

TransitionU: Community, Identity, and Inquiry




Photo by Patrick Hendry on Unsplash

Accessibility Statement

This is an accessibility statement from the developers and designers of the *TransitionU: Community, Identity, and Inquiry* course.


We are committed to creating an educational experience and community that acknowledges, understands, values, and respects equity, diversity, and inclusion in our course, *TransitionU: Community, Identity, and Inquiry*. This means supporting the creation of free, open, and accessible educational resources. We are actively committed to increasing the accessibility and usability of this course.

Conformance status

The Web Content Accessibility Guidelines (WCAG)  defines requirements for designers and developers to improve accessibility for people with disabilities. It defines three levels of conformance: Level A, Level AA, and Level AAA. *TransitionU: Community, Identity, and Inquiry* is partially conformant with WCAG 2.1


level AA. Partially conformant means that some parts of the content do not fully conform to the accessibility standard.

Accessibility features of the web version of this resource

The web version of the *TransitionU: Community, Identity, and Inquiry*  has been designed with accessibility in mind by incorporating the following features:

- It has been optimized for people who use screen-reader technology.
 - all content can be navigated using a keyboard.
 - links, headings, and tables are formatted to work with screen readers.
 - All videos created by our team include captions and video transcripts
- Most images in this guide are screenshots that are considered non-essential as they are described fully in the text. As such, they do not include alt tags. Any images that have been deemed essential have been provided in an alternative format.
- Information is not conveyed by colour alone.
- There is an option to increase font size.

Other file formats available

In addition to the web version, additional files are available in a number of file formats on the eCampus Ontario Open Library site for this course and upon request made to eCampus Ontario Support .

Let us know if you are having problems accessing this course


We are always looking for ways to make our resources more accessible. If you have problems accessing this resource, please contact us to let us know, so we can fix the issue.

Please include the following information:

- The location of the problem by providing a web address or page description
- A description of the problem
- The computer, software, browser, and any assistive technology you are using that can help us diagnose and solve your issue
 - e.g., Windows 10, Google Chrome (Version 65.0.3325.181), NVDA screen reader

You can contact us one of the following ways:

- E-mail: Lakehead University Instructional Designer 

This statement was created on 26 February 2022 using the W3C Accessibility Statement Generator Tool .



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HOW TO USE THIS COURSE

This project is made possible with funding by the Government of Ontario and through eCampusOntario's support of the Virtual Learning Strategy. To learn more about the Virtual Learning Strategy visit:


<https://vls.ecampusontario.ca> 

For Students



Photo by [Christin Hume](#) on [Unsplash](#)


Students are more than welcome to use TransitionU as a resource to aid with their learning and transition to postsecondary education. Of note, however, is that this course in Pressbooks is designed using an extensive amount of Lakehead University resources and supports for learners and as such, you are strongly encouraged to explore your own academic institutions for similar resources available to you.

Certain aspects of the course modules make specific reference to technological tools (Sutori, Padlet, Brightspace Discussions, and H5P reflection activities, for example) that may not be equivalent to what is used at your academic institutions. In an effort to provide options for assignment and activity completion, we have shared an extensive list of alternative digital tools for learning  within this Pressbook for you to consider when creating assignments and learning objects for your courses.

For Instructors and Faculty

This course has been set up in Pressbooks as a grab-and-go resource for faculty and instructors to adapt and use in their own first-year transition courses or to integrate individual aspects of the course into their traditional classes.

Certain aspects of the course modules make specific reference to technological tools (Brightspace Discussions, Brightspace Assignments, and H5P reflection activities, for example) that may need to be adjusted depending on the digital tools used within your institutions. As these tools are embedded in the


course activities and assignments, it is important to note that these do require manual adjustment for each course and semester you are teaching. We have also provided an extensive list of alternative digital tools for teaching  within this Pressbook for you to consider when adapting this resource.


Course Delivery

Some faculty may wish to offer this course online in a completely asynchronous format and the design would support that delivery model. Another delivery option that has been implemented for this course at the author's institution is a blended online option in which the course is delivered in an asynchronous format, but learners are encouraged to attend optional, virtual synchronous sessions so that they may have the opportunity to connect with their instructor and their peers in a live setting.

Adapt and Share

Open educational resources (OER) are defined as teaching, learning, and research resources that, through permissions granted by the copyright holder, allow others to use, distribute, keep, or make changes to them. We consider *Transition U: Community, Identity, and Inquiry* (this publication) — along with our resources, templates, and other support materials — as a type of OER that provides faculty with a foundation of content and activity for their own first-year transition courses within their academic institutions.

If you adopt TransitionU, as a core or supplemental resource, please report your adoption to www.openlibrary.ecampusontario.ca .

We invite you to adapt this book further to meet your and your students' needs. Please let us know if you do! If you would like to use Pressbooks, the platform used to make this book, contact eCampusOntario for an account using open@ecampusontario.ca .


If you would like to adapt *Transition U: Community, Identity, and Inquiry*, here are some how-to instructions to help you get started .



Photo by Kelly Sikkema on Unsplash

About eCampusOntario¹

eCampusOntario is a not-for-profit corporation funded by the Government of Ontario. It serves as a centre of excellence in online and technology-enabled learning for all publicly funded colleges and universities in Ontario and has embarked on a bold mission to widen access to post-secondary education and training in Ontario. TransitionU: Community, Identity, and Inquiry is part of eCampusOntario's open textbook library, which provides free learning resources in a wide range of subject areas. These open textbooks can be assigned by instructors for their classes and can be downloaded by learners to electronic devices. These free and open educational resources are customizable to meet a wide range of learning needs, and we invite instructors to review and adopt the resources for use in their courses.

1. Adapted from Aesoph, L. (2018). *Pressbooks guide*. BCcampus. <https://pb.openlcc.net/pressbooksguide/front-matter/acknowledgements-ecampusontario/> 

PART I

WELCOME TO TRANSITION U: COMMUNITY, IDENTITY AND INQUIRY

LAND ACKNOWLEDGEMENT



Infinity by Christi Belcourt. Source: Canadian Association of University Teachers (2021). *Guide to Acknowledging First Peoples & Traditional Territory* https://www.caut.ca/content/guide-acknowledging-first-peoples-traditional-territory#_ftn1

Lakehead University respectfully acknowledges its campuses are located on the traditional lands of Indigenous Peoples. Lakehead Thunder Bay is located on the traditional lands of the Fort William First Nation, Signatory to the Robinson Superior Treaty of 1850. Lakehead Orillia is located on the traditional territory of the Anishinaabeg. The Anishinaabeg include the Ojibwe, Odawa, and Pottawatomi nations, collectively known as the Three Fires Confederacy. Lakehead University acknowledges the history that many nations hold in the areas around our campuses, and is committed to a relationship with First Nations, Métis, and Inuit Peoples based on the principles of mutual trust, respect, reciprocity, and collaboration in the spirit of reconciliation.

As you are joining this course digitally, you may be joining from other Traditional Lands or Treaty Territories and you are encouraged to reflect on the history of the land that you are joining from.



Sleeping Giant, Thunder Bay, Ontario by Ryan on Unsplash



Lake Couchiching, Orillia, Ontario by **Mary** on Flickr CC-BY-NC 2.0

You may wish to review the Canadian Association of University Teachers (CAUT) *Guide to Acknowledging First Peoples & Traditional Territory* webpage [↗](#) provides a resource guide that includes the acknowledgements statements that have been developed at post-secondary institutions across Canada.

Also, to personalize and make meaning of the traditional lands we live on, visit:

Territory acknowledgement. Native Land. (2021, October 7). Retrieved February 12, 2022, from <https://native-land.ca/resources/territory-acknowledgement/#::~:~:text=Territory%20acknowledgement%20is%20a%20way,lectures%2C%20or%20any%20public%20event> [↗](#)

WELCOME AND OVERVIEW

Everyone is welcome here!



Image Source: Pixabay

Commitment to Equity, Diversity and Inclusion

We are committed to creating an educational experience and community that acknowledges, understands, values and respects equity, diversity and inclusion in our course, TransitionU: Community, Identity, and Inquiry. This community-like online classroom will use any and all differences to improve the educational experience for all students.

These differences can include age, race, ethnicity, socioeconomic status, disability, religion, sexual orientation, gender identity, experiences, and any other way a person identifies.

We are all part of this dedicated and ongoing effort to foster an inclusive learning environment that welcomes all individuals, encourages open, tolerant and respectful communication and supports students throughout their educational journey.

We are committed to this effort as it inspires education, inspires creativity, supports students and contributes to an inclusive community of belonging.

You are invited to fully engage in our course offerings while maintaining autonomy in your learning and tending to your wellbeing. Our learning community provides an open space for the critical and civil exchange of ideas. Trigger Warning: Some readings and other content in this course may include topics that some students may find offensive and/or traumatizing. We ask all students to join us in helping to create an atmosphere of mutual respect and sensitivity.

Together we will create a safe and inclusive learning community.¹²

Course Purpose

The purpose of the TransitionU course is to help new students make a successful transition to University, both academically and personally. This course aims to foster a sense of belonging, promote engagement in the curricular and co-curricular life of the university, articulate to students the expectations of the University and its faculty, help students develop and apply critical thinking skills, and help students continue to clarify their purpose, meaning, and direction.

The course is made up of 4 distinct, yet connected themes/sections::

Theme 1: Community and Wellness


Theme 2: Identity and Narrative Writing

Theme 3: Inquiry and Academic Literacy

Theme 4: Campus Partner Presentations

1. Diversity Statement adapted from: EBook: Diversity, equity, & inclusion in online learning. Honorlock Online Proctoring | Honorlock On-Demand Online Proctoring Services. (2022, January). Retrieved February 17, 2022, from <https://honorlock.com/download-dei-ebook-2/#form-anchor>

2. Trigger Warning Statement adapted from: Trigger warnings. Centre for Teaching Excellence, University of Waterloo. (2021, November 11). Retrieved February 17, 2022, from <https://uwaterloo.ca/centre-for-teaching-excellence/>

trigger#:~:text=A%20trigger%20warning%20is%20a,clip%2C%20or%20piece%20of%20text. 

COURSE GOALS & LEARNING OUTCOMES

Course Goals

There are three main goals of this course, each with their own set of sub-goals:

Foster Academic Success

- Adapt and apply appropriate academic strategies
- Identify relevant academic services, resources and processes related to student success and timely attainment of degree requirements.

Discover and Connect with the University

- Identify and use appropriate campus resources and engage in opportunities that contribute to student learning within and beyond the classroom.
- Develop positive relationships with peers, staff, and faculty.

Promote Personal Development Wellbeing, and Social Responsibility

- Clarify values and identity and articulate how these shape student perspectives and relationships with people who are similar to and different from themselves.
- Examine and develop strategies that promote wellbeing and explain how wellness impacts student academic and personal success.

Course Learning Outcomes

By the end of this course, learners should be able to:

- Process printed information analytically and critically (READ)
- Communicate clearly, precisely, and persuasively at an academic level (WRITE)
- Communicate orally in a professional manner (SPEAK)
- Participate in discussion of real-life issues as informed, critical members of the group (INQUIRY)
- Process oral communication actively, effectively, and critically (LISTEN)
- Demonstrate the ability to identify, locate, retrieve, use and reference information from a variety of sources for success in university (RESEARCH, CITATION)
- Demonstrate awareness, understanding, and application of academic integrity (RESEARCH, CITATION)
- Demonstrate ability to identify and apply academic strategies for analyzing, synthesizing, and critically evaluating information (CRITICAL THINKING)
- Utilize strategies or methods for effectively receiving, processing, retaining, retrieving, and utilizing information in a variety of formats and contexts (LEARNING)
- Identify and apply appropriate note-taking, study skills, and time management strategies to their academic studies, as well as understanding the variety of resources on campus that can support their learning (AWARENESS)
- Illustrate effective use of online learning tools (DIGITAL AWARENESS)

LEARNING ACTIVITIES & COURSE SYLLABUS TEMPLATE

On this page:

- Learning Activity 1 – Reflection Journal Entry
- Learning Activity 2 – Academic Integrity Matters (AIM) Course
- Templates for Teaching



Photo by Kelly Sikkema on Unsplash

Learning Activity 1 – Reflection Journal Entry

The purpose of this activity is to provide you with an opportunity to read through and analyze the

components of your course syllabus and to familiarize yourself with the course. It is also an opportunity to reflect on what questions you have at the beginning of the course and begin to consider how you might manage your time to complete your course readings, activities, and assignments throughout the semester.

