

## Online Teaching: Converting Residential Instruction to Remote

In Spring 2020, COVID-19 circumstances forced faculty to convert their residential courses to a remote/online format. CSU deemed this “triage” and provided guidance for this quick conversion on the Keep Teaching website. As we continue to prepaOTCre for another remote/online format in Summer 2020 and possibly Fall 2020, TILT (The Institute for Learning and Teaching) offers this continuum to guide faculty beyond triage (Level 1) to “pivot point” teaching (Level 2), and eventually, best practices for fully online teaching (Level 3). TILT’s goal is to support faculty so they can best support their students during this challenging time.

### Phase 1: Setting up your course in Canvas

<p><b>Level 1</b>  <b>Keep Teaching Triage (Spring 2020)</b>  <i>Triaged online instruction on the fly</i></p> <p>“Help, my course is going online in two days!”</p>	<p><b>Level 2</b>  <b>Pivot Point Teaching (Summer/Fall 2020)</b>  <i>Basic use of Canvas in RI courses to provide a foundation for a quick pivot to online instruction and/or substitute instructor</i></p> <p>“Help, I’m teaching online summer semester!”</p>	<p><b>Level 3</b>  <b>Online Teaching (Fall 2020 and beyond)</b>  <i>Best practice online instruction fully utilizing Canvas tools</i></p> <p>“Help, I’m teaching online in Fall!”</p>
<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Gradebook</li> <li>• Modules (by week or by topic) for the <i>second half of the course</i></li> <li>• Module Objectives/ Outcomes</li> <li>• Course materials                             <ul style="list-style-type: none"> <li>• readings and videos</li> <li>• pre-recorded mini-lectures</li> </ul> </li> <li>• Assessing student work                             <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Tests &amp; quizzes</li> </ul> </li> <li>• Make accommodations for students with documented disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Gradebook</li> <li>• Modules (by week or by topic) for the <i>whole course</i></li> <li>• Module Objectives/ Outcomes</li> <li>• Course materials                             <ul style="list-style-type: none"> <li>• readings and videos</li> <li>• pre-recorded mini-lectures (for reinforcement)</li> </ul> </li> <li>• Assessing student work                             <ul style="list-style-type: none"> <li>• Assignments with rubrics</li> <li>• Tests &amp; quizzes</li> </ul> </li> <li>• Accessibility                             <ul style="list-style-type: none"> <li>• Make accommodations for students with documented disabilities</li> <li>• Ensure major content is <a href="#">accessible for all learners</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Gradebook</li> <li>• Modules (by week or by topic) for the <i>whole course</i></li> <li>• Module Objectives/ Outcomes</li> <li>• Course materials                             <ul style="list-style-type: none"> <li>• readings and videos</li> <li>• pre-recorded mini-lectures</li> </ul> </li> <li>• Assessing student work                             <ul style="list-style-type: none"> <li>• Assignments with rubrics</li> <li>• Tests &amp; quizzes</li> <li>• Discussions with a culture of netiquette</li> <li>• Group work</li> <li>• Peer feedback</li> </ul> </li> <li>• Accessibility                             <ul style="list-style-type: none"> <li>• Make accommodations for students with documented disabilities</li> <li>• Ensure major content is <a href="#">accessible for all learners</a></li> </ul> </li> </ul>

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<p><i>For your consideration:</i></p> <ul style="list-style-type: none"> <li>• <i>Identify the key course objectives students will need to demonstrate mastery of material.</i> Prioritize these objectives when re-working assignments and activities for remote learning.</li> <li>• <i>Build in time for peer interaction and feedback</i> to increase student engagement.</li> <li>• <i>Consistent deadlines</i> (that allow for flexibility if situations arise) for activities and assignments provides structure and opportunities for students to organize school workload with other responsibilities.</li> <li>• Keep student accessibility and connectivity issues in mind</li> </ul>	<p><i>For your consideration:</i></p> <ul style="list-style-type: none"> <li>• <i>Proactively incorporate Level 1 considerations</i> as you design courses</li> <li>• <i>Explicitly align assessments with course outcomes</i> in the syllabus to highlight direct alignment to students.</li> <li>• <i>Use Canvas shell and materials from Spring 20 as a template</i> to build upon existing materials.</li> <li>• <i>Design quizzes with the assumption that students will use their notes.</i> Use quiz setting options to promote academic integrity by setting a time limit, shuffling answers and using question sets.</li> <li>• <i>Use groups in Canvas to provide teams with a virtual space to conduct work</i> synchronously or asynchronously.</li> <li>• <i>Explore using student presentation options in Canvas</i></li> <li>• <i>Incorporate frequent feedback</i> through the use of an adaptive courseware platform.</li> <li>• <i>Consider teaching practices from five domains that support student success in online learning.</i> (See below) *</li> </ul>	<p><i>For your consideration:</i></p> <ul style="list-style-type: none"> <li>• Building a fully online course requires planning and designing the course before the semester begins.</li> <li>• Fostering an online community of learners starts the first day of class by encouraging students to share.</li> <li>• <i>Fully incorporate research based teaching practices</i> from the Teaching Effectiveness Framework. (See below)</li> </ul>