Guide for Preparing your Course for Remote or Online Learning

This guide provides a systematic approach to assist instructors in preparing their courses for remote or online instruction and is designed to support the use of the Brightspace Course Site Set-up Kit for Remote Instruction. It takes into consideration that some instructors may be starting from scratch, while others may have existing content to build upon. For those starting from scratch, we recommend that you use the set-up kit, as it provides a simple editable structure to get you started.

The guide is divided in two parts:

- Part I: Planning your Course
- Part II: Implementing your Course Plan in Brightspace, Memorial's Learning Management System

The guide is informed by *Memorial's Quality Guidelines for Course Design*, *Quality Matters Emergency Remote Instruction Checklist: Higher Education*, Universal Design for Learning (UDL) and the works of John Biggs, L. D. Fink and Grant Wiggins & Jay McTighe.

References

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(Standards used by the Centre for Innovation in Teaching and Learning (CITL), Memorial.)

- Quality Matters (n.d.). *QM Emergency Remote Instruction Checklist: Higher Education.* https://docs.google.com/document/d/e/2PACX-1vRzSgvQZDAbu9iG3Cxnq3D2hlxiUZrzwVRj94MGPVDvY9 exqxiSgOkuhKxkexPSxb12cb3QNqDTWSlc/pub
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Part I: Planning Your Course

Careful planning will help you make decisions about the course elements that are crucial for maximizing students' learning in a remote or online environment. Part I provides tips and resources to guide your decision making for each of these elements based on evidence-based practices.

For those wanting to learn more, a list of additional resources are provided so you can take a deeper dive into the ideas presented. Also, at the end of each section, you find a link to the relevant Quality Matters standard recognized internationally for delivering quality online learning experiences.

1. EXAMINE YOUR COURSE AND YOUR TEACHING AND LEARNING CONTEXT

The Goal: Examine your course requirements and specific teaching and learning context to identify situational factors or constraints that will help you make decisions about three major elements of your course: 1) goals/learning outcomes; 2) assessment and feedback; and 3) teaching and learning activities.

TIPS

Course Requirements

- *Review your syllabus, requirements of programs this course is included, and University policies and guidelines (e.g. [accessibility](#), [privacy considerations](#)).*

- *Review [Universal Design for Learning (UDL) guidelines](#) for improving the learning environment for all students.*

Teaching and Learning Context

- *Review ['Get Started with Teaching Remotely'](#).*

- *Think about who your students are and what challenges they may face while participating in your course.*

- *Consider technology your students may have access to at home – [contact CITL to discuss](#).*

- *Consider your instructional approach (how you like to teach).*

- *Reflect on your past teaching and identify the concepts that your students may have had trouble grasping. Think about how you motivated student participation and engaged them in the learning experience.*

- *Become familiar with or refresh your knowledge of Brightspace by attending [webinars](#) offered by CITL and review [Frequently Asked Questions](#) and [Student Resources](#).*

Want to know more?

Review:
[Designing a Course – The Analysis Phase](#)
[Memorial's TLF Toolkit](#)
[Universal Design for Learning in Higher Education](#)
[Bates, A. W. (2019). Chapter 2: The nature of knowledge and the implications for teaching. In A.W. Bates, *Teaching in a Digital Age*, Second Edition](#)
[Fink, L. D. (2013). Creating significant learning experiences: The key to quality in educational programs. In L. D. Fink, *Creating significant learning experiences*: *An integrated approach to designing college courses* (pp. 1-30). Jossey-Bass.](#)

[Quality Matters 6th Edition Standards](#)

2. EDIT OR WRITE OVERALL COURSE GOALS/LEARNING OUTCOMES

The Goal: Articulate the essential knowledge (concepts, ideas, principles, relationships), skills, and attitudes/values you want students to remember and be able to apply at the end of the course and after.

