

YorkU Guide to Teaching Remotely

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This guide has been developed to assist you in the design and development of online and remote course delivery. Whether designing a course from scratch or modifying an existing course into an online environment, instructors will find some useful recommendations, ideas, information, and strategies to help along the way. This guide accompanies the Teaching Commons' Going Remote website (<https://bold.info.yorku.ca/>) where a whole host of tools and resources are provided.

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Introduction

Circumstances around us constantly change the way you teach. You update the content of your courses, try different strategies, refresh assignments, and adapt to student needs and interests. When a shift is sudden, it brings many questions to the fore, perhaps even confusion. Yet, any instructor knows that learning can take many forms based on what they aspire their students to learn and do. The good news is that sound pedagogy crosses over any course format and directly applies to online and remote learning. Indeed, the foundation of any course, whether delivered face-to-face or remotely, is a set of learning outcomes that shape both teaching and learning activities as well as assessments. In other words, constructive alignment is key to any course delivery. With this foundation, each course will have its own unique path but aim for an organized, clear, and consistent learning environment.

While the course design process is similar regardless of course format, the experience of teaching and learning online or remotely is different from face-to-face. Key differences include:

Face-to-Face Learning	Remote Learning
There are specific class meeting times and structure for students.	Allow flexibility for students to access content and participate in activities at their own pace, but within a consistent structure. Even with synchronous, scheduled online activities, consider recording them and set a consistent time in which online participation is due. For example, the module for each week is made available on Monday at 9am and due to be completed at each student's own pace by Sunday at 10pm.
The in-class time commitment is clear.	It takes more time to teach and learn online (Freeman, 2015; Morrison, 2015; Kenny & Fluck, 2017), and it can be hard to assess how much time online learning activities take for students. Consider asking for their feedback to better gauge the time commitment required.
Verbal instructions and communication in class flows naturally.	Instructions need to be carefully recorded and communicated online. This includes clear written communication and expectations for students.
You can answer student's questions that are spontaneous or during a question and answer period, for everyone in class.	Consider setting up a Q&A forum and insisting students ask their questions only in this forum so everyone can participate, contribute answers, and learn from each other as well as from you when you

	<p>answer questions in this forum.</p> <p>Recurring questions from your office hours can be communicated to everyone using a Q&A forum.</p>
<p>You can more easily sense when student engagement is decreasing and respond in the moment.</p>	<p>You can deliver content in smaller chunks, e.g. one concept per chunk, and in multiple formats (e.g. video, audio, readings, etc.).</p> <p>Motivate students and engage them with small activities between chunks. You can monitor student participation and provide feedback.</p>
<p>Students are present together and can form a community, engage with each other in pairs or small groups either spontaneously or as planned and structured by you.</p>	<p>Find ways for students to interact and connect with each other online. For example:</p> <ul style="list-style-type: none"> • Ask students to create and share, introductory videos of themselves, • Create groups in Moodle and ask students to engage together in some or all modules, • Use Zoom breakout rooms for small groups to engage with each other synchronously.
<p>In-class assessments, like writing, labs, and invigilated tests and exams are common</p>	<p>Rethink your assessment strategy, balancing working within the parameters of teaching and learning online, and maintaining academic rigour. See the sections on assessment and academic integrity in this guide for ideas.</p>
<p>Alt exams offer quiet places and extra time for students who are registered to write tests and exams, and take care of all the administrative tasks for you.</p>	<p>For online assessments you may need to work closely with your students to meet their needs. You may be prompted to take a universal design approach in your assessment design and implementation.</p>

Table 1: Key Differences between Face-to-Face and Remote Learning

Guiding Principles for Online and Remote Teaching & Learning

Online and remote teaching and learning is not something fundamentally different from other forms of pedagogy. The same foundational principles that guide your work as instructors in face-to-face classes apply to online and remote practices as well. Four of these principles, however, become particularly important when designing, developing, and facilitating learning experiences in an online environment, and hence are worthy of more focused attention:

- Build your Course with Constructive Alignment
- Make Your Course Accessible with Universal Design for Learning
- Foster Academic integrity
- Follow Copyright & Privacy Guidelines

In the sections below, we will take a closer look at each of these principles, providing a brief overview of their meaning, importance, and general considerations. In the rest of this guide we will frequently revisit these principles to demonstrate how they apply to specific components of online teaching and learning, and how you can implement them in the context of your courses.

Principle 1: Build Your Course with Constructive Alignment

Constructive alignment is a process that helps an instructor identify teaching and learning activities as well as assessment tasks that are directly linked to the intended learning outcomes. Through this process, the course instructor actively considers how course level outcomes, learning tasks and teaching strategies, and course assessments align with each other, as shown in the integrated approach to course design available here:

https://images.slideplayer.com/26/8696188/slides/slide_29.jpg

The essence of constructive alignment is a holistic approach to course design that considers each component or building block of a course/lesson not in isolation from each other, but as organic and interconnected components of a single unified experience. All elements are purposely developed to fit in with each other, not unlike pieces of a puzzle, to connect with other elements and align with their requirements, and to facilitate the learner's progress to successfully achieving the intended learning outcomes as measured by objective criteria.

