Before we get started…
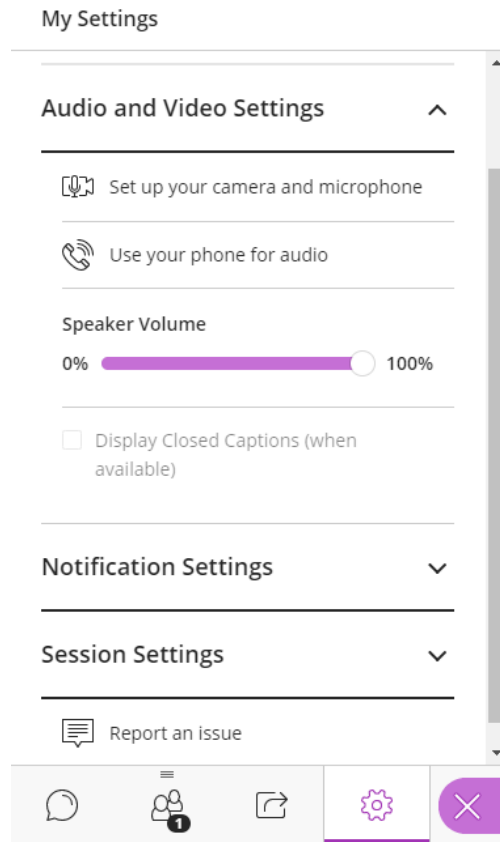
1) Open the Collaborate panel (bottom right of screen)

2) Click on the gear icon for settings

3) Check your audio & notification settings

My Settings

Audio and Video Settings ^

[camera icon] Set up your camera and microphone

[phone icon] Use your phone for audio

Speaker Volume

0% ——————————————— 100%

☐ Display Closed Captions (when available)

Notification Settings ˅

Session Settings ˅

[icon] Report an issue

Controls: Test muting and unmuting, raising your hand, and providing feedback

Say something 😃 ▼
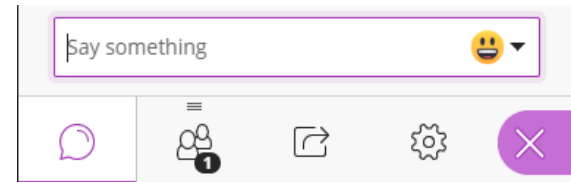
Chat: Feel free to use the chat to interact with your colleagues and the moderators.

Land Acknowledgement

"I (we) wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land."

https://indigenous.utoronto.ca/about/land-acknowledgement/

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Adapting Experiential Learning for Remote Delivery – *Webinar Series*

Session Title	Session Date
1. Effective Partnership Development and Engagement in a Remote Environment	*Session slide deck and recording are available on the webinar series website.*
2. Community-Engaged Learning	*Session slide deck and recording are available on the webinar series website.*
3. Field Work Films: Notes on Recording for Remote Teaching	*Session slide deck and recording are available on the webinar series website.*
4. Field Experiences	*Session slide deck and recording are available on the webinar series website.*
5. Teaching Research-Intensive Courses Remotely	**Friday, July 10th from 1-2 PM EST**
6. Organization-Partnered Projects	Monday, July 13th from 1-2 PM EST
7. Academic Internships	Wednesday, July 15th from 2-3 PM EST
8. Designing Remote Activities to Spark Student Engagement	Tuesday, July 21st from 1-2 PM EST

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Session 5. Research-Intensive Courses: Recalibrating for Remote Engagement

Adapting Experiential Learning for Remote Delivery Webinar Series

July 10, 2020

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Meet your session panelists.

