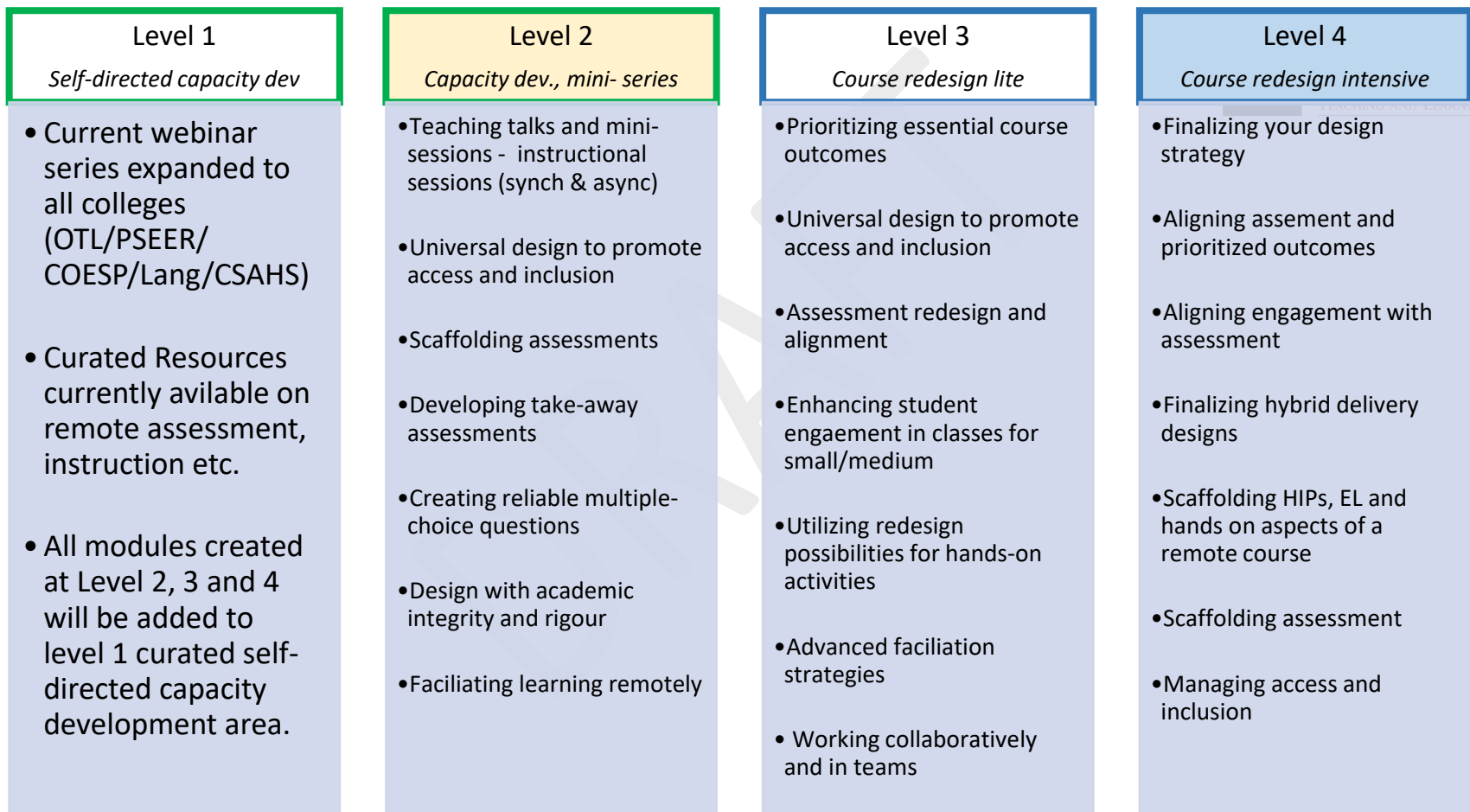


Overview of OTL Planned Activities May – December 2020



Listed below are a series of ongoing proposals that are being finalized with more being scheduled...