Establishing good alignment between your teaching and learning activities and the course learning outcomes will ensure that students are provided the information and practice they need to gain the knowledge and skills emphasized in the course. Similarly, an obvious link between assessment tasks and the course learning outcomes will help the instructor in determining whether students have reached the learning goals set out for them. Finally, teaching and learning activities that emulate how students will be asked to demonstrate their knowledge and skills in assessment tasks further reinforce the learning cycle.

One of the many reasons constructive alignment must receive special consideration in an online context is the lesser degree of immediate feedback inherent to the medium. In a face-to-face classroom setting where synchronous interaction between instructor and students is oftentimes the norm, the re-alignment of outcomes, activities, and forms of assessment is a continuous if not instantaneous process as new needs arise and potential gaps or instances of misalignment are revealed. The mostly asynchronous nature of online learning tends to 'freeze' these elements at the time of their publishing (i.e., once they are made available to students), which in turn places greater importance on ensuring that constructive alignment is fully and consistently established in the planning and development phase.

A useful first step in the process of establishing constructive alignment is to examine all components (outcomes, activities, and forms of assessment) of a course by 'testing' them along the following spectrum of questions:

- What is to be done? What am I trying to achieve?
- What do I want my students to achieve through completing this component?
- How can I realize this goal in an online environment? How do I need to change this component from a face-to-face/in-class to an online context to ensure the achievement of this goal?

- If I change this component, how will the changes impact on all other components?
- How do I need to change any other component to establish or maintain an overall alignment between all of them?
- What else (e.g., follow-up activity) do I need to modify to align the rest of my course with the change I am introducing now?
- What is going to tell me if my realignment of the components was successful? How am I going to measure this?
- What do I need to do to communicate this change to my students?
- What is my backup plan in case the alignment proves unsuccessful?

If your starting point is a fully developed in-class course with a rich history and a wealth of already existing resources, consider using our course design template to help you design online courses with constructive alignment embedded from the ground up.

Learning Outcomes

Learning outcome is a term to describe what learners will be able to do/demonstrate, know/comprehend, or feel/value by the end of a lesson or a course. 'Outcome' defines the learning intention by clarifying what the learner should be able to know, think, value, or do by the end of the lesson.

Aligning learning outcomes with the learning activities and course assessments will also help students to orient their learning and monitor their own progress (Biggs & Tang, 2011). Moreover, it helps the instructor to limit course content to the most important areas of learning and to select the content and activities that will best allow the learner to achieve the outcomes in the time allowed. For these reasons, it is helpful to use action verbs to help communicate to your learners what they should know/be able to do by course/lesson end.

Teaching and Learning Activities

Teaching and learning activities include everything an instructor does to facilitate student learning, from content transmission to active learning strategies. Active learning invites students into the learning process by requiring them to engage in meaningful hands-on learning activities. Active learning is often contrasted to the traditional lecture where students passively receive information from the instructor (Bonwell and Eison, 1991). To be actively involved, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation (Wiggins & McTighe, 2005).

Strategies that may help to encourage active participation within a learning environment may include, but are not limited to (adapted from ISW Handbook, 2018):

- small group discussion about a specific question or problem arising from the course material,
- student reflection through writing, discussion, or question development,
- short application tasks like solving an equation or a small problem,
- prediction or forecasting of answers to questions,
- students working on a problem and then evaluating each other's work,

- case studies, scenarios, and
- posing a “thought” question— one that is not answered until later in the lesson.

Assessment

Assessment is an ongoing process to improve student learning, assist in communicating expectations of both instructor and student; to establish criteria for learning; and for the purpose of systematically gathering, analyzing, and interpreting evidence in order to determine student achievement of course learning outcomes (Angelo, 1995, Harlen, 2012). Assessment cannot be considered in isolation but rather within the context of a course, and thus contributing to the constructive alignment of the course. Student performance on course assessments help in communicating to learners and course instructors student understanding of course content and to what extent students are achieving course learning outcomes (Biggs, 1996; McDowell, 1996).

Principle 2: Make Your Course Accessible with Universal Design for Learning

Accessibility means making it possible for all students to use all course materials. There are few things to take into consideration when teaching remotely:

- Student access to technology and/or reliable internet: it is important to keep in mind that some students may not have access to all kinds of technology (some might rely on their phones) or may not have access to reliable internet at all times (which would make access to online zoom session or uploading a video that they create cumbersome);
- Different time zones: some of our students had to leave Canada to join their families. As a result, they could be in different time zones;
- Access to a quiet space: with the childcare centers and schools closed, some students might not have access to a quiet space. Similarly, students who had to return home might also be sharing their space with other people
- Mental health: the current situation adds stress to students as well as the instructor’s lives.
- There is a learning curve for students to adapt/learn new technologies (instructors too!)
- Referring to Student Accommodation Services for unique cases/specific questions about required accommodations

Beyond technology accessibility, accessibility is often discussed under the umbrella of the principles of universal design for learning:

Universal Design for Learning (UDL) is a concept that emerges from the crux of best practices and principles of instructional design, educational theory, accommodation, assistive technologies, and instructional technology strategies. At its simplest, UDL means maximizing our effort to remove all physical and cognitive barriers to learning, thereby ensuring every student, regardless of individual circumstances, gets an equitable opportunity to participate in the learning experience and achieve the intended learning outcomes.

