

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.

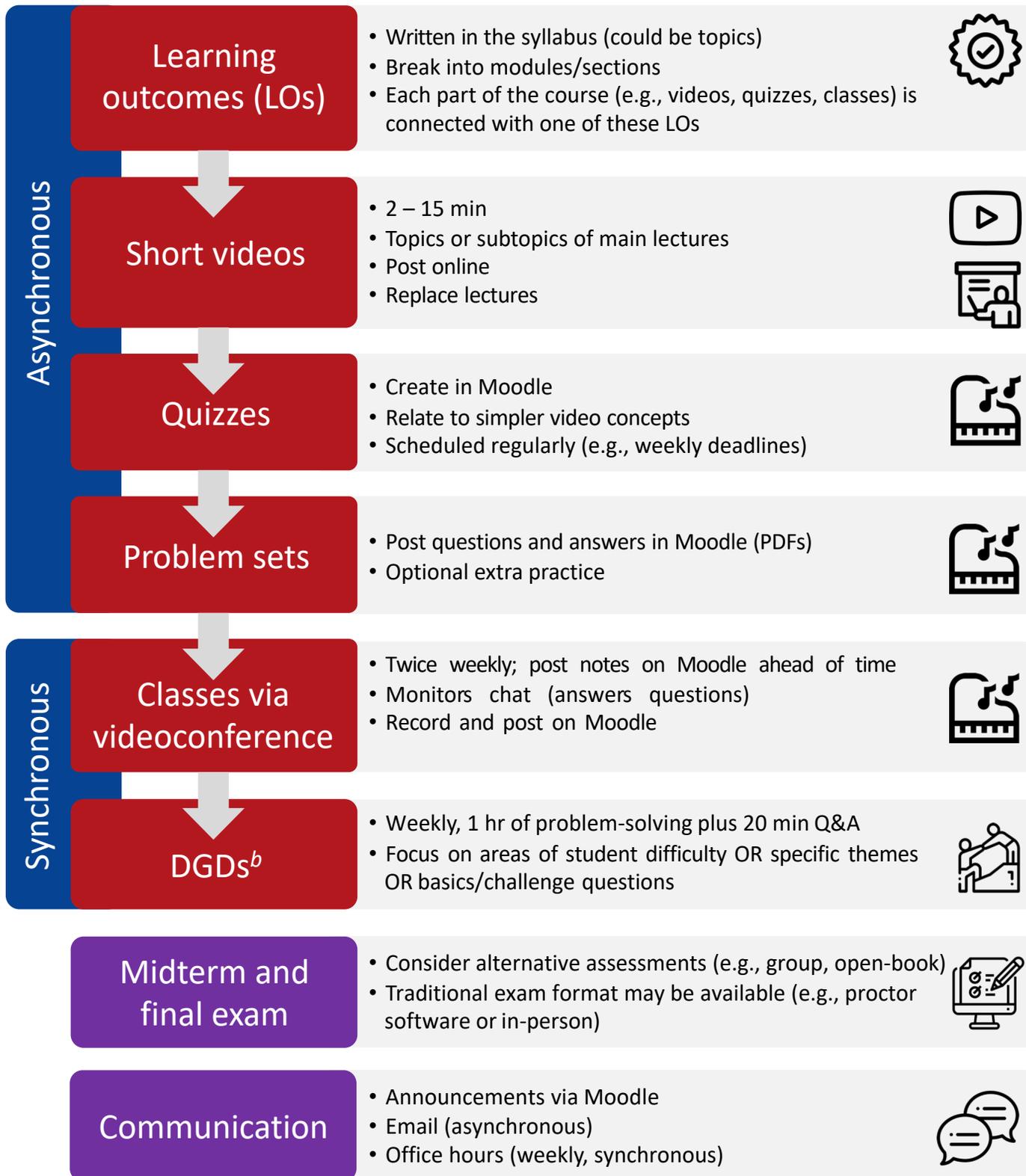
Ask students, consider alternatives, provide resources

^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. ^b 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 Eucalyp from Flaticon.



Suggested weekly course sequence



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