

Passage en ligne / Transition to on-line

# How to transition your course to an on-line delivery format:

## Recommendations for Professors

### Version 3



# Preamble

- Please note that this document is meant to help you *transition* your current course to an on-line format.
- It is focused on enabling some degree of student engagement and promoting academic integrity referring to best practices in the field and the experience of our professors who have already transitioned their courses to an on-line format.
- A series of webinars will be available to answer any questions you might have related to the material included in this document.

## 5 Steps:

1. Familiarize yourself with the learning environment: terminology and technology
2. Prepare or adjust your syllabus
3. Think through your course design parameters
4. Create your Brightspace course shell in your Demo space (a template is available). Once your course is posted (mid-August), use Maestro to create the Brightspace site and copy your Demo content into it.
5. Deliver your on-line lectures with Microsoft Teams or Adobe Connect

## 1. Familiarize yourself with the learning environment (a)

# Terminology

- **eLearning** (short for electronic learning) is an umbrella term that refers to all types of training, education and instruction that occurs digitally. The term online learning is often used synonymously with eLearning.
- **Synchronous learning:** When learners and instructors participate in an online learning course at the same time but in different locations.
- **Asynchronous learning:** When learners participate in a course at different times. Asynchronous learning allows learners to go through a course at their own pace and on their own schedule. Note that learning does not necessarily have to be online (reading textbooks for example, is a form of asynchronous learning).
- **Blended learning:** Blended learning is an instructional approach that includes a combination of online and in-person learning activities. For example, students can complete online self-paced assignments by a certain date and then meet on-site or online for additional learning activities. Blended learning is also referred to as hybrid learning.

## 1. Familiarize yourself with the learning environment (b)

# Technology

- Brightspace remains our Learning Management System (LMS) for storing all files, administering assessments, communicating with students and reporting grades.
- All course materials should reside on Brightspace.
- Note that some students will turn off Brightspace notifications. If you instruct them to activate e-mail notification to receive your course announcements, this will reduce the number of e-mails you receive about the course.
- Microsoft Teams or Adobe Connect are tools to be used for delivering your lectures and other class activities at a distance. This presentation focuses on Microsoft Teams, which is the preferred tool since Telfer IT can provide support. But if you have already been using Adobe Connect this is OK as well.
  - Guidance for use of MS Teams:  
<https://sites.telfer.uottawa.ca/itsupport/microsoft-teams-for-distance-education/>
  - Guidance for Adobe Connect: <https://uottawa.saea-tlss.ca/en/teaching-continuity/adobe-connect>

## 2. Adjust your syllabus

# Prepare students & set expectations:

- In your syllabus, add a section called “**Approach to Distance Learning**” . Insert this section after “*Course Contribution to Program Learning Goals*”. Explain the mix of synchronous and asynchronous learning methods you will be using in your course.
- We also recommend a section on Communication Strategy in which you advise the students how you will be communicating with them (Announcements, e-mails, Teams invitations, etc.) and how you prefer they communicate with you or your TA.
- Describe any specific technologies that students will need to use (MS Teams, Adobe Connect, Brightspace Assignments & Class Progress, etc.), indicate how to access these technologies, and procedures to follow (e.g., include URL to tutorials).
- Describe any specific expectations that you have in this new environment. These expectations could also be stated more clearly under other sections such as “*Methods Used to Evaluate Student Performance*”. Include anything specific about accessibility in that section of the syllabus (typically the last page).
- Adjust your assessment methods as needed. Assume that all assessments will be open book and structure your assessment methods accordingly. If you need help or ideas, please contact Gilles Reinhardt or Abdul Kane (see last slide for contact information).

### 3. Think through your course design parameters (a)

For each lecture, module or week, decide what content will be delivered synchronously and what will be covered asynchronously.

- Asynchronous components include foundational content as represented in your slides, readings, case studies, textbooks, etc. Students will study these on their own at their own pace.
- The proportion of asynchronous work might be higher for online classes than for face-to-face classes.
- Keep the synchronous portions short (for example, 30 minutes for a 90 minute class). They should not exceed the scheduled length of the lectures. Focus on reviewing the learning goals and assessments from the previous lecture, and provide highlights of the asynchronous material for the current lecture. We also recommend closing each lecture with a Q&A period.
- Explore ways to incentivize attendance to the synchronous meetings.

### 3. Think through your course design parameters (b)

## **Consider Best Practices for Asynchronous Content:**

- Set deadlines in your syllabus for completion of the asynchronous components.
- If you are using videos (you can find some online or you can create your own, please talk to Abdul Kane if you want to create your own), they should be as short as possible. Research shows that students' focus will diminish if video length exceeds 7 minutes. It's better to create several short videos than one long one.
- If you prefer to use longer videos, please try to break them up with short exercises or questions for students to consider.
- Assess learning of the asynchronous components by using simple online quizzes (4-5 questions) or short answer questions. Provide marks for these quizzes (2 -5 marks per quiz for example).



