



Face-to-face to Remote Teaching: A Framework for Adapting Courses

1. Be clear about the student learning outcomes for your course.
2. Prepare interactions that are essential to achieving the outcomes.
3. Identify the elements of your assessment scheme that will have to be redesigned for the virtual classroom where there will be no invigilated exams.
4. Be familiar with the Brightspace learning management system and its various tools.
5. Know the pros and cons of synchronous and asynchronous approaches.

Part B: Adapting

1. Divide the F-2-F course into several sections according to some organizing scheme that makes sense for your course and instructional plan.
2. Using the information and knowledge gained from Part A, for each course section, copy and complete the table below (make decisions, identify resources, and record your notes and questions, providing as much detail as possible).

Section Number & Title:			Course ID:
Outcomes	Lectures & Content	Assessment	Communication & Community
	Lecture	Formative	Course matters
	Learning activities	Summative	Well-being
	Learning resources	Assessment resources	Resources
	Brightspace tools & other technology	Brightspace tools & other technology	Brightspace tools & other technology
	Accessibility	Accessibility	Accessibility
	Privacy	Academic integrity	Privacy

See the reverse for guidance on completing each section of the table.

Section Number & Title: <i>(Identify topic/theme and sequence/position in the course)</i>		Course ID:	
<p>Outcomes</p> <p><i>Goal: to focus course content and teaching and learning activities; to check alignment between outcomes, teaching and learning activities, and assessment</i></p>	<p>Lectures & Content</p> <p><i>Goal: to determine how essential learning interactions will be managed in the virtual classroom</i></p> <p>Guiding questions:</p> <ul style="list-style-type: none"> • What are the essential interactions? • What can students do on their own? • What must I do? • What should students do collaboratively? • What needs to take place synchronously (in real-time)? 	<p>Assessment</p> <p><i>Goal: to determine how achievement of student learning outcomes will be assessed in a manner that does not require invigilation</i></p> <p>Formative assessment: Build in ungraded opportunities to check understanding and provide feedback</p> <p>Summative assessment:</p> <ul style="list-style-type: none"> • Consider multiple low stakes assignments and progressive assignments. • Focus on creative and complex cognitive abilities (analyze, investigate, evaluate, justify, solve, compose, design). <p>Consider the following:</p> <ul style="list-style-type: none"> • Paper/Assignment/Project • Open-book/Take-home exam • Reflection • Online quiz/exam • Student Presentation • Oral exam 	<p>Communication & Community</p> <p><i>Goal: to identify challenges early, to provide direction, and to establish a supportive learning environment</i></p> <p>Regular communication, in sync with the rhythm of the course so as not to overwhelm students, should include communication about the following:</p> <p>Course matters:</p> <ul style="list-style-type: none"> • expectations for learning and student participation • what students can expect from you • clear, detailed, and easily accessible instructions for all learning activities and assessments including the time to complete, how to access help, and how to submit work • a reminder of office hours <p>Well-being:</p> <ul style="list-style-type: none"> • an acknowledgement of the current crisis-related events • your personal response to living and working in the current circumstances • needs related to accessibility • an invitation for students to connect with you privately about any stressors that affect their learning and well-being • encouragement for students to connect with each other to share how they are learning and for social interaction

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	<p>Learning resources</p> <ul style="list-style-type: none"> • What resources are required? • What existing resources can be used or adapted? • What resources need to be developed? <p>Consider the following:</p> <ul style="list-style-type: none"> • Live video conference • Pre-recorded video • Narrated PowerPoint • Internet resources • Library reserves • Documents 	<p>Assessment resources</p> <ul style="list-style-type: none"> • What resources are required? • What existing resources can be used or adapted? • What resources need to be developed? (case study, data set, bibliography, problem set) • Clear and detailed instructions that 	<p>Communication resources</p> <p>Course Syllabus: A detailed course syllabus can go a long way in setting expectations, guiding student’s participation and learning, and establishing a welcoming and supportive environment.</p>
	<p>Brightspace tools & other technology</p> <ul style="list-style-type: none"> • Content Tool (Brightspace) • Online Rooms (Brightspace) • Groups Tool (Brightspace) • Pre-recorded video • Course Reserves (Memorial Libraries) • @mun Email 	<p>Brightspace tools & other technology</p> <ul style="list-style-type: none"> • Assignment Drop Box (Brightspace) • Video Assignments (Brightspace) • Online Rooms • Discussions • Quizzes Tool (Brightspace) • @mun Email 	<p>Brightspace tools & other technology</p> <ul style="list-style-type: none"> • Announcements (Brightspace) • Discussions (Brightspace) • Class List/Email (Brightspace) • Online Rooms (Brightspace) • Chat—Personal & General (Brightspace) • @mun Email
	<p>Accessibility</p> <ul style="list-style-type: none"> • Will the elements of this plan be accessible to all students? • What flexibility can I build in? • How do I create video transcripts? 	<p>Accessibility</p> <ul style="list-style-type: none"> • Will assessment methods be accessible to all students? • What choice or flexibility can I build in? • Allow more time than you normally would • Provide information about technical support 	<p>Accessibility</p> <p>Use multiple modes of communication</p>

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	<p>Privacy Students have a right to privacy and may not want to be seen or heard in recordings. If your virtual class is being recorded...</p> <ul style="list-style-type: none"> • tell students • make participation optional (mute mic, turn of camera) • provide options for submitting questions and comments 	<p>Academic Integrity</p> <ul style="list-style-type: none"> • Provide direct messaging (through Announcements, Discussions, or email) that... <ul style="list-style-type: none"> – emphasizes the importance of academic integrity and personal accountability – links to information about Memorial’s regulations on Academic Misconduct • Be clear about what is allowed and not allowed (individual or group work, resources that can be used) • Consider asking students to sign an honour code before starting the exam 	<p>Privacy Remind students how they should connect with you to privately discuss personal matters that affect their learning.</p>
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