WEBVTT

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00:00:03.540 --> 00:00:15.620
Natasha May (she/her): All right. Well, welcome to Redesigning the Mode of Course Delivery for Authentic Assessment. I'm happy to introduce the Director of Teaching Development in the Teaching Commons, Mandy Frake, to give our opening remarks.

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00:00:16.320 --> 00:00:22.749
Mandy Frake: Good morning, everyone, and thank you for joining us today on what seems to be a fairly dark, but

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00:00:22.810 --> 00:00:41.279
Mandy Frake: luminous day with… full of possibilities as far as learning and being able to explore different aspects of assessment and teaching, and really, highlighting and privileging the student learning experience while in our classrooms, whatever the mode of delivery might be that we find ourselves teaching in.

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00:00:41.280 --> 00:00:51.080
Mandy Frake: I wish to, first of all, say a gigantic thank you to all of our presenters today. There's been a lot of care, effort, time.

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00:00:51.080 --> 00:01:07.900
Mandy Frake: Creativity, ingenuity, but I want to say again, care and thoughtfulness in pulling together today's agenda. It's a day, I think, full of beautiful opportunities for learning through different kinds of sessions, like hands-on sessions throughout this learning space.

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00:01:07.930 --> 00:01:25.930
Mandy Frake: Online learning space, that is, as well as panels. And especially, too, as we are finding ourselves concluding week 5 and in a reading week before coming back to week 6 and finishing off a term that is really quickly passing before our very eyes and hands and bodies.

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00:01:25.930 --> 00:01:39.530
Mandy Frake: It's, I think, a really beautiful opportunity to come together in this kind of a space and acknowledge some of the things that are definitely having massive influences in the ways in which we deliver our content and we think about our courses.

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00:01:39.530 --> 00:01:46.219
Mandy Frake: So thank you so much to all of our presenters for sharing your wisdom, your knowledge, your thoughts, and your ideas today with all of us.

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00:01:46.640 --> 00:02:06.290
Mandy Frake: A very special thank you also to Natasha May, who within the Teaching Commons is one of our teaching development associates. I'm sure most of you, if not all of you, have met her and have the beautiful experience of having been able to connect with her, and we're just so lucky to have her, and this has been her vision from the very start.

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00:02:06.290 --> 00:02:16.000
Mandy Frake: In terms of what modes of delivery can look like, in terms of how the Teaching Commons can support teaching and learning, and again, keeping that student-centered focus

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00:02:16.000 --> 00:02:34.650
Mandy Frake: in our minds, in our hearts, and in our forethoughts as we take our courses from content to course design, to lesson design, to implementation, and then to reflection and evaluation post-course. And so, really, there's so much that goes into this kind of work, and so Natasha, thank you so much.

12
00:02:34.650 --> 00:02:37.509
Mandy Frake: For pulling together this opportunity for us today.

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00:02:37.720 --> 00:02:57.419
Mandy Frake: I'm going to begin formally by reading the land acknowledgement that we have for specifically to the Keele campus. This is where the Teaching Commons resides. We work out of the Victor Philip Dahdalea building, and so that being on the Keele campus, this is the land acknowledgement that we… that I am going to read this morning.

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00:02:57.550 --> 00:03:09.100
Mandy Frake: And so that is that First Nations people have lived on this part of Turtle Island for millennia, stewarding the land, the water, and all that contributes to life in this region.

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00:03:09.430 --> 00:03:18.220

Mandy Frake: Today, the culture and presence of First Nations, Inuit, and Metis peoples enrich the lands and people of this territory.

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00:03:18.910 --> 00:03:28.599
Mandy Frake: More than two centuries ago, the Mississauga people welcomed settlers to this territory, providing sustenance and engaging in trade and commerce.

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00:03:28.980 --> 00:03:42.820
Mandy Frake: Today, York University campuses are located on the Toronto Purchase Treaty Number 13 lands and territory of the Mississaugas of the Credit First Nation and the lands of the Anishinabek of the Williams Treaty's First Nations.

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00:03:43.280 --> 00:03:49.430
Mandy Frake: Our campuses are also situated on the traditional territories of the Wendat and Haudenosaunee.

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00:03:50.140 --> 00:03:52.909
Mandy Frake: Treaty history is foundational.

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00:03:53.140 --> 00:04:03.520
Mandy Frake: And it is our collective responsibility to honour the land as we honour and respect those who have gone before us, those who are here, and those who have yet to come.

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00:04:04.030 --> 00:04:15.249
Mandy Frake: We are grateful for the opportunity to be learning, working, and thriving on this land, and we commit to learn the truth and be active in the process of reconciliation.

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00:04:15.730 --> 00:04:27.130
Mandy Frake: So many of you will recognize and will have heard this land acknowledgement before. For some of you, this might be very new, and for some of you who have just joined our York community in recent months.

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00:04:27.130 --> 00:04:38.280
Mandy Frake: What you will not know, of course, is that this is our most updated, newest land acknowledgement, in that there was one that was previously written for York University campuses.

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00:04:38.280 --> 00:04:43.719
Mandy Frake: And it's coming to be had a different story and a different journey, as this one did.

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00:04:44.000 --> 00:04:49.950
Mandy Frake: what I just, I guess, want to really briefly share, is a couple of thoughts. Firstly, as this

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00:04:49.970 --> 00:05:08.889
Mandy Frake: This land acknowledgement was written and developed in relationship, in relationship amongst members of the different communities that we recognize in the land acknowledgement, as well as people at York University. And it's that relational component that I think compels me so much as I think about

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00:05:09.220 --> 00:05:17.800
Mandy Frake: What we are sharing, and what it is that we are truly trying to say as we begin a course, perhaps, or an event like this, with a land acknowledgement.

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00:05:18.070 --> 00:05:28.379
Mandy Frake: And what it is calling us to do as a collective, both, yes, in terms of truth and reconciliation, but also as we engage together as learners and as teachers.

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00:05:28.380 --> 00:05:38.390
Mandy Frake: And we operate relationally. There is nothing, that we do in our teaching work on a day-to-day basis that doesn't exist in some kind of relational way.

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00:05:38.580 --> 00:05:42.210
Mandy Frake: And I think that this land acknowledgement in particular that.

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00:05:42.580 --> 00:05:58.840
Mandy Frake: The nature of the day, too, being on assessment, being on modes of delivery, and the way, of course, this happens, so whether it's a virtual environment, or as we talk about teaching and learning in various, types of spaces, in person and as well online.

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00:05:58.890 --> 00:06:09.240

Mandy Frake: what that has to do and how we think about other issues that are impacting our daily work in terms of, yes, assessment being one, but also in thinking about generative AI.

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00:06:09.240 --> 00:06:19.360
Mandy Frake: And those kinds of issues and how that impacts our work and how it changes our relationship to the work that we're trying to do and also the impacts on the land itself.

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00:06:19.360 --> 00:06:22.729
Mandy Frake: Okay, and resources, and how we think about

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00:06:22.730 --> 00:06:41.739
Mandy Frake: different AI tools and platforms and the ethics, behind our choices. So these are some of the conversations that will certainly be informing and will be a part of what we do today in our time together, but also in thinking about how this land acknowledgement can possibly set off the tone for our time together today.

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00:06:43.140 --> 00:07:00.549
Mandy Frake: If we could move on to the very next slide, Natasha. There we go. This is the last thing I'll say before I will hand it back over to Natasha, but this, part of our, our thoughts and our orientation, to today, and the foregrounding of

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00:07:00.550 --> 00:07:19.819
Mandy Frake: of the conceptualization of today, stems from, a working group that was established, called the Modes of Delivery Working Group, and this was co-sponsored by the Office of the Vice Provost Teaching and Learning, and also by the Senate Committee on Academic Standards, Curriculum, and Pedagogy.

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00:07:19.860 --> 00:07:33.899
Mandy Frake: So we, were tasked to develop what was an evidence-based set of recommendations and honest-to-goodness guidelines for the university that could potentially inform, and that we'd hoped would inform, decision-making on

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00:07:33.900 --> 00:07:43.120
Mandy Frake: Currently available modes of delivery. What we understood prior to this working group, setting off in motion.

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00:07:43.120 --> 00:08:07.899
Mandy Frake: was that what modes of delivery meant to one set of instructors, perhaps in a department or across a faculty, could have a very different set of understandings in a different faculty, or even across student populations. And so this was… these were some of the problematics that we explored. How can we talk about modes of course delivery in a way that has more consistent meaning across diverse populations?

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00:08:07.900 --> 00:08:10.260
Mandy Frake: populations at York University.

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00:08:10.270 --> 00:08:14.410
Mandy Frake: And so here you can see a list of the members who.

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00:08:14.640 --> 00:08:20.139
Mandy Frake: Who were… who made up this very important working group, and you can also see the time span.

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00:08:20.250 --> 00:08:35.160
Mandy Frake: And so throughout the day, we will come back to this, working group and some of the findings and guidelines and things that, were conceived through the process, but I wanted to at least acknowledge, the work, too, of what this working group, brought and how this is

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00:08:35.159 --> 00:08:44.859
Mandy Frake: Influencing teaching and learning, and I think, I mean, I think as a teaching… as a director of a teaching and learning center at the Teaching Commons.

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00:08:44.860 --> 00:08:57.579
Mandy Frake: I think teaching and learning is one of the most profoundly important things that we can be doing as academics, and in terms of scholarship, and in terms of working with students, and building citizens of tomorrow, and of today.

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00:08:57.580 --> 00:09:08.520
Mandy Frake: I think teaching and learning is the absolute lifeblood of the university, and I'm so happy to be able to celebrate it with all of you in this way together today. Thank you, Natasha, for all that you've done.

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00:09:08.580 --> 00:09:09.449
Mandy Frake: Over to you.

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00:09:09.450 --> 00:09:28.789
Natasha May (she/her): Thank you. Thank you, Mandy, for giving us that warm welcome and background information. In case you've just joined, or maybe I didn't even introduce myself, even though Mandy did, my name's Natasha May, I use the pronouns she and her, and I'm a Teaching Development Associate in the Teaching Commons, with the great privilege of having modes of

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00:09:28.790 --> 00:09:36.899
Natasha May (she/her): Delivery, as part of my work, and so I'm very happy to bring us all together today, and also welcome people

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00:09:36.900 --> 00:09:50.189
Natasha May (she/her): from beyond York, including from McMaster, OCAD, University of British Columbia, and other institutions. So…

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00:09:50.190 --> 00:10:06.170
Natasha May (she/her): Connecting back to the Modes of Course Delivery Working Group, you will perhaps notice that some names on as members of that group will be presenting today, as well as we're very lucky to be joined by other members of our York community to offer important sessions.

53
00:10:06.610 --> 00:10:26.450
Natasha May (she/her): So, a little bit more about the inspiration for this event. So, it did come out of that Modes of Course Delivery Working Group, but one of the main themes that we discussed in that working group was this effect, that, generative artificial intelligence is having on assessment and

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00:10:26.450 --> 00:10:33.529
Natasha May (she/her): that as well impacting, modes of course delivery. In particular, one of the themes was that this

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00:10:33.640 --> 00:10:42.179
Natasha May (she/her): You know, advancements in generative artificial intelligence is making online assessment, unreliable.

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00:10:42.520 --> 00:10:46.239
Natasha May (she/her): And so here's a quote from Newman and Gerstel Pepin.

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00:10:46.450 --> 00:11:06.180
Natasha May (she/her): To kind of summarize that theme and that inspiration. So the ability of increasingly sophisticated gen AI tools to complete traditional classroom assignments has become more relevant, posing concerns related to academic integrity and causing faculty to reconsider how they teach and assess.

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00:11:06.310 --> 00:11:22.770
Natasha May (she/her): learning. And of course, this has implications for the modes of course delivery, as we discussed in that working group, in thinking about, in an online course, what, can be done, but it also affects all modes of course delivery, as well.

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00:11:24.350 --> 00:11:25.330
Natasha May (she/her): So…

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00:11:25.920 --> 00:11:40.200
Natasha May (she/her): It would be wonderful to connect with you to see if this quote and this idea that Gen AI is changing teaching and assessment, which is affecting course design and modes of course delivery, see if that resonates with you, how much.

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00:11:40.330 --> 00:11:56.779
Natasha May (she/her): And also to get a sense of what you hope to take away from this event. So I have this slide here in case it's easier for you to access that information and share in the chat, but I will also open a poll so you can participate anonymously there as well.

62
00:12:00.800 --> 00:12:18.839
Natasha May (she/her): Alright, so hopefully you have access to the poll now. So the first question, does the quote that I just read, and this idea that Gen AI is changing teaching and assessment, which is affecting course design and modes of course delivery, does that resonate with you? The choices are yes, definitely, yes, partially, no, not really, no, not at all.

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00:12:18.840 --> 00:12:23.239

Natasha May (she/her): And then the second question, what do you hope to take away from this event?

64
00:12:23.300 --> 00:12:32.000
Natasha May (she/her): Ways to include more in-person assessment accessibly. How to foster and ensure academic integrity. Ideas for assessments across modes.

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00:12:32.480 --> 00:12:47.869
Natasha May (she/her): And also reinforcement that what you are already doing is consistent with others, accessible to students, and fostering academic integrity. Also, if there are other takeaways you're hoping for, please let us know and you can absolutely share in the chat as well.

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00:12:48.060 --> 00:12:51.900
Natasha May (she/her): So thank you very much for those who have participated already.

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00:12:53.320 --> 00:12:56.920
Natasha May (she/her): Give it a couple of more, maybe 30 more seconds.

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00:12:59.120 --> 00:13:07.880
Natasha May (she/her): And then we'll talk a little bit about each of those takeaways, connect to our program for today, and then get started with that program.

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00:13:14.590 --> 00:13:19.489
Natasha May (she/her): So far, this is resonating with all of you, definitely, so that's…

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00:13:19.800 --> 00:13:27.890
Natasha May (she/her): Useful to know that, that it wasn't just a conversation within the Moods of Course Delivery Working Group, but does extend to our community.

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00:13:28.450 --> 00:13:33.779
Natasha May (she/her): And a mixture of What do you hope to take away from this event, which is wonderful?

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00:13:37.890 --> 00:13:40.199
Natasha May (she/her): All right, let me share the results with you.

73
00:13:41.820 --> 00:13:55.660
Natasha May (she/her): So, as you can see, of all that voted, everyone is resonating with, the theme of today, and 82% are looking for ways to include more in-person assessment accessibly.

74
00:13:55.810 --> 00:13:59.500
Natasha May (she/her): 64%, how to foster and ensure academic integrity.

75
00:14:00.390 --> 00:14:16.569
Natasha May (she/her): 82% again for ideas for assessments across modes, and 3 joining us, hoping for some reinforcement. And we'll be very grateful for you to share your practices, questions throughout the day as well. So thank you so much for participating.

76
00:14:16.610 --> 00:14:20.610
Natasha May (she/her): Being here and, sharing what you hope to.

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00:14:20.700 --> 00:14:21.919
Natasha May (she/her): Take from the session.

78
00:14:22.360 --> 00:14:24.670
Natasha May (she/her): or the entire day.

79
00:14:24.930 --> 00:14:32.159
Natasha May (she/her): All right. So, I'll make some connections to some of those takeaways to highlight different

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00:14:32.590 --> 00:14:36.750
Natasha May (she/her): Sessions throughout the day that will connect to these various themes.

81
00:14:36.900 --> 00:14:42.809
Natasha May (she/her): So our first takeaway ways to include more in-person assessment accessibly.

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00:14:42.860 --> 00:14:56.080

Natasha May (she/her): will be seen throughout the day today. As I'm thinking about this, of course, and thinking about the modes of course delivery, this is more difficult if you have an online course.

83
00:14:56.090 --> 00:15:10.909
Natasha May (she/her): And so the panel at the end of the day may be helpful in identifying, planning and navigating changes to modes of course delivery. So if you're looking, for opportunities to include more in-person assessment in a fully online course, you may need.

84
00:15:10.910 --> 00:15:22.399
Natasha May (she/her): to find out how to navigate changes to your mode of course delivery by maybe changing to an online course with campus-based assessments, or perhaps a blended approach. And…

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00:15:22.780 --> 00:15:33.370
Natasha May (she/her): So, our panelists, led and hosted by Chloe Brushwood-Rose, the Vice Provost Academic, will share a number of insights. So, really looking forward to the panel at the end of the day.

86
00:15:33.620 --> 00:15:35.609
Natasha May (she/her): In addition,

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00:15:35.850 --> 00:15:50.019
Natasha May (she/her): our session this morning by Professor Celia Popovic from the Faculty of Education on blended course design and deciding the mode of assessments can also be really useful, particularly if, you're either thinking about

88
00:15:50.020 --> 00:16:06.929
Natasha May (she/her): transitioning to that blended mode if you have a fully online course, for example, or if you're already teaching a blended course, and or maybe an in-person course, but the… what Celia shares may be really helpful in thinking about the flexibility of that blended course design.

89
00:16:07.860 --> 00:16:22.250
Natasha May (she/her): Some examples or one I will highlight just one particular example of a form of blended, course design, which really connects with this theme of ways to include more in-person assessment.

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00:16:22.250 --> 00:16:41.259
Natasha May (she/her): is a flipped or inverted classroom. And you may be using this, or you may know about it, but just in case, this is… the idea here is that direct instruction happens outside of the class, and application and higher order learning takes place inside of the class. So this might be a way to

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00:16:41.420 --> 00:16:51.710
Natasha May (she/her): either design a blended course or even an in-person course in thinking about how you use the class time most helpfully. So in particular, UMate

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00:16:51.860 --> 00:17:07.490
Natasha May (she/her): wish to include all of your assessments in person, but need more time for that delivery of the content, and so a flipped or inverted classroom may be an organization that you wish to use. I will also just highlight

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00:17:07.780 --> 00:17:21.060
Natasha May (she/her): That there's also a flipped learning approach, which is very similar to, has the same spirit of the flipped or inverted classroom. But it's a very specific teaching methodology which incorporates

94
00:17:21.160 --> 00:17:28.590
Natasha May (she/her): three or four, the flip pillars. So if you want to learn more about these kinds of

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00:17:29.280 --> 00:17:34.220
Natasha May (she/her): formats and methodologies. We will share a

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00:17:34.340 --> 00:17:44.049
Natasha May (she/her): evaluation at the end of the event, and would be happy to know, if there are more sessions that you would like concentrated on very specific.

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00:17:45.120 --> 00:17:51.179
Natasha May (she/her): modes or teaching strategies. And the reason that I'm actually sharing all of this.

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00:17:51.840 --> 00:18:05.969
Natasha May (she/her): is just to connect to this idea, but thinking

about how to incorporate more in-person assessment, in an in-person course. So, the issue you might be thinking about is.

99
00:18:06.390 --> 00:18:23.849
Natasha May (she/her): normally I have take-home assessments, I'm trying to make space in my in-person class for, in-person assessments. What can I do? And so this idea of flipping the classroom can also be a teaching strategy, so it doesn't have to be a full.

100
00:18:23.890 --> 00:18:38.309
Natasha May (she/her): mode of delivery, like the blended mode, but you might just consider flipping a class, a couple of classes, to make some space for having some in-person assessments. And those in-person assessments may be part of that

101
00:18:38.760 --> 00:18:54.590
Natasha May (she/her): collaboration, application, that higher-order learning that happens, and you might consider, doing some of that delivery, either through readings, videos, maybe record some lectures, and that just gives you additional in-class time.

102
00:18:54.760 --> 00:18:58.180
Natasha May (she/her): So that's… All I wanted to say.

103
00:18:58.360 --> 00:19:09.130
Natasha May (she/her): in relation to in-person classes with in-person assessment, and of course Celia will give us many more important and useful ideas in her session later this morning.

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00:19:10.130 --> 00:19:14.480
Natasha May (she/her): Now, thinking about incorporating more in-person assessments.

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00:19:14.780 --> 00:19:17.170
Natasha May (she/her): It is helpful to consider.

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00:19:17.280 --> 00:19:30.289
Natasha May (she/her): accessibility. So what do we need to consider in order to ensure that those changes that we make are accessible for students? As Mandy said, this is, you know, one of the main focuses of everything we do in teaching and learning.

107
00:19:31.030 --> 00:19:46.390
Natasha May (she/her): So, Angela from Student Accessibility Services, I should say Angela Lecomte because we have two Angelas presenting this afternoon, will focus on accessibility of assessments across modes, and she will help us to consider accessibility of assessments and courses.

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00:19:46.390 --> 00:19:51.930
Natasha May (she/her): She will share various accessibility needs of students at York and what we need to consider.

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00:19:52.150 --> 00:20:05.839
Natasha May (she/her): She will also offer us some ideas for the requirements that we have as instructors, particularly related to students with accommodation letters and thinking about how those implications might affect our decisions, as well as

110
00:20:06.150 --> 00:20:08.079
Natasha May (she/her): For students. So.

111
00:20:08.310 --> 00:20:13.460
Natasha May (she/her): Thinking about the implications of assessment decisions for students and instructors.

112
00:20:15.310 --> 00:20:33.010
Natasha May (she/her): Of course, from Student Accessibility Services, they can offer a variety of perspectives on accessibility, and particularly focused on accessibility for students with accommodation letters. But of course, there is other access needs, that we have been considering and will continue to

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00:20:33.010 --> 00:20:44.160
Natasha May (she/her): consider for students across our campuses, and thinking about flexibility. And of course, one of the reasons to have an online course is to offer that flexibility for our students.

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00:20:44.160 --> 00:20:55.739
Natasha May (she/her): who may be working full-time, be caretakers for family members, and a variety of other needs that they have, and the flexibility of an online course means that they can access

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00:20:55.960 --> 00:20:57.159
Natasha May (she/her): Our programs.

