



Fall 2020 Teaching Guide

Fully Online Course Delivery

Use this guide if you have selected the *Fully Online Course Delivery Model* for fall 2020. This guide provides a 4-step decision-making process to move a course online for fall semester. The links provided in this document allow you to explore your decisions and resources further. The links are labeled throughout the document as (guide) or (template). The guides provide an overview of the topic being discussed. The templates lead you to the IDD Online Classroom Templates in Canvas. These templates are designed to be flexible and help you create the educational experience you would like for your students. The templates also contain guides that will help you use the related Canvas tools and can help you organize your modules to provide a clean presentation of your material. If you would like the IDD templates placed inside your course, you can download them from Canvas Commons or contact IDD for a more customized version.

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Developed by UNC's Center for the Enhancement of Teaching & Learning and Instructional Design and Development

Division of Academic Effectiveness

Tips for Success

- You do not need to have everything in Canvas on the first day of class. This means that you can record some lectures throughout the semester. Stay two weeks ahead of class to remain stress free.
- Use the [IDD Online Classroom Templates](#) in Canvas to provide a well-organized course for students. This way you just have to focus on the course content, not the Canvas interface.
- Rethink lectures by identifying key concepts, and then breaking lectures down by key concept. A full lecture may be composed of several smaller lectures that can be tied together - like a play list.
 - limit single video/screencast/podcasts to 15 minutes. This does not mean that a weekly lecture is limited to 15 minutes. It means that lectures in the online environment should be provided in shorter snippets and built more like playlists.
 - You can also record the entire lecture in one video and add in directions for students to stop the video, complete a class activity, and resume the video.
- Communicate often with students through Canvas announcements.
- Regularly check the statistics on your course and email students who do not log in or log in sparingly. This can help keep them engaged in the course.
- Regardless of your delivery model, be prepared for a rapid shift online due to COVID-19.

Step 1: Review Canvas Tools

To begin the course revision process, review the table below to know how to turn your in-person content into online content. Moving from face-to-face to online will require adjustments to your pedagogy and you will need to rethink some course activities and assignments.

If I do this in person...	I can do this in Canvas...
Deliver lecture on course topics	<ul style="list-style-type: none"> • Post pre-recorded lectures for students to watch. Since students cannot ask questions during a pre-recorded lecture, it is best to shorten these and have a formative assessment (guide) for the content to gauge student learning. <ul style="list-style-type: none"> ◦ IDD Asynchronous Presentation (Template) • Host a live Zoom meeting to deliver the lecture material. <ul style="list-style-type: none"> ◦ IDD Synchronous Presentation (Template)
Give quizzes for formative assessment	<ul style="list-style-type: none"> • Create a Canvas quiz that is auto graded. <ul style="list-style-type: none"> ◦ IDD Quiz Example • Create a Canvas quiz with open-ended questions. • Ask students to respond to a quick discussion prompt to check understanding.
Give exams in blue books or with bubble sheets	<ul style="list-style-type: none"> • Exams can be developed through the Canvas quiz tool. Many question options exist including multiple choice, matching, fill in the blank, and essay questions (many can be pre-graded to save time). <ul style="list-style-type: none"> ◦ IDD Exam Example
Lead students in small and large group discussions	<ul style="list-style-type: none"> • Create a discussion forum for the entire class to respond to questions. <ul style="list-style-type: none"> ◦ IDD Discussion (Template) • Create group discussions for students to discuss course topics. <ul style="list-style-type: none"> ◦ IDD Group Discussion (Template) • Host a live Zoom meeting for an “in-person” class discussion (consider using break-out rooms for small group discussion).
Student presentations with PowerPoint	<ul style="list-style-type: none"> • Have students pre-record their PowerPoint presentation. • Ask students to record a presentation using Zoom and post the recording. • Host a live Zoom meeting where students present to the class.
Group work	<ul style="list-style-type: none"> • Create groups in Canvas to provide a space for groups to communicate. <ul style="list-style-type: none"> ◦ Creating Student Groups (Guide) • Groups can use Zoom or Microsoft Teams to meet outside of Canvas • In Canvas groups share a group homepage where they can share files, create wikis, and have ongoing group discussions. Groups can then submit a URL link to their group site product(s). They can also participate in graded group discussions prompted by the instructor. <ul style="list-style-type: none"> ◦ Working with Groups in Canvas (Guide)
Host office hours	<ul style="list-style-type: none"> • Set virtual office hours (Guide). • Create a discussion forum in Canvas specifically for course questions.