UDL goes far beyond the scope of its individual components by focusing not on after the fact accommodation, but on instructional design that seeks to proactively identify and eliminate potential barriers to learning, regardless of whether those barriers had already received legislative endorsement or institutionalized recognition. Its ultimate goal is ensuring equal access to learning, as opposed to merely equal access to information (Council for Exceptional Children, 2005). UDL takes a concerted effort to achieve this by maximizing flexibility, inclusivity, diversity, and individual control.

In practical terms, this often translates into a curriculum that presents information in multiple formats and media at the same time, provides multiple pathways to the same objectives, and multiple ways to engage (with) students (Meyer & Rose, 2002). For instance, the same content is made available as online text, eBook, lecture recorded on video with captions, and audio-only; interactive exercises offer multiple instances of built-in branching that allows students to pursue their own paths across the concepts and materials to the same shared learning outcome; and communication takes place via email, discussion forums, live webinars, and recorded audio files (e.g., for providing feedback on course work) through a variety of social frameworks (such as individual, class, group, peer network etc.).

The importance of UDL presents itself on both the individual and the group levels. On the group level, it maximizes a course's outreach by maximizing the number of students who can access, participate in, and progress through the curriculum. On the individual level, it maximizes a course's effectiveness by allowing students with different characteristics and barriers to all enjoy the same enriched learning experience. In short, UDL creates a better learning experience, to a greater number of students.

Universal design for learning provides multiple means to address the why (engagement), what (representation), and how (action and engagement) of learning. This table retrieved from Cast (2018) summarizes how the guidelines could be applied:

https://www.theudlproject.com/uploads/8/8/1/9/8819970/udl-guidelines-2-2_orig.jpg

Principle 3: Foster Academic Integrity

Issues of academic integrity and preventing, where possible, academic dishonesty remain important considerations in any teaching and learning environment. The move to online platforms may raise additional questions or concerns regarding how to maintain academic integrity when students are no longer being closely monitored during the completion of tests and exams, or when students have seemingly an infinite number of resources at their disposal to complete final projects or papers.

The literature suggests that students seem just as likely to cheat in-person as in remote or online instruction, mostly because most forms of cheating are equally viable in both contexts (e.g. plagiarism) (Watson & Sottile, 2010). Issues of academic dishonesty may arise more frequently in a move to online instruction not solely because of the new environment or platform,

but often because students may be under significantly more stress or pressure to complete their courses, because they have more opportunities to cheat, or because the perceived goals of the class or course have shifted to performance (completing the work and getting a good grade) rather than learning or mastery (Bertram Gallant, 2017).

In a recent webinar, Dr. Tricia Bertram Gallant (Director, Academic Integrity Office, UC San Diego) highlighted 3 key themes to help you navigate academic integrity online. We will discuss each theme below:

Inform & Educate - How can you educate your students about academic integrity?

- If your syllabus doesn't already include it, it may be helpful to remind students with a post on Moodle (for example) of [York University's Senate Policy on Academic Honesty](#).
- The York Libraries Student Papers & Academic Research Kit (SPARK) includes a module on academic integrity as well as an Academic Integrity Checklist that your students can review prior to completing or submitting an assignment or writing an exam
 - <https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>
- York Libraries offers a number of resources that may be useful for educating your students about effective citation practices and information/digital literacy, including guides on academic writing and citations:
 - http://researchguides.library.yorku.ca/?b=g&d=a&group_id=14294

Protect & Prevent - How can you reasonably discourage academic dishonesty?

- Consider, where possible, other ways of assessing student learning. Could you, for example, create and offer an open book assignment or exam encouraging higher order thinking (e.g. .analysis or synthesis) rather than testing memory or recall?
- For an assignment involving writing and/or research, it is helpful to require students to cite all of their sources. There are tools and resources available at York to help students properly cite a variety of sources.
http://researchguides.library.yorku.ca/?b=g&d=a&group_id=14294
- Turnitin is still available as a means to review student assignments for plagiarism. Additional information is available online: <https://staff.computing.yorku.ca/teaching-research-computing/plagiarism-prevention/>
- If you are offering an online quiz, test, or exam, there are a number of features available through Moodle quizzing to discourage cheating, including offering multiple versions of the same exam, shuffling questions, using a random subset of questions from a large question bank, only displaying one question at a time on the screen, restricting what feedback is available immediately to students (e.g. correct answers), and limiting the duration and/or availability of the test or attempts students have to complete the exam.

