



Remote Delivery 2.0 for Fall 2020

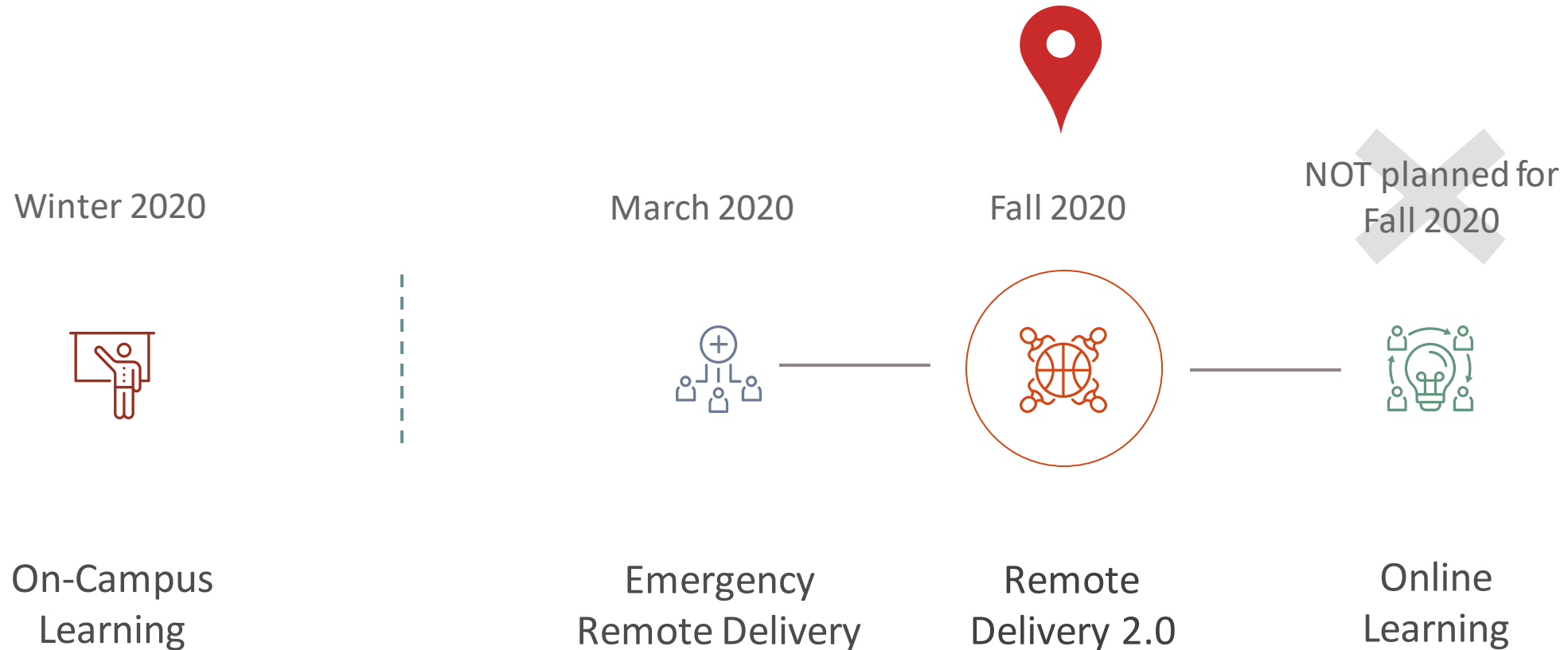
Ingram School of Nursing, June 5, 2020

This session is being recorded ▶

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Teaching and Learning in a Pandemic



Session Outcomes



Define Remote Delivery 2.0 vs Online Learning.

Identify information to consider about student, instructor and course context.

Identify options for choosing course materials and considerations for flexible and fixed activities.

