

Introduction to Teaching Online

UBC CTLT

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CTLT Summer Institute

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Introduction to Teaching Online



Session Objectives

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1. Awareness of what needs to be done before the course starts, during the course, and at the end of the course
 - a. Create/modify Canvas content
 - b. Identify strategies to help students achieve academic success
 - c. Communicate with your students throughout the term

Session Overview

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Course modules

1. Introduction & overview
2. Before the start of the term
3. During the course
4. Concluding the course

Session communications

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1. We will pause for questions at the end of each module. Please feel free to ask questions in the chat while we are speaking. During the question time you can ask your questions or enter them in the chat.
2. Session will be recorded

Introduction & Overview

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Introduction
and overview



About the Introduction to Teaching Online Module

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- **Goal:** help instructors who are new to teaching fully online courses to quickly develop the skills and knowledge that are necessary to engage with students and teach online
- **Course delivery method:** self paced, with reflection and interactive activities.
- **Course length:** 8-10 hours
- **Support available**
 - Guidance from an Educational consultant
 - Technical support from the LT Hub

Access the course: <https://canvas.ubc.ca/courses/94578>

M1: Before the start of the term

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Before the start of the term: Import course content

- If you've taught in Canvas before, you can copy your content from a previous Canvas course
- Start early to review and revise
 - Canvas courses are available a few months in advance of term start
- Use the 'Adjust events and due dates' option to shift availability/due dates in bulk

You are welcome to contact your instructional support unit for help with an import

Before the start of the term: Find your tools

Canvas tools	Other common tools
<ul style="list-style-type: none">● Modules● Pages● Announcements● Assignments● Discussions● Quizzes● Groups	<ul style="list-style-type: none">● Zoom● Kaltura● Library Online Course Reserves (LOCR)● LockDown Browser● Microsoft Teams <p>*and many more!</p>



Before the start of the term: Set up your modules

- Organizational tool to help structure course content

The screenshot displays a course management interface with a list of modules and activities. At the top, there is a header for 'MODULE 1: <PLACEHOLDER Brief Description>' with a green checkmark, a plus sign, and a settings icon. Below this, a list of items is shown, each with a document icon, a title, a point value, a green checkmark, and a vertical ellipsis menu icon. The items are: 'MODULE X Overview', 'Learning Material: <PLACEHOLDER Brief Description>', 'Discussion: <PLACEHOLDER Description of item being discussed>', 'Analysis Essay' (0 pts), 'Module 1 Quiz' (5 pts), 'MODULE X Wrap-up / Summary', and 'Lecture Recording, September 1st, Passcode: <link icon>'.

Item	Points	Status
MODULE X Overview		✓
Learning Material: <PLACEHOLDER Brief Description>		✓
Discussion: <PLACEHOLDER Description of item being discussed>		✓
Analysis Essay	0 pts	✓
Module 1 Quiz	5 pts	✓
MODULE X Wrap-up / Summary		✓
Lecture Recording, September 1st, Passcode: <link icon>		✓

Will unlock Sep 12 at 12am

Before the start of the term: Settings

Availability

- Course date settings (default is typically fine)
- Publish your course in advance

Gradebook

- Manual vs automatic grade posting policy

Navigation

- Hide or show links in your course navigation



Before the start of the term: Accessibility check

A quick checklist:

- Use alt text for your images
- Include closed captions for videos
- Make your hyperlinks descriptive
- Ensure there is appropriate contrast and size for your fonts
- Keep your content structured by using headings where appropriate



Canvas provides an 'accessibility checker' tool at the bottom of their rich content editor.

Preparing your Canvas course: Student View

- Test out your course as a student to see how things operate from the student perspective

👁 Student View

Many integrated tools are not compatible with Canvas' student view

- Such as: Kaltura, LockDown Browser, LOCR
- Contact your instructional support unit for help with testing these tools