Connection to Learning Outcome(s)

This activity contributes to the following course learning outcomes:

- Process printed information analytically and critically (READ)
- Communicate clearly, precisely, and persuasively at an academic level (WRITE)
- Identify and apply appropriate note-taking, study skills, and time management strategies to their academic studies, as well as understanding the variety of resources on campus that can support their learning (AWARENESS)
- Illustrate effective use of online learning tools (DIGITAL AWARENESS)


Task

Read through the course syllabus provided by your instructor and preview the course syllabus headings, read all the lists and table content, ask and answer questions about the content, read the whole document with purpose. Make note of important dates. Annotate with purpose. Review and reflect on your annotations and questions. Use the document tool below to keep track of the annotations and questions related to your course syllabus. When you have completed your notes, download your document in Word format. Refer to your Course Syllabus to determine what tool your class will use for reflection entry response submissions or postings.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://ecampusontario.pressbooks.pub/univsem/?p=265#h5p-4>

To access a Word version of this activity, read “TransitionU Course Syllabus Reflection Activity.” 

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Learning Activity 2 – Academic Integrity Matters (AIM)¹ Course


The purpose of this activity is to familiarize yourself with more in-depth matters of Academic Integrity at your institution. This activity will help you develop an understanding of what academic integrity is, why it matters, how to avoid academic misconduct and the key components of the Lakehead University Student Code of Conduct – Academic Integrity policy.

Connection to Learning Outcome(s)

This activity contributes to the following course learning outcomes:


- Communicate clearly, precisely, and persuasively at an academic level (WRITE)
- Process oral communication actively, effectively, and critically (LISTEN)
- Identify and apply appropriate note-taking, study skills, and time management strategies to their academic studies, as well as understanding the variety of resources on campus that can support their learning (AWARENESS)
- Illustrate effective use of online learning tools (DIGITAL AWARENESS)

Task


Lakehead University students: Register and complete the Lakehead University AIM Course modules .

Other students: explore your institution's website or reach out to your student services department or academic writing assistance program to discover what Academic Integrity supports and resources are available to you.


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1. Lakehead University. (n.d.). *AIM (Academic Integrity Matters) course*. Student Conduct. Retrieved February 8, 2022, from <https://www.lakeheadu.ca/students/student-life/student-conduct/aim> 

Templates for Teaching

Given the variety of institutional policies, the continuous revision of dates to align with the given terms, the digital tools and platforms for the course assignments and activities, and the evaluation scheme that Instructors would like to use for their own teaching and learning contexts, we have provided a course syllabus template  with the *TransitionU: Community, Identity, and Inquiry* structure to help get started.

Additional syllabus activity ideas:

Harper Academy for Teaching Excellence. (n.d.). Syllabus sharing ideas – harper-academy.net. Retrieved February 8, 2022, from Syllabus Sharing Ideas 

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PART II
COMMUNITY AND WELLNESS



Photo by [Chang Duong](#) on Unsplash

MODULE OVERVIEW

“Building a strong, safe, and inclusive community is essential to a successful seminar.” (Friedman and Sokol, 2021, p. 36)

We begin our course with a focus on the themes of **Community and Wellness**. We will begin building a sense of belonging as we introduce ourselves in our first Discussion Posts and spend time reviewing each other’s posts (see Learning Activity 1 below). Then we will engage with resources that examine student mental health and wellness as we begin to think more deeply about transitions with regard to identity and writing a personal narrative.

Module Learning Outcomes:

By the end of this module, learners should be able to:


- Reflect on the implications of well-being on their learning;
- Identify the services and resources available related to student wellness and accessibility at their institution;
- Consider what impact nurturing well-being has on their classroom community and their broader communities as a whole.


Required Reading



Readings

Learners will be required to read with the following materials throughout the module :

Thompson, M., Pawson, C., & Evans, B. (2021). Navigating entry into Higher Education: The transition to independent learning and living. *Journal of Further and Higher Education*, 45(10), 1398–1410. <https://doi.org/10.1080/0309877x.2021.1933400> 


Cost, K. T., Crosbie, J., Anagnostou, E., Birken, C. S., Charach, A., Monga, S., Kelley, E., Nicolson, R., Maguire, J. L., Burton, C. L., Schachar, R. J., Arnold, P. D., & Korczak, D. J. (2021, February 26). Mostly worse, occasionally better: Impact of covid-19 pandemic on the Mental Health of Canadian children and adolescents. *European Child & Adolescent Psychiatry* (2021). <https://doi.org/10.1007/s00787-021-01744-3> 


Required Viewing




Videos

Learners will be prompted to watch the following videos throughout the module:

Tranter, D. [Dr. David Tranter, PhD]. (2017, April 11). *The third path* [Video]. YouTube. <https://youtu.be/Bh5Q-GFGUiA> 

Tranter, D. [Dr. David Tranter, PhD]. (2017, November 15). *The eight conditions* [Video]. YouTube. <https://youtu.be/FiQz4ZLLV48> 

Stanford Graduate School of Business. (2016, July 8). *Christine Hong: The art of managing life's transitions* [Video]. YouTube. <https://youtu.be/qHGLlv8ba-l> 

Module Learning Activities

Throughout this module, you will be provided with a number of learning activities to help reinforce your learning, make meaning of the concepts that are presented, or share your expertise with your peers. Below is a comprehensive list of the Learning Activities in this module.

- Learning Activity 1 – Introduce Yourself
- Learning Activity 2 – Reflection Journal Entry
- Learning Activity 3 – Collective Creation

Module Workload Timeframe:

Read module content and read/watch required materials: 1 hour

Module learning activities: 2 hours

Total: 3 hours

Friedman, D.B, Hopkins, K. and Sokol, K. (Eds.). (2021). *The university 101 faculty resource manual*. National Resource Center for The First-Year Experience and Students in Transition.

THE THIRD PATH

This course is designed using a relationship-based approach to student achievement and well-being from The Third Path. Tranter, Carson and Bolen state in their book, *The Third Path: A Relationship-Based Approach to Student Well-Being and Achievement*,

“Creating a Third Path, where well-being and academic achievement can be mutually supportive, yet retain their full complexity, involves rethinking the end goal of education. Why strengthen both well-being and support academic achievement? -for what larger purpose? The answer is relatively obvious: it’s to help young people develop into healthy and well-rounded adults who know themselves and are able to meet life’s challenges with a sense of purpose and self-efficacy.” (Tranter et al, 2018, p. 21).



As we reflect on the transition to university and begin practicing some of the academic skills required for achievement, we will learn about tending to our wellness. We will pay particular attention to creating the conditions that help build a sense of belonging within our community of learners. Together we will create a safe and inclusive environment.

“Belonging: The more connected experiences students have, the more they feel they belong. Belonging can be strengthened by increasing the number and depth of connecting experiences that the student has with school, their educators and their peers.” (Tanter et al, 2018, p. 26)

View these short videos to learn more about The Third Path, (2018) and reflect on your own educational experiences with regard to academic achievement and well-being.



Take the time to watch the following videos:

- Dr. David Tranter’s *The third path* 
- Dr. David Tranter’s *The eight conditions* 

Tranter, D., Carson, L., & Boland, T. (2018). *The third path: A relationship-based approach to student well-being and achievement*. Nelson Education Ltd.

WELLNESS AND TRANSITIONS

To learn more about this season of transition and practice reading academic articles, we turn towards reading two scholarly articles with a focus on wellness and transitions. Notice your reading strategies as you engage in these articles. It might be helpful to preview the articles before you begin, scanning for length, headings, charts and diagrams that give you a sense of the length and content of the articles. Consider your own experiences during this transition and how your mental health has been impacted by the Covid-19 pandemic.




Take the time to read the following:

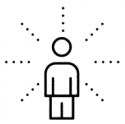
- Thompson, M., Pawson, C., & Evans, B. (2021). *Navigating entry into Higher Education: The transition to independent learning and living*. *Journal of Further and Higher Education* [↗](#)
- Cost, K. T., Crosbie, J., Anagnostou, E., Birken, C. S., Charach, A., Monga, S., Kelley, E., Nicolson, R., Maguire, J. L., Burton, C. L., Schachar, R. J., Arnold, P. D., & Korczak, D. J. (2021). *Mostly worse, occasionally better: Impact of covid-19 pandemic on the Mental Health of Canadian children and adolescents* [↗](#)

Additionally, view this video about transitions as you reflect on your own transition into University, whether you are a first-year student transitioning from high school, a transfer student from another institution, a mature student, or an international student.



Take the time to watch the following:

- Stanford's Graduate School of Business *Christine Hong: The Art of Managing Life's Transitions* 



Question to Consider

How might you integrate Christine Hong's three R's into your transition experience?

LEARNING ACTIVITIES

On this page:

- Learning Activity 1 – Introduce Yourself
- Learning Activity 2 – Reflection Journal Entry
- Learning Activity 3 – Collective Creation



Photo by Ammar ElAmir on Unsplash

Learning Activity 1 – Introduce Yourself

The purpose of this activity is to provide your instructor and peers with an introduction to who you are, begin building a sense of belonging and community and provide you with the opportunity to express your goals and expectations of the course.

Connection to Learning Outcome(s)

This activity contributes to the following course learning outcomes:

- Communicate clearly, precisely, and persuasively at an academic level (WRITE)

Task

Introductions | About Us

Refer to your course syllabus to determine what tool the class will use to engage in course discussions. Please share a little information about yourself through the discussion below. Write a few short paragraphs:

- One is more biographical and all about you
- The other addresses the questions re: goals and expectations-also all about you

In this forum, please introduce yourself with the following information that you feel comfortable sharing:

- A short bio about yourself
- Preferred name and pronouns
- Where are you from?
- A fun fact about you
- A picture of you (optional)

Goals and expectations:

- What is your major, what year are you in, and what is your previous education?
- Which campus are you registered at and where will you be living this term?
- Why did you choose to take the TransitionU course?
- What do you hope to gain from this course?
- What do you intend to contribute to this course?

After you have posted your introduction, read through the other introductions from our class and comment on three posts. I'm looking forward to getting to know you!

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Learning Activity 2 – Reflection Journal Entry

The purpose of this activity is to provide you with the opportunity to consider the impact and implications of well-being on yourself, in your classroom, and on society as a whole.

Connection to Learning Outcome(s)

This activity contributes to the following course learning outcomes:

- Communicate clearly, precisely, and persuasively at an academic level (WRITE)
- Identify and apply appropriate note-taking, study skills, and time management strategies to their academic studies, as well as understanding the variety of resources on campus that can support their learning (AWARENESS)
- Illustrate effective use of online learning tools (DIGITAL AWARENESS)


Task

Using the document tool below, respond to the question prompts. When you have completed your responses, download your document in Word format. Refer to your Course Syllabus to determine what tool your class will use for reflection entry response submissions or postings.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://ecampusontario.pressbooks.pub/univsem/?p=85#h5p-1>

To access a Word version of this activity, read “TransitionU Community and Wellness Reflection Activity.” 

