Overview:
• Introductions, incl. Psych 205
• An Activity: *The Importance of Place & Territorial Acknowledgement*
• Class Principles & Organization
• Optimizing the features of zoom
  • Everyone Chat
  • Videos/Polling/Break Out Rooms
• Course Evaluation
  • Presence
  • Exams/Quizzes
  • Group Presentations: *Taking advantage of being in the comfort of your own home*
• Break Out Rooms
Overview:
• Introductions
• An Activity: The Importance of Place & Territorial Acknowledgement
• Class Principles & Organization
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• Course Evaluation
• Break Out Rooms:
  • What would you consider incorporating into your own courses, based on this session?
  • What else do you plan to incorporate into your online classes to facilitate engagement?
  • If you’re a student, what would you like to see more of in online classes?
Grounding our teaching practices in Indigenous approaches to knowledge (Lil’wat principles)

Kamúcwkalha: acknowledging the felt energy indicating group attunement and the emergence of a common group purpose.

Celhcelh – each person being responsible for their own and others learning, always seeking learning opportunities.

A7xe7ul – valuing and developing our own expertise and considering how it helps the entire community beyond ourselves.

Cwelelep – recognizing the need to sometimes be in a place of dissonance and uncertainty, so as to be open to new learning.

Emhaka7 – encouraging each of us to do the best we can at each task given to us.

Kat’il’a – seeking spaces of stillness and quietness amidst our busyness and quest for knowledge.
3 Levels of Interaction

Community Level
3 Levels of Interaction

Neighborhood Level
3 Levels of Interaction

Family Level
COURSE EXPERIENCE SURVEYS

UVic Course Experience Survey
Project Audience 61
Responses Received 36
Response Ratio 59%

I Instructor’s Teaching:
Overall → 4.39/5.0

II Course Design:
Overall → 4.35/5.0

8. Overall, the instructor was effective in this course

“She has been the most supportive professor I have ever had, and she created a classroom that I felt more safe in then anywhere before.”
6. The course provided relevant skills and information (e.g. to other courses, your future career, or other contexts)

“Tiko showed immense respect and care for her students, she made it a safe learning environment and was always open to students asking questions or sharing opinions and seemed genuinely interested in what we had to say.”

“Amazingly inclusive: able to allow all voices to be heard, and if someone gave the wrong answer, she would respectfully correct and not make them feel bad.”

7. The instructor demonstrated respect for students and their ideas

“She is an extremely approachable and empathetic instructor that I feel comfortable coming to with questions and helped me work through the course. She is honestly one of the best instructors I’ve had and I really appreciate her teaching style.”

“Tiko has a level of respect and interest for her students that I have never seen.”
DAILY RITUALS: AN ACTIVITY TO ENCOURAGE MEANINGFUL TERRITORIAL ACKNOWLEDGEMENT

THE IMPORTANCE OF PLACE

Reflections

• Where did you grow up?
• What meaning does this place have for you?
• How has this place shaped you?
• What are some values you learned based on the region where you grew up or currently live?
• Do you feel a connection with the land where you grew up or currently live?
  → If yes, consider the connection. If no, reflect on why that might be.

Go to https://native-land.ca/ and search for the region where you grew up. If you grew up outside of the places listed, you can do some more research into the indigenous history in that area, or search for any region that you feel a connection to.
On every day going forward...

I invited a student to share in the territorial acknowledgement

Shared some information about myself in an aim to set a precedent, so that students would also feel safe sharing their story

“Doing the land acknowledgements before each class was incredibly humbling, grounding, and a great reminder that we are all connected, history matters, and respect is long overdue.”

Would anyone like to provide a little background on your heritage and acknowledge the traditional territories that you grew up on or are currently situated?
I prepared this for today, and wanted to share: I apologize if I make an error in terminology with what I am about to say, I mean no disrespect, and I promise it is coming from a good place. I think it is wrong of me to acknowledge the territory I am on without also discussing it in the context of today. My family settled on land within the Treaty 4 region; we still live on a homestead; my grandfather was born in the barn on the farm where we all still live and work. My great grandparents came from the Ukraine and Poland and cleared the forest by hand to create this homestead for us. It is a very special place for myself and my entire family.

