SCOLA 2020 Mini-AGM Minutes

Scola 2020 participants (Zoom meeting on May 1st, 2020)

Present: Committee Member Name		Institution Name
Arias	Sara	TRU
Bleaney	Janine	University of Northern British Columbia (UNBC)
Bossavit	Claire	Simon Fraser University (SFU)
Boulesteix	Fanny	Douglas College
Cadre	Cara	Thompson Rivers University (TRU)
Canuto	Luisa	University of British Columbia, Vancouver campus (UBC)
Chhabra	Sonia	Coquitlam College
Chow	Una	UBC
Chow	Tong	Capilano University
Clarinval	Olivier	Kwantlen Polytechnic University
Cortes	Juan	Coquitlam College
Dominik	Annette	TRU
Fei	Jia	SFU

Fischer	Josie	TRU
Gambroudes	Lolita	Langara College
Gauvreau	Laurence	Capilano University
Gillard	Yoriko	Capilano University
Gloor	Catherine	Capilano University
Hein	Claudia	SFU
Huang	Sandra	Douglas College
Huimin	Lin	Langara College
Iverson	Andrew	Langara College
Kolokatsis	Kostas	Columbia College
Langevin	Francis	University of British Columbia, Okanagan campus
Langton	Nina	UBCO
Lee	Rebecca	UBC
Leith	Hope	Vancouver Island University
Mandujano-Lopez	Ruth	Douglas College
Mayo	Isabel	SFU
McBee	Gabriela	UVIC

Naito	Yuri	Douglas College
Ng	Billie	SFU
Palisse	Stéphanie	UBC
Pastor	Pablo	Coquitlam College
Pereira	Elizabeth	Capilano University
Perez Alfajarrin	Ana	Douglas College
Qu	Yanfeng	Kwantlen Polytechnic University
Roberts	Seiko	Kwantlen Polytechnic University
Secwepenctsin	Marie	?
Sutherland	Kimberley	Douglas College
Takasaki	Mayu	UBCO
Tian	Jun	UVIC
Tinio	Mirabelle	Langara College
Vass	Laura	Langara College
Wasson	Curt	Quest University
Zimmermann	Sabine	Douglas College
	Moustapha	UVIC?

Notetakers: Ana Perez Alfajarrin and Claire Bossavit

1. Meeting called to order at 10:00 am.

Welcome and Call to Order from Fanny Boulesteix and Mirabelle Tinio, Co-Chairs. They explained that, due to social distancing measures, SCOLA's AGM was being held online for the first time and thanked the Membership for attending this online meeting. They would be dispensing with some of the formalities carried out in traditional AGMs due to time constraints.

2. Housekeeping Items

Before beginning our Mini-AGM, Scola co-Chair Mirabelle walked the membership through some housekeeping items such as:
- **The Zoom toolbar**: how to use it, what options we had.
- **Microphone**: Off while not speaking, so we don't hear the background noise (or conversations).
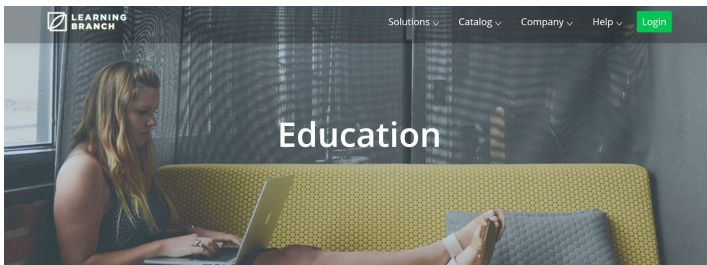- **Raise your hand option**: To be used when voting.

3. Approval of the Agenda

The Agenda was adopted unanimously.

4. Effective practices for online language teaching (5 mini-presentations of 5 min, 3-min questions each)

Presentations:

a. Laurence Gauvreau - Online language lab

https://www.learningbranch.com/solutions/education/

Pat is the contact person (for cost) patricia@learningbranch.com

Laurence Gauvreau introduced her online (French) language labs at Capilano University. She focused on:
- The Learning Branch platform (used at Capilano)
- Different activities she assigned online using the platform
- How to give feedback to students on the platform
- How to combine different ways of learning in one activity

Questions were asked about the platform (Learning Branch) and whether it could be embedded in Moodle, Blackboard, etc.

