



VIRTUAL MAPLE
LEAGUE TEACHING AND
LEARNING CENTRE

RESOURCE GUIDE

2020

About This Guide¹



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Introduction

Who we are

The Maple League is a consortium of four universities: Acadia, Bishop's, Mount Allison and St. Francis Xavier. Together, this alliance of small, primarily undergraduate institutions collaborate to deliver an extraordinary 21st century liberal education. The universities are located on historic campuses in picturesque rural communities, and share a commitment to community engagement, indigenization, and honouring rich and longstanding Francophone heritages. The Maple League leads conversations on quality undergraduate education in Canada, and is guided by values of collaboration, resilience, student-focussed learning, and community engagement and global citizenship.

The consortium values students as producers and collaborators in their own learning journeys and each university takes a holistic approach to learning within the classroom and beyond — with an understanding that mental, physical, social, and intellectual health are inextricably intertwined.

The Maple League vision is to build critical thinkers and leaders through the delivery of an extraordinary 21st century liberal education. By fostering reciprocal relationships across institutional boundaries, we provide extraordinary opportunities to transform as leaders, scholars, and institutions. The Maple League creates distinctive learning environments that ensure our graduates are capable of navigating an increasingly complex world as citizens and leaders dedicated to the values of a just and civil society.

Why we created this resource

The Maple League Teaching and Learning Committee has been building a virtual TLC, a daring experiment in collaboration, over the past 18 months. In the light of COVID-19, the Maple League has an opportunity to shift from crisis management to a more entrepreneurial approach, that addresses not only the tactical response to COVID-19, but also the longer-term consequences of the global shutdown and the strategic needs of the consortium. In particular, it enables us to answer our guiding question, “what can we do together that we cannot do on our own?” The answer is our collective willingness to think differently to deliver an extraordinary 21st century liberal education.

About this resource

This resource is a 'living' community-based document, meaning it will be frequently updated as the needs of the Maple League community involve, and tailored to our unique model of 21st century, primarily undergraduate education.

Want to Contribute?

[If you would like to add a resource, submit it here!](#)

Feedback

[If you have feedback or suggestions for us as this resource continues to grow, contact us here!](#)

Teaching and Learning Online

Resources to help understand the practice of online teaching and learning:

1. In our 'Better Together: Maple League Teaching Support Series' we have covered many topics related to online teaching and learning:
 - Dr. Toni Roberts of Mount Allison University shares seven design principles for online teaching, you can watch a video of his presentation [here](#).
 - Dr. Robert Lapp of Mount Allison University shares considerations when managing presence online (teaching presence, social presence, and cognitive presence). A video of this presentation can be watched [here](#).
 - Scott Stoddard (Manager, IT Support Services, Bishop's University) and Keagan Hawthorne (Educational Technology Consultant, Mount Allison University) share Moodle tips and tricks. You can watch their presentation [here](#).
2. Curated by the Society for Teaching and Learning in Higher Education, [Keep Teaching](#) is a Canadian repository of teaching and learning information. They host weekly webinars on a variety of topics related to higher education in the COVID-19 era, that are available both live and as recordings.
3. [Fundamentals of effective online teaching practice](#) by The University of Windsor. This short list provides research-informed best-practices for instructor presence, social presence, and cognitive presence when teaching online.
4. One of the books noted in the University of Windsor document on fundamentals is Darby F. and Lang, J. (2019). *Small Teaching Online: Applying Learning Science to Online Classes*, (Jossey-Bass). This volume is accessible, easy to read, and includes suggestions in every chapter that can be applied to your online spaces. It is well worth taking the time to read the volume as you reflect on your course design.
5. [Transitioning Active Learning Methods Online in FASS — FOCUS](#) by Dalhousie University provides tips on how to take active learning methods traditionally used in F2F instruction (for example, think-pair-share), and adapt them to online settings.
6. [How can I ensure that my online, blended, or face-to-face course has a reasonable expectation of student effort?](#) By Western University highlights questions to consider when creating courses for different models of delivery. This guide contains tools to help calculate how many hours per week students will spend learning in your course, and the timing and pacing of the workload.
7. Concordia University's Centre for Teaching and Learning [defines synchronous and asynchronous learning, and shares which types of learning activity](#) best corresponds with each.

Hyflex Delivery

Resources to help understand the practice of hyflex teaching:

The podcast series 'Tea for Teaching,' hosted an episode on [Hyflex Courses](#) where the hosts and guest introduce the audience to how the Hyflex modality works in practice, and the implications for student learning.

