

# LAUNCHING YOUR REMOTE COURSE

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

## 1 Review your Course Context

### Supporting resources:

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

Identify the situational factors, learning contexts and constraints that will shape decisions about your course goals/learning outcomes, assessments, teaching activities, technologies, and communications.

Consider:

- The purpose of the course and its relevance to learners.
- Program requirements and your current course design.
- Your access to and experience with learning technology.
- The location, technology and resources of your students.
- Backgrounds of your students – disciplinary education, prior knowledge, and experiences.
- University policies or guidelines (e.g., accessibility, privacy).



## 2 Develop or Update Course Goals/Learning Outcomes

### Supporting resources:

- [Learning Outcomes: Construction](#)
- [Learning Outcomes: Alignment](#)
- [Learning Taxonomy Verbs](#)
- [Learning Goals and Universal Design](#)

Articulate the essential knowledge (concepts, ideas, principles, relationships), skills, and attitudes you want students to know, do or value at the end of the course:

- Form observable and measurable goals/outcomes using verbs to help guide assessments and teaching activities.
- Write goals/outcomes from a universal design perspective.
- Prioritize goals/outcomes according to importance.



## 3 Align Assessments with Goals/Outcomes

### Supporting resources:

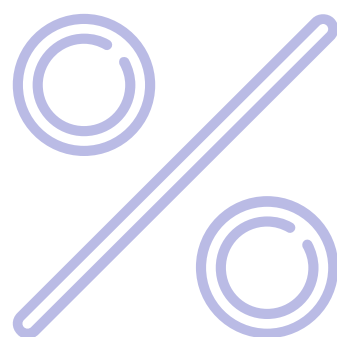
- [Assessment Strategies](#)
- [Bulletproofing Online Assessments](#)
- [Providing Feedback Electronically](#)
- [End-of-Course Assessments](#)
- [Quiz Tool Guide](#)
- [Video Assignment Guide](#)
- [Presentations Guide](#)
- [Assignment Tool Guide](#)
- [Survey Tool Guide](#)
- [Peer Assignments](#)
- [Dropbox/Grading](#)
- [Guide Gradebook Guide](#)

Identify assessments that will provide evidence that students achieved the course goals or learning outcomes. Consider:

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

Using Brightspace Tools, you can facilitate:

- Frequent non-invigilated quizzes in the Quiz Tool.
- Video/audio assignments in Video Assignment Tool.
- Student presentations in online class sessions.
- Individual and group assignments in Dropbox.
- Peer review using the Brightspace survey tool.
- Assignment marking and student feedback through the Dropbox and Grading Tool.
- Calculation of grades and communication of grading schemes in the Gradebook Tool.



# 4 Select Teaching Activities and Technologies

## Supporting resources:

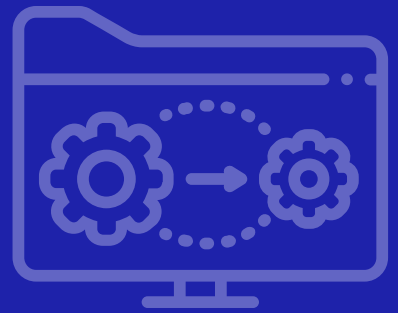
- [Course Set-up](#)
- [Teaching Online](#)
- [Alternatives to Lecturing](#)
- [Narrating PowerPoints](#)
- [Self-Service Video](#)
- [Webcam Recording Tips](#)
- [Recording Dos & Don'ts](#)
- [Lecture Capture](#)
- [Lecture Capture Tips](#)
- [Creating Transcripts](#)
- [Closed Captions](#)
- [Discussions Tool Guide](#)
- [Groups Tool Guide](#)
- [Library Resources](#)
- [Copyright Help](#)
- [Content Tool Guide](#)
- [ED Technology Tools](#)
- [Synchronous Strategies](#)
- [Online Rooms Tutorials](#)
- [Webex - Getting Started](#)
- [Best Practices for Video Conferencing](#)

Consider alternatives to traditional lectures for presentation of content online. Start with incorporating asynchronous activities in order to reach more students:

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

Add synchronous (real-time) activities, as necessary:

- Online Rooms video conferencing in Brightspace.
- Webex video conferencing tool through Information Technology Services (ITS).



# 5 Form Communication/Engagement with Students

## Supporting resources:

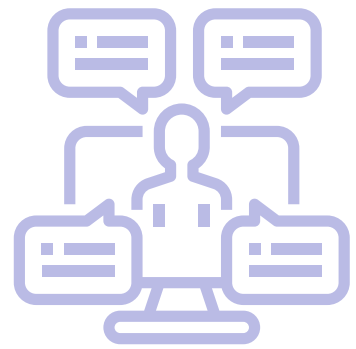
- [Syllabus Template](#)
- [Netiquette Guide](#)
- [Communication and Engagement Resource](#)
- [Instructor Presence in an Online Classroom](#)
- [News Tool](#)
- [Classlist Mail Tool](#)
- [Survey Tool](#)
- [Intelligent Agents Tool](#)

Provide a course syllabus that gives students expectations of:

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

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

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



**Have more questions about launching your remote course? Contact CITL's Support Centre.**



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