TIPS

Competencies/Attributes

- *In addition to four to six core content discipline-specific learning outcomes, consider including outcomes related to the digital and higher-order thinking skills you want students to acquire (e.g., analyze, synthesize, problem solve, collaborate). Also, students should be able to reflect and make connections among information learned in your course to other courses or disciplines, and the world in which they live).*

- *Don't try to do too much.*

Communicating Learning Outcomes

- *Consider how goals/outcomes are communicated from a [universal design perspective](#).*

- *Use [verbs from learning taxonomies](#) or [Bloom's Taxonomy – Revised for 21st-Century Learners](#) to help write observable and measurable learning outcomes that you later use to guide your selection of assessments and activities to help students achieve these intended outcomes.*

- *Prioritize the learning outcomes according to importance. This will help you later decide on the course organization and help your students prioritize their learning.*

Want to know more?

Review:
[Set Goals and Outcomes](#)
[Learning Outcomes: Definition, Characteristics, and Benefits](#)
[Learning Outcomes: Construction](#)
[Developing Learning Outcomes](#)
[Learning Taxonomies](#)
[What Level of Learning Applies?](#)
[What is 'Significant Learning"](#)
[Moving a Taxonomy of Inclusive Design from Theory to Practice](#)

[QM General Standards 2.1 to 2.5](#)

3. REVIEW AND CONSTRUCT ASSESSMENT COMPONENTS AND METHODS OF FEEDBACK

The Goal: Choose assessments that enable students to continuously monitor and evaluate their own learning progress and ultimately achieve the course learning outcomes.

TIPS

Assessment

- *Review existing assessments and determine if they help students achieve the overall course learning outcomes.*

- *Reflect on your past assessment strategies and think about how they can be modified for remote or online instruction.*

- *Review '[Moving Assessment to Remote Learning within Brightspace](#)'.*

- *Examine [types of assessments](#) that support different levels of Bloom's Taxonomy, see this [Taxonomy Wheel.](#)*

- *Provide opportunities for students to self-reflect and get feedback from you and their classmates, see [Examples of Peer Assessment Assignments](#).*

- *Apply [UDL principles in assessments](#).*

- *Review Memorial's [Guidelines for Accommodations](#) to assist students.*

Feedback

- *Use [rubrics](#) to make expectations (criteria and standards) clear to students and to help you grade assessments.*

- *For examples of rubrics for critical thinking, written and oral communication, etc. view [VALUE rubrics created by the Association of American Colleges & Universities (AAC&U)](#).*

- *Build in ways to make sure students are accountable for the work they do in discussions and in groups.*

- *Consider [different types of feedback](#) and frequency required for students to track their progress and stay motivated to complete the course.*

Technology

- *Use the [Assignments (Dropbox) tool in Brighspace](#) for students to submit essays/research papers and for you to easily track submissions, annotate papers, and/or provide audio feedback.*

- *For privacy and security of student data, use technology supported by Memorial:*

    o *[Brightspace communication, collaboration and assessment tools](#).*

    o *Other [educational technologies](#) supported by CITL (i.e. Peer Scholar).*

Want to know more?

Review:
[FAQs for Instructors](#)
[Assessment, Evaluation and Feedback](#)
[Educative Assessment (Forward-Looking Assessment)](#)
[Creating and Using Rubrics](#)
[Transforming Assessment](#)

4. REVIEW AND PREPARE TEACHING AND LEARNING ACTIVITIES AND RESOURCES

The Goal: Select activities, content, and resources that will help students to successfully complete the assessment you have chosen and interact with each other.

TIPS

Activities

- *Identify the successful activities you use in-class and think about how they can be delivered online.*

- *When appropriate, limit activities that simply focus on rote learning or memorization.*

- *Scaffold learning activities to move students from mastering content to learning how to apply the content, reflect, and make connections.* Watch this video of a [five stage model](#).

- *Have students find and evaluate information themselves by providing criteria and guidelines.*

- *Include activities to help students summarize key points*.