[This twitter thread](#) by [@ClaireHMajor](#) explains why she chose to teach with the Hyflex model, and how it looked for her students.

Dr. Ruth Poproski of the Center for Teaching and Learning at the University of Georgia has shared a series of short activities designed to help transition your course into a different delivery format that complements a short course on teaching using the Hyflex model. The first worksheet, ["Preparing to Pivot Introduction"](#), prompts readers to think of their delivery medium and instruction type, to help understand their starting point.

The [second exercise in "Preparing to Pivot" by Dr. Poproski](#) in the series prompts readers to analyze, evaluate, and identify the teaching methods typically used in face-to-face instruction, and then helps discern which methods are relevant in the new format of delivery.

The [third exercise in "Preparing to Pivot" by Dr. Poproski](#) is designed to transform your module by helping readers to 'craft an outline for an online or socially distanced version of your module that draws on existing content delivery and practice/application materials.' Dr. Poproski shows what a transformed module looks like in [this example of a transformed course plan](#).

In the V_MLTLC's 'Better Together: Teaching Support Series' Dr. Angie Kolen and Josh Read (StFX) shared an example of how to do the active learning activity of a 'Living Likert Scale' - the video explaining this activity [can be found here](#). Dr. Kolen and the StFX TLC have created a resource on how to incorporate active learning into synchronous classes, asynchronous classes, and the physically distanced classroom - [this resource can be accessed here](#).

Designing for Accessibility, Equity & Inclusion

To design your course for access, equity, and inclusion, it is imperative that you consider the context of your students and your university. There will likely be disparities in the learning environments of students depending on how 'open' your campus is, and which students decide to come to campus. It is important to note that policies surrounding how universities are dealing with the pandemic often disproportionately impact low-income students and international students.²

This introduction to [Accessible Teaching in the Time of COVID-19](#)³ is a great starting point for considering tiny changes you can make, and questions you can ask, to increase accessibility in online, blended, lecture- and discussion-based courses. The author, Dr. Aimi Hamraie, provides a sample list of questions you can ask students to survey the needs of your students, and straightforward ways to modify your assessment and delivery to be more inclusive.

The Centre for Teaching, Learning and Innovation at Lethbridge College lists and explains their [Top 5 Tips for Supporting Learners with Disabilities](#): communicating with each learner about their needs (without asking anyone to disclose their disability), reviewing accommodation requests, being aware of resources on campus and how to refer students through appropriate channels, considering Universal Design for Learning in your course material, and knowing who to ask for help on your campus.

The Rice University Center for Teaching Excellence [Inclusion, Equity, and Access While Teaching Remotely](#) article provides tips on how to design for, and advocate for, learners with unequal access to technology, and how to harness technology to enhance access. For example, ensuring class materials are in PDF form allows for easier reading on mobile devices, and better compatibility with screen reading software. Other suggestions include captioning your lectures, narration of visual material that appears on screen, and suggesting students collaborate on creating study materials (for example, sharing notes in a communal Google Doc).

Knowing your students is more important than ever, as is the philosophy of culturally responsive teaching to recognize the importance of identity, language, and culture on how students learn (Heitner & Jennings, 2016).⁴ Han et al. (2014)⁵ posit that, in addition to understanding the role that culture and identity play in education, it is important to build relationships with your students and also cultivate your own socio-political awareness.

² Redden, E. "Go Home? For Some Students, It's Not Easy." Inside Higher Ed. March 12, 2020.

³ Hamraie, Aimi. 2020. "Accessible Teaching in the Time of COVID-19." *Mapping Access*.

⁴ Heitner, K., & Jennings, M. (2016). Culturally Responsive Teaching Knowledge and Practices of Online Faculty. *Online Learning*, 20(4), 54-78.

⁵ Han, H., Vomvoridi-Ivanović, E., Jacobs, J., Karanxha, Z., Lypka, A., Topdemir, C., & Feldman, A. (2014). Culturally Responsive Pedagogy in Higher Education: A Collaborative Self-Study. *Studying Teacher Education*, 10(3), 290-31

Anti-Racist Reading Resources

On July 16, 2020, our Better Together: Maple League Teaching Support Series featured Wendy Mackey, Dr. Ornella Nzindukiyimana, and Dr. Ronald Charles from StFX University. A video of key takeaways from their session 'Ask Us Anything About Anti-Black Racism in Education' can be watched [here](#).

