Virtual Meet & Greet: Meet the F20 CSAHS Super 7 | Text Transcript

[Narration by Christopher Donaldson] Hello and welcome everybody, thank you for those who are able to join us synchronously and those who are unable to attend synchronously a recording of this video will be made available. My name is Chris Donaldson, I'm the manager of Academic Programs for the College of Social and Applied Human Sciences and I'm thrilled to introduce to you the current CSAHS Super Seven Instructional and Technical Support Student Assistants for the fall 2020 semester. But before I introduce you to the student team, we've got a couple of esteemed guests joining us today. So, we have the Acting Dean, Dr. Byron Sheldrick, I'll hand you off Byron.

[Narration by Bryon Sheldrick] Oh, great! Thank you, Chris. Welcome everyone, I don't have a lot to say here except to really express gratitude and thanks to Chris for really managing this project and doing such a great job; but also, to the student, the co-op students who are here today. Over the summer we had co-op students working with faculty to help them with course development and making the adjustment to kind of online and alternate delivery courses and it was such a success that it was a bit of a no-brainer to say we should continue that over the fall to help faculty with winter course preparation; and Chris, it's clear we've put together another fabulous team of students with incredible capacity, enthusiasm and I'm sure that faculty will really appreciate the support and the creativity that the students bring to this process. I mean, it's challenging doing this work to change courses over to alternate formats but it's something we kind of have to do and it's really good to have this support. So just thanks to everyone involved and, that's, I'll just turn it back to you, Chris.

[Narration by Christopher Donaldson] Thanks so much Byron! We also have our Acting Dean, Acting Associate Dean Academic Dr. Paula Barata on the line.

[Narration by Paula Barata] Hi everyone, I don't want to take up too much time, but I did want to help you put a face to a name. So, I am the Acting Associate Dean Academic. I'll be working with the Super Seven mostly through Chris, but any chairs that are on, any faculty that are on you can bring concerns to me. If I'm hearing a lot of the same concerns, we can certainly then bring them to Chris's attention and that will filter through to the Super Seven. So, we'll find out a little bit more about what they're already planning, but that's not everything they can do for us this semester. So, we'll, we can be a little flexible as things arise and I also want to echo everything that Byron said, we're so super excited to have the Super Seven back and thank you Chris for all your work with them.

[Narration by Christopher Donaldson] Great! Thank you, Paula. Alright, Michael I'm handing it off to you to lead the introductions of our team.

[Narration by Michael Tam] [Slide introducing Michael Tam; mtam07@uoguelph.ca] Good morning, everybody. My name is Michael, myself and the rest of the Super Seven Team hope
you're off to a great start this fall and are eager to work with you and to share our individual areas of focus where we can support you this semester. So once again my name is Michael, I am a third-year Bachelor of Commerce Marketing Management co-op student. This semester I will be focusing on the area of CourseLink Tools, such as quizzes and rubrics. Things I can do with this in order to help you are import and create quiz shells and question libraries. I am able to link assignments, quizzes, discussions to rubrics and then to the gradebook as well and then a common theme around this team will be the implementation of CourseLink Tools to align with learning outcomes. With that I will pass it off to Bryn.

[Narration by Bryn Deering] [Slide introducing Bryn Deering; bdeering@uoguelph.ca] Hey everyone, so my name is Bryn and I'm a third-year Computer Science student at the university. So, my current areas of focus with this team are going to be providing support for video conferencing tools including Zoom, Microsoft Teams, Virtual Classroom and even Webex. I'll also be a secondary lead on the integration of external learning tools. As well as I'll be assisting with the implementation of intelligent agents in CourseLink.

[Narration by Joshua Near] [Slide introducing Joshua Near; jnear@uoguelph.ca] Hi everyone, I'm Josh Near. I'm in my fourth and final year of my Bachelor of Engineering for Engineering Systems and Computing. My current area of focus for semester is going to be, I'm taking the lead on building intelligent agents within CourseLink and creating training resources and templates for different parts of CourseLink website, like a CourseLink course. I'm also helping with producing training videos to that end.

[Narration by Emily Graham] [Slide introducing Emily Graham; egraha09@uoguelph.ca] Hi everyone, my name is Emily Graham and I'm in my third-year as a Psychology student and I'm taking lead on accessibility and AODA compliance, so making sure that all documents are accessible for faculty and then also following the orders as well. So, also, I will be helping build course content on CourseLink, so quizzes, rubrics, discussions and groups as well.

[Narration by Sarah Katarincic] [Slide introducing Sarah Katarincic; skatarin@uoguelph.ca] Hi everyone, my name is Sarah Katarincic and I'm in my last year of Psychology. This semester I'm going to be focusing on integrating external tools and mostly making resources that can kind of build that gap that can be beneficial to you all. I'm also going to be assisting with intelligent agents and accessibility.

