okanagan college

LEARNING & APPLIED RESEARCH and EDUCATION TECHNOLOGY

connecting for learning and innovation

Designing Online Courses

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INTRODUCTION

Teaching online can be a dynamic teaching and learning experience…. But, if you are new to teaching online, it can be challenging. This approach requires educators to build upon previous teaching and learning methodologies and think about their teaching pedagogy in new ways.

This booklet is intended to support you with helpful tips that will be useful in the journey of designing and facilitating online teaching and learning environments. As you review the information in this booklet, think about how you can use your quality student success strategies in an online environment. How can you remain present? How can you engage students? How will you build relationships and connections with students? How might you facilitate those debates and differing opinions within the online environment, and why? How are you going to build an environment where students feel connected to each other?

Figuring out how you are going to "set the tone" for your online environment can take many forms. Maybe you'll use Kaltura or a welcome letter in Moodle or via email. Maybe you will post information about you in Moodle. The method is not as important as the result – making connections, fostering engagement, and most importantly, supporting students in learning and success.

There will be days where you may ask yourself "what am I doing…I feel so lost". Those feelings are normal. Keeping it simple when you first begin teaching online, is the first ingredient to gain success in this new landscape. This is not meant to minimize the challenge or frustrations that come with learning new ways of teaching and learning. Wherever you start, over time you will build confidence, competence and skills in facilitating learning in this new environment.

This booklet is intended for Emerging and Evolving faculty and instructors.

Emerging:

Educators who are new to teaching or changing approaches to pedagogy benefit from engaging in professional development workshops and courses that provide foundational skills in teaching and learning. During this phase, educators explore what their new role and responsibilities require to meet their standard of practice and philosophy of how learners learn. "How to" workshops and courses are intended to provide strategies and tools that facilitate the development of skills that will lead to creating and implementing a successful leaning environment.

Evolving:

Educators in this phase have an interest in pursuing new knowledge, skills, ideas, and innovation in their teaching and learning and in deepening their knowledge of preferred practices such as course delivery, assessment strategies and learner contribution to the learning community. Workshops and courses planned for evolving educators provide educators with more in-depth skills that are intended to support them in analyzing current practices and adopting new knowledge and skills to advance their approach to course design, delivery and assessment.

Welcome to the new journey…we are here to help you.

	Emerging	Evolving
Our area is here to support you in finding the answers and resources you need in each of the areas outlined below.	How do I design my course and lessons? How do I use learning outcomes to support my course delivery? What supports are available to develop my philosophy and instructional practice? What types of assessment strategies are there? How do I assess their validity? How might I connect with other faculty and instructors to ask questions and share ideas? What is Moodle? What is asynchronous and synchronous teaching mean?	How can I further develop my instructional and assessment strategies? Which educational technology resources are there to enhance and support learners in my classes? Where can I share successful projects and teaching strategies with others? What does differentiated learning look like in application? How can I further enhance my scholarship of teaching?
Engagement 	One-to-one consultations Outreach to new faculty / instructors Departmental orientations Connections to mentors /coaches	Communities of practice One-to-one consultations Mentor / Mentee opportunities Ed tech champions Departmental initiatives Celebrations of student learning
Education 	Unit / Lesson plans Moodle shell (basics) Assessment Accommodations Classroom management	Program mapping Instructional design (FTF, online, blended) Differentiated instruction Universal Design for Learning (UDL) Teaching online Metacognition
Applying Technology to Learning 	Moodle Sandbox Course building supports Just-in-time training for Moodle	Resources for accessibility Moodle New tech sandbox College wide / department specific workshops Open Education resources and E-texts Video / podcast production / synchronous & asynchronous delivery

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A JOURNEY MAP FOR FACULTY AND INSTRUCTORS NEW TO TEACHING ONLINE

This Journey Map is intended to share a strategic approach that faculty and instructors may take when they are beginning to develop a course to deliver online. For faculty or instructors who have some experience teaching online, your journey may start at a different place in the journey. Wherever you begin your journey, it is recommended that you connect with the Learning and Applied Research and Ed Tech team to offer you support, guidance, and coaching, that will ultimately lead to your success in teaching online, and your student success in learning in your virtual space.

When you begin planning your course think about the delivery model or models that you will use. They are described below.

Class Delivery Via Moodle (Asynchronous Delivery)

The Moodle platform offers an array of teaching and learning options for students and faculty/instructors. The faculty/instructor posts the content and learning assignments prior to the students entering the site for the particular class. Although the instruction and learning do not occur in the same place or at the same time, students are provided with various forms of learning materials such as prerecorded video lessons, case studies to work through, group discussions may occur, questions may be posted in discussion forums to respond to, or readings posted for students to analyze and discuss. This is referred to as asynchronous learning. All Okanagan College courses are provided with a Moodle shell. If you have not accessed your Moodle shell, please contact EdTech at edtech@okanagan.bc.ca or telephone 250-862-5461 or extension 5461.

Class Delivery Via Kaltura (Synchronous Delivery)

Kaltura is a web-based webinar platform designed for the faculty/instructor and students to engage in teaching and learning in real time via virtual classroom. The faculty or instructor may deliver the class from the college, such as in their office, or from their residence. Similarly, students may sign into the virtual classroom from the college, or their residence. This type of delivery is referred to as synchronous delivery. All courses will have access to a Kaltura link in the course Moodle shell. A camera and headset are recommended for this type of delivery available for sign out at IT Services.

Supports for Teaching Remotely

- Ensure you know where the Kaltura link is within your Moodle shell. Visit the IT Helpdesk to check your computer and obtain camera and headset if required.
- Examine resources on Moodle Course Building at: https://www.okanagan.bc.ca/Campus_and_Community/employees/itservices/edtech/Moodle/Course_Building_Series.html
- Contact learningandappliedresearch@okanagan.bc.ca for support in designing and teaching remotely or edtech@okanagan.bc.ca for support with technical aspects of your course.
- Telephone IT Services Help Desk – 250-762, 5445, extension 4444.
  Hours for telephone support are from:
  Monday to Thursday 7:30 a.m. to 7:00 p.m.
  Friday 8:00 a.m. – 4:30 p.m.

JOURNEY MAP


Road Map for New Faculty and Instructors
Develop Course
Recommended minimum completion of steps 1-6 prior to first class
1
Designing Online Course
1-hour Webinar
Learning & Applied Research
2
Course Resources
3-5 hours, Resource
Learning & Applied Research
3
Assessment Strategies
1-hour Webinar
Learning & Applied Research
4
Assessment Strategies Resources
Resource
Learning & Applied Research
Plan Delivery
5
Explore Online Assessment Tools
One-to-one
L&AR / Education Technology
6
Develop Moodle Course Page
One-to-one / Resource
Education Technology
7
Face to Face or online delivery
1-hour Webinar
EdTech and L&AR
8
Develop Lesson Plan Template
Resource
Learning & Applied Research
Most effective when completed simultaneously
9
Design Lesson Plans for Course Delivery
Resource
L&AR and EdTech
10
Develop Course Resources for Moodle
Resource
Education Technology
11
Test Moodle Shell
Make app't for one-to-one
Education Technology
12
Seek Library Resources
Prepare Messaging to Students
See page 35
Resource
Learning & Applied Research
Formulate Assessment
13
Trial Run using Equipment or Online Platform
One-to-one
L&AR / EdTech
14
Review Assessment Tools
One-to-one
L&AR / EdTech
15
Develop Moodle Assessment
Faculty /Instructor led
L&AR / EdTech
16
Experience Assessment as a Student in Moodle
Faculty / Instructor led
L&AR / EdTech
Examine and Revise
17
Develop Assessment Instructions and Troubleshooting Tips for Students
Faculty /Instructor led
L&AR / EdTech
Begin course delivery!
Student Success
Visit L&AR and EdTech for continuing support

Step-by-Step Journey Map Path

Step	Activity	Time Required	Supports
1.	Register for a Webinar on designing an on-line course with Learning and Applied Research	1 hour	Delivered by LAR
2.	Map out the course for on-line delivery that includes examining the • Course outline • Weekly schedule topics • Assignments • Determine which learning outcomes will be delivered via Kaltura and which will be from Moodle features	3 – 5 hours	LAR
3.	Register for a webinar on examining effective assessment strategies for on-line delivery	1 hour	LAR
4.	Map out assessment strategies for course based on learning outcomes and evaluation methods identified in course outline		
5.	Set up appointment with LAR and Ed Tech to discuss potential assessment strategies and examine related technology tools required. Go to https://www.okanagan.bc.ca/about/Learning_and_Applied_Research.html for resources on assessment strategies.	1 hour	LAR & Ed Tech
6.	Set up appointment with your Ed Tech representative to review the prepopulated Moodle Shell – make changes to reflect your course. Each Moodle Shell will have the following sections available for each week of the course • Learning outcomes • Entry to Kaltura • PowerPoint • Readings for class • Videos for class • Discussion Forums • Activities • Assessment Requirements Bring to this meeting: • Your assessment strategies so that your Grade Book can be set-up • How students will submit assignments	1 hour	The Moodle shell will be prepopulated with the elements outlined. LAR and Ed Tech

