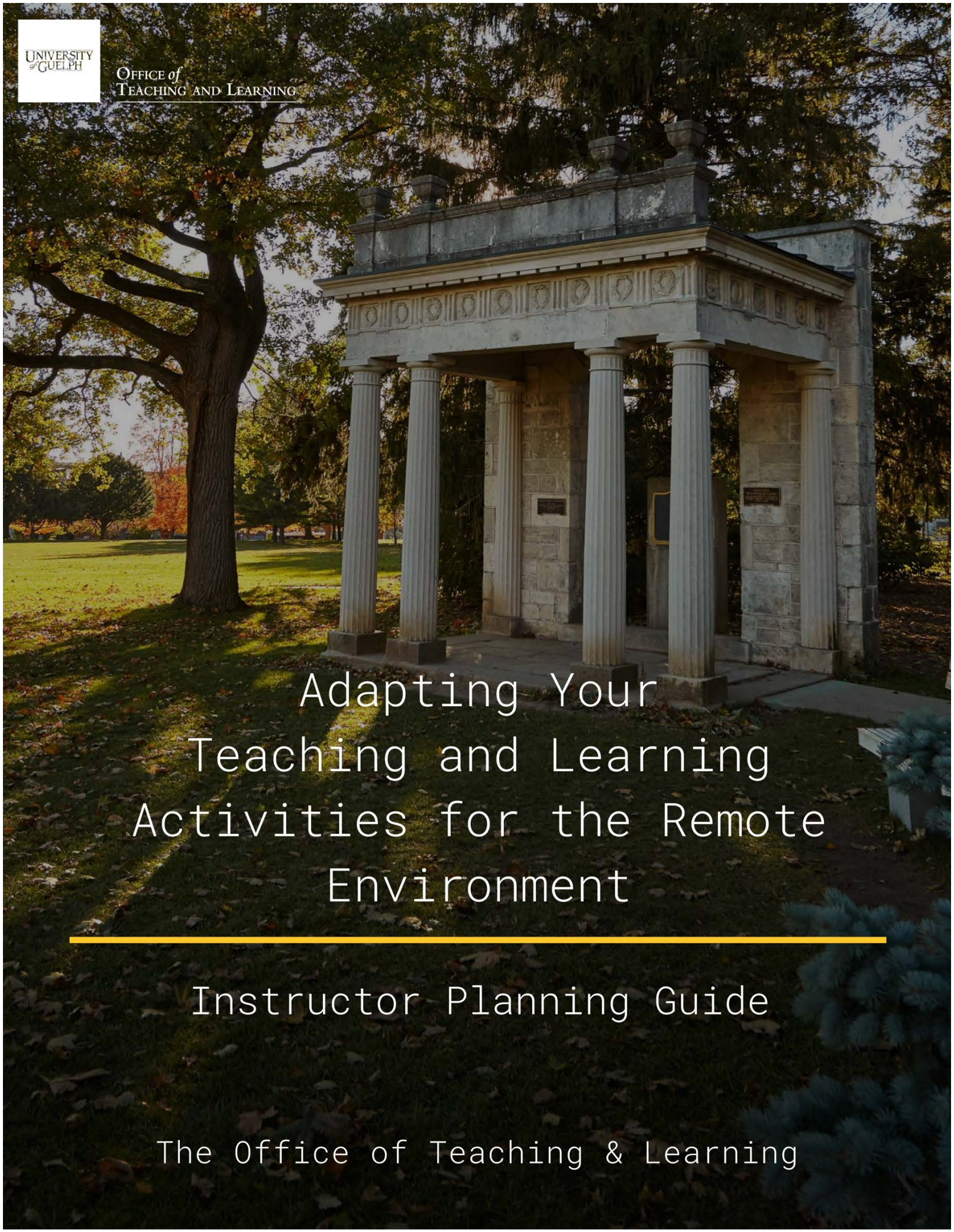

Adapting Your Teaching and Learning Activities for the Remote Environment

Instructor Planning Guide

The Office of Teaching & Learning

Contents

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Adapting Your Teaching and Learning Activities for the Remote Environment: Instructor Planning Guide

Introduction

"Online learning, much more than face-to-face learning, is a design challenge. Improvisation is far more difficult in a virtual environment. Activities need to be preplanned."
-- Making Online Learning Active | Higher Ed Gamma

Welcome to the third stage of the course redesign process: **planning your instructional strategies and learning activities**. We will guide you through a four step process to identify and plan your teaching and learning activities. By the end of the four steps, you will have identified teaching and learning activities for your remote course that align with your course learning outcomes and assessments. You will also decide on the tools and resources you might need to effectively implement those activities in your course.

The guidance and activities that follow assume that you have already finalized your course learning outcomes (Stage 1) and your course assessment plan (Stage 2). Visit our Course Redesign website to download the Adapting your Assessments planning guide. Once your learning outcomes and assessment methods are established, you will have a clearer vision of which learning experiences will provide students with the resources and information necessary to attain the outcomes of the course. Engaging in the following activities also assumes that you have considered the key effective practices for remote teaching and learning.

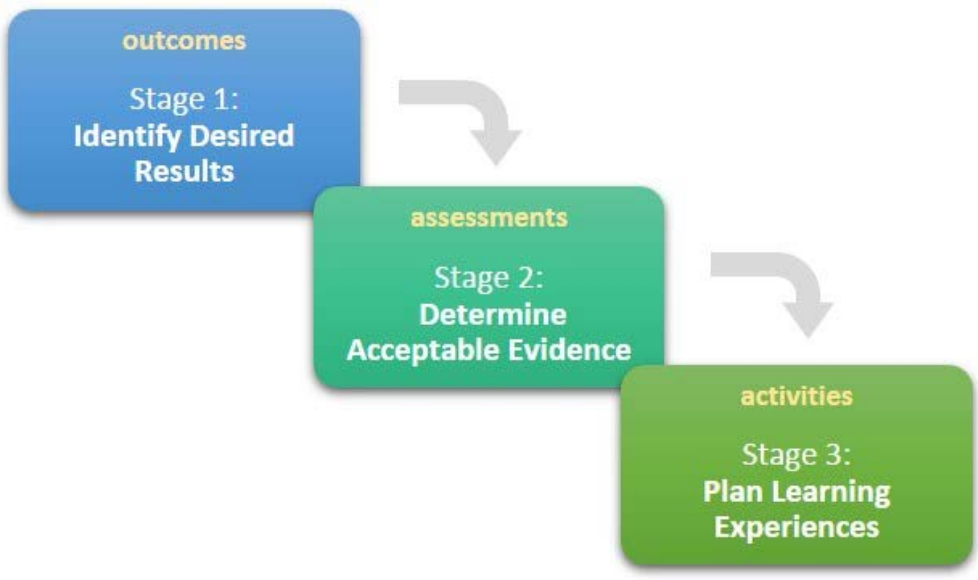


Image from: Backwards Design

Step I: Revisit course learning outcomes and assessment plan

The following **Worksheet: Planning and Aligning Course Learning Outcomes, Assessments, and Teaching and Learning Activities** will be used to plan teaching and learning activities that align with your assessments and course learning outcomes. For this step, enter the information in the first two columns about your Course Learning Outcomes and Assessment Methods. If you completed the "Adapting your Assessments" module or planning guide, you can copy the information for these columns from the **Worksheet: Remote Course Assessment Summary in Step VI**.

This Teaching and Learning Activities planning guide will guide you through completing this worksheet in the following steps:

- Columns 1 & 2 completed during Step I: Revisit course learning outcomes and assessment plan
- Columns 3 & 4 completed during Step III: Explore learning activities commonly and effectively used in remote learning
- Column 5 completed during Step IV: Evaluate online teaching tools and resources that will support your teaching and learning activities

Worksheet: Planning and Aligning Course Learning Outcomes, Assessments, and Teaching and Learning Activities

Course Learning Outcome	**Assessment Methods**	**Teaching and Learning Activities** (students do independently)	**Teaching and Learning Activities** (students do with peers/ instructor)	**Teaching Resources, Materials, and Technology**

Step II: Reflect on current use of teaching and learning activities

Goal for Step II:
Consider how my face-to-face learning activities reflect my teaching philosophy, and how I might enact that teaching philosophy in the remote environment.

In this step, you will identify the teaching and learning activities that you typically use in the existing version of this course. Through identifying those activities and reflecting on why those activities were selected, you will begin to explore how you might enact similar activities in the remote environment.

