

## **Remote Teaching Principles for Faculty Fall 2020**

Guiding Principles: **Equity, Flexibility, Simplicity, Reasonable Workload**

### Things to keep in mind

- Students in the BScN, BNI, and DE programs will be completing their clinical courses in blocks meaning that they will be in clinical settings for 4-5 days a week for a number of week (weeks vary per program) and therefore they will not be able to participate/complete learning activities linked to other courses that they are also registered in during the semester for numerous weeks in a row.
- Many BNI, NE, and NP students are working as RNs/CPNPs and may have less flexibility in terms of determining their work schedule and the number of hours they work. Some non – clinical courses may have a mix of students from different programs with different constraints.
- Not all students have access to a high-quality internet connection.
- Some students may be learning in different time zones.
- (Some students may be accessing course information on their cellphone).
- Some students may have equipment that is not compatible with some of the online teaching platforms (e.g., chromebooks).
- Some students may not be comfortable with using technology for learning.

Faculty time to complete this plan and impact on workload is important to keep in mind – quality versus quantity.

### **Course planning guidelines**

- Fixed: Activities that require students to participate together online at the same time.
- Flexible: Activities that allow students to participate online at any time of their choosing.
- Keep fixed activities to a minimum – prioritize the course competencies that can only be accomplished using a fixed approach (the proportion of fixed vs. flexible activities will be dependent upon the considerations listed above, as such, this may vary per course).
- All fixed activity sessions should be recorded and made available to students who are unable to attend. Students should not be penalised for not attending or engaging in fixed activities.

To consider:

- Allocating marks for students' reflections and responses to content in a discussion board on myCourses as a way of determining how students are engaging with the material.
- Best practices suggest keeping recordings as short as possible (less than 60 minutes, ideally numerous recordings of 10 mins or less are recommended instead of a longer recording).
- Exceptionally, for this Fall it is encouraged that if students need to be part of a group in non – clinical courses students are paired with students from the same program and/from the same clinical block group for ease of scheduling.
- Providing students with an estimate of how long learning activities should take – 'time on task'.

Tips:

- Try to keep group sizes small (<6 per group) to facilitate group work and coordination of meetings. Consider using breakout rooms in your zoom modality.
- Build flexibility into what is being evaluated e.g. best 3 out of 4 assignments, flexible due dates, etc.
- Plan a COVID assignment e.g. in the event that a student should become ill: an assignment that a student can complete after they recover.
- Have a back-up plan in case you become ill – please communicate this to the relevant Program Director. Identify a faculty who would cover for you.
- Students can record oral presentations and submit them online for peers to view and for instructors to evaluate.
- Use the discussion board for questions so that all students can see your response and benefit from the answers
- Consider using video responses and introduction to encourage engagement

Assessment:

- Aim for multiple low stakes assessments, if possible (e.g., weekly quizzes).
- Avoid large exams/midterms, if possible.
- Consider using peer assessment to complement your grading scheme (e.g., PeerGrade).
- Consider using rubrics on myCourses.
- Think about holistic vs analytic rubrics. Each has advantages for specific types of assignment. Match rubric to assignment (e.g., reflection --> holistic rubric; CMAP --> analytic rubric).
- Consider using "class progress" in myCourses as a way to assess engagement with material.
- Consider using 'intelligent Agent' function in myCourses to send automated responses to students they have or have not completed a learning activity.

### Tips regarding Communications with Students:

- Clear communication with students regarding your plan and expectations is key
- Include “time on task” in all communications about assignments/class work (i.e. how much time a task is expected to take)
- Try to limit the amount of communications with students to avoid overwhelming them as it is probable that they will also be receiving a significant amount of communications from other course instructors/coordinators, the ISON and the University – e.g. Use Announcements in myCourses instead of sending an email.
- Consider outlining suggested ‘order of viewing’ of different recorded lectures to ensure students are prepared for some specific courses (i.e. watch 209 + 235 content before completing 224)

### Course outlines guidelines

Please include a section on your course outline that includes:

- How you will teach the course (e.g., platform used, class times, hybrid?)
- Recommended equipment
- How learning activities (e.g., lectures, labs, conferences) will be conducted
- Whether you will record your lectures (this is requested)
- Whether/how you expect students to participate in class discussions
- How students can reach you
- The methods of assessment you will use
- How you will provide feedback and where they can find it in myCourses if applicable
- Your expectations for class conduct (e.g., respectful communications and interventions) (What kind of time delay they can expect for an answer to an email)
- Include links to resources for students on remote learning in your course outline  
<https://www.mcgill.ca/tls/students/remote-learning-resources>

### Helpful Resources

<https://www.mcgill.ca/tls/instructors/class-disruption/tools/zoom>

<http://donaldclarkplanb.blogspot.com/2019/11/video-for-learning-15-things-research.html>

<https://er.educause.edu/blogs/2020/4/student-centered-remote-teaching-lessons-learned-from-online-education>

<https://www.mcgill.ca/nursing/about/ison-covid19/techcommunications>