



a place of mind

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Course examples of moving from F2F to remote teaching



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Topics

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Redesining Assessments & Assignments

Considerations for Redesigning a Course

f-2-f classroom vs. Remote teaching

- What to keep in real-time or free-up?
 - Student commitment time/Instructor workload
 - Technology issues/accessibility/bandwidth
 - Instructor's technology competency/capability
- Look at your course components: What's important?
 - Engagement
 - Communication
 - Assessments
 - Activities
 - Collaborations



Today's session is

NOT to about skills/steps to create your course in Canvas:

<https://keepteaching.ubc.ca>

About **What, Why & How**

showing some specific **examples** from different courses



Redesigning Content Presentation

Namsook Jahng

Options for Presenting Contents

Live lecture in Canvas

- Collaborate Ultra
- Zoom

Uploading files in Canvas

- Word/PPT → save as PDF
- PPT with audio recording:
 - attach it as ppt file: pdf will lose the audio feature
 - make it less than 20 slides
- Videos
 - Camtasia
 - Convert PPT with voice-over

Example1: Simple & Manageable

HIST 101 (~30 students; 1st & 2nd year; 1.5hr * 2 classes/week)

| | | |
|-------------------------------------------------|-----|---|
| ▼ Mar 17: Turmoil I | ✓ + | ⋮ |
| 19: Mongols Audio lecture | ✓ | ⋮ |
| 19 Mongols AUDIO complete 2020.pptx | ✓ | ⋮ |
| Class 19 Primary Source Readings Worksheet.docx | ✓ | ⋮ |
| Class 19 Worksheet Selected Answers.docx | ✓ | ⋮ |

What/WHY?

- Students preferred ppt audio and lecture notes.
- Instructor felt most comfortable with ppt audio recording; she will consider Camtasia recording later.
- Communication via Announcements and Discussions for small group activities

19: Mongols Audio lecture



You can also download [Power Point file here](#).

Instructor, Jessica Hemmings: "I like about using PPT + audio is that I can stop and start and redo things easily. Students also told me that they liked the ease of "rewinding" because it goes one slide at a time."



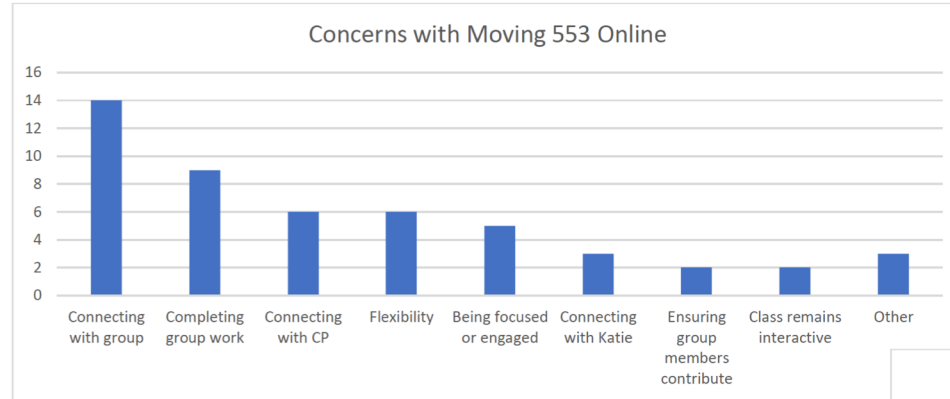
Turmoil II: Economic Crisis

The Black Death & Other Horrors

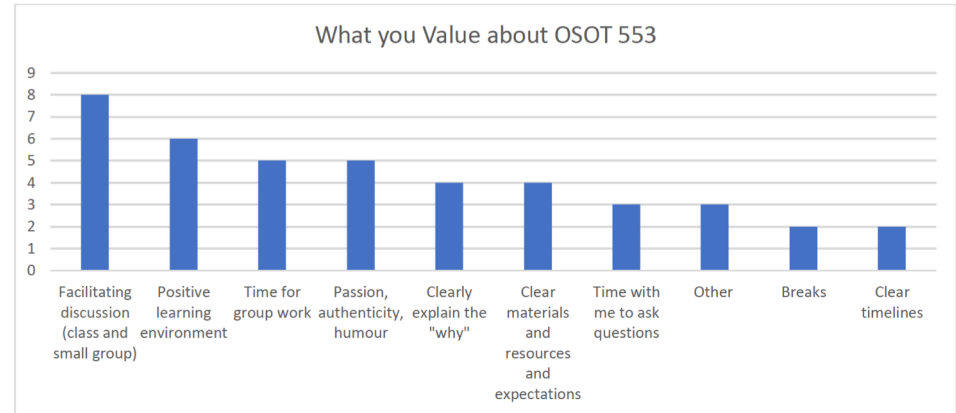
<https://www.youtube.com/watch?v=rZy6XiIXDZQ>