Worksheet: A Typical Week in Your Course

Identify the teaching and learning activities that you already use in your course, reflect on why those activities were selected, and begin to explore how you might enact similar activities in the remote environment.

Typical Class Period: Think about the average class period… What do you do? What do students do?

	Start of class period		Middle of class period		End of class period
Instructor actions					
Student actions					

Typical Week in Course: Think about the average week in your course… What do you do? What do students do?

	Monday	Tuesday	Wednesday	Thursday	Friday
Instructor actions					
Student actions - **independent** (in class and outside of class)					
Student actions - **with instructor or peers** (in class and outside of class)					

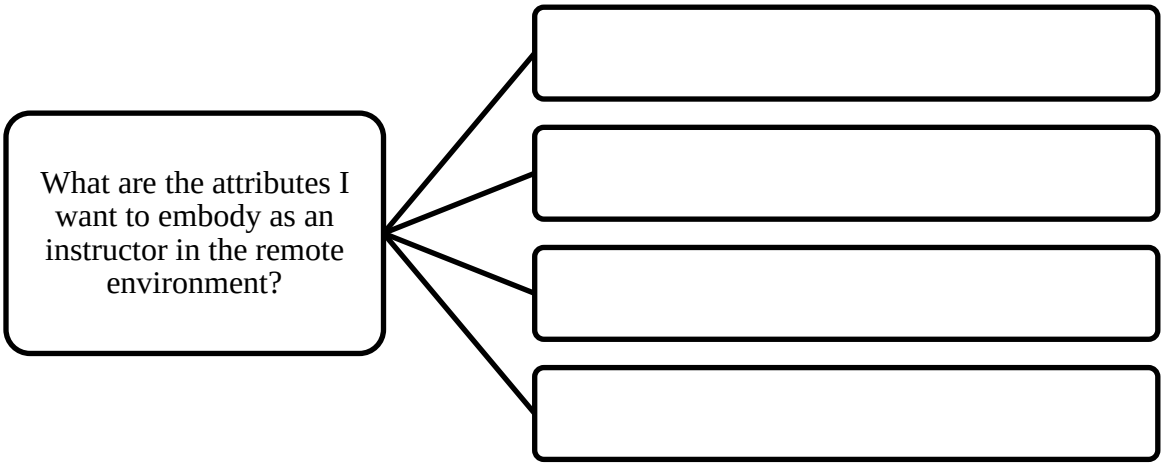
Reflect:

1) Why do I choose the teaching strategies/approaches/methods that I use? Why do I select particular assessments, activities, and experiences for my students?

2) How are my values and beliefs about teaching and learning reflected in the approaches I use?
   - What do I believe about how students learn best?
   - What are my aims for teaching? What do I hope to accomplish when I teach?
   - What do I want students to gain from my classroom and my teaching?

Moving to the remote environment:

What are some of the ways that I could enact my values and beliefs about teaching and learning in the remote environment?	
What do I want teaching to look like?	What do I want learning to look like?



Step III: Explore learning activities commonly and effectively used in remote learning

Goals for Step III:

1. Evaluate various teaching and learning activities for your course in light of their potential for helping your students meet your course learning outcomes
2. Compile a set of learning activities you might use in your course that align with your course learning outcomes and will help students succeed on course assessments
3. Identify potential technical and pedagogical challenges posed by these learning activities, for both students and instructor

What will I do to facilitate learning?

A learning activity can be thought of as anything that helps your students learn the desired content. This includes methods of presenting content (e.g., lectures, demonstrations), as well as activities that encourage students to engage with the content, practice skills, and actively reflect on their learning, individually and collaboratively.

While there are many decisions to be made in designing a remote course, it is an opportunity for you to revisit your course learning outcomes, to think anew about the content you are choosing, and to get creative with how to structure the learning you want for your students: Will you create videos? Will you hold synchronous sessions? How can you best represent your course content and learning outcomes within an online structure? What are some of the new ways you will be able to engage with your students in the online spaces? As you plan your course with these new ideas in mind, don't feel like you have to do everything at once. Be realistic about how much time you have as you consider the changes you want to make.

Adapted from: Adapting Your Face-to-Face Course to a Fully Online Course: A Guide

Generating Ideas for Teaching and Learning Activities

Before exploring the various teaching and learning activities that are possible in a remote environment, it may be useful to first generate some ideas based on your course learning outcomes and assessments (identified in Step I), and the beliefs and values you hold about teaching and learning (identified in Step II). Generating ideas before exploring strategies will help to direct your attention to those strategies that align with your course and your teaching approach, and hopefully lessen the feeling of being overwhelmed by too many options.

Worksheet: Generating Ideas for Teaching and Learning Activities that Align with your Learning Outcomes and Assessments

The following questions will help you to brainstorm ideas for teaching and learning activities for your remote course. As you generate ideas for each question, consider:

- What activities can I effectively adapt from the existing course?
- What new activities could capitalize on the opportunities of the remote environment?

"What kinds of activities could…"	**Teaching and Learning Activity Ideas**	**Potential Challenges** (pedagogical or technical)
help students progress towards **achieving the learning outcomes**?		
prepare students to be **successful on the assessments**?		
encourage students to **engage with the content**? **facilitate** students' learning of key content and skills?		
encourage students to **think about and reflect on their learning and progress**?		
encourage students to **engage with each other and with you**? What will students need from the instructor? What will students need from their peers?		

Exploring Teaching and Learning Strategies

The next section details several activities for sharing content and active learning. Synchronous and asynchronous options are offered for most strategies. The effectiveness of remote teaching can be enhanced by a combination of synchronous and asynchronous learning opportunities. The appropriate balance of synchronous and asynchronous strategies will depend on your course learning outcomes, the content of your course, the course level, and your students' needs. In the remote context, synchronous learning opportunities allow for real-time interactions, community building, and immediate feedback, and provide structure for both students and instructors. Asynchronous learning opportunities, when thoughtfully structured and delivered, provide greater flexibility for students to learn the material, to engage in deeper reflection, and to work around any unanticipated challenges such as illness or emergencies. Think about how you can use asynchronous activities to prepare students for synchronous sessions, encourage students to extend or reflect on synchronous sessions, and teach students new content and skills.

Deciding between Synchronous and Asynchronous Methods

	Synchronous	**Asynchronous**
What is it	Instructors and students gather at the same time	Students access course materials and activities and interact with others at different times, within a time frame specified by the instructor
Ideal for	- Activities requiring real-time feedback or clarification to keep students on track - Building community through real-time interaction - Support and feedback, such as through office hours and check-in meetings with student groups	- Most content delivery - Independent learning activities requiring critical thinking, analysis, reflection, or practice - Collaborative learning activities that require students to work and interact over a period of time
Advantages	- Real-time interaction between students and instructors, which can create a sense of community and social support - Immediate exchanges of information, questions, and feedback between students and instructors - Instructor can clarify misconceptions in real-time	- Flexibility, making learning experiences more accessible to students - Self-paced learning, allowing students to re-read or re-watch content to clarify their understanding - Time for students to engage in critical thinking, reflection, practice, and refining their contributions to class activities - Generates an archive of information that students can return to throughout the semester
Disadvantages	- Technical and connectivity challenges - Students' other responsibilities and circumstances may prevent them from attending or engaging - Difficult to maintain student attention if opportunities for active engagement and participation are not integrated	- Potential for feelings of isolation if there is a lack of opportunity to interact with the instructor and peers - Requires more self-directed learning skills from students, and more guidance, structure, and support from instructors (see our resource on supporting students' self-directed learning in the remote environment)

As you explore this section and select teaching and learning activities, keep in mind:

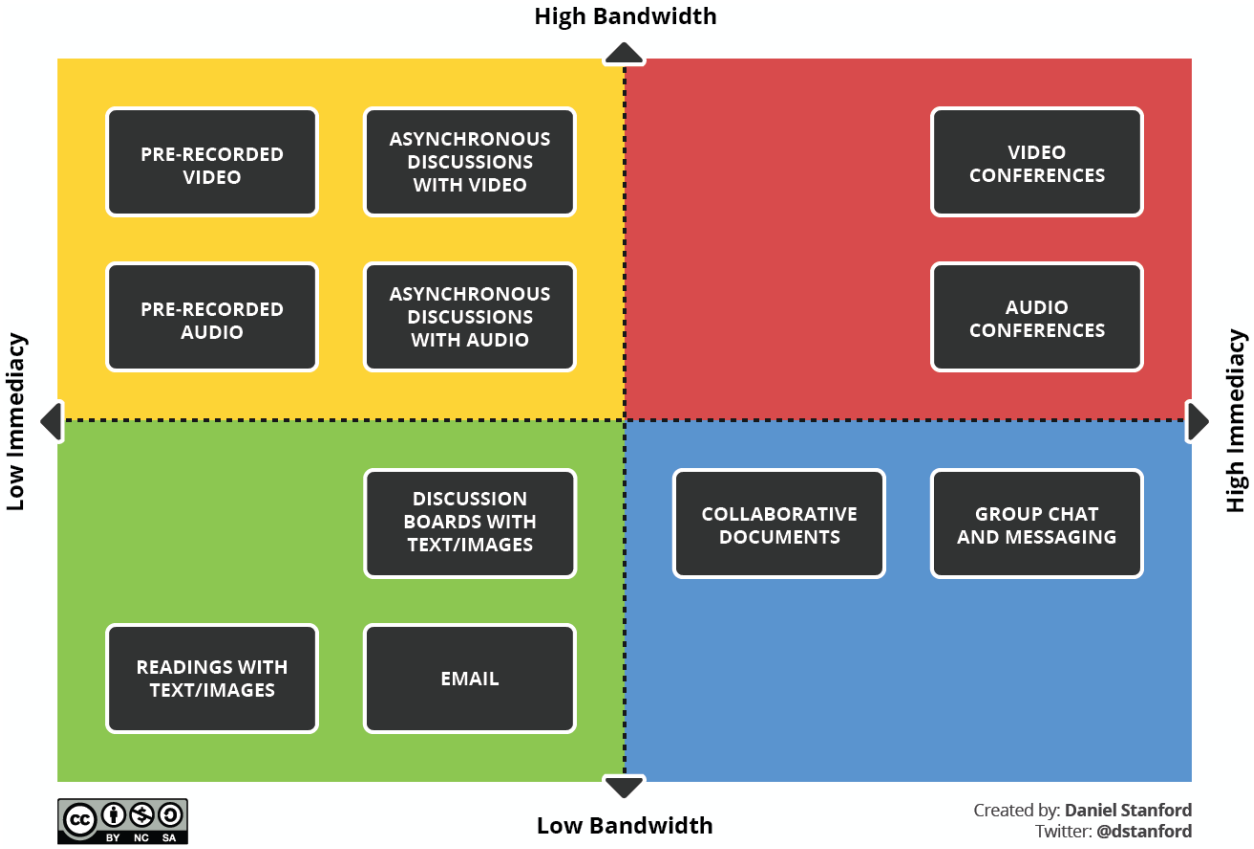
- your goals for student learning
- the amount of time required for preparing and conducting the activity
- the pattern of interaction (i.e. between instructors and students or among students)
- students' prior knowledge of the subject matter

As you solidify your ideas, record them in columns 3 and 4 of your **Worksheet: Planning and Aligning Course Learning Outcomes, Assessments, and Teaching and Learning Activities**. Also make note of whether you will offer this activity synchronously, asynchronously, or both, by labelling each activity with an A or S.

Course Learning Outcome	**Assessment Methods**	**Teaching and Learning Activities** (students do independently)	**Teaching and Learning Activities** (students do with peers/ instructor)	**Teaching Resources, Materials, and Technology**

Strategies for Sharing Content and Demonstrating Skills

This image from [Videoconferencing Alternatives: How Low-Bandwidth Teaching Will Save Us All] offers various strategies for sharing content, which are classified according to their **bandwidth** (access to high speed internet and reliable technology) and **immediacy** (how quickly we expect responses from each other when interacting). For example, synchronous lectures or presentations are high bandwidth and high immediacy strategies.



[Videoconferencing Alternatives: How Low-Bandwidth Teaching Will Save Us All]

While synchronous class sessions can be useful to achieve particular learning outcomes, they are not always the best option considering the high needs for bandwidth and immediacy. We encourage you to consider various options for sharing content and match the strategy with your learning outcomes and the needs of your students. Creating video lectures, podcasts, or screencasts can be the most time-consuming part of creating a remote course. You can make the process of sharing content more manageable by searching for high-quality videos, podcasts, or readings that you can curate rather than create on your own.

Strategies for Sharing and Curating Course Materials/Content

Let's start with your course materials and content, such as readings, textbook content, and supplementary videos. This section is brief, as we encourage you to seek support from the UofG Library, who can assist you with finding and curating course content for teaching remotely. The Library has information on Open Educational Resources for teaching remotely, how to find Open Educational Resources for your course, and a vast collection of video and audio files for classroom use. The Library also has information about Copyright for your Online Course, including information about copyright for course readings and lecture materials.

Here are some guiding questions to get you started:

- What content do your students already engage with in your course? What format is this content in?
- What content is essential for students to engage with?
- What course materials do I have that can be put online or easily adapted to put online?
- What additional course materials do students need?
    - What can be expanded or curated from existing digital content?
    - What will need to be created?
    - What will need to be made into accessible formats?

Creating and delivering content in asynchronous formats can be additional upfront work for instructors. However, there are several benefits in the short and long term to consider:

- Providing content asynchronously can free up your synchronous time (or face-to-face class time) for students to engage in more active learning, practice, problem solving, and collaborative work.
- The videos, screencasts, podcasts, or guest lecture recordings you create and curate for your remote course can be used in future remote and face-to-face courses as primary content, supplementary content, or as preparatory work before a class session. By moving some of your lecture content to asynchronous delivery, you will have more time during synchronous and face-to-face sessions to adjust your lecture pace, respond to student questions, and offer real-time support and immediate feedback.
- Compared to an in-person or synchronous lecture, students can pause, rewind, rewatch, or reread asynchronous content. You may receive fewer requests from students for support with content because they can learn more flexibly and at their own pace.

Additional Resources:

- eCampusOntario's Open Library
- eCampusOntario's Creating and sharing content – Remote teaching: a practical guide with tools, tips, and techniques

Strategies for Lectures, Guest Speakers, Demonstrations, and Simulations

The following section outlines synchronous and asynchronous options for instructor-led activities.

Face-to-Face	Remote Environment - Synchronous	Remote Environment - Asynchronous
In-Class Lectures	Deliver lectures using Zoom or other online conferencing tool. Students can engage and ask questions by speaking or using chat.	Recorded lectures (e.g., using Zoom, Virtual Classroom, WebEx, Teams, narrated PowerPoint)
Guest Speakers	Guest lectures streamed using Zoom or other conferencing platforms. Students can engage and ask questions by speaking or using chat. Guest speakers can also record their presentation, and the guest speaker, instructor, and students can watch the recorded presentation synchronously while using chat to discuss in real time.	Ask guest speakers to record presentations. Students can ask questions and respond to discussion prompts in CourseLink.
In Class Demonstrations and Simulations*	Online virtual simulation or demonstration on Zoom or other video conferencing platforms.	Students can watch recorded video of instructor/TA doing demonstration, or video of the demonstration from another source. Students can respond in a discussion forum.

Adapted from: YorkU Guide to Teaching Remotely

*For additional resources related to demonstrations and simulations, see Options for Virtual Labs and Simulations for Laboratory Based Courses

OpenEd website on tools and resources for Lectures

Asynchronous Lectures, Presentations, and Demonstrations: Creating Effective Videos

The following table outlines evidence-based practices for creating effective videos to share content or demonstrate skills or techniques with your students. Be sure to think carefully about why or whether video is the best way of presenting this information.

Evidence-Based Practices for Creating Effective Videos

Strategy	Examples
Use signaling/ cueing to highlight important information	• 2-3 key words highlighting important elements • Change colour or contrast to emphasize important information • Use a symbol to draws attention to a particular area (e.g., an arrow) • Share learning outcomes with students before a video • Provide guiding questions to consider while watching
Segment/chunk information	• Create short videos (6 minutes or less is recommended, and no more than 9 minutes) centered on a single topic/sub-topic • Insert points for students to pause and reflect on what was just said by completing an activity (e.g., answer a question or reflection prompt). Prompt students to click forward after completion. • For longer videos, label chapters or sections to organize the video (e.g., using YouTube Annotate).
Eliminate extraneous details	• Eliminate unnecessary information and distractions (e.g., music, complex backgrounds, unnecessary slide animations) that does not contribute to the learning outcomes
Use audio/verbal and visual elements in complementary ways	• Verbally narrate an animation • Show an animation or images while telling a story • Provide symbolic sketches along with a verbal explanation
Use a conversational, enthusiastic style	• A conversational style encourages students to develop sense of social partnership with the narrator that leads to greater engagement and effort • Mistakes are ok! • Student engagement increases as speaking rate increases
Make the video part of a larger homework assignment	• Embed videos into a larger homework assignment • Develop videos and follow-up questions to serve as pre-synchronous class session preparation

Adapted from Brame, Cynthia. “Effective Educational Videos.” Center for Teaching, Vanderbilt University, 2015. https://cft.vanderbilt.edu/guides-sub-pages/effective-educational-videos/. See the article for additional information and the research on the benefits of these practices.