Teaching Talks and Mini-Series

- What we have learned from our students during our transition to remote learning Pt 1 – May 15th, 2020 11:00am
- What we have learned from our students during our transition to remote learning Pt 2 – May 22nd, 2020
- Academic Integrity during remote learning – Late May
- Introduction to Remote delivery of Labs – 1 Late May
- Alternatives to Remote Labs – Late May
- Digital assessment resources – access and usage – Late May
- OER access and usage – Late May
- Utilizing Universal Design principles to promote access and inclusion
- Managing Academic Integrity and Mental Health and Wellbeing – Early June
- Student engagement systems in a remote setting – Early June
- Changing Labs to Final Exams – Early June
- Active learning environments via Zoom – Early June
- Academic Rigour and Academic Integrity – Mid June

Listed Below is the series of planned dates for Course Redesign Intake and completion

Course Redesign institutes – 2 intakes per week with programming extending to Early August

- Course Redesign Intake
 - June 8th, June 9th, June 15th, June 16th, June 22nd, June 23rd, June 29th, June 30th
- Course redesign Check-ins
 - June 10th, June 11th, June 17th, June 18th, June 24th, June 25th,
- Finalizing your designs
 - Friday June, 12th, Friday June 19th, Friday June 26, Friday July 3rd

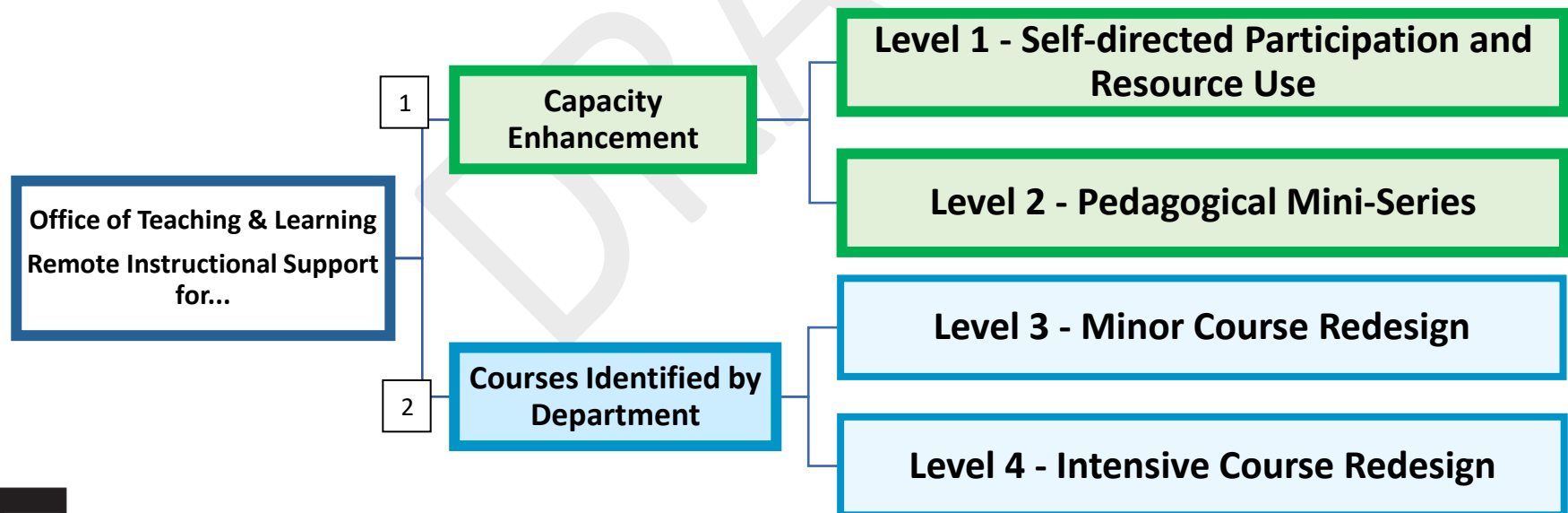


The Office of Teaching and Learning (OTL) Remote Instructional Support

Overview of Support

OTL supports and resources, are streamlined into two broad areas with the objectives of building and enhancing individual instructional capacity, and facilitating and supporting course redesigns.

1. Capacity enhancement for any faculty and instructional staff via:
 - Self-directed participation and access to resources
 - Participation in specific pedagogical sessions
2. Focused support for curricular redesign for courses that:
 - Require minor modifications to prepare for alternative delivery methods and/or assessments identified by departments or instructors
 - Require intensive modification to prepare for alternative delivery and/or assessment as identified by the department



Office of Teaching and Learning Remote Instructional Support: *the plan, process and programming*

This document introduces and outlines the plan, process and programming that the Office of Teaching and Learning is prepared to implement and deliver to support faculty and as delegated in the University's Operational Plan (May 2020) – *providing pedagogical, technical and transitional (instructional development) supports* for the Fall 2020 and Winter 2021 semesters.