The Learning Branch link was shared with the membership in the chat box.

b. Andrew Iverson - Asynchronous assessments

Andrew Iverson walked SCOLA through his online written assessments for French courses at Langara College. Andrew discussed the following in his presentation:
- Open-textbook written tests.
- Type of activities (more open-ended activities than fill-in-the-blanks, etc).
- Considerations about the use of Google translate by students and how to determine they have used it.

c. Claire Bossavit - Tips for flipped teaching approach (especially with grammar) and blended learning (mixing synchronous and asynchronous teaching) - Claire's PPT Slides.

SFU

Flipping and blending intermediate language courses

Claire Bossavit, Department of French, SFU

Claire's presentation summarizes her experiences with the flipped teaching approach and blended learning in her French courses at SFU. Claire's presentation included the following:

Her **experiences** when moving her flipped and blended courses to remote teaching in mid-March.

- **Description of blended courses**: Asynchronous (Grammar module + Communication module on Canvas) and Synchronous (weekly meetings).
- **Tips for online modules**: 1 format, 1 platform, clear due dates, completion modules and required before weekly meetings.
- **Tips for video conference weekly meetings** (synchronous aspect in her blended courses): as much interaction as possible, smaller groups, time for questions, have students prepare activities beforehand.
- **Description of flipping the grammar** and **challenges** to instructors (e.g., selecting content, creating a clear pathway, following up) and to students (e.g., autonomy, accountability and motivation).

Question from Pablo - Are synchronous meetings recorded and uploaded so that those students who could not attend can benefit from the meeting Q&A?

Response from Claire: No, I haven't recorded any meetings yet. I see them as a replacement for face-to-face time in class and I never recorded that either. It could be an option though.

d. Alan Cameron- Ways to migrate F2F course materials into online delivery Unfortunately, Alan Cameron was not online. The Co-Chairs continued with the final presentation hoping Alan could join them later.
e. Josey Fischer- Final oral exams online - Josey's PPT Slides.

Josey Fisher's presentation on final oral exams online in her Spanish courses at Thompson Rivers University focused on the following:

- **Description of Spanish final oral exams** (questions + pictures prompts to elicit grammatical structures).
- **Online tool** used to conduct final oral exams this particular year (Kaltura in Moodle LMS).
- Online **Final Oral Exam for Spanish 1210 at TRU** this Winter. This consisted of a short presentation about themselves, which should include the answers to a number of questions given. Students completed the assignment using Kaltura Captura or Kaltura Express.
- Questions were asked about how to assess pronunciation in this case (online exams).

5. General inter-institutional sharing of successes and work-in-progress (25 min)

At this point, participants were divided into groups and sent to specific Breakout Rooms to share successes and work-in-progress at their institutions. This was followed by brief summary reports from each Breakout rooms and a general discussion ensued, that included the following:

- The benefits of sharing among colleagues.
- The question of assessment:

    Since our traditional forms of assessment are not always transferable to remote teaching, and online tools give us new opportunities, we should explore new forms of assessment

    It would be interesting to share our experience and new experiments in the future.

Sharing from one Zoom Breakout Room's inter-institutional exchange

International Students

1)   What percentage of your language students are international students? From which countries?

Pablo: Selkirk College - Majority of on-campus students are international students from India. Majority of online students are international students from China.

Olivier (Kwantlan) - 60% of students in classes from India; 75% of int'l students in first semester classes, much lower in higher level classes..
Josie (TRU) - Similar at lower level
Luisa (UBC) - approx. 1/3 from China, US, India - in our language courses, that's reduced.
Curt (Quest U)- approx 2/3 from US and other countries; alternative path to fulfill the language requirement used by students whose first language is not English.
Juan (Coquitlam C): More students from China —> more students from India

2) How stable is the international student registration? Is it impacted by pandemic?

- Pablo: Fluctuates at Selkirk.

3)   What are some pedagogical considerations? (i.e. translation to/form English)

- Pablo: Most international students are already multi-lingual, and had to learn English. As such, they have an awareness of grammar concepts that a uni-lingual student might not. However, there might be issues in English to Additional Language translation and in understanding instructions / directions. For example, be cautious with the use of idiomatic language in English, or at least explain it.

