A Guide for Designing Online Learning & Increasing Instructional Use of Brightspace

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MEMORIAL UNIVERSITY
CENTRE FOR INNOVATION IN TEACHING AND LEARNING

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1 Introduction

As we transition back to on campus, online learning is an important consideration. It can provide the option for students to participate asynchronously if they cannot attend synchronously in-person or remotely.

This guide has been developed to help you plan online activities and assessments and to increase your instructional use of Brightspace. It begins with a review of key elements that should be considered when planning a well-designed quality course, regardless of delivery mode. A learning design model based on six learning types is presented to help you identify online digital alternatives for conventional methods of learning. This is followed by examples of how to structure your course content in Brightspace to integrate a more learning-centered approach.

A Well-Designed Quality Course

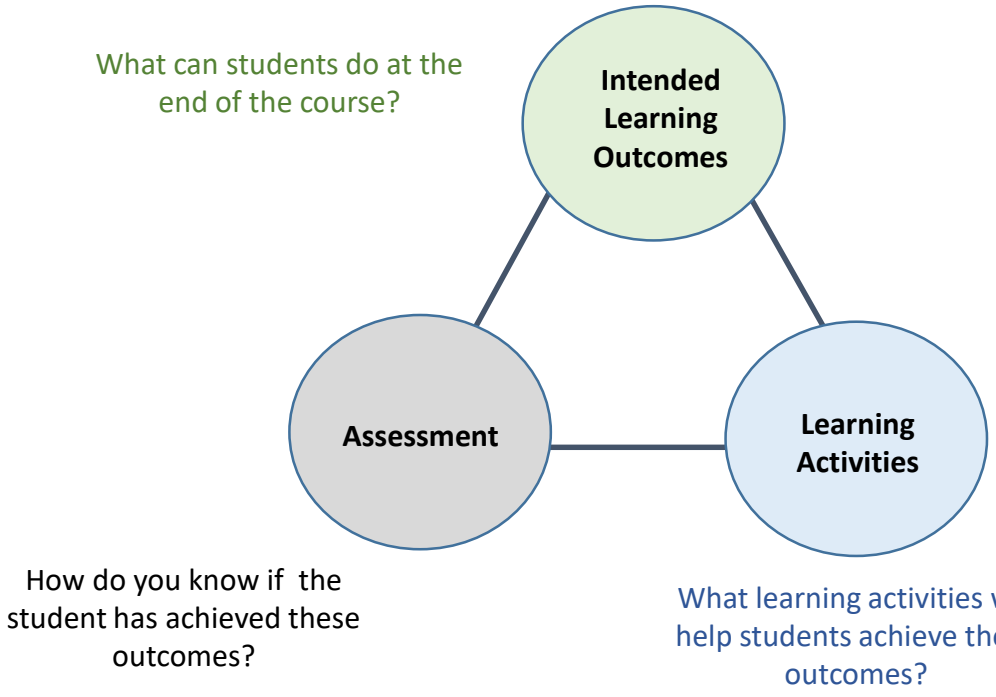
2 Key Elements of a Quality Course

As you begin planning online learning activities, first consider the following three key elements of a quality designed course.

1. Constructive Alignment - match overall course learning outcomes with assessments and activities.
2. Active Learning and Engagement - provide opportunities for students to actively engage, reflect, and obtain deeper learning.
3. Course Structure - sequence, chunk, and pace content and activities so students learn what is necessary to achieve the overall course learning outcomes.

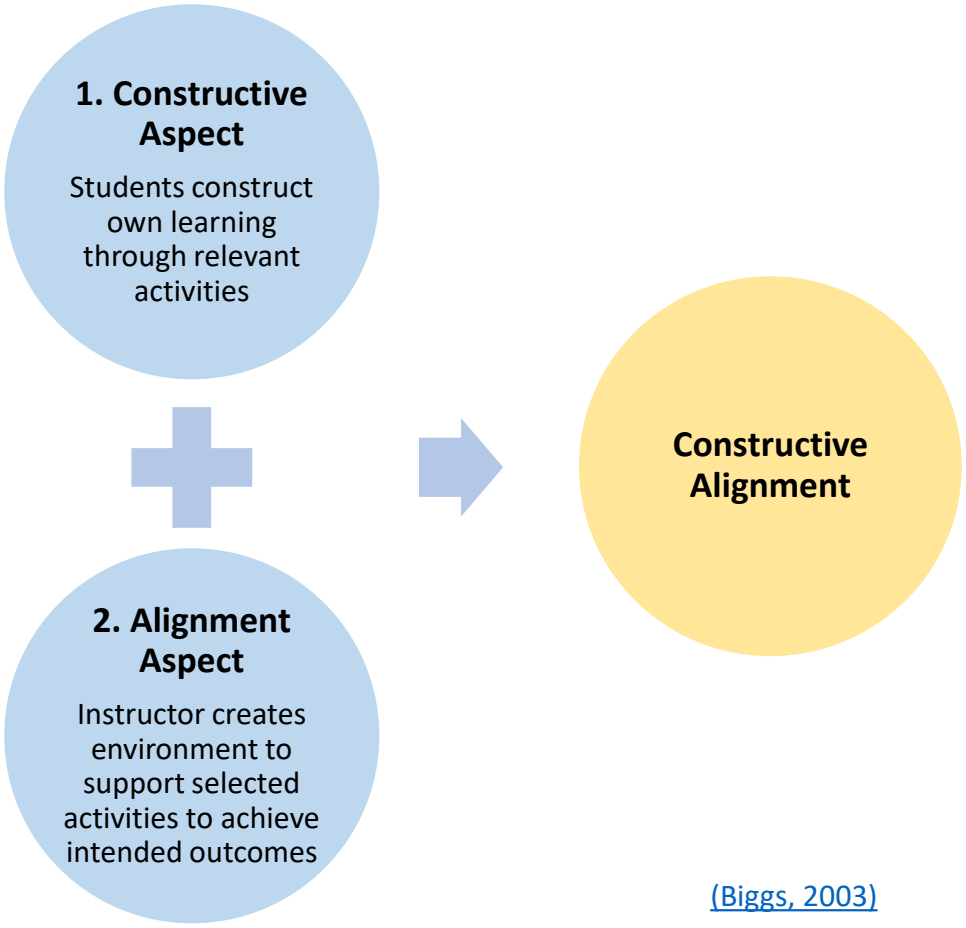
Constructive Alignment

Planning a quality course starts with writing clear learning outcomes that describe what you want students to do or achieve at the end of the course. Learning outcomes guide selection of assessments, activities, and course materials and resources, including technology. Assessments provide opportunities for students to show how well they have achieved the intended outcomes. Planned activities help students obtain knowledge and build the skills described in the learning outcomes. The ultimate goal is for all three course components (learning outcomes, assessments, and activities) to support each other, which Biggs (2003) refers to as 'constructive alignment'.



Adapted from: https://otl.uoguelph.ca/course-curricular-design/course-design

As shown in the figure below, the constructive component refers to the idea that students construct learning through relevant learning activities. That is, “meaning is not something transmitted from the instructor to the learner, but is something learners have to create for themselves” (Biggs, 2003, p. 1). Alignment is “what the instructor does, which is to set up a learning environment that supports the learning activities and interactions appropriate to achieving the intended learning outcomes” (Biggs, 2003, p. 1).



(Biggs, 2003)

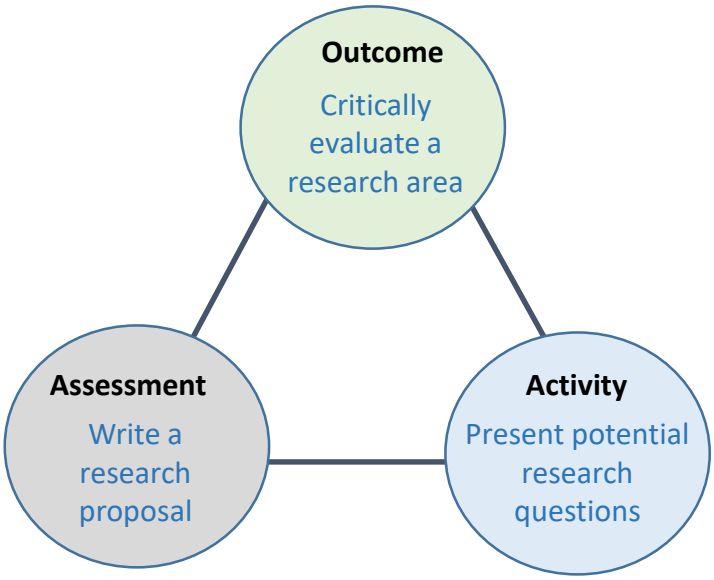
Let’s review an example that demonstrates constructive alignment and then one that doesn’t.

Example With Constructive Alignment

In this example,

- the learning outcome is to critically evaluate a research area;
- the final assessment is to write a research proposal to address a specific question; and
- the learning activity is to present potential research questions.

All three components support higher-order/critical thinking. Therefore, constructive alignment is present.

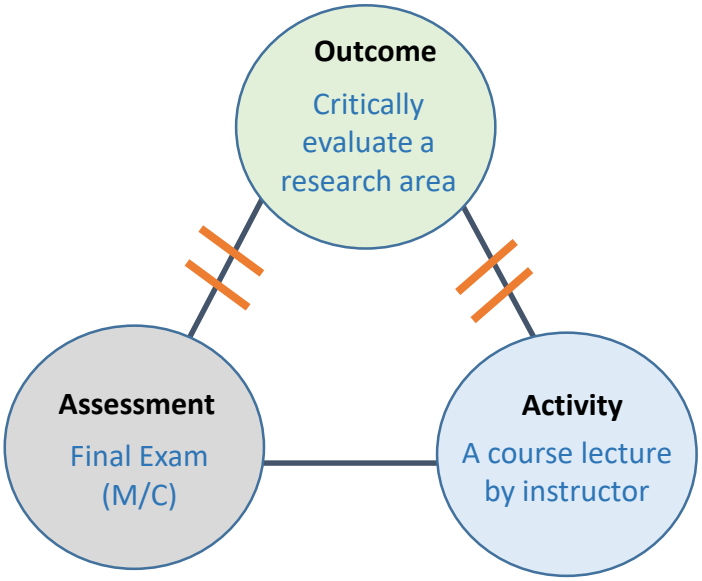


Example Without Constructive Alignment

In this example,

- the learning outcome is again to critically evaluate a research area;
- the final assessment is a multiple choice (MC) final exam;
- the learning activity is a course lecture.

