

SCOLA Online Meeting

April 30th, 2021

Agenda

- 10:00 – 10:15 Welcome remarks
- 10:15 – 11:35 Thematic Inter-institutional Discussions and Debrief**
- 11:35 – 11:40 Bio Break
- 11:40 – 12:45 Presentations and Q&A**
- 12:45 – 1:30 Language group meetings
- 1:30 – 1:50 Language group meeting sharing with the whole group**
- 1:50 – 2:00 Election
- 2:00 – 2:15 Closing notes and adjournment**

SCOLA 2021 Meeting Minutes

1. Approval of agenda

Mover: Fanny Boulesteix Second: Gabriela McBee Carried.

2. Approval of the minutes

Mover: Laurence Gauvreau Second: Fanny Boulesteix Carried.

3. Inter-institutional Breakout Room Discussions

Group 1:

Course delivery in the fall. Interesting conversation!

*bottom line – institutions are mostly going f2f in the fall. Some are saying 100% f2f but also discussion of 70% in person, 30% online.....and other variations. Lots of uncertainty about the fall.

*some are planning fully to go f2f

*hyflex teaching model. (Hyflex = teaching online in person at the same time)

Not a lot of experience using this model – the hybrid teaching model can be costly for the institutions. Logistically how to teach at full capacity.

*lastly, preferences for teaching – all of us prefer f2f and be connected, but lots of concerns re the pandemic. Majority prefer to still teach online for the fall, at least a portion of the classes, and a lower % to go back f2f. Conclusion – still lots of planning for the fall, no firm decision yet.

Group 2:

Billie from SFU shared how she used E-Portfolio, with 4 components: reflection after each lesson, display best compositions, self-introductory video, a map with SFU directions.

Questions

– would someone know if with an e-portfolio, can students comment on other students work and build a community?

– re transfer credits. Discussion on how e-portfolio is evaluated and transferred.

Arash – has been giving 10% - to create a website, for French beginners. Went, really well!! Highly recommend using e-portfolios. Really motivated students.

Pilot for pebble pad – Mirabelle is going to start, but unsure.

*some students said that it was time consuming to learn how to use pebble pad. In hindsight, maybe needed to learn first and then show how to use.

At KPU Seiko used pebblepad. For Japanese, 5% was assigned. Students could freely share and comment.

<https://www.pebblepad.co.uk/>

<https://www.kpu.ca/teaching-and-learning/technology/pebblepad>

<https://kputlcommons.freshdesk.com/support/solutions/articles/43000540459-eportfolios-explained-webinar>

https://www.aupress.ca/app/uploads/120279_99Z_Conrad_Openo_2018-Assessment_Strategies_for_Online_Learning.pdf

<https://folioz.ca/>

Fanny from Douglas talked about assessment: asking students to submit a video instead of doing a final interview (if they prefer). With Kaltura, marked mostly vocabulary, pronunciation, content.

Group 3:

Sources of burn-out:

Workload has increased by 3-fold or more, emails from students, tech questions, or sharing personal, difficult stories. Other sources include a steep learning curve, finding new methods to deliver course material. Talked about the use of camera to see our students faces and the importance of that in motivating and connecting our students. Some institutions unable to use cameras, another energy and time-consuming aspect. Marking online is much more difficult, but some of us were able to use tablets and handwrite.

Tips and tricks: learn to meditate, breathe, putting onus on students to figure things out, getting students ask one another questions, know each other's name, make students laugh, if you have office space at home, then close the door when work is done.

More tips: Colleagues connect with each other, checking up on each other. Great time in our group.

4. Debrief

5. Presentations

1. Integrating intercultural perspective into all levels of language courses (in Covid times and beyond) (Luisa Canuto, UBC)

- <https://idiinventory.com/generalinformation/the-intercultural-development-inventory-idi/>
- <https://www.tru.ca/intercultural/faculty-staff/coil.html>
- <https://coil.suny.edu/>
- http://www.ufic.ufl.edu/uap/forms/coil_guide.pdf
- <https://www.purdue.edu/cie/globallearning/Intercultural%20Knowledge%20and%20Competence.html>
- Byram, Michael. 2008. From Foreign Language Education to Education for Intercultural Citizenship. Clevedon: Multilingual Matters
- Deardorff, Darla. 2006. "Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization," Journal of Studies in International Education, vol. 10: 3: 241- 266

- Kramersch, Claire. 2013. "Culture in foreign language teaching," Iranian Journal of Language Teaching Research 1.1: 57-78.
- Spitzberg, B. H., & Changnon, G. 2009. "Conceptualizing intercultural competence." In The Sage handbook of intercultural competence, edited by Darla Deardorff, 2–52. Thousand Oaks, CA: Sage.