Example 2: Team-based Learning

39 responses/51 students



OSOT 553 Instructor: Katie Bunting



Example 2: Team-based Learning

OSOT 553

Term 6 Week 1 Table of Contents



Introduction

- What is one thing you noticed about program development while on placement?
- Did you see program evaluation taking place?

Acknowledge the new norm amid Covid-19 learning. Recap from last term- list all the program ideas from teams, show work done to date.

By the end of this module, you should be able to:

- Identify the [evaluation points for Term 6](#).
- Outline your program's goal(s) and objectives.
- Begin to identify evaluation questions for your program.
- Suggest two possible preliminary methods of evaluation.
- Begin to develop a draft program logic model for your proposed program to be used to guide program's evaluation plan.

Readings

[Provide a list of required and optional readings under 'Required Reading' and 'Optional Reading' sub-headings below for this lesson or topic. It's important to be crystal clear about what are required and what are optional. Students expect time management support for their online learning.]

Lecture

- [Lecture: Week 1. Program Evaluation](#)

Activities

- [Term 6 Week 1 Learning Activity 1](#)
- [Term 6 Week 1 Learning Activity 2](#)

Quiz

- [Term 6 - Week 1 Quiz \(Individual\)](#)
- [Term 6 - Week 1 Quiz \(Team\)](#)

Assignments

- [Term 6 Week 1 Learning Activity 3 worksheet A](#)
- [Term 6 Week 1 Learning Activity 3 worksheet B](#)

Take-aways

[Tell whether there are any test/exam for the lesson or topic. Provide any instructions or reminders for preparation. Link to corresponding test/exam when applicable.]

Example 3 - Heavy Content

OSOT 549 Professional Development of the Occupational Therapist

Course Preview

Professional Development of the Occupational Therapist II

Introduction

Definition

Manager vs. Leader

Leadership Trait vs. Skills

Leadership Theories

Styles of Leadership

Transformational Leadership

Servant Leadership

Emotional Intelligence

Self-Awareness

Self-Regulation

LEADERSHIP IS A CHOICE, NOT A POSITION. STEPHEN R. COVEY

The most prominent advocate of this belief is Stephen Covey, author of the landmark book *The Seven Habits of Highly Effective People*. He argues that leadership is a choice, not a position, and that true leaders have a moral authority well before a formal authority

Knowledge check!

Leadership does not really stand alone. It includes many competencies that you have developed along your student journey. Can you name a few?

Type your answer here

SUBMIT

Brainstorm yourself

Where do you see the need for OT leadership?
What have you seen in practice?

Type your answer here

SUBMIT

Objectives

- 1 Explain why leadership is a required skill in OT
- 2 Describe leadership theories and styles

Manager vs. Leader

What are the differences between Manager and Leader?

Drag the trait to either of the below category boxes.

Follows rules, regulations

Manager

Leader

Match the manager's trait on the left to the leader's on the right.

| | |
|----------------------------|---------------------------------|
| Technical orientation | Innovates |
| Relies on systems | Develops |
| Follows rules, regulations | Relies on people |
| Counts on Control | Counts on trust |
| Does things right | Does the right thing |
| Administers | Questions rules and regulations |
| Maintains | Strategic orientation |
| Organizing and staffing | Provides guidance and counsel |

SUBMIT

What/WHY?

- Too heavy contents with reflections, short quizzes
- Allowing students to digest the content in their free time
- Module completion with completion and quiz passing score

<https://360.articulate.com/>



Moving F2F Activities Online

Bosung Kim

Example 1: Nursing Leadership Course

- **NURS512:** This course focuses on contemporary leadership theories and practices in the context of complex, constantly changing health care environments.
- **Students:** Nurses, approx 25 students
- **Design Points**
 - Small group activities:
 - Provide nurse professionals with opportunities to collaborate in small groups
 - Have small groups share what they have discussed beyond their groups
 - Guest lectures

Thank you, Prof. Naz (Farinaz) Havaei for allowing me to use your course as an example.

