

Moving Courses Online – Getting Started Guide

	Suggestions <i>(see accompanying Teaching Maps for explanations and options)</i>	Method/Tool
1	Identify the essential learning outcomes (see resource). At the end of the course, what <i>must</i> learners know, be able to do, and value? Cut the rest. Divide outcomes into topics corresponding to lessons (see resource).	Post Syllabus (PDF) with learning outcomes on Moodle
2	How will you provide direct instruction ? Synchronous option: Meet students in Collaborate at scheduled times and explain slides during the live online sessions (see resource). Asynchronous option: Record slides with voiceover and upload slides to Moodle for students to view on their own time, but within a time frame (see resource).	<i>Synchronous opt.:</i> Collaborate session with uploaded PDF <i>Asynchronous opt.:</i> PPT with voiceover uploaded to Moodle
3	Determine what you will do to personalize the online classroom and build community (see resource). Students need to feel included and connected with others before they are receptive to learning. Cooperative learning, often more effective than learning alone, is not possible until community has been built.	<i>Synchronous ex.:</i> “Photo* intros” using PDF slide and Collaborate mic <i>Asynchronous ex.:</i> Upload “Intro surveys” (Word doc) using Moodle assignment <small>*Any photo meaningful to the student (not necessarily a “selfie”)</small>
4	Select strategies for actively engaging students in learning throughout the course (see resource). A few well-honed strategies are preferable to a large number that become unwieldy. Repetition of strategies from lesson to lesson reduces cognitive load and allows students to focus on learning.	<i>Synchronous ex:</i> “Snowball” in Collaborate chat <i>Asynchronous ex.:</i> “Exit card” submitted using Moodle feedback
5	Facilitate diverse learning approaches in your course by providing content in multiple formats, allowing choices in assignment topic/format, making yourself available through a variety of communication channels, recording Collaborate sessions for pedagogical purposes, and enabling automatic captioning when recording PPTs with voiceover (see resource).	<i>Synchronous ex.:</i> Use “record” in Collaborate <i>Asynchronous ex.:</i> Enable “automatic captioning” in PPTs <i>Communication ex.:</i> StFX email; office hours in Collaborate; Moodle messaging
6	Identify methods of assessment that will be used in the course (see resource). Remember that assessment is used to reinforce learning and provide feedback to students on how they are doing, not simply to grade them. Consider what forms of assessment are appropriate for your discipline and class size.	Low-stakes Moodle quizzes with multiple attempts to reinforce lesson outcomes; take-home exams submitted through Moodle assignment; time-limited, unproctored exams using Moodle quiz

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“Moving courses online – Getting Started Guide” was prepared by the StFX Task Force for Online Preparedness, the StFX Teaching and Learning Centre, and the StFX Faculty Development Committee. The Guide has been adapted from [Remote teaching: a practical guide with tools, tips, and techniques](#) by Alison Flynn and Jeremy Kerr. Both the Guide and the original are licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#).