- *Embed [formative classroom assessment techniques](#) throughout course for students to monitor their progress.*

- *Incorporate [group projects](#) and [online collaborative learning](#) activities.*

- *Engage students with [online discussions](#) to apply content and reflect on what they are learning.*

- *Give some consideration to activities that can be done synchronously (real-time) versus asynchronously.*

- *Use synchronous activities when there is opportunity for students to interact and collaborate (e.g. presenting troublesome topics or hosting review sessions that may require Q&A and bringing in a guest speaker). [Contact CITL](#) for consultation.*

- *[Design activities](#) to meet all students' needs.*

- Get *students' feedback on course content and facilitation.*

Supporting Content/Resources

- *Consider the best way to make content available to students (e.g. provide course notes in text format, [audio](#), and [video](#)).*

- *Review any existing resources (e.g. instructor notes, PowerPoints slides, and readings) for currency and make plans for revisions and additions to facilitate and support each of the learning activities. [Contact CITL](#) for a consultation with an instructional designer.*

- *Where possible, link to relevant web content or [Open Access](#) resources (e.g. [OER Commons Collections](#) or [CC Search](#) and [Linney – MUN's Learning Object Repository](#)) rather than create all the content yourself.*

- *If required, create a [video](#) narration of your own slides, record yourself demonstrating a task, or work with CITL to create a video. See [media examples](#) on CITL website.*

- *Link to an audio clip, record your own (e.g. using [Microsoft voice recorder](#) or [audacity](#)) or create a [podcast](#).*

- *Consider using resources currently available through Memorial Libraries by incorporating the [Course Resources (Reserve](#)) tool in your course site.*

- *While many resources you find online are available for use under current Fair Dealing guidelines, it is important to verify copyright restrictions and apply proper attribution when using the work of others. [Copyright support](#) is available at the library if you are unsure about licensing or have questions about fair dealing.*

Technology

- Incorporate technology, *such as twitter, [video assignment tool within Brightspace](#), [peerScholar](#) and other technologies supported by CITL to foster communication and collaboration, see [Which Tool Should I Use?](#).*

- *Use the appropriate technology for your teaching situation (e.g. class size, type of activity, course goals/learning outcomes). [Contact CITL](#) should you need help in making these decisions.*

Want to know more?

Review:
[Finding Free Copyright Materials for your Course](#)
[Types of Lectures – Planning for Interactive Teaching and Learning](#)
[Improving Online Communications](#)
[More learning in 'active learning' classrooms, but students don't know it](#)
[Activities for Building Cultural Competencies in Our Students and Ourselves](#)
[Bates, A. W. (2019). Chapter 10: Trends in open education. In A. W. Bates, *Teaching in a*](#)

Digital Age, Second Edition
Bates, A. W. (2019). Chapter 8: Choosing and using media in education: The SECTIONS model. In A.W. Bates, *Teaching in a Digital Age*, Second Edition

