Fit for Online Learning

Fit for Online Learning

Your Handbook to Teaching Online

U OF L TEACHING CENTRE, JOERDIS WEILANDT, ERIN REID, KRISTI THOMAS, BRANDY OLD, AND JEFF MEADOWS

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Part V. Working with the Online Learner

Part VI. Instructor Tutorials for Technology Used FitFOL

Overview

1. Preamble

Welcome to the primary resource for the 2020 FIT for Online bootcamp. This resource has been designed by the Teaching Support Staff at the University of Lethbridge [Teaching Centre](#) to address the need to support our instructors moving to a completely online delivery model as a response to the COVID-19 outbreak, but we hope the resource will have a longer lasting and wider appeal.

There are references throughout the resource to course material and to collaborative activities that are located within a securely-hosted University of Lethbridge specific course, but all other aspects of this resource are openly published under the Creative Commons Attribution Noncommercial ShareAlike license.

2. Practical Steps to Teaching and Supporting your Students Online

Fit for Online Learning (FitFOL) is designed to support Higher Education professionals with little or no previous online teaching experience. We will explore theoretical frameworks behind online teaching to guide you in the redesign or creation of online course materials and activities. You will take practical steps towards teaching and supporting your students online. In addition to reflecting on your pedagogical preferences and preparing concrete elements for your own online courses, you can connect with your peers to share expertise and resources.

3. Be an Online Student

By participating in this course, you can step into the shoes of a student. This perspective may help you empathize with your own students, who forced into the online delivery mode, will most certainly be facing challenges as an online learner.

4. How will this course be delivered?

Based on participant feedback from our first offering of this course, we will offer you two parallel streams of this course. Based on a needs assessment activity in the orientation, you will be streamed into either of the following :
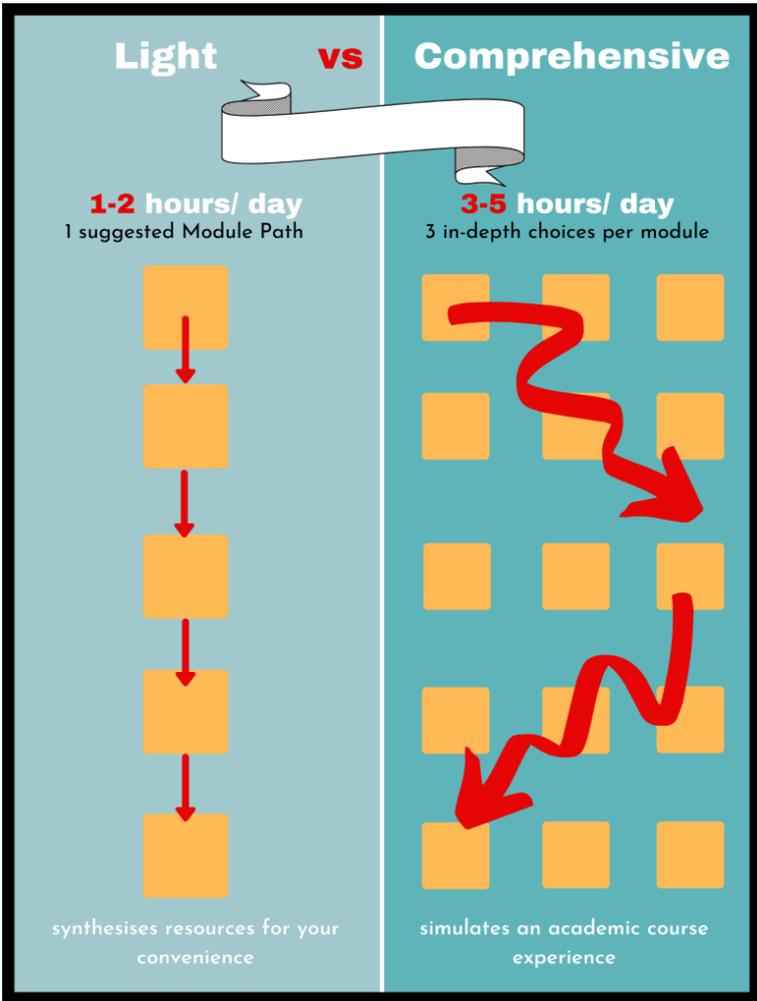
- **Light version**
  - The light version of this course is for those who wish to learn some basics about online pedagogy and/or those who have limited time to commit during the two week period. You will be provided with some practical key

considerations in online teaching and learning. There is no expectation that you share results with the peers in your cohort as you work through the materials and activities.

- **Comprehensive version**
    - ◦ The comprehensive version of this course will provide the participants with a thorough grounding in online teaching and learning that is both theoretical and practical. This is for participants who want to be as prepared as possible to deliver excellent online teaching. Again, there will not be any expectation that you share your progress with the instructors or your peers in the cohort.

Both streams of this course will be offered twice this summer: one two-week intensive offering of the course will be from **June 15 – June 26**. The second run of the course will be from **July 13 – July 24.** During that time, the Teaching Centre Pedagogy Team will be here to support you in the process of building your own online courses.

There are **two possible ways** to move through the either stream of the course: A) With a cohort or B) Independently

A) With a cohort

For those who wish to **actively participate with a cohort,** we will facilitate the 5 modules in the order below. Note that you **can request final feedback** on resources or activities that you create.

Week 1

- **Monday & Tuesday**: Building Community and Student Engagement in an Online Course
- **Wednesday & Thursday**: Creating a Course Syllabus and Structure for Online Teaching
- **Friday**: Facilitating Learning Online

Week 2

- **Monday:** Facilitating Learning Online (Continued)
- **Tuesday & Wednesday:** Designing Activities & Assessment for Online Learning
- **Thursday & Friday:** Working with the Online Learner

B) Independently

For **those who prefer to work independently** without any cohort interaction, there is no set path. Instead you can work through any of the modules at your own pace.

We have built in this flexibility to accommodate the widest range of participants possible, recognizing the limitations and constraints certain individuals are facing at this point. However, as creators of this course, we strongly recommend everyone to participate actively in the course in order to receive the full benefits.

Please note: The Teaching Centre will also be hosting focused live sessions **(OPTIONAL).** The sessions will be held three times a week **from 2 – 3pm** and the Zoom link is available on the top of the **U of L FitFOL Moodle course** page.

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6. FitFOL2020 is an OER

Note: You can download the book in several different formats by clicking on Download This Book on the top right of the cover page. Since this book comes with the open CC-BY-NC-SA license, you have the following five permissions for use, granted you don't change the license type:

1. **Retain** – the right to make, own, and control copies of the content (e.g., download, duplicate, store, and manage)
2. **Reuse** – the right to use the content in a wide range of ways (e.g., in a class, in a study group, on a website, in a video)
3. **Revise** – the right to adapt, adjust, modify, or alter the content itself (e.g., translate the content into another language)
4. **Remix** – the right to combine the original or revised content with other material to create something new (e.g., incorporate the content into a mashup)
5. **Redistribute** – the right to share copies of the original content, your revisions, or your remixes with others (e.g., give a copy of the content to a friend)

FitFOL Teaching and Learning Expectations

> **Purpose of this Document:**
>
> Articulating your academic expectations for teaching and learning in your online courses will help students understand how to engage with the learning environment, with the content, with you and their peers.
>
> The FitFOL2020 Teaching and Learning Expectations is an adaptation of the following template create by Stavredes (2011, p.77-80), which you can [access and download here.](#)

Content

1. [Course](#)
2. [Letter to the FitFol2020 Learner](#)
3. [Land Acknowledgement](#)
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5. [Role of Course Facilitators](#)
6. [Student Success](#)
7. [Online Interaction Protocol](#)

1 Course

Name of Course: Fit for Online Learning

Name of Instructors: Erin Reid and Jördis Weilandt

Delivery Mode: Fully Online (asynchronous with optional synchronous webinar sessions)

Dates of Facilitation:

Round II: June 15-26, 2020

Round III: July, 13 – 24, 2020

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2 Letter to the FitFOL2020 Learner

Dear FitFOL participant,

We are excited to be spending two weeks with you over the summer of 2020 and hope FitFOL can help you take some of the practical steps of transitioning into teaching online in a hurry.

This course is built on a foundation of **social constructivist perspectives**, infused with a recognition of the importance of evidence-based practices, the power of shared reflection and inquiry, and the need for personally meaningful learning experiences. Being **collaborativist** in nature, this course depends on your active participation to develop ideas and build vital professional connections that can help manoeuvre the transition to online course design and delivery.

To help you understand where our epistemological perspective fall within learning theory, see the visual representation below:

Epistemological Perspectives

Objectivism: Knowledge is absolute & matches reality

Constructivism: Knowledge is created to fit with reality

Behaviorist Learning Theory

Cognitivist Learning Theory

Constructivist Learning Theory

Online Collaborative Learning Theory

Learning is performing new behavior

Learning is processing of information

Learning is making meaning by doing

Learning is intellectual convergence through discourse

Teaching is training for new behavior

Teaching is transmission of information to learner

Teaching is facilitating activity whereby learners make meaning

Teaching is inducting learners into knowledge discourse

Epistemological Perspectives on Learning Theories IN: Harasim (2017, p. 14).

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3 Land Acknowledgement and Decolonization

This online course will be facilitated from the grounds of the traditional Blackfoot (Niitsitapi) Treaty 7 Confederacy territory, on which the University of Lethbridge, our Iniskim, is located. We honour the Blackfoot people and their traditional ways of knowing in caring for this land, as well as all Aboriginal peoples who have helped shape and continue to strengthen our University community.

Numbered-Treaties-Map by Yug and Themightyquill CC-BY-SA

We, the facilitators, pledge to actively work towards decolonizing our approaches to teaching and acting within the online environment. **We will follow the guidelines outlined below[1] and request that you do too:**

1. Do not act out of guilt, but rather out of a genuine interest in challenging the larger oppressive power structures.
2. Accept that you will make mistakes and upset people as you learn.
3. Accept that that you will be corrected by those more knowledgeable than you. Be gracious, thank your corrector, and apply the correction.
4. Do not let guilt overwhelm you. [...] Act instead.

1. [2]
2. [1]

5. Self-educate. We live on Treaty land, that makes us part of the Treaty. We need to learn what your responsibilities are.
6. Learn the terminology and use it. Don't be afraid to practice in regular conversation.

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4 Course Environment

We will be working with two main technologies:

1. **Moodle** to host most of our collaborative activities on a secure server
2. **Pressbooks Course Resource** to provide you with a user-friendly learning experience

1. Moodle

- On the topmost part of the page you'll find our course communication channels (Instructor Announcements and Open Forum)
- The top section contains the orientation activity designed as a quizzing activity not to asses knowledge but to engage you with the nuts and bolts of the course.
- The following 5 sections are indicating the order to the facilitated modules. We will move through the five sections one by on starting from the top. Each section contains a few interactive activities, which allow for sharing of ideas and your newly created course resources. These will be safe spaces for

you and your peers to respond to each others' contributions. In some sections, you will also find confidential drop boxes that only the instructors can access for the cases that you are not quite ready to share your work with others.

Watch this brief tutorial if you wish to learn more about the navigation in our FitFOL Moodle course. Note that you can expand the video to screen size for a better viewing experience.
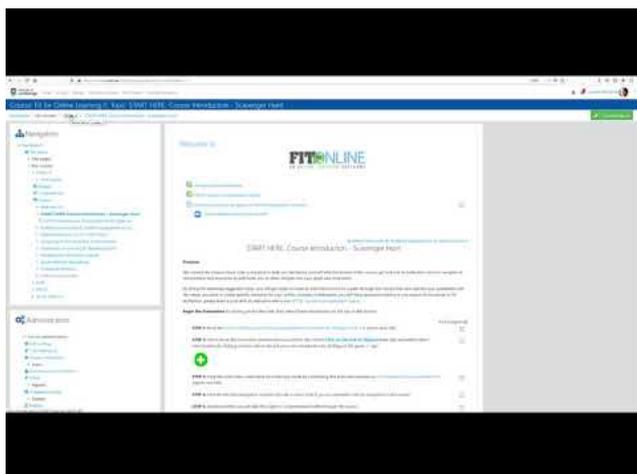
A YouTube element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/fitfol/?p=397

2. Pressbooks

- Our Pressbooks course resource will be your guide through the five topics.

- Each topic is designed as an independent module, so that you can move freely in between all of them depending on your needs and interests.
- You can download a copy in a format of your choice for offline reading or use of assistive technology.

We have chosen Pressbooks because it is a technology that permits the creation of open educational resources. It also allows all of us instructors to smoothly collaborate on a single resource from different locations and track all changes being made. The accessibility features in Pressbooks enable learners with disabilities to access the resource via screenreaders, ebook readers, and other assistive technology.

Watch this brief tutorial if you would like to learn more about the navigation within Pressbooks.
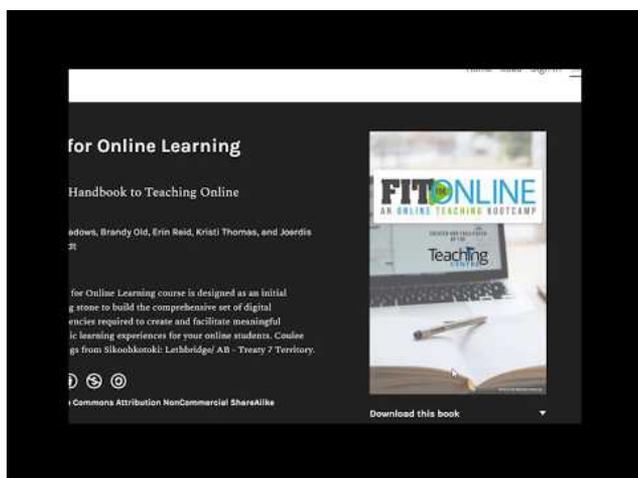
A YouTube element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/fitfol/?p=397

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5 What is the role of the facilitators in this course?

We, the facilitators, are committed to:

- Understand who you are.
- Understand how you learn.
- Be aware of the issues that affect your lives and teaching and how you bring these issues into the online classroom.
- Understand what you need so we can support you in your online teaching.
- Respect your rights as learners and your role in the learning process.
- Understand how to develop online courses and programs with an eye to continuous quality improvement.

We adapt our roles to your needs as you progress through the course.

During the two weeks of facilitation, we will be engaging participants, posting reminders, clarifying curriculum, troubleshooting problems, and inviting you to share the products of your work with our cohort. We endeavour to provide frequent and constructive (formative) feedback to those of you who request it.

Instructor Availability: Monday – Friday 10 – 4. Weekends are precious to us, so don't expect responses from us then.

After the course ends, the Teaching Centre will happily continue to support support you in your online teaching efforts, including consultations regarding course planning, observations and feedback, documentation of development and revision work.

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6 Student Success

Student Perspective

By participating in this course, you can step into the shoes of a student. We hope that this perspective will help you empathize with your own students, who forced into the online delivery mode, will most certainly be facing a series of challenges when participating in your online course(s).

How can you be(come) a successful online learner?

- **Have an interest in high-quality facilitation.**
- **Have a basic familiarity with personal computers.**
- **Be open-minded about sharing details** about your life, work, and other learning experiences because our online learning community will be dependent on you playing an active part in it.
- **Strive to communicate with your peers and us professionally.**
- **Decide how much time** you can **commit to** your studies in this course, which is designed as a rigorous intensive hands-on work week.
- **Complete all the suggested activities.**
- **Believe in the fact that high-quality learning can happen anywhere and anytime**.

7. General Student Responsibilities

This course encourages you to become active participant because the more you put into the course, the more you will come away with. Doing the suggested readings and working through learning activities enriches the overall learning experience for all participants. Remember that the quality of your contributions is more important than the quantity. We encourage your curiosity for the topic of online facilitation and hope the activities provide you with opportunities to be creative and reflective.

If you need more **practical advice** as to how to best manage your time, contribute to teams, read strategically and communicate successfully, use the free textbook **Learning to Learn Online** to devise your strategies for academic success online.

8 Online Interaction Protocol

Always be mindful of the fact that there is a person behind every written post who has feelings and can be hurt by what you say.

The guidelines[3] below are compiled to assist you in your online communication.

1. It is easier to say something online when you do not have to look the person in the eye, so **never post anything that you would not say to the person face-to-face**.
2. Adhere to the same standards of behaviour online that you follow in real life, which includes acting ethically and following rules and regulations.

3. Respect other people's time and bandwidth:

- Take time to understand the requirements of a discussion.
- Do not waste people's time by asking questions that are not relevant to the discussion or questions whose answers can readily be found in the course with a little effort.
- Post questions in the course or module forum so others may benefit from responses.
- Refrain from personal attacks.
- Avoid generalizing on behalf of others by saying things like "*We were wondering …*", "*The people in the course were thinking*".

4. Make yourself look good online:

- Take time to check your spelling and grammar.
- Reflect before posting your ideas and prepare for discussions prior to engaging in them.
- Refrain from inappropriate language and remarks.

3. Stavredes, T. (2011). Effective Online Teaching. Foundations and Strategies for Student Success. Jossey-Bass: San-Francisco, p.214.

5. Share your knowledge by offering help to learners who have questions.

6. Help keep flame wars under control by not posting flames and not responding to flames – **keep discussions professional at all times.**

7. Forgive other learners' mistakes and be patient and compassionate of all learners in the course.

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9 Course Communication Channels

Please use the **FitFOL Course Communication Space** for any course-related communication (i.e. ideas and questions, comments and feedback, as well as useful resources). Start a new post with an appropriate subject line that indicates the nature of your post. Anyone knowledgeable enough to know the answer can respond. As facilitators, we strive to answer within a few hours during the work week (Mon.-Fri.).

In case you need to discuss more urgent personal matters with us, contact us via email to schedule for a virtual meeting with us.

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10 Technology

Requirements

You will need a wifi-able device, most preferably a computer or a laptop to allow for a smooth learning experience that includes the online access of our learning environments, journal articles, websites, video or audio. We know from our own experience that technology is never perfect and often not accessible to all people equally depending on their experience, expertise and ease in using unfamiliar tools.

   Please be flexible if things don't work right away and check in with us or your peers to help figure things out in the cases that you cannot make things work on your own.

Support

We will support you in any way possible to ensure that you can use all of the suggested technology tools to successfully complete the respective learning activities. To enhance your online learning experience, we will directly add student or instructor tutorials detailing specific user instructions for all of the technological tools used in our course modules, the list of which you can find here.

Critical Use of Educational Technology Pledge

We, the instructors, advocate for an ethical use of educational technology and thus resist using tools that are designed for

purposes of profit-seeking, surveillance of students, and user lock-in.

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The elements below are not applicable to this course, but might need to become part of your expectation statement

Learning Activities/ Assignments

Describe how assignments link back to course goals

Describe Structure of Activities (Purpose, Navigation, Technology, References)

Describe when due and where to submit

Describe what to due in unforeseen circumstances

Grading and Instructor Feedback

Describe grading criteria and rubrics

Describe repercussions for late submissions

State how often, in what form and where learners will receive feedback on discussions and assignments

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 Policies
Plagiarism Statement

Assessibility Statement for this Pressbooks Resource

U OF L TEACHING CENTRE

The U of L Teaching Centre believes that education needs to be available to everyone, which means supporting the creation of free, open, and accessible educational resources. We are actively committed to increasing the accessibility and usability of the textbooks we produce.

Accessibility features of the web version for this resource

The [web version of *the Fit for Online Learning*](#) has been designed with accessibility in mind by incorporating the following features:

- It has been optimized for people who use screen-reader technology.
  - all content can be navigated using a keyboard
  - links, headings, tables, and images have been designed to work with screen readers
- It has the option to increase font size (see tab on top right of screen).

Other file formats available

In addition to the web version, this book is available in a number of file formats, including PDF, EPUB (for eReaders), MOBI (for Kindles), and various editable files. You can access the downloadable file

types on the right side of the front cover: https://openeducationalberta.ca/fitfol/

Known accessibility issues and areas for improvement

While we strive to ensure that this textbook is as accessible and as usable as possible, we might not always get it right. Any issues we identify will be listed below.

List of Known Accessibility Issues			
Location of issue	Need for improvement	Timeline	Work around

Accessibility standards

The web version of this resource has been designed to meet Web Content Accessibility Guidelines 2.0, level AA. In addition, it follows all guidelines in "the BCcampus Accessibility Toolkit Appendix A: Checklist for Accessibility." The development of the toolkit involved working with students with various print disabilities who provided their personal perspectives and helped test the content.

Let us know if you are having problems accessing this textbook

We are always looking for how we can make our resources more accessible. If you are having problems accessing this resource, please contact us to let us know so we can fix the issue.

Please include the following information:

- The location of the problem by providing a web address or page

description

- A description of the problem
- The computer, software, browser, and any assistive technology you are using that can help us diagnose and solve your issue
  - e.g., Windows 10, Google Chrome (Version 65.0.3325.181), NVDA screenreader

You can contact us one of the following way:

- Fill in a Web form: Report a FitFOL2020 Textbook Error

This statement was last updated on April, 25, 2020.

Meadows, J., Old, B., Reid, E., Thomas, K., & Weilandt, J. (2020). *Fit for Online Learning.* https://openeducationalberta.ca/fitfol/

The U of L Online Teaching and Learning Series

U OF L TEACHING CENTRE

The Teaching Centre has developed a series of comprehensive online faculty PD pertaining to the Design and Facilitation of Learning online. In 2019, two online courses know by their names FLOd and FLOF were offered to prepare U of L educators for their online and blended teaching assignment.

You can click on the following two open course textbooks to learn more. If you are interested in participating in either of these two more intensive PD opportunities, reach out to us via email: teachingcentre@uleth.ca. We will gladly get back to you to discuss further details.

Credit notice: The FLOd 2019 and FLOf2019 courses are inspired by the FLO courses created by SCOPE – BC Campus Learning and Teaching, which we retrieved on February 2nd, 2019 from the **Self-Serve Open Educational Resources.**

1. FLOd 2019 – Designing an Online Course

EXPERIENCE AN ONLINE
COURSE FROM THE
STUDENT PERSPECTIVE

NAVIGAT...
FUNC...
FOR ONLIN...

During the 5 week FLOd online course participants will:

- explore learning theories, instructional design approaches, related frameworks, models and quality standards;
- identify a topic and describe the intended learners for your short unit of online learning;
- create a design plan and prototype learning activities for a unit of online learning in your own online course;
- discuss design choices with peers, and give and receive constructive feedback;
- explore "quality" and/or Universal Design of Learning (UDL) principles as design guides;
- share a final plan/learning unit design, and engage others in a "walk-through" of a prototype learning experience;

You can access the FLOd course resource pack independently here: https://pressbooks.library.ualberta.ca/digitalteachingandlearning/part/open-education/

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2. FLOf 2019 – Facilitating Learning Online

This is the second part in the sequence of U of L training relating to online teaching. It focuses on several aspects of effective online course facilitation.

During the 10 week FLOd online course participants will:

- facilitate engaging online learning courses,
- integrate adult and online learning theories and principles into effective learning activities,
- purposefully apply a variety of learning-facilitation techniques and strategies,
- give and receive constructive feedback to enhance the learning experience of your online students,
- moderate assessments that align with the learning outcomes in your course(s).

You can access the FLOf open course textbook here: https://kpu.pressbooks.pub/flof/

Feedback from past FLO participants indicates that the hands-on

practice was key to their enjoyment of the course and the synthesis of their learning. We hope the same holds true for you.

Open Education Alberta Pressbooks Publishing

The Pressbooks resource Fit for Online Learning has been published through the collaborative, no-fee publishing services for open textbooks and other open educational resources Open Education Alberta, hosted through the U of A Libraries as part of the Open Pressbooks Publishing project that connects several post-secondary institutions in Alberta.

In its set up and intention the UofA Pressbooks instance is very similar to the open textbook infrastructure in B.C. and Ontario, where all educators have equal access to the respective instances:

The BC CAMPUS Open Textbook Collection can be accessed here: https://pressbooks.bccampus.ca/oerworkshop/chapter/creating-a-bccampus-pressbooks-account/

The eCAMPUS Ontario Open Library can be accessed here: https://openlibrary.ecampusontario.ca/

This service is available to all Alberta post-secondary institutions, including the University of Lethbridge. You contact the U of L Teaching Centre or Library if you are interested in publishing your own open teaching resources with the educational version of Pressbooks hosted through the University of Alberta.

BUILDING COMMUNITY AND STUDENT ENGAGEMENT IN AN ONLINE COURSE

Welcome to this module, *Creating Community & Student Engagement in an Online Class.* This module is grounded in the understanding that building community in any classroom – but particularly in an online classroom – is an essential factor in ensuring students are engaged in their learning experience. We will explore the rationale behind this understanding in this module while we examine and practice using different community building strategies for online classes.

Where do I start?

Read through the information in the linked pages below and then select the option that best suits what you would like to learn from this module.

- Read and reflect on the questions below to guide your learning.

- Read the first chapter on [principles](#) behind community building in online teaching and learning.
- Select the [module option](#) that will be most useful to you.
- **Optional:** Complete the suggested activities for your option of choice.
- **Optional:** Submit your resource(s) for feedback and reflect on its usefulness for your course.

Guiding Questions

The questions guiding learning for this module are the following:

Inquiring

- Why is community building important in online teaching and learning contexts?
- What are the theoretical frameworks that underlie community building in online teaching and learning?
- What are specific challenges to building community for student engagement in the online classroom?

Exploring and identifying

- What are strategies for community building in an online course?
- How can I use or adapt these strategies for my own online course?

- When and where can one use community building strategies in online courses?
- What kinds of strategies will be most effective for my course learning outcomes?
- How can I facilitate peer interaction in my online course?

Reflecting

- What is my own philosophy towards community building in an online course?
- How can I communicate this philosophy in my own online course?

Activity submission formats:

Video (FlipGrid), written posts, and/or visual representations

Time Commitment:

This module is designed to take 2-3 hours to complete.

Principles behind community building in online teaching and learning

Introduction

In this section we take a closer look at some of the principles behind community building in online teaching and learning. You will be introduced to some theory that will ensure you have some familiarity with key concepts before moving on to the activities in the module options on the next page.

 Instructions:

- Read through the **guiding questions**.
- Read about some of the theoretical background for building community in online teaching and learning:

    1. **Community of Inquiry** model (chart, video, blog post)
    2. **Humanizing** online education (blog post)

Time: Depending on your level of engagement, this page should take you about **45min – 1 hour.**

Guiding questions:

- Why is community building important in online teaching and learning contexts?
- What are the theoretical frameworks that underlie community building in online teaching and learning?

Before considering the question of why community building is important in online teaching and learning contexts, we need to define what we mean by learning community. We generally feel that we're a part of a community when we feel connected to others who share some of our interests or values. In higher education, **robust learning communities are formed when they include the elements of learning, belonging, and connectedness**. Scholars have defined learning communities as including the following characteristics:

"…spirit, trust, mutual interdependence among members, interactivity, shared values and beliefs, and common expectations" (Rovai, 2002, p. 198)

"a) membership, the feeling that one belongs to a group; (b) influence, the feeling that one can influence a group and that the group is important for its members; (c) fulfillment of needs, the feeling that one's needs can be satisfied with help from the group; and (d) shared emotional connection, the sense of being connected with others in the group" [Yuan & Kim (2014) summarizing McMillan & Chavis (1986)]

As these scholars note, students develop a sense of community when they feel connected to others in their environment. But why should professors care about creating this sense of community in their classrooms? There are certainly those who may argue that

community building is unrelated to their role as educators. However, research shows that a classroom that fosters community does more than make students feel good. Indeed, creating community in the university classroom has multiple positive impacts, from increasing student retention (Tinto, 1997), to improving student learning and satisfaction (Liu et al., 2007; Yuan & Kim, 2014). Online teaching and learning is not the same as face-to-face teaching and learning. The possibility for students to feel disengaged or unmotivated in the online classroom is a significant concern (Wladis et al., 2017), and building community is a vital part of keeping these learners engaged (Di Ramio & Wolverton, 2006; Liu et al., 2007; Vesley, et al., 2007; Anderson, 2017).

Take a look at this short video (1.5 minutes) that summarizes some of the reasons we should consider community building in the online environment. Although this video is geared towards the online learner, it informs our thinking as instructors.

An interactive or media element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/fitfol/?p=133

*Note that this interactive video was made using H5P. Learn more about H5P here.

Now that we've established why instructors should consider

community building in online environments, it's useful to familiarize ourselves with some key theories behind online community building.

One the most influential frameworks for considering community building in online teaching and learning is the Community of Inquiry (CoI) framework. Take a look at the infographic below to learn about each presence. Click on the **+ signs** for more information:

1. Community of Inquiry

An interactive or media element has been excluded from this version of the text. You can view it online here: *https://openeducationalberta.ca/fitfol/?p=133*

For a succinct summary of the CoI three presences, see the Community of Inquiry Framework in Module 2.

Because they relate more directly to our discussion about online community building, the next section invites you to take a closer look at two of the three presences in the CoI framework:

a) **Teaching presence**

b) **Social presence**

Time: Approximately 20-40 minutes

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a) Teaching Presence

Watch this interactive video (10-15 minutes) of online educator Dr. Mark Kassel discuss the strategies for having a strong teaching presence in online courses. As you watch, consider how a teaching presence may help students reach their learning goals in your course.

An interactive or media

element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/fitfol/?p=133

b) Social Presence

Read this [article](#) (15-20 minutes) in which Aimee Whiteside discusses the importance of using social presence to ensure that teaching and learning is guided by compassion and connectedness.

2. Humanizing Education

The call for university faculty to humanize their approach to teaching and learning is nothing new. Indeed, decades have passed since scholar-educators as influential as Nell Noddings (1992) and Parker Palmer (1998) called for a commitment to pedagogy that is grounded in compassion. With the recent rapid pivot to online teaching, there has been a renewed call for faculty to prioritize humanizing their approach to online pedagogy (Schmidt, 2017; Denial, 2019).

1. Read the following short [blog post](#) (5-10 minutes) by Nicole Schmidt on humanizing online teaching and learning.

2. Read the suggestions for humanizing online teaching in this [collaborative document](#) (10-15 minutes).

Next steps

- After reading through this material, take a minute to reflect on which ones resonate with your own teaching style. If you wish,

please share your reflections in the [module forum here](#) before moving on to the next [Your Module Options](#).

Resources

Anderson, T. (2017, September). How communities of inquiry drive teaching and learning in the digital age. Contact North Nord. Retrieved from https://teachonline.ca/tools-trends/insights-online-learning/2018-02-27/how-communities-inquiry-drive-teaching-and-learning-digital-age

DiRamio, D., & Wolverton, M. (2006). Integrating learning communities and distance education: Possibility or pipedream? *Innovative Higher Education -New York-*, 31(2), 99-113.

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Vesely, P., Bloom, L., & Sherlock, J. (2007). Key elements of building online community: Comparing faculty and student perceptions. *MERLOT Journal of Online Learning and Teaching*, 3(3), 234-246.

Wladis, C., Conway, K., Hachey, A. C. (2017). Using course-level factors as predictors of online course outcomes: a multi-level analysis at a US urban community college. *Studies in Higher Education*, 42(1). 184-200.

Whiteside, A. (2018). Continuing *Mister Rogers' Neighborhood:* Returning Compassion, Connection, and Social Presence to Teaching and Learning. Educause Review. Retrieved on April 6, 2020: https://er.educause.edu/articles/2018/10/continuing-mister-rogers-neighborhood-returning-compassion-connection-and-social-presence

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Feel free to leave any feedback you may have about the design, structure, or content of this module. We appreciate feedback

because we are always learning!

Your Module Options

Your Module Options

   Read through the descriptions below and choose the option that will best enable you to support community building in your online course.

   OPTION 1: Select strategies for building community and student engagement online

   In order to build community among your online learners, you must be familiar with some of the many different tools and resources that are available. This module takes a practical approach in introducing you to some of the resources available, organizing them under three phases of community building, and asking you to experiment with some of them. If you are looking for some quick ideas and strategies for building lasting community in your course, a proven way to ensure student engagement, this is the option for you.

   This option includes a chart of curated tips for best practices, an interactive video, and a reading to equip you with the tools needed to build community online.

   Click here to enter OPTION 1

OPTION 2: Reflect on, develop, and communicate my philosophy toward community building in online teaching and learning.

Our understanding of the role of community building in the classroom is always informed by our own understanding of what it means to teach and learn. As we shift into an online teaching and learning environment, it is more important than ever to take time to reflect on our own teaching philosophy and how it informs our approach to community building in the classroom. This module gives you the opportunity to explore and articulate this philosophy.
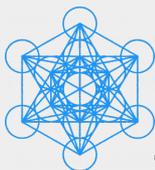
 This option includes a choice of readings and a video. It asks you to develop and share a part of your teaching philosophy in either written or visual format.

Click here to enter OPTION 2

OPTION 3: Facilitate peer interaction as a means of building community

This module asks participants to review both the rationale behind, and strategies for increasing peer interaction as a means of building community in online teaching and learning contexts. You will be introduced to some literature about the reasons why we should value and promote peer interaction, and you will examine and select specific strategies to increase that kind of interaction in your course.
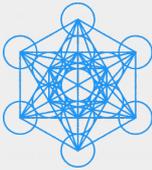
 This option includes a choice of readings and video.

Click here to enter OPTION 3

OPTION 1: Identify and select strategies for building community and student engagement in my online course (1-2 hours)
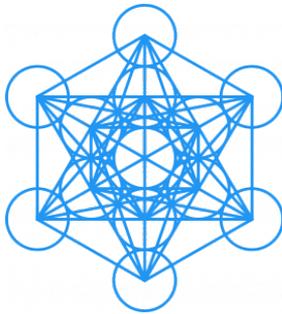
To build community among your online learners, you must be familiar with some of the many different tools and resources that are available. This option takes a practical approach by introducing you to some of the resources available, organizing them under three phases of community building, and asking you to experiment with some of them. Designed for those who need some quick ideas and strategies for building lasting community in an online course, this option is grounded in the understanding that community building is an essential factor to ensure student engagement (Liu et al., 2007; Anderson, 2017; Redmond et al., 2018).

Instructions:

Read through the **guiding questions**.

- Examine the **infographic** for community building phases.
- Watch an **interactive video** and respond to embedded questions.
- Review some **quick tips** from curated sources
- **Activity**: Create a collaborative community building resource using Padlet.

Time: 1 – 2 hours depending on your level of engagement.

Guiding Questions

- What are strategies for community building in an online course?
- How can I use or adapt strategies for my own online course?
- When and where can one use community building strategies in online courses?
- What kinds of strategies will be most effective for my own course?
- Which strategies most closely align with my own teaching philosophy?

Introduction

While there are multiple possible ways to categorize community building strategies, this module conceptualizes online community

building in three phases and draws inspiration from work done by Beth Cougler Blom (2016). In the graphic below, click on the points to learn more about the different strategies found in each of three phases. As you read through the strategies, consider which ones align best with your own teaching style. **Click on the check marks** for more information (10 minutes).