Step 2: Determine your Online Style

You have choices in the style of online course delivery. You can go fully synchronous, fully asynchronous, or use a combination. The following information can help you make the best choice.

100% Asynchronous

No live sessions. Any lectures are pre-recorded (you can still set deadlines by which students should watch them); content can also be delivered via annotated readings, available internet videos, digital Open Educational Resources, etc. Discussions take place using the Canvas Discussion Boards (you can set guidelines for the content, number and distribution of posts per week, per unit, etc.).

How might this work? An instructor creates modules in Canvas that include a pre-assessment, required viewings/readings, discussion board prompt, and post-assessment for each topic or unit. Activities and assignments are due at specific times each week.

What's the instructor workload? Instructors will need to pre-record lectures, but these can be recorded throughout the semester. All material can be pre-loaded at the beginning of the semester. Since everything is asynchronous, there is no need to provide accommodations for students missing live sessions. Instructors should communicate regularly (2-3 times/week) with students through announcements and schedule enough formative assessment to regularly give feedback. Instructors will need to check-in to discussion boards regularly.

Is this right for me? If you have never taught a fully online course before spring 2020 then a fully asynchronous class may not be for you (yet) as you may want to ease into fully asynchronous delivery by using a combination style for fall 2020. It can take some time to perfect a fully asynchronous course to ensure students are fully engaged and meeting the course learning outcomes.

Combination of Asynchronous and Synchronous Online

Some live sessions during regularly scheduled class time. These may include class presentations, lectures, and discussions. All other content is delivered asynchronously (and assignments are collected asynchronously).

How might this work? An instructor might require all lectures be attended live through Zoom and then provide opportunity for additional discussion through Canvas. Or, an instructor might provide pre-recorded lectures, host a live discussion session, and provide space for students to participate through a Canvas discussion board.

What's the instructor workload? Instructors can host live lectures, thus there is no need to pre-record (although live sessions should be recorded and posted for students who are either unable to attend or for students who want to review the lectures). Discussions can also take place live, which alleviates the time in responding to discussion boards. A mix of live and asynchronous discussions is encouraged. If discussions take place live, then there must be an asynchronous option available for students who cannot attend. Instructors should communicate regularly (2-3 times/week) with students through announcements and schedule enough formative assessment to regularly give feedback. Instructors will need to check-in to discussion boards regularly.

Is this right for me? If you are new to online teaching this may be a good option for you. It allows some flexibility for you and your students while also providing live contact time where you see students faces and hear their voices. This can be helpful if you do not have experience building an online learning community.

100% Synchronous

Students will meet during regularly scheduled class time through Zoom.

How might this work? Students complete homework and prepare for class as they would a face-to-face course. All lectures, course discussions, and course activities such as presentations take place live in Zoom. Instructors should be well-versed in using Zoom and Zoom break-out rooms for class discussions and activities.

What is the instructor workload? There is minimal preparation for a fully synchronous delivery since the instructor will deliver lecture and lead discussions in real time. However, there may be more unanticipated work in the case of student illness or quarantine. All course meetings will need to be recorded and posted. This practice is helpful for both students who cannot attend and for students who do attend. Additionally, any participation (such as synchronous course discussions) will need to have an alternate assignment for students unable to attend.

Is this right for me? If you are not adept at using Zoom and all of the Zoom features such as chat and breakout rooms, this may not be the best option for you. Since all sessions are live, this style requires a lot of personal technical skill for faculty if there is a technical issue during class. Faculty must be prepared to trouble-shoot technology in the moment. It is also the most technology for students. This is the least flexible online option for faculty and for students since the course will meet at a regularly scheduled time so you will need to consider these constraints.