Given the need for course designs with flexibility to pivot to a remote delivery format, we are proposing two major instructional programming cycles to address the Fall and Winter offerings. We have streamlined our efforts into two concurrent areas of work aimed at enhancing instructional capacity and facilitating course redesigns. Enhanced instructional capacity will be accomplished by providing access to curated resources for self-directed support (**Level 1**) and faculty and instructor participation in tailored online-workshops, information-based webinars and mini-series sessions (**Level 2**). Given the fluid nature of experiences, strategies and solutions that are emerging, we have planned for this layer of programming to be as flexible as possible to accommodate a variety of initiatives across the University that can serve to bolster individual instructional capacity such as webinars, sharing of information, survey data, and related research.

On the other hand, course redesigns can be quite complex and will require close coordination and communication with the respective Colleges, Departments and Faculty to respond to their prioritized needs. We will be offering two types of course redesign opportunities: those that affect small components of a course e.g. redevelopment of a “final paper” course assignment or assessment) (**Level 3**); and those that affect larger or systematic aspects of the whole course e.g. all formative and summative assessments in a course (**Level 4**).

The document concludes with a brief snapshot of upcoming May and June activities – recognizing that this will continue to be a live document that will evolve and be updated on a day-to-day basis. We welcome your feedback and look forward to your continued collaboration in this endeavour



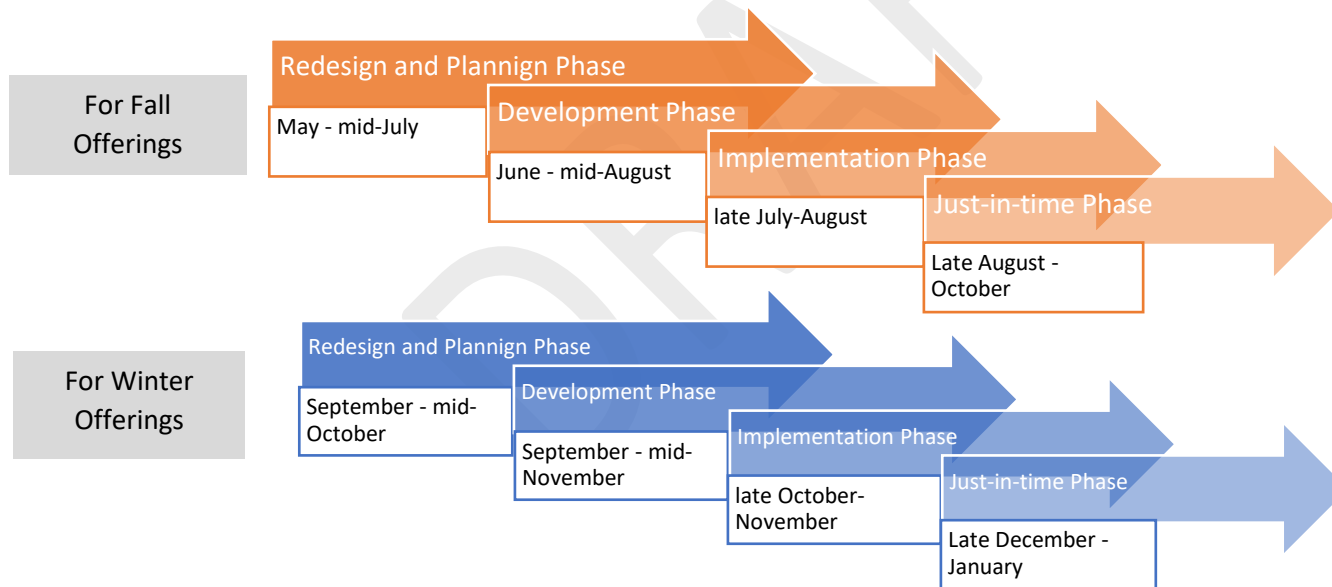
Cyclical Flow of Instructional Programming

The four phases of the Instructional Programming Cycle are:

- i. a **redesign and planning phase** that builds capacity and identifies the tangibles to be redeveloped
- ii. a **development phase**, where identified deliverables are created
- iii. an **implementation phase** which consist of making the course ready to deliver and launching the redeveloped course
- iv. a **just-in-time support phase** to support the smooth running of the redeveloped course