On August 20, 2020, Wendy Mackey, Dr. Ornella Nzindukiyimana, and Dr. Ronald Charles hosted another Better Together session, titled 'Continuing the Conversation about Anti-Black Racism'. A slidedeck that features information and resources from the session can be found [here](#).

Below is a book list recommended during the Better Together session by Wendy Mackey, Dr. Ornella Nzindukiyimana, and Dr. Ronald Charles (St. Francis Xavier University) on July 16, 2020:

Gewin, V. (2020). What Black scientists want from colleagues and their institutions. *Nature (London)*, 583(7815), 319-322.

Gutiérrez y Muhs, Gabriella, Niemann, Yolanda Flores, González, Carmen G, Harris, Angela P, & Gonzalez, Carmen G. (2012). *Presumed incompetent*. Logan: Univ. Press.

Henry, Frances, Dua, Enakshi, James, Carl E, Kobayashi, Audrey, Li, Peter, Ramos, Howard, & Smith, Malinda S. (2017). *The Equity Myth*. Vancouver: UBC Press.

Oluo, I. (2018). *So you want to talk about race* (First ed.). New York, NY: Seal Press.

Rockquemore, K., & Laszloffy, T. (2008). *The black academic's guide to winning tenure--without losing your soul*. Boulder: Lynne Rienner.

Sensoy, &, & DiAngelo, R. (2017). *Is everyone really equal? : An introduction to key concepts in social justice education* (Second ed., Multicultural education series (New York, N.Y.)). New York: Teachers College Press.

Trauma-Informed Teaching and Learning

Living in the time of a pandemic, students will be coming to university with varied experiences as a result of Covid-19 (they may have lost a loved one, be experiencing financial, housing and/or food insecurity, been the victim of domestic violence, etc. as a result of the pandemic). It is helpful for faculty and teaching staff to be aware of trauma informed teaching practices that they can implement so that students feel comfortable and safe as possible in their classes so students can focus on learning.

For an introduction to trauma-informed teaching and learning, SHARE (Source for Help, Advancement, and Renewal for Educators) published a blog that explains [What Trauma Looks Like in College Aged Students and Adult Learners](#). This resource explains what trauma is, how it impacts both students and educators, and lists pedagogical tips to support academic success within learning communities.

[Trauma-Informed Practices for Postsecondary Education: A Guide](#) by Education Northwest has tips for promoting resilience, trauma-informed campus- and classroom-level strategies, and social emotional learning resources. This guide will help educators and administrators better serve students with a history of trauma, or students who are enduring trauma, while in university.

Carello & Butler (2014, p.163)⁶ identified some practices of trauma-informed educators. While these are considered best practices during regular times, they are especially salient when teaching and learning in a pandemic:

- Identify learning as the primary goal and student emotional safety as a necessary condition for it;
- Recognize that many students have trauma histories that may make them vulnerable to exploitation by authority figures and highly susceptible to symptom recrudescence, and integrate that knowledge into your educational practice;
- Appreciate how a trauma history may impact your students' academic performance, even without trauma being a topic in the classroom;
- Become familiar with the scientific research on trauma, retraumatization, and secondary traumatization, and note the serious psychosocial and educational sequelae associated with each;
- Check any assumptions that trauma is good (or even romantic), even though some good may be found by those who successfully adapt to the fallout of such experiences;

⁶ Carello, J., & Butler, L. (2014). Potentially Perilous Pedagogies: Teaching Trauma Is Not the Same as Trauma-Informed Teaching. *Journal of Trauma & Dissociation*, 15(2), 153-168.

- Be prepared to provide referrals to your institution's counseling services or emergency care if needed.

The on-campus Counselling Centres are:

[Acadia University: Counselling Centre](#)

[Bishop's University: Student Accessibility & Accommodation Services](#)

[Mount Allison University: Mental Health & Wellness](#)

[St. Francis Xavier University: Health & Counselling Centre](#)

Community Care Resources & Syllabus Insert

On August 18, 2020, Johannah Black and Emma Kuzmyk (StFX University) presented in our Better Together: Maple League Teaching Support Series on the topic of Community Care in the Digital Sphere. Their slideshow can be viewed [here](#). Their Zine with helpful items such as 'How to Check In' and 'How to ask Probing Questions' can be accessed [here](#). You can watch their session [here](#).

Prepared by Sarah Gavin, we have a wellness-focussed [syllabus insert](#) that is open-access and can be edited to suit your institutional context. It also includes Maple League institution-specific resources (such as counselling centres, crisis lines, etc.)