Tip: Use Canvas' link validator to ensure that there are no broken links

During the course

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Engaging with your students

Checklist: First Week

- Engaging with students
- Engaging with Teaching Assistants

Checklist: During the course

- Asynchronous engagement
- Synchronous engagement
- Mid-course feedback

Community of Inquiry Model

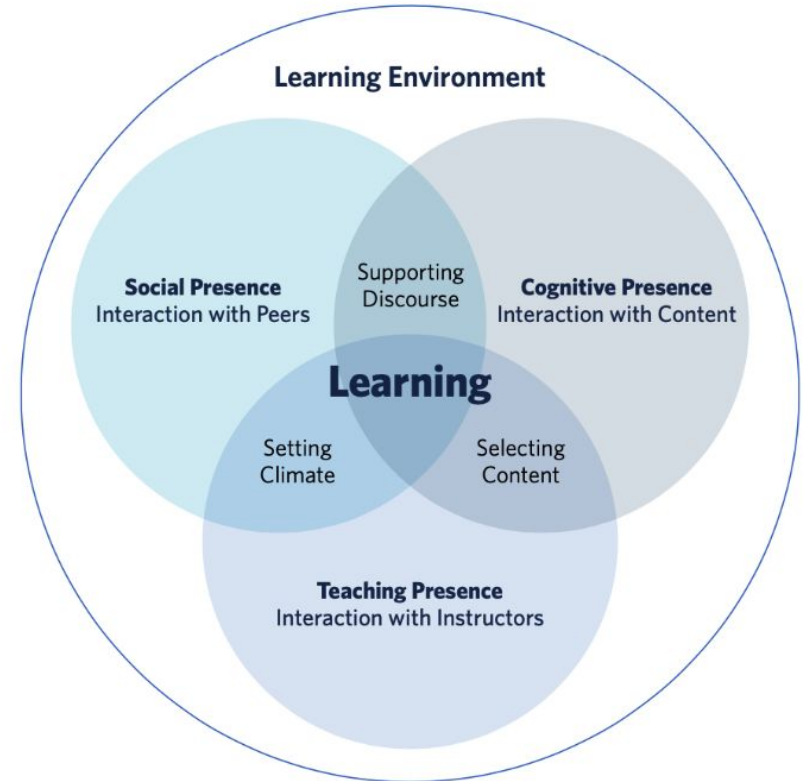


Figure adapted from Garrison, R., Arbaugh, J.B. (2007)

Feedback and assessment

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Formative and Summative Assessments

- **Formative**
 - Polls, self-assessments, discussion boards, diagnostic tests and weekly quizzes
- **Summative**
 - Midterms, final exams, final papers or multimodal projects or presentations

Effective feedback

- Content, Amount, Timing
- Asynchronous and synchronous

Checklist: Accessibility accommodations & academic concessions

- Centre for accessibility
- Quiz settings
- Assignment settings

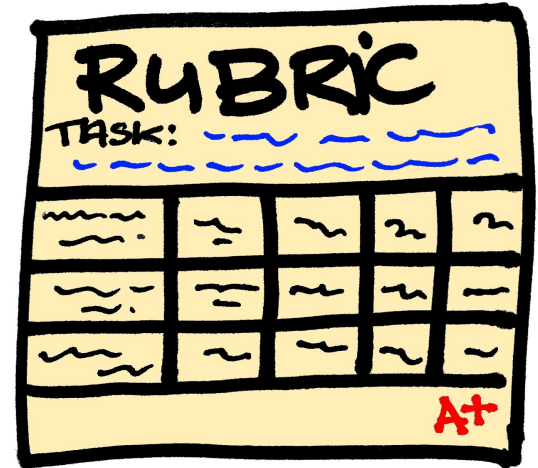


Rubrics

How to use rubrics effectively

- Be transparent
- Integrate rubrics into assignments
- Use it for teaching
- Practice using rubrics

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Encouraging academic integrity in online assessments

- UBC policies on academic integrity and misconduct
- Learning Commons
- Citation Guidelines
- Encouraging students to reach out if they have challenges

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TED PRINCIPLES OF ACADEMIC INTEGRITY (1/20/11/11)

Concluding the course

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End of course communications with students

Two weeks before the end of the course

- Invite your students to complete a course evaluation survey using UBC's [Student Experience of Instruction](#) tool.

Last day of classes

1. A final request to complete the SEI.
2. A short summary of the key concepts of the course.
3. Recommendations for next steps to encourage students to continue learning in this area.

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Grade Deferrals and Submitting Grades

In addition to the two items in this checklist, contact your department to obtain their grading policies.

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1. [Handle any deferred grade requests](#) (see [Standings for Grading Practices](#))
2. [Upload final grades from Canvas](#) to the Faculty Service Center within two days of the end of the class (i.e., final exam), per University policy.

Breakout or Large Group Discussion

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[LT Hub Support](#)

[Online Teaching Program \(OTP\) One-on-One Consultations](#)