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00:20:57.580 --> 00:21:08.520
Natasha May (she/her): And so, the panel will offer different insights about how to maintain that flexibility. They will also offer some guidance.

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00:21:08.980 --> 00:21:18.339
Natasha May (she/her): If the ultimate decision is to change the mode of course delivery, and they will share both pedagogical as well as course and program design influences.

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00:21:19.050 --> 00:21:31.380
Natasha May (she/her): So hopefully that provides you a window into what you can expect from a couple of the sessions. And in thinking about this focus on ways to include more in-person assessment accessibly.

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00:21:33.210 --> 00:21:39.069
Natasha May (she/her): Many of you also are interested in academic integrity and how to foster and ensure academic integrity.

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00:21:39.070 --> 00:21:58.829
Natasha May (she/her): integrity. And so, Angela Clark, Associate Director of Program Development and Academic Integrity, will share, insights with us to help us with this topic, and may include how to communicate clear expectations to students, how to discuss academic integrity with students, how to educate students about academic integrity.

121
00:21:58.840 --> 00:22:05.540
Natasha May (she/her): And how to monitor and detect breaches in academic integrity. So that session is this afternoon, after lunch.

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00:22:07.580 --> 00:22:09.310
Natasha May (she/her): Another theme.

123
00:22:09.530 --> 00:22:18.210
Natasha May (she/her): or idea or takeaway you're hoping for, or our ideas for assessments across modes. I will start with the online assessments.

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00:22:18.210 --> 00:22:31.049
Natasha May (she/her): So Professor Alisha Salerno from Psychology will share her perspective and experience and expertise in online and online with campus-based assessment course design.

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00:22:31.050 --> 00:22:41.069
Natasha May (she/her): As well as share some ideas for Gen AI integrated, as well as Gen AI resistant assessments that she uses in her online and courses.

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00:22:42.710 --> 00:22:48.639
Natasha May (she/her): And then finally, what our next session upcoming right now is

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00:22:49.040 --> 00:23:05.020
Natasha May (she/her): connected to in-person and take-home assessment. So thinking in particular about process-oriented, approaches to assessment with our colleagues from the Writing Center and the Writing Department, Marlene Bernholtz Karin Ruddy and Dunja Baas.

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00:23:05.310 --> 00:23:07.769
Natasha May (she/her): So, thank you.

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00:23:08.650 --> 00:23:14.269
Natasha May (she/her): So much for to all of our presenters. And it will be a wonderful, wonderful day.

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00:23:15.010 --> 00:23:18.860
Natasha May (she/her): Finally, here is a look at

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00:23:18.940 --> 00:23:36.769
Natasha May (she/her): our schedule for today, so this morning, we have 3 sessions focused on, sort of, the different modes, then we'll have lunch break. After lunch, we will focus on accessibility and academic integrity. We'll take a break, and then conclude from 3 to 4 with the panel.

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00:23:38.210 --> 00:23:42.330
Natasha May (she/her): So thank you very much again. I will stop

sharing.

133
00:23:43.500 --> 00:23:46.989
Natasha May (she/her): and turn it over to Marlene Dunja and Karin.

134
00:24:00.030 --> 00:24:01.260
Marlene Bernholtz: Good morning.

135
00:24:01.450 --> 00:24:07.779
Marlene Bernholtz: Thank you for having us, Natasha. We're really excited to be here. Can you let me share my screen, please?

136
00:24:08.950 --> 00:24:11.099
Natasha May (she/her): You should be able to. Do let me know.

137
00:24:11.100 --> 00:24:14.450
Marlene Bernholtz: Okay, hold on, let me try again. Oh.

138
00:24:16.820 --> 00:24:19.529
Marlene Bernholtz: First shot at the motion.

139
00:24:19.950 --> 00:24:21.339
Marlene Bernholtz: Oh, just a minute.

140
00:24:22.420 --> 00:24:25.930
Marlene Bernholtz: Of course, I get hung up on this after all these years.

141
00:24:26.390 --> 00:24:27.459
Marlene Bernholtz: Share. There we go.

142
00:24:27.460 --> 00:24:27.850
Natasha May (she/her): Yay!

143
00:24:28.350 --> 00:24:29.410
Marlene Bernholtz: Just a minute.

144
00:24:36.980 --> 00:24:42.110

Marlene Bernholtz: Oh, that's… Yes.

145
00:24:42.480 --> 00:24:53.200
Marlene Bernholtz: Alright, so, hi, I'm Marlene Bertholz, I'm the Director of the Writing Center, and with me are Karin Ruddy and Dunja Baus, who are my partners in crime. We are the leadership team of the Writing Center.

146
00:24:53.340 --> 00:24:54.680
Marlene Bernholtz: And

147
00:24:54.870 --> 00:25:03.920
Marlene Bernholtz: We're here today to share with you, basically, the approach that we take in the Writing Center, because we… we find that this approach, to

148
00:25:04.200 --> 00:25:12.209
Marlene Bernholtz: writing that, that's embedded in the way that we teach in the Writing Center, basically can be applied

149
00:25:12.210 --> 00:25:26.840
Marlene Bernholtz: across disciplines, across courses, across faculties to help students manage their assignments in ways that make them much less reliant on AI and much less likely to go running to it for help.

150
00:25:26.840 --> 00:25:30.800
Marlene Bernholtz: So, I'm gonna do a plug right now, first.

151
00:25:30.940 --> 00:25:44.410
Marlene Bernholtz: that the Writing Center is here to help your students with their writing, but we're here to help you help your students with their writing in terms of the way that your assignments are designed, and the way that you walk your students through them.

152
00:25:44.720 --> 00:25:48.850
Marlene Bernholtz: In a process-based approach that we're going to introduce to you right now.

153
00:25:50.250 --> 00:26:00.759
Marlene Bernholtz: So, what we have found over our many, many years of

experience is that the biggest issue that students are facing, and that instructors also

154
00:26:01.220 --> 00:26:05.279
Marlene Bernholtz: Have to pace, or is this…

155
00:26:07.150 --> 00:26:10.639
Marlene Bernholtz: Is the, is the… what we call the…

156
00:26:11.090 --> 00:26:23.660
Marlene Bernholtz: expert-novice divide, and that was a term coined by Leckie in 1996, and what that is, is the difference between what instructors understand and expect because they are experienced scholars.

157
00:26:23.800 --> 00:26:35.079
Marlene Bernholtz: Because I've been in the business of scholarly writing for such a long time, and where the students are as novices in the process, who are only in the process of becoming.

158
00:26:35.140 --> 00:26:48.540
Marlene Bernholtz: academic writers. And because instructors already know what they want from assignments, often this is not made explicit to students. We… we are comfortable with the idea that

159
00:26:48.900 --> 00:27:02.429
Marlene Bernholtz: we need to have in-depth knowledge in our discipline, and we already have that. We know who the key players are, we know how to figure out who they are in the… in terms of the research, we understand how to work with

160
00:27:02.500 --> 00:27:09.670
Marlene Bernholtz: With research materials and how to find… move from one scholar to another, we understand

161
00:27:09.690 --> 00:27:22.270
Marlene Bernholtz: That writing and research are non-linear, that there's a lot of back and forth, and we're very comfortable with the idea of searching for answers. Whereas students coming, particularly in the early years out of high school, but even throughout their career.

162
00:27:22.270 --> 00:27:30.780
Marlene Bernholtz: tend to have limited exposure to the discipline and its conventions. Even though they are doing the work in the discipline, they don't understand how to look at it.

163
00:27:30.920 --> 00:27:51.349
Marlene Bernholtz: They're unfamiliar with citation trails and how to do research, and how to make the most of their research. They're very uncomfortable with ambiguity. They rely on linearity and on templates that have been successful for them in the past. And whether that success is large or small, they've gotten by with it, and so they… they are afraid.

164
00:27:51.350 --> 00:27:56.579
Marlene Bernholtz: To move out of their comfort zone, and that keeps them in a kind of box.

165
00:27:56.580 --> 00:28:02.069
Marlene Bernholtz: That is often frustrating for instructors, because we expect more from them.

166
00:28:02.790 --> 00:28:13.499
Marlene Bernholtz: The more that students feel inadequate and afraid, the more likely they are to turn to other kinds of applications for help.

167
00:28:14.120 --> 00:28:23.450
Marlene Bernholtz: And in the past, that might have been plagiarism. It might have been copy and pasting from the Internet. Now it's Gen AI. It's all it's it's been this way for a very like, forever.

168
00:28:23.710 --> 00:28:42.220
Marlene Bernholtz: So one of the things that is really important to make explicit to students is the idea that writing at the university level in academia is entering into a conversation with others. That academic writing in particular calls upon writers not simply to express their own ideas.

169
00:28:42.220 --> 00:28:45.340
Marlene Bernholtz: But to do so as a response to what others have said.

170
00:28:46.270 --> 00:29:03.610
Marlene Bernholtz: This is incredibly important to help students understand why they're doing research and how they're meant to look at the sources they're working with. They're used to just looking at information and saying, this is what it says, now I'll tell you what it says, and maybe they'll give you some comment on it, but that's about it.

171
00:29:03.930 --> 00:29:15.489
Marlene Bernholtz: The idea that scholars are talking to each other, that when they're doing research, they're meant to be looking for patterns in the ideas, to understand how scholars respond to each other, how… when they look at

172
00:29:15.840 --> 00:29:24.780
Marlene Bernholtz: their research, they are meant to respond to that and to find a perspective on it isn't clear to them.

173
00:29:24.970 --> 00:29:36.260
Marlene Bernholtz: They think that they're out to find an answer, they found an answer, now I'm going to tell you what it said, and that's it. So, in order to make the assignments meaningful to students, it's really important to

174
00:29:36.450 --> 00:29:41.770
Marlene Bernholtz: To overtly, in class, And possibly within the assignment.

175
00:29:41.930 --> 00:29:56.510
Marlene Bernholtz: bring out to them, help them find ways to think about why the topic that they're exploring in this discipline, in this course, matters. Why does it matter to what we're doing, what we've been talking about in the last 6, 12…

176
00:29:57.400 --> 00:30:01.130
Marlene Bernholtz: 20, 20 weeks, wherever we are in the course.

177
00:30:01.420 --> 00:30:12.129
Marlene Bernholtz: Why does it matter now, in 2026, with all of the things that are going on politically, economically, and socially? And why does it matter to me, to the student?

178
00:30:12.230 --> 00:30:24.839
Marlene Bernholtz: How does it affect their life? Why should they care? In what way, are the things that they are talking about and writing about in the course and with this assignment going to help them change the way that they look at the world?

179
00:30:24.940 --> 00:30:29.579
Marlene Bernholtz: Which is the whole point of being at university, to have a different way of seeing things.

180
00:30:31.330 --> 00:30:40.319
Marlene Bernholtz: So when we are creating assignments, whether they are online or in person, the idea is to make sure that the, that the design

181
00:30:40.640 --> 00:30:44.289
Marlene Bernholtz: of the assignment and the writing of the assignment are working together.

182
00:30:44.580 --> 00:30:59.270
Marlene Bernholtz: That the key to effective assessment lies in the effective assignment design. And that means spending time on thinking about what is it we're trying to accomplish with this assignment? What is it we want the student to learn?

183
00:30:59.270 --> 00:31:06.759
Marlene Bernholtz: And how does it relate to what they have learned in the class? How can we make that clear to them? Can we talk about it in class?

184
00:31:06.760 --> 00:31:18.199
Marlene Bernholtz: Can we show them, by, say, bolding or highlighting or hyperlinking some keywords in the assignment to say, this is… this is something that we talked about before, let's see how it works here.

185
00:31:18.530 --> 00:31:33.400
Marlene Bernholtz: Can we figure out the best way to present the assignment so that these connections are very clear to the student, so that they understand the process they have to go through? Can we talk about that in class? Can we say, for this part of the assignment, here are some things you'll need to do?

186
00:31:34.530 --> 00:31:54.220
Marlene Bernholtz: Can we show them the disciplinary conventions that are available by looking at course readings, or by talking through how we write, or by pointing out certain features in the… in what the assignment is asking them to do, or in… In the, course readings that they're doing already.

187
00:31:54.710 --> 00:31:55.980
Marlene Bernholtz: in your class.

188
00:31:56.660 --> 00:32:12.219
Marlene Bernholtz: How can we use our tutorial time to help make the implicit expectations of our assignment clear to the student? Can we break it down? Can we workshop it? How can we explain it in the assignment?

189
00:32:13.020 --> 00:32:14.110
Marlene Bernholtz: So that…

190
00:32:15.150 --> 00:32:29.950
Marlene Bernholtz: what the assignment presents to the student very clearly leads them toward creating the kind of product that you are looking for, and ideally some kind of stage or or

191
00:32:30.090 --> 00:32:31.839
Marlene Bernholtz: clearly outlined form.

192
00:32:33.370 --> 00:32:36.970
Marlene Bernholtz: So, the 3 key components that have to be…

193
00:32:37.180 --> 00:32:42.349
Marlene Bernholtz: clear to the student. And again, that we can make over to the student is

194
00:32:42.500 --> 00:32:47.519
Marlene Bernholtz: what the key concepts are and how they relate to what we talked about during the class.

195
00:32:48.660 --> 00:32:56.709
Marlene Bernholtz: We can make sure that they understand where the

limitations of the assignment are, and how far they are meant to take it.

196
00:32:56.880 --> 00:33:05.009
Marlene Bernholtz: We have to make sure that when we assign the task, when we talk about what they are meant to do, that we are using very clear and specific verbs.

197
00:33:05.660 --> 00:33:20.999
Marlene Bernholtz: For example, one that we see very often in the Writing Center is a word like discuss. Discuss to a student means just talk about it. Discuss to the university means analyze it, explore it, consider it.

198
00:33:21.460 --> 00:33:22.720
Marlene Bernholtz: revisit it.

199
00:33:23.280 --> 00:33:40.000
Marlene Bernholtz: integrate it. These are completely different ideas for students, and although you may not be able to write all of that into your assignment, nor is that necessarily desirable, talking about it in class and helping students understand what that means is incredibly important.

200
00:33:40.710 --> 00:33:54.899
Marlene Bernholtz: And to make sure that the way that we have framed the task in the assignment will help drive the structure so that students can see, if you have asked for a comparison, that they understand what that means and how it's meant to be presented to them.

201
00:33:54.980 --> 00:34:10.379
Marlene Bernholtz: Why are they comparing? What is the purpose of doing this? So that they understand, are they supposed to arrive at a position of one thing's better than another, or are they talking about how they're different, and what the significance of that difference is? And that word significance can be very important.

202
00:34:10.639 --> 00:34:30.339
Marlene Bernholtz: The technicalities of the assignment have to be laid out very clearly, and often we see that instructors tend to spend a huge amount of time on the technicalities, especially at the beginning of the assignment, where they talk about it has to be, like, it has to be this long, and it has to be in APA format, and you have

to do this, and you have to do that.

203
00:34:30.520 --> 00:34:37.659
Marlene Bernholtz: So that by the time we… the topic is even in… even, breached.

204
00:34:37.679 --> 00:34:46.550
Marlene Bernholtz: Students are lost in a terrible fear of, oh my god, look at all this stuff I have to do. So let's try and gather that up.

205
00:34:46.550 --> 00:35:02.690
Marlene Bernholtz: Put it at the end of the assignment and feature what are they supposed to be thinking about and doing in this assignment, rather than what is this monolithic thing of timelines and dates. And what we suggest often is to put that maybe into the form of a checklist or a chart.

206
00:35:02.930 --> 00:35:10.160
Marlene Bernholtz: That makes it very easy for the student to manage, and then to check off at the end to see, have they done all the things that they need to do?

207
00:35:10.360 --> 00:35:19.799
Marlene Bernholtz: To make sure that the assignment is in the form that is, most aligned with what you expect, and what the conventions of the discipline are.

208
00:35:20.480 --> 00:35:28.689
Marlene Bernholtz: And the last thing that is really important to help students understand is this process of joining into the conversation is incredibly messy.

209
00:35:28.770 --> 00:35:43.400
Marlene Bernholtz: There is a lot of back and forth, there is a… they need a lot of time, so when you give your due date, you might also indicate how many weeks does that give them, and in class, possibly in a tutorial if you're lucky enough to have that.

210
00:35:43.890 --> 00:35:45.719
Marlene Bernholtz: Talk to them about how to…

211

00:35:45.790 --> 00:35:54.400
Marlene Bernholtz: How to stage out their, their assignment creation so that there are benchmarks and, and, and.

212
00:35:54.400 --> 00:36:13.870
Marlene Bernholtz: smaller deadlines they're trying to reach, and you can even build them in with peer review, which my colleagues will be talking about soon. So, making them understand that not… that having to go back and forth doesn't make them bad writers, doesn't make them inadequate students. It makes them good writers. That's what we all do, that that's normal.

213
00:36:14.200 --> 00:36:27.890
Marlene Bernholtz: Because what they think is that a good writer can sit down and write beautifully on the first go, and that's all there is to it. And if they have to do anything more than that, they must be having some terrible problem.

214
00:36:28.140 --> 00:36:42.589
Marlene Bernholtz: So, normalizing the process of confusion, of distress, of back-and-forthness, and how valuable that is to the process is something that we can very easily talk about in class with our students.

215
00:36:43.260 --> 00:36:49.599
Marlene Bernholtz: So I'm going to turn that over now to Karin, who's going to talk to us about building process into your formative assessment.

216
00:36:50.290 --> 00:36:50.970
Karen Ruddy (she/her): Great.

217
00:36:51.840 --> 00:37:15.799
Karen Ruddy (she/her): Thank you, Marlene. So I just want to take up Marlene's idea here that she introduced at the beginning of the presentation, that when students join us from high school, typically they come with a set of understandings about what writing involves, and students who have been successful in high school typically, form what's… what scholars in writing studies talk about as boundary guarding.

218
00:37:15.800 --> 00:37:34.370
Karen Ruddy (she/her): identities, that the writing worked for them in

the past, so it's very difficult for them to let go of that kind of successful approach they had in high school and try out something new. In comparison to students who maybe did not have the success in high school, they tend to be more willing to cross some of those boundaries and to take risks.

219
00:37:34.370 --> 00:37:59.280
Karen Ruddy (she/her): So I wanted to kind of present an idea of formative assessments as offering us opportunities, whether we're course directors, or I know sometimes TAs are joining us in these sessions, to think through how we can help students shift from what Elizabeth Wardle calls a problem-solving or an answer-seeking type of behavior to more inquiry-driven, problem-exploring type of thinking that we're looking for.

220
00:37:59.280 --> 00:38:00.450
Karen Ruddy (she/her): in our courses.

221
00:38:00.450 --> 00:38:23.899
Karen Ruddy (she/her): So one way we can do that is by embedding either in-class activities or outside class reflective activities that are low stakes, they can be graded or ungraded. We can think about one-minute papers, or think-pair-share activities, or journals that students might keep about their writing process that will help them engage in this type of reiterative

222
00:38:23.950 --> 00:38:48.519
Karen Ruddy (she/her): recursive process that Marlene just outlined in terms of the writing process. So I'm going to be drawing in particular on Kara Taxax and Leanne Robertson's work on writing for transfer and thinking about writing transfer, where they talk about reiterative reflection as building self-monitoring of learning and the metacognitive awareness of the writing situation that students are in.

223
00:38:49.010 --> 00:39:02.519
Karen Ruddy (she/her): One thing that Writing Studies has pointed out over the last decade is that typically within, regular popular discourse on writing, there's an idea of writing as a transferable skill.

224
00:39:02.530 --> 00:39:24.910
Karen Ruddy (she/her): And in actuality, transfer actually takes a lot of practice. It takes time for students to learn how to do it. One of the challenges of university is taking what they know from one context

and bringing it to a new context and becoming more aware of that change that happens as they move from different disciplines, different courses, different instructors.

225
00:39:25.010 --> 00:39:40.269
Karen Ruddy (she/her): So this reader reflection is meant to build in that awareness of transfer, some of the challenges that happen with it, as well as building in an awareness of how writing for the process can help students ultimately develop a better product at the end.

226
00:39:40.690 --> 00:39:51.829
Karen Ruddy (she/her): So I want to share then some opportunities for thinking about formative assessment that allows for revision, greater risk-taking, and more self-assessment of the student's growth.

227
00:39:52.080 --> 00:39:55.950
Karen Ruddy (she/her): And so here I'm gonna share, oh, Marlene, if you can go to the next slide.

228
00:39:57.200 --> 00:39:57.860
Karen Ruddy (she/her): Okay.

229
00:39:58.050 --> 00:40:08.160
Karen Ruddy (she/her): a template, a schema, that TACSAC and Robertson developed for thinking about the kinds of reflections and the kind of reflective activities

230
00:40:08.160 --> 00:40:25.429
Karen Ruddy (she/her): that we might build into formative assessment. Once again, these might happen in tutorials, in class, they might happen outside class, but they're all meant to help students think from this kind of 360-degree perspective of their writing in all different kind of ways.

231
00:40:25.430 --> 00:40:33.929
Karen Ruddy (she/her): So they they kind of think about reflections of looking backwards, looking inward, looking forward, and looking outward.

232
00:40:34.360 --> 00:40:59.339
Karen Ruddy (she/her): So for looking backward is really about asking students to think about their prior experiences of writing, their

previous knowledge of writing, to maybe start off in a writing in a class with a writing assignment, thinking about what was their past process, what is their relationship to writing. More and more in writing studies, we're focusing on the affective or the emotional responses to writing, which can be

233
00:40:59.340 --> 00:41:08.940
Karen Ruddy (she/her): helpful for students to think about, because they often bring a lot of anxiety or trepidation to writing, which actually blocks them from trying new things.

