

## OLTC Program Monthly Report November 2021



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### Program Director's Note

In *Those Who Leave and Those Who Stay*, the third of Elena Ferrante's Neapolitan Novels (trans. Ann Goldstein), Elena Airola/Greco confronts her husband, Professor Pietro Airola, after he refuses to see how many of his issues with students stem from his own refusal to listen:

"Do you realize how you're behaving?"

"What should I do?"

"Reduce the tension."

"I don't understand you."

"You don't *want* to understand me. You're just like our professors in Pisa, the most intolerable."

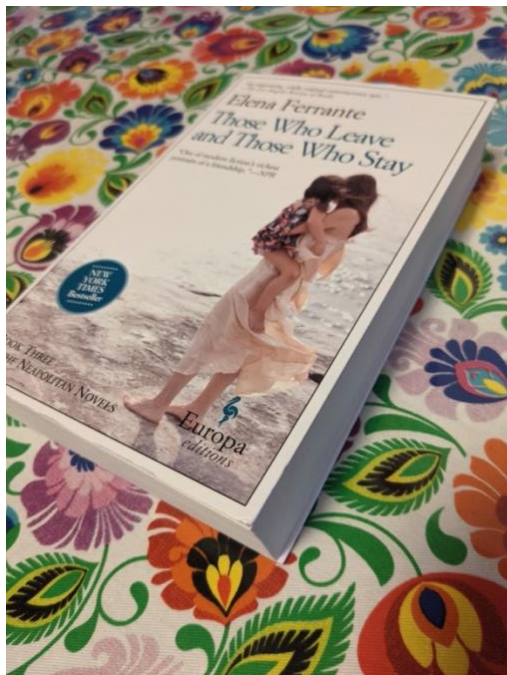
"I don't think so."

"But you are. Have you forgotten how we struggled in vain to keep up with stupid courses and pass exams that were even more stupid?"

"My courses aren't stupid."

"You might ask your students."

"One asks for an opinion from those who are competent to give it." (349)



Elena's challenge reupts from her husband's refusal to see his students as human beings with lives outside of his classroom. Elena's claim that his courses are 'stupid' cuts through to the issue at hand: although Pietro is committed to his research, his courses are not—nor can they be—the centre of his student's lives. His refusal to adapt to suit the needs of his students means he cannot be effective as his teacher, regardless of his brilliance as a scholar. "As your students," Elena dares, the very question Student-as-Partners asks us. What would our teaching look like, how would students succeed, and where could we improve, if we simply asked our students?

~ Matthew Dunleavy, Program Director, OLTC Program

## OLTC Program is Heading to the Innovations in Education Conference



On December 10<sup>th</sup>, Matthew Dunleavy, Dr. Jessica Riddell, Dr. Toni Roberts, & Georges-Philippe Gadoury-Sansfaçon will conduct a roundtable at the Innovations in Education Conference at the Macpherson Institute, McMaster University, Ontario. They will also be joined by three OLTCs for a Q&A from the student-perspective.

As the abstract for the roundtable (“Student as Partners in Curricular and non-Curricular Work-Integrated Learning”) shows, they are sharing the journey of the OLTC program as it has grown and been adapted over the past two years:

*The COVID-19 pandemic in 2020 posed several challenges to Post-Secondary Institutions, including the move to online learning in a short amount of time. In June 2020, Bishop’s University hired 23 students as Online Learning and Technology Consultants (OLTCs) to help faculty prepare for Fall 2020. They underwent training on Students as Partners (SaP) literature, empathetic design, pandemic pedagogy, High-Impact Practices, and authentic learning design. After their training—which included online modules, simulations, faculty mentorship, and technology training—the program launched in July 2020.*