Session Facilitator:

- **Laurie Harrison**, Director, Online Learning Strategies

Session Speakers:

- **Professor Dawn Kilkenny,** Associate Professor, Teaching Stream, Institute of Biomedical Engineering, Faculty of Applied Science & Engineering

- **Professor Shafique Virani**, Associate Professor, Department of Historical Studies, University of Toronto Mississauga

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Agenda

- Introduction

- Panelists Share Experiences
  - ○ Dawn Kilkenny
  - ○ Shafique Virani

- Participant Round Table
  - ○ Share your challenges and opportunities

- Resources and References

Introduction

Research-Based Experiential Learning at U of T

U of T Framework
(CTSI, 2017)

Your Interest in This Topic?

Quick Poll – In the chat tool, describe in a few words a course, course component or related initiative that is the source of your interest and participation in this session.

What we heard from you

In the registration form, questions submitted showed interest in:

- High-level research experience design approaches

- Engagement strategies for active learning

- Practical design and course building "how-tos"

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Criteria for Quality

Authenticity	• Meaningful, with appropriate levels of student autonomy and responsibility
Learning Support	• Orientation, mentorship, training opportunities, debriefing
Theoretical Grounding	• Intentional design, effective delivery and appropriate assessment

RETHINKING HIGHER EDUCATION CURRICULA:
INCREASING IMPACT THROUGH EXPERIENTIAL, WORK-INTEGRATED, AND COMMUNITY-ENGAGED LEARNING

A WHITE PAPER FOR THE UNIVERSITY OF TORONTO

UNIVERSITY OF TORONTO

Selected from: Rethinking Higher Education Curricula: Increasing Impact Through Experiential, Work-Integrated, and Community-Engaged Learning: A White Paper for the University of Toronto (2017)

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Key Strategies for Student Motivation

- **Social presence is valued.** Synchronous interactions online can help foster the connection among students, mentors, and other researchers.

- **Communicate clear objectives and task structure.** Be intentional and sequence activities clearly, varying independent and collaborative work.

- **Create a common space for sharing.** Documents, draft reports, analysis and other output can be shared for collaboration and review. Consider outputs that can be part of students' "portfolio" of accomplishments.

Dawn Kilkenny

Associate Professor, Teaching Stream, Institute of Biomedical Engineering, Faculty of Applied Science & Engineering

UNDERGRADUATE SUMMER RESEARCH PROGRAM (USRP)

- **Description:**
  - A remote learning community for undergraduate students engaged in summer research with FASE faculty members

- **Objectives:**
  - To <u>support</u> UG students in their (virtual) research experiences
  - To ensure UG student summer research experience is <u>meaningful</u>
  - To <u>create</u> an enriched community of UG students from the various disciplines across the Faculty

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FACULTY OF APPLIED SCIENCE & ENGINEERING

USRP LEARNING OUTCOMES

1. Discuss relevant practices for research success

2. Develop skills in accessing relevant resources

3. Engage in research dissemination

4. Engage in practice of assessment

5. Create a new UG learning community

Dutch University Medical Centers

USRP LOGISTICS

- **Schedule:**
  - ○ 12 week program (May-August)
  - ○ 1-2 sessions/week; 14 sessions total

- **Platform:**
  - ○ Quercus/Bb Collaborate

- **Support:**
  - ○ One graduate TA – Office of the Dean
  - ○ Initial student outreach by Assistant Director, Student Experience & Teaching Development (Office of the Vice Dean, UG)

USRP 2020 COHORT METRICS

- Diverse reflection of units across FASE

- 61 students registered + "Drop-ins"

% Cohort	Discipline of Study
46.9	Engineering Science
20.4	Chemical Engineering
10.2	Undeclared
8.2	Civil and Industrial Engineering
6	Other Engineering (Computer, Electrical, Mechanical)
8	Other (Medical Science, Molecular Genetics, PolySci, Social Science)

Completed Year of Study	% Cohort
1	27.3
2	31.8
3	18.2
4	22.7

PIVOTING UG RESEARCH PROJECTS ONLINE

Sample Project Topics

- Drosophila embryo wound healing

- Drone landing

- Learning Frameworks and Simulators for Robotics

- Electromechanical design of an EEG

- S.T.E.M. Education

- Psychological Safety in online learning

Creating Online Experiences

- Literature Reviews

- Analysis of pre-acquired data

- Data mining

- Software development

- Database development

- Interviews

- Focus groups

- Theory-based work

Lab communication via MS Teams, Zoom, Slack

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PROGRAM "CURRICULUM"