234
00:41:09.450 --> 00:41:25.560
Karen Ruddy (she/her): Looking inward, they refer to it as thinking about the current situation that the student is in, as Marlene was pointing out. What is the topic? What's the task? What are the technicalities? We can think about what is the genre of the writing the student is being asked to engage in.

235
00:41:25.560 --> 00:41:32.659
Karen Ruddy (she/her): Who is the audience? What is the urgency or the rhetorical situation? Why are they writing about it? Why does it matter?

236
00:41:32.890 --> 00:41:55.670
Karen Ruddy (she/her): One thing that maybe Dunja might reflect… talk about is reflecting on models of writing in the discipline. This is something that Marlene and Dunja have really developed in terms of our pedagogy, of thinking how models of writing can, in the discipline, can provide students with a way to reflect on the unique conventions of each discipline and the moves that writers use within the discipline.

237
00:41:55.670 --> 00:41:56.250
Karen Ruddy (she/her): Okay.

238
00:41:56.250 --> 00:42:09.880
Karen Ruddy (she/her): And also offering opportunities to reflect on their choices as a writer, their decisions they've made, what to include or not to include, what changes to make, and the uncertainty that they might be having in the writing process.

239
00:42:10.010 --> 00:42:24.140
Karen Ruddy (she/her): Then with looking forward, we can think about

connecting what we've learned in one assignment to the next assignment in our classes, giving students that opportunity to reflect on what changes, how different assignments might call for a different process.

240
00:42:24.280 --> 00:42:34.210
Karen Ruddy (she/her): And also giving students an opportunity to reflect on summative assessment so that they can define for themselves areas of improvement or growth.

241
00:42:34.530 --> 00:42:42.750
Karen Ruddy (she/her): And then lastly, we can think about looking outward as reflecting on how students are developing a new sense of identity within your course.

242
00:42:42.960 --> 00:42:58.160
Karen Ruddy (she/her): What sense of themselves as a writer has changed with each project? What experience most shapes their experience as a writer, and how might they apply what they've learned in your course to other types of writing situations that they might encounter?

243
00:43:00.100 --> 00:43:02.119
Karen Ruddy (she/her): So we'll go to the next slide.

244
00:43:02.270 --> 00:43:03.260
Karen Ruddy (she/her): Marlene

245
00:43:05.210 --> 00:43:28.980
Karen Ruddy (she/her): And then I just wanted to take a moment to reflect on building process into summative assessment. And the main thing I think that, you know, our work in the Writing Center has shown us is that when students receive summative assessment, or when they think about being graded, they often assume that what professors are focusing on is kind of perfection in grammar and sentence structure.

246
00:43:29.010 --> 00:43:52.419
Karen Ruddy (she/her): Whereas, really, what we are… what we tend to be focusing on as professors is the analysis, argument, thinking that's being shown in the assignment. So, one way to make that clear to students is to be developing criteria, whether it's a grading rubric or some other criteria you're sharing with students, that shows that hierarchy of criteria, of what's most important to you as an instructor.

247
00:43:52.420 --> 00:44:06.420
Karen Ruddy (she/her): So if we put grammar and punctuation up at the top, that's going to tell students that's the most important part, where really, what we find in working with students is that unclear writing is often just a reflection of unclear thinking.

248
00:44:06.420 --> 00:44:20.099
Karen Ruddy (she/her): Students have not been able to yet find the wording or be able to work through the idea, and so we're seeing… what we're seeing as quote-unquote grammar errors or census-level errors might actually just be the student's attempt to try out

249
00:44:20.130 --> 00:44:44.859
Karen Ruddy (she/her): theorizing for the first time, to try using concepts and applying them for the first time. And so, what we want to focus on in the assessment, then, is giving students that feedback on analysis, argument, and organization. Building these kind of scaffolded assignments or reflections into the summative assessment, whether those might be small grades that go towards the reflections or the process-based assignments.

250
00:44:45.050 --> 00:44:51.069
Karen Ruddy (she/her): Or whether students might get a deduction, let's say, if they don't participate in the reflections on their final project.

251
00:44:51.230 --> 00:45:14.020
Karen Ruddy (she/her): And then one thing that I like to do with my class as well is engage in a co-creation of the grading rubric, so that students kind of can see for themselves what are the criteria that we're developing as a class as we've gone through this process, what has stood out to them as the most important. And then as the instructor, you can sort of add, reshape, refine that, so the students can come to see

252
00:45:14.020 --> 00:45:17.350
Karen Ruddy (she/her): The… and make it more explicit how they're being assessed.

253
00:45:17.920 --> 00:45:25.639
Karen Ruddy (she/her): And with that in mind, I'm going to turn it over to Dunja, who's going to talk about one way of creating that type

of review session.

254
00:45:26.230 --> 00:45:38.859
Dunja Baus: Thanks so much, Karin. Thanks also, Marlene. I hope to make a small extension of some of the points, already made, by bringing together, Helen Sword and Roland Bart to emphasize the prepositions.

255
00:45:38.860 --> 00:45:59.890
Dunja Baus: with and beside today. As professors, we are always with and beside the writing and in a teaching context that gives us an opportunity to think with and beside our students, with intention, purpose, readerly and writerly caretaking that come with thinking about how to be, or sorry, how to better care.

256
00:46:00.300 --> 00:46:25.290
Dunja Baus: for our students, for ourselves, and of course each other in the context of assessments and modes and spaces of delivery, right? We're always writing and thinking and collaborating with and beside texts, students, colleagues, and as we do so, we have the unique opportunity to consider how these constellations of care that are always and already inside of community give us a way to gather and draw from and use our collective

257
00:46:25.290 --> 00:46:36.020
Dunja Baus: intellectual and emotional knowledge, our diverse ways of knowing, teaching, learning, and assessing, to invest more deeply, more uniquely in an ethic of care.

258
00:46:36.020 --> 00:46:53.290
Dunja Baus: of careful assessment that dwells in generosity, really, when it comes to supporting writers and offering feedback. When I think about care or caretaking, I think about what it means to mentor our students, what it means to give and model feedback when we are beside their writing.

259
00:46:53.440 --> 00:47:11.710
Dunja Baus: There continues to be, however, as Karin alluded to and brought up, this double bind between the anxiety of the standard and a desire for proficiency. This bind, of course, comes from the internalized biases and or oppressions that many of us have internalized.

260

00:47:11.710 --> 00:47:30.349
Dunja Baus: When it comes to feedback in acts of mentorship, I often wonder, you know, what compels us to follow one set of practices over another, and how do these practices, these acts of languaging in assessment, work to affect, or dismiss, or inspire, or generate acts of writing development?

261
00:47:30.350 --> 00:47:36.839
Dunja Baus: What is our obsession with correctness, or the so-called right answer, and where really is it coming from?

262
00:47:36.970 --> 00:47:56.049
Dunja Baus: So, we want to remember, then, that standard academic English is no one's mother tongue, right? And that's Peter Elbow. We all have to learn this peculiar dialect of power, and by all, I mean native speakers, multilingual students, Indigenous students alike. We all have to learn it, and so we must take care to keep in mind

263
00:47:56.310 --> 00:48:03.050
Dunja Baus: To keep this in mind as we mentor and support our students who come from diverse backgrounds and neurodiversities.

264
00:48:03.180 --> 00:48:26.310
Dunja Baus: Remember, too, that in our classrooms, and in the Writing Center, too, our students often express anxiety, apprehension, and hypervigilance in relation to conventions of academic English writing that they don't fully understand, that make absolutely no sense to them, but that they nevertheless feel compelled to comply with, unreflectively, to follow the dead letter of the law.

265
00:48:26.310 --> 00:48:46.839
Dunja Baus: of standard written English and its prescriptive commandments that hold this peculiar power. So, you know, I'm suggesting that we not focus on what needs to be corrected, but to look instead, and with care, at the students' rhetorical activities on the page, right? Notice what the literate resources are, rather than how they are used.

266
00:48:47.450 --> 00:49:01.540
Dunja Baus: We know that we should approach student writing as a site of agency, a site of living pedagogy, maybe even a site of gate-breaking, right? And process theorists argue that writing is inventio, a process of discovery.

267
00:49:01.540 --> 00:49:25.920
Dunja Baus: Reading too, though, in our view, provides a privileged opportunity to shape university-level students' ability to systematically search for arguments, learn to recognize rhetorical moves, and engage in transactional forms of inquiry with text. So, contrary to the notion that reading pedagogy in university is remedial and only applicable to basic writers or multilingual students.

268
00:49:25.940 --> 00:49:41.740
Dunja Baus: We approach reading and writing, as Marlene and Karin have already shared with us, we approach reading and writing as a recursive and mutually influencing process of composition that promotes moving between reading and writing, rather than from reading and writing.

269
00:49:41.740 --> 00:50:03.569
Dunja Baus: Okay, so we want to think about reading and writing as a process that takes the student from an emerging literacy to a generative literacy, right? This way, maybe we can think about error as having inventive potential. Maybe it's a way of fostering belonging for all our students, all learners trying to appropriate or be appropriated by standard academic English.

270
00:50:03.880 --> 00:50:27.120
Dunja Baus: And so, care for student writing is also about a shift away from the gatekeeping and error diagnosis and toward an aesthetic engagement with student textual production, right? So this aesthetic orientation may help position students as Agentic writers capable of appropriating, of using, and inflecting the rhetorical, grammatical, and lexical constraints

271
00:50:27.120 --> 00:50:28.010
Dunja Baus: I've written

272
00:50:28.270 --> 00:50:53.260
Dunja Baus: of written English. And this way, perhaps, we can propose an expanded repertoire of reading positions available to the professor, where we might showcase reading frameworks and strategies, such as reading with, reading beside, reading among, or reading intention, and reading aporetically, right? And we can do this through guided peer review of processes, whether

273
00:50:53.260 --> 00:50:59.530
Dunja Baus: Whether, you know, whether you're doing this online or

through in-person delivery.

274
00:50:59.710 --> 00:51:15.329
Dunja Baus: In my own experience, I find it productive to put the students, too, right, with and beside the writing, with and beside the drafts of their peers by scaffolding assignments that incorporate a guided peer review, right? And this, in turn, makes assessment

275
00:51:15.330 --> 00:51:33.469
Dunja Baus: a little easier for the professor, right? So put the students beside the drafts of their peers and show them how to critically and aesthetically assess their peers' work using guided questions and assessment prompts, assessment language that ultimately they will internalize, right? They absorb this stuff.

276
00:51:33.470 --> 00:51:49.070
Dunja Baus: in a way that allows them, encourages them even, to assess themselves and their own writing and reading practices, right? We are… we're readers first, and reading teaches us to write, and to bring back Helen's sword when we write and read.

277
00:51:49.070 --> 00:52:01.349
Dunja Baus: Among others, we create a community of writers and readers. And if we can create a community of careful writers and readers in our classrooms, we will have achieved much in the context of assessment.

278
00:52:01.350 --> 00:52:07.000
Dunja Baus: So, the following templates, I've got a couple of slides there, templates for guided peer review.

279
00:52:07.180 --> 00:52:26.479
Dunja Baus: and assessment prompts that not only help students look for what we, too, are looking for when we assess writing, but they're templates that give students a specific language of writing and editing in the academic context, right? Language that we ourselves, as I said, use when we are in the process of assessment.

280
00:52:26.680 --> 00:52:48.599
Dunja Baus: And I want you to notice how the prompts help guide them critically and aesthetically through a draft, not only by showing them specifically what to look for in a draft, but by showing them how to expertly and generously offer specific feedback that contributes to,

and as I said earlier, perhaps eases our own assessment practices. I, in…

281
00:52:48.600 --> 00:53:12.529
Dunja Baus: in respect to time, I'm not going to go through all of them, but please know that they are here for your perusal and use. I use these all the time, and it just gives the students so much more language and ways of thinking as they are reading each other's work. And again, as I said, they totally internalize this, and it becomes this kind of rubric for when they are doing their own

282
00:53:12.530 --> 00:53:18.259
Dunja Baus: or revising their own drafts, they're in this. They're in this. And so…

283
00:53:18.570 --> 00:53:27.420
Dunja Baus: Ultimately, through such scaffolding, and I do this with every assignment, through such scaffolding and modeling practices.

284
00:53:27.420 --> 00:53:43.540
Dunja Baus: we become, in a sense, witness to our students' writing process, right? Their struggles, their anxieties, their silences, their drafts, which are their own small acts of intellectual and emotional labor, right? It's not… it's not a small thing.

285
00:53:43.540 --> 00:54:02.870
Dunja Baus: To care for our students, appears words on the page or the screen, to care for sentences and developing ideas filled with apprehension and anxiety as students move toward and approach academic literacy with us, and in our care, in our care-centered witness and

286
00:54:02.870 --> 00:54:03.690
Dunja Baus: Witness.

287
00:54:05.360 --> 00:54:08.060
Dunja Baus: And that's that's that's me.

288
00:54:10.420 --> 00:54:14.040
Dunja Baus: Thanks again, Karin and Marlene, for for setting me up so beautifully.

289

00:54:14.560 --> 00:54:22.820
Marlene Bernholtz: Thank you, Dunja. And Dunja's last slide here actually is an excellent, Set of…

290
00:54:22.980 --> 00:54:37.250
Marlene Bernholtz: templates to use when we're giving feedback that focus on what the student is saying, rather than on exactly how they're saying it. And this takes us into what Karin was talking about in moving away from correcting

291
00:54:37.250 --> 00:54:49.710
Marlene Bernholtz: to responding to the student's writing, and that can be incredibly helpful to them in understanding what they need to do, either to improve this draft, or to improve the next assignment. And again, to talk… and even to talk about

292
00:54:49.810 --> 00:54:54.299
Marlene Bernholtz: Writing and the assignment in these terms in our classes.

293
00:54:54.570 --> 00:55:04.510
Marlene Bernholtz: So, to sum up, basically, what we'd like to, remind you is that, Is it assessing?

294
00:55:05.140 --> 00:55:06.640
Marlene Bernholtz: Sorry.

295
00:55:06.750 --> 00:55:07.550
Marlene Bernholtz: That's…

296
00:55:09.080 --> 00:55:21.090
Marlene Bernholtz: all of my bars are all over everything. That assessment… that we need to assess our own assessment practices, never mind assessing students. And what we have to be considering is, is our… our assessments

297
00:55:21.200 --> 00:55:37.630
Marlene Bernholtz: actually, assessing the thing that we want to assess? Are we focusing on the grammar and on the structure and on the technicalities, or are we focusing on the ideas and the strategies and the

298
00:55:37.630 --> 00:55:45.550
Marlene Bernholtz: The connections that the students are able to make in terms of the course material, the assignment they're asked to do, and again.

299
00:55:45.910 --> 00:55:53.119
Marlene Bernholtz: Are we seeing a new perspective in their thinking? Are they growing, in other words, in the way that they look at the world?

300
00:55:53.210 --> 00:56:06.179
Marlene Bernholtz: Is it consequential? Does it matter? Does the assessment achieve its desired effect on the student? Is a student learning, or is a student creating something that they think will make you happy? And they're not the same thing at all.

301
00:56:06.480 --> 00:56:16.060
Marlene Bernholtz: So Authentic Assessment can, when it's done right, stimulate the development of professional competencies to help the novice student

302
00:56:16.080 --> 00:56:26.780
Marlene Bernholtz: start to move toward the more expert position, which, as we all know, takes years and years and years, and for some of us, more years. For me, God, how that's still happening.

303
00:56:26.840 --> 00:56:46.219
Marlene Bernholtz: And, will the assessment increase students' motivation to learn as they recognize the relevance and usefulness of the experience in their lives? Do they get excited about doing this assignment? Were they happy? Do they feel they accomplished something, that they learned something, and that no matter what the grade is, that… that they've grown.

304
00:56:46.400 --> 00:57:04.750
Marlene Bernholtz: And that's the best that we can hope for with our assessments, whether we do them in person or they're done at home. If this is the way we're doing the assessments, we are more likely to see our students strive to complete them on their own because they feel the value of them, and less likely to rely on externals

305
00:57:04.750 --> 00:57:07.369

Marlene Bernholtz: like AI or any other.

306
00:57:07.420 --> 00:57:10.070
Marlene Bernholtz: form of… Oh.

307
00:57:10.270 --> 00:57:13.659
Marlene Bernholtz: of… of… I don't know what to call it.

308
00:57:14.870 --> 00:57:23.679
Marlene Bernholtz: ease to make their lives easier. So that's it for us. Oh, yeah, and come to the right and send your students to the writing center.

309
00:57:24.840 --> 00:57:28.509
Marlene Bernholtz: I can't… Stuck in something here, sorry.

310
00:57:29.420 --> 00:57:50.349
Marlene Bernholtz: And don't forget to send your students to the Writing Center for help, because we love to see them. We're not a substitute for you, but we are a supplement to you, and we are there for you as well, so you can also make appointments to talk to us, about your assignment design, your teaching, or anything else you want to talk about. We are… we're partners with the Teaching Commons to help as we're…

311
00:57:50.350 --> 00:57:52.430
Marlene Bernholtz: Maybe not the same way they do, but…

312
00:57:52.430 --> 00:57:56.440
Marlene Bernholtz: We hope as much as they do. And also we're giving you some sources. So there you go. Bye.

313
00:57:57.810 --> 00:58:02.870
Natasha May (she/her): Thank you all so much. I I have to say that this collaboration.

314
00:58:02.870 --> 00:58:22.559
Natasha May (she/her): has been wonderful, and we'll continue to collaborate forever. Thank you all so much for being here. I have learned a lot from… as a math instructor, everything that you said connected with what I'm hoping to do, and gave me some good tips, and

so I'm sure that everyone else.

315
00:58:22.590 --> 00:58:28.829
Natasha May (she/her): Really appreciated and learned from your session as well. Thank you all so much. Thank you so much. To you.

316
00:58:28.830 --> 00:58:29.929
Marlene Bernholtz: Thank you for having us.

317
00:58:30.090 --> 00:58:31.030
Natasha May (she/her): And yes.

318
00:58:31.580 --> 00:58:37.120
Natasha May (she/her): Reach out. Go to them. Send your students there. Yeah.

319
00:58:37.800 --> 00:58:46.089
Natasha May (she/her): Wonderful. All right, so we'll take a 15-minute break, until about 10.45. We'll get started again. Thank you very much.

320
00:59:02.260 --> 00:59:03.050
Celia Popovic: Sure.

321
00:59:05.410 --> 00:59:10.380
Celia Popovic: Okay, oops, we'll end this. We'll just go to the last instead of the first.

322
00:59:10.960 --> 00:59:12.320
Celia Popovic: Excuse me, sorry.

323
00:59:12.610 --> 00:59:14.220
Celia Popovic: Oh, what's happening here?

324
00:59:14.550 --> 00:59:16.350
Celia Popovic: Oh, let's do this again.

325
00:59:17.550 --> 00:59:18.450
Celia Popovic: Eek!

326
00:59:18.870 --> 00:59:20.590
Celia Popovic: Sorry, I've completely messed up there.

327
00:59:22.850 --> 00:59:25.310
Celia Popovic: I'm on sabbatical. I've obviously forgotten how to do everything.

328
00:59:26.950 --> 00:59:28.420
Celia Popovic: There we go. Right.

329
00:59:28.680 --> 00:59:32.480
Celia Popovic: Sorry, everybody, and I'm also in the wrong place.

330
00:59:34.340 --> 00:59:35.160
Celia Popovic: Right.

331
00:59:35.600 --> 00:59:37.310
Celia Popovic: Is this way to go back to the beginning?

332
00:59:37.620 --> 00:59:43.809
Celia Popovic: Okay, so Yeah. So as a number of people have already mentioned.

333
00:59:43.830 --> 00:59:57.759
Celia Popovic: I was part of the working group that Alisha and Natasha and Mandy were also on. So I'm going to be referring to some of that. But not. That's not the main, the main part. So what I was asked to talk about is

334
00:59:57.760 --> 01:00:08.649
Celia Popovic: Blended course design, when you have a blended course, so make that assumption that you are teaching both online and in person in a particular course, how do you decide on the mode of assessment? So that's kind of my focus.

335
01:00:08.980 --> 01:00:13.250
Celia Popovic: But in doing that, I just, I feel that we sort of need to start,

336
01:00:14.080 --> 01:00:27.429
Celia Popovic: it's a good idea to start from the basics and think about assessment through the lens of what we're trying to assess and why, which I know others have said, but I'm hoping I can provide you with a model that might be helpful in doing that, or revisiting that.

337
01:00:27.580 --> 01:00:38.780
Celia Popovic: So, when we're teaching online, excuse me, when we're teaching in a blended course, we're the same person, the same teacher, but we've got different tools available to us, obviously, whether it's in person or online.

338
01:00:39.010 --> 01:00:51.050
Celia Popovic: And typically what we tend to do, or I do, anyway, I'm assuming I'm like most people. I don't necessarily start from the point of what assessment am I going to use? And maybe I should.

339
01:00:51.340 --> 01:00:59.719
Celia Popovic: What I tend to do is think I've got 12 weeks ahead of me. I've got 3 h of contact time. Some of that's in person. Some of it's online. What's going to be the best way to

340
01:00:59.890 --> 01:01:09.299
Celia Popovic: structured course around those parameters. And, by the way, I've got some assessments. How am I going to incorporate those? Or maybe maybe that's not the starting point.

341
01:01:09.980 --> 01:01:24.949
Celia Popovic: So I've come across this model from Monash. I think that's how you say it, Monash University in Australia. They're not the only people that got this guidance on ways of performing assessment, but I particularly like this one because it's quite simple.

342
01:01:25.120 --> 01:01:30.180
Celia Popovic: Superficially, it appears quite a simple six-state… state… six-state…

343
01:01:30.280 --> 01:01:40.609
Celia Popovic: Six steps to consider your assessment. But of course, you know, so many good theories appear simple, actually, summarising rather more complex things.