- More information on Moodle quizzes can be found at https://lthelp.yorku.ca/quizzing/creating-a-quiz?from_search=43655514
- You may also consider including an honour code statement for students to read and/or sign prior to completing an online test or exam. Additional resources and examples of honour codes or class codes of conduct are available on the Teaching Commons website. <https://teachingcommons.yorku.ca/resources/teaching-strategies/academic-integrity/using-honour-codes-in-the-classroom/>

Support - What supports can you make available to your students, and what supports are available to you?

- The Learning Commons offers a variety of supports and resources related to study skills, writing, and research that may help address challenges students are facing in completing assignments and exams:
 - <http://learningcommons.yorku.ca/>
- Learning Skills Services offers a variety of resources around study skills and stress management related to online learning
 - <https://lss.info.yorku.ca/online-learning/>
- Continue to report any suspicions of academic dishonesty to your Dean, Associate Dean, and/or UPD/GPD. Each Faculty and Department or School will continue to have their own procedures for how to manage these concerns.

Remember, the large majority of your students are learning right along with you, and are often far more concerned about managing their many other, conflicting priorities alongside engaging with and successfully completing your course and their other classes. A compassionate and flexible (within reason) approach to supporting students (and yourself) in what can be a difficult transition will help to build strong and trusting relationships, which may go a long way in mitigating the stress and pressure that tends to precede instances of academic dishonesty.

Principle 4: Follow Copyright & Privacy Guidelines

With the move to remote teaching, there are some new and different considerations to keep in mind regarding copyright and privacy. Whether you are sharing course materials online, recording Zoom sessions to the cloud, or asking students to make use of third-party software, here are a few things to be aware of.

- When sharing course content online:
 - Be aware of and apply [York's Fair Dealings Guidelines](#)
 - Take advantage of resources available through [Copyright@York](#) and [York's Libraries](#) to inform which materials you select for remote teaching.
 - [Public domain, open access, and creative commons materials](#) can supply many copyright-compliant resources for remote teaching.

- Feel free to link to legally posted content in any format hosted elsewhere online ([York Library Subscriptions](#), YouTube, etc.). Many educational and cultural [video resources](#) as well as [music resources](#) are available through streaming to all faculty and students.
 - If you've uploaded content you have created yourself, such as lecture notes or slides, ensure students are aware of [your intellectual property rights](#).
 - If you have recorded a Zoom meeting to share with students, only hosts can download recordings saved to the cloud. However, it is possible that students could use additional screen capture software to make recordings and share them online.
 - If your intellectual property rights are being infringed upon, contact Copyright@York for further advice on the situation.
- When engaging with students online:
 - Be aware that some students may have privacy concerns regarding the use of video conferencing software such as Zoom. These concerns may relate to sharing video of their immediate environment, in which case the virtual backgrounds offered in Zoom may provide a solution for some, or you might consider asking students to participate via audio or text-based chat only. Other students may have concerns about their learning during synchronous sessions being recorded and shared online, or they may not be comfortable making use of third-party software. While there are no immediate perfect solutions to these concerns, it is helpful to anticipate them and to consider what reasonable alternatives might be possible given your own course context.

Active Learning for Online Community and Student Engagement

Active learning strategies are important for creating and sustaining an online community and enhancing student engagement. And when teaching remotely, spending a bit more time on deliberately building community helps students connect with peers, with instructors, and with course content. In addition, research shows that motivation is a key factor in helping students to get the most out of online learning, and a strong sense of engagement with a course community can help learners tap into both extrinsic and intrinsic motivators (Lehman & Conceição, 2013).

Students may hesitate initially to participate in online activities and discussions. Instructors can do a few things to encourage more active engagement with the course community, including providing low- or no-stakes opportunities to connect online, communicating and modelling how to participate in online activities, and making space for peer-to-peer interactions within the course. For each of these three, synchronous and asynchronous options can both work well.

Low-Stakes Strategies for Connecting Online

- Use icebreakers and orientation activities during the first week of the course. You can use discussion forums to have students:
 - Reflect on their interests and backgrounds and how they relate to the course

- Collaboratively set expectations for themselves, their peers, and their instructor(s) during the course
- Complete a scavenger hunt or bingo to familiarize themselves with the online learning environment (individually or in small teams)

Instructor Communication and Modelling

- As the instructor, you play a vital role in both communicating expectations about course standards for engagement and participation online, and in modelling what that looks like in practice:
 - If you want students to feel comfortable and welcome in the course, make a special point of showing that to them. Be aware of your tone, consider posting a welcome video, and be willing to share a little bit about who you are as a person.
 - Is there a typical way that students will be engaging throughout the course (e.g. discussion forums, chat windows, course wikis, etc.)? If so, establish minimum standards for what successful participation looks like, and communicate these to your students. Consider sharing a simple rubric for online participation grades - many examples are available online.
 - Be prepared to spend time facilitating conversations in discussion forums on an ongoing basis. Regular instructor presence is essential for showing students that their contributions are being heard, and also for nudging discussion to the next level by asking students to take their thoughts further, respond to one another's points, or make connections within/beyond the course.
 - See the section on Communicating with Students for additional helpful tips.

