



Teaching without Walls at TRU: a practical guide with tools, tips, and techniques

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*MELISSA JAKUBEC AND MICHELLE
HARRISON*

BRENNA GRAY AND MARIE BARTLETT

THOMPSON RIVERS UNIVERSITY



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Welcome!

Weyt-kp xwexweytep! We want to first acknowledge the Secwepemc Nation, upon whose traditional and unceded land Thompson Rivers University is located (ne Secwepemcúl'ecw). We are grateful for the Secwepemc Nation's generosity and hospitality while we live, learn and work in their territory.

Thompson Rivers University humbly acknowledges the location of its campuses in the traditional and unceded territories of Indigenous peoples of the Secwépemc Nation. The Tk'emlúps territory

is host to the TRU Kamloops campus; the T'exelcemc is host to the TRU Williams Lake Campus; Tsq'escenemc hosts the 100 Mile House regional centre; the Ashcroft First Nation of the Nlaka'pmx Nation hosts the Ashcroft regional centre; the Simpcw territory hosts the Barriere and Clearwater regional; and the St'át'imc Nation which includes Nxwisten, Ts'kw'aylacw, Sekw'el'was, Lil'wat, Tsal'álh, T'it'q'et, Xáxl'ip, N'quatqua, Xa'xtsa, Skatin and Samahquam hosts the Lillooet regional centre. Thompson Rivers University recognizes the need for research, teaching and service responsive to all Indigenous communities, including First Nations, Inuit, and Métis learners.

This resource has been Adapted from Alison Flynn and Jeremy Kerr's *Remote teaching: a practical guide with tools, tips, and techniques* and is designed to help you convert your face-to-face



Territorial marker

class to a remote course as simply as possible. We walk you through the process, at each step giving a suggestion for a specific tool/technology—the TRU-supported one and our preferred tool if it is different. We also give an example and sources of additional information. We also created a **syllabus, course planning documents and other resources** that you can modify to suit your own course, if desired. These resources are available in the section called [Quick start overview and resource documents](#).

We have all shared the experience of an emergency translation of in-person teaching to remote teaching in spring, 2020. Each of us improvised a distinct set of tools and approaches that worked in the short term and enabled courses to be concluded in a reasonable way.

The purpose of this guide is to support efforts to *plan* courses to be offered using remote instruction, identifying a set of tools with supporting examples that can be customized for courses. We also recognize that this emergency involves profound changes to every part of the university experience. Many of us must work under challenging circumstances at home to deliver something that we may have never seen before, let alone created. To be blunt, this transition is stressful.

This guide is intended to take some of the sting out of the process of having to work under such strange and challenging conditions.

We value feedback. In adapting this book from the University of Ottawa, we dove into materials, tools, techniques, and research around best practices for teaching and tried to tailor it to the TRU experience. We have missed things that would make this guide more accessible to colleagues and the process of planning remote teaching less stressful. **To this end, please contact us with questions, suggestions, and concerns.**

Simple and familiar are ideal

We recommend **keeping things simple** and using tools and methods that you are already **familiar** with, to the extent possible. There are so many options that if the ones provided don't seem like a good fit, please feel free to make changes or reach out (see the Chapter on [“Where to find help and advice”](#)).

The fact is that many of us have not seen examples of a “good” remote learning course. In a non-exclusive way, we will provide a number of examples of potentially successful courses and describe the strategy, approaches, and tools that were used to create those examples of success.

Consider how the pandemic may be affecting students

When designing a course for remote instruction, flexibility is important. In this pandemic situation, students have not CHOSEN to take a remote course. They are being required to take courses remotely and many have not even have encountered remote learning or an online course before.

Accessibility matters. Students may have limited access to essential materials for an online course or even to an environment that is suitable for concentration and learning. For example, students may: (i) have no printer, (ii) have poor or no wifi, (iii) not have a calm place to work, (iv) not have a suitable device.

It is vital to remember that we will be working through a global pandemic. Students, their family members, and/or their friends may experience risky health challenges related to COVID-19 as well as those that otherwise arise. Because of pandemic-related travel limitations, some students will be working in a different time zone.

In addition to challenges that such time zone differences create that relate to delivery of live (synchronous) content, students also have other obligations associated with their presence in those remote locations (e.g. caring for family members or helping with a family business).



A little about remote instruction

This fall transition is an example of **remote teaching** and not (for most of us) a formal **online course**. There's a full explanation of the differences [here](#). Essentially, a remote course is a normally face-to-face course that is given a distance during time of an emergency (in this instance, the COVID-19 pandemic) to ensure teaching continuity. A remotely taught course is a digital translation of a course that was originally intended to be given in person.

During this pandemic period, neither students nor instructors have any choice about using remote learning/teaching approaches. Considerations and flexibility should be given to the fact that neither is optimally equipped for remote learning/teaching. In contrast, online courses are designed for their medium. Their design usually involves the support of a team of online education experts, including instructional designers, graphic designers, and a production team. In a way, the distinction between remote teaching and a truly online course is one of degree, but the way content is delivered between the two approaches and indeed the content itself can vary significantly.

Up next

Through each of the chapters that follow, we walk you through the steps of converting to a remote course. Many course variations are possible and we encourage you to adapt these suggestions to best support the students in your course. Please feel free to contact us with suggestions, concerns, or questions by emailing [LearningDesign](#).

Quick start overview and resource documents

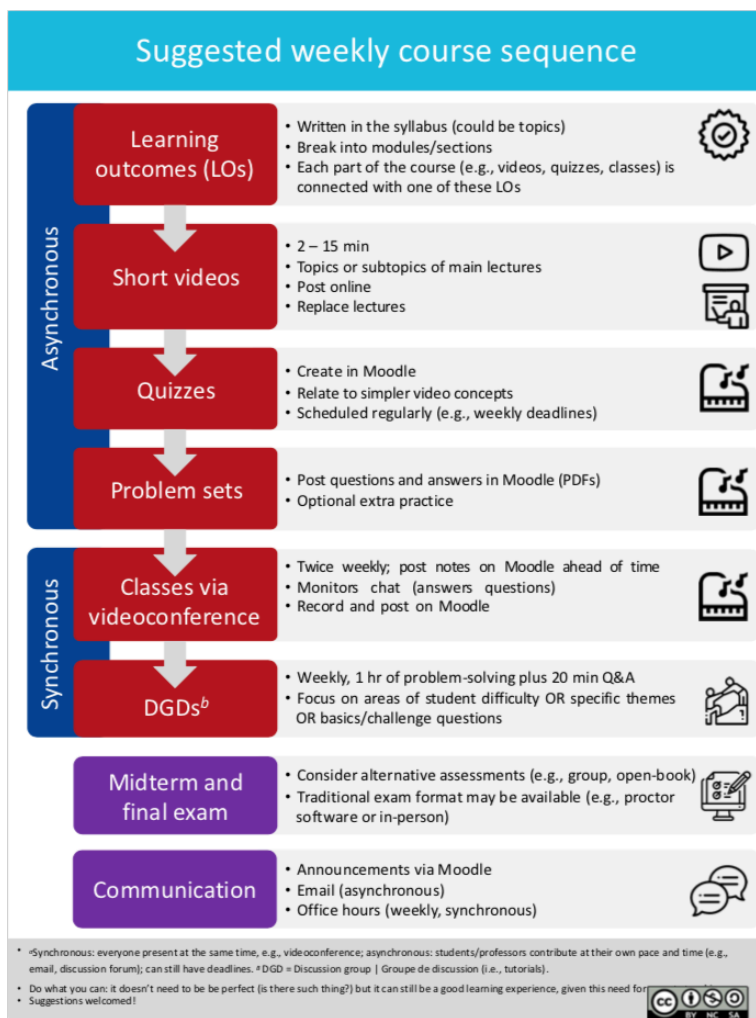
The Quick Start Overview below can be used as a reference or to dive right in. In the main chapters of this book, we explain each of these steps in greater depth. We anticipate updates to this guide as the situation evolves. There are also video tutorials for how to do move to remote teaching throughout this ebook.

Other resource documents that we include as part of this overall guide:







- [Course Outline Template](#) – This is an expanded version of the course outline, including information on student supports, academic integrity and more. This is a comprehensive document and you are encouraged to adapt as needed for your course.
- [Online conversations](#) – This is a Powerpoint file with infographics promoting online conversation skills.
- [Tip sheet for online learning](#) for students for online learning
- [Plan for online learning and work](#) – This is a PowerPoint file with infographics illustrating a plan for online learning and work. One version provides an explanation, another, examples and a third, a blank document for students to complete themselves.
- Questionnaires to understand students' experiences and solicit feedback, before, during, and after the course can be found in this [Google drive](#). These are good resources that you can adapt to get information from students about their learning situations and how the course is going. You can copy and adapt the questionnaires for your own use.

These documents can be adapted to your context if you choose to do so. They were designed as Open Education Resources.

PDF version of the [Quick start overview](#)



Moving to remote courses – Quick start overview

Suggestions (see guide for explanations, options)	Method/Tool
 1 Identify the essential learning outcomes or topics. At the end of the course, what MUST learners know, be able to do, and value? Cut the rest. Break LOs into modules/sections.	PDF Post in Moodle
 2 How will you share content ? For example: curate or record short video lectures (2 – 15 min) or post text with main content. Use videoconference time to address more complex ideas and work through problems. For synchronous ^a options, also record the session to make available asynchronously ^a .	Asynchronous ^a : record videos, upload to Kaltura in Moodle. BigBlueButton / Teams
 3 Offer practice with feedback These can include: optional practice sets with answers (async.), group work on problem sets during videoconference (sync.), using a response system.	Async: PDFs with answers Moodle quizzes Sync.: BigBlueButton / Teams
 4 Identify methods for assessment that focus on learning. Consider weekly interactive quizzes (async.), collaborative, open-book exams.	Moodle quizzes Exams administered as Moodle “assignments”
 5 Identify methods for communicating with students. Tell students what to expect, e.g., that you respond once daily to email and have office hours on Mondays 1 – 2 pm.	Moodle announcements, Email, BigBlueButton / Teams
 6 Support students by being flexible and providing resources. Equity and wellness are major issues both for online learning and because of the pandemic. Students have not chosen to learn this way and may not have the needed tools or skills.	Ask students, consider alternatives, provide resources

^a Synchronous: everyone present at the same time, e.g., videoconference; asynchronous: students/professors contribute at their own pace and time (e.g., email, discussion forum); can still have deadlines. ^a DGD = Discussion group | Groupe de discussion (i.e., tutorials).

• Do what you can: it doesn't need to be perfect (is there such thing?) but it can still be a good learning experience, given this need for remote teaching.
• There are excellent, detailed resources on creating remote courses. This guide is simply meant to be a quick way to get started.
• Suggestions welcomed! Icons from Freepik and Eucalypt from Flaticon.



PART I

CHAPTER I: GETTING STARTED

I. Getting started

To begin, gather information about the students in your course. Here are two main areas to consider before getting started with the design.

Who are the students?

Start by identifying what the students:

- Should already know (e.g., prior course knowledge)
- Have in terms of access to technological tools (e.g., do they have earphones, do they have a smartphone with a camera that works?), ideally by asking them
- Have experience with a university course (e.g., first year versus fourth year students), ideally by asking them

These will become considerations as you make decisions in the course. For most students, the answers to these questions will likely be as expected, but sometimes surprises arise. These include the students who would come and speak with you on the first day and ask you about particular accommodations. Remember that they cannot do this as easily under these new circumstances. Their voices may effectively be silenced by circumstances. Asking some questions at the outset will help you avoid pitfalls that could exclude some students, who may not communicate with you if there is a concern or a gap.

How could students help?

Students can be involved in many ways. For example:

1. Through questionnaires you can ask for their opinions and experiences before, during, and at the end of a course. There are [examples here](#) of Google Drive Forms that can be adapted; the examples provided can be copied and modified for your own purpose.
2. Students can help create course content (e.g., videos, problem-sets) as teacher assistants, volunteers, or in other roles.

To go deeper

Reflecting on your teaching

[BCcampus](#) has created resource materials for educators around a variety of [topics of practice](#), including Open Education, Indigenization, Educational Technology and Learning + Teaching. They also offer relevant workshops and events. You can look at their [calendar](#) for current events, as well as watch archives of past events, many of which are related to the challenges of Covid-19.

The Centre for Excellence in Learning and Teaching offers many workshops. You can consult the [calendar](#) on their website to see current offerings.

The Learning Technology and Innovation Group is also offering Learning Technology Workshops. Learn more by consulting their [calendar](#).

The Instructional Design Team is available for one on one consultations by emailing learningdesign@tru.ca

eCampusOntario developed a program called [Ontario Extend](#), a **professional learning program** that “aims to empower educators to explore a range of emerging technologies and pedagogical practices for effective online and technology-enabled teaching and learning.”

Up next

In the next chapters, we will address how:

- To identify the course’s essential learning outcomes (or topics)
- To design for the online environment
- To develop learning activities
- To create and share content
- To assess students
- To communicate and facilitate learning
- To build community
- To foster a culture of care
- To help students become effective online learners
- To use Moodle
- To find help and advice

2. Learning outcomes at TRU

Courses at TRU have Senate approved course descriptions and learning outcomes.

Faculty members plan their classes with the same learning outcomes in mind, no matter how they choose to structure their sections or which textbooks they use.

The most up to date learning outcomes can be found in a database called CurricUNET, which is housed at OneTRU.

Here are the steps to access CurricUNET: [TWW CurricUNET Steps](#)

Use TRU Senate approved learning outcomes to plan your course as a whole.

You can further focus your course by creating learning outcomes for each course section (Week/Unit/Module/Lesson). By providing learning outcomes often, you stay on track and you let your students know the purpose of each section.

The course's learning outcomes and your intentions for the course (e.g., student experience) should guide each of the subsequent decisions you make, such as technology.

Identify the essential learning outcomes (LOs) for your course; course topics can be used here if you don't have learning outcomes ready yet. Often, many less important LOs or topics need to be removed due to space and time limitations in the course.

Examples of learning outcomes:

- Justify the mechanism of the reactions in the course using experimental evidence to compare possible reaction pathways
- Demonstrate how evolutionary and ecological processes interact
- Determine whether a given drug candidate is expected to be orally bioavailable; justify your decision
- Use the definition of the derivative to find the derivative of a function and check your answer using the quotient rule

Divide the learning outcomes into modules



Dividing the LOs into modules, sections, or chapters will break up the course into manageable chunks. Students will need opportunities to hear/see the important information (e.g., short lectures), practice, and receive

feedback (e.g., problem sets with answer keys, quizzes, assignments, exams).