Engaging Students in their Asynchronous Learning

The following suggestions can support student engagement and learning with the content.

Before students engage with the content

- Provide a framework or set of prompts that help students focus on what they should learn from the content. Students can reflect on their answers, or submit them through a poll, survey, collaborative document, or discussion forum. For example:
    - Key questions (e.g., "After watching this video, you should be able to answer the following questions…"; "Questions to consider while reading…")
    - Provide a series of true/false statements that students respond to before and after reading or viewing the content

While students engage with the content

- Embed opportunities for engagement in your videos/podcasts/readings (e.g., questions that students should answer or skills that students should practice before moving forward)
- Encourage students to collaboratively annotate the readings (e.g., using a tool like hypothes.is, see this overview of Hypothes.is with possible uses in different disciplines)
- Encourage students to make collaborative notes. Create notetaking teams (groups of 3-5 students) and provide a structure for the week's notes in a shared Google Doc. Ask student groups to assign sections of the notes to each member (Example from a history course)
- Incorporate asynchronous active learning techniques, including polling, minute papers, and concept mapping (see p. 18-28 of our Adapting your Teaching and Learning Activities guide)

After students engage with the content

Provide opportunities for students to:

- check their understanding (e.g., low-stakes practice quizzes at the end of a video/module/week)
- reflect on their learning (e.g., learning journals/logs, reflections, student responses to the key question prompts given before engaging with the content)
- apply or extend their understanding
    - apply the content to a scenario or case study
    - curate effective online resources that teach or extend the topic (e.g., images, GIFs, memes, TED talks, YouTube videos, websites)
    - develop materials to teach the content to their peers (text, audio, video)

Synchronous Class Sessions

Planning to hold class sessions synchronously? First, reflect on why you would like to engage students in a synchronous session. What added value will the synchronous session have compared to an asynchronous alternative?

We suggest limiting synchronous sessions to activities where:

- Students are learning content that requires a live discussion or real-time debate
- Students need to work through problems, questions, or content together in real time with the instructor present to provide support and respond to questions (otherwise students would not be able to progress to the next stages of their learning)
- Students are engaging in an active learning activity that requires immediate feedback or clarification to keep students on track
- You are building community among your students in a way that requires real-time interaction between students
- You are offering real-time support, such as through office hours and check-in meetings with student groups

Synchronous events are not ideal for content delivery or deep critical thinking.

If you are thinking about using synchronous sessions to share content, ask yourself:

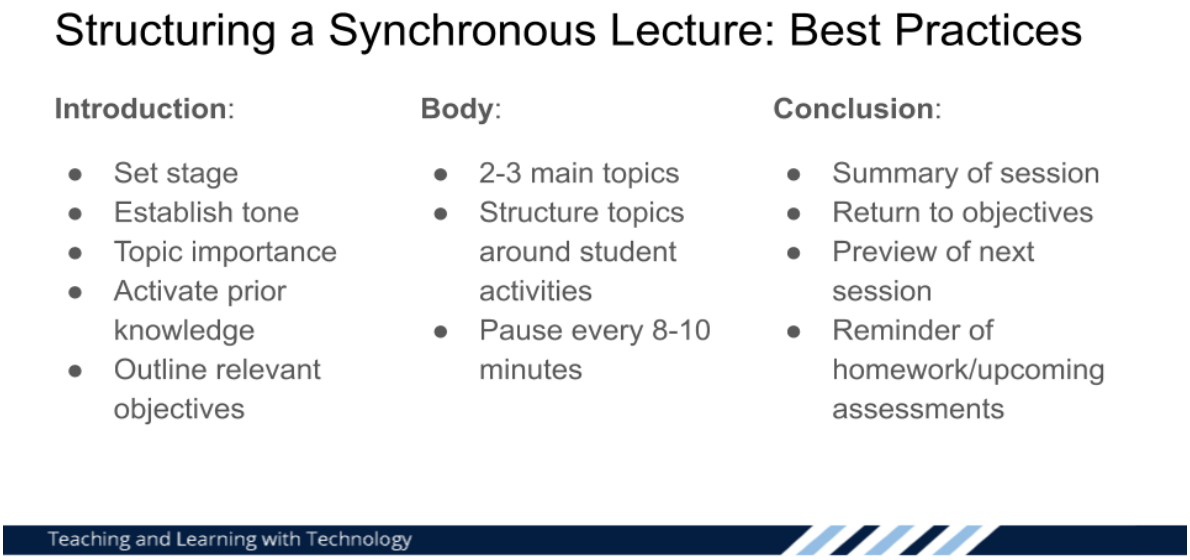
- Is the synchronous event essential? Is there an effective asynchronous option?
- How will I build in appropriate contingencies to address the barriers caused by this approach (e.g., internet connectivity, technology issues, students' responsibilities outside of my course)?
- How will I incorporate active learning techniques throughout the session to keep students engaged? (Synchronous sessions are particularly prone to loss of attention, so careful consideration of active learning strategies is needed)
- How will I gauge student engagement and learning? How will I ensure that students are understanding the content, engaging with the content, and reflecting on their understanding?
- How will students signal if they have a question? (e.g., raise hand, type in chat)
- How long is the session? Can it be shortened?
- What technologies, tools, or resources will I use to effectively facilitate the event? What support do I need? What support will students need?
- What asynchronous alternative will I offer to students who are unable to attend the synchronous session? Any synchronous component should be accompanied by an asynchronous way to receive the same content (e.g., a recording of the lecture, supplemental videos or readings, ability to book an appointment if a student cannot attend virtual office hours).

Adapted from: Deciding between Synchronous and Asynchronous Approaches | Centre for Teaching and Learning

Evidence-Based Practices for Synchronous Class Sessions

First, many of the principles of effective video creation (Asynchronous Lectures, Presentations, and Demonstrations: Creating Effective Videos) apply to synchronous lectures. In particular, creating short lecture/presentation segments (no longer than 6-9 minutes in length), using signaling to highlight important information, segmenting and chunking information, and using complementary rather than redundant audio/verbal and visual elements.

This webinar about Engaging Students Synchronously and corresponding presentation slides provide more detail about engaging students in synchronous sessions. The webinar includes active engagement strategies throughout and provides a useful example of active learning and engagement strategies you can integrate into a synchronous session. This second short 12-minute webinar offers several suggestions and tools for Facilitating and Promoting Student Engagement in the Online, Synchronous Classroom.



Engaging Students in their Learning during Synchronous Sessions
The following suggestions can support student engagement and learning during synchronous sessions.

Before the synchronous session
- Encourage students to come prepared by providing an activity to complete before the session (e.g., writing prompts, a poll/survey, submit a question, find a relevant image/video, etc.)
- Communicate your plan for the session and your expectations for student participation

During the synchronous session
- Use tools embedded in your synchronous platform to support active engagement (see next page)
- Use active learning strategies to encourage students to check their understanding, engage with their peers, ask questions, and brainstorm ideas (see the next section on Active Learning Strategies for more information about these strategies and other suggestions)
    - Use breakout rooms combined with collaborative documents (e.g., Google Docs, Google Slides) for students to share and deepen their learning, and to easily monitor students' progress during the activity
    - Use polling to gather responses quickly from all students (within your synchronous platform, or using another software, such as Poll Everywhere or Mentimeter)
    - Ask students to respond to key questions or writing prompts in the Chat
    - Use Think-Pair-Share or Think-Group-Share to spark discussion and sharing

After the synchronous session
Use the same strategies from the Asynchronous Strategies section to encourage students to check their understanding, reflect on their learning, and apply or extend their understanding.

Tools Built into Zoom for Active Engagement

Zoom has a number of tools that can support active engagement during synchronous sessions.