Teaching with an Ethic of Care⁷

Heather Smith and David Hornsby have written about #pandemicpedagogy (see Smith and Hornsby, 2020)⁸ and in a recent, yet unpublished manuscript, they made the following argument.

All of us need to approach our teaching with an ethic of care. “We need to create pedagogies of care online and allow what we discover in these new spaces to influence what we do at brick-and-mortar institutions” (Stommel, 2013, np)⁹. We know from studies that students struggle to learn in moments of stress, dislocation, and anxiety (Joels et al., 2006)¹⁰. We need to find ways to adopt pedagogies or assessment practices that acknowledge this reality. Compassion and flexibility in our classroom needs to be a hallmark of pandemic pedagogy. In the words of Cathy Davidson (2020, np)¹¹: “we need to be human first, professor second. We need to design as humans for humans in a global crisis. We need to design our courses with the awareness of pain, dislocation, uncertainty, and trauma now central to all our lives. It’s a lot to ask. It is the one and only essential as we design our courses for this disrupted fall.”

So the question for all of us is how to put an ethic of care into practice?

Some tips to start include:

- Reflect on how an ethic of care will be central to your online course design
- Include a requirement private learning journal or private email from each of your students where you ask them for their preferred pronouns, ask about issues related to access and technology, ask them to identify any concerns they may have about the course, and ask them how you, as a faculty member, can help them learn. There are a variety of questions we can pose to our students, and so we can craft a list that suits our needs and our students’ needs but the key to questions is to be mindful of access, inclusion and to design the questions with care in mind.
- Arley Cruthers (McNeney) [@Arley_McNeney](#) also includes regular care check ins throughout her class that focus on care and connection. There is also a cool example of a graphic syllabus in this link: [CMNS 1110 Online Delivery Plan](#).

⁷ Section submitted by Dr. Heather Smith, UNBC, Jarislowsky Visiting Scholar 2020

⁸ Smith, H., & Hornsby, D. (2020). Towards a Pandemic Pedagogy: power and politics in learning and teaching, available at: https://www.researchgate.net/publication/341113230_Towards_a_Pandemic_Pedagogy_power_and_politics_in_learning_and_teaching

⁹ Stommel, J. (2013, January 07). A user’s guide to forking education. *Hybrid Pedagogy*.

<https://hybridpedagogy.org/users-guide-forking-education/>. Stommel’s quote is an exception to this document’s CC BY 4.0 license.

¹⁰ Joels, M., Zhenwei, P., Wiegert, Oitzl, O., Melly, S. & Krugers, H.J. (2006). Learning under stress: How does it work? *Trends in Cognitive Science* 10, 152–158. <https://doi.org/10.1016/j.tics.2006.02.002>. Joel et al’s quote is an exception to this document’s CC BY 4.0 license.

¹¹ Davidson, C., (2020, May 11). The single most essential requirement in designing a fall online course. *Hashtac*. <https://www.hashtac.org/blogs/cathy-davidson/2020/05/11/single-most-essential-requirement-designing-fall-online-course>

Supporting Students to Succeed

Written by StFX graduate, Tiffany MacLennan, [Tiff's Tips for Online Learning in Fall 2020](#)¹² is a list of nine strategies to succeed in an online learning environment. This resource is intended for students, and offers easy-to-implement changes in mindset and environment to increase academic success.

In order for students to succeed, students should be key stakeholders in the design process. This article from University Affairs - [Let's get more students to the decision-making tables in higher education](#) - illustrates that the best way to design high quality, inclusive education is by working with students we hope to tailor this education for.¹³ This article also informs readers of challenges students have faced, and will continue to face, in remote and distance learning environments.

Students Georges-Philippe Gadoury-Sansfaçon (Bishop's) and Janine Annett (Acadia) hosted a 'Better Together: Maple League Teaching Support' session which focused on partnering with students and student feedback on course design. Here is a [one-minute video of their key messages](#).

¹² Contributed by Tiffany MacLennan, StFX McKenna Fellow, Class of 2020. Licenses under CC-BY 4.0.

¹³ Contributed by Georges-Philippe Gadoury-Sansfaçon, BU SRC Vice President Academic Affairs and Jarislowsky/Maple League Research Fellow

Assessment & How To Adapt Exams

On July 28, 2020, In our 'Better Together: Maple League Teaching Support Series', Dr. Jeff Banks (Acadia University) and Dr. Estelle Chamoux (Bishop's University) presented on various types of assessment and provided different examples of when to use each one. You can watch a video of their presentation [here](#).

