

## From Scott Warnock's *Teaching Writing Online: How & Why*

(with some additions for us)

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“If your class is built around **conversations your students have about readings or around highly student-centered conversations**. You will want to think about how your moderator skills transfer to the e-environment, facilitating message boards, listservs, chats, and other conversational technologies.”

Canvas Translations

Discussions (<https://community.canvaslms.com/docs/DOC-10727-67952724152>)

Collaborations (<https://community.canvaslms.com/docs/DOC-10722-67952720327>)

Conferences (<https://community.canvaslms.com/docs/DOC-10738-67952724138>)

In other words, if your class is seminar-style in the sense that most of the class involves groups discussions about readings or topics—discussions that you lead or that are led by students, think about ways you can encourage students to express their beliefs and opinions in the online environment (e.g., discussion forum posts, synchronous online meetings, wiki-style writings) and how you can encourage them to respond to one another (e.g., responses to one another's posts).

“If your class uses lots of **workshop-like peer evaluations of student writing**. You can use similar strategies in perhaps even more efficient and effective ways online.”

Canvas Translations

Peer Review Assignments (<https://community.canvaslms.com/docs/DOC-10256-4152719640>)

Collaborations (<https://community.canvaslms.com/docs/DOC-10722-67952720327>)

Note: ELI Review has offered their services free to all faculty who are having to move their courses online due to COVID-19

If your class is based on workshop and peer review, you should think about tools that will allow you to create a space for those activities to happen. In Canvas, this typically means either creating an assignment draft and requiring “peer review” or creating groups and using the collaborations tool in Canvas. Both of these will require you to also think about how to groups students effectively.

“If your class relies on **content lessons about the course subject matter**. There are numerous ways to convert such materials. Content delivery is the common paradigm for many guides to online instruction.”

Canvas Translations

Yuja (<https://online-learning.usm.edu/yuja-faculty/yuja-embedding-video-into-canvas/>)

Screencast-o-matic (<https://screencast-o-matic.com/>)

Conferences (<https://community.canvaslms.com/docs/DOC-10738-67952724138>)

If your class relies significantly on you presenting context and information to students—either so they can use lessons to develop their writing or because your goal for students to understand, remember, and/or apply information, you need to create ways to deliver these experiences. This might mean brief video lectures. It might mean using slide shows and screencasting to “present” the information. Or you can consider synchronous meetings (but times like these suggest asynchronous meetings will be much more successful). If you use Canvas Conferences, you can also tell Canvas to “record” the webcasts and students who are not present can watch them later (they are archived for 14 days). In addition, there are often youtube videos by other experts that you can provide to students. And some faculty provide students with a version of written lecture notes. Podcasts are also a strong possibility.

“If your class is based on **personalized interaction you have with your students about their formal writing projects**. You can use many different strategies to provide comments on students' writing. If you have always provided comments in handwriting, you will find new opportunities for individual feedback and broader assessment in online instruction.”

Canvas Translations

Discussions (<https://community.canvaslms.com/docs/DOC-10727-67952724152>)

Speed Grader (<https://community.canvaslms.com/docs/DOC-10712-67952724422>)

Collaborations (<https://community.canvaslms.com/docs/DOC-10722-67952720327>)

Conferences (<https://community.canvaslms.com/docs/DOC-10738-67952724138>)

Rubrics (<https://community.canvaslms.com/docs/DOC-10731-67952724099>)

Note: You can also download students' submissions, use MS track changes and commenting to respond, and then upload the document to Canvas.

For many teachers of writing, personal feedback and response is a significant aspect of their pedagogies. There are numerous ways to continue to respond to student's writing so that you are helping them grow as writers. Simply keep in mind that when we respond to writing with a face-to-face class, we typically know we are going to see the student and we supplement that response. Your response may need to be even more detailed in an online environment. Canvas rubrics are also easy to develop and use if you are a rubric person. In addition, you can design rubrics for smaller, less formal pieces of writing.

“If your class is **content-based and involves quizzing and testing**,” no problem.

Canvas Translations

Quizzes: (<https://community.canvaslms.com/docs/DOC-10706-67952725251>)

The Canvas Quizzes function allows you to create any number of quizzes and tests. They are easy to create, and you can design multiple choice tests so that they are automatically graded by Canvas.

“If your class involves **presentations**. Most software tools allow you to facilitate student presentations. Voice tools are continually improving; and using other technology tools, you can achieve multimedia capability with assignments and presentations.”

Canvas Translations

Conferences (<https://community.canvaslms.com/docs/DOC-10738-67952724138>)

Live presentations in Canvas can really only be done using the Conferences feature (or another webcasting program). But students can easily make videos using their iPhones and upload them for their presentations. They can also use tools referenced in the section on content lessons. You will be surprised at their ability to create these types of presentations simply using their phones.

“If your class features **your efforts to model writing**. With audiovisual (AV) technologies, you can provide highly stimulating lessons that feature you as the writer. Using these technologies, students can also revisit these lessons.”

Canvas Translations

Yuja (<https://online-learning.usm.edu/yuja-faculty/yuja-embedding-video-into-canvas/>)

Screencast-o-matic (<https://screencast-o-matic.com/>)

Hypothes.is (<https://web.hypothes.is/>)

These types of lessons require more technology expertise, but they are certainly possible. You can also upload examples of writing and ideas (yours and others) that you think students will find helpful. In addition, for those of you who write alongside your students during class (particularly those that do it publicly—on a whiteboard or a projected screen), you can do some of the assignments and submit them before the students' assignments are due so that they see some of your ideas. This loses the process-element (seeing you think, revise, etc.), but it can still be powerful.

## Final Tips

- Create an avatar and profile in Canvas so that when you respond to students they always see a picture of you next to your submission.
- Synchronous meetings will be difficult for many, so only do them if they are clearly what is best for your class' needs. If you are asynchronous, please take time to post at least one brief video a week. You will be surprised at how much it matters for students to “see” you.
- Use the announcement feature in Canvas. Students tend to respond to it better than they do email.
- Respond to emails as quickly as you are able while also respecting your own time and needs.
- Use organization strategies to help make connective tissue for students about how the work of the class moves them toward engaging the course objectives
- Accessibility is extremely important, but at this point in the semester, you should also know your students' documented accommodation needs in order to determine which aspects of universal design will be most helpful.