To go deeper

If you choose to transform topics into LOs, [here is a guide](#) from the University of Waterloo that can help.

Up next

3. Design for the online environment

Introduction

Designing for the online environment takes a different approach to what you might do in the face-to-face classroom. Decisions around assessments, activities and weekly tasks need to be made in advance, as it is much more challenging to change on the fly. Though ideal for any environment, explicitly outlining outcomes, expectations, timelines, assessment strategies are requirements for digital spaces, where time and space are experienced differently. In this chapter we will outline some suggested planning tools, and ways to think about time for both you and your students as you then design your online space by selecting different strategies and tools to support them.

This section was inspired by a fantastic resource put together by Humber college – here is the link if you want to explore their [10-Step Design Process.](#)

We will be breaking this chapter into 2 parts:

- Planning
- Design

Planning

There are a variety of steps in the planning phase, but first you need to gather the materials you will need. Starting with your course

outline or syllabus, and as highlighted in the previous chapter, first evaluating your learning outcomes for the course. We often follow a backwards design approach for online where you start with outcomes, determine the assessments, and then build in the types of activities that will support your learners in being able to demonstrate how they have met those outcomes (through various formative and summative assessments). So in your first phase you will gather all the resources you typically use and then organize them into an overall planning document. The next three chapters provide more detail on how to create and curate resources and choose and build assessments, but the first step in planning is to bring these ideas together.

In Open Learning at TRU, as part of the online course development process we build what we term a blueprint. This blueprint contains our outcomes, assessments, assessment weightings, information about the students and target audience, and then a table where we outline the structure (by weeks, units, topics or modules) that links outcomes, activities and assessments.

Here are links to a few blueprint templates:

[Blueprint-Template-Table Blueprint Template 1](#)

[Blueprint-template](#)

[Blueprint-Template-Table](#)

Links to the Humber templates:

[Online Course Design Tool – Fillable Form V5](#) (PDF)

[Online Course Design Tool – ODF](#) (Word)

[Course Build Design Tool EXAMPLE – Fillable Form V1](#)

Here are links to some exemplar blueprints for various online courses:

[PSYC-3151 Blueprint 2Nov2012 JK](#) [BIOL-4141-Blueprint-draft shf 05Oct09 1](#)
[BIOL-4141-Blueprint- draft shf 05Oct09 1](#)

Design

As you are putting your blueprint together you will be making decisions about activities, technologies and assessments. A few key areas that we will explore further in the sections below include:

1. Time and timing
 - Schedule and organization (student time)
 - Real-time vs anytime (synchronicity)
2. Developing and establishing community
 - Building Community
 - Maintaining connections
3. Aligning Assessment and Activities

Time and Timing

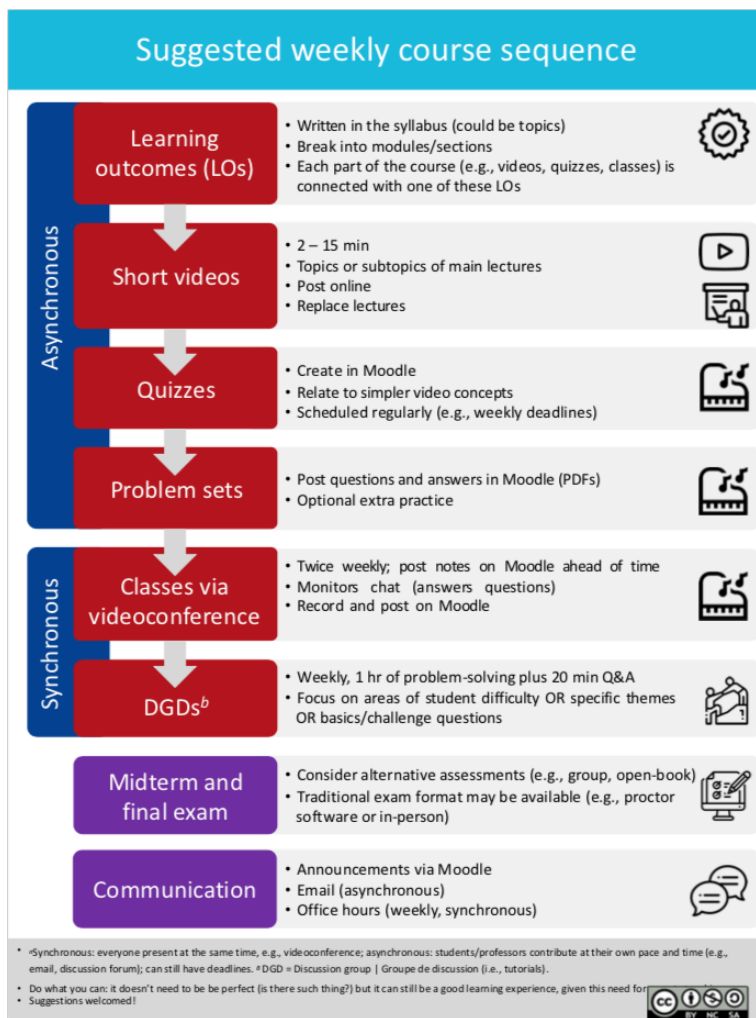
Schedule and Organization

Ideally, each course decision will be aligned with:

- The intended learning outcomes
- Your intentions for the course, such as the learning experience you hope students will have
- Abilities: both yours and the students'

The following graphic depicts how the various elements can play out

in a course. Please feel free to adapt and share with students. PDF version [Quick start overview](#) [TRU](#).



There are a variety of ways to organize your course, but chunking your course into weeks is often an easy structure for students to follow. They determine what activities and assignments are due,

and when they can work independently vs. tasks that they will work with others. Flexibility in timing is something to consider as students juggle their technology and time needs with family and other commitments. As highlighted in the PDF above, you will be scheduling a variety of tasks and activities, and each type has its pros and cons.

Time on task

Emphasize time on task over “contact hours”. Design opportunities to engage deeply with learning in authentic contexts, rather than superficial approaches. Here is a [useful calculator](#) for estimating course time. The University of Windsor’s [Office of Open Learning recommends](#) that students should spend 6 – 9 hours per week on learning activities in a course, including lectures, watching videos, readings, working on assignments, independent research etc. You may want to read their [Fundamentals of Effective Online Teaching Practice](#) for other useful information.

Real Time (Synchronous) versus Anytime (asynchronous)

Ideally, the remote course will have a mixture of real time or synchronous and anytime or asynchronous learning options.

A purely synchronous remote course would involve live streaming lectures without recording them. Such as format is hard on learners, teaching assistants (TAs), and professors for many reasons:

1. **Technology limits access:** students with poor/no wifi struggle to hear, see, and participate. Dropped connections mean missed information. Working in different time zones make

attendance difficult.

2. **Many students will have a poor experience** if they can't connect efficiently. Long, live lectures are difficult to engage in. These issues can lead to poor student experiences and they will understandably complain. These issues could lead to problems of recruitment and retention down the road if courses gain bad reputations.
3. **A solely synchronous course creates obstacles to learning.** Students' cognitive loads can get too high with too many things to keep track of. You may find it helpful to review Vanderbilt University's "[Effective educational videos](#)" guide. Problems with equity can grow larger. The online format imposes a fixed pace onto students, who may find it too fast or too slow.



*Figure 1.
Students
may not
have access
to elements
needed to
succeed in
the course*

Often, explaining basic concepts works well asynchronously (e.g., recorded videos).

Synchronous time (e.g., videoconference) can be used for students to practice in groups and receive immediate feedback. Videoconferences can be very useful in courses, but require high bandwidth and immediacy.

You may want to check out the webinar [From Real Time to Anytime Learning](#) by Dr. Michelle Harrison and Marie Bartlett from the Learning Design team at TRU. This webinar addresses how to decide which elements of a course should be in real-time (synchronous) and which can be done anytime (asynchronous), as well as the importance of providing clear instructions, curating

resources, course alignment and assessment, and leveraging communication tools.

Considering bandwidth and immediacy

Bandwidth limitations will cause students (or you!) to lose access to the livestream intermittently or for a long time. Bandwidth problems are likely to arise for any number of reasons. Students (or you) will be working from locations that may be subject to wireless interference, remote, or they may not have access to high speed connections. Bandwidth problems can interfere with every part of synchronous teaching, like posing questions for students to discuss in a breakout room (like in [BigBlueButton](#)). Students with bandwidth problems may need extra time to download materials before they can use them.

Challenges with immediacy can create or exacerbate equity issues. Immediacy refers to how quickly we expect responses from each other when interacting. For example, when present in person, we anticipate an immediate response when asking someone else a direct question (high immediacy); when we email, a delay is normal (low immediacy).

Immediacy requirements can present challenges. If students must work remotely, they may be working in an environment that is not particularly effective for studying at all times, or one in which there are many distractions or obligations; child care is one example. These issues apply both to students and professors.

We recommend against extensive use of high immediacy/synchronous approaches. Ideally, students will have choices in when to attend to course obligations so that they can also balance their current life obligations.

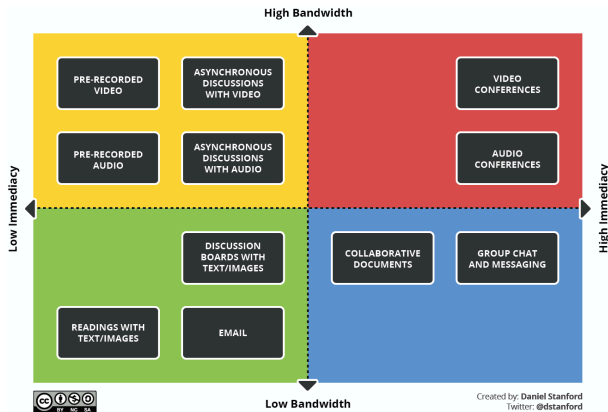


Figure 2. Examples of high/low bandwidth and immediacy teaching options.

We created a series of examples that suggest ways to find reasonable tradeoffs between immediacy and bandwidth. Our intent here is to take some of the pressure off both students, TAs, and professors.

Examples

Each example that follows is a learning outcome followed by teaching decisions that reflect a specific compromise between high and low immediacy, and between high and low bandwidth requirements.

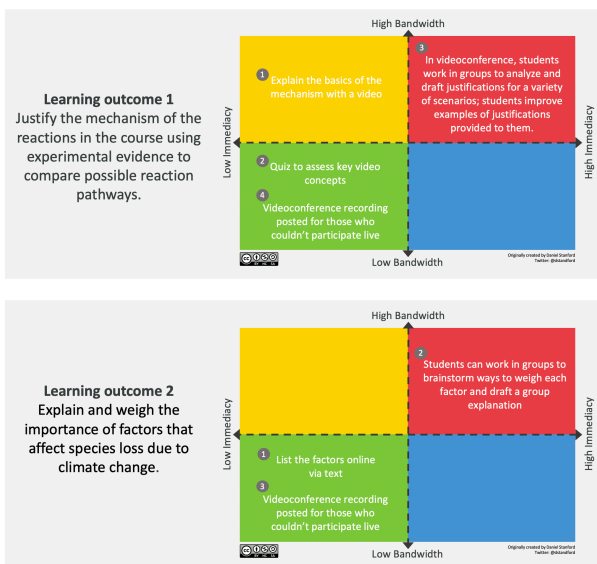


Figure 3. Examples of activities designed to help students achieve the learning outcomes indicates, arranged according to bandwidth and immediacy requirements

Developing and establishing community

Building a safe and welcoming space for your learners and developing relationships that will help support an active learning environment takes effort and intention. Building this community in an online space may take different approaches in an online environment. The following resources will help give you some ideas, but building and then maintaining a community of learners will take some careful planning. There is an entire chapter on community building later in this book, but here is a short introduction and links to resources.

Building community online

This resource from KPU [“Building Online Community”](#) provides

useful tips on questions and respectful communication in online spaces.

Melissa Jakubec, Carol Sparkes, and Michelle Harrison delivered the following webinar that provides some strategies for activities and approaches for setting a welcoming tone and making connections in [“That Crucial First Week”](#).

Maintaining Connections

There are a variety of models for facilitation in online learning environments and promising practices for both synchronous and asynchronous modalities. From a design perspective thinking about everyone’s roles and clearly communicating (and negotiating) expectations for presence and levels of contribution is really important. Maintaining momentum and connection means ensuring respectful and open communication, and as will be discussed further in the learning activities section, there are a myriad of ways to organize the ways that everyone can interact and engage with different kinds of content within the course space.

One well-documented model is the [Community of Inquiry Framework](#), as it highlights the interplay between the different ways everyone can interact within a course. It was designed to allow for deep engagement and interaction between students, instructors and knowledge.

The following chapter [“Step eight: communicate, communicate, communicate”](#) in Tony Bates’ book [“Teaching in a Digital Age”](#) highlights ways to develop instructor presence, manage online discussions and set expectations.

Aligning Assessments and Activities

Though this is an essential part of the design process, designing activities and aligning these with assessments are chapters within themselves. One word you often hear from instructional designers is “[scaffolding](#)”, and here we are trying to describe a process to help students take their past experience and knowledge to continue to create meaningful connections to build their conceptual understanding and frameworks. Based on designing opportunities for learners to engage and interact it is hoped that they can build new knowledge and skills by the end of a learning experience. Ensuring that the activities included in a course build toward a final assessment is an important design strategy which is often termed “[backwards design](#)”.

If you would like further reading here is a chapter by Wiggins and McTighe called “[Understanding by Design](#)”.

Further Resources

The University of Ottawa’s Teaching and Learning Support Service has created tools to design a blended course that works well for a remote course, too, including how to [further analyze the learning environment](#).

Up Next

The next chapter will focus on choosing and designing learning activities, as well as online learning strategies.

PART II

CHAPTER 2: BUILDING LEARNING ACTIVITIES AND ASSESSMENTS

4. Learning activities

Choosing Learning Activities

Learning activities are an important part of every lesson, as they allow students to engage with the material and apply their learning to various contexts. As we highlighted in the previous chapter, one of the strategies that designers use is to align learning activities directly with assessments using backwards design. Thinking about where you would like your students to be, and what types of activities might help them build the skills and knowledge they need to get there is an important design task.