Example 1: Online Discussions

| |
|----------------------------------------------------------------------------|
| Weekly thought questions |
| Feb 3-8: Unit II weekly thought question (control over nursing power) |
| Feb 3-8 weekly summary |
| Feb 10-15: Unit II weekly thought question (Resistance to power imbalance) |
| Feb 10-15 weekly summary |
| Guest lecture activity |
| Feb 10-15 Guest lecture #2 question discussion |
| Feb 17 Guest lecture #2 questions |



Farinaz Havaei

Jan 15, 2020

Thanks [REDACTED] Great points. As you rightfully recognized, nurses' participation in organizational affairs provides them with an opportunity to reflect their nursing values in their policies and practices, and with this comes a great sense of empowerment. I am interested to know your thoughts on how could managers and leaders facilitate their nursing staff participation in their organizational affairs? Feel free to reflect on this question personally or discuss with your group members.

- Provided clear instructions including rubric and emphasize quality and thoughtfulness of responses over quantity and frequency
- Crafted good online discussion questions/topics/problems
- Clean module structures
- Modeled good discussion behaviors and facilitate conversations to deeper understanding.

Sample Online Discussions Guidelines

Descriptions

The purpose of {weekly} online {group} discussions in this course is to {describe your purpose}. Use this opportunity to {ask questions about the course readings / extend your learning}. Active participation in course discussions will maximize your learning in this course.

There will be {x numbers} of {graded} online discussions. {If it is graded, inform how these online discussions will be graded.}

Writing a substantive discussion post is challenging, but it does not have to be difficult. Substantive discussion posts are not mere opinions but must be based on what you have learned in the course. You can also relate to outside resources and your personal experience. Remind you that posts can be either original reply to the given topic or extensive commentary on another student's posting. You may also include questions to stimulate discussion.

Instructions

Between {day, time, time zone} and by {day, time, time zone}, your asked to:

- post your response to the appropriate discussion forum
- at least {one} of your posts should be between {word limit} words; {it does not matter w reply to other posts}
- Make at least {number} of substantive comments on {x number or more} peers' posts
- Keep in mind proper etiquette when responding to others

Assessment Criteria

Grades will be determined by:

- Timeliness: the discussion posts are completed within the given timeframe
- Quality: the discussion posts are substantive as outlined above
- Relevance: the discussion posts are relevant to the given topic
- Online etiquette: the discussion posts use a respectful tone of voice

[If possible, provide sample postings to help students understand what substantive posting looks like.]

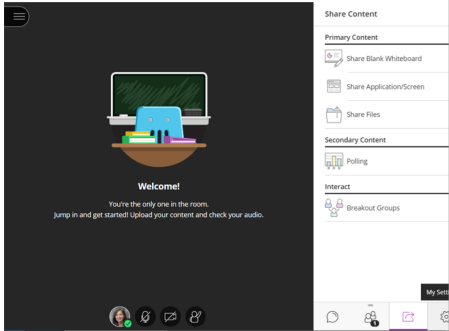
Available in Arts Remote Teaching Template

Self-enroll URL:

<https://canvas.ubc.ca/enroll/GJX7KJ>

Example 1: Synchronous Sessions

| Course Schedule | Course Assessments |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course Contents <ul style="list-style-type: none">Course OrientationUnit I: LeadershipUnit II: Power and Power DynamicsUnit III: Working in TeamsUnit IV: Healthy WorkplacesResources and Readings | Guest Lectures <p>To attend, click 'Collaborate Ultra' on the course menu.</p> <ul style="list-style-type: none">Feb 12th at 3:00-4:00 pm with Dr. David ByresMar 6th at 3:00-4:00 pm with Ms. Lorrain Blackburn |



Share Content

Primary Content

- Share Blank Whiteboard
- Share Application/Screen
- Share Files

Secondary Content

- Polling

Interact

- Breakout Groups

My Self

Welcome!

You're the only one in the room.

Jump in and get started! Upload your content and check your audio.

Blackboard Collaborate with the Ultra Experience User Interface Tour

I anticipate a major part of the guest lecture will be dedicated to answering remaining, there will be an opportunity for dialogue and Q/A at the end of the session.

Please note the entire session will be recorded and archived on Canvas for the live session.