Evaluation

- Individual Research Plans
- Working Efficiently at Home
- Assessing Scientific Presentations

Research Fundamentals

- Research Ethics
- Safety & Ergonomics in the Lab
- Experimental Design in Research

Dissemination

- Academic Databases
- Writing a Scientific Abstract
- Scientific Presentations
- Individual Dissemination

Career Focus

- Graduate Student Panel
- Career Talks
  - Entrepreneurship
  - Social Impact
  - Energy
  - Health & Medicine

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STRATEGY: PARTNER WITH EXISTING RESOURCES

- **Faculty**
  - FASE Health & Safety Advisor (EH&S)
  - Engineering Librarian
  - Troost ILEAD FIELD Program
  - Engineering Communications Program

- **Student-led**
  - Discovery Educational Program
  - UnERD planning committee

- **Administrative**
  - Assistant Director, Student Experience & Teaching Development

UnERD VIRTUAL RESEARCH SYMPOSIUM

- **Engineering student initiative**
  - ○ Graduate student and faculty judges

- **Student preparation**
  - ○ Abstract preparation and submission
  - ○ Evaluation by UnERD team
  - ○ Creation of scientific presentation (oral or poster)
  - ○ Practice audience of incoming engineers

- **Technology**
  - ○ Oral presentations via Zoom with break-out rooms
  - ○ Poster presentations via Twitter or LinkedIn

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CHALLENGES

- Motivating students to participate

- Identifying alternatives given specific lab skills and processes cannot be taught remotely

- Creating a feeling of community and social connection with peers and department

- Communication of project goals to students

- Facilitating 1:1 mentorship and feedback without synchronous communication

SUPERVISOR PERCEPTIONS OF ONLINE TRANSLATION

- "I have found that the work […] <u>transferred well</u> to online/remote work."

- "<u>Taking advantage</u> of the time to develop skills in data mining."

- "I actually think that <u>productivity might be higher</u> working in this way rather than being in the lab, as there are fewer distractions and people seem to be more focused on outcomes and deliverables."

- "[Using the built in recording option from Zoom] has actually <u>cut down on the complexity</u> of recording these when in in-person sessions."

RECOMMENDATIONS

- Careful scaffolding will allow impactful UG research experiences to occur remotely

- Keep expectations realistic

- Be aware and unafraid to integrate additional resources

- Be conscientious to consistently provide student support
  - Weekly reminders and 'check-ins'
  - Facilitate discussion boards
  - Poll student interests re: upcoming sessions

Shafique Virani

Associate Professor, Department of Historical Studies, University of Toronto Mississauga

TEACHING

Research Intensive Courses Remotely
Shafique Virani

ROP Research Opportunity Program
Experiential Education Unit, Office of the Dean
University of Toronto Mississauga