A learning activity can take many forms, from reading a textbook, searching online for articles, watching a video interview, or participating in an interactive simulation. The following are some examples of learning activities.

-
- | | | |
|---------------|--------------------|----------------------|
| • Icebreaker | • Case Studies | • Debates |
| • Role play | • Problems | • Graphic Organizers |
| • Games | • Think-Pair-Share | • Short-write |
| • Simulations | • Discussions | • Survey |
| • Field Trip | • Community | • Experiments |
-

Check out the TRU Open Learning [Media page](#) for activity ideas and see below about the [Remix, Reuse, Reshare – Learning Activities Repository](#).

Remix, Reuse, Reshare – An Open Resource of Learning Activities



Photo by
Bruce Mars
on Unsplash

The [REMIX, REUSE, RESHARE](#) website is a collection or repository of promising [learning activity designs](#) that may be used or adapted and reshared!

This resource is an extensive bank of activities providing instructions that you can adapt to your own discipline and context.

It is searchable by field category, as well as tags. Activities are assigned fields according to the type of interaction in the activity, structure, discipline, learning taxonomy, activity type and creative commons license. Each comes with a brief description, as well as the full text of the activity.

You are invited to [search the resource](#) and use whatever you find most useful. Also, you can [contribute your own](#) successful learning activities and comment on those you reuse, adapt or explore! If you use or adapt a resource, please reshare your version.

We hope you will find this online resource useful for your teaching and/or design practice!

Learning Activities

Kwantlen Polytechnic University has also created a resource to support you with:

- (1) identifying and reflecting on your course's learning outcomes, (
- 2) connecting the learning outcomes to a diverse set of learning activities (formative assessment), and
- (3) translating traditional face-to-face learning activities to alternative activities that may be delivered online.

The starting point for this process is Bloom's Taxonomy, which identifies levels of learning goals, moving from basic competencies (remembering content) to more advance competencies (creating knowledge). Bloom's Taxonomy can help you to reflect on your course learning outcomes and focus on what you would like your students to be able to do by the end of the course.

The next stage is to connect your learning outcomes to diverse learning activities that you can either demonstrate yourself or develop as participatory activities for you students. We identify some activities that instructors commonly use when teaching face-to-face, and how these might be translated for asynchronous online delivery.

Here is a great resource developed by KPU which provides a

table of learning outcomes, corresponding activities for F2F and also online.

[Learning activities](#)

Online Learning Strategies

For a more applied view of how students develop online learning strategies, read Roper's (2007) article [How Students Develop Online Learning Skills](#). Roper highlights seven strategies of successful online learners. The Illinois Online Network has also developed a portrait of [What Makes a Successful Online Student](#) that you may find interesting.

For an examination of Kolb's learning approach in relation to online learning, read Richmond and Cumming's (2005) article [Implementing Kolb's Learning Styles into Online Distance Education](#). This article investigates Kolb's Experiential Learning theory, evaluates learning style research in online environments and how student learning styles can be considered in an online course.

Pedagogical Theories/Models

Various pedagogical theories/models have defined distance education curriculum development over the years.

Dr. Terry Anderson, in a 2010 CIDER session, "[Three Generations of Distance Education Pedagogy](#)," talks about the challenges and opportunity afforded by the behavioral/cognitive, constructivist and connectivist models, with a focus on the development of connectivism! Click for [SlideShare of presentation](#).

Collaborative Problem-Based Learning

In a problem-based approach, small groups work together to solve challenging, open-ended problems. This collaboration is facilitated by the instructor, whether online or face to face.



Photo by
Alexis Brown
on Unsplash

In *Authentic Activity as a Model for Web-Based Learning* – Reeves, Herrington and Oliver (2002) identify the following ten characteristics of authentic activities:

1. **Authentic activities have real-world relevance**
Activities match as nearly as possible the real-world tasks of professionals in practice rather than decontextualized or classroom-based tasks.
2. **Authentic activities are ill-defined, requiring students to define the tasks and sub-tasks needed to complete the activity**
Problems inherent in the activities are ill-defined and open to multiple interpretations rather than easily solved by the application of existing algorithms. Learners must identify their own unique tasks and sub-tasks in order to complete the major task.

3. ***.Authentic activities comprise complex tasks to be investigated by students over a sustained period of time***

Activities are completed in days, weeks and months rather than minutes or hours. They require significant investment of time and intellectual resources.

4. ***.Authentic activities provide the opportunity for students to examine the task from different perspectives, using a variety of resources***The task affords learners the opportunity to examine the problem from a variety of theoretical and practical perspectives, rather than requiring a single perspective that learners must imitate to be successful. The use of a variety of resources rather than a limited number of preselected references requires students to detect relevant from irrelevant information.

5. ***.Authentic activities provide the opportunity to collaborate***Collaboration is integral to the task, both within the course and the real world, rather than achievable by an individual learner.

6. ***.Authentic activities provide the opportunity to reflect and involve students' beliefs and values***

Activities require and enable learners to make choices and reflect on their learning both individually and socially.

7. ***.Authentic activities can be integrated and applied across different subject areas and extend beyond domain-specific outcomes***

Activities encourage interdisciplinary perspectives and enable learners to play diverse roles and build expertise that is applicable beyond a single well-defined field or domain.

8. ***.Authentic activities are seamlessly integrated with assessment***Assessment of learning is seamlessly integrated with the major activity in a manner that reflects real world assessment, rather than separate artificial assessment tasks that are removed from the nature of the tasks inherent in completing the activity.

9. ***.Authentic activities create polished products valuable in their***

own right rather than as preparation for something else

Activities culminate in the creation of a whole product rather than an exercise or sub-step in preparation for something else.

10. ***Authentic activities allow competing solutions and diversity of outcomes*** Activities allow a range and diversity of outcomes open to multiple solutions of an original nature, rather than a single correct response obtained by the application of predefined rules and procedures (p.3).

Additional Information

An interesting articles about problem-based learning that you may find helpful:

Savery, J. (2006). [Overview of Problem-based Learning: Definitions and Distinctions](#). Interdisciplinary Journal of Problem-Based Learning. Vol 1, Issue 1, Article 3.

You can also find a lot of additional resources about problem based learning on the [Problem-Based Learning Initiative](#) website.

Dr. Peter Hsu has also developed seven modules about [collaborative problem-based learning](#) for online course developers. You may want to take the time to view these modules in preparation for developing your online course!

Up Next

In the next chapter, you can use the learning outcomes to decide which aspects need to be achieved synchronously and asynchronously. We will provide specific suggestions as to which tools and strategies to use when sharing content.

5. Creating and sharing content

Curating and creating content

Curate before creating

First, gather all the material you already have available to re-use if possible. Curating will save you time! There are many sources of content:

1. Seek [alternatives to copyrighted materials](#), including public domain, open access, creative commons, links, and insubstantial use.

A main source of resources are **Open Education Resources** (OERs), which are “teaching, learning, and research resources in any medium—digital or otherwise—that reside in the **public domain** or have been released under an **open license** that permits **no-cost access, use, adaptation, and redistribution** by others with no low limited restrictions.” –[UNESCO](#) Some sources of OERs include:

- Ask a librarian. The TRU Library maintains an introduction and catalogue of [Open Education Resources](#).
- BCcampus maintains a list of [Open Educational Resources](#)
- eCampusOntario has an [Open Library](#) plus other teaching/learning resources
- Discipline-specific repositories exist, including for laboratories (e.g., [ChemEdCanada.com](#))
- Video sources such as [Khan Academy](#) and [Crash Course](#)
- Image sources, such as [Pixabay](#), [Flickr](#), and [Flaticon](#)

2. Copyrighted materials (video, text) may be desired sources. For these items, you could

- Send students directly to the source by sharing a link
- Request or require that students purchase the material (e.g., course textbook)
- Consult these [Quick Copyright Tips for Digital Delivery](#), a guide adapted by TRU's [Intellectual Property Office](#) to help you shift your teaching from in-person to online. As always, please contact the Copyright Office (copyright@tru.ca) with any questions you may have related to copyright concerns.

Writing text or preparing slides

For online courses, full sentences are preferable to bullet points. Bullets on slides can be explained in person but the meaning can often be unclear when seen out of context. That said, be as brief as possible and avoid being redundant—repeating key points is important face-to-face as students may have missed the message or not realized the importance. Online, you can emphasize the key messages and they can always return.

Creating videos

As needed, create new material. There are great explanations for creating instructional videos (e.g., [Columbia](#), [Edutopia](#), [TechSmith](#)). We also provide a series of examples in the [Appendix](#). In short, videos should ideally:

- Be short (2 – 15 minutes, like [TED talks](#)). Ideally, videos will be centred on a single topic or sub-topic. Long video recordings

(i.e., > 20 min) are [difficult for many reasons](#), as they make it hard to: keep students engaged for that amount of time, find information later, update or clarify content (if there's a mistake in an 80 minute video, it's a lot harder to fix than a mistake in a 3-minute video), or point students to specific sections of relevance.

- Identify a key message (e.g., learning outcome, topic, or sub-topic in the course).
- Have accompanying visuals that can be annotated (e.g., slides). Share these with students so that they can annotate, too (e.g., post the slides on Moodle, use an editable format, like Powerpoint). More on creating videos and cognitive load from [Vanderbilt University](#).
- Be engaging: use a [conversational tone](#); making mistakes is okay!
- Let students see you in video recordings to [increase engagement](#) and impact.

Tools

Here are some set-ups you can use. However, there are many options out there, so you can always look into others. The [Appendix](#) has a few specific example videos of how each choice would turn out.

- Hardware – these are optional, aside from a computer to do the recording
 - Webcam: your laptop/desktop's built-in camera or a separate webcam, such as Logitech's [960](#) or [C615](#)
 - Tablet for digital handwriting: an [iPad](#) with pen or the [Wacom](#) pen tablet
 - Microphone: the [Snowball](#), [Blue Yeti](#), [MXL Tempo](#), or [MXL conferencing](#); the built-in microphone on most computers

- is noticeably lower quality
- Headset: the Logitech [wireless](#) and [wired](#) versions are excellent value; a head-set is helpful if you plan to do lots of editing or doing more advanced recording
- Software
 - TRU recommends and offers technical support on: Powerpoint slides recorded using BigBlueButton and uploaded to Kaltura. Other options include:
 - [YouTube Studio](#) (simple editing), [iMovie](#) (Mac only), [TinyTake](#) (good for short videos), [Camtasia](#) (records screen, video, and audio; simple to advanced editing, but more expensive), or even [Zoom](#) (recording only). As usual, there are many other options if these don't work for you.
 - [Notability](#) (captures annotations on blank pages or a slide – can be run on a tablet or desktop)
 - Powerpoint or Keynote, to make and share slides

To make the recording:

You may want to review the webinar by Instructional Designer Ken Monroe on [Screencasting: Why's and How's](#).

If you are using a MacBook, the video “[Screen Cap ur Mac](#)” by TRU's own Professor Tucker provides clear directions on a number of no-cost and low-cost ways to create screen capture videos.

You can find more information on Other Video Tools in the Moodle course “Support for Alternate Modes of Delivery,” including additional options for video editing.

- Key principles on creating educational videos from Edutopia ([LINK](#)) and TechSmith ([LINK](#))
- Cognitive load theory guidelines, from Vanderbilt University. [LINK](#)
- Technology involved, from Shopify. [LINK](#)

To share the recording with students – Using Kaltura within Moodle

Kaltura is integrated within Moodle now so you can create recordings and add media directly into a media gallery in Moodle and then share the media within one or more of your courses. You can even use it to allow students to submit video assignments. **Be aware that after you save your recording it could take up to an hour to show up in My Media. For best results use Chrome when recording.**

Options:

- Media Upload (file already recorded and on your desktop)
- Express Capture (quick video capture from your webcam)
- Kaltura Capture (screen and webcam capture at same time)
- Video Quiz (select pre recorded video, then add multiple choice questions directly on the video. Can force the students to respond before moving on in the video)

Kaltura is for asynchronous broadcasting of lectures or other content. It's basically YouTube – you go in, record a video, and it gets published to your course. If you are just pushing out content to your students and don't want the interactive portion, this is the way to go as the service is geared towards this approach, and has more resources for publishing videos in a timely fashion.

In the video “[What is Kaltura](#),” Jon Fulton provides a helpful overview.

You will find additional videos on using Kaltura in the “Support for Alternate Modes of Delivery” Moodle course, including the following:

 [NEW: Organizing Media GalleryKaltura Video Resource](#)

 [NEW: Adding Images to a video with KalturaKaltura Video Resource](#)

 [Two Ways to Access KalturaKaltura Video Resource](#)

-  [Add video media to MoodleKaltura Video Resource](#)
-  [How to Find Kaltura in MoodleKaltura Video Resource](#)
-  [Using Kaltura to allow students to submit video/audio assignmentsKaltura Video Resource](#)
-  [How students can upload video to a Forum \(video\)Kaltura Video Resource](#)
-  [How students can upload videos to a Forum \(graphic\)Page](#)
-  [Using Kaltura Capture to upload Audio OnlyKaltura Video Resource](#)
-  [Using Express Capture for quick video recordingsKaltura Video Resource](#)
-  [Using Powerpoint Within Kaltura CaptureKaltura Video Resource](#)
-  [Using the drawing tools in Kaltura CaptureKaltura Video Resource](#)
-  [Downloading Video Files From KalturaKaltura Video Resource](#)
-  [Transcripts or Closed Captions in Kaltura VideosKaltura Video Resource](#)
-  [Lecture Capture Microphones \(Trent Tucker\)URL](#)

Accessibility

We recommend course content meet accessibility guidelines. For example, export Word and PPT documents to PDF in the format “Best for electronic printing and accessibility”, tag images with descriptions or label as “decorative image”, and add captions to videos (Kaltura will caption videos roughly).

You will likely find this [TRU Accessibility Quick Guide](#) helpful, as well as these [Basic-Online-Accessibility](#) slides from a presentation given by Dr. Carol Sparkes and Ms. Carolyn Teare at TRU’s Teaching Practices Colloquium. To delve even deeper into this topic, you can explore BCcampus’ [Accessibility Toolkit – 2nd Edition](#).