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Learning Activity 3 – Collective Creation

The purpose of this activity is to familiarize yourself with the wellness and accessibility services and resources


available at the university and to share your discoveries regarding any of the services or resources you were unaware of.

Connection to Learning Outcome(s)

This activity contributes to the following course learning outcomes:

- Communicate clearly, precisely, and persuasively at an academic level (WRITE)
- Process oral communication actively, effectively, and critically (LISTEN)
- Identify and apply appropriate note-taking, study skills, and time management strategies to their academic studies, as well as understanding the variety of resources on campus that can support their learning (AWARENESS)
- Illustrate effective use of online learning tools (DIGITAL AWARENESS)

Task

View Campus Partner Presentation on Student Wellness and Accessibility  and complete the Collective Creation Do You Know? Padlet Activity available at the end of that chapter.

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PART III

IDENTITY AND NARRATIVE WRITING



Photo by Sharon McCutcheon on Unsplash

MODULE OVERVIEW

As we reflect on the transition to university, it's helpful to explore the themes of **Identity and Narrative Writing** as we consider the questions...who are we, where have we been, and where do we want to go? In this module, we will explore the concepts of individual and social identity as we begin to think about writing our own narratives. After you have read and viewed the resources, complete the Learning Activities to help you reflect, plan and prepare for your first assignment: Life Map Narrative Writing .

Module Learning Outcomes:

By the end of this module, learners should be able to:

- Consider their personal, micro-identity and how it might be embedded in their socio-cultural, macro-identity;
- Identify the services and resources available related to Indigenous initiatives and library resources at their institution;
- Construct a narrative life map illustrating and communicating significant life events and highlighting their educational journey.


Required Reading




Readings

Learners will be required to read with the following materials throughout the module :

Kutcher, S. Bruce Little, V. (2019). *Transitions: Personal*. In Kutcher, S., Bruce Little V., Faber, S. Elliot, K., & Comeau, M. (Eds.), *Transitions: Making the most of your campus experience*. (pp. 90-105). CreateSpace Independent Publishing Platform. Free download from:

<https://mentalhealthliteracy.org/product/transitions/#1607559232649-906b37af-e45c> 

Stokes Rice, T. (2021, February 20). *Social construction of cultural identity*. LibreTexts, College of the Canyons. <https://socialsci.libretexts.org/@go/page/55552> 

Required Viewing




Videos

Learners will be prompted to watch the following videos throughout the module:

TEDx Talks. (2013, February 15). *The art of being yourself | Caroline McHugh |*

TEDxMiltonKeynesWomen [Video]. YouTube. <https://youtu.be/veEQQ-N9xWU> 

Adichi, C.N. (2009, July). *The danger of a single story* [Video]. TEDGlobal Conferences.

[https://www.ted.com/talks/
chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en) 

Module Learning Activities

Throughout this module, you will be provided with a number of learning activities to help reinforce your learning, make meaning of the concepts that are presented, or share your expertise with your peers. Below is a comprehensive list of the Learning Activities in this module.

- Learning Activity 1 – Reflection Journal Entry
- Learning Activity 2 – Collective Creation

Comprehensive Learning Assignment

At the end of the module, you will be required to complete a comprehensive learning assignment to demonstrate what you've learned so far. You can find more information on your **Assignment #1 – Life Map Narrative Writing** at the end of the module.

Module Workload Timeframe:

Read module content and read/watch required materials: 2 hours

Module learning activities: 2 hours

Comprehensive Learning Assignment: 2 hours

Total: 6 hours

PERSONAL AND SOCIAL IDENTITY

To begin, listen to Caroline McHugh's inspiring TEDx Talk as you contemplate your own personal identity and self-concept:




Take the time to watch the following:

- TEDx Talks *The art of being yourself* | Caroline McHugh | TEDxMiltonKeynesWomen 

The campus mental health literacy resource, *Transitions* (Kutcher, 2019) provides first-year university students with information on topics including time management, relationships, sexual activity, mental illness, suicide, and addictions. Access this online resource to read more about Identity.



Take the time to read the following:

- Kutcher, S. (2019). *Transitions: Making the most of your campus experience.*  Chapter 4

(pp. 90-105) on understanding your Personal Identity.

Considering the complexity of identity and how charged identity politics can be, we will explore cultural identity through a social constructionism perspective. Tamera Stokes Rice (2021) looks at how race, gender, sexuality, and ability have been socially constructed over time in her article, *Social Construction of Cultural Identity*:


“We can get a better understanding of current cultural identities by unpacking how they came to be. By looking at history, we can see how cultural identities that seem to have existed forever actually came to be constructed for various political and social reasons and how they have changed over time.”







Take the time to read the following:

- Stokes Rice, T. (2021). *Social construction of cultural identity*. 

Additional Resources:

- University of Michigan. (n.d.). *Social Identity Wheel*. Inclusive Teaching. <https://sites.lsa.umich.edu/inclusive-teaching/social-identity-wheel/> 

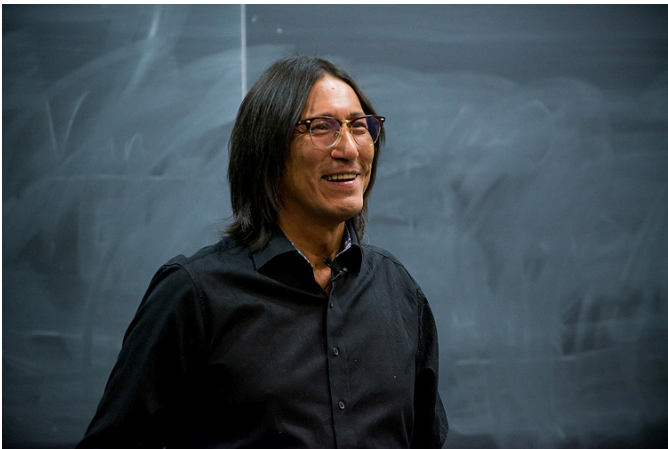
Lakehead Specific:

- Student Health and Wellness | Lakehead University 
- Sexual Orientation, Gender Identity and Gender Expression | Lakehead University 
- Pride | Lakehead University 
- Lakehead University Student Union 

STORY AND NARRATIVE WRITING

All that we are is story...

“All that we are is story. From the moment we are born to the time we continue on our spirit journey, we are involved in the creation of the story of our time here, It is what we arrive with. It is all that we leave behind. We are not the things we accumulate. We are not the things we deem important. We are story. All of us. What comes to matter then is the creation of the best possible story we can while we’re here; you, me, us, together. When we can do that and we take the time to share those stories with each other, we get bigger inside, we see each other, we recognize our kinship- we change the world, one story at a time...” (Wagamese, 2014)



Author Richard Wagamese (Source: Queen’s University Flickr)


“Richard Wagamese, Anishinaabe (Ojibwe) novelist, journalist, mentor (born 4 October 1955 in northwestern ON; died 10 March 2017 in Kamloops, BC). A well-known Indigenous writer in Canada, his works speak about the historical and contemporary socio-economic issues affecting Indigenous communities in Canada. They also bring attention to issues regarding Indigenous identity, culture and Truth and Reconciliation. A beloved writer, Wagamese’s work have inspired many Indigenous and non-Indigenous people and writers alike.” (Lewis, 2017)

To learn more about the history of

Indigenous Peoples of Canada, check out these resources:

- Indigenous peoples atlas of Canada. Indigenous Peoples Atlas of Canada. (n.d.). <https://indigenouspeoplesatlasofcanada.ca/>
- Indigenous people. The Canada Guide. (2021, June 21). <https://thecanadaguide.com/basics/aboriginals/>

If you are a newcomer to Canada, this is a helpful resource in general:

- In-depth reference website for all things Canadian. The Canada Guide. (2020, November 30).
<https://thecanadaguide.com/> 

“In many Indigenous cultures, the Medicine Wheel metaphor contains all of the traditional teachings and can therefore be used as a guide on any journey, including the educational process. While there is some variation in its teachings and representations, the underlying web of meaning to Medicine Wheels remains the same: the importance of appreciating and respecting the ongoing interconnectedness and interrelatedness of all things.” (Bell et al, 2019)

JerriLynn Orr (Indigenous Curriculum Specialist at Lakehead University) uses the Medicine Wheel metaphor as a powerful tool when telling her story in a presentation she shared with first-year university students. Using the Medicine Wheel as a teaching tool is a meaningful way of integrating Indigenous perspectives as we begin thinking about telling our own stories.

The Medicine Wheel and Sense of Self¹

“**PURPOSE:** By reflecting on the following key questions, we can deeply explore our personal identities. By using the Medicine Wheel, we can learn how to develop a deeper sense of self, and understand how the Medicine Wheel can be used, through role modeling, and with guidance and encouragement, to help fellow teachers and future students learn more about themselves.” (Orr, 2021)

Step 1: East

Who am I?

- We begin in the East because this is where the sun rises and where a new day begins.
- This section of the Medicine Wheel represents the physical, and the start of something new.
- When we are reflecting on our direction or vision, it is important to understand ourselves first, and so, that is why we are here.

1. Adapted from *Kikandaaswiwin Mookiisin instructor training: East direction* [Learning activities]. (2019). Actua.

Step 2: South

Where have I been?

- The South represents the mental aspect of our being, where we reflect on where we have been.
- Making and reflecting on these kinds of connections is important because it shows how everything is connected, illustrating the holistic benefit of using the Medicine Wheel.

Step 3: West

Where am I going?

- The West represents the spirit world, which signifies death. However, death is not necessarily a bad thing, as it represents the ending of one thing, but the beginning of something else.
- In this sense, we can use the West to talk about our future.

Step 4: North

What are my roles and responsibilities?

- The North represents knowledge and wisdom, and this is where we discuss our roles and responsibilities.
- You could think ahead as well and anticipate what some of your roles and responsibilities may become.

Step 5: Centre

What tools do I already have? What tools do I feel I still need to help me in my role?

- Using the four directions questions as a guide, consider the responses to help determine what tools you have and what tools you still need to help you in your role.
- You could think ahead as well and anticipate what some of your roles and responsibilities may become.

