# Reflecting on your Previous Course Offerings: What Worked, What Didn’t, and What Changes Will I Make?

**GOAL:** This worksheet guides you through the process of identifying aspects of your previous course offerings that worked and didn’t work. This is the first step in deciding which elements of your course to keep, which to modify or repurpose, and which to remove.

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## STEP 1:

Think about recent offerings of your course, whether those were remote, face-to-face, or both. Brainstorm what worked and what didn’t in those previous offerings by adding ideas to the table below. These ideas could be related to your course assessments, activities that students did together or independently to support their learning or engagement, course logistics, policies, or scheduling, technology, content topics and delivery methods, etc.

* **How do I know if something worked?** The activity or assessment helped students effectively learn and meet the learning outcomes, supported student engagement, belongingness, feelings of community, inclusivity, student or TA feedback that it worked well, etc.
* **How do I know if something didn’t work?** Most students did not achieve or struggled to achieve the intended learning outcome or assessment, students expressed significant confusion, boredom, or frustration with the activity or assessment, feedback from students or TA indicated that something didn’t work well, etc.

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| --- | --- |
| **WHAT WORKED? What promising practices would I like to keep doing?**  | **WHAT DIDN’T WORK? What challenges, obstacles, or gaps would I like to change or eliminate?**  |
| * …
* …
* …
 | * …
* …
 |

## STEP 2:

Label and sort your ideas in a way that helps you to prioritize or connect ideas, see the bigger picture, or identify why a particular activity worked or didn’t. For example, label or tag each item in the table using highlight, coloured font, or symbols with whether it is related to:

* Assessments
* Content sharing, delivery, or discussion
* Learning activities that students complete individually or collaboratively
* Overall course design or logistics
* Delivery mode (e.g., remote/virtual vs. face-to-face; asynchronous vs. synchronous)

## STEP 3:

Based on your “What didn’t work?” column in the previous table, identify three things you’d like to change for your next course offering and why you’re interested in changing those aspects of the course. If you are joining us for the Day 1 synchronous session, we will begin our discussions here.

|  |  |
| --- | --- |
| **Changes** | **Why?**  |
| 1. |  |
| 2. |  |
| 3. |  |

# Where and How? Deciding on the Engagement/Delivery Mode for Each Course Element

**GOAL:** This worksheet guides you through the process of identifying your preferred delivery or engagement mode for each of your course elements, including your assessments, how you will share content, and activities for students to complete individually and collaboratively.

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## STEP 1:

Read the **Course Design Models** and **Engagement/Delivery Modes** handouts to learn about the four engagement/delivery modes.

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| --- | --- | --- |
| **Engagement/ Delivery Mode** | **What is it?** | **Examples** |
| **Synchronous In-Person (SI)**  | Instructors and learners engage at the **same time** in the same physical location | Meeting in-person for a lesson, simulation, lab, tutorial, field trip, group meetings (to complete collaborative activities) |
| **Synchronous Virtual (SV)** | Instructors and learners engage at the **same time** in different locations | Meeting over a conferencing platform (e.g., Zoom, Teams), real-time use of a collaborative tool (e.g., Google Docs, Mentimeter) |
| **Asynchronous Virtual (AV)**  | Instructors and learners engage at **different times** in the same virtual location or using the same tools | Viewing recorded lectures, videos, podcasts, online modules in CourseLink, contributing to online documents or discussions on their own time (documents may be collaborative), completing surveys/polls, quizzes |
| **Asynchronous Offline (AO)** | Instructors and learners engage at **different times** without the use of technology | Completing readings, demonstration kits, practicing skills independently (e.g., music, art), visiting physical locations to gather data (e.g., parks, ponds) |

When deciding on engagement or delivery modes for your context, some factors to consider are:

* What are your course goals? How might they be ideally achieved by students?
* What are your needs? Your learners’ needs? You and your learners’ level of comfort with technology?
* What would be the idealuse of in-person time to support students’ achievement of the learning outcomes? What learning activities would best lend themselves to an online format?
* What combination of online and in-person activities would help students practice and meet the learning outcomes? How will I balance course activities across different times and locations in a way that provides consistency and predictability in the course structure and flow?
* If you have been assigned to a physical classroom space, what is the capacity, seating arrangement, and technology available? Consider public health guidelines, if relevant.
* What can be repurposed from previous course offerings?
* How can you build in flexibility in all elements of your course?

## STEP 2:

In column 1, add each of your graded course assessments that you’re planning to keep for your next course offering. Refer to your prior course syllabi and your “What Worked?” column from **Worksheet 1: Reflecting on your Previous Course Offerings: What Worked, What Didn’t, and What Changes Will I Make?**

When completing the columns, specify:

* the **engagement or delivery mode** (SI, SV, AV, AO)
* **additional information** that is useful to note (e.g., the tool or platform, timing, back-up plan, etc.).