344
01:01:40.730 --> 01:01:49.150
Celia Popovic: But before I start going through that, I wondered. I'd like to get a little bit of interaction, and I want I've been on an

345
01:01:49.290 --> 01:02:08.349
Celia Popovic: on ISW2. So I want some interaction. Could you… I'll just come out of the, I'll come out of sharing in a moment and ask you to tell me in the chat, just broadly speaking, when you're designing your assessment, what is it that you want your students to achieve? What is it that you're aiming at?

346
01:02:08.460 --> 01:02:09.800
Celia Popovic: So it might be,

347
01:02:11.140 --> 01:02:14.709
Celia Popovic: That could be one word answer. It might be a few more than one word.

348
01:02:20.030 --> 01:02:23.709
Celia Popovic: Any ideas? What is it that you're hoping to achieve? Why are you doing it?

349
01:02:28.910 --> 01:02:40.069
Celia Popovic: Great, lovely. Practical skills for the job. So you're thinking ahead to how they're going to use the learning of, not just within the course. Support their learning, not necessarily to assign a grade. Learn skills, yeah.

350
01:02:41.710 --> 01:02:51.140
Celia Popovic: Okay, well, I think a lot of this is going to be context dependent and context, both in terms of what we're teaching, but also who we're teaching.

351
01:02:51.260 --> 01:02:54.609
Celia Popovic: Let's go back to sharing the screen again.

352
01:02:56.890 --> 01:02:57.700
Celia Popovic: Okay.

353
01:03:00.950 --> 01:03:01.890

Celia Popovic: Sorry.

354
01:03:02.660 --> 01:03:05.280
Celia Popovic: Sorry. Well, I'm really not doing very well here.

355
01:03:06.300 --> 01:03:07.390
Celia Popovic: Where have you gone?

356
01:03:09.710 --> 01:03:10.980
Celia Popovic: Okay.

357
01:03:14.990 --> 01:03:19.929
Celia Popovic: Apologies. Okay, so Alright, well, thank you for that.

358
01:03:20.050 --> 01:03:30.459
Celia Popovic: Some of the things I've been thinking about and reading about, you know, some of the typical answers might be, I want to find out, did the students learn what I wanted them to learn?

359
01:03:30.500 --> 01:03:45.870
Celia Popovic: It's quite an interesting positioning of the instructor, not necessarily what they want to learn. Do they… do the students, they being the students, recall the key issues, terms, content? Can they apply their learning? Do they meet external requirements? The external requirements might be formal.

360
01:03:46.010 --> 01:03:46.890
Celia Popovic: Mmm.

361
01:03:47.190 --> 01:03:53.169
Celia Popovic: if you've got criteria from from professional bodies, for instance, but it might be more general in terms of what

362
01:03:53.300 --> 01:03:59.409
Celia Popovic: what's expected by the wider society, whether that's employers or parents or whoever.

363
01:04:00.910 --> 01:04:07.509
Celia Popovic: Okay, in terms of, so that's simple then, that's what we need to do, but what are the barriers?

364
01:04:08.080 --> 01:04:19.449
Celia Popovic: prevent us from achieving our aims? It's a little bit like the same question that I think Alisha asked about. You know, what are the what are the concerns? But what what barriers prevent us from achieving

365
01:04:19.710 --> 01:04:25.989
Celia Popovic: You've created this wonderful course, you've got all these lovely assessments, regardless of mode, whatever it is, you…

366
01:04:26.730 --> 01:04:29.739
Celia Popovic: Get the students to complete all these assessments, and then…

367
01:04:30.230 --> 01:04:35.490
Celia Popovic: your aims are not achieved through it. What? Why, what are the barriers? Do you typically find.

368
01:04:35.840 --> 01:04:43.719
Celia Popovic: Again, I forgot to ask you, this is the only time I'm going to ask you now, to give us some of your thoughts in the chat. I won't… I won't ask you again.

369
01:04:44.300 --> 01:04:47.829
Celia Popovic: just once more. So any barriers that prevent

370
01:04:48.310 --> 01:04:51.739
Celia Popovic: The successful achievement of what you're aiming to do with assessments.

371
01:04:59.790 --> 01:05:04.710
Celia Popovic: Okay, so completely outside the kind of student instructor thing is the TAs.

372
01:05:05.090 --> 01:05:22.759
Celia Popovic: what you're expecting from the support. In education, we don't have any TA support, so I kind of don't have that problem, but I don't have that opportunity either, but I don't have the huge courses that you have in psychology. Sometimes a language barrier, yeah, yeah, so some… the, starting point might not be the same for all

students.

373
01:05:24.200 --> 01:05:28.690
Celia Popovic: Anything else? Anything else that gets… that causes you problems, you think, afterwards?

374
01:05:29.420 --> 01:05:30.980
Celia Popovic: How are we going to deal with this?

375
01:05:32.500 --> 01:05:37.499
Celia Popovic: Gen. AI AI, yeah, that's the one that came to my mind for sure.

376
01:05:38.060 --> 01:05:41.910
Celia Popovic: Okay, all right. Thank you for that. I shall.

377
01:05:42.090 --> 01:05:43.590
Celia Popovic: I'll get back into this.

378
01:05:43.860 --> 01:05:48.280
Celia Popovic: Again, and… So

379
01:05:52.380 --> 01:05:53.050
Celia Popovic: Oh.

380
01:05:55.870 --> 01:06:03.290
Celia Popovic: There we go. Okay, well, Gen. AI, it's yeah. That's 1 of the things students cheating. I mean, students always cheated back in the day.

381
01:06:03.510 --> 01:06:10.030
Celia Popovic: Even back in the olden days, pre-computers, when I was a student, people cheated. This isn't a new phenomena.

382
01:06:10.270 --> 01:06:14.890
Celia Popovic: But yeah, it's certainly… Very different now with, with,

383
01:06:15.180 --> 01:06:26.739

Celia Popovic: with AI, for sure. There's also, you know, students just not engaging with an assessment or task. I can't tell you how many times I've created something, thought, this is great, this is really engaging and wonderful, and then just falls flat.

384
01:06:30.420 --> 01:06:36.439
Celia Popovic: Or if I think this is going to be… this will test the way that they apply their learning when actually in.

385
01:06:36.570 --> 01:06:46.560
Celia Popovic: practice when they complete the assessment. It doesn't actually need that much application. It's relatively easy to give a superficial response. Might not be the response I want.

386
01:06:46.680 --> 01:06:57.320
Celia Popovic: But if you just look at how it was described, it's a reasonable response from the students. Or a lack of authenticity. The assessment just doesn't line up with what I was trying to do.

387
01:06:58.200 --> 01:07:08.469
Celia Popovic: Okay, well, I've touched on the Mode of Course Working Group. That's now been turned into… so this, the report from the… the working group, has been…

388
01:07:08.660 --> 01:07:12.059
Celia Popovic: Interpreted in… as a… as a…

389
01:07:12.640 --> 01:07:23.130
Celia Popovic: a website. And I'd encourage you to have a look at it. I'm assuming your people will have access to these slides, but it should be easy enough to find mode of course, Delivery website, and you'll find it.

390
01:07:23.340 --> 01:07:26.680
Celia Popovic: I'm going to refer to some of the things in there a little.

391
01:07:27.450 --> 01:07:40.150
Celia Popovic: I just want to go just fairly briefly, just over some of the key steps, then, from the Monash University model. So, starting point, this has already been touched on in… from the Writing center presentation, particularly.

392
01:07:40.500 --> 01:07:57.979
Celia Popovic: Excuse me. Our starting point, then, for assessments is to ask ourselves why we're assessing. And typical reasons will be because assessment drives learning. We're not just measuring what students have learned, the assessment itself indicates to students what's important.

393
01:07:58.650 --> 01:08:12.710
Celia Popovic: And again, to mirror the Writing Centre, that if we foreground grammar and punctuation, then students will assume that's the most important part, and that's what they'll focus on. Might not be what you really wanted.

394
01:08:12.900 --> 01:08:26.000
Celia Popovic: Assessment obviously does measure learning. It generates grades, it prepares students for future learning, what can do, and enables students to develop evaluative judgments. So these are some of the reasons, or some of the things that we

395
01:08:26.649 --> 01:08:30.660
Celia Popovic: Reasons why we assess at all, because we could just offer.

396
01:08:31.050 --> 01:08:39.890
Celia Popovic: Of course, you know, much like MOOCs when they were so popular a few years back, you didn't have to do the assessment, but presumably learning took place. It's just we didn't know because we didn't measure it.

397
01:08:40.830 --> 01:08:50.399
Celia Popovic: So, having… you do need to articulate that to yourself and think about why you're assessing, because that will then help the next question, which is what?

398
01:08:50.630 --> 01:08:59.220
Celia Popovic: I'd strongly encourage the what to start from the basis of the learning outcomes. If you've got clearly defined learning outcomes.

399
01:08:59.439 --> 01:09:07.279
Celia Popovic: That makes it much easier to identify what you're

trying to assess because you know where you're trying to get to. So this is helping to find out if you have got that.

400
01:09:07.510 --> 01:09:12.879
Celia Popovic: But then you also need to be sure, as again, as others have said, that that's clearly communicated.

401
01:09:13.790 --> 01:09:25.889
Celia Popovic: Okay, so that… if that's what you… if you've decided what it is you're trying to assess, why you're doing it, how are you going to get the evidence that will tell you whether or not the students have got where you want them to be? So…

402
01:09:25.970 --> 01:09:29.499
Celia Popovic: Bringing us back to blended learning.

403
01:09:29.550 --> 01:09:39.659
Celia Popovic: I think it's helpful if you are delivering a course in a blended modality to think about your favourite assessment methods or assessment methods that have worked for you.

404
01:09:39.660 --> 01:09:49.749
Celia Popovic: both online and in person. Now, some methods can work in both. It's just a matter of the context of how you do it. I mean, I can do an online quiz.

405
01:09:50.029 --> 01:10:00.320
Celia Popovic: and have it as an asynchronous activity online, I can also do it in class in person. So it's not necessarily a complete tie-in between the modality and the type of assessment.

406
01:10:00.510 --> 01:10:07.620
Celia Popovic: But it's thinking about how to make, in my view, it's thinking about how to make best use of the opportunities that are available.

407
01:10:07.760 --> 01:10:13.319
Celia Popovic: And I think there's a tendency to think in person is better and online is a

408
01:10:13.450 --> 01:10:24.139

Celia Popovic: Pale substitute, but that's not always the case. I mean, we know there's all sorts of reasons why students choose to take online courses, even if the same course is offered in more than one modality.

409
01:10:24.250 --> 01:10:29.100
Celia Popovic: And it's not always about convenience, it's also about learning, so…

410
01:10:30.380 --> 01:10:40.979
Celia Popovic: So that's what we need to do. And then we need to think about how the task that we then set will elicit the evidence that we want.

411
01:10:41.130 --> 01:10:42.800
Celia Popovic: Probably not to the right again.

412
01:10:43.960 --> 01:11:03.090
Celia Popovic: I don't know why I did this, but I just asked. This is one of my late night moments when I was putting this together, thinking about, how will you then communicate the standards? And it just popped into my head. How will I know? But then I thought, well, most of you are not as old as me, so you probably never heard of Whitney Houston, so I don't know if Sam Smith is any of your age group. But anyway, point is.

413
01:11:03.200 --> 01:11:12.650
Celia Popovic: Actually, how will we know if students have achieved what we want to do? When I was a student again, I often think back to it. But

414
01:11:13.360 --> 01:11:26.769
Celia Popovic: there were no rubrics, there was no guidance. I can remember asking a professor, how do you know? What determines whether I get a B or a B plus or an A minus? And the instructor just said, oh, it's because I know when I read it.

415
01:11:26.770 --> 01:11:33.860
Celia Popovic: I thought, oh, okay, this is complete mystery, no idea. I actually don't think he knew either, to be fair, but there we are.

416
01:11:33.990 --> 01:11:38.349

Celia Popovic: But we need to communicate this obviously to to the students.

417
01:11:38.510 --> 01:11:52.650
Celia Popovic: Again, I felt like I was writing center, and I think, oh, this is covering the same stuff, but, talking about the criteria, yes, it's important not to foreground that completely, so that that seems to be the only thing that matters, but on the other hand.

418
01:11:52.880 --> 01:11:59.920
Celia Popovic: Students do need to know this stuff, so, communicating and thinking about what conditions, do we need to set.

419
01:12:00.220 --> 01:12:05.020
Celia Popovic: Is important in any assessment, but when you're, when we're thinking about using this in a

420
01:12:05.040 --> 01:12:15.270
Celia Popovic: In the context of a blended course, if we're using, if we're, if we're giving some sort of assessment, making some sort of assessment in person versus in online.

421
01:12:15.280 --> 01:12:25.869
Celia Popovic: In both cases, we need to determine the conditions, but they might be different. So, you might have some standard language that you use for your assessments in online learning teaching.

422
01:12:26.090 --> 01:12:31.929
Celia Popovic: similarly, and in person. But when it comes to blended, I think we need to be a bit careful to ensure that

423
01:12:32.220 --> 01:12:35.429
Celia Popovic: They fit both of those, those situations.

424
01:12:35.730 --> 01:12:37.870
Celia Popovic: So…

425
01:12:38.320 --> 01:12:49.270
Celia Popovic: yeah, I mean, really, I think the short answer to much of this is about communication and making explicit what we often leave as implied and opaque.

426
01:12:49.560 --> 01:12:52.670
Celia Popovic: and helping students to understand what it is we're expecting of them.

427
01:12:53.150 --> 01:12:54.920
Celia Popovic: So things like the

428
01:12:54.940 --> 01:13:12.079
Celia Popovic: you know, just how many words it is, the format. I've resisted this quite a bit in my teaching career, and I've come around really back to the beginning again in the last few years, because I tended to feel I don't really care, I don't want to say it's got to be X number of words, because then that becomes the thing that students get hung up about, and it doesn't matter to me.

429
01:13:12.080 --> 01:13:16.309
Celia Popovic: If it's exactly 2,000 words or 150 or, you know, whatever it might be.

430
01:13:16.550 --> 01:13:21.370
Celia Popovic: But I've realise that it matters to the students, not because that

431
01:13:21.470 --> 01:13:33.569
Celia Popovic: That's what they're foregrounding as such, but that they get anxious if they don't know if they're doing the right thing. So I am coming around to being a bit more explicit about what's needed, but giving parameters.

432
01:13:34.260 --> 01:13:35.760
Celia Popovic: Okay.

433
01:13:36.480 --> 01:13:54.810
Celia Popovic: So anyway, so all of that was really a bit of a revisit on assessments in general. So how does this apply to blended learning? So this is where I want to bring us back to the findings from the working group that's summarised in the website and go through some of the key

434
01:13:56.240 --> 01:14:03.069

Celia Popovic: pointers that came out from that work. And I'd encourage you to go have a look, as I say, at the website later.

435
01:14:05.330 --> 01:14:06.400
Celia Popovic: That's…

436
01:14:06.950 --> 01:14:14.240
Celia Popovic: I just thought we'd move something out of the way. Okay, so what we suggest from from that work is that

437
01:14:14.340 --> 01:14:26.059
Celia Popovic: when selecting the mode, you ask yourself certain questions, and that's how it's presented in the website. But I would also argue that this is a useful way to think about the assessments themselves as well.

438
01:14:26.190 --> 01:14:39.479
Celia Popovic: So, when you're thinking about tying in your assessments and the learning outcomes, do the learning outcomes themselves require social modelling or relational practices with an instructor or others? So, if what you're…

439
01:14:39.540 --> 01:14:44.379
Celia Popovic: trying to do in the course is, if you have a learning outcome, it's something like.

440
01:14:44.430 --> 01:14:58.599
Celia Popovic: ability to provide feedback to peers, for instance, is the assessment that you're using going to actually measure and, obtain the data that will tell you whether or not the students could, in fact, do that very thing?

441
01:14:58.640 --> 01:15:07.440
Celia Popovic: Or is it assessing something that's actually quite different? And it's very easy to slip into providing Assessments that

442
01:15:07.770 --> 01:15:13.550
Celia Popovic: That don't actually measure specifically the learning outcome. They're kind of adjacent to, rather than…

443
01:15:13.790 --> 01:15:30.029

Celia Popovic: actually getting to the to grips with the with the issue. So if if the learning outcome does require social modelling or relational practices, is the assessment itself going to be more effective if it's delivered in the in-person section of the course, for instance.

444
01:15:30.390 --> 01:15:37.699
Celia Popovic: Are students required to engage in complex discussion or diverse group interactions? Again, how are you going to assess that? If so.

445
01:15:37.810 --> 01:15:46.100
Celia Popovic: Are students new to the university setting? That's more a matter about of again communicating expectations and being explicit.

446
01:15:47.440 --> 01:15:53.819
Celia Popovic: Does learning require hands-on or other experience, physical performance, or the use of campus resources, equipment, or space?

447
01:15:54.340 --> 01:16:11.350
Celia Popovic: Well, if you want someone to paint a picture and do it using a certain medium and physical medium, then you're going to have trouble doing that online. You have trouble teaching it online, you have a lot more trouble assessing whether or not they can do it. So some of these things might be more obvious than others.

448
01:16:11.910 --> 01:16:25.389
Celia Popovic: Does, should feedback by peers or instructors be delivered immediately, and or included… and or include nuanced, sensitive, or safety-related responses to build understanding of course concepts?

449
01:16:25.410 --> 01:16:33.739
Celia Popovic: So again, that might help to determine the form of the assessment. Again, though, I mean, many of these things can be accomplished

450
01:16:33.840 --> 01:16:40.019
Celia Popovic: online, but it's the thinking behind it and ensuring that there's alignment that's important.

451

01:16:42.630 --> 01:16:49.979
Celia Popovic: I just realized I should have gone through each of these on a separate slide. So, as I say.

452
01:16:50.280 --> 01:16:55.140
Celia Popovic: Are students required to engage in complex discussion? How can it be assessed? Are they new?

453
01:17:00.080 --> 01:17:12.180
Celia Popovic: if it requires hand on or other experience. I'm conscious of this one in particular that say, in health education, for instance, I don't know if anyone's here from nursing and so on. But there was some really effective

454
01:17:12.410 --> 01:17:18.400
Celia Popovic: simulations that do allow for this. So none of this is hard and fast, and I think that's part of the

455
01:17:18.730 --> 01:17:22.740
Celia Popovic: the issue that much like students like to have

456
01:17:22.850 --> 01:17:39.999
Celia Popovic: concrete, firm answers to questions. We do too, and sometimes they aren't. It's open to interpretation, but what's important is being mindful and thinking about whether there really is alignment between what we're doing, what we're asking students to do, and what we've set out to do in the first place.

457
01:17:42.030 --> 01:17:48.969
Celia Popovic: Okay, so, I've given, just a… about 5 or 10 minutes here.

458
01:17:48.970 --> 01:18:04.269
Celia Popovic: Again, because I thought I might draw on your experience and if there are any suggestions for forms of assessment that you think lend themselves particularly well to particular settings in the context of a blended course.

459
01:18:04.350 --> 01:18:15.829
Celia Popovic: And I can certainly give you some ideas of things that I've tried in the past. But to be fair, I think what we're talking about is combining assessments that work online and assessments that

work in person.

460
01:18:15.970 --> 01:18:19.430
Celia Popovic: I don't think there's a specific blended learning assessment.

461
01:18:20.610 --> 01:18:22.470
Celia Popovic: Talking, if you like.

462
01:18:22.750 --> 01:18:29.840
Celia Popovic: But I do think… Very much value the hive mind and sharing.

463
01:18:30.130 --> 01:18:32.119
Celia Popovic: Sharing, sharing thoughts.

464
01:18:32.220 --> 01:18:36.529
Celia Popovic: So if anybody would like to chime in, please do.

465
01:18:37.430 --> 01:18:40.619
Celia Popovic: And perhaps if you could stick a hand up or.

466
01:18:41.360 --> 01:18:42.889
Celia Popovic: indicate in the chat.

467
01:18:44.670 --> 01:18:46.120
Celia Popovic: Some of the…

468
01:18:47.950 --> 01:18:59.010
Celia Popovic: Well, basically, I'd refer you back to Alisha's presentation with some of those fabulous ideas for ways, particularly for dealing with the threat of AI… well, threat and opportunity of AI.

469
01:19:02.650 --> 01:19:07.810
Celia Popovic: Over to you. Any, any… Assessment methods that you'd like to share.

470
01:19:08.370 --> 01:19:09.460
Celia Popovic: We'll suggest.

471
01:19:12.320 --> 01:19:14.609
Celia Popovic: while while you're thinking or

472
01:19:16.380 --> 01:19:33.900
Celia Popovic: or deciding whether to share anything. One of the new, for me, new approaches, not new to others, I'm sure, is making use of debate. I've used that a couple of times in a graduate course, and I've been very surprised at just how effective that's been. This is a blended course.

473
01:19:35.050 --> 01:19:38.320
Celia Popovic: And it's a master's level course.

474
01:19:38.580 --> 01:19:44.979
Celia Popovic: And in in the During the course, the students are put into two teams.

475
01:19:45.630 --> 01:19:47.219
Celia Popovic: They have,

476
01:19:47.470 --> 01:19:58.690
Celia Popovic: Sorry, they're put into pairs, and then pairs are paired up into two pairs, so four people together, and the students are given a topic to debate. It's a different topic each week.

477
01:19:58.760 --> 01:20:18.230
Celia Popovic: by the end of the course, everyone's had a chance to take the lead, and two students are responsible for promoting an argument, and two students are saying the opposite. They prepare the work, and then they prepare their arguments, and then in class, in the in-class week, they hold the debate, and

478
01:20:18.320 --> 01:20:22.719
Celia Popovic: The rest of the class listens in and then votes on which side made the better argument.

