Spring Offerings 2021

Teaching and Learning

Professional Development

ASSINIBOINE COMMUNITY COLLEGE

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cli centre for learning and innovation

MAY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
April 25	26	27	28	29	30	May 1
2	3 Teaching Essentials Program 9 - 10 A.M 3 - 4 P.M	4 Teaching Essentials Program 9 - 10 A.M 3 - 4 P.M	5 Teaching Essentials Program 9 - 10 A.M 3 - 4 P.M	6 Teaching Essentials Program 9 - 10 A.M 3 - 4 P.M	7	8
9	10 Moodle Technical Training (Beginner) 10 A.M. In person 2:30 P.M. Zoom Course Design and Instructor Presence for Blended Courses 1:00 – 2:30 P.M	11	12 Moodle Technical Training (Not Beginner) 10 A.M. In person 2:30 P.M. Zoom	13 Developing a learning community 10 – 11 A.M. Course Design and Instructor Presence for Blended Courses 1:00 – 2:30 P.M	14	15
16	17 Course Design and Instructor Presence for Blended Courses 1:00 – 2:30 P.M	18 Engaging Students 1:30-3:30 P.M.	19 Setting up the Moodle Gradebook 10 A.M. In person 2:30 P.M. Zoom Engaging Students 1:30 -3:30 P.M	20 Course Design and Instructor Presence for Blended Courses 1:00 – 2:30 P.M	21	22
23	24 COLLEGE CLOSED	25 Course Design and Instructor Presence for Blended Courses 1:00 – 2:30 P.M	26 Backing up and Restoring Moodle pages 10 A.M. In person 2:30 P.M. Zoom	27 Course Design and Instructor Presence for Blended Courses 1:00 – 2:30 P.M	28	29
30	31 Look to June for May 31, 2021					

June 21

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
May 30	31	June 1	2	3	4	5
	Teaching in Zoom 10-11 A.M Course Design and Instructor Presence for Blended Courses 1:00 – 2:30 P.M		Supporting student self-efficacy 10 -11 A.M	Building a Positive Classroom Environment 10-11 A.M. Course Design and Instructor Presence for Blended Courses 1:00 – 2:30 P.M		
6	7	8	9	10	11	12
	Course Design and Instructor Presence for Blended Courses 1:00 – 2:30 P.M	Providing feedback for learning 1:30-2:30 P.M.	Teaching practices that promote wellness 10 -11 A.M How to setup Groups in a Moodle course page 10 A.M. In person 2:30 P.M. Zoom	Course Design and Instructor Presence for Blended Courses 1:00 – 2:30 P.M	Teaching the Whole Student: Incorporating wellness activities in the curriculum 9 A.M. – 12 P.M Creating Quizzes in Moodle - The Question Bank 10 A.M. In person 2:30 P.M. Zoom	
13	14	15	16	17	18	19
		Innovating with Essential Skills 9 A.M. – 11A.M Creating Quizzes in Moodle - The Quiz Activity 10 A.M. In person 2:30 P.M. Zoom	Innovating with Essential Skills 9 A.M. – 11A.M	Innovating with Essential Skills 9 A.M. – 11A.M Creating Quizzes in Moodle - Adding Questions 10 A.M. In person 2:30 P.M. Zoom	The 5 barriers to accessible learning communities 9 A.M. – 12 P.M	
20	21	22	23	24	25	26
	Designing Assessment of Student Learning 9 A.M. – 11A.M	Designing Assessment of Student Learning 9 A.M. – 11A.M Making and Editing Videos in Camtasia 10 A.M. In person 2:30 P.M. Zoom	Designing Assessment of Student Learning 9 A.M. – 11A.M	Designing Assessment of Student Learning 9 A.M. – 11A.M	Anti-Racist Pedagogy in Action: First Steps 9 A.M. – 12 P.M	
27	28	29	30	July 1	2	3

Teaching Essentials Program

May 3-6, 2021|9-10 a.m. & 3-4 p.m.