Inclusive Design

Related to accessibility, inclusive design “considers the full range of human diversity with respect to ability, language, culture, age, and other forms of human difference” ([OCAD University inclusive design research centre](#)). You can learn more about this topic from these [slides](#) from a presentation given by Amanda Coolidge of BCcampus,

User Experience Design

The University of Waterloo’s Centre for Extended Learning’s User Experience Design for Learning website provides a valuable design framework that revolves around the student. Their [UDXL Honeycomb](#) provides practical advice on how to create valuable online learning experiences.

We recommend starting with the “[useful](#)” cell, which focuses on designing online content that works with how people learn.



Intellectual property

You may choose to follow a traditional copyright route for licensing the materials you create; however, there are other options that make the content more accessible while still retaining some rights.

Creative Commons (CC) licensing is a format that lets you decide how much flexibility to give for use of your work. For example, you may decide that your work may not be used for commercial use and that any adaptations of your work need to be shared forward in the same way. You may also decide to waive all your rights by using a [CC0](#) or [Copyleft](#) license. An interactive tool to choose a license can be found [here](#).

CREATIVE COMMONS LICENSES		COPY & PUBLISH	ATTRIBUTION REQUIRED	COMMERCIAL USE	MODIFY & ADAPT	CHOOSE LICENSE
	PUBLIC DOMAIN	✓	✗	✓	✓	✓
	CC BY	✓	✓	✓	✓	✓
	CC BY-SA	✓	✓	✓	✓	✗
	CC BY-ND	✓	✓	✗	✗	✗
	CC BY-NC	✓	✓	✗	✓	✓
	CC BY-NC-SA	✓	✓	✗	✓	✗
	CC BY-NC-ND	✓	✓	✗	✗	✗

You can redistribute (copy, publish, display, communicate, etc.)	You have to attribute the original work	You can use the work commercially	You can modify and adapt the original work	You can choose license type for your adaptations of the work.

Figure 4. Creative Commons Licenses. JoKalliauer, 2015. [https://commons.wikimedia.org/wiki/File:Creative Commons Attribution-Share Alike 3.0 Unported license.png](https://commons.wikimedia.org/wiki/File:Creative_Commons_Attribution-Share_Alike_3.0_Unported_license.png). Used under a Creative Commons Attribution-Share Alike 3.0 Unported license.

To go deeper

The following book delves deeply into every facet of teaching online: Major, C. H. [*Teaching Online: A Guide to Theory, Research, and Practice*](#); Johns Hopkins University Press, 2015.

As another option, eCampusOntario’s “[Ontario Extend](#)” is a **professional learning program** grounded in the belief that the impact of learning should be the primary motivator for creating technology-enabled and online learning experiences. It aims to empower educators to explore a range of emerging technologies and pedagogical practices for effective online and technology-enabled teaching and learning.”

Mayer’s [Handbook of Multimedia Learning](#) contains many principles for designing effective learning through multimedia.

The following article describes evidence-based best practices for creating videos, aligned with Mayer’s Handbook. See Table 2 in particular. Students’ satisfaction was higher with some video types

than others, but learning outcomes did not differ; all videos were short (3 – 5 min). Choe, R. C.; Scuric, Z.; Eshkol, E.; Cruser, S.; Arndt, A.; Cox, R.; Toma, S. P.; Shapiro, C.; Levis-Fitzgerald, M.; Barnes, G.; et al. [Student Satisfaction and Learning Outcomes in Asynchronous Online Lecture Videos](#). *CBE—Life Sci. Educ.* **2019**, 18 (4), ar55.

Content can become interactive by adding questions to videos using H5P using [H5P](#) or other methods, so that students can self-assess as they watch.

Minimizing bandwidth

If you wish to optimize further, [this article by Kyle Mackie](#) has suggestions for reducing bandwidth requirements for course materials, including how to optimize video streaming and reduce file sizes.

Synchronous activities

The chapter on [Communicating with students](#) offers more explanations about how to facilitate synchronous sessions.

Up next

In the next chapter, we address options for assessments, including quizzes, assignments, and exams.

6. Assessment: helping students develop and demonstrate knowledge and skills

There are many ways for assessment to work in order for learners to build knowledge, track their progress (formative assessment), and to assign grades (summative assessment).

Principles for assessment

The University of Calgary created a thoughtful [explanation of key principles](#) to consider for online assessments, including their reasons, how to enact the principle, and further reading. The main points are:

- Focus on learning (especially the most important aims of the course)
- Balance structure with flexibility (consider potential/known challenges students are facing during the pandemic)
- Provide clear instructions and quality, prompt feedback
- When possible, replace timed exams with other types of assessments
- Emphasize academic integrity (e.g., through conversations early and often, and an academic integrity statement in the syllabus)



Asynchronous assessment options

Here are some options for structuring assessments over the course of the semester. We suggest relying less on marks from midterm and final exams, and providing more marks from other sources:

- Moodle quizzes; posted weekly on, say, Thursdays and due the following Wednesday
- Complete a problem set (not evaluated, just for learning purposes); questions & answers posted as PDFs

Other alternatives include:

- Summarize weekly reading; submit as a Brightspace assignment
- Collaborative assignments; submit as a Brightspace assignment



Synchronous assessment options

- Answer a series of questions in class – the instructor can review and expand on the answers or move on if the concept is well-understood. For example [LectureTools](#) and [Menti](#) are classroom response systems that can be used to gauge students' understanding of material in near real time—they work as an online version of a clicker. **[BRENNNA – do we have other tools we would want to add instead of these?]**
- Submit one or two sentences identifying the main point of a

concept on Menti.



Exams

In short

A new situation requires new approaches, and one of the most challenging parts of moving to remote teaching is figuring out how to evaluate students' learning.

To make a long story short, if you wish to give a fairly traditional exam under these non-traditional circumstances, we recommend:

- a **collaborative, open-book** exam*
- an **individual, open-book** exam*
- if open-book exams cannot work, an exam using an online proctoring system

Whatever the exam style, administering the exam will require significant changes relative to typical, in-person exams. It is worth remembering that [relatively few students cheat on exams](#). Most students live up to requirements around academic integrity, although an open book exam is probably going to be collaborative whether you want it to be or not, at least for a few students. Honest students may themselves feel cheated if they know that others have not upheld academic integrity standards and that is also a consideration.

Honour codes can also be used to emphasize and teach students about academic integrity and ethics; students can sign a declaration

at the start of their exam attesting that they agree to follow the exam's guidelines.

Practical details

To give a collaborative, open-book exam, set a small, maximum group size (e.g., 3). Students should not self-organize the groups. Communicate clearly with students about how answers are to be submitted (e.g., there is one submission per group, submit as a Moodle “assignment”, answers will be checked using plagiarism software). You can require students to certify that they have participated equally in the preparation of answers.



Focus on higher order thinking skills

Ask questions that can't be copied and more closely resemble a professional work environment



Establish your expectations and communicate them clearly

Can they take examples from the textbook? Talk to others about the questions? Word limit? Citations?



Consider what amount of time is appropriate

The appropriate amount of time depends on the context. Consider that students will need time to submit the work (e.g., scan, upload).



Address common misconceptions

Students often have misconceptions about the exam, including that they are easier or harder than a typical one and that they should write as much as they can.



Evaluate and refine the assessment process

The first time around is likely to be imperfect. You can always ask student for feedback, reflect, and make changes for next time.



Learn more

Read more about specific question types that work well in open book exams

Tips for using open book exams, from [MacEwan University](#). To learn more, consult the following resources for: [question types](#) and a [discussion of advantages/disadvantages](#).

Open Book Assessments

First of all, consider the learning outcomes for your course. Are there outcomes that students have not yet met that you need to assess? Make sure these are outcomes that you have already taught

or be prepared to add learning activities and resources to prepare students for these assessments. Remember, now is not the time to increase learner anxiety or place more demands on them.

Consider substituting a different assessment for your final exam. For example, perhaps you can assess the same learning with:

- a case study,
- problem-solving questions,
- portfolios, or
- self-reflective activities.

Open Book Exams

If you want to maintain an exam approach, we encourage you to adopt an open book exam. Michelle Schwartz, Educational Developer at Ryerson University, has prepared a document on [Open Book Exams](#) that we recommend. As Schwartz states,

In the broadest sense, an open book exam allows students to consult some form of reference material in the course of completing the exam. Open book exams and closed book exams have different pedagogical ends. While a closed book exam “places a premium on accurate and extensive recall, and unless carefully designed, its assessment of students’ knowledge is likely to be dominated by that ability” (Gupta, 2007), an open book exam places the focus on higher level learning. Because open book exams don’t have the same emphasis on memorization, questions can move up Bloom’s Taxonomy of Educational Objectives, and ask students to analyze, evaluate, or synthesize knowledge, rather than just remember it.

Design your exams to take advantage of being open book:

- Questions should be designed so students “do things with the information available to them, rather than merely locate and summarize or rewrite it.”

- Allow enough time. It may take your students longer to complete an open book exam.
- Make sure you are clear in your marking criteria.

A Guide for Open Book Exams: The University of Newcastle Australia's Centre for Teaching and Learning has created [A Guide for Academics – Open Book Exams](#) which provides more specific advice and questions types that you may also find useful.

Further Resources

Chan C. (2009) Assessment: Open-book [Examination](#), Assessment Resources@HKU, University of Hong Kong.

Farrell, M. and Maheu, S. (April 5, 2019). [Why Open-book Tests Deserve a Place in Your Courses](#). *Faculty Focus*.

Schwartz, M. (n.d.). [Open Book Exams](#). Ryerson University.

Managing your marking load

It's also important as you consider assessment for your remote course that you keep your own workload in mind. Again, Brenna Gray's webinar [Managing Your Marking Load](#) provides some practical tips that you may find helpful. The slides are also a good reference: [Managing Your Marking Load](#).

To go deeper

- University of Calgary's Taylor Institute for Teaching and Learning, [Five principles for meaningful online assessment](#)
- [A Guide for Academics – Open Book Exams](#)
- [5 Tips for Using Take-Home Exams](#)
- Create interactive videos using H5P through [eCampusOntario's H5P Studio](#) or other methods, so that students can self-assess

as they watch

- Weleschuk, Dyjur, & Kelly. (2019). [Online assessment in higher education](#). Taylor Institute for Teaching and Learning Guide Series
- Wisniewski, Zierer, & Hattie. (2020). The power of feedback revisited: A meta-analysis of educational feedback research. *Frontiers of Psychology*. 10:3087. DOI: [10.3389/fpsyg.2019.03087](#)
- Jopp & Cohen. (2020) [Choose your own assessment – assessment choice for students in online higher education](#). *Teaching in Higher Education*, pages 1-18. DOI: [10.1080/13562517.2020.1742680](#)

Up next

The next chapter addresses communication in the course, both between you and students and well as among students themselves.

PART III

CHAPTER 3: NURTURING A COMMUNITY, WITHOUT WALLS

7. Helping students become effective online learners



Most students don't have experience learning in an online format. They may be *comfortable* but not necessarily *proficient* online. Students haven't chosen to work in this remote format and most would have chosen to be in a face-to-face class. You can ask them about their experience using a Google Drive form like [this](#), which can be adapted to your own context. As such, they could use help knowing how to work effectively online.

Supporting Students as Self-Directed Learners

TRU's Centre for Excellence in Learning & Teaching's (CELT) suggests the following strategies for supporting students and fostering their intrinsic motivation to learn during the shift to remote classrooms which will require more than ever that students take responsibility for their own learning.

1. Give students choice whenever possible—but limit the options to provide guidance and avoid overwhelming them. While unlimited choice can be overwhelming, giving students some autonomy in their learning can foster their motivation to learn. Can they choose their project or paper topics? Can they choose some of their readings or learning activities? Can they choose from a list of options about what format an assignment will take (paper,

presentation, video, podcast, etc.), as long as they are demonstrating achievement of course learning outcomes?

2. Make course material relevant to students' lives.

Demonstrating the relevance of your course content to their lives will go a long way in encouraging them to engage with your course. Can you relate your course concepts to something happening in the world? Can you let students know why they may find this information or these skills useful in the future?

3. Provide opportunities for students to practice using skills and knowledge in a safe, low-stakes way.

Are there opportunities for you to assess students formatively, in a low-stakes way designed to offer helpful feedback before a graded task? Can students write practice quizzes, complete drafts of an assignment or lab report, or get feedback in some other way? If you have clear assignment criteria, you might even be able to allow students to self-assess, or to peer assess, using your criteria to reduce marking work/time for you.

4. Ask students to articulate their learning when possible, including their processes for undertaking tasks and applying skills and knowledge.

Providing students with a few prompts to get them thinking about their learning and how they learn can help them learn better and more deeply. For example, asking a student to articulate their writing process, problem-solving process, or approach to undertaking a task encourages them to consider what works and what doesn't. Asking a student to identify their three main takeaways from a video or reading or lab report will help them to see the value of the exercise, and it will also highlight—for them and for you—where their learning has and hasn't happened.

5. Encourage student input into the course whenever appropriate.

Students learn best when they feel invested in a course, so find ways to allow them input and feedback. For example, could the students offer feedback about your grading rubric (or other marking tool)? Could you negotiate categories or criteria weighting with them? Can you ask them to self-assess with the same tool?

Even if you can't change the rubric, having an open discussion with your class about how marks are determined can go a long way to fostering students' investment in your course—and in their own learning.

Resources

Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., Norman, M. K., & Mayer, R. E. (2010). *How learning works: Seven research-based principles for smart teaching* (1 edition). Jossey-Bass.

Bain, K. (2004). *What the best college teachers do*. Harvard University Press.

Brown, P. C., Roediger, H. L., & McDaniel, M. A. (2014). *Make it stick: The science of successful learning*. Belknap Press.

Bowen, J. A. (2012). *Teaching naked: How moving technology out of your college classroom will improve student learning* (1 edition). Jossey-Bass.

Doyle, T., & Zakrajsek, T. (2011). *Learner-centered teaching: Putting the research on learning into practice*. Stylus Publishing.

Lang, J. M. (2013). *Cheating lessons: Learning from academic dishonesty*. Harvard University Press.

Lang, J.M. (2016). *Small teaching: Everyday lessons from the science of learning*. Jossey-Bass.

Nilson, L.B. (2013). *Creating self-regulated learners: Strategies to strengthen students' self-awareness and learning skills*. Stylus Publishing.

Pink, D. H. (2011). *Drive: The surprising truth about what motivates us*. Riverhead Books.

Weimer, M. (2013). *Learner-centered teaching: Five key changes to practice* (2 edition). Jossey-Bass.