QM General Standards 3.5, 4.1 to 4.5, 5.1 to 5.4, 6.1 to 6.4 and 8.3 to 8.5

5. CHECK THAT LEARNING OUTCOMES, ASSESSMENT/FEEDBACK AND ACTIVITIES/RESOURCES SUPPORT EACH OTHER

The Goal: Verify the goals/outcomes, assessment and feedback, teaching/learning activities, and resources you have chosen support each other and are reflective of the course requirements and your teaching and learning context – situational factors (see Figure 1).
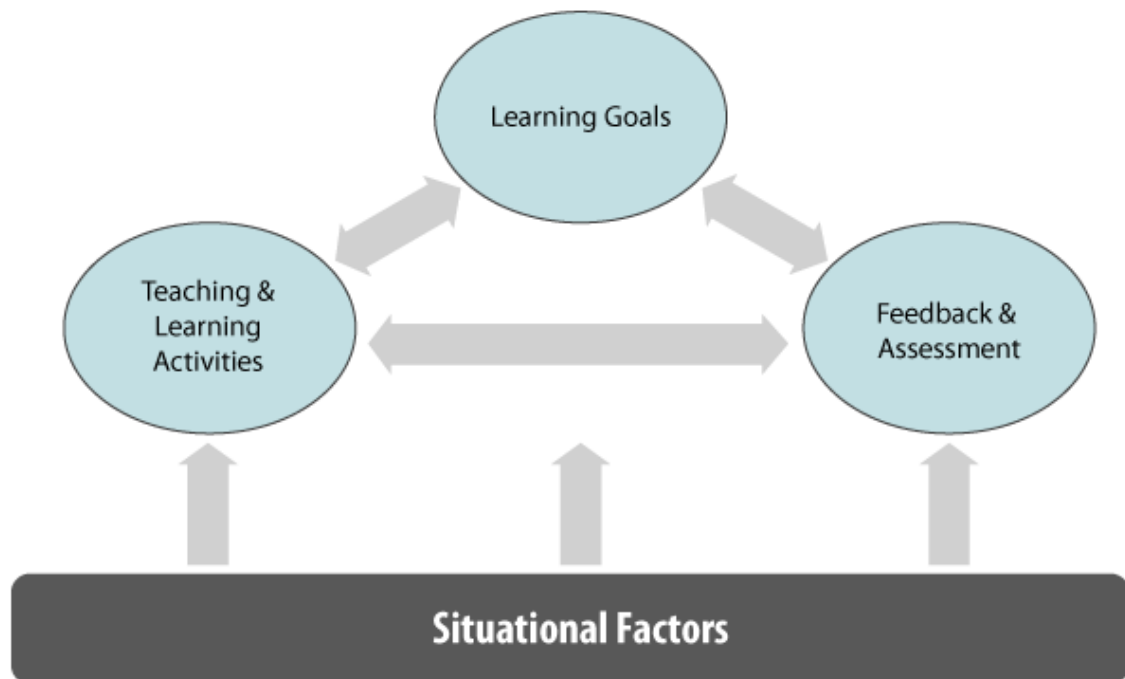

Figure 1: Components of Integrated Course Design. Adapted from Model 1 from L. Dee Fink, "A Self-Directed Guide to Designing Courses for Significant Learning, ©2005, p. 2. Via Dee Fink & Associates.

TIPS

Effective Course Design

- *List each of your learning outcomes.*

- *For each outcome, Identify the content (assessment, activity, and resource) students will complete and how feedback will be provided for you and the students to determine if they achieved the intended learning outcomes.*

- *Check how well the activity or assessment supports the learning outcomes. For example:*

    o *If the learning outcome is for students to be able to analyze information and an exam with questions requiring students to remember content-related facts is the assessment, then the outcomes and assessment are not aligned. There is no opportunity for students to practice analyzing information.*

Want to know more?

Review:
Learning Outcomes: Alignment
Constructive Alignment: What is constructive alignment?
Fink's Integrated Course Design
Wiggins & McTighe (2001). Chapter 1. What is Backward Design?

QM General Standards 2.1 to 2.5, 3.1, 4.1, 4.2, and 5.1

6. DECIDE COURSE STRUCTURE AND ORGANIZE A SCHEDULE FOR ENTIRE SEMESTER

The Goal: Establish a consistent course structure and revise or create a schedule for the entire semester that can be used to guide student learning and your instruction.

TIPS

Course Structure

- *S*caffold major topics/themes, so build on one another in a way that allow students to integrate what they learned in a previous week with new topics/information in the upcoming week (e.g. from simple to complex or known to unknown).

- *Decide how many weeks or class sessions are required to cover each major topic/theme that comprise your course content for the semester.*

- *For each weekly topic or module, introduce the concepts/information to be covered, define learning outcomes, explain purpose of readings, and include the activities and assignments students are expected to complete. This will help students plan and manage their time.*

Course Schedule

- *Sequence the activities and assessments you selected around the weekly topics/themes into a course schedule.*

- *Ensure ample time is allocated between each activity and/or assessment for students to apply concepts, for you to provide feedback, and for students to analyze feedback to improve learning.*

- *Suggest completing the activities and assignments yourself to ensure they can be completed in time frame allocated and using the instructions and resources provided.*

Want to know more?