Call for Student Applications

ROPAPP open from
February 12 – March 4, 2020
uoft.me/ROPAPP

"
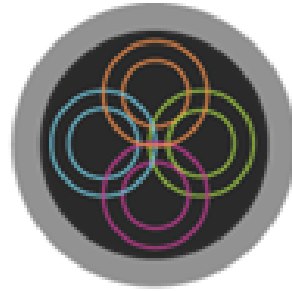
CTSI
Course Design Institute

May 2012

UNDERSTANDING
by DESIGN

GRANT WIGGINS AND JAY MCTIGHE
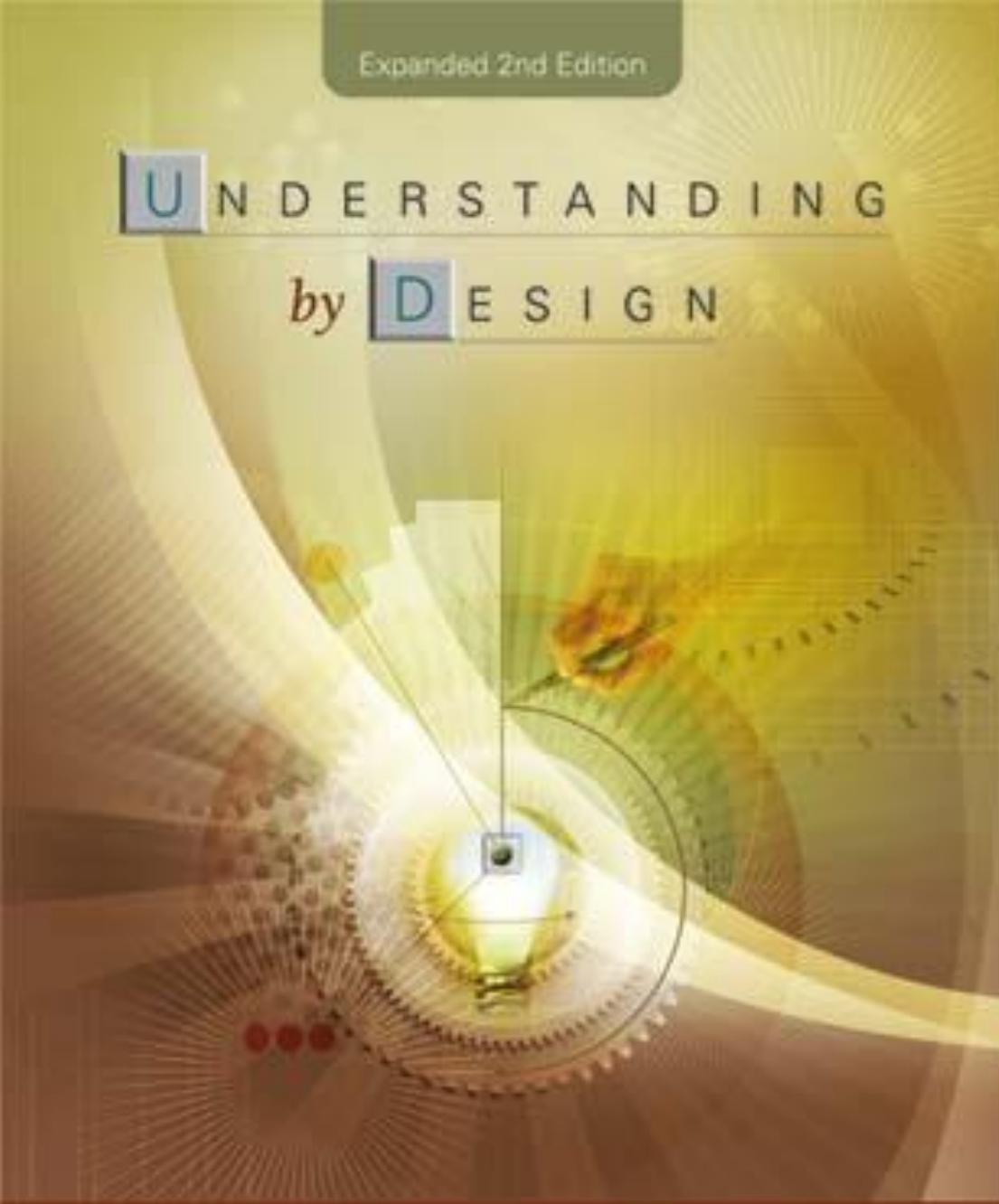
The Backward Design Process

Identify desired results

What I want the students to Understand and know and be able to do?

Determine assessment evidence

How do I check they have learned?

Plan learning experiences and instruction

Which learning activities will lead students to the desired results?