479
01:20:22.910 --> 01:20:42.139
Celia Popovic: And it's again, it's on paper, quite simple, incredibly stressful for the students. They were very, very anxious about it, but it was one of the best things I've ever done, because it was one of

those situations where halfway through the 1st time I did it, I thought, Oh, gosh! I've really made a mistake. The students hate it. They're going to be really scared. Then they did it.

480
01:20:42.140 --> 01:20:56.649
Celia Popovic: And every single student expressed just how much they'd learned from engaging in the process and how much better they felt for having done it and more confident. So it had all sorts of unexpected learning, but it also achieved what I was trying to.

481
01:20:56.810 --> 01:20:59.109
Celia Popovic: In short, which is the ability to

482
01:20:59.210 --> 01:21:08.939
Celia Popovic: look at arguments and make a case and explain the pros and cons of an argument without necessarily agreeing with the central argument itself.

483
01:21:09.040 --> 01:21:16.739
Celia Popovic: And that's that's a difficult thing to do, I I think. And I think it's quite a maybe even a threshold concept for students to to grapple with.

484
01:21:16.950 --> 01:21:23.250
Celia Popovic: that you can do that, because generally we're taught to argue what we believe, you know, and then argue against what we don't.

485
01:21:23.500 --> 01:21:28.190
Celia Popovic: So that was one example where it fitted well in the blended course.

486
01:21:29.310 --> 01:21:29.990
Celia Popovic: Good.

487
01:21:30.270 --> 01:21:32.200
Celia Popovic: Not just because.

488
01:21:33.380 --> 01:21:40.729
Celia Popovic: because per se it was a blended course, it would have worked in a fully in-person class, and I…

489
01:21:40.790 --> 01:21:57.699
Celia Popovic: did manage to do it in a fully online setting as well, so you could use it in either, but it lent itself very well in a blended setting, because it allowed for the… when we were online, for the students to use the time and the resources to formulate the arguments, and then to actually perform and deliver in person.

490
01:21:58.900 --> 01:22:09.299
Celia Popovic: So okay, well, I've finished a little early, but and this I was hoping I'd get some wonderful ideas and sharing of thoughts. But perhaps I should have asked for that ahead of time.

491
01:22:09.650 --> 01:22:14.259
Celia Popovic: If anyone's got any questions for me or for Alisha, then over to you, Natasha.

492
01:22:17.290 --> 01:22:27.429
Natasha May (she/her): Thank you so much, Celia. And hopefully there will be opportunities to share different assessment methods. So even during our question period.

493
01:22:27.450 --> 01:22:41.740
Natasha May (she/her): You're welcome to put those thoughts in the chat to share with us all your assessment strategies, or ask questions for either Alisha or Celia. So I will bring Alisha forward as well now.

494
01:22:42.560 --> 01:22:53.780
Natasha May (she/her): and open the floor, virtual floor, for any questions that you might have for Alisha or Celia.

495
01:22:57.370 --> 01:22:59.440
Natasha May (she/her): So, Nadia, thank you for sharing.

496
01:22:59.810 --> 01:23:09.329
Natasha May (she/her): I like keeping breakout rooms for online classes just as much as I like small discussion groups in person. I don't change that. What are your thoughts on that? What could be the same and different?

497
01:23:11.210 --> 01:23:13.040

Celia Popovic: Who's that for? I can…

498
01:23:13.470 --> 01:23:15.909
Natasha May (she/her): I think either of you could answer if you're open to it.

499
01:23:16.300 --> 01:23:18.999
Celia Popovic: Well, I'm certainly open to that. I found.

500
01:23:20.260 --> 01:23:29.899
Celia Popovic: the main difference to me, I mean, the main difference is supervision, is that the right word? If that's the right word. When I'm in class, and I've… my class is at maximum

501
01:23:30.420 --> 01:23:37.160
Celia Popovic: Well, the undergraduate courses are up to 50 students, both online and in person. When it's… when…

502
01:23:37.170 --> 01:23:46.689
Celia Popovic: and I have taught the same courses in both modalities, I'm thinking about a particular situation where the students, work in person in their groups.

503
01:23:46.690 --> 01:23:58.780
Celia Popovic: I'm in the class, and I can hear the noise, I can hear the sound, I've got immediate feedback. When it's online, I do the same thing. I do use breakout rooms a lot, because I find students are much more likely to engage their

504
01:23:58.810 --> 01:24:02.549
Celia Popovic: A whole issue around cameras.

505
01:24:02.770 --> 01:24:20.549
Celia Popovic: whether they're on or not, and the issues that that brings. And I'm aware that I can watch and see in Moodle, or eClass, sorry, the activity. I can see if they've got the camera on, and I can see if they're speaking because of the little mic, but it's not the same. So I find that… I find that much harder to

506
01:24:21.220 --> 01:24:25.709
Celia Popovic: measure whether… whether it's working, whether I should

stop everything.

507
01:24:26.450 --> 01:24:36.010
Celia Popovic: And I drop in, you know, I do all of that, and I tell them to call me in. So I'm aware that the tools are there to try and emulate it, but I find it's not the same. I do find that difficult.

508
01:24:36.170 --> 01:24:39.100
Celia Popovic: I don't know, Alisha, if you've had similar experiences with that.

509
01:24:39.100 --> 01:24:54.019
Alisha Salerno: Yeah, I had an incident last week, actually. I did an activity, and I asked them if they wanted to do it. So this is during the ONCA live session. So I asked, do you want to do this in breakout groups? Because I had some of them… they very clearly want engagement with each other.

510
01:24:54.020 --> 01:25:02.630
Alisha Salerno: Or do we want to do it together? And two people said breakout groups, and the rest of them said, no, no breakout groups. Some of them dread that breakout group.

511
01:25:02.630 --> 01:25:14.260
Alisha Salerno: So what I did is I opened up to, as a, as a compromise, I opened up one breakout group that they could put themselves in. And I said, if you don't wanna work independently, you can opt into the group. And 10 people joined the group.

512
01:25:14.260 --> 01:25:14.890
Natasha May (she/her): Hmm.

513
01:25:15.460 --> 01:25:32.289
Alisha Salerno: You know, and it's a class of 250, there's about 200 there, but that's a pretty sizable amount to me, you know, and I think every week, if I have that same approach, I feel like, because they can also see that there's students in there, they're talking, you can see the mics going on and off, that they might also want to go and, you know, speak to their peers as well, and not just hide behind

514
01:25:32.290 --> 01:25:39.619
Alisha Salerno: a screen with their camera off and type in the chat.

So I think it is different, but I mean, in person, when I do breakout groups at the end of class.

515
01:25:39.620 --> 01:25:55.220
Alisha Salerno: Sometimes people leave in a class of 500, like, 100 will just get up while I'm talking and just leave the room as soon as I say we're gonna do an activity. So really, that's the same thing, right? It's the exact same thing. We have the same issues, it's just more, maybe more, like, in our faces online, or it feels more…

516
01:25:55.250 --> 01:25:58.260
Alisha Salerno: Feel bad in some way, but it's really the same thing.

517
01:25:58.690 --> 01:26:10.009
Celia Popovic: It is. Yeah, that's true. That is true. It's our presence as well, though, I think must be the difference, a difference. You know, when you're in the bedroom, you can see you. I mean, again, I've had students take phone calls, get up and walk out, not even.

518
01:26:10.140 --> 01:26:10.670
Alisha Salerno: Okay.

519
01:26:10.670 --> 01:26:15.420
Celia Popovic: Not even there. I'm like, oh, okay. And they walk straight past you. I'm like, okay, bye.

520
01:26:15.930 --> 01:26:31.960
Celia Popovic: Whereas just turning off the camera isn't… it's not quite so obvious, I guess. Yeah. Yeah, but to the point, just to come back, Nadia, perhaps you'd like to come back a bit on that. I'm wondering what provoked that question. So, for me, the reason I do the small groups is I… it's.

521
01:26:32.490 --> 01:26:51.840
Celia Popovic: for that, well, I guess we've already touched on it, but, you know, the students are more likely to talk to each other. They're already in… if it's in person, they're already sitting at a table, they've got eye contact with each other, and they're trying to build community. There's all sorts of things going on there, but there's also the learning and the, comparing their ideas and, you know, identifying if they're way off, or they're all

522
01:26:51.840 --> 01:26:54.149
Celia Popovic: On the same… same thoughts.

523
01:26:54.150 --> 01:27:07.860
Alisha Salerno: Yeah, I will say, I also do breakout groups in my large classes of 500, which isn't as easy because it's in the theater, so the room is not set up, but they just work with people around them, and I think there's so much benefit, and they really… the ones who stay.

524
01:27:07.990 --> 01:27:14.850
Alisha Salerno: the benefit is there for me that I just continue doing it, even if 200 got up and left at this point, I would still do it for the… for the 100 that stay, you know?

525
01:27:15.240 --> 01:27:21.030
Celia Popovic: Alisha, do you do yours at the end of the, so do you do a lecture and then, and then it's the breakout group? Is that how you do it?

526
01:27:21.030 --> 01:27:33.219
Alisha Salerno: Yeah, so usually I would do my lecture and during the lecture I have like group discussions we'll have, I'll stop and ask questions and I usually have them on slides just to keep them more structured and for accessibility reasons so they can see the question.

527
01:27:33.220 --> 01:27:44.920
Alisha Salerno: And then at the end, usually related to our learning reflection that week, say, okay, we're the first week, for example, we do a find the pseudoscience activity. So I have them go in breakout groups and they find a pseudoscience and I give them 10 minutes to do that.

528
01:27:44.980 --> 01:28:02.710
Alisha Salerno: And then we come back and we take it up. So, the first lecture, actually, I had almost no one leave, because… and I think it's because they do… they do want to have interaction, they want to have social interaction, I think that's really great. But of course, as the weeks go on, like, a few of them will get up and leave, and you know, it's not always… I get they have other classes, or maybe they're prioritizing different things, so I just try to not take it.

529

01:28:02.710 --> 01:28:07.460
Alisha Salerno: offense to it. And it is the end of the class, right? They're tired. It's 8:30 AM so I get it.

530
01:28:07.580 --> 01:28:12.059
Alisha Salerno: But yeah, I think there is… there's a lot of benefit to having them, even if, you know, some leave, for sure.

531
01:28:12.900 --> 01:28:13.590
Alisha Salerno: Yeah.

532
01:28:14.580 --> 01:28:15.809
Celia Popovic: Yeah, interesting.

533
01:28:16.160 --> 01:28:17.220
Celia Popovic: Thank you for sharing.

534
01:28:17.220 --> 01:28:28.130
Natasha May (she/her): Yeah, they share. That's such a good idea. Thank you again for sharing your thoughts and thank you both for your presentation and openness to discussion and collaboration. And thank you Nadia as well.

535
01:28:28.650 --> 01:28:31.999
Natasha May (she/her): There is a question specifically for you, Alisha.

536
01:28:32.130 --> 01:28:47.690
Natasha May (she/her): The question is, are the days of take-home essay writing entirely behind us? While in-person assessment can be a substitute in some way, I struggle here because I find that it doesn't offer the setting or the time to practice the skills necessary for essay writing, or to write a full essay.

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01:28:47.730 --> 01:29:00.660
Natasha May (she/her): Accessibility is another concern, because not every student has a laptop or one with enough battery life to last the entire 80-minute class. Any suggestions for how to get students to practice essay writing in the age of Gen AI?

538
01:29:01.410 --> 01:29:17.090

Alisha Salerno: Yeah, that's a great question. So if you were to ask my colleagues who are teaching the Writing of Psychology course, they would tell you, yes, this is behind us. We can never take them. I mean, I think there's, there's, the problem is when you're attaching such a heavy grade to an assessment, there's such a, there's such a pressure to just use AI.

539
01:29:17.240 --> 01:29:25.200
Alisha Salerno: I don't think it's entirely behind us, though. I think if you can integrate some in-class elements where they have to build on what they've done in class.

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01:29:25.200 --> 01:29:46.760
Alisha Salerno: So I have colleagues, for example, who have gone absolutely no tech in their classrooms, and that's for the upper-year courses, like a fourth-year critical thinking course, for example, where it's not content-based, but it's more workshop-based. So one of my colleagues provides everybody with notebooks and stickers, and, like, she makes it a fun thing, so every week they can take notes in their notebook instead of having a computer. And it's not content, so they're not really…

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01:29:46.760 --> 01:29:56.909
Alisha Salerno: It's not the same thing as teaching, like, you know, an introduction to psychology course, for example. But if you can integrate some sort of in-class element where they have to take what they've learned in class.

542
01:29:56.910 --> 01:30:08.250
Alisha Salerno: And then bring it home and integrate it into the in-person. I think we're building in a little bit more AI resistance. And also considering the type of assessment. If it's like an argumentative essay, AI is really good at those.

543
01:30:08.250 --> 01:30:11.030
Alisha Salerno: If it's something like a literature review.

544
01:30:11.030 --> 01:30:31.129
Alisha Salerno: AI is actually not that great at it, and you can actually bring in some AI integration by teaching them how to use appropriate software like elicit, where you can put in a question, it'll pull papers for you, and the focus is more on integrating the literature. What is conflicting here? You know, and like that AI really can't do that well. So I think it depends on the type of

assessment that you're using as well.

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01:30:34.200 --> 01:30:39.269
Natasha May (she/her): Yeah, this was not the question directed at you, but if you have any ideas, you're welcome to share them.

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01:30:39.270 --> 01:30:53.719
Celia Popovic: Well, I think what Alisha said is really, really important and interesting. I mean, I'm also thinking, well, again, why are we doing this? You know, why… I did a literature… my first degree was English Lit. Well.

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01:30:53.780 --> 01:31:03.720
Celia Popovic: that's what we do. You know, you write essays in English, right? And if you're going to be an English professor, and I always think that's one of the main, you know, the

548
01:31:03.720 --> 01:31:21.450
Celia Popovic: Most of the people teaching are thinking about the job that they do. They don't know, they're not publishers or, well, any of the multitude of other things that you can use an English degree in, right? So it's reasonable to be using assessment methods that are authentic to the, in the views of the teacher, right? I mean, it's not saying it's the right thing to do, but I can understand why you do it.

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01:31:21.450 --> 01:31:38.350
Celia Popovic: Thinking ahead now, I'm not an English prof, I don't know if this is the case, but certainly my field now in education, okay, you might have to write articles for journals, but you're not… how much actual long 3,000-word essays do you sit down and write from scratch?

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01:31:38.650 --> 01:31:51.849
Celia Popovic: are we going to, as other people have said, you know, in the workplace, employers now, it's not just accepted to use AI, they actually want you to use AI. That's problematic. I'm not questioning that it's… that's, you know, I'm scared stiff about all of this, but

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01:31:51.850 --> 01:32:02.390
Celia Popovic: It's just reality. So, with all of that in mind, I'm not being very articulate here, but what I'm trying to get to is, what are the skills that we need the students to have while still remaining

true to our

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01:32:02.390 --> 01:32:07.179
Celia Popovic: You know, our core beliefs and our concern for our discipline, and the core…

553
01:32:07.400 --> 01:32:11.579
Celia Popovic: whatever it is that makes education or psychology or biology, or you know, whatever it is.

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01:32:11.640 --> 01:32:29.289
Celia Popovic: And then if we kind of work from there, so… and it seems the more I listen to, you know, the different sort of approaches that we're making, is trying to break things down into manageable pieces that are still authentic, and we can feel justified and not

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01:32:29.770 --> 01:32:39.030
Celia Popovic: not feel like it's a constant battle of how can we stop students cheating? We need to move from that mindset. I'm not sure exactly how, but we need to move from that, because that's just a…

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01:32:39.030 --> 01:32:50.789
Celia Popovic: It's like a nuclear bomb competition, you know. How do I stop that person getting a nuclear bomb? I'll get a bigger one. No, then they'll get a bigger one, and it doesn't actually help. We end up in a mess we're in. Let's just

557
01:32:50.860 --> 01:32:53.910
Celia Popovic: not fight.

558
01:32:54.270 --> 01:33:02.510
Celia Popovic: I'm a bit of a Pollyanna and not really being very helpful. Sorry, I'll shut up. I feel I'm not really saying anything meaningful, but it's in there somewhere.

559
01:33:02.510 --> 01:33:21.569
Natasha May (she/her): I got it. Thank you. Celia. The presenters from the Writing Center, Marlene, Karin and Dunja weren't able to to stay for this question, period. But I think they offered some ideas connected to this question as well, in particular focusing on that process based.

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01:33:22.120 --> 01:33:30.269
Natasha May (she/her): approach, and so thinking about, right, you could take an essay and, you know, think about teaching it and having them

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01:33:31.190 --> 01:33:36.830
Natasha May (she/her): create it in different stages. And, as Dunja sort of mentioned.

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01:33:37.460 --> 01:33:52.429
Natasha May (she/her): I think they, in particular, incorporate this peer review process throughout that entire process, and so, they're generating other skills. Celia, like you said, these might be the skills that are really important for the learning outcomes, right? Not just

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01:33:52.430 --> 01:34:02.669
Natasha May (she/her): about writing an essay, but also thinking about evaluating other works that they're reading and building their skills. So I think, our colleagues from

564
01:34:02.670 --> 01:34:07.930
Natasha May (she/her): the very first session, also offered some ideas that hopefully are helpful.

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01:34:08.410 --> 01:34:09.579
Celia Popovic: Could I add something?

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01:34:09.580 --> 01:34:10.819
Natasha May (she/her): Yeah, yeah, go, yeah.

567
01:34:10.820 --> 01:34:14.180
Celia Popovic: 10 minutes to go. So another, another assessment.

568
01:34:14.290 --> 01:34:17.569
Celia Popovic: method of assessment that I'm, that I've

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01:34:17.700 --> 01:34:22.279
Celia Popovic: Found both challenging, problematic for the students, but also quite effective in

570
01:34:22.590 --> 01:34:30.069
Celia Popovic: to a degree, so I'm trying to hone it, is a case study that I use in one course where the students in small groups have

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01:34:30.160 --> 01:34:48.720
Celia Popovic: 5 or 6. Even that number's probably too many, but maybe it should be 4. I struggle with that, because then you get students dropping out, and then you end up with students of only 2 or something. So anyway, that's another whole kind of issue. But with this particular assignment, I was trying very hard to make it both authentic and also thinking about AI and so on.

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01:34:48.790 --> 01:35:01.170
Celia Popovic: And what the students do is they… they… they are given a case study, so the course is about being an educational developer, so it's somebody who supports teachers, instructional… sorry, professors, instructors in

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01:35:01.260 --> 01:35:02.699
Celia Popovic: post-secondary education.

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01:35:02.820 --> 01:35:07.810
Celia Popovic: It's a very specific niche niche area.

575
01:35:07.940 --> 01:35:15.179
Celia Popovic: The students are asked to pretend that an instructor's come to them and asking them for help in how to design an online course.

576
01:35:15.410 --> 01:35:22.830
Celia Popovic: And they give advice. I've split it into three over the… over the length of the course, so that the first

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01:35:23.090 --> 01:35:32.160
Celia Popovic: section of it, the first part, part one. They… they, give advice based on the first four weeks of the course that they've… they themselves have taken.

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01:35:32.290 --> 01:35:36.530
Celia Popovic: And then they create a report, so it's something that

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01:35:36.710 --> 01:35:49.109
Celia Popovic: you would… you could be asked to do, you know, a specific guidance to an instructor. And then, four weeks later, they, having had feedback on that first part, they then do the second part of the case study.

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01:35:49.110 --> 01:35:57.200
Celia Popovic: Now, imagine the instructor said, thank you very much, that was great, now I've got these questions, and the second set of questions is based on the next bit of the course, and so on.

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01:35:57.200 --> 01:36:09.370
Celia Popovic: So the idea is I'm trying to do multiple number of things here. It's getting the students to think about giving information that's relevant to the individual, to that audience. It's not saying, tell me everything you know.

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01:36:09.540 --> 01:36:22.530
Celia Popovic: about this topic that we've covered in the first four weeks. It's very specific to an individual situation. I don't think AI is that good at doing that, although it is getting better and better, and I take your point, Alisha, that's no such thing as an AI.

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01:36:22.650 --> 01:36:25.110
Celia Popovic: proof court, you know, assessment.

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01:36:25.130 --> 01:36:41.509
Celia Popovic: But that's the biggest change I see in the students trying to figure out that they're supposed to… that I'm… I mean, it is a bit complicated in that I am the audience, I am the one that's going to give them a grade, but I'm not the audience in the setup of the assignment, it's this imaginary person.

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01:36:41.530 --> 01:36:48.550
Celia Popovic: And then it gets harder later on, because they've… in the later sections, they decide what the question is. So you're trying to get them to.

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01:36:49.460 --> 01:37:07.670
Celia Popovic: it's different sorts of skills and application. But, as I say, I think the students find it challenging, because it's not the

standard, like, here's some information, now regurgitate it, just tell me in your own words. It's getting them to work with other people, that's one thing, and then it's, applying. So, that's…

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01:37:07.670 --> 01:37:27.239
Celia Popovic: that sort of approach, I think we might have to do more and more. The downside is, instead of having one assignment, which would be a case study, now I've got three to grade, and it has to be done quite quickly, because they've got to have feedback on the first bit before they can do the second bit. Well, if they've only handed it in in week 5, and you want the next one based

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01:37:27.280 --> 01:37:33.120
Celia Popovic: you know, three weeks later, you've got to get that turnaround quite quickly. Anyway, that's just kind of mechanics of it.

