

Teaching in Times of Disruption | Transitioning to Online Teaching and Learning

As we shift to online learning, faculty and instructors should take a moment to review their instructional strategies, content, and assessment practices. Many lessons, activities, and assessments can be delivered online with minor adjustments. This toolkit provides considerations and strategies for moving online. All material included in this document is located on the Fully Online Resources for Faculty (COVID-19) eLearn open offering course.

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Key Questions and Considerations

Have a look below, review, and check off the elements you have considered and have a plan for as you shift your course(s) to an online delivery.

Core Elements/Learning Outcomes

- ☐ What core elements and/or learning outcomes have I sufficiently covered?
- ☐ What are the core elements and/or learning outcomes still need to be taught and assessed?

Technical Resources

- ☐ What are the technical resources I need to deliver my course(s) (example: device, Internet capacity, video and audio recording devices)?
- ☐ What software do I require to deliver my course(s) online?
- ☐ What technical resources do my students need/have access to in order to participate in the online environment?

Student Communication

- ☐ How and when will I communicate with students?
- ☐ How can I offer virtual office hours?
- ☐ How can I provide collaboration opportunities for my class?

Delivery

- ☐ How will I deliver my content (asynchronous or synchronous)?
- ☐ How can I use multimedia to support content delivery (examples: pre-recorded lectures, live lectures, YouTube videos, group collaboration tools, Microsoft Teams)?

Assessments

- ☐ How can I modify my remaining assessments for online course delivery?
- ☐ What type of support do I need for assessment adaptation?
- ☐ Do I need to modify my assessment weights?
- ☐ Do my adapted assessments still align with my course learning outcomes?
- ☐ Do I need to modify assignment rubrics?
- ☐ Do I need to talk to my program area to discuss alternatives for my skills assessments (example: skills labs, labs)?

Pedagogy in Times of Disruption

Teaching during times of potential disruption requires creative and flexible thinking about how instructors can support students in achieving essential core course learning objectives. This document offers suggestions for faculty and instructors at Mohawk College as they continue offering a student-centered learning experience in a remote or online learning environment. With **continuity** and **completion** in mind, remember these four principles:

- Keep the end in mind
- Keep it simple
- Engage all learners
- Keep calm and carry on

While the process will no doubt feel unfamiliar and at times possibly frustrating, try as much as possible to be patient. There will always be hiccups, but times of disruption are, by their nature, disruptive, and everyone expects that. Be willing to switch tactics if something isn't working. Above all, stay focused on making sure the students are comfortable, and keep a close eye on the course learning goals--while you might not be able to teach something exactly the way you imagined, as long as you're still meeting the learning goals of the course, you're doing fine.

As a starting point, think about your core elements and/or learning outcomes. Consider what you have covered sufficiently up to this point in time and what you still need your students be able to know and do by the end of the course. Focus on these core elements and/or learning outcomes for the rest of your semester.

Engaging All Learners

You and your students might find themselves in a wide range of circumstances. Some may have limited internet access, some may have limited attention, some may have limited privacy. A student could be in self isolation with their family, or not be able to spare time until their children are in bed. Keep these questions in the back of your mind as you progress through this material:

- Will all students going to benefit from your delivery choices?
- How might you provide options for how to engage with you, each other and content?
- How might you provide options for how to access and process materials and learning activities?
- How might you provide options for how to demonstrate learning and for assessment?

Universal Design for Learning (UDL)

We encourage you to consider applying Universal Design for Learning (UDL) principles. Applying UDL will help to minimize individual student challenges and create a supportive online learning environment. For more information, please review the follow resources:

- [Universal Design for Learning general information](#)
- [UDL Information for Educators](#)
- [UDL Implementation](#)
- [UDL Resources](#)

For support with UDL in your online courses contact the Universal Design for Learning Curriculum Consultant.

Communicating with Your Students

In times of disruption, some sense of stability, normality and control can help enormously with wellbeing. Communicating to your students about when content will be released and how they can get in touch with you will help ease their nerves. Keeping as much as possible to established schedules and routines will be beneficial. The social 'out of class' experience of being in school is important too. Creating spaces for students to gather, chat and share will help. Teachers maintaining a Social Presence in their courses through chats, comments and being available live is very important. Set the tone, be reassuring, transparent, forgiving. Model the communication you want to see.