Instruction Program Cycles for May 2020 – January 2021

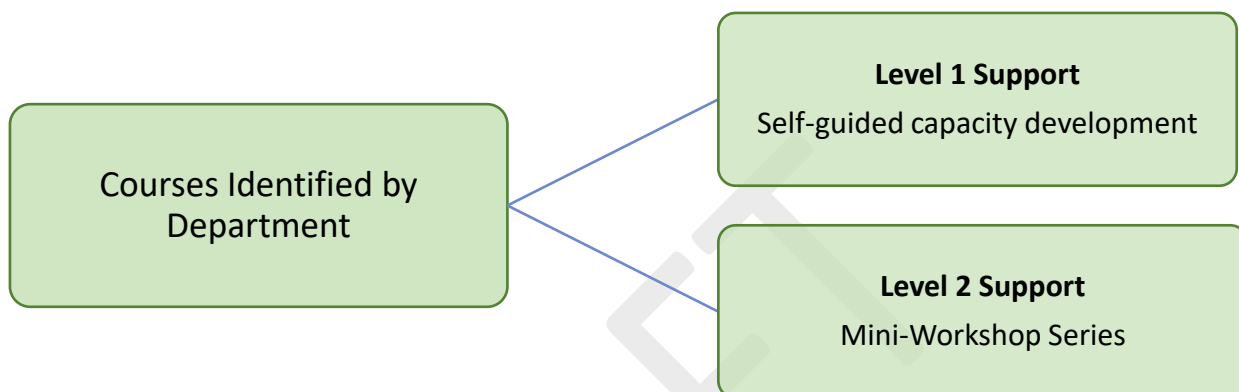
There are two Instructional Programming Cycles planned for May 2020 and September 2020, to meet the needs of the academic year.



Capacity Development - for faculty and instructors

FACULTY CAPACITY DEVELOPMENT

In order to develop sustainable improvements in courses, enhancing the capacity of faculty in specific areas of their instruction and pedagogy is recommended. This programming is directed at building capacity via self-directed pathways (**Level 1**) or tailored pathways (**Level 2**)



LEVEL 1 SUPPORT – SELF-DIRECTED PARTICIPATION IN EVENTS AND ACTIVITIES (MULTIPLE SYNCHRONOUS AND ASYNCHRONOUS SESSIONS TO BE OFFERED)

REGISTRATION & PARTICIPATION IN SESSIONS SELECTED BASED ON INDIVIDUAL INTEREST

This involves attending and participating in online sessions geared towards improving aspects of instruction, engagement and assessment **synchronously and asynchronously**. The intended improved capacity achieved after attending may be applicable to any course of the instructor's choice. Anticipated sessions include the following:

- **Discussion forum** on pedagogical experiences
- Communities of Practices within respective Colleges
- Workshops and/or webinars on pedagogy and student learning
- Accessing resources that are prepared or curated

Example Discussion Forum

Join COESP, PSEER, and OTL, every week to learn about the successes, strategies and challenges that your colleagues experienced in response to moving to remote instruction. Each week, our colleagues will be discussing a variety of topics from the following themes:

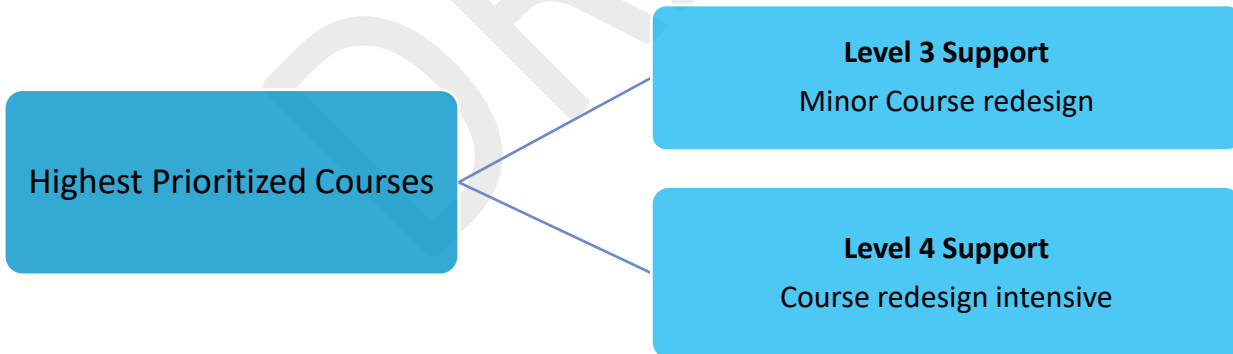
- Engaging students remotely
- Modifying your assessments
- Running modified hands-on activities and labs
- Handling Academic Integrity... etc.,

Our first talk is about Student Feedback: scheduled for May 14th at 10:00 am

Join Dr. John Dawson and Dr. Jason Mcalister as they discuss some of the feedback they received from students about their learning experiences during our move to emergency remote instruction and assessment.