PORTAL
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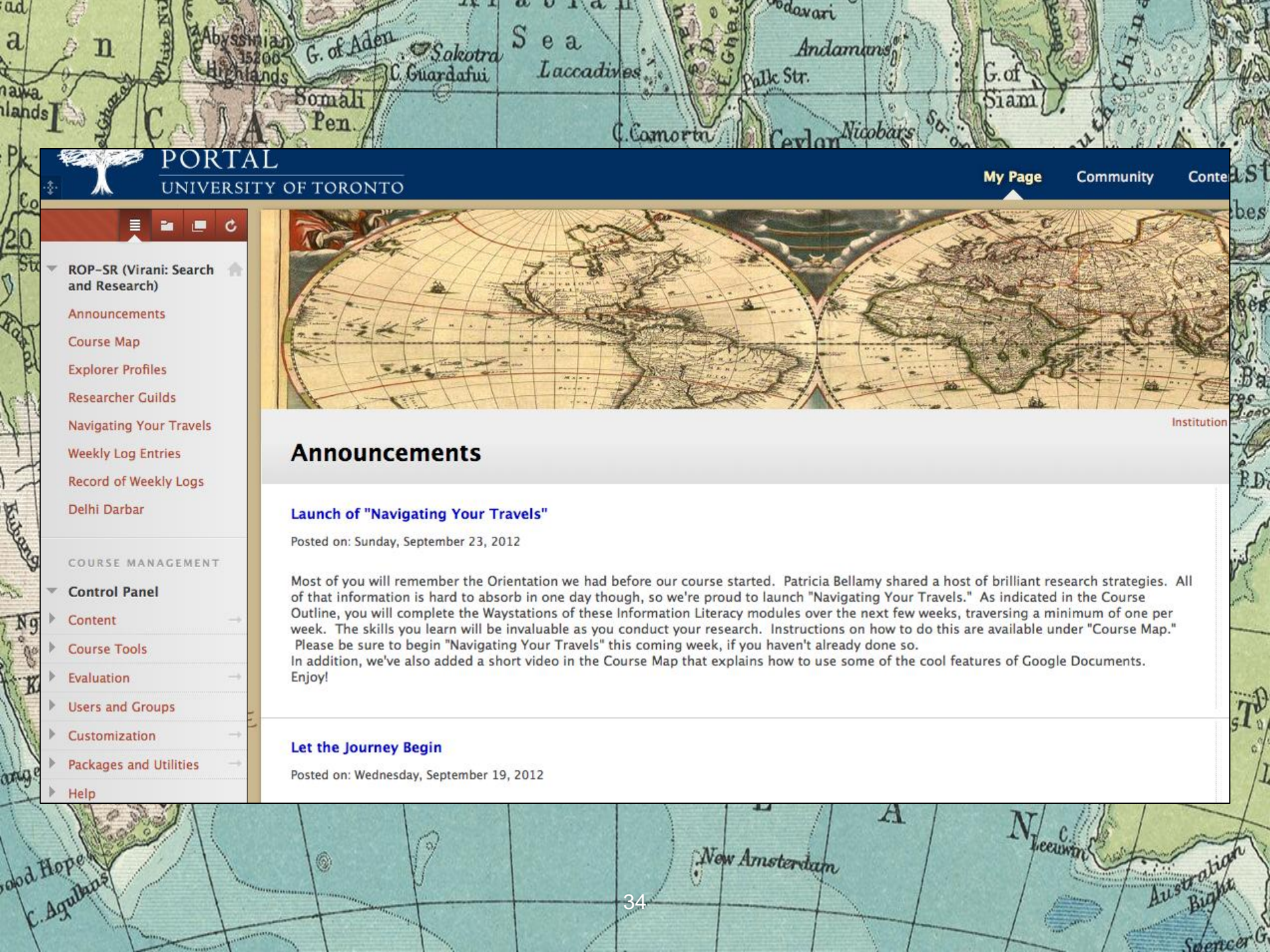
ROP-SR (Virani: Search and Research)