Review:
Backward Course Planning
Course Design – Course Components, Structure and Style
Principles of Accessibility
Assistive Technologies
Media Services
Things to know when teaching online

QM General Standards 1.1, 3.4, 3.5, 5.1, and 8.3

7. PREPARE OR REVISE SYLLABUS AND COMMUNICATION STRATEGIES

The Goal: Communicate your course design and expectations in the syllabus, along with your communication strategies to establish a supportive learning environment.

TIPS

Course Expectations

- *Review syllabus requirements under University Regulations stated under General Academic Regulations (Undergraduate) in Memorial's Calendar.*

- Review [Guidelines for Course Syllabi](#) at Memorial.

- *Check with your academic unit to see if a syllabus template is available.*

- *Ensure overview of course includes the course structure and describes how content will be delivered (instructor printable notes, slide presentations, links to websites, audio clips, instructor-created video,videos on YouTube, real-time scheduled web conferencing sessions).*

- *Explain why the course content is relevant and show the connection between the learning outcomes and assignments/activities. Use a concept map, for example.*

- *Place information about supports and accommodations at the top of the syllabus so students can easily see what is available to help them succeed.*

- *Include a schedule for the entire semester and note any due dates.*

- *Coordinate grading allocations (e.g. weight) so appropriate to each component based on the determined level of importance.*

- *Clearly describe instructions and resources required for each assessment component. Include any rubrics to help students see your expectations for submissions. This too may also decrease the number of inquiries from students.*

- *Provide clear participation and/or evaluation guidelines for any asynchronous discussions and synchronous activities/interactions in your course.*

Communication Strategies

- *Similar to how you would speak in a typical lecture, write in a more conversational style to engage students.*

- *Include netiquette rules to promote respectful communication, interaction and collaboration.*

- *Clearly articulate how students can contact you and when they can expect a response. For example, how often will you be checking and responding to email.*

- *List your office hours and the tools students can use to reach you.*

- *Outline when students can expect grades and feedback.*

- *Provide resources for students to become familiar with the tools used.*

- *Encourage the use of audio and video to help students connect with you and each other.*

Want to know more?

Review:
[The Seven Principles for Good Practice in Undergraduate Education](#)
[Course Syllabus Design](#)
[Faculty of Humanities and Social Sciences – Develop a Course Syllabus](#)
[Faculty of Science – Guidelines for Course Syllabi, Faculty of Science](#)
[Inclusion by Design: Tool Helps Faculty Examine Their Teaching Practices](#)

[QM General Standards 1.1-1.7, 2.1, 2.3, 3.1, 3.2, 4.2, 4.3, 5.3, 5.4, 6.4, 7.1 to 7.4, and 8.6](#)

8. EVALUATE HOW YOUR COURSE IS GOING

The Goal: Select appropriate times throughout the course to solicit feedback and determine additional supports to help students succeed.

TIPS

Student Feedback

- *Include opportunities for feedback from students part way through the course or even after each major section to assess how they are doing and how the course is progressing.*

- *Ask students to evaluate the learning activities and resources (including technology) used.*

- *Use [Brightspace Survey Tool](#) to solicit feedback.*

- *Encourage students to complete CEQs.*

Want to know more?

Review:
[Classroom Assessment Techniques](#)
[Sample Activities for Getting Feedback from Students](#)
[Gathering Formative Feedback with Mid-Course Evaluations: A Guide for Faculty](#)

[Quality Matters 6th Edition Standards](#)

Part II: Implementing Your Plan in Brightspace

Now that you have a sound plan for your course, you can begin setting up your Brightspace learning environment. Part II of this guide provides other tips and resources to help you build and facilitate your course in Brightspace. Again, a list of additional resources and QM standards are provided if you want to dive in and learn more.