Step	Activity	Time Required	Supports
	• Due dates for assignments and assessments • How you will communicate with students during the course and how students may work on group projects		
7.	Register for a webinar on Teaching on Kaltura	1 hour	LAR and Ed Tech
8. *	Determine the template that you will use for your lesson plan. Think about the sequence of teaching. For example, if you have a three-hour course scheduled – how will you structure it? Think about: • How will you do the introduction to the class and after the first-class tie in content to previous class? • How will you introduce the learning outcomes for the lesson in a way that engages the students? • What is the first main topic that you will deliver information on? • What student engagement experiences will you provide for the students after the first 30 minutes of the class, and what is the duration? What resources will you provide during class or that you provided in Moodle? • What is the expectation when the students return to the large group i.e. will they report back from a white board, will they post PowerPoint slides summarizing their learning? Will they pose questions to other students to formulate a discussion? • What is the next main topic that you will deliver and duration? • Does the student break come before the second main topic is delivered or after? • What is the next student engagement experience that students will be assigned? What resources will you provide during class or that you provided in Moodle? • How will you summarize the class and determine if the students have met the required learning outcomes? Go to https://www.okanagan.bc.ca/about/Learning_and_Applied_Research.html to obtain resources on lesson plan templates.	1 hour	LAR

Step	Activity	Time Required	Supports
9. **	Using your preferred lesson plan template, develop lesson plans for Kaltura delivery for each class • Outline topic • Determine pre-assessment strategy • Identify learning outcomes • Present theory using a variety of teaching and learning strategies including polls, chat box, breakout rooms, student presentations, video clips • Examine student engagement strategies including breakout rooms, debates, case studies, design thinking exercises, presentations and how you will use them in your lesson plans • Invite guest speakers to the space • Identify types of discussion board topics and questions for chat box that will be used and why Go to https://www.okanagan.bc.ca/about/Learning_and_Applied_Research.html to obtain resources on teaching and learning strategies.	*1 hour for each hour of instruction	LAR and Ed Tech
10. **	Use the lesson plans developed to determine what information needs to be populated for the resources in Moodle shell	*1 hour for each hour of instruction	Ed Tech
11.	Set-up appointment with Ed Tech to review your Moodle site to ensure all functions are working as required.	1 hour	Ed Tech
12.	Prepare your communication for students to send prior to the course that identifies how they will access Moodle and Kaltura. Include resource sheets for students in your communique. Go to https://www.okanagan.bc.ca/about/Learning_and_Applied_Research.html to obtain resources for students	1 hour	
13.	Complete a trial run on Kaltura before first class.	1 hour	LAR and Ed Tech
14.	Set-up an appointment with Ed Tech and LAR two weeks prior to your first assessment to seek advice on the format for your assessment process.	1 hour	LAR and Ed Tech

Step	Activity	Time Required	Supports
15.	Develop assessment tool based on advice gained from Ed Tech.		
16.	Set-up an appointment with Ed Tech to ensure assessment process will be effective for you and for the student experience.	1 hour	
17.	Take the assessment as a student to ensure that the experience is what you wish for the students. Revise if required.		Ed Tech
18.	Determine the instructions/demonstrations/trouble shooting strategies that students require prior to the assessment.	1 hour	

Please Note: Step 8 is based on using 25 - 30 minutes per topic/experience, plus a 15-minute break.

Please Note: Steps 9 and 10 are most effective when completed simultaneously.

TOP TEN TIPS FOR TRANSITIONING FROM FACE-TO-FACE DELIVERY TO ALTERNATIVE DELIVERY

Make it the best experience you can with the limited time you have available. In the ideal world, faculty and instructors have significant time to convert their face-to-face course to remote delivery. Right now, focus on adapting your course to be the best it can be at this moment in time.

Make It Better Later

Recognize that delivering courses via Kaltura has many of the same features as face-to-face delivery.

a) Lesson plans.	b) Learning outcomes.
c) Meaningful and engaging learning experiences/tasks for students that align with the learning outcomes.	d) Teaching and learning strategies that focus on your course content and that is scaffolded in ways similar to a face-to-face experience.
e) Strategies in place for students to ask questions.	f) Communication with the students indicating that this is a new experience for all and that it is a co-creating an environment that works for all.

Keep your delivery and the use of tools that you introduce to the students simple and that will achieve your learning outcome.

a) Sign on 15 to 20 minutes before your on-line class begins.	b) Share an agenda with the students of how the class will be structured – i.e. presentation, group or individual work, etc.	c) Share the tools that you will use in your Kaltura Moodle site with the students

Student interaction supports the learning community.

a) Use the Discussions Forums in Moodle or the Chat Box and Break-Out sessions in Kaltura.	b) Have large and small group discussions.	c) Advocate for students to answer one another's questions.

Videos may support students in learning about specific procedures or skills.

a) Provide video links on your Moodle site of open-sourced videos (You Tube).	b) Use Record Slide Show feature in PowerPoint to create a movie with synchronized audio and slides.

Recognize that alternative delivery may be challenging for students initially.

a) Continue to have active learning opportunities for students.	b) Be flexible in your teaching and learning methods and activities.
c) Watch for any small problems that students experience such as technology issues or adjusting to the change in delivery.	d) Resist posting instructions in multiple places. Encourage students to become familiar with going to one place for the course communication.
e) Take into consideration that some students may not have access to fast internet.	

Consider if your assessments identified for the course require adjustment. Think about if your assessments remain relevant in the new learning environment.

Be accessible to all students.

a) Identify to the students how you will communicate to them and how you wish for them to communicate to you.	b) Identify to the student's particular times of day that you will respond to them.

Connect with colleagues. Transitioning to alternative delivery methods is new for many colleagues.

a) Set up support systems within your program by establishing specific check-in times with colleagues	b) Celebrate your successes and share those successes with your colleagues.	c) Connect with supports in the Learning and Applied Research Office and Information Technology Department.

Remain Calm and Confident

CHECKLIST FOR TEACHING REMOTELY

Are you delivering your course content by:

Moodle – Asynchronous Delivery or **Kaltura** – Synchronous Delivery or a combination of both.

Lectures

- Record video presentations for your class using Screencast-O- Matic or through PowerPoint
- Host a live online class using Kaltura
- Upload content to your Moodle shell
- Annotate or narrate lecture notes using PowerPoint
- Use the Forums or Chat in Moodle
- Host a Live Chat through Kaltura

Hands-On Activities - Labs, Tutorials, Seminars, Field Tips

- Post online simulations, collections or demonstrations for discussions, critiques or analysis on Moodle or have a live Kaltura session
- Provide external media files or links for virtual analysis
- Have students upload video or digital recordings of their presentations to Moodle or have them present them to class on Kaltura (Mobile devices may be used to create the recordings)

Group Projects & Group Work

- Break larger classes into smaller online groups using Moodle Groups or Kaltura (Breakout Sessions)
- Use Office 365 Teams for student collaboration
- Provide options for students to meet via Kaltura
- Structure peer feedback using Moodle Assignments or Turnitin
- Have students video record or digitally share projects, including recordings on PowerPoint

Communication

- Email students, either using Outlook or Moodle
- Post news for all students on Moodle (Announcements)
- Update course information, email to students and upload to Moodle indicating updated information/changes

Tests, Quizzes and Final Exams

- Use the Moodle quiz tool
- Consider using online assessments such as group projects, reflective writing, written or photo essays, research reports, critiques, simulations, scenarios or case study presentations, ePortfolios

Office Hours

- Hold virtual office hours using Kaltura
- Create a FAQ in the Moodle Forum

Assignment & Feedback

- Have students upload documents for grading using Moodle (Assignments) or Turn-it-in
- Set up the Gradebook tool in Moodle and connect items to assignments
- Have students submit video or digital recordings of their presentations, projects, or learning stories.

FIRST STEPS FOR MOVING YOUR COURSE ONLINE

Recommendations

- Keep your course site simple.
- Focus on sharing pre-created course content, such as PowerPoint presentations, PDFs, weblinks.
- Communicate with your students.

Ensure that any changes to your course delivery or assessment strategies has been approved by your Dean.

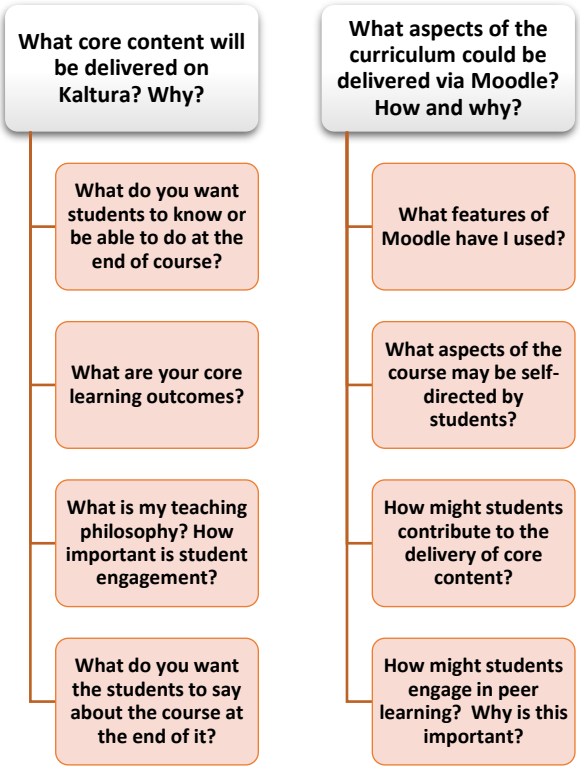
Getting Started - Supports for Teaching Remotely

- Ensure you know where the Kaltura link is within your Moodle shell.
- Visit the IT Helpdesk to check your computer and obtain camera and headset if required.
- Examine resources on Moodle Course Building at https://www.okanagan.bc.ca/Campus_and_Community/employees/itservices/edtech/Moodle/Course_Building_Series.html
- Contact learningandappliedresearch@okanagan.bc.ca for support in designing and teaching remotely.
- Telephone IT Services Help Desk – 250-762, 5445, extension 4444. Hours for telephone support are from 7:30 a.m. to 7:00 p.m. Monday to Thursday and 8am – 4:30pm on Friday.
- Participate in a face-to-face or by Kaltura session on how to use Kaltura for course delivery.