The learning outcome supports higher-order/critical thinking but the learning activities and assessment do not support this outcome. This means that the learning activity and the assessment are NOT aligned with the learning outcome. The students might be able to learn the content from the lecture, but they are definitely not getting practice in learning how to think critically.



(Fink, 2003)

In summary, obtaining constructive alignment in your course will help create an active, engaging and meaningful learning experience for students.

Active Learning and Engagement

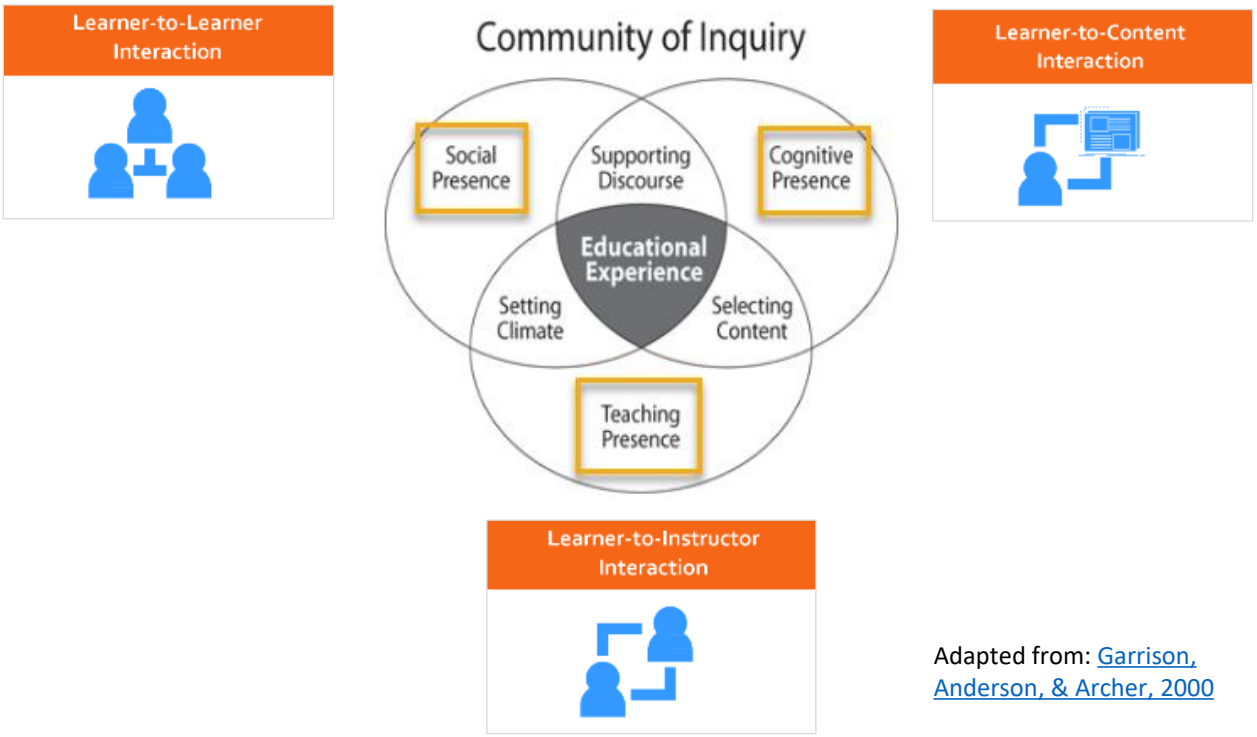
Bonwell and Eison (1991) define active learning as “instructional activities involving students in doing things and thinking about the things they are doing” (p. 5). Fink (2013) notes that learning activities should be selected from at least one of three categories: 1) Obtaining information and ideas, 2) Experience - doing and observing, and 3) Reflective dialogue. Also, you need to find direct and authentic ways for students to learn that is meaningful and relevant.

In their Community of Inquiry framework, Garrison, Anderson, and Archer (2000) describe three elements within the learning environment that can promote active engagement in a course:

1) Social Presence - involves learner-to-learner interactions (e.g., the instructor provides opportunities for students to work together in pairs or groups).

2) Teaching Presence - involves learner-to-instructor interaction (e.g., the instructor clearly communicates course expectations and interacts with students to create a positive environment by providing feedback and encouragement).

3) Cognitive Presence - involves learner-to-content interaction (e.g., students relate content to prior knowledge and reflect on what they are learning).



Adapted from: Garrison, Anderson, & Archer, 2000

All three interactions help ensure constructive alignment. The “goal is to find a combination and sequence of learning activities that work together synergistically and build a high level of student energy that can be applied to the task of learning" (Fink, 2013, p. 144-5).

Course Structure

The structure of a course will vary depending on discipline, mode of delivery, content being taught, level of students (undergraduate or graduate), instructor's preferred style of teaching, etc. The first step of planning your course structure is to decide what activities, content and resources are essential and then present them in a way that meets all students needs. For first-year undergraduate students who may require more support, scaffolding student learning is important. Scaffolding learning can provide a weekly structure that supports student growth and creates autonomous learners who are confident in acquiring new skills (Dede & Sochacki, 2021).

Fink (2013) recommends "to sequence the topics so that they build on one another in a way that allows students to integrate each new idea, topic, or theme with the preceding ones as the course proceeds" (p. 142). As well, you could chunk content to help students retain information presented.

To help ensure students can complete the workload you have assigned in a reasonable time frame, use a workload estimator to approximate student hours of effort. Consider the learning hours, such as the time required for reading and contributing to online discussions or watching pre-recorded videos and taking notes. Keep in mind that the best way to avoid overloading students with unnecessary content is to frequently ask yourself, "Is this content required for students to be able to do what you intended?"

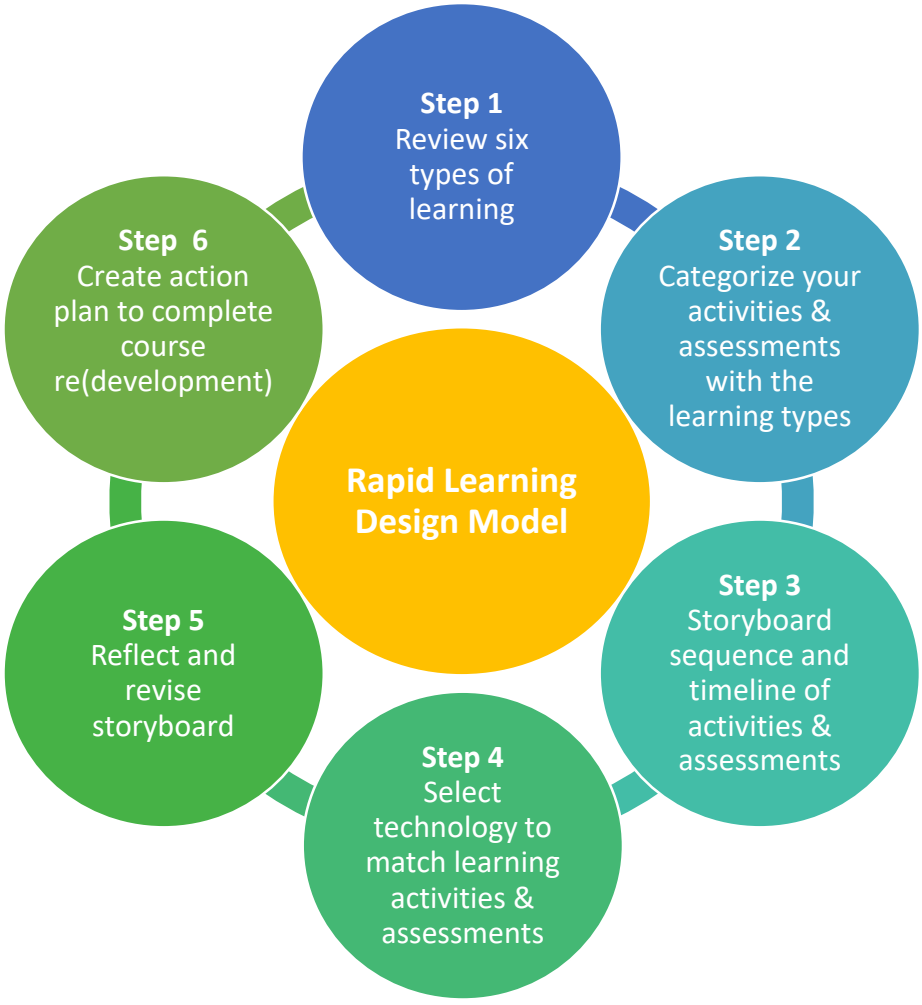
To determine if you have included the critical and recommended elements in your course design for student success, use the CITL Quality Course Design Rubric as a guide.

Design Model

3 Rapid Learning Design Model

Young and Perović (2015) propose that we think of the student learning experience in terms of a series of activities. Then, use a rapid learning design model centered around six learning types (acquisition, collaboration, discussion, investigation, practice and production) to help you select assessments, move synchronous and asynchronous learning activities online, and meet course learning outcomes. The model promotes the constructivist and social constructivist theories of learning, whereby students are encouraged to construct their own knowledge and skills through interactions.

There are six steps as shown in the figure below. Each step is described in detail in the narrative that follows.



Adapted from: ABC Learning Design method by Clive Young and Nataša Perović, UCL.(2015). Learning types, Laurillard, D. (2012). Resources available from https://abc-ld.org

Step 1: Review Six Types of Learning

The first step in the model is to become familiar with the six learning types and examples of conventional and alternative methods for each type. The learning types are based on a Conversational Framework developed by Diana Laurillard (2012) to help educators plan instruction that focuses on the learner and how they learn. Review the descriptions below and watch this video that explains the Conversational Framework and six types of learning.

Acquisition

Learning through acquisition is what learners are doing when they are listening to a lecture or podcast, reading from books or websites, and watching demos or videos.

Collaboration

Learning through collaboration embraces mainly discussion, practice, and production. Building on investigations and acquisition, it is about taking part in the process of knowledge building itself.