Individual Feedback and Engagement Strategies	Small Group Discussions and Sharing
• Non-verbal Feedback: Nonverbal Feedback During Meetings • Polling: Polling for meetings – Zoom Help Center • Annotation: Using annotation tools on a shared screen or whiteboard – Zoom Help Center • Chat: In-meeting chat – Zoom Help Center	• Breakout Rooms: Enabling breakout rooms – Zoom Help Center • Sharing a Screen: Sharing your screen in a meeting – Zoom Help Center • Whiteboard: Sharing a whiteboard – Zoom Help Center • Chat: In-meeting chat – Zoom Help Center

From Tips & Tricks: Teachers Educating on Zoom

Want to know how to write effective questions to elicit discussion and engagement in Zoom? See this handout: Zoom Questioning Strategies to Increase Engagement

See also: Active Learning for Your Online Classroom: Five Strategies Using Zoom and the following sections on Active Learning Techniques for individuals and groups.

Active Learning Techniques for Students to Complete Independently

Use these activities to break up a synchronous lecture or presentation, or asynchronously to introduce new content or have students reflect or provide feedback at the end of a presentation, class session, activity, or module.

Activity	Remote - Synchronous	Remote - Asynchronous
Polling (extended explanation, p. 20)	Use the polling feature in Zoom or another online poll (e.g., Poll Everywhere, Mentimeter) to ask questions and show responses in real-time.	Use the CourseLink quizzes feature or another online poll and share out the results in a class announcement, email, or within the module.
Quickwrite/ Minute Paper (extended explanation, p. 21)	Pose a question or two in the chat or a shared document and have students respond. Instructors may ask for some students to share a summary of their response with the whole class.	Pose a question or two in a discussion forum and have students respond. Instructors may follow up by sharing a selection of responses or summary of their responses with the whole class.
Muddiest point	Students write what they found least clear or most confusing in a presentation or activity: "What was the muddiest point in the (lecture, assignment, discussion, film, video etc.)?" Capture this information using Google Forms, chat function in Zoom, or a Google Doc.	Pose a question in a discussion forum or other shared space or submit a video chat in CourseLink or using another tool (e.g., Flipgrid).
What's missing?	Using share screen, present a list of ideas, terms, equations, or rationales. Students can respond with what is missing using chat, poll or live discussion.	Using slides, present a list of ideas, terms, equations, or rationales. Students respond in the discussion forum with what is missing. Can also be done using a quiz or poll.
Aha wall	In real time ask students to post an "aha" in the chat and use these to guide discussion or future instruction.	Ask students to post an "aha" in the discussion forum and use these to guide discussion or future instruction.
Background Knowledge Probe/ Misconception Check	Students complete an online quiz, survey, or poll that gives the instructor a quick glance at their knowledge, beliefs, and preparedness prior to beginning a content area or class session. Zoom polls, CourseLink quizzes, Google Forms, Poll Everywhere, or Mentimeter can be useful tools.	Students complete quiz, survey, or poll in Google Forms, CourseLink quizzes, Poll Everywhere, or Mentimeter. Instructor uses the information to plan subsequent content, or provide additional information, materials, and resources.

Activity	Remote - Synchronous	Remote - Asynchronous
Brainstorming challenge	Use the chat feature or collaborative writing spaces such as Google Docs to brainstorm ideas during a class session	Use collaborative writing spaces such as Google Docs to brainstorm ideas and review in follow-up video/post or activity
Entry/Exit Tickets	At the beginning or end of a class/ module, ask students to write a brief response to a question in the chat or discussion forum or use a polling program to ask questions.	At the beginning or end of a class/ module, ask students to respond to a question in a poll or discussion forum.
Visual Prompt	Students respond to an image (photo, graph, etc.) by describing relevant features, interpreting meaning, explaining how the graphic came to be, or suggesting a hypothesis. Initial discussion can be in breakout rooms, chat, or discussion forum.	Present visual prompts in the discussion forum and ask students to respond in the discussion thread.

Adapted from: Active Learning while Physically Distancing and Active Learning for Online Teaching

For more ideas, see:

- A Quick Guide to Converting your Face-to-Face Pedagogical Approaches to the Online Environment
- Active Learning for Online Teaching
- Online Instructional Activities Index (screenshot below)

Online Instructional Activities Index

- Art Projects
- Article Critiques
- Audio Recordings (Includes Podcasting)
- Blogging
- Brainstorming
- Case Briefs
- Case Studies & Case-Based Instruction
- Concept Mapping
- Debate
- Discussion Question Activities
- Document Analysis
- Drill and Practice
- Essays
- Fieldwork (Includes Apprenticeship)
- Fishbowl
- Gaming
- Group Debugging
- Group Problem Solving
- Group Reports
- Hypothetical Situations
- Ice Breakers
- Inductive Reasoning
- Interviews
- Jigsaw
- Journaling
- Kinesthetics
- KWL
- Laboratory Experiments
- Learning Contracts
- Literature Review
- Oral Reports
- Peer Editing / Review
- Portfolios
- Presentations
- Procedural Demonstration (Perform a given action)
- Q & A (Students pose questions)
- Quizzing
- Reflections
- Review (Play, Movie, Audio, Book, etc.)
- Role Playing
- Scavenger Hunt
- Simulations
- Socratic Dialogue
- Webquest

Polling

From: Active Learning for Your Online Classroom: Five Strategies Using Zoom

Overview
Polling is a quick, easy way to check the opinions or thought processes of your students by posing a statement or question and gathering their responses in real time. Zoom's Polling feature allows for simple multiple-choice polls, including Likert-type questions that ask your students to state their level of agreement with a statement, assessing the level of student interest on a list of topics, or yes/no or true/false questions. Polls can be used at the start, end, or at select points during an online class session to engage and assess your students.

Tools
- Zoom's Polling feature
- CourseLink quizzes has an ungraded feature that can be used for polls
- PollEverywhere or Mentimeter can be used for more advanced polling activities such as using open-ended text questions or images.

How to Implement
Determine your purpose for conducting a simple multiple-choice poll in your online class session by considering the following:
- What information would you like to get from your students in real-time?
- How will you use the poll results / information collected?

Here are some possible ways you can use polls for active learning in your online class session:
- As an ice breaker to create a class environment conducive for active learning (e.g., Which of the following career paths is your top choice at this moment?)
- Check background knowledge to determine what information your students should encounter or engage with next (e.g., Which of the following best represents your familiarity with the concept of atomic orbitals?)
- Assess opinion on a debatable issue based on what information your students have encountered so far (e.g., "Genetically modified foods should not be permitted for human consumption." Agree or Disagree?)
- Frame / bookend the lesson to focus your students as they engage with new information (e.g., Which of the following factors do you think has the largest impact on the rate of DNA replication in a eukaryotic cell?)
- Choose the next topic based on student reflection on what they need help with (e.g., Which of the following topics would you like to go over as a class?)
- Get feedback on what helps students learn most effectively (e.g., Which of the following activities are most helpful in helping you learn the skills required for this course?)

Create the Zoom poll (see Zoom Help Center) and determine how much time your students will need to respond. Make sure the question title and prompt are clearly worded and not open to misinterpretation. Prior to launching the poll, provide verbal and written instructions on how to complete the poll. Once launched, you will be able to see in real time the number of students and the percentage of the class that have responded, the time elapsed, and the poll results.

End the poll when the allocated time is up. You can then choose whether to show the class the results of the poll. Either way, be sure to directly address or have your students respond to the results of the poll, and relate it back to the purpose of the poll.

Minute Paper

From: Active Learning for Your Online Classroom: Five Strategies Using Zoom

Overview
A minute paper is a short "paper" that students individually complete in a minute (or more realistically, under 5 minutes) in response to a given prompt. Minute papers provide students with opportunities to reflect on course content and disciplinary skills as well as their self-awareness as learners. This strategy also allows you to quickly check students' knowledge. Minute papers can be assigned at the start, during, or at the end of your online class session.

Tools used
- Zoom's Share Screen feature
- Polling software with open-ended question option (e.g., PollEverywhere or Mentimeter)
- For smaller classes, or if you need to know which students responded for grading, use Zoom's chat feature (synchronous) or CourseLink discussion forum (asynchronous)

How to Implement
Before your online class session, write an open-ended prompt that students can respond to in less than five minutes. You can vary the prompt to target specific knowledge and skill sets or solicit big picture free-form responses.