MAKE IT YOUR OWN

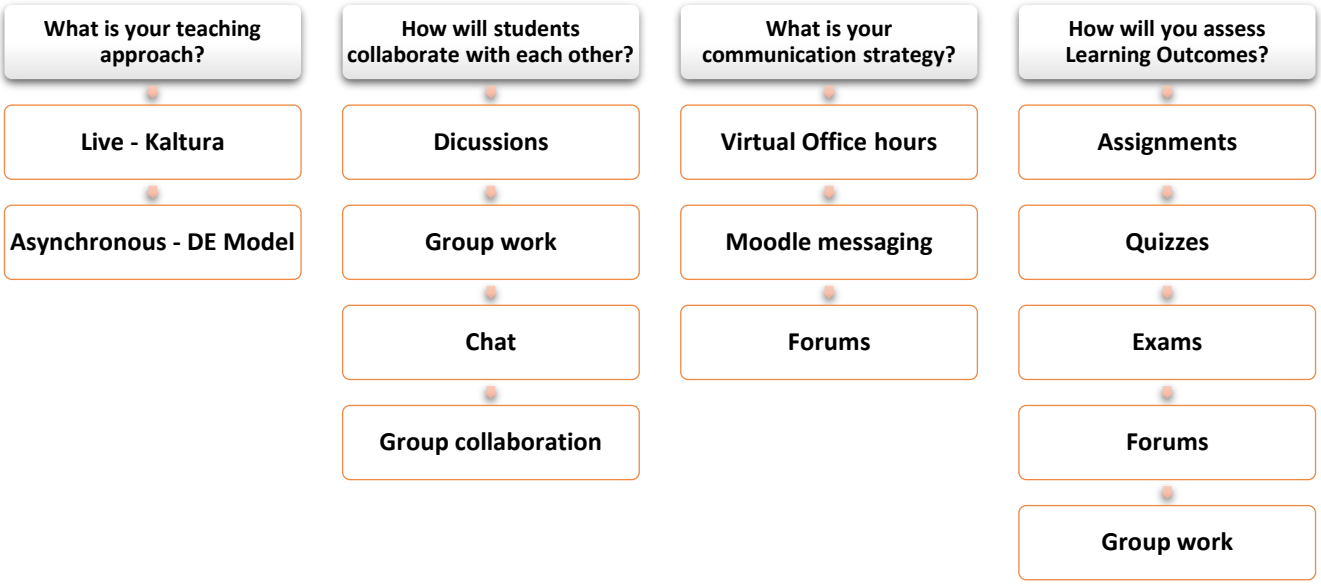
PRINCIPLE	PROCESS	STRATEGIES
Amplifying	Drawing attention to important ideas/concepts	Twitter, blogs
Curating	Arranging readings and resources to scaffold concepts	Learning design, tutorials, adjustment of weekly activities to reflect course flow
Wayfinding	Assisting learners to rely on social sense-making through networks	Comments on learners' blog posts, help with social network formation, "live slides" method*
Filtering	Assisting learners in thinking critically about information/conversations available in networks	RSS reader, discussion of information trust, conceptual errors
Modeling	Displaying successful information and interaction patterns	All use of tools and activities to reflect educators' modeling of appropriate practices
Staying Present	Maintaining continual faculty or instructor presence during the course, particularly during natural activity lulls	Daily (or regular newsletter), activity in forums, video posts, podcasts, weekly live sessions in synchronous tools (e.g., Kaltura)

THINGS TO THINK ABOUT



How is student success measured? Why?

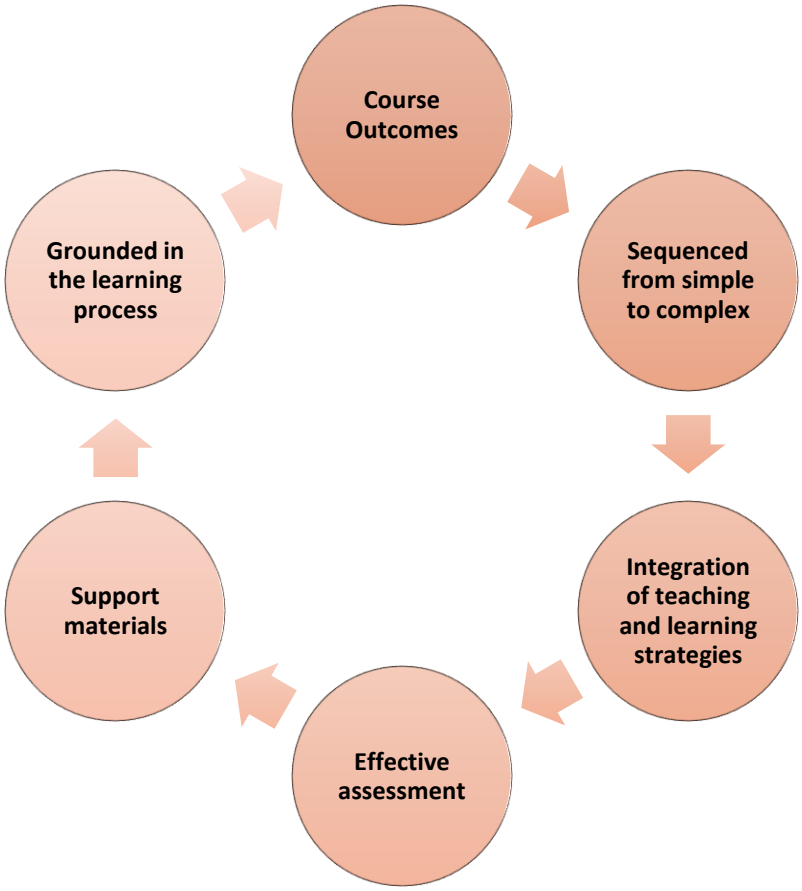
Questions for Faculty and Instructors to Consider in Planning Courses



TEN PRINCIPLES TO CONSIDER

Principle 1

Design course in a thoughtful and methodical way.

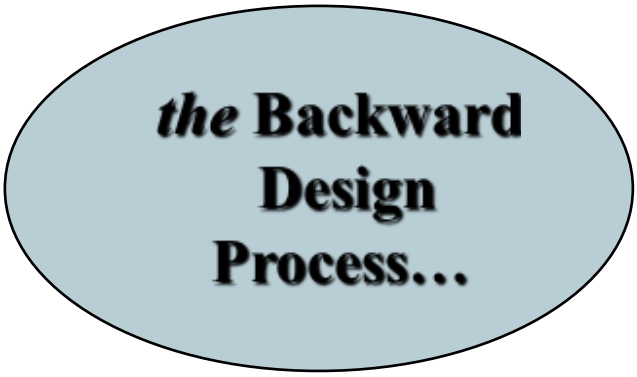


Principle 2

Map the course out - beginning with the end of the course to the beginning.

Use a planning sequence with four stages:

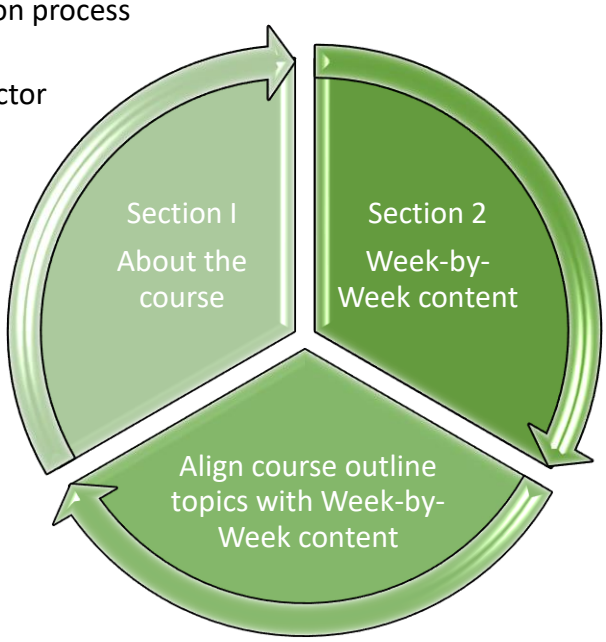
- Identify desired results
- Determine themes
- Identify learning outcomes
- Plan learning experiences and instruction



Principle 3

Course Moodle Shells are designed to be clear and concise.