Making Space for Peer-to-Peer Interactions

- When designing your course, create opportunities for students to interact not only with you, but also with one another. Discussion forums and breakout groups in Zoom or in Moodle are good options, but you can also consider:
 - Reading groups in which members keep each other accountable and work together to summarize or analyze weekly readings (this also works for lecture content).
 - Collective annotation of websites using tools like Hypothes.is
 - Pair, triad, or small group use of online mind mapping software such as Freemind, bubble.us, or Coggle in order to respond to prompts, synthesize course content and themes, or organize research.

Adapting In-Class Activities to the Online Environment

We often rely on our time face to face with students in the classroom to engage in a variety of activities designed to help students learn our intended course content. These activities typically fall into one of three categories representing different yet interrelated means of sharing information and exploring ideas (Su & Endersby, 2018):

Absorb-Type Activities

Absorb-type activities underscore the importance of carefully considering both what information you want to share with your students and how it will be delivered. Rather than the simple transmission of information, absorb-type activities help to structure the early scaffolding of content delivery, assisting students in accessing key information and beginning to actively process, consider, and consolidate your course content.

Absorb-type activities could include lectures, demonstrations, or sharing videos, articles, and/or other resources available online.

Do-Type Activities

Do-type activities are typically experiential in nature, offering students the opportunity to try out and practice the skills you are hoping they will develop and eventually demonstrate. This is also an important time to integrate formative assessment strategies into your teaching, where students can obtain important and timely feedback on their progress in the course.

Do-type activities could include hands-on activities, case studies, and/or guided research.

Connect-Type Activities

Connect-type activities encourage students to develop higher order skills in critical thinking, including practice in analysis and synthesis. Students may also begin to make critical connections between theories and other course content through reflective activities (e.g. evaluating or summarizing key ideas), integrating a variety of information and ideas into new perspectives, skills, and understandings.

Connect-type activities could include one minute papers, journals/logs, or reflective essays/assignments.

For more information, and for a list of examples of each type of activity, refer to <https://elearningdesign.pressbooks.com/chapter/chapter-four-designing-your-impact/#appendixb>

It is also important to remember, particularly in an environment that may be new to many of your students, to continue to set clear expectations (e.g. attendance, communication, behaviour) and provide explicit instructions for how students can engage in these activities. These expectations may need to be communicated more than once using more than one medium (e.g. written and verbal) in order to help students navigate a novel or challenging way of learning.

Ideally, students should spend 40% of their time receiving information or 'absorbing', 50% of their time practicing or 'doing', and the remaining 10% of their time reflecting or connecting (Horton, 2012).

Absorb, do, and connect-type activities can be adapted to online learning platforms in a variety of ways. The table below outlines some of the most common teaching and learning activities alongside suggestions for adapting these activities in the online environment.

Face-to-Face	Online and Distance Learning
Absorb-Type Activities: Presenting and Sharing Information	
In-Class Lectures	<p>Recording lectures via Zoom or narrated PowerPoint</p> <p>Lectures can be delivered live using Zoom or similar online conferencing/meeting tool (students can engage and ask questions by speaking and/or using a text-based chat)</p>
Guest Speakers	<p>Asynchronous: Asking guest speakers to record lectures using Zoom or narrated PowerPoint (students can ask questions or respond to discussion prompts in Moodle (e.g. discussion forum)</p> <p>Synchronous: Guest lectures can be streamed using Zoom or similar video conferencing platforms, where students can interact live using audio and/or text-based chats</p>
In Class Demonstrations/Observation	<p>Virtual simulations (students can interact with and complete online)</p> <p>Watch video (YouTube) and respond/critique/evaluate in written assignment or oral (virtual) presentation or discussion</p>
Assigned Readings	<p>Assigned readings can still be made available to students in your Moodle course (you may need to research whether, for example, your course textbook is available digitally). Staff at the York Bookstore can assist you in searching for and obtaining digital course texts and readings. https://bookstore.yorku.ca/</p>
Office Hours	<p>Continue to hold office hours online using Zoom or the chat tool in Moodle</p> <p>Consider allowing individuals and small</p>