Description

The course is presented in a blended format with online, synchronous meetings. These synchronous sessions will allow participants to ask questions, participate in discussions, and interact with guest speakers. The participants will also be asked to complete readings, watch videos, communicate via discussion posts, and complete assignments for feedback. A pedagogical approach to teaching in an online environment is woven into all topic areas.

Learning Outcomes

1. Describe how ACC's vision, mission, values, and the Academic Plan guide teaching practice.
2. Reflect on your personal vocation journey to your role as instructor at ACC.
3. Describe the structure and purpose of a course outline for the students, instructor, and the college.
4. Discuss how using a UDL mindset in courses, assessments, and lessons supports all learners.
5. Create a Moodle course.
6. Create assessments based on good teaching practice that are aligned with learning outcomes.
7. Choose instructional methods appropriate to the content, learners, and delivery format.
8. Develop a lesson plan.
9. Discuss the advantages and disadvantages of group work in the online setting.
10. Create a communication plan for an online course that builds rapport and helps to build a community of learners.
11. Describe ways in which ACC instructors can continue to improve in their instructional practice.

Course Design and Instructor Presence for Blended Courses

May 10 to June 4 | Program runs for four weeks Mondays & Thursdays 1- 2:30p.m.

Description

Imagine this, you're a college instructor who has been teaching face to face. You enjoy your work, especially connecting with students. Then a pandemic hit, and you have to move your class either entirely or partially online. You don't have much experience teaching online, and the whole global health crisis isn't helping, either.

Sound familiar?

The emergency pivot to remote instruction wasn't easy on anyone. If you could go back in time, what would you tell your former self? What do you wish you had known?

In the Spring Renovation: Course Design and Instructor Presence for Blended Courses, you will have the opportunity to revisit the online or blended courses you created in a hurry last year and renew them for blended delivery in the fall or winter. You will leave with a quality course that builds community with you and your students.

Learning Outcomes

1. Convert your course from the emergency pivot to remote instruction into an intentionally designed blended course for the 2021-2022 academic year.
2. Determine which assessments and learning activities are most effective in face-to-face and online contexts.
3. Develop a Moodle course that establishes your instructor presence and sets students up for success.
4. Create a master calendar that identifies how, when, and where you will communicate with your students in order to amplify your instructor presence.

To Register https://forms.office.com/r/WL5CavafEz

Moodle Technical Training (Beginner)

May 10 | 10 a.m. Room 421 | 2:30 p.m. Zoom

Description

Introducing Moodle - if you have been using Moodle for less than 2 months - attend this session!

Learning Outcomes

By the end of the session the participant will be able to identify the major system functionality of the Moodle learning management system from the instructor perspective.

Moodle Technical Training (Not Beginner)

May 12 | 10 a.m. Room 421 | 2:30 p.m. Zoom

Description

This session is for anyone that has been using Moodle for more than a year. During this session we will look at setting up Activity Completion tracking, and setting up restrictions based on Activity Completion.

Learning Outcomes

By the end of this session you should be able to setup activity completion, course completion, and restriction in your Moodle course pages.

Developing a learning community

May 13 | 10 a.m. Zoom

Description

This workshop will explore the development of a learning community through the Community of Inquiry framework. Participants will look at how social presence, teaching presence and cognitive presence work together to create a meaningful, collaborative learning experience for students and instructor.

Learning Outcomes

1. Define the characteristics of social presence, teaching presence, and cognitive presence.
2. Create opportunities within their instructional strategies to develop a strong learning community.

To Register https://forms.office.com/r/WL5CavafEz

Workshop Series - Engaging Students

May 18 & 19| 1:30 p.m. Zoom

Description

This workshop series will focus on teaching and learning activities to encourage students to actively engage with their learning. This workshop will include strategies from different active learning frameworks including active learning, flipped classroom, and problem/project-based learning. This institute will also look at the curation of resources for use in courses. This workshop series can be taken together or independently, choose what applies to your context!