  Olivier: Some struggles with technology and interaction (when we were in the classroom).
  Luisa: Didn't notice tech issues; interactive and informality were a bit challenging for, e.g., students from China when we were in in-person classes. This transition online exacerbated the issue; we might do more to promoting and helping foment interaction.
  Juan: More silent —> more talkative, occasionally distracting. Cheating has been a huge issue that we're trying to cope with.

Online Delivery

1)   Prior to the COVID-19 Pandemic, did your institution offer 100% online delivery of its language courses? Do any institutions offer exclusively online language courses (no face-to-face courses)?

  Pablo: -Selkirk only offered online, no face-to-face, so the pandemic was not an issue in terms of transitioning (there are other issues in terms of faculty and student life disruptions, access to computer labs, etc.)

  Curt/Olivier/Juan: No, we never offered online language courses before now.
  Josie: We do have open learning courses in Spanish and French. What we were doing in the time of COVID-19 and teaching regular online courses aren't the same thing.

Normally there's a final exam that's worth 50%, and it's invigilated, and…well, that changed.

Luisa: We do offer online courses. I piloted a blended Italian 201 last fall.

2)   At what size are the online course sections capped? How many students per online section? How does this compare to face-to-face?

Pablo: -Selkirk College - Online sections capped at 40 students. How does this compare to your institution? Are there union issues in how online classes are weighted for workload compared to face-to-face? I'm curious to hear what others experience.

3)   Does your institution provide you with web conferencing software such as Zoom, Big Blue Button, or Blue Jeans, and if so, is it integrated into your learning platform (Moodle, canvas, D2L Brightspace)?

Marie: at TRU we use the Moodle Platform. Within this we do have access to Big Blue Button. They have also provided us the ability to use this outside of Moodle to reduce the bandwidth issues that happened in March.

Pablo: Selkirk uses Moodle, and used scheduled Blue Jeans meetings with students for assessment purposes, but this might change to Zoom. It would be great if the web conferencing could be integrated into moodle. Do any Moodle users have their web conferencing software integrated into Moodle?

6. Language Group Discussions

Quick Final large group sharing (5 min) - the most important point(s) discussed during language group discussions

Chinese Language Group Minutes:

Our group has mostly discussed the challenges that instructors have encountered while transitioning into online teaching, and also shared resources and tips with each other. The topics under discussions included:

1.   Limited Resources on newly published textbooks

One instructor reported that there were limited online resources for her textbook since it is a fairly new text. It thus requires substantial preparation time for her to create her own materials.

2.   Teaching Chinese characters

Instructors discussed what would be the best practices to provide feedback on students' handwritings of Chinese characters. The traditional method of marking this type of assignment would involve printing, adding notes, uploading and emailing via the online server. The amount of workload would be daunting. Some colleagues kindly pointed out that Blackboard actually has an "Assignment Inline Grading" function which allows instructors to directly draw on word, pdf, ppt, etc files. (Youtube video demonstrating such functions: https://youtu.be/6fQOVaX7qAU .) UBC seemed to use a different method of building Adobe Annotation functions within their Canvas system.

3.   Available online resources

Instructors also shared with each other some useful platforms and tools that they found helpful for online Chinese language learning. For example, we talked about a few websites for teaching Chinese characters: one is character animation which can demonstrate Chinese writing; and the other one is a worksheet creator which can produce a step-by-step stroke order guide of any given characters. https://www.an2.net/zim/ Some other resources that have been talked are as follows.

Odysseas: SFU developed software can be used for oral practices and oral exams. Students audio recordings are stored on the server which allows the instructors to provide audio feedback.

Kahoot: multiple-choice quizzes or poll via mobile app, easy to set up, great to engage students and make online learning fun.

Quicktime screen recording / PPT video: to prepare lecturers, to demonstrate the use of certain software, etc.

Quizlet: flashcards with pronunciations, games are useful for students to learn vocabulary

Zoom breakout room/Canvas Blackboard collaborate for student interaction.

