Below find five steps, linked with supporting evidence-based resources, to help you get your course ready for remote instruction in fall 2020. This succinct guide is a synthesis of a variety of Centre for Innovation in Teaching and Learning (CITL) resources, such as our Instructional Continuity Site, our Guide for Preparing your Course for Remote or Online Learning, and our Learning Technology Guide.

1. Review your Course Context

Supporting resources:
- Designing a Course: the Analysis Phase
- On Campus to Remote in 100 Seconds
- Universal Design for Learning Guidelines
- MUN Student Technology Survey for Fall 2020
- Accessible Remote Teaching Guidelines
- Principles of Accessibility
- Privacy in Remote Teaching
- MUN’s Course Syllabus Requirements
- MUN’s Accessibility Policy
- MUN’s Privacy Policy

Identify the situational factors, learning contexts and constraints that will shape decisions about your course goals/learning outcomes, assessments, teaching activities, technologies, and communications. Consider:
- The purpose of the course and its relevance to learners.
- Program requirements and your current course design.
- Your access to and experience with learning technology.
- The location, technology and resources of your students.
- Backgrounds of your students – disciplinary education, prior knowledge, and experiences.
- University policies or guidelines (e.g., accessibility, privacy).

2. Develop or Update Course Goals/ Learning Outcomes

Supporting resources:
- Learning Outcomes: Construction
- Learning Outcomes: Alignment
- Learning Taxonomy Verbs
- Learning Goals and Universal Design

Articulate the essential knowledge (concepts, ideas, principles, relationships), skills, and attitudes you want students to know, do or value at the end of the course:
- Form observable and measurable goals/outcomes using verbs to help guide assessments and teaching activities.
- Write goals/outcomes from a universal design perspective.
- Prioritize goals/outcomes according to importance.

Identify assessments that will provide evidence that students achieved the course goals or learning outcomes. Consider:
- How feedback will be given to students on their progress and how it can improve future performance.
- Assessment methods that will help students progress towards demonstrating course goals/outcomes.
- Developing summative assessments other than a final invigilated exam.

Using Brightspace Tools, you can facilitate:
- Frequent non-invigilated quizzes in the Quiz Tool.
- Video/audio assignments in Video Assignment Tool.
- Student presentations in online class sessions.
- Individual and group assignments in Dropbox.
- Peer review using the Brightspace survey tool.
- Assignment marking and student feedback through the Dropbox and Grading Tool.
- Calculation of grades and communication of grading schemes in the Gradebook Tool.
Consider alternatives to traditional lectures for presentation of content online. Start with incorporating asynchronous activities in order to reach more students:

- Narrate presentations using PowerPoint.
- Upload self-recordings of lectures or topics to Brightspace using CITL’s self-service video hosting.
- Create videos in CITL’s Classroom Studio.
- Create lecture capture recordings in classroom spaces booked through Registrar’s Office.
- Facilitate discussions and projects in Brightspace.
- Create readings lists using the library e-reserves.
- Create webpages and/or upload PDFs and other documents to the Brightspace Content Tool.
- Integrate interactive content and learning objects using Educational Technology Tools.

Add synchronous (real-time) activities, as necessary:
- Online Rooms video conferencing in Brightspace.
- Webex video conferencing tool through Information Technology Services (ITS).

Provide a course syllabus that gives students expectations of:

- Course communications (e.g. frequency and tools).
- Behaviours for communications and collaboration.
- Participation in the remote environment.
- Ways to contact you (phone, email etc.).

During the course, establish your presence and a community environment with opportunities for social interaction. Consider:

- Welcome notes and updates in Brightspace News.
- A Twitter hashtag for course-related conversations.
- Office hours in Online Rooms or Webex.
- One-to-one communications in the Brightspace Mail Tool.
- Informal discussion forums for student interaction.
- Student feedback using the Brightspace Survey Tool.
- Auto-Notifications in Brightspace Intelligent Agents Tool.