Example prompts include:
- What questions about today's topic are you most interested in exploring?
- What was the most important point of today's lesson?
- Share an experience from your everyday life that illustrates this principle.
- What steps will you take to maximize your learning for the upcoming test?
- Reflecting on the essay you just submitted, what would you have done differently that would improve your essay?

When your prompt is ready, use it to create an open-ended poll in your tool of choice (e.g., Poll Everywhere, Mentimeter). Using these tools to collect minute paper responses allows you to either display the responses as they come in or download a CSV spreadsheet containing all the responses to skim for trends and themes later.

During your online class session, when you are ready for students to complete their minute papers, activate your open-ended poll and use Zoom's Share Screen tool to share the poll answer window with your students. While the instructions for responding to the poll will be shown via shared screen, you should also read the instructions out loud to ensure all students receive that information. If you are using the Zoom chat feature, type the question into the chat window.

Give your students about five minutes to type in their responses to the minute paper prompt. Depending on your goal, you have the option of addressing select responses as they come in or compiling the results after class so you can address them at the start of the next one.

Alternative active learning strategies with similar setups
- **What's the Problem**: Students categorize example problems according to the principles and strategies needed to solve them.
- **Muddiest Point**: Students share their responses to the prompt "What was the muddiest (most confusing) point in _____ ?"

Active Learning Techniques for Pairs or Groups

Activity	Remote - Synchronous	Remote - Asynchronous
Think-Pair-Share / Think-Group-Share (extended explanation, p. 24)	Instructor poses a question. Students have individual time to formulate their response before instructor puts students into breakout rooms of 2-5 students each. In the breakout groups, students share their ideas for 3-5 minutes based on the question's complexity. Instructor brings everyone back into the main meeting room and groups report back.	Pose the same question and ask students to respond in a small group discussion forum. The group reports can be shared to the larger class discussion forum.
Small Group Discussions	Use breakout meeting rooms for small group discussions. Students may use collaborative document tools (e.g., Google docs, Zoom whiteboard) to record thoughts. (extended explanation - small group discussion synchronous, p. 25)	Ask students to use collaborative document tools (e.g., Google Docs) or digital pin boards to share content and have discussions. (extended explanation – asynchronous discussions, p. 27-28)
Posters & Gallery Walk	Use shared spaces for small groups to record ideas using collaborative tools such as Padlet and Google docs/slides/draw, and then view those with the whole class.	Use shared spaces for small groups to record ideas using collaborative tools such as Padlet and Google docs/slides/draw, and ask students to review these ideas as part of the module's activities. Students can also post images or posters in a discussion forum, and students can comment on others' posts.
Fishbowl	Students can take turns role playing/miming a solution and others can watch and respond in chat or live discussion. Encourage students to turn off webcams so focus can be on the student who is role playing.	Students can record themselves with role play/miming a solution and others can respond in a discussion forum.
Concept map / Collaborative Brainstorming	Students can work collaboratively using an online concept mapping tool (e.g., Micro, Coggle, Creately) or brainstorming tool (e.g., Padlet) in real-time. Students can save their work as image files, or take cellphone pictures of hand drawn work and then share in the online class meeting or submit on CourseLink. Students can comment on each other's concept maps in Zoom chat or a CourseLink discussion forum.	Use an online tool to have students work collaboratively to add to the concept map over the course of a module. Students can save their work as image files and upload to a discussion forum in CourseLink. Students can comment on each other's maps in the discussion forum.

Activity	Remote - Synchronous	Remote - Asynchronous
Best Summary	Students write a summary at the end of a unit, lecture, or other assignment. Then using breakout rooms, student groups compare their summaries, choosing the best one. Instructor then brings everyone back to the main meeting room and designated group speakers report out.	Students write a summary (individually or collaboratively in small groups) and post the summary in a Discussion Forum. Students read and compare the summaries, voting on the best one using a poll or ungraded quiz.
Collaborative Notetaking	Set up a Google Doc (or other collaborative document) for students to use during class to take notes on the class discussion. Often, two or three students are appointed lead notetakers for a given class session, with that duty rotating among students over the semester, but all students are invited to read and contribute to the shared notes.	Set up a Google Doc for students to take notes while watching recorded lectures or presentations. Appoint 2-3 lead students for each module or set of videos.

Adapted from: Active Learning while Physically Distancing and Active Learning for Online Teaching

For more ideas, see:

- A Quick Guide to Converting your Face-to-Face Pedagogical Approaches to the Online Environment
- Active Learning for Online Teaching
- Online Instructional Activities Index

Think-Pair-Share

From: Active Learning for Your Online Classroom: Five Strategies Using Zoom

Overview
This active learning strategy involves posing a short problem, scenario, or question to your students and giving them the time and opportunity to complete the following steps:

1. **Think** through the problem, scenario, or question individually.
2. **Pair** with a partner to discuss.
3. **Share** their findings or takeaways with the rest of the class.

This strategy not only gives your students time to process and apply their knowledge and skills on their own first, it also gives them the opportunity to consult and collaborate with a peer. This process usually elicits more thoughtful responses while also lowering the stakes of sharing with the rest of the class.

Tools used

- Zoom's Share Screen feature
- Zoom's Breakout Rooms feature

How to Implement

- **Think**: First, pose a short problem, scenario, or question for your students to work through on their own for about 30 seconds to a minute. Read the question out loud while also displaying it on a slide that you share with your students using Zoom's Share Screen feature. As your students are thinking through the problem, click on Zoom's Breakout Rooms tool so you can enter the number of breakout rooms needed in order for each to contain a pair of students. Zoom conveniently displays the number of participants per room based on the number of participants present and the number of rooms you select. If you have an odd number of students, subtract one from the total number of students and divide that by two to get the number of rooms you should create; Zoom will automatically assign one of the breakout rooms with three students instead of a pair.
- **Pair**: When your students are ready to pair up, let Zoom automatically assign them to the breakout rooms. Give your students about 5 minutes to introduce themselves to their partners and share their thoughts on the assigned problem. To help your students keep track of the given problem and directions, you can broadcast the problem and instructions through a message to all the breakout rooms.
- **Share**: When your students are ready to share, close the breakout rooms so all your students return to the main room. Ask for volunteers to share their answers or discussion takeaways by having them use the hand-raise feature in Zoom. Unmute one volunteer at a time so they can acknowledge their partner and share their response with the entire class. Mute the volunteer who has spoken before unmuting the next one. Repeat this process until you are satisfied with the number of contributions and/or perspectives shared.

Alternative active learning strategies with similar setups

- **Note-Taking Pairs**: Students work in pairs to improve their individual class notes.
- **Three-Step Interview**: Students work in pairs and take turns interviewing each other, and report what they learn to another pair.
- **Peer Instruction**: Students first answer a given poll question on their own. Then, students pair up and explain their rationale. Finally, students answer the poll question again.

Small Group Discussions - Synchronous

From: Active Learning for Your Online Classroom: Five Strategies Using Zoom

Overview
Small group discussions are one way for your students to delve more deeply into a given problem or issue. You can pose an open-ended question or problem, or provide your students with a scenario or case study to work through. The duration is dependent on the task. Groups can then present their results or findings to the rest of the class.

Tools used

- Zoom's Share Screen feature
- Zoom's Breakout Rooms feature
- Zoom's Nonverbal Feedback feature (including hand raise)
- Google Docs, Sheets, Slides (collaborative documents)

How to Implement
Reflect on the learning outcome that would most benefit from small group discussion. From this learning outcome, develop the discussion prompt that you will assign to your students. For example:

- Learning Outcome: Analyze Figure 3 of the assigned research article.
- Discussion Prompt: How well does the data shown in the figure support the author's claims?

When assigning the small group discussion, be sure to include clear instructions on what your students are supposed to do. Examples include:

- How many students will be in each group?
- How much time they have for the discussion?
- What they need to report back to the class and how much time they have to do so?
- Upholding discussion guidelines that they previously agreed to

Because your students are having these discussions completely online, it is best not to have too many students in each group; 3-4 students per group for a 10-minute small group discussion allows each student to contribute substantially to the discussion.

To help facilitate the small group discussion and ensure that all students engage, either assign or have your students volunteer for the following roles:

- Facilitator + Timekeeper—keep the discussion focused on the assigned prompt
- Notetaker—record the main points of the discussion on a collaborative document like Google Docs or Slides
- Challenger—push the group to view the problem or issue from different perspectives
- Reporter—report the main takeaways of the discussion back to the rest of the class

You could have students rotate roles across the semester so that they get to experience and learn the different skill sets associated with each role.

