

ONLINE COURSE DELIVERY

FOR FACULTY SPRING 2021

COMMON TERMS USED IN ONLINE TEACHING

Synchronous delivery: A mode of course delivery that happens in real-time, analogous to how a face-to-face class would be delivered. Some examples of synchronous delivery include:

- o BlueJeans / Zoom class meetings at a predetermined time
- o Streaming a live video lecture or demo
- o Holding scheduled office hours via BlueJeans or Zoom
- o Holding a live chat session in Moodle
- o Meeting one-on-one with a student via video-conferencing

Asynchronous delivery: A mode of course delivery where content created or curated in advance by faculty or other students is accessed “on-demand” through a shared site. Some examples of asynchronous delivery include:

- o Posting a prerecorded lecture or video to Moodle
- o Making PowerPoint slides or transcripts available to students after a live lecture
- o Uploading images or text to a forum on Moodle
- o Organizing a discussion via forum posts on Moodle
- o Having students give written critiques or participate in an online forum discussion
- o Having students upload images to a blog that documents the progress of their project
- o Posting links to readings, videos, podcasts or other materials that you want students to review on their own time

Hybrid delivery: A mode of course instruction where some parts of the curriculum are delivered in person (face to face) and some parts are delivered online, either synchronously or asynchronously. For 2020-21, most classes will be running with no more than 30% of the curriculum requiring on-campus access. Some examples of hybrid include:

- o Providing all course content online and meeting in person for full-class or small group workshops
- o Running a critique in person with a small group of students, while other students post comments to an online forum
- o Hosting an online class meeting to explain assignment expectations and then requiring students to work in shops on campus to complete the assignment

COURSE HOURS + SCHEDULING

Many courses have been scheduled with a new code “VCHAT” which stand for video chat: VCHAT courses have been given an assigned time in the course timetable. This does not mean that all VCHAT courses need to include video conferencing or that video conferencing needs to be the main mode of course delivery. In fact, to ensure access for the greatest majority of students, we would encourage you to design your classes for asynchronous delivery wherever possible. **A 6-hour studio class held entirely in real-time via BlueJeans or Skype would be taxing for both students and instructors, both technologically and emotionally!** You might choose instead to meet for 45 minutes during that scheduled 6-hour block, and then have students work asynchronously for the remainder of the week.

If you do choose to hold real-time meetings with your class, please try to do so within your scheduled class time, so that students will not have to juggle changing schedules across multiple classes.

About the Shift to Online Course Delivery

There have been many questions about institutional expectations now that so much of our curriculum is online. We have created this document to help answer those questions and to ensure that everyone in our community has access to the same information. Please feel free to use any of this information directly in your course outlines or other messaging to students.

Our intent here is not to dictate how you structure or deliver your courses but rather to offer some shared vocabulary and practices so that we are all working within a common framework.



CONTACT HOURS + COURSE DELIVERY

Online classes do not need to replicate in real-time the in-person hours that a face to face class requires. You may opt to deliver course instruction in a variety of ways, only some of which require you to be present in real-time with your students. For example, you might:

- o devote 1-2 hours each week responding to online forums discussions or critiques;
- o spend 1-2 hours per week recording video lectures and demos;
- o record individual audio feedback files for students in lieu of in-person critiques;
- o meet with small groups or individually in lieu of large class meetings.

All of these are a form of “contact” in the online teaching context.

PRIVACY CONCERNS

The BC Freedom of Information and Protection of Privacy Act (or FIPPA) limits how we can ask students to share their private, identifying information online. Our primary instructional software (Moodle, Zoom and WordPress) are compliant with FIPPA because of the way that ITS has set them up to only store data on Canadian servers. Other popular applications like Slack and Google Drive store data on US servers, and so we need to be more conscientious about how we ask students to use these platforms.

If you are using applications where you can't be sure of safeguarding student information, then you will need to obtain consent from students before using them and provide an alternate process for any student who is not willing to give this consent.

You can find more information about managing student privacy, including a template to add to your course outline, here: <https://tlc.ecuad.ca/managing-student-privacy-in-online-courses/>

BEST PRACTICES FOR ONLINE TEACHING

BE PRESENT

Faculty can both mentor and co-learn by listening and participating in the student experience while guiding them throughout the course. You can record an introductory video or share photos of yourself in an introduction discussion forum. In addition, monitoring student activity online through Moodle's activity completion tracker and doing regular check-ins with students can help them stay on track.

CREATE COMMUNITY

There are many ways to establish community in an online course. You can encourage students to write an introduction about themselves in a discussion post and facilitate a combination of asynchronous and synchronous discussions. You can use an open general discussion forum for peer to peer learning, where students can post and request feedback or help from other students. Lastly, develop a combination of large group, small group, and individual activities to help build community between students throughout the course.

FYI: While you should let students know if you will be recording a class, presentation or discussion, you do not need to obtain formal consent so long as the recording will only be shared via the class Moodle site. Any recordings used in grading should be kept for a minimum of one year. All other recordings involving student participants should be destroyed at the end of the course.

