

HOW TO MOVE YOUR F2F COURSE ONLINE *FAST*

The purpose of this document is to help you plan for a rapid transition to online delivery. It is best in time sensitive situations to stick to the most important aspects of your course. The most important consideration is putting students in the best position to achieve course outcomes. This will be disruptive to your students, so consider giving extra attention and patience during this transition.

DELIVERING CONTENT ONLINE

Note: Students may have limited access to internet and technology. This may be a difficult transition to navigate as they signed up for a face-to-face delivery not anticipating this sudden shift to online.

To mitigate some issues of access, we suggest choosing *asynchronous* methods (where students access content at their desired/available speeds) where possible:

Course content needs to be available on Canvas for students to access. Consider posting lecture notes, PowerPoints (with or without audio and/or notes), and/or short video lectures.

Students can engage with each other through discussion boards and peer reviews.

Synchronous learning happens in the moment, much like your classroom instruction. Lethbridge College has video conferencing licenses that allow you to instruct and interact with your students in real time. These include:

- [Big Blue Button](#), which is embedded in Canvas
Note: in order to use BBB, you must [Enable Conferences through Canvas](#)
- Zoom (see Digital Learning Team for information about licenses)
- Blue Jeans (see Digital Learning Team for information about licenses)

The remainder of this document lists information pertinent to instructors at Lethbridge College, including a listing of academic support services and key contacts.

ONLINE COURSE COMMUNICATION

ANNOUNCEMENTS

The [announcements function](#) is a great way to update students with important information regarding the course. This can involve changes to schedules, assessments, etc. Consider making an initial announcement this shift in instruction model addressing fears or concerns students may have about this sudden change.

Tip: Be sure to announce:

1. *how you will communicate with students and where they can look for course updates (e.g., Canvas announcements, discussions, and/or email)*
2. *how students can contact you, and*
3. *how quickly students can expect to hear back from you.*
4. *how they can continue to work together to complete group work. For instance, consider whether you will set up a discussion board for each group?*

KEEP STUDENTS ENGAGED

- return emails daily
- [monitor and reach out to individual students](#) based on their activity in the course (phone, email)
- schedule virtual office hours: You may wish to host office hours virtually via phone or [web conference](#).
- give clear feedback
- be flexible

CONSIDERATIONS FOR ONLINE COURSE DESIGN

CLASSROOM DISCUSSIONS

[Discussions on Canvas](#) are an easy way to connect students to their instructor and to each other. Students can respond through text, audio, or video and attach files for peer review

Tip: Create a discussion/forum for students to pose questions for each other and provide each other support.

ASSESSMENTS

[Quizzes](#) or [rubrics](#) can be added to Canvas. Online assessments already set up? Perfect! Try using question banks in Canvas to preserve the integrity of your assessments.

Note: [Testing Services](#) can be contacted to assist in finding exam solutions.

STUDENT PRESENTATIONS

Consider allowing students to present through video recording or [web conference](#) if they are able.

LABS

Work with your program leaders to determine a solution if requires specialized equipment or adapt labs to make it possible to complete at a distance.

ADDITIONAL RESOURCES

There are some internal and external resources that you may find helpful as you transition your course delivery with short notice.

RESOURCE

TYPE

Growing with Canvas (contact Lorne Deimert for Access)	Self-Paced Canvas Course for Beginners
Facilitating Online Learning – Open (contact Andy Benoit or Jess Nicol with questions)	Canvas Course
Canvas Guides and Canvas Video Guides	Online Guidebooks
Temporarily Teaching Online	Inside Higher Ed Article
Going Online in a Hurry: What to do and Where to Start	The Chronicle of Higher Education Article

SUPPORTS FOR INSTRUCTORS

All possible CTLI supports for instructors will be available in the case of a remote working environment. Please reach out for any of your teaching and learning needs.

CTLI will be offering **drop in assistance sessions starting Friday March 13th from 10 a.m. to 3 p.m.** in the library (look for directional signage).

Canvas 24/7 Support is also available (see the side bar in Canvas).

For additional assistance in migrating your teaching to online please visit the CTLI offices or contact:

Digital Learning (Canvas Support)

kyle.snowdon@lethbridgecollege.ca
lorne.deimert@lethbridgecollege.ca
rebecca.helmer@lethbridgecollege.ca

Educational Development

jess.nicol@lethbridgecollege.ca

Learning Experience Design

christie.robertson@lethbridgecollege.ca

Learning Café

diane.fjordbotten@lethbridgecollege.ca

Testing Services

cameron.reimer@lethbridgecollege.ca

Accessibility Services

cayla.clemens@lethbridgecollege.ca

CHECKLIST FOR TEACHING REMOTELY



INSTRUCTIONAL STRATEGIES, ASSESSMENTS & COMMUNICATIONS

RECOMMENDED TOOLS & RESOURCES

READY?

Communication	<ul style="list-style-type: none"> • Use Lethbridge College email and/or Canvas Inbox • Post announcements in Canvas • Contact students by phone as necessary 	
Office Hours	<ul style="list-style-type: none"> • Offer Office Hours using Big Blue Button or Zoom to individual students, groups or the entire class • Create a FAQ discussion in your Canvas Course 	
Lectures	<ul style="list-style-type: none"> • Host a Zoom or Big Blue Button session in Canvas • Upload lecture notes or presentations to Canvas • Add links to Canvas • Add online discussions in Canvas 	
Assessments	<ul style="list-style-type: none"> • Modify assignments so that they can be submitted in Canvas. This may include: <ul style="list-style-type: none"> - quizzes - document submission - presentations (have students record and submit) • Ensure that assignments are weighted appropriately, according to your course outline. Graded assignments will appear in the Gradebook. • Use Canvas rubrics to communicate assignment expectations and to assist with grading • Provide timely feedback on assessments 	
Tests & Exams	<ul style="list-style-type: none"> • Use Canvas quizzes • Consider modifying assessments to suit online delivery 	
Group Work	<ul style="list-style-type: none"> • Have students use online collaboration tools such as the online version of Office 365, or Google Docs/Slides. • Use Canvas Conferences or Zoom to allow students to meet virtually • Enable peer review for assignment submissions • Make use of Discussions to give students the opportunity to provide feedback on files • Consider using the Groups feature in Canvas – this provides students in your class with a space to collaborate within Canvas 	
Labs, Field Trips, Hands-On Learning	<ul style="list-style-type: none"> • Provide sample data/media files to be used for analysis • Post links to videos of online demonstrations and interactive applets • Record yourself demonstrating skills and upload to Canvas. 	

Canvas Guides: <https://community.canvaslms.com/community/answers/guides/canvas-guide>

Note: Video file sizes can vary substantially, and large files can be challenging to work with. Consider modifying course activities to avoid over-dependence on video. Videos uploaded to Canvas should be limited to no more than 10-15 minutes each.