### 3. Think through your course design parameters (c)

## Consider Best Practices for Synchronous Delivery:

- Synchronous sessions should be held at the beginning of the scheduled class time. They should also be recorded and posted immediately after completion for a limited period (24-48 hours).
- Begin the synchronous sessions (online face-to-face) by reviewing relevant learning objectives, by reflecting on the results of assessments, and by summarizing the content for the upcoming lecture. You may also want to hold a Q & A session with the students. For large classes, you can form groups in Microsoft Teams so that the students can discuss their own responses before you continue with your lecture.
- You may want to rely on a TA for support during the synchronous session to help track questions from students (using the chat function) as the lecture is being delivered. The TA can also track synchronous presence (Teams chat function) or asynchronous participation (Brightspace file access).
- Brightspace's Discussion Groups are useful for students to compare their responses and to discuss further. However, please note that since students are taking many courses, they may not often use discussion groups.

3. Think through your course design parameters (d)

## **Student Assessment**

A critical issue in student assessment is academic integrity. Beginning in the Fall, Respondus will be available on Brightspace for online proctoring. It may also be available for final exam this summer.

### **Best Practices**

- Assume that all assessments will be “open book” and design the assessments accordingly.
- If you are using multiple-choice quizzes, scrambling both the questions and the answers, and provide strict time limits for completion.
- NB: Multiple choice quizzes are not necessarily the best way to assess student learning, but they can be useful to track progress and can be complemented with essay-style questions.

3. Think through your course design parameters (e)

# Student Assessment – Group work

## Best Practices

- Case studies can be scheduled for presentation online. Break-out groups can be used in Microsoft Teams (referred to as “channels”) for group discussion prior to the presentation as needed.
- If you are providing grades for group work, the groups in the channels must be the same as those in Brightspace.
- NB: Don’t set up groups until the deadline for dropping/registering for your course has passed.

3. Think through your course design parameters (f)

# Student Assessment - Projects

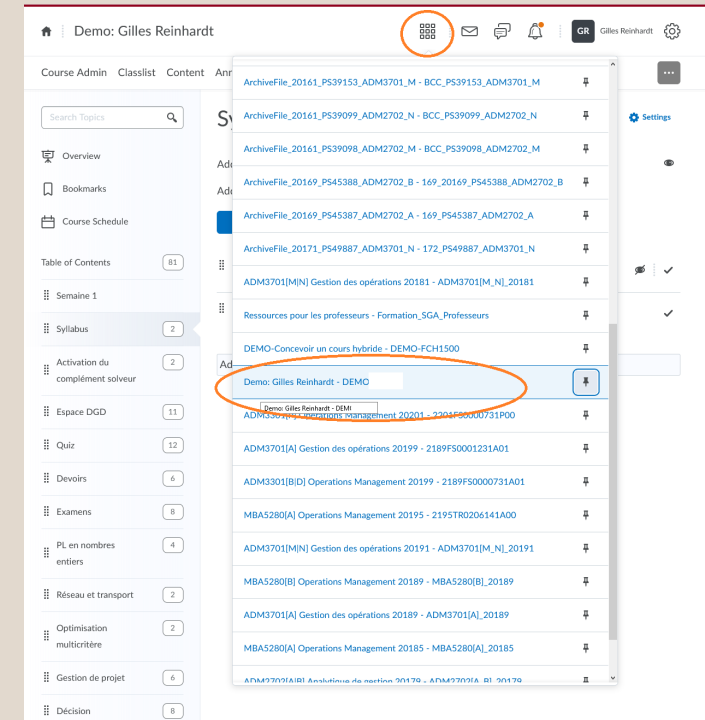
## Best Practices

- Consider breaking a larger project/assignment into multiple steps or submissions. For example:
  - 1st submission is a one-page proposal,
  - 2nd submission is a bibliography of 1-2 pages and
  - 3rd (i.e. final) submission is then the analytical product/response of 2-4 pages.
- Level out the assessments where possible to avoid a large percentage final exam. For large classes, consider assigning TAs to help grade essay-type questions where possible.

## 4. Create your course: Maestro & Brightspace (a)

# Create your course in your Demo space

- Login to Brightspace and select your course titled “Demo FirstName LastName Number”
- Empty your Demo space of all content.
- Build your course
  - Option 1: From scratch, or if you have taught the course before, you can copy that course into it.
  - Option 2 (**highly recommended**): Import the Telfer Brightspace template for online delivery. See next slide for instructions).