Plan for the Session

1. Defining Remote Delivery vs Online Learning
2. Considerations for Planning Remote Delivery
3. Fixed and Flexible Delivery
4. Materials for Remote Learning



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Defining Remote Delivery vs Online Learning



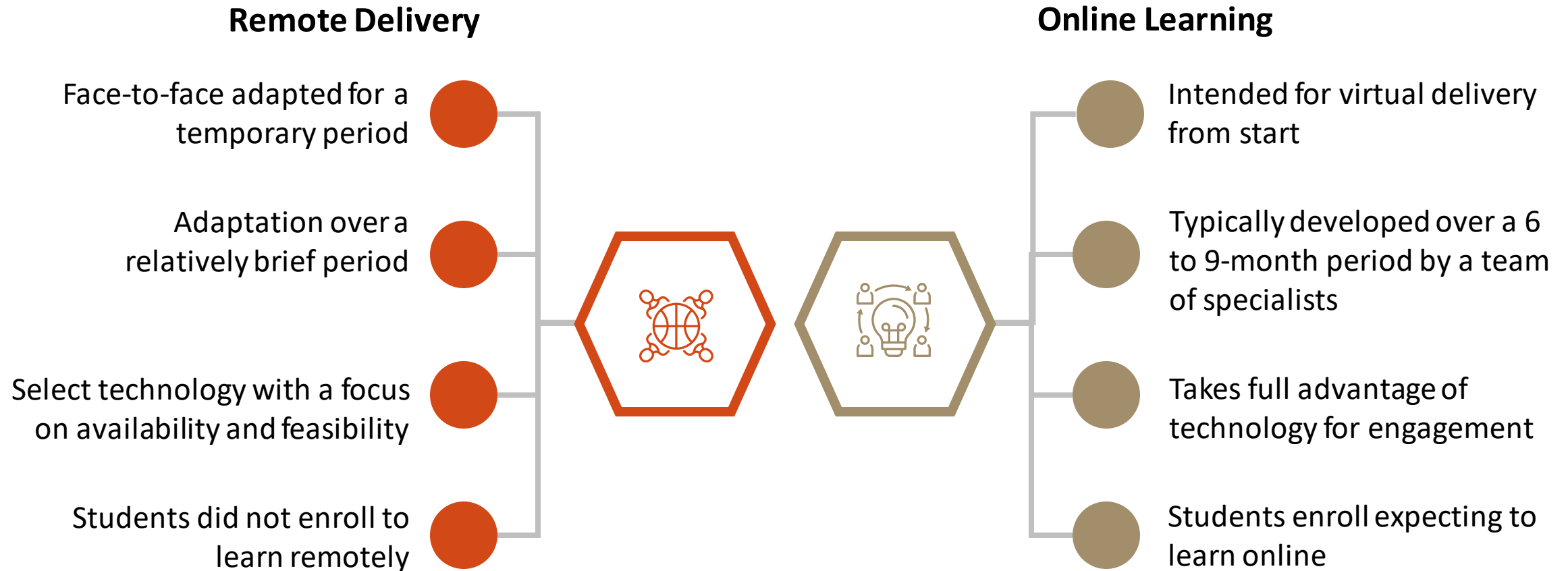
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Remote Delivery vs Online Learning



Student Engagement

(Anderson, 2003; Riggs, 2020)