Supporting Students in Remote Group Work

CELT notes that “Group work is challenging to manage at the best of times; it’s even more challenging in a time of social distancing. These tips should help you support students as they try to navigate the challenges of working in groups remotely.” They suggest the following strategies for support:

- 1. Remind students NOT to meet in person during the covid-19 crisis.** Yes, there projects are important, but not as important as their well- being. Plus there are many, many options for them to discuss virtually. If you haven’t already done so, set up group discussion forums for all groups in Moodle. The Moodle Support Team can help you with this if you don’t know how to do this.
- 2. Whenever possible, ask students to create group agreements, contracts, or charters, so it’s clear who is responsible for what—complete with agreement about what happens if group members don’t agree or don’t complete their work.**

It’s not likely students will agree all the time in the best of times, so we can’t expect all projects to run smoothly now with the added stressors of COVID-19. Provide students with a template to create a set of agreements to help them complete their work smoothly, including provisions for what they can do if they don’t have good internet access— and what will happen if someone from the group becomes ill. Need help with this? Contact the CELT Team at celt@tru.ca. Also, Carnegie Mellon University’s Eberley Center has some helpful templates [here](#).

- 3. Encourage students to come up with a team name.** This may sound silly, but belonging to a team with a name helps students feel they belong. Team names help groups form identities, and this helps

create community. Community is especially important when groups cannot meet in person.

4. Remind students that they can accomplish more as part of a group than any one student can accomplish individually. This helps them understand the rationale of group work in a time that isn't conducive to group meetings. Allow them to see that the group's success depends on everyone contributing, and that their success is linked to the success of others.

5. Provide examples of how students can break projects up to work independently. Can you help students divide tasks or content? Can projects be divided in ways that allow students to work to their strengths?

6. Provide both individual and group grades, if possible. Students need to feel like they have some autonomy over their own grades. Ask students to self-assess and describe their own contribution to the group project. Students also need to feel accountable to the group, so ask them to peer-assess and describe their own contribution to the group project. We in CELT can help you create rubrics for this; e-mail us at celt@tru.ca. Also, Carnegie Mellon University's Eberly Center has some helpful templates [here](#).

7. Ask students to reflect on their learning from the group project. Provide them with prompts, such as "What was the most important thing you learned about [TOPIC] from working on this project?," and "What are you most proud of with this project?," and "If you could do it all over again, what would you do differently?" These kinds of prompts can help students feel positively about their group experience, and reflection fosters deeper learning from that experience.

Resources

Barkley, E. F., et al. (2014). *Collaborative learning techniques: A handbook for college faculty*. (2nd edition). Jossey-Bass.

Burtis, J., & Turman, P. (2006). *Group communication pitfalls: Overcoming barriers to an effective group experience*. Thousand Oaks, CA: Sage.

Eberley Center. (2020). *Sample group project tools*. Carnegie Mellon University. Retrieved from <https://www.cmu.edu/teaching/design/teach/instructionalstrategies/groupprojects/tools/index.html>.

Forrest, K., & Miller, R. (2003). Not another group project: Why good teachers should care about bad group experiences. *Teaching of Psychology*, 30, 244-246.

Gueldenzoph Snyder, L. (2009). Teaching teams about teamwork: preparation, practice, and performance review. *Business Communication Quarterly*, 72, 74-79.

Hammar Chiriack, E. (2014). Group work as an incentive for learning: Students' experiences of group work. *Frontiers in Psychology*, 5, 1-10.

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Provide a tip sheet

This tip sheet gives a quick, clean starting point; it was adapted from [Carleton University](#). The adaptable version is available in the chapter: “[Quick start overview and resource documents](#)”.

Tip sheet for online learning

1. **Stay connected.** Regularly check your Brightspace course announcements and email.
2. **Reach out** to your instructor or a teaching assistant (TA) if you have any questions or need clarity on something. Identify yourself and include your course code in the subject line – most instructors teach more than one course so they need some context. But please be patient, these are extraordinary times and they may need more time to respond.
3. **Find a space to work** – quiet and yours. Minimize distractions and do not try to multitask (Studies have shown that [multitasking does not work](#)).
4. **Stay disciplined.** Set a schedule for course work – doing readings, viewing lectures, working on projects and assignments, etc. – and stick to it. Make a list of all the assignments and exams you have to finish and their deadlines and do not procrastinate.
5. **Let your instructor know if you need additional considerations.** If you have medical appointments, are unwell, or have family needs, slow/low internet capabilities, older incompatible devices, limited access to a device, or are experiencing mental health concerns that are impacting your ability to complete your work, tell your instructor so that they can offer ideas and solutions.
6. **Think ahead.** You may be asked to use a new online tool to engage with your course e.g. Teams, Adobe Connect, or Zoom. Take the time to set up the tool in advance of an online meeting (at least 15 minutes beforehand) and review the technical requirements and instructions before using the technology to avoid last-minute technical issues.
7. **Prepare for the unexpected.** Many of your professors are learning to use technologies and platforms that are new or unfamiliar to them. It's going to take some time to adjust. Expect some bumps along the way.
8. **Don't give up and be proactive** if you hit a technical issue. For example, if your reading link is broken, maybe you can search for the journal article yourself by using the library search.
9. **Take care of your mental health.** Schedule self-care into your daily schedule. Call a friend, go for a walk outside, take a bath, or watch an episode your favourite show. It's important to carve out some time for yourself, especially when you may be feeling a little [more stressed or overwhelmed than normal](#).
10. **Be patient.** Your instructors have had to make their teaching available to you online on a very tight timeline. The best online learning takes time to develop—it usually takes a team of experts who work over many months or years. Your instructor is likely doing this alone. Please be patient and compassionate if things don't go right for you the first time.


Note: this tip sheet was adapted from Carleton University for the uOttawa community.

Provide a worksheet

This adaptable worksheet can be used to set goals and make a plan, and includes explanations and examples. The file can be found in [“Quick start overview and resource documents”](#).


Plan for online learning and work – Explanation

Fill in. Post in a prominent place. Revisit regularly ☺




How I take care of my **physical** health

- It's important to take care of our physical health
- Take breaks, go for a walk, find a new exercise or sport




How I take care of my **mental** health

- Schedule self-care into your daily schedule
- Stay connected and take time to celebrate all that has worked OK during this transition even though it wasn't perfect
- [Recommendations](#) from therapist Amanda Carter and [others](#)




My **goals**

- This [Growth & Goals module](#) explains how to set SMART goals and become a more proficient learner. SMART = Specific, Measurable, Accountable (e.g., to a friend!), Realistic, and Time-defined
- Mini-deadlines can help you stay on track




My **schedule**

- Plan your schedule: [LINK](#)
- Try out a new time management technique, such as the [Timeboxing technique](#)
- You can use any tool/tool for your schedule, not just this space
- Stay disciplined. Falling behind makes it harder to reach your goals




My **work space**

- Find a work environment that works for you (as well as possible). Some prefer quiet, others prefer loud. It's also okay to move around.




How I **minimize distractions** and **set boundaries**

- My distractions: social media, I suddenly do many chores, read the news over and over again, food
- I love my parents... but they interrupt
- Read: "Deep work"
- Mindfulness (see [Growth & Goals](#))



Where I **find resources**, and **people I can talk to**



- Resources could be for your health, course, or others.
- People could include friends, asking your teaching assistant or professor for help, etc.
- Help your instructor by engaging in class discussions (even a thumbs-up helps!)



My **tasks**

- Setting smaller tasks will help you reach your goals
- Regularly checking your email and course pages will help you stay on top of things
- Look ahead in your schedule: prepare for upcoming events
- Practice writing an exam

• You can have the timeline to post for each section (e.g., daily, weekly)
• There are excellent, detailed resource centers, such as: <https://counseling.unh.edu/care/2020/03/10/online-learn-to-succeed/>
• Learn to Succeed!
• Learn from Peers, Knowledge, Write Solutions, Knowledge, Culture, and Leadership Policies
• Suggestions for the most useful and influential



Plan for online learning and work – Examples

Fill in. Post in a prominent place. Revisit regularly ☺



How I take care of my **physical** health

- Examples: Run 2x per week
- Workout virtually (e.g., [SMMU](#)), free apps
- Get outside into nature (or at least some fresh air)
- Add new health habits (e.g., walk at lunch)



How I take care of my **mental** health

- Walk the dog, cook a new meal, learn the guitar
- Reward myself after a study session
- Take a break when I need to, meditate
- Stay social, go into nature
- Start a gratitude journal, being self-compassionate



My **goals**

- Stay focused during synchronous classes and while studying by closing other browsers and putting my phone on silent
- It's okay to let go-of certain goals



My **schedule**

- How to plan your schedule: [UM](#)
- Try out a new time-management technique, such as the [Pomodoro technique](#)
- You can use any tech/tool for your schedule, not just this space.



My **work space**

- This [Growth & Goals module](#) explains how to set SMART goals and become a more proficient learner



How I **minimize distractions** and **set boundaries**

- Take social media and news apps off my phone, limit app-time, use an app (e.g., "Focus")
- Tell family members what my work time is and that I need the uninterrupted time
- Use head phones, make a "work playlist"
- Drink water



Where I **find resources**, and **people I can talk to**

- Stay connected
- I can always talk to these people: _____
- Ask my instructor questions



My **tasks**

- Walk the dog
- Cook a new meal
- Reward myself after a study session
- Take a break when I need to
- Call a friend to say hi
- Explore the technology being used in the course

1. You can find the template to create a task list, e.g., study habits

2. There are excellent, vetted resources online, such as <https://caltech.edu/education/online-learning/>

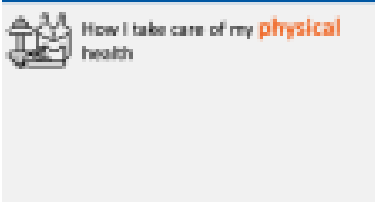
3. Learn: Study Hacks, Study Skills, Study Tools, Study Tips, Study Strategies, Study Skills, Study Skills, Study Skills


4. Suggestions for thought guides are welcome!

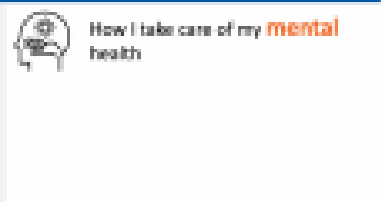



Plan for online learning and work


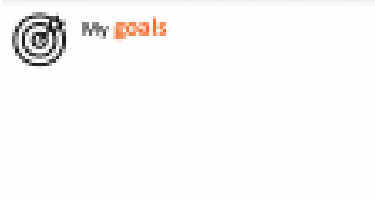

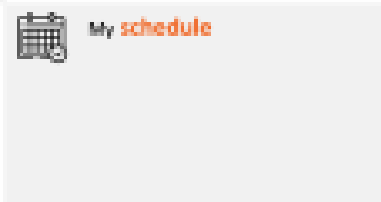
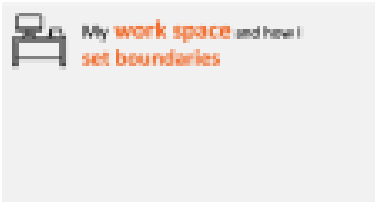
Fill in. Post in a prominent place. Revisit regularly. ☺



 How I take care of my **physical** health



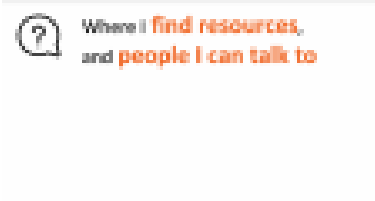
 How I take care of my **mental** health

 My goals My **schedule**


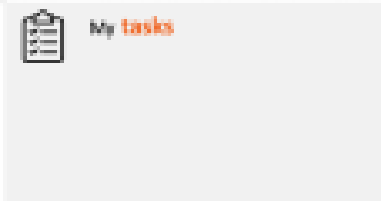
My **work space** and how I **set boundaries**



 How I **minimize distractions**



Where I find resources, and people I can talk to

 My tasks

1) How do you use the findings to use for each section, e.g., daily security



Encourage developing learning skills

The [Growth & Goals](#) module was developed to help students become more efficient learners.

Two versions are available in English and French:

- a [course-integrated version](#), meant to be linked with the course's intended learning outcomes, ideal study strategies, and support options
- a [course-independent version](#), which can be used by anyone in any area (e.g., academic, athletic, artistic)

The infographic below gives a brief overview of the module.

Challenges

Students face many different course and life expectations and a rapidly changing environment

Two Undergraduate Degree Level Expectations are rarely addressed in courses: knowledge of the limits of knowledge (UDLE 5) and autonomy and professional capacity skills (UDLE 6)

Need for capacity building that is adaptable to a variety of contexts (e.g., French, English, many disciplines)

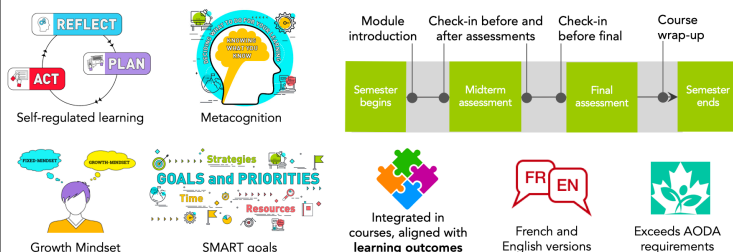
Approach: Growth & Goals Module

GROWTH & GOALS

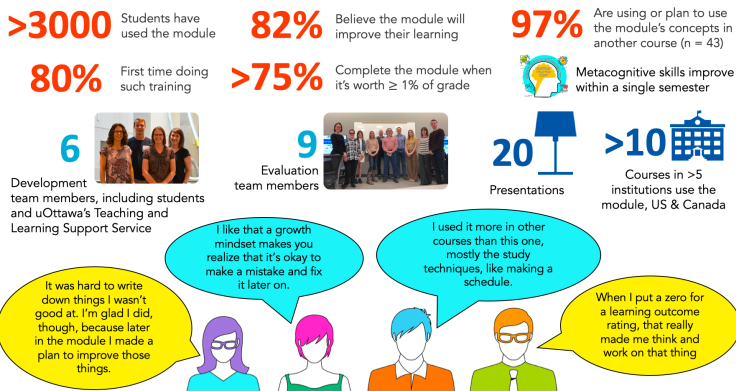


An Open Education Resource (OER)

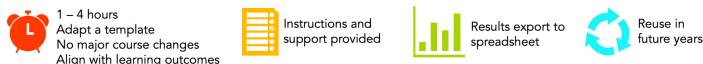
What is the module?