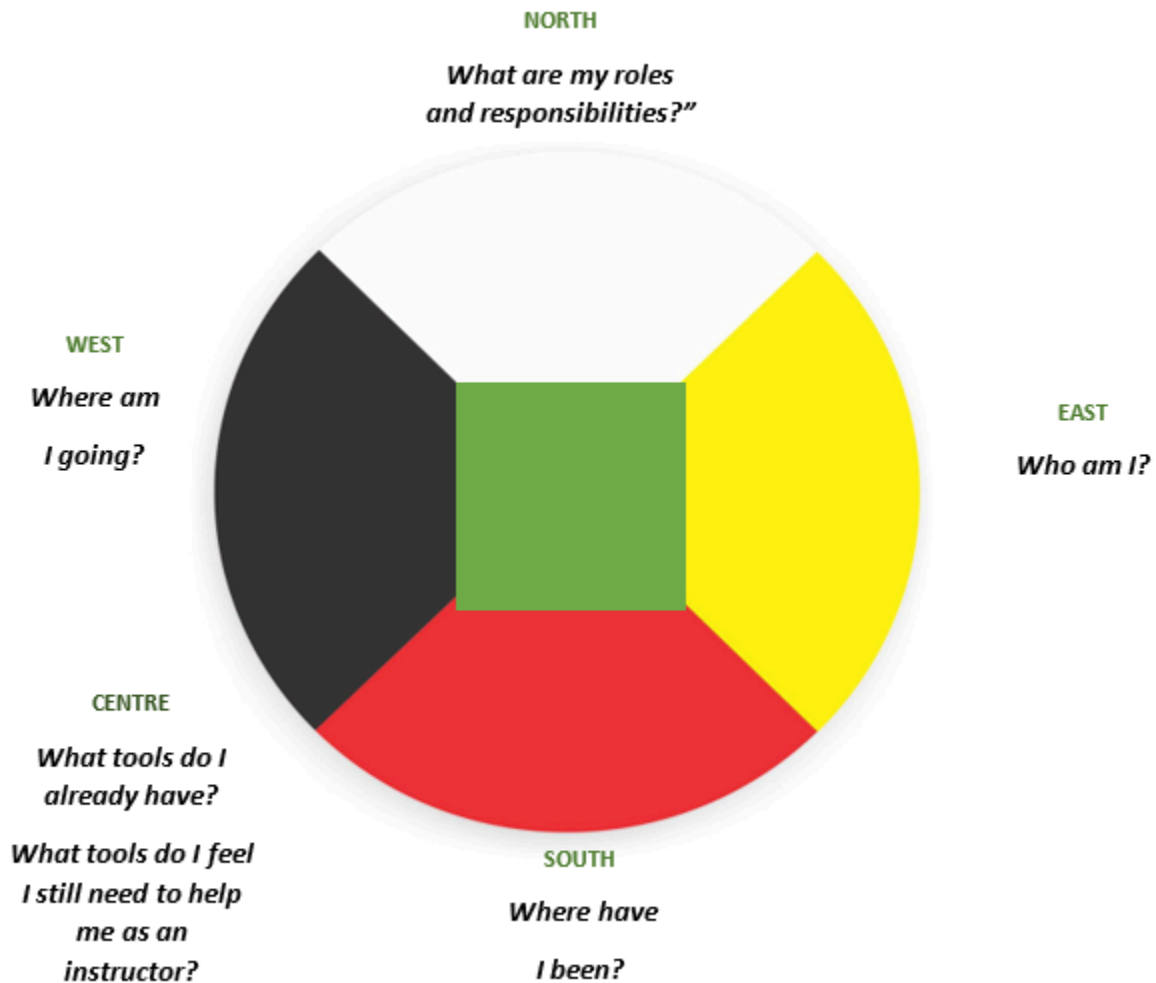


Image Source: Orr, J. L. (2021). Indigenous Curriculum Specialist [PowerPoint Slides]. Introduction to Education, Lakehead University.

As you consider your own story and prepare to write your Life Map Narrative, view Chimamanda Ngozi Adichie’s TED talk (2009), to consider The Danger of a Single Story.



“Our lives, our cultures, are composed of many overlapping stories. Novelist Chimamanda Adichie tells the story of how she found her authentic cultural voice — and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding.”



Take the time to watch the following:

- TEDGlobal Chimamanda Ngozi Adichie *The danger of a single story* 


REVIEW these resources for writing an autobiographical essay or personal narrative:

- How to write an autobiography essay: *Step-by-step guide. How to write an autobiography essay: Step-by-step guide* – PapersOwl.com. (2021, November 19). Retrieved January 30, 2022, from How To Write An Autobiography Essay: Step-by-Step Guide – PapersOwl.com 
- Purdue Writing Lab. (n.d.). *Narrative essays // purdue writing lab*. Purdue Writing Lab. Retrieved January 30, 2022, from Purdue Online Writing Lab 


Lewis, J. (2017) Richard Wagamese. In *the Canadian encyclopedia*. (April 2017). Historica Canada.

<https://www.thecanadianencyclopedia.ca/en/article/richard-wagamese> 

Bell, N. (2014, June 9). Teaching by the medicine wheel: An Anishinaabe framework for Indigenous education. *Education Canada Magazine*. EdCan Network. Retrieved February 16, 2022, from

<https://www.edcan.ca/articles/teaching-by-the-medicine-wheel/#:~:text=This%20knowledge%20is%20crucial%20to,journey%2C%20including%20the%20educational%20process> 

Orr, J. L. (2021). *Introduction to education*. [PowerPoint Slides]. Teaching Commons, Lakehead University.

Adichi, C.N. (2009). *The danger of a single story* [Video]. TEDGlobal. https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en 

LEARNING ACTIVITIES

On this page:

- Learning Activity 1 – Reflection Journal Entry
- Learning Activity 2 – Collective Creation



Photo by Cash Macanaya on Unsplash

Learning Activity 1 – Reflection Journal Entry



The purpose of this activity is to create a space for you to articulate your reflections on these video resources as you consider your personal, micro-identity and how it might be embedded in your socio-cultural, macro-identity.

Connection to Learning Outcome(s)

This activity contributes to the following course learning outcomes:

- Communicate clearly, precisely, and persuasively at an academic level (WRITE)
- Identify and apply appropriate note-taking, study skills, and time management strategies to their academic studies, as well as understanding the variety of resources on campus that can support their learning (AWARENESS)
- Illustrate effective use of online learning tools (DIGITAL AWARENESS)


Task

After watching the videos from Caroline McHugh  (from the Personal and Social Identity section of the course) and Chimamanda Ngozi  Adichi (from the Story and Narrative Writing section of the course), use the document tool below to respond to the question prompts. When you have completed your responses, download your document in Word format. Refer to your Course Syllabus to determine what tool your class will use for reflection entry response submissions or postings.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://ecampusontario.pressbooks.pub/univsem/?p=136#h5p-2>

To access a Word version of this activity, read “TransitionU Identity and Narrative Writing Reflection Activity.” 

Back to top

Learning Activity 2 – Collective Creation


The purpose of this activity is to familiarize yourself with the Indigenous initiatives and library services and resources available at the university and to share your discoveries regarding any of the services or resources you were unaware of.

Connection to Learning Outcome(s)

This activity contributes to the following course learning outcomes:

- Communicate clearly, precisely, and persuasively at an academic level (WRITE)
- Process oral communication actively, effectively, and critically (LISTEN)
- Identify and apply appropriate note-taking, study skills, and time management strategies to their academic studies, as well as understanding the variety of resources on campus that can support their learning (AWARENESS)
- Illustrate effective use of online learning tools (DIGITAL AWARENESS)

Task

View Campus Partner Presentation on Indigenous Initiatives and Library Resources  and complete the Collective Creation Do You Know? Padlet Activity available at the end of that chapter.

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ASSIGNMENT # 1 - LIFE MAP NARRATIVE WRITING

On this page:

- [Assignment Purpose](#)
- [Connection to Learning Outcomes](#)
- [Assignment Description](#)
- [Assignment Guidelines](#)
- [Assignment Templates for Teaching](#)



Photo by oxana v on Unsplash

Purpose

The purpose of this assignment is to communicate your story so far. Through the description of significant events of your life and your educational journey so far, this assignment provides you with an opportunity to communicate your experiences with your instructor and your peers. It also allows you an opportunity to reflect on key moments throughout your life and consider how those moments have shaped who you are and how you would like to continue to grow.

Connection to Learning Outcome(s)

This assignment contributes to the following course learning outcomes:


- Communicate clearly, precisely, and persuasively at an academic level (WRITE)
- Participate in discussion of real-life issues as informed, critical members of the group (INQUIRY)
- Identify and apply appropriate note-taking, study skills, and time management strategies to their academic studies, as well as understanding the variety of resources on campus that can support their learning (AWARENESS)
- Illustrate effective use of online learning tools (DIGITAL AWARENESS)

Assignment Description

“Autobiographical writing is a type of narrative which focuses on making meaning of an individual’s experiences.”

(Godfrey, 2003)

Create a Life Map Timeline representing significant life events and highlighting your own educational journey. Be prepared to share your narrative with a peer.

Using the technology tool listed below (or selected from the timeline section of the Digital Tools for Learners  chapter), you are asked to chart major milestones that have occurred in your life thus far, highlighting your educational journey, starting at birth and continuing through today. Record obstacles or roadblocks you have encountered as well. These are the events that have led to your development and growth to where you are today. Everyone has a story to tell. This is the story of your life; the things that make you who you are. You will think about memories and events that are important to you or events that changed your life in some way.

You should have approximately 10 significant events (7 past and 3 future). Some examples may be: your birth, starting school, moving or losing a friend, family events such as marriages, divorces, and teachers/coaches who inspired/challenged you. You will need to represent approximately 3 events that you hope or wish will happen in the future. These can be goals, dreams and plans for your future.

Record your age at each event you represent on your map. Each event or future goal can be represented with an image, symbol or photo as well as a narrative text describing the event and the significant impact it has had on your life.

Success Criteria: Approximately 10 significant events, thoughtfully represented on your map, including some highlighted events connecting to your educational journey. The final product is thorough, organized, insightful, and creative.



Please review your Course Syllabus for the due date.

Assignment Guidelines

Choose one of the following modalities to represent your Life Map Narrative Timeline:



1. Traditional Narrative Essay
2. Digital Platform Creation (Sutori or another digital timeline tool)

Traditional Narrative Essay (guidelines)

- 2-3 pages double spaced Calibri 11 or Times New Roman 12 pt. font
- Proofread! Should be free of errors in spelling, grammar, and punctuation. Have someone proofread it for you:
 - Friend or family member
 - Lakehead University Writing Centre: <https://www.lakeheadu.ca/current-students/student-success-centre/academic-support-zone/thunder-bay/writing-support> 
- Cite your sources if you use them. Style manual APA 7th Edition is traditionally used in Education. However, it is fine to use a different citation style, just be consistent. Recommended citation resource: <http://owl.english.purdue.edu/owl/resource/560/01> 

Digital Platform Creation – Sutori (guidelines)

Please note, these are the guidelines for creating your timeline in Sutori, you are free to use another digital timeline tool if you like as long as you ensure that the guideline criteria are still being adhered to.

- “Sutori is an educational presentation tool in a timeline format. Sutori follows the 4Cs framework, promoting collaboration, communication, creativity and critical thinking.”
- Follow the link to the Sutori website and set up a free account: <https://www.sutori.com/> 
- Take the short student tutorial to learn how to use this digital presentation tool: <https://www.sutori.com/story/student-tutorial-fDrqDhaMXxGZYn1EAoCux3m6> 
- Create a story using the multiple features in Sutori: banner, headers, text, links, video, and images. Create, have fun and enjoy!
- Length: Your story should include approximately 10 segments, using a variety of tools with substantial texts and images to represent your narrative (equivalent to 2-3 page essay).
- Cite your sources and include them at the end of your story. Style manual APA 7th Edition is traditionally used in Education. However, it is fine to use a different citation style, just be

consistent. Recommended citation resource: <http://owl.english.purdue.edu/owl/resource/560/01>

Sample Sutori Creation: While the example on the Sutori website is not a narrative timeline, it is a visual sample of how the timeline can be laid out with text, images, and videos for reference while you create your own timeline.

If you are considering other timeline tools, you may wish to refer to the Digital Tools for Learners site or explore your own.

Assignment Templates for Teaching


If you would like to revise these documents for your own teaching and learning settings, we have provided a number of templates (listed below) that you may access, download, and adapt for your own contexts for this assignment:

- Life Map Narrative Writing Assignment Template
 - Course Syllabus Template
-

Reference:

Godfrey, T. (2003). *Writing in the critical spaces: Autobiographical narrative and reflective practice*. University of Lethbridge, Alberta.

MODULE OVERVIEW

In this module, we will explore the concept of **inquiry-based learning** and introduce the elements of **academic literacy**: reading, writing, speaking, critical and creative thinking. After you have read and viewed the resources, complete the Learning Activities to help you reflect, plan and prepare for your final assignment: Blessed Unrest Inquiry Project .