Set up virtual office hours to meet with students using your webcam, share your computer screen or collaborate. You might decide to hold these virtual office hours during your allocated face-to-face teaching time slot. Software to support this includes Zoom, Kaltura, Panopto, and Teams. Links to using these tools are woven throughout the document as we direct your attention to use cases.

Remind your students that they can also connect via email and work phone.

Pedagogical Recommendations

- **If using Zoom, keep the link to the Zoom room you're using for your students in a central place on your course eLearn site.** The main factor to consider when holding office hours or conferences with students via Zoom is your accessibility as an instructor. Make sure they know how to find your "office" (just as you might offer them directions to your office on-campus).
- **Encourage students to share their screen with you.** Screen sharing is possible not just for the instructor, but for students too. Help your students navigate towards a screen sharing option so that they can show you their written work on their screen.

Shifting to Fully Online Learning

Next steps are to review how you might facilitate the remainder of your course using online learning technologies. There are two options for instructors to facilitate class sessions remotely:

- **Asynchronous:** instructors prepare course materials for students in advance of students' access. Students may access the course materials at a time of their choosing and will interact with each over a longer period of time. Technology used to deliver this type of delivery is eLearn and/or MyCanvas (learning management systems).
- **Synchronous:** instructors and students gather at the same time and interact in "real time" with a very short or "near-real time" exchange between instructors and students. Technologies to facilitate this type of delivery include Zoom, Kaltura, Teams, and Panopto.

There are three options for synchronous and asynchronous content delivery: skipping the video, pre-recording content, and live sessions. When you are thinking about what option is best for you and your students, make sure to consider your familiarity with the tool(s) and time and investment associated with learning and/or using the tool. Before making your decision, review the advantages and disadvantages of delivery modality. Remember, keep it simple, keep calm, and you got this!

Advantages and Disadvantages

Instructors may choose to engage their students synchronously or asynchronously depending on the course content or material that needs to be taught. There are many advantages and disadvantages to asynchronous and synchronous teaching options.

Advantages of Synchronous Teaching

- Immediate personal engagement between students and instructors, which may create greater feelings of community and lessen feelings of isolation.
- More responsive exchanges between students and instructors, which may prevent miscommunication or misunderstanding.

Disadvantages of Synchronous Teaching

- More challenging to schedule shared times for all students and instructors.
- Some students may face technical challenges or difficulties if they do not have fast or powerful Wi-Fi networks accessible (e.g., rural students may not have sufficient Internet connection to participate).

Advantages of Asynchronous Teaching

- Higher levels of temporal flexibility, which may simultaneously make the learning experiences more accessible to different students and also make an archive of past materials accessible.
- Increased cognitive engagement since students will have more time to engage with and explore the course material.

Disadvantages of Asynchronous Teaching

- Students may feel less personally exchanged and less satisfied without the social interaction between their peers and instructors.
- Course material may be misunderstood or have the potential to be misconstrued without the real-time interaction.

Other important considerations include the technical resources for yourself and your students. These include access to Internet, video and audio recording devices, software, and technological devices. Next steps... let's look at your options for online delivery.

Online Delivery Options

Accessibility Considerations

Accessible Learning Services

If you have questions regarding disability related accommodations for specific students, or need support to transition accommodations to the online environment, please connect with Accessible Learning Services using the contact information on the [Accessible Learning Services webpage](#), by emailing accessiblelearningservices@mohawkcollege.ca or by calling 905-575-2211.

Content Accessibility

Universal Design for Learning and the accessibility requirements of the Accessibility for Ontarians with Disabilities Act (AODA) are distinct from each other. However, as you transition to fully online course delivery, you will want to take accessibility into consideration to support all of your learners. This will help to minimize individual accommodation requests.

For more information on creating accessible documents, please review the [Accessible Documents and Alternate Format](#) resources on the AODA [Tool and Resources webpage](#).

Keeping accessibility options in the front of your mind, you have three options for content delivery: skipping the video, pre-recording your content, and live sessions. Learn more about each below.

Synchronous Considerations

You have likely already experienced connectivity issues and we, as a province, country, and beyond, are just gearing up for online teaching and learning! Connectivity issues are bound to increase.

Sidestep the major issues and consider asynchronous teaching and learning. There is still time to explore asynchronous options for your courses. And your CTL team can assist with options and ideas.