NOTE

About six weeks prior to the start of the semester, a Brightspace course site is automatically generated for each credit course offering and access provided to instructor. This is the **'live'** site that registered students will access. If you wish to prepare in advance prior to the generation of the '**live**' site, you can submit a request to [CITL's Support Centre](#) for a **'sandbox'** or '**development** site with no student registrants added. You can copy content from a previous offering into the **'live'** or **'sandbox'** site. If you are starting from scratch, consider uploading the [course set-up kit](#) into your Brightspace course site. The set-up kit was designed to meet accessibility standards and can easily be edited using the HTML editor within Brightspace.

1. GETTING STARTED: WRITE WELCOME AND OVERVIEW

The Goal: Introduce learners to purpose and structure of the course, learning environment, and what is expected.

TIPS

Welcome Message

- Welcome students to the course and introduce yourself.

- *Describe your teaching philosophy and how course is designed.*

- *Consider sharing some information about you and your experience teaching the course to help students establish a connection with you, see [examples of course/module introductions](#).*

Course Overview

- *Write a general description and describe the overall format of the course. Draft in Microsoft Word or similar application first and then copy and paste into Brightspace [using HTML Editor](#) (page provided in CITL Course Setup Kit Template).*

- *Make clear how to get started, how to navigate the site, and find various components (e.g. syllabus, descriptions of assessments, due dates).*

- *List overall course goals/learning outcomes, if not included in syllabus section.*

- *Communicate the course workload to help students plan and manage their time (e.g. include formal study time and self-study time).*

- *Explain what is expected for asynchronous discussions and synchronous activities/interactions (e.g. participate in discussion forums regularly and how you will hold students accountable for group work).*

Want to know more?

Review:
The Key Ingredients to Students' Success in a College Course

QM General Standards: 1.1 to 1.9

2. SET COMMUNICATION EXPECTATIONS

The Goal: Create a sense of community by informing students how communication and interaction occurs in the course.

TIPS

Communication Strategies

- *Describe how students will communicate with you and their classmates and outline the technology tools used (e.g. students can use Brightspace classlist to email you, individual classmates or group members).*

- *Provide more than one way to contact you (e.g. an Institutional email or telephone number for emergency situations).*

- *Include contact information for any assistants helping deliver the course (e.g. teaching assistant or librarian/research assistant).*

- *Set response time expectations. Being online does not imply you need to be available 24/7.*

- *Communicate when students can expect grades and feedback.*

- *Use the [Announcements](#) tool in Brightspace to update students of any changes in course schedule or resources.*

- *Provide schedule of online synchronous sessions if you are including these in your delivery. This will help students prepare to actively participate in the course (sample already included in CITL Setup Kit Template).*

- *Hold online office hours using [Online Rooms](#).*

- *Review '[Best Practices for Video Conferencing](#)' created by CITL.*

- *Include netiquette rules (already included in CITL Course Setup Kit Template).*

- *Discuss with students the built-in [video and audio](#) recorder and whether want to use it for participating in discussion forums.*

Opportunities for Social Interaction

- *Foster social interaction so students can learn from each other by:*

    o *Inviting students to introduce themselves and share a personal comment or video.*

    o *Creating a course [discussion](#) and encourage students to ask and respond to questions related to the course and post relevant resources.*

    o *Encouraging study groups.*

    o *Creating a 'student cafe' discussion forum for students to talk about things not related to the course.*

Want to know more?

Review:
[Using Announcements to Give Narrative Shape to your Online Course](#)
[Improving Online Communications](#)
[Community of Inquiry Framework](#)
[7 Strategies to Promote Community in Online Courses](#)
[Social Learning](#)
[Building Community and Creating Relevance in the Online Classroom](#)
[Emoticon Basics](#)
[Which Tool Should I use?](#)
[Other Educational Technologies](#)

[QM General Standards: 1.3, 1.8, 1.9. 5.3 and 5.4](#)

3. PROVIDE RESOURCES ON HOW TO BE SUCCESSFUL AND GETTING HELP

The Goal: Set the tone for success by informing students where to go for help, including academic and student support services.