Module Learning Outcomes:

By the end of this module, learners should be able to:

- Explore a variety of effective strategies for reading, writing, speaking, critical and creative thinking to help strengthen their own learning management strategies;
- Identify the services and resources available related to academic writing and integrity at their institution;
- Implement the inquiry-based learning process and demonstrate academic literacy through the investigation and completion of an inquiry project focussed on an organization or movement that is working to help make the world a better place.

Required Reading



Readings

Learners will be required to read with the following materials throughout the module :

Baldwin, A. (2020). *College success*. (Sections 5.1, 5.2, 7.2, 7.4, and End Matter A) OpenStax. <https://openstax.org/details/books/college-success>

Harvard Library. (n.d.). *Six reading habits to develop in your first year at Harvard*. Interrogating Texts. <https://guides.library.harvard.edu/sixreadinghabits>

UM Libraries Publishing (2015.). 8.1 What's different about college writing? In *College success*. University of Minnesota Libraries Publishing. <https://open.lib.umn.edu/collegesuccess/chapter/8-1-whats-different-about-college-writing/>

Zevallos, Z. (2018, September 22). *bell hooks on Critical Thinking*. Other sociologist. <https://othersociologist.com/2018/09/22/bell-hooks-on-critical-thinking/>

Astle, J. (2018, April 24). *Do schools really “kill creativity”?*. RSA. <https://www.thersa.org/blog/2018/04/do-schools-kill-creativity>

Required Viewing and Listening



Videos

Learners will be prompted to watch the following videos throughout the module:

Yonis, A. [Dr. Amina Yonis]. (2020, November 2). *How I got a first in ever essay | Critical reading & writing technique from Harvard University* [Video]. YouTube. <https://youtu.be/BcV64lowMIA>

University of Hawaii at Manoa. (n.d.). YouTube videos for students to develop oral presentation skills [Videos]. YouTube. <https://manoa.hawaii.edu/assessment/resources/youtube-oral-presentation-skills/>

ChallengingMedia [ChallengingMedia]. (2006, October 3). *bell hooks: Cultural criticism & transformation* [Video]. YouTube. <https://youtu.be/zQUuHFKP-9s>

leocine [leocine]. (2006, December 10). *bell hooks pt. 2 cultural criticism and transformation* [Video]. YouTube. <https://youtu.be/OQ-XVTzBMvQ>

TED [TED]. (2007, January 7). *Do schools kill creativity? | Sir Ken Robinson* [Video]. YouTube. <https://youtu.be/iG9CE55wbtY>

TEDx [TEDx Talks]. (2016, October 17). *Why real creativity is based on knowledge | Tim Leunig | TEDxWhitehall* [Video]. YouTube. <https://youtu.be/vajlsWwHEMc>

RSA [RSA]. (2015, July 21). *Ken Robinson on creativity at university* [Video]. YouTube. <https://youtu.be/-m49eF7jVIs>

Bioneers [blissfulkiwi]. (2009, June 9). *Paul Hawken, blessed unrest, wiser earth* [Video]. YouTube. <https://youtu.be/Xkz2OjMOg88>


Democracy Now! (2007, May 23). *Blessed unrest: How the largest movement in the world came into being and why no one saw it coming* [Video]. Democracy Now! https://www.democracynow.org/2007/5/23/author_paul_hawken_on_blessed_unrest


Chris Jordan photographic arts. (2010). *E Pluribus Unum* [Video]. Chris Jordan photographic arts. <http://chrisjordan.com/gallery/epluribus-unum>



Audio

Learners will be prompted to listen to the following throughout the module:

Abram, D. (2020, April 7). *In the ground of our unknowing* [Narrated Story]. Emergence magazine. <https://emergencemagazine.org/essay/in-the-ground-of-our-unknowing/> 

Playing for Change [Playing for Change]. (2015, January 19). *Lean on me (Bill Withers) | Playing for change | Song around the world* [Audio]. YouTube. <https://youtu.be/LiouJsnYytI> 

Module Learning Activities

Throughout this module, you will be provided with a number of learning activities to help reinforce your learning, make meaning of the concepts that are presented, or share your expertise with your peers. Below is a comprehensive list of the Learning Activities in this module.

- Learning Activity 1 – Reflection Journal Entry
- Learning Activity 2 – Collective Creation

Comprehensive Learning Assignment

At the end of the module, you will be required to complete a comprehensive learning assignment to demonstrate what you've learned so far. You can find more information on your **Assignment #2 – Blessed Unrest Inquiry Project** at the end of the module.

Module Workload Timeframe:

Read module content and read/listen/watch required materials: 2.5 hours

Module learning activities: 2 hours

Comprehensive Learning Assignment: 5 hours

Total: 9.5 hours

INQUIRY-BASED LEARNING

Inquiry-based learning is a dynamic, iterative, and developmental process whereby students formulate and explore questions of interest and create a final work or product.

Throughout the inquiry process, students build and develop generic and discipline-specific skills. They will draw on diverse forms of information¹ in their exploration, and learn how it can be evaluated, organized, analyzed, synthesized, created, communicated, and applied. This recursive and challenging immersion demands continual reflection, analysis, and synthesis. It ultimately leads to the clarification of ideas and results in a culminating work appropriate to the purpose of the inquiry project.

(Queen's University & Laverty, C., 2019)

The content for this module is adapted from the *Inquiry-Based Learning and Undergraduate Research: Approaches and Resources* guide prepared by Queen's University's Centre for Teaching and Learning, Dr. Corinne Laverty (2019), where inquiry-based learning is an integrated part of the undergraduate experience. To learn more about the practice of inquiry-based learning at the university level and to find additional resources, check out the *Inquiry-Based Learning and Undergraduate Research: Approaches and Resources*² guide.


Why Inquiry-Based Learning?

When students were surveyed about their experience with inquiry-based learning at Queen's University, they shared their perspectives on the following benefits:

Application of Knowledge: Exposure to a specific field of research offers insight into current job opportunities and applying course knowledge to real-world problems.

1. *e.g. archival materials, books, quantitative or qualitative data, government publications, newspapers, primary sources, scholarly and popular articles, social media, statistics, websites, regulations and codes.

2. Queen's University & Laverty, C. (2019). Inquiry-based learning and undergraduate research: Approaches and resources. Retrieved February 25, 2022 from: [https://www.researchgate.net/publication/350670934_Inquiry-](https://www.researchgate.net/publication/350670934_Inquiry-Based_Learning_and_Undergraduate_Research_Approaches_and_Resources)

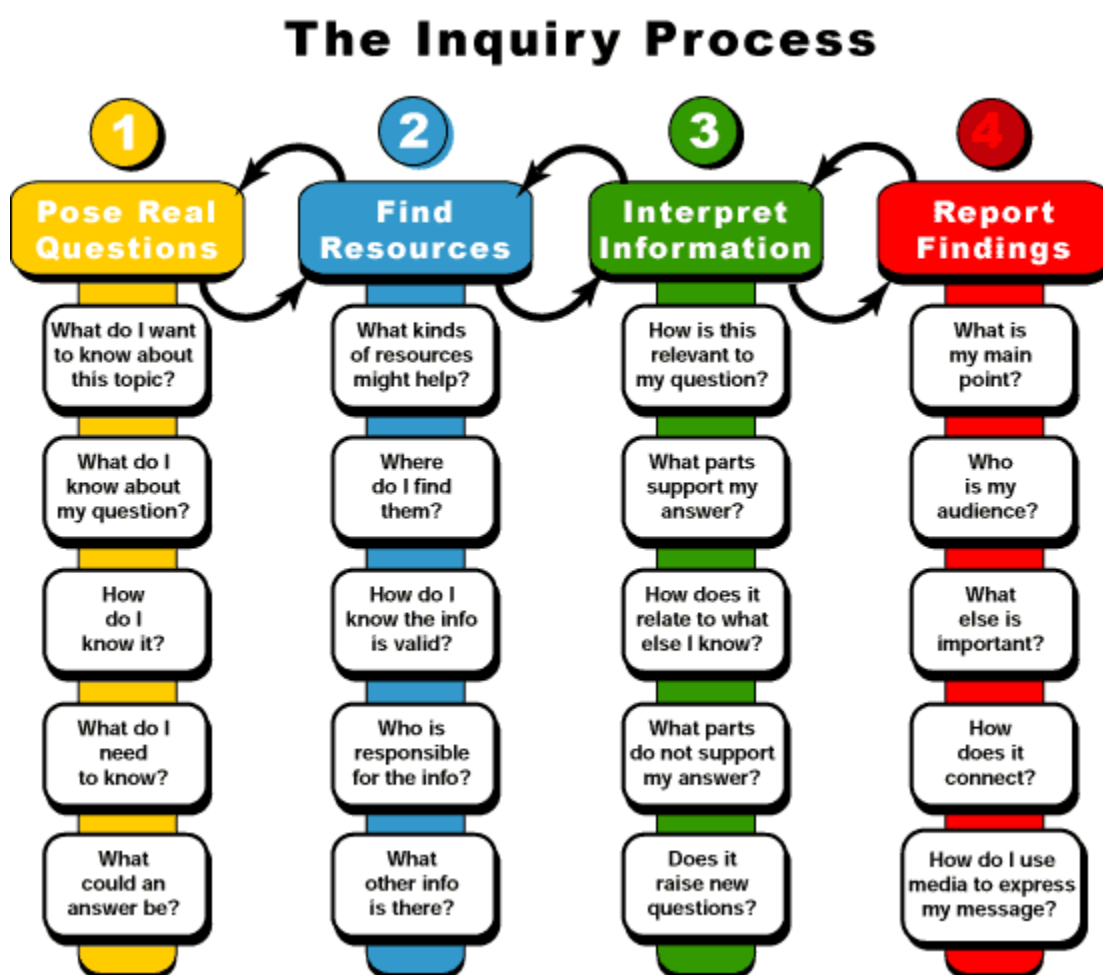
[Based_Learning_and_Undergraduate_Research_Approaches_and_Resources](https://www.researchgate.net/publication/350670934_Inquiry-Based_Learning_and_Undergraduate_Research_Approaches_and_Resources) 

Personal Development: Pursuing their own research topics helps uncover interests and direct a career path based on what they liked or did not like about the project.

Transferable Skills: Transferable skills such as research techniques, problem-solving skills, utilization of resources, critical thinking, data interpretation, time management, reading scientific journals, creativity, and presentation skills are further developed.

The Inquiry Process

Created by educators in Australia, the following diagram can be a helpful resource for students, as they embark on the inquiry learning process:



The Inquiry Process Diagram. s00077474. (2011, August 9). Retrieved February 18, 2022, from <https://s00077474.wordpress.com/the-inquiry-process-diagram/>

Learning is scaffolded across the inquiry process using the following steps:

Formulate inquiry questions

Practice formulating research questions:

- Brainstorm possible questions related to the problem
- Generate group questions under themes
- Separate your What, How, and Why questions
- Separate major and subsidiary questions
- Eliminate unnecessary questions
- Operationalize any theoretical or technical terms. That is, define terminology and how you are interpreting specific concepts. Students must fully understand the meaning of the questions they are posing because it will shape the direction of the type of information they will seek, where they will look for it, and how they will evaluate it.

Research skills

- Share aspects of the research process that you find difficult.
- Break down the assignment into chunks: developing a research plan with timelines; completing an annotated bibliography with peer review of citations; getting feedback on the first draft; giving a one-minute presentation in class; contributing a poster.

Unpack academic integrity

- What does academic integrity mean in your discipline and how does it relate to the specific inquiry assignment at hand (campus partner presentation: academic integrity).
- Review different ways to take notes and approaches to summarizing information.
- Be aware of plagiarism and accidental plagiarism and know how to avoid it.
- Keep track of research citations (library guides and formats)
- Access the Academic Integrity Guide at your university

Map an information-gathering strategy

- Engage with a university librarian to walk through approaches to gathering and evaluating information for your project (campus partner presentation: library resources)
- Create a map of the types of research tools that will be used during the project and the form of

information they offer. You will also need to explore grey literature: information produced outside of traditional publishing and distribution channels, including reports, policy literature, working papers, newsletters, government documents, speeches, white papers, urban plans, and so on.