Student to content
interaction



Student to student
interaction



Student to instructor
interaction



Considerations for Planning Remote Delivery

1

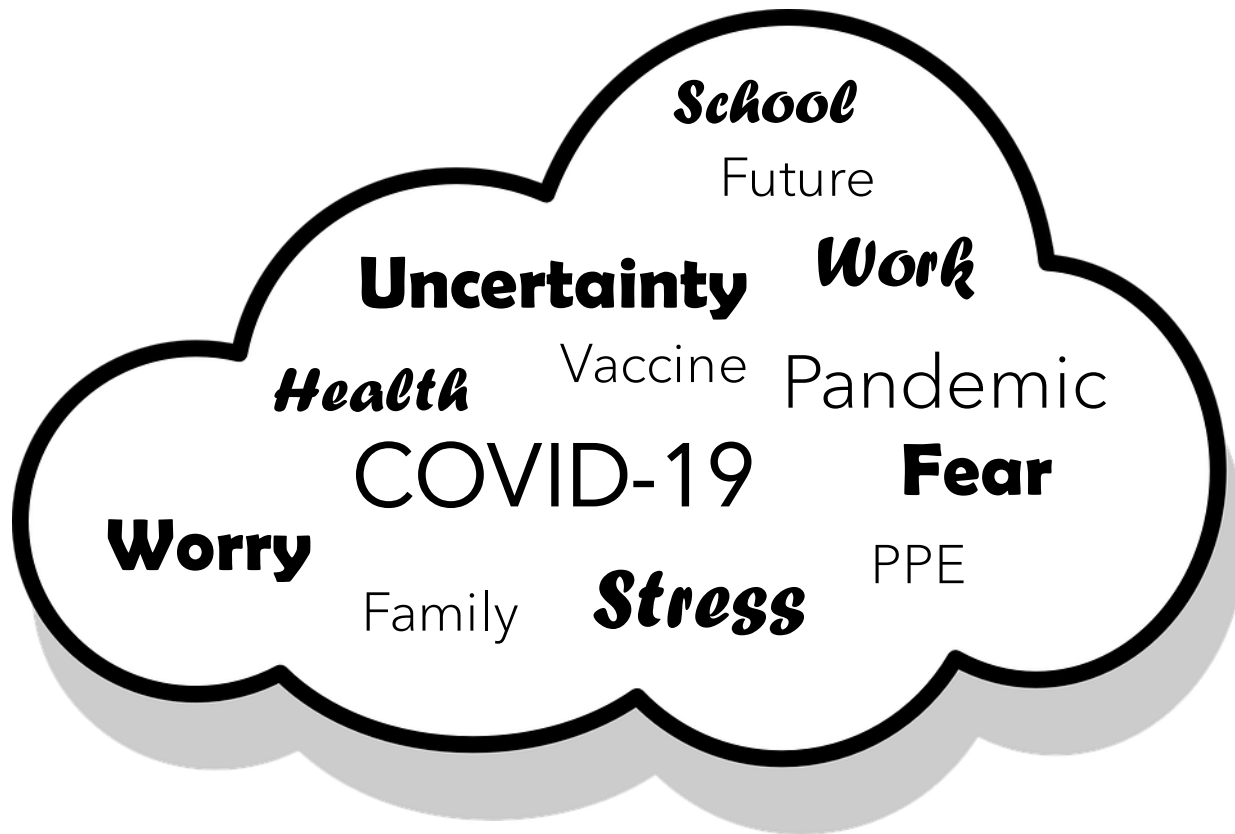
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COVID Context

(Imad, 2020; Newhouse, 2020)



Impacts:

- Focus
- Motivation
- Decision-making
- Time-management

Strategies:

- Transparency and Communication
- Connection and Community
- Empowerment

Student Context

A Zoom meeting window titled "Zoom" is displayed. The window is divided into a 3x3 grid. The top-left cell is a green rectangle with the text "Accessibility". The top-middle cell shows a video thumbnail of a woman with long dark hair, wearing a yellow shirt, smiling and covering her mouth with her hand. The top-right cell is a red rectangle with the text "Student Location". The middle-left cell shows a video thumbnail of a woman with curly dark hair and glasses, wearing a white sleeveless top, smiling. The middle-middle cell is a blue rectangle with the text "COVID Context". The middle-right cell shows a video thumbnail of a man with a beard and glasses, wearing a grey hoodie and a red cap, looking directly at the camera. The bottom-left cell is an orange rectangle with the text "Year of Program". The bottom-middle cell shows a video thumbnail of a man with dark hair, wearing a grey hoodie and white headphones, looking directly at the camera. The bottom-right cell is a grey rectangle with the text "Internet & Bandwidth". At the bottom of the window is a dark toolbar with icons for microphone, video, screen sharing, chat, and other meeting controls. The text "End Meeting" is visible in the bottom right corner of the toolbar.