2. Building Community through 'le' blog (Stéphanie Palisse, Soline Milet, UBC)

You can find the presentation PowerPoint here:

file:///Users/laurencegavreau/Desktop/Presentation%20SCOLA%20Stephanie%20Palisse%20&%20Soline%20Millet.pdf

3. Expanding Programs

-The Sign Language Interpretation Diploma Program
(Adrian Desmarais and Lisa McCarron, Douglas College)

The Sign Language Interpretation Diploma Program prepares students to facilitate communication between hearing and deaf people in a variety of settings. Students learn principles of managing interpretation, communicating bilingually, interacting biculturally and following professional standards. The program is a collaboration between the Faculty of Applied Community Studies, where the program is hosted, and the Faculty of Language, Literature and Performing Arts, where all ten American Sign Language (ASL) levels will be taught as of September, 2021. More info at: <https://www.douglascollege.ca/program/dpsli>

-The course "Cultural Perspectives: Quebec and France" (Laurence Gauvreau presenting for Catherine Black, SFU)

Through twelve different topics, students will learn what shaped, both Québec and France, current small "c" culture. The course will use a variety of media (videos, podcasts, Power

Point Presentations) to inform and develop an appreciation for both cultures. This is neither a history course nor a language one. It is a glimpse of what life offers currently in Québec and in France from festivals, to food, to geographical features, to music and cinema. The course will be team taught and have a conversation format. Two instructors (one from Québec and one from France) will discuss a topic and present the differences and similarities between Quebec and France. This course is a good preparation for the cultural component du DELF B1 B2. The course is taught in French. Good aural comprehension of French is essential. Student will have the possibility to write their midterms and exam in English or in French.

This course is on-line course only.

To learn more, you can contact Catherine Black: catherine_black@sfu.ca

-CREE 1100, Introduction to Plains Cree Language and Culture (Paivi Koskinen, KPU)

CREE 1100, Introduction to Plains Cree Language and Culture: Students with little or no previous knowledge will gain an introductory understanding of Plains Cree language and culture. The Plains Cree dialect is the largest Indigenous language group in Canada. Students will learn the Cree language through the use of basic conversation, greetings, and everyday language. Students will be introduced to how the language is tied to culture through the exploration of stories, songs, and connections to place.

LING/LANC 3390, Indigenous Languages in Canada: Students will acquire an understanding of Indigenous histories, cultures, and knowledge through the lens of the Indigenous languages in Canada. Students will gain an awareness of the diversity of Indigenous languages across Canada. They will identify the impact of past, current and ongoing colonialism and its consequences for Indigenous languages in Canada. Students will critically examine the major contemporary issues facing Indigenous languages and will investigate examples of community-based language activism across Canada.

To learn more:

file:///Users/laurencegavreau/Desktop/SCOLA/2021/Meeting%202021/Indigenous%20language%20courses%20at%20KPU.pdf

You can also contact Paivi Koskinen: paivi.koskinen@kpu.ca

-Intensive Spanish Courses (Gabriela McBee, UVIC)

Our intensive courses cover two terms in one. We have six contact hours per week rather than three and students earn 3.0 credits, instead of 1.5. Teaching materials are usually the same.

Around two decades ago, we started the intensive language course SPANISH 149 as a Summer course. We added the second level to this (249) a few years thereafter.

Then we started offering the 149 additionally during the regular academic year. Thanks to its popularity, we were also teaching the 249 in the second term several years later. With this, students were able to reach third level courses after one academic year.

As a natural progression, we now will be offering the intensive courses also at the third and fourth year level.

Rationale:

- a) Current intensive courses have full enrollments; students often request intensive courses because they can concentrate in the subject area and reduce their course loads; the increased hours of instruction, translate into more contact and student engagement.
- b) Having students progress to higher levels of competency sooner in their programs is beneficial to our Department – students are better prepared to take our non-language courses in Spanish.

New Courses:

SPAN 349 - Intensive Upper Intermediate Spanish Description: Acquisition of upper-intermediate language and intercultural competencies equivalent to the B1 level of the Common European Framework for Languages. Equivalent to SPAN 350A and SPAN 350B.

SPAN 449 - Intensive Advanced Spanish Description: Acquisition of advanced language and intercultural competencies equivalent to the B2 level (CEFR). Equivalent of SPAN 450A and SPAN 450B.

Q&A

6. Language Group Meeting Notes

Introductions:

Please introduce yourselves and say what institutions you are representing and feel free to add/modify the suggested discussion questions below.

Suggested Questions

1. What textbooks are you using for your courses?
2. Are there any questions/concerns about transfer credit?
3. Other questions?

