

## *Teaching Writing Online: How & Why*

(with some additions for us)

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

Canvas Translations

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

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

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

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

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

Canvas Translations

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

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

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

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

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

Canvas Translations

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

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

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

If your class relies significantly on you presenting context and information to students—either so they can use lessons to develop their writing or because your goal for students to understand, remember, and/or apply information, you need to create ways to deliver these experiences. This might mean brief video lectures. It might mean using slide shows and screencasting to “present” the information. Or you can consider synchronous meetings (but times like these suggest asynchronous meetings will be much more successful). If you use Canvas Conferences, you can also tell Canvas to “record” the webcasts and students who are not present can watch them later