Zoom

Accessibility

Student Location

COVID Context

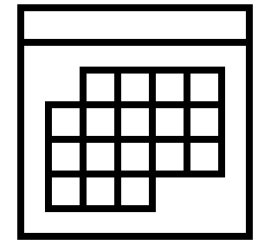
Year of Program

Internet & Bandwidth

End Meeting

Instructor Context

- Time available to adapt course(s)
- Number of courses to adapt
- Internet service; bandwidth
- Physical space
- Clinical context



Course Context



Class Size



**Learning
Outcomes**



Course Format



**Course Topic
& Level**



**Assessment
Type**



Fixed and Flexible Delivery



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2

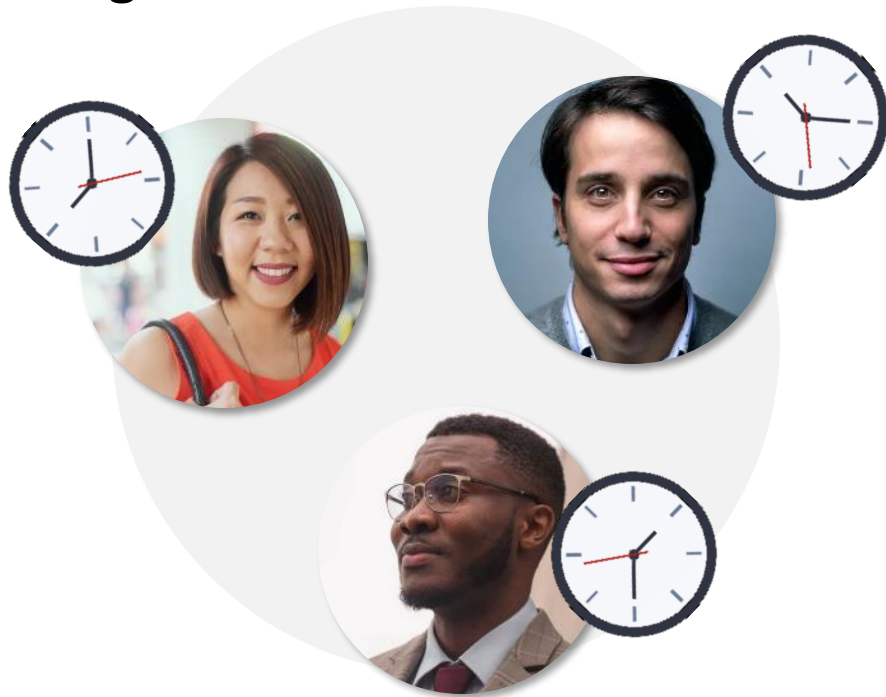
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Remote Delivery Activities