An interactive or media element has been excluded from this version of the text. You can view it online here:

https://openeducationalberta.ca/fitfol/?p=137
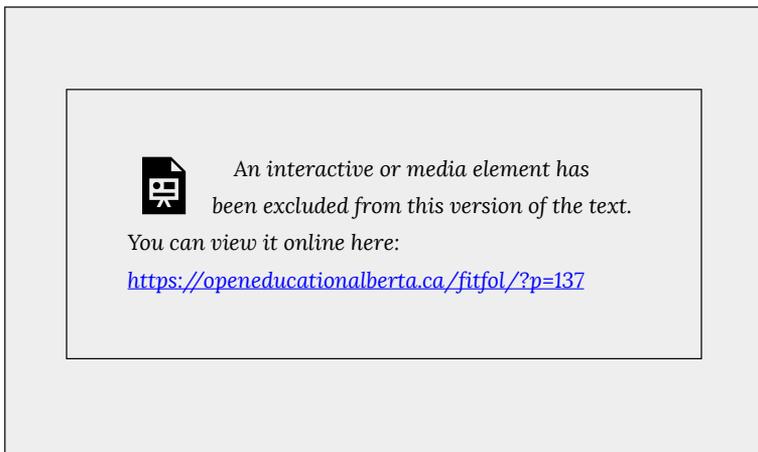
Note that this interactive infographic was made using H5P. Learn more about H5P here.

Watch this interview (interactive video – 20 minutes) where scholar and online educator, Dr. Maha Bali, describes her concept of intentionally equitable hospitality and discusses strategies for building community in online classrooms. You will be asked to answer questions at intervals throughout the video. As you watch keep the guiding questions in mind:

- How can I use or adapt these strategies for my own online course?
- What kinds of strategies will be most effective for my own

course?

- Which strategies most closely align with my own teaching philosophy?

> *An interactive or media element has been excluded from this version of the text.*
> *You can view it online here:*
> *https://openeducationalberta.ca/fitfol/?p=137*
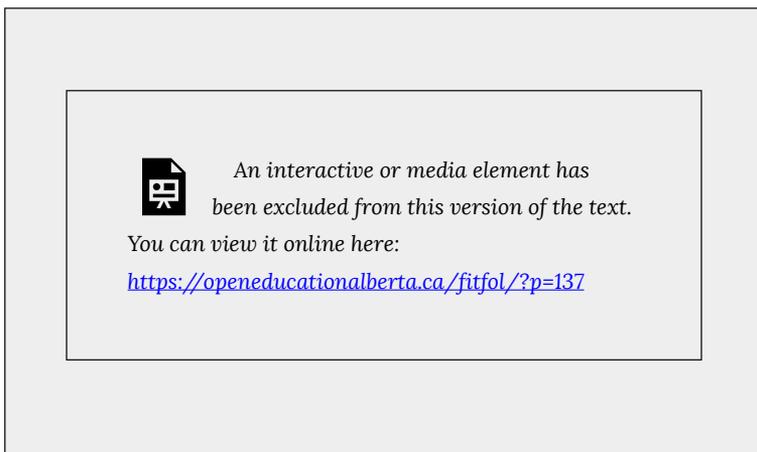
*Note that this YouTube video was made interactive by using H5P. Learn more about H5P here.

Quick tips for community building online

- For more strategies, read through this document by Beth Cougler Blom (2016) created for Royal Roads University (10 minutes).
- You may also want to check out Western University's tips for community building.

Activity: Collaborative Community Building Resource

Rationale:

This activity is designed to allow you to investigate different strategies for community building and share a useful resource. Completing this activity will allow you to engage in community building yourself as you share resources with peers to build a collaborative tool, and as you give and receive peer feedback. This activity is an example of something that you can easily recreate in your own course.

Click here to begin the activity and share your resources with your peers.

Extension activity:

- Create a community building activity for your online course and share it in the module discussion forum for peer feedback here.
- Ensure that this activity aligns with one of the phases (Welcoming, Nurturing, or Wrapping up) listed in the three phases model above.
- For example, you may want to create an introductions discussion forum, or a collaborative bulletin board where students can share resources like the one in the activity above.

Resources

Anderson, T. (2017, September). *How communities of inquiry drive teaching and learning in the digital age.* Contact

North. https://teachonline.ca/tools-trends/insights-online-learning/2018-02-27/how-communities-inquiry-drive-teaching-and-learning-digital-age

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Smalkoski, K, Burtain, L., and Spicer, S. (2017, August 16). *Using digital storytelling to transform learning.* Inside Higher Ed. https://www.insidehighered.com/digital-learning/views/2017/08/16/using-digital-storytelling-transform-learning

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FEEDBACK/ERRATA

Your email address will not be published. Required fields are marked *

Name *

Let us know who you are

Email *

for our reference only

Website

optional

Comment

Type your feedback into this box

☐ Save my name, email, and website in this browser for the next time I comment.

Hit when done commenting

SUBMIT

OPTION 2: Reflect on, develop, and communicate my online community building philosophy (2 – 3 hours)
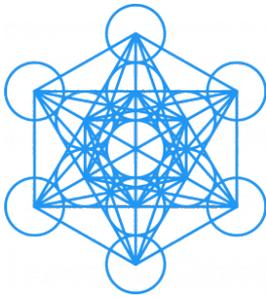
This option gives you the chance to explore and articulate your own teaching philosophy toward building community in an online environment.

This module has invited you to examine some of the theoretical frameworks behind community building in online teaching and learning, focusing on the notions of teacher presence, social presence, and humanizing pedagogy. You may have also chosen to review the many strategies we might use to create community in our courses in OPTION 1. This option asks you to consider these elements as you reflect on their impact and shape your own teaching philosophy

towards community building in online teaching and learning.

Instructions:

- Read through the **guiding questions.**
- Read a <u>blog post and an academic article.</u>
- Reflect on your own teaching philosophy towards community building.
- Choose between the following two activities or do both:
    - **Activity A:** Reflect on and share your teaching philosophy towards community building (Video response and discussion forum).
    - **Activity B:** Create a collaborative metaphor gallery wall.

Time: Depending on your level of engagement, this option should take between **2 – 3 hours** to complete.

Guiding Questions

- What is my own philosophy towards community building in an online course?
- How do I view the role of the teacher in building community in an online course? What is the role of the students?

- How can I communicate this philosophy in my own online course?

Reading: Listed here are two readings related to this module. Begin with the **blog post.** If you have more time and want to learn more about student and faculty perceptions of community building, read the academic article as well.

- Read the following [blog post](#) by Catherine Denial on the *Pedagogy of Kindness* where she talks about how her own teaching philosophy has changed over the course of her career. (20 – 30 minutes)
- Read the following academic [article](#) entitled *Key elements of building online community: Comparing faculty and student perceptions. (30 -40 minutes)*

Activity A: Reflect on your teaching philosophy toward online community building

Time: 45 minutes – 1 hour

Your understanding of the role of community building in the classroom will necessarily be informed by your own understanding of what it means to teach and learn. This activity is an opportunity to reflect on your view of the role of a teacher or facilitator in building community in an online course, to articulate this understanding in your teaching philosophy, and to share your ideas with your peers in a video and an online discussion forum.

Instructions:

Step 1: Reflect on your teaching philosophy as it relates to building community in an online classroom. View this as an opportunity to begin crafting your own teaching philosophy towards community building in online environments. You may use the following questions to guide your reflection:

- How do you view the role of the teacher in building community in an online course?
- What is a metaphor that describes your approach to community building in an online course?
- What are the most necessary qualities or characteristics of an educator who creates genuine community in their online course?
- How can an educator best ensure an engaged community in an online course?

Click here to begin the activity and share your reflection with your peers.

Time: Approximately 20 to 30 minutes

For this activity, you are asked to consider your own teaching philosophy towards community building in the online classroom and choose a metaphor that best represents this philosophy.

Instructions:

Step 1: Reflect on your teaching philosophy towards community building as a part of online learning.

Step 2: Find an image that best represents a metaphor for your philosophy towards community building in online courses. You will find an example in the link below. To find open access images, click here [new tab].

Step 3: Post your image with a brief description of what it represents on our collaborative gallery wall.

Step 4: Once a few peers have posted, comment on at least one other participants image. **Click here [new tab] to begin the activity.**

If you wish to share other thoughts, ideas, or questions about this content, please feel free to share in the module discussion forum here.

Resources:

Denial, C. (2019). A *Pedagogy of Kindness.* Hybrid Pedagogy. Retrieved on April 10, 2020 from https://hybridpedagogy.org/pedagogy-of-kindness/

Vesely, P., Bloom, L., & Sherlock, J. (2007). Key elements of building online community: Comparing faculty and student perceptions. *MERLOT Journal of Online Learning and Teaching*, 3(3), 234-246.

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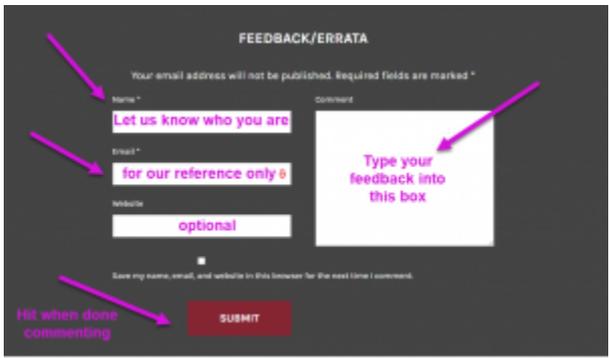
Option 3: Facilitate peer interaction to build community in the online classroom (2-3 hours)
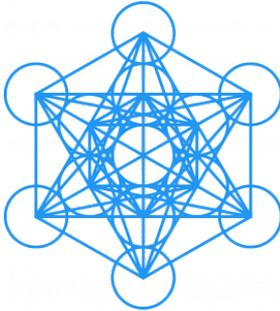
This option invites participants to explore some best practices for encouraging peer interaction to build community in online teaching and learning. Although all options are designed to familiarize you with community building practices, this option takes a closer look at the benefits of peer interaction and group work. Remember that what we offer are strategies and suggestions only. It is always up to you to determine whether or not a particular tool or technique will align with your own approach to teaching or the learning outcomes of your unique course.

Instructions:

- Read through the Guiding Questions
- **Part A)** Facilitating group work online (1 hour)
  - Review some key considerations when creating activities or assessments that include peer interaction/group work.
  - Watch a short video on a peer assessment model.
  - Read about an effective group work framework, **Team-Based Learning** (TBL).

- **Part B)** Facilitating online discussion boards **(20-30 minutes)**
  - Review an infographic **for best practices for creating effective discussions** in online courses.
  - Review resources for effective online discussions.

- **Part C)** Activity **(40 minutes – 1.5 hours)**
  - Create an activity or section of your syllabus that will facilitate peer interaction and that aligns with the included checklist.
  - Optional:
    - Contribute to a collaborative document sharing resources for best team work, group discussion, and peer interaction strategies.
    - Share this activity with your peers in the module discussion forum for feedback.

Time: Depending on your level of engagement, this option should take between **2 – 3 hours** to complete.

Guiding Questions:

- Why is it important that learners interact with each other in an online environment?
- What are some challenges to implementing peer interaction in an online course?
- How can I facilitate peer interaction as a means to create community and increase student engagement?
- What are best practices for facilitating group work in online courses?

Part A) Facilitating online group work

Hopefully, after working your way through the preceding pages in this module, you will have gained an appreciation for the importance of building community in your online course. One way of ensuring community through peer interaction is to implement group work in your course. Below, read through the rationale and challenges in facilitating group work in online courses:

Rationale – Why should you consider group work for your online class?

- Increases sense of learning community among a smaller group

- ■ Makes it easier for you to track discussions
- ■ Allows for application of concepts in a setting similar to many workplaces.
- ■ Helps students build communication, leadership, and team building skills.

What are some challenges to implementing group work?

- ■ Many students may have had a negative experience with group work that was not well-facilitated in the past.
- ■ Because of negative experiences with 'coasters' or those students who do not pull their own weight, learners may be skeptical about the benefits of group work.
- ■ Students don't understand what the expectations are or are left to determine these on their own.
- ■ Students lack the skills necessary for effective group work/peer interactions.

Key Considerations:

Given these challenges and the compelling reasons to include peer interaction in online courses, how can instructors ensure that their courses include well designed activities that will ensure students meet their learning goals? There are many considerations for implementing peer interaction or group work in your class, but two of the most important are the following:

a) Model your expectations (i.e. practice what you preach)

- If you want students to value their interactions with each other, you need to show them that you value their interactions. You can do this by **using their names** (when possible), recognizing and **outwardly valuing** different kinds of contributions, and giving **respectful and generative feedback.**

b) Provide explicit rationale for group work

- When students understand why you believe creating opportunities for peer interaction as a means to build community is important, they will be much more likely to be on board with the learning experience.
- As noted above, sometimes students resist the idea of engaging in peer interactions, such as peer review or team work because they feel they and/ or their peers don't have the necessary skills. As faculty we may also resist creating peer interactions for this same reason. This becomes a self-fulfilling endeavour, however, for if we fail to

provide adequate support and clear guidelines about how to engage in peer interaction such as giving peer feedback, it is unlikely to be effective or well-perceived by students.

As a part of ensuring learners interact and engage thoughtfully and productively with each other, incorporating peer feedback is an effective strategy. Watch the following video (5:20min) about the **RISE model of peer feedback** developed by [Emily Wray](#). As we shall see below, building in opportunities for structured peer feedback is a way to ensure your peer or group activity is effective.

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https://openeducationalberta.ca/fitfol/?p=141

Readings:

Teamwork or Group work resources:

- Learn more about a framework for using structured group work that has gained widespread use in higher education, Team-Based Learning (TBL) (Michaelsen, L.K. et al, 2004). Although TBL was not designed for an online environment, most of its principles and structures have been easily adapted to the online environment. Take time to reflect on whether or not this kind of approach might work in your course. Keep in mind, this is only one possible model for structuring group work. (20-30 minutes)
- Learn more about Team Based Learning at the University of Vanderbilt's Center for Teaching.
- The *University of Waterloo* has put together some great resources on the following:
  - Helping students be better team members.
  - Building community in large classes.
  - Collaborative online learning
- This article by Mark Lieberman for *Inside Higher Ed* looks provides an overview of online group projects.

Team project and peer feedback/assessment tools (e.g. rubrics, checklists, contracts, samples, etc.):

- Sample rubric provided by the LinkResearchLab.
- Webpage from Carnegie Melon University with many group and peer assessment tools.
- Australia's University of New South Wales has compiled a resource page including videos, case studies, and rubrics for peer assessment here.
- George Brown College provides this sample of a Team contract.

- University of Waterloo's [Group Contracts.]

Reflection: What do you find useful about these tools? What would you change and why? How do these approaches align with your own teaching philosophy? Feel free to take some time to [share your reflections with your peers in the module discussion forum.]

Part B) Facilitating online discussions

Just as in our F2F classrooms, discussions in online classrooms allow learners to synthesize the material as they articulate their ideas to peers. It also allows them to engage in critical thinking by responding to peers' questions and asking questions of their own. Moreover, online discussions allow students to build community among themselves as they share their ideas and experiences (Bickle & Rucker, 2018; Palloff & Pratt, 1999). Similar to our face-to-face (F2F) classrooms, creating the space and the structure for thoughtful and productive discussions to happen requires more than opening up a discussion board. It requires active facilitation that demonstrates both [teacher presence and social presence]. As in our discussion about team work, students need guidance and modelling to ensure that they will engage effectively in online discussions.

Review this summary of some tips for best practices in facilitating online discussions in both synchronous and asynchronous classrooms:

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>
> *https://openeducationalberta.ca/fitfol/?p=141*

Note that this interactive infographic was made using H5P. Learn more about H5P here.

Suggested resources:

- See *University of Waterloo*'s resource on Fostering Effective Discussions online.
- The University of New South Wales has an excellent web-page on assessing by discussion board with many sample rubrics and other tools.
- This recent article by Steven Mintz has some great suggestions for improving the quality of online discussions.
- See *Stanford University*'s guide for creating effective discussion questions.
- For a unique take on using discussion boards in online courses, see *University of Waterloo* professor, James Skidmore's blog post on Learning Through Discussion.
- The McGill Teaching and Learning Centre has an excellent resource for more general teaching strategies to generate discussion (it's not specific to online but many techniques are transferable)

Part C) Activity

Activity: Facilitating peer interaction

- Create an **activity or section of your syllabus that will facilitate peer interaction**. Ensure that it aligns with some of the principles and strategies you've encountered above in the readings/video. To help you create your activity, you may find the **checklist** below useful.
- You may also wish to create a rubric for assessment. See the samples above.
- **Purpose:** The purpose of this activity is to enable you to create or modify an activity or assessment so that it aligns with the principles and strategies for facilitating effective peer interaction presented in this chapter.
- **Time:** Depending on your level of engagement, it may take you **40-minutes to 1.5 hours** to complete this activity.

Below is a **checklist** you can use when creating effective group work activities or assignments in your online course:

1. Have I determined which content in my course may be a good fit for a group work activity or assessment?
2. Have I ensured this activity/assessment assists students in meeting one or more of the course learning objectives?
3. Have I structured this activity/assessment so that it breaks the main task down into smaller tasks?
4. Have I created enough opportunity at the beginning of the activity/assessment for peers to get to know each other? (icebreakers)
5. Have I created opportunities for the group to reflect on and document their own understanding of what it means to be an effective team member? (e.g. build a team charter)
6. Have I structured the activity/assessment so that all participants have the opportunity and motivation to contribute?
7. Is the activity structured so that it builds on the diverse experiences and expertise of each member?
8. Have I ensured students have the structure, tools, and guidelines they need to be effective team members?
9. Have I built accountability to peers into this activity/assessment? (peer assessment guidelines/rubrics)
10. Have I ensured multiple opportunities for feedback – from me and from peers? (formative? summative?)

> **Group formation**
>
> 1.   Have I considered how I will form groups? Randomly? Deliberately? Why?
> 2.   Will I create groups that are homogenous or heterogenous? What is my rationale?
> 3.   Will the group formation process be transparent or not? Will I involve students in the process?
> 4.   Have I considered what will be the best group size?

Extension Activities:

- If you wish to help create a collaborative crowdsourced document of best practices for effective group work facilitation, click here to participate.

Resources

Bickle, M. C., & Rucker, R. (2018). Student-to-student interaction: Humanizing the online classroom using technology and group assignments. *Quarterly Review of Distance Education*, 19(1), 1-56.

Bowness, S. (2019). *How to bring students into the feedback loop.* University Affairs. https://www.universityaffairs.ca/features/feature-article/how-to-bring-students-into-the-feedback-loop/

Clark et al., (2018). Off to On: Best Practices for Online Team-Based Learning. White paper for *Team-Based Learning Collaborative*

(TBLC) *Conference*, San Diego, CA, March 2018. http://www.teambasedlearning.org/wp-content/uploads/2018/08/Off-to-On_OnlineTBL_WhitePaper_ClarkEtal2018_V3.pdf

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References

Resources

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Anderson, T. (2004). Teaching in an online learning context. In T. Anderson & F. Elloumi (Eds.), *Theory and practice of online learning* (pp. 273-294). Athabasca, AB: Athabasca University. Retrieved from https://auspace.athabascau.ca/bitstream/handle/2149/758/teaching_in_an_online.pdf?sequence=1&isAllowed=y

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of learning communities in online courses. *Journal of Computer Assisted Learning*, 30(3), 220-232. doi:10.1111/jcal.12042

Technology used in this module

Below you will find links to tutorials and websites that will provide you more information about the tools that were used in this module.

Flipgrid:

Flipgrid was used in option 2 to allow you to make videos where you responded to each other's teaching philosophy's. Flipgrid is a great tool to allow students to interact. It is quite simple to use the basic features as you'll see in the video tutorial below.
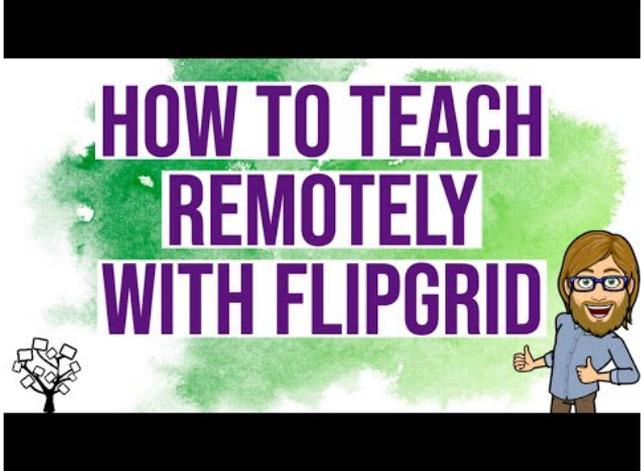
A YouTube element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/fitfol/?p=145

NewEdTech Classroom. (2020, March 16). *How to remotely with Flipgrid. [YouTube Video]. Retrieved from https://www.youtube.com/watch?v=aLzX13jw7bw*

You can also find detailed instructions and tips about using Flipgrid for your university course here at the Vanderbilt University Center for Teaching.

CREATING A COURSE SYLLABUS AND STRUCTURE FOR ONLINE TEACHING
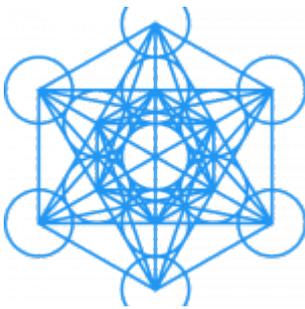
There are many aspects that must come together in order to create a course whether it is being delivered online, face-to-face or in a blended delivery model. Each of these aspects need to work together in order to create an organized, engaged and impactful learning experience for University of Lethbridge students. This module will focus on the course syllabus and the role it plays in ensuring both instructor and student are clear of their roles, responsibilities, and expectations (both academic and social) during the delivery of the course. The following material will outline both the required (we have an

academic policy that identifies required information for a course syllabus here at the University of Lethbridge) and suggested contents of a course syllabus, as well as a variety of examples and ideas to consider when designing and delivering a course in a fully-online delivery model.

 Where do I start?

This module consists of a series of readings, images, references and some videos to help you understand the different components that can be used to create a course syllabus. The material has been laid out in the following way:

- Some guiding questions that are the outcomes for this module.
- A resource outlining the essential elements required by policy for the University of Lethbridge syllabi.
- The possibility to select the option aligned with your needs or interests. The options are to either 1) examine other additional items that could be added to your syllabus, 2) learn about and work on crafting learning outcomes for your syllabus, or 3) learn more about different ideas for designing your syllabus and course for online delivery.

- Each option allows for sharing your work in the area and engaging in a peer feedback process with others taking the course.

Guiding Questions

Upon completion of this module, participants will be able to answer the following guiding questions:

- What are the University of Lethbridge essential course syllabus elements?
- What are some of the optional elements that could/should be considered including?
- What needs to be considered when creating a course syllabus for online delivery vs blended delivery or face-to-face (F2F)?
- What are the things that need to be considered in order to ensure that the course syllabus (and subsequent activities and assessments) are accessible to all students?
- How do I need to structure the course content in order to ensure a cohesive learning experience for my students?

As you move through this module, you will continue to return to these guiding questions. Whether you are working from a pre-existing course syllabus designed for face-to-face delivery or starting from scratch for a new online course, these questions will help ensure you address some of the major requirements for a robust course syllabus.

Essential Elements

The course syllabus is both a central guiding document for any course as well as a contract between yourself (as the instructor) and your students. Dictionary.com defines a syllabus as "an outline or other brief statement of the main points of a discourse, the subjects of a course of lectures, the contents of a curriculum, etc.". As such, the course outline needs to include enough information for our students to know what to expect from our course while also ensuring they understand expectations (for delivery and assessment) for the upcoming term.

The University of Lethbridge has a two policy documents ([Assessment of Student Learning Policy and Procedures – Undergraduate Students](#) and [Assessment of Student Learning Policy and Procedures – Graduate Students](#)) that outline requirements for a course syllabus. Links to these may be directly included into your syllabus if you choose.

- These policies clearly outline the information that is required. They state (pg. 2) – statements in the grey boxes are taken directly from the policy:

1.2 The course outline includes the following essential elements:

> **1.2.1** The instructor's name and contact information, course number, section and title, and the Department, Faculty or School.
>
> **1.2.2**. Where, when and how students may seek assistance from the instructor.

- Clear lines of communication are vital in any classroom, but in an online classroom it is essential that the methods of communication are both accessible and reliable (for both student and instructor). No matter what communication methods you use, test them out with your students to ensure that everyone is able to contact you via these methods BEFORE they need to.

> **1.2.3.** A list of required reading materials, supplies and expenses for events outside of regular classes, and, where the instructor requires the study of material that cannot be specified at the outset of the course, and explicit statement to that effect.

1.2.4. Relative weights of all work used to determine a final grade. Where attendance or other forms of class participation are required, the criteria for these measures should be explicitly stated.

1.2.5. How the final letter grade for the course will be determined if percentages are used.

1.2.6. Due dates, approximate due dates or the approximate frequency of graded work.

1.2.7. Penalties for late work, if appropriate.

1.2.8. A reminder that students in the course are subject to the [student discipline policy for academic offences (undergraduate)](#) or [student discipline policy for academic offences (graduate)](#) and [student discipline policy for non-academic offences](#) in accordance with the policies.

1.2.9. If instructors use a University-approved plagiarism detection service to determine the originality of student papers, notice must be provided in the course outline. Student work may be stored in the database of the service, and if students object to such storage, they must advise the instructor in sufficient time that other techniques may be used to confirm the integrity of written work.

- The final entry in this section of the document speaks directly to the contractual nature of the course syllabus. Many people erroneously believe that once the course outline is passed out to the class, it is set in stone. This is not the case. There is language in our policies to allow for modification of the course outline – as long as it is in the best interest of the students – and should be done in consultation with students. This statement can even be included in your course syllabus (if you choose), so that it is clear that modifications can be made under certain situations if they are in the best interest of the students. That final passage states that:

> **1.2.10.** The essential elements of the course as specified in the course outline shall not be altered after the Add/Drop deadline. However, recognizing that teaching excellence requires a degree of flexibility and responsiveness to both students' needs and emergent circumstances, adjustments to the course outline may sometimes be necessary, provided that no student is disadvantaged by the change.

References:
Syllabus. (n.d.). in *dictionary.com*, retrieved March 29th, 2020) from https://www.dictionary.com/browse/syllabus?s=t

Module Options

While you are certainly welcome to work through all aspects of this module, there may be aspects that are better suited to your current needs. As a result, we have designed a few choices for how you might proceed from
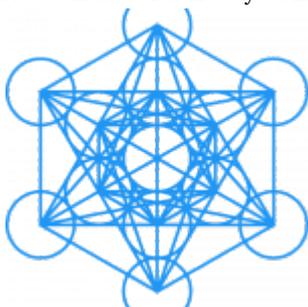
this point.

Option 1: Other Items to Consider In Your Syllabus

There is a great deal of other information that you may want to include in your syllabus. This option will examine a number of items that may help both you and your students better understand the parameters of your course, what they can expect from you and the material, as well as what you expect of them in return.

Click here to proceed to Option 1.

Option 2: Crafting Course Outcomes

The inclusion of course outcomes can help to not only clarify the central foci of your course for students, but it can also assist you in deciding which activities and materials are key to the completion of the course, and which are superfluous to those goals. In this option we will discuss the purpose of course outcomes, how they differ from objectives or goals, and provide assistance in writing clear outcomes.

[Click here to proceed to Option 2](#).

Option 3: Designing for Online Delivery

Creating a course for online delivery is about more than just assembling the content. In a face-to-face classroom, the class structure and routine is created by

you and your presence in the classroom. In an online environment, this structure and routine needs to be designed into the course design and how you present the content to the students. This option will discuss some considerations for how you will present your course material in a straightforward and systematic structure to ensure that there are the least number of barriers to your students' success.

[Click here to proceed to Option 3](#).

Option 1: Other Items to Consider In Your Syllabus
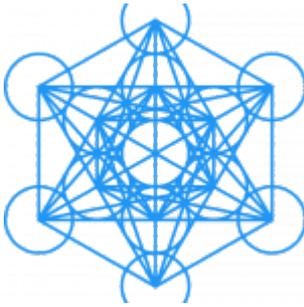
Outside of the required components that are defined by the Assessment of Student Learning Policy and Procedures, there are a number of items that are well worth considering including. These items include the following:

- A territorial acknowledgement
- Liberal Education statement
- Student accommodation statement
- Technical Requirements for the course statement
- Communications expectations statement

Territorial Acknowledgement:

The University of Lethbridge has a long standing relationship with the Blackfoot Confederacy. The formation of the [Iikaisskini](#) (ee-GUS-ganee) Gathering Place on campus is meant to be a gathering place for all on campus to share stories, teachings and wisdom. The name Iikaisskini means "low horn" and is named in honor of Leroy Little Bear (BA, JD, HON. DAS, HON. LL.D) and his tireless service to the University. To help acknowledge and welcome our Indigenous students into our classrooms, a territorial acknowledgement statement has been written for both our main campus in Lethbridge, as well as a dedicated version for our Calgary campus. This statement highlights our ties to the Indigenous peoples and land that our campuses inhabit, and their inclusion helps to remind all of our students of this connection. A short form of the statement that would be appropriate (for the main campus) for inclusion might be:

> Oki, and welcome to the University of Lethbridge. Our University's Blackfoot name is Iniskim, meaning Sacred Buffalo Stone. The University is located in traditional Blackfoot Confederacy territory. We honour the Blackfoot people and their traditional ways of knowing in caring for this land, as well as all Aboriginal peoples who have helped shape and continue to strengthen our University community.

A version for our Calgary campus might be:

> Oki, and welcome to the University of Lethbridge. Our

> University's Blackfoot name is Iniskim, meaning Sacred Buffalo Stone. The University of Lethbridge is located on the Bow Valley College Campus located in traditional Niitsitapi territory in the City of Calgary. We honour the Blackfoot people and their traditional ways of knowing in caring for this land, as well as all Aboriginal peoples who have helped shape and continue to strengthen our University community.

The most current acknowledgement statements can be located here – https://www.uleth.ca/sites/default/files/2019/08/final_territorial_statements_june_2019.pdf

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Liberal Education Statement:

The University of Lethbridge was founded on the principles of Liberal Education. With the recent revitalization of this foundation and the formation of the School of Liberal Education (2017), inclusion of a Liberal Education statement might be helpful for your students. Here is a sample (written by the School of Liberal Education) of a statement that you might want to consider including:

> Liberal education has been a community tradition at the University of Lethbridge since its founding. Our principle of Liberal Education is based on four pillars:

> - Encouraging breadth of knowledge
> - Facilitating connections across disciplines
> - Developing critical thinking skills so that our graduates can adapt to ever-changing employment and social conditions
> - Emphasizing engaged citizenship in our communities at all levels from the local to the global

More information about our School of Liberal Education can be found here – https://www.uleth.ca/liberal-education

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Student Accommodations Statement:

The University of Lethbridge has a very clear policy on Academic Accommodations of Learning for Students with Disabilities. In addition, the Accommodated Learning Centre has a wealth of information (for both Faculty and Students). Including a brief statement acknowledging that your classroom is an accommodating environment will also help those students who require accommodation feel more welcome and included. This statement might look something like this:

> My classroom is an inclusive environment for all learners. I endeavour to make my my classroom content accessible in the design of both the material and the

assessments. If you have questions or concerns about the accessibility of this course, please come and speak to me. I also work alongside the Accommodated Learning Centre to ensure that identified accommodations are made for all assignments/assessments.

In addition to the needs of students who have an identified disability, paying attention to Universal Design when designing your course material and activities can be very beneficial to ALL of your students. We will spend more time discussing Universal Design for Learning in Option 3: Designing for Online Delivery.

Technical Requirements of the Course:

Normally, students require little beyond the required textbook and the ability to make their way to class regularly in order to participate in a face-to-face class. Moving to online delivery brings with it other requirements that should be clearly communicated in the course outline for students. This means thinking about the types of activities you intend to engage the students in (and what is going to be required to participate in those activities). Some questions to consider include the following:

- Will you be holding synchronous (real-time) lectures?

- What platform will you be utilizing to conduct these lectures?
- Will that platform work on a cell phone, a tablet, older computers?
- How fast of an internet connection will be required in order to participate in this type of lecture?
- What types of activities will you be asking the students to engage in?
- Will additional software be required in order to engage in these activities?
- Will students require library access to complete activities/assignments?

A sample technical requirements statement could look something like the following:

This course will be delivered fully online with the content and activities being posted on the University of Lethbridge Moodle server. Access to a device that allows for easy consumption of this material (tablet, laptop or personal computer) is recommended – but access of the material via cell phone is possible (just not ideal). Access to adequate internet bandwidth in order to access the material (which will be a variety of PowerPoint presentations, links to videos and online readings) as

well as the ability to read and post to discussion forums and submit assignments will be necessary. During the course we will utilize Zoom (which is available for almost every current operating system and device) as well as a basic web browser to facilitate the learning process. It is also important that you have applied for library access (in order to be able to access the library resources). [You can apply for library access here](). (U of L login required)

Additional statements may be needed to allow for the design of your course and the activities/assignments in which you will be engaging students. For example, if you are making use of an external interactive tool to engage students, you will want to include a sentence (or two) that identify this tool and any registration or downloads that need to be performed in order to make use of that tool.

Communication Expectations:

Communication in an online course is absolutely vital to ensure student engagement and ultimately success. Creating clear lines of communication are very important, but just as important are the guidelines and

expectations for those lines of communication. Creating multiple pathways for communication to take place (both between student and instructor as well as student to student) encourages students to engage in the course and material. The use of email, discussion forums, and online office hours are all methods to help make yourself more accessible to students.

Something to consider though are the expectations associated with each of these forms of communication. For example, if you are encouraging use of email, you may consider the following:

- How long should they expect to wait for a response?
- Do you have times of the day that you dedicate to checking and responding to emails?
- What information do you need in an email to ensure that you are able to quickly answer the question (course title, section, assignment)?

If you are utilizing discussion forums, here are some additional considerations:

- What is the etiquette that you want them to observe in discussions with each other?
- What is an appropriate question for this forum and what should be handled in a more personal and direct manner?
- How often should students be checking a forum like this to address questions?

- Is participation in this type of forum tied to marks in the course?

A great infographic to help outline [15 Rules of Netiquette for Online Discussion Boards can be found here.](#) (Online Education for Higher Ed – Touro College).

If you are going to make use of online office hours, consider the following:

- How will you manage multiple students who want to meet with you at the same time?
- What platform are you going to use for this?
- Will that platform be a barrier for your students?

