

**Webinar: Connect, React, Repeat | April 29, 2020**  
**Questions for Dr. Linda Carozza**

1. Do you have a class forum where all students can post questions and communicate with each other?

I have one Discussion Forum, where students can ask questions, make comments, share anything they want, really. If it's a course question I always answer, and sometimes other students answer before me! I love when this happens. I don't have more than one forum for this general business because I try not to complicate communication mechanisms. I let students know they can use the general forum for several purposes in its description, and I encourage them to make use of the forum. If this question is asking me if I have a forum strictly for students to communicate with each other - I create Separate Groups for students who are in teams for the purposes of participate with each other.

2. I would be interested to hear your reflections on what you might think be the downsides of asynchronous teaching, any trade-offs, and how you manage this.

A downside of asynchronous teaching, for me, is losing the magic that happens when you're interacting with students. Another may be, according to some of the literature I've read, that it may be demotivating for students to have asynchronous sessions. So, I supplement asynchronous lectures with weekly synchronous sessions that function as recap's and Q & A's - but they are emphasized as optional. This is why I think it's important to have an interactive course with several mechanisms for communication - I don't rely on synchronous lectures for this. In my experience a minority of students can attend a synchronous session. Given the current situation - where students are taking online classes when they may not want to, or students have to compete with family members for devices and bandwidth at the time you want to hold a synchronous session . . . with these realities in mind, I think asynchronous lectures are optimal. If the course catalogue makes it clear that an online class happens on a specific day, at a specific time, before students enrol in the course - then this is different. Thanks for this question!

3. How did you divide up the lecture? Just talk over a few of the slides then save then start again with the next slide?

I divide lecture videos by subject, or issue. I won't stop a lecture in the middle of discussing a concept, for example, because it is getting too long. Some videos are 5 minutes, some are 20 (maximum). I try and be flexible on this front. This also makes it easy to label all my lecture videos by topic (rather than lecture 1, lecture 2, etc.). Labelled videos make it easy to access if a student wants to review material at a later date.

4. Can you share a link to the Scribe tool you mentioned?

<https://www.sparkol.com/en/> Click on VideoScribe

Here's an example of a video I made. <https://www.youtube.com/watch?v=KEZy9WwpYUI>

5. Is there a way to show your work – such as a math solution – or drawing a graph? Would scribe allow for that?

Yes, you can use Scribe to model the solving of a problem. Depending on how complicated it is, it may be easy/challenging. Alternatively, you can use the whiteboard in Zoom and use a stylus (on an iPad, at least). Try this too if you have a device! I know there are other apps that we can probably explore so that instead of typing, you are simulating using chalk or a pen . . . but I haven't used any.

6. You've mentioned 'discussion forums' and 'private discussion forums' – does the former include everyone in the class, whereas the latter is 7-10 students?

I have one main discussion forum - everyone in the class can view and participate as they wish. In addition I make private forums any week there is a participation task. These forums are small, private, and consistent (meaning the same students are grouped with each other week after week, in order to build rapport and comfort with sharing ideas). When editing the settings of a forum, under Common Module Settings choose "Separate Groups" by the Group Mode. To make Groups in a course: go to Course Administration, click on Users, then click on Groups, and this takes you to the screen where you can make groups.

7. I also have optional pairs. How they will be able to find a partner, without using forum?

You can try to build spaces where students can meet each other and communicate with each other. Forums have worked well for me in the past, and to help reserved students I prompt students to post in a forum to find a partner. E.g. students will write that they are interested in studying X or Y, and those who have a similar interest will respond, etc. I find that with large, 1000-level courses, this is challenging. It works better with smaller groups, and it works better with students who are more autonomous and/or experienced in higher ed. Wikis, Chat room, etc. there are interactive tools you can explore on Moodle. If I had a smaller class size, I would try holding a Zoom session and facilitating a discussion where students can express interests, and I could suggest pairs. That all said, for group work - I've made the groups in the past - this has worked fine for the most part. The only problems that have to be worked out, in large online courses, are the absentee students. In class you can avoid making groups with students who don't show up - online you have to actually review logs, etc. I don't post a student class list with emails, etc.

8. When teaching language to smaller class, especially visual language, which approach would you suggest for teaching? Recording or Live?

By visual language, I interpret this as gestures. You could record a lecture where you are gesturing and still make your point, but maybe this is a subject that really "lives" in a synchronous format? I'm not sure if I've misunderstood visuals. It's possible to make students watch a video with visual cues, and then

provide an asynchronous debrief. You could actually put these together simultaneously using Camtasia or Zoom (i.e. share your screen that has the video, then pause it to convey your ideas). As an aside, for those who teach language online (ESL, foreign, etc.) there is scholarship on online learning and language (task-based activities that can help students learn the skill of a language, etc.).

9. I would also like to know the benefits of using “poll” in Zoom rather than setting up something else (like iclicker). I want tutorials to be as interactive as possible.

I haven't used a poll in Zoom yet, so I can't be helpful with Zoom and polls, sorry.

10. Do the videos have segments that students can click on?

Each lecture video can be accessed, by students who are enrolled in the course, via a link I post on Moodle.

11. Would student be able to download a Camtasia lecture in Moodle – or do they only watch it on Moodle? (Copyright question)

Yes, and I don't know for certain. A folder called "Lecture Recordings" is automatically downloaded into your Moodle course once you create your first lecture. Students have an option to access all your recordings in that particular class on a podcast - because that is an automatic option in the Lecture Recordings folder. They can download lectures and listen to them later for certain with this option. I don't use the "Lecture Recordings" folder though - as soon as the folder becomes available on the Moodle course site, I make it invisible. I provide students the lecture web links in the relevant week. I do this to organize lectures weekly. This will minimize downloading, but I don't know if this practice will make it impossible to download your lectures. You should confirm with LTS.

12. What is a fallacy triangle?

If you're interested in fallacies, send me an email. [lcarozza@yorku.ca](mailto:lcarozza@yorku.ca)

13. I'm curious how to write in real time on a blackboard, does the white board work with my laptop or do I need a stylus? How to save these whiteboards for myself and the students?

You can use a whiteboard in Zoom. You will see a “Save” feature when you are using the white board. You can also check out the settings in your zoom account to auto save whiteboards when you're switching screens (<https://yorku.zoom.us>). If you want to use a stylus, rather than the keyboard, your mouse, or trackpad - I know this is an option when you use Zoom on a tablet (or, I can confirm it works for sure on an iPad), and it is lovely!

14. Could we have access to Linda's course?

You can send me an email for access. [lcarozza@yorku.ca](mailto:lcarozza@yorku.ca)