However, this land was not originally ours; this land rightfully belongs to the (characterized by the linguistic groups) Cree, Dakota, Dene (Chipweyan), Nakota (Assinaboine), and the Saultauex indigenous populations. To put it bluntly, there is still a huge lack of respect and racism shown to these rightful owners by many settlers in this area. Right now, while the world is literally changing around us as we know it, I think it is important that us Canadians also recognize the widespread racism towards indigenous peoples in our country. Practices like Tiko has incorporated into the classroom, like these territorial acknowledgments are amazing, but I think we (myself included) can do more. Let us all be inspired by the BLM movement. Let’s learn about privilege, learn about how to be allies, and show that we know we will never understand, but that we will still stand. All lives don’t matter until minorities' lives matter <3
**PRINCIPLES**

- Critical Thinking

**Restor(y)ing** colonial narratives; Deconstructing & critically reflecting on Eurocentric philosophies and colonial narratives; Self-compassion

"Tiko facilitated an open-minded, critical thinking, diverse perspective, and supportive learning environment that provided me with the opportunity to engage in my learning experience effectively."

**How this principle translated within the classroom:**
Focus on developing skills to critique the research such that students had tools to determine how credible and how compelling a research study is (e.g., focus on research methods, how results may have been impacted by cultural differences, etc).
**PRINCIPLES**

- Critical Thinking
- Bidirectional Learning
  - Group projects
  - Everyone Chat
  - Break out rooms
  - Reflection
- Self- and other-compassion
- Active Listening & Engagement
- Knowledge Sharing

“Tiko is a caring, thoughtful, capable instructor, and I am thankful for the things she and my classmates have taught me.”

“*The course structure included tons of opportunities to engage with peers in daily family discussions as well as a group project.*”

**GENDER:**
- Male
- Female

Is there something wrong with this question? If so, what? How might there be ethical issues here?

dstinson@uvic.ca
To give back to the class, I will actively listen to those who speak in the community and family discussions with authenticity and enthusiasm.

I hope to support and encourage my peers when possible.

I think that my ‘family’ is a great group of people who I am looking forward to working with.

I would like to give back my full presence and attention to the class.

I would like to provide a safe place for my fellow classmates to express themselves without fear of judgement and to foster a feeling of community while we are all relatively isolated.

I hope the openness for discussion in the class will allow me to become familiar with more types of views from various minds.

My goal is to feel comfortable enough with the material by the end that I am able to recall it when needed for future courses or experiences.

I would love to give this course my full participation and hopefully contribute to the “community” and my “family” in a positive way.

I think we can all contribute a unique perspective to class discussion as we all have different knowledge and experiences.

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I think we can all contribute a unique perspective to class discussion as we all have different knowledge and experiences.
I hoped that I would contribute enthusiasm, active listening, positive collaboration, and frequent participation. I think that I mostly lived up to these goals. I was excited to attend lecture everyday, I enjoyed listening to the perspectives of Tiko and my classmates, and I communicated effectively with my group members.

When reflecting on my answers from the first quiz at the beginning of the course I have realized **how far I have come!** At the start of the class, I had said “I would love to give this course my full participation and hopefully contribute to the 'community' and my 'family' in a positive way” and I believe I was able to succeed in that goal. **Typically, during in-person lectures, I am not one to participate. In this setting and course, I was able to participate a lot and feel comfortable doing so!** Furthermore, I learned so much from my family and class discussions.

At the beginning of the course, I was really anxious about collaborative work and considered using my academic accommodations to be able to do the project on my own. In the end it ended up being a great experience and we ended up doing really well. **It was nice to talk to people I probably would have never talked to otherwise.** I didn’t manage to get to the community level while sharing but **the amount of comfort I felt at the group level took a lot of anxiety away from group collaboration.**

I can’t say for sure if I facilitated any learning, but I honestly believe that the group chat and especially the break out rooms were a huge part of my learning. I loved being able to share and listen to my peers on the topics we discussed and learn about their opinions on different topics. I feel like that really furthered my learning and helped me see things from different perspectives.
PRINCIPLES

- Active Listening & Engagement
  - Consistent graphics:
  - Methods of critique
  - Reminders
  - Take Away Message
  - Thought bubbles for upcoming questions
  - Polling questions

Can you think of other methods to encourage students to answer questions during an online class?