If you would like feedback from peers and/or facilitators on any aspect of your syllabus or course outcomes, please feel free to share it in the [Module Discussion Forum.](#)

Option 2: Crafting Course Outcomes
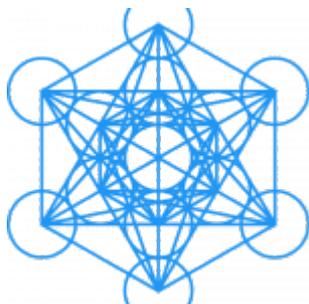
A great deal has been written about what a learning outcome (Bloom, 1956; Allan, 1996; Hussey & Smith, 2002) is as well as the difference between a learning outcome and a course objective. Unfortunately there is not a great deal of consistency with the use of language when it comes to outcomes vs objectives or even goals. For the purpose of this resource (and the work that we do at the Teaching Centre) we are going to use the following definitions to describe the terms goals, objectives and learning outcomes (as identified by the Undergraduate Education and Academic Planning group at San Francisco State University):

This option gives you the opportunity to craft your own course outcomes. In this option you will do the following:

- Define goals, objectives, and outcomes

- Review Bloom's Learning Taxonomy
- Review the revised Bloom's Taxonomy
- Gain practice writing learning outcomes

Definitions

> **Goal** – A goal is a broad definition of student competence. Examples of these goals include:
>
> - Students will be competent in critical questioning and analysis.
> - Students will have an appreciation of the necessity and difficulty of making ethnical choices.
> - Students will know how to make connections among apparently disparate forms of knowledge.

> **Objective** – A course objective describes what a faculty member will cover in a course. They are generally less broad that goals and broader than student learning outcomes. Examples of objectives include:

- Students will gain an understanding of the historical origins of art history.
- Student will read and analyze seminal works in 20th Century American literature.
- Students will study the major U.S. regulatory agencies.

Student Learning Outcome – A learning outcome describes what a student must be able to do at the conclusion of a course. When writing learning outcomes, it is helpful to use verbs that are measurable or that describe an observable action. Such verbs help faculty (and students) avoid misinterpretation. The best outcomes will include a description of the conditions ("when given x, you will be able to…") and the acceptable performance level.

A few of the key points:

- Course objectives are often a

description of what the Faculty member/instructor will cover in the course
- Learning outcomes are student focused and written in such a way that they are measurable/observable

---

Some examples could be (taken from the University of Toronto resource on Examples of Learning Outcomes – https://teaching.utoronto.ca/teaching-support/course-design/developing-learning-outcomes/appendix-a-examples-of-learning-outcomes/:
By the end of this course students will be able to:

- Identify the most frequently encountered endings for nouns, adjectives and verbs, as well as some of the more complicated points of grammar, such as aspect of the verb
- Read basic material relating to current affairs using appropriate reference works, where necessary.
- Make themselves understood in basic everyday communicative situations.

*retrieved from https://ueap.sfsu.edu/sites/default/files/assets/docs/student_learning_outcomes.pdf April 3rd, 2020.

Learning Taxonomies:

To write learning outcomes, we need to understand not only what we want our students to be able to demonstrate upon completion, but at which level we expect them to be able to complete it. Accordingly, we need a common language to identify possible levels of understanding. There are several educational taxonomies that will help us to find the language necessary to write these outcomes.

> **Bloom's Taxonomy –** The oldest and most commonly recognized taxonomy is Bloom's Taxonomy – named after Benjamin Bloom in 1956. Bloom's Taxonomy uses a tiered model of knowledge and skills with each higher level requiring prerequisite knowledge or skills from the levels below it. Here is a video that helps to explain and provide examples of applying Bloom's taxonomy (4 minutes 46 seconds):
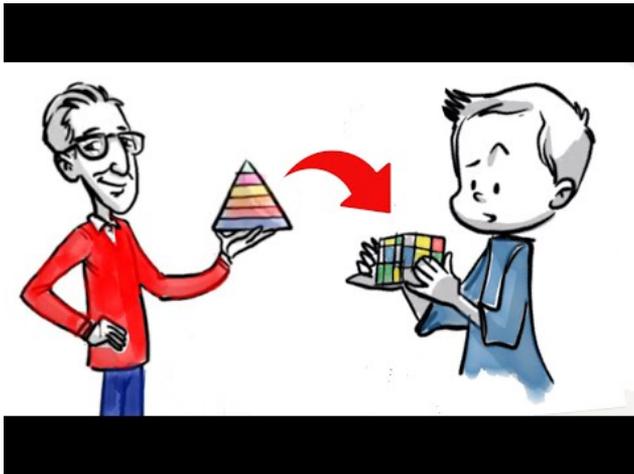
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https://openeducationalberta.ca/fitfol/?p=126

Bloom's Taxonomy (revised) – In 2000, authors Lorin Anderson and David Krathwohl published a book titled A taxonomy for learning, teaching, and assessing: a revision of Bloom's taxonomy of educational objectives. In this book they make a case for updating the original work of Benjamin Bloom. This revised version updates some of the terminology that was originally used AND changes the order of the top two levels. This video will help to explain the revised taxonomy as well as providing some examples on how these would be applicable to online learning activities (9 minutes 5 seconds):

E-Learning with Bloom's Taxonomy

Moving Online Instruction into the Higher Orders of Thinking

Jason Johnston – Instructional Designer www.higherelearning.com
College of Social Work – University of Kentucky https://socialwork.uky.edu

A YouTube element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/fitfol/?p=126

Here is a graphic that illustrates both the original Bloom's Taxonomy and the revised version of 2000:

Bloom's Revised Taxonomy

Bloom's Taxonomy | Bloom's Revised Taxonomy

Evaluation — Creating
Synthesis — Evaluating
Analysis — Analyzing
Application — Applying
Comprehension — Understanding
Knowledge — Remembering

1956, Benjamin Bloom, et.al. | 2000, Lorin Anderson & David Krathwohl
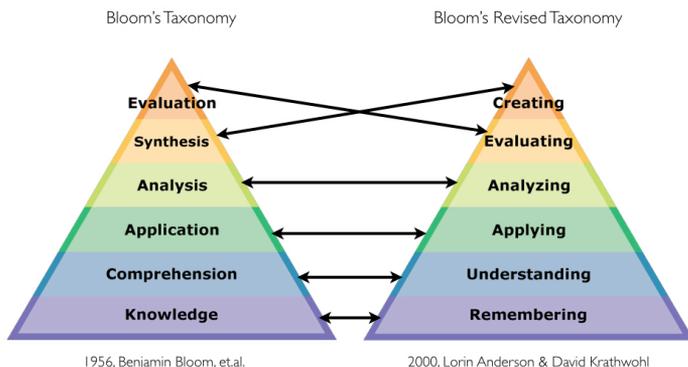
Image referenced from http://blog.discoveryeducation.com/wp-content/uploads/2015/07/HOTS_iosandroid.006.jpg

There are other several other taxonomies that might be of interest when thinking about how learning objectives can be written/framed. Some of the other prominent taxonomies are:

- The Six Facets of Understanding by Wiggins and McTighe (1998) – discussed in detail in their Understanding by Design book. Here is a link to a whitepaper published by the ASCD.
- The SOLO (Structure of Observed Learning Outcomes) taxonomy by Biggs and Collis (1982) – outlined in their book Evaluating the quality of learning: the SOLO taxonomy (structure of the observed learning outcome). Here is a link to an overview of the SOLO taxonomy created by Future Learn.
- The Taxonomy of Significant Learning by Fink (2003) – published in his book Creating Significant Learning

Experiences. [Here is a link to an overview of the Taxonomy of Significant Learning put together by the Peak Performance Centre](#).

Writing Learning Outcomes:

The process of writing learning outcomes then becomes a matter of matching the level of skill/understanding that you expect your students to demonstrate with specific area of understanding and how you will expect them to be able to demonstrate this to you (and themselves). There are many resources that can be extremely helpful in writing outcomes, but probably one of the easiest to use (and most visual) is this one by [Arizona State University](#).

Click the image above to access the Arizona State University Objective Builder Tool

By following the steps in their outcome (they use the term objective)

builder, you can quickly write learner-centred outcomes for your class.

Additional Resources:

The following additional resources may be of interest but are not required:

- [Constructing a Course Outline or Syllabus](#) (Teaching Centre, University of Lethbridge)
- [Foundations of a Course Outline Template](#) (Ryerson University)
- [List of Measurable Verbs used to Assess Learning Outcomes](#) (Clinton Community College)
- [Blooms Taxonomy of Measurable Verbs](#) (PDF) (Utica College)

> If you would like feedback from peers and/or facilitators on any aspect of your syllabus or course outcomes, please feel free to share it in the [Module Discussion Forum.](#)

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Fink, L. D. (2003). *Creating significant learning experiences: An*

integrated approach to designing college courses (1st ed.). San Francisco, Calif: Jossey-Bass.

Hussey, T., Smith, P. (2002). The Trouble with Learning Outcomes, *Active Learning in Higher Education*, 3(3), 220-233.

Wiggins, G. P., McTighe, J., & NetLibrary, I. (2005). *Understanding by design* (Expand 2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Option 3: Designing for Online Delivery
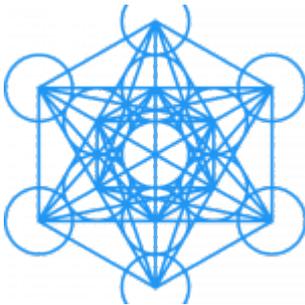
Whether you create your course syllabus as the starting point for designing your online course or after you have created the structure of the course, it is important to understand that the syllabus is the entry point into your course. In many of our courses, we discuss the syllabus at the beginning of the course and then expect students to refer back to it throughout. But do they? How many student interactions go just like this:
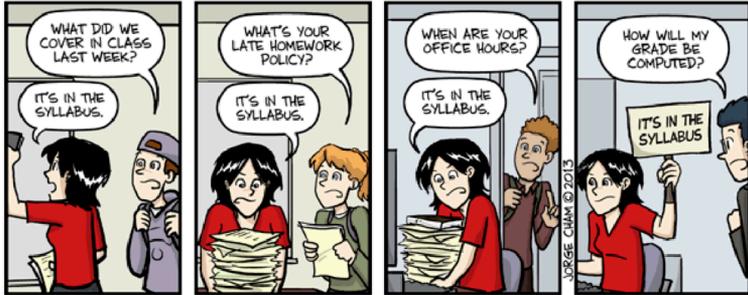
It's in the Syllabus

This message brought to you by every instructor that ever lived.

WWW.PHDCOMICS.COM

"Piled Higher and Deeper" by Jorge Cham

Image created by Jorge Cham for www.phdcomics.com –
http://phdcomics.com/comics/archive.php?comicid=1583

To combat this unfortunate reality for many, consider turning your course syllabus into not only something more useful for students, but also something that is referenced throughout your course (both directly and indirectly). Creating your course syllabus in such a way that you can link back to specific parts of it will help students remember the role it has in helping explain the structure of the course. The idea of creating a "warm" syllabus has been an idea that has been discussed in a number of articles written for the Association for Psychological Science. One such article titled Creating the Foundation for a Warm Classroom Climate (January,

2011), discusses the impact that the tone of the course syllabus can have on setting the tone for the entire course.

There are many different ways in which a course syllabus can be presented to students. How about considering a course syllabus that is laid out as a graphic organizer of sorts – with all of the key information presented on the first page in an easy to view layout. [The Visual Communication Guy](#) has an excellent tutorial on turning your syllabus into an infographic (Aug 14, 2017) that is worth reading if you are interested in going this route with your syllabus. [Another example of this can be found here.](#)

Another possibility is creating what Michelle Pacansky-Brock calls a *Liquid Syllabus*. A liquid syllabus is a version of your syllabus that is mobile friendly (displays well on a mobile device). She writes about it in an article posted to the [Teaching Without Walls website](#) (Aug 13, 2014) and also summarizes her ideas in this brief YouTube video (2 minutes 48 seconds).

Designing an Online Course

Creating a well structured, inviting and engaging learning experience for students is about much more than simply having engaging content. The entirety of the course – from the introduction of the course and materials, to the course syllabus, to the structure, design, and layout – contributes to the student learning experience (and to student success). Most often we are not creating course material from scratch for online delivery; rather, we are re-purposing material that was created for a face-to-face delivery for online. This brings with it specific challenges and considerations:

- How will online delivery impact what/how I present to the students?
- How will working online impact the students' ability to complete tasks?
- How will I engage students in their learning and with each other?
- How much time will these activities take in an online environment?
- How will I balance synchronous (real-time) vs asynchronous interaction with the students?

In addition to these questions, we should also consider how we present this information to students.

A great deal has been written about how to design an effective online course (for a variety of audiences). An article title [Designing Effective Online Courses: 10 Considerations](#) (Burns, 2016) for eLearning Industry outlines the following 10 key points. She indicates a good online course needs to have the following attributes:

1. Grounded in an understanding of the learning process
2. Based on the needs of the adult learners
3. Links theory and practice
4. Accommodates a wide range of learning styles
5. Accessible to all
6. Flexibly designed
7. Flexibly delivered
8. Provides for flexible assessment
9. Utilizes a variety of media
10. Promotes interactivity

Point #5 makes reference to accessibility. This term refers to ensuring that the course, its content and assessments associated with it are all equally available regardless of the learners race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation. We have created a resource to help better understand accessibility and posted it on our website here – the Accessibility of Education Toolkit for Educators.

An article titled 4 Expert Strategies for Designing an Online Course published to Inside Higher Ed (Rottmann & Rabidoux, 2017) outlines the following 4 strategies:

- **Involve the learner** – find ways to engage the students in the learning process. Find ways to get students interacting with the material (and each other) as part of the course.
- **Make collaboration work** – find ways to engage students in meaningful peer collaboration. Clear expectations and the time to engage with each other (as well as support for the tools being used) will help.
- **Develop a clear, consistent structure** – a well designed course draws the learner into the experience. A clearly laid out structure that is repeated from module/section to module/section helps. Breaking the material down into more manageable sections can help make it easier to work through for students.
- **Reflect and revise** – there are several models that can help gather feedback on the course and make revisions. The key is to be open to feedback – even seek it out from students.

These are great tips, but what does this look like within the confines of a course? What are some of the things that you can do within the University of Lethbridge Moodle environment that will help to create an inviting environment for the students? A few simple steps that can help make Moodle a bit more inviting for students are listed below:

- Use graphics (where appropriate) to help make the content a bit more visual (less text heavy). The use of labels in Moodle can also be helpful to provide context and information around the activity and resource links.
- Use short video clips to help build community but to also help introduce topic sections or explain instructions. Support these with close captioning or a transcript of the video (for accessibility). These can help give the content more of a personal feel and help the students get to know you a bit.
- Break content sections into clear, manageable chunks for students.
- Be consistent with how you layout/present your material from section to section (so students quickly learn what to expect).

Examples

Here are a few samples from one of our FLOf course:
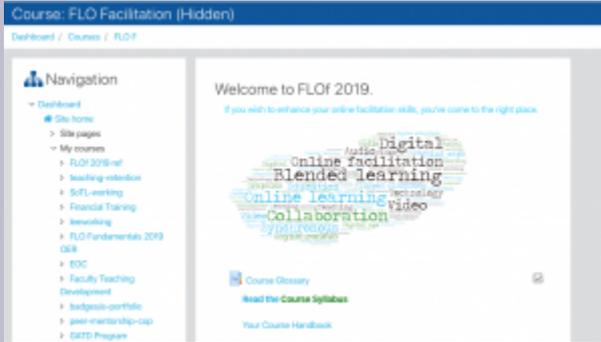
Screen capture from FLOf 2019
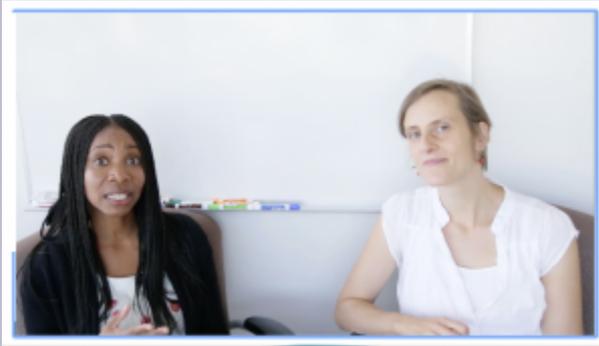
FLOf Video Introduction

Ultimately, there is no "right" way to accomplish this. It comes down to what works for you (and your students), the

content that you are presenting and your approach to teaching. It often takes some experimentation to find an approach that works for you.

Additional Resources:

The following resources might help you get more familiar with some of the content that you can place into Moodle and some of the ways in which you can format content for a more inviting presentation to your students:

- Changing Topic Titles in Moodle (moodleanswers.com support site)
- Adding and Removing Sections in Moodle (moodleanswers.com support site)
- Embedding a YouTube Video in Moodle (moodleanswers.com support site)
- Building Custom Content in Moodle (moodleanswers.com support site)

If you would like feedback from peers and/or facilitators on any aspect of your syllabus or course outcomes, please feel free to share it in the Module Discussion Forum.

References:

Burns, M., (2016), Designing Effective Online Courses: 10 Considerations, eLearning Industry website, retrieved April 8th, 2020 – https://elearningindustry.com/designing-effective-online-courses-10-considerations

Harnish, R. J., McElwee, R. O., Slattery, J. M., Frantz, S., Haney, R. H., Shore, C. M., Penley, J., (2011), Creating the Foundation for a Warm Classroom Climate, *Association for Psychological Science Observer*, retrieved April 10th, 2020 – https://www.psychologicalscience.org/observer/creating-the-foundation-for-a-warm-classroom-climate

Newbold, C. (2017), How to Turn Your Syllabus into an Infographic, *The Visual Communication Guy* Blog, retrieved April 11th, 2020 – https://thevisualcommunicationguy.com/2017/08/14/how-to-turn-your-syllabus-into-an-infographic/

Pacansky-Brock, M. (2014), The Liquid Syllabus: Are You Ready?, *Teaching Without Walls* website, retrieved April 15th, 2020 – http://www.teachingwithoutwalls.com/2014/08/the-liquid-syllabus-are-you-ready.html

Rottmann, A., Rabidoux, S., (2017), 4 Expert Strategies for Designing an Online Course, *Inside Higher Ed*, retrieved April 8th, 2020 – https://www.insidehighered.com/digital-learning/advice/2017/03/15/4-expert-strategies-designing-online-course

FACILITATION OF LEARNING & TEACHING ONLINE

Content Overview:

What you will learn in this module PART 1

You will:

- Read about increasing interactivity online to familiarize yourself with specific facilitation techniques
- Provide solutions to identified problems in a case study by commenting on a shared discussion board
- Contribute comments to your peers suggested solutions to build a sense of community around online facilitation

Time Commitment:
This module is designed to take 2-3 hours to complete.
Instructor contact and availability:
Activity/Lesson acceptable submission formats:
Discussion Forum

STEP 1: Read about the need to increase interactivity in online environments to help increase student motivation and engagement.

Increasing Interactivity Online

As we shall see, instructor presence, social presence, and cognitive presence all support student engagement online. Both instructor presence and social presence speak to different levels of interactivity online. It is those levels that need to be paid careful attention to. Interactivity plays an important role in the learning process among instructors, learners, and content (Wei, et al., 2015). Interactivity can happen through instructor-student interactions, student-student interactions, and student-content interactions. Research suggests that of the three, instructor-student interactions have the most impact on student motivation, retention, and perseverance (Croxton, 2014; Huss et al., 2015). Online interactivity is not bound by time or space and thus has been viewed as one of the most important parts of a learners' positive learning experience online (Wei, et al., 2015). Moreover, as research shows, "Multimedia resources and other tools... [only] serve to enhance the learning experience and provide a focus for students to actively engage with the instructor, their peers, and course content" (Huss et al., 2015, p. 75).

Instructor-student interaction

Huss et al. note that "Instructors who are best at facilitating interaction in online classes are those who are resilient, adaptive, and proactive" (2015, p. 74). The role of the instructor is to facilitate and encourage high-quality communication among his/her learners and thereby also encouraging learners to communicate and build relationships with their instructors.

Student-student interaction

Student-student interactions are also an important part of

learner satisfaction online (Croxton, 2014). Research suggests "interactions that were most predictive of sense of community were: sharing personal experiences, collaborative group projects, entire class discussions, and exchanging resources" (Huss et al., 2015, p. 74). Student-student interactions also foster a sense of student autonomy where students learn independently or from one another and are less reliant on their instructor.

Instructions:

STEP 2: Read the article, <u>A case study of online instructors and their quest for greater interactivity in their courses: Overcoming the distance in distance education</u> by Huss, J.A., Sela, O., & Eastep, S. (2015).

STEP 3: Now that you have a bit more understanding about interactivity and its effect on student satisfaction, assume the <u>comments below</u> (excerpts from the above reading) are from your colleagues. As you read these comments, consider the following question:

1. How would you suggest mitigating the barriers to interactivity online?

Step 4: Share your thoughts on this**general discussion forum** Once other participants have posted their comments, post a response to at least one other participant.

Note: If you chose not to do the suggested reading, you can still do this activity below.

Excerpts from reading:

Online Courses Hinder Instructor-Student Interaction

"...(Carol, Kate, Marion, Olivia) brought up their frustration with the fact that the online format seems to hinder the instructor-student interaction. The fact that both teacher and student are unable to use their body language, facial expressions, and voice when communicating is a serious liability in forming the rapport necessary for good learning. Marion stated, "Because so much of

my face-to-face [courses] I use body language, I read body posture and facial expressions and I respond to that, and I didn't realize how much I use that or how that was a skill that I had until I no longer had access to it." Kate mentioned, "You can't look and immediately tell if people are getting it or not." Olivia explained "...in an online course these relationships [instructor-student] aren't manifested. This interaction is lacking... also lacking is class discussion, which is something very important for learning. I miss that."

Olivia further noted: Yes, they write me, they won't stop complaining and I keep telling them, it was you who chose to learn this in an online course. In class I can answer these questions, here I can't answer every single 'I didn't understand, I didn't know.' So, I don't answer.

The participants perceived the communication between instructor and students as flawed or insufficient and are very much upset by this and unable to find a solution" (Huss, Sela & Eastep, 2015, p. 78).

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_____

OPTIONAL: Additional reading

Croxton, R.A. (2014). The role of interactivity in student satisfaction and persistence in online learning. MERLOT *Journal of Online Learning and Teaching*, 10(2), p. 314-324. Retrieved from https://jolt.merlot.org/vol10no2/croxton_0614.pdf

References

Croxton, R.A. (2014). The role of interactivity in student satisfaction and persistence in online learning. MERLOT *Journal of Online Learning and Teaching*, 10(2), p. 314-324. Retrieved from https://jolt.merlot.org/vol10no2/croxton_0614.pdf

Huss, J.A., Sela, O., & Easter, S. (2015). A case study of online instructors and their quest for greater interactivity in their courses: Overcoming the distance in distance education.

Australian Journal of Teacher Education, 40(4), p. 72-86 Retrieved from https://files.eric.ed.gov/fulltext/EJ1057909.pdf

Wei, H-C., Peng, H., & Chou, C. (2015). Can more interactivity improve learning achievement in an online course? Effects of college students' perception and actual use of a course-management system on their learning achievement. *Computers & Education*, 83, 10-21. Retrieved from http://bibliografia.eovirtual.com/WeiC_2015_Can.pdf

Facilitation of Learning & Teaching Online PART 2

Methods and Strategies

This module is guided by the principle that in order to be an effective online facilitator you must first experience the online environment as a learner. It is designed to broaden your knowledge of online facilitation models and strategies so as to support your own online facilitation.

After reviewing two popular research-based online

facilitation models, you will choose one to help guide your facilitation of a chosen activity or lesson for your course. In addition, you will be provided with two lists of various instructional strategies with which to format or guide your activity/lesson. Upon completing your facilitation instructions for your activity/lesson you'll have the option to submit it and receive feedback as well as to reflect on your experience through a reflective discussion post.

You can start this module by reading through the learning outcomes and subsequent resources. There is additional reading material, but it is not required to complete the module. It has been provided to offer you a deeper understanding of the online facilitation models. The module will begin with a brief introduction to the two models: the Community of Inquiry framework and Salmon's Five Stage model. Remember you only need to choose one model to guide you through your activity/ lesson planning.

Learner Support:

To support your learning a sample lesson has been provided at the end of this module.

What you will learn in this module PART 2

You will:

- Read about the changing roles of instructors in an online environment.
- Explore and select an appropriate online facilitation model to guide your facilitation
- Determine what you want to do and how you want to work with your students (eg. lecture, discussion, small group work)
- Using an online facilitation model, choose from a list of facilitation methods in order to help design an activity *Optional submit activity for peer feedback*
- Provide a final summary post, describing and reflecting upon how you've utilized your chosen online facilitation model *Optional Reflective discussion post*

Required Resources

Online facilitation models

- The Community of Inquiry (CoI) framework
- Diagram: http://cde.athabascau.ca/coi_site/documents/ coi_model.pdf

- Gilly Salmon's Five Stage model
- https://www.gillysalmon.com/five-stage-model.html

List of facilitation methods

   Below you will find two different live links of facilitation methods to choose from one from the University of Illinois Springfield and the other for McGill University.

- University of Ilinois Springfield (**skip to instructional strategies section)
- https://www.uis.edu/ion/resources/tutorials/pedagogy/instructional-strategies-for-online-courses/
- McGill University
- https://www.mcgill.ca/tls/instructors/strategies

Tools

Moodle discussion forums

Changing Roles of Facilitators

With instructors facing new roles that demand a thorough understanding of the relationship between technology, pedagogy, and content within their given discipline (Mishra & Koehler, 2006; Wu et al., 2016), the role of educators is increasingly more complex (Ouellett, 2010). Facilitating online calls for an instructor to

take on several different roles including that of *facilitator*, *designer*, *technology specialist*, and *director*.

As the *facilitator*, the instructor's role is to create meaningful learning opportunities for learners to gain the skills they'll need in their chosen careers. The instructor needs to carefully design and scaffold assignments and assessments that will help lead to personal growth and self-efficacy among students (Kwantlen Polytechnic University, n.d.).

As a *designer*, instructors curate resources that serve the learning goals and enable students to grow knowledgeable in their field. They select the most relevant resources such as videos, readings, and the like to best serve learning outcomes. Instructors must design the online environment, so it is logically organized and easy to navigate (Kwantlen Polytechnic University, n.d.).

As *a technology specialist*, the instructor assumes the role by choosing appropriate technologies to meet learning goals. It is necessary for the instructor to understand how to use the tools and clearly explain their use to students. Furthermore, as a technology specialist, the instructor needs to ensure the course site is continuously running smoothly otherwise the lack of efficiency can lead to student frustration and a barrier to learning (Taylor-Massey, n.d.). Educators now need to consider asking "when, to what degree, and to what ends" (Ouellett, 2010, p. 12) technology should be used, rather than whether it should be used, in order to make informed decisions about which educational technologies are best suited for their subject-matter (Koehler & Mishra, 2009).

As the *director*, instructors need to make themselves available to guide students and clarify or answer questions along the way. They need to provide just-in-time feedback, so students know where they are at any given time within an assignment or project and how to proceed forward (Kwantlen Polytechnic University, n.d.).

Knowing the extent to which educators need to adjust their roles is necessary to gain knowledge or a sense of mastery in a particular area. This module will focus on providing knowledge and proficiency in facilitating online learning environments.

STEP 1: Read the following two articles:

Anderson, T. (2004). Teaching in an online learning context. In T. Anderson & F. Elloumi (Eds.), *Theory and practice of online learning* (pp. 273-294). Athabasca, AB: Athabasca University. Retrieved from https://auspace.athabascau.ca/bitstream/handle/2149/758/teaching_in_an_online.pdf?sequence=1&isAllowed=y

Wright, P. (2015). Comparing e-tivities, e-moderation, and the five stage model to the community of inquiry model for online learning design. *The Online Journal of Distance Education and e-Learning*, 3(2), p. 17-30. Retrieved from https://tojdel.net/journals/tojdel/articles/v03i02/v03i02-02.pdf

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OPTIONAL: Additional Reading

Anderson, T. (2016, September). How communities of inquiry drive teaching and learning in the digital age. Contact North Nord. Retrieved from https://teachonline.ca/tools-trends/insights-online-learning/2018-02-27/how-communities-inquiry-drive-teaching-and-learning-digital-age

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References

Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for integrating technology in teacher knowledge. *Teachers College Record*, 108(6), 1017-1054.

Retrieved from http://onlinelearningcurriculumcommittee.pbworks.com/f/mishra.pdf

Learning to Learn Online by Kwantlen Polytechnic University is licensed under a CC BY-SA 4.0

Ouellett, M. (2010). Overview of faculty development: History and choices. In K. J. Gillespie & D. L. Robertson (Eds.), *A guide to faculty development*, *2nd ed.*, (pp. 3-20). Retrieved from https://tpa.abu.edu.ng/www.devcomlibrary.com/Ebook%20Database_E/A_Guide_to_Faculty_Development__Jossey_Bass_Higher_and_Adult_Education_____2nd_edi.pdf#page=29

Taylor-Massey, J. (n.d.) *Redefining Teaching: The five roles of the online instructor.* Retrieved from http://blog.online.colostate.edu/blog/online-teaching/redefining-teaching-the-five-roles-of-the-online-instructor/

Wu, B., Hu, Y., Gu, X., & Lim, C. (2016). Professional development of new higher education teachers with information and communication technology in Shanghai: A Kirkpatrick's evaluation approach. *Journal of Educational Computing Research*, 54(4), 531-562. Retrieved from http://journals.sagepub.com.ezproxy.royalroads.ca/doi/pdf/10.1177/0735633115621922

The Community of Inquiry Framework

STEP 1: Read a brief summary of the Community of Inquiry Framework below.

The Community of Inquiry Framework (CoI)is an online learning model that focuses on collaborative and constructivist principles. Constructivist principles "recognize that the learner has prior knowledge and experiences, which are often determined by their social and cultural environment. Learning is therefore done by students' "constructing" knowledge out of their experiences" (Wikipedia, 2018). The framework is used to analyze online learning environments and consists of three interrelated domains: *social presence*, *cognitive presence*, and *teacher presence*.

By using this framework in your practice, you ensure you are addressing the three critical presences (explained below) that exemplify sound practice in online learning.

Social presence denotes the level to which learners identify and associate with one another. It refers to an online environment that **establishes a safe space for learners to share their ideas**, **explore differences**, and **collaborate**. **Building trust** is the key to helping learners navigate the online space effectively. By contributing to discourse, articulating their thought processes, and

discovering misconceptions, learners can cultivate a community of practice (Anderson, 2004).

Cognitive Presence is the process of **learners constructing meaning** through **dialogue**, **discourse,** and **reflection**. It is grounded in the "epistemological, cultural, and social expression" (Anderson, 2004, p. 274) of that particular content in a way that supports the advancement of **critical thinking skills**.

Lastly, **teacher presence** can be broken down into three critical elements: **design and organization of the learning environment**, **design of interactive learning activities**, and **design and delivery of multi-modal content**. In addition to these responsibilities, teaching presence helps facilitate the creation of new knowledge by both instructor and student. When designing and organizing the learning environment, instructors need to think about how to scaffold learning activities so that learners continuously grow in their autonomy. Learning activities that encourage **interaction with the content**,

> **community building** and **self-directed learning** exemplify good practice (Garrison, Anderson & Archer, 2000).

STEP 2:

In an effort to offer a meaningful educational experience for your learners, view the Community of Inquiry framework **here**, and explore the website's related files.

> *An interactive or media element has been excluded from this version of the text.*
> *You can view it online here:*
> *https://openeducationalberta.ca/fitfol/?p=61*

Figure 1: Community of inquiry framework. Reprinted from The Community of Inquiry, by T. Anderson, R. Garrison, & W. Archer 2000. Retrieved from https://coi.athabascau.ca/wp-content/uploads/2014/07/COI-ANIM.swf. Reprinted by permission.

References

Anderson, T. (2004). Teaching in an online learning context. In T. Anderson & F. Elloumi (Eds.), *Theory and practice of online learning* (pp. 273-294). Athabasca, AB: Athabasca University. Retrieved from https://auspace.athabascau.ca/bitstream/handle/2149/758/teaching_in_an_online.pdf?sequence=1&isAllowed=y

Anderson, Rourke, Garrison, & Archer. (2001). *Community of Inquiry*. [Vector graphic]. Retrieved April 17, 2020 from https://coi.athabascau.ca/coi-model/

Constructivism. (2018). *In Wikipedia*. Retrieved April 17, 2020 from https://en.wikipedia.org/wiki/Constructivism_(philosophy_of_education)

Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher educationmodel. *The Internet and Higher Education*, 2(2-3), 87-105.

Gilly Salmon's Five Stage Model

Gilly Salmon's Five Stage Model

Instructions:

STEP 1: Watch this video called 5 Stage Model (9:05 mins) by Gilly Salmon.

A YouTube element has been excluded from this version of the text. You can view it online here: https://openeducationalberta.ca/fitfol/?p=63

Next explore this **website** and pay attention to the **slideshow**,

infographic and **model** to familiar yourself with the process and steps of the online facilitation model.

> **Note:** Although Gilly Salmon references 'blended learning' in her video, this model can be used for both blended and online learning.

Glossary

- **conferencing** – students communicating and collaborating
- **e-tivities** – "frameworks for enabling active and participative online learning by individuals and groups" (Salmon, 2013, p. 5)
- **scaffold** – refers to "teachers providing successive levels of temporary support that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance" (The Glossary of Education Reform, n.d.).

Salmon's Five Stage Model

An interactive or media element has been excluded from this version of the text. You can view it online here:

https://openeducationalberta.ca/fitfol/?p=63
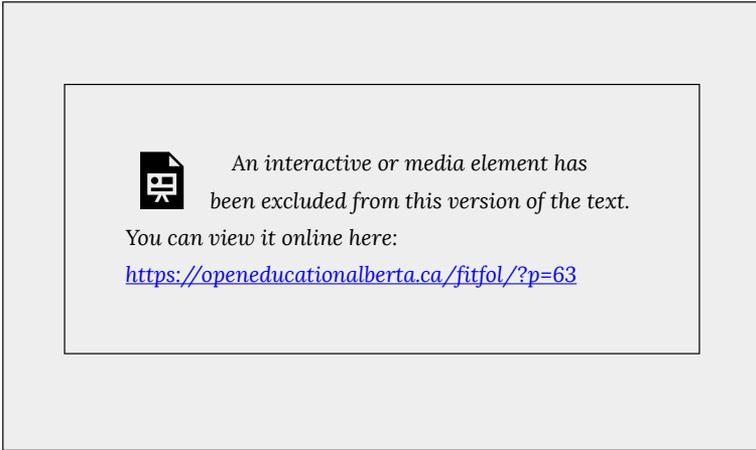
Figure 2: Salmon's five stage model. Reprinted from Being a Successful Online Teacher by G. Salmon 2011. Retrieved from https://leocontent.acu.edu.au/file/ccbe60fc-4a3c-4a2c-a80e-286a4946a9f3/1/html/ote_1_30.html

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References

Salmon, G. (2013). *E-tivities: The key to active online learning* (2nd ed.). London & New York: Routledge

Salmon, G. (n.d.) *Salmon's Five Stage Model.* [Infographic]. Retrieved from https://leocontent.acu.edu.au/file/ccbe60fc-4a3c-4a2c-a80e-286a4946a9f3/1/html/ote_1_30.html CC BY-NC-ND 4.0

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Choosing a Model

Instructions:

STEP 1: Now that you have a better understanding of each facilitation model, you need to choose **one** that speaks to you to guide you in the design of your activity. Use the guiding question(s) below to help you as you move through the rest of the module. Consider answering the following question(s) for yourself depending on which model you choose.