Some assessments may have **multiple engagement modes** depending on students’ location or your decision to offer flexibility with how they complete assessments. For example, for student presentations, some students may record their presentation for the instructor to watch **[AV]** while others may present live, either in-person **[SI]** or virtually **[SV]**.

**Assessments: Engagement or Delivery Modes**

|  |  |  |  |
| --- | --- | --- | --- |
| **GRADED ASSESSMENT** | **SUBMISSION:** Where will students complete, submit, or share the assessment? | **FEEDBACK:** How will students receive feedback and grades (e.g., written, video, audio, rubric) and from whom (peers, instructor, self)? | **SUPPORT:** Where can students seek support while completing the assessment (e.g., office hours, discussion boards, chat) and from whom (peers, instructor, TA)? |
|  |  |  |  |
|  |  |  |  |
|   |  |  |  |
|   |  |  |  |
| *[Add rows as needed]* |  |  |  |

*Example*

|  |  |  |  |
| --- | --- | --- | --- |
| Weekly quizzes | AV (CourseLink) | AV (CourseLink grade) | SV (virtual office hours), AV (discussion board or email) |

## STEP 3:

Thinking about your course by week (or by module), what teaching and learning activities are you planning to keep for your next course offering? Refer to your prior course syllabi and your “What Worked?” column from **Worksheet 1.**

When completing the columns, specify:

* the **engagement or delivery mode** (SV, SI, AV, AO)
* **additional information** that is useful to note (e.g., the tool or platform, timing, back-up plan, etc.).

Some activities may have **multiple engagement modes** depending on students’ location or your decision to offer flexibility with how they complete activities. For example, some students may attend an in-person lecture **[SV]** while others watch a recording of that lecture asynchronously **[AV]**. Some students may contribute to a class discussion by submitting responses on a collaborative document or discussion board prior to **[AV]** or during **[SV]** the class meeting, while other students may contribute verbally in-person **[SI].**

**Teaching and Learning Activities: Engagement or Delivery Modes**

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| --- | --- | --- | --- |
| **Week or Module** | **SHARING CONTENT**(e.g., lectures, videos, readings) | **ACTIVITIES THAT STUDENTS COMPLETE INDIVIDUALLY** (e.g., writing, discussion board or chat, self-assessment, worksheet, homework, labs, skill practice) | **ACTIVITIES THAT STUDENTS COMPLETE COLLABORATIVELY (PAIRS/GROUPS)**(e.g., collaborative brainstorming or concept mapping, discussions, think-pair-share, peer feedback) |
| 1. |  |  |  |
| 2. |  |  |  |
| 3.  |  |  |  |
| 4.  |  |  |  |
| 5. |  |  |  |
| 6. |  |  |  |
| 7. |  |  |  |
| *[Add rows]* |  |  |  |

*Example*

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Intro to theory
 | AV: 2 video lecture recordings, 2 online readings | AV: respond to prompts on discussion board; complete quiz in CourseLink | SV/SI: class discussion of readings on Teams with Padlet sticky-note activity |

# Prioritizing Changes to my Course

**GOAL:** This worksheet guides you through the process of identifying three changes you’d like to make to your course, potential solutions, and the supports and resources you will need to make those changes.

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In this worksheet, you will identify the three changes to make to your course for your next offering. Keep in mind that you may want to make more than three changes, but it’s important to keep this process manageable and to prioritize those changes that are most important or needed. When identifying changes, ensure that the changes still align with, and support students’ progress towards meeting, your course learning outcomes.

* Be prepared to share your ideas about course changes, potential solutions, and unanswered questions during the synchronous session on Day 2.

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Changes** | **List of Potential Solutions** | **Selected Solution and Brief Rationale** | **What questions do I still have? What support/resources will I need to make this change (e.g., technology, TA support, physical space, etc.)?** |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |

**Peer Feedback and Ideas**

Copy or record the feedback and ideas suggested by your colleagues during the action learning set on Day 2 of the workshop.

|  |  |
| --- | --- |
| **Change** | **Peer Feedback and Ideas** |
| 1. |  |
| 2. |  |
| 3. |  |

# Planning my Next Steps

**GOAL:** This worksheet helps you to plan your next steps for finalizing the changes to your course and your course design and delivery modes.

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As you move forward with your course changes and planning, consider the following questions.

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| **What questions do I still have? What do I still need to learn?** (e.g., about your course, your teaching space, your students) |
| **What decisions do I still need to make to finalize my course plans?**  |
| **What would I like more feedback on?** (stop by one of our [drop-in sessions](https://otl.uoguelph.ca/summerprogramming#Open%20Virtual%20Drop-In%20Sessions) throughout the summer!) |
| **What support and resources do I need to implement the course plans I’ve chosen?** Consider your physical space, technology, TAs or course support, etc. |

Register for other[OTL Summer 2021 Programming sessions](https://otl.uoguelph.ca/summerprogramming) for additional opportunities to connect with colleagues, share your ideas, gather peer feedback, and get support for your course planning.