REMINDERS

Take Away Messages
"…although I usually do not enjoy excess group discussion or group work in my classes, I thought the family aspect of the course was awesome."

I aimed to diversify the Families as much as possible based on year of study, accommodations, and if students were in science or art.
“...I was quite skeptical about how online classes would work, but Tiko created a course outline that made me wish all my classes were in this format. By creating a community and families, she made everyone feel that they had a platform.”

Community

Add to the Everyone chat once you’re back in the main room

Break Out Rooms

Take-Home Message

(Optional)
How might using the terms 'normal' vs 'abnormal' or 'healthy' vs 'unhealthy' when referring to the neurotypicality of individuals be inherently an issue related to discrimination? Might society's tendency to consider 'abnormal' as negative be the problem?

—The Nameless Nomads

Quiz #7 is today!
OPTIMIZING THE BASICS OF ZOOM

Everyone chat

- Encourages them to read ahead
- Provides the opportunity to find a community and like-minded peers within the classroom
- Can ask/answer questions of their peers (opportunity to be teachers)
- Take-Home messages → everyone could read what everyone else talked about
- Read the Everyone Chat after each class, and aim to mention good questions, ideas, and resources contributed by students

14:31:20 From [JC]: Loved the presentation, very interesting and engaging !!
14:31:37 From [QZ]: Thanks guys! I really loved hearing your reflections at the end. Can’t wait to hear from all your group presentations later on
14:31:45 From [AB]: Great job describing the methodology! I also like how you went over both the strengths and limitations

Principle of Knowledge Sharing

Can anyone explain the state of flow?
OPTIMIZING THE BASICS OF ZOOM

13:19:59 From QZ: The music examples!! I can relate. When you’re either practicing an instrument or writing music time can flyyyyy
13:20:21 From FB: Reading works for me.
13:21:06 From KC: I definitely get into the “flow” space when I’m rock climbing! It’s such a great feeling to not have anything else in your mind except what you’re doing in that moment!
13:21:26 From TL: I have had a similar experience volunteering on a crisis line! Very cool to hear your examples too
13:21:50 From AW: Yoga and meditation for me
13:22:49 From NG: Pottery for me is the ultimate time for flow, I can be working on something for like 8 hours and just be completely consumed by what I am making and not even realize.
13:23:08 From CM: ^^^ me too @NG
13:23:35 From AB: Running does that for me! So easy to get in the zone then get home and realize an hour had magically gone by
13:24:28 From CT: I hit flow best when I skate, the only thing I can think of is moving my body and checking the clock each lap, trying to go faster and faster, hitting the corners exactly right so the straightaways don’t exist at all
13:24:29 From KL: Agree! @AB time really flies haha
13:24:47 From CF: I am a hairstylist and know I’ve reached flow when I was able to predict exactly how much time a particular colour job would take (2-5 hours)!
13:25:19 From CW: What was the book called?
13:25:42 From EJ: Flow, the psychology of optimal experience
13:25:49 From EJ: It’s in the top corner
13:26:54 From QZ: For those interested in the book club: https://docs.google.com/document/d/1AF-8w9fmCU_Wbz0woqSjXPM3pvgQSjCNGdcloidjToY/edit?usp=sharing
13:27:31 From CM @QZ Thank you for setting that up, such a great idea!
13:28:08 From CM: You guys are all so cool! Love that you all have such diverse and interesting backgrounds with the kinds of activities you do/have done!
Everyone chat

Suggestions as to how the instructor could have helped you learn more effectively:

“Limiting some of the chat, the material at times was not relevant in the chat and distracted me from focusing on the lecture.”

“The only suggestion I have is to be clear on expectations in the group chat during class. Overall, the group chat was very effective, but it may be useful to remind students that it is not the space to debate sensitive and personal topics.”

