
When a Door Closes... The Creative Fallout of the Pandemic
(Org: Peter Taylor (Queen's))

LOLA BRADFORD, University of Toronto

The shifting balance of power between me, my students, and chaos

It's hard to teach over Zoom. In recent months, I've taught two four-week enrichment classes for middle-school students, both over Zoom. I will share how the unfamiliar technology made me feel weak and awkward, like I couldn't control the class the way I used to. Then I will explain how this power shift actually benefitted the students' agency and the classroom culture. When I get back to a real classroom, I will choose more carefully what elements I control.

ANDRIJANA BURAZIN, University of Toronto Mississauga

time to exfolIATE silky smooth integral functions

Yes, the title is odd. But how did it come about one would ask? In my video talk, I will share with you one aspect of teaching math online in summer 2020 that I truly love and will find a way to incorporate in my in person class time (when we hopefully return): the chat.

FRANCE CARON, Université de Montréal

Developing modelling tasks and online resources with undergraduate students as full partners

Just before the pandemic, a colleague from École de santé publique and I had proposed a project of modelling and simulation workshops for students and teachers. The idea was to provide a different view of calculus and mathematics in general, as a way of describing, exploring with the aid of technology, and understanding aspects of a complex and changing world: public health, environment, etc. As the project became a reality in April, we adjusted to the circumstances by envisioning webinars instead of in-person workshops, and by putting a greater emphasis on the curation and development of online resources, open simulators and ideas for investigation projects. In doing that, we have remained faithful to one of our guiding principles: have undergraduate math students fully participate in the design and validation of the activities and resources. We will share some of the ideas, creations and reflections that have emerged so far through this mutually enriching partnership.

AMENDA CHOW, York University

A New Sense of Community

Whether there are twenty or two hundred students in a class, maintaining a sense of community in the switch from in-person to virtual classrooms is not easy. I will present some ideas I have tried to create this sense of community and give some reflections on the impact this had on my students and myself.

EDWARD DOOLITTLE, First Nations University of Canada

KSENIYA GARASCHUK, University of the Fraser Valley

RICHARD HOSHINO, Northeastern University

Unexpected Open Doors

In my brief remarks, I will describe my adjustment from the classroom to virtual teaching via Zoom, and share with you two unexpected open doors: how synchronous teaching helped me create global communities in my spheres of influence, and how my comfort in teaching online helped me land a new job. Finally, I'll describe a Math Prep course that I will be running in August, via Zoom, for a large group of students in six cities at my new multi-campus university.

MIROSLAV LOVRIC, McMaster University
My path to (virtual) happiness

I will outline how my thinking about the differential geometry course I'm teaching in the Fall has changed as I've been learning more and more about online/virtual (whichever term you wish). At the end of the day, what brought sunshine to my life was not zoom, or teams, or crowdmark, but Math.

MARGARET ELLEN MESSENGER, Mount Allison University
Polls to the rescue?

Ack! How can I tell whether my students understand concepts and examples during online classes when I can't look over shoulders at their notepads and can see only a handful of faces? Polls can help – and somehow many people are unaware of this functionality that exists in many video conferencing platforms.

I'll also briefly muse on the silver lining that many faculty are - for the first time - exploring approaches and ideas for classes beyond the traditional lecture and test format.

YUVESHEN MOOROGEN, University of Toronto
In Praise of Mathematical Gossip

Amid a global pandemic, the task of building purposeful conversation in the classroom becomes particularly challenging. Although it is possible to use technology to approximate the more familiar in-person setting, there are opportunities for different, equally meaningful, forms of communication to try out in this uncharted space. I will discuss my learning experience with a reading course that I am taking this summer, where my supervisor and I are almost exclusively interacting via telephone, and I will examine the merits of this primitive mode of communication.

ASMITA SODHI, Dalhousie University
PBL: Pandemic-Based Learning

Math projects are not revolutionary, but they are a way to get away from traditional testing and increase engagement with material in the online environment. In this video, I'll discuss why I chose to incorporate project-based learning into my seven-week, asynchronous online linear algebra course earlier this summer, and some of the student creativity that came out of it.