Options for Summative Assessment:

1. Re-thinking summative assessment beyond a final exam by selecting an assessment aligned with the objectives for learning (i.e. what do you want students to learn in the course and how do you design ways to assess) from a menu of choices.
2. In cases where exams are unavoidable, explore various modes of [invigilation and exam proctoring](#).

Menu of Choices for Alternative Assessment:

Take-home exams: Students have a set window of time, ranging from hours to days, to access and submit their exam. During this period, the students can access all their course notes alongside external resources. This type of exam is not invigilated, and is usually characterized as being high-stakes (impacting a large portion of the students' grade). Take-home exams are designed to assess and promote higher-order thinking.¹⁴

Open-book, open-web exams: These exams can be classroom-based or online, and both these contexts can be with or without invigilation. Open-book, open-web electronic examinations can be given with a specific time window. These exams promote synthesis and deeper learning.¹⁵

Writing reflections, blogs¹⁶, OpEds: These assessments can be used both formatively and summatively. For summative assessment, reflections, blogs, and op-eds require students to articulate their learning, to inform a wider audience, and/or defend a position. These three assessments provide students a way to 'show what they know' in an authentic and meaningful way.

¹⁴ Bengtsson, L. (2019). Take-Home Exams in Higher Education: A Systematic Review. *Education Sciences*, 9(4), 267

¹⁵ Myyry, L., & Joutsenvirta, T. (2015). Open-book, open-web online examinations: Developing examination practices to support university students' learning and self-efficacy. *Active Learning in Higher Education*, 16(2), 119-132.

¹⁶ Cameron, M. (2011). 'Economics with Training Wheels': Using Blogs in Teaching and Assessing Introductory Economics. *SSRN Electronic Journal*, SSRN Electronic Journal, 2011.

Creating wikis or websites: Similar to writing a reflection, blog, or OpEd, creating a wiki or website provides students to show their cumulative learning. Wikis and websites can also be completed and assessed

In-person interviews: Conducting face-to-face (or digitally, using video conferencing) interviews with students to assess their learning related to the course learning outcomes.

Oral presentations: Similar to an in-class oral presentation, a student (or group of students) present on a course-relevant topic, and/or a final research project that they conducted. In an online format, this could be live for a synchronous class, or recorded for a synchronous or asynchronous class.

Videos/podcasts: Similar to an oral presentation, this method of assessment allows students to produce a final product as an artefact of their learning. While these methods of assessment lend themselves well to online learning, opportunities to learn how to use the appropriate technology to produce this product should be built into course design.

‘Pain Points’

Final Exams & Invigilation

There are many ways to assess online. The Taylor Institute for Teaching and Learning at the University of Calgary compiled an [Online Assessment Guide](#) to help think about many ways to assess for student learning. This guide includes information on online exams.

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Indiana University of Pennsylvania created a list of how to support academic integrity with online exams. These [Best Practices for On-Line Academic Integrity - Moodle](#) provide steps on how to work within Moodle, a platform used across all four Maple League universities.

Equity, Diversity, Inclusion Lens

COST: The best practices for equity and inclusion would indicate that students *should not* have to pay for access to testing services (such as TopHat). By adding additional fees to a course (outside of those that a student might expect, such as textbooks, or lab materials that are discipline-specific and necessary), instructors create an additional economic burden which would have disproportionate negative impacts on students with a lower SES. Further, if students cannot return to campus, many student-employees would lose a revenue stream that they would normally have. Adding these fees could negatively impact retention and completion rates if students see this fee in their syllabus and decide to drop the course.

¹⁷ Flow Chart by Giulia Forsythe, Associate Director Center for Pedagogical Innovation at Brock University is licensed under a CC-BY license.

Lab-based Courses

This op-ed proposes [Five objectives for online science labs that lend themselves to virtual teaching](#), such as learning how to read peer-reviewed journals, how to propose and design experiments, and how to analyze data that might fit with your lab-based learning outcomes.

This [crowdsourced spreadsheet](#)¹⁸ showcases a list of online programs and corresponding information on how to take many elements of lab-based courses online. It includes information about how each platform works, and how to access it.

¹⁸ Online Resources for Science Laboratories (POD) - Remote Teaching : All Resources are licensed under a CC BY SA 4.0 license, **it is an exception to this document's CC BY 4.0 license.**

Field-based, experiential, and community-based learning¹⁹

Although establishing and maintaining community partnerships in a virtual context may feel daunting, it is important to remember that online learning has the potential to be “a facilitator rather than a barrier to community engaged pedagogies” (Purcell, 2017, p. 67)²⁰.