[Narration by Sharon Lee] [Slide introducing Sharon Lee; shuktaks@uoguelph.ca] Hi everyone, my name is Sharon Lee and I'm in my third-year majoring in Psychology and minoring in Marketing. In this team, I'll be leading in video production. So, what I can help you do is to create and edit a variety of different videos, such as live lectures, talking head videos, animations and compilations. I'm also the second lead in accessibility and AODA compliance, so making sure all videos and documents have closed captions, transcripts and making sure that they can be exported to other formats. I will also be helping out in integrating external tools and courses as a learning resource.
Hi everyone, my name is Kyra Bruce. I'm a third-year Bachelor of Arts Psychology student and my area of focus for this term is to apply CourseLink Tools; specifically, collaborative ones, such as groups and discussions. I will also be building and creating course content within CourseLink as well as producing resources throughout the term that might be beneficial for remote teaching and learning. Now we'd like to open up the floor to a brainstorming session as well as any questions or ideas you may have for us.

So, thanks to all of the team for giving their overviews and presentations. Back to what Byron and Paula were talking about but, that's not the exhaustive list of how this team can support you. If there are any ideas or anything that's already come up through of lessons learned from the fall semester, feel free to post them in the chat or if you want to turn your audio video on, if there's anything that you think right off the bat that you want to share. Just on that note as a reminder the CSAHS co-op email is live. So, if you do have any requests for support make sure that you fill out one of the intake forms and then one of the team members will be assigned as the project lead and they'll follow up with you individually to make sure that they are clear on what your expectations are and then making sure that the right access and everything is granted so that they can help move things forward and getting things ready for remote or alternate delivery. Hi, Wanhong.

Hi, good morning and, yeah, I just also want to thank Chris, you, and also Super Seven Team for helping us. Just to have one thing in my mind and is that, I'm not sure is that, probably, our teaching assistant may have some of the needs as well. But I'm not exactly sure what it would look like and I thought just raise that and if I hear anything definitely I would like to connect with you folks. So that's just one thing in my mind and, yeah. Also, that's really great for our CSAHS to provide these resources to support us, yeah thank you!

Great, thank you Wanhong and this is something that the team is currently working on and there are some resources that the summer team had produced, specifically on, kind of Zoom basics for instructors and TA's, and then the similarly with Virtual Classroom. So, those we're going to try to get on a remote teaching website soon so that they are available that you can grab what resources are most pertinent at the time. As a response to the start of the semester as well, the team is currently working on classroom management in a remote teaching environment. Kind of a manual as well as supporting resources to help manage perhaps disruptive behaviours in synchronous meeting sessions. But if there, as Paula said especially, if there is anything especially as department chairs that you're hearing from faculty members, feel free to filter to us as well and then we can also get the team to address what needs are needed.

Yeah, if I may echo what you said Chris, about how to manage disruptive classroom behaviours, could be something definitely. I would appreciate some of the tips and we did encounter a case already. Even for myself and also, I feel challenged and don't
know which one button to push and which one to do that, so I just echo what you said. Thank you so much for that support!

[Narration by Christopher Donaldson] Yeah, that's one of the goals. Thank you, Wanhong. That's one of the goals so, a member of our team currently is starting to do an assessment of what are those specific situations that could come up and whether it's a matter of producing a one pager or kind of very short succinct videos to really walk you through here are the steps, here's the buttons you should be clicking, here the settings you should set up; you're using Zoom for synchronous meeting so that you can focus on your teaching and not have to worry so much about the technology. You've got it set up.

[Narration by Wanhong Yang] Thank you.

[Narration by Christopher Donaldson] Thanks! Is there anything else from the floor that anyone wants to raise? Yes, Paula.

[Narration by Paula Barata] Chris, could you just remind us how long we have the Super Seven? So, people can plan ahead for when they won't be with us anymore. They'll still of course be alive but, when they won't be working with us [laughing].

[Narration by Christopher Donaldson] Thanks Paula! So, this team is available for support until mid-December, I believe it's December 18th. Especially for starting to get ideas moving for, let's say Winter '21 delivery, assuming the delivery is in an alternate environment or at least considerations on getting some of the material ready in case that's the decision the university chooses. But until December 18th, we have the team available for support. We just want to make sure that as things come up we can really use the capacity that they currently have now.

Thank you, Paula! Karl?

[Narration by Karl Hennig] Yeah, good morning. Okay, so quick question. I think I've got this all worked out. I think it's just more of a confirmation. I'm doing the Zoom polls to do sort of in-class quizzes, and my understanding is that they need to be registered in order for me to, when those polls get saved that I have their address or slash ID then I can link it with grades. So, I'm correct, that all I need to do is just click on registration and I can then either confirm whether they register through UofG or through Zoom? And I've selected UofG. Do I have all that correct?

[Narration by Christopher Donaldson] From my understanding, Bryn, I think you're ready to take this.

[Narration by Bryn Deering] Yeah, so it sounds like you have the idea. That would be in your Zoom settings through the web portal, that you have that setting where you've checked the box. I believe it says only authenticated users can join.

[Narration by Karl Hennig] Correct.
[Narration by Bryn Deering] So, it sounds like you have that figured out. If you have any other concerns, please feel free to email me because I'll be the lead on video conferencing and we can work out any other issues.