However, if you are still set on synchronous, please keep the following in mind:

- Practise patience with yourself and your students. You and | or your students will likely experience issues with technology over the coming weeks.

- Provide choices. Phone versus video may be the only viable option for students. Please facilitate the learning accordingly; aware that functionality will not be the same for those phoning in to sessions.
- Limit video; it requires substantially more bandwidth than audio alone.
- Communicate a Plan B up front and in writing e.g., via email or eLearn News item. If there are technical difficulties, what do students (and you!) do:
 - Continue to attempt participation for 10 minutes?
 - Wait for an alternative plan communicated via email within 2 hours?
 - Look for the posting of new eLearn content within 48 hours?

Option 1: Skip the Video

Many online courses do not have a video component at all. If you are not sure you have the right equipment and are uncomfortable with the tech setup, this might be a good option for you. Also consider that systems are going to be stretched and may take time to scale up. Not all students will have access to all types of content or delivery. Focus on simple, reliable, familiar ways of learning online. Try not to make things more complicated than they need to be. Be creative with things you know well and do simple things using familiar tools.

Pedagogical Recommendations

- **Annotate your slideshow with notes** and share this with students using the learning management system.
- **Consider a Read, Watch, Complete structure** for content to meet the various needs of learners.
 - **Read:** Locate textual information to support learners. Tell the students what to look for and/or focus on as they progress through the material.
 - **Watch:** Locate video content to support learners. Tell students what to look for and/or focus on as they progress through the material.
 - **Complete:** Provide a self-check and/or activity for students to practice and apply learning.
- **Set up discussions** for students. Use specific, structured questions, and let students know expectations for their responses.
- **Share links to outside resources.** Encourage students to watch videos, read articles, etc.

Option 2: Prerecording Your Video Lectures

If you are not comfortable presenting live, a good option is to prerecord lectures and store them in your eLearn or MyCanvas course shell. We recommend you prerecord lectures using Panopto or Kaltura, as you will be able to turn on automatic closed captions that may be required for accessibility reasons.

Pedagogical Recommendations

- **Keep videos short and lively.** It is often harder to focus on a video than on a person! Check out some [tips for creating lively, sort online videos from online educator Karen Costa](#).
- **Test your microphone** to make sure that you have good sound quality. Consider using a headset with an external microphone to capture better audio.
- **Consider accessibility.** Automatic closed captioning is not perfect. Speak clearly and not too quickly to ensure the automatic captions are as accurate as possible. Make sure your lecture material includes a transcript if you don't have closed captioning turned on.
- **Integrate interaction with the lecture material.** You might consider setting up an eLearn or MyCanvas discussion board with specific questions, using a quiz, or setting up a chat session for a text-based live discussion.

Options for Pre-Recording Sessions

- Prerecord with **Kaltura**. Download the [Kaltura INFOsheet](#) in eLearn for more information.
- Prerecord with **Panopto**. Download the [Panopto INFOsheet](#) in the eLearn course or visit the [Panopto website](#)
- Prerecord with **Teams**. Visit the [Mohawk College Library's Team's website](#) to learn more.
- Prerecord with **PowerPoint**. Download the [PowerPoint Recording guide](#) in the eLearn course or visit [the official website](#)
- Prerecord with **Camtasia**. Access through [Apps Anywhere](#). If it's not found in Apps Anywhere, request access through a HelpDesk ticket.

For more information, visit **Module 5** of the Fully Online Resources for Faculty (COVID-19) eLearn open offering.

Option 3: Live Sessions

If you feel your content must be delivered synchronously, good options are Zoom or Kaltura. Live sessions will allow you and your students to see one another and ask questions in real-time. In addition, it is a good idea to

record your live session so students who cannot attend (e.g., poor Internet connection) can still access the material/video recording.

Pedagogical Recommendations

- **Use slides and screen sharing** within Zoom to make sure discussion questions are visible to students who may have a slow Internet connection or who may struggle to hear the audio for the initial question.
- On your first slide, **provide an agenda** so that students know what to expect of the shared time together.
- **Use the chat** (bottom of your screen). Moderate discussion, i.e., “call on” a student with a comment to speak, to help them break into the conversation. You might use the chat to troubleshoot technical problems.
- **Use Zoom Breakout Rooms** to help students talk in smaller groups (just as they would do break-out groups in a larger class environment). See [Managing Video Breakout Rooms](#).
- **Rethink your classroom activities** to make the class more interactive.
 - Have students write and comment together on a shared Discussion of Office 365. You could also try using [Kahoot](#), [NearPod](#), [Poll Everywhere](#) or [Google Forms](#) to collect student responses, and then share results with both in-person and online students.