Some general tips:

- This is an entirely browser-based tool and no downloads are required.
- Preferred browsers for Collaborate Ultra are Google Chrome or Firefox.
- Arrive 15 minutes early and run the Audio Wizard as soon as you join a session.
- Remember to mute yourself while the guest lecturer or other participants are speaking.
- Use a headset/microphone for better audio quality.
- Close down all background programs other than Collaborate Ultra; run down your connection to the session.

How to Join

1. Click on the Collaborate Ultra which is located in the course navigation menu.
2. This will take you to the Sessions menu.
3. Select the session entitled "Dr. David Byres Guest Lecture"
4. Collaborate Ultra will open in a new tab within your browser.

- Prepared both students and guest lecturer for virtual session
- Asked student groups to come up with questions to the guest lecturer prior to the session
- Informed students what to expect
- Recorded a session

Other uses of synchronous sessions

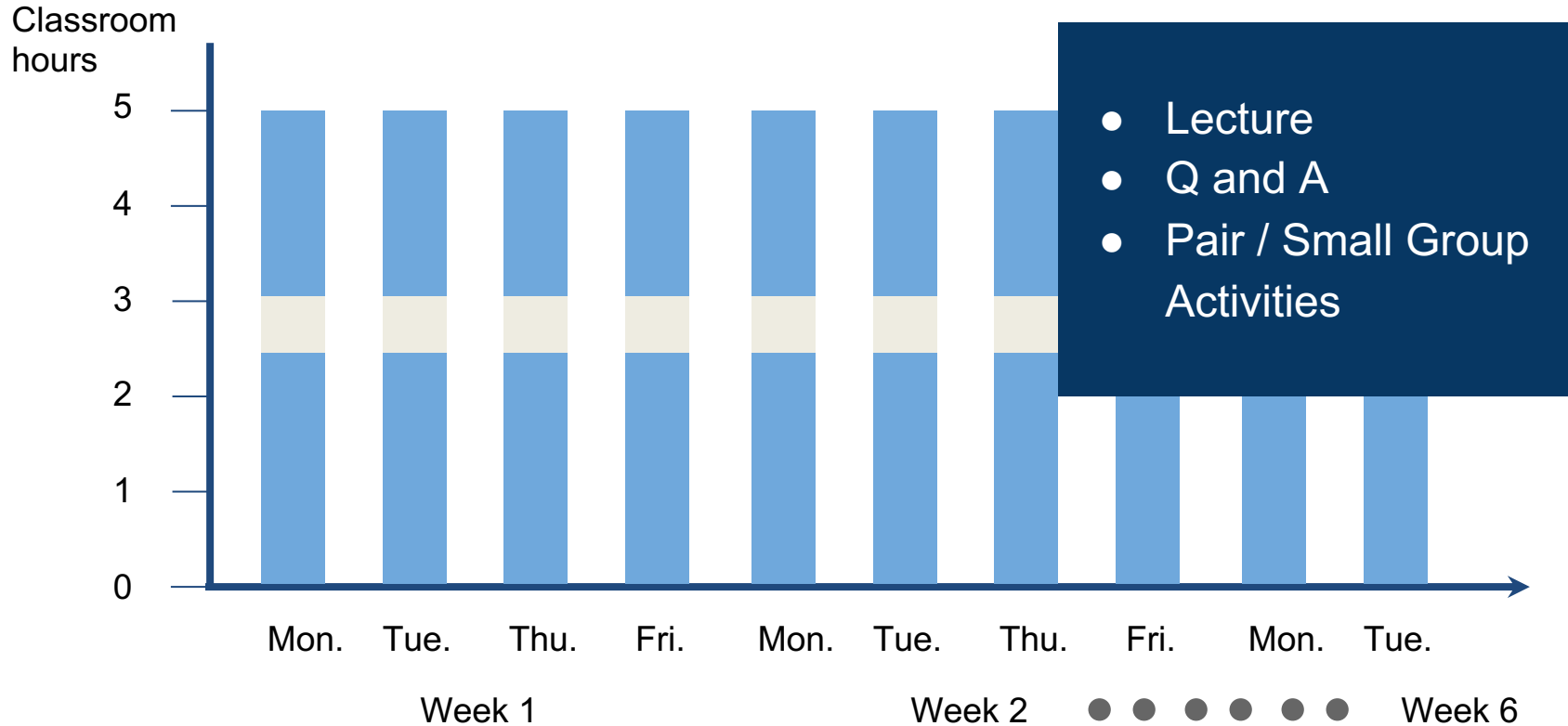
- Guest lecture
- Student presentation
- Office hour
- Group space