DEVELOP CLASS OR GROUP AGREEMENTS

Develop with your students a set of expectations about how they will be present and engaged in the class right at the outset of the course. Possible topics to consider in a class agreement include

- participation expectations (how often and in what form);
- best modes of communicating with classmates and instructors;
- basic online etiquette (maintain a respectful tone in online posts, not sharing private class materials outside the class, not taking photos or videos of other students without consent, etc.)
- respect for cultural, racial, linguistic, gender and sexual differences among students
- processes to deal with conflict or other challenges in the class

USE SYNCHRONOUS & ASYNCHRONOUS ACTIVITIES

Faculty can create rich content with a blend of asynchronous (discussions forums, quizzes, journal reflections, digital resources, recorded videos) and synchronous (group brainstorming, live sessions) activities. You can transition static content such as Word documents into interactive documents such as games, Moodle lessons plans, or digital glossaries. When creating synchronous content try to make it accessible asynchronously as well. This could include recording live lectures and posting them to the course or posting live chat discussion points.

KEEP STUDENTS ENGAGED

Attrition rates in online classes are much higher than in face-to-face classes. It's easier for students to drift away from online classes, and it's harder for us to see when their engagement drops. Make a habit of checking the activity tracker in Moodle to monitor when students are losing focus, and send messages to any students who have not engaged recently. A little personal contact from you can go a long way to helping students re-engage, reminding them that someone does care if they finish the course!

PROVIDE STRUCTURE & DEADLINES

Online learning allows for a lot more flexibility and independence in how and when students learn. But while this can be an asset for some students, it can be a challenge for others. Wherever possible, provide explicit structure (including deadlines if possible) for all in-class activities. Each forum discussion might have a deadline for posting, for example, and another deadline for posting replies to classmates after the original post. You can also provide structure by making some content unavailable to students until they have completed other required activities. This can be set up automatically in Moodle so you don't have to manually monitor student activity completion.

GIVE & RECEIVE FEEDBACK

Provide feedback to students throughout the course. This can take the form of quick check-ins with students, assignment or discussion point feedback, or group feedback. You can also create short quizzes to get feedback from students throughout the course. This could include questions about content, navigating the course, time spent on class activities, and whether or not the student feels a sense of community in the course.

What if I need equipment to teach online?

Emily Carr is committed to ensuring that faculty are able to deliver courses online. Instructors unable to deliver online curriculum because of a lack of equipment are encouraged to contact their Deans or Heather Fitzgerald in the Teaching and Learning Centre: hfitzgerald@ecuad.ca.

Where can I get more information or help?

You can get in touch the TLC directly at tlc@ecuad.ca

Or check out our updated Guides:

Faculty Guide: <https://courses.ecuad.ca/course/view.php?id=5741>

Student Guide: <https://courses.ecuad.ca/course/view.php?id=5645>

Online Learning Resources: <https://guides.ecuad.ca/onlinelearning>



AIM FOR ACCESSIBILITY

Students can face many challenges when taking courses online. These can include technical restriction and other challenges with accessibility. Work on developing accessible content and activities for students.

- For some students high bandwidth activities can limit their ability to participate in a course. Try incorporating low bandwidth activities including discussion forums, collaborative documents, or limit video streaming in live sessions.
- Adjust course files for low bandwidth downloading.
- Incorporate various modes of delivery; use close captions, transcriptions, and pre-recorded audio/video.
- Be flexible and patient. Students may not be able to engage immediately in classroom discussions or live sessions.
- Here is a link to TLC page for accessibility resources <https://tlc.ecuad.ca/online-teaching-2/>

USE MICRO-ASSESSMENTS & VIDEOS

Micro-learning can increase engagement and student participation in an online course. Micro-Assessments can be a useful way to gauge students understanding of course content. You can use the Moodle quiz to create short multiple choice, true/false, or short answer assessments. You can also create micro-videos or audio snippets to teach students simple concepts or do demonstrations. Micro-videos can be helpful for students that do not have quiet study space or face challenges learning online as they do not need to schedule long hours to engage with a course; they can engage throughout the day when they have quiet moments.

CREATE OPPORTUNITIES FOR CUSTOMIZED LEARNING

Give students the opportunity to customize their learning through flexible and creative projects. You can design projects with a few options to make them more accessible and engaging. This could include different modes of delivery (web-based, video, written etc.) or flexibility in artistic mediums and presentation.

Online Learning Mentors

The Online Learning Mentors are team of undergraduate students with training in online learning strategies and ECU's learning technologies. They can help with:

Moodle
Zoom / Bluejeans
Time management
Online communication
Note Taking Strategies
Online Research Help
Setting up assignments with Moodle or Kaltura
Compressing files for upload
Or anything school related

For resources from the mentors visit:

<https://tlc.ecuad.ca/student-resources/online-learning-mentors/>

Contact the learning mentors at learninghelp@ecuad.ca