Let your students know that you, and if applicable, your co-instructor(s) and/or TA(s), may be dropping into each breakout room periodically to check their progress and answer any questions, but that they do not have to stop their discussion if they do not need anything from you.

After providing your students with both verbal and written instructions, give them a minute to ask you any clarifying questions before you send them to their breakout rooms.

When the class is ready, use Zoom to automatically divide your students into breakout rooms. You can set the breakout rooms to close automatically after a set duration. This adds a countdown timer in the breakout rooms informing your students of the remaining time they have. As students are discussing in their breakout rooms, stop by several breakout rooms to see how the discussion is going and answer any questions, if any. You may also broadcast a message to all breakout rooms to solicit questions. Your students can always request for help from their breakout rooms by clicking the Ask for Help button, which alerts you to their request and prompts you to join their breakout room.

When time is up, if you did not set the breakout rooms to automatically close, manually close them so all students return to the main room. Ask all the student reporters to identify themselves using the hand-raise button (part of Zoom's Nonverbal Feedback feature). When a student reporter is ready to share with the class, unmute that particular student and have them share their screen with the class. Other students can ask questions via the chat window. When the student reporter is done presenting, you can unmute the rest of that group to allow them to solicit and answer questions from their peers.

Alternative active learning strategies with similar setups

- **Test-Taking Teams**: Students work in small groups to prepare for a test. Students then take the test individually and submit their responses. Immediately after, students retake the test in their small groups, working to find consensus on their responses.
- **Jigsaw**: Students work in small groups. Each group becomes an expert in a different topic. New groups are formed, comprising at least one expert on each topic. In these new groups, each student teaches their peers the topic they became an expert on.

Small Group or Whole Class Asynchronous Discussions: Effective Practices for Discussion Forums

From: Riggs, Shannon A. and Kathryn E. Linder. "Actively Engaging Students in Asynchronous Online Classes." IDEA Paper 64 (2016): 1-10.

While discussion boards seem promising at first, many online instructors find that online discussions fall short, failing to reach the depth and breadth covered in live, face-to-face class discussions. At least partially at fault is **ineffective question design**.

One of the most common question formats for online asynchronous discussions is for instructors to pose a question or brief list of questions, and then to ask students to first reply to the question(s) provided and then to return later to reply to the responses of one or two peers. At first glance, this question structure seems adequate. After all, students are being asked to engage with the content, and with each other, and the instructor can mediate the discussion.

The design faults of this learning activity, however, become rapidly apparent re-imagined in a face-to-face environment. Imagine a face-to-face course where the instructor poses one question, and then goes around the room and asks every individual student to reply to it. After just a few replies, there would be little of value left to add. Further imagine that the instructor went around the room again, asking each student to remark on two other students' already-repetitive and tiresome answers. When asked to line up and answer in this manner, very little is said—and in great, repetitive volume. In the online asynchronous class, this sort of discussion activity masquerades as an active learning strategy, but it falls short of the goals of requiring meaningful action and reflection.

At its core, the "line up and answer" model is an instructor-centered model. The instructor's question is center-stage, and thus students are often instructor-facing in their responses. Because online discussions are typically graded, instructors can tend to design online discussions like exams, where everyone answers the same question and is assessed based on the correctness and completeness of the response. When designing a discussion board activity, it is important to remember that discussions are not exams and the correctness of each person's response is not the point. **The point of discussion should be conversation, analysis, debate, illustration, application, synthesis, and reflection.** Discussions should take place among all of the students as a group, and then be led, guided, or facilitated by the instructor. The assessment should not be based on the correctness of each response, but rather on effort, engagement, and participation, which admittedly are more difficult to assess. The value is the conversation as a whole, not the individual posts.

In order to make the most of the discussion forum tool, it is important to recognize first that the discussion board is capable of supporting far more than asynchronous text-based discussion.

What to do instead:

1) Rethink the structure of discussion board assignments

> **Space out original posts and responding/evaluating others' responses.** For example, if each discussion board assignment is two weeks in length, students spend the first week producing their original response. They spend the second week responding to and evaluating each other's work using reflective, open-ended prompts, such as "Compare your concept map to the rest of the class. What's missing? What's different?" (From: Discussion Boards: Valuable? Overused? Discuss)

Do not require all students to make an original posting. Requiring all students to make an original post can create multiple discussion threads that are hard to follow. Also, students will run out of original ideas after a few postings are made, so postings will become repetitive and unoriginal. Instead, consider the purpose of the original posting requirement. Do students need to each make an original post? Or would a response to someone else's post generate more insight and creativity? Maybe instead of requiring an original posting and one or two replies to others, just require one or two original thoughts. (From: What research tells us about online discussion)

2) Use the Discussion Board as Presentation Space, Gallery, and Reflection Space

- **Student presentations:** Students can record a simple video of themselves presenting on an assigned topic, a voiced-over presentation of slides or images, or create and post a graph or other visual with a recording of themselves explaining it. Other students can view, respond, and ask questions of the presenter. Then, the presenter would respond to comments and questions. A possible schedule for this activity is:
    - Monday: presenter posts their content
    - Monday-Wednesday: students view and post comment or question
    - Thursday-Friday: presenter responds to comments and questions

- **Discussion of existing still images:** Instead of a standard text-based discussion question, instructors can ask students to post an existing digital artwork or image relating to a topic, and then to reflect on what the image means or signifies. The online discussion board becomes a gallery and reflection space.

- **Creation of images and discussion:** Ask students to create a collage, take a photo, or create a sketch that relates to a topic of study, share a digitized version of it, and then explain the relationship of the creative work to the topic being studied. Students can also create concept maps or new ways of organizing course concepts or topics.

- **Creation of memes and discussion:** Ask students to use an online meme generator such as Meme Generator (https://imgflip.com/memegenerator) or Meme Creator (http://www.memecreator.org/create) to create a meme that relates to a topic of study, a book the class read, a philosophical movement, a period of or person from history. Students post the meme and then either reflect on their own meme or on others that have been posted, exploring what the meme signifies about the topic being represented. With instructor guidance, themes can be identified, assumptions revealed, and, perhaps, beliefs re-thought.

For more discussion forum ideas, see: Effective Online Communication

Step IV: Evaluate online teaching tools and resources that will support your teaching and learning activities

Goals for Step IV:

1. Consider tools in CourseLink and supplementary online teaching tools that would effectively support learning in your course
2. Reflect on the impact new tools will have on both the students and instructor

In this section, we provide guiding questions and worksheets to use when considering tools for your course, with a focus on how tools, materials, and resources will support students' learning. This section is brief, as we encourage you to seek support from the OpenEd team, who can help you with selecting and implementing technologies and digital tools for teaching remotely.

As in face to face teaching but even more so online, **our key advice is to simplify**. Can students accomplish your outcomes without learning a new tool? Or having to use multiple tools? Do you need a new tool, or is there a simpler way to achieve those outcomes?

There are many technology solutions available to support learning and increase accessibility in your remote classroom. Consider selecting only one or two tools to use in a course. There is a learning curve for each new tool, and you do not want students to spend more time learning the tool than engaging with the learning and content.

Reflect on the following questions when considering where to bring technology into your course to support learning:

- What instructional technologies and tools have you used in the past and for what purpose (e.g., to share content and supplemental course resources, to communicate, to engage, to assess your learners)?
- What digital tools that you are familiar with will support the course learning outcomes?
- Which features are you seeking that could be used to achieve the desired interactions and improve the learning experience for students (e.g., chat, collaboration, real-time polling, online discussions)?
- What technologies will your students have access to (e.g., microphone, webcam, smartphone, reliable internet connectivity)?

When narrowing down your tools and technologies, consider the available support:

- What tools are supported by the University and your college, department, or program?
- What support is available for you to learn and use these tools (e.g., from your department, OpenEd, colleagues)?
- What support is available to students to learn these tools?

See also: How to Make Smart Choices about Tech for your Course
https://www.chronicle.com/interactives/08262019-adviceguide-tech-choices#6

OpenEd Recommended Tools:

- Lectures
- Web Conferencing
- Learning Activities (e.g., discussions, group work, polling, remote labs)
- Assessment & Evaluation (e.g., written assignments, oral assignments, tests, exams)
- Communication
- Remote Teaching Webinar Series

Checklist for Evaluating Tools

- ❑ **Does the tool help to accomplish your learning outcomes?** What do you want your students to learn, examine, discuss, think about, and research? Does the tool support the appropriate level of thinking or understanding (e.g., lower-order vs. higher-order thinking)?