Summary of each online facilitation model

Community of Inquiry

"…defined as a process model of online learning, it emphasise [*sic*] the importance of developing a community of learners, who through collaboration and connectivity, are able to create sustain higher order processes of learning. It seeks not only to establish this integral online learning community of students, but to embed the pursuit of inquiry into online learning. In order to create this, the CoI frame work identifies three key overlapping areas that are integral components of learning design for applying the model. These key elements are known as Social Presence, Cognitive Presence and Teaching Presence" (Wright, 2015, p. 20).

Salmon's Five Stage Model

"The 5-Stage Model (Salmon, 2011) is a strategic approach to structuring course content and interaction, around the basis of

a natural stage-by-stage progression the e-learner is likely to go through in online learning. The model provides the course designer a scaffold in which to organise course content and structure, with the integration of specific stage appropriate e-tivities, to meet the individual online pedagogy needs of the learner. This links directly to providing a valid strategy for meeting learner satisfaction in Course Structure and Organisation factors" (Wright, 2015, p. 19).

If you choose the Community of Inquiry Framework...

Question #1:

> Learning environments that are learner-centred, content-centred, community-centred, and assessment-centred do not necessarily provide quality experiences, so what else needs to be added to this mix to lead learners towards experiences that have great impact? (Clint Lalonde, 2017)

If you choose Salmon's Five Stage Model...

Question #2

How do these elements ensure quality learning experiences? What does quality mean in this case? (Clint Lalonde, 2017).

What do you want to do with your students?

Instructions:

STEP 2: Now you need to decide what you want to do and how you want to work with your students (eg. I want my students to work in teams to analyze a case study.) To do this, visit these two websites **1: University of Illinois Springfield** (**skip to instructional strategies section) **2: McGill University** to explore a variety of instructional strategies. Choose one to two instructional strategies to design your activity.

At this stage, you should have chosen one to two instructional strategies to design your activity. You should have your objectives (what your students will learn) and learning outcomes (what your students should be able to do) written as well. SEE: **Crafting Course Outcomes**

As you create your activity/lesson plan consider the following guiding questions:

- What are the specific steps you will take to facilitate the activity/lesson?
- How does your activity align with your learning outcome(s)?
- What portions of your lesson will be hosted synchronously or asynchronously?

Activity/Lesson acceptable submission formats:
Written, PowerPoint or video

Instructions:

STEP 3: Now that you have decided which model you will use to create your online activity, use the additional guiding questions below to guide your planning.

———————————————————————————————————————
————————————————————————————————

Guiding Questions

If you chose the Community of Inquiry framework

Social Presence

1. Will students work individually or collaboratively?
2. Will student choose their own groups, or will groups be assigned?
3. How will students get to know one another and develop trust?
4. How will you create a safe space for students to share their ideas?

Cognitive Presence

1. How will students be expected to process the lesson information?
2. How will students demonstrate an understanding of the lesson information?

Teacher Presence

1. How will you build trust with your students?
2. How will you make yourself available to your students?
3. How will you demonstrate teacher's presence online?
4. How will you structure your learning environment and activity, so as to support your learners?
5. How will you teach your learners how to access and use relevant technologies?

Guiding Questions

If you chose Salmon's Five Stage model

1. How will you ensure accessibility to all learners?
2. How will you motivate your students?
3. How will you encourage socialization among you and your learners?
4. How will you scaffold your activity?
5. How will you support knowledge construction?
6. How will you communicate with your learners?
7. How will you communicate and support technology use?
8. How will you gage knowledge retention?

Note: Depending on which model you choose, it is not necessary to answer every guiding question; however, your activity will be better planned if you are able to.

Reflection

Instructions:

   STEP 1: Write a final reflective post in this **general discussion**

forum describing how you have utilized the your chosen online facilitation model.

References

Lalonde, C. 2017. LRNT 505: *Community building processes for online learning environments: Winter 2017* [Course lecture]. Retrieved from royalroads.ca

Wright, P. (2015). Comparing e-tivities, e-moderation and the five stage model to the community of inquiry model for online learning design. *The Online Journal of Distance Education and e-Learning*, 3(2), p. 17-30. Retrieved from https://tojdel.net/journals/tojdel/articles/v03i02/v03i02-02.pdf to inform your understanding of the Community of Inquiry Model and Gilly Salmon's Five Stage Model that comprise of this module.

Sample Activity

Below you will find a sample activity. The sample is designed to provide a basic example of what your own activity might look like. It is based on the Community of Inquiry (Col) framework. Notice that you need to have your objectives, learning outcomes and teaching strategy identified, and an instructor introduction (note: this may already appear on your course syllabus). You can then see how the course objectives align with the learning outcomes as shown in the example below.

SAMPLE ACTIVITY

Objectives (what learners will learn)

Learners will:

- explore the Col framework to develop an understanding of social presence in an online environment.
- individually research case studies in which social presence played a key role in student success.
- work in groups of their choosing to analyze the

case studies to compare similarities and identify differences.

SAMPLE Instructor introduction

Welcome to CB1000 (Community Building). My name is Sam Poland and I'll be your instructor for the course. I've been teaching this course for four years and love learning new ways of building community with every iteration. I am interested in building a vibrant community together and so I invite you each to share a little bit about yourself with the class so we can get to know each other.

The sample below is for the facilitator to identify how the learning outcomes and tasks/instructions align with a particular online facilitation model (in brown). This example is based on the Col framework.

> **Notice** how each learning outcome is identified with each activity (in pink) to ensure alignment with activity goals and learning outcomes.

Learning outcomes (What students will be able to do)

Having read two academic readings on the CoI framework, students should be able to:

1.1 explore the CoI framework with a specific focus on social presence.

1.2 individually define social presence in their own words to demonstrate their own understanding of social presence.

1.3 individually research and find a chosen case study that exemplifies social presence and its role in student success in online environments.

1.4 work in groups of their choosing to analyze each case study identifying differences and comparing similarities. Note: Groups of 4

1.5 submit their findings in an 850-word summary in an effort to demonstrate their ability to analyze case studies and draw conclusions.

1.6 *Optional*: write a reflection on their experience of social presence in the group activity on a discussion board (LMS).

Teaching strategy

- Case study

  STEPS

1. Learners will be exposed to the Community of Inquiry model through selected readings. **[1.1]**
2. Learners will be asked to focus on the element of social presence while reading. **[1.1]**
3. Learners will contribute their own definition and

understanding of social presence on a class Lino as a means of demonstrating comprehension of the concept. **[1.2]**

4. Instructor will provide a brief tutorial on how to use Lino TECHNOLOGY

5. Instructor will read Lino and make comments where necessary. Then the instructor will provide a brief summary of social presence and its role in the Community of Inquiry framework. TEACHER PRESENCE

6. Learners will be tasked to individually research and find case studies exemplifying social presence and its role in student success in online environments. CASE STUDY **[1.3]**

7. Learners will work in groups of their choosing to analyze each case study identifying differences and comparing similarities. CHOICE, GROUPS **[1.4]**

8. The instructor will have a scheduled check-in with each group to answer questions and to ensure that the groups are on task. TEACHER PRESENCE

9. Learners will then submit their findings in an 850-word summary in an effort to demonstrate their ability to analyze case studies and draw conclusions. **[1.5]**

10. Learners will be given a choice as to how they submit their final summaries to the instructor (written, audio, or video). CHOICE

11. The instructor advises students to submit final summaries through LMS.

12. Instructor feedback. TEACHER PRESENCE

13. Optional: Learners write a reflection on their experience of social presence in the group activity on

a discussion board (LMS). **[1.6]**

DESIGNING ACTIVITIES & ASSESSMENT FOR ONLINE LEARNING

This Module is guided by the principle that good assessment comes from having well-defined learning outcomes. It is designed to help you build authentic assessment (valid and reliable), whether graded or ungraded, for an online learning environment. The assessment methods introduced in this Module are evidence-based and are designed to increase both authenticities of learning and learner engagement in online learning environments.

The approaches and strategies discussed in this module are student-centric but are also designed to increase teaching effectiveness and reduce workload for instructors. You will be exposed to the main theory of practice for meaningful assessment and to consider how

your current assessments and activities align with your intended outcomes. You will then choose one aspect of assessment that you wish to adapt or create for an online learning environment. You will be equipped with summaries, templates, and resources to help you develop authentic online assessments for any course. At the end of the Module, you will have the option to submit your revised or newly created assessment to receive feedback from members of the University of Lethbridge's Teaching Centre.

This Module begins with an introduction to the learning outcomes, materials needed, and navigation through the module. There are additional resources listed in each section to read and use for future course development. You will begin this Module by reviewing assessment methods. Then, you will have the option to create a new activity and assessment tool for an online class. The Module also consists of supplementary sections labeled 'Tool Box.' These sections provide you with extra guidance in hot topics related to online assessment and include some templates. There is also an FAQ section at the end of the Module.

- **Activity Options:**

   After you complete the first two sections, you will be asked to revise/create a single assessment tool for a particular course. You will have the choice of creating a discussion forum, altering an exam, changing a hands-on project, or a transforming presentation for an online learning environment.

   If you are planning a new course or completely re-designing an old course, you can visit the optional activity at the end of the Module titled "What are your course goals & learning outcomes?"

- **Time Commitment:**

   This Module should take **3-5 hours** to complete (this assumes you choose one of the four options).

- **Learner Support:**

   Various forms of media and exemplars have been provided throughout the Module to assist you through your learning. You will be able to engage with your fellow learners through informal discussion boards. If you need more guidance, we encourage you to do a quick internet search and look at what other

instructors have posted as exemplars and read some articles. We have posted extended help at the bottom of each section for some good resources. Your instructors will also be able to provide some support to you.

- **Instructor Availability:**

  10 AM – 4 PM on Mondays – Fridays from Monday, June 15 to Friday, June 26.

If you require extra support beyond these hours, you can contact the Teaching Centre or your instructors directly for assistance.

Guiding Questions & Learning Outcomes

Guiding Questions

It is expected that you will be able to answer the following questions by the end of the Module...

1. What elements create an authentic, online assessment?
2. What needs to be considered to encourage academic integrity for online learning?
3. How do I (re)structure assessment(s) appropriate for online learning environments?

Learning Outcomes

By the end of the Module, you will be able to...

1. Articulate and describe intended learning outcomes for an online course.
2. Identify factors of authentic assessment, which include reliability and validity.
3. Know how to encourage academic integrity.
4. Re-design or create activities & assessments conducive for online learning.

Module Expectations

If you choose to engage in all aspects of the Module, you will...

1. review some of the theory behind sound assessment practices
2. contribute to discussions in Moodle

3. build or revise specific course material for upcoming courses

If you read every section and complete the activities for <u>one of the options</u>, this Module will take you between **6 hours – 9 hours** to complete. If you choose to interact with extended resources, this Module can take you *significantly longer* than the time recommendations.

Navigating the Module

As with all modules in this course, this is a choose your own adventure module! This means you can work through specific aspects of the Module depending on your current needs.

It is recommended that you first review other parts of this book (which you will navigate to after reading this page):

- [Section 1: Assessment Methods & Backwards Design](#) and
- [Section 2: Types of Scoring Criteria](#)

Next, you will be presented with the activity for creating an online activity and corresponding assessment tool. You will then **choose between one of four types of learning activities** you want to design for your course. They are as follows:

1. [Designing a Discussion Forum with Scoring Criteria](#)
2. [Altering an In-Person, Synchronous Exam into an Alternative Exam](#)
3. [Adjusting a Hands-On Project for Online Learning](#)
4. [Transforming an In-Person Presentation into a Virtual Presentation](#)

You are encouraged to find extra support in the following sections:

- [Tool Box 1: Alternative Online Assessments At-A-Glance](#)
- [Tool Box 2: Academic Integrity & Online Assessments](#), and
- [Assessment FAQ Section](#)

Your first time teaching online may not be the best online course ever, but your skills

will grow as you gain experience in this format.

Each section has a recommended timeframe for you to complete the materials to remind you to move quickly through the material. You may not be able to fully consider all the materials and the reflective questions at this point, but you can always revisit the content later.

Materials

Before you begin this Module, you will need:

1. Course schedule including your assessment schedule
2. The assessment you wish to revise
3. Course syllabus
4. List of required course materials your students will be using

Section 1: Assessment Methods & Backwards Design

Section 1 provides an overview of assessment methods and the leading method of how to build strong assessments. You will not need any specific materials.

This section should take **35 – 60 minutes** to complete.

<u>Guiding Questions</u>

Please think about these questions before you begin this section:

1. What is your biggest concern regarding assessment in online courses?
2. In your courses, what kinds of learning are particularly difficult to measure, and why?

<u>Three Methods of Assessment</u>

Assessment is "the process of using tools and techniques to collect information about student learning. In other words, assessment is the way teachers *see* their students' learning" (Gareis & Grant, p. 2, 2015).

We use assessment to determine the "nature and degree of student learning" (Garies & Grant, p. 3, 2015).

There are **three methods of assessment**:

1. Pre-Assessment
2. Formative Assessment
3. Summative Assessment

Pre-Assessment occurs before you teach your students.

Formative Assessment includes ungraded activities and feedback you provide to students.

Summative Assessment involves graded activities that occur at the end of learning.

- Each method of assessment has a purpose in your classroom. We use pre-assessment to evaluate the needs of our learners **before** we teach them. For example, you may survey your students before a lecture to see if they understand a concept they *should have learned* in a previous class. If your students can answer it with ease, you don't need to spend a lot of time reviewing it.
- Formative assessment is used throughout the term and can take multiple forms, such as an answer you provide to a student's question, practice questions, quizzes, written feedback on assignments, or verbal feedback. Formative assessment is intended to **inform learning** so students can grow.
- We use summative assessment to translate student learning into a scale and understandable unit of measure. Summative assessment is intended to be a **summary** of student learning.
- We will be focusing on **summative assessment** for the purposes of this Module. However, you will have the opportunity to include *pre-assessment* and *formative assessment* in your activities.

Achieving Effective Assessment

Assessment needs to align with your **curriculum** (course content) and **instruction** (teaching methods). Scroll your mouse over the question marks in the diagram to learn more.

Figure 7.

Ellis, D. (2007). Aligning learning outcomes, assessments and teaching methods. Teaching Excellence Academy workshop for University of Waterloo, Canada. Retrieved from Queens University, Matching Assessment Tasks to Learning Outcomes.

The Cycles of Assessment

We also use the practice of assessment, as a whole, to inform our teaching. By looking at assessment as a cycle throughout the duration of a class, we can begin to see how assessment informs our teaching and learning activities. For every assessment[we create, we want to engage in a cycle that has **four stages** (scroll over the question marks below).

In this approach, we *begin with the end in mind*. This is also known as **understanding by backwards design (UbD).**

Understanding by Backwards Design (UbD)

Using the **Backwards Design** approach will help you align your assessment, curriculum, and instruction.

Backwards Design is a learning theory for designing sound pedagogical courses by starting with the learning outcomes first, rather than starting with your course activities. Please consider the diagram below to gain an understanding of how UbD can help you design good activities and assessments.
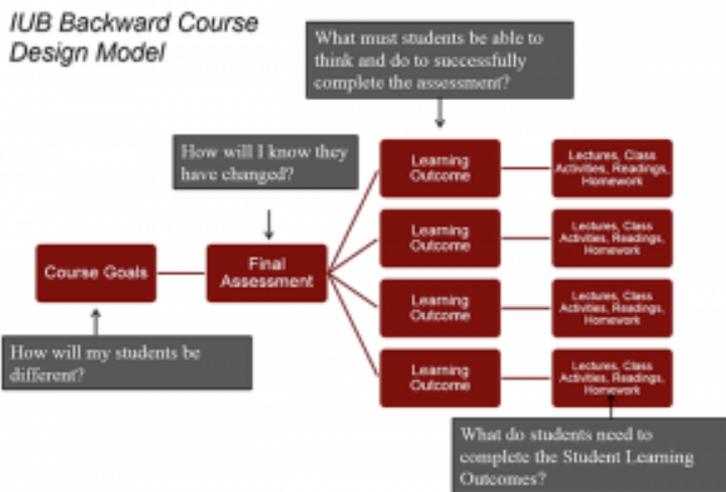
Indiana University Bloomington. (n.d.). *IUB backward course design model.* [Infographic]. Retrieved April 16, 2020 from https://citl.indiana.edu/teaching-resources/course-design/ backward-course-design/index.html.

Extended Activity: Watch this [video](#) to review the methodology and purpose of backwards design. (8 min)

Another important aspect of backwards design is that it helps ensure your assessment is authentic. All authentic assessment starts with **alignment** to intended learning outcomes. When we need to change our assessment and/or learning activities, it may feel daunting. And in the face of a new teaching environment (e.g., online), it becomes clear just how crucial it is that we create authentic, pedagogically sound assessments.

What is Authentic Assessment?

As you have been transitioning to online teaching, you have undoubtedly thought about how you will accurately assess your students' learning. Questions about how to do this properly while maintaining academic integrity in your virtual classroom may be plaguing you. The good news is that maintaining authentic assessment practice is probably less work than you think! The bad news is that it will still take some work.

TIP: the more opportunities your students have to demonstrate learning of an outcome, the more reliable your assessment is.

There are two main components of authentic assessments: **validity & reliability:**

A *valid assessment* is one that is "truthful, suitable, legitimate, applicable, convincing, compelling" (Gareis & Grant, p. 24, 2015).

A *reliable assessment* is one where "the consistency or dependability of the results of the assessment" are maintained (Garies & Grant, p. 37, 2015).

🔆   **TIP: when building an activity for assessment (e.g., exam) try asking 2 – 3 questions that evaluate the same learning outcome. This gives students multiple chances to demonstrate their understanding of a particular content area.**

Authentic assessment is achieved when you have considered the perspective of your student and built your assessment after you have created well-thought-out learning outcomes.

Here is a friendly reminder from our friend, Louis Pasteur:

Chance favours the prepared mind

Visit our FAQ Section for more information about valid and reliable assessment. Feel free to look through the extended resource section as well.

- Next, we will move into Section 2: Types of Scoring Criteria

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Extended Resources

Bowen, R. S. (2017). Understanding by design. Vanderbilt University Center for Teaching. Retrieved April 11, 2020, from https://cft.vanderbilt.edu/understanding-by-design/.

Queens University (n.d.). *Assessment types: Diagnostic, formative and summative.* Retrieved April 11, 2020 from

https://www.queensu.ca/teachingandlearning/modules/assessments/09_s2_01_intro_section.html.

Queens University. (n.d.). *Deciding what to assess.* Retrieved April 11, 2020 from https://www.queensu.ca/teachingandlearning/modules/assessments/05_s1_02_deciding_what_to_assess.html.

References

Bowen, R. S. (2017). Understanding by design. Vanderbilt University Center for Teaching. Retrieved April 11, 2020 from https://cft.vanderbilt.edu/understanding-by-design/.

Gareis, C. R. & Grant, L. W. (2015). *Teacher-made assessments: How to connect curriculum, instruction, and student learning* (2nd ed.). Routledge.

Indiana University Bloomington. (n.d.). IUB *backward course design model.* [Infographic]. Retrieved April 16, 2020 from https://citl.indiana.edu/teaching-resources/course-design/backward-course-design/index.html.

Queens University. (n.d.). *Matching assessment tasks to learning outcomes.* Retrieved April 11, 2020 from https://www.queensu.ca/teachingandlearning/modules/assessments/18_s2_10_revisiting_learning_outcomes.html.

Feel free to leave any feedback you may have about the design, structure, or content of this module. We appreciate feedback because we are always learning!

Section 2: Types of Scoring Criteria

Section 2 is an introduction to the types of scoring criteria we use in assessment. You will have an option to create one of the tools below for your upcoming course. By the end of this section, you will understand proper structure and types of assessments/activities to evaluate student learning. This should take you **30 – 50 minutes** to complete.

Guiding Questions

Please think about these questions before you being this section:

1. What assessments can you administer online with technologies available to all of your students?
2. What assessments do you need to change in your upcoming course?

Types of Scoring Criteria

We will discuss three types of scoring criteria in this section: **checklists**, **analytic rubrics**, and **holistic rubrics**. Please note that scoring criteria can be retooled for use within a course with a few simple tweaks (e.g., using the same rubric for multiple discussion forums) and between courses (e.g., repeatedly using the same checklist for project requirements for different courses). You may want to use checklists and rubrics for grading exams, projects, and other assignments.

- A **checklist** is an assessment tool that is used to grade students based on the **presence** or **absence** of knowledge, behaviours, and skills. Checklists itemize the tasks you want students to do. Read through Saint Anselm College's example with a rationale here.
- An **analytic rubric** is a way to break down specific parts of your assignment. It provides a scale of performance for you to measure your students' achievement. This is a more detailed approach to grading and provides a clear picture of your expectations for an assignment.
- A **holistic rubric** is simpler than an analytic rubric. Generally, it has 3 – 5 levels of performance (score) and a description that defines how students will achieve the grade for each level. Holistic rubrics look at the entire assignment and grades it on a single scale.

Read through the first two portions of Jennifer Gonzalez's breakdown of holistic and analytic rubrics here.

STOP: The next sections are directly related to the

specific activity and assessment tool you are going to (re)design. Before you select your option, we recommend you consider your upcoming course and choose the assignment/assessment **you believe takes the most priority.** You are not expected to read through *each option*. <u>Please only visit the **one section** that pertains to your choice of one of the following</u>:

1. Option 1: Designing a **Discussion Forum** with accompanying scoring criteria
2. Option 2: Altering an In-Person, Synchronous Exam into an **Alternative Exam**
3. Option 3: Adjusting **Hands-On Projects** for Online Learning
4. Option 4: Transforming In-Person **Presentations** into Virtual Presentations

- You can use this infographic to determine if you need to put your exam online or choose an alternative method of assessment. Feel free to use this tool before making your decision:

An interactive or media element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/fitfol/?p=35

Forsythe, G. [@guiliaforsythe]. (2020, March 15). *"so... you need to*

put your course online" flowchart... now generic and explicitly CCBY. [Tweet; Image]. Twitter. https://twitter.com/giuliaforsythe/status/1239371142206496770

It is also recommended that you reference the **Tool Boxes** and **FAQ** as needed. If you are looking for more information before you get working on your activity, you can follow these links below. A new page of the book will open in a new tab.

- Tool Box 1: Alternative Assessments At-A-Glance
- Tool Box 2: Academic Integrity & Online Assessments
- FAQ Section: Other considerations not covered in the Module

Next step: Click one of the activities you would like to complete for your class (the link will guide you to the next place you should go to in the book):

NOTE: do not click 'next page' here. You need to choose which activity you want to complete by following the links in one of the options below.

1. Create a Discussion Forum for my class,
2. Change an Exam to an online exam,
3. Alter a hands-on project into an online project for my class, or
4. Transform an in-person presentation to an online presentation

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Extended Resources

Brock University. (n.d.). *Flexible teaching and learning.* Retrieved

April 16, 2020 from https://brocku.ca/pedagogical-innovation/resources/flexible-teaching-and-learning/#1584019016028-8316430e-669c.

References

Forsythe, G. [@guiliaforsythe]. (2020, March 15). *"so… you need to put your course online" flowchart… now generic and explicitly CCBY.* [Tweet; Image]. Twitter. https://twitter.com/giuliaforsythe/status/1239371142206496770.

Gonzalez, J. (2014, May 1). *Know your terms: Holistic, analytic, and single-point rubrics.* Cult of Pedagogy. https://www.cultofpedagogy.com/holistic-analytic-single-point-rubrics/

Option 1: Designing a Discussion Forum with Scoring Criteria

This section will walk you through how to create a discussion forum and how to build a corresponding assessment tool. Before beginning, we will first explore:

1. The purpose and value of discussion forums in online learning environments
2. Who can use discussion forums?
3. The instructor's role
4. Inclusivity tips
5. Discussion forum design

After reading through these key elements of discussion forums, you will engage in a hands-on activity to build a full discussion forum. This will include:

1. A table of specifications (align assessment-instruction-outcomes)
2. An assessment tool (scoring criteria)

3.   A discussion forum design (its structure)
4.   Prompts and guidelines (what students will respond to and how they should engage in the discussion forum)
5.   Discussion forum built (in Moodle)
6.   (Optional): Receive feedback from the Teaching Centre

This section will take you **3 – 4 hours to complete.**

Please read the key elements of discussion forums below. You will be notified with a **STOP:** *message once you reach the activity portion of the section.*

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https://openeducationalberta.ca/fitfol/?p=40

STOP: Now you will create a discussion forum for your class.

<u>**Activity: Design a Discussion Forum & Assessment Tool**</u>

For this activity, you will work through the following six steps:

1. Create a table of specifications
2. Build your accompanying scoring criteria
3. Design & build the structure for your discussion forums
4. Create prompts
5. Set up your forum online
6. Receive feedback and change as needed

Remember to have your **course outline** and **learning outcomes** (goals) handy!

Step 1 *Create a Table of Specifications*

Create a **Table of Specifications** to identify the course content you want to assess and the level of thinking you want your students to illustrate. Use the template [Table of Specifications](). (download the template by clicking the blue text)

A table of specifications outlines the **course learning outcomes** associated with the discussion forum, the **specific content areas** covered in the forum, the **level of**

cognitive demand students will use to demonstrate their learning, and the **weighted value** you place on each content area you will be grading.

See a sample Table of Specifications: [SAMPLE Table of Specifications](#)

Once you have your table of specifications open, follow these five steps to complete the table:

An interactive or media element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/fitfol/?p=40

Step 2 *Building Your Scoring Criteria for Discussion Forums*

Create your **scoring criteria**. This is the assessment tool you will use to evaluate your students' learning. We use scoring criteria to grade students.

💡 **TIP: Checklists and Holistic Rubrics are faster and easier to create. However, they view content and competencies as a 'have' or 'have not.' Analytic Rubrics are more complex, but they provide a stronger evaluation process for grading and student performance.**

1. Choose whether you will be using a **checklist**, **holistic rubric**, or **analytic rubric** to evaluate your forum. Review [Section 2](#) for more information about the differences between these tools. Use the templates provided to guide you through the creation of your chosen assessment tool. By clicking the text in blue, you can download a template to create your assessment tool.

2. Open the template. Replace all of the

[text in brackets] with specific content related to your assessment. You can use the information you have outlined in your table of specifications. Your content in your table of specifications can be easily copied into the content for your scoring guide. You may want to be more specific and create more detailed descriptions. You can also use the weight you have identified in your table of specifications as a guide for determining how much content area is worth.

Open the appropriate tab for the assessment tool you want to use. Follow the steps to design your assessment tool:

An interactive or media element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/fitfol/?p=40

STOP: You should now have your **Table of Specifications** and **Assessment Tool** built for your Discussion Forum.

Step 3

A) *Design & Build the Structure for your Discussion Forums*

Now that you have built your grading criteria, you want to consider how to structure and design the discussion forum. Think about how students will engage in the forum, how you will moderate the forum, how you will give feedback and when you will grade forum posts. We recommend that you open a new Word Document to write down your ideas.

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https://openeducationalberta.ca/fitfol/?p=40

B) *Creating Prompts*

Now you will write the questions/prompts to promote student discussion. The number of prompts will depend on the number of discussions you have planned. You want to create prompts that you can easily grade with your assessment tool.

Refer to your table of specifications and your assessment tool to help you build and design your prompts.

Consider creating a master list of prompts and questions on a Word Document. For each due date you have indicated create a prompt that relates to the content and level of learning you want students to exhibit.

💡 Here are some [Tips for Creating Discussion Forum Prompts](#)

STOP: You should now have a **table of specifications**, an **introduction to the assignment**, an **assessment tool** for grading, a **schedule** for discussion posts, and **prompts** for each due date. You may also have **guidelines** if you chose to build them.

Step 4 *Setting up Forums in Moodle*

Now you are ready to build your Discussion Forum in Moodle.

You may choose to have students engage in

the Discussion in an open, public, online space like a website or chatroom. Be aware of student confidentiality requirements and accessibility issues if you choose one of these options. For this boot camp, we will ask you to build your forum in Moodle.

> 💡 **TIP:** Before you begin building your Discussion Forum in Moodle, consider where you will create your Discussion Forum on Moodle, where the grading criteria can be found, and how it will be set-up in the Gradebook.

Here's how to do this [on Moodle.](#) Please follow the steps provided in the tutorial and build your discussion forum in your class Moodle page. You will want to open your class Moodle page and keep the tutorial open to guide you through building your forum in Moodle.

🔆 Tips for engaging students in the forum:

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https://openeducationalberta.ca/fitfol/?p=40

Step 5 *Receive Feedback*

It is always helpful to have a second pair of eyes on new teaching tools. Here are two ways you can receive feedback:

1. Consider having a colleague read through your forum.
2. Ask the Teaching Centre to review your assessment.

- See our [FAQ Section](#) for more discussion post tips.
- Need more help? Email us (teachingsupport@uleth.ca).

Next step:

You can go back to the beginning of the module and select a new activity, or continue reading more in the tool box sections by clicking [here](#).

Extended Resources

Liberman, M. (2019, March 27). *Discussion boards: Valuable? Overused? Discuss.* Inside Higher Ed. https://www.insidehighered.com/digital-learning/article/2019/03/27/new-approaches-discussion-boards-aim-dynamic-online-learning.

CUNY School of Professional Studies. (n.d.). *Constructing effective online discussion.* Office of Faculty Development and Instructional Technology. Retrieved April 16, 2020 from https://spscoursedesign.commons.gc.cuny.edu/designing-discussions/

Linney, S. (2020, March 27). *The flesch reading ease and flesch-kincaid grade level.* Readable. https://readable.com/blog/the-flesch-reading-ease-and-flesch-kincaid-grade-level/.

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British Columbia Institute of Technology. *Developing checklists and rating scales.* [PDF] Retrieved on April 15, 2020 from http://www.northernc.on.ca/leid/docs/ja_developchecklists.pdf.

CUNY School of Professional Studies, Office of Faculty Development and Instructional Technology. (n.d.). *Anatomy of a sample assignment.* Retrieved on April 15, 2020 from https://spscoursedesign.commons.gc.cuny.edu/files/2015/10/Anatomy-of-a-Sample-Assignment.pdf.

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Option 2: Altering an In-Person, Synchronous Exam into an Alternative Exam

For this section, we will have you convert a current exam into an alternative exam that is better suited for online learning. We will be walking you through some tips for converting the exam to an asynchronous, take-home exam.

We will not recommend methods of proctoring exams online as we do not have an online proctoring solution at the U of L at this moment. Furthermore, it is generally understood that offering online, synchronous exams is not a sound, pedagogical practice.

If you are concerned about Academic Integrity, we suggest you read [Tool Box 2](#) before moving ahead with this activity.

> Before we begin building a new exam, we will first explore:
>
> 1. The purpose and value of take-home exams in online learning environments
> 2. Types of alternative/ take-home exams
> 3. Considerations for altering exams
>
> After reading through these key elements of alternative exams, you will engage in a hands-on activity to create a new exam. You will do the following:
>
> 1. Evaluate your current exam
> 2. Create a table of specifications using the ICE

Model
3. Design & build your alternative exam
4. Create questions for the exam
5. Create an assessment tool (scoring criteria) or exam key
6. Receive feedback

This section will take **3 – 4 hours to complete**.

Please read the key elements of online exams below. You will be notified with a **STOP:** *message once you reach the activity portion of the section.*

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https://openeducationalberta.ca/fitfol/?p=44

STOP: You will now create an alternative exam and your class.

Activity: Designing an Alternative

To design an alternative delivery method of an exam, you will want to complete five steps:

1. Evaluate your current exam
2. Create a table of specifications using the ICE Model
3. Design & build your alternative exam
4. Create questions for the exam
5. Create supporting scoring criteria or exam key
6. Receive feedback

*Remember to have your **course outline, learning outcomes** (goals), and your **current exam** (digital or hard copy) on hand.*

Step 1 *Evaluate your current exam*

You will evaluate your current exam to determine the **content areas** you are testing, as well as the **level of cognitive demand** associated with each content area. This is an important first step to helping you align your new exam to your current exam.

Follow these three steps to evaluate your current exam:

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https://openeducationalberta.ca/fitfol/?p=44

Step 2 *Create a Table of Specifications using the ICE Model* [1]

Create a **Table of Specifications using the ICE Mode**l for your chosen exam. This will ensure you are assessing the same content at the same value in your new exam. Use the template Table of Specs ICE Model.

A table of specifications outlines the **course learning outcomes** associated with the discussion forum, the **specific content areas** you want to cover in the forum, the **level of cognitive demand** students will use to demonstrate their learning, and the **weighted value** you place on each content area you will be grading.

See a sample Table of Specifications ICE Model: SAMPLE Table of Specs ICE Model

Once you have your table of specifications ICE Model open, follow these 8 steps to complete the table:

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https://openeducationalberta.ca/fitfol/?p=44

Be prepared to rework the questions that currently sit in the **ideas** category. These types of questions are easily copied and replicated.

Step 2 *Design & Build Your Alternative Exam*

Consider the following things **before** designing your new exam:

- Do you have more weight on questions that relate to connections and extensions than ideas?

   - i.e., do you focus more on high-order thinking?

- Do you test the same content area in different ways?

   - i.e., do you give students more than one opportunity to show they have learned something?

You will want to have your **old/current exam** on hand and your T**able of Specifications ICE Model.**

1. Determine the new form of your exam. Open the proper instructions:

- **Take-Home Exam Instructions**

An interactive or media element has been excluded from this version of the text. You can view it online here:

https://openeducationalberta.ca/fitfol/?p=44

- **Open-Book Exam Instructions**

An interactive or media element has been excluded from this version of the text. You can view it online here:

https://openeducationalberta.ca/fitfol/?p=44

- **In-Tray Exam Instructions**

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https://openeducationalberta.ca/fitfol/?p=44

STOP: Are you worried about your students cheating? See the FAQ Section and Tool Box 2.

Step 3 *Receive Feedback*

After designing a new assessment tool, you want to avoid some common errors. See the tips sheet in our FAQ Section. It is always helpful to have a second pair of eyes on your assessment. Here are two ways you can receive feedback:

1. Consider having a colleague read through your exam to determine its clarity and accuracy.
2. Ask the Teaching Centre to review your assessment.