## Using the Telfer Brightspace template

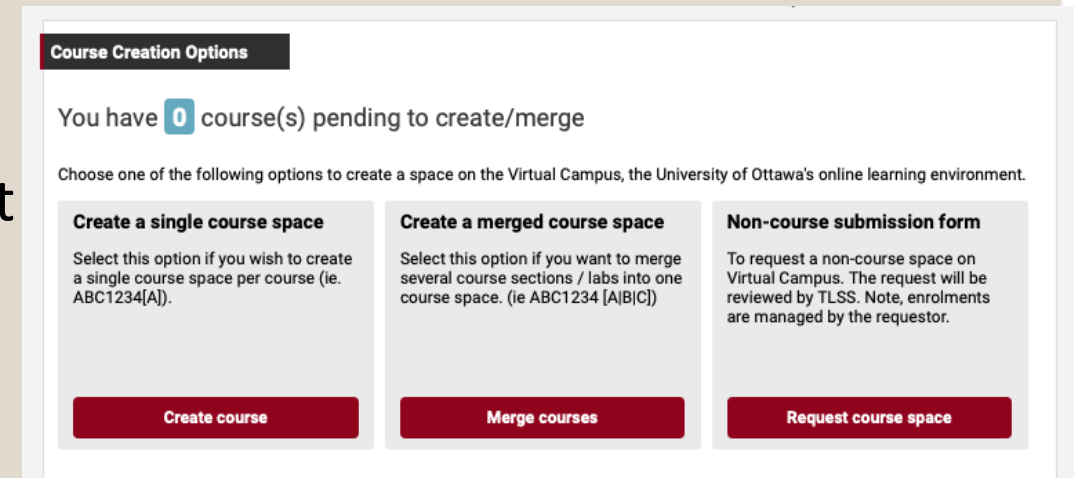
- [Download the course template](#) in English or in French. The file will automatically download to your usual downloads folder. This step will require you to log in to Brightspace (as per instructions in the previous slide).
- Once this is done, return to your course in Brightspace in which you want to import the template.
- On the navigation bar, click **Course Admin > Import/Export/Copy Components**.
- Select **Import Components**.
- Click **Start**.
- Select the file you want to import (the folder in which it was downloaded in the first step on previous slide).
- Choose whether to **Import All Components** or **Select Components** and then follow the prompts. Adjust as needed and fill in the content

## 4. Create your course: Maestro & Brightspace (a)

# Create your course: Maestro

- Once your course is activated in UO Campus\*, login to Maestro ([www.maestro.uOttawa.ca](http://www.maestro.uOttawa.ca))
- It should show up in the course creation list from Maestro (see right).
- Follow the instructions to **Create a single course space**.
- Your class will show up in Brightspace (see next step).

*\* If you do not see any courses after logging in, it means you have not yet been assigned, please contact the individual from the Dean's Office who sent you the offer of employment (part-time professors), or check with the section coordinator (full-time professors).*



The screenshot shows a web interface titled "Course Creation Options". At the top, it says "You have 0 course(s) pending to create/merge". Below this, it instructs the user to "Choose one of the following options to create a space on the Virtual Campus, the University of Ottawa's online learning environment." There are three main options presented in separate boxes:

- Create a single course space:** Select this option if you wish to create a single course space per course (ie. ABC1234[A]). A red button labeled "Create course" is at the bottom.
- Create a merged course space:** Select this option if you want to merge several course sections / labs into one course space. (ie ABC1234 [A|B|C]). A red button labeled "Merge courses" is at the bottom.
- Non-course submission form:** To request a non-course space on Virtual Campus. The request will be reviewed by TLSS. Note, enrolments are managed by the requestor. A red button labeled "Request course space" is at the bottom.

## 5. Deliver your lecture

# Deliver your lecture



## Support & Contact information

- **For Brightspace and online education best practices:**  
Abdul Kane, Instructional Designer [Abdul.Kane@telfer.uottawa.ca](mailto:Abdul.Kane@telfer.uottawa.ca)
- For all technical questions related to Brightspace, call the support line [between 8 AM and 8 PM \(Eastern\) 1-866-811-3201](tel:1-866-811-3201) OR submit an online request using [this form](#) 24 hours a day.
- **For Microsoft Teams or other IT challenges:**  
File an IT support ticket at the following address  
<http://sites.telfer.uottawa.ca/itsupport/request-help/>
- For questions about course delivery and course management:  
[Gilles.Reinhardt@telfer.uottawa.ca](mailto:Gilles.Reinhardt@telfer.uottawa.ca)
- **For issues with curriculum or students:**  
Contact your course coordinator or your Program Director.