The module's success exceeds expectations



Integrating the module in a course



Alison Flynn, FlynnResearchGroup.com/GrowthGoals | YouTube: [Growth and Goals Module](#) | Twitter: [@GrowthAndGoals](#)

To go deeper

Develop (and share?) your own methods of supporting students with the education community.

Up next

The next chapter provides step-by-step instructions for many aspects of Moodle.

8. Communication and facilitation in the course



This chapter addresses communication in the course, both between you and students and well as among students themselves.

Communication between you and students

It will come as no surprise that clear, consistent communication is as helpful in online as face-to-face context, helping to orient the students in the course and to your expectations. You can tell the students both the **methods** they can use to communicate with you and the **response times** to expect. For example:

- Send Moodle **announcements** for course messages, weekly.
- Hold **office hours** via videoconferencing (e.g., Teams, BigBlueButton), Mondays 1–2 pm
- Students can **email** you with confidential matters; you check email every 24 hours
- The Moodle **discussion forum** can be used for general or course-related questions; you check the forum every 24 hours
- During videoconferencing (e.g., BigBlueButton, Teams), students can **raise their hand** to ask a question or use the **chat** function.
 - Note: at the time of writing, TRU recommends BigBlueButton and Teams for synchronous classes and

office hours.

Communication between students

- During videoconferencing, students can use the **chat** function to speak with each other or use **breakout rooms** for students to have conversations in small groups, such as introducing themselves in the first class
- Students can use the Moodle **discussion forum** to communicate with each other (but will likely use their own method instead)
- Seminar courses have their own set of considerations and could be considered in some ways like online conferences; [suggestions here](#).

Behaviours, engagement, and rights in the online environment

Major goals in an online course are to build community and trust, engage students in the course, and help them take greater ownership of their learning process. To that end, we have a few recommendations:

- During videoconferencing, share expectations for online communication. For example, you could use or adapt the guide below; the file can be found in the “[Quick start overview and resource documents](#)“.

Online conversation skills

Suggestions for participants 😊



- 1 **Join early.** You can use the time to test the tech, chat with people, etc. If you need tech support, before the session is the easiest time to work things out.



- 2 Offer **extra warmth** with comments. Tone can be more difficult to read online so making an extra effort helps to communicate effectively.



- 3 **Stay on mute**, except when speaking, especially for bigger groups. Feedback is a challenge when there's background noise.



- 4 **Raise your hand** when you want to say something or ask a question, and wait until others have finished their thought, especially in larger groups. That way, we can ensure that everyone is heard.



- 5 **Say your name** when you speak, which is especially helpful in bigger groups and for people on the phone.



- 6 You can **use the chat function** to ask questions. Participants can answer each other. Remember that the session may be recorded.



- 7 **Keep questions and comments short:** Lots of people will want to contribute so each person's turn should include only key points.



- 8 **Share your video** (optional but encouraged) to help us remember that we are real people in the room. Be mindful of your **background** if you decide to use your video.

- LMS = learning management system
- There are excellent, detailed resources online. Suggestions for this short guide are welcomed!
- Icons from Freepik, Pixel perfect, Kiranshastry, Wanicon and Eucalyp from [Flaticon](#)
- Created by Alison Flynn



- Students are generally excellent at online etiquette, so they can be trusted to stay on mute if necessary when others are speaking or in large groups and to use the chat function responsibly. Closing the chat shuts off a main way that students can communicate with each other, ask questions, and

build community.

- Encourage students to use their video and encourage oral participation (i.e., unmute to speak), but make this optional. While sharing our video lets us remember that we are working with real people online, students (or educators!) may not want their home environment shared, for a number of reasons.
- Similarly, encourage students to upload a profile photo of themselves on Moodle.
- This course can be an opportunity for professional growth for students. While you may not be explicitly assessing their professional skills, you can ask them to self-assess.

Up next

The next chapter addresses strategies for building community and creating a good online experience.

9. Building community

Building community and a good online experience

Building community and ensuring a good experience in an online environment includes a number of concepts, including building online presence both synchronously and asynchronously.

The importance of the first week in establishing a presence, expectations and simply getting everyone off to a good start cannot be underestimated. Watch Instructional Designers Melissa Jakubec and Michelle Harrison's webinar [Building that Crucial First Week](#) to learn more about tips and techniques for getting off to a good start in your remote course. The webinar slides are here: [Building the Crucial First Week](#).

We also recommend Educational Technologist Brenna Gray's webinar [Building Community with Tech Tools](#), and accompanying [Building Community with Tech Tools](#).

In addition, Equity Unbound has teamed up with OneHE and created a resource for sharing community building resources. You can find all the activities on [OneHE's site](#) as they are released. Some are good introductory activities, while others can be used throughout the semester. They will also provide opportunities to contribute and share your adaptations of them.

Recommendations for holding synchronous sessions

This [collection of articles](#) summarizes key aspects of facilitating online learning sessions.

Video series of recommendations

The first series of four videos from Contact North captures some main recommendations for working with students through videoconference methods.

Prepare before class



A YouTube element has been excluded from this version of the text. You can view it online here:

<https://remoteteaching.pressbooks.tru.ca/?p=177>

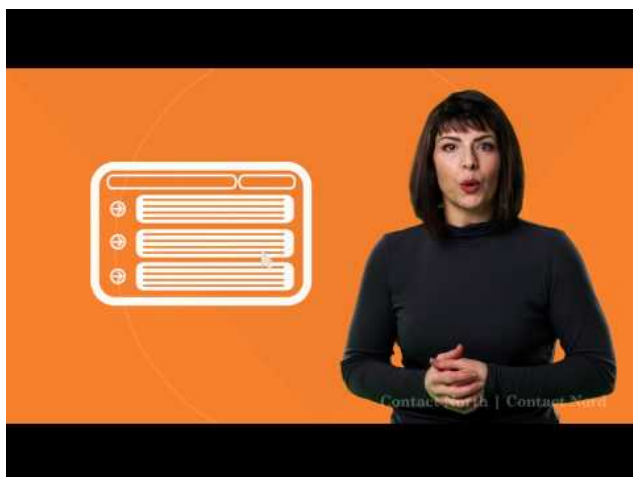
Prepare your students



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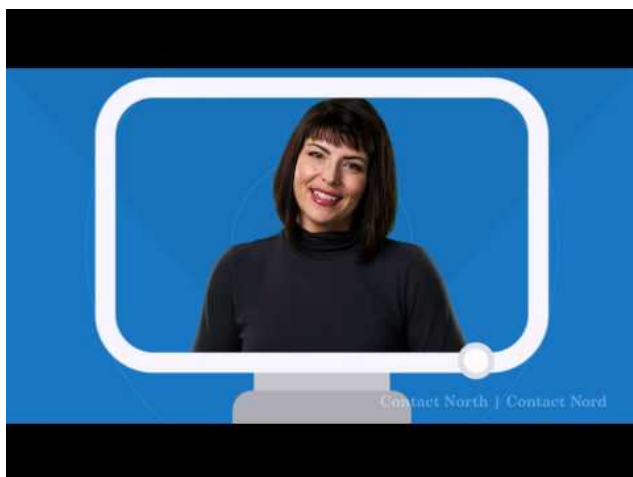
Encourage participation



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Engage your student



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These next videos speak to two key areas: building teacher presence online and what to do when things go wrong.

Building teacher presence online



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<https://remoteteaching.pressbooks.tru.ca/?p=177>

What to do when things go wrong (like a zoombombing)



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<https://remoteteaching.pressbooks.tru.ca/?p=177>

To go deeper

“[How to make online a ‘place’ for learning](#)” provides an in-depth description of creating community in the online environment, plus many other resources are cited therein.

Up next

The next chapter focuses on fostering a culture of care and supports available for students.

10. A culture of care

Consider how the pandemic affects students

What an anxious moment we are all surviving together. When designing a course for remote instruction, flexibility is important. In this pandemic situation, students have not CHOSEN to take a remote course. They are being required to take courses remotely and may not even have taken an online course before. Even if they had made that choice, a pandemic is not the ideal circumstance in which to begin that experience.

Students will not have equitable access to essential tools and materials for an online course. For example, students may: (i) not have a printer, (ii) have poor or no wifi, (iii) not have a calm place to work, (iv) not have a suitable device, (v) health (their own or family members'), or (vi) may be working in a different time zone, be working for a family business, or have other responsibilities that take time away from their studies.

It is easy to imagine myriad ways in student identity could line up with challenges they will experience as remote learners. Remember also that intersectionality (belonging to more than one group that traditional experiences obstacles to full participation) makes potential challenges more complex and hard to fully address in advance.

We suggest simply addressing this issue at the outset of the course, and acknowledging the circumstances in which we all find ourselves (students, professors, TAs). We share the goal of trying to include everyone, regardless of their circumstances. Including everyone with reasonably similar effectiveness will simply require a bit of extra care and patience. This does not imply discarding academic standards, but does imply applying them thoughtfully in an individual way wherever practical.



Students may not have access to these elements during the pandemic.

To address potential issues, you can ask students what tools they have available to them, for example, by [copying this questionnaire](#) (adapt as desired). Using asynchronous options is one way to allow for greater flexibility in the course. There are also [lower bandwidth alternatives](#) to common tools that you may wish to explore.

Students can be referred to uOttawa's Student Academic Support Services, and Accommodation Services (formerly "Access Services") in particular. Educators should add an [accommodation statement](#) to their syllabi.

Remember how the pandemic affects you

Students are not the only ones who have or will experience serious challenges. Professors and TAs are subject to all of the same constraints. Pressures could even be greater under some circumstances.

Be kind to yourself and forgiving of colleagues. We suggest giving yourself extra time to get things done if you find yourself managing many obligations. If colleagues appear to breeze through some of the challenges that take you longer, maybe they do not have children, or their children are grown, or... just, be kind.

Strategies for Reinforcing Care and Community

Stress levels for everyone are extremely high right now, and the uncertainty around us doesn't help. But there are strategies for reinforcing the care and community you have already established in your face-to-face classes, even as we move online.

1. Remind students of your presence. Often. Whether through short video blogs, regular and predictable email responses, or remaining present in discussion forums, students will be reassured by your continued participation in their classwork.
2. Be flexible, humane, and kind. Students will be dealing with a lot of additional external stressors during this time. Consider relaxing your approach to deadlines and late penalties in the coming days. Remember that the authorities ask that we not tax the health care system, so it may not be appropriate to require a doctor's note for missed work due to illness.
3. Seek support. Our Moodle resource has a faculty support forum, and the [Learning Technology and Innovation team](#) is here to provide support for all your questions about teaching online. The [Centre for Excellence in Learning and Teaching](#) and the [Instructional Designers in Open Learning](#) are all community resources for you to draw on. Let us help.

Some additional ways to demonstrate care (all resources can be reused and shared, with attribution):

- Maha Bali's OLC Innovate 2020 Virtual Conference Keynote "[Centering a Critical Curriculum of Care During Crises](#)" is particularly relevant.
- West Virginia University Press Teaching & Learning Series [Pedagogies of Care: Open Resources for Student-Centered & Adaptive Strategies in the New Higher-Ed Landscape](#) is a collection of videos, audio podcasts, interviews, infographics and articles focused on design, teaching, collaborative

practices and assessment.

- Aimi Hamraie's [Accessible Teaching in the Time of COVID-19](#) explores how to best serve all students in this moment.
- Danya Glabau has produced [a thorough questionnaire](#) to evaluate student capacity for online learning within a specific class.
- Caleb McDaniel and Jenifer Brattner [offer tips and ideas to help students](#) who have never learned online before make the most of the rest of this semester.
- Torrey Trust's [Teaching Remotely in Times of Need](#) is incredibly thoughtful (and [we're especially fans of Slide #24](#)).

Addressing Wellness

“Wellness is an active process of becoming aware of and making choices toward a healthy and fulfilling life. Wellness is more than being free from illness, it is a dynamic process of change and growth.” – [UC Davis](#)

“...a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity.”

– [The World Health Organization](#)

“a conscious, self-directed and evolving process of achieving full potential.”

– [The National Wellness Institute](#)

To support students' wellness, you can suggest that they:

Visit TRU Services

- [Counselling Services](#) offers academic, career and personal counselling and now offers virtual appointments.
- [Health & Wellness](#) support is also available, including a [Medical Clinic](#), [Wellness Centre](#), and a [Multi-Faith Chaplaincy](#).
- [Career & Experiential Learning](#) continues to offer work study and career planning and development support.
- [Academic Supports](#) provide many tools and resources, including advising and a variety of [learning supports](#), including:
 - [The Writing Centre](#) helps with grammar, essay structure, integrating resources, citation and much more through synchronous and asynchronous appointments.
 - [The Math Help Centre](#) can also provide assistance.

Consult external resources

- Consult resources on staying emotionally healthy during a pandemic, such as:
 - “[How to Stay Emotionally Healthy During the Coronavirus Outbreak](#)” by Jamie D. Aten, in Psychology Today, Mar 2020.

How and when to provide suggestions and resources

There are no rules for this but some ideas include:

- Sending periodic Moodle announcements, which can be set up in advance.
- Short weekly video overviews can be useful to students and help them focus on the week's tasks.
- You can put resources links like the ones above in a Resources section in Moodle.

Up next

The next chapter focused on ways to help your students become better online learners.

PART IV

CHAPTER 4: USING TECHNOLOGY

II. Using Moodle

Basic Moodle Settings

When you first access Moodle, you will see a small gear icon on the top-right of your page that allows you to review and edit the settings for your course as a whole. This [Basic Moodle Settings](#) document walks you through some of the most commonly-questioned sections of these settings.

You will see that some things – like your department and faculty – cannot be edited. If you notice an error in a section you cannot edit yourself, please contact [Moodle Support](#).

The screenshot shows the 'General' settings page in Moodle. On the right, there is a link that says 'Expand all'. The settings list on the left includes: Course full name, Course short name, Course category, Course visibility, Course start date, Course end date, and Course ID number. Each item has a gear icon to its right. Annotations with red boxes and arrows provide additional information:

- A large box at the top right states: "These fields are editable, but please follow the conventions indicated to the left. Keeping consistent naming makes searching for courses easier for students." with arrows pointing to the 'Course full name' and 'Course short name' fields.
- A box next to 'Course category' states: "Ensure your faculty/department is listed correctly."
- A box next to 'Course visibility' states: "'Show' = visible to student; 'hide' = not."
- A box next to the date fields states: "Default dates are set by Moodle Support."
- A red arrow points to the 'Course ID number' field with the text: "Leave blank."