- Search for a useful article on your topic and demonstrate the strategy you used to find and evaluate it.

Evaluate information sources

- Work in groups to determine criteria for evaluating the types of information needed for your projects.
- Be aware of “fake news” and reflect on the channels by which we receive information and the means by which we assess whether something is actually true.
- While academic assignments reinforce the use of “scholarly” works,
- Consider the process of peer review but also how that process privileges certain forms of information.

Supports for inquiry-based learning across campus

Personal Help:

Individual liaison librarians are available to introduce and review inquiry skills appropriate to specific assignments. They also provide online subject guides and tutorials to disciplinary research tools and resources.

Writing Centre:

As a part of Student Academic Success Services, the Writing Centre team provides assistance through one-on-one appointments and on-site or in-class workshops. Their goal is to improve students’ writing skills at any stage of the process.

Adaptive Technology Centre

The Adaptive Technology Centre (Accessibility Services) supports students with a physical or learning disability, injury, concussion, or mental health disorder. Supports include note-taking services, speech-to-text and text-to-speech software, recording devices, or organizational assistance.

Inquiry Project:

Students will engage in an open-ended inquiry project focused on a particular theme. Choose a relevant theme for your course or engage students in a process to choose a theme together. This can be discipline-

specific, a theme from the broader community context, or a global issue that impacts all of us, such as **Re-Imagining Post Pandemic Life** (TransitionU Course Theme, 2022)

Once you have chosen a theme for your course, students will:

- Choose an individual inquiry topic/question/focus
- Gather resources from a variety of sources
- Interpret findings and begin drafting representation of their learning
- Share findings in Inquiry Presentation (small groups or recordings)

ACADEMIC LITERACY




Academic Literacy: Reading, Writing, Speaking, Critical and Creative Thinking

Reading

We begin by considering different types of reading and exploring a variety of effective reading strategies to help bring awareness and help strengthen your reading strategies.




Take the time to read the following:

- Baldwin, A. (2020). *Chapter 5.1: The nature and types of reading*  from *College Success*.
- Baldwin, A. (2020). *Chapter 5.2: Effective reading strategies*  from *College Success*.
- Harvard Library (n.d.) *Interrogating texts: Six reading habits to develop in your first year at Harvard* 

Learn to manage your reading load at university by learning some helpful reading strategies designed by Harvard Library and presented by Dr. Amina Yonis.




Take the time to watch the following:


- Yonis, A. (2020, November 2). *How I got a first in every essay | critical reading & writing technique from Harvard University* 

Writing



Take the time to read the following:

- UM Libraries Publishing (2015). *Chapter 8.1: What's different about college writing?*  from *College Success*.

Review the Steps of Academic Writing infographic and view the Academic Writing and Integrity Campus Partner Presentations  to learn more about academic writing and integrity.

STEPS FOR ACADEMIC WRITING



Academic Support

PREWRITING

- 1 Review syllabus guidelines
- 2 Brainstorm
- 3 Formulate a thesis
- 4 Research
- 5 Create an outline

SELF-CHECK:

- 1 What are my purposes (persuade/inform)?
- 2 What context/background impacts my argument?
- 3 Who is my audience and how does that influence my writing?

DRAFTING

- 1 Create draft based on outline
- 2 Continue research as needed
- 3 Rethink
- 4 Focus on organization and vocabulary

REVISING

- 1 Read out loud for errors
- 2 Clarify and reorganize points
- 3 Use precise, academic language

SELF-CHECK:

- 1 Are my arguments well-developed (claim/evidence/analysis)?
- 2 Did I check my ideas for logical fallacies?

SELF-CHECK:

- 1 Am I quoting, paraphrasing, or summarizing all my information appropriately?
- 2 Which ideas do I need to develop?

EDITING

- 1 Follow writing conventions
- 2 Refine paragraphs
- 3 Ensure proper in-text citations and references

SELF-CHECK:


- 1 Are all my sources cited appropriately (in-text and references)?
- 2 Does my writing match the syllabus requirements?
- 3 Has someone checked my work?

PUBLISHING

- 1 Ensure your paper is ready for an audience
- 2 Review feedback to improve for next time



One-to-one writing support is available through the Academic Support Zone by booking an appointment with a Writing Coach online at mysuccess.lakeheadu.ca

Steps for Academic Writing Infographic (PDF) 

Speaking | Presenting




Take the time to read the following:

- Baldwin, A. (2020). *End matter A: Conducting and presenting research*  from *College Success*.

Oral communication skills benefit students academically, interpersonally, and in their future careers. Check out the following website for a list of YouTube videos designed to help students develop oral presentation skills.



Take the time to watch the following:

- University of Hawaii at Manoa. (n.d.). *YouTube videos for students to develop oral presentation skills*. 



Critical and Creative Thinking

Many great breakthroughs and discoveries in art, science and innovation have resulted from combining creative and critical thinking skills. Approaches differ considerably between the skills used in creative thinking and those used in critical thinking. However, it is because of the synergy created by the combination of both sets of skills that they are being discussed in conjunction with one another. By applying creative and critical thinking approaches to your subject area you will enrich and deepen your learning experiences. Furthermore, creative and critical thinking skills can benefit many other areas of your life from problem solving to decision making. (Coughlan, 2008)¹

Critical Thinking





Take the time to read the following:

- Baldwin, A. (2020). *Chapter 7.4: Critical thinking*  from *College Success*.
- Zevallos, D. Z. (2019, March 3). *Bell hooks on critical thinking* 

1. Coughlan, A. (2008). *4 creative and critical thinking*, Student Learning Resources, Dublin City University. Retrieved from <https://www.dcu.ie/sites/default/files/students/studentlearning/creativeandcritical.pdf> 




Take the time to watch the following:

- ChallengingMedia (October 3, 2006). *bell hooks: Cultural criticism & transformation* 
- leocine (December 10, 2006). *bell hooks pt. 2 cultural criticism and transformation* 

“Critical thinking is about having the language and frames of reference to examine one’s life in-depth, as well as the world around us, so we can ask questions about the things we take for granted.”

(Zevallos, 2018)²



Sociologist, Zuleyka Zevallos, posted a blog entry titled, bell hooks on critical thinking. bell hooks was an American author, professor, feminist, and social activist who died in December 2021. Read Zevallos’ blog post and watch the two embedded videos of bell hooks talking about the power of critical thinking as a transformational and radical intervention. **Trigger warning:** videos contain clips from popular culture films with strong language and scenes of graphic violence and nudity.

2. Zevallos, D. Z. (2019, March 3). *Bell hooks on critical thinking*. The Other Sociologist. Retrieved from <https://othersociologist.com/2018/09/22/bell-hooks-on-critical-thinking/> 

Creative Thinking







Take the time to read the following:

- Baldwin, A. (2020). *Chapter 7.2: Creative thinking*  from *College Success*.
- Astle, J. (2018). *Do schools really “kill creativity”?* 

In one of the most-watched TED talks of our time, Ken Robinson claims that “schools kill creativity.” Read Julian Astle’s critique of Ken Robinson’s video as he compares and contrasts it with Tim Leunig’s video: *Why real creativity is based on knowledge*.



Take the time to watch the following:

- TED Talks. *Do schools kill creativity? | Sir Ken Robinson* 
- TEDx Talks. *Why real creativity is based on knowledge | Tim Leunig | TEDxWhitehall* 
- RSA (November 27, 2018). *My School, My Mission | Julian Astle | RSA Replaybell hooks pt. 2 cultural criticism and transformation* 
- RSA (July 21, 2015). *Ken Robinson on creativity at university* 

SEMINAR TOPIC

Blessed Unrest Phenomenon | Paul Hawken

After reviewing the resources on inquiry-based learning and engaging with the elements of academic literacy, review the *Blessed Unrest* resources to learn more about this phenomenon as a jumping-off point for your inquiry project.

During these increasingly tumultuous times, it's easy to become overwhelmed by the challenges facing humanity. In her book, *Hope Matters*, Elin Kelsey makes a case for hope, not fear, as our most powerful tool for tackling the planetary crisis (Kelsey, 2020). As we re-imagine our lives post-pandemic, how might we harness the power of hope?

It is in the spirit of hope that we turn to explore the Blessed Unrest phenomenon, described by Paul Hawken in his book, *Blessed Unrest*. Although it was published in 2007, the themes remain relevant today and the movement has only grown to meet the challenges facing humanity and the planet.

Goodreads summarized Hawken's book in the following review:

One of the world's most influential environmentalists reveals a worldwide grassroots movement of hope and humanity

Blessed Unrest tells the story of a worldwide movement that is largely unseen by politicians or the media. Hawken, an environmentalist and author, has spent more than a decade researching organizations dedicated to restoring the environment and fostering social justice. From billion-dollar non-profits to single-person causes, these organizations collectively comprise the largest movement on earth. This is a movement that has no name, leader, or location, but is in every city, town, and culture. It is organizing from the bottom up and is emerging as an extraordinary and creative expression of people's needs worldwide.

Blessed Unrest is a description of humanity's collective genius and the unstoppable movement to re-imagine our relationship to the environment and one another. (Goodreads, n.d.)¹

1. Goodreads (n.d). https://www.goodreads.com/book/show/89998.Blessed_Unrest 



VIEW

Take the time to view the following resources to learn more about the Blessed Unrest phenomenon:

- Bioneers (July 9, 2009). *Paul Hawken, Blessed Unrest, Wiser Earth* [↗](#)
- Democracy Now! (May 23, 2007). *Blessed unrest: How the largest movement in the world came into being and why no one saw it coming.* [↗](#)
- Chris Jordan photographic arts (2010). *E Pluribus Unum* [↗](#)



Listen

In the Ground of Our Unknowing | David Abram

Cultural ecologist and philosopher, David Abram suggests some considerations as post-pandemic life unfolds. Take a listen to Abram reading his essay published at the beginning of the pandemic and reflect on the significance his message has now.

- Abram, D. (2021). *In the ground of our unknowing – emergence magazine.* [↗](#)

in addition, listen to this inspiring example of Blessed Unrest as a musical representation:

- Playing for Change (January 19, 2015). *Lean On Me (Bill Withers) | Playing For Change | Song Around The World* [↗](#)

LEARNING ACTIVITIES

On this page:

- Learning Activity 1 – Reflection Journal Entry
- Learning Activity 2 – Collective Creation



Photo by Romero Souza on Unsplash

Learning Activity 1 – Reflection Journal Entry

The purpose of this activity is to create a space for you to articulate your responses as you reflect on the resources provided in this module and begin working on your inquiry project.

Connection to Learning Outcome(s)

This activity contributes to the following course learning outcomes:

- Communicate clearly, precisely, and persuasively at an academic level (WRITE)
- Identify and apply appropriate note-taking, study skills, and time management strategies to their academic studies, as well as understanding the variety of resources on campus that can support their learning (AWARENESS)
- Illustrate effective use of online learning tools (DIGITAL AWARENESS)


Task

After viewing the resources about the *Blessed Unrest* phenomenon described by Paul Hawken in the Bioneers segment and the Democracy Now! interview (both available under “View” in the Seminar Topic section of the course), use the document tool below to share a short summary of the key takeaways based on your understanding of the phenomenon. When you have completed your summary, download your document in Word format. Refer to your Course Syllabus to determine what tool your class will use for reflection entry response submissions or postings.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://ecampusontario.pressbooks.pub/univsem/?p=280#h5p-3>

To access a Word version of this activity, read “TransitionU Inquiry and Academic Literacy Reflection Activity.” 