After receiving feedback, you will want to make the necessary changes.

- See our [FAQ Section](#) for more discussion post tips.
- Need more help? Email us (teachingsupport@uleth.ca).

Next step: You can go back to the beginning of the module and select a new activity, or continue reading more in the tool box sections by clicking [here](#).

Footnotes

[1]The template of a Table of Specifications using the ICE Model was first adapted by Queen's University and can be found [here](#). We have made a few adaptations to suit our needs.

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Option 3: Adjusting Hands-On Projects for Online Learning

Courses in which students must create physical objects pose major challenges in the online environment and will require rethinking assessments/assessment practices. To begin, start with your learning outcomes. To re-imagine your assessment, you will most likely need to create a new assignment. To do this, you start with your learning outcomes.

If you are concerned about Academic Integrity, we suggest you read Tool Box 2 before moving ahead with this activity.

Before we jump into building a new project, we will first explore key elements of designing virtual projects. Then, you will get working on re-designing your project. You will do the following:

1. Create a Table of Specifications
2. Build your scoring criteria
3. Design & build the structure for your new project
4. Schedule your project deadlines
5. Create the project requirement lists and supplementary documents
6. Receive feedback

You will need the **project you wish to restructure** for this activity.

This section should take you **3 – 4 hours to complete.**

Please read the key elements of transitioning to virtual projects below. You will be notified with a **STOP:** *message once you reach the activity portion of the section.*

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https://openeducationalberta.ca/fitfol/?p=47

Activity: Design a Hands-On Project for Online Learning

Work through the following four steps as you build your hands-on project for online learning:

1. Build your accompanying scoring criteria
2. Design & build the structure for your new project or alternative assessment
3. Create a schedule for your projects
4. Create the project requirement lists and supplementary documents
5. Receive feedback

Remember to have your **course outline** and **learning outcomes** (goals) handy!

Step 1 *Create a Table of Specifications*

Create a **Table of Specifications** to identify the course content you want to assess and the level of thinking you want your students to illustrate. Use the template Table of Specifications. (download the template by clicking the blue text)

A table of specifications outlines the **course learning outcomes** associated with the discussion forum, the **specific content**

areas you want to cover in the forum, the **level of cognitive demand** students will use to demonstrate their learning, and the **weighted value** you place on each content area you will be grading.

See a sample Table of Specifications: SAMPLE Table of Specifications.

Once you have your table of specifications open, follow these five steps to complete the table:

An interactive or media element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/fitfol/?p=47

Step 2 *Build Your Scoring Criteria*

When you build your assessment and activities, it's helpful to consider evaluating students' ability to **demonstrate learning** rather than focusing on the quality of the final product. This will encourage students to learn online tools and be okay with technologies failing.

The pressure to have a well-designed final product using a new technology is often very real for our students. While a lot of our students may consider themselves 'tech-savvy,' they may not have the know-how to use new tools as readily as they think they do.

*It will be helpful to have your **table of specifications** in front of you.*

Create your **scoring criteria**. This is the assessment tool you will use to evaluate your students' learning. We use scoring criteria to grade students.

💡 **TIP: Checklists and Holistic Rubrics are faster and easier to create. However, they look at content and**

competencies as a 'have' or 'have not.' Analytic Rubrics are more complex, they provide a stronger evaluation process for grading and student performance.

1. Choose whether you will be using a **checklist**, **holistic rubric**, or **analytic rubric** to evaluate your forum. Review [Section 2](#) for more information about the differences between these tools. Please use the templates provided to guide you through the creation of your chosen assessment tool. By clicking the text in blue, you will download a template you will use to create your assessment tool.

2. Open the template. Replace all of the [text in brackets] with specific content related to your assessment. You can use a lot of the information you have outlined in your table of specifications. Your content in your table of specifications can be easily copied into the content for your scoring guide. You may want to be more specific and create more detailed descriptions. You can also use the weight you have

identified in your table of specifications as a guide for determining how much content area is worth.

Open the appropriate tab for the assessment tool you want to use. Follow the steps to design your assessment tool:

An interactive or media element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/fitfol/?p=47

STOP: You should now have your Table of Specifications and Assessment Tool built for your Online Project.

REMINDER: More than **70% of our student population** does not live in Lethbridge and would not be able to drop off an assignment at a location for assessment. Instead, consider how they can share their products virtually. This can be done through a virtual demonstration or photos/scans submitted online.

Step 3 *Design & build the structure for your new project or alternative assessment*

TIP: You may be hard-pressed to create authentic learning situations for hands-on tasks. However, you can have students critique, analyze, and evaluate curated data or samples of work that has already been created. Remember, you can only work within your constraints.

Instructions:

1. Design the activities and tasks you want students to complete for the project. Choose an acceptable alternative that students can do for the

project that aligns with your assessment tool. Research alternative methods online, use the table we have created, check out [Gordon's Alternative Assessment Guide](#), the options below, or talk to some colleagues to design your activities.

Here is an excerpt from [Tool Box 2](#) with some portions that may be relevant for you:

An interactive or media element has been excluded from this version of the text. You can view it online here:

https://openeducationalberta.ca/fitfol/?p=47

💡 **TIP: Use your new online learning environment as an asset! You can now gauge student creativity and use of technology for a project in a way you may never have before.**

2. Write out the **introduction to your assignment** for your students to use to navigate your Project requirements. Include the following elements:

- An introductory, context-setting component;
- Instructions for the main components and tasks of the assignment;
- Reminders, notes, and guiding questions; and
- Options and choices (if applicable).

See CUNY's (2016) [Anatomy of an Assignment Sample](#) to see how you will build the introduction section of your assignment.

Step 4 *Schedule your project deadlines*

*Have your **course schedule** and **calendar** in front of you for this portion.*

1. Create a **schedule** for your project. This is particularly true if you are **'chunking'** the project (i.e., asking students to hand in parts of the project to build a larger portfolio).

Consider the time it will take your students to complete the assignment based on your chosen method of delivery.

Here is a link to U of L's Academic Schedule. Important dates include:

- **September 4**, 2020: First day of Fall Term Courses
- **October 12**, 2020: Thanksgiving
- **November 9 – November 14**, 2020: Fall Term Break
- **December 9**, 2020: Last day of Fall Term Courses

Keep in mind the due dates and timelines for your other assessments as you plan your deadlines for the project. Remember that

students may have jobs, other courses, and family commitments as well as your course.

Step 5 *Create the project requirement lists and supplementary documents*

1. Read this [article](#)[1] by Kathleen Dudden Rowlands about how to build checklists with samples.
2. Create a guide for your students to know the steps of **how to complete** the project.

- You may want to outline more specific guidelines for how to complete the project well with some **do's and don'ts**
- Provide extra links, documents, worksheets, help pages (especially for technologies), etc.

Step 6 *Receive Feedback*

It is always helpful to have a second pair of eyes on new teaching tools. Here are two ways you can receive feedback:

1.   Consider having a colleague read through your forum.
2.   Ask the Teaching Centre to review your assessment.

After receiving feedback, you will want to make the necessary changes.

See our [FAQ Section](#) for more discussion post tips.

Need more help? Email us (teachingsupport@uleth.ca)

Next step:

You can go back to the beginning of the module and select a new activity, or continue reading more in the tool box sections by clicking here.

Extended Resources

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Footnotes

[1]This article is reachable through JSTOR. You *should* have access using your @uleth.ca domain through our library. However, if you do not, you can create a *free account* to gain access for personal use.

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Option 4: Transforming In-Person Presentations into Virtual Presentations

This section will take you through changing your in-person presentations to virtual presentations. The following information will help you re-design your presentation activities but will **not** help you build a new assessment tool.

If you feel that you need to change the activities your students complete, you will want to go to Option 3.

This section should take **3 – 4 hours** to complete.

Please read the key elements of transitioning to virtual projects below. You will be notified with a **STOP:** *message once you reach the activity portion of the section.*

An interactive or media element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/fitfol/?p=49

Activity: Design a Virtual Presentation

Work through the following five steps as your structure your virtual presentations:

1. Determine the format you want students to present virtually
2. Alter the introduction to the assignment
3. Ensure your assessment aligns with virtual presentations
4. Build supporting documents and guidelines for students
5. Receive feedback

Remember to have your **assessment tool** and **any supporting materials** you have created for your student presentations on hand.

Step 1 *Determine the format for virtual presentations in your class*

First, determine how your students will virtually present. There are four methods of delivery you can use:

An interactive or media element has been excluded from this version of the text. You can view it online here: https://openeducationalberta.ca/fitfol/?p=49

Step 2 *Alter the introduction to the assignment*

You will *most likely* need to change the **introduction to your assignment** for your students (guidelines) to reflect the online learning environment. Include the following elements:

- An introductory, context-setting component;
- Instructions for the main components and tasks of the assignment;
- Reminders, notes, and guiding questions; and
- Options and choices (if applicable).

See CUNY's (2016) <u>Anatomy of an Assignment Sample</u> to see how you will build the introduction section of your assignment.

Step 3 *Ensure your assessment aligns with virtual presenting*

1. Review your **scoring criteria** (e.g., rubric, checklist) to make sure it aligns with the appropriate competencies. It is most likely the case that your content has *not changed.* However, you may need to change the scoring criteria for the delivery of the presentation.

- If you want students to submit a podcast, will you be grading their **use of the technology**?
- If you plan to have students create visual supports and screen-share, will you be grading the **quality of their presentation materials**?
- If you typically assess their **voice volume and speaker presence,** you will need to rethink your scoring criteria.
- If you want **students in the audience** to engage in the presentations, how can you build your assessment to have your presenters include an interactive activity or engagement with

classmates? Will you assess the audience's involvement too?

- If you need to build a new tool or are doing an alternative project, go to [Option 3](#) to build a sound assessment tool.

Step 4 *Build supporting documents and guidelines for students*

1. Read [this article][1] by Kathleen Dudden Rowlands (2007) on how to build checklists with samples.
2. Create a guide for your students to know how to complete the project.

- Outline more specific guidelines for

how to complete the project well with some **do's and don'ts** for your class.

- You may want to provide extra links, documents, worksheets, help pages (especially for technologies), etc.

Step 5 *Receive Feedback*

It is always helpful to have a second pair of eyes on new teaching tools. Here are two ways you can receive feedback:

1. Consider having a colleague read through your forum.
2. Ask the Teaching Centre to review your assessment.

After receiving feedback, you will want to make the necessary changes.

See our [FAQ Section](#) for more discussion post tips.

Need more help? Email us (teachingsupport@uleth.ca).

Next step: You can go back to the beginning of the module and select a new activity, or continue reading more in the tool box sections by clicking [here](#).

Footnotes

[1]This article is reachable through JSTOR. You *should* have access using your @uleth.ca domain through our library. However, if you do not, you can create a *free account* to gain access for personal use.

Extended Resources

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Tool Box 1: Alternative Online Assessments At-A-Glance

This is a Tool Box Section that provides guides and ideas for online assessments. Visit the [FAQ Section](#) for more help.

This section will take you **40 – 70 minutes** to complete.

By the end of this section, you will have a thorough understanding of alternatives to traditional assessment practices.

💡 **TIP: The SIMPLER the BETTER!**

💡 **TIP: Restructuring a final exam into a final project requires a re-design of the entire course.**

📄 *An interactive or media element has been excluded from this version of the text. You can view it online here:* https://openeducationalberta.ca/fitfol/?p=51

💡 **TIP: When you design an assessment tool, it is helpful if you design it from the perspective of your students' learning.**

Footnotes

[1] The table originally appeared in Sally Brown & Kay Sambell's (n.d.) PDF here. It has been adapted and changed to reflect U of L practices and other considerations.

Extended Resources

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Tool Box 2: Academic Integrity & Online Assessments

This is a Tool Box Section that provides guides and ideas for online assessments. Visit the [FAQ Section](#) for more help.

This section will take you **40 – 70 minutes** to complete.

By the end of this section, you will know more emerging practices for online assessment.

Problems with Synchronous Online Exams

If you relied on students going to the Testing Centre to take your midterms and final exams, you probably find yourself at a loss. The problem is, there is not a sound way for you to distribute an online, in-person exam that upholds academic integrity. If you do rely on exams for your courses, there are a few adjustments you can make to ensure that your students maintain academic honesty and your grading practices are still valid and reliable.

Read the Grade Network's (2018) blog about the [Importance of Validity and Reliability in Classroom Assessments](#).

🔆 **TIP: Online exams that are high stakes and require a proctor are not the best option for you or your students. There are many alternative methods of assessing students.**

Creating shortened timelines and strict rules around a synchronous online exam leads to heightened anxiety for your students. This, in turn, may lead to:

- More questions about instructions during the exam
- More requests for accommodation
- An increase in clerical errors during exam writing.

For more information about transitioning to online exams, please visit Waterloo's Teaching Tips.

TIP: The University of Calgary recommends a minimum time-frame of 24 hours for a student to complete a final assessment that is replacing a synchronous, online exam.

There are circumstances beyond your control. Even if you utilize an *online proctor software* that closes out access to other applications on a single device, this does not ensure academic integrity. Your students will most likely have access to another device that is not being invigilated, like a smartphone. Your students can still gain knowledge from their friends and roommates, or even share information freely.

Here are some other notes about challenges your **students** face when writing online exams:

- Students may not have a stable internet connection while testing.
- Many students are sharing computers, so creating a shortened, designated time to access an exam may not be feasible for some.
- Your students may now live in different time zones and mistake that time of your exam.
- If your students haven't had any experience taking timed,

online exams, you are assessing their ability to complete this type of exam without teaching them how to do it.

(University of Calgary, _EDC co-curated covid resources, n.d.)

Checking for cheating is neither convenient nor guaranteed. There are loopholes in many of these approaches and cheating may be difficult to prove. It is for this reason that we recommend you consider changing your assessment to accommodate online learning environments.

Considerations for Synchronous Exams

If you **must** keep a synchronous, online exam, we recommend you consider adopting two techniques:

1. Consider making your online exams more **low-stakes**. Students are more apt to cheat on an assignment or exam when the weight is extremely high. While this method may not be the easiest to adopt, it can be a consideration as you build your course.
2. If you are sticking with a final exam, you may want to consider how you can **reduce the weight** of the exam.
3. Include an **honour statement** for your students to sign for the course or a particular assessment piece. We have created a sample template for you in the FAQ Section.

The Taylor Institute for Learning (n.d.) recommends you **avoid** these *four things* when you are building an assessment:

1. High stakes exams
2. Makeshift proctoring
3. Tight deadlines
4. Inflexibility

Find more [here](#) (includes video and methods to approaching academic integrity).

Here are some other tips & tricks for building better online exams:

- Have randomly generated questions for each student;

    ○ This means you need a large question set.

- Limit the duration of the exam and the number of attempts a student has for any question;
- Consider how the questions are delivered to the student;
- Limit the availability period of the exam;

    ○ Keep in mind students' accessibility of internet and a computer.

- Withhold feedback and grades until the exam has closed;
- Consider using calculated questions with random values that are automatically generated for each variable in the question;
- Increase the number of open-ended and essay-style questions;
- Increase the frequency and suddenness of 'pop' quizzes;

    ○ This practice is not feasible for at-home parents and will greatly heighten anxiety in your class.

- Track and monitor when students access your course materials.

  ◦ If you are uncertain if a student is engaging with materials, check Moodle to help your investigation.

- Clearly define what cheating means in your class and share this with your students;
- Share your learning outcomes with your students; and,
- Provide detailed grading criteria.

(Indiana University, _EDC co-curated COVID-19 resources, n.d.)

Looking for more help? See the [FAQ Section](#), which includes a guide to common errors made in writing exam questions.

Footnotes

[1] The information cited has come from a co-curated COVID Resources and Strategy Resources Google Document has been

created and continues to be updated daily. You can find the document in References

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Extended Resources

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Assessment FAQ Section

FAQ Section

Feel free to explore the resources and templates below.

> *An interactive or media element has been excluded from this version of the text.*
> *You can view it online here:*
> *https://openeducationalberta.ca/fitfol/?p=55*

WORKING WITH THE ONLINE LEARNER

Guiding Questions for the Module

Working through this module will help you answer some of the following questions:

- How can I communicate to my students the fundamentals of learning in my online course, including expectations and supports for navigation and academic success?
- How can I build success into my courses to

support all diverse online learners with their different forms of motivation and learning preferences, personalities and cultural backgrounds, academic knowledge and study skills, independence and disabilities?

• How can I facilitate opportunities for all of my online students to develop core undergraduate/ graduate attributes (e.g. critical thinking, collaboration, conflict resolution, problem-solving, reflection)?

Learning Outcomes

This module will equip you with the competencies to:

1. plan for and implement digital devices and resources into the teaching process, so as to enhance the effectiveness of teaching interventions,
2. appropriately manage and orchestrate digital teaching interventions,
3. experiment with and develop new formats and pedagogical methods for instruction,
4. use digital technologies to offer timely and targeted guidance and assistance,

5. ensure accessibility to learning resources and activities, for all learners, including those with special needs,
6. consider and respond to learners' (digital) expectations, abilities, uses and misconceptions, as well as contextual, physical or cognitive constraints to their use of digital technologies.

An audio element has been excluded from this version of the text. You can listen to it online here: https://openeducationalberta.ca/fitfol/?p=72

UDL: Listen to the text in audio format.

Overview of Module

Where to start?

1. Read the **Introduction** to this module.

2. Get a **Student Perspective** on online learning.
3. Learn how the **three Universal Design for Learning Principles** applied to this module will make your online courses more accessible.
4. Familiarize yourself with three globally utilized **Quality Standards** you can apply to the design of your online courses.
5. Choose any of the **three Module Options** to deepen your learning.
6. Complete the suggested activities in your Module option to design important elements for your online teaching.
7. Share your resource(s) for feedback and reflect on its usefulness for your course in our collaborative Module discussion forum.

1. Intro: Online Don't Come Easy

Owing to shifts in the student population and its greater demand for flexibility, online course and program offerings had already started to increase in many universities across Canada and the US in the decade before the Covid-19 pandemic forced us all to shift to the online modality for work and life. (Bates, 2019; Seaman et al, 2018)

Researchers who have investigated the impact and effect of past online learning experiences found no great differences between online and more traditional on-campus learning, granted competent planning and skilled facilitation were at play in both settings. (Bernard et al, 2004; Bennet, et al, 2019; Manning-Quellet & Black, 2017; Means et al, 2013; Ochs, 2017; Roddy et al, 2017; Unal & Unal, 2017; McLaren, 2004, Zhao et al, 2005)

Since you most likely have not made the deliberate decision to teach online, but were forced into it by the current circumstances, you might find this sudden move out of your face-to-face classrooms into online environments rather challenging and maybe also somewhat discomforting. This is only natural and should not come as a surprise because the parameters for both settings are indeed distinct from each other, and therefore require different approaches to make teaching and learning work for you and your students. (Ní Shé et al, 2019)

We would like to assure you that online teaching is an iterative process, even in the best of case of all scenarios. Taking a few specific development steps every time will allow you to slowly compose increasingly enhanced learning and teaching experiences for you and your students. A focused approach grounded in attainable course development goals will help you create the space for academic growth and building of digital competencies for teaching and learning in digital times. (Redecker & Punie, 2017)

Much like you the newly turned online educator, many of your students will not have made a conscious choice to take online classes during their time in university. It is therefore to be expected

that your students, now being forced to learn online, will possess varying skill sets and experience relating to managing their studies in that delivery mode. As research investigating student success has shown, learner history is an important predictor of persistence in online programs. In other words, the less exposure students have previously had to online learning, the more support they will still need to build skills in time management, self-directed learning, and navigation of unfamiliar virtual environments and technology. (Hung et al, 2010; Li et al, 2016)

Four pillars have been identified as crucial to successful student performance in online courses or programs, including an orientation at the start, online-friendly academic resources, adequate technical scaffolding, health/ well-being support and a sense of belonging to the fully online cohort. (Roddy et al, 2017)
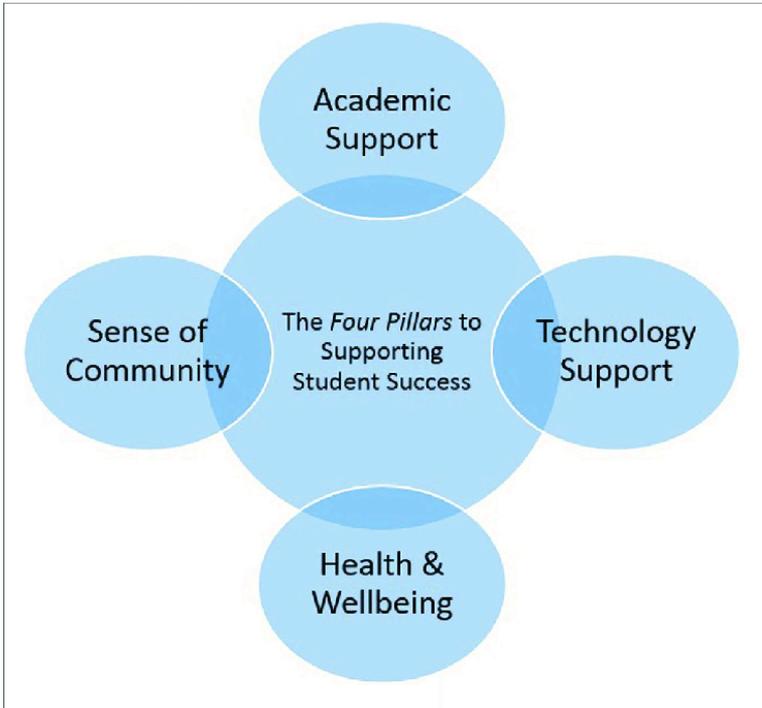
Being in the midst of a global crisis puts unprecedented stress on you and your students. The pivot from campus-based to online

delivery at such short notice will most likely be a novel and somewhat daunting experience for you and your students, especially considering the fact that unexpected responsibilities may arise and sudden shifts in priorities might impede with their ability to produce consistent academic work.

We know generic advice isn't great practice at the best of times, and it just isn't going to cut it right now. The resources and research we presented here are intended as a pool of tested lifelines and rafts from which you can draw to invite those students brave enough to continue learning in these challenging times.

This module will engage you in planning your course orientation, assessing the accessibility of your teaching resources and designing scaffolds to guide student learning.

UDL: Principle of Representing Information in Multiple Ways:

Listen to or download this overview in audio format [by clicking on this link here.](#) It will direct you to access the audio file on a U of L instructor Google drive (no sign-in required).

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2. Student Perspective (~10 mins)

A good starting point for those among you who have little online teaching experience can be to listen to students who've enrolled in online programs/ courses and can therefore share what they consider important in online education.

In the video below, Janson Hews is sharing his perspective

regarding some of the factors that have positively shaped his online learning experience. He discusses issues of access, open learning, workload, digital literacy and the need for educators to adopt more carefully considered, technologically supported teaching strategies.

You can enlarge the video by pressing the icon on the far bottom right. Note this video contains questions that guide or check your understanding.

An interactive or media element has been excluded from this version of the text. You can view it online here:

https://openeducationalberta.ca/fitfol/?p=79

UDL: Alternatively to viewing the video, you can read the [Transcript for Youtube Video Learning Online from Student Perspective](#) (word document).

An audio element has been excluded from this version of the text. You can listen to it online here:
https://openeducationalberta.ca/fitfol/?p=79

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3. Universal Design for Learning (UDL)

Like other sections in our FitFOL course, this module is designed

with Universal Design for Learning (UDL) principles undergirding all of its parts. This is done to demonstrate proactive ways of creating interactions with learners, so they do not have to ask for special accommodations, regardless of the barriers they may face – time, connectivity, or disability.

Rooted in Universal Design (UD), UDL expands efforts that guarantee access rights to people with physical challenges to also include ethnic, gender, socioeconomic, and ability-based diversity in the design of educational environments, resources and interactions. (Tobin & Behling, 2018) Given the current circumstances, it is unrealistic for educators making such a sudden shift to the online teaching delivery to implement the full suite of accessibility standards in their online courses. However, a certain familiarity with the concepts and the rationale for why you would want to apply certain proactive design strategies will be of great benefit to a broader palette of your students.

Historically, students had to find ways to document specific needs in order to request accommodations, but in the last decade more people in higher education have moved away from the medical model to a more social approach that works with a proactive quality learning design for many. The understanding how UDL can help expand the reach and efficacy of learning and has therefore led to the more common adoption of the research-based set of UDL principles by many academics and educational staff, who now use it to plan the design of teaching and research, continuous professional learning, workforce development, and online publishing. (CAST, 2018)

Each of the three UDL principles come with a set of concrete suggestions that incorporate multiple means of:

1. engaging with content and people
2. representing information, and
3. expressing skills and knowledge

[1. Engagement](#) is shown through the variety of ways in which you can interact with the materials, your peers and the instructors.

[2. The Representation of Information](#) in this module is demonstrated through content in multiple formats, including text, visual prompts, video and audio.

3. [The principle of Action and Expression](#) in FitFOL happens through a variety of options to inspire, demonstrate and self-evaluate your learning.

Listen to or download this overview in audio format by [clicking on this link here](#).

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4. Quality Standards for Online Teaching

The design of the Module: *Working with the Online Learner* has been informed by the following three frameworks for quality standards in online teaching. The choice for these three different frameworks from three reputed quality assurance bodies was very deliberate since they are tools that effectively guided the design process through critical questions and comprehensive criteria for academic rigour relating to the topic of the module.

The intention is that these critical questions will be answered to the satisfaction of learners, instructors and those reviewing the experience and outcomes of this module in the short term, but also inform online design and evaluation on the course and program levels going forward. At this critical junction, our university community will soon need to agree on specific quality assurance functions that guide our educators in their online teaching and ensure high-quality online learning experiences for our students.

 Focus: As you browse the quality rubrics below, reflect

on the items that you consider important for your own online teaching and which ones should become common standards for online teaching at our university.

1. Dublin City University DCU. (2020). *Quality Design Checklist: Questions for Designing and Delivering Online Courses.* https://ni4dl.files.wordpress.com/2020/03/dcu-quality-checklist-online-courses.pdf
2. Open Suny Online Teaching, & Online Learning Consortium. (n.d.). OSCQR – *Open SUNY Course Quality Review Rubric: Quality Scorecard Suit:* OSCQR 3.1. Retrieved April 8, 2020, from https://oscqr.suny.edu/
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5. Three Module Options

As briefly laid out in the Introduction above, there are several distinct elements you can weave into your online course to make it a truly inclusive space that is welcoming, accessible and equitable to all learners alike.

1. Orientating Students to an Online Course
2. Designing for Diverse Students
3. Managing Student Behaviour and Conflict

To decide which of the three options above you'd like to work on,

you can read up on the resources, activities and course products by clicking on the **green information (=i) icons** in the cake picture below.

You are completely free to take/ do only as much as you need.

The German in me wishes you 'Guten Appetit' and hopes the module of your choice will be *'a piece of cake'* for you!

An interactive or media element has been excluded from this version of the text. You can view it online here:

https://openeducationalberta.ca/fitfol/?p=79

UDL: Alternatively to viewing the picture information, you can access the module options in the attached word document here: [Descriptions of the 3 module options Working with the Online Learner](#)

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OPTION 1: Orientating Learners to an Online Course ~3-5 hrs.

Content

1. Guiding Questions
2. Scaffolds to Support Student Learning Online

   ◦ 2.1 Orientation Scaffolds – Activity 1: Plan your Online Course Orientation
   ◦ 2.2 Extended Resources: Scaffolds Table with Examples + Templates
   ◦ 2.3 Expectation Scaffolds – Activity 2: Communicate your Teaching Values/ Learning Expectations
   ◦ 2.4 Strategic and Conceptual Scaffolds – Activity 3: Create a Resource of your Choice

3. Notes on the Design of this Module option
4. Extended Resources: Student Success Resources
5. Self-Evaluation Quiz
6. Chapter References
7. Optional: Annotate this Module using Hypothesis

UDL: Principle of Representing Information in Multiple Ways:

Listen to or download this overview in audio format [by clicking on this link here](). It will direct you to access the audio file on a U of L instructor Google drive (no sign-in required).

1. Guiding Questions

- How strong is your course narrative?
- What are your learning intentions for the course?
- How do you establish your own identity as an educator?
- How explicit are your assumptions about teaching and learning?
- How does the U of L infrastructure support online learning for students?
- How can you communicate to your students the fundamentals of your online course, including basics about its navigation and academic

expectations?

(adapted for this course from DCU, 2020)

2. Scaffolds to Support Student Learning Online

Time Estimate to read: 5 mins

Teaching and learning online changes some of the ways in which learners interact with content and other participants in an online course. Well-designed and facilitated online courses can offer students rich and flexible learning experiences that will not only foster academic growth but also shape the impressions learners have of learning online.

Since online instructors work in the absence of physical cues such as facial expressions, raised hands or noisy chatter in their students, you will need to thoroughly plan out the following:

- how the resources of your choice will demonstrate your expectations for learning,
- how you want to deliver your content,
- and how you will guide your students through the learning and assessment activities you are designing before the start of the course.

Instead of trying to emulate "real" classroom interactions, you can direct your focus to the deliberate design of your online course to "help your students persist by orientating them to the course

environment, helping them understand expectations, and providing them with resources throughout the course." (Stavredes, 2011, p. 85)

Having fewer means as an online instructor to directly encourage your students requires careful selection and planning of resources, methods and tools to navigate students through your chosen online learning spaces. This planning will guide them in their engagement with the academic activities and equip them to meet the goals of the course. Below you will find examples for four forms of cognitive

in online pedagogy that can "help learners enhance, augment, and extend their thinking processes, which can result in improving learners' thinking skills as they engage in the learning activities." (Stavredes, 2011, p. 74).

Scaffolding here refers to the design of a course to include processes that support individual learning efforts through an appropriate structure and specific tools that guide your students in their decisions:

1. **Procedural Scaffold:** how to utilize the learning environment and its functions,
2. **Metacognitive Scaffold:** how to analyze and approach learning tasks or problems,
3. **Conceptual Scaffold:** how to process new information or work with information that is difficult to understand,
4. **Strategic Scaffold:** to find the appropriate pathway among several alternative that can best meet the diverse needs for learning.

(Hannafin et al, 1999, p. 131)

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2.1 Orientation Scaffolds -Activity: Plan your

Online Course Orientation

If you are interested in designing an orientation for your online course, you can do the suggested steps in the following learning activity. Otherwise, feel free to skip the activity and move into the next section in this module.

Orientation to an Online Course

30 – 45 min.

This activity has 2 steps (outlined in the presentation below).

Purpose: This activity starts off with two students talking about their learning in their online courses. You will then access examples of course orientations from fellow university instructors and consider templates to help you build your own online course orientation.

Navigation:

You can move between the steps in the presentation by accessing the slides on the bottom of the presentation below (see them numbered 1 – 4).

You can enlarge the slides for a better viewing experience by hitting the arrows on the lower right. In Slide 3, you can access the examples by clicking on the active links.

You can also type your own notes at the bottom of the Slide 3 and finally export them together with the links for reference on Slide 4.

Technology: The presentation was created with the OER tool H5P to allow for embedding of video and exportable text. An instructor tutorial for how to create H5P activities can be found here [new tab].

Watch this brief tutorial below to see how students work with an H5P presentation.

ADD Video

An interactive or media element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/fitfol/?p=84

Please find attached here the Transcript to the Youtube Video in Slide 2: Transcript Video by Open Suny The Online Student Perspective

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2.2 Extended Resources

As discussed above, Stavredes (2011, p. 103) produced a scaffold planning tool for the different kinds of scaffolds. To inspire your own planning of scaffolds for your online course(s), the table below contains current examples and template resources that you can open in new tabs by clicking on the respective active links.

You are free to browse as many or as few examples you would like to get your course design juices flowing. There is no task attached other than to take a look at one or some of the resources that will help your students come into your online course better prepared and be well supported throughout its duration.

Type of Scaffolding	Subtypes: Teaching Intentions	Examples
Procedural: Support how to navigate learning environment and engage in learning activities	I want to provide an **Orientation** to my online course (e.g. use a Syllabus that includes an overview and/ or create an activity to orient learners to the most essential elements in the course)	**U of L Online Faculty PD Courses Examples:** 1 FitFOL 2020 [Course Overview](#) 2 FLOf2019 [Syllabus](#) 3 FLOf2019 [Course Orientation](#) **External Orientation Templates** 1. [CMNS Delivery Plan](#) 2. [CMNS 1140 Course Presentation](#) Quality Standards Rubric to [Develop your own Orientation](#)
	I want to communicate my **Expectations** to the students and share campus **Support Resources** with them.	Template [Learning and Teaching Expectations](#) FitFOL2020 [Expectation Document](#) Plagiarism Statement + [Toolkit](#) U of L [Campus-Specific Student Supports](#)
Metacognitive: Support of Study Skills (Learning Management)	I want to help my students **Plan** their time participation in my course and understand how the activities tie into the greater course goals.	**Course Overview (Schedule) Examples:**

		FLOd2019: Unit Overview
		FLOd 2019 Course Road Map
		Online Textbook: Learning to Learn Online
		Online Learning and Covid
I want to help my students in **Monitoring and Documenting** their progress.		**Templates, Worksheets, worked examples**
		Unit Checklist
		Time logs (Managing Time and Motivation)
		Note-taking tools (1 + 2) for lectures and readings
I want to involve my students in the processes of **Evaluating** their own learning and my online course.		Grading rubrics, scoring guides with self-evaluation strategies
		Self-reflections
		Student Feedback at specific points during term: FitFOL2020 Exit Feedback

Conceptual – Support for Information Literacy and Information Management	I want to support my students in the **Processing and Application** of the course information.	Definitions
		Chunking Information/ Assessments
		Study Guides
		Outline
		Advance Organizers
		Graphic Organizers – diagrams, concept maps, etc.
Strategic – Create alternative learning pathways	I want to make sure all students in my course will **Engage** with the course content.	Alternative explanations
		Probing Questions
		Hints
		Worked examples
		Supplementary resources
		Expert advise
		Definitions
		Chunking Information/ Assessments
		Alternative explanations

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🤝 Resource Sharing

If you happen to find other valuable resources not yet linked in the Scaffolding Planning Tool table above, please post them to the collaborative Etherpad linked here for us all to see. You will find user instructions on the top of the online pad: https://oet.sandcats.io/shared/ukYxQxxIcR_QLLzIrD9FgrwBNDiVvX2G-xz0s2-4GiP

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2.3 Expectation Scaffolds – Activity: Communicate your Teaching Values + Learning Expectations

As the scaffolds table in 2.2 shows, you can use a number of specific conceptual and metacognitive scaffolds to guide the engagement of your online students with your content and the other participants in your online course. Those specific course resources allow your online learners to better manage their online study by planning ahead before embarking into activities, monitoring progress when doing specific steps and evaluating performance at concluding points throughout the term.