TIPS

Academic and Student Support Services

- *Add supports and services (e.g. library service and writing center) available at Memorial and your specific campus (list provided in CITL Setup Kit Template).**Note***: Items identified in Setup Kit as a WEB PAGE can be edited by you using the [HTML Editor](#) and LINKS (e.g. Library Service, Technical Help) are managed by CITL, so updates will automatically be applied to your site.*

- *Check with your academic unit and colleagues for other discipline-specific resources or institutional policies to add.*

Tutorials and Guides

- *Provide guidance on study skills and time management as students are required to work more independently in an online/remote environment (already included in CITL Course Setup Kit Template).*

- *Include [tutorials on using Brightspace](#) and how to get [help](#) (already included in CITL Setup Kit Template).*

- *Share tutorials to help students become familiar with other technology tools being used, (e.g. Google Sheets).*

Want to know more?

Review:
[Why learner support is an important component in the design of teaching and learning](#)
[Bates (2019). A.6 Learner support. In A. W. Bates, *Teaching in a Digital Age*, Second Edition](#)

[QM General Standards: 7.1 to 7.4](#)

4. MAKE SYLLABUS ACCESSIBLE

The Goal: Present the syllabus in various formats to meet the needs of your learners.

TIPS

Formatting Syllabus

- *Format using a template from your academic unit, if available.*

- *Consider placing each component in your syllabus on an individual page as per CITL Setup Kit and/or uploading an accessible printable version that can be easily read by [assistive technology](#), such as a screen reader.*

- *If you using CITL Setup Kit Template, delete any pages you will not be using.*

- *Summarize all assessments, including sub-components, and value of overall grade (page already included in CITL Course Setup Kit Template).*

- *Suggest including a detail description of each assessment that clearly states its purpose, what students are to do, when, how.*

Want to know more?

Review:
[Guidelines for Course Syllabi](#)
[Course Syllabus Template](#)
[UDL Syllabus](#)
[As You're Preparing the Syllabus . . .](#)
[Seven Ways to Make Your Syllabus More Relevant](#)

[QM General Standards: 8.1 to 8.6](#)

5. CREATE COURSE SCHEDULE

The Goal: Create a schedule that provides a snapshot for each week of the semester, including topics, activities, assessments, and due dates to help guide student learning.

TIPS

Schedule at a Glance

- *Review your syllabus and compile into a schedule at a glance the weekly content/topics and activities and assessments (sample provided in CITL Course Setup Kit Template).*

- *Add due dates for graded assessments, including sub-components.*

- *Ensure ample time between assignments for students to receive feedback before the next assignment is due.*

- *Consider the time required for your students to complete assignments and for you and your teaching assistants to mark and return graded work.*

Policies and Regulations

- *Review general academic regulations related to 'Scheduling of Parts of Evaluation' and 'Correct and Return of Student Work' in University calendar to ensure your dates meet the requirements of these regulations and your academic unit-wide policies.*

Want to know more?

Review:

Bates (2019). 11.9 Step seven: design course structure and learning activities. In. A. W. Bates, *Teaching in a Digital Age,* Second Edition

QM General Standards: 8.1 to 8.6

6. SETUP CONTENT MODULES

The Goal: Add the content that students need for a successful learning experience following the weekly schedule developed for the semester.