Discussion

Learning through discussion requires the learner to articulate their ideas and questions, and to challenge and respond to the ideas and questions from the teacher, and/or from their peers.

Investigation

Learning through investigation guides the learner to explore, compare and critique the texts, documents and resources that reflect the concepts and ideas being taught.

Practice

Learning through practice enables learners to adapt their actions to the task and use the feedback to improve their next action. Feedback may come from self-reflection, peers, the instructor, or the activity itself, if it shows them how to improve the result of their action in relation to the task.

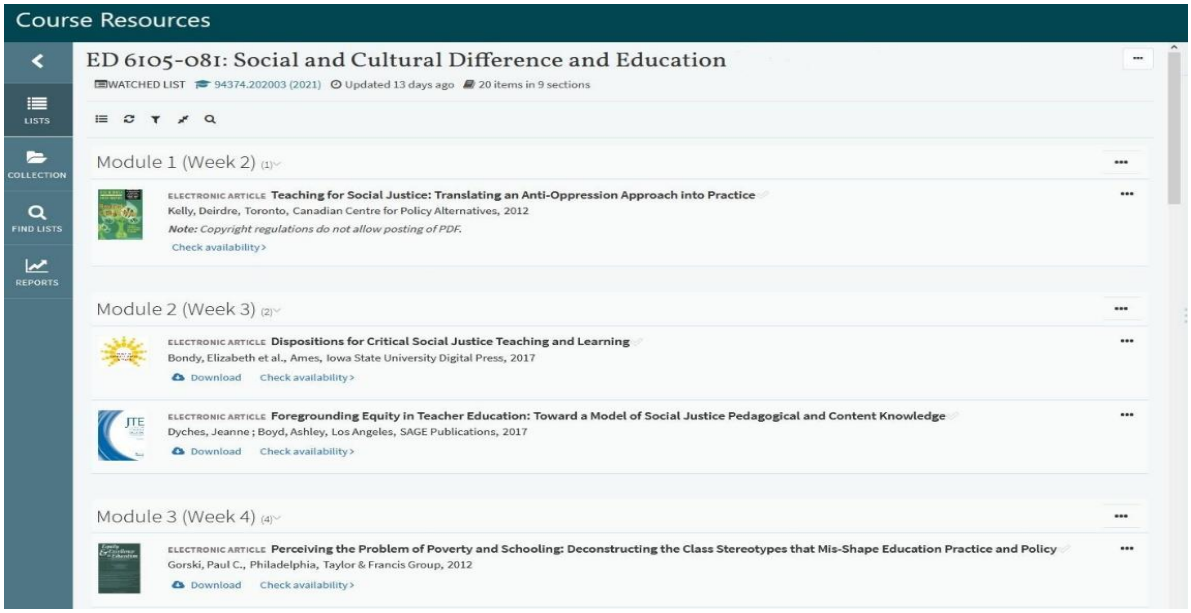
Production

Learning through production is the way the teacher motivates the learner to consolidate what they have learned by articulating their current conceptual understanding and how they used it in practice.

ABC Learning Design method by Clive Young and Nataša Perović, UCL.(2015). Learning types, Laurillard, D. (2012). Resources available from https://abc-ld.org

Acquisition Learning Type

If we take the example of reading an assigned journal article on reserve at the library, it is an acquisition learning type activity that students typically do asynchronously. The conventional method would have been on-campus students going to the library and photocopying the printed article instructors placed on reserve. Now, a digital copy is available online through the library Course Resources (e-Reserves) system, named Leganto, and the article can also be accessed from Brightspace, as shown in this image.



Asynchronous learning is not new. What has changed is how technology has increased the type and range of activities that we can now do online. For students to be more actively involved, include activities from the other learning types.

Examples of Conventional Methods & Online Alternatives

Here are examples of conventional methods and online digital alternative activities and assessments for all of the learning types.

Acquisition

Conventional method	Online alternative
❑reading paper copy of journal article ❑reading books ❑listening to instructor presentations face-to-face, lectures ❑watching lab demonstrations	❑reading PDF journal article on reserve from Brightspace ❑read e-book ❑reading websites & other digital resources ❑listening to podcasts and lecture recordings ❑watching streaming videos (i.e. YouTube)

Collaboration

Conventional method	Online alternative
❑small group projects ❑discussing products by others ❑building joint products	❑small group projects using online forums, wikis, chat rooms, etc. ❑building joint digital products

Discussion

Conventional method	Online alternative
❑small group discussions ❑class discussions ❑seminars	❑email discussions ❑text chat ❑online group or class discussion forums ❑webinars using web-conferencing tools

Investigation

Conventional method	Online alternative
❑using text-based guides (i.e. manuals) ❑analyzing ideas & information in a range of materials and resources ❑using conventional methods to search, collect, evaluate and analyze data	❑using digital guides (i.e. open textbooks) ❑using digital tools to search, collect, evaluate and analyze ideas & information in a range of digital resources

Practice

Conventional method	Online alternative
❑practicing exercises ❑doing practice-based projects ❑labs and field trips ❑face-to-face role-play activities	❑interactive digital learning objects ❑using models and simulations ❑virtual labs and field trips ❑online role-play activities

Production

Conventional method	Online alternative
❑essays ❑reports ❑research paper ❑presentations ❑projects	❑video/audio ❑animations ❑slideshows ❑photos ❑blogs ❑e-portfolios ❑infographics ❑screencasts ❑Interactive e-book

Step 2: Categorize Your Activities & Assessments with Learning Types

The second step is look at your learning activities and assessments and categorize them according to the six learning types. Learning activities include tasks that students take on to achieve the intended learning outcomes. The production learning type is mostly, but not exclusively, related to formative and summative assessments. These may include authentic assessments that involve case studies, lab work, internships and service learning. For further information, visit CITL's Instructional Resources site on assessment and feedback.

Interactions can differ based on the modality of delivery and can happen at the same time (synchronously) or at different times (asynchronously). See table below for a comparison of synchronous versus asynchronous participation.

Synchronous Participation	Asynchronous Participation
• At same time • Face-to-face **or** online using web conferencing tools • Instructor facilitated • Designed for active interaction • Offered in manageable chunks of **time**	• Anywhere, anytime • Online in Brightspace • More self-directed • Designed for active interaction • Offered in manageable chunks of **content**

To categorize your learning activities and assessments according to the learning type, record them in a format similar to the tables below. If your course is new, think of activities for each of the learning types that you may want to include.

Acquisition

Conventional method	Online alternative

Collaboration

Conventional method	Online alternative

Discussion

Conventional method	Online alternative

Investigation

Conventional method	Online alternative

Practice

Conventional method	Online alternative

Production

Conventional method	Online alternative

Step 3: Storyboard Sequence & Timeline of Activities & Assessments

On your storyboard, indicate the learning type for each activity and whether it is online, synchronous (Synch) or asynchronous (Asynch). Then, identify if it is a formative (F) or summative (S) assessment.

This storyboard is the most important task, as once completed you can look at the entire course and see whether the structure flows as you intended, whether all six learning types are being considered, and whether there is a variation of online asynchronous activities, or mainly synchronous activities. Also, it can help you evaluate whether the workload is reasonable for you and your students.

In the following example, there are no scheduled synchronous activities in the course. All activities are completed asynchronously online. The activities are ordered in a way that student learning is appropriately scaffolded and there is a variation of learning types. In weeks 1-6, the learning content and activities provide the foundational knowledge students need to complete the final assessment, which is to build a digital multimedia product.

Week 1 Using Media and Technology in Ed	**Week 2** Exploring Technologies	**Week 3** Applying Learning Theories	**Week 4** Communicating and Learning with Visuals	**Week 5** Integrating Media and Technology Effectively	**Week 6** Using Multimedia to Enhance Learning
Discussion Introduce Yourself **Practice** **Pre-Activity 1: (F)** Basic Terminology (Drag-and-Drop) **Acquisition** Course Content, Weekly Readings & Resources **Discussion** Week 1: Technology Discussion Activity (F) **Production** Weekly Summary: Self Activity (F)	**Acquisition** Course Content, Weekly Readings & Resources **Investigation** Explore Websites **Investigation & Production** **Assignment 1:** Explore and Evaluate Technologies (Individual) – (F) **Production** Weekly Summary: Self Activity (F)	**Discussion** **Pre-Activity 2: (F)** Reflection on Learning Experiences (Questionnaire) **Acquisition** Course Content, Weekly Readings & Resources **Production** Weekly Summary: Self Activity (F)	**Discussion & Production** **Pre-Activity 3:** How to Make a Paper Airplane (F) **Acquisition** Course Content, Weekly Readings & Resources **Investigation & Production** **Assignment 2:** Designing a Visual for Learning (Google Slide) - (F) **Production** Weekly Summary: Self Activity (F)	**Discussion** **Pre-Activity 4:** (F) Analyzing a Teaching Situation Using Media & Technology **Acquisition** Course Content, Weekly Readings & Resources **Practice** Check Your Understanding Exercise : SAMR Model (Drag-and-Drop) (F) **Production** Weekly Summary : Self Activity (F)	**Acquisition** Course Content, Weekly Readings & Resources **Production** Weekly Summary: Self Activity (F)

In the final six weeks of this course, students are mainly collaborating and producing their digital multimedia product (summative assessment). Students are getting an opportunity to practice the higher-level skills, such as creativity, problem-solving, and critical thinking.

Week 7 & 8 Planning Your Video/Multimedia Integration	**Week 9 & 10** Creating Storyboard and Prototype	**Week 11** Obtaining Feedback through Self & Peer Assessment	**Week 12** Finalizing your Video/Multimedia Resource	**Week 13** Reflecting and Staying Current
Discussion **Pre-Activity 5:** Planning Tools Reflection (F) **Acquisition** Course Content, Weekly Readings & Resources **Production & Collaboration** **Assignment 3: Deliverable 1** - Instructional Plan & Description of Video/Multimedia (S) **Production** Weekly Summary: Self- Activity	**Acquisition** Course Content **Investigation** Explore Websites **Production** **Assignment 3: Deliverable 2** - Storyboard and Prototype (S) **Production** Weekly Summary: Self-Activity	**Acquisition** Course Content **Collaboration** **Assignment 3: Deliverable 3** - Self & Peer Assessments (S) **Production** Weekly Summary: Self- Activity (F)	**Acquisition** Course Content **Production** **Assignment 3: Deliverable 4** - Final Multimedia Learning Resource (S) **Production** Weekly Summary: Self-Activity (F)	**Acquisition** Course Content Summary **Investigation** Explore Websites **Production** **Assignment 3: Deliverable 5** - Written Reflection (S)

Step 4: Select Technology to Match Activities & Assessments

Selecting the most appropriate technology tool to support each learning activity fosters effective and meaningful integration of technology in your course. Technology is being used to support student learning and simultaneously students are acquiring the digital skills required to succeed academically and work in their chosen discipline.