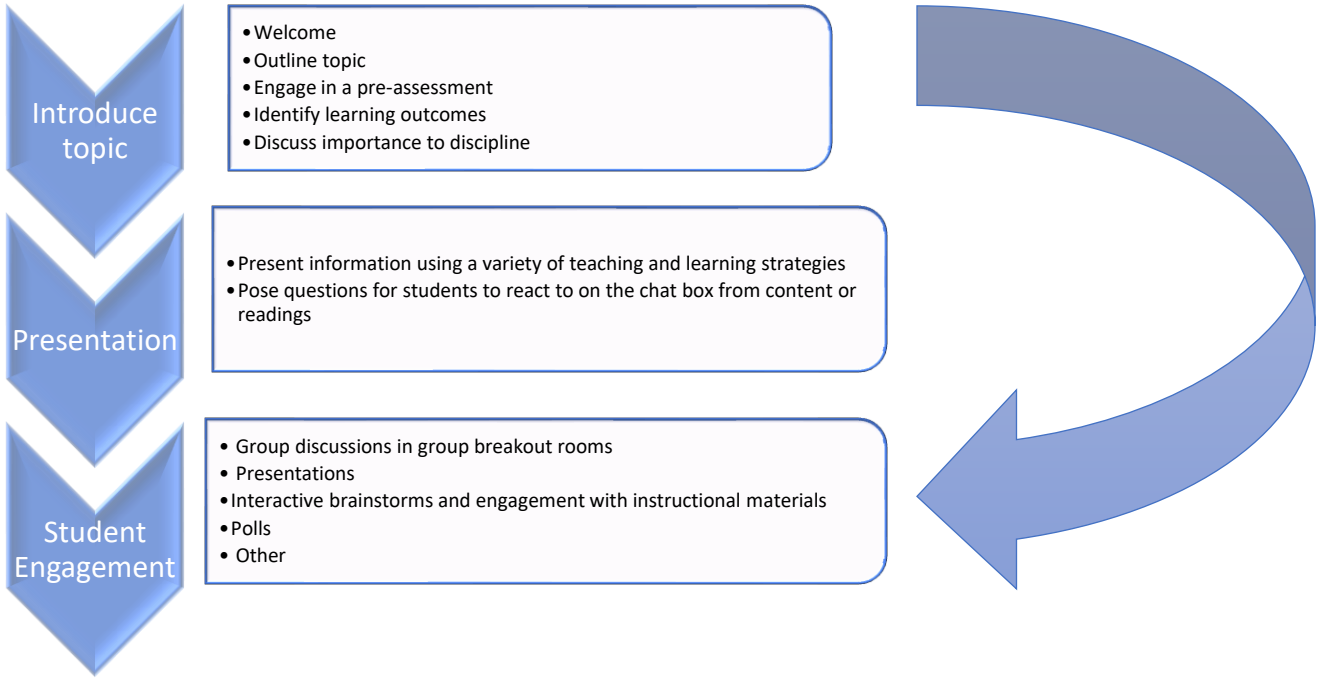
Course outline
Assignments and submission process
Expectations
About the faculty or instructor
Office hours
Announcements



Learning outcomes
Link for Kaltura
PowerPoints
Readings for class
Videos for class
Discussion Forums
Activities
Assessment/reflection
Other resources
* There is a new section for each week, with the layout the same

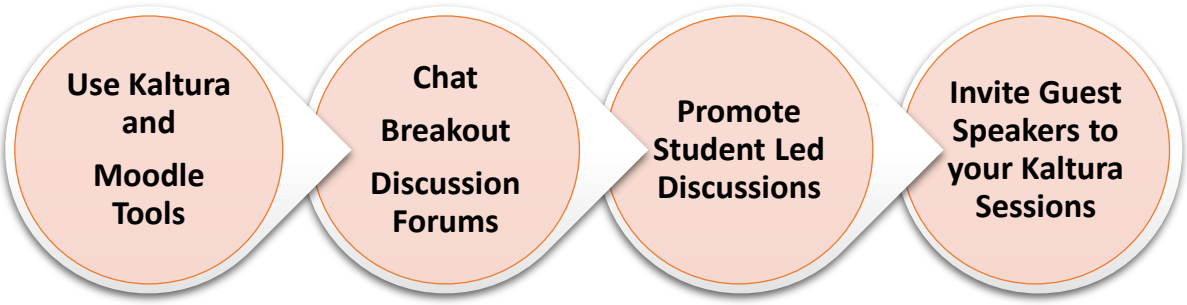
Principle 4

Kaltura sessions are designed to be consistent in presentation



Principle 5

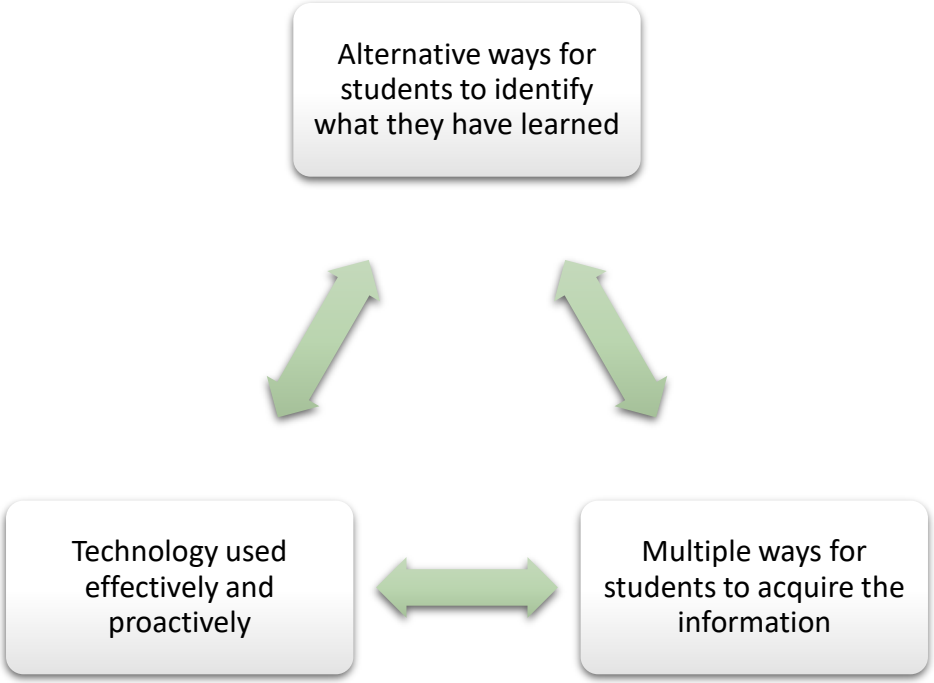
Integrate student engagement and experiential learning into the course.



Principle 6

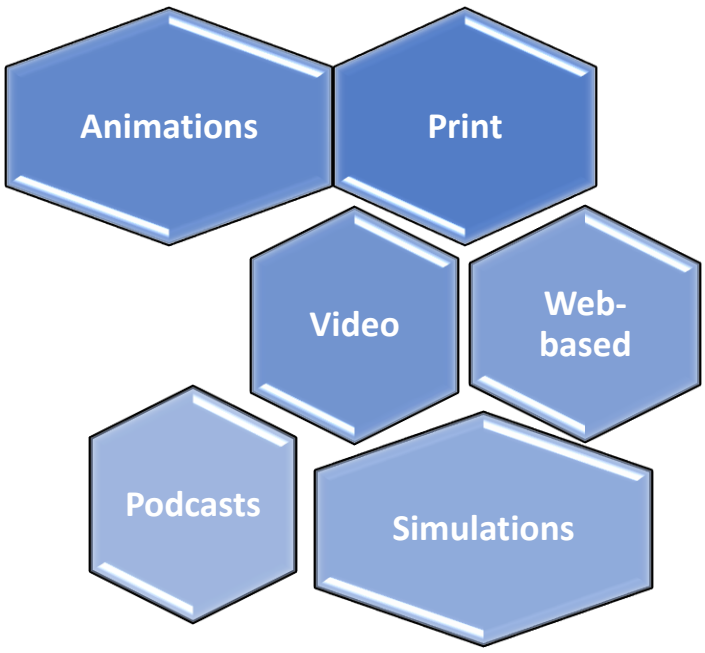
Ensure the course is accessible to all learners