When developing and implementing community-based experiential learning opportunities in a virtual setting there are a few key strategies that can be used to optimize success. These strategies have been broken down below.

Don't forget your 'Why'

“Community-engaged pedagogies are as effective in online courses as in traditional face-to-face delivery” (Purcell, 2017, p. 65). However, when transitioning service-learning to a virtual context it is still important to ensure that high-quality experiences are still being provided.

Preradović and Stark (2019)²¹, identified a list of quality standards for service-learning experiences. These standards include the following:

- relevance and meaningfulness to communities and students
- shared, attainable, and assessable goals
- student collaboration in project planning and design
- guided reflection that links experience to subject matter and explores multiple perspectives
- designed for ongoing, sustainable impact (Bringle & Clayton, 2020, p. 51)²².

Make sure that everyone is on the same page

Although lots of opportunities can arise from the use of technology, going virtual doesn't come without challenges (Bringle & Clayton, 2020). When working with students and community partners, shared and transparent community norms and guidelines should be established. Everyone involved must agree on how and when to communicate, how projects and processes should be managed, how responsibility will be shared, how conflicts and misunderstanding will be handled and how progress and outcomes will be evaluated (Bringle & Clayton, 2020).

¹⁹ Section Contributed by Janine Annett, Acadia University.

²⁰ Purcell, J. W. (2017). Community-Engaged Pedagogy in the Virtual Classroom: Integrating eService-Learning Into Online Leadership Education. *Journal of Leadership Studies*, 11(1), 65-70. **Purcell's quote is an exception to this document's CC BY 4.0 license.**

²¹ Preradović, N. M., & Stark, W. (2019). 7 Identified service learning practices in European higher education. *Embedding service learning in European higher education: Developing a culture of civic engagement*, 109.

²² Bringle, R. G., & Clayton, P. H. (2020). Integrating Service Learning and Digital Technologies: Examining the Challenge and the Promise. *RIED. Revista Iberoamericana de Educación a Distancia*, 23(1), pp. 43-65. doi:<http://dx.doi.org/10.5944/ried.23.1.25386>

Manage the technological aspects

The major difference between online service-learning and face-to-face service-learning, is the role that technology plays. There are many tips and tricks that can be used so that technology adds to the experience, rather than taking away.

1. Assess the technological capacity of both students and community partners
2. Provide technical support and training
3. Use trial runs prior to real sessions
4. Get creative - technology can provide new possibilities for what all aspects of service-learning can look like (Waldner, Widener & McGorry, 2012)²³

By focusing on the 'why' of service-learning, making sure everyone is on the same page, and managing the technological aspects wisely, virtual service-learning has the potential to be an immensely valuable experience for everyone involved.

[Click here to see a Harvest Report of themes](#) from our Better Together: Maple League Teaching Support series on June 16, 2020 on the topic of **Community: Exploring campus engagement in a virtual classroom** hosted by Mary Sweatman (Acadia) and Janine Annett (Acadia).

[Click here to watch](#) a recording from our Better Together: Maple League Teaching Support series on July 2, 2020 on the topic of **Integrating Experiential Learning into Your Course** hosted by Jennifer Lussier (RIIPEN), Charlene Marion (Bishop's), and Tiffany MacLennan (StFX)

²³ Waldner, L. S., Widener, M. C., & McGorry, S. Y. (2012). E-service learning: The evolution of service-learning to engage a growing online student population. *Journal of Higher Education Outreach and Engagement*, 123-150.

Language Instruction

Lee (2016)²⁴ conducted a study on elementary Spanish courses in an online environment. Their findings indicated that task-based instruction in language teaching in an online environment can boost learner autonomy for L2 learners. The author studied the use of several educational technologies - VoiceThread, Audioboo, Collaborate and Blogger - to integrate several language instruction methods such as conversations, writing blogs, and listening to peer output. Lee (2016) also concluded that teacher-guided tasks, rather than free topic tasks, were preferable for beginner students, and that moments of purposeful social interaction increased student engagement.

The Association of Departments of Foreign Languages (USA) compiled a list of [Suggested Best Practices and Resources for the Implementation of Hybrid and Online Language Courses](#). This resource includes pedagogical and technological considerations, and a list of further reading related to online and hybrid teaching.

²⁴ Lee, L. (2016). Autonomous Learning through Task-Based Instruction in Fully Online Language Courses. *Language Learning & Technology*, 20(2), 81-97.