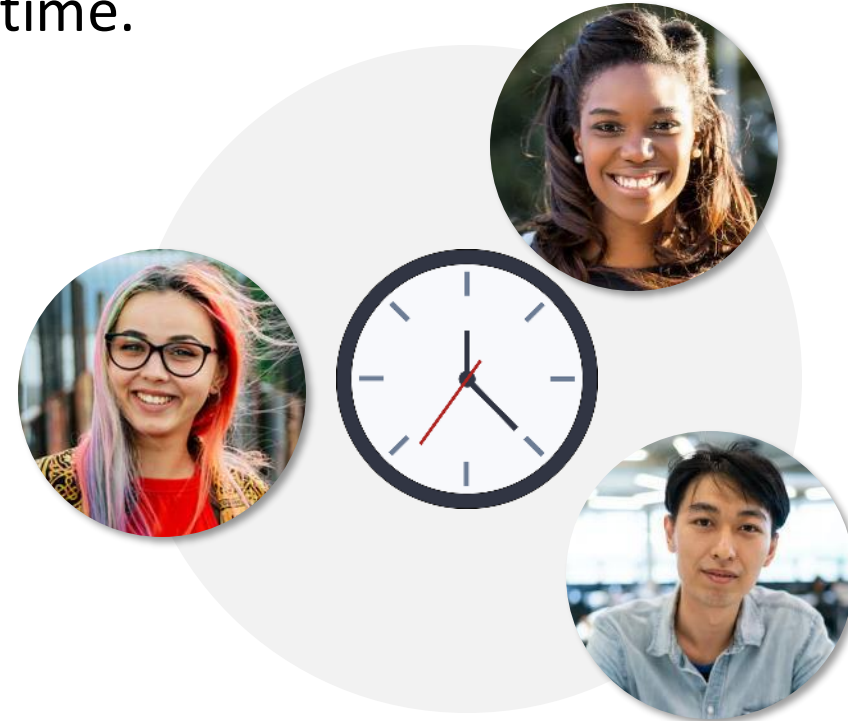
Flexible Activities

Activities that allow students to participate online at any time of their choosing.



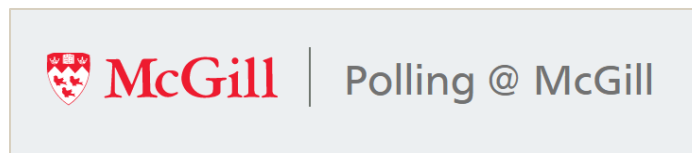
Fixed Activities

Activities that require students to participate together online at the same time.

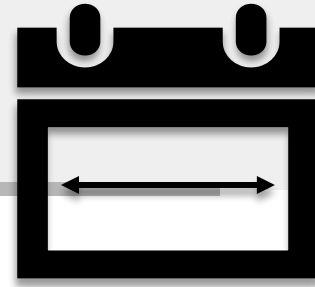


Examples of *Flexible* and *Fixed* Activities

Acquisition		Interaction		Assessment	
Flexible	Fixed	Flexible	Fixed	Flexible	Fixed
<ul style="list-style-type: none"> • Screencasts • Demonstrations • Curated videos • Course readings 	<ul style="list-style-type: none"> • Live lecture • Panel discussions • Guest speaker (streamed) 	<ul style="list-style-type: none"> • Discussions forums • Groupwork collaboration 	<ul style="list-style-type: none"> • Q&A or Discussion • Polling • Groupwork collaboration 	<ul style="list-style-type: none"> • Take-home exam • Essay • Recorded oral presentation 	<ul style="list-style-type: none"> • Online exam • Live oral presentation



Flexible Activities



Benefits

- Complete at your time and place
- More options for delivery and format
- Students can review and reflect