	<p>groups to sign up for online office hours, instead of or in addition to being available to the whole class</p> <p>Create a course FAQ to post to Moodle</p> <p>Be clear about expectations related to when and how often you will respond to emails (and/or other preferred communication methods)</p>
<p>Do-Type Activities: Active Learning & Engagement</p>	
<p>In Class Participation, Discussions and Group Work (Small and Large Groups)</p>	<p>Use Zoom for synchronous discussions (breakout rooms can be created for multiple, smaller groups to engage in discussion concurrently)</p> <p><i>*When using Zoom or other online meeting platforms, it is important to consider issues of privacy for both you and your students. More information can be found in the Copyright and Privacy section of this guide.</i></p> <p>Moodle discussion forums and/or collaborative wikis (Moodle) can be used for asynchronous discussions (facilitated by the instructor and/or peers)</p>
<p>Hands-On Activities (e.g. labs, studio-work)</p>	<p>Virtual simulations (e.g. videos) can be viewed online for students to discuss and critique</p> <p>Students can share their own work digitally (e.g. photographs, videos) for feedback and discussion</p>
<p>Role Play, Case Studies, Simulations</p>	<p>Scenarios and other supporting information can be shared in writing, or through the use of other digital resources (videos, articles, etc.) available online</p> <p>Students can prepare written or verbal (audio) response(s) for submission</p> <p>Students may also work in small groups (Wiki, Google doc) to prepare responses collaboratively in writing and/or in live or recorded presentations</p>

Connect-Type Activities: Reflection, Analysis, and Synthesis (less visible, more individual work)	
Written Reflections (e.g. one minute paper)	Written reflections can be submitted on a Moodle discussion forum, as a Word file (by email or Moodle), or collected as a group in a Wiki
Learning Journals/Logs	Students can track and complete journals or logs using individual Wikis or separate Word documents that can be uploaded, shared, or emailed when completed

In remote and online environments, the instructor's continuous presence is important for a variety of reasons. This presence is threefold: social, cognitive, and teaching-related:

- **Social presence:** Let the students get to know you as a person. Along with basic information such as name and credentials, include some additional information such as hobbies, favourite books or movies, etc.
- **Cognitive presence:** Both student and instructor share their objectives for the course. This opens up dialogue to ensure teaching and learning goals are being met.
- **Teaching presence:** This includes the pre-work done before the course begins, and the ongoing process of shaping students' knowledge throughout the course, including general instruction and facilitation work

A Note on Managing Content Online

"One way to handle the problem of knowledge explosion is to focus on the development of skills, such as knowledge management, problem-solving and decision-making. However, these skills are not content-free. In order to solve problems or make decisions, you need access to facts, principles, ideas, concepts and data. To manage knowledge, you need to know what content is important and why, where to find it, and how to evaluate it." (Bates, 2019)

- It may be helpful to differentiate and prioritize content between what is essential (e.g. what will help students achieve your intended learning outcomes, what will be covered on exams or other assessments), and what is desirable or nice to have.
- Online instruction may present some additional challenges around delivering and creating what may feel like additional or an overwhelming amount of content. It may be helpful to consider what other resources (e.g. websites, videos, articles, previously created lecture slides) are already available that can be shared with your students. This may free up some of your time to design and facilitate opportunities for meaningful engagement, analysis, and synthesis with your students.
- Ensure you are also considering issues related to copyright and privacy when sharing information from the web with your students, as well as ensuring, where possible, your

privacy and the privacy of your students when using online communication platforms. More information is available in the Copyright/Privacy section of this guide.

For more information, please visit: <https://opentextbc.ca/teachinginadigitalage/chapter/5-4-managing-content/>

A Note on Technology

“Although technology can provide more **efficient** instruction, it does not necessarily provide more **effective** instruction” (Morrison, Ross, Kalman, & Kemp, 2013, p. 224).

- Remember that not all students will have equal access to technology and/or reliable Internet connections, and different students may have different levels of comfort or expertise using the technology or tools you choose. For more information on how to mitigate these challenges, refer to the Accessibility/UDL section of this guide.
- It is important to ensure that the tool(s) you choose are ones that you feel comfortable using and that you can reasonably have access to no matter where you are working.
- Just like the physical classroom, not all technologies are created equal and may not allow you to replicate exactly an in class activity. Simply inviting students into a Zoom room or online learning platform will not guarantee effective learning, discussion, or engagement. You may need to test these tools in advance, and continue to consider what these technologies will allow you to do to replicate or adapt what you would do in the classroom.
- Be prepared to walk your students through how to use the tool(s) you have identified for activities and/or for completing assignments. You may also want to explore tutorials and other resources available to students that they can refer to as or if needed.
- York also has resources and supports available for students to support them in learning online:
 - <https://bold.info.yorku.ca/support-for-students/>

The University of Calgary has created a Teaching Remotely Checklist which may also be another good resources for beginning to plan for your online course:

https://taylorinstitute.ucalgary.ca/sites/default/files/Content/Continuity/Teaching_Remotely_Checklist.pdf

Adapting Assessment in Online Learning

There are two main types of assessment: formative and summative assessment. Formative assessments are used to gather information about students' learning (Weston & McAlpine, 2004), and may or may not involve grading. By contrast, summative assessment is used for the purpose of reporting and decision making about the learning process that has (or has not) taken place (Harlen, 2012). This type of assessment is typically done at the end of the learning process and will involve marking and the assignment of grades to students. It is important that assessment be both continuous as well as summative.