Chinese Language Group Notes

Suggested Questions:

1. What textbooks are you using for your courses?
2. Are there any questions/concerns about transfer credit?
3. Other questions?

Attendees: Yanfeng Qu (KPU), Billie Ng (SFU), Wei Xia (Langara), Jun Tian(UVIC), Na Wu (TWU), Huimin Lin (Langara)

1. No change in the use of textbooks.
2. Discussed different textbooks: pros & cons
3. Shared class sizes
4. Shared assessment strategies (character writing)
5. Tips on marking assignments
6. Post-pandemic: online, face-to-face, hybrid learning
7. Course transferrability

French Language Group Notes

Suggested Questions:

1. What textbooks are you using for your courses?
2. Are there any questions/concerns about transfer credit?
3. Other questions?

Attendees: Fanny Boulesteix (Douglas College), Alan Cameron (UFV), Moustapha Fall (UVIC), Arash Farzaneh (Alexander College), Laurence Gauvreau (Capilano University and KPU), Isabelle Gingras (Camosun), Catherine Gloor (Capilano), Hope Leith (VIU), Kimberley Sutherland (Douglas College), Mirabelle Tinio (Langara College), Franziska (Okanagan College)

1- Textbooks used:

UBC - Cosmopolite (Hachette) for A1 et A2

In the process of changing of textbook for A1 et A2 for Fall 21

Moustapha Fall UVIC - Defi 1 and Defi 2 (Maison des langues)

Hope Leith- VIU: Textes: FRCH 100/101 Liaisons (cengage); FRCH 121/122 Encore (cengage) FRCH 221/222 Mise en pratique (Pearson); FRCH 230 culture francophone on cherche un nouveau livre; FRCH 301 Version originale 4 (maison des langues Paris); FRCH 320 Savoir dire (Cengage) le plateforme Mindtap c'est un peu lourd mais rempli de ressources

Douglas College: Deux Mondes (McGraw-Hill) for 2 Basic and 2 Intermediate levels + plateforme Connect/ Face a face (Vista Higher Learning) for 2 Advanced levels + plateforme Supersite

Isabelle Gingras - Camosun: write own textbook for first two levels

Arash Farzaneh - Alexander College: Deux Mondes textbook + own prep

Catherine Gloor - Capilano College: Deux Mondes + plateforme Connect

Franciska - Okanagan College: Fren 105, 106, 107, 108 - Horizons, 7th ed.; fren 112, 1122, 211, 221 En super forme

Alan Cameron - UFV: Bonjour Le Canada for the 1st 2 years. During the pandemy, offered the material in an asynchronous mode of delivery.

- + Challenge to find a method with a robust online platform.
- + Challenge to find a textbook with accurate representations of Francophone cultures.

2- Online evaluation

UFV: Use a timer to limitate the time available for exams but access to material. No use of proctor at the institution.

Capilano: Hope students didn't cheat but were not able to control. Only way to know: oral exams done twice a semester. Used little quizzes that were worth a small percentage (5%).

Camosun: not possible to control but contourn the situation: ask students to look at her to avoid sticky notes around the screen. Many ways to cheat. Possibility to screenshot online exams. Did 3 oral exams instead of 1. Oral final exam this year instead of written. Randomize questions. No online test this year. Did projects they had few weeks to finalize. Give correction so that

UBC: Educated students about Academic Integrity and why is it important.

Japanese Language Group Notes

Suggested Questions:

1. What textbooks are you using for your courses?
2. Are there any questions/concerns about transfer credit?
3. Other questions?

Attendees: Yayoi Shinbo, Yuri Naito, Yoriko Gillard, Ami Hagiwara, Kimiko Brucks, Mayu Takasaki, Nina Langton, Seiko Roberts, Sonia Chhabra-Iga

Discussion about text (Genki) – new edition and not everyone has access or has received inspection copies. Good information from members about how to request desk copies.

la2@jptamerica.com Watanabe Shuhei

SFU - BlueBooks.com - Vancouver based company.
Inspection copy came from Kinokuniya in San Francisco.

New version is more CEFR JF-oriented
Audio has been moved online rather than CDs
Organization of lessons improved.
Looks more diverse

Marugoto used by 2 instructors – Capilano and ?

UNBC - Minna no nihongo text

Capilano – fewer students in online format – close to 50% come through the Access program – require and request more f2f attention – many dropped the course and plan to take it once there is a return to f2f classes

Langara – levels 1 and 2 mostly full – no issue with enrollment
- lots of working students
- several students requiring accommodations, group and oral presentations required more personal attention during office hours

Douglas

3 sections of 100 in fall semester all asynchronous lecture/ppt/videos, all full in the fall, but the progression to second semester was not as good as usual – 96 people to 23. Not much interaction between instructor and students (lab assistant saw them once a week, but can't increase the percentage that this person evaluates as they are not the instructor of record).