French Language Group Minutes

Tools

- Learning platforms, become familiar with the various tools within your institutes learning platforms
- Encourage to stay within your learning platform as your students are much more familiar with it than introduce outside tools
- Simplify the use of your tools

- Look at setting up your rubrics within your online learning platform for your assignments
- IT support team, and specifically with our Learning Platform, have been great
- Use tools such as "BigBlueButton" "Teams" "Zoom" sparingly. Perhaps only for office hours

Techniques

- Focus on outcomes
- Simplify your tools
- Looking at adapting what we have learned about online teaching once we are able to go back to in-class teaching
- Try out several methods of delivering lectures (video/ppt/voice-over ppt) - see which method your student prefer
- Asynchronous - use things such as Kaltura for lectures
- Synchronous - create small groups and for short amounts of time for interactions
- Same groups, or switch up
- Divide class hours up between groups (or have two different hours i.e., 50 minutes at noon, and 50 minutes at 6 pm)

Japanese Language Group Minutes

Senseis reported on successes they experienced after the switch to online classes.

Naoko Takei– SFU
- 300 level film class – students really produced impressive films using many different methods – zoom recording, anime, google slides

Yoriko Gillard - Capilano
- Student groups decided by themselves their topics and presentation method for projects, etc - youtube, etc. – very successful

Seiko Roberts - KPU
- Problems with students having technical problems or not technically savvy – dealing with that took a lot of time – how to deal with that is a challenge for the future

Yoichi Mukai - VIU
- 2nd year – Loom (Free application for making posters) Poster presentation went very well – introduce Nanaimo to an exchange student
- Blended learning from the first year – have to show things step by step, can't take for granted that they can figure things out for themselves – from second year allowed a bit more freedom in choice of topic, platform, etc. –

Yayoi Shinbo – Langara
- For the Beginner 1, I had one-one-one interviews through the Zoom, which went well. (You can also have an interview through Microsoft Team).
- For the Beginner 2, I initially created an practice test, recording an audio (a story and questions) on BrightSpace and students had to listen, and hand write their answers, and upload it to the folder, but some students mentioned poor Wifi connections, so I replaced it with a project where students created video (introduce the place they want to go visit next while showing photos) – good results in a short time.
- For the Intermediate 2, students did live presentations sharing the screens through the Zoom.

Spanish Language Group Minutes:

We've discussed learning platforms and textbooks. We haven't had many issues with shifting online, but at some institutions, our first fully online classes will be happening in the summer, and that's where we expect more issues to show up. Given the number of users online at the same time, people at some institutions have had issues with (e.g.) lagging.

Regarding academic (dis)honesty: some instructors have reduced percentages of timed, fill-in-the-blank evaluations (like quizzes and exams), and increased the percentages of more open-ended and group activities. Some instructors shifted online and changed nothing. There are some tools that we can use like "lockdown browsers," which don't allow you to leave the particular window when students are taking tests. Respondus Monitor is also a tool used to record students while they are taking the tests to ensure that students aren't cheating; there's a discussion of the efficiency of such things. (This humble notetaker thinks one should be thinking about the privacy of

our students instead of the efficacy of snooping tools.) Pablo: Agree re: privacy concerns, everything should be FIPPA compliant

We also discussed this as an opportunity to rethink standard pedagogical practices. We didn't get very far with this, due to lack of time, but we discussed things like eliminating final exams, offering more creative possibilities, etc.

7. **Closing Points** [20 min]

Language Group Meetings were followed by brief reports during the closing points.

Election of Co-Chair

Laurence Gauvreau was unanimously elected Scola Co-Chair for the period of 2020-2022.

Poll to determine the focus of the next SCOLA Support Meetings in 2020

We discussed ways to support Scola members during the current crisis and through the transition from F2F to remote online teaching. Scola Co-Chairs carried out a poll where participants decided on the dates and topics for our next two Scola Support Meetings.

After voting, we decided on the following:

- Friday, June 26th, 2020 and Friday, August 28th, 2020 as the dates for our support next meetings.
- 10 am-12 pm was the most popular time slot, so both meetings will happen at that time.
- The most popular topics were: 1) Updates from people teaching online during the Summer term, 2) Online teaching tips and 3) Academic Integrity in an online environment. There would also be time for language group meetings.
- In consultation with the membership, it was decided we would have 3 presentations of 15 min each, followed by a 10-min Q&A session.

Laurence Gauvreau volunteered to create a Google doc where Scola members can share tips, activities for synchronous and asynchronous language teaching, and tools to increase student engagement.

SCOLA 2021

Location: UBC-Okanagan

Date: Friday, April 30th, 2021

Considerations about including an online component to the AGM (if done in person) were mentioned for those members who could not make it to the Okanagan.

Meeting adjourned at 12:00 p.m.