*Following the success of the SaP model for course design during the Bishop’s pilot, the Business + Higher Education Roundtable (BHER) provided support to expand the program across the other three institutions that make up the Maple League of Universities (Acadia, Mount Allison, and St. Francis Xavier). In this roundtable we will share the program’s impact on students, faculty, and the institutions more broadly across three phases of the project: Phase I—the Bishop’s pilot (2020-21); Phase II—the co-curricular Work-Integrated Learning expansion of the program across the Maple League (2021-22); and, Phase III—a 3-credit, curricular Work-Integrated Learning version of the program hosted at Mount Allison (Fall 2021).*

*We will share how adopting SaP in the design of COVID classrooms increases students’ social and emotional intelligence, technical and digital literacy skills, critical thinking, project management and other significant learning gains. We do not, however, solely see the benefits in students, but will illustrate how faculty and teaching staff involved in the program and consulting with students during course design have been transformed themselves and have created more accessible, adaptive, and flexible learning environments for their students.*

## Research Findings on Bishop's Pilot Now Published

Dr. Jessica Riddell, Scott Stoddard, and Georges-Philippe Gadoury-Sansfaçon have recently been published in the *International Journal for Students as Partners*. Their article, “**Building institutional capacities for students as partners in the design of COVID classrooms,**” presents their findings from the OLTC Phase I pilot at Bishop's University and “demonstrate[s] that working with students as partners in the design of COVID classrooms increases students' social and emotional intelligence, technical and digital literacy skills, critical thinking, project management skills, and other significant learning gains.”

*International Journal for Students as Partners*

Vol. 5, Issue 2, November 2021

CASE STUDY

### **Building institutional capacities for students as partners in the design of COVID classrooms**

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Georges-Philippe Gadoury-Sansfaçon, Department of Mathematics and Psychology, Bishop's University, Canada.

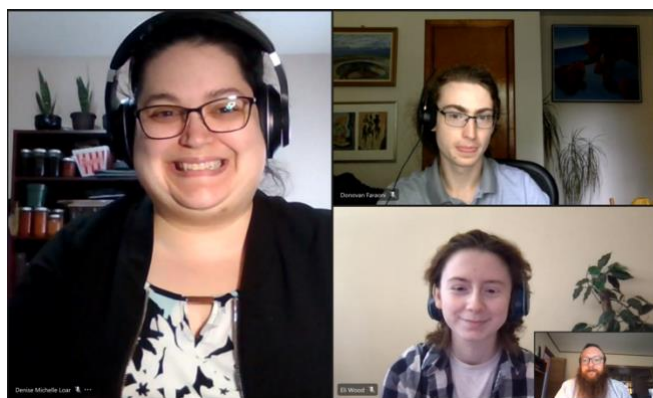
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ABSTRACT

The COVID-19 pandemic in 2020 posed several challenges to post-secondary institutions, including the move to online learning in a short amount of time. In June

## OLTCs Ready to Prepare Winter Courses



Across the Maple League, Online Learning and Technology Consultants (OLTCs) have successfully supported over 100 Fall 2021 courses since expanding the program across Acadia, Bishop's, Mount Allison, and St. Francis Xavier this summer. As Fall courses wind down, OLTCs are ready to consult on plans for January; whether you are in the earliest stages of course development or already have everything set to go, the OLTCs are ready to get in-person, online,

hybrid, or hyflex Winter courses ready for delivery.

To register your interest in having OLTC assistance for your Winter class(es), please follow [this link](#) to find the registration form for your university.

### [OLTC Program the Maclean's 2021 Canadian Universities Guidebook](#)

As mentioned in our July report, one of the former Bishop's OLTCs, Loch Baillie, wrote about the Program for the *Maclean's 2021 Canadian Universities Guidebook*. This print edition of Loch's article lands in the hands of over 118,000 readers this month!



### [Mount Allison OLTCs Reflect on Student-as-Partners in New Micro-Blog](#)

In "[More than Just Moodle: Student-Educator Collaboration in the OLTC Program](#)," on the Maple League blog, Shannon Heather Goguen and Christelinda Laureijs discuss their work with faculty over the last term and reflect on how they "are in the unique position of being able to take what [they]'ve learned about pedagogy and combine it with [their] lived experiences as students."