In this section, we will look at concrete examples of and templates that can help your students understand how to engage with the content, you and their peers as they move through the term. The following activity will take you through the steps of planning and creating a Teaching and Learning Expectations document to share with your students at the beginning of your course.

Activity 2: Teaching and Learning Expectation Template

60 – 90 mins

This activity has 3 steps (outlined in the presentation below).

Purpose: This activity will allow you to first articulate your pedagogical preferences for your online course and then describe your teaching and learning expectations in a course document to be shared with your students.

Navigation:

A: Teaching and Learning Expectations Presentation: You can move between the steps by accessing the slides on the bottom of the presentation below. You can enlarge the slides for a better viewing experience by hitting the arrows on the lower right.

B: Google Folder Tutorial in Step 3, watch the brief video below the Teaching and Learning Expectations presentation.

Technology: Find all technologies used for the presentation listed and linked in the last slide = #8.

Click on the picture below to start the presentation! Then

move into the following slides by clicking on them sequentially.

Pedagogy Cards: Please find attached the pdf document used in Slide 2 here to download: Cards to Determine Pedagogical Preferences

Tutorial: Watch the brief tutorial below if you need help with adding your own document to our shared U of L Google folder: Teaching Values and Expectations for Learning [new tab] for the step 3 in slide 6:

A video element has been excluded from this version of the text. You can watch it online here: https://openeducationalberta.ca/fitfol/?p=84

2.4 Strategic and Conceptual Scaffolds – Activity 3: Create a Resource of your Choice

We will now take a closer look at the following two forms of scaffolding and consult references to inspire your own planning of at least one resource for your own course. To briefly recap:

   a) Conceptual Scaffolds are those that support your students when they encounter new information or information that is difficult to understand.

   b) Strategic Scaffolds are means to emphasize alternative pathways that can be applied to the learning context to meet diverse learner needs.

🔻If you would like to revise or create new resources to fulfil either the conceptual or scaffolding purpose, you can follow the steps in the suggested activity below. Else, feel free to skip this section and move into the next part. ⏩

Activity 3: Develop Conceptual and Strategic Scaffolds for your Online Students

45 – 60 min.

This activity has 4 steps (outlined below).

Purpose: This activity provides you with examples of scaffolds that you can adapt to support student learning in your online course(s).

Navigation: You can access the examples and templates by clicking on the links in the table above.

Technology: You will access a range of digital resources through the use of links that direct you to original websites or documents.

STEP 1: Build on existing resources by browsing 3 -5 of examples for conceptual and strategic scaffolding in the Scaffolds table in 2.2 and/ or the additional resources at the bottom of this box.

STEP 2: While browsing the resources, reflect on their applicability to your own online course.

STEP 3: Create one (either conceptual or strategic) scaffolding resource for your own online course based on the information you accessed before.

STEP 4: (Optional) Share your resource with our FitFOL2020 cohort for comments and feedback in our Moodle Module Forum.

Additional Resources:

1. Orey, M. (2010). *Emerging Perspectives on Learning, Teaching, and Technology*. (p.226-236) Retrieved from https://textbookequity.org/Textbooks/ Orey_Emergin_Perspectives_Learning.pdf

2. Swanson, J., & Lipscomb, L. (2017). Ch. 11 Scaffolding. In *Instructional Methods, Strategies and Technologies to Meet the Needs of All Learners*. https://granite.pressbooks.pub/

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3. Notes on the Design of this Module Option

The design of this module option: Orientating your Students to your Online Course was based on the following two Frameworks for Quality Standards in Online Teaching, which might be helpful planning and evaluation tools to guide the creation of your own online course:

1. Part 1 in the *OSCQR – Open SUNY Course Quality Review Rubric: Quality Scorecard Suite: OSCQR 3.1*. Link to Part 1: Course Overview and information

2 TELAS Standard 3 in the ASCILITE *Technology-Enhanced Learning Accredidation Scheme.* https://www.telas.edu.au/framework/

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4. Extended Resources: Student Success

Please find below a selection of materials from different higher education institutions to support academic student learning online. Feel free to share other applicable resource that you know of in our Moodle Module Forum.

Academic Reading Resources | Learning Skills Services. (n.d.). Retrieved April 15, 2020, from https://lss.info.yorku.ca/academic-reading-resources/

Centres, K. P. U. L., Page, C., & Vincent, A. (2018). *Learning to Learn Online*. Kwantlen Polytechnic University. https://kpu.pressbooks.pub/learningtolearnonline/

FutureLearn. (n.d.). SQ3R: *Process of note-taking*. FutureLearn. Retrieved April 15, 2020, from https://www.futurelearn.com/courses/english-for-study-intermediate/0/steps/35219

GoodNotes. (2019, May 27). *The Best Note-Taking Methods*. Medium. https://medium.goodnotes.com/the-best-note-taking-methods-for-college-students-451f412e264e

Managing Time and Motivation. (n.d.). Newcastle University. Retrieved April 15, 2020, from https://internal.ncl.ac.uk/ask/online-learning/managing-time-and-motivation

Note Taking 101. (2014, March 10). OnlineUniversities.Com. https://www.onlineuniversities.com/articles/students/note-taking-101/

Online Learning and COVID | Learning Skills Services. (n.d.). Retrieved April 15, 2020, from https://lss.info.yorku.ca/online-learning/

Time Management Resources | Learning Skills Services. (n.d.). Retrieved April 15, 2020, from https://lss.info.yorku.ca/time-management-resources/

Weilandt, J. (n.d.). Can someone help me direct MY STUDENTS?

In *Orientation to Teaching at the UofL Handbook*. Retrieved April 15, 2020, from https://pressbooks.library.ualberta.ca/orientationhandbook/part/i-want-to-develop-my-teaching-what-do-you-suggest/

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✔️ 5. Self-Evaluation Quiz

To self-evaluate your readiness to orientate your learners to your own online course, you can answer the questions in the quiz below.

> *An interactive or media element has been excluded from this version of the text. You can view it online here:*
> *https://openeducationalberta.ca/fitfol/?p=84*

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6. Chapter References:

Hannafin, M., Land, S., & Oliver, K. (1999). Open Learning Environments: Foundations, methods, and models. In *Instructional-Design Theories and Models* (Vol. 2). https://www.researchgate.net/publication/

237035032_Open_Learning_Environments_Foundations_meth ods_and_models

Kwantlen Polytechnic University Learning Centres, Page, C., & Vincent, A. (2018). *Learning to Learn Online*. Kwantlen Polytechnic University. https://kpu.pressbooks.pub/learningtolearnonline/

Open Suny Online Teaching, & Online Learning Consortium. (n.d.). *OSCQR – Open SUNY Course Quality Review Rubric: Quality Scorecard Suit: OSCQR 3.1*. CC-BY 4.0. Retrieved April 8, 2020, from https://oscqr.suny.edu/

RattusScholasticus, ~. (2020, April 12). Let Them Suck Eggs: Framing advice to students appropriately in a crisis. *Rattus Scholasticus*. https://rattusscholasticus.wordpress.com/2020/04/12/let-them-suck-eggs-framing-advice-to-students-appropriately-in-a-crisis/

Stavredes, T. (2011). Effective Online Teaching. Foundations and Strategies for Student Success. Jossey- Bass: San-Francisco.

TELAS + ASCILITE. (2019). ASCILITE *Technology-Enhanced Learning Accreditation Scheme*. https://ascilite.org/get-involved/telas/

Villasenor, J. (2020, April 8). 6 Steps to Prepare for an Online Fall Semester. *The Chronicle of Higher Education*. https://www.chronicle.com/article/6-Steps-to-Prepare-for-an/248463

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7. Annotate this Module page to provide feedback

This is OPTIONAL and only reccommended for those already familiar with the freely accessible web-annotation tool Hypothes.is, which you can use to share your reflections, ideas and suggestions in feedback comments with us the instructors and other peers in

our secure, closed group specifically created for [UofLFitFOL2020 cohort annotations](#).

You can only join this group <u>after</u> the set up of an Hypothesis account.

If you are curious learn more about Hypothes.is first, read this brief instructor tutorial [here](#).

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OPTION 2: Designing for Diverse Students ~3-5 hrs.

Content

1. [Guiding Questions](#)
2. [Accessibility and Inclusive Course Design](#)

   - 2.1 [Online Learning Environments](#)
   - 2.2 [Course Resources – Activity 1: How to Meet Accessibility Standards](#)

3. [Inclusion: Content Choices and Pedagogical Practices](#)

   - 3.1 [Diversity in Content Choices](#)
   - 3.2 [Activity 2: Plan/ Revise a Resource](#)

4. [References](#)
5. Optional: [Annotate this Module for Feedback Using Hypothesis](#)

UDL: Principle of Representing Information in Multiple Ways:

Listen to or download this overview in audio format [by clicking on this link here](#). It will direct you to access the audio file on a U of L instructor Google drive (no sign-in required).

1. Guiding Questions

- Who are your students?
- What steps can be taken to ensure your course is fully accessible to learners with disabilities?
- Does the design of the learning activities, environment, interactions, or resources in your course create a safe and equitable learning environment?
- How can you support the learning experience of your students in your online course(s), including ways that address diverse ways of learning and using technology?

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2. Accessibility and Inclusive Course Design

EQUALITY — EQUITY — LIBERATION

the4thbox.com
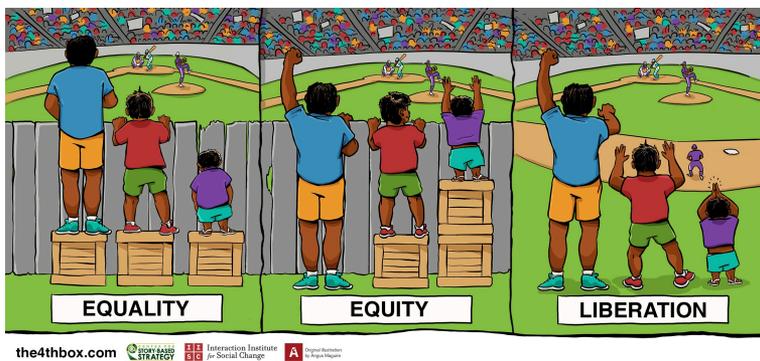
To plan for a facilitation of engagement, equity and fairness, requires some time and dedicated efforts to determine who your learners are and how you can best match their learning needs with your teaching intentions. To remove potential hurdles, you will need consider full range of human diversity with respect to ability, language, culture, race, gender, age, and other forms of human difference.

Designing and facilitating an equitable online course includes five primary areas of consideration, all of which are integral parts in the five different modules of this course (Kelly, 2019):

Aspect	Meaning
Academic	Students' preparedness for learning and readiness for online learning
Pedagogical	Course Organisation and design, engagement and interaction, effective teaching methods, strategies and practices
Psychological	Student's feelings of social belonging and ability to express stereotype threat, as well as perceptions of course relevance and instructor compassion
Social	Students' perceptions of connection versus isolation related to the course
Technological	Students' ability to access and use course technologies

We hope that the Fit for Online Learning Course models quality inclusive online design and facilitation with regards to all of the following elements:

1. The online learning environment,
2. the accessibility of the course resources,
3. the diversity in and different formats for the resources we curated, adapted, and/or created,
4. the choices we allow you to make relating to content, learning and assessment so you can stay invested and engaged,
5. the various levels of challenge in tasks and content,
6. our availability and willingness to respond to question and ideas,
7. the tips we deliver how to stay motivated,
8. the connections we draw between the information and real world applications,
9. the feedback we provide on progress and completed projects.

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2.1. Online Learning Environments

Let's take a look the virtual environment first. The important elements here include the user interface, the navigation strategies, the layout, functionality, accessibility and user experience (TELAS + ASCILITE, 2019, Standards 1-3).

While not all aspects are within your control, you can certainly communicate to your students how you will use the existing interface and layout to organize and structure your course. You can, for example, share strategies and basic tutorials that explain how students can navigate between the content you post and and the online activities you create for them to engage in.

Not every barrier in an online environment is necessarily due to software design. If you, for instance, post important information in places not directly visible to your students, you will need to clearly let your students know what it is you want them to access and where they can find it.

Testing through quizzes and exams within online environments often poses challenges to students that you will need to address proactively to avoid anxiety and frustration (Tobin and Behling, 2018, p. 226-228). Working closely with technical and pedagogical support staff will help you plan effective online testing.

To manage and improve the online learning experience of your students, it is important to build in feedback instances allowing students to share the nature and date of problems they are facing when using your course technology. Sharing that feedback with the people who are responsible for hosting and designing the tools and environments is critical to ensuring their continuous improvements.

Note that if you decide to use the university supported LMS Moodle, you can rely on a dedicated team of technically and/ or pedagogically trained specialists to advise and support you in teaching with Moodle online. You can request one-on-one help

or access a set of digitally available tutorials by clicking on the following link: https://moodleanswers.com/.
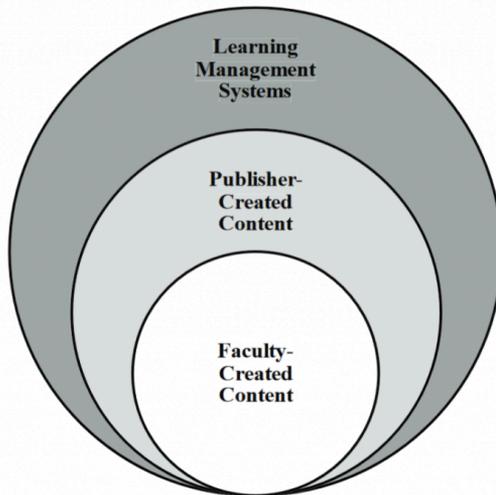
Figure 9.2: Barriers to online courses (Linder, Fountaine-Rainen, and Behling, 2015)

The graph above is used to show that there are multiple levels on which access to learning can be impeded, not only pertaining to the resources you create yourself. The online learning environments and content created by others come with their own in-built design features, which cannot easily be altered. However, there are a number of things that you can do ensure that the course resources you use are accessible. The Accessibility activity in the following section will guide your focus towards ways to overcome (often undocumented) learning challenges in students.

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2.2 Course Resources – Activity 1: How to Meet

Accessibility Standards

Accessibility of Education

When you choose or create teaching materials for your courses, you might want to ensure that all your students can easily access and use those resources. Accessible content meets the requirements of the [Alberta Human Rights Act](#), which "has as its objective the amelioration of the conditions of disadvantaged persons or classes of disadvantaged persons, including those who are disadvantaged because of their race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation."

Content authors must ensure that their e-learning content is presented in multiple formats and, therefore, accessible through multiple senses. For people who are blind, visual materials require an alternative, typically in the form of text. While an audio version of visual content (such as an MP3 audio file that describes a complex image) could be used as an alternative, chances are the audio will interfere with the screen reader output. Text alternatives, on the other hand, are easily adapted or even simplified, read aloud by a screen reader, turned into Braille to be output through a Braille display, or translated into other languages.

Activity 1: Personas – How to Meet

Accessibility Standards

30-45 min.

This activity has 6 steps (outlined below).

Purpose: This activity introduces specific (often undocumented) learning challenges students can face along with different types of hardware and software that they might use for accommodations.

Navigation: You can access the information in the BCcampus Open Ed Accessibility Toolkit by simply clicking on the link below next to Step 1.

Technology: The Accessibility Toolkit in Step 1 is an open textbook created with the Pressbooks Software. It is being hosted in the BC Campus Open Textbook repository, where it can be accessed freely in digital format or downloaded for offline use. The Persona Card in Step 2 is available for viewing and downloading from a Google Drive link.

STEP 1: Read the following sections in the Accessibility Toolkit:

Sections	Links
Personas	https://opentextbc.ca/accessibilitytoolkit/chapter/using-personas/[new tab]
Best Practices	https://opentextbc.ca/accessibilitytoolkit/part/best-practices/[new tab]

STEP 2: Do you now know which learner types need what format for resources? Briefly check your knowledge here by dragging the appropriate content type on to the matching persona below.

An interactive or media element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/fitfol/?p=90

STEP 3: Open the following Persona Card Document by clicking on this link: http://goo.gl/m1Fp6 [new tab]

Now take a few minutes to think about 1-3 potential learners in your course. Fill in the missing blanks for a more holistic picture of the diversity of learners in your course.

Download a copy in a format of your choice (.doc; odt; txt, or other) if you would like to retain a document for future reference. Downloading is possible through the FILE tab on the upper left.

STEP 4: Based on the Best Practices introduced to you in STEP 1, you will now evaluate the accessibility of this Module Option 2 Page.

Take a closer look at all of the parts on this page with all its elements (headers, pictures, tables, links, etc.) before you answer the following five quiz questions:

> An interactive or media element has been excluded from this version of the text. You can view it online here:
> *https://openeducationalberta.ca/fitfol/?p=90*

Please note: Should you, contrary to the test results, encounter accessibility issues with this page, you can report them to us here [new tab directing you to UofL Qualtrics mask]

STEP 5: Implement accessibility recommendations into the design of your own online course.

Now refer to back to your online course in preparation to answer the following two questions:

1. *What proactive practices outlined in the STEPs 1-3 can you apply to make your course more accessible this*

first time round?

2. *Which practices are long-term projects and will have to wait for future iterations?*

3. *Which element(s) will you revise/ create first?*

STEP 6: Optional: You may share your answers with your FitFOL2020 II peers in our [Moodle Module Forum here](#).

Additional Resources:

1. Accessible Assessments: *[The Hitch-hiker's Guide to Alternative Assessment [new tab]](#)* (Gordon, 2020, p. 4-10)

2. [U of L Accessibility Toolkit for Educators [new tab]](#)

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3. Equity and Inclusion: Content Choices and Pedagogical Practices

Teaching is a radical act, in which your choices reflect your own identity, your view of learning and the opinions you have about your students. It is important to focus some of your time on the reflection of who you are as a researcher and educator. However, as Kevin Gannon (2016) puts it: "Our students are not us. If we

merely teach to how we prefer to learn, we exclude a majority of our students." If you are to create an inclusive and safe learning environment for your learners, you might find the following subsections and activity useful for the design of an inclusive learning environment.

3.1 Diversity in Content Choices

The following excerpt from the ASCILITE technology-enhanced learning accreditation scheme (standard 7.3) provides quality markers for online courses at universities in higher ed courses in Australasian countries and may be a useful instrument guiding your content choices to reflect diversity:

LEARNING RESOURCES	
PERFORMANCE CRITERIA	SUCCESS INDICATORS
STANDARD 7: Learning resources are inclusive, quality assured, available and functional.	
7.1. Learning resources are available and functional	7.1.1. Learning resources are available
	7.1.2. Learning resources to be downloaded or streamed are appropriately sized [e.g. large files/formats optimized/compressed where/when applicable]
	7.1.3. Learning resources are functional on contemporary devices
	7.1.4. Learning resources enable user control
	7.1.5. Learning resources are fit for purpose (e.g. PDF form that students are required to fill out online is editable)
7.2. Learning resources are appropriately attributed and copyright compliant	** 7.2.1. Evidence is provided that copyright regulations have been observed
	7.2.2. Relevant levels of referencing attribution are provided for learning resources (e.g. Scholarly citations Creative Commons)
7.3. Learning resources reflect diversity	7.3.1. Learning resources are culturally considerate (e.g. indigenous warning, inappropriate clothing/language not evident)
	7.3.2. Learning resources reflect diversity including but not limited to gender, culture, demographic groups
	7.3.3. Learning resources are contextualized to more than one global region
8.1. Learning resources are relevant	8.1.1 Context is provided for the learning resource (i.e. what it actually is, why it is relevant and essential or recommended)
8.2. Learning resources are provided in a range of modalities	8.2.1. Learning resources utilise digital technologies and media in purposeful ways (e.g. PDF, Video)
	8.2.2. There is a variety of technologies used to present course content

ASCILITE Technology-enhanced Learning Accreditation Scheme, p. 5

Extended Resources:

If you would like to delve deeper into the topic within

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the context of the science disciplines, you can browse the following collection of resources for more ideas how to plan for inclusive online teaching.

CBE – Life Sciences Education. (n.d.). INSTRUCTOR CHECKLIST. LSE Resources. https://lse.ascb.org/ evidence-based-teaching-guides/inclusive-teaching/

Peralta Equity Standards Rubric: The Peralta Rubrics developed by Stark and Kelly details the above items and provides descriptions for practices that demonstrate equity standards within an online course: https://web.peralta.edu/de/equity-initiative/equity/

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3.2 Plan or Revise a Course Resource

Activity 2:

> 30-60 min.
>
> 1. Choose an element in your course that your wish to revise or plan (such as your reading requirements or other course).
>
> 2. You can refer to the previously presented Peralta Rubric or the ASCILITE technology-enhanced learning accreditation scheme (standard 7.3) to guide you in your planning of inclusive materials.
>
> 3. If you wish to share ideas or the fruits of your labour with the cohort, feel free to leave a post in our [Module Forum in Moodle](#).

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4. References

BCcampus. (n.d.). *Consider these ideas when planning your course online*. Retrieved from https://bccampus.ca/wp-content/uploads/2020/04/Inclusion.accessible.pdf

CBE – Life Sciences Education. (n.d.). INSTRUCTOR CHECKLIST. *LSE Resources*. Retrieved April 23, 2020, from https://lse.ascb.org/evidence-based-teaching-guides/inclusive-teaching/instructor-checklist-group-work/

Coolidge, A., Doner, S., Robertson, T., & Gray, J. (2018). *Accessibility Toolkit–2nd Edition*. BCcampus – OpenEd. https://opentextbc.ca/accessibilitytoolkit/

Dublin City University DCU. (2020). *Quality Design Checklist:*

Questions for Designing and Delivering Online Courses. Retrieved from https://ni4dl.files.wordpress.com/2020/03/dcu-quality-checklist-online-courses.pdf

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Inclusive Design Research Centre. (n.d.). Retrieved March 28, 2020, from https://idrc.ocadu.ca/

Lab, P. W. (n.d.). *Definitions // Purdue Writing Lab.* Purdue Writing Lab. Retrieved April 16, 2020, from https://owl.purdue.edu/owl/general_writing/common_writing_assignments/definitions.html

Learning & Teaching Office, Ryerson University (2018). *Instructional Scaffolding.* 9. Retrieved from https://www.ryerson.ca/content/dam/learning-teaching/teaching-resources/assessment/instructional-scaffolding.pdf

Open Suny Online Teaching, & Online Learning Consortium. (n.d.). *OSCQR – Open SUNY Course Quality Review Rubric: Quality Scorecard Suit: OSCQR 3.1.* CC-BY 4.0. Retrieved April 8, 2020, from https://oscqr.suny.edu/

Orey, M. (2010). *Emerging Perspectives on Learning, Teaching, and Technology.* (p.226-236) Retrieved from https://textbookequity.org/Textbooks/Orey_Emergin_Perspectives_Learning.pdf

Swanson, J., & Lipscomb, L. (2017). Ch. 11 Scaffolding. In *Instructional Methods, Strategies and Technologies to Meet the Needs of All Learners.* https://granite.pressbooks.pub/teachingdiverselearners/chapter/scaffolding-2/

TELAS + ASCILITE. (2019). ASCILITE *Technology-Enhanced Learning Accreditation Scheme.* https://ascilite.org/get-involved/telas/

Tobin, T. J., & Behling, K. (2018). *Reach Everyone, Teach Everyone: Universal Design for Learning in Higher Education: Vol. First edition.* West Virginia University Press. Retrieved from http://search.ebscohost.com.ezproxy.uleth.ca/ login.aspx?direct=true&db=nlebk&AN=1936511&site=ehost- live&scope=site&ebv=EB&ppid=pp_226

Weilandt, J. (2018). *Accessibility of Education Toolkit for Educators | University of Lethbridge.* https://www.uleth.ca/teachingcentre/ accessibility-education-toolkit-educators

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5. Annotate this Module page to provide feedback

This is OPTIONAL and only reccommended for those already familiar with the freely accessible web-annotation tool Hypothes.is, which you can use to share your reflections, ideas and suggestions in feedback comments with us the instructors and other peers in our secure, closed group specifically created for UofLFitFOL2020 cohort annotations.

You can only join this group after the set up of an Hypothesis account.

If you are curious learn more about Hypothes.is first, read this brief instructor tutorial here.

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OPTION 3: Managing Student Behaviour and Conflict ~3 hrs.

Content

1. [Guiding Questions](#)
2. [Introduction](#)
3. [Managing Difficult Students (includes Activity 1)](#)
4. [Addressing Conflict in Groups (includes Activity 2)](#)
5. Optional: [Annotate this Option to Give Feedback](#)
6. [Module References](#)

UDL: Principle of Representing Information in Multiple Ways:

Listen to or download this overview in audio format by [clicking on this link here [new tab]](#). It will direct you to access the audio file on a U of L instructor Google drive (no sign-in required).

1. Guiding Questions

1. How do personality and learning preferences in individual learners impact online course dynamics and how can different learner types be supported to successfully complete required tasks?
2. What factors negatively impact student performance and how can they be managed to ensure academic success?
3. What planning strategies can be applied to proactively avoid points for conflict?
4. What conflict management methods can be used to ethically and effectively resolve conflict?

2. Introduction

No different from traditional on-campus classes, online courses welcome a broad range of individual learners who, with their unique set of personality traits, desires for learning, life-changing events in their biographies, and high hopes for future advancement, will inevitably shape the dynamics of your course(s) through the interactions with you and her/ his/ zer/ their peers.

You can place bets on the fact that there will be students who keep quiet and tend to only hesitatingly take part in the course conversations. At the same time, you can expect their exact opposites – the take-charge students or the 'noisy' ones as defined by Ko and Rossen (2010, p. 343). There will likely be students who

disengage from your course for different reasons opposite to those who will challenge your knowledge or your authority. No doubt, these difficult student behaviours can make online teaching difficult at times.

It is therefore very important to know which specific factors cause or amplify difficult behaviours of students in online environments. An awareness for those factors is crucial as it guides your course design to include proactive strategies that can help prevent behavioural issues from arising. It also equips you with management methods that you can utilize to if you need resolve conflict with individual students or with dissonant student groups after all.

This chapter is designed to support you in the development of behaviour management and conflict resolution skills for the online classroom.

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3. Managing Difficult Students (includes Activity 1)

Students who demonstrate behavioural issues are often unclear about the course requirements or have not yet build proficient skill levels to learn independently online without some extra help coming from you. The difficulties students have and exhibit in their behaviour can thus take many forms – from an inability to adjust to new technologies, to domination or sidetracking of conversations, to a lack of participation and scapegoating others for the own lack in sufficient academic progress.

As those difficulties might show up with a delay in an online environment, you will need to become able to read signs as early as they appear and know which strategies to apply for different

types of behaviour issues, some of which we will examine with the following activity.

Activity 1: Management Strategies for Different Learner Types

This activity has 3 steps (outlined below).

Purpose: This activity introduces different learner types, describes their impact on the course dynamics and provides strategies to effectively deal with difficult behaviour.

Navigation: You will navigate between this chapter and the spaces where you can access the necessary information and collaborate with your peers.

Technology: The technology used for this activity include Pressbooks, Youtube, Moodle Wiki.

STEP 1: Choose your preferred way to learn about specific learner types, behavioural issues and suggested strategies below. Both formats present the same information, but in different ways (viewing/ listening a video presentation versus reading a book chapter).
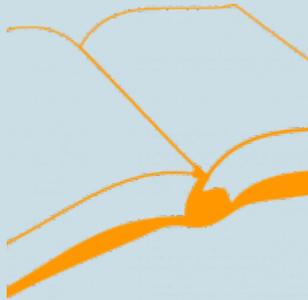
Read the book chapter excerpt in Ko, S. & Rossen, S. (2010). Online Teaching. A Practical Guide. Taylor and Francis. Read Chapter 12. Classroom Management. Special Issues, pp. 339 – 356.
Available as a fair dealings copy on Moodle

Watch the video presentation by Mandernach, J. (2013, October 22). *Dealing with Difficult Students in the Online Classroom.* https://www.youtube.com/watch?v=1nTStCJBECw
Pdf of powerpoint available from https://www.uttyler.edu/cetl/files/Difficultstudents.pdf

STEP 2: Direct your focus to answering the following two questions while accessing the necessary information.

1. *What are some common behavioural issues in specific types of online learners?*
2. *What strategies can be applied to manage those behavioural problems?*

STEP 3: Share what you have learned with your peers in a collaborative Wiki-Activity in our U of L Moodle course (for UofL profs only), which you can access by clicking on this link.

You will be asked to enter 1 piece of information that speaks to the two questions above. If you need help in navigating the Moodle Wiki to complete this step, please take a look at the tutorial linked here [new tab].

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4. Addressing Conflict in Groups (includes Activity 2)

If the ability for team work is a professional outcome in your discipline, you will need to have a solid understanding of online group dynamics to design group activities that will help your students build the related collaboration skills without much intervention on your part. Pratt and Palloff, both online teaching veterans who have closely researched online teaching, are of the opinion that "with increased knowledge of online group dynamics, instructors can more easily adjust their strategies for dealing with problems such as difficult students or waning participation." (2003, p. 159)

Knowledge of online group work relates to 1) a theoretical understanding how groups form and what the stages in the process of group development are, and 2) the strategies you can apply to work with difficult student in online groups.

4.1. Stage theory

According to Pratt and Palloff (2003), two theories are often brought

into the discussion of group development: [Tuckman and Jensen](#) (1977) and [McClure](#) (2005); the former view group forming as a linear process with 5 distinct stages, while the latter considers it a chaotic and self-organizing process with stages between which groups move more fluidly. Both theories consider conflict an inevitable part of the process "that arises at varying points in the development of the group, and it is not uncommon for it to occur almost immediately." (Pratt and Palloff, 2003, p. 160)

A third theory, less focused on stages, considers people, tasks and technology as important factors determining the success of teams. McGrath and Hollinghead (1994) proposed that for groups to complete a task successfully its individuals need to generate a sense of well-being through the interactions with the group members. This needs to happen in safe spaces where the group members can each support each other in achieving the collaborative tasks. It is important for the group members to feel good about the work they produce, to offer help to each offer and to be able to solve problems or resolve issues together.

Most theorists agree that groups develop in stages and over time, beginning with separate individuals who join together for a common purpose. There is often anxiety at the beginning that subsides with group members negotiating group rules or norms ,defining the scope of the work to be done by all and each individual, as well as strategies for conflict resolution. Conflict is considered an inevitable element of group development that will need to be anticipated in order for it not to impair the collaborative work.

Palloff and Pratt (2003, p. 173) have summarized the above-mentioned theories of group development in a figure that clearly illustrates the links necessary to complete a task between the individuals, the group, the facilitator and the technology. Each of the elements shown in the graph below list the characteristics that are necessary for effective online group work.

You can access those lists by clicking on the pink icons.

An interactive or media element has been excluded from this version of the text. You can view it online here:

https://openeducationalberta.ca/fitfol/?p=96

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In the following activity you will learn how Pratt and Palloff have applied McClure's stage model to their own teaching of a specific online course to then draw specific conclusions from that course which resulted in recommendations for how to avoid and resolve conflict in in online student groups.

Activity 2: McClure's Model Applied to Online Classes

This activity has 3 steps (outlined below).

Purpose: Through the description of one group of students in an online class you will be provided with examples that illustrate the movements of that group through the stages proposed in McClure's model. It will also help you draw conclusions for conflict management in your own online course(s).

Materials + Technology: You can access a fair dealings copy of the chapter 8: 'Online Classroom Dynamics' IN Pratt, R. M. & Palloff, K. (2003). Working with the Virtual Learner. *Becoming Truly Learner-Focused: Best Practices in OL Teaching.* Jossey-Bass Higher and Adult Education Series: San Francisco. in our U of L Moodle course [new tab].

STEP 1: Read the part: 'Applying What We Understand About Groups to Online Classes on the pages 163-171 of chapter 8: 'Online Classroom Dynamics' IN Pratt, R. M. & Palloff (2003).

- *What are the stages in the McClure model?*
- *What issues of concern do students experience as they move through those stages?*
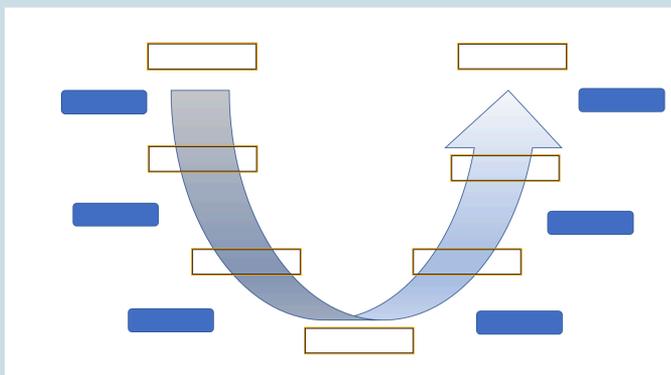
Study Scaffold: McClure Group Staging model (2005) adapted from Pratt and Palloff (2003, p. 162)

STEP 2: Identify specific student behaviour in the different stages laid out in McClure's model to reflect on the following questions:

- *What are the signs that you as an instructor should notice that tell you whether groups move through the stages of development?*
- *How could you facilitate movement to the next stage if a group becomes stuck in the conflict phases?*
- *What is critical for the instructor to do to support team building and conflict resolution?*

STEP 3: Browse the following evidence based teaching guides on group work provided by the free online quarterly journal Life Sciences Education to generate ideas how you can support your online students in the formation of effective teams. Let the following questions guide you:

- *Which of the resources would you like to use for your own online course? To what purpose?*
- *Will you need to make any modifications?*

CBE – Life Sciences Education. (n.d.). *Group Work. Evidence Based Teaching Guides– LSE Resources*. Retrieved April 23, 2020, from https://lse.ascb.org/evidence-based-teaching-guides/group-work/?_ga=2.256019403.1325621918.1569271634-188462711.1569271634

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4.2 Strategies for Working with Online Course Dynamics

Generally, experienced online instructors agree with the statement made by Ko and Rossen (2010) that:

> [...] most problems can be averted by the skillful management of student expectations such as we have outlined in earlier chapters – the comprehensive syllabus, clearly written assignment instructions, protocols for communication, code of conduct and clearly stated policies and criteria for grading as well as instructor responsiveness, are all ways to ensure that students understand how to do their best in your online course. (p. 343)

Pratt and Palloff (2003, p. 185-6) have derived a series of tips out of stage theory and their own experience teaching online, which are listed in the accordion below. You can click on each of its titles to reveal further explanations for each of the points.

An interactive or media element has been excluded from this version of the text. You can view it online here:

https://openeducationalberta.ca/fitfol/?p=96

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5. Annotate this Module page to provide feedback

This is OPTIONAL and only reccommended for those already familiar with the freely accessible web-annotation tool Hypothes.is, which you can use to share your reflections, ideas and suggestions in feedback comments with us the instructors and other peers in our secure, closed group specifically created for UofLFitFOL2020 cohort annotations.

You can only join this group after the set up of an Hypothesis account.