- Use Universal Design for Learning strategies



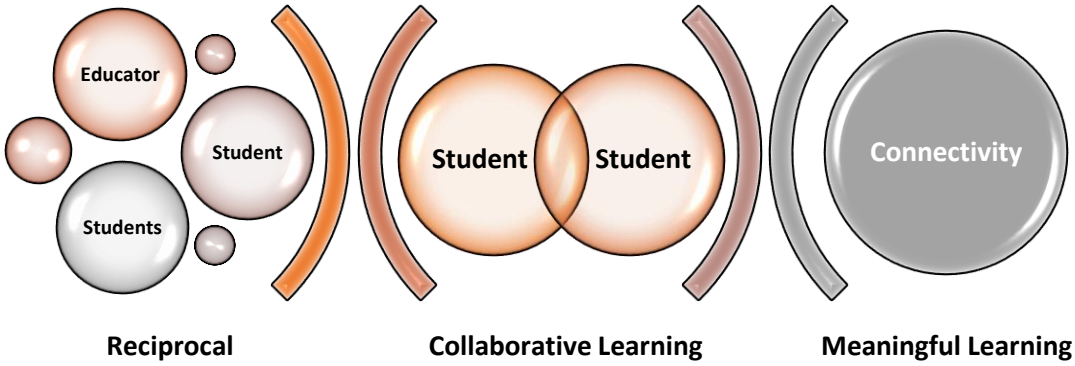
Principle 7

Use a variety of media with purpose



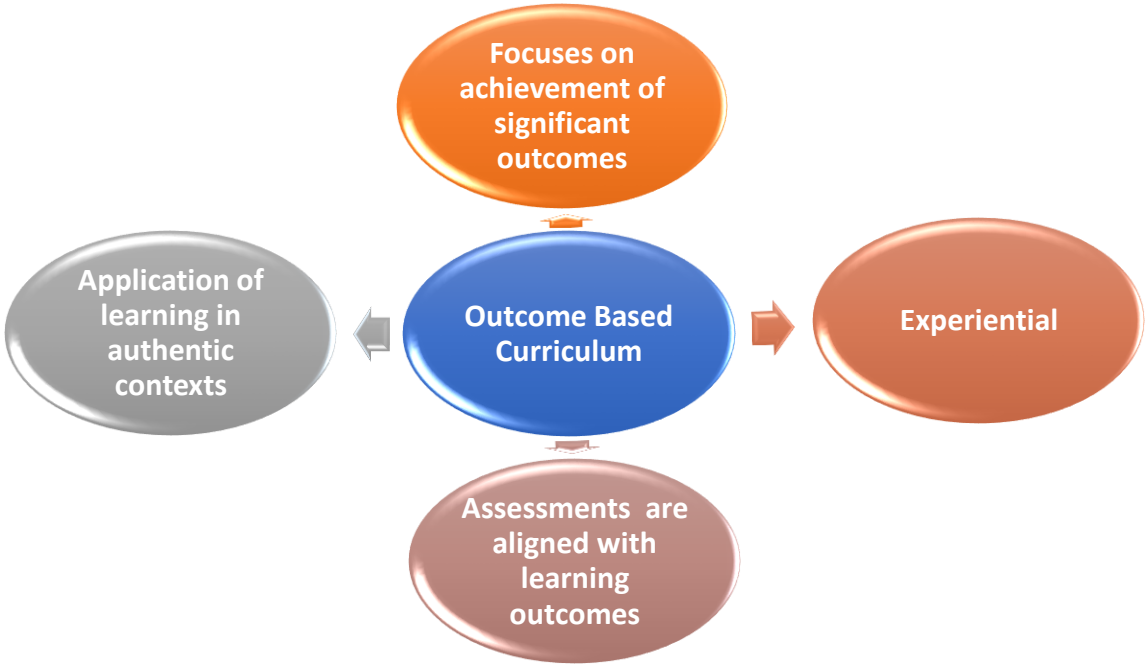
Principle 8

Identify multiple communication strategies between learners and educator.



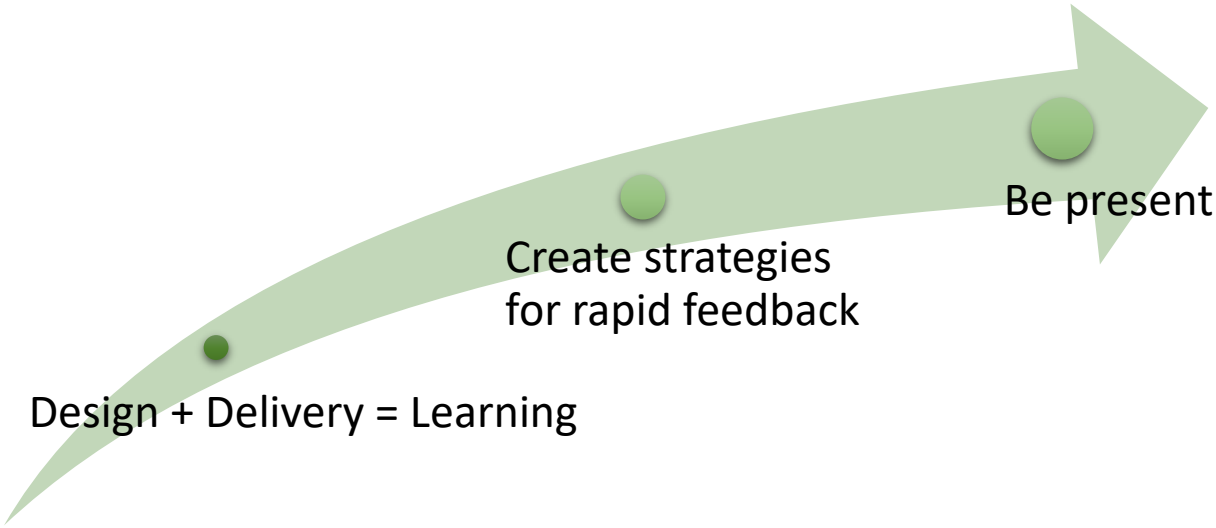
Principle 9

Choose assessment strategies that align with the learning outcomes and support learners in sharing learning.



Principle 10

Establish how you will illustrate high quality teaching and learning strategies.



The race to over content has equally negative consequences for students. It reinforces learning strategies that focus on memorizing, regurgitating, and forgetting.

- ***Maryellen Weimer***

BLENDED COURSE PLAN

Blended Course Plan **Course Title/Year**

Use this Module planner to plan weekly sections of your course or to plan activities or experiences and assessments around a particular course learning outcome.

1. Write all the learning outcomes related to the goal or module below.
2. Add all the learning activities or experiences students will need to complete for this module in the *Learning Activities* column.
3. Write the learning outcomes number(s) that correspond(s) to each learning activity or experience in the *Learning Objectives* column.
4. Note in the *Assessment* column if this is a formal assessment.
5. Determine the sequencing of activities or experiences.
6. Determine if the activity or learning experience is best suited for an online or face-to-face environment. If it's to be online, identify the tool you will use for this activity.
7. Write any steps needed to get this learning activity or experience ready in *Development Requirements*.

Module / Goal:

Learning Outcome 1:

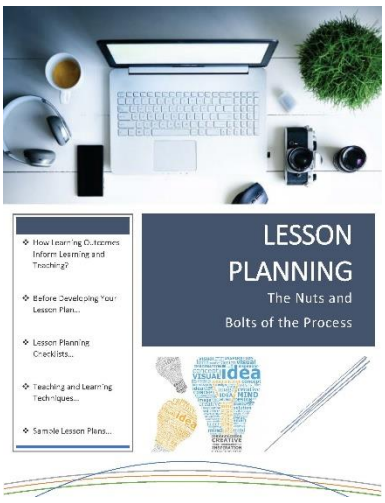
Learning Outcome 2:

Learning Outcome 3:

Learning Activities (Reading, video, discussion, reflection, journal entry, assignment, etc.	Learning Outcomes	Assessment	Sequence	F2F/Online/Other	Online Tool	Development Requirements

For comprehensive information on Lesson Planning – Nuts and Bolts go to:

https://www.okanagan.bc.ca/about/Learning_and_Applied_Research.html



TIPS FOR SUCCESSFUL BLENDED DELIVERY

- Start early — and produce actual learning modules that meet specific learning goals and are relatively easy to manage and grade.
- Redesign is an incremental process. Try not to include too many new activities at first. Start small and you can build it one step at a time.
- Experiment and learn as you go.
- Keep technology use simple and gradually add more advanced technology.

Tip #1: Take it Easy

- Critically re-examine course learning outcomes and goals and consider carefully how they can best be achieved in the hybrid environment.
- Develop new learning activities or expereinces that capitalize on the strengths of the online and face-to-face learning environments.
- Avoid the common tendency to cover too much material and include too many activities in the redesigned course that result in a "course and a half."
- Don't overload the course: online activities take longer than you think they will.
- Focus on the *integration* of the online and face-to-face components. Connecting what occurs in class with what is studied online is critical so faculty or instructors do not end up teaching two parallel but unconnected courses.

Tip #2: Focus on Design, not Technology..that comes later

- Search for discipline-specific Web sites for available content.
- Check out MERLOT and other learning object repositories.
- Use publisher resources where appropriate. Use online help resources such as facilitation of group work, managing discussion forums, etc.

Tip #3: Use the Resouces Already Available

- Discuss your problems and progress with colleagues, whether they are using this model or not.
- Get feedback and support from faculty or instructos who have expereince in designing and developing online delivery.
- Connect with Okanagan College's Learning and Applied Research / Educational Technology team.

Tip #4 Don't go it Alone

- Explain and justify the online course format and assignments clearly and repeatedly.
- Make sure that students understand the equivalence between the amount of work in traditional class and in an online class.
- Draw your students' attention to special technical needs, or particular assignments that may require additional resources: not all online work can be completed at home.
- Make all assignments and other course expectations as explicit as possible right from the start. In particular, make sure that the schedule of in-class and online work is clear to the students, and that due dates are stated explicitly and repeatedly.
- Identify and develop plans, materials, and activities to help students be succssful with the course content and use of technology.

Tip #5: Manage your Students' Expectations

- Use simpler technologies to reduce risk and complications.
- Break down and phase in longer assignments.
- Provide time management tips for students.
- Be very clear about what students are expected to do, and how you will assess them.
- Prepare technology help sheets.
- Identify supports for live technology help.
- Develop a plan for conducting course activities when technology fails. Leveraging Moodle works well for this.

Tip #6: Prepare for Anticipated Problems

- Things *will* occasionally go wrong; plan carefully and be flexible about making adjustments where needed.
- Ask for feedback from your students often and take their responses seriously.
- Don't organize your course too tightly. There's always some "slippage," and you need to leave room for any adjustments that you think necessary.
- During the course, falling behind and inconsistent record keeping can be fatal: stay current and keep copies of everything. Set aside time to focus on the online components, including reading student postings and assignments.
- Use the tools in the course management system to get organized and stay organized.

The Little Things Count!!

