ADAPTING COURSES TO GO ONLINE

Aims • What students will be expected to learn in the course

Teaching and Learning Activities • What happens in the course to support learning
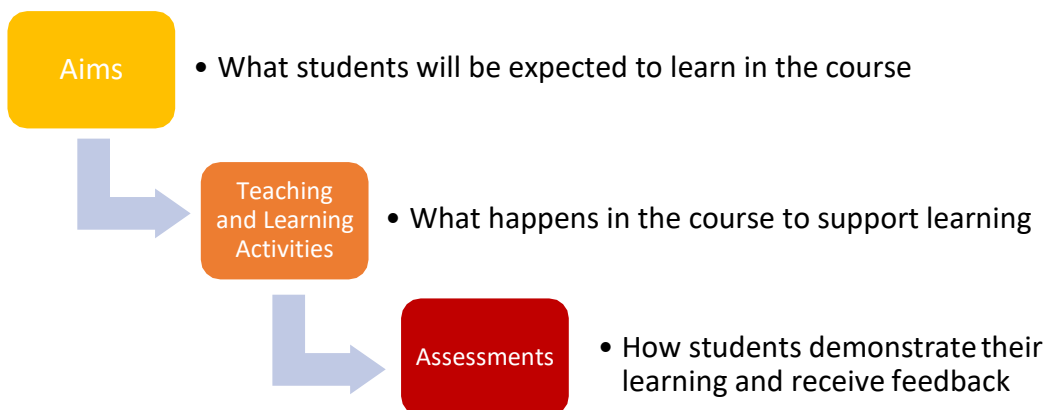
Assessments • How students demonstrate their learning and receive feedback

Aims *What students will be expected to learn in the course*

These may be in your course outline as distinct learning objectives/outcomes or interspersed throughout the course description. These aims are the foundation of the course regardless of the format used (face-to-face or online). They help guide decisions about what to keep, what to adapt, and what can be considered "extra" at this point.

Tips:

- Revisit your course aims and keep them central as you make decisions about what to adapt.
- Communicate frequently with your Teaching Assistant(s) as you make these decisions so that they can answer student questions as well.
- Remind students of these aims as you communicate upcoming changes to your course.

Teaching and Learning Activities *What happens in the course to support students' learning*

These activities comprise the bulk of the day-to-day experiences in your course. They include in-class activities such as lectures, group discussions, and tutorials as well as out-of-class activities such as course readings.

Tips:

- Look at the principles and practices outlined in [Learning Module: Adaptable Course Design](#)
- Seek support from a colleague with online experience

| Assessments | *How students demonstrate what they have learned and receive feedback on their learning* |

As you plan how to adapt assessment to move online, look at your course aims and ask yourself how students might demonstrate their learning of those aims. Feedback is essential to the learning process, so remember to include how you (and possibly your teaching assistants) will provide feedback to students.

Tips:

- Consider flexible deadlines and/or open book tests to accommodate students' changing circumstances
- For more ideas, see Learning Module: Designing Student Assessments

Teaching and Learning Activities

What happens in the course to support students' learning

Remember to keep your course learning aims central when making these decisions

In-class activity	Online possibilities	Software/tools options
Lecture with notes/slides	Record a video presentation	Yuja *post link to D2L Content
	Host a live online class	Zoom *send invite through D2L Announcements or email
	Annotate or narrate lecture notes/slides	PowerPoint *post to D2L Content
Pair/group discussion	Online discussion board	D2L Discussion tool
	Break large classes into smaller groups online for live discussions	D2L Discussion tool D2L Groups
	Have students use software for asynchronous group collaboration	D2L Discussion tool Office 365 tools
	Have students submit video or digital sharing of group discussion	D2L Discussion tool
Students ask questions	Live (synchronously)	Zoom *voice questions *type questions into sidebar
	At any time (asynchronously)	D2L Discussions tool

Answering student questions	Live/online office hours	Zoom
- during a class/lecture - during office hours	At any time: Create FAQ list with answers Respond through email to individual or whole class Create a short video response	Post on D2L Announcements or Content D2L Communications Your preferred recording device Yuja
Student presentations	Presenters record and post video	Yuja
	Presenters share live presentation	Zoom
	Presenters respond to questions	Zoom sidebar typed questions D2L Discussions tool
Hands-on activities (i.e., labs, design activities, etc.)	Provide raw data for virtual data analysis	Post in D2L Content
	Post online simulations, collections or demonstrations for discussion, critique, analysis	Post links/materials to D2L Content D2L Discussions tools
	Provide external media files or links for virtual analysis	Post link to D2L Content
Course readings or resource reviews	Post materials online	Post materials in D2L Content

Assessments

How students demonstrate what they have learned and receive feedback on their learning

There is a wide range of possible forms of student assessment and feedback. As you consider how to adapt assessment to move online, it is likely worth another look at your course aims and to ask yourself how students might demonstrate their learning of those aims. Feedback is essential to the learning process, so it is important to consider how you (and possibly your teaching assistants) will provide feedback to students. You may also want to consider adapting quizzes and tests to open book formats to limit the questions around academic integrity.

https://taylorinstitute.ucalgary.ca/resources/module/designing-online-assessments/types-assessments

In-class assessment	Online possibilities	Software tools/options
Quiz	Online quiz Timed quizzes: distribute quiz via email/discussion board at a set time then require submission by a set time	D2L quiz tool Online quizzes: best practices D2L dropbox
Collect assignments	Have students upload documents for grading	D2L dropbox
Individual presentation/performance	Have students submit video or digital recordings of their performances, presentations, or projects	D2L dropbox
Exams	Consider alternative cumulative assessments (see a list of possibilities)	D2L tools D2L Portfolio tool
Providing feedback/handing back assessments	Use rubrics	D2L rubric tool
	Provide written feedback online	D2L dropbox tool
	Audio or video record your feedback to items submitted online	D2L dropbox option
Updating student grades	Maintain online gradebook	D2L gradebook tool

Note: For more information about academic integrity and online learning, see
What to Know about Academic Integrity when Designing Online Assessments