Announcements

Course Map

Explorer Profiles

Researcher Guilds

Navigating Your Travels

Weekly Log Entries

Record of Weekly Logs

Delhi Darbar

COURSE MANAGEMENT

Control Panel

Content

Course Tools

Evaluation

Users and Groups

Customization

Packages and Utilities

Help
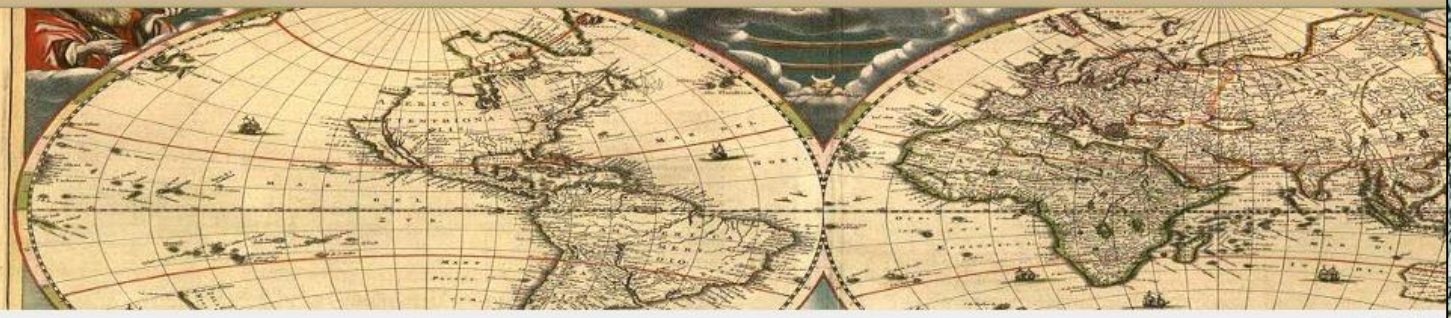
Institution

Announcements

Launch of "Navigating Your Travels"

Posted on: Sunday, September 23, 2012

Most of you will remember the Orientation we had before our course started. Patricia Bellamy shared a host of brilliant research strategies. All of that information is hard to absorb in one day though, so we're proud to launch "Navigating Your Travels." As indicated in the Course Outline, you will complete the Waystations of these Information Literacy modules over the next few weeks, traversing a minimum of one per week. The skills you learn will be invaluable as you conduct your research. Instructions on how to do this are available under "Course Map." Please be sure to begin "Navigating Your Travels" this coming week, if you haven't already done so.
In addition, we've also added a short video in the Course Map that explains how to use some of the cool features of Google Documents. Enjoy!

Let the Journey Begin

Posted on: Wednesday, September 19, 2012

"End the madness of constant group-work."
~Susan Cain

Virani Research Team

Prof. Shafique N. Virani

Your Research Travelogue

Last updated: May 1, 2020

NB: Please remember the environment and avoid unnecessary printing.
Where printing is necessary, consider double-siding, printing on the back of used paper, etc.

I.   The Joys of Discovery

Among those who, quite literally, crossed the boundaries from the known world to the realm of the unknown were the great adventurers of times past, heroic figures like Ibn Battuta, Marco Polo, Gertrude Bell and Hakim Nasir-i Khusraw. These travelers traversed vast regions, encountering the peoples, cultures, religions, literatures, art, and architecture of many lands. Equally important, they recorded their experiences to share with others, and their Travelogues are among the greatest treasures bequeathed to posterity. All members of our team have a Travelogue in their OneDrive Research Folders. Your Travelogue documents your intellectual journey. Like the Travelogues of the great explorers, it records where you have been, where you plan to go next, thoughtful reflections about your journey, and the best way to arrive at your destination.

Figure 1: Ibn Battuta Visiting the Mongols
As Recorded in his Travelogue
Painting by Burt Silverman, National Geographic

Virani Research Team

Prof. Shafique N. Virani

The Cairo Café

Last updated: May 1, 2020

NB: Please remember the environment and avoid unnecessary printing.
Where printing is necessary, consider double-siding, printing on the back of used paper, etc.