Before moving to Step 3, select your online delivery style.

- 100% Asynchronous
- Combination
- 100% Synchronous

Step 3: Rethink your Course

You can use the course revision worksheet to think through your course broadly, including the type of training you may need in order to deliver your course effectively. The revision worksheet is helpful to consider big picture ideas. You will outline your online modules in Step 4.

Course Revision Worksheet

Course Content	Questions to Consider	My Plan
<p>Learning Outcomes and Assessments It's important to start a course redesign with the learning outcomes in mind. Consider your assessments and course activities in relation to the learning outcomes to determine if there is any course content you can remove from the course for fall 2020.</p> <p>You will need to rethink in-person assessments and assignments such as group or individual presentations for online delivery.</p>	<p><i>Learning Outcomes</i></p> <ul style="list-style-type: none"> • What are your course learning outcomes? <ul style="list-style-type: none"> ◦ Developing Course Level Learning Outcomes (Guide) • Who are your students? Are they first-year students or in a capstone course? What are the skills, knowledge, and resources that they will need to succeed? • Which non-graded activities (knowledge checks, readings, etc.) are needed for students to build mastery of the content? • Which graded assignments are needed to assess student achievement of the learning outcomes? <ul style="list-style-type: none"> ◦ Graded Assignments (Template) • Are there assignments and activities that do not relate directly to the learning outcomes? If so, consider removing these from the course. <p><i>Assessment</i></p> <ul style="list-style-type: none"> • How do you assess student learning? <ul style="list-style-type: none"> ◦ Do you need to consider smaller, formative assessments (guide) to gauge student learning throughout your course? ◦ Are you able to scaffold assignments to help students master content? • If you require presentations, how will you adjust the assignments for asynchronous submission? • Can you replace quizzes and exams with more authentic assessments (guide) of learning? • If you require a group presentation, review your course objectives. If group or teamwork is not a course or program outcome, can this be converted to an individual assignment? <ul style="list-style-type: none"> ◦ Group Assignment (Template) 	
<p>Communication In a fully online course communication with students</p>	<ul style="list-style-type: none"> • How will you communicate with students? <ul style="list-style-type: none"> ◦ Will you make daily or weekly announcements (guide)? 	

<p>is key! You must be constantly engaging with students through Canvas.</p>	<ul style="list-style-type: none"> ○ Will you communicate only through email? ○ Will you use Canvas's internal mailbox? ● How should students communicate with you? <ul style="list-style-type: none"> ○ Will you set up a Course Q&A discussion forum? 	
<p>Student Engagement Student engagement is key to success in an online course. Students need to engage with the instructor and other students and the instructor should regularly engage with students.</p>	<ul style="list-style-type: none"> ● How will you build your online course community? ● Do you want to incorporate checks for understanding? <ul style="list-style-type: none"> ○ Developing Classroom Assessment Techniques (Guide) ● How will students interact with each other? ● How will you provide assignment and activity feedback? ● Group Engagement (Guide) 	
<p>Course Materials You might need to change course materials with a fully online delivery. Review your course schedule to determine what you need to rethink for the online environment.</p>	<ul style="list-style-type: none"> ● Do you need to change the amount of readings for online delivery? ● If you provide print materials to students, how will you post these for students to access them? ● Will you use library e-reserves? ● Are there new materials such as videos that you need to use to engage students in the course content? 	
<p>Lecture & Course Activities How you deliver lectures will depend on your delivery style. A combination of synchronous and asynchronous delivery requires you to think carefully about which components will be live and which will be asynchronous. Consider mixing this up for students by doing some live and some recorded lecture and then some live discussion and some asynchronous discussion/class activities.</p>	<ul style="list-style-type: none"> ● What do you typically do during class? ● If you are doing a combination of synchronous and asynchronous content, what do you need to deliver live and what can be done asynchronously? <p><i>Lecture</i></p> <ul style="list-style-type: none"> ● Will you record lecture, do live lecture, or both? <ul style="list-style-type: none"> ○ How will you record lectures? ○ How will you post lectures for students who cannot attend live? ● Which lectures can be turned into discussions through a reading and writing prompt? <p><i>In-Class Activities</i></p> <ul style="list-style-type: none"> ● Which activities are essential for students to achieve course learning outcomes? ● Which activities will be live, and which will be asynchronous? <ul style="list-style-type: none"> ○ If you rely on small group work and think/pair/share activities, how can you recreate this asynchronously? 	