Redesigns for Courses Identified by Departments

These are courses identified by the Department, College or University that should be offered in any given semester based on internal discussions and criteria.



LEVEL 3 SUPPORT – FOR IDENTIFIED COURSES (MULTIPLE SYNCHRONOUS Q & A'S) RECOMMENDED PARTICIPATION IN A BLENDED SELF-DIRECTED COURSE REDESIGN

This involves a guided step-by-step sequence of **blended synchronous and asynchronous** programming to update and redesign **SMALLER** elements or aspects of the course. Anticipated areas of redesign include consideration of the following:

- Balancing the importance of what a learner does in class versus between classes
- Incorporating Universal Design principles to promote accessibility and inclusion
- Intentional scaffolding of learning outcomes – as a requirement for remote instruction
- Aligning engagement and content with and without the use of technology
- Investigating how HIPS and EL are addressed in the redesign
- Building student communities and engagement
- Enhancing both formative and summative approaches to alternative assessment
- Development and access to curated resources to improve student learning
- Strategies for onboarding and engaging your GTA's remotely
- Preparing your GTA for remote instruction

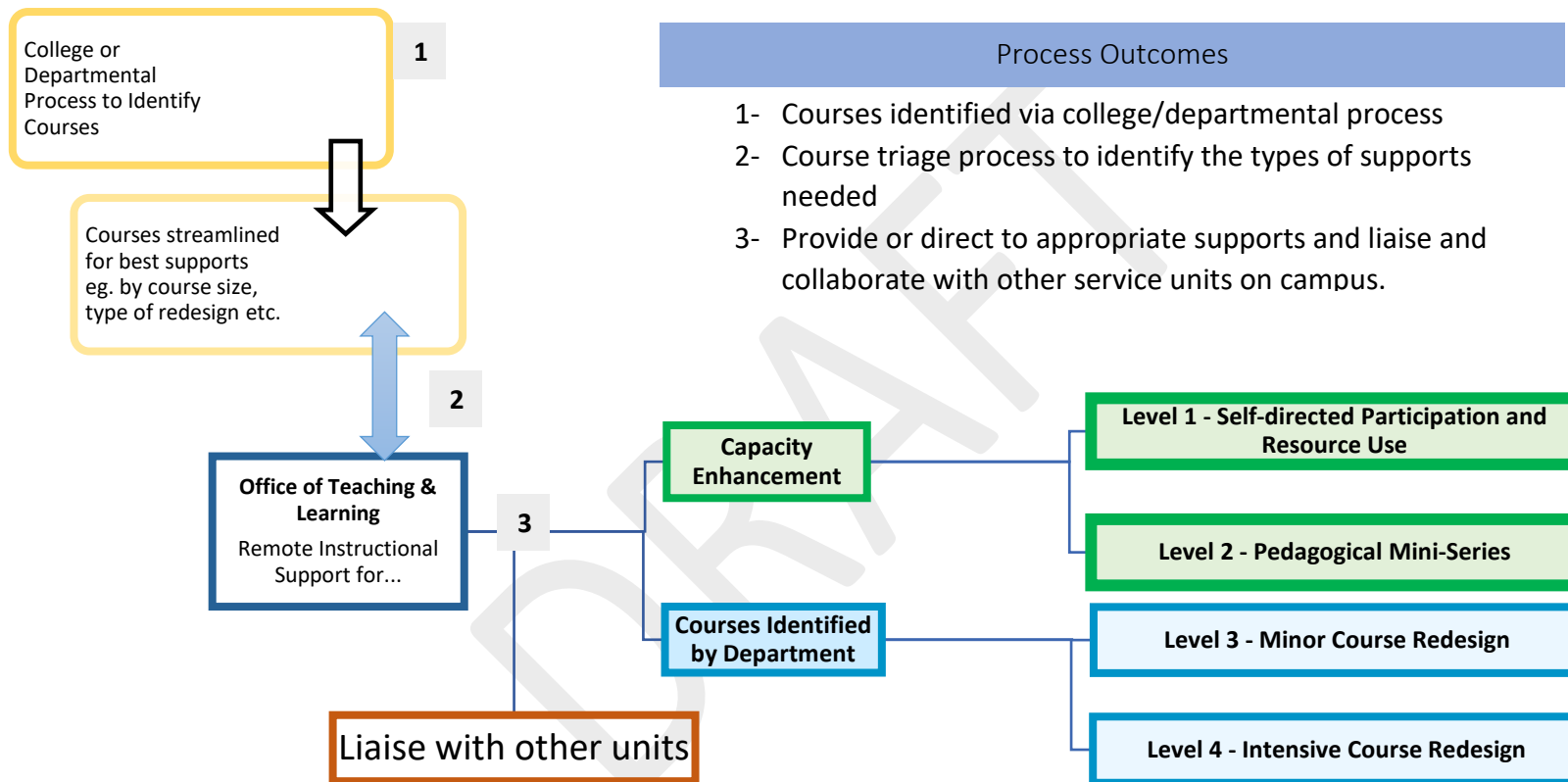
LEVEL 4 SUPPORT – FOR DEPARTMENTAL-IDENTIFIED COURSES (MULTIPLE OFFERINGS)