[Narration by Karl Hennig] Okay, so maybe this is more, by way, feedback for you and it was a discovery for me. In all my lectures I kept putting registration required, and I thought that was in place but then as soon as I, then it saved but it got rid of that and the reason was, at least I believe the reason was, because I was also clicking personal ID required or something else required. So, it was undoing the registration and I didn't realize it was automatically undoing what I had done. After I went back I'd say, well I thought I clicked that registration required but it was then unchecked.

[Narration by Christopher Donaldson] That's a good lesson learned. Just one very minor point of clarification, I know in my own courses that I teach remotely, I do have it that users, you have to register in order to get access to the meeting link, but if you choose users have to authenticate then it matters what students are actually using to log in through their Zoom account. So, I know Open Ed just released some additional resources on Zoom best practices and, as Bryn said, he'll be our first point of contact for incoming requests on Zoom support.

[Narration by Karl Hennig] So, where can I find those recordings? Just on Open Ed?

[Narration by Christopher Donaldson] Yeah, I'll dig it up and post it into the chat, but the Open Ed, they've got some screenshots available right now on teaching remotely and then using the different tools. We're hoping to build upon that to make, kind of easily digestible here's what you can do if this happens in your course.

[Narration by Karl Hennig] Right, okay. Thanks a lot!

[Narration by Christopher Donaldson] Thanks, Karl. [inaudible] Your hand up?

[Narration by Ian Spears] Yes, just a couple of things. One, I'm not sure, I just came in a little late, so I'm not sure if I heard Karl's question correctly. But be wary of changing, if you're doing something like a quiz, be wary of changing anything midpoint because I learned after I posted a quiz, I then learned how to export it to my CourseLink and then I sort of forgot that I'd done that halfway and at least I think this is what happened. Oh, and any students that had written the quiz before I learned that and made the change did not get exported. It was just luck that I discovered that not all the grades had been transferred. I just hate to think of, you know my own, I don't know if that's carelessness or incompetence that might have not transferred everyone's grades. So, you really have to be vigilant and once you've posted something you have to be careful about what you change midpoint. But the other thing I did have a question about is: we're organizing a round table and, I'm just, I'm not sure the best way to do it. I'm not sure whether to make the link available to everybody or to selected users. I think I've been a bit spooked by Zoom-bombing. I know that the security has been enhanced and I actually haven't had any problem with my classes at all. But, it might be a different thing if it's open, an event
that's open to the public. So, I just was hoping I could somewhat, I could have some connection to someone who could give me advice on that. Thank you.

[Narration by Christopher Donaldson] Thanks, Ian. Yeah, certainly we'll follow up. Maybe Bryn will be able to reach out to you and follow up with those concerns. I see Wanhong, your hands up?

[Narration by Wanhong Yang] Yes. Mind if I, may I ask a follow up on the zoom question. Actually, the previous Super Seven Team helped me out with the groups and able to even help with test on it. My question is that I'm going to assign co-hosts which is a guest speaker come over. I assume that those guest speaker and co-host have the same privilege, like what I have. They can just move in between different groups, and like same function, they can be more like a need in the class as well. It's just something, because I was reading some of the Zoom materials. It's not clear to me and I don't know how to test it either. So, thank you!

[Narration by Bryn Deering] So, in regards to assigning someone as a co-host on your Zoom call; there are some permissions that aren't available to co-hosts that you only have as the host. You can, however, assign someone else as the host on your meeting and then you can re-claim the host position. So, you don't have to worry about someone taking over your meeting and not having control.

[Narration by Wanhong Yang] Thank you! That's helpful. That was actually, that's what I think will solve my problem. Thank you!

[Narration by Christopher Donaldson] Yeah, thanks Bryn and thanks Wanhong. This was a lesson learned actually in a training session that we had. I had assigned over a host or a co-host status to another facilitator and the first thing that they said was you need to assign me as host if you want the breakout rooms enabled. So, I would say this has been a learning experience for us all and as these lessons are learned that's where I'm thrilled that the team and as Bryn and the others are available just to help and address these as they've been coming up. So, I'm looking, we have a few minutes left. Is there anything that anyone else who's currently here synchronously had any questions or any ideas or brainstorming that they wanted to bring forward? I see Meredith is on the call, I know she's got some ideas. Not to put Meredith on the spot but we were already talking too about how we can leverage this team from a student success perspective and look at teaching and learning strategies just on a broader scale on what the team can do, what resources they can curate. I know everyone's been inundated with resources from March onwards. We're really trying to find what gaps may exist or what other alternate ways we can present similar information that is easily digestible and it's something that you can grab and go and put into your own teaching and learning practice as appropriate. Alright, so I don't see any more hands up or anything in the chat. Thank you, Byron for posting the links for specific Zoom resources from Open Ed. If you do go through Open Ed's website, so opened.uoguelph.ca, and under instructor resources they have using Zoom and meetings best practices. As well as using Zoom account settings best practices. They're great, they've got
screenshots that are available to help you walk through, and then the team is also hoping to develop additional resources that will help support you as well. So, on that note, thank you all for attending. Thank you so much to the team for all your hard work already we're only a couple weeks in. Do send any requests for support to csahscoop@uoguelph.ca and a member of the team will reach out to you. Alright, bye everyone.