Engaging Students in Online Learning

Description

This workshop will introduce participants to active learning strategies and their impact on a learning environment. Participants will be learning about the ways to increase engagement through the use of active learning strategies and will be provided with the opportunity to experience several strategies during the session.

Learning Outcomes

1. Define active learning.
2. Discuss ways in which active learning can be included in the online classroom
3. Create an engaging synchronous or asynchronous learning environment.

Flipped Learning in a Blended Environment

Description

Using a flipped classroom model for your blended class helps to make the most of your time with students. This workshop will describe the flipped classroom, discuss advantages of using a flipped model for your blended classes, and identify some teaching and learning methods you can implement with the flipped classroom.

Learning Outcomes

1. Describe the advantages of using a flipped classroom model for your blended course.
2. Identify some teaching and learning methods that support learning in a flipped class.
3. Create a lesson plan following a flipped class model.

To Register https://forms.office.com/r/WL5CavafEz

Setting up the Moodle Gradebook

May 19 | 10 a.m. Room 421 | 2:30 p.m. Zoom

Description

The Moodle gradebook is used for: student grade record keeping; calculating the final course total; and communicating feedback to students. This session will lead you through the gradebook set-up process in Moodle. The best practices to use, and the hazards to avoid.

Learning Outcomes

By the end of this session you should be able to setup the gradebook for a Moodle course page that you facilitate.

Backing up and Restoring Moodle pages

May 26 | 10 a.m. Room 421 | 2:30 p.m. Zoom

Description

Best practice when working on documents is to save the file - Moodle is no different. In this session participants will learn how to back-up Moodle page content, and how to restore Moodle page content.

Learning Outcomes

By the end of this session you should be able to create a back up file that contains all your Moodle page content, and restore Moodle page content from a back-up file

Teaching in Zoom

May 31 | 10 a.m. Zoom

Description

Teaching in a blended environment requires intentional planning to make the synchronous learning environment purposeful and effective for students and instructors. This workshop will explore how to use synchronous Zoom sessions to engage students in higher order thinking and collaborate with their classmates. During this session, participants will have the opportunity to collaborate with colleagues to alter face-to-face activities so they will work in an online environment.

Learning Outcomes

1. Prepare for Zoom instruction.
2. Use Zoom functions to engage with students.
3. Incorporate active learning strategies into their synchronous classes.

To Register https://forms.office.com/r/WL5CavafEz

Supporting student self-efficacy

June 2| 10 a.m. Zoom

Description

Student self-efficacy can improve student motivation and learning. This workshop will define student self-efficacy and outline things that classroom instructors can do to enhance student self-efficacy.

Learning Outcomes

1. Define self-efficacy.
2. Describe why self-efficacy to student.
3. List strategies that can be used to support student self-efficacy in the classroom

Building a Positive Classroom Environment

June 3 | 10 a.m. Zoom

Description

Research shows that students learn better when they feel that the learning environment is positive and supportive. In this workshop, participants will explore the impact that the learning environment has on student learning and classroom management. Strategies will be presented that can be utilized within a blended learning environment to support student success.

Learning Outcomes

1. Define self-efficacy.
2. Describe why self-efficacy to student.
3. List strategies that can be used to support student self-efficacy in the classroom

Providing feedback for learning

June 8 | 1:30 p.m. Zoom

Description

Instructor feedback is an important aspect of student growth and learning during their time at college. This workshop will review the importance of quality feedback for student learning as well as strategies that can be implemented to give students quality feedback that encourages growth.

Learning Outcomes

1. Describe the importance of quality feedback for student learning.
2. Describe strategies for giving student feedback to support growth.
3. Give student feedback to support learning.

To Register https://forms.office.com/r/WL5CavafEz

Teaching practices that promote wellness

June 9 | 10:00 a.m. Zoom

Description

What can you do as an instructor to promote the wellbeing of students in the classroom? This workshop will discuss strategies that you can use in the classroom and in your course planning that will support student wellness and resiliency.