Adapted from: Mckee, M.B. (2010) Tips for teaching on an LMS. *Learning Management Systems (LMS)*. http://www.appstate.edu/~mckeemb/tips.html

Alternate Assessments Strategies

Quizzes and Exams

1) Multiple choice assessment of textbook and lecture materials
   a) In addition to being a formative assessment, low stake quizzes provide students with practice and familiarity for larger stake summative exams of a similar format.
2) Online exams can provide summative evaluation and security can be managed in a variety of ways.
   a) Open book exams can discourage cheating and can be good for helping students focus on application of material rather than memorization.
3) SCORM modules (Sharable Content Object Reference Models) can be imported into Moodle. SCORM modules can be created through programs such as Camtasia, Respondus, or Adobe Captivate. If they include quiz components, these can be integrated into Moodle grade book.
   a) Instructional games such as crosswords/fill in the blank puzzles can be both fun and reinforce learning. These can be created using various programs such as H5P which is integrated in Moodle.
   b) Flash cards (H5P, Quizlet, StudyStack)
4) Reflection exercises can provide faculty or instructors with an assessment tool and also clear indications of what students are struggling with. Two such exercises are outlined by Sewell, Frith and Colvin (2010)
   a) The one-minute paper asks students to reflect (in one minute) on the most important points in the week's material and outline questions they might have regarding the material.
   b) The 'muddiest point' exercise asks students to reflect on what were the most difficult points for them to understand.
   c) Online journaling can be used to track students' progress in courses and keep them engage with course material by requiring them to write short journal entries weekly. These can be assessed on content or assessment can be based on completion.
   d) Have student watch a video or listen to a podcast and reflect on how that relates to one or more concepts that were taught in the class reading or in lecture material.
5) Papers
   a) Research papers (Submitted online). Can use Turnitin as an added level of security.
   b) Reflection papers can be used to assess students' engagement with online material by asking them to reflect on and/or apply the material.
   c) Summary assignments ask students to summarize key material from their textbook and/or lectures. This is similar to but expands on the one-minute paper.
6) Interactive elements
   a) Discussion forums (Asynchronous discussion in Moodle). As with journaling exercises, these can be graded based on quality of content or based on completion. This also gives students a chance to connect to other students and build a 'community of learners.

See Sewell, Frith and Colvin (2010) for tips on managing security. https://jolt.merlot.org/vol6no1/sewell_0310.pdf

Best discussions do not simply require submissions from students, but also create opportunities for dialogue amongst other students and the faculty or instructor.

b) The ‘Chat’ function in Moodle can be used to take ‘attendance’ and to check-in with students one on one during class time. During class time, students can also use this function to connect with other students.
c) Moodle allows for Interactive content such as: Interactive Videos, Question Sets, Drag and Drop Questions, Multi-Choice Questions. This allows for scores to be added to grade book.
d) The workshop activity module in Moodle “enables the collection, review and peer assessment of students' work. “Students submit their work and then their submissions are assessed using a “multi-criteria assessment form defined by the teacher.” Students are given the opportunity to assess one or more of their peers' submissions and receive a grade for their submission as well as a grade for their assessment of their peers' submissions.
e) Question and Answer discussion boards can help students to clarify assignment requirements
f) Create a graded Question and Answer discussion forum. Have students send their questions about course material to you and then reward them by giving them marks for posting the answers to their questions to the Question and Answer forum. Students can share their question, the answer, as well as how that answer was found. For instance, answers can come from their faculty or instructor, from a source their faculty or instructor recommended, or from another reliable source. This exercise has the added bonus of providing other students with answers to questions they might have as well as important information on how to find answers to such questions.
g) Think/Pair/Share assignments. Have students interact with course material (lecture/videos/podcasts) by having them think through a question and then pair with a classmate and share their response to the question (you can pair them up in a discussion forum or have them chat with a classmate in the Chat function. If you have an odd number of students present, one can pair with the faculty or instructor). The resulting discussion can then be shared with the faculty or instructor for evaluation.

7) Survey students about what technology they have access to or be clear about what the expectations are:
   a) Do students have access to a printer, scanner, laptop, tablet, etc.?
   b) Consider what your assessment strategies require and if these are accessible to students through the College if they do not have personal access.
8) Presentations can take various formats.
   a) They can be uploaded in slide format
   b) Students can make videos or podcasts and post their links to YouTube videos or Podcasts
   c) Presentations can be delivered ‘live’ using Kaltura.

Tips for online assessment:

1. Posting rubrics in your Moodle site can provide clarity for students regarding expectations.
2. Clearly link assessment strategies to Learning Outcomes.
3. Update the grade book regularly in Moodle to keep students apprised of their progress.
4. Consider using the Lesson option in Moodle to guide students through set guideposts.
5. Provide tutorials on using new applications or software where possible.

Alternatives to Traditional Exams and Paper Assessments

Have students:

Please consult with your Dean before making changes to your assessment strategies.

1. Analyze and respond to a case study of a real-world situation that requires a particular problem to be examined, analyzed and solved based on the theory presented in class.
2. Develop a product or proposal that reflects particular outcomes. This provides students with the opportunities to try out their ideas and identify how they have synthesized the theory and transferred theory to application.
3. Complete an open book exam, in a specified period of time. The exam questions support students in applying knowledge to particular situations.
4. Complete a multiple-choice exam that requires students to identify the correct answer to each question, as well as why they chose the particular answer based on their learning and why the other answers are incorrect.
5. Complete an annotated bibliography to respond to a problem or a question. This requires students to read an array of articles, evaluate the articles for accuracy and congruency in relation to the course learning outcome being evaluated. Each entry requires students to provide an overview of the article and how it relates to their learning.
6. Write a memorandum, briefing or executive summary for a particular topic with specific headings such as: background, problem, possible solutions with pros and cons, conclusions, and recommendations, including why they are making such recommendations based on course content.
7. Complete a reflection paper on what they have learned in relation to specific learning outcomes. This paper requires students to tie their learning to the outcomes or themes in the course.
8. Create a portfolio that illustrates what they have learned in relation to each of the core learning outcomes. They include a brief introduction to each of the learning outcomes that they respond to.
9. Create a fact sheet that is intended for distribution to the public in the relevant sector that addresses specific learning outcomes. Based on the course content, they are required to include at least one reference for each fact presented.
10. Create a conference and collective presentation that requires students to synthesize core information reflective of specific learning outcomes. A voice-over presentation explaining the key points is required.
11. Develop a vlog (different from a blog) by providing students with real-world situations to examine. They identify and analyze core points of the situation and then prepare a vlog with diagrams and content to reflect the situation. This process requires students to synthesize and illustrate their learning on the subject.

Key considerations to think about when choosing alternative assessment strategies for your course:

1. What learning outcomes are you trying to assess – for example, are you wanting to assess your students' understanding of specific content knowledge or how they apply the knowledge gained to new situations or both?
2. Are students required to assess characteristics of a particular product or process with specific criteria, or do you wish them to produce a product that illustrates particular characteristics?
3. Which of the following competencies are important for you to assess and if so, how might you do so?
    a. Writing skills
    b. Speaking and oral presentation skills
    c. Use of information technology
    d. Group work skills
4. Do some aspects of your assessments need to be time-constrained and if so, why?

Types of Assessments

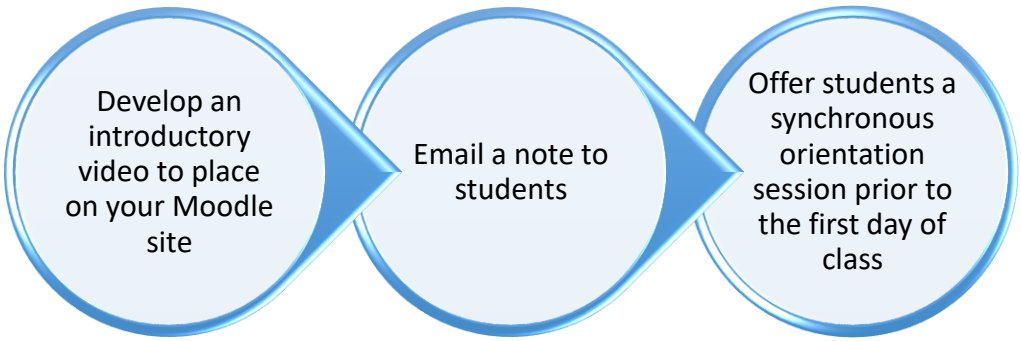
Have students -	Assessment Measures
1. Respond to a case study of a real-world situation that requires a particular problem to be examined, analyzed and solved based on the theory presented in class. The case study can include having students identify practical problems and what would be required to solve the problem.	Evaluation Analysis Application Transfer of theory to practice
2. Develop a product or proposal that reflects particular outcomes. This provides students with the opportunities to try out their ideas and identify how they have synthesized the theory and transferred theory to application.	Research methods Synthesis Application
3. Complete an open book exam, in a specified period of time. The exam questions support students in applying knowledge to particular situations.	Analysis Interpretation Application
4. Complete a multiple-choice exam that requires students to identify the correct answer to each question, as well as why they chose the particular answer based on their learning and why the other answers are incorrect.	Recall Identification Justification Substantiation
5. Complete an annotated bibliography to respond to a problem or a question. This requires students to read an array of articles, evaluate the articles for accuracy and congruency in relation to the course learning outcome being evaluated. Each entry requires students to provide an overview of the article and how it relates to their learning.	Evaluation Organization Summary Analysis Synthesis Defense
6. Write a memorandum, briefing or executive summary for a particular topic with specific headings such as: background, problem, possible solutions with pros and cons, conclusions, and recommendations, including why they are making such recommendations based on course content.	Research methods Organization Synthesis Analysis Justification Transfer of theory to practice