I. Coffee Anyone?

As virtually any Canadian can tell you, Tim Horton's coffee has become a national icon. However, long before cappuccinos made their way to the Great White North, coffee had a rich and colorful history in the coffeehouses of the Muslim world. In fact, the English word "coffee" is ultimately derived from Arabic *qahwah* (قهوة), testifying to the interconnectedness of the world we live in today.
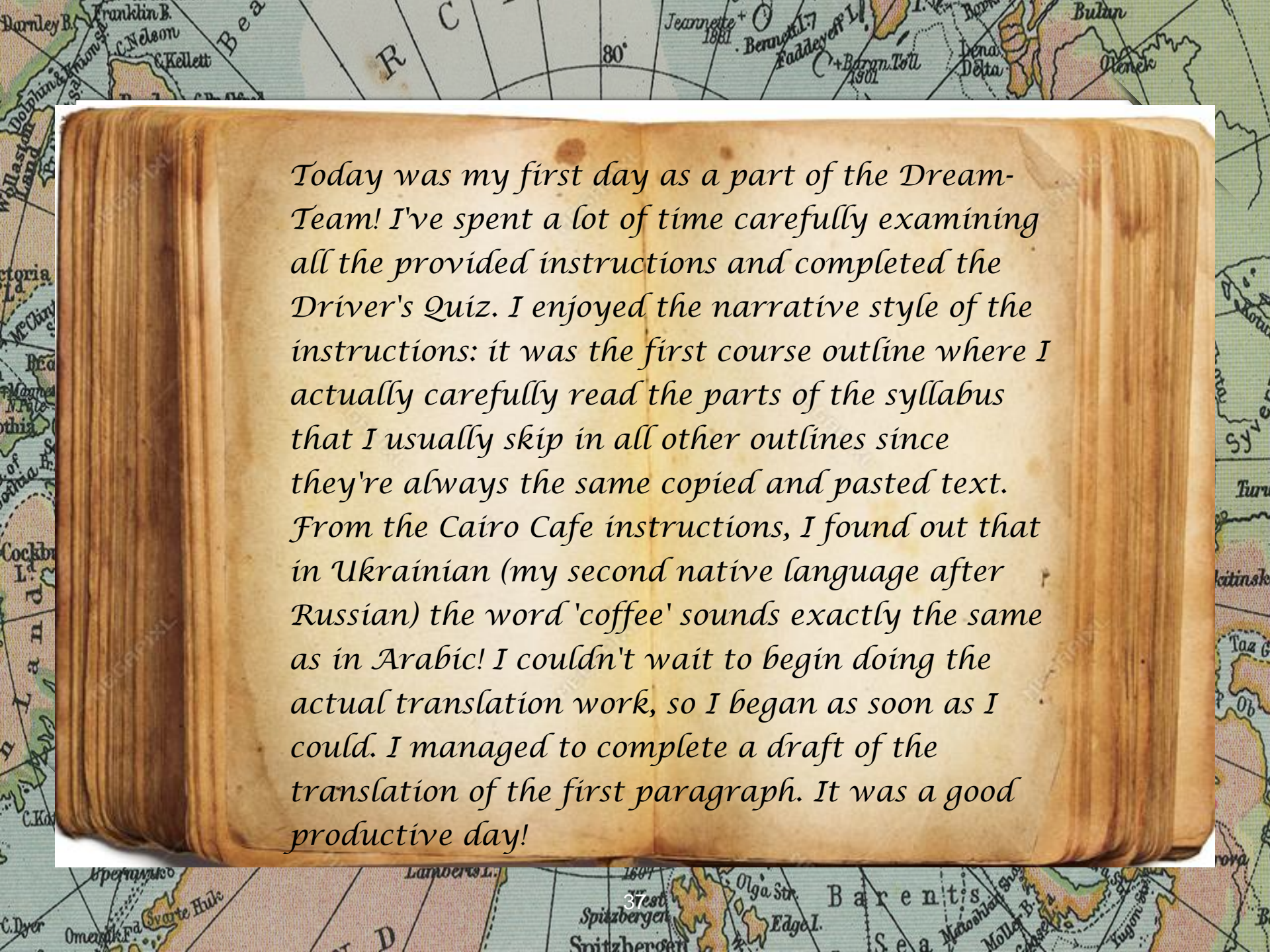
Traditionally, coffeehouses, or *qahwah-khanahs*, were places where intellectuals, philosophers, travelers, poets, storytellers, artists, musicians, Sufis, and dignitaries would meet, discuss the issues of the day and the ways of the world, and enjoy a spirit of camaraderie. In our course, the *Cairo Café* is where the researchers from each guild gather to discuss their projects, seek help and advice from each other, and relish the conviviality and companionship of fellow travelers. All members of the team are expected to visit the *Cairo Café* at least once a week, and to post a minimum of one question for your guild-mates by Sunday at 6:00 PM. For example: "Hi everyone! I'm working on a fascinating philosophical text and am trying to translate a passage from Urdu to English. I'm stumped with a phrase that keeps coming up: *'aqal awwal* (عقل اول). I'm pretty sure that *'aqal* means reason, and I see in Platt's dictionary that *awwal* means first, but I can't figure out how to put them together.

