Framework for Instructional Continuity in Moving to an Online Format for Spring 2020

The online delivery of a SPHTM course should be comparable in rigor to that of the on ground course. This does not necessarily mean MORE work, but students may be doing more independent work. There is flexibility in adjusting the type of assignments and in the delivery methods.

Instructional time

In face to face environments, instructional time is equivalent to contact time (number of hours you meet per week). In the online environment, instructional time may include asynchronous work if the assignments have a graded assessment. For example, assigned reading is typically considered "homework". However, if the assigned reading is coupled with a graded assessment (summary, reflection, discussion questions, or other exercise), then the time students take to complete the assignment can be considered "instructional time." The amount of time tracked is based on the average amount of time it takes a typical student to complete the assignment.

A recorded lecture and graded assignment/assessment is instructional time based on the time of the recording and completing the graded assessment. The time of a live Zoom class is counted as instructional time. In the online environment, students will do more independent work. Be cognizant of the amount of time the assignments take; have sufficient instructional time, but do not overload students up with too many independent assignments beyond the time required. Track the instructional time so it equals the course credits. (See below)

Maintain Communications with Students

If you have not done so already, send message to students in your course NOW. Let them know your plans for the course in the online format. Keep your messaging positive and supportive.
Post revised schedule NOW.
Post and keep weekly online office hours through Zoom.

Moving to online format

Step 1: Revise your syllabus and schedule
1. Amount of instructional hours
    a. Each course needs to show remaining instructional hours for 7 weeks: 3 credit course = 21 hours; 2 credit course = 14 hours; 1 credit course = 7 hours.
    b. This time should be spread over the six remaining weeks - approximately 3 hours per week for a 3 credit course + 3 hours of make-up time for the week courses were cancelled.
2. Schedule needs to show weekly sessions/assignments with assessments and due dates
3. Identify changed/new assignments with specific instructions for the assignment and submission online. Include the date the assignment is due.
4. Where possible, keep the same/similar schedule and assignments, adding a graded assessment if needed to convert into instructional time.
5. Hold Zoom sessions at the same time as your scheduled class.

Step 2: Determine the type of online instruction format for each class session; options include
1. Asynchronous – Canvas platform
    a. Students complete an assignment, reading, problem set or other self-study that is coupled with a graded assessment; time how long it takes students to complete assignment for instructional time.
2. Asynchronous - Recorded lecture
    a. Record your lecture in Yuja lecture capture and place in Canvas. After listening to the recorded lecture, students complete a graded assessment, such as an exercise/ paper /summary.
3. Synchronous – real-time class using Zoom (must be at the same time as your on ground course schedule)
    a. Zoom lets you lecture and hold discussions in real time
    b. Keep Zoom schedules at the same time as your course is scheduled
    c. Do a Zoom test-run with your students
    d. Students can work collaboratively in Zoom breakout rooms

Step 3: Develop online learning assessment – Many types of assessments can be used in the online environment.
    a. Online testing – guidance and options
        1. consider open book option, time constraints, assessments other than tests
        2. (respondus/lockdown)
    b. Activities/Assignments
        1. rubrics, scoring tools
        2. detailed instructions for the assignments, including due dates, references to scoring tools and rubrics, how to submit online through Canvas
    c. Discussion boards – asynchronous class participation
        1. Criteria for participation clearly defined in a rubric

Step 4: Communicate with students
Communication with students should begin immediately and continue regularly throughout the rest of the term. Keep your messaging positive and supportive. The success of your course will depend on ongoing and regular communication.

    a. Post your revised schedule by March 20 – it should be available before we go online Mar 23.
    b. Maintain regular communication with students – Post weekly announcements to keep in touch
    c. Canvas has convenient messaging to all registered students to facilitate communications. Canvas communicates easily with all students in group or as individuals. This lets you track e-mails in one place easily so questions and responses do not get lost.
    d. Let students know the expected response time to their messages to you (suggested 24 hour response time to a question)
    e. Let students know range of time they can expect to receive back graded assignments and feedback.