

## **OLTC Program Monthly Report December 2021**



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### **Program Director's Note**

In the foreword to *Resilient Pedagogy* (2020), Jesse Stommel reminds us that part of our role as educators is “drawing students into the sometimes messy process of learning”:

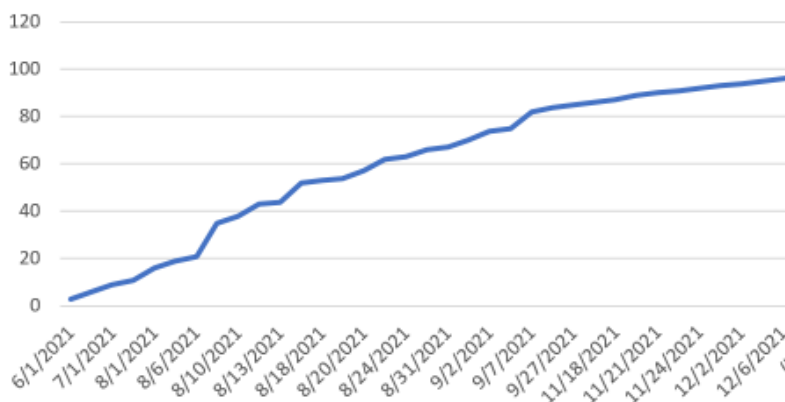
Resilient pedagogy means acknowledging that not all students will be able to meet us exactly where our institutions expect them to, and teachers won't always be able to meet students exactly there either. When the work is honest, as so many of the teachers in this collection show, it will look slightly different from one classroom to the next, from one teacher to the next, from one student to the next, from one embodied experience of learning to the next. That's the work of a resilient pedagogy — to look for gaps in our expectations, to wait patiently, to lecture more quietly, to listen, to anticipate rather than accommodate, to offer a flexible series of invitations.

Across Canada we have seen a number of announcement of online learning replacing face-to-face teaching for the first few weeks (at least!) of the Winter 2022 semester. Many courses at our Maple League Universities also just moved final assessments virtually in the last couple of weeks. As we have déjà vu of March 2020 and September 2020, we must keep Dr. Stommel's advice in mind. There is no one-size fits all as we (re)design for January—we must embrace patience and listen to our students—and ourselves—to be flexible during this continually tumultuous time.

~ Matthew Dunleavy, Program Director, OLTC Program

## OLTCs Supported Over 150 Fall and Winter Courses

December marks the end of contract for many OLTCs funded through an extended Canada Summer Jobs program. Since training in the summer, these OLTCs have offer invaluable support to faculty across their universities and built a strong inter-institutional community.