Figure 1: Passing the Cup
Detail from Mir Sayyid Ali's "Life in the City"
India, 16th c, Now at the British Museum

Today was my first day as a part of the Dream-Team! I've spent a lot of time carefully examining all the provided instructions and completed the Driver's Quiz. I enjoyed the narrative style of the instructions: it was the first course outline where I actually carefully read the parts of the syllabus that I usually skip in all other outlines since they're always the same copied and pasted text. From the Cairo Cafe instructions, I found out that in Ukrainian (my second native language after Russian) the word 'coffee' sounds exactly the same as in Arabic! I couldn't wait to begin doing the actual translation work, so I began as soon as I could. I managed to complete a draft of the translation of the first paragraph. It was a good productive day!

Participant Round Table

Share your ideas or challenges

- What ideas shared resonate with you for your experiential research-intensive course design plans?

- Challenging issue we can explore?

- Need some advice?

- Advice to share?

Contact Information and Additional Experiential Learning Resources

ADDITIONAL RESOURCES

Remote Experiential Learning Resources
- Facilitating Synchronous Remote Experiential Learning Events
- Remote Program Facilitation Tools and Strategies

Centre for Teaching Support and Innovation (CTSI)
- Remote Teaching – Planning For Next Term
- Engaging Students
- Teaching Online/Remotely – Quick Guide

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Let's continue the discussion. Please feel free to contact us using the following information:

Session Facilitator:

- Laurie Harrison – laurie.harrison@utoronto.ca

Session Speakers:

- Professor Dawn Kilkenny – dawn.kilkenny@utoronto.ca

- Professor Shafique Virani – shafique.virani@utoronto.ca

Thank you!
Here are some additional resources:

- **Remote Experiential Learning Resources** – For additional resources available to faculty and staff as they design, implement and administer remote experiential learning opportunities, please view the following SharePoint site, available to all UofT faculty and staff - https://utoronto.sharepoint.com/sites/dvpp-aelr.

- **Remote Experiential Learning Webinar Series** – To register for additional webinar sessions in this series, please view the following website - https://utoronto.sharepoint.com/sites/dvpp-aelr/SitePages/Adapting-EL-for-Remote-Delivery---PD-Series.aspx.

- **Experiential Learning at UofT** – For more information about experiential learning at the University of Toronto, please view the following website - https://experientiallearning.utoronto.ca/.

- **All Other Questions** – For all other questions, please email the Office of the Vice-Provost, Innovations in Undergraduate Education at vp.iue@utoronto.ca. We look forward to hearing from you!

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