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01:37:33.180 --> 01:37:38.610
Celia Popovic: But I think it's that… it's that type of thing that I'm trying to think more and more about, how to make it more meaningful, which I think

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01:37:38.790 --> 01:37:46.249
Celia Popovic: if I understood you, Alisha, I thought some of your ideas are actually fantastic, and that's what I was kind of honing in on, how we do that, kind of.

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01:37:46.890 --> 01:37:49.069
Celia Popovic: Just thinking a bit more creatively.

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01:37:49.490 --> 01:38:14.470
Alisha Salerno: Yeah, and I think you're it's a good point you made about like now you have three things to grade. Like we're lucky in psychology that we have TAs. I don't hesitate to put weekly assessments and I built in so many components. And I think that if you have the luxury of doing that, that that's a really good way because again, that differentiates between the like, for example, integrating the library workshops online really differentiated between the B students and the A students. So even if they tried really hard, they could try to use AI, they got caught occasionally.

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01:38:14.470 --> 01:38:15.350
Alisha Salerno: occasionally.

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01:38:15.350 --> 01:38:18.790
Alisha Salerno: But those library workshops, which require them to sign up.

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01:38:18.790 --> 01:38:27.879
Alisha Salerno: go write a reflection, that's where it brought their grade down, so that was a good differentiator. So integrating these different elements as a whole is great. We don't always have the resources as the problem.

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01:38:28.940 --> 01:38:33.980
Celia Popovic: That's cool. Do you know the only thing that worries… not worries me, but I'm sort of thinking just logistic, how do we know…

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01:38:34.100 --> 01:38:49.209
Celia Popovic: what I don't want to do is design a course. So this is a really specific question. But I don't want to design a whole course where part of it's using the library module, for instance, only to find that they did it already a week earlier in another class. So I'd like to know how we get that kind of

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01:38:49.510 --> 01:38:52.590
Celia Popovic: Collaboration. I don't mean So.

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01:38:52.590 --> 01:38:53.860
Alisha Salerno: I will say from yeah.

600
01:38:53.860 --> 01:38:54.520
Celia Popovic: you.

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01:38:54.520 --> 01:39:00.989
Alisha Salerno: From my perspective, the library was very helpful. I did have three students who already completed some of them, and they put together a little refresher course for them.

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01:39:01.460 --> 01:39:17.520
Alisha Salerno: But, and it was a large course, it was 250, so we had 3 that had done them already, but you're right, as these courses become more popular, but hopefully, also, if we're using these library workshops, there might be more of a justification to create more

workshops, then we can give the students more flexibility in terms of what they're choosing, which would… that would be my hope.

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01:39:17.870 --> 01:39:22.100
Celia Popovic: Yeah, that's great. Okay, that's good to know. Right, I'm gonna definitely look at it.

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01:39:23.090 --> 01:39:35.929
Natasha May (she/her): Yeah, thank you. Yeah, part of our day is connecting to resources across the university, so thank you, Alisha, for sharing, the libraries, and next time, we will invite them to.

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01:39:35.930 --> 01:39:45.769
Natasha May (she/her): Franck shares tomorrow's AI tools will most likely be more powerful than they are today. I fully agree with Celia that we should not spend too much effort on battling AI.

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01:39:45.770 --> 01:39:55.129
Natasha May (she/her): Ideally, our assessment should be interesting and fun for our students. How to develop such assessments is challenging to me, but it keeps my job interesting.

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01:39:55.650 --> 01:40:06.110
Natasha May (she/her): And Wendy reads back, I totally agree that our assessment should be interesting and fun instead of fussing over AI. So, lots of support, in our small community here.

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01:40:06.290 --> 01:40:14.609
Natasha May (she/her): We do have a few more minutes if anyone has an additional question or if Celia or Alisha you have anything else that sparked your mind that you'd like to share.

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01:40:15.870 --> 01:40:33.139
Natasha May (she/her): Sukhwant shares. I agree with you, Franck. I am finding that in the era of generative AI, designing an authentic assessment can now take me more than a week. The challenge is no longer just creating good assessment, but designing one that genuinely measures students' own understanding, reasoning, and decision making.

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01:40:35.090 --> 01:40:35.619
Natasha May (she/her): I hope…

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01:40:35.620 --> 01:40:39.230
Alisha Salerno: Natasha, you actually, you jogged my memory there for a second. Other resources?

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01:40:39.280 --> 01:40:47.770
Alisha Salerno: I forgot to mention earlier, so with these online or UNCA courses, one of their elements you can build in is some sort of community-based learning environment experience.

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01:40:47.790 --> 01:41:11.419
Alisha Salerno: So, for example, we have RIPIN, and RIPIN will pair you up with a community organization, and that's great, because maybe they can use AI for them. I remember I saw one where they were asking students to use AI to create, like, a campaign for mental health in prisons, for example, but that's a real working environment, so it's teaching them how to use AI in a work-based setting, where they're gonna have to use it in the future. So that's more… that's authentic as well, because maybe that's something they'll end up doing.

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01:41:11.460 --> 01:41:24.969
Alisha Salerno: in the future. So yeah, like, drawing on multiple things, and Ripen really does all the work for you, which is great. So, it's less workload for us as well. And you can put them in groups, so it's integrating multiple things, multimedia, interaction, so… yeah.

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01:41:27.720 --> 01:41:28.600
Natasha May (she/her): Wonderful.

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01:41:28.930 --> 01:41:36.109
Natasha May (she/her): We have a couple more minutes in case there are any final thoughts from either of you and or everyone here in our room together.

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01:41:43.250 --> 01:41:50.399
Celia Popovic: Well, I just think having these sessions is just wonderful, you know, sharing with each other and getting ideas and discussions.

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01:41:52.100 --> 01:41:53.970
Celia Popovic: Thank you very much for doing this.

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01:41:54.110 --> 01:41:55.990
Celia Popovic: to Natasha and Mandy.

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01:41:55.990 --> 01:42:09.250
Natasha May (she/her): Yeah, and thank you for presenting, and thank you everyone that is here, for joining, because if you weren't here, we wouldn't be able to do them, so you're all really important. And Celia, you had mentioned

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01:42:09.510 --> 01:42:18.049
Natasha May (she/her): access to this slide, so feel free to share them with me, and I can send out, resources, to everyone that's… that's here, so…

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01:42:18.300 --> 01:42:20.599
Natasha May (she/her): We can ensure that.

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01:42:21.220 --> 01:42:25.880
Natasha May (she/her): those resources are available, because there are lots of great ideas.

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01:42:26.170 --> 01:42:43.709
Natasha May (she/her): And you may have noticed that we didn't record Alisha's session. That was because of the amount shared in terms of students' work and their personal information. So we'll maybe, Alisha, you can identify how you want to share the slides and then we can share those.

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01:42:43.710 --> 01:42:53.140
Alisha Salerno: Yeah, I can share, like, a different slide deck, and if anyone has any questions, they can always reach out to me. My contact information is there, so… If you want to talk about it, or want to help, you want help with an assessment, I'm always open to help.

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01:42:55.230 --> 01:43:06.840
Natasha May (she/her): Wonderful. Well, thank you both so much. It was a pleasure to work with you as always, but in particular on the Modes of Course Delivery Working Group, and hopefully we continue to collaborate and work together.

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01:43:07.260 --> 01:43:18.599
Natasha May (she/her): All right, so we'll take our lunch break now from 12 to 1, and return to connect with resources at York, both Student Accessibility Services and Academic Integrity.

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01:43:18.750 --> 01:43:19.790
Natasha May (she/her): Thank you so much.

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01:43:35.920 --> 01:43:43.790
Natasha May (she/her): You're welcome to leave and come back, or you can stay in here if that's easier for you. I'll leave it open with the slides.

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01:43:54.960 --> 01:43:59.520
Natasha May (she/her): All right. Thank you so much for returning to the Modes of Delivery Intensive.

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01:43:59.720 --> 01:44:06.590
Natasha May (she/her): We have Angela Lecomte from Student Accessibility Services joining us for Informing us.

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01:44:07.500 --> 01:44:14.250
Natasha May (she/her): helping us, guiding us, sharing accessibility of assessments across teaching modes. Thank you, Angela.

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01:44:14.450 --> 01:44:19.630
Angela Lecompte: Great, thank you. Thank you very much. So yes, I'm with you for the next.

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01:44:19.930 --> 01:44:35.059
Angela Lecompte: 30 minutes or so, and really we're going to be focusing on some emerging things that we're seeing in student accessibility services. So I'm one of the managers. I support all the intake process and all of our programming, for students, so…

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01:44:35.060 --> 01:44:42.339
Angela Lecompte: Programming being our assistive technology lab, and the assistive technologist that works there, our learning strategist.

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01:44:42.360 --> 01:44:47.900
Angela Lecompte: We have a peer program where the peers provide both

academic skills.

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01:44:47.920 --> 01:44:58.210
Angela Lecompte: support, as well as some fun, kind of, community-building, support within our office. So I oversee all of that, as well as students coming into our service, just to kind of

638
01:44:58.210 --> 01:45:10.970
Angela Lecompte: give context to my role. And yeah, we'll be walking through some emerging things we're seeing in the classroom, some considerations around accommodations. You know, I know with emerging AI.

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01:45:11.140 --> 01:45:28.420
Angela Lecompte: some… there's been a reaction, right? Faculty have had to come up with different ways of assessing students' knowledge and understanding if they're, you know, really being able to demonstrate their knowledge in the course. And so, yeah, just want, as that, you know, we're…

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01:45:28.610 --> 01:45:38.599
Angela Lecompte: this new topic of AI and AI in the classroom, and how we're going to assess students and their knowledge, just to keep in mind accommodations. So I'm hoping that that's

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01:45:38.960 --> 01:45:42.809
Angela Lecompte: what my presentation will give to you today.

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01:45:42.930 --> 01:46:00.199
Angela Lecompte: I wanted to start us off with this image. So there's an image on the screen, there's a tree, and then there's a bunch of animals lined up in front of the tree, and there's a bird, a monkey, a penguin, an elephant, a fish, a seal, I guess, and maybe a dog or a wolf at the end. And there's…

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01:46:00.310 --> 01:46:08.859
Angela Lecompte: somebody sitting at a desk, an official-looking person, who says, for a fair selection, everybody has to take the same exam. Please climb that tree.

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01:46:09.940 --> 01:46:25.230
Angela Lecompte: We can see, of course, and think about the fact that

not all of these animals are going to be able to climb that tree. Some may need accommodation, some, even with accommodation, may not be able to climb that tree. You know, the bird might be able to fly to the top of the tree. Is that the same?

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01:46:25.230 --> 01:46:33.739
Angela Lecompte: As being able to climb the tree. So, things to consider when you're thinking about assessments in your classroom. Not all of our learners learn the same way.

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01:46:33.740 --> 01:46:47.130
Angela Lecompte: They all maybe don't demonstrate their knowledge in the same way. And it might have to do with disability. It could be for other various reasons as well. We have a large number of students at York who are international students or have

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01:46:47.130 --> 01:46:54.470
Angela Lecompte: been learners in other countries and other ways of learning. And so, you know, considering our exam, the way that we

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01:46:55.070 --> 01:47:01.089
Angela Lecompte: test people's knowledge, you know, from many different, vantage points. You know, is it always

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01:47:01.740 --> 01:47:06.359
Angela Lecompte: is it the fairest to always be assessing people in the exact same way?

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01:47:08.670 --> 01:47:25.299
Angela Lecompte: So, just putting this out here, we have a more positive thing at the end. Just putting this out here that, you know, denying access to accommodations for graded assessments really limits the student's ability to demonstrate their knowledge, and also puts the university at risk of a human rights complaint.

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01:47:25.300 --> 01:47:29.720
Angela Lecompte: So when we are designing our assessments of students' knowledge.

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01:47:29.720 --> 01:47:48.739
Angela Lecompte: really having to take into consideration accommodations, and ensuring that students still have access to those

accommodations, in order to be able to really demonstrate their knowledge, right? If the animals in this picture didn't have accommodation, didn't have something to support, being able to take that exam.

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01:47:49.230 --> 01:47:58.030
Angela Lecompte: Due to their various different body types and how they move around the world, they wouldn't be able to fulfill that exam, right?

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01:47:59.570 --> 01:48:18.700
Angela Lecompte: So, I thought it would be helpful, although I think a lot of people know what our service does and how students get, registered with us. I think it's a good reminder. So why students register with Student Accessibility Services? So the reason we exist, it is due to human rights. We are mandated by the Ontario Human Rights

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01:48:18.700 --> 01:48:37.909
Angela Lecompte: commissioned to have accommodations at the post-secondary level, but kind of a more localized level, what does that mean? It means that, really, we're putting academic accommodations in place to remove barriers that a student with a disability would experience in… maybe it has to do with the built environment of the university itself.

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01:48:37.910 --> 01:48:42.320
Angela Lecompte: Or with accessing course materials and being able to demonstrate their knowledge.

657
01:48:42.350 --> 01:49:02.089
Angela Lecompte: So if there's a disability-related reason why there would be a barrier in the physical environment of the school, in the student's access of the course material, so thinking of somebody maybe with a visual impairment, being able to access that course material, they probably need it in an alternative format, right? Without that alternative format.

658
01:49:02.320 --> 01:49:08.649
Angela Lecompte: they wouldn't have access to the written print and then also with demonstrating knowledge. So we're not

659
01:49:08.950 --> 01:49:19.240
Angela Lecompte: changing the outcome. We still want people to

demonstrate their knowledge, but we… it might be in a different way due to disability-related barriers that exist.

660
01:49:19.800 --> 01:49:27.630
Angela Lecompte: Okay, so students must register with SAS in order, so Student Accessibility Services, in order to access academic accommodations.

661
01:49:31.200 --> 01:49:38.239
Angela Lecompte: And how do students do that? So, in order to register with us, they actually do have to provide medical or psychological documentation.

662
01:49:38.580 --> 01:49:58.560
Angela Lecompte: That documentation has to outline how they're impacted by their disability. So it's not enough just to know that the student has depression, or has ADHD, or a learning disability. We really need to understand from that documentation, so their healthcare provider indicates on the medical form or a psychoeducational assessment.

663
01:49:58.560 --> 01:50:00.990
Angela Lecompte: How the individual is actually being impacted.

664
01:50:01.160 --> 01:50:13.629
Angela Lecompte: The student then meets with one of our accessibility counselors, and they talk about what would be reasonable accommodation based on that documented need in this environment. So they're actually thinking about the different spaces a student might go into in this

665
01:50:13.780 --> 01:50:28.649
Angela Lecompte: environment. So, do they have labs? Do they have a practicum? Do they have mostly lectures? Are there seminars? So they're having those conversations as much as possible to really identify where the student might experience barriers in those different types of learning environments.

666
01:50:28.950 --> 01:50:45.210
Angela Lecompte: We do also talk to students about their lived experience because many of our students have had accommodations previously. And so there might be, you know, things that they've experienced before that we haven't offered here previously. And so it's a great way to learn about new things that we can be supporting

students with.

667
01:50:45.210 --> 01:50:49.830
Angela Lecompte: Also, just being mindful, sometimes there's things that students have had that

668
01:50:50.000 --> 01:51:06.520
Angela Lecompte: we wouldn't necessarily provide in this setting, because it's a post-secondary versus maybe their secondary high school, experience. And so we do have those conversations, with students to ensure that we're maintaining academic integrity, of their courses.

669
01:51:06.550 --> 01:51:11.410
Angela Lecompte: And giving them a means to be able to demonstrate their knowledge and access the material.

670
01:51:11.880 --> 01:51:12.680
Angela Lecompte: Okay.

671
01:51:12.840 --> 01:51:32.399
Angela Lecompte: If, at any point a student comes back to us and says, you know what, my accommodations really aren't working, we then have a conversation about what could be going on. Is it a skill-based thing? Is it academic accommodations? Is it a barrier? And if it's further barrier that we didn't have documentation about previously, we will actually ask for more documentation.

672
01:51:33.040 --> 01:51:38.329
Angela Lecompte: So, just wanted to kind of set the scene of what, you know, when students do have academic accommodations.

673
01:51:38.460 --> 01:51:55.839
Angela Lecompte: they've been through quite a process to have conversations about those, try to figure out what the best way to implement those accommodations in the space. But there also, of course, needs to be conversations with faculty members, too, because we're not going to get all the different assessment methods and all of those things

674
01:51:55.840 --> 01:52:04.380
Angela Lecompte: We're not going to know those all the time. So the

accommodation letter, I know sometimes faculty members get them. They're like, well, these won't work in my course.

675
01:52:04.500 --> 01:52:17.920
Angela Lecompte: So it's a great opportunity to start having a conversation then about, okay, these were based on these types of barriers that the student might experience, and so how could the student get access or be able to demonstrate their knowledge?

676
01:52:18.210 --> 01:52:33.840
Angela Lecompte: keeping that in mind, how the student might be impacted by their nature of their disability. So, we're always open to those conversations, and would love to have them with faculty about how to better implement, you know, a student's accommodation plan in your course specifically.

677
01:52:35.830 --> 01:52:38.440
Angela Lecompte: I also wanted to give some outline.

678
01:52:38.800 --> 01:52:52.570
Angela Lecompte: I keep having, like, the little bar with our faces on it get in the way. So I wanted to give some outline of very common accommodations that are given through our office, and the reason for those accommodations, because I think sometimes

679
01:52:52.570 --> 01:53:03.270
Angela Lecompte: you know, we tell students they don't have to disclose the nature of their disability. They don't have to really talk about why they have the accommodations in place. And so you might not have that information, so…

680
01:53:03.530 --> 01:53:13.020
Angela Lecompte: An accommodation such as extra time, that's often put in place if we know the student has slow processing speed, they have slow reading or writing speed.

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01:53:13.020 --> 01:53:23.869
Angela Lecompte: Due to the nature of their disability. Maybe they need to take a lot of breaks to implement grounding strategies, so strategies to be able to refocus themselves, or

682
01:53:23.870 --> 01:53:33.220

Angela Lecompte: They maybe get very anxious during tests and exams, and need time to actually do, like, some breathing exercises to keep themselves calm throughout the exam.

683
01:53:33.630 --> 01:53:41.949
Angela Lecompte: Sometimes students have to take breaks to take their blood sugar, so if they have diabetes or something like that, they may need to take breaks for medical reasons as well.

684
01:53:43.120 --> 01:53:54.220
Angela Lecompte: Distraction reduced environment. So this is a space that we would indicate that a student needs if they're significantly distracted by movements or sounds in the environment.

685
01:53:54.220 --> 01:54:05.410
Angela Lecompte: Which would break their concentration. So it would, you know, they're trying to focus on the test or exam, and then somebody walks in the room, and that breaks their concentration, and then they kind of have to start over again.

686
01:54:05.410 --> 01:54:19.589
Angela Lecompte: So in those situations, if they're writing with the exam center, they might write in a room with some other people, but they're usually facing a wall. So they're not seeing people come as they come in the room and there's minimal noise.

687
01:54:20.470 --> 01:54:32.380
Angela Lecompte: Individual rooms are often given for students who use technology or a support person, which could be distracting to other people. So it might be that the student is using a technology that reads out loud.

688
01:54:32.380 --> 01:54:43.579
Angela Lecompte: And so that would be very distracting to somebody sitting next to you. And so we would put something like an individual room in place. It might be that they have a support person who's scribing for them. So some students

689
01:54:43.580 --> 01:54:54.359
Angela Lecompte: Dictation software doesn't work, so where they'd be able to talk out their ideas, and so instead, they might have somebody who sits and handwrites, or types their, their.

690
01:54:54.430 --> 01:54:58.759
Angela Lecompte: responses. So the student says it, and the individual writes it out for them.

691
01:54:59.540 --> 01:55:16.849
Angela Lecompte: It might be that the student has movement or vocalizations that could be distracting to other people, so maybe they rock or need to pace around a bit when they're writing their tests and exams. Some students might hum, or things like that. They could be distracting to others, so we might have them in an individual room for that reason.

692
01:55:17.420 --> 01:55:29.770
Angela Lecompte: And then high levels of distraction or distress, so students, again, who experience very high levels of distraction or maybe, emotional distress during exams and just need to be in an individual room.

693
01:55:30.790 --> 01:55:47.730
Angela Lecompte: Technology, so I've spoken a bit about some of this. So, students… usually, students with learning disabilities or students who may have physical disabilities that impact their, ability to actually handwrite or type something, would use technology. So.

694
01:55:47.730 --> 01:55:51.799
Angela Lecompte: Or a student who has a visual impairment might use technology to read to them.

695
01:55:52.080 --> 01:56:05.210
Angela Lecompte: So, computer with text-to-speech software, so the text is read out loud to the student. Computer with speech-to-text software is dictation, so the student is able to talk out their ideas.

696
01:56:05.420 --> 01:56:18.869
Angela Lecompte: A computer with a screen reader or large print would be for somebody with a visual impairment, so that they're able to, again, access everything that's on the screen, or that their exam is written in much larger font, so that they're able to write on the exam itself.

697
01:56:19.000 --> 01:56:35.689
Angela Lecompte: Or a computer, could be for fine motor difficulty or

pain when writing. So being able to type might lessen some of that pain or make them more efficient, so they're writing for less time, and yeah, allow them to not have as much pain.

698
01:56:36.430 --> 01:56:50.020
Angela Lecompte: And then a scribe. So that's when technology is not possible. So one of the things I have here, math equations. So we're… we are looking to get some math, software in the exam center right now that a student actually could dictate.

699
01:56:50.020 --> 01:56:58.200
Angela Lecompte: out math equations, and it writes them for them, which is pretty cool. We haven't had that to date, so somebody right now in a math program who needs

700
01:56:58.220 --> 01:57:01.200
Angela Lecompte: Support with, writing out their

701
01:57:01.310 --> 01:57:07.979
Angela Lecompte: equations would actually need a scribe who would be writing that out for them. The student would speak it out, and the scribe would write it.