Challenges

- Comfort-level with technologies
- Bandwidth and access



Fixed (Live) Activities

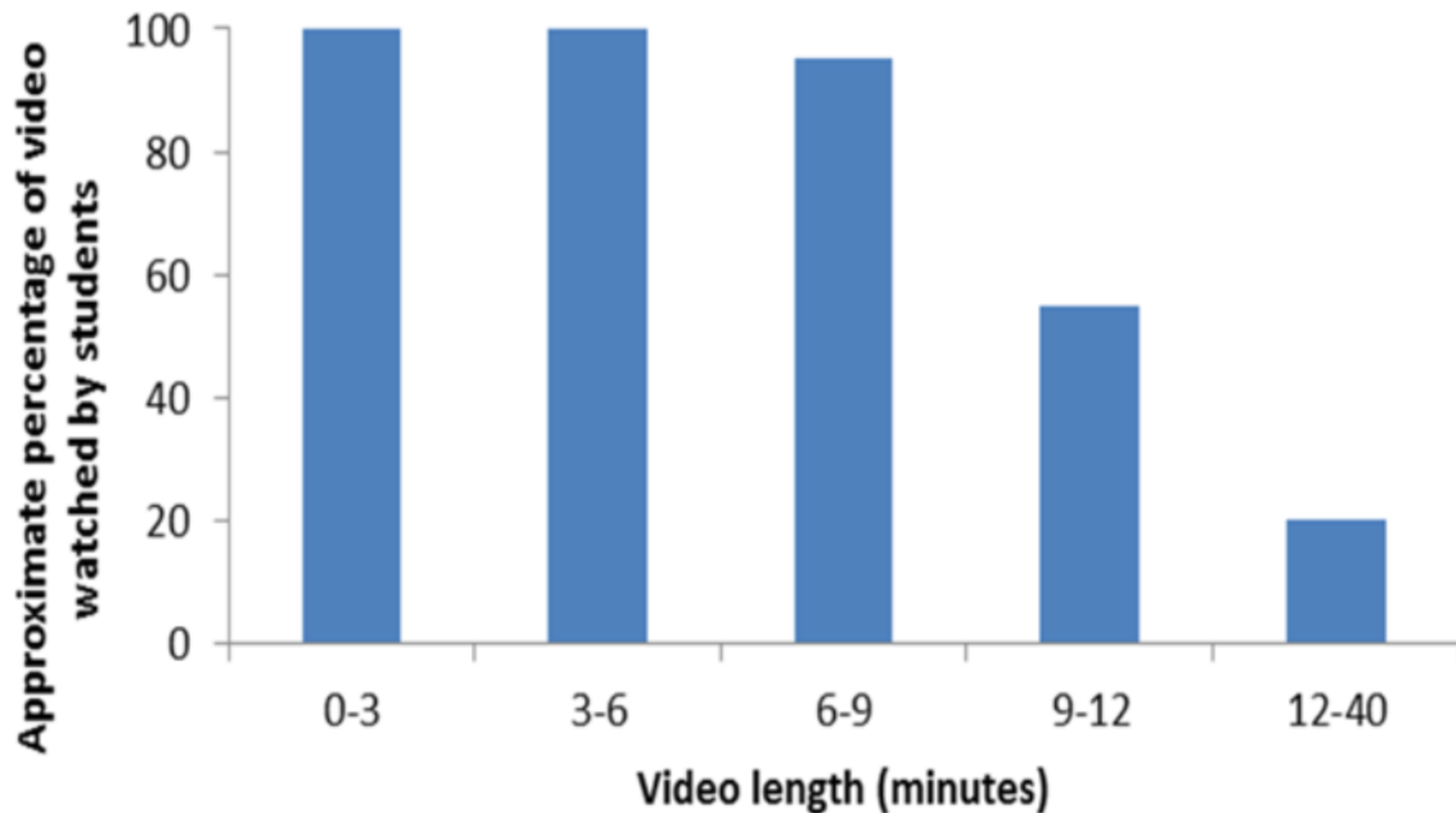


Best-practices for Fixed Sessions

- Shorter than one hour
- Ideally 10-minute chunks of delivering information
- Record your session

Student engagement with streaming videos

Based on Guo et al., 2014





Materials for Remote Learning



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Curating Course Materials

Open Educational Resources (OER) – use, reuse, adapt and share

Publisher integrations in myCourses



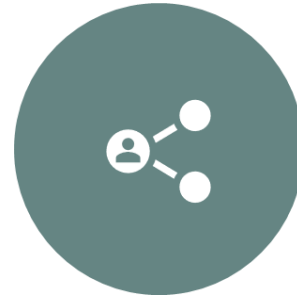
Copyright and Intellectual Property

Copyright at McGill: <https://www.mcgill.ca/copyright/faq>



McGill Copyright Guidelines

- 15% of work
- 1 chapter of a book (<20%)
- 1 entire journal article
- Savia at the McGill Library



Sharing in myCourses

- Closed environment
- Same as on-campus rules
- Exceptions for full movies, film and music (contact your Librarian)