RECOMMENDED PARTICIPATION IN A MODIFIED GUIDED COURSE REDESIGN

This involves a guided step-by-step sequence of **synchronous programming** to update and redesign **LARGER** elements of the course. This Level of support involves consultations with OTL staff and members of the design created for that course. Anticipated areas of redesign include consideration of the following:

- Balancing the importance of what a learner does in class versus between classes
- Incorporating Universal Design principles to promote accessibility and inclusion
- Intentionally scaffolding learning outcomes – as a requirement of remote instruction
- Aligning engagement and content with and without the use of technology
- Investigating how high impact practices (HIPS) and experiential learning (EL) are addressed in the redesigned course
- Building student communities and engagement
- Enhancing both formative and summative approaches to assessment
- Development and access to curated resources to improve student learning

Summary Decision Pathway



May 2020

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
Level 1 Teaching Talks – disciplinary-based, Initial evidence available. Key disciplinary strategies that yielded success						
Level 2 Mini talks – instructional based -disciplinary-based,Labs, seminars, hands-on engagement in remote settings						
25	26	27	28	29	30	31
Level 1 Teaching Talks – disciplinary-based, Initial evidence available. Key disciplinary strategies that yielded success						
Level 2 Mini-Series – Assessment based -disciplinary-based, take away exams, short answer responses, content design						
Level 3 Redesign – Assessment based – redesigning and scaffolding outcomes, & assessments						

Triage process conversations should also begin in May in preparation for course redesign (*Level 3 - lite and Level 4 – intensive*) processes in June.

June 2020

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	2	3	4	5	6	7
Level 1 Teaching Talks – disciplinary-based, Initial evidence available. Key disciplinary strategies that yielded success						
Level 2 Mini-Series – Assessment based -disciplinary-based, take away exams, short answer responses, content design						
Level 3 Redesign – Assessment based – redesigning and scaffolding outcomes, & assessments						
8	9	10	11	12	13	14
Level 1 Teaching Talks – disciplinary-based, Initial evidence available. Key disciplinary strategies that yielded success						
Level 2 Mini-Series – Assessment based -disciplinary-based, take away exams, short answer responses, content design						
Level 3 Redesign – Assessment based – redesigning and scaffolding outcomes, & assessments						
Level 4 Redesign Custom – Specific groups to be engaged						
15	16	17	18	19	20	21
Level 1 Teaching Talks – disciplinary-based, Initial evidence available. Key disciplinary strategies that yielded success						
Level 2 Mini-Series – Assessment based -disciplinary-based, take away exams, short answer responses, content design						
Level 3 Redesign – Assessment based – redesigning and scaffolding outcomes, & assessments						
Level 4 Redesign Custom – Specific groups to be engaged						

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
22	23	24	25	26	27	28
Level 1 Teaching Talks – disciplinary-based, Initial evidence available. Key disciplinary strategies that yielded success						
Level 2 Mini-Series – Assessment based -disciplinary-based, take away exams, short answer responses, content design						
Level 3 Redesign – Assessment based – redesigning and scaffolding outcomes, & assessments						
Level 4 Redesign Custom – Specific groups to be engaged						
29	30					
Level 1 Teaching Talks – disciplinary-based, Initial evidence available. Key disciplinary strategies that yielded success						
Level 2 Mini-Series – Assessment based -disciplinary-based, take away exams, short answer responses, content design						
Level 3 Redesign – Assessment based – redesigning and scaffolding outcomes, & assessments						
Level 4 Redesign Custom – Specific groups to be engaged						