovative approaches that promote student-centred teaching and learning.



OLTC founders, Dr. Jessica Riddell, Scott Stoddard, & Georges-Philippe Gadoury-Sansfaçon, OLTC Program Director, Matthew Dunleavy, and *Teaching, Pedagogy, and Technology in Courses* course instructor, Toni Roberts, submitted a dossier applying for this unique and prestigious award.

In their dossier, they highlighted the OLTC Program as an innovative response to the COVID-19 global pandemic that harnesses Students-as-Partners (SaP) to redesign our classrooms for student and faculty success, first at Bishop's University and then across the Maple League.

TABLE OF CONTENTS	
 Section 1	1
Institutional Context	
 Section 2	4
Goals of the Project	
 Section 3	6
Description of the Team	
 Section 4	8
Project Description	
 Section 5	13
Impact on Student Learning	
 Section 6	20
Future Developments	
 Section 7	22
Bibliography	

6

3 DESCRIPTION OF THE TEAM

Phase I: The Creation of the Program in the Context of COVID

One of the innovative elements of the OLTC program was the composition of the OLTC design team. In the early days of "emergency-pivot-remote teaching" in March and April 2020, the Information Technology Services (ITS) department scrambled to support faculty navigate a new and constantly shifting context. In May 2020, as it dawned on us that COVID was not a short-term disruption, Scott Stoddard (Manager of IT Client Services) started to think about alternatives to past approaches in which the students worked as helpdesk employees. Dissatisfied with the transactional dimension, he reached out to his colleague, Dr. Jessica Riddell (faculty member in the English Department and Stephen A. Jętkowski, Chair of Undergraduate Excellence). Together they started to imagine a transformative and reciprocal approach to faculty support. Almost immediately, they brought in Georges-Philippe Sansfaçon-Gadoury, a third-year student and elected Student Union Representative leading the VP Academic portfolio.

Therefore, the design, implementation, and quality assessment of the program was divided into three equal leadership roles:

1. A faculty member to provide pedagogical support, mentorship, and evidenced-based design principles, with access to professional development opportunities through inter-institutional networks
2. A senior member of ITS coordinating the technological and logistical aspects of the program;
3. A student member, elected to the Students' Representative Council, representing and soliciting student perspectives.

Tripartite Approach Models Critical Empathy

Success in teaching and learning initiatives are often developed in small, and yet strong networks of trusted and like-minded colleagues from different disciplinary or professional perspectives (cf. *Rosa & Martensson, 2009*). Furthermore, hubs are individuals or groups that "energize cross-connections, improve knowledge flow, enhance learning across small clusters of expertise, and play critical roles in building and sustaining robust integrated networks" (Taylor et al., 2021, p. 1).

The intersection of these three perspectives provided the program's design with a more dynamic approach to support faculty as they prepared for Fall 2020. Furthermore, the distributed roles and responsibilities also engaged in critical empathetic design: the faculty lead provided a teaching lens and could help find faculty mentors for the OLTCs; the IT lead integrated these perspectives more effectively in designing technology to fulfill these diverse needs; and the student lead provided key perspectives and advocacy to design for and with students.