- ❑ **Does it follow universal design for learning (UDL) principles?** Does it allow for: 1) multiple means of representation, 2) multiple means of expression, and 3) multiple means of engagement?

- ❑ **Is it user-friendly?** Is it easy to learn and navigate for you and your students? What kinds of training and support are necessary? How long does it take to get comfortable with it? Free web-based tools often do not have strong tech support systems. You should be prepared to support students in the use of the tools chosen.

- ❑ **How much does it cost? Will all students have access?** What can you, your students, and your institution afford to spend on training, maintenance, upgrades, and the like?

- ❑ **Is it reliable?** Choose tools that have been around for a while and have a strong reputation for reliability. Are there frequent updates that need to be installed? Does it break down easily?

- ❑ **Is it flexible?** This refers to how the software is used, what it can produce, how much it can expand with increased use and access, and how it might expand to offer more services in the future.

- ❑ **Does it include tools to monitor and evaluate students' learning?** Does the technology come with tools for you to monitor how you and your students are using it? Does it come with tools for you to evaluate your students' learning? If these tools are built-in to the application, it can be a huge bonus for both teachers and students.

- ❑ **Is it secure?** How does this technology protect information and privacy of its users? Who has access to what is shared and how is it shared? If students have safety concerns about posting their names, images, or other materials online, provide alternate assignments that are private and within CourseLink.

- ❑ **Can students share, communicate, and collaborate?** Collaboration and sharing are important for student learning. Therefore, the software should enable sharing either in a secure way to authorized users, or in a public way to all users online. The tool should make it easy to view, share, comment, communicate, evaluate, contribute, and socialize synchronously and asynchronously.

- ❑ **Does it integrate with other tools you are using?** Does this tool support or integrate well with the existing tools that you are currently using? Can you use it to "fill in the gaps" for existing applications? How can all of the tools that you use collaborate with each other and enable you to do more than you could with them independently?

Adapted from: Checklist for Evaluating Tech Tools, Apps, Software, and Hardware

Worksheet: Assessing Educational Technology for Your Course

This worksheet will help you sketch out which tools best meet your course outcomes and what resources you may need to gather to learn about and test the tools.

What do I want to do?	What tool am I using?	What do I know about this tool?	What do I still need to learn?

Example:

Create an asynchronous lecture	Screencast-O-Matic	How to record myself and my screen	How to post the recording in my course

Worksheet from Example Course Development Timelines

Finalizing your Course Plans and Next Steps

Once you have explored various tools, resources, and technologies that meet the needs for your course, complete the final column in your alignment worksheet.

Consider the following questions:

- What instructional resources will you need to select, develop or adapt to facilitate the teaching and learning activities?
- What materials will be needed to support instruction?
- What technologies or tools will be used to help students achieve the learning outcome?
- How will you scaffold new tools into your course so that students can practice using the tool with low stakes or no stakes activities before using the tool for high stakes assessments?

Course Learning Outcome	**Assessment Methods**	**Teaching and Learning Activities** (students do independently)	**Teaching and Learning Activities** (students do with peers/ instructor)	**Teaching Resources, Materials, and Technology**

Revisit your entire course plan to ensure alignment and integration among your course learning outcomes, course assessments, and learning activities.

Use the **Checklist for Remote Course Design** to get a clear sense of what you have accomplished and what you still need to do as you move forward with your course preparation.

The next step in your course design is to **Plan your Course Structure**, or what the typical week looks like in your course. In this step, you'll consider how all of your course elements, including course materials, assessments, and teaching and learning activities, work together to create a clear path for students' learning. Your course structure will define the flow of student learning throughout the course. The Plan your Course Structure module is available on our CourseLink site and can be downloaded from our Course Redesign website.

Checklist for Remote Course Design

SECTION 1: Content, course structure and course workload	
1a) Content creation	
Content is suited to remote learning context (existing materials have been adapted where appropriate) (see Strategies for Sharing Content and Demonstrating Skills)	
Course materials are chunked, broken down into smaller units of learning	
The learning outcomes for each week or module are clearly signalled at the outset of the week or module	
Transcripts or annotated notes are provided for video and audio lectures	
Low tech options (e.g., text documents or PDF versions of PowerPoint slides with notes) are provided	
Videos have been uploaded into CourseLink (Using video in Courselink)	
Core and optional readings are clearly distinguished from each other	
There is guidance on what to consider when watching videos or reading a text through instructional text	
There is instructional text that guides and assists in scaffolding the learning and teaching content	
Synchronous methods are only implemented where necessary after considering asynchronous options first (Synchronous Class Sessions)	
Where synchronous methods are used, is it during the scheduled synchronous course time, and an asynchronous option to participate has been provided	
Content has considered universal design principles and is accessible, including a readable font, legible size, heading styles, well-contrasted colours and alternative text for images	
Where external tools are used, has the support available been taken into account	
1b) Site set up and navigation	
The overview page describes how the course is organized	
The announcements tool is enabled and used to send all course communications	
The course site has a dedicated course outline page with up-to-date schedules and assessment tasks	
The Calendar tool is used for Assignments and Tests & Quizzes dates	
The course is organized using a consistent structure (e.g., by weeks, topics or modules) to provide a learning pathway (see Plan your Course Structure module on CourseLink)	
Module pages and subpages are clearly linked to each other through visible numbering or ordering; such as Topic 1; Topic 2; etc.	

1c) Course workload	
Estimate of the time taken for each discrete learning activity is communicated (Estimating student workload: Instructional Activity Equivalents or Workload Estimator)	
Based on the estimation of learning activities, students' total learning time has been calculated for each week	
Core course content is reduced or re-allocated to make student learning hours more manageable	
SECTION 2: Engagement, community and communications	
2a) Engagement activities to support student learning	
Each topic includes at least one activity for active learning to keep students on track (Active Learning for Individuals and Active Learning for Groups)	
The learning tools used are familiar to students, and if new tools are used, step-by-step instructions are provided	
Where synchronous meetings are held (for live interaction and fostering social connections) there are low-bandwidth and asynchronous alternative ways for students to obtain the same learning benefits	
Barriers that students might face participating in the planned activities have been minimized (e.g., access to reliable internet and technology, conducive spaces for learning and participating in class activities)	
Specific instructions with clear rationales about the process and purpose of the activities have been provided	
Additional time remote course activities might take has been considered in course planning (e.g., time to organize and launch breakout rooms, time to troubleshoot technology issues, time for students to get settled into groups/pairs, time for students to type their responses or voice responses, allowing additional wait time for typed responses)	
2b) Course communications	
A strategy for communicating with students has been developed and shared with students	
There are 'online' office hours or spaces for students to ask questions and receive answers on a regular basis	
There are clear protocols and communication details for students to get help with admin, technical and content queries on the course home page	
Announcements are visible on the course landing page in addition to being sent via email	
Common student questions and answers are collated and shared with all students (e.g., via a Discussion thread)	
Clear instructions and expectations regarding the activities have been provided	
All deadlines will be communicated in a timely manner before due dates using methods previously communicated to students	
It is communicated whether late submissions will be accepted, the process and how it will affect their grade	

SECTION 3: Assessment design and feedback	
3a) Assessment design	
Assessments have been designed to take account of constraints of a remote environment	
Assignment requirements and submission dates are displayed in one place on the CourseLink site	
The assessment design has taken account of issues around academic integrity in a remote environment (see Adapting your Assessments - Academic Integrity on CourseLink site)	
Assessments are introduced with a clear outline, explicit outcomes, and transparent grading and evaluation criteria (see Assessment Outline on CourseLink site)	
Students know where and how to ask questions for clarification	
Small assessment tasks are provided to gauge student learning and progress, and encourage student engagement	
For timed tests, additional time is given to account for technology or connectivity issues	
Students who have accommodations are planned for (Accommodations | Accessibility Services)	
For a high stakes assessment such as online exams, students are given an opportunity to practice and determine technology issues in advance	
3b) Checklist: feedback	
Feedback is timely, constructive, and relevant to allow students to apply it to subsequent learning activities	
Students are given opportunities throughout the course to provide feedback about the course and suggestions for improvement	

Adapted from UCT Remote Teaching Course Design Checklist