If you are curious learn more about Hypothes.is first, read this brief instructor tutorial here.

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6. References:

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Ko, S. & Rossen, S. (2010). Online Teaching. A Practical Guide. Taylor and Francis. Read Chapter 12. Classroom Management. Special Issues, pp. 339 – 356.

Mandernach, J. (2017). *Dealing with "Difficult" Students in the Online Classroom.* https://www.uttyler.edu/cetl/files/Difficultstudents.pdf

Mandernach, J. (2013, October 22). *Dealing with Difficult Students in the Online Classroom.* https://www.youtube.com/watch?v=1nTStCJBECw

McClure, B. A. (2005). *Putting a new spin on groups*: *The science of chaos*. Psychology Press.

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Pratt, R. M. & Palloff, K. (2003). Working with the Virtual Learner. Becoming Truly Learner-Focused: Best Practices in OL Teaching. Jossey-Bass Higher and Adult Education Series: San Francisco.

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Technology Used in this Module

For the design of FitFOL2020 the following technological tools were used. Participants who actively participate in the course will be using the tools **in italics** to collaborate with peers. Otherwise, you will access content that has been created with the tools below.

Accessibility Checkers:

- [Web Accessibility Evaluation Tool List](#)
- Wave

Audio recordings:

- 123 Apps
- Audacity
- Camtasia
- Moodle Editor Box

Collaboration:

- *Etherpad* – shared online document
- *U of L Google Drive* – shared folders to contain submission
- Hypothesis for online annotations
- *Moodle Forum* and *Wiki* activities
- *Pingo* Polling Tool
- *Pressbooks* for Commenting
- *Zeetings* – live presentation slides with polling
- *Zoom*

- Zotero – for online library sharing

Content:

- Audio (mp3) files
- Fair Dealings copies on Moodle
- H5P Presentations, Graphs, Pictures and Accordions
- Links to Original Websites. Books or Journal Articles (many Open Access)
- Microsoft Office Word Documents
- Pdf Documents
- Powerpoint
- Pressbooks Open Textbook
- [Search for Open Educational Resources](#)
- Video tutorials (mp4) files
- Youtube

Feedback:

- ***U of L Google Forms***
- ***Qualtrics*** (U of L subscription survey tool)
- ***Pingo*** Polling Tool

Interactive Content (e.g. accordions, hotspot images, presentation slides, quizzes, video with questions or embedded information):

- ***H5P***
- ***Moodle Quiz***

Picture Editing:

- Canva
- Irfan View
- Snagit

Picture Search for Pictures with Public Domain Permissions:

- Creative Commons
- Google Advanced Search
- svgsilh.com
- unsplash.com

Video Recordings and Editing:

- Camtasia
- Moodle Editor Box
- Youtube (to host and edit)

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Accessibility Testing for FitFOL

I didn't need to be told, but have known for a few years now: I know too little about disabilities.

What I do know is that they can cause students great stress when they impede with the generic access we provide to the physical spaces on our campus, to the academic content we choose to use in our courses and the tools we employ thinking they will assist our students in accomplishing the learning requirements.

Students and their different challenges have taught me lots, but there is still so much more to learn.

Inspired by a [forum post to #FitFOL2020 course](#) that highlighted how people with the following three issues: colour-blindness, photophobia, and dyslexia, can quickly be excluded if no consideration is given to

1. the colour scheme
2. the background
3. the font.

The post made me wonder how our Pressbooks resource fares regarding these concerns, which is why I will be running a few tests using different technologies to find out how they can help students overcome some of the accessibility issues. I will be working on different devices as well.

This page is to document my Accessibility Testing for our FitFOL resources:

A. Ebook Readers:

1. Caliber
2. Freda
3. IReader

B. Screen Readers:

1. Microsoft Firefox and NVDA
2. Safari and Voice Over

C. Interactive Content

1. H5P Content (Accordion, Hotspots Images, Presentations, Video

---

1. [Caliber](#) (Open-source software: GNU license)

- works with epub format
- carefully designed and easy-to-use interface
- well-labelled controls and tool tips
- can be kept portable on USB stick or other removable device
- cross-platform compatible
- can open Amazon AWZ files

Passes the test as all three issues above can be overcome. All of the three things above can be changed to liking and needs.

1. the colour scheme

2. the background
3. the font

Problems: Interactive Content (anything created with H5P, video or audio files) are excluded from the reader and will have to be started directly on the Pressbooks resources

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2. [Freda](#)

Freda is a free electronic book program, but with annoyingly blinking ads and not very user-friendly interface

(DRM-free) books in the supported formats: EPUB, MOBI, FB2, HTML and TXT.

- customisable controls, fonts and colours, plus annotations and bookmarks
- the ability to look up dictionary definitions and translations,
- and (new feature) text-to-speech reading.
- Freda understands EPUB formatting information (bold/ italic text, margins and alignment) and can display images and diagrams in books.

---

1. Testing with NVDA for Windows

- [NVDA](#) (Download)
- [NVDA Quick Reference](#) and [NVDA testing guide](#) (Download .docx)
- [Focus Highlight](#) (Download NVDA add-in)
- [How to use NVDA and Firefox to test your web pages for accessibility](#) (Marco Zehe)

- [Using NVDA to Evaluate Web Accessibility](#) (WebAIM)
- [Keyboard Shortcuts for NVDA](#) (WebAIM)
- 📄 [NVDA Quick Reference](#)
  📄 [NVDA testing guide](#)

Testing with VoiceOver for the Mac

VoiceOver for IOS and VoiceOver for the Mac are somewhat different, though in many cases, similar concepts apply. To learn more about testing mobile sites and applications with VoiceOver for IOS (as well as TalkBack for Android), visit the [Mobile](#) page on the SOAP site.

- [Quick Guide to Using VoiceOver on Mac OS X](#) (Victor Tsaran)
- [Using VoiceOver to Evaluate Web Accessibility](#) (WebAIM)

H5P

https://h5p.org/documentation/installation/content-type-accessibility

PART VI
INSTRUCTOR TUTORIALS FOR TECHNOLOGY USED FITFOL

The FitFOL 2020 course is facilitated using a combination of the university online learning environment Moodle, our interactive course pack (within which this syllabus is one digital chapter), and freely accessible online tools.

In this chapter you will find a brief tutorial to each of the tools we have used:

- Camtasia
- Canva
- Etherpad
- Flipgrid
- H5P
- Hypothesis
- Images
- Moodle
- 123 app
- Padlet
- Pressbooks
- Qualtrics
- Snagit
- Youtube

- [Zoom](#)

Framework for determining use of technology

We apply the [SECTIONS](#) (Bates, 2015) model to determine the use of a specific technology. It guides us in the consideration of

- Students
- Ease of use
- Costs
- Teaching functions
- Interaction
- Organisational issues
- Networking
- Security and privacy

to make an informed decision. You can dive deeper into the questions pertaining to each aspect of the SECTIONS model by [reading the Appendix 2](#) in Bates reference resource mentioned above. Move through its individual parts by clicking the NEXT button on the lower right.

Below you will find all educational technology listed in alphabetical order. Please click on the respective tools to learn more. You can also navigate this chapter by moving forward – backward using the arrows on the bottom of the page.

Name of Tool/ Medium	Purpose	Modules in FitFOL 2020
Camtasia	Screencasting/ Video Editing	5
Canva	Online Picture Editor	5
Etherpad	Real-time Multiplayer Editor	5
Flipgrid	Collaborative Video Vignettes	Orientation
H5P	Interactive Content Creator	5
Hypothesis	Collaborative Web Annotations	entire resource
Images	Open Online Repositories	5
Moodle	Learning Management System	FitFOL course environment
123 App	Audio/ Video Recording + Editing	5
Padlet	Online Noteboard	5
Pressbooks	Open Book Creation Platform	Fitfol course textbook/ website resource
Qualtrics	Online Survey Tool	Orientation; Accessibility Statement
Snagit	Picture Editing Software	5
Youtube	Video Sharing Platform	Orientation; 5
Zoom	Video Conferencing Tool	optional webinars

Camtasia

Camtasia is a software that allows you to record your screen (= screencasting) and edit any kind of video material. As you might have seen in the FitFOL online tutorials and video messages, the software makes the combination of text, pictures, annotations, video and audio possible. When casting your screen, you can decide to record yourself on camera and/ or audio alongside the things you show on the screen. While editing, you can combine different materials and record audio once you are done.

Concerning **teaching content**, you can create instructor video messages, instruction tutorials, slideshows with instructor narratives, summaries, video feedback and many things more.

    To learn more and maybe do a trial, visit the company page here: https://www.techsmith.com/video-editor.html

Note that if you are interested in the product, education pricing applies for you.

Canva

[Canva](#) is a graphic design platform that allows users to create social media graphics, presentations, posters and other visual content. It is available on web and mobile, and integrates millions of images, fonts, templates and illustrations.
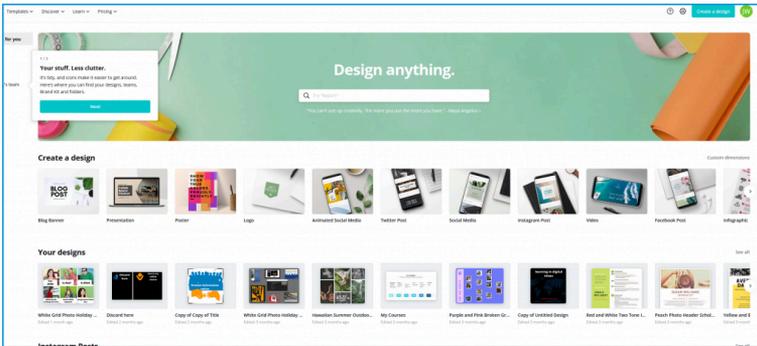
Note that the free version has been used to create some of the visuals in FitFOL.

Etherpad

Etherpad (previously known as **EtherPad**) **is** an open-source, web-based collaborative real-time editor, allowing authors to simultaneously edit a text document, and see all of the participants' edits in real-time, with the ability to display each author's text in their own colour. There is also a chat box in the sidebar to allow meta communication.

There are many openly accessible Etherpad installations for you to choose as the following list from the Etherpad.org website shows. All links will open in new tabs:

SSL Enabled (Secure Data Transfer)

· https://etherpad.wikimedia.org

· https://board.net (including the following modules: upload and paste images, headlines, run as slideshow, comment, markdown, line numbers, show author on hover) run by NGO fairkom.eu as part of fairapps in Austria

· https://pad.riseup.net/ (Tor exit enclave and hidden service, pads removed after 30 days of inactivity)

· https://demo.sandstorm.io/ (Sandstorm demo server – pads removed after 1 hour) or run Etherpad on your own Sandstorm server

· https://notes.typo3.org/

· https://framapad.org/ (run by french NGO Framasoft member of CHATONS)

· https://pad.picasoft.net/ (run by french NGO Picasoft member of CHATONS)

· https://pad.infini.fr/ (run by french NGO Infini member of CHATONS)

· https://pad.ouvaton.coop/ (pads removed after 400 days of inactivity)

· https://pad.systemli.org/ (pads removed after 30 days of inactivity)

· https://pad.lqdn.fr/ (run by French NGO La Quadrature du Net)

· https://public.etherpad-mozilla.org/ (requires login)

· https://pad.hashtagueule.fr/ (run by independent French blog Hashtagueule.fr team)

· https://pad.aquilenet.fr (French non profit ISP member of FFDN.org)

· https://demo.maadix.org/etherpad/ (Installation includes the ep_maadix plugin https://github.com/MaadixNet/ep_maadix which allows to create private groups and invite users, assigning them different roles)

· https://etherpad.snopyta.org

· https://yopad.eu (run by German Federal Youth Council DBJR)

· https://pad.pedeagua.org/ (run by brazillian NGO Caminho das Águas)

· https://etherpad.devol.it (run by italian NGO devol)

· https://coropad.lou.quebec (run by independent developer in Montréal, Québec, Canada)

· https://pad.education (run by France Université Numérique)

Flipgrid for Video Vignettes

(*Please note that if you are using Safari as your browser, you may not be able to see all the content in this tutorial. To avoid this problem, use a different browser such as Firefox or Chrome. We kept this in as an example to you of the kinds of tech problems you may encounter with your students and a possible solution.)

The following presentation takes you through the steps of

1. accessing your educator Flipgrid account
2. creating your classroom grid
3. creating your first video task (= topic)

Note that you can navigate the tutorial by moving in between the slides
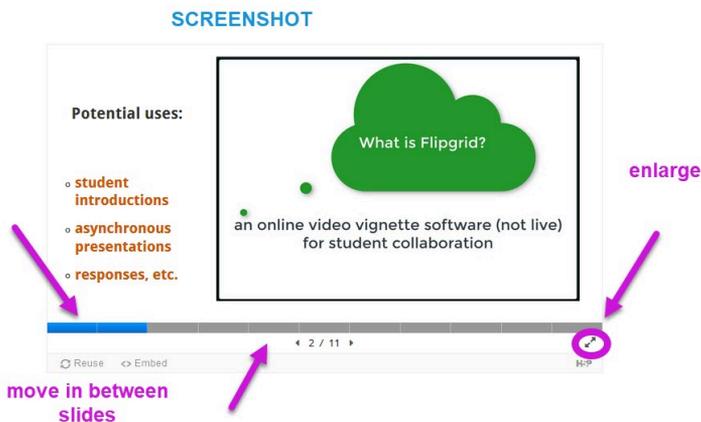
This is a screenshot of the presentation showing you how to navigate through it.

An interactive or media element has been excluded from this version of the text. You can view it online here:

https://openeducationalberta.ca/fitfol/?p=247

H5P - Interactive Online Content

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Watch the brief video introduction to learn how H5P can assist you in your online teaching.

Content Menu

You can either scroll through the content from top to bottom or get to any specific section in this guide by clicking on the active links below.

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1 H5P as educational technology:

H5P is open source software integrated with the U of L Moodle Learning Management System (LMS) which allows the easy and rapid creation of mobile-friendly interactive elements which can form an integral part of your course content.

You can use H5P Learning Objects to create, share and reuse interactive content to engage students and stimulate their learning within your Moodle courses. Being an Open Educational Technology Tool, H5P encourages (but does not mandate) the creation of Open Educational Resources that are licensed granting other users permission for reuse or modification.

In addition to the above mentioned aspects, H5P is:

- HTML 5

- downloadable, shareable and modifiable
- developed by a lively community of academic and technology users
- easy and intuitive to create and modify
- a Moodle plug in, so you can track and grade engagement with content
- securely storing student data on our U of L servers
- versatile as many different interactive content types can be created (see the complete list here.)

Note that all H5P content you create needs to abide by copyright law. To learn more about Open Licensing and OER, contact the U of L Copyright Office or visit the following U of L LibGuides:

1. What is Copyright?
2. Open Educational Resources

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2 The most frequently used content types for teaching in Higher Education are, among others,

1. **Course Presentations**: a series of slides that can include audio, video, questions and links. See the following examples for interactive lectures: https://www.ruvival.de/lectures/
2. **Interactive Video:** a video with interactive elements appearing on screen, including annotations, questions, links, etc. See an example here https://h5pstudio.ecampusontario.ca/content/1249
3. **Question Sets:** a series of multiple-choice questions of various types. See the following tool box for examples:

https://www.ruvival.de/toolbox/

4. **Branching Scenarios:** a series of different multimedia rich content (i.e. presentation slides, text, images, hotspots, video) that can present learners with choices (= different learning paths). This can be used to create grade-able dilemmas, serious games, and multi-stage lessons. Click on this link for an example: https://h5p.org/branching-scenario

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3 Moodle integration

There are two ways to integrate H5P learning activities in Moodle.

Option 1 – Modification: Build on something useful that's already there. If you find existing H5P content that you like or would like to adapt to your specific course needs, you can upload this to Moodle. Many university educators across the globe have started creating content with H5P, and many of these resources are now available on university websites, personal instructor blogs or other online spaces. It is noteworthy that many of these shared resources grant you permission to make modifications that better fit your specific teaching needs.

Option 2 – Creation: Create new and your very own H5P content from scratch by using H5P content editor in Moodle.

Once you have integrated H5P learning activities into your Moodle courses, you can decide whether and how to grade student engagement with those activities. The following parts (4 + 5 + 6) will take you through the steps of adapting existing H5P content and creating completely new H5P activities.

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4 How to adapt existing H5P content in Moodle

If you choose the modification route, you can use an existing H5P file (you may have found on the internet) and upload it into this course following these simple steps **(after you logged into one of your U of L Moodle course!):**

1. ADD an ACTIVITY
2. CHOOSE h5p PLUGIN
3. UPLOAD the H5 file from your computer and give it a title/ write instructions for students
4. ENLARGE SCREEN and START your modifications (only if necessary)
5. SAVE (and add weightings in gradebook if you want the activity to be graded)

Watch the video tutorial below for detailed instructions or download the attachment with screenshots to represent the steps in the process.
   Video Tutorial:

A YouTube element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/fitfol/?p=219

Attachment:
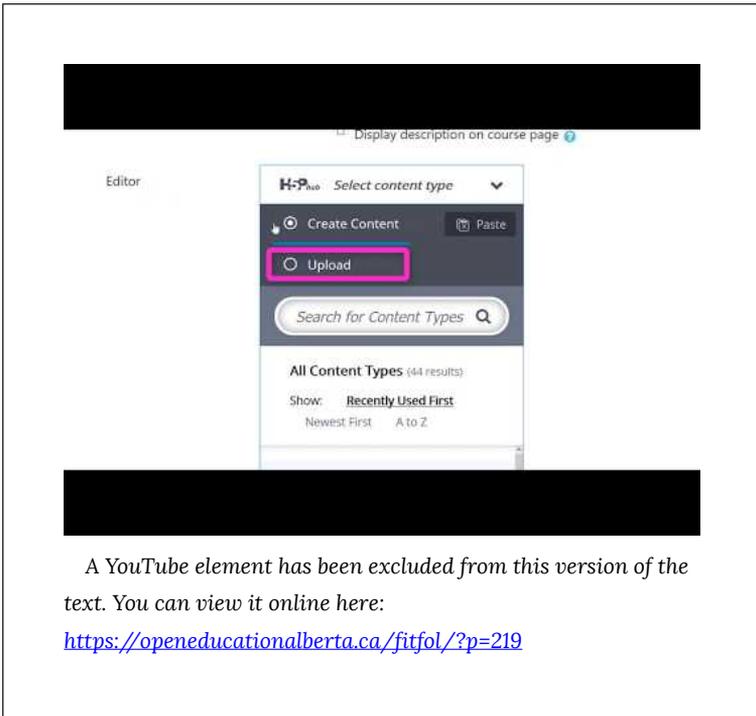
Click on this attachment to prompt the download of the H5P Tutorial with Screenshots Modify Content [word document]

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5 How to download existing H5P content from the internet

Downloading existing H5P content is easy and possible when content creators grant sharing permission by activating the download function for H5P as they publish content. You can either

watch the brief video or view the two screenshots how to download existing H5P content from the internet.

Video Tutorial:

A YouTube element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/fitfol/?p=219

Screenshots:

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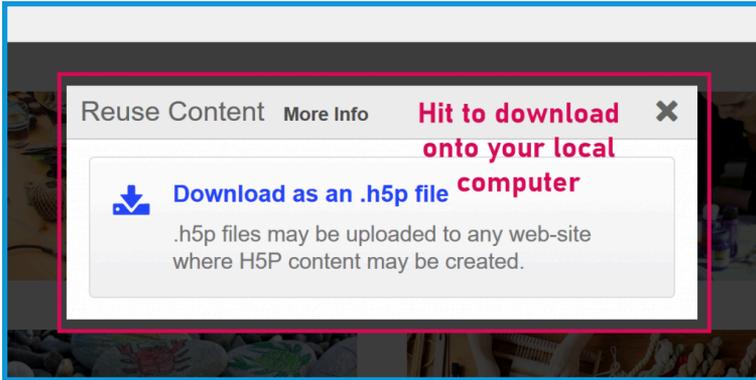
6 How to create new H5P content in Moodle

If you choose the **creation route**, you can do so in your Moodle courses following these **simple steps:**

   1. hit ADD an ACTIVITY

   2. CHOOSE h5p PLUGIN

   3. Choose the CONTENT TYPE you want to create and give it a title

   4. START the creation of your interactive activity (see specific instructions for specific content types in 7: More in-depth tutorials for specific content types)

   5. SAVE (and add weightings in gradebook if wanted)

   Watch the video tutorial below for detailed instructions or download the attachment with screenshots to represent the steps in the process.

   Video Tutorial:

A YouTube element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/fitfol/?p=219
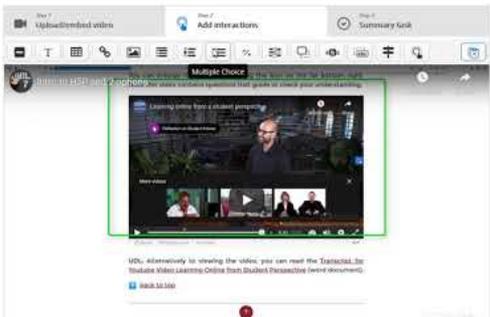
Attachment:

Click on this attachment to prompt the download of the Screenshot Tutorial How to create new H5P content in Moodle

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7 More in-depth tutorials for specific content types

H5P has created tutorials for content authors for all existing H5P content types including the ones presented above, which you can access on their website linked here or by clicking on the new tab

links   below: https://h5p.org/documentation/for-authors/tutorials.

Interactive Video [new tab]

Course Presentation [new tab]

Question Sets [new tab]

Branching Scenario [new tab]

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8 Self-enrol in a Moodle mock course with various examples

Note that this option only works for U of L affiliated educators.

If you would like to browse a number of H5P content examples from various universities designed for a number of different disciplines, you can enrol in the H5P Demo Moodle course linked here: https://moodle.uleth.ca/202002/course/view.php?id=671. Hit ENROL ME to get in. You will access the course in the teacher role.

After 30 days of inactivity or 90 days of use, you will automatically be unenrolled from this course.

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Download the page H5P – Interactive Content in pdf Format

Hypothesis

Hypothes.is is a web annotation tool that allows for **public or private annotations** of all freely accessible digital content on the internet, like for instance this Pressbooks course resource, Open Access Journal articles, websites and so much more.

You can thus bring discussion directly to course content by enabling your students to add comments and start conversations in the margins of their texts. Collaborative annotation engages students more deeply in course readings and gives teachers a view into *how* students are reading.
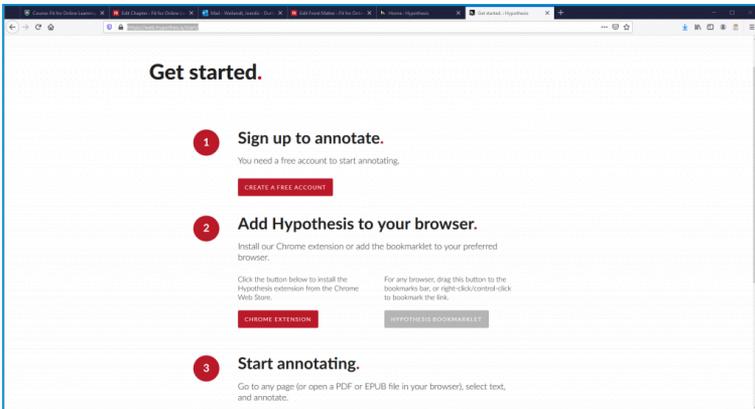
Hypothesis is an Open Educational Software tool that doesn't require any downloads or installations. Instead you and your student set up an account, add a browser extension and then you can:

- enable Hypothesis on select readings (any online digital resource with a public-facing web link),

- create multiple layers of annotations for one resource (ranging from public shared with anyone to specific groups that are members only)
- create community by allowing your students to see what the others are writing and enable them to respond (using text, media, links)
- guide your students reading with prompts or questions
- have students tag their comments for better searchability (themes, patterns, groups, etc)
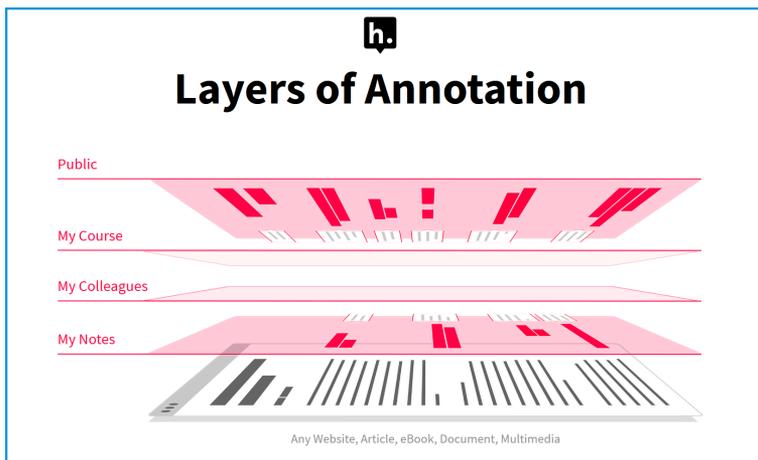
Note that in the process of creating the textbook resource for Fit for Online Learning, the authors utilized Hypothesis to discuss specific parts in development and share specific comments for improvement.

If you would like to see an example of a publicly annotated resource,

you can click on the following link that will direct you an uploaded pdf of the openly licensed book: [25 Year of Ed Tech by Martin Weller.](#)

The screenshot below shows an annotated page out of this book.
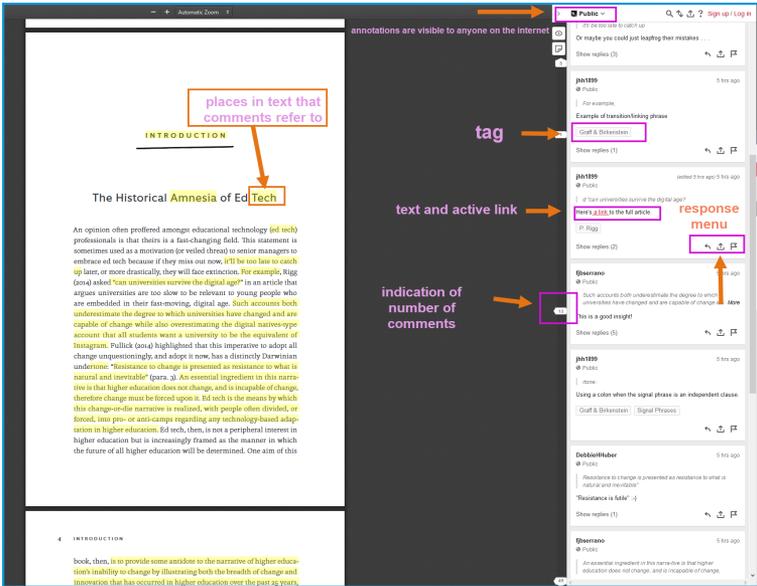
Application: Provide us with Feedback on this Textbook Resource

The Fit of Online Learning Textbook resource was created with Pressbooks, which means that the result is an openly accessible publication that can be annotated with Hypothes.is.

Public Feedback: You are, of course, free to leave public feedback comments on this textbook resource as well. You can do so after your sign up to Hypothesis, the steps for which are laid out here:

https://web.hypothes.is/start/

Private Feedback: If you would rather share private comments, feel free to annotate our FitFOL2020 textbook resource in our closed group, which you can join [here](#).

Images

Most of the pictures in FitFOL have been deliberately chosen not only for what they represent, but for the fact that they are openly licensed and therefore grant permissions for reuse and modification. The repositories we accessed for our picture search are many of the following:

Public Domain or CC-0 license

1. https://unsplash.com/
2. svgsilh.com
3. https://publicdomainpictures.net/en/
4. https://www.pexels.com/public-domain-images/
5. https://negativespace.co/
6. https://nos.twnsnd.co/
7. https://libreshot.com/
8. https://pixnio.com/tag/free-image
9. https://snappygoat.com/
10. https://free-images.com/
11. https://pickupimage.com/
12. https://www.flickr.com/photos/britishlibrary/
13. https://loc.gov/free-to-use/

Below listed has its own ,Pixabay's own license, which permits commercial and non-commercial uses with very few limits.

https://pixabay.com/

Moodle for Beginners

Content Menu

Introduction to Moodle

Moodle stands for *Modular Object Oriented Dynamic Learning Environment.* It is a popular **open-source learning platform** designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalised flexible environments for learning communities, including courses, departmental projects or campus working groups.

Moodle is built by the Moodle project which is led and coordinated by [Moodle HQ](#) (out of Australia), which is financially supported by a network of over [80 Moodle Partner service companies](#) worldwide.

Basics about the U of L Moodle Set-up

The U of L IT Department hosts and maintains its own Moodle installations on a range of different servers to ensure the privacy and security of all users and the data generated by them.

Every term a new Moodle installation is created, into which Moodle course shells will be populated for all the courses taught during this period, regardless of whether instructors intend to use them or not. Students registering in specific courses will also automatically be pushed into the respective Moodle course shells, which means that you can easily keep track of student numbers as students are enrolling in your courses.

While the hardware and software installation is in the hands of the IT department, all instructor support is offered through the U of L Teaching Centre.

Moodle Courses for Instructors

Moodle is an educational technology offered for use by instructors who can decide for themselves whether this Learning Management System is a valid resource for their teaching.

If you chose to work with Moodle, you know that your content as well as the data generated through student activity will stay in a secure, locally maintained environment. Everything you create as part of your Moodle course falls under your copyright, meaning that only you (and possibly other collaborators) will own the course. Should other colleagues or student assistants request access to a Moodle course of yours, it will only be granted with your permission.

FIRST TIME ACCESS

Once you have gotten a university ID, you will need to set up your

BRIDGE Account in order to activate your Moodle account. Please click on that link if you have already accessed the Bridge before.

The Bridge registration for Moodle is the only thing you will need to do in order to access your Moodle course. You can log into your Moodle account with your university username and password https://moodle.uleth.ca.

TEACHING WITH MOODLE

If you chose other people's work as part of the content or learning activities, you will need to make sure to abide by the Copyright rules. In doubt, you will want to get clearance for your Moodle course from the U of L Copyright Office in the Library before starting to teach with it.

You can prepare for a course even before course start. Several weeks before a new term, your Moodle course(s) for the following term will be accessible to you. If you need to work several months in advance, you can request a development course shell, the content out of which can easily be transferred into your actual live course once that becomes available.

Only courses that you choose to make visible become visible to your students. They are hidden from student view by default. For instruction on how to show your courses, see this brief tutorial.

If you need to add your TA or colleagues to your course, see the instruction for adding people to your classes here. Note that only people with a Uleth ID can be added to your courses.

ACCESS AFTER TERM END

Your Moodle courses will remain "live" as well as directly accessible by you for a year after those courses have been taught. Since the servers change with every term, Moodle courses can be accessed by putting the url link into a webbrowser that clearly indicate the year and term in the following way:

https://login.uleth.ca/ + year + term, so for example the current summer term can be located through the following url: https://login.uleth.ca/202002

After a year, all Moodle courses will be archived and can be reused by requesting a course roll over with the Teaching Centre.

Access to Moodle Courses for Students

Students enrolling in your courses, will automatically become enrolled in your Moodle course shells as well regardless of whether you use those or not. Students retain access to their specific Moodle courses only for the duration of their enrollment. Unless you create exportable resources (downloadable textbooks, pdfs, word documents, other resources) students cannot keep copies of your course.

Functionality within Moodle Courses

1. Repository: Sharing Information with Students
2. Class communication
3. Learning Activities
4. Evaluation and Assessment

Sharing Information with Students

The most prominent use of Moodle happens in the form of information sharing either through instructor announcements or through content you decide to deposit in specific places in your course environment.

   As for the instructor announcements, you can use the tool on the top of every new course set up to allow for your unilateral communication to all students in your course. This announcement tool is active with the start of enrolments, so you can choose to inform your new students about course-related issues way before your course starts. Your announcement will go out as email notifications and will also stay accessible/trackable for all involved parties in Moodle.

Concerning the other content that you might want to deposit in your Moodle course, you have a variety of options:

- Dragging and dropping files (in various formats, e.g lectures notes, ppt, pdf) into the specific locations in your course
- Creating sections that you populate with specific pages, labels, folders
- Include text multimedia-rich content into sections, pages or labels such as pictures, audio, video, as well as active web links

Basic Moodle Learning/ Evaluation Activities

In addition to considering Moodle as a resource/ information repository, you might want to consider the environment a space in which your students can actively communicate and collaborate with you and with each other. There are a number of activities you can design for students to:

- share information with select members or all participants in a class
- indicate choices
- collaborate on projects
- compile resources
- discuss course-specific issues with each other
- present their take on things in multi-modal ways (written text, video, audio)
- provide feedback to you or their peers
- submit individual contributions or group work
- receive grades and feedback from you
- (self)-evaluate their learning

You can find some of the most popular Moodle activities briefly presented with description of use for teaching and technology use

in the Moodle Demonstration course created for the training of U of L faculty. The self-enrolment key can be found here: https://moodle.uleth.ca/202002/course/view.php?id=698

Tutorials and Help Requests

You can **request help through our ticket system,** request course transfers or book **individual appointments** with our technical and/ or pedagogical developers for the personalized support you might need. We also maintain a website with **basic Moodle tutorials for instructors** for you to browse at your convenience.
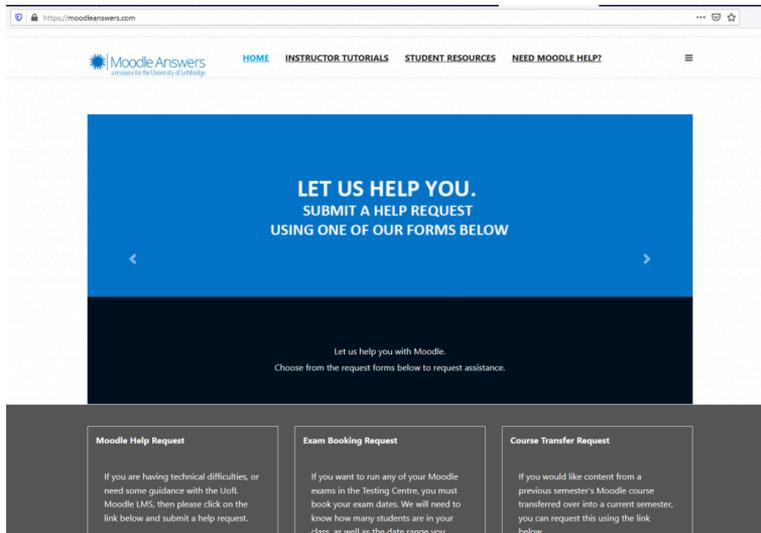
123 App

[123 Apps](#) are easy to use, safe and free audio, video recording, archive extractor and pdf tools run in webbrowsers, so they don't require sign-ups or installation. The audio recording and joining tools have been used to create the audio recordings in Module 5.
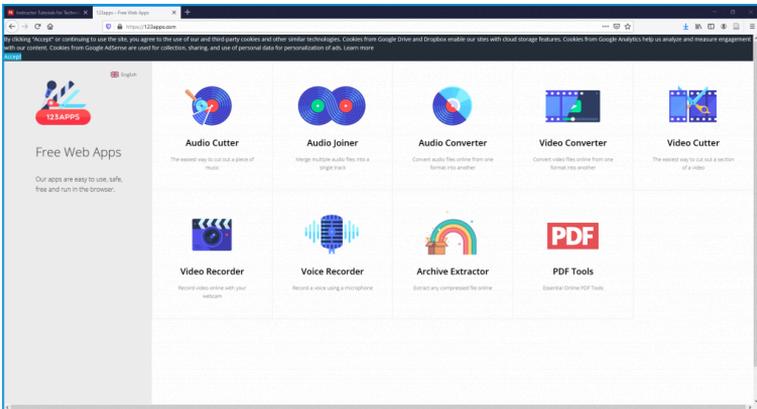
Teaching with Zoom for beginners

Teaching with Zoom for beginners

This tutorial aims to assist University of Lethbridge faculty and instructors use the video conferencing tool, Zoom, for pedagogical purposes. It is geared towards those who are beginners to using Zoom for teaching university courses.