The figure below provides a list of the frequently used Brightspace tools and other technologies at Memorial for each of the six learning types. Brightspace has a range of tools and features that can be used to help develop a set of online learning activities. Becoming familiar with the functionality of each tool and their strengths and limitations for educational use, will enable you to select the most appropriate technology for each learning activity. Refer to CITL's Technology Resources site for information about these tools. Keep in mind that pedagogy should inform the use of technology.

Step 5: Reflect and Revise Storyboard

Examine your storyboard and technology(s) selected and reflect on the variation of learning types and activities.

Then consider:

- Are your activities and technology aligned with the overall course learning outcomes and assessments?
- Are there any learning types that seem dominant or underutilized?
- Are there any gaps you want to address?
- Were there any activities that you would liked to have moved online but could not identify how?

Revise your storyboard accordingly. Follow up with an instructional designer at CITL if you would like support.

Step 6: Create Action Plan to Complete Re(Development)

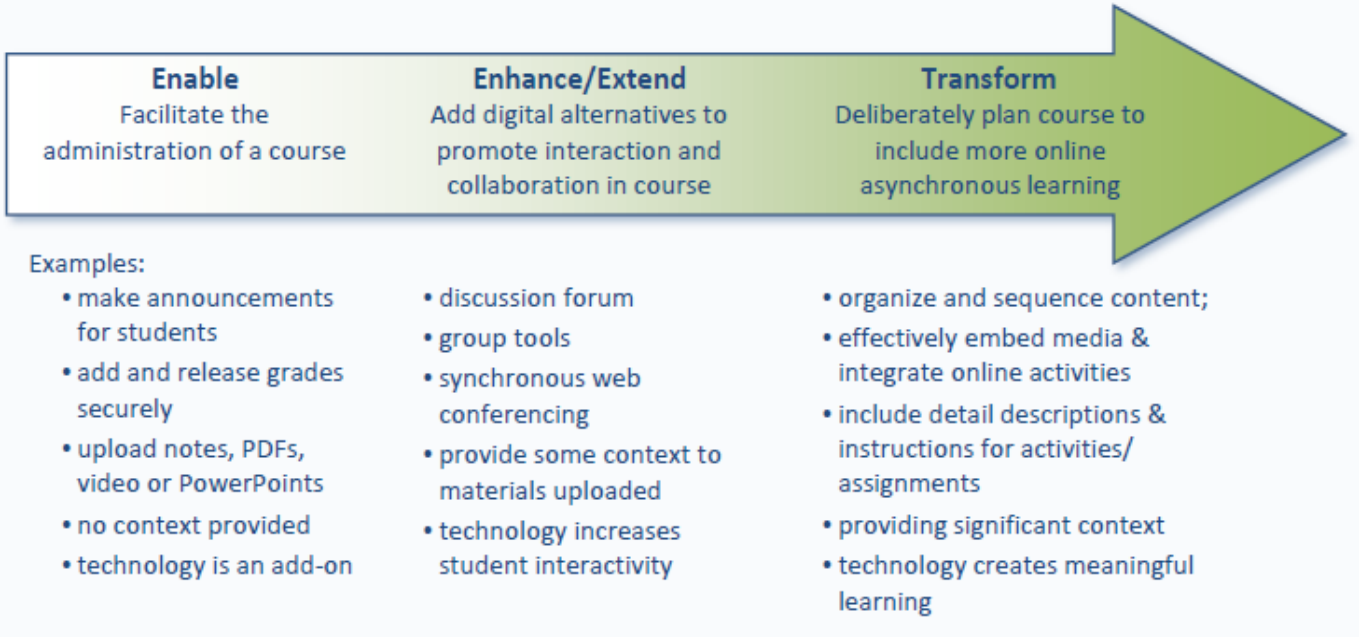
Using your storyboard, create an action plan to:

- complete the development or redevelopment of your course, such as gathering and developing resources.;
- decide how to obtain feedback from your students; and
- plan how you will organize and structure your course in Brightspace, which is described in the next section.

Increasing Your Instructional Use of Brightspace

Instructional Approaches

There are varying degrees of instructional approaches that you may employ in Brightspace to support online learning in your course, which include: 1) Enable, 2) Enhance/Extend; and 3) Transform. A description along with examples are presented in the figure below.



(Adapted from Graham, 2006)

You are encouraged to increase your use of Brightspace beyond the Enable approach and provide the content and context students need to be successful in your course. It will help you better prepare for disruptions, regardless of delivery mode.

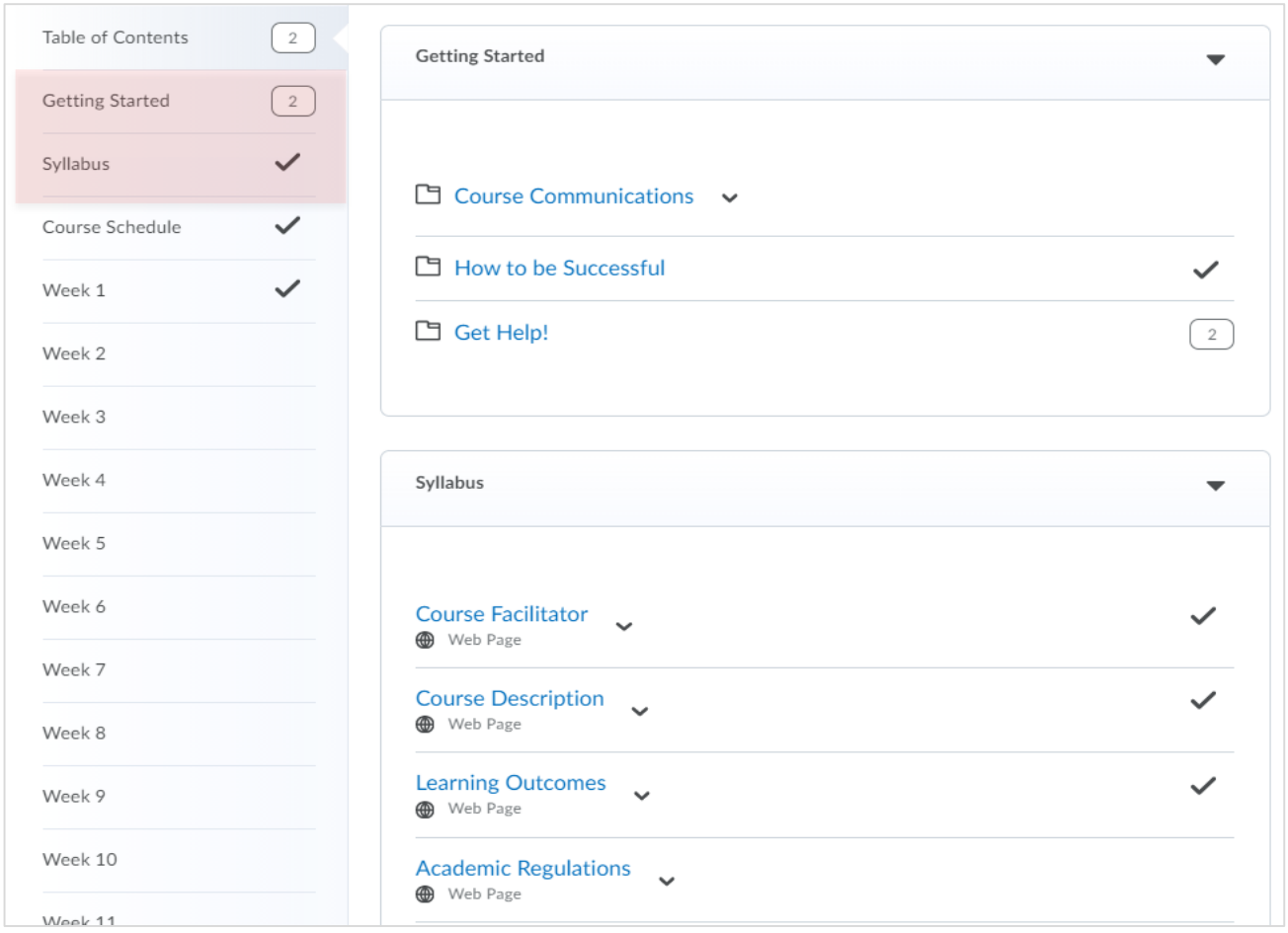
To get started, upload the Remote Instruction Set-Up Kit template into your empty Brightspace course shell, as displayed below.

Getting Started

Use the Getting Started section to introduce students to the course, inform them of how to be successful, and let them know where to find help.

Syllabus

The Syllabus is the blueprint of your course. Add a learning-centered syllabus based on universal design principles to set a welcoming tone. Provide a short statement on the delivery method, the communications students can expect if a course is disrupted, and an explanation of how methods of evaluation would be modified in case of absenteeism or class cancellations.



To evaluate your syllabus, review UDL-Universe: A Comprehensive Faculty Development Guide: UDL Syllabus Rubric.

Course Schedule

Take the list of course topics provided in your syllabus, along with the assignments and due dates, and create a schedule similar to the one below that students can view at a glance. A course schedule can help students stay organized and set priorities.