	<ul style="list-style-type: none"> ○ Do you need to learn to use special tools such as polling or surveys? <p><i>Synchronous Content</i></p> <ul style="list-style-type: none"> ● Do you need training in Zoom technology including chat and breakout rooms? ● Do you know how to use Zoom polling features? ● Do you know how to share your screen in Zoom? ● Do you know how to use the Zoom whiteboard? ● Do you have a stable WIFI connection in our home or office? 	
<p>Assignment/Assessment You will need to rethink in-person assessments and assignments such as group or individual presentations.</p>	<ul style="list-style-type: none"> ● How do you assess student learning? <ul style="list-style-type: none"> ○ Do you need to consider smaller, formative assessment to gauge student learning throughout your course? ● If you require presentations, will you require these live or ask students to post recordings? <ul style="list-style-type: none"> ○ How will you accommodate students who are not able to present live? ● If you require a group presentation, review your course objectives. If group or teamwork is not a course or program outcome, can this be converted to an individual assignment? 	
<p>Contingency Plans Accommodations for students who are ill or quarantined, or who have technical issues, are important to ensure all students can succeed.</p>	<p><i>A course with any synchronous components must have a contingency plan for students who cannot complete the synchronous portions of the course.</i></p> <ul style="list-style-type: none"> ● If a student cannot attend a live lecture, how will they get the material? ● If a student cannot attend a live discussion/interactive session, how can they make up that participation? ● If a student does not have the technology to record or present live, how will they complete their assignment? 	

Step 4: Outline Course Modules

Now that you have a course plan you can begin to build your course in Canvas. Be flexible with your course plan as you may need to adjust assignments given your own Canvas skills and comfort level in the online environment.

The worksheets will help you outline your online modules.

COURSE CATALOG: Course Name

Module 0 = Home page or landing page content – this is the content that you would provide students on the first day of class and/or content that persists throughout the course.

Course Introduction – Welcome

Welcome Video: Key concepts covered in this course articulated by the instructor to the class

Instructor Video: Instructor Intro

Text and photo intros of teaching assistants

COURSE DOCUMENTS

- Course Syllabus: Required Texts*
- Course Schedule: Create Chart*
- LMS Tutorial or References, if applicable*
- Other course guides – depending on makeup of the course, includes a discussion guide, video guide, synchronous engagement guide, guides for group work and/or formation etc. ...*
- Final Project Assignment, if applicable*
- Other:*

READING ACTIVITIES/EXERCISES/PRACTICE

- *Review syllabus and schedule – understand requirements and grading criteria. Email or post any questions*
- *Review Course Guides*
- *Review Final Project Assignment and Examples*
- *Review LMS guides and/or course setup and orientation*

GRADED ASSIGNMENTS – Note: assignments for Module 0 can run at the same time you run module 1

Group work: Post introduction post to your Group Home Page

Prep for discussion section: You will be asked to introduce yourself, your experience and interest in dance, and will be given general instructions and expectations for blogging and participation in section discussions.

COURSE RUBRICS

How-tos of doing this course (how to upload, cite, etc., grading rubrics, wikis)

Module #: TITLE (repeat until all module are outlined)

Week 1

LEARNING OBJECTIVES

INTRODUCTION AND/OR SUMMARY

Introduction to the module

PRESENTATION OF MODULE/LESSON MATERIAL – Setting context for the work of this module

Lecture Content

READING ACTIVITIES/EXERCISES/PRACTICE

GRADED ASSIGNMENTS/ASSESSMENTS

ASSIGNMENT GUIDELINES AND RUBRICS

ADDITIONAL RESOURCES