Have students -	Assessment Measures
7. Complete a reflection paper on what they have learned in relation to specific learning outcomes. This paper requires students to tie their learning to the outcomes or themes in the course.	Recall Identification Synthesis Metacognition
8. Create a portfolio that illustrates what they have learned in relation to each of the core learning outcomes. They include a brief introduction to each of the learning outcomes that they respond to.	Evaluation Synthesis Design Transfer of theory to practice
9. Create a fact sheet that is intended for distribution to the public in the relevant sector that addresses specific learning outcomes. Based on the course content, they are required to include at least one reference for each fact presented.	Research methods Summary Design Application Transfer of theory to practice
10. Create a conference and collective presentation that requires students to synthesize core information reflective of specific learning outcomes. A voice-over presentation explaining the key points is required.	Cooperative learning Technological application Synthesis
11. Develop a vlog (different from a blog) by providing students with real-world situations to examine. They identify and analyze core points of the situation and then prepare a vlog with diagrams and content to reflect the situation. This process requires students to synthesize and illustrate their learning on the subject.	Identification Interpretation Analysis Synthesis Transfer of theory to practice Reflection
12. Perform a simulated interview with students to assess content knowledge and problem solving.	Recall Explanation Evaluation
13. Create a comprehensive mind map or taxonomy that depicts and summarizes key concepts from throughout the course while also relaying conceptual connections. Good for practical processes.	Synthesis Design Transfer of theory to practice
14. Record a podcast that addresses a contemporary issue related to course learning outcomes by establishing a position, gathering research and developing an argument. Podcasts could also involve external contributors from industry or community.	Research Interpretation Justification Defense Transfer of theory to practice
15. Respond to short answer questions. Questions could require students to justify their reasoning, state implications, or predict consequences.	Analysis Prediction Inference
16. Present relevant qualitative or quantitative data and then ask students interpretation and application questions – What does the data show? What relevance does this data have? What other factors could potentially affect this data? How would you test for these?	Interpretation Prediction Application Execution

Have students -	Assessment Measures
17. Create a screencast in PowerPoint or OneNote to present research findings, proposals, designs, calculations, or analysis.	Interpretation Analysis Problem solving Transfer of theory to practice
18. Evaluate an article using the “believing and doubting” approach by establishing the strengths and weaknesses presented in the research.	Summary Analysis Argumentation
19. Design and develop using “variations”, where students are tasked with re-imagining a famous composition, product or concept in order to create their own iteration.	Evaluation Interpretation Design
20. Create a video clip of a practical application. Have students observe the scenario and identify what steps are missing and which are in the incorrect sequence in the particular application.	Analysis Evaluation Transfer of theory to practice

CONNECTING WITH STUDENTS

Now that your course is ready to offer your students, it is time to connect with them. Connecting with students prior to the course and throughout the course is an important student success strategy and foundational to creating a learning community within your course. Whatever method you use, the purpose of the initial contact is to provide students with information about your course. Below, is a sample of the important content that is helpful for students.



Pre-Semester Sample Email to Students to Get them Ready for Learning Online

Your upcoming name of course begins date

Are your ready to say **HELLO** to spread sheets, balanced bank accounts and say **GOOD-BYE** to sloppy money management, because this journey is about to open your eyes how money management can work. Your journey is about to begin!

You are receiving this email message because you are currently enrolled in the above-mentioned online course. Your course begins on date.

I encourage you to read this entire message, even though it is long. The information will help us create a great learning community.

Course Overview

Welcome to name of course. My name is your name and I will be your faculty/instructor for this course. I am looking forward to collaborating learning about this course content with you. This is a [number of weeks] week online course.

DESCRIPTION Starts with course number, name, and course number

Short "teaser" that sets a friendly tone about the course content.

Reminders of the day and date on which the course starts & emphasis that the info contained here is important!

The course

Introduce the faculty or instructor and the terms/structure of the course.

Required Course Textbook, Technology and Materials

The required textbook for this course is name of text. In addition, you will need the following materials and computer capabilities.

Place photo of textbook and ISBN here

Introduce the required course materials. Photos can help identify the right materials, such as the textbook.

Technical Requirements

Moodle access: As a registered student, you will gain access to Moodle via the Portal Login. The link is:

Current browser: Firefox, Chrome, and Edge are preferable. Earlier versions of these browsers are discouraged and will affect your learning experience.

Computer: Fairly recent PC or Mac (ideally no more than three years old) with a current operating system.

Headphones or earbuds: Up-to-date headsets or earbuds as these tools eliminate audio feedback loops, background noises or other disruptions.

Internet connection: Preferably broadband (DSL speeds).

Microphone: Either one that is built-in to the computer, camera or as a separate headset.

Include any technical requirements for successful completion of the course.

Software: Current version of Microsoft Office (or comparable), for accessing and completing WORD documents. Ability to read and convert PDF files. As a student you have access to Microsoft 365 through your myOkanagan account.

Webcam: Either a built-in device in your computer or one that attaches to your computer.

How Do I Access My Course?

Your course will be delivered through the Learning Management System (LMS) called Moodle and will open on date at time. As well, we will be meeting online using the indicate which video conferencing e.g., Kaltura platform.

Put instructions here to identify how to access the course

1. Log on to
2. Enter your USERNAME and PASSWORD
3. Click on
4. Then select

Log in early to ensure you can gain access to the course and that your technology is working.

LOGISTICS: Review in basic steps how to access the course or get as far as the first day of class where more info will be distributed.

Getting Ready to Learn Online

An online learning community can be very exciting. However, students are most successful when they develop organizational and self-management skills. Similar to face-to-face learning, I encourage you to develop and utilize time management, strong reading and writing skills, ability to honour deadlines, effective communication and the ability to work collaboratively with others. Group work and engaging in collaborative learning will benefit all of us in advancing our learning.

Getting Started

Describe what the person should do once they enter the class for the first time.

Hopefully this email has answered some of your questions about the upcoming [name of course] course. Remember to log in to your Moodle course by date and introduce yourself to us in the Discussion Forum.

Communicating with me

Describe how students can connect with you.

You may reach me by enter email address email address. I check my emails each day between time and time hours. I will do my best to respond to you within those hours. You may also leave me a telephone message at enter phone number. I will have office hours on date and time via platform.

Getting Computer Help

The Okanagan College IT Services Helpdesk staff are dedicated to assisting students and staff with their computer related problems. Help can be found at:

AskUs Online Help System

If there are access or technical problems, where should the student go?

- IT Services Helpdesk
    - By phone – extension 4444 or Toll-free 1-866-839-4032
    - In Person (Kelowna only) - Room L104 Centre for Learning
    - Via Electronic Mail
    - Hours of Operation
        - Summer Hours: M-F 8:00 am - 4:00 pm (May 1-August 31, excluding holidays)
        - Regular Hours: M-F 8:30 am - 4:30 pm (Excluding holidays)

Hardware repairs

IT Services does not provide hardware repairs or replacements for student owned desktop or laptop computers. We can often assist (as time permits) in diagnosing a specific problem or hardware failure, but the actual repairs must be performed by the original manufacturer (check your computer warranty to see if the system is still covered) or by a local repair shop.

Software help

IT Services provide limited "how to" information on specific software applications, but will research your questions as time allows. You may want to review the documentation or technical support web sites for the software vendor for more assistance in the use of individual applications. You may also submit your questions directly to the AskUs Online Help System

Moodle Log-in Instructions for Students

In response to the Covid-19 protocols, faculty or instructors will be posting course materials on **Moodle**, the college's learning management system.

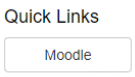
To log in to your account, follow these steps:

Best to use **Chrome** or **Firefox** as your **browser**

Go to the Okanagan College website https://www.okanagan.bc.ca/

Select myOkanagan located in the top right-hand corner of the homepage.

Select Moodle



Enter your username, which is your 9-digit student ID. Use the format: 300xxxxxx@stu.oc

Your default password is either **your 8-digit date of birth**, formatted as Month/Day/Year

OR

If you have already logged into an Okanagan College computer or WiFi within the last few months, you will use that password to access myOkanagan.

Your student number can be found on your registration, student card, or call 250-762-5445 (Local 5414/ 5417).

Once logged in, you will see your **courses**. **Select** the one you wish to enter.

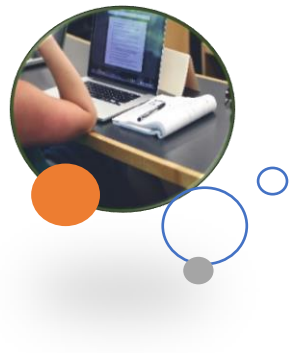
If you wish further information, go to the bottom of the Moodle page for a User Tour.

Still having trouble?
If you are having difficulties logging in, please contact Okanagan College IT Services Help Desk via one of the following methods:

Phone: 250-762-5445 Ext. 4444 or 1-866-839-4032 (Toll Free)

Email: support@okanagan.bc.ca

Live Support Chat (business hours only)



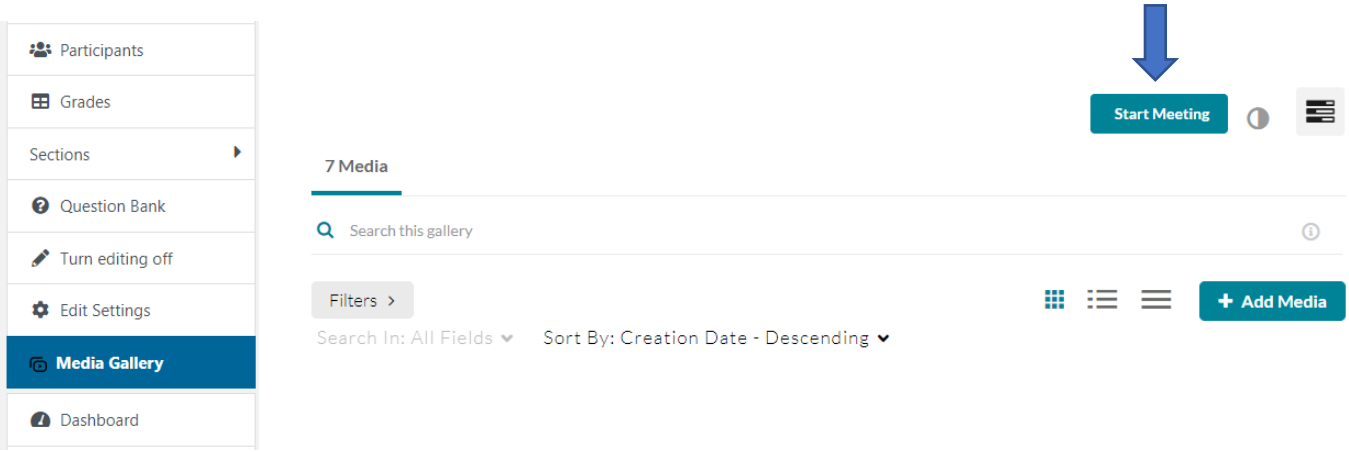
KALTURA

What is Kaltura?