TIPS

Organize and Add Content

- *Create a module for each week (sample provided in CITL Course Setup Kit Template) or organize content modules according to the topic/theme noted in course schedule, see Content tool overview.*

- *Establish a routine structure for each week or module so students can plan and organize, for example: introduce the content (concepts/ information) to be covered (e.g. write an introduction and include a activity to appraise students' knowledge of and experience with the topic).*

- *Add [learning outcomes](#) for the module so students know what is expected and can prioritize their learning.*

- *Link to or upload your course resources (e.g. readings in text, resources on [eReserve](#) through the library, instructor notes, PowerPoint slides, audio and video (see [How to Upload a Topic Page](#) and Using [HTML Editor](#) to add resources).*

- *Explain purpose of reading(s), resources, and highlight things students should pay particular attention to.*

- *Provide descriptions and detail instructions of any activities. (e.g. group activities and [expectations of group members](#)). Use this [template as a guide](#) for explaining activities and assignments.*

- *Provide relevant examples of previous students' work when useful/possible.*

- *Include clear information about assessment due or place a reminder. Consider using [Intelligent Agents in Brightspace](#) to send reminders.*

- *Use '[Manage Files Area](#)' in Brightspace if want to create/copy the file structure currently on your computer or to upload a number of files at one time.*

- *Determine how you will release content – entire content on first day of classes or set weekly [release conditions](#).*

- *Refer to [Copyright Help](#) for assistance with determining appropriate credit lines when attributing other's work.*

UDL Considerations

- *Use headings to organize content and signal important information – see [Basics of HTML](#).*

- *Avoid adding elements (e.g. images) that are distracting and don't crowd too much text one page.*

- *Include transcripts for video and audio added, see [Transcribing Recorded Video and Audio Files](#).*

- *Check how the content you have added will look to students to ensure it is as you intended, see [Check your Content as a Student](#).*

Want to know more?

Review:
[Content Tool FAQ](#)
[Getting Started with Teaching Remotely](#)
[Plan, Design & Develop Your Course](#)

[RAMP IT UP! Action-based guide for building accessible websites](#).
[CITL Media Services Available](#)

[QM General Standards: 5.1, 5.2 and 8.1](#)

7. SETUP COMMUNICATION AND ASSESSMENT TECHNOLOGY TOOLS

The Goal: Set up all technology tools used in the course as outlined in your syllabus.

TIPS

Communication Tools

- *Set up [discussions forums and topics](#), restrictions, and link to gradebook.*

- *If group work is required, create [groups in Brightspace](#). Each group can have its own discussion forum and submission Assignment (Dropbox) folder.*

- *Add [important](#) dates.*

Assessment Tools

- *If using the Brightspace [Assignments (Dropbox)](#) tool, create folders, add student instructions, link to gradebook, and set any restrictions.*

- *Create any [Brightspace rubrics](#) or upload/link to rubrics.*

- *Review your [Gradebook](#) and add any additional assessments. Having all assessments referenced in the gradebook allows students the ability to track their own progress in the course.*

- *[Hide an assessment](#) so final grade is not visible to students before released by the Registrar's Office.*

Library Reserve and Textbook

- *Make [Course Resources (Reserves)](#) link available in your site if you created a reading/resource list at the library.*

- *Order any textbook(s) with your academic department.*

NOTE

Contact Support Centre for help on setting up technology tools or to book a consultation.

Want to know more?

Review:
Guide to Teaching Online
Structuring Discussion to Engage Students

QM General Standards: 6.1 to 6.4 and 8.6

8. FINALIZE AND ACTIVATE YOUR COURSE SITE

The Goal: Do a final review to ensure everything is ready and activate for student viewing.

TIPS

Final Edits

- *Ensure all links to resources are still working.*

- *Check credit lines and make sure citations are accurate.*

- *Check Course Resources (Reserves) is available.*

- *Complete final check for Accessibility* and *Quality*.

- *Prepare for the unexpected – test technologies used to anticipate and solve problems ahead of time.*

Course Admin Tasks

- *If working from a 'development' or 'sandbox' site, copy your content into 'live' semester course site.*

- *Activate your course site so visible to students.*

- *If you want to combine course offerings (sections), contact Support Center.*

- *To provide a TA or others with access to your course, submit a request to the Support Center, include name and email address.*

Want to know more?

Review
Semester Startup FAQ

[Semester Start-Up Video Tutorials](#)
[Self-Review of Online Teaching Guide](#)

[QM General Standards: 8.1 to 8.6](#)