Learning Outcomes

1. Outline the connections between classroom practices and student wellness.
2. Describe strategies that could be used in the classroom to promote student wellness and resiliency.
3. Discuss how to support student wellness in course planning, facilitation, and assessment

How to setup Groups in a Moodle course page

June 9 | 10 a.m. Room 421 | 2:30 p.m. Zoom

Description

This session will be split into 2 parts. Part 1 will show you how to create Groups in Moodle manually (along with the tips and tricks for naming groups to stay organized) – create groups (if you intend on keeping groups the same for all the activities in the entire course, this is all you need) – create groupings of groups (this allows you to use different groups for different activities).

Part 2 will show you how to create groups and groupings automatically.

Learning Outcomes

By the end of this session, you should be able to create groups, create groupings and configure activities settings for groups.

Teaching the Whole Student: Incorporating wellness activities in the curriculum

June 11 | 9 a.m. Zoom

Description

This workshop introduces mind-body design approaches that build stress resiliency, boost cognitive function, and promote overall physical and mental health.

Learning Outcomes

1. Define mind-body curriculum design approaches that support the Whole Student
2. Discuss curriculum strategies that support wellness in the whole student
3. Construct a mind body approach in curriculum.

To Register https://forms.office.com/r/WL5CavafEz

Creating Quizzes in Moodle - The Question Bank

June 11 | 10 a.m. Room 421 | 2:30 p.m. Zoom

Description

This session will review how to make categories in the question bank, and the different question types available in Moodle.

Learning Outcomes

By the end of this session you will be able to create quiz questions in the question bank.

Workshop Series - Innovating with Essential Skills

June 15 -17 | 9-11 a.m. Zoom

Description

Our Face to Face, blended and virtual classrooms are built so students can Learn by Doing. As a community college, our students come to us seeking knowledge, skills and attitudes that will help them secure gainful employment. Workplace Essential Skills such as reading, writing and working with others impact a student's ability to compete for jobs in the labor market. This workshop series breaks down essential skills and connects them to real life activities, assessments and exercises that help learners develop essential skills in more complex ways.

Each two-hour workshop builds on the knowledge, skills and attitudes developed in the prior session but is not required for you to attend all.

Apply essential skills in the learning environment – June 15

Description

This workshop will support instructors to identify and apply the essential skills contained within their subject matter. Successful connection of curriculum, to the essential skills required to be successful in a subject area, supports ACC's 'Learn by Doing' pedagogy.

Learning Outcomes

1. Locate essential skills within current curriculum
2. Express essential skills development in activities, assessment and exercises
3. Apply essential skills in the learning environment

To Register https://forms.office.com/r/WL5CavafEz

Linking essential skills and professional knowledge, skills and attitudes to assessment – June 16

Description

This workshop will support instructors to understand and connect the concept of essential skills and professional knowledge, skills and attitudes (K.S.A.'s) to assessment strategies.

Learning Outcomes

1. Define the essential skills and professional K.S.A.'s needed for students to be successful in the workplace
2. Map out essential skills and professional K.S.A.'s in a current assessment
3. Illustrate strategies to incorporate essential skills and professional K.S.A.'s to assessments

Design a concept map that connects prior learning to professional knowledge, skills and attitudes – June 17

Description

This workshop will support instructors to engage students in understanding and highlighting their prior learning. Connecting students to prior learning builds a strength-based teaching and learning environment, further supporting student's academic success.

Learning Outcomes

1. Identify strategies to incorporate prior learning in the classroom
2. Relate prior learning to the knowledge, skills and attitudes required to be professionally successful
3. Design a concept map that connects prior learning to professional knowledge, skills and attitudes

Creating Quizzes in Moodle - The Quiz Activity

June 15 | 10 a.m. Room 421 | 2:30 p.m. Zoom

Description

This session will review how a quiz activity can be configured for formative and summative assessment.