Schedule

Course Schedule

Week/Dates	Module Topic	Activities/Assignments

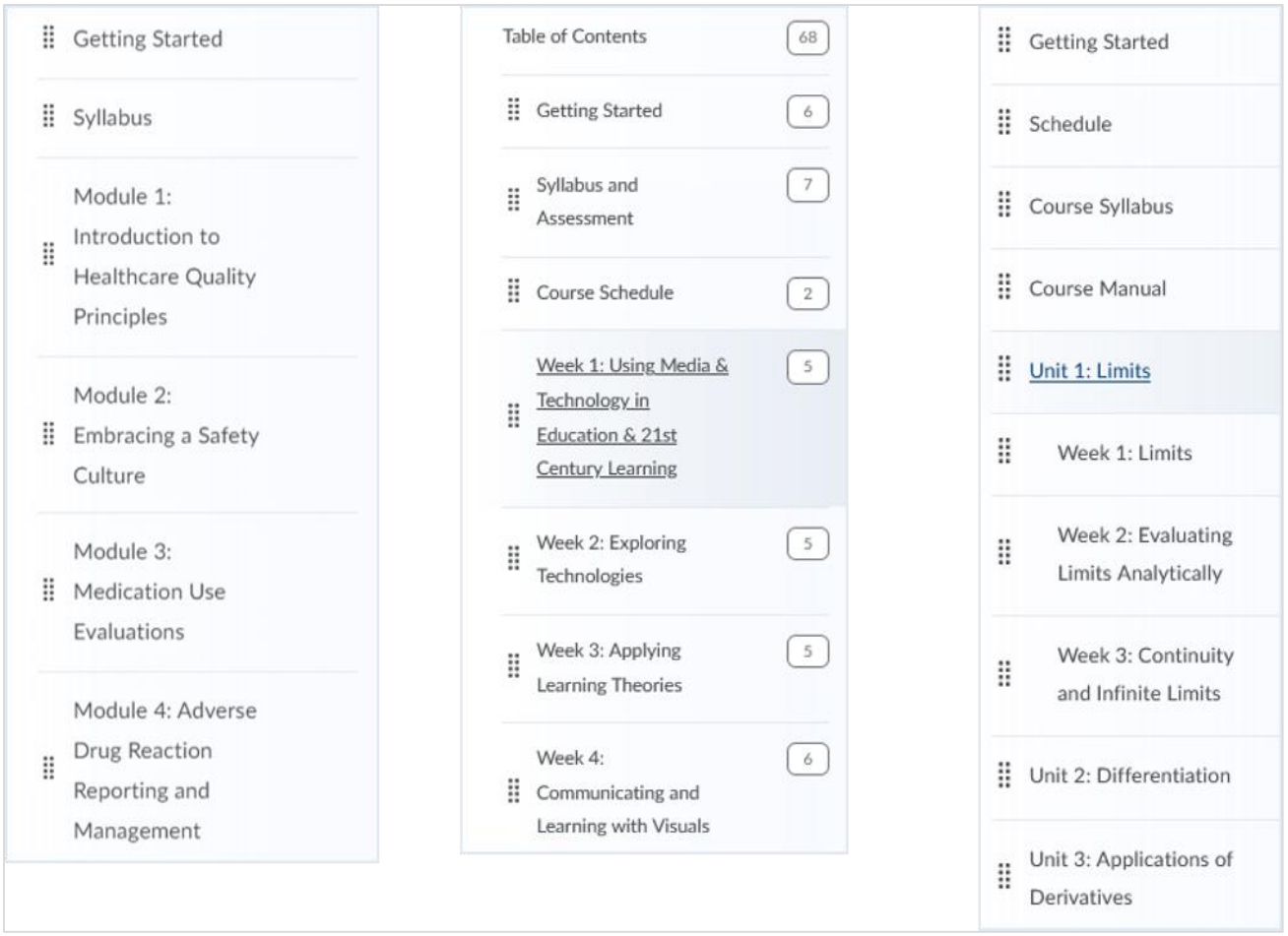
Week 1
Wednesday, September 3, 2015 - Tuesday, September 11, 2015
	Using Media & Technology in Education & 21st Century Learning	• Introduce yourself in the Discussion Forum
		• Complete Activity 1: Computer Basics
		• Review course notes for the week, including embedded links and videos
		• Complete:
		  ○ Required readings
		  ○ Activity 2: Establishing an Open Source Website
		Complete both Activities 1 and 2 by Midnight on Tuesday, September 11, 2015

Week 2 **Wednesday, September 12, 2015 - Tuesday, September 18, 2015**	Communicating & Learning with Visuals	• Complete Activity 3: Experiences with Text & Visuals and post to the discussion forum by **Midnight on Friday, September 14, 2015** • Complete required readings • Review course notes for the week, includingembedded links and videos • Work on Assignment 1
Week 3 **Wednesday, September 19, 2015 - Tuesday, September 25, 2015**	Applying Learning Theories	• Complete Activity 4: Your Experiences as a Student and post to the discussion forum by **Midnight on Friday, September 21, 2015** • Complete required readings • Review course notes for the week, including embedded links, videos and check your understanding activity • Submit Assignment 1 by **Midnight on Tuesday, September 25, 2015**
Week 4 **Wednesday, September 26, 2015 - Tuesday, October 2, 2015**	Integrating Media and Technology Effectively	• Complete Activity 5: Analyzing Use of Technology and post to discussion forum by **Midnight on Friday, September 26, 2015** • Complete required readings • Review course notes for the week, including embedded links, videos and check your understanding activity • Work on Activity 6: Recording Topics of Interest
Week 5 **Wednesday, October 3, 2015 - Tuesday, October 9, 2015** ***Semester Break: Monday, October 5, 2015 to Tuesday, October 9, 2015***	Exploring Technologies	• Post Activity 6 to discussion forum by **Midnight on Friday, October 3, 2015** • Complete required readings • Review course notes for the week, including embedded links and videos • Work on Activity 7: Searching for Resources (share any resources you think would be of interest to others to the discussion forum) and Assignment 2
Week 6 **Wednesday, October 10, 2015 - Tuesday, October 16, 2015**	Using Multimedia to Enhance Learning	• Complete Activity 7: Searching for Resources by **Midnight on Friday, October 12, 2015** • Complete required readings • Review course notes for the week, including embedded links and videos • Submit Assignment 2 by **Midnight, on Tuesday, October 16, 2015** • Work on Activity 8: Planning Tools and Assignment 3 -Deliverable 1
Weeks 7 & 8 **Wednesday, October 17, 2015 - Tuesday, October 30, 2015**	Planning Your Multimedia Instructional Resource Integration	• Submit Activity 8: Planning Tools by **Midnight on Friday, October 19, 2015** • Complete required readings • Review course notes for the week, including embedded links and videos • Submit Assignment 3: Deliverable 1 (Plan & Outline) by **Midnight on Friday, October 26, 2015** • Work on Assignment 3 - Deliverable 2
Weeks 9 & 10 **Wednesday, October 31, 2015 - Tuesday, November 13, 2015**	Creating Storyboard & Prototype	• Review course notes for the week, including embedded links and videos • Submit Assignment 3 - Deliverable 2 (Storyboard & Prototype) by **Midnight on Friday, November 9, 2015**
Week 11 **Wednesday, November 14, 2015 - Tuesday, November 20, 2015**	Obtaining Feedback through Self & Peer Assessment	• Review course notes for the week, including embedded links and videos • Submit Assignment 3 - Deliverable 3 (Self & Peer Assessment) by **Midnight on Friday, November 16, 2015** • Analyze feedback and make decisions on edits. Upload final plan for improvement by **Midnight on Tuesday, November 20, 2015.**
Week 12 **Wednesday, November 21, 2015 - Tuesday, November 27, 2015**	Finalizing your Multimedia Resource	• Review course notes for the week, including embedded links and videos • Finalize Assignment 3 - Deliverable 4 (Final Multimedia Resource)
Week 13 **Wednesday, November 28, 2015 – Friday, November 30, 2015**	Staying Current & Connected	• Review course notes for the week, including embedded links and videos • Submit Assignment 3 - Deliverable 4 (Final Multimedia Resource) by **Midnight on Wednesday, November 25, 2015** • Submit Assignment 3 - Deliverable 5 (Written Reflection) by **Midnight on Friday, November 30, 2015**

ED3801, Pam Phillips, 2018.

Organize Content Using Modules and Submodules

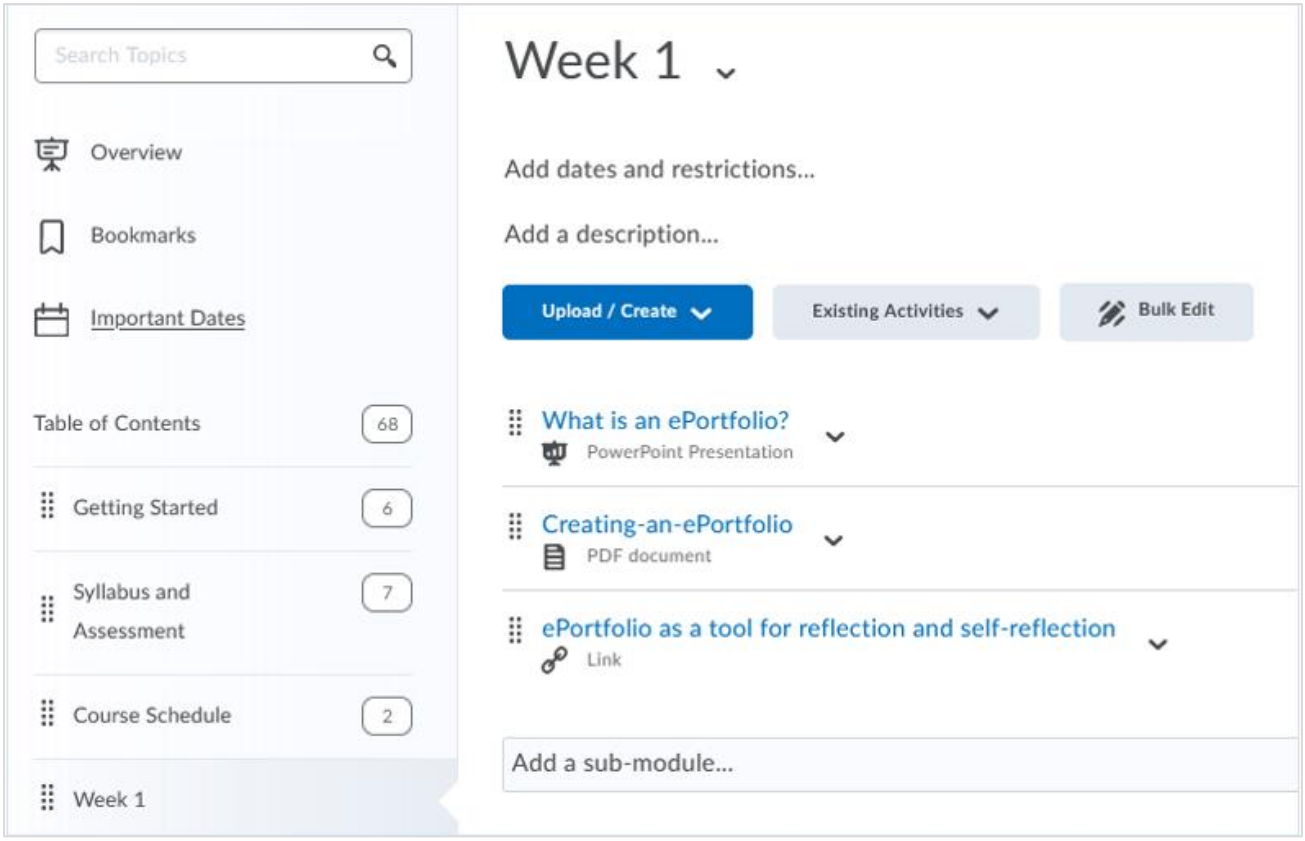
Create folders, known as modules and submodules in BrightSpace, to organize your course content in whatever structure you prefer. You can divide content according to modules, chapters, lessons, weeks, or units as shown below. This will allow you to appropriately scaffold learning. Each module can build on one another in a way that allows students to integrate what they learned in a previous module with new topics/information in the upcoming module.