Sharing Publicly Online

- Copyright guidelines do NOT apply
- Contact your Librarian to find alternate content

Expanded
Limit
35%

Instructions: <https://www.mcgill.ca/copyright/mycourses/reporting>

Library Collections

- **The McGill Library:**

<https://libraryguides.mcgill.ca/onlinevideoandfilm>

Access a growing collection of downloadable and streaming media, such as:

- Kanopy: <https://mcgill.kanopy.com> Free access to thousands of movies through the Library
- HathiTrust Digital Library: <http://www.hathitrust.org> provides full-text access to 3 million items
- Access nursing resources, such as multimedia, guides, and more:
 - <https://libraryguides.mcgill.ca/nursing>



Because it is a powerful experience.



Technology Considerations

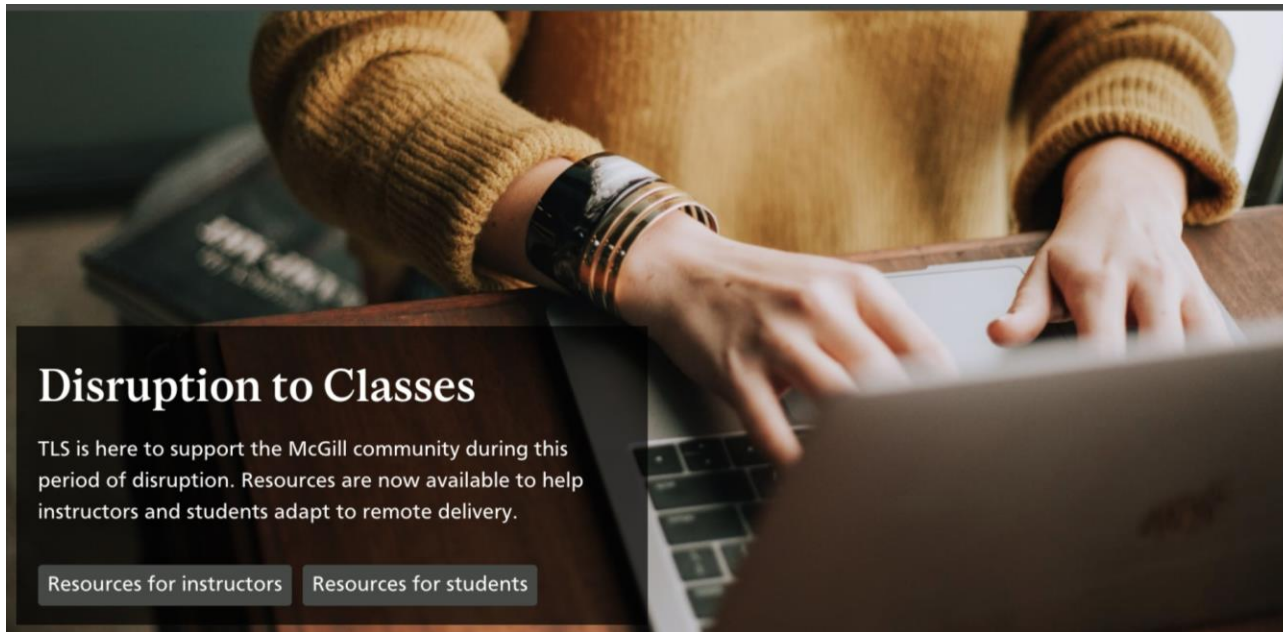
- Fit with learning goals
- Comfort level with technology
- Learning curve
- Impact on learning outcome and evaluation
- Keep it Simple



Key Takeaways



TLS Resources



Disruption to Classes

TLS is here to support the McGill community during this period of disruption. Resources are now available to help instructors and students adapt to remote delivery.

[Resources for instructors](#) [Resources for students](#)



Strategies for Remote Teaching & Assessment

[Learn more](#)



Tools for Remote Teaching and Assessment

[Learn more](#)



Webinars

[Learn more](#)