Types of Assessment and Online Options

Oral Presentation (individual/group)

- Students record their presentation (audio or video) and upload to Moodle
- Students deliver presentation in real-time via Zoom* (to instructor, a small group, or whole class)

Performances (individual/group)

- Students record their entire individual performance using phones, tablets, or computers and upload to Moodle
- Students record a segment of their performance (e.g. a monologue, certain dance techniques and choreography) and accompany the performance with a detailed script or choreography plan for the entire planned performance, both uploaded to Moodle
- Students deliver performance in real-time via Zoom* (to instructor, a small group, or whole class)

Labs/Simulations/Practicums (individual/group)

- Simulation/virtual lab
 - Used specifically to assess practical skills like operation of equipment, decision-making, medical procedures and assessments, etc.
- Problem sets with data
 - Used to assess interpretation of data and understanding of experimental protocols and research methods
- Projects
 - Used as a summative assessment to capture students' research ability and knowledge of the entire research process
 - Examples include designing an experiment, final paper, grant application, or a poster, all of which describe student's work including context and future directions

This [resource](#) provides a summary of online resources, categorized by discipline, available for simulation, virtual labs, data sets, and other online material

Final Examinations - Summative Assessments/End of Term Examinations

- Timed, open book, online exam via Moodle
 - Moodle quizzes allows for you to create a test bank, randomly choose a subset of questions per student, and set a time limit within which students may complete the quiz
- Take-home exam
 - Create via a Moodle [assignment](#), [Turnitin](#), which can help with some academic honesty concerns, or with [Crowdmark](#) for easier ability to grade collectively
- See this [video tutorial for Re-Imagining Invigilated Exams](#)

Creative Work and Critiques

Have students share creative work by:

- Taking a photo and uploading it to a group Moodle discussion forum or media gallery
- Working as individuals or groups to create video or audio, and sharing along with reflective commentaries

Critiques and follow up discussion can happen:

<ul style="list-style-type: none"> Asynchronously through a discussion forum Synchronously using Moodle chat or Zoom* 	
In Class Midterm/tests <ul style="list-style-type: none"> Timed, open book, online exam via Moodle <ul style="list-style-type: none"> Moodle quizzes allows for you to create a test bank, randomly choose a subset of questions per student, and set a time limit within which students may complete the quiz Take-home exam <ul style="list-style-type: none"> Create via a Moodle assignment, Turnitin, which can help with some academic honesty concerns, or with Crowdmark for easier ability to grade collectively 	
Multiple Choice	<ul style="list-style-type: none"> Assesses objective knowledge, facts or ideas and low levels of application Limited in assessing higher order thinking and skills Can be graded automatically
Short Answer and Case Studies	<ul style="list-style-type: none"> Assesses comprehension and higher-order thinking skills, like application, analysis and evaluation May be subjective and limited in assessing practical skills Can be graded fairly quickly if clear criteria are set, and efficient grading strategies used by graders
Essay questions	<ul style="list-style-type: none"> Assesses comprehension and higher-order thinking skills, like application, analysis, evaluation, and synthesis Are subjective and limited in assessing practical skills Time consuming to grade, but if limited word count, clear criteria are set, and efficient grading strategies used by graders, can be graded faster
Written Work <ul style="list-style-type: none"> Upload work via a Moodle assignment (Turnitin can help with some academic honesty concerns) Share work via discussion forums, or Moodle Wikis 	
Essays/Term Papers	<ul style="list-style-type: none"> Assesses comprehension and higher-order thinking skills, like application, analysis, evaluation, and synthesis Are subjective and limited in assessing practical skills Time consuming to grade, but if limited word count, clear criteria are set, and efficient grading strategies used by graders, can be graded faster For alternatives to the essay that may reduce grading time, see this resource.
Reflective Journals	<ul style="list-style-type: none"> You could use the journal activity in Moodle and asses each entry, or a selection of entries, formatively using specific criteria, or as participation If journaling is an activity in your course, you could

	transform this into a summative assessment by asking students to review their journal entries over the semester and write a final piece analyzing their growth over the course, providing a synthesis of their learning, or selecting their favourite entry and elaborating on it to meet criteria you set.
Participation To motivate students to complete the learning activities you've designed for your course, you can assess them as part of a participation grade, or separately as their own formative assessments	
Group Work	<ul style="list-style-type: none"> Using Moodle students can be placed into small groups and individual forums created in which they may complete group tasks or engage in written dialogue
Discussion Forums	<ul style="list-style-type: none"> Can be used both for activities to engage students and to assess writing skills, particularly if clear criteria and rubrics are created as guidance to develop and assess writing skills Prompts can be provided that can help students to develop and demonstrate higher-order thinking skills, like application, analysis, evaluation, and synthesis Can be faster to grade if a word limit is given to students that allows for short to medium length posts (e.g. 250-500 words)
Wikis	<ul style="list-style-type: none"> By creating a wiki forum in Moodle, students can collectively build a resource on a shared topic. You may consider creating multiple wikis on varying course related topics that students can contribute to To track student participation, ask students to write their name in brackets following their contribution

**When using Zoom or other online meeting platforms, it is important to consider issues of privacy for both you and your students. More information can be found in the Copyright and Privacy section of this guide.*

For additional information on modifying or adapting assessments please visit: <https://teachingcommons.yorku.ca/adapting-course-assessments/> and this video tutorial about alternative assessments: [Planning to Assess \(When everyone is stressed...\)](#).