Course format

Format: Weekly format

Hidden sections: Hidden sections are shown in collapsed form.

Course layout: Show all sections on one page.

Appearance

Force theme: Do not force

Force language: Do not force

Number of announcements: 5

Show gradebook to students: Yes

Show activity reports: No

By default, Moodle Support sets courses to "Weekly Format," but you can play with this. Another option might be better for you; try "Topics" if you present material in units, for example.

The number of announcements that appear in the "latest" section.

These options determine how students see their course progress.

If you are enabling groups in your course, you'll need to activate them in the general course settings, too. See our document on [Creating Groups](#) for more information on how this functionality works.

Groups

Group mode: No groups

Force group mode: No

Default grouping: None

Edit group settings here. If you are using groups in your course, they must be activated here to be reflected in grade book options, etc. See our support document on [Creating Groups](#) for more information.

Importing Content

A few important caveats shape what can and cannot be imported

- You may only import content from a course where you are a Teacher.
- Student data from previous semesters will never be imported.

But all of your Assignments, Quizzes, and other Course Materials can be transferred from course to course, semester to semester.

To make formatting your course easier in the long run, make

sure both the new course and the one you are importing content from have the same format (see our guide to settings for more information on this).

You will need to start in the course **you wish to import content into**, and click your gear icon to access the “Import” option.



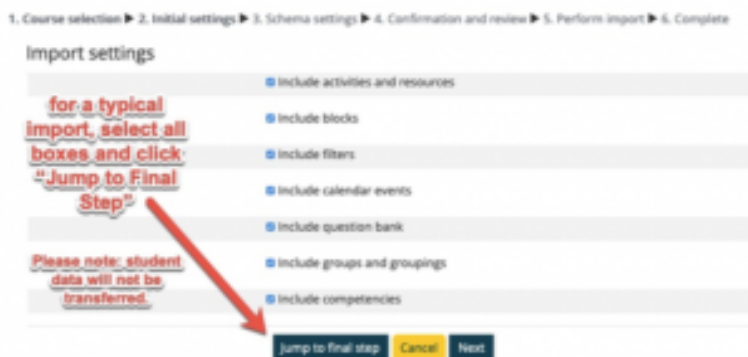
Next, you'll be able to select the course you wish to import. Depending on how many courses you've taught, this list can be quite lengthy, so you may need to use the search function. Use the course name exactly as it appears in your Moodle dashboard.

Find a course to import data from:



For a basic import with all the content and settings, just tick all the

boxes and click “Jump to Final Step.” This process can take a little bit of time, depending on your internet connection and the size of the course being imported.



If you run into any trouble in importing your course content, please don't hesitate to contact Moodle Support for assistance.

You'll need to review your course materials and edit them accordingly. (For example, you'll probably find you have two Announcements pages now – go ahead and delete one.) And make sure you update your Course Outline and any relevant dates and deadlines.

You can print this [Importing Course Content](#) document for ease of reference.

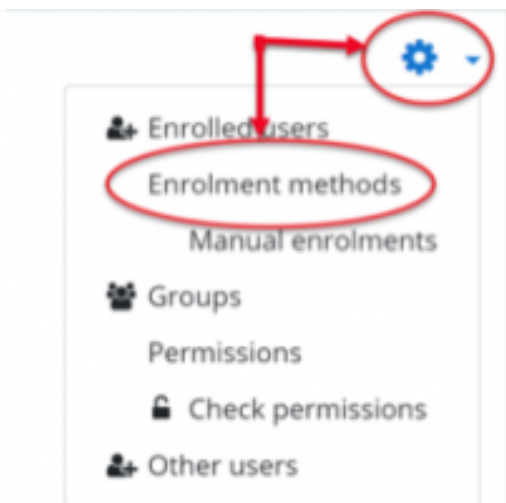
Combining Sections

Creating a course meta link allows all the students in one course to be automatically enrolled in another course. You will want to create a course meta link when you are teaching more than one section of

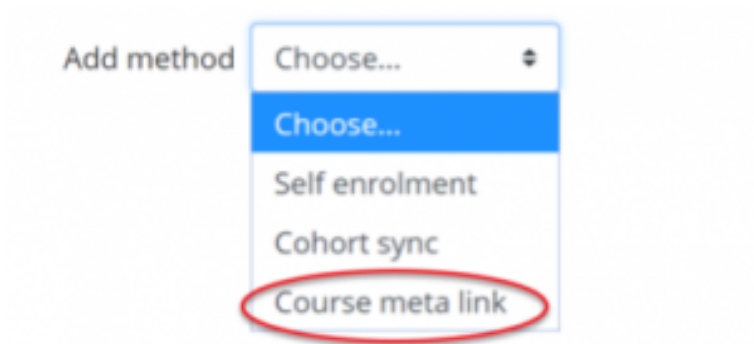
the same course and you are using the same course materials and gradebook setup. We recommend creating and adding all students that are currently enrolled in the course to a group before adding the course meta link.

Creating a Course Meta Link

1. Click the Participants link located in the left hand navigation menu
2. Click the Action menu then click Enrolment methods



3. From the Add method drop down list select Course meta link



4. Select the course you are linking to from the Search drop down list, select the group you want to add the students to from the Add to group drop down list. If you do not have a group created select Create new group from the Add to group drop down list. Click **Add method**



You can print this [Combining Sections](#) document for ease of reference.

Enrolling Students

Students will be auto-enrolled in your class based on Banner data. You can always enrol additional students or other teachers by clicking on Participants in your left-hand menu and clicking on Enrol Users. If you have a different kind of Moodle Shell that is not linked to Banner, you will need to create a self-enrolment key in order to allow access to your shell. Please follow the steps in this [Self Enrolment Key](#) document, summarized in the infographic below.

1 Participants

No filter applied

Search by name or email address

Number of participants: 0

First name: [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L] [M] [N] [O] [P] [Q] [R] [S] [T] [U] [V] [W] [X] [Y] [Z]

Last name: [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L] [M] [N] [O] [P] [Q] [R] [S] [T] [U] [V] [W] [X] [Y] [Z]

click here →

- Enrollment status
- Enrollment methods
- Group
- Permissions
- Check permissions
- Other users

2 Enrollment methods

Name: Self enrollment (Student) | Status: On | Up/Down: 1/01

Manual enrollment: |

click here to go to self-enrollment settings →

then click to edit settings

3

Self enrollment

1. Enrollment status: ☒ On

2. Enrollment by: ☒ Self

3. Enrollment by group: ☐ No group enrollment type

4. Initial suggestion: ☐ Student

5. Enrollment period: ☐ On ☐ Off ☐ Days: 1

6. Self-enrollment expires: ☐ On ☐ Off

7. Self-enrollment: ☐ On ☐ Off

8. Self-enroll: ☐ On ☐ Off

9. Self-enroll: ☐ On ☐ Off

10. Self-enroll: ☐ On ☐ Off

11. Self-enroll: ☐ On ☐ Off

12. Self-enroll: ☐ On ☐ Off

13. Self-enroll: ☐ On ☐ Off

14. Self-enroll: ☐ On ☐ Off

15. Self-enroll: ☐ On ☐ Off

16. Self-enroll: ☐ On ☐ Off

17. Self-enroll: ☐ On ☐ Off

18. Self-enroll: ☐ On ☐ Off

19. Self-enroll: ☐ On ☐ Off

20. Self-enroll: ☐ On ☐ Off

click the eye to make key visible; then click the pencil to edit as desired (you will provide this key to students and it is case sensitive)

DO NOT DISABLE! (this unenrolls students at the end of the number of days indicated)

click to activate

optional: write a welcome email to students that they will receive once they are successfully enrolled

Enroll down to save your key. You can then communicate this information to students via email (enroll_id) accessible via URL/Enrollment.

Uploading Files

These resources will walk you through the basics of uploading files to Moodle. Given that we are unsure of what internet access students will have, please keep file sizes as small as possible. Most students will be able to access DOC, PPT, and PDF files, and DOC and PPT files are most accessible for students in need of screen readers or other accessibility tools.

The following annotated images demonstrate how to upload files to your course space.

Please note that all files you upload can be downloaded by the students; it is not possible to make them “view only.”





The following videos may be useful. Note: You will need to be logged on to Moodle to access them:

[“How to Upload Files.”](#)

[How to Use the File Picker](#)

[How to Hide/Show Items](#)

[Allowing Students to Upload Video Assignments](#)

This website provides additional information on [File Resource Settings](#).

Additional Help

If you have a problem that isn't solved by the information in this book, there are also extensive help documents available on the Moodle website. The following pages offer additional solutions to common issues with Moodle.

Note: You will need to be logged in to Moodle to access the resources below.



[Managing MoodleURL](#)

This is a good introductory resource for understanding Moodle, including basic definitions of all the key terms.



[Working with filesURL](#)

This document helps you to understand how to upload and organize files. Please note that all files uploaded to Moodle can be downloaded by students; there is no “view-only” option.



[Editing textURL](#)

This resource is useful for understanding what text in Moodle can be edited and how to go about doing that.



[ActivitiesURL](#)

This document outlines how to use all the range of activities available. The most common activities used by Moodle users at TRU include [Assignments](#), [Forums](#), and [Quizzes](#).



[BlocksURL](#)

Moodle is organized on a structure of blocks. This resource can help you understand how to customize your Moodle space by using blocks, and also helps you understand what to do if you accidentally delete one.



[Grouping usersURL](#)

This resource helps users understand how to make use of groupings, which is a larger and more inclusive structure for organizing structures than groups. There can be multiple groups within a grouping.



[Grading quick guideURL](#)

The grading tools on Moodle include everything from quick grading to a robust tool for creating matrices and rubrics. This grading quick guide helps you understand how to best make use of the range of tools available.



[Grader reportURL](#)

This tool helps you to understand how to set up your grade book and how to adjust the settings to make your best use of it.

This section on Moodle is taken from materials created by TRU’s Learning Technology and Innovation team.

Creating Discussion Forums

To keep up communication with students and allow for class discussion, you can use discussion forums.

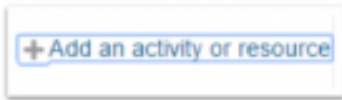
Forums in Moodle

Asynchronous communication on Moodle is performed through the Forum activity. Forum activities can be made with different formats and settings to facilitate various discussion goals and are, by nature, asynchronous.

All new Moodle course shells are created with an “Announcements” forum which is a one- way communication forum only instructors can post to.

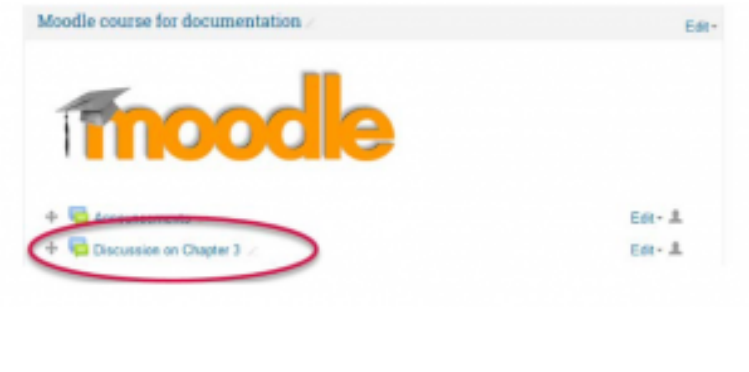
Forums have many uses, such as:

- A social space for students to get to know each other
 - For discussing course content or reading materials
 - For continuing online an issue raised previously in a face-to-face session
- Adding other forums is a straightforward process and to create a forum and they can be set up as a graded item as an option. To add a forum, Add an activity or resource, select Forum and click Add.



Forum Settings

Add a forum name, description and consider settings that will meet your needs and link to your gradebook if desired (note that it is important to set up your gradebook first). Don't forget to Save once complete.



Posting a forum topic

Click on the Add a new discussion topic which opens a posting page where you can add a subject line, message, and attachment. Once one clicks on “Post to forum” they have 45 minutes to edit it before it is shared with all participants. To edit is, simple click on the Discussion topic post to edit as needed.



This “[How to Set Up a Discussion Forum](#)” video also provides a useful overview.

You can also find more information on [Forum Settings](#) on Moodle’s support site.

Creating Assignment Dropboxes

Assignment dropboxes allow you to easily collect student work. Specifying that students submit files as PDFs will allow you to mark directly in Moodle; otherwise, files can be downloaded for review. This resource walks you through how to set up an assignment dropbox.

How to Create an Assignment Dropbox

The Assignment activity allows students to submit work to their teacher for grading. The work may be text typed online or uploaded files of any type the teacher's device can read for example, word-processed documents, spreadsheets, images, audio, and/or video clips. Grading may be by simple percentages or custom scales, or more complex rubrics may be used. Students may submit as individuals or in groups.

When reviewing assignment submissions, instructors can leave feedback comments, upload files such as student submissions with comments, or audio feedback. Assignments can be graded using points, a rubric, or grading guide. Grades entered on the Assignment grading page are automatically added to the Moodle gradebook.

Step 1

Ensure editing is turned on. Locate the Section where you would like to add the assignment activity then click + Add an activity or resource

Step 2

Select Assignment from the activities list then click Add. The Adding a new Assignment page will open.



Step 3

Give the assignment a name, in the description area you can explain what the students must submit and you can upload supporting documents in the Additional files area. Expand all opens the topic headings to display their configuration setting.

1. Assignment name
2. Description Area (Optional)
3. Additional files (Optional)

Step 4

Configure the assignment options. Click Expand all to view all the possible settings or click each topic heading to view the settings for each topic individually.

Under the heading Availability we recommend adjusting the due date to reflect when the assignment is due.

Availability

Allow submissions from: 12 March 2020 00:00 # Enable

Due date: 18 March 2020 00:00 # Enable

Cut-off date: 12 March 2020 14:31 # Enable

Remind me to grade by: 26 March 2020 00:00 # Enable

Always show description

Under the Feedback types heading we recommend checking the feedback comments checkbox and the feedback files checkbox.