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Learning Activity 2 – Collective Creation


The purpose of this activity is to familiarize yourself with the academic writing and integrity services and resources available at the university and to share your discoveries regarding any of the services or resources you were unaware of.

Connection to Learning Outcome(s)

This activity contributes to the following course learning outcomes:

- Communicate clearly, precisely, and persuasively at an academic level (WRITE)
- Process oral communication actively, effectively, and critically (LISTEN)
- Identify and apply appropriate note-taking, study skills, and time management strategies to their academic studies, as well as understanding the variety of resources on campus that can support their learning (AWARENESS)
- Illustrate effective use of online learning tools (DIGITAL AWARENESS)

Task

View Campus Partner Presentation on Academic Writing and Integrity  and complete the Collective Creation Do You Know? Padlet Activity available at the end of that chapter.

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ASSIGNMENT #2 - INQUIRY PROJECT AND PRESENTATION

On this page:

- Assignment Purpose
- Connection to Learning Outcomes
- Assignment Description
- Assignment Guidelines
- Assignment Templates for Teaching



Image Source: Pixabay

Purpose

The purpose of this assignment is to implement the inquiry-based learning process and demonstrate academic literacy through the investigation and completion of an inquiry project focussed on an organization or movement that is working to help make the world a better place. It also allows you an opportunity to reflect and discover meaningful connection between the topic you have chosen and the impact it may have had on your life journey.

Connection to Learning Outcome(s)



This assignment contributes to the following course learning outcomes:

- Process printed information analytically and critically (READ)
- Communicate clearly, precisely, and persuasively at an academic level (WRITE)
- Communicate orally in a professional manner (SPEAK)
- Participate in discussion of real-life issues as informed, critical members of the group (INQUIRY)
- Demonstrate the ability to identify, locate, retrieve, use and reference information from a variety of sources for success in university (RESEARCH, CITATION)
- Demonstrate awareness, understanding, and application of academic integrity (RESEARCH, CITATION)
- Demonstrate ability to identify and apply academic strategies for analyzing, synthesizing, and critically evaluating information (CRITICAL THINKING)
- Utilize strategies or methods for effectively receiving, processing, retaining, retrieving, and utilizing information in a variety of formats and contexts (LEARNING)
- Identify and apply appropriate note-taking, study skills, and time management strategies to their academic studies, as well as understanding the variety of resources on campus that can support their learning (AWARENESS)
- Illustrate effective use of online learning tools (DIGITAL AWARENESS)

Assignment Description

“Be the change you wish to see in the world.”

Mahatma Gandhi

After **viewing** the resources about the *Blessed Unrest* phenomenon described by Paul Hawken¹ in the Bioneers segment  (2009)² and the Democracy Now! interview  (2007)³, choose a focus of inquiry for your Blessed Unrest Inquiry Project based on your interests, passions, or possible area of study/major.

Consider an **organization or movement** that is working to help make the world a better place, possibly confronting issues that are named in Paul Hawken's *Blessed Unrest* such as destruction of the environment, abuses of free-market fundamentalism, the loss of Indigenous cultures, and social justice issues related to race, class and gender. This can be an organization or movement that is new to you or one that you have experience with and wish to investigate more deeply. It can be local, regional, national or global. Contribute to the Google Sheet by adding your topic.

Sources: Once you have chosen your focus for your inquiry, begin investigating your topic by finding resources and interpreting the information. You should have a minimum of **3 creditable resources** (a combination of websites, news sources, videos, blogs, magazines, books or scholarly articles).

Represent your learning and report your findings in one of the optional formats: traditional expository essay in Microsoft Word or Google Document, Sutori, WordPress...

Presentation: give a mini-presentation (approximately 3-5 minutes) describing your inquiry project organization or movement to your instructor and peers (see video recording instructions below).

Review the Inquiry Process diagram and the suggested structure at the end of this assignment sheet.



Assessment and Evaluation:

Your project will be evaluated based on the following success criteria: *quality* of written expression, *depth* of reflection and meaning making along with *effort* in addressing the multiple layers of this project: representation of your findings in written expression and oral presentation.

Please review your Course Syllabus for the due date.

Assignment Guidelines

Topic Selection

After **viewing** the resources about the *Blessed Unrest* phenomenon described by Paul Hawken in the Bioneers segment  (2009) and the Democracy Now! interview  (2007), choose a focus of inquiry for your Blessed Unrest Inquiry Project based on your interests, passions, or possible area of study/major.

1. Hawken, P. (2007). *Blessed unrest: How the largest movement in the world came into being, and why no one saw it coming*. Penguin Books.

2. Bioneers (2009, June 9). *Paul Hawken, Blessed Unrest, Wiser Earth* [Video] YouTube. Retrieved from <https://www.youtube.com/watch?v=Xkz2OjMOg88>

3. Hawken, P. (2007, May). Author Paul Hawken on "*Blessed unrest: How the largest movement in the world came into being and why no one saw it coming*". Democracy Now! Independent Global News. Retrieved from https://www.democracynow.org/2007/5/23/author_paul_hawken_on_blessed_unrest

Consider an **organization or movement** that is working to help make the world a better place, possibly confronting issues that are named in Paul Hawken's Blessed Unrest such as destruction of the environment, abuses of free-market fundamentalism, the loss of Indigenous cultures, and social justice issues related to race, class and gender. This can be an organization or movement that is new to you or one that you have experience with and wish to investigate more deeply. It can be local, regional, national or global. You may wish to choose a topic that is listed on the collective class **Google Sign Up Sheet** or you may wish to add a topic of your own. Once you have decided, be sure to add your name next to the topic you have selected.

Suggested Structure

This is a suggested structure to give a bit of guidance in the representation of your findings. Please feel free to modify as needed to fit your individual inquiry and learning style. Sutori suggestions: provide a balance of blocks/segments for text/video/image: approximately 10-15 segments/blocks. Traditional essay recommendation: 1000 words (4 pages), double spaced, 12-point font with standard margins.

Introduce topic/organization/movement

- origins of organization/movement
- historical context
- geography/place
- leaders/people involved

Problematicize:

Summarize/describe the "problem" that your organization/movement addresses. Shine a light on the issue by unpacking the negative social and/or environmental impacts of issue.

Describe and Analyze your organization/movement:

Describe multiple aspects of the organization/movement. This may take several paragraphs. Sutori: Provide a good balance of text/video/link/image blocks. Make sure to include substantial captions in your video/link blocks to point out the significance of the video. Include relevant in-text citations (Sutori and essay).

Personalize:


Why did you choose this topic? What significance does it have for your life? To what extent are you impacted by this topic? Do you have a story to share here?

Concluding Synthesis:

Offer a conclusion to your inquiry that may include a narrative about your inquiry process, the integration of what you have learned, synthesizing themes from our course and elements of your inquiry to make connections and say something original. Reflect on your learning from this assignment and how it may have impacted your life journey.

Reference List:


Choose a citation style such as APA, MLA or Chicago. Be consistent. Cite your sources: including in-text citations and a reference list/bibliography at the end of your project.

Online Writing Lab | Purdue University (citation style guides): https://owl.purdue.edu/owl/research_and_citation/resources.html

Composing the Presentation | Video Recording

Prepare a short presentation (3-5 minutes) on your inquiry topic

1. Highlight the main ideas about your topic in the presentation
2. Identify what is exciting or interesting about your topic
3. Practice your presentation a few times before you record
4. Turn on Zoom and record the presentation on the “cloud”
5. Share the link (and password) of the presentation on our course Discussion board, so your classmates can also watch your presentation and offer feedback.

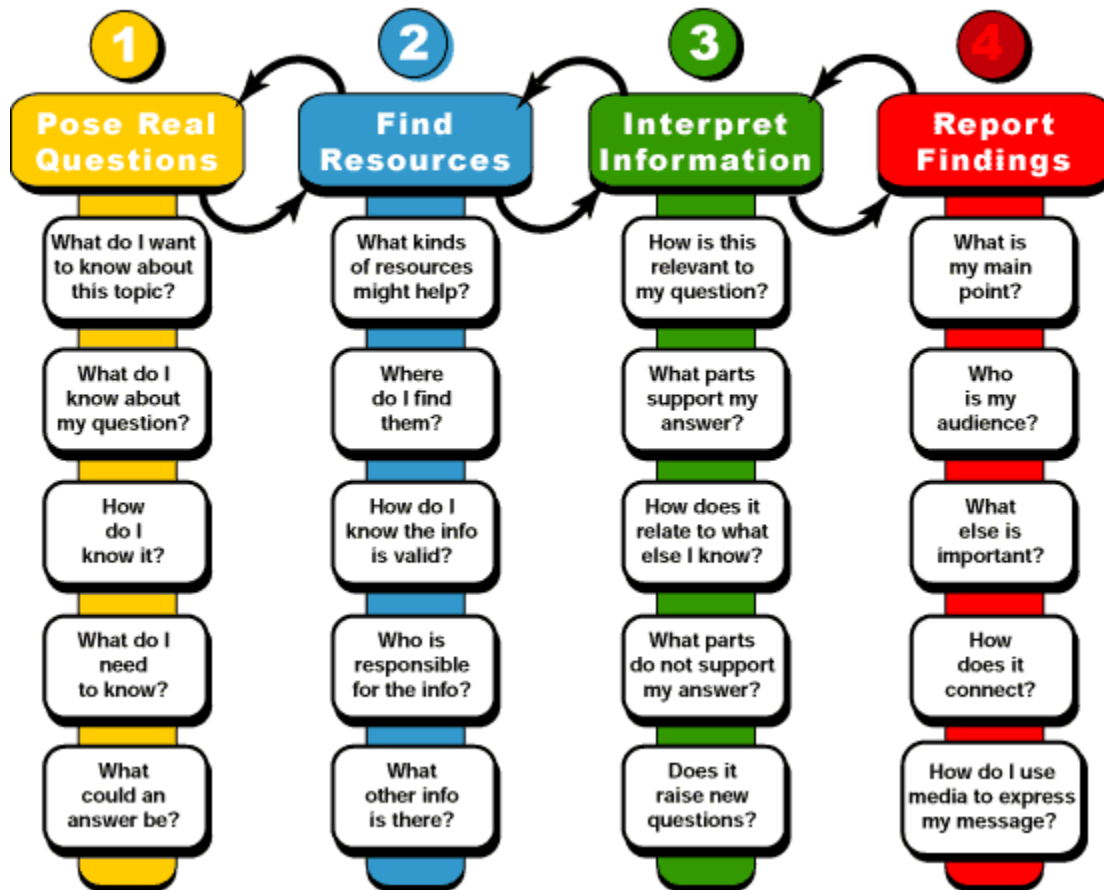
If you are considering other recording or presentation tools, you may wish to refer to the Digital Tools for Learners  site or explore your own.

The Inquiry Process

Created by educators in Australia, the Inquiry Process diagram (2011)⁴ helps to visualize the inquiry process and gives some examples of questions that may help guide your inquiry process:

4. *The inquiry process diagram*. s00077474. (2011, August 9). Retrieved from <https://s00077474.wordpress.com/the-inquiry-process-diagram/>




The Inquiry Process



The Inquiry Process Diagram. s00077474. (2011, August 9). Retrieved February 18, 2022, from <https://s00077474.wordpress.com/the-inquiry-process-diagram/>

Assignment Templates for Teaching

If you would like to revise these documents for your own teaching and learning settings, we have provided a number of templates (listed below) that you may access, download, and adapt for your own contexts for this assignment:

- Inquiry Project and Presentation Assignment Template 
- Inquiry Project and Presentation Sign-up Sheet Template 
- Course Syllabus Template 

PART V

CAMPUS PARTNER PRESENTATIONS

TransitionU Campus Campus Partner Presentations are developed by university programs and departments to introduce students to various resources and services available at the university level. We have provided several university-specific video examples and a sample template in this module for reference and implementation at your own institution.