Example 2: Intensive Language Course

- **KORN102:** An introduction to the grammar and syntax of modern **spoken** and **written** Korean
- **Course duration:** 6-week
- **Students:** 27 students across **multiple time zone**
- **Main Lecture materials:** PowerPoint Slides
- **Design Questions**
 - Is it possible to have 4-hour synchronous sessions?
 - Instructor workloads/preparation time
 - How can I engage students in learning online?

Thank you, Prof. Eurie Shin for allowing me to use your course as an example.

Example 2: It is typically delivered ...

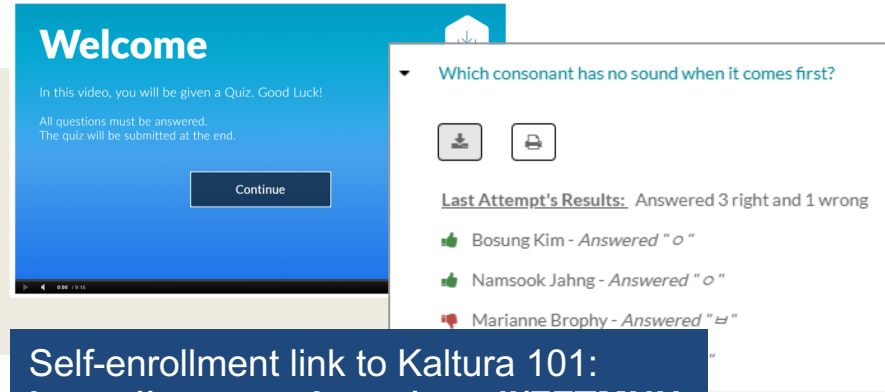


Example 2: Planning to Redesign

Asynchronous



- Short video clips
(+ Kaltura embed quiz)
- Static contents
(+ detailed instructor note)



Self-enrollment link to Kaltura 101:
<https://canvas.ubc.ca/enroll/FFTMNN>

Synchronous

- Virtual conferencing tools: Collaborate Ultra, Zoom
- Course orientation session
- Assign students into small groups based on their time zone
- Instructor will have a **virtual meeting** with **each group**
 - Check-in / Q and A
 - Speaking-focused
 - Immediate feedback
- Virtual group study room