Learning Outcomes

By the end of this session you will be able to configure the quiz activity settings for formative or summative assessment.

To Register https://forms.office.com/r/WL5CavafEz

Creating Quizzes in Moodle - Adding Questions

June 17 | 10 a.m. Room 421 | 2:30 p.m. Zoom

Description

This session will review how to edit quizzes (that is - once the quiz questions have been created in the question bank, and once the quiz activity settings have been configured, we need to connect the questions in the bank to the quiz activity.

Learning Outcomes

By the end of this session you will be able to add and edit quiz questions in a quiz activity.

The 5 barriers to accessible learning communities

June 18 | 9 a.m. Zoom

Description

This workshop will support faculty to identify barriers and learn about accessibility for persons with disabilities. We will explore accessibility and how it relates to the renewal, development and delivery of programs and courses.

Learning Outcomes

1. Identify the 5 barriers to accessible learning
2. Apply strategies to remove barriers in the learning environment
3. Create an accessible learning environment

Workshop Series - Designing Assessment of Student Learning

June 21 -24 | 9-11 a.m. Zoom

Description

Looking to level up your assessments? This institute will look at how to assess assessments to support authentic learning, prevent academic misconduct, and accurately measure student achievement.

Assessment Methods

Description

There are many ways to assess student learning. With a focus on learning outcomes and backwards design, this workshop will discuss different methods that can be used to measure student learning. Focus will be on authentic assessments in which students can develop those essential employability skills.

Learning Outcomes

1. Define authentic assessment.
2. Connect assessment methods with bloom's taxonomy verbs.
3. Choose an assessment for a learning outcome in a course.

Assessing with Integrity

Description

This workshop will discuss strategies that can be used to prevent academic misconduct on your assessment. While there is no perfect solution, but used together these strategies can support student integrity in your class.

Learning Outcomes

1. Define academic integrity.
2. Describe strategies which can be used to support academic integrity.
3. Write an assignment specific academic integrity statement.

Assessment Plans

Description

As part of your course planning it is important to think ahead to the course and offer a variety of assessments so that students are given multiple ways to show what they know. In this interactive workshops' faculty will create an assessment plan for a course they are teaching in the fall.

Learning Outcomes

1. Define course alignment.
2. Connect assessment types with the level of course outcome.
3. Create an assessment plan which is aligned with course outcomes.

To Register https://forms.office.com/r/WL5CavafEz

Assessment Tools - Rubrics, Checklists, and Marking Guides

Description

As part of your course planning it is important to think ahead to the course and offer a variety of assessments so that students are given multiple ways to show what they know. In this interactive workshops' faculty will create an assessment plan for a course they are teaching in the fall.

Learning Outcomes

1. Describe the components of an effective assessment tool.
2. Describe the importance of assessment tools for students and faculty.
3. Create an assessment tool for an assessment in a course.

Making and Editing Videos in Camtasia

June 22 | 10 a.m. Room 421 | 2:30 p.m. Zoom

Description

This session is for anyone wanting to learn how to make and edit videos using Camtasia. We will look at creating a screen cast of a (very) short PowerPoint presentation, and then adding some features available in Camtasia.

Learning Outcomes

By the end of this session you should be able to start Camtasia, create a project, record the screen, record a camera, record audio, stitch elements together, and finally add special effects.

Anti-Racist Pedagogy in Action: First Steps

June 25 | 9 a.m. Zoom

Description

This workshop introduces anti-racist pedagogy. Our goal is to support instructors to incorporate an anti-racist pedagogy into their personal teaching practices and curriculum development.

Learning Outcomes

1. Access initial strategies for engaging in anti-racist pedagogical practices
2. Identify key themes and patterns from a student-centered perspective
3. Develop sources for further reflection, research, and self-education

To Register https://forms.office.com/r/WL5CavafEz