Feedback types

Feedback types: Feedback comments Annotate PDFs Feedback files Offline grading worksheet

Comment alone: No

Step 5

Click Save and return to course to return to your course or click Save and display to view the assignment. Alternatively, click Cancel to return to your course without creating the assignment.

Save and return to course Save and display Cancel

You can also find more information on [Assignment Activity Settings](#) on Moodle's website.

You may find the following videos helpful:

[How to Set Up an Assignment Dropdown](#)

[How to Create an Assignment](#)

[How to Retrieve, Mark and Return Submitted Assignments](#)

Uploading Final Grades

If you haven't been using gradebook thus far, you don't necessarily need to learn it now. You can keep your grades as you have before,

but you may find the gradebook a useful tool for simply communicating a final course grade to students. If so, this “[How to Upload Final Grades](#)” video may be helpful.

Source

Thanks to the Learning Technology and Innovation Group, particularly Brenna Gray, Educational Technologies Coordinator, for the resources in this section.

Up Next

We know that this large change in course structure is demanding. The following chapter explains where to find additional support and resources.

12. Specific examples of video setups

This section contains specific examples about set-ups, recording, and processing options, organized from the simplest to the most advanced. Prior to presenting these ordered examples, we include a reminder about keeping learning outcomes in mind throughout the workflow process of generating remote learning content.

The chapter entitled “[Creating and sharing content](#)” described key guidelines to consider when making videos, in order to maximize student learning and engagement.

The learning outcomes should inform the choice of technologies, not the other way around. What do students need to take away from this course? Then decide on the tools you need to accomplish your goals. Keep things simple by using tools that you already have and know, to the extent possible.

You will probably encounter learning curves when creating workflows that are needed to create good quality remote learning materials.

Aligning with the course’s intended learning outcomes: tech in service of teaching

- **Set-up:** iPad (or tablet such as [Wacom](#)), [Notability](#), PPT or PDF (for slides), [Blue Yeti](#) microphone, built-in computer webcam
- **Content:** Video segments chosen according to the course’s intended learning outcomes
- **Processing:** [Camtasia](#) (alternatively: [YouTube Studio](#) – [learn](#)

[how](#), [iMovie](#), or [other video editing software](#)) → Export to MP4
→ upload to YouTube as public or private → post in Brightspace

LO1: Identify structures in which electron delocalization can occur

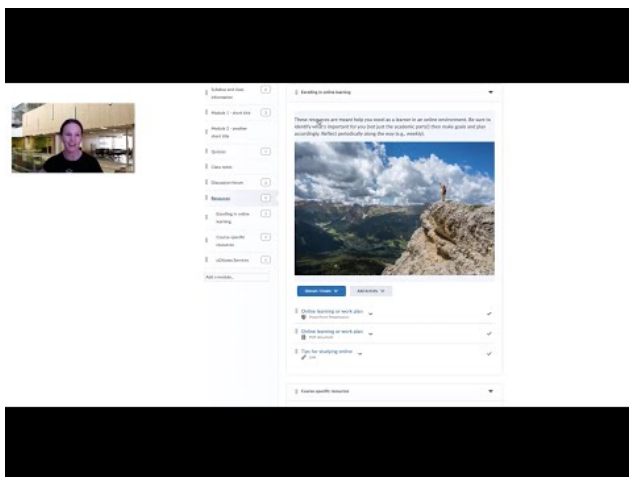
Definition of resonance structures: two or more structures of the same molecule having the same placement of atoms but a different arrangement of electrons.



LO1: Identify structures with electron delocalization

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<https://remoteteaching.pressbooks.tru.ca/?p=309>



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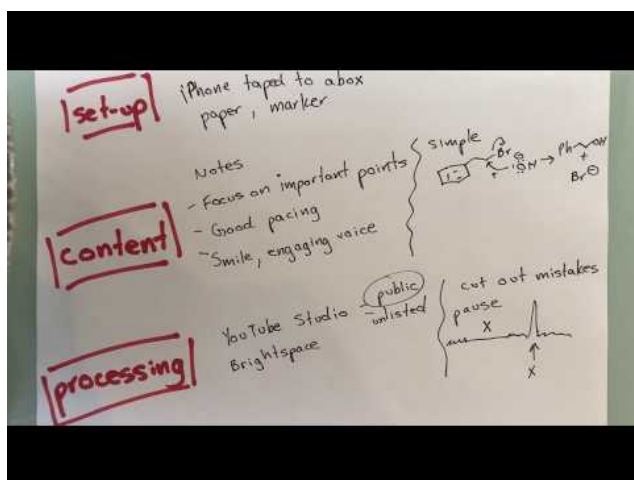
<https://remoteteaching.pressbooks.tru.ca/?p=309>

Below, we provide examples for approaches for remote learning video construction that include real-time content creation. These examples include:

1. Creating a video of handwriting on a blank page (the remote learner's blackboard...), with video and audio captured using an iPhone 8, to present a brief section of course material,
2. Creating the handwriting outcome using purely digital tools,
3. Approaches with a bit more sophistication around inlaying the professor's image inside the image of course slides using a greenscreen,
4. An example of a video-based lab demo,
5. A high production value video showing what a leading professor can achieve with a team of video production professionals intended to provide a little inspiration.

Example 1 – Handwritten notes

- **Set-up:** iPhone, stack of books, marker, paper, Make notes ahead of time
- **Content:** Focus on important points, good pacing, smile, use an engaging voice
- **Processing:** [YouTube Studio](#) to remove undesired parts ([learn how](#)), list as public or private, post in Brightspace

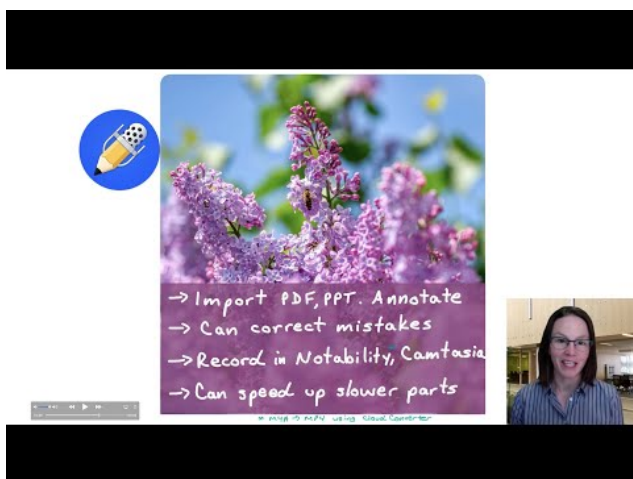


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<https://remoteteaching.pressbooks.tru.ca/?p=309>

Example 2 – Digital handwriting and slides

- **Set-up:** iPad (or tablet such as [Wacom](#)), [Notability](#), PPT or PDF (for slides), [Blue Yeti](#) microphone, built-in computer webcam
- **Content:** Digital handwriting, can correct mistakes
- **Processing:** [Camtasia](#) (alternatively: [YouTube Studio](#) – [learn how](#), [iMovie](#), or [other video editing software](#)) → Export to MP4 → upload to YouTube as public or private → post in Brightspace



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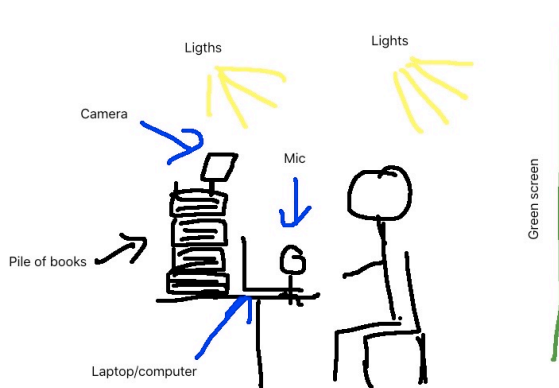
<https://remoteteaching.pressbooks.tru.ca/?p=309>

Example 3 – Recording using slides and green screen

In this example, [Dr. Elaine Beaulieu](#) describes how she creates videos using a combination of tools.

- **Preparation:**

- *Equipment:* [Snowball](#) microphone, [Logitech HD Pro Webcam](#) (C920), [Camtasia](#) editing software, lights and green screen (easy to buy as kits on Amazon)
- *Set-up:* Videos recorded on laptop using Camtasia software, which captures sound, computer screen and video output. Video camera should



preferably be rigged so that it is slightly above eye level (avoid nose shots). What ever it is you wish to record on laptop screen will work (powerpoint presentation, web based apps or browsing, drawing, etc...).

- (A note from the Flynn & Kerr: A green screen is optional. It lets you “cut out” your image within a video more easily. It is still helpful for achieving that effect, but video editing

software is much more capable than it used to be at correctly identifying the boundaries of a person and clipping out everything outside those boundaries.)

- My green screen is small and only allows me to sit in front of computer to capture my image, I set up lighting for the green screen (even lighting on the green screen helps processing image during editing), but mostly on me.
- **Content:** Most videos are recorded with at least a minimum of script preparation, but nothing is rehearsed. I don't rehearse my lectures, so I mostly don't rehearse videos either, I accept it's not going to be perfect, but time constraints means "good enough" is totally acceptable. The process may differ for the purpose of the video. Depending whether I am recording an emergency lecture (end of last semester), a blended course video resource or whether I am answering a student's question.
- **Processing:** Videos were all edited in [Camtasia](#) or [Quicktime](#) (a free alternative would be [tinytake](#)). All my videos were posted in YouTube. When uploading a video into your account, you can create a playlist for your class, and you can chose who can see you videos : private, unlisted or public. I normally choose the unlisted option for my courses, which means your video would not come up in a YouTube search, but anyone with the link can access it. I specify to my students, in my syllabus and at the beginning of class, that all my teaching material, PPT, videos, activities, etc. are my intellectual property, which means they cannot reproduce it or post it somewhere else or distribute it without my consent.

Example 4a

Here is an example of a lecture. There is little editing apart from

moving my image left to right and perhaps zooming in/out. This is a very simple recording, and adding a video of myself is optional, but I add it because I'm comfortable with the tech and because I believe, perhaps wrongly, that my presence on screen is more engaging than screencast alone.

La plupart des divisions cellulaires donnent des cellules filles génétiquement identiques

- Les procaryotes se divisent par fission binaire ou par bourgeonnement
 - Reproduction de l'organisme entier.
 - Reproduction asexuée
- Les eucaryotes se divisent par bourgeonnement ou par mitose
 - Chez les unicellulaires:
 - reproduction de l'organisme en entier
 - Reproduction sexué et/ou asexué
 - Chez les pluricellulaires:
 - Production de nouveaux organismes par reproduction sexué
 - Mais aussi de nouvelles cellules pour croissance, développement

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<https://remoteteaching.pressbooks.tru.ca/?p=309>

Example 3b

Here is a video recorded for a blended learning class, where students have tasks to accomplish and I am guiding them in learning how to use the software needed to accomplish the task. You'll notice there is generally more editing to these videos (arrows, text bubbles,

zooming in and zooming in/out) than there is in lecturing video. This means the process is more time consuming and demands greater knowledge of video editing:



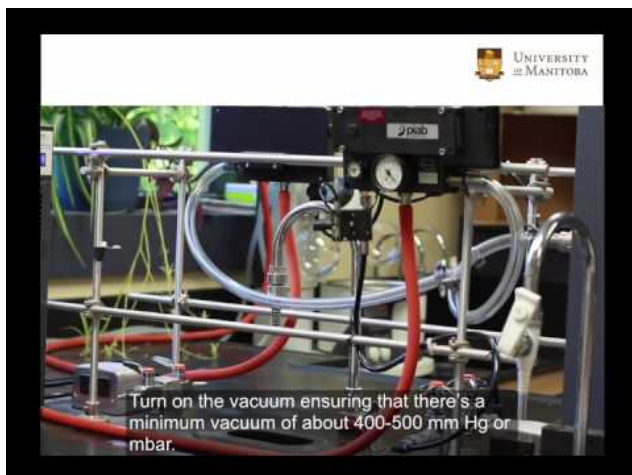
A YouTube element has been excluded from this version of the text. You can view it online here:

<https://remoteteaching.pressbooks.tru.ca/?p=309>

It is also possible to create short videos that answer specific questions: just make sure you link to them in ways that make both the question and your answer easy for students to see and find.

Example 4 – Laboratory video

Here is an example from Dr. Horace Luong at the University of Manitoba. This example uses a more advanced set-up and editing, so the details can be found in the [attached document](#).



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Example 5 – Full production

In this most advanced example, Professor [François Chapleau](#) collaborated with an external firm to produce this incredible video. While such production goes far beyond an individual's editing capacities (unless you are Steven Spielberg, maybe), we did want to show an example of what was possible when working with a team of professionals in the area.

This examples is provided more as inspiration than as a spur for aspiration.



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<https://remoteteaching.pressbooks.tru.ca/?p=309>

Where to find help and advice

Educational Technology Support Service

The Learning Technology and Innovation Team provides support for Moodle and other learning technologies. For Moodle inquiries email moodlesupport@tru.ca and for all other inquiries email learningtech@tru.ca

Faculty learning technology support is also available through the [Support for Alternate Modes of Delivery](#) Moodle course. Check the course or [Educational Technology](#) website for office hours.

Learning Design Support

If you have questions related to the design of your course or want any feedback on aspects, the [Instructional Designers](#) at Open Learning are also available for individual or group consultation. You may find us assisting in the Moodle Drop in sessions or can reach out by emailing learningdesign@tru.ca and one of us will respond to you as soon as we are able.

Centre for Excellence in Learning and Teaching

The Centre for Excellence in Learning and Teaching (CELT) is also available at celt@tru.ca. They also have resources in their [Facilitating Learning in Moodle](#) course.

Thank you for reading!

Acknowledgements

This resource is adapted from Alison Flynn and Jeremy Kerr's Remote teaching: a practical guide with tools, tips, and techniques. We gratefully acknowledge their work and those contributed to and reviewed this guide, including Dean Louis Barriault, Vice-Dean Academic Alain St-Amant, Department Chairs David Bryce, James Harden, Paul-Eugène Parent, and David Schneider, students, staff, and faculty.

We also sincerely thank all the educators and institutions who chose to make their work openly available so that we might use it in this guide, with credit to that work when it is cited.

Additional resources were pulled from a variety of other OERs, including Humber College's 10 Step Design Process, Kwantlen Polytechnic University's "Keep Teaching" website, our own Learning Design and Innovation department resources (blogs, courses, wikis) and other openly licensed content.