This tutorial will cover the following topics:

- [What is Zoom – and why should I use it?](#)
- [How can I Schedule a class?](#)
- [How can I record my Zoom class?](#)
- [How do I navigate Zoom as a host?](#)
- [How can I manage students as participants?](#)
- [How can I share my screen?](#)
- [How can I use breakout rooms?](#)
- [How can I secure my Zoom session?](#)
- [How can I make a poll?](#)
- [Other considersations](#)
- [Resources](#)

What is Zoom — and why should I use it?

Zoom is a video conferencing tool that is widely used for conferencing and delivering synchronous classes. As a U of L faculty member teaching in a given semester, you have access to your own host license (account). Your students do not need to have Zoom accounts to access your Zoom session – they only need the link you will provide. Along with providing a virtual classroom space where you can deliver lectures, share content, and create small group discussions, Zoom allows you to record each session and post this as a link students may access at a later date.

How can I schedule a class?

1. If you have never been on Zoom before you will need to sign into your ULeth account at https://uleth.zoom.us with your UofL username and password.

2. Once you are into your ULeth Zoom account, click on **Meetings**

3. Click the blue button **Schedule a New Meeting**
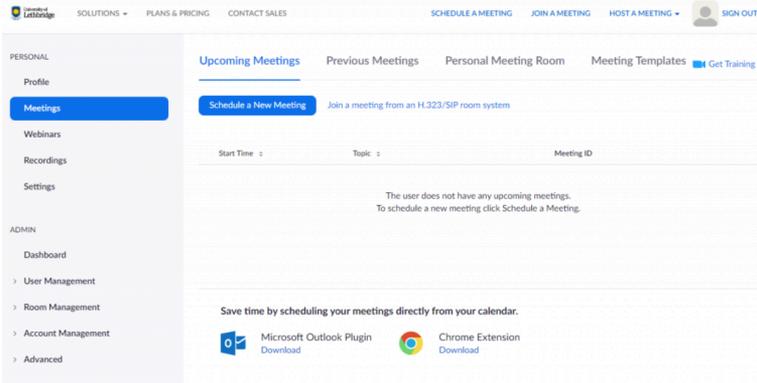
4. Once you have scheduled a meeting, you will see a screen like this:
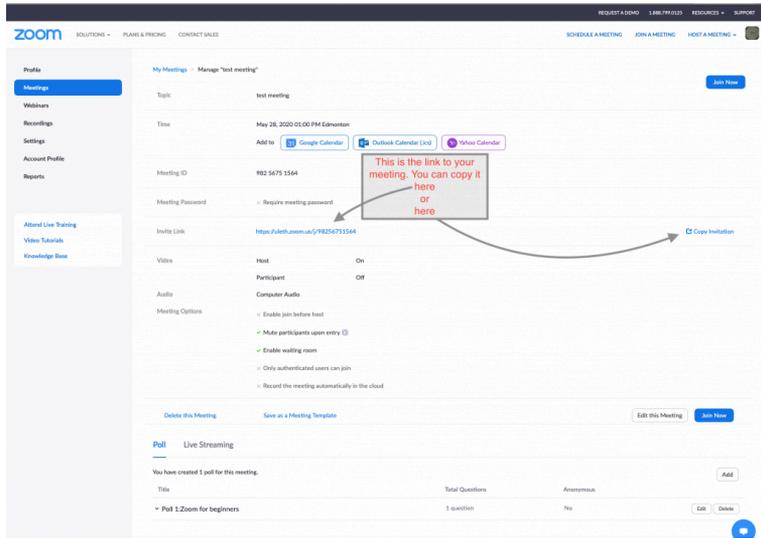
How do I record my Zoom class?

You can record your Zoom class in a cloud location in your online Zoom account or locally on your own computer. Here is an overview of the recording feature provided by U of L IT:
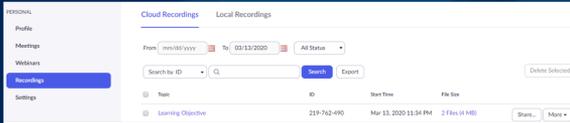
Once you have recorded the class, you can either download it to your own computer, or click on the "Share" button a new screen will open up that will provide you options for sharing:
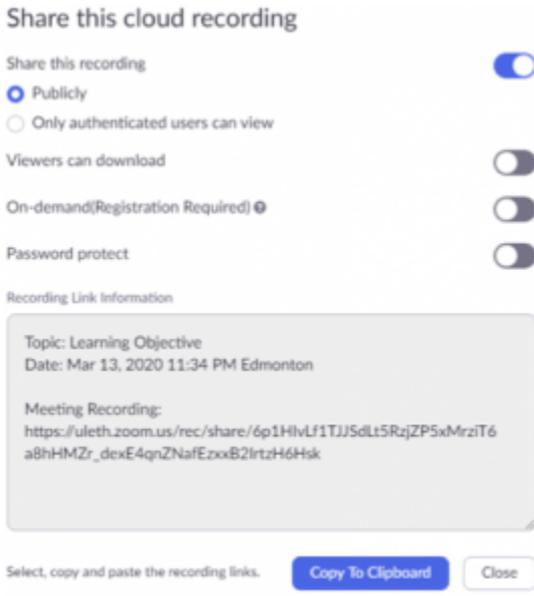
It is recommended that instead of trying to upload the whole video on Moodle, you use a weblink from your Zoom account found here when you click on the meeting in your Recordings list:
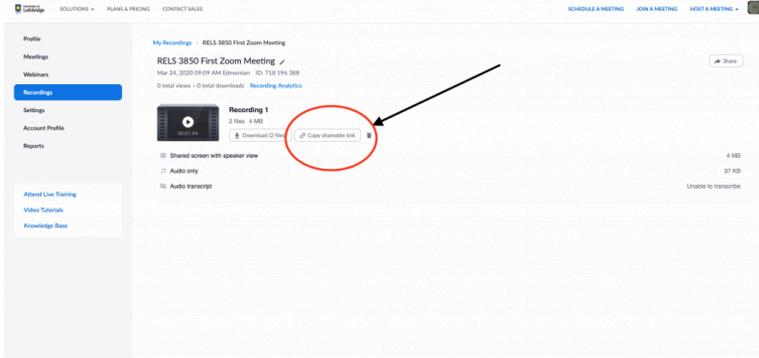
How do I navigate Zoom as a host?

Take a look at the control bar in your Zoom classroom as it appears as host:
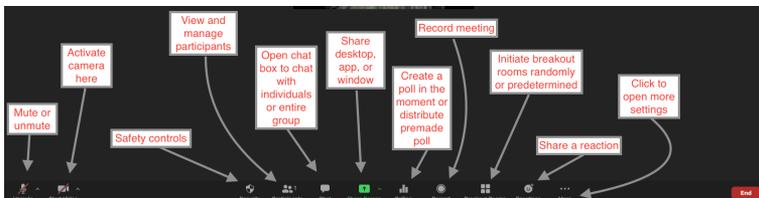
As a Zoom session host, you will have more options available to you than your participants.

Compare that to the participant control bar:
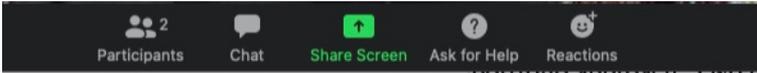
How can I manage students as participants?

The attendees in your meeting are called 'Participants' in Zoom. You can use different features to manage your participants.

- Click on the **Manage Participants** button (see image above) to open the list of participants.
- You will see a list of all your participants as in the image below. You can control what role participants have from this list. You can also **mute** and **remove** participants.
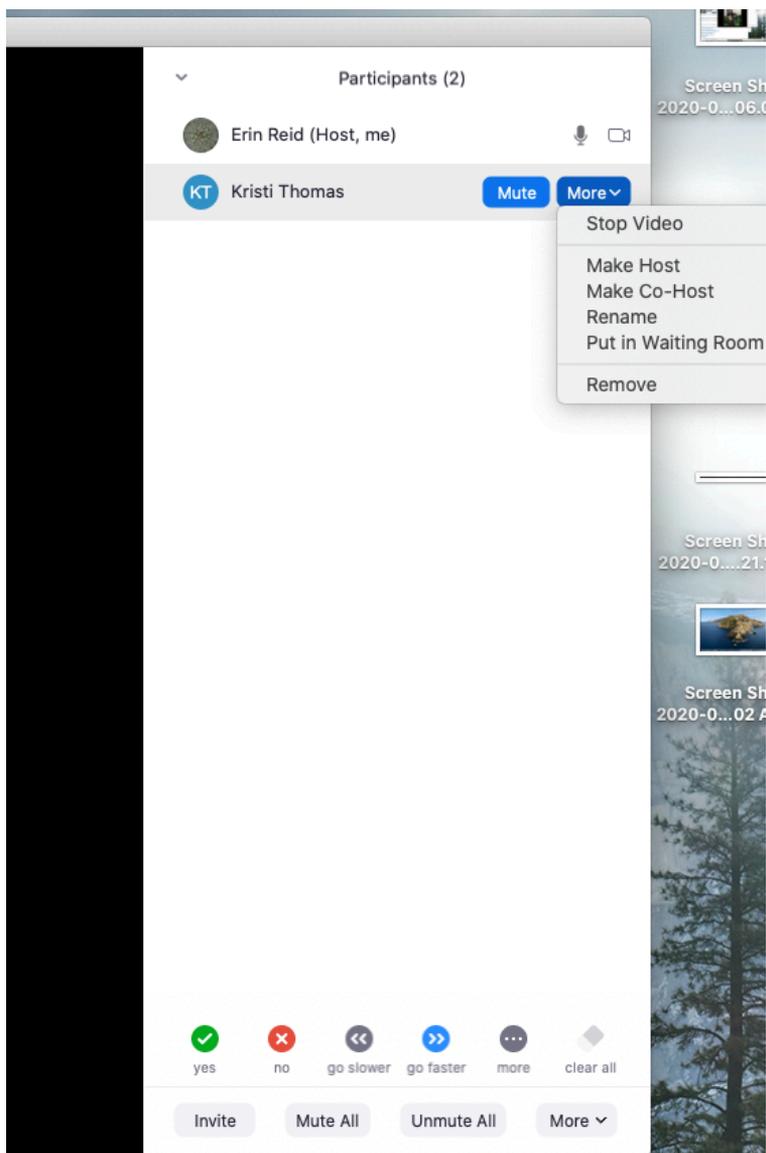
- You can choose to make one or more participants a Co-Host

(unlimited number)

- ◦ A Co-host *can* manage participants record the meeting
- ◦ A Co-host *cannot*
    - ■ Stop or start the meeting
    - ■ Start [closed captioning](#) and assign someone or a third-party to provide closed captioning
    - ■ Start live streaming
    - ■ End meeting for all participants
    - ■ Make another participant a co-host
    - ■ Start [breakout rooms](#) or move participants from one breakout room to another
    - ■ Start [waiting room](#) (co-hosts can place participants in waiting room or admit/remove participants from the waiting room)

- You can tell your students to give you non-verbal feedback to indicate comprehension or to give simple answers. Click on your participants button on the control bar, and you will see a side bar open up with a list of all participants.
- They will have buttons like this to indicate their answers:
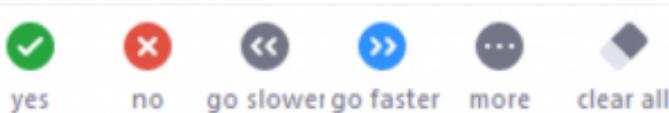
How can I share my screen?

1. You can share content by clicking on the Share screen button:
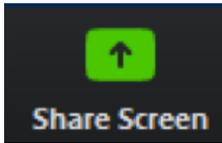
2. You will see a screen like this where you can choose to share your desktop, an application, video, or a whiteboard:
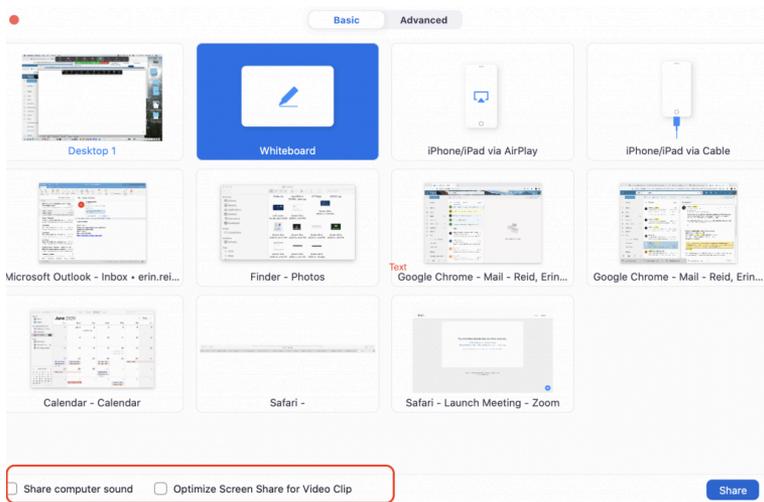
Please note that if you want to share a video, you will need to click on the buttons "Share computer sound" and "Optimize Screen Sharing for Video Clip" circled in red above.

When you are sharing your screen, you will see a new control bar at either the top or bottom of your screen that looks like this:
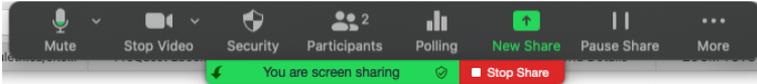
How can I use breakout rooms?

Creating

■ You can put students into small groups easily with the
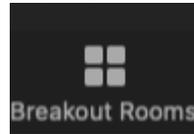
breakout room button:

■ Click on that to reveal a pop-up box that looks like this:
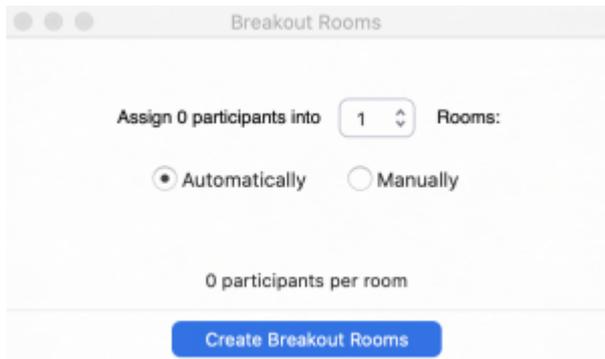
■ Here you can choose the number of rooms and participants. You can do this automatically, or choose the groupings yourself by clicking on 'Manually'

Monitoring

- Once the rooms are created, you can go into each different room to monitor or touch base with participants
- Students may ask for help in the breakout room by clicking on the **'Ask for Help'** button which will alert you by sending you a message.

Issues

- Because you **cannot share your materials in the breakout rooms** directly, you will need to plan ahead and have these available in another location, say a document on Moodle, for example. You can provide the link in the chat box.
- Be sure to provide **clear and detailed instructions** before each breakout session so that students know exactly what they need to do.
- **Make sure students know how to ask for help.**
- Consider **assigning roles** to participants in each breakout room to clarify what everyone needs to accomplish.

How can I secure my Zoom session?

Here are some tips from U of L's Zoom webinar created by IT:

Security

To ensure a security session where uninvited guests arrive;

- Make sure your Zoom software is up-to-date. Launch Zoom, and Zoom should auto-check for updates. To manually check;
  - Windows - manually right-click the Zoom icon when it appears in your taskbar and select "Check for Updates".
  - Mac – click the top menu "zoom.us" and select "Check for Updates"
- Hosting a public event
  Consider having attendees separately register to attend your event. Then send all attendees the link prior to the event starting.
- Send out your link in a smaller window of time
  Reduce the amount of time that your meeting link is available. If possible, don't send out the link weeks prior to the event, but send it out the night before, or an hour before the meeting starts.
- Use auto generate meeting ID, not a personal ID
  Each account has a "personal ID" number that never changes. It's recommended to not use this and always use an auto generated meeting ID that will change with each meeting. By default, your new meetings should be set to "generate automatically".
- Enable Co-hosts
  If you are dealing with a large scale meeting, you may want to assign co-host privileges to certain users so that they can help maintain your meeting. Have those chosen individuals join your meeting; click their name – select more – make co-host
- Enable "Waiting Room" feature
  This is 'not' enabled by default. It is up to the host if they want to turn this feature on during meeting creation. This feature enables a waiting room where all of your attendees are placed into when first joining the meeting and the host has to accept each individual into the meeting.

University of Lethbridge

When you click on the security button at the bottom of your screen, you'll see these options pop-up:
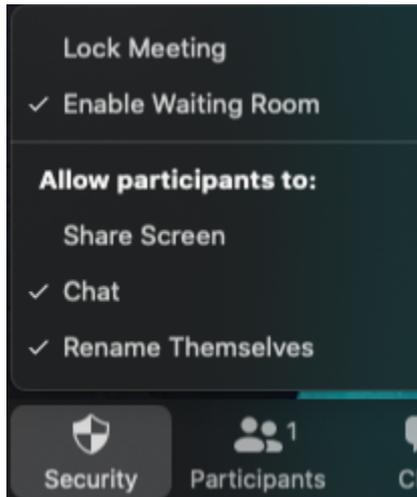
Key take-away points for security in Zoom include

- Always having the latest version of Zoom updated on your

computer
- Enable waiting room
- Disable audio and video before entry
- Enable Password
- Disable chat saving for participants
- Lock the meeting using the <u>security button on your host control bar.</u>

How can I use the polling feature?

You can use the polling feature in Zoom to monitor student comprehension or engagement. You do this in two ways:
  A) Set up a poll during your class (i.e. on the fly), or
  B) Set it up before your class begins in your Zoom account.

A) Set up the poll during your class

- Click on the polling button in your control bar at the bottom of your screen:

- When you click on the polling button, you will see this pop-up screen:

Add a Poll   ✕

Enter a title for this poll.

☐ Anonymous? ⓘ

1.

Type your question here.

⦿ Single Choice   ◯ Multiple Choice

Answer 1

Answer 2

Answer 3 (Optional)

Answer 4 (Optional)

Answer 5 (Optional)

Answer 6 (Optional)

Answer 7 (Optional)

Answer 8 (Optional)

Answer 9 (Optional)

Answer 10 (Optional)

Delete

+ Add a Question

Save   Cancel

- You can give your poll a name, click on 'anonymous' if you don't want students to see participants' names on the responses, and

add as many questions as you like. Be sure to click 'save'

- You can leave the poll open for as long as you like. You will be able to see how many people are filling out the poll in real time.
- When you are ready to close the poll, click on 'Close poll' and then you will have the option to share poll results with the class by clicking on 'Share Results.'

B) Set up poll before your class begins

- You can create polls in advance so that you do not need to do this while your class is in session.
- Go to your University of Lethbridge Zoom account and sign in.

- Go to your meeting that you have created and find the 'Poll' button on your bottom left (red square below). In the bottom right corner, you will see an 'Add' button (red circle below). Click on this button and you will be brought to the same 'Add a poll' pop-up screen as in the first step above.
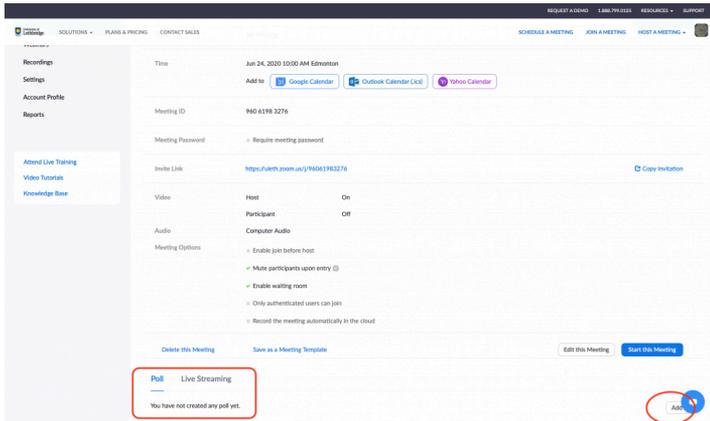
- Now your poll is created. When you begin your Zoom session, clicking on the polling feature will automatically bring up your pre-created poll for distribution in class using the steps outlined in section A.

Other considerations

- ○ [Virtual backgrounds](#)
- ○ Noise
- ○ Make sure that you tell folks that they will show up on camera
- ○ Consider students' privacy concerns

Further resources

- University of Lethbridge's [Zoom tutorial in pdf](#) developed by IT
- [General support](#) on multiple topics from Zoom
- Learn more about [security and safety features of Zoom](#)
- [Tips and tricks](#) from Zoom

Pressbooks

Pressbooks is an open source content management system designed for creating books. It is based on WordPress, and can export content in many formats for ebooks, webbooks or print. U of L educators can request an educational version through the participation in the [ABOER Publishing Initiative Open Education Alberta](). You can also create a private account directly with the [Pressbooks]() company in Montreal.

Once a book is published, viewers have easy and free access to digital publications or downloadable/ printable copies in a range of different formats.

One possible use for teaching is represented through this FitFOL2020 teaching resource, which has been designed to combine the delivery of information with the embedding of teaching/ learning activities. That way, our Pressbooks works much like a website and a textbook together. Unlike a traditional textbook, however, Pressbooks allows for the seamless integration of multimedia rich and interactive elements.

If you are curious to learn more about the use of Pressbooks for teaching, you can access the following tutorials here:

Pressbooks User Guide

- Textbook format user guide with

BC Campus Video Tutorials

  - Short video tutorials
  - Suggested starting point: [https://www.youtube.com/watch?v=dkiGwwI4eKY&list=PL50LJVchZ8-JQ-GC4pYmFraI_NIKdziVh&index=3&t=0s]()

- *Book set up and content*
- *Editing*

- Embedding you tube, word documents
- Using LaTex
- Exporting various file formats

[Ryerson Open Textbook Guide](#)

- Some background information to OER and open textbooks for introductory users.
- Specific chapter on adapting open content
- Good project focused approach to textbook creation opposed to Pressbooks specific.

Publishing/distribution

https://guide.pressbooks.com/chapter/how-to-make-and-self-publish-a-book/

- Information about designing book features in pressbooks
- Information about file formats for publishing
- Information about adhering to publishing standards for print on demand.

Padlet

Padlet was used to create collaborative bulletin boards as in the Building Community and Student engagement module. There are many tutorials out there, but you may find the following useful for getting started:

A YouTube element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/fitfol/?p=777

Permiakov, E. Padlet (2020, March 27). *Tutorial – How to Get Started Guide 2020. [YouTube Video]. Retrieved from* https://www.youtube.com/watch?v=OPkq5q8nRbM.

Qualtrics

Qualtrics is an online survey tool all educators and support staff at the U of L have access to. You can create student feedback forms, course surveys, assignments with it. To access the tool, you will need to sign in using the following url and your U of L user name and password: https://uleth.qualtrics.com [new tab].
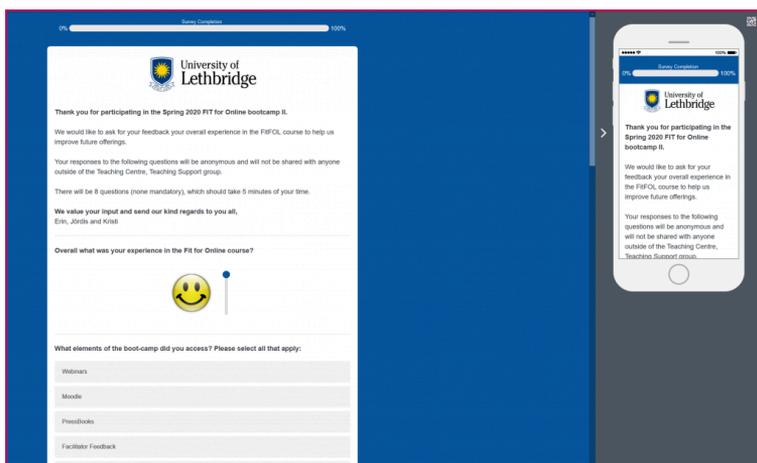
Youtube

Youtube is a video streaming platform that you can use to share your own video creations with either selected people through the unlisted and/or private options or with the world if made public.

TEACHING: As an instructor, you might consider using Youtube as a hub, from which students can access your recorded lectures, tutorials or other teaching videos without needing to download anything or logging into an account.

Once you have uploaded a video to Youtube, you can embed the share link into your email messages to students, into websites or into the Moodle Learning Management System LMS. Considering the embed into Moodle, you will not need to worry about large-size formats since embedding doesn't require you to upload the original video. A simple url share link posted to Moodle Forums, sections, pages will automatically embed a player, so that student can conveniently watch your video within Moodle.

EXAMPLE: Below this paragraph you can see an example of the embedding function with the Moodle Navigation Video from the FitFOL Course Expectations Document.
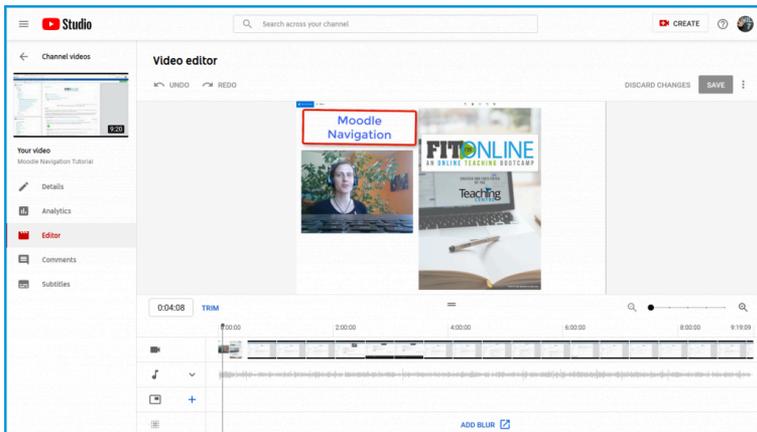
TUTORIAL: If you would like to learn how to [Set up a Youtube account, upload videos and embed your YouTube videos in Moodle, click on the following link](#)[PDF] .

Index

Avoid tokenism

The policy of making only a perfunctory effort or symbolic gesture toward the accomplishment of a goal, such as racial integration.

learning outcomes

accessibility

the quality of being easily reached, entered, or used by people who have a disability.

analytic rubric

an assessment tool that uses a scale to grade specific criteria for an activity.

assessment

any method you use to determine the nature and degree of student learning.

assessment.

assessments

asynchronous

(of two or more objects or events) not existing or happening at the same time.

blended delivery

a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching.

checklist

an assessment tool used to evaluate student learning by gauging the presence or absence of demonstrated learning.

Checklists

Community of Inquiry (CoI)

a theory of learning that illustrates the process of creating a meaningful and engaging learning experience through developing social, cognitive, and teaching presence.

conferencing

students communicating and collaborating

e-tivities

frameworks for enabling active and participative online learning by individuals and groups (Salmon, 2013, p. 5).

FitFOL 2020

Fit for Online Learning Course run 3 x in 2020

FLOd2019:

Facilitating Learning Online: Design an Online Course was a 5-week online faculty development course run in the Spring of 2019.

FLOf2019

Facilitating Learning Online was a 10 weeks online course delivered for U of L faculty in the Fall of 2019.

Formative Assessment

ungraded method of assessment

holistic rubric

an assessment tool that evaluates student learning for an entire activity as a whole.

learning communities

Learning communities are formed when they include the elements of learning, belonging, and connectedness.

learning management systems

A learning management system (LMS) is a software application (like Moodle) for the administration, documentation, tracking, reporting, automation and delivery of educational courses, training programs, or learning and development programs. The learning management system concept emerged directly from e-Learning.

learning outcomes

What your students will know and skills they will learn by the end of the course.

OER

Open Educational Resources

Pre-Assessment

method of assessment to determine learner knowledge prior to teaching

scaffold

refers to teachers providing successive levels of temporary support that help students reach higher levels of comprehension and skill acquisition that they would not be

able to achieve without assistance (The Glossary of Education Reform, n.d.).

scaffolding

In education, scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process.

Scaffolds

Scaffolding here refers to the design of a course to include processes that support individual learning efforts through an appropriate structure and specific tools that guide your students in their decisions:

Summative Assessment

graded method of assessment

synchronous

existing or occurring at the same time.

Table of Specifications

a planning tool used by instructors to align curriculum, instruction, and assessment

Team-Based Learning (TBL)

a collaborative, instructional method that bases a teaching strategy on putting students in small groups to build autonomy and responsibility in their learning.

UDL

Universal Design for Learning,
see Part 3 in this Overview for Details

UDL:

Universal Design for Learning is a set of principles for curriculum development that gives all individuals equal opportunities to learn and provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone. Rather than a single, one-size-fits-all solution, it offers a flexible approach that can be customized and adjusted for individual needs.

understanding by backwards design (UbD)

educational theory for designing courses by starting with learning outcomes first, then creating assessments, and course activities.

Universal Design for Learning

Rooted in Universal Design (UD), UDL expands efforts that guarantee access rights to people with physical challenges to also include ethnic, gender, socioeconomic, and ability-based diversity in the design of educational environments, resources and interactions. (Tobin & Behling, 2018)

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How can I develop my online teaching competencies?

Having worked your way through the course, we hope that you feel more prepared to take on the challenge of online teaching. Here, we would like to take a moment to remind you of ways to develop your online teaching competencies through any or all of the following initiatives or supports.

University of Lethbridge Teaching Centre resources and supports for ULeth Faculty

- **Resources and events:**

  - Read full version of **FitFOL resource**
  - Learn more about [OERs (Open Education Resources)](#)
  - Attend **Shoptalks**
  - Contribute to [Scholarship of Teaching and Learning (SoTL)](#)

    - [Light on Teaching](#) (Publication)
    - [Spark Teaching](#)

[Symposium](#)
- [Talk about Teaching](#)

- **Programs and Supports:**

    - [Request teaching observations, individual consultations, and feedback](#)
    - Arrange for [Faculty or Departmental consultations](#)
    - Become a [Board of Governor's Teaching Chair](#) or a **[Teaching Fellow](#)**
    - Get involved in our **Mentorship Program**
    - Engage in the [Graduate Teaching Assistant Professional Development Program (GTAPD)](#)
    - Participate in the **[Doors Open](#)** teaching program

- **Tech support**

    - Learn more about Moodle in our [Moodle tutorial](#) here or in [Moodle Answers](#)
    - Seek [Moodle assistance](#)
    - [Zoom tutorial](#)
    - [Online content delivery](#)

        - Youtube
        - Sway

- ■ PowerPoint
- ■ and more
- ■ **More questions?**
  - ■ Teaching Centre's [FAQ](#)

You may also develop your online teaching competencies through resources beyond the Teaching Centre:

- • Review the sources we used to create **FitFOL Bootcamp** in our [Bibliography](#)
- • Learn more about [Pressbooks](#)
- • Read Chapter 9 in Darby, F., & Lang, J. M. (2019). *Small Teaching Online: Applying Learning Science in Online Classes*. John Wiley & Sons, Incorporated. ['Developing as an Online Instructor'](#)
- • Build and maintain **Communities of Practice** with your U of L peers or globally

- ◦ **Society for Teaching and Learning in Higher Education (Canada)** https://sotlcanada.stlhe.ca/
- ◦ **International Society of Teaching and Learning** http://www.issotl.com/issotl15/

- Join community of **open educators**

  - ◦ Local – University of Lethbridge OER Champions
  - ◦ Provincial – Alberta OER
  - ◦ National – Canada OER Group
  - ◦ Global -Commonwealth of Learning OER group

Digital Competencies for Educators

The Fit for Online Learning Course is informed by a scientific framework known as the [Digital Competency Framework for Educators](#) in Higher Education, which details how digital technologies can be used to enhance and innovate education and training.

By participating in the Fit for Online Learning course, you are building skills in many of the below described six areas of digital competence. See the table at the bottom of this page to find out about the specific competencies to be developed in the five modules of this course.

Note you can use the framework as a tool to [self-evaluate your current digital proficiency level](#) and strategise your future teaching development in the identified areas for improvement.
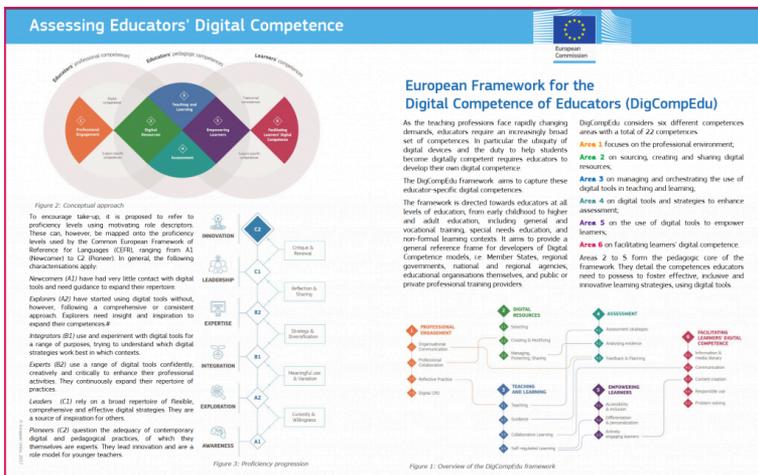
Figure 4: Synthesis of the DigCompEdu competence descriptors

Module	Competencies as briefly described above
1	
2	
3 Facilitation of Teaching and Learning Online	Professional Engagement 1.2, 1.3, 1.4; Teaching and Learning 3.2, 3.3, 3.4; Empowering Learners 5.2, 5.3; Facilitating Learners Digital Competence 6.2
4	
5 Working with the Online Learner	Professional Engagement: 1.2; 1.3; 1.4; Digital Resources: 2.1; 2.2; 2.3; Teaching and Learning 3.1; 3.2; 3.4; Empowering Learners: 5.1; 5.2

Digital Competence of Educators in HE(3)