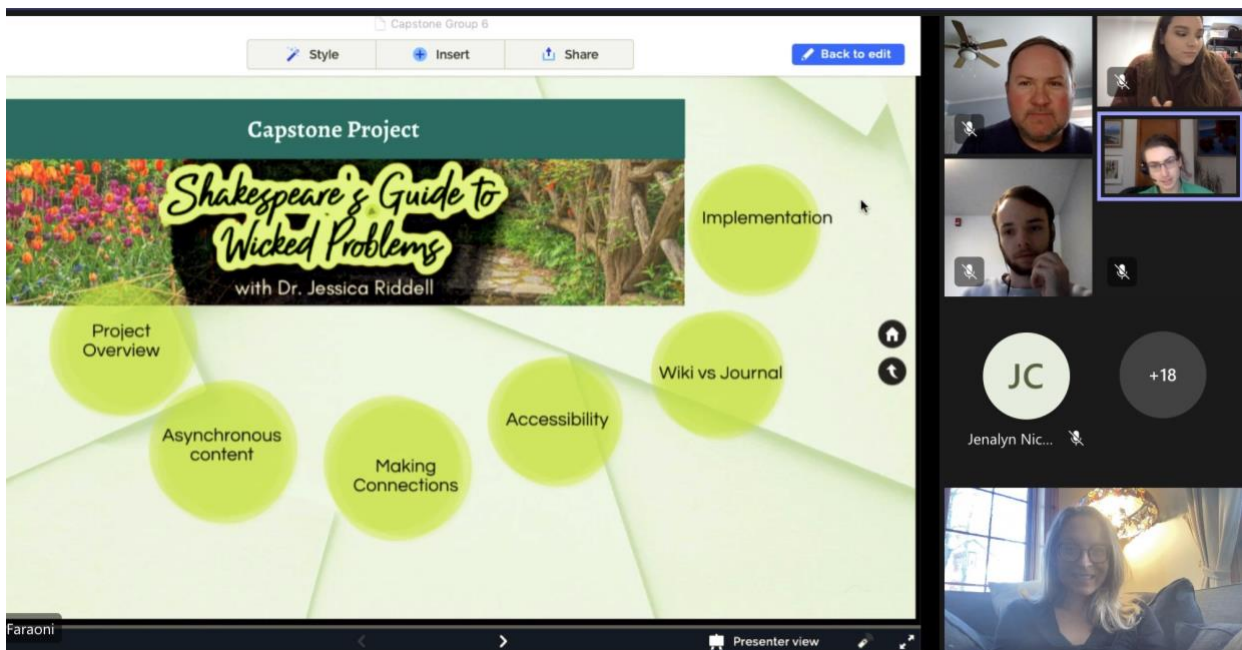
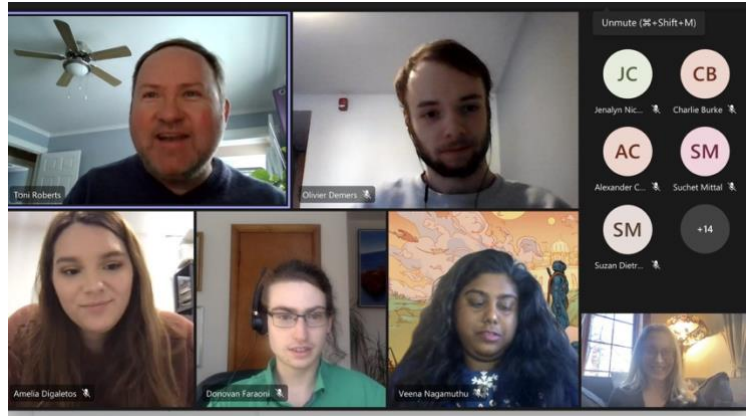
As the semester began, more course instructors signed up to work with OLTCs for their Fall 2021 courses. Considering each course instructor and each course has different needs, this is an incredible accomplishment and shows how dedicated our OLTCs are at supporting more learner-centered courses.

OLTCs have supported **89 course instructors** to support **175 courses** for the 2021-22 academic year.



## Teaching, Pedagogy, and Technology in Courses Students Host Final Symposium

December 1<sup>st</sup> marked the final class for *Teaching, Pedagogy, and Technology in Courses*. 29 students in this Maple League Course with Dr. Toni Roberts worked with 9 faculty members and presented their final presentations and reports to their classmates and faculty members. After multiple meetings with their assigned faculty, each student group consulted on the course and created a series of recommendations based on the pedagogical and edu-technology training gained over the semester combined with their valued experience as students.





## Students Join the OLTC Program at the Innovations in Education Conference



On December 10<sup>th</sup>, Christelinda Laureijs (Mount Allison), Shannon Gougen (Mount Allison), and Emma Trumble (Bishop's) joined Matthew Dunleavy, Dr. Jessica Riddell, Dr. Toni Roberts, & Georges-Philippe Gadoury-Sansfaçon during a roundtable at the Innovations in Education Conference at the Macpherson Institute, McMaster University, Ontario. These OLTCs offered great insights during the Q&A

period about their experience working using a Student-as-Partners model of collaboration and being engaged in a co-curricular work-integrated learning experience.



The roundtable (“**Student as Partners in Curricular and non-Curricular Work-Integrated Learning**”) fit with the conference theme of “Partnership in Teaching and Learning” and educators and educational developers across Canada were introduced to the OLTC Program and how it has grown and been adapted over the past two years:

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

*Following the success of the SaP model for course design during the Bishop's pilot, the Business + Higher Education Roundtable*



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



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