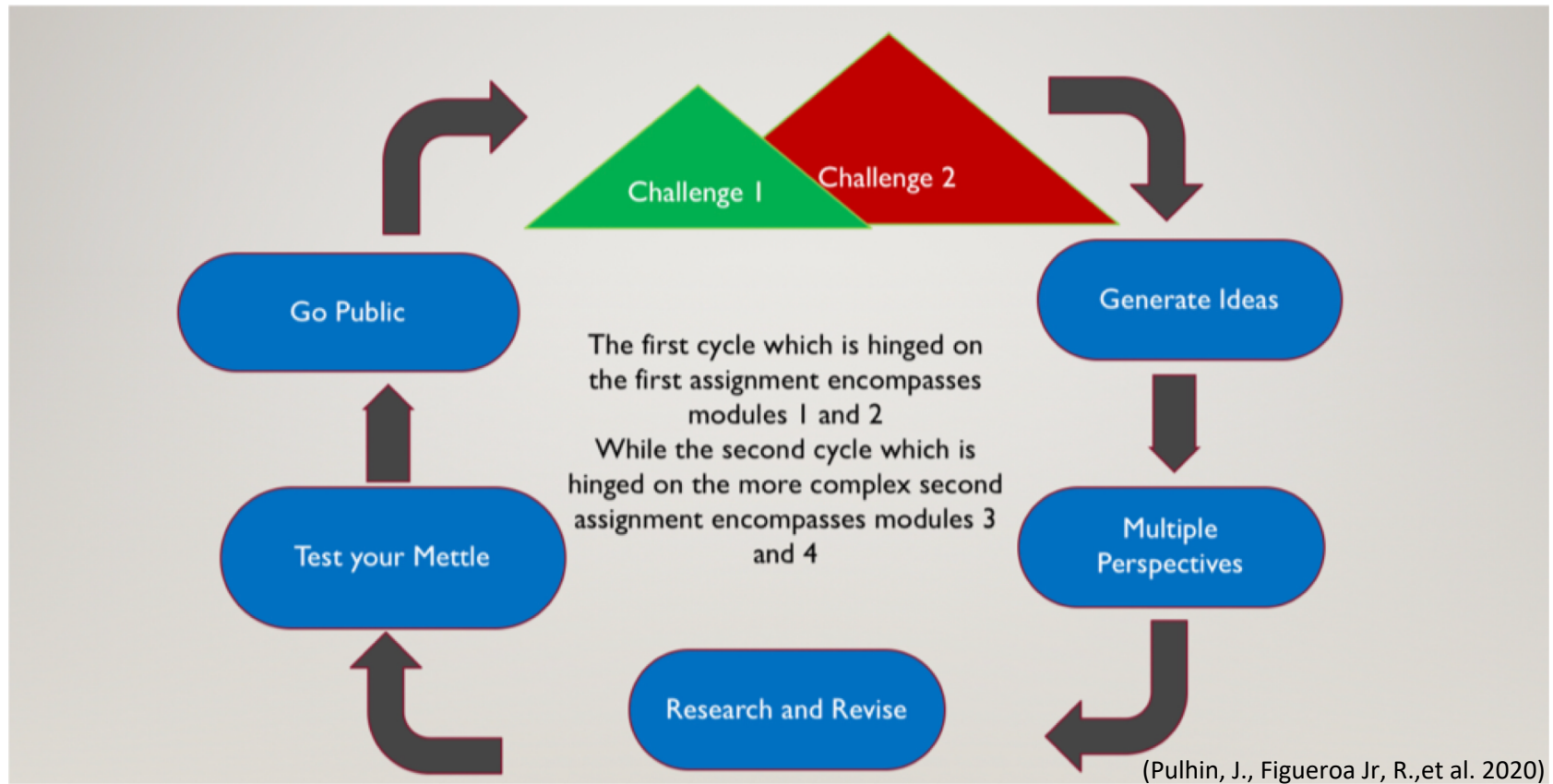


Redesigning Learning Activities & Assessments

Hailan Chen

Example: Forest Ecosystem Service Course

- **FODE004:** The course focuses on the effects of dynamics of different forest ecosystem services on sustainable forest management and community livelihoods and expects student to write forest management plan in the end.
- **Target Students:** 3-credit upper undergraduate and graduate-level course for both UBC students and forestry practitioners
- **Design Expectations:**
 - Field case studies for future foresters and practitioners
 - Share local field case studies
 - Scaffold active inquiry process
 - Incorporate immersive learning at a distance
 - Peer learning



Forest Ecosystem Services - Solution

| Components | Points/Marks | Weight |
|-----------------------------------------------------|------------------|--------|
| Online Self-tests (12) | 5 each x 12 = 60 | 10% |
| Online Discussions (14) | 5 each x 14 = 70 | 20% |
| Assignment 1 - Conceptual Analysis (Problem 1) | 100 | 10% |
| Assignment 2 - Case Analysis (Problem 2) | 100 | 30% |
| Invigilated Online Exam and Case Interview* | 50 | 30% |
| Bonus Activity - Course Improvement Research Survey | 5 | (+5%) |

Rubrics:

- FODE 004 [Online Discussions](#)
- FODE 004 [Assignment 1](#) & [Assignment 2](#) (The same)

Forest Ecosystem Services - Solution



Getting Support

Get Support for Remote Teaching

Keep Teaching Site: <https://keepteaching.ubc.ca/support/>

LT Hub: lt.hub@ubc.ca

CTLT contact: <https://ctlr.ubc.ca/about/contact-us/>

Faculty In-House Resource Centre:

Arts ISIT, ETS, Skylight, Learning Services

MedIT Service, LFS-The Learning Centre

CTLT Learning Design Support

ServiceNow

<https://ctl.t.ubc.ca/about/contact-us/>

→ Course Development and Renewal

Learning Design Studios for Online Courses

<https://keep-teaching.ubc.ca/support/#training>

Design Support Studio

Direct Contact

<https://ctl.t.ubc.ca/about/contact-us/strategic-curriculum-services/>

→ Curriculum & Course Services

(Curriculum design, Learning design, and evaluation support)



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THE UNIVERSITY OF BRITISH COLUMBIA

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