Enable Approach – Add Supplementary Material

In this example, the course content is organized into weekly modules and the Week 1 module is populated with topic pages that contain content items that have been directly uploaded from a computer. The items include a PowerPoint Presentation, PDF document, and a link to an article on the Internet.

This works if you are just uploading supplementary resources in Brightspace for students, using the Enable instructional approach.

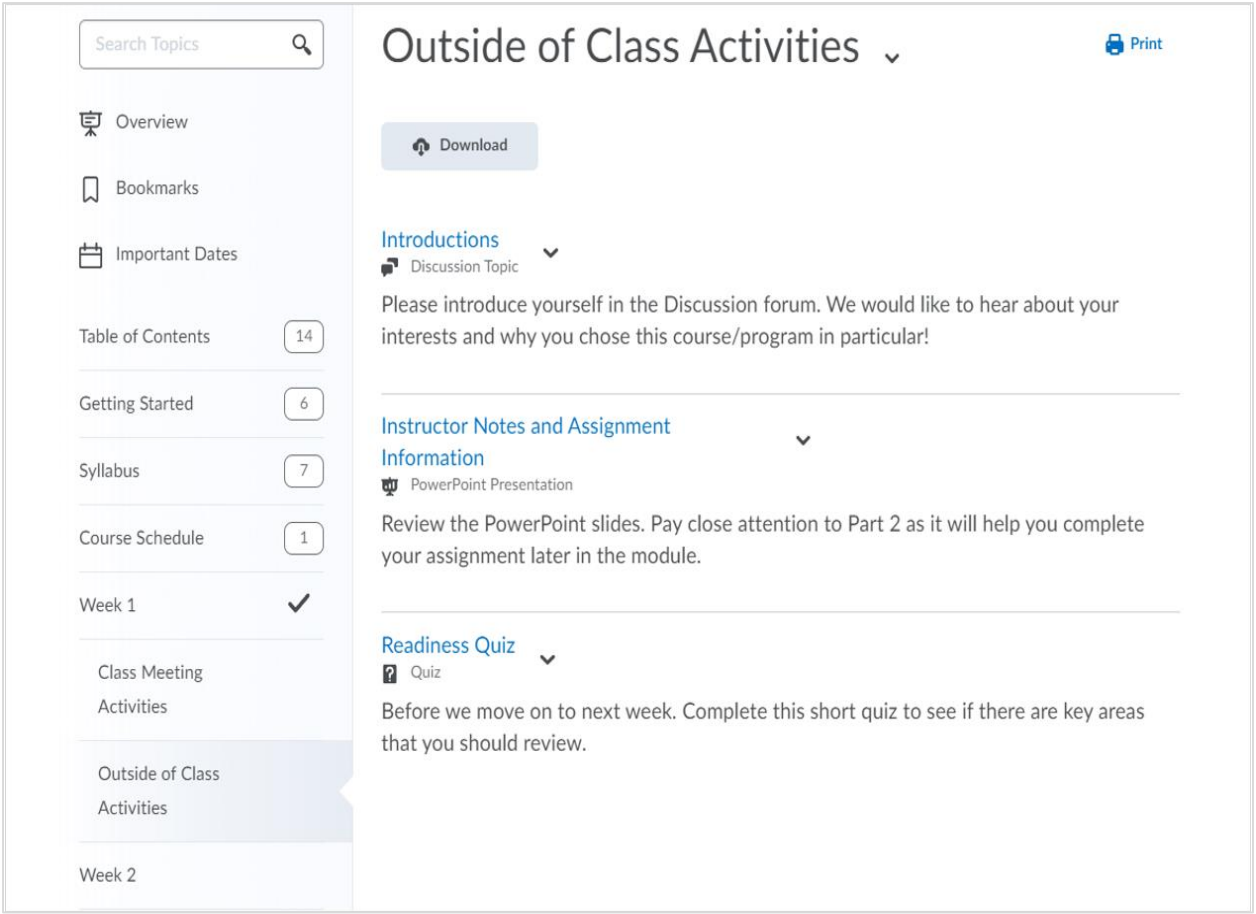


Enhance/Extend Approach – Provide Online Activities

You can start moving towards the Enhance/Extend approach by providing online activities. In this situation, you add topic pages to your modules/submodules in Brightspace.

In the example below, you can see that the Week 1 module below has two submodules: 1) Class Meeting Activities and 2) Outside of Class Activities. Each item or topic page added in the Outside of Class Activities includes a brief description informing students of the task. (i.e., to introduce themselves in the discussion forum, review the instructor notes and assignment information in the PowerPoint presentation, and complete a short quiz to identify areas requiring review before moving on to the next weekly module).

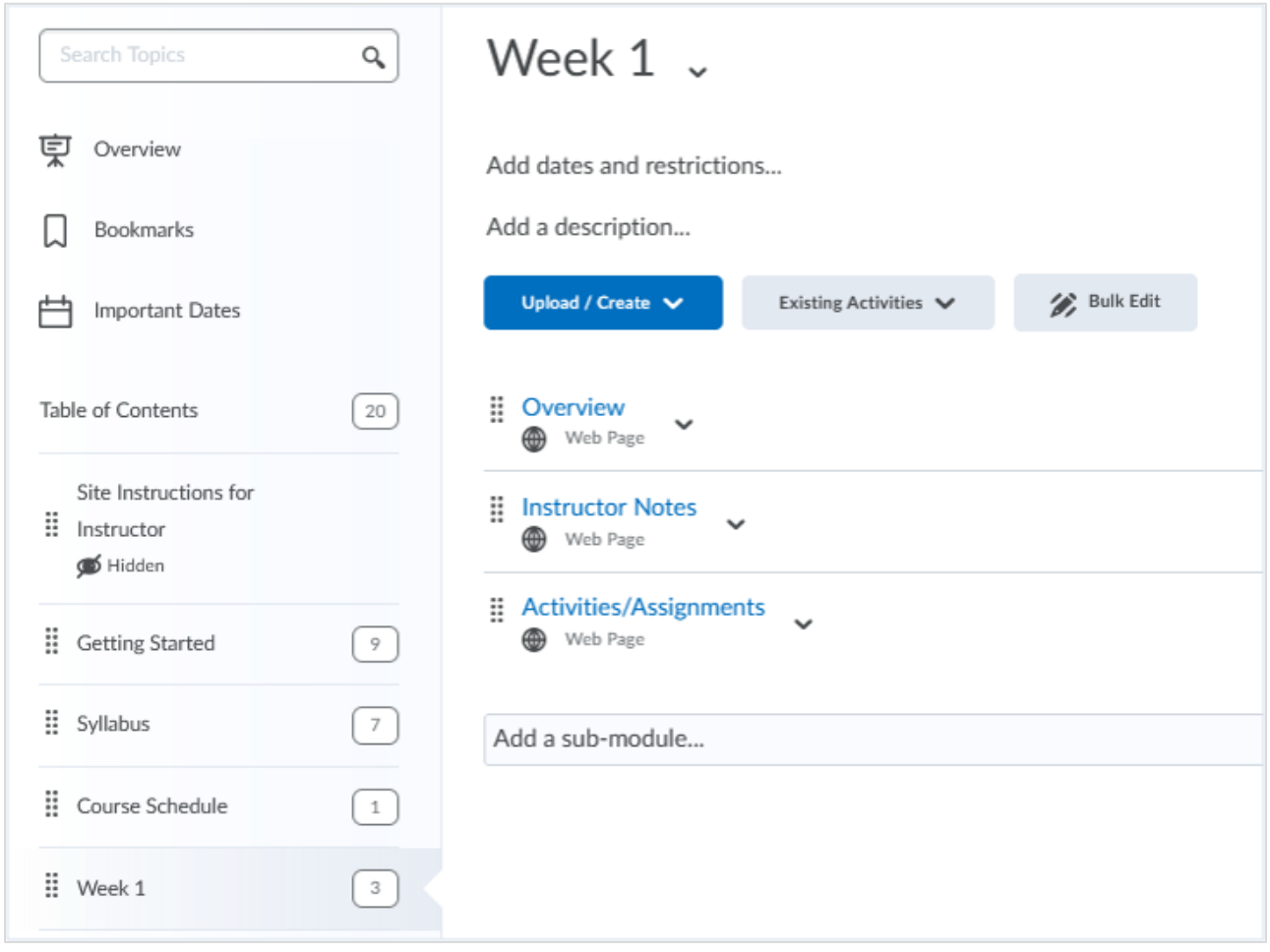
The goal is to sequence the modules in a way that allows students to integrate what they learned in a previous module with new topics/information in the upcoming module. This is especially important for students in first-year undergraduate courses who may require more support, as it will help guide their learning.



Transform Approach – Detailed Plan

When transforming your course, a more detailed plan for weekly modules is provided. In this example there are three topics pages, which include: 1) an Overview of the module, which typically includes a description of what the module is about and the learning outcomes; 2) Instructor Notes; and 3) links to Activities/Assignments that students are expected to complete.

Within topic pages, you can create tables or link to Internet resources, add images, embed videos and audio, and link to PowerPoint slides that you have uploaded to the course site. You can also link to other components **within** the course, such as quizzes, discussion forums and assignment folders. You can even create a video and audio recording directly within Brightspace.



Images, Video and Audio Clips on a Topic Page

Instead of uploading single-isolated files, such as PowerPoint slides, video/audio recordings or images, use the HTML editor to embed the items in a topic page within a Brightspace module or submodule. Provide the context and purpose as shown in the following examples.

- Example 1 portrays an image of a patient with xanthoma of the eyelids. The context surrounding it explains this condition, why it occurs, what it means, and how to screen for it. The image is clearly titled and its credit line has been provided for copyright purposes.
- Example 2 shows an embedded YouTube video. The context explains how to write desired learning outcomes and the YouTube video supports and extends this concept.
- Example 3 depicts an embedded video developed in collaboration with CITL to help students understand the compensatory mechanisms responsible for chronic heart failure and medications used to treat it.
- Example 4 demonstrates an audio clip developed in collaboration with CITL that provides a synopsis of the key points about colorectal cancer.

Example 1

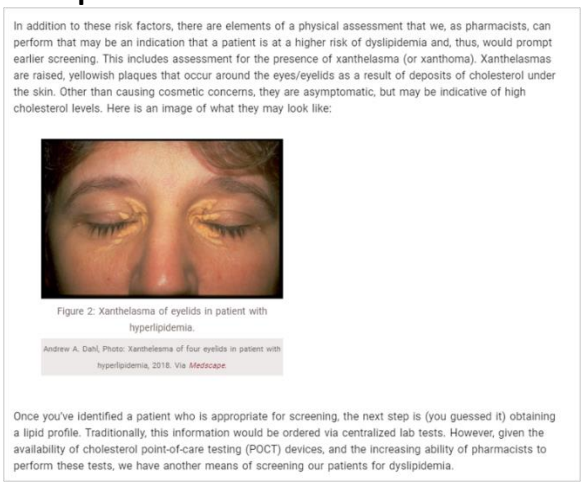

In addition to these risk factors, there are elements of a physical assessment that we, as pharmacists, can perform that may be an indication that a patient is at a higher risk of dyslipidemia and, thus, would prompt earlier screening. This includes assessment for the presence of xanthelasma (or xanthoma). Xanthelasmas are raised, yellowish plaques that occur around the eyes/eyelids as a result of deposits of cholesterol under the skin. Other than causing cosmetic concerns, they are asymptomatic, but may be indicative of high cholesterol levels. Here is an image of what they may look like:

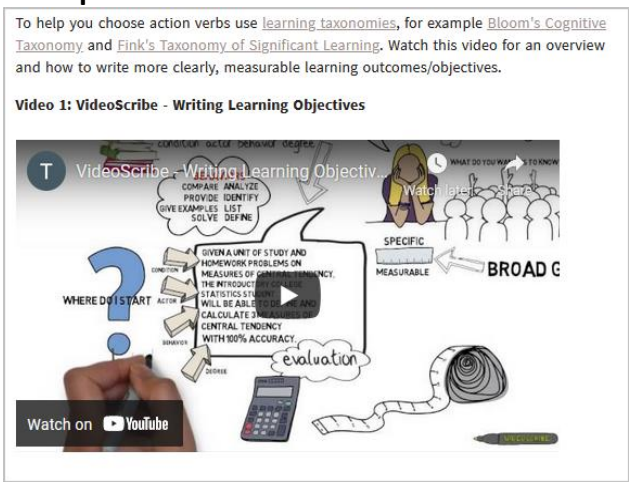
Figure 2: Xanthelasma of eyelids in patient with hyperlipidemia.

Andrew A. Dahl, Photo: Xanthelesma of four eyelids in patient with hyperlipidemia, 2018. Via *Medscape*

Once you've identified a patient who is appropriate for screening, the next step is (you guessed it) obtaining a lipid profile. Traditionally, this information would be ordered via centralized lab tests. However, given the availability of cholesterol point-of-care testing (POCT) devices, and the increasing ability of pharmacists to perform these tests, we have another means of screening our patients for dyslipidemia.

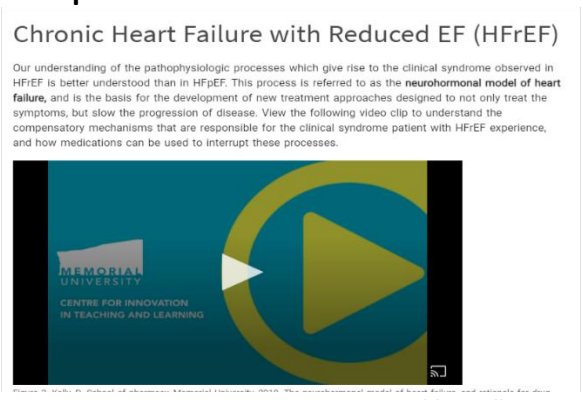
PHAR5901, Dr. Stephen Coombs, 2019 © Medscape

Example 2



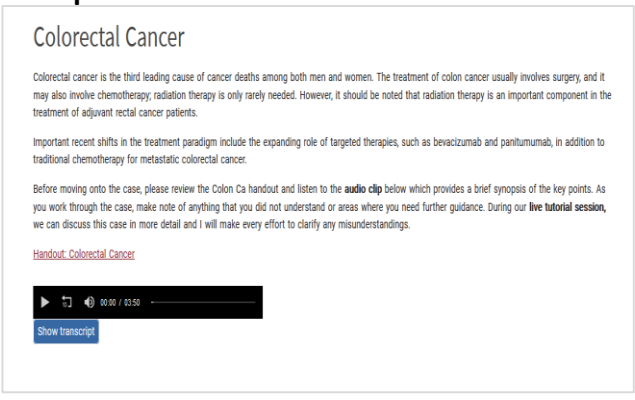
ED3801, Pam Phillips, 2018.

Example 3



PHAR5901, Dr. Debbie Kelly 2019.

Example 4



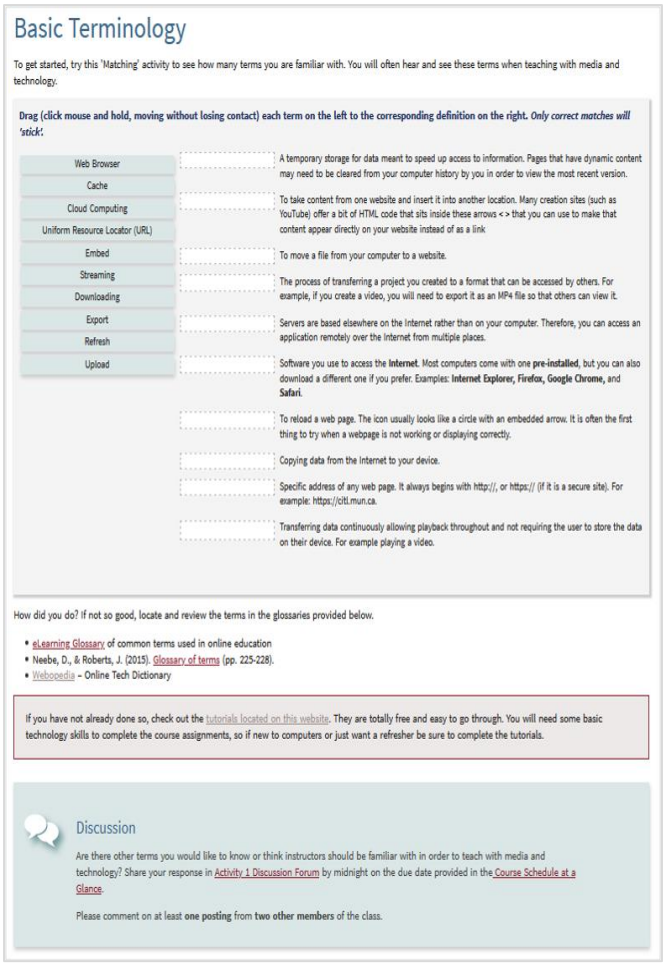
PHAR5902, Dr. Scott Edwards, 2019.

Embedding Interactive Content

You can also embed an interactive learning object in a Brightspace topic page to provide an opportunity for students to self-check their understanding of concepts presented and identify areas requiring review.

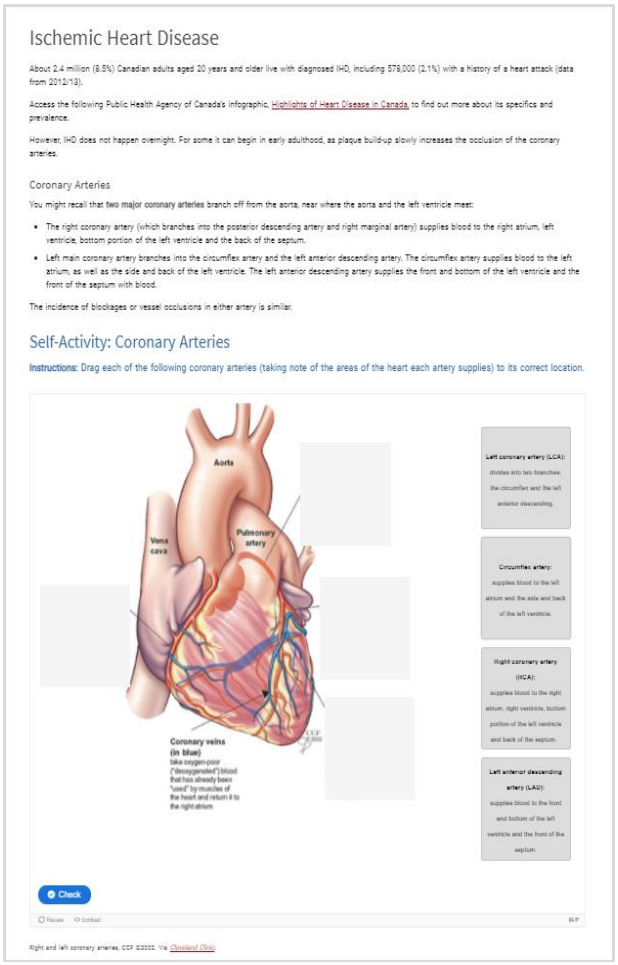
- Example 1 is a matching activity designed for students to become familiar with basic computer terminology and check their prior knowledge before proceeding further. Instructions are provided along with online glossaries and tutorials to help students locate unfamiliar terms. A hyperlink is provided to a discussion forum where students are encouraged to identify and discuss additional related computer terminology.
- Example 2 is a drag-and-drop activity designed around a visual to help students review the different coronary arteries of the heart and identify which ones supply blood to the various areas.