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01:57:08.690 --> 01:57:14.499
Angela Lecompte: So just keeping that in mind, that those are some common accommodations that students use in our exam center.

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01:57:15.280 --> 01:57:29.689
Angela Lecompte: And some of the emerging things that we're seeing, both in the classroom as well as just around, professors' intellectual property management, trying to ensure that students aren't, recording them and posting it somewhere, that sort of thing.

704
01:57:29.810 --> 01:57:41.589
Angela Lecompte: So, weekly quizzes, is something that's coming up more and more in class, so that the professor is able to, I guess, gauge, that the students have engaged in the

705
01:57:41.590 --> 01:57:55.780
Angela Lecompte: The text material, as well as maybe there's a class discussion, and then there's a quiz right after to make sure that the student has, you know, been thinking critically about the information,

and it's kind of tested right on the spot where they can't access other materials and things.

706
01:57:56.170 --> 01:58:13.690
Angela Lecompte: So, this can get tricky for students with accommodations. Those who need extra time, if there isn't the space to have the extra time built into the classroom, then they may not have enough time to really process their thoughts, get them out on paper. If they require technology.

707
01:58:13.960 --> 01:58:34.290
Angela Lecompte: they might not be able to use their technology in the classroom, so… and if you're… you're… often students don't want to use technology, so you may be open to it. Maybe you're like, oh yeah, if you need to dictate your quiz, you can do that. Or if you need to use, some other, I don't know, means to do the quiz, like, maybe you're open to that, but the student doesn't want to be singled out.

708
01:58:34.290 --> 01:58:39.590
Angela Lecompte: Right? And… look different, that they're talking out their things, and then that's distracting to others.

709
01:58:39.590 --> 01:58:54.160
Angela Lecompte: So, that can be tricky, to do in the classroom. And then distraction-reduced space. So often the classroom space isn't distraction-reduced, and so the student may not be able to collect their thoughts and actually be able to answer, in a really meaningful way.

710
01:58:54.580 --> 01:59:07.349
Angela Lecompte: Also, with weekly quizzes, if the student is going to write with the exam center, it gets quite complicated, because, you know, the exam center could try to schedule them before the class, or try to schedule them after the class.

711
01:59:07.350 --> 01:59:23.250
Angela Lecompte: But it's often that the student then is missing part of the lecture. So the student is missing out on that learning from the actual classroom experience if they're running to the exam center to do their test and back again, that sort of thing. So it can be a bit tricky.

712
01:59:23.250 --> 01:59:27.449

Angela Lecompte: to do the weekly quizzes in the exam center.

713
01:59:28.580 --> 01:59:40.230
Angela Lecompte: In-class assignments, we're hearing this more and more, where students are expected to handwrite class assignments. Totally get that from a, you know, then you're ensuring that they can't use AI to produce their response.

714
01:59:40.310 --> 01:59:52.440
Angela Lecompte: But I want you to consider, again, those who use extra time, those who need technology to respond, and those who need distraction-reduced spaces. It can be quite tricky, if they, you know, need

715
01:59:52.580 --> 02:00:12.449
Angela Lecompte: to type their answers because of their spelling and grammar, or… and they're not able to type it, and those are things maybe you're needing to assess their spelling and grammar, or maybe their spelling and grammar is so bad without the technology that you're actually not able to read their response, and it's not getting across to you, really, what their knowledge is.

716
02:00:12.910 --> 02:00:31.869
Angela Lecompte: So things to consider. I know in my own class, so I teach one class, and in the course, I have the students do these exit slips at the end of class. It's partially so I can take attendance, and I know who exactly was there that day. It's also just to get a sense of, you know, where they're at with

717
02:00:31.870 --> 02:00:48.610
Angela Lecompte: the material that we've talked about. So, you know, what are the things they're thinking about beyond kind of what we said in class? And this can be tricky, because my course is actually only for students with disabilities, so they all have accommodation needs. So I keep it at the very end of the class, it's for the last

718
02:00:48.610 --> 02:00:58.719
Angela Lecompte: hour of the class. We've… I lecture for 2 hours, and then they have an hour at the end that's more work-based, and they get the exit slip at that point, so they have some time.

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02:00:58.720 --> 02:01:09.330
Angela Lecompte: I do allow them to go out into the hall if they need

to. Some students do use technology in the classroom. They're comfortable because they know their peers all have accommodations as well. And so some people do dictate their answer.

720
02:01:09.330 --> 02:01:26.090
Angela Lecompte: I also give the flexibility of that they can type them to me and email it to me, or they can hand in the little piece of paper, at the end of class. So I provide both a hard copy that they can write on, as well as, that I will accept it as, an email, but within the class time.

721
02:01:26.940 --> 02:01:33.349
Angela Lecompte: Just some things to think about around the in-class assignments, and we'll get into a few more things to consider.

722
02:01:33.620 --> 02:01:35.440
Angela Lecompte: No laptops in class.

723
02:01:35.730 --> 02:01:37.190
Angela Lecompte: I have to say, we were…

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02:01:37.710 --> 02:01:50.860
Angela Lecompte: we had a period of time where, when I first got into working in accessibility, so I've been at York for 16 years, and when I was an accessibility counselor, we actually had on the letter, like, needs laptop in class for.

725
02:01:50.860 --> 02:02:04.339
Angela Lecompte: you know, being able to take notes in class, or maybe it's that they're audio recording so that they can listen back to it later, because they can't process it all in the lecture, or they can't spell all the words that you've said, and so they need the time to go back and listen to it later, and

726
02:02:04.340 --> 02:02:13.889
Angela Lecompte: and figure out how to spell them properly, and it's getting them caught kind of in… in the lecture. They can't take their notes as efficiently because they're getting stuck on words they can't spell.

727
02:02:14.060 --> 02:02:32.010
Angela Lecompte: And so, yeah, there was a time when we had to put

laptop in class as an accommodation. There's probably been a good, like, 6-7 years where we actually removed it from the letter of accommodation, because it was quite expected that students would have a laptop in class, and that, you know, it became much more common.

728
02:02:32.150 --> 02:02:48.899
Angela Lecompte: And I find we're going the other way now, where, you know, it's not as common to have a laptop in class, or that faculty members are saying no laptops in class. And sometimes the solution has been, oh, you can sit on this side of the classroom if you have an accommodation.

729
02:02:49.180 --> 02:03:00.399
Angela Lecompte: But that, again, it's outing the student, that they have to actually say that they're a student with a disability. They're now showing their whole class they're a student with a disability who needs a laptop, for academic reasons.

730
02:03:00.620 --> 02:03:08.319
Angela Lecompte: So it can be tough to have the student weigh that, right? That they have to decide between their accommodations or their privacy.

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02:03:08.720 --> 02:03:31.350
Angela Lecompte: And the student might need that laptop, like I was saying, to take notes, to be able to keep everything organized together, so some of our students have difficulty with organization and planning, and so being able to keep it all together, can be quite helpful, having the laptop where all their notes are in the same spot with their course, and their… maybe the PowerPoints that you've allowed them to download, that sort of thing, it's all in one place.

732
02:03:31.720 --> 02:03:46.780
Angela Lecompte: It might give them access to reading. So if you're actually going through the readings in the class, being able to actually access those readings and use technology to listen to them, if you're talking about them or being able to reference them and other course materials.

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02:03:47.830 --> 02:03:59.629
Angela Lecompte: And the last one on here, so no audio recording or pictures in class. And this is an ongoing, but I think that we have a growing concern given AI at this point.

734
02:04:00.050 --> 02:04:13.620
Angela Lecompte: reasons that students use audio recording, again, is just to capture the lecture. And I know there's a lot of concern around that students might put it online, they might share it with other students. If there's things happening in class that

735
02:04:13.620 --> 02:04:25.159
Angela Lecompte: are controversial types of topics, or students are sharing lived experience. So my course, in particular, they talk a lot about their own disability experience. And so.

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02:04:25.160 --> 02:04:33.150
Angela Lecompte: In my course, the students don't audio record, but I do. I audio record, and I actually then share with them a summary.

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02:04:33.150 --> 02:04:45.610
Angela Lecompte: So I use an AI note-taking tool called Jamworks that audio records the entire lecture and then allows me to send the students a summary. It's all the highlights of…

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02:04:45.610 --> 02:04:53.140
Angela Lecompte: of what we talked about, and I can go through and edit it, so if it's wrong in any places, I can change the content within it,

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02:04:53.140 --> 02:05:06.299
Angela Lecompte: And it doesn't identify anybody, so it just talks about overall themes that were discussed, as opposed to specific things that students said. So students feel quite free to be able to talk about their lived experience with disability, and

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02:05:06.340 --> 02:05:10.539
Angela Lecompte: Because they see that it's not something that's going to be identifiable on the recording.

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02:05:10.740 --> 02:05:12.999
Angela Lecompte: At least on what I share of the recording.

742
02:05:15.770 --> 02:05:26.009
Angela Lecompte: So, I'm not going to get too much into this, because I'm going to run out of time if I do, but, I know the Teaching Commons

has great resources around inclusive design, universal design.

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02:05:26.020 --> 02:05:30.739
Angela Lecompte: So another thing to just keep in mind when you're thinking about your course design.

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02:05:30.740 --> 02:05:49.400
Angela Lecompte: You know, trying to find ways of assessing knowledge that allows students, or also just the materials that you're using, that allows students to engage in them in multiple ways, that they get the information represented to them in different modalities, as well as they're able to express their knowledge in different types of ways.

745
02:05:49.410 --> 02:06:09.409
Angela Lecompte: So flexibility within, you know, meeting the learning outcomes. Again, we're not asking to alter the learning outcomes. Students still have to meet the, you know, objectives of the course and demonstrate the knowledge that was expected to come out of that course, but can they do it in a different way, because of barriers that they're experiencing?

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02:06:09.540 --> 02:06:25.020
Angela Lecompte: You know, are there different options for assessments? Are there different options that students can choose from? So things that, you know, that are flexible, that they have some choice in how they're being assessed. Options for consuming information, options for how they participate and express their learning.

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02:06:25.540 --> 02:06:26.430
Angela Lecompte: Okay.

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02:06:29.340 --> 02:06:52.229
Angela Lecompte: So, some alternatives to consider. So providing flexible assessment options so students can choose, based on their own needs. So some things, you know, group work, where there's actually assigned roles, so students can be the scribe, the reader, the researcher, the presenter, because students often have a preference, right, to how they… they might like to… what role they'd like to play in that group.

749
02:06:52.530 --> 02:07:01.020
Angela Lecompte: group scenario. So being able to do it more in a

group collaborative approach within the classroom instead of an assignment that's maybe individualized.

750
02:07:01.500 --> 02:07:18.880
Angela Lecompte: Providing tasks where students can provide an oral response, if they choose, or a typed response. I always get caught, but I'm not the greatest speller. And so in Zoom sessions like this, where somebody says, oh, throw your answers in the chat, I get very caught, because

751
02:07:18.980 --> 02:07:34.100
Angela Lecompte: I can't necessarily spell everything properly the way I want it to. I don't know if I'm getting myself across the way I want to. And so, you know, being able to provide some flexibility with that, like, oh, you can write in the chat, or you can put up your hand and speak, out loud.

752
02:07:34.330 --> 02:07:44.950
Angela Lecompte: And so, just an example there, you know, if you provide a picture, an object, a case study, so something in real time that they're having to respond to, but provide different ways of being able to respond to it.

753
02:07:45.270 --> 02:07:55.120
Angela Lecompte: So being able to do the email submission versus, you know, where you can see the timestamp of when it's coming to you as an email submission, versus a handwritten submission.

754
02:07:56.320 --> 02:08:08.019
Angela Lecompte: Breaking down assignments and requiring students to submit pieces of the assignment on an ongoing basis. So I do this in my course. They have to write an essay and I have them right from the beginning.

755
02:08:08.020 --> 02:08:26.330
Angela Lecompte: you know, their library search, they have to send me what articles they're going to be, potentially using. Then they have to do an autobiography, or sorry, a bibliography about those, so that I understand… an annotated bibliography, sorry, so I understand what information they're going to be pulling from those, what are the different articles about.

756
02:08:26.330 --> 02:08:37.349

Angela Lecompte: Then they have to do their thesis statement and send me a copy. So all the way through, I'm getting to see their work and getting to see it change over time. So, you know, they.

757
02:08:37.380 --> 02:08:40.530
Angela Lecompte: Have to hand in multiple drafts of their work as well.

758
02:08:40.530 --> 02:08:59.949
Angela Lecompte: Another idea that I'm actually considering this year for my course is having a shared Google Drive so that they keep everything in a Google online tool where they're able to have all their, that's where they just keep their materials for the course. So you can see that in the history if like a big chunk has been added into the course.

759
02:08:59.950 --> 02:09:08.970
Angela Lecompte: the material, which you don't see if they've submitted, right, a Word document or a PDF. You just see, kind of, their last result.

760
02:09:09.240 --> 02:09:13.530
Angela Lecompte: So that's something to consider, if you're worried about AI use.

761
02:09:14.730 --> 02:09:21.339
Angela Lecompte: Also, I already touched on this a little bit, you know, not having students choose between their privacy and their need for technology.

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02:09:21.340 --> 02:09:35.779
Angela Lecompte: So I think being really clear about your expectations around AI. I know we're in this world right now where it's not so clear, and I know my… I think my feelings about AI change on a daily basis, depending on what the circumstances and

763
02:09:35.780 --> 02:09:38.359
Angela Lecompte: I can see the benefits and the drawbacks to it.

764
02:09:38.360 --> 02:10:00.430
Angela Lecompte: So trying to be really explicit with students, maybe it's even in the syllabus, right, about your expectations around AI.

When are they allowed to use it? When are they not allowed to use it? And the same about, you know, the… if they're recording the lecture for their own personal use, that they may… you can have them sign off on something, or agree to something that says that, you know, yes, I'm gonna audio record, but…

765
02:10:00.430 --> 02:10:17.279
Angela Lecompte: I'm not going to post it anywhere. It's for my own individual use. I'm not going to share it with anybody. I'm not going to put it into ChatGPT and have it summarize it for me, that sort of thing. So, I think, again, being really clear, with students about your expectations about, how they're using

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02:10:17.280 --> 02:10:20.440
Angela Lecompte: Technology and AI, can go a long way.

767
02:10:22.450 --> 02:10:33.589
Angela Lecompte: Just some other, just thoughts, so not necessarily related to in-class assessments, but our most common exam, and classroom accommodations are the extra time

768
02:10:33.590 --> 02:10:43.700
Angela Lecompte: For tests, up to 50%, flexible deadlines, and note-taking support. And so, some things to consider when you're considering how your course is laid out.

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02:10:43.870 --> 02:10:46.299
Angela Lecompte: You know, providing extra time in

770
02:10:46.430 --> 02:11:02.980
Angela Lecompte: the classroom for tests and exams, and I know that's not always possible, because you have to leave for another meeting or course that you're teaching, or maybe you only have the classroom for a short amount of time, and you can't actually stay later. But where possible, just

771
02:11:02.980 --> 02:11:07.830
Angela Lecompte: adding about 50% extra time onto the test from what you think it will take students.

772
02:11:08.050 --> 02:11:18.829
Angela Lecompte: That way, you're just accommodating for a bunch of

students who then don't have to go right in the exam center. If all they needed was extra time and they didn't need the technology, they might be able to stay right in the classroom.

773
02:11:18.910 --> 02:11:34.840
Angela Lecompte: It's also helping students who don't necessarily have, who aren't registered with us, but might have a disability, but haven't come forward, or, don't realize they actually are eligible for support through our office. It would then allow them also some more time to just.

774
02:11:35.340 --> 02:11:38.200
Angela Lecompte: Be able to engage in the material, process the material.

775
02:11:38.720 --> 02:11:40.949
Angela Lecompte: Providing flexible deadlines.

776
02:11:41.190 --> 02:11:52.640
Angela Lecompte: So being clear, maybe upfront, about how much flexibility students can have. So, in my course, I set a date of when it's due, and then I tell them that if they can't meet that date, that they do need to email me.

777
02:11:52.640 --> 02:12:09.580
Angela Lecompte: But they can have up to a week extension, and I've just kind of paced my course so that I… that gives me enough time once I get submitted. And surprisingly, not everybody takes that. I still only have a couple students a year who will take that extra time. Most try to get it in for the original due date.

778
02:12:09.700 --> 02:12:19.240
Angela Lecompte: So just providing some flexibility where possible, and letting students know that in advance and how to access that flexibility can be really helpful.

779
02:12:20.080 --> 02:12:38.990
Angela Lecompte: And then around note-taking, doing something similar to what I'm doing in my course, where I have control of the notes that they're getting. I'm providing them to them. And so there's many different options. There's a way to record through something called Panopto. Some, you know, are using things like Jamworks in their classrooms.

780
02:12:38.990 --> 02:12:51.769
Angela Lecompte: So things like that that still allow the professor to hold kind of some control over how the material is being shared, but then also still provides those extra notes for somebody who really needs them.

781
02:12:54.390 --> 02:13:06.880
Angela Lecompte: So, utilizing inclusive design principles in your course design mitigates barriers to assessment, promotes student success and engagement, and reinforces the university's commitment to equitable access and inclusion.

782
02:13:11.630 --> 02:13:19.389
Angela Lecompte: So thank you. And I do have references here. I can share my slides with you, Natasha, so that they can be sent out if you wish.

783
02:13:20.500 --> 02:13:39.099
Natasha May (she/her): Thank you so much, Angela. As I mentioned before, thank you for clapping and showing your appreciation. We will have time for questions, after the next presentation. We'll have a kind of an opportunity for dialogue between you and Angela Clark. So if that's okay.

784
02:13:39.100 --> 02:13:51.199
Natasha May (she/her): with you, that's great. And you're welcome, everyone, to put questions in the chat as they come to you, or you'll have opportunities to also unmute if you'd like to share your questions, if that's easier for you.

785
02:13:51.910 --> 02:13:54.060
Natasha May (she/her): Thank you so much. Alright.

786
02:13:55.630 --> 02:14:08.700
Natasha May (she/her): Angela, you are… Angela Clark! I invite you to come, forward, sharing your session on academic integrity.

787
02:14:09.120 --> 02:14:16.270
Angela Clark: Okay, thank you so much for having me here. I'm just gonna get my slideshow set up.

788
02:14:18.390 --> 02:14:23.810
Angela Clark: Okay, are you able to see the presenter's version of this?

789
02:14:24.190 --> 02:14:30.100
Natasha May (she/her): We have a little, like, wheel that's spinning, so it's probably in the process of changing.

790
02:14:30.100 --> 02:14:30.720
Angela Clark: Okay.

791
02:14:30.720 --> 02:14:31.650
Natasha May (she/her): Cool.

792
02:14:31.650 --> 02:14:33.370
Angela Clark: Hopefully it comes up. Yes.

793
02:14:33.370 --> 02:14:40.460
Natasha May (she/her): We can see the slides, but we see, like, the main slide with the slides along the side, so it's not…

794
02:14:41.560 --> 02:14:45.060
Angela Clark: Okay, let me… Change that around, then.

795
02:14:52.240 --> 02:14:58.249
Angela Clark: Yeah, I'm at, I'm at work today in my office, and so there's always a different setup.

796
02:15:00.120 --> 02:15:03.719
Angela Clark: Let's see… so just give me… bear with me.

797
02:15:03.930 --> 02:15:05.569
Angela Clark: This should be better, no?

798
02:15:05.940 --> 02:15:08.129
Natasha May (she/her): Yes, if you just, yeah, perfect, perfect.

799
02:15:08.130 --> 02:15:10.810

Angela Clark: Awesome, all right, thank you so much.

800
02:15:10.810 --> 02:15:11.570
Natasha May (she/her): watch Angela.

801
02:15:11.570 --> 02:15:35.019
Angela Clark: Thank you, thank you for that confirmation. Alright, so, to get started on academic integrity across modes, first I just wanted to introduce myself. My name's Angela Clark, I am the Associate Director of Program Development and Academic Integrity. I work in the Office of the Vice Provost Academic. And now, when it comes to academic integrity, my role involves

802
02:15:35.020 --> 02:15:37.270
Angela Clark: Working with colleagues across

803
02:15:37.270 --> 02:15:51.780
Angela Clark: York to promote and support academic integrity in teaching and learning. It doesn't really involve getting involved in investigations or imposing sanctions or anything like that, so it's more educative in focus.

804
02:15:52.190 --> 02:15:59.700
Angela Clark: So today I'm going to focus on academic integrity across different modes of delivery, and in particular.

805
02:15:59.890 --> 02:16:11.820
Angela Clark: I'm going to discuss what the research tells us about academic integrity in different learning environments. When it comes to assessment conditions, looking at what?

806
02:16:11.860 --> 02:16:26.579
Angela Clark: contributes to credible evidence of student learning. And then, most importantly, probably, when it comes to supporting academic integrity, I'll share some considerations for instructors and some strategies across different modes of delivery.

807
02:16:28.850 --> 02:16:33.270
Angela Clark: Okay, so to begin, I wanted to start with

808
02:16:33.309 --> 02:16:37.619

Angela Clark: an activity. So, here's a situation to consider.

809
02:16:37.620 --> 02:16:56.389
Angela Clark: Students are preparing an individual research assignment. The instructor permits discussion of course concepts, but prohibits collaboration on the submitted work. The use of generative AI tools to produce or revise assignment content is also prohibited.

810
02:16:57.040 --> 02:16:59.500
Angela Clark: So now, imagine the same…

811
02:17:00.260 --> 02:17:08.710
Angela Clark: assignment across 3 different formats. So, here's some descriptions of those formats. So, in person.