Supporting Your TAs

If you have TAs supporting your course, refer them to [Teaching Remotely: A Guide for TAs](#).

When you work with TAs, there are a few questions you may want to consider as well as resources to help both you and your TAs to answer these questions.

- How many hours are assigned to each of your TAs, and how can these hours best be used to support your course?
 - How will you meet with your TAs, and how often?
 - If applicable, how will tutorials, studios, or labs translate online?
 - How will students submit their work to be graded, and how will TAs grade online?

How many hours are assigned to each of your TAs, and how can these hours best be used to support your course?

As you determine the design of your course keep in mind how TAs can support you. Teaching in an online environment can provide flexibility for you, your students, and your TAs. You may first decide what portion is asynchronous, and what portion is synchronous, and how TAs can support one or both of those parts of your course. Keep in mind that your TAs may be new to teaching and learning online, and thus may need some training. This training needs to be factored into their hours. It also takes longer to teach and learn online (Feeman, 2015; Morrison, 2015; Kenny & Fluck, 2017), so time is very important for you to consider as you are designing your course, and assigning TA hours. You may wish to ask your TAs how they prefer to support your course, learning about their strengths, and using those strengths to best support you, your course, and your students.

How will you meet with your TAs, and how often?

Communication with TAs and meetings must be factored into your TAs' hours. Devise a communication and meeting plan for you and your TAs. Determine when face-to-face meetings via Zoom are necessary, and when email or live chat communication via Moodle will suffice.

If applicable, how will tutorials, studios, or labs translate online?

Even if your course normally has a separate tutorial, studio, or lab, you can ask yourself whether this is necessary online, and how you wish to translate this online. Some options include

- Tutorials, studios or labs led by your TA via Zoom at the scheduled time
 - In most, if not all, cases, you and your TA will need to work together to see how these need to be adapted to an online environment.
 - Tutorial, studio, or lab activities embedded in Moodle, for students in small groups to connect with each other and the TA(s) regularly. This allows the activities you assign to students to be monitored and engaged in by TAs to promote deeper participation and learning by your students

How will students submit their work to be graded, and how will TAs grade online?

For any assessments that you will have your TAs grade, be sure to involve them from the start. Let them know the instructions, purpose, and criteria for the assessment, providing grading tools to them, like rubrics, or sample solutions with grade breakdown, etc. for their information and feedback. Knowing the outcomes for the assessment will focus the TA's grading to ensure it meets the needs of your course. Let TAs know how students will submit the assignments, and ask for the TAs input if they have experience or a preference for how they access the assignments to grade, if you are willing to be flexible. Otherwise provide clear rationale and

instructions to your TAs for accessing the assessments they will grade and be sure they have access to grade them. Consider ways to ensure consistency across graders in your course. For some assignments it may make sense for graders to assess students in their tutorial/studio/lab, and in this case, consistency will rely on clear grading tools, a conversation among all TAs, and collective grading of an assignment or two. For tests and exams, the most consistent grading relies on TAs to collectively grade all students in the course, by being assigned a particular question or two to grade, instead of assigning student tests to grade. Try different submission tools, like Moodle assignments, Turnitin, and Crowdmark, to see what works best for you, your TAs, and your students.

Given the apparent flexible nature of an online course, students may perceive this as flexibility in submitting assignments on time. To assist TAs in managing their time, consult with them to determine a late submission policy, and ensure this is consistent across your course with multiple TAs. Students will benefit from a consistent structure and submission deadlines. It will also be helpful to set up a series of reminders for students when assignment deadlines are approaching. Work with your TAs to determine who is sending out these communications via Moodle. A record of reminders in Moodle will give the TAs evidence to cite if students give excuses to avoid a lateness penalty.

Additional Resources

York's [Going Remote](#) website is a comprehensive resource for remote and online teaching.

University of Calgary' [Teaching Remotely Checklist](#)

The Society for Teaching and Learning in Higher Education's [Keep Teaching](#) website continues to curate resources on alternative approaches to teaching and learning.

Teaching in a Digital Age in an open access book that offers practical advice on teaching in the digital age while addressing the core principles informing effective teaching using technology.

- [Chapter 4](#): Methods of Teaching with an Online Focus
- [Chapter 6](#): Understanding Technology in Education
- [Chapter 8](#): Choosing and Using Media in Education
- [Chapter 11](#): Nine Steps to Quality Teaching in a Digital Age

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