Personal reasons of students as well - Accessibility students as well, and those more comfortable with "camera off".

Second semester, did all lectures live and all students continued to the end.

UNBC

- Student numbers decreased dramatically over course of the semester, especially first year students who had no opportunity to meet in person (unlike 2nd and 3rd who had already met f2f)
- Students reluctant to use cameras

Kwantlen PU

Also decrease in student numbers between first and second semesters in first year

Sonia - Coquitlam College - decrease in numbers

- Large number of Southasian esp. Indian students (70% and 30% Chinese)
- usually 6 sections (4 100, 2 101) but this year only 6 students in 101, only 2 sections of 100 - became a part-time instructor
- French and Spanish doing very well

UBCO

- Decrease of about $\frac{1}{2}$ over first 2 semester but 2nd year was good enrollment and not much decrease over 2 semesters

Spanish Language Group Notes

Suggested Questions:

1. What textbooks are you using for your courses?

UFV: SPAN 201 - SPAN 202, *Exploraciones: curso intermedio*, 2a ed, Cengage Learning

Douglas College: MODL 1151 & 1152, MODL 2251 & 2252, *Tu Mundo: Español sin fronteras*, 2nd ed., McGraw Hill Education.

UBCO: *Aula Internacional* for first and third year courses, *Aula América 2* for second year courses.

Langara: *¡Hola Amigos!*

SFU: *Vistas* for first year courses and *Enlaces* for second year courses

TWU: *Vistas*

2. Are there any questions/concerns about transfer credit?
3. Other questions?

Attendees: Cynthia Hernández Garcia (UBCO), Diana Carter (UBCO), Grisel Garcia-Pérez (UBCO), Ana Perez Alfajarrin (Douglas College), Ana Roble (KPU), Ana (Douglas College), Maru (UFV), Teresa Arróliga-Piper (UFV), Freeda Wilson (OC), Isabel (SFU), Gloria (UFV), Silvia (TWU)

Douglas College:

-Enrollment was very good this year (no change compared to previous years). We offered a mix of synchronous and asynchronous courses. Synchronous courses were taught in Zoom, 4hrs a week (as when we are F2F). We had issues with students having their cameras off and not present, but they were removed when not responding. Drop-in sessions or “live hours” in Zoom were part of the asynchronous courses (twice per week) and students had synchronous conversation labs in Zoom. Office hours were held in Zoom as well. Overall, a good year, despite the difficult transition to online learning. For Fall 2021, we are scheduled in rooms (F2F) but we are waiting to hear from the administration. One synchronous online course (Basic Spanish I) has been approved already for Fall 2021 (and hopefully post-pandemic) so students will have the two options: F2F and online synchronous Basic I courses (one section).

ELECTION: Sonia Chhabra-Iga - new co-chair of SCOLA

NEXT MEETING: May 6th, at UBC, Vancouver campus

List of attendees:

Fanny Boulesteix	Douglas College
Laurence Gauvreau	Capilano
Billie Ng	SFU
Arash Farzaneh	Alexander College
Sonia Chhabra-Iga	Coquitlam College
Seiko Roberts	KPU
Mirabelle Tino	Langara College
Luisa Canuto	UBC
Stephanie Palisse	UBC
Soline Milet	UBC
Adrian Desmarais	Douglas College
Lisa McCarron	Douglas College
Catherine Black	SFU
Paivi Koskinen	KPU
Gabriela McBee	UVic
Yanfeng Qu	KPU
Wei Xia	Langara
Jun Tian	UVic
Na Wu	TWU
Huimin Lin	Langara
Alan Cameron	UFV
Moustapha Fall	UVic
Isabelle Gingras	Camosun
Catherine Gloor	Capilano
Hope Leith	VIU
Kimberley Sutherland	Douglas College
Franziska	Okanagan College
Yayoi Shinbo	Langara
Yuri Naito	Douglas College
Yoriko Gillard	UBC
Ami Hagiwara	UNBC
Kimiko Brucks	KPU
Mayu Takasaki	UBC
Nina Langton	UBCO
Cynthia Hernández Garcia	UBCO
Diana Carter	UBCO
Grisel Garcia-Pérez	UBCO
Ana Perez Alfajarrin	Douglas College
Ana Roble	KPU
Ana	Douglas College
Maru	UFV
Teresa Arróliga-Piper	UFV

Freeda Wilson (
Isabel
Gloria
Silvia

OC
SFU
UFV
TWU