Photo by Rod Long on Unsplash


STUDENT WELLNESS AND ACCESSIBILITY

Student Wellness and Accessibility: Irene Pugliese and Nancy Cahill

Click on the video below to watch a presentation from the Lakehead University Student Wellness and Accessibility teams.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/univsem/?p=29#oembed-1>

Click here to access a transcript of the Wellness and Accessibility Campus Partner Presentation. 



Collective Creation: Do you know?

Padlet Activity

After viewing the Student Wellness and Accessibility Campus Partner Presentations, contribute one Do You Know? comment to the community Padlet noting something new or interesting you learned from the presentation. You can find the link to the community Padlet in your course syllabus.

Activity Templates for Teaching

If you would like to revise this activity for your own teaching and learning settings, we have provided a Padlet example and course syllabus template (listed below) that you may access, download, and adapt for your own contexts for this assignment:

- [Collective Creation: Do you know? Padlet activity example](#)
- [Course Syllabus Template](#)


INDIGENOUS INITIATIVES AND LIBRARY RESOURCES

Indigenous Initiatives and Library Resources: Jerri-Lynn Orr and Madeline Donnelly

Click on the video below to watch a presentation from the Lakehead University Indigenous Curriculum Specialist and Liason Librarian.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/univsem/?p=163#oembed-1>

Click here to access a transcript of the Indigenous Initiatives and Library Resources Campus Partner Presentation. 

Collective Creation: Do you know?


Padlet Activity

After viewing the Indigenous Initiatives and Library Resources Campus Partner Presentations, contribute one Do You Know? comment to the community Padlet noting something new or interesting you learned from the presentation. You can find the link to the community Padlet in your course syllabus.

Activity Templates for Teaching

If you would like to revise this activity for your own teaching and learning settings, we have provided a Padlet

example and course syllabus template (listed below) that you may access, download, and adapt for your own contexts for this assignment:

- Collective Creation: Do you know? Padlet activity example 
- Course Syllabus Template


ACADEMIC WRITING AND INTEGRITY

Academic Writing and Integrity: Abhi Rao and Joel Symonds

Click on the video below to watch a presentation from the Lakehead University Academic Support Zone and Student Conduct teams.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/univsem/?p=170#oembed-1>

Click here to access a transcript of the Academic Writing and Integrity Campus Partner Presentation. 


Collective Creation: Do you know?

Padlet Activity

After viewing the Academic Writing and Integrity Campus Partner Presentations, contribute one Do You Know? comment to the community Padlet noting something new or interesting you learned from the presentation. You can find the link to the community Padlet in your course syllabus.

Activity Templates for Teaching


If you would like to revise this activity for your own teaching and learning settings, we have provided a Padlet example and course syllabus template (listed below) that you may access, download, and adapt for your own contexts for this assignment:

- Collective Creation: Do you know? Padlet activity example 
- Course Syllabus Template

CAMPUS PARTNER PRESENTATION TEMPLATE

Below is a table of some of the suggested presentations that you might have within your courses and the units or people you might contact to coordinate a presentation for your class.

Presentation	Contact
Student Health and Wellness	Manager of Wellness Services
Student Accessibility Services	Manager of Student Accessibility Services
Academic Writing	Academic Support Zone Coordinator
Academic Integrity	Manager of Student Conduct
Indigenous Initiatives	Indigenous Curriculum Specialist
International Services	International Student Advisor
Equity, Diversity and Inclusion	Director of Human Rights and Equity
Student Union	Student Union President
Student Affairs	Director of Student Success Centre
Satellite Campuses	Director of Student Affairs

Campus Partner Presentation Template (Word format) 

PART VI

DIGITAL RESOURCES



Photo by Nick Morrison on Unsplash

DIGITAL TOOLS FOR INSTRUCTORS

The table below is an extensive (although not exhaustive) list of digital tools for teaching. The column on the left-hand side provides you with some ideas related to what you may be looking for from a teaching perspective. The column on the right-hand side provides you with a variety of digital tool options you may wish to consider. It is important to note that not all digital tools are one-size-fits-all and that your decision on the tool you choose will be based on what best helps you and your learners achieve your course learning outcomes and what you and your learners are most comfortable with using.

You are encouraged to review this list and explore the options available to you. Please note, all links in the table open in a new tab.

Teaching with Technology

<i>If you want to...</i>	Use...
Host a video conference with your class	Zoom Google Meet Microsoft Teams
Presentations (powerpoint style)	Google Slides Prezi
Presentations, websites (alternative approaches)	Google Sites Sutori (example) Weebly
Create interactive, visually appealing graphics, charts, infographs, stories/ presentation documents:	Venngage Canva Piktochart
Mind map, process document, diagram, brainstorming:	Sketchboard Coggle Padlet Google Jamboard Miro
Surveys, polls, word clouds	Mentimeter Google Forms Poll Everywhere Quizalize Kahoot Socrative
Create Videos Screen captures Screen recordings	Biteable Powtoon TechSmith Capture (5 minute cutoff) Live stream on YouTube Vimeo
Blogging, Microblogging, and Journaling	Wordpress Blogger Twitter
Location-based activities	Google My Maps Google Maps Whose Land - Treaties and Agreements Native Land Google Earth OpenStreetMap
Timelines, linear curation	Timeline JS/Knight lab Sutori (example) Time GraphicsH5P timeline Creately
Discussions and collaboration	Google Hangouts Voxer Slack

If you want to...

Use...

Present information using a Learning Management System (LMS)

Moodle
Brightspace | D2L
Google Classroom
Blackboard

DIGITAL TOOLS FOR LEARNERS

The table below is an extensive (although not exhaustive) list of digital tools for learning, be that collaboration with peers or the creation of assignments. The column on the left-hand side provides you with some ideas related to what you may be looking for from a learning assignment perspective. The column on the right-hand side provides you with a variety of digital tool options you may wish to consider. It is important to note that not all digital tools are one-size-fits-all and that your decision on the tool you choose will be based on what best helps you achieve your course and assignment learning outcomes and what you are most comfortable with using.

You are encouraged to review this list and explore the options available to you. Please note, all links in the table open in a new tab.

Learning with Technology

If you want to...

Create interactive, visually appealing graphics, charts, infographs, stories/
presentation documents:

Mind map, process document, diagram, brainstorming:

Surveys, polls, word clouds

Presentations (powerpoint style)

Presentations, websites (alternative approaches)

Videos
Screen capture
Screen recordings

Blogging, Microblogging, and Journaling

Location-based activities

Timelines, linear curation

Discussions and collaboration

Use...

Venngage
Canva
Piktochart

Sketchboard
Coggle
Padlet
Google Jamboard
Miro

Mentimeter
Google Forms
Poll Everywhere

Google Slides
Prezi

Google Sites
Sutori (example)
Weebly

Biteable
Powtoon
TechSmith Capture (5 minute
cutoff)
Live stream on YouTube
Vimeo

Wordpress
Blogger
Twitter

Google My Maps
Google Maps
Whose Land - Treaties and
Agreements
Native Land
Google Earth
OpenStreetMap

Timeline JS/Knight lab
Sutori (example)
Time GraphicsH5P timeline
Creately

Google Hangouts
Voxer
Slack

RESOURCES TO BE A SUCCESSFUL STUDENT

Learning Online

For many learners used to learning in a face-to-face, “in-class” environment, learning in an online format will likely seem different than how you’re accustomed to approaching your courses. Learning online can mean juggling a lot of components all at once while simultaneously ensuring you are keeping up with your studies; this may include navigating the online learning environment, increasing your digital literacy skills, practicing netiquette and online communication, as well as maintaining engagement and motivation. The resources listed below will provide you with tools, strategies, and tips to assist you with the intricacies of learning online:



Photo by Avel Chuklanov on Unsplash

- [What it takes to be a successful online student](#)
- [Identifying skills for self-directed learning](#)
- [Helpful tips for synchronous online learning sessions](#)
- [The dos and don'ts of online learning](#)

Time Management



Photo by Eric Rothermel on Unsplash

templates to help you get started.

Weekly schedule – Check out Algonquin College’s Weekly Schedule website [↗](#) to learn more about weekly schedules and to download semester plan templates to help you get started.

To better help manage your time, it is best that you create a schedule at the beginning of the semester. You may want to start by building a semester schedule to manage all of your major course assignments and activities and then each week, use a weekly schedule to help you accomplish tasks such as reading, writing and research. The resources below will help you get started with semester and weekly planning.

Semester plan – Check out Algonquin College’s Semester Plan website [↗](#) to learn more about semester planning and to download semester plan

Effective learning – study strategies

The Learning Scientists Website has a multitude of documents and resources related to effective study strategies to guide learning and studying. The resources below will provide you with an overview of strategies for effective learning and links to each strategy they discuss have also been provided to help guide your learning.






Six Strategies for Effective Learning – Check out the Learning Scientists Summary Infographic [↗](#) to obtain an overview of the six studied strategies that have proven to be effective when learning and studying. These strategies will help you in all subject areas as you progress through your education.

Additional infographics and videos related to each strategy are available on the Learning Scientists website and each strategy webpage has been linked below for your convenience:

- Spaced Practice [↗](#)



Photo by Daniel Fazio on Unsplash

- Retrieval Practice 
- Elaboration 
- Interleaving 
- Concrete Examples 
- Dual Coding 

Lakehead University-Specific Resources

Lakehead University has a number of institutional-specific resources to help students. Listed below are a number of Lakehead University student supports available that you may find relevant and helpful throughout your learning journey:












- Lakehead University – How to be a Successful Online Learner 
- Lakehead University Apps to Improve Academic Success 
- Academic Integrity/ AIM (Academic Integrity Matters) Online site 
- Lakehead University Libraries 
- University Library Citation Help 
- University Libraries Online Tutorials 
- University Libraries – Ask a Librarian (online chat) 
- Lakehead University Student Accessibility Services 
- Lakehead University Student Success Centre 
- Lakehead University Student Health and Wellness 
- MyCourseLink/D2L Support Resources 



Photo by [Courtney Hedger](#) on [Unsplash](#)

TransitionU: Community, Identity, and Inquiry was created by many hands and hearts in collaboration across Lakehead University. We wish to acknowledge the following people for their contributions, support, and vision.

Thank you to Rhonda Koster (Deputy Provost) and Betsy Birmingham (Dean of Social Sciences and Humanities) for their vision, collaborative leadership, and ongoing support of the University Seminar Project at Lakehead University.

Thank you to Abhi Rao for his invaluable contributions to the initial design and ongoing collaborations with the University Seminar Project at Lakehead University.

We wish to acknowledge and thank the Lakehead University Campus Partners for your tireless efforts in supporting student success on our campuses and for their contributions to and participation in the University Seminar Project. Thank you!

- Student Affairs, Andrea Tarsitano
- Student Success, Sarah Lewis
- Academic Support Zone, Abhi Rao
- Health and Wellness, Irene Pugliese
- Student Accessibility, Nancy Cahill
- Student Conduct, Joel Symonds
- Indigenous Curriculum Specialist, JerriLynn Orr
- University Librarian, Madeline Donnelly
- International, Sabreena MacElheron and team
- Human Rights and Equity, Dylan Mazur
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Jill Greenwood (Project Manager)

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Photo by Kimberly Farmer on Unsplash

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Images and Icons

All images obtained from Pixabay and Unsplash and have been attributed throughout the course.

All icons obtained from The Noun Project.

A document containing the icon bibliography as well as the colour palette and application for this course is available in this Google Document. 