812
02:17:09.190 --> 02:17:14.600
Angela Clark: Students regularly work together in class and have opportunities to ask questions informally.

813
02:17:14.600 --> 02:17:30.819
Angela Clark: If it's asynchronous online, in this context, students typically work independently, relying on written instructions and online discussion forums. If it's a blended or HyFlex format, some students participate in classroom discussions, while others participate remotely.

814
02:17:30.820 --> 02:17:33.110
Angela Clark: or access the recordings.

815
02:17:33.590 --> 02:17:38.680
Angela Clark: So the three descriptions show that although, you know, expectations around things like

816
02:17:39.209 --> 02:17:52.689
Angela Clark: collaboration and Gen AI use are the same in terms of the assignment. The opportunities for students to interact with their instructors and peers, or to ask questions and seek clarification may differ, so I'm kind of… I'm kind of…

817
02:17:52.690 --> 02:18:08.590
Angela Clark: steering you towards, some of these answers to these

discussion questions I put up here. So, I'm curious to hear from you. Would your approach to supporting academic integrity differ across these three delivery modes, and

818
02:18:08.700 --> 02:18:20.910
Angela Clark: What, if anything, would you do differently, and why? So I'll turn it over to you. Considering what the research assignment asks for, and the three different delivery modes.

819
02:18:21.400 --> 02:18:26.190
Angela Clark: Do you think your approach to supporting academic integrity would differ?

820
02:18:37.120 --> 02:18:38.639
Angela Clark: Okay, note takers?

821
02:18:40.330 --> 02:18:41.809
Angela Clark: Okay, Jessica.

822
02:18:43.490 --> 02:18:50.750
Jessica Vorstermans (she/her): I don't know, I really struggle with this, because I don't… See… I mean, I don't…

823
02:18:52.090 --> 02:19:00.429
Jessica Vorstermans (she/her): see how I would do something differently. I mean, I would still do the same kind of work around.

824
02:19:01.330 --> 02:19:06.300
Jessica Vorstermans (she/her): providing them, like, thinking about academic integrity with them, so maybe, I guess, doing it

825
02:19:06.400 --> 02:19:20.839
Jessica Vorstermans (she/her): I mean, in person, it can be more of a discussion, asynchronous online, I guess, you know, they can have an online discussion forum, but I just don't know how generative those are. And then.

826
02:19:21.000 --> 02:19:23.619
Jessica Vorstermans (she/her): I guess blended, you could essentially…

827

02:19:24.190 --> 02:19:27.010
Jessica Vorstermans (she/her): Do whichever one you wanted, or both.

828
02:19:27.500 --> 02:19:28.340
Angela Clark: Yeah, perfect.

829
02:19:28.340 --> 02:19:35.059
Jessica Vorstermans (she/her): I don't know, my mind can't really think of, like, some revolutionary difference that I would do across the modes.

830
02:19:35.709 --> 02:19:53.529
Angela Clark: Yeah, that's… that's great, exactly. And… and you're kind of getting to… to my point, that I'll be… that I'll be making later. But, yeah, that's excellent. So, for the… if you could think about, like, for everyone here, if you could think about, you know, would you communicate expectations a little differently?

831
02:19:53.529 --> 02:19:57.399
Angela Clark: You know, depending on how students are participating, do you think?

832
02:19:58.699 --> 02:20:03.619
Angela Clark: That would be one approach in terms of communicating… communicating expectations.

833
02:20:04.839 --> 02:20:05.919
Angela Clark: What do you think?

834
02:20:06.709 --> 02:20:08.219
Angela Clark: And in what ways?

835
02:20:12.109 --> 02:20:17.459
Angela Clark: And that's okay. I mean, I'll, I'll talk about all this stuff soon, but.

836
02:20:17.689 --> 02:20:28.739
Angela Clark: you know, one thing, and Jessica kind of pointed this out as well, is that the expectations don't necessarily change across delivery modes. Students are still expected to complete

837
02:20:28.739 --> 02:20:40.449
Angela Clark: their own work and, you know, within those boundaries that are established for that assessment. So what may change is how instructors communicate those expectations and support students in understanding what the boundaries are.

838
02:20:40.479 --> 02:20:41.619
Angela Clark: So…

839
02:20:43.259 --> 02:20:55.759
Angela Clark: Let's think about, now, across modes, what are things that stay the same, and what are things that differ? So, so just breaking it down, what stays the same? Academic integrity principles across the board.

840
02:20:55.869 --> 02:21:16.829
Angela Clark: in all courses should be staying the same. So, these are the fundamental principles of academic integrity, as well as the expectations outlined in our academic conduct policy and procedures. That should all remain consistent. Expectations for student work. Students are expected to demonstrate their own learning, follow the academic integrity requirements in their courses and assessments.

841
02:21:16.829 --> 02:21:18.889
Angela Clark: And, you know, looking at

842
02:21:18.889 --> 02:21:27.009
Angela Clark: Academic integrity is a shared responsibility, so everyone has a role in upholding it, in promoting it.

843
02:21:27.559 --> 02:21:29.069
Angela Clark: Now, what changes?

844
02:21:29.639 --> 02:21:42.619
Angela Clark: learning environments, so how students interact with the instructors, with their peers, how they participate in learning activities, and access academic support. The assessment conditions, how or where students

845
02:21:42.729 --> 02:21:53.729
Angela Clark: Are completing these assessments, the supervision of

these assessments, access to resources, and also opportunities for collaboration with their peers.

846
02:21:53.749 --> 02:22:06.129
Angela Clark: And teaching practices also change, so how instructors communicate their expectations, how they're actually teaching academic integrity, how they're engaging students, and of course, how they're designing assessments.

847
02:22:07.689 --> 02:22:08.729
Angela Clark: So…

848
02:22:09.539 --> 02:22:18.179
Angela Clark: You know, one thing I wanted to address is, I hear a lot that, oh, online learning, what a disaster, cheating is going to be rife.

849
02:22:18.199 --> 02:22:30.829
Angela Clark: But, according to the research, does online delivery mean more misconduct? And actually, no, it doesn't. According to the research, there's no.

850
02:22:31.049 --> 02:22:43.389
Angela Clark: studies that show that cheating is more prevalent online. Some studies actually report that there's higher levels in face-to-face settings, or there's comparable levels across environments.

851
02:22:43.499 --> 02:22:50.939
Angela Clark: So, although online courses are often perceived as having more cheating, research doesn't support that.

852
02:22:52.419 --> 02:22:55.579
Angela Clark: However, what research has found is that there's

853
02:22:55.699 --> 02:23:10.029
Angela Clark: It's identified uncertainty in how faculty and students interpret academic misconduct across modes, particularly when it comes to things like, collaboration and resources that are permitted.

854
02:23:10.619 --> 02:23:25.899

Angela Clark: So, for example, one study showed considerable uncertainty for both… for both groups, for both students and faculty, about whether, you know, if they can… if consulting notes was okay, if, you know, having.

855
02:23:26.509 --> 02:23:49.769
Angela Clark: an open book exam, or other… or using other course materials during an online exam was cheating. And so, it found that, you know, about half of faculty were unsure, and about half of students were also unsure. So, you know, it shows that these decisions need to be made deliberately, in line with what the assessment is intended to measure, and that these

856
02:23:49.769 --> 02:23:52.679
Angela Clark: Expectations should also be communicated.

857
02:23:52.679 --> 02:23:54.419
Angela Clark: to students clearly.

858
02:23:56.649 --> 02:24:07.179
Angela Clark: Okay, so if delivery mode alone doesn't determine academic integrity risks, what else should we be considering? So.

859
02:24:07.179 --> 02:24:23.829
Angela Clark: I took this from, this paper by, by Dollinger and colleagues, who, you know, they offered this, this framework for thinking about this, and, identifying three interconnected foundations. So, this paper was developed by a group of Australian higher ed

860
02:24:23.829 --> 02:24:48.779
Angela Clark: researchers, and specialists in assessment, in academic integrity, and quality assurance. So it focuses on… it focuses on fully online degree programs, and the challenges in assuring learning, and that students are, you know, when students are completing their entire programs remotely, but it also… the authors do also recognize that many of these considerations, apply to different

861
02:24:48.779 --> 02:25:01.399
Angela Clark: modes as well, so to blend it into in-person. So according to them, credible assurance of learning depends on three interconnected foundations, which are assessment, security.

862
02:25:01.399 --> 02:25:23.889
Angela Clark: Verifying student identity and ensuring assessments are completed under the required conditions. Now, it's important to note that no assessment is completely secure against academic misconduct. The goal isn't to eliminate every possible risk, but to consider what level of security is appropriate for the nature and purpose of the assessment.

863
02:25:24.639 --> 02:25:47.799
Angela Clark: So, valid assessment design is another foundation that they identified, so designing assessments that provide credible evidence of students' achievement of the intended learning or intended learning outcomes. And then also, academic integrity culture was a third foundation, so fostering shared expectations, responsibility, and practices that support honest academic work.

864
02:25:48.059 --> 02:25:54.569
Angela Clark: You know, they pointed out, of course, that assessment security is not the same as assurance of learning.

865
02:25:55.779 --> 02:25:58.709
Angela Clark: So, For example…

866
02:25:59.039 --> 02:26:08.179
Angela Clark: An invigilated exam, you know, you might think of it as secure, but if it's only testing factual recall when the learning outcomes

867
02:26:08.459 --> 02:26:28.429
Angela Clark: require critical analysis, then it doesn't adequately assess the intended learning, so then it fails when it comes to these three foundations. Conversely, if there's a well-designed assessment that may measure the intended skills, but, you know, there's questions about whether the work submitted is a student's own.

868
02:26:28.429 --> 02:26:31.769
Angela Clark: Then, yeah, that that does not assure

869
02:26:31.769 --> 02:26:35.279
Angela Clark: That is not assurance of learning for that particular assessment.

870
02:26:35.709 --> 02:26:55.539
Angela Clark: So, of course, all three are essential to ensuring assessments provide credible evidence of students' learning, but you know, none of these… none of these operate entirely independent of the other. You need all three. And how they're addressed may differ across, delivery modes.

871
02:26:56.969 --> 02:27:03.519
Angela Clark: So, now I want to get into academic integrity. So… you know, I think…

872
02:27:03.859 --> 02:27:14.949
Angela Clark: all too often, when we think of this, we think of it's a matter of individual student decisions. But it's wider than that, right? So…

873
02:27:15.379 --> 02:27:25.359
Angela Clark: There's different factors, such as social, there's, of course, the individual, as well as environmental factors. So I just want to go through this briefly, just to get an understanding of, of.

874
02:27:25.769 --> 02:27:33.959
Angela Clark: What's involved when it comes to maintaining academic integrity, and what can help instigate academic misconduct?

875
02:27:33.959 --> 02:27:43.479
Angela Clark: So, social factors matter, and they matter a lot. So this is in terms of students' sense of connection to their academic community.

876
02:27:43.479 --> 02:28:06.689
Angela Clark: The relationship with their instructors, but also students' perceptions of peer cheating. And this, students' perception of peer cheating, is probably the most influential factor determining whether or not they'll engage in cheating. So, if students perceive that their peers are cheating and they're getting away with it, this can influence them to engage in cheating as well.

877
02:28:06.739 --> 02:28:18.359
Angela Clark: However, you know, it works the opposite way as well. If they believe their peers disapprove of cheating, then this influences them not to engage in cheating. So this is a really important factor.

878
02:28:19.319 --> 02:28:37.979
Angela Clark: In terms of individual factors, students… things like students' preparation, motivation, and confidence, it may also influence their decisions as, you know, as do academic pressures, such as their workload, their fear of failure, and their pressure to… and pressure to achieve high grades.

879
02:28:37.979 --> 02:28:41.749
Angela Clark: Environmental, so the institutional environment.

880
02:28:41.809 --> 02:28:53.379
Angela Clark: Also plays an important role, through its policies, through the teaching practices, as well as the availability of guidance and support for students.

881
02:28:53.439 --> 02:29:16.799
Angela Clark: So, it may not be possible to control students' individual circumstances or eliminate the academic pressures they may be under, but some of the conditions that support academic integrity can be influenced. There's ways in which teaching practices can help address some of these factors, such as, of course, we talked about earlier, making expectations clearer.

882
02:29:16.799 --> 02:29:28.419
Angela Clark: Creating opportunities for students to ask questions, seek guidance, and fostering a sense of connection with students, as well as shared responsibility. So, I'm going to return to

883
02:29:28.649 --> 02:29:38.539
Angela Clark: examples of how this might look like. But first, I wanted to consider how academic integrity may differ across modes of delivery.

884
02:29:39.499 --> 02:29:49.559
Angela Clark: So this chart compares four different delivery modes, so in-person, synchronous online, asynchronous online, blended, or HyFlex.

885
02:29:50.089 --> 02:30:02.249
Angela Clark: And the opportunities column here, it highlights some of the benefits of each delivery mode, while the next column identifies

considerations

886
02:30:02.299 --> 02:30:14.509
Angela Clark: for supporting academic integrity. So this first one, in person, so this one offers opportunities for immediate interaction, and students can

887
02:30:14.509 --> 02:30:23.869
Angela Clark: Liam Doyle, get informal clarification, perhaps right after class, talking to the instructor. There's opportunities for relationship building as well.

888
02:30:24.089 --> 02:30:35.689
Angela Clark: But students still may experience anonymity in large classes, and we shouldn't assume that they understand academic integrity expectations simply because they've been discussed in class, right?

889
02:30:35.819 --> 02:30:47.009
Angela Clark: In terms of synchronous online, this may also allow for real-time interaction, but it may be more difficult to gauge students' engagement and understanding.

890
02:30:47.369 --> 02:31:03.779
Angela Clark: In terms of asynchronous online courses, yes, they offer flexibility, but students may rely more heavily on the instructions provided and how course materials are organized, and they may have fewer opportunities for immediate clarification.

891
02:31:04.029 --> 02:31:20.389
Angela Clark: When it comes to blended and HyFlex courses, they may offer flexibility in the way that students participate, but they may… students may also receive information differently, depending on whether they're attending in person or remotely.

892
02:31:20.429 --> 02:31:29.199
Angela Clark: So, it's important to ensure that academic integrity, expectations, guidance, opportunities for support are consistent across both of these formats.

893
02:31:29.199 --> 02:31:41.949
Angela Clark: And overall, none of these modes is inherently more

vulnerable to academic misconduct than another, but each mode, again, creates different conditions for

894
02:31:41.949 --> 02:31:50.649
Angela Clark: Things like communicating expectations, also for building relationships, supporting students, and of course, gathering evidence of learning.

895
02:31:51.949 --> 02:32:14.809
Angela Clark: Okay, so we've looked at some of the opportunities, some of the challenges associated with different delivery modes. Now I want to turn to what instructors can do in practice to support academic integrity, starting with establishing and communicating expectations. So, earlier we saw research showing that nearly half of faculty were unsure

896
02:32:14.809 --> 02:32:38.399
Angela Clark: whether, you know, consulting notes or other course materials during an online exam constituted cheating, with students as well expressing similar uncertainty. So we can't always assume that instructors and students share the same understanding of what's permitted. So, a first step could be to establish which forms of assistance are appropriate for a particular assessment.

897
02:32:38.399 --> 02:32:41.399
Angela Clark: Based on what students are expected to demonstrate.

898
02:32:41.989 --> 02:32:49.219
Angela Clark: So, for example, if, you know, they're to develop an argument, As… as part of…

899
02:32:49.219 --> 02:33:12.859
Angela Clark: their learning, allowing students to use Gen AI to generate an outline may interfere with that purpose. But if students are working through a complex case study, using AI to help them explore different perspectives, and then, you know, they can critically evaluate that on their own, that may be appropriate, of course, depending on the instructor's expectation and what the assignment is.

900
02:33:13.409 --> 02:33:32.159
Angela Clark: So, once it's been established what's appropriate, those expectations need to be communicated clearly. So, here's this table

that illustrates one way of doing that for an individual take-home assignment. So, rather than just telling students to complete their own work.

901
02:33:32.159 --> 02:33:40.849
Angela Clark: you know, you can consider providing some concrete examples of what's permitted, what's not permitted, and what they should ask about. So…

902
02:33:41.609 --> 02:34:00.669
Angela Clark: For example, okay, it's totally fine to discuss course concept with classmates, but it's not okay to share drafts, draft answers, or writing their sections together. And maybe a little bit of a gray area is having someone edit or suggest changes to a draft.

903
02:34:00.779 --> 02:34:18.459
Angela Clark: So the Ask First category, it also gives instructors an opportunity to identify areas of uncertainty for students, and then clarify expectations for the class as a whole. Okay, so I'll move to the next slide. I won't read all these.

904
02:34:22.759 --> 02:34:41.459
Angela Clark: Okay, so beyond communicating expectations, it's also important to give students opportunities on how to apply them. So, research suggests that academic integrity education can be particularly useful when it's connected to an assignment, so something authentic.

905
02:34:41.459 --> 02:34:53.809
Angela Clark: Rather than treat it as, you know, one-time activity. So, one way to do this is, you know, through scenarios that ask students to think about what's permitted for a particular assignment. So here's one

906
02:34:53.909 --> 02:34:57.569
Angela Clark: example of a scenario involving Gen AI.

907
02:34:57.569 --> 02:35:18.559
Angela Clark: So, a student is preparing an individual research paper. The instructor permits AI for brainstorming and for developing an outline, but requires students to write their own work. The student writes a draft, then asks ChatGPT to rewrite several paragraphs to improve their clarity, organization, academic tone. The student

incorporates the revised

908
02:35:18.579 --> 02:35:21.279
Angela Clark: Paragraphs into the final submission.

909
02:35:21.919 --> 02:35:32.069
Angela Clark: So… the instructors permitting Gen AI for brainstorming and for developing an outline, but the students might…

910
02:35:32.229 --> 02:35:40.579
Angela Clark: it raises something that students might not… may not find obvious. You know, where's the boundary between editing assistance and.

911
02:35:41.419 --> 02:35:48.979
Angela Clark: editing assistance and substantive rewriting that changes their contribution completely. So…

912
02:35:48.979 --> 02:36:07.379
Angela Clark: It may be helpful, then, to have students consider such a scenario, and to make this distinction obvious, and then also to have them explain the reasoning, rather than simply identifying to them, okay, this behavior is prohibited, don't do this. The discussion may also reveal for the instructor areas

913
02:36:07.379 --> 02:36:12.299
Angela Clark: About what needs to be clarified about the kinds of, editing assistance.

914
02:36:12.349 --> 02:36:15.009
Angela Clark: That are acceptable using Gen AI.

915
02:36:15.209 --> 02:36:34.079
Angela Clark: And this can be adapted across different modes. For example, you know, you can discuss it in class for in-person formats, you can use a poll for synchronous online, When it comes to asynchronous, you can embed it in eClass with response options, etc. So…

916
02:36:34.749 --> 02:36:54.459
Angela Clark: Okay, so, so far we've talked about helping students

understand and apply academic integrity expectations. Another thing I want to touch on is building in opportunities for students to demonstrate their own understanding, you know, providing additional evidence that students understand the work they've submitted, rather than, you know, solely relying on the final product.

917
02:36:54.459 --> 02:37:14.239
Angela Clark: Just to make sure that they've done the work that they're claiming to. So, across delivery modes, some examples here, in person, you can incorporate brief oral explanations, you could do individual check-ins, you can incorporate opportunities for students to defend what they put into their work.

918
02:37:14.369 --> 02:37:35.659
Angela Clark: Synchronous online can do something similar through live questioning. You can incorporate short presentations or visual, virtual, sorry, follow-up conversations to explore the reasoning. Asynchronous online, you can ask them to submit brief written or recorded explanations of their approach, respond to individualized questions.

919
02:37:35.659 --> 02:37:44.389
Angela Clark: Or reflect on decisions that they made during assessment. And then finally, blended and HyFlex, you can offer comparable opportunities to demonstrate

920
02:37:44.439 --> 02:37:59.449
Angela Clark: understanding through in-person or virtual discussions, including recorded explanations or other appropriate formats, regardless, regardless of how students are attending. So overall, these should align with the, of course, the intended learning outcomes.

921
02:37:59.449 --> 02:38:09.619
Angela Clark: And, and be designed to accommodate different student needs and circumstances, as per the session on accessibility that was just before this one.

922
02:38:10.469 --> 02:38:25.269
Angela Clark: Okay, and so finally, you know, I'm just gonna refer to, again, the research that suggests that feelings of anonymity and disconnection may contribute to academic misconduct, while things like positive student

923
02:38:25.269 --> 02:38:43.039
Angela Clark: Instructor relationships and peer norms can help reinforce academic integrity, so this is especially important when informal opportunities for interaction are limited because of mode. It's also about creating opportunities for students to develop skills related to academic integrity. So.

924
02:38:43.799 --> 02:38:59.459
Angela Clark: Examples across delivery modes to help foster these relationships, so in person, you can have informal discussions, opportunities to ask questions, reinforce expectations through classroom activities.

925
02:39:01.559 --> 02:39:18.139
Angela Clark: And then, sorry, and then in, synchronous online, you know, some ways to reinforce this is through live discussions, through polls, and then, you know, creating opportunities for students in general to engage with instructors and peers through asynchronous discussion forums.

926
02:39:18.149 --> 02:39:40.819
Angela Clark: providing accessible guidance and opportunities for questions and feedback, and then blended or high flex, ensuring students participate in different ways and have comparable opportunities for interaction, clarification, and support. So, ultimately, supporting academic integrity, you know, isn't just about preventing misconduct, of course, it's considering the factors that influence integrity.

927
02:39:40.819 --> 02:39:48.299
Angela Clark: And about building a learning environment where students understand what's expected, and also feel supported in meeting those expectations.