Using Brightspace to Maintain Teaching and Learning Continuity

Prepare for a physically-distanced course offering by using a Brightspace shell to move towards enhancing/extend and transforming your course. This will help create an engaging and interactive learning experience for students, while maintaining teaching and learning continuity.

Synchronous Versus Asynchronous Participation
Interactions can differ based on the modality of delivery and can happen at the same time or at different times.

<table>
<thead>
<tr>
<th>Synchronous Participation</th>
<th>Asynchronous Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• At same time</td>
<td>• Anywhere, anytime</td>
</tr>
<tr>
<td>• Face-to-face or online using web conferencing tools</td>
<td>• Online in Brightspace</td>
</tr>
<tr>
<td>• Instructor facilitated</td>
<td>• More self-directed</td>
</tr>
<tr>
<td>• Designed for active interaction</td>
<td>• Designed for active interaction</td>
</tr>
<tr>
<td>• Offered in manageable chunks of time</td>
<td>• Offered in manageable chunks of content</td>
</tr>
</tbody>
</table>

Undergraduate Course Delivery Methods
The course delivery methods/modalities scheduled by the Registrar’s Office include: 1) On-campus, 2) Remote Online, and 3) Fully Online.

<table>
<thead>
<tr>
<th>On-campus Delivery</th>
<th>Remote (Online) Delivery (Through Internet Usage and Brightspace)</th>
<th>Fully Online Delivery (Through Brightspace)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synchronous (In the Classroom)</td>
<td>Scheduled Days &amp; Times Listed</td>
<td>Asynchronous No Scheduled Days &amp; Times Listed</td>
</tr>
<tr>
<td>Partly Synchronous Some Scheduled Days &amp; Times Listed</td>
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</tr>
<tr>
<td>• Brightspace shell automatically generated for all on-campus course offerings (may or may not be used by instructor)</td>
<td>• In-class instruction is replaced with virtual meetings</td>
<td>• Course purposely designed and developed using online learning design principles</td>
</tr>
<tr>
<td></td>
<td>• Use of Brightspace shell defined by instructor</td>
<td>• Brightspace shell becomes the principal method of student engagement and learning</td>
</tr>
<tr>
<td></td>
<td>• Instructor may choose to meet virtually (Refer students to delivery schedule shared by instructor in course site)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use of Brightspace shell defined by instructor</td>
<td></td>
</tr>
</tbody>
</table>

(Adapted from: https://www.mun.ca/regoff/registration/course-offerings/delivery-type.php)

*Offerings that promote simultaneous on-campus and remote (online) instruction are not supported across the institution but could be facilitated in academic units that have the infrastructure to do so.
Maintaining Teaching & Learning Continuity

The risk of disrupting teaching and learning continuity is highest when an on-campus course in Brightspace is not used by the instructor and lowest when a course is fully developed and delivered asynchronously online. The risk continually decreases when Brightspace is used to access more course materials and activities online.

![Diagram showing varying degrees of instructional approaches in Brightspace]

Varying Degrees of Instructional Approaches in Brightspace?

There are varying degrees of instructional approaches that you may employ in Brightspace to support your course, which include: 1) Enable, 2) Enhance/Extend, and 3) Transform. Instructors are encouraged to move towards Enhance/Extend or Transform their courses. Adding interactive activities to all courses, regardless of delivery mode, maximizes student learning, encourages effective teaching and prepares you for disruptions.

**Enable**
- Facilitate the administration of a course
- Examples:
  - make announcements for students
  - add and release grades securely
  - upload notes, PDFs, video or PowerPoints
  - no context provided
  - technology is an add-on

**Enhance/Extend**
- Add digital alternatives to promote interaction and collaboration in course
- Examples:
  - discussion forum
  - group tools
  - synchronous web conferencing
  - provide some context to materials uploaded
  - technology increases student interactivity

**Transform**
- Deliberately plan course to include more online asynchronous learning
- Examples:
  - organize and sequence content;
  - effectively embed media & integrate online activities
  - include detail descriptions & instructions for activities/assignments
  - providing significant context
  - technology creates meaningful learning

(Adapted from Graham, 2006)
Additional Resources

- Course Setup Kit
  https://blog.citl.mun.ca/technologyresources/course-set-up-kit/
  brightspace-course-setup-kit/

- Technology Resources
  https://blog.citl.mun.ca/technologyresources/

- Instructional Resources
  https://blog.citl.mun.ca/instructionalresources/

- Instructional Continuity
  https://citl.mun.ca/TeachingSupport/instructionalcontinuity/

Support Centre

- https://www.citl.mun.ca/support/
- Local: 709-864-8700
  Toll Free: 1-866-435-1396