Options for Live Sessions

- Run your class with **Zoom**. Visit Mohawk's ZOOM website for details and [tutorial videos](#).
- Run your class with **Kaltura**. Download the Kaltura INFOsheet for more information.
- Run your class with **Panopto**. Visit Panopto's website to review a [tutorial for a live webcast](#).
- Run your class with **Teams**. Visit the [Mohawk College Library's Team's website](#) to learn more.

For more information, visit **Module 5** of the Fully Online Resources for Faculty (COVID-19) eLearn open offering.

BOPPPS for Online Teaching

Similar to delivery in-person lessons, creating lesson plans for online course delivery will help you navigate through this time. Like a script for a play, the lesson plan details activities, such as lecture material, active learning strategies, and assessments for students (and yourself!) in a logical flow. Really, it's the breadcrumb trail they/you are going to follow through the lesson. And no, they will not be eaten by a witch in a house full of candy!

For **BOPPPS**, consider the "**three basic elements** of the lesson: **Introduction** (bridge-in, objective, pre-assessment), the **body** (participatory learning), and the **conclusion** (post-assessment and summary)" (ISW Handbook, 2006, Part B, p. 11). Let's look at each element individually:

- **Bridge-In:** This is your lesson hook. How are you going to capture students' attention?
- **Objective:** Connect to your **course learning outcomes**. What do you want your students to be able to know and do by the end of the lesson?
- **Pre-assessment(s):** Figure out where your learners are and what knowledge they have. How will you use this to inform your lesson?
- **Participatory learning:** Get students active with activities. What types of tools and/or activities can you use to support their learning?
- **Post-assessment(s):** See what your students have taken-away from your lesson. How will you assess their learning?
- **Summary:** Conclude your lesson and link it to what's coming next. How will this information be helpful as you progress to the next lesson(s)?

To learn more, login to the open offering course and view [BOPPPS for Online Teaching](#) for more details, specific prompts, and ideas.

Assessment and Active Learning Options

The priority must be supporting students achieve the remaining course learning outcomes. As we transition to fully online, assessments may need to be altered to accurately evaluate the remaining course outcomes. This section offers some UDL considerations and alternative assessment options.

UDL Assessment Considerations

Again, we encourage you to consider applying UDL principles as you transition to fully online delivery. Employing UDL to assessments will create an inclusive and supportive learning environment for all students, while helping to minimize the need for individual assessment related accommodations.

It is important that students be made aware that UDL has been implemented in the online course environment. A quick way to do this is to copy, paste, and modify the UDL statement found on the [UDL Implementation webpage](#). Then post the statement on the course site, add it to the learning plan, and include it anywhere else students will see it.

Additional time

Proactively including additional time for quizzes/tests/exams allows all students to read questions more carefully, evaluate their answers more thoroughly, complete the assessment with less anxiety, and can provide a better reflection of their content knowledge.

If time is not a core competency of the assessment/content, consider including additional time for all learners. You can learn more about this on the [Additional Time for Quizzes/Tests/Exams webpage](#).

Submissions options

In general, providing options regarding how assessments are submitted allows students to demonstrate their knowledge in the best way they can, while supporting faculty to more accurately assess what a student knows.

In our current situation, providing submission options can effectively remove assessment barriers to the remaining learning outcome(s) that need to be taught and assessed. In addition, offering submission options supports a more inclusive and equitable learning environment, while potentially reducing the need for individual accommodations.

To learn more about submission options, please check out the [Submission Options webpage](#).

Classroom Assessment Techniques

Established over three decades ago, Angelo and Cross's Classroom Assessment Techniques or CAT have been the foundation for students demonstrating their learning across difference levels of development.