Prior to posting, please think: is this comment going to help my peers learn?

What kind of guidelines would you include for the Everyone Chat?

Added this reminder to the first slide of every class
Videos on // Break Out Rooms // Polling

- Encourages engagement, active listening
- Encourages students to read ahead
- Provides the opportunity to find a community and like-minded peers within the classroom

→ The *First-Row Effect* also applied to the students in using the *Everyone Chat*
COURSE APPROACH & EVALUATION

Presence Marks

- **Active listening & “Netiquette” includes:**
  - Show up
  - Turn your video on
  - Be respectful and courteous during lectures and group discussion
  - Be open-minded. Know that you will not always have the same opinion as everyone else in the class, and that’s okay.
  - Participate in the polls (like iClicker responses; some of these poll questions will be included on the quizzes)
  - Contribute meaningfully to the “Everyone” Chat with questions/answers/resources/citations
  - Raise your virtual hand

“...and, despite it being online, I did not feel anonymous at all. I felt like it mattered if I attended (not just for participation marks), and that my “family” would miss me if I didn’t.”
EVALUATION

Break Out Rooms

Several personality traits are proposed to be adaptive by evolutionary psychologists. Think of a few. Can you see how any of these traits might benefit you or facilitate your life? Would the opposite side of the trait be maladaptive? How do these traits fare within the controversies common in the evolutionary psychology field?

Example Exam Question. Identify one personality trait proposed to be adaptive by evolutionary psychologists. Explain why this trait may be beneficial for the human species (1) and why not having this trait could be maladaptive (1). Explain how the proposition that this personality trait is adaptive holds up against two relevant controversies that are common in the evolutionary psychology field (explain the controversy and specifically how the controversy is related to the trait you selected– 2 points for each) [Out of 6 total].

Exams

- Assessing critical thinking
- Open book

Aim of Exams: I told the students that if they were at a dinner party or in an academic setting (e.g., a conference), and a topic related to the course came up, I wanted them to be able to know the material well enough that they could enter such a conversation with confidence and knowledge.

“She encouraged us to apply what we learned to our real lives. The take-home messages, discussions, and short answer questions on quizzes encouraged me to think about relevant life experiences, which helped me remember the material. One of the class objectives was to have conversations with people in our daily lives and naturally be able to talk about personality psychology topics. I definitely feel confident doing so.”
TAKING ADVANTAGE OF BEING IN THE COMFORT OF YOUR OWN HOME

Group Presentations

Skills that may be relevant to future occupation opportunities?

This is an opportunity!

Let students brainstorm as much as possible!

This may be particularly useful/important for activities/assignments where there might be some push back

⇒ I asked students this question, and there were tons of student responses in class and in the Everyone Chat

⇒ This may assist students who don’t want to do the group work to see the benefits, and also to get students on the same page
This is an opportunity!
- Proficiency with online platforms
- Digital communication
- Active listening
- Team player and online collaboration
- Critical thinking
- Decision making
- Problem-solving

Skills that may be relevant to future occupation opportunities?

I was expecting a lot of complaints about the group presentations – several other profs warned me that this was a risky assignment, but overall, the group presentations were excellent.
Aim to submit a Take-Home Message when we come back as a community!

BREAK OUT ROOMS
MEET YOUR FAMILY

Take turns introducing yourself to each other!

Suggestions for what to exchange at this time:
• Names, Pronouns & Department
• What would you consider incorporating into your own courses, based on this session?
• What else do you plan to incorporate into your online classes to facilitate engagement?
• If you’re a student, what would you like to see more of in online classes?

NOTE: once you’re in the break out rooms, I won’t be able to share my screen (you may want to make note of these questions now)
ADDITIONAL RESOURCES:


ADDITIONAL RESOURCES:

tiko@uvic.ca & jtanaka@uvic.ca

- Email Jim or Tiko with questions, comments, feedback etc.
- Email Tiko if you would like her syllabus, CES, grading rubrics for the group presentations
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<td>Introduction. What is Personality!?</td>
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<td>Mon May 18</td>
<td>VICTORIA DAY—No class</td>
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