Example 1



ED3801, Pam Phillips, 2018.

Example 2



PHAR5901: Adapted by Dr. Stephanie Young, 2019 from CCF ©2002

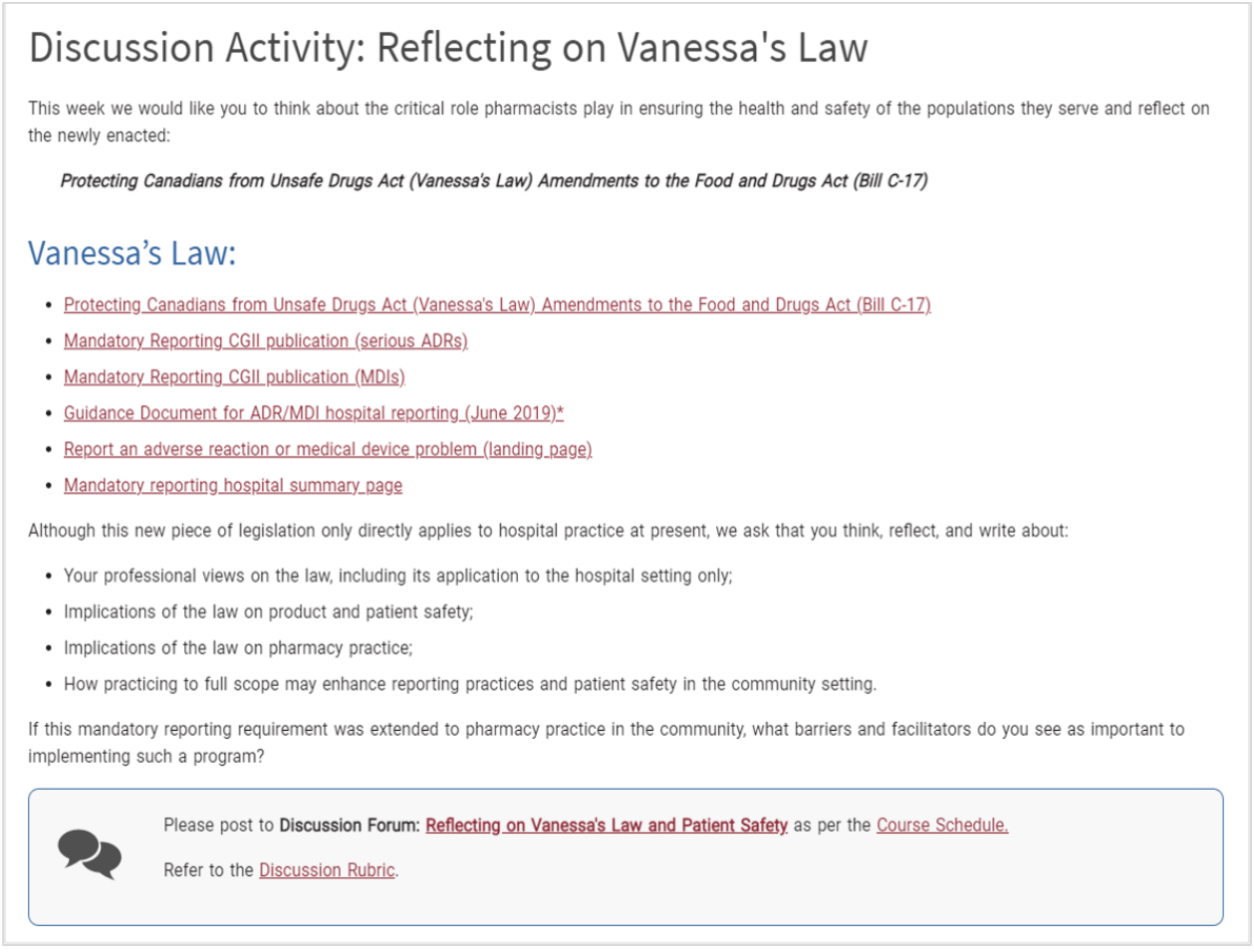
These activities were created using **Memorial's** H5P Resources Environment. Memorial users have unlimited space to create resources for use in courses and websites.

Descriptions of an Activity

Detailed descriptions and instructions for activities can be added on a Brightspace topic page. This example of a discussion activity includes:

- A description of the activity and provides the instructions and resources necessary for students to complete the activity.
- Hyperlinks to various documents on the Internet for students to explore.
- A notebox at the bottom of the page, that contains a link to the related discussion forum where students will post their responses.
- A Discussion Rubric to help guide students and provide assessment criteria.

Example 1



Discussion Activity: Reflecting on Vanessa's Law

This week we would like you to think about the critical role pharmacists play in ensuring the health and safety of the populations they serve and reflect on the newly enacted:

Protecting Canadians from Unsafe Drugs Act (Vanessa's Law) Amendments to the Food and Drugs Act (Bill C-17)

Vanessa's Law:

- Protecting Canadians from Unsafe Drugs Act (Vanessa's Law) Amendments to the Food and Drugs Act (Bill C-17)
- Mandatory Reporting CGII publication (serious ADRs)
- Mandatory Reporting CGII publication (MDIs)
- Guidance Document for ADR/MDI hospital reporting (June 2019)*
- Report an adverse reaction or medical device problem (landing page)
- Mandatory reporting hospital summary page

Although this new piece of legislation only directly applies to hospital practice at present, we ask that you think, reflect, and write about:

- Your professional views on the law, including its application to the hospital setting only;
- Implications of the law on product and patient safety;
- Implications of the law on pharmacy practice;
- How practicing to full scope may enhance reporting practices and patient safety in the community setting.

If this mandatory reporting requirement was extended to pharmacy practice in the community, what barriers and facilitators do you see as important to implementing such a program?

Please post to **Discussion Forum:** **Reflecting on Vanessa's Law and Patient Safety** as per the Course Schedule.

Refer to the Discussion Rubric.

PHAR 5920: Dr. Tiffany Lee & Lynn Stienburg (CANADA Vigilance Program), 2020.

An Assignment Description

Writing clear descriptions and instructions for assignments are important to enable students to see how they relate to course and weekly learning outcomes.

This example provides clear guidelines for students. Instructions as to when and where the submission is due are included. This example also includes a rubric, provided in a simple table format. Brightspace also has its own Rubrics tool which you can use.

Example 1

Assignment 3: Deliverable 5: Written Reflection – 10%

Reflecting on the readings, notes, activities and assignments, write a reflection essay describing what you have learned in this course. Has your thoughts changed on what it means to effectively use media and technology? Have you discovered new ways of doing things with media and technology? By participating in the self and peer assessments, did you gain insight into your own performance in the course and develop your ability to provide constructive feedback? Comment on why you designed your video/multimedia resource the way you did. Explain what general visual design principles you integrated and why. Also, discuss any concepts related to how students learn and the different learning theories you considered in your instructional plan and design.

Support your discussion by providing quotes from course readings and other references available in the course. Also, include specific examples from your own experiences and knowledge gained from completing Assignment 3 and the other activities and assignments in the course. Don't forget to review the notes you recorded in the 'Summing Up' section at the end of each week.

Submit your written reflection to Assignment 3: Deliverable 5 - Written Reflection Dropbox by midnight of the last day of the semester.

Guidelines

- Typed and double based
- Minimum of 3 pages in length (not including title page or bibliography)
- Include an introductory paragraph that states what your paper is about and main points you will discuss or present in your reflection essay.
- Provide a concluding paragraph that summarizes or connects the main points presented in your reflection essay.
- Properly reference views that are not your own, for example notes from class and/or readings. Use APA style.
- You may use the first person singular "I" as it is very important that you include your opinions and thoughts.
- Proof read grammar and spelling.

Grading Rubric

This grading rubric contains the assessment criteria. Use it as a guide when completing your written reflection.

TOTAL WEIGHT - 10 POINTS = 10% OF OVERALL GRADE FOR ASSIGNMENT 3

Rubric for Assignment 3 Deliverable #5: Written Reflection

		Excellent	Good	Needs Work
Criteria	**Points**	**(4)**	**(3.5 – 2.5)**	**(2 – 0)**
Organization of Content and Grammar	/4	• Reflection is clear and concise • Contains introductory and conclusion/summary paragraphs • Proper grammar, punctuation and spelling • All sources are cited using APA	• Reflection is well organized • Contains introductory or conclusion/summary paragraphs • Some noticeable errors in grammar, punctuation and spelling • Some sources are cited using APA	• Organization of reflection needs work. • No introductory or conclusion/summary paragraphs • Major errors in grammar, punctuation and spelling • No sources cited
Criteria	**Points**	**(6)**	**(5.5-3.5)**	**(3-0)**
Demonstration of Learning	/6	▪ Conveys evidence of a personal response. ▪ Discusses difficulties encountered and how these were addressed. ▪ Includes quotes, examples, references from course readings, notes, activities and assignments	• Conveys some evidence of a personal response. • Limited quotes, specific examples and references from course readings, notes, activities and assignments	▪ Conveys little evidence of a personal response ▪ Does not provide quotes, specific examples and references
Total Score	/10			

ED3801, Pam Phillips, 2018.

5 Summary

In summary, to create a rich learning experience for students and maintain continuity during disruption, it is recommended you

- deliberately plan your course to include online asynchronous learning;
- ensure there is constructive alignment in your course;
- use CITL Quality Course Design Rubric as guide;
- use the six learning types to plan active learning activities and assessments;
- use pedagogy to inform your use of technology;
- select the most appropriate technology to support your learning activities and assessments;
- organize and appropriately scaffold learning content in Brightspace;
- provide context for the items you upload in Brightspace; and
- encourage students to take responsibility for their own learning.

5 References

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