Your CTL has scanned the tried and true CAT isolated those more easily designed for online delivery and those that target higher order, end of term assessment of skills. They have been broken down into four major categories:

- Assessing skill in **synthesis and creative thinking**
- Assessing skill in **problem solving**
- Assessing skill in **application and performance**
- Assessing students' **self-awareness** as learnings | learners reaction to instruction

We recommend you view the [Online Assessment: Optimizing CAT](#) in the open offering course for specific details and examples to follow. You may choose to use one or more as weekly activities to keep students engaged with content and | or extend and build out for replacement summative assessments.

We've added some broad assessment strategies below to prompt your thinking. Remember, your Curriculum Development Specialist is always available to help you talk through assessment options.

Online Video Presentations

Ask students to record themselves using their mobile device, web camera and the built-in microphone on their computer, and/or screen sharing software combined to capture both their faces/persons as well as the slides on the screen. Mohawk software options for students to complete this type of presentation include Kaltura and Panopto.

- If this option is selected, only one person will video record as students are encouraged to maintain social distance. The student would present on behalf of the group.

Online Audio Presentations

Ask students to complete a voiceover narration in slide deck creation software using PowerPoint (PC or Mac) or a technology of their choice.

- If this option is selected, only one person will audio record as students are encouraged to maintain social distance. The student would present on behalf of the group.

Group Essays

Ask students to complete a group essay that reflects their presentation topic. Students can use Office 365 to co-create online.

Discussions & Group Work

To remove technical hurdles and to ensure that students are able to engage with peers and each other in a discussion-based class (even without a strong Internet connection), you might choose to move student discussion or alternative group-work strategies in an asynchronous format. For example, you could create a discussion forum to facilitate communication. Encourage students to interact, ask questions and respond to discussion prompts using written, audio, and video formats. Also, you could host online collaborative discussions (or encourage your students to do so on their own) using synchronous collaborative tools such as [Teams](#). Keep in mind students' access to technology and internet if promoting synchronous collaborations.

Online Quizzing & Exams

Shift tests and exams online using the quiz tool in eLearn or MyCanvas. The quiz tool allows for a variety of question types, including short answer and essay questions. Manually creating quiz questions within the LMS can be time consuming so Mohawk's CTL can assist by automating this process. If you require assistance with quiz questions, please visit the eLearn open offering Fully Online Resources for Faculty (COVID-19) and view the 'Formatting Quiz Questions for Import into the LMS' (Module 4) instructions.

Online proctoring of exams is an option but use it only as required. Asynchronous testing is preferred. If you feel that online proctoring is required, please review the instructional guides for **Examity** in the online open offering courses. Guides are available for eLearn and MyCanvas.

Alternative Creative Options

Consider alternatives to information presentation through infographics (e.g. [Piktochart](#)), digital poster boards (e.g. [ThingLink](#)), and websites creation (e.g. [Wix](#)).

Skills Assessments

For skills assessments (e.g., labs), reach out to your program area to discuss alternatives.

Pedagogical Recommendations

- **Provide options.** Since assessment expectations need to be altered, providing some flexibility to your students can help calm anxieties.
- **Align to course learning outcomes.** Check to make sure the modified assessment plan still matches your course learning outcomes.
- **Timing.** Make sure your students have the appropriate amount of time to complete the new and/or modified assessment.

Mohawk College IT Remote Services, Guides & FAQs

Mohawk College Information Technology Services [website](#) has been updated with guides that will assist staff, faculty and students, install, setup and configure technology solutions that can be used remotely. Guides include:

- Remote access to on Premise Infrastructure
- Remote Work IT Security Bulletin & VPN Usage Guide
 - Accessing my Enterprise Applications - "Do I need VPN Access?" yes/no guide
- Network File Shares, Home Drive and Mapping Network Drives
- Remote Access to on premise Workstations
- Using Microsoft Office on and Outlook at Home

You can also find more information on meeting, communication & collaboration tools:

- Skype for Business Guide
- Microsoft Teams Guide
- Zoom Guide

Remember, for urgent education delivery issues, you can always call ext. 2199 or 905-575-2199 option 1 for immediate assistance.

Need Additional Help?

The Centre for Teaching & Learning at Mohawk College is diligently working to support you, and your teaching, during this challenging time, meaning more resources are coming and that CTL is available to you.

If you cannot find the information you need in this document, again, you can also connect with the Centre for Teaching & Learning for additional support through your designated Educational Technology Specialist, Curriculum Development Specialist or CTL@mohawkcollege.ca.