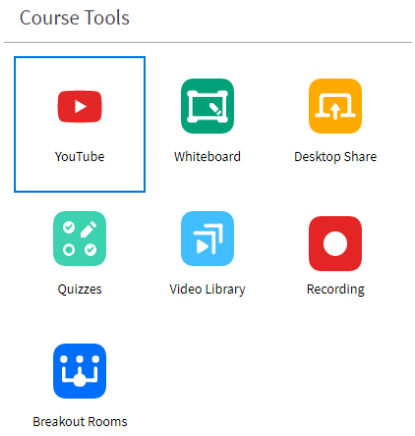
Kaltura is a synchronous (real time) platform used to deliver instruction to an individual or class of students. This delivery model is quite multi-faceted, allowing participants to share resources, annotate documents, engage in breakout rooms and participate in discussions.

Entering the Kaltura Virtual Classroom

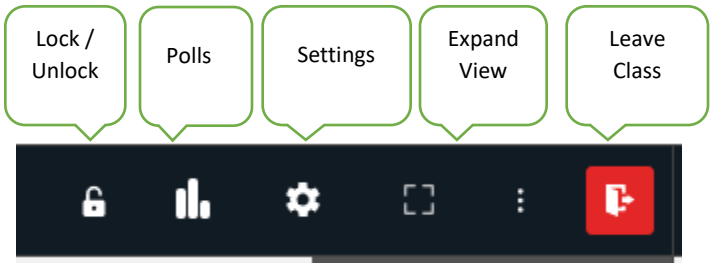
After opening a Moodle course, you will see a menu on the left side of the page. From here, select "Media Gallery" then "Start Meeting". Students will enter the same way, but you must start the meeting to allow student entry.



Once the room is open, you will be prompted to select a camera and microphone and will then enter the room. Most resources are available from the ribbon that runs across the top of the screen. If you wish to show a video, share slides, record, or facilitate breakout rooms, you will do so from the "Tools" section.



Additional settings include:

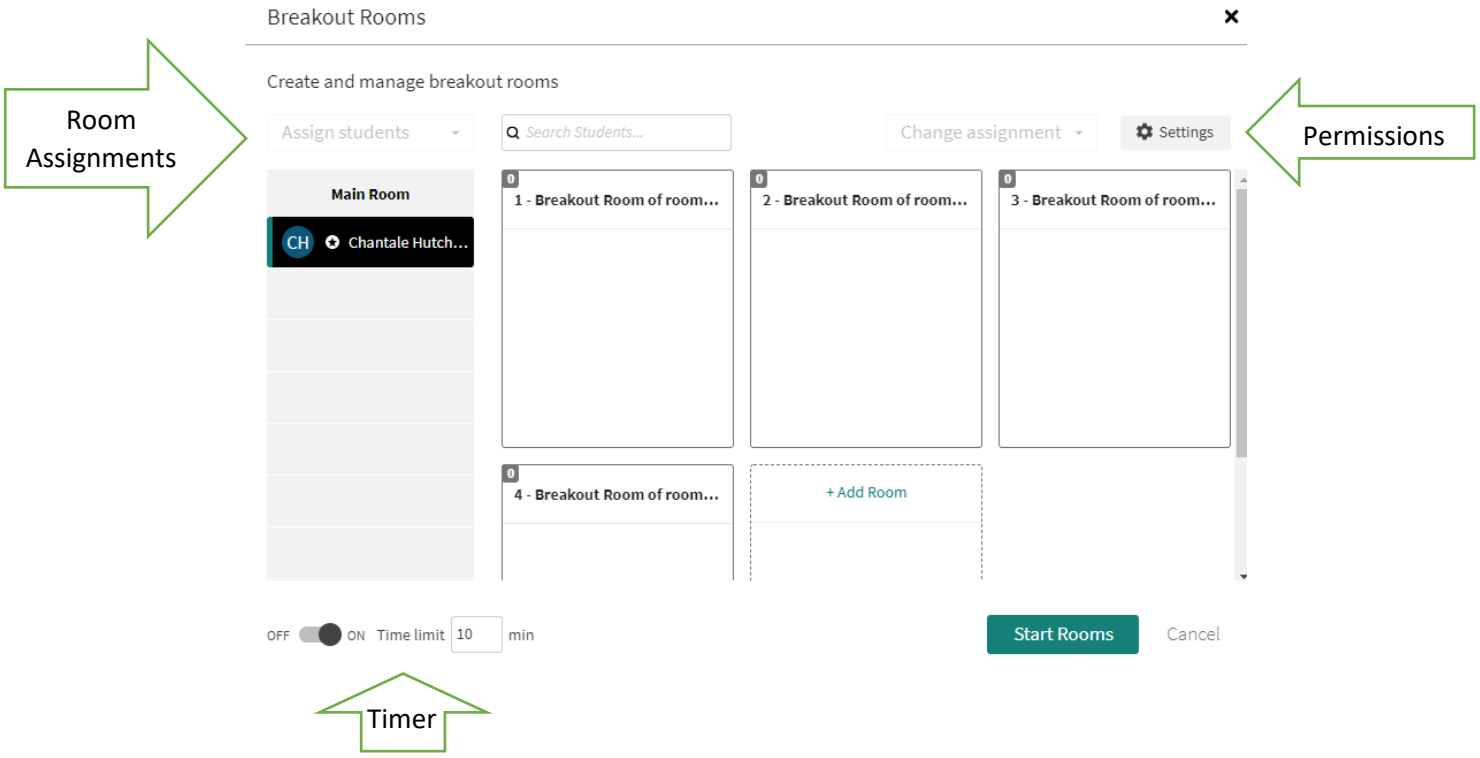


Facilitating Your Course

Kaltura has several features that can assist you in your lesson planning. In the "Files" section, you can upload documents in a range of formats, create folders, and save PowerPoint presentations. From here, you can then add the resources to the "Playlist", which allows you to cue them up in order of delivery. Videos and other media can also be added to the Playlist.

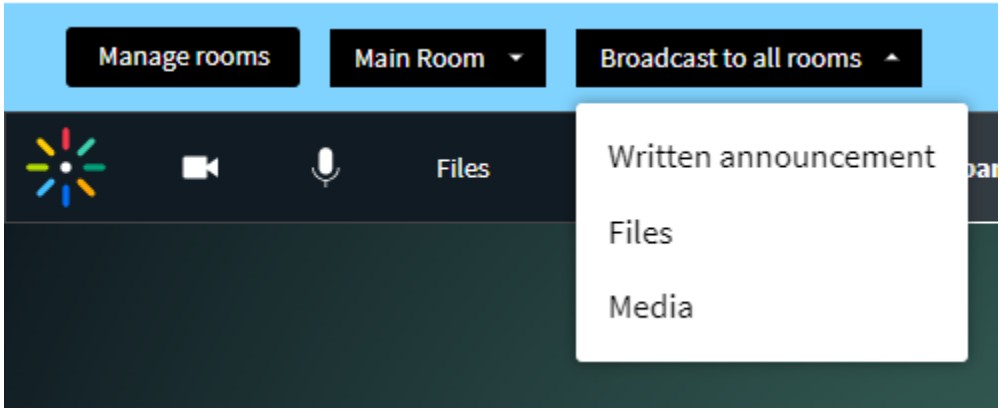
Learner engagement is equally important online as it is in a face-to-face classroom. To encourage student participation, you can invite students to annotate on the whiteboard or your presentation slides. You can also pre-populate the "Quiz" tool with questions or build a "Quick Poll" into your lecture. Breakout groups are another great way to encourage learners to share their understandings and apply learning.

Managing Breakout Groups



Breakout groups are designed for group collaboration. In the “Settings” section, you can manage permissions for students to chat, take notes, share screen, play shared files, manage files, share Youtube videos, annotate, access the whiteboard, record, and switch rooms.

Groups can be randomly or manually assigned. Once in session, content can be broadcasted from the main room to all of the breakout rooms.



Guidelines

Following a few proactive steps can help the experience go smoothly.

1. Ensure that the microphone and camera have been turned on in your **Settings**.
2. Enter the meeting through your **Chrome** browser, if available to you.
3. Ideally, wear a headset with a microphone. This is not mandatory, but it does enhance both sound quality and overall experience.
4. During the session, feel free to turn off your microphone when you are not speaking to reduce background noise for the other participants.
5. If you are experiencing difficulty, call the college’s IT helpdesk at 250-762-5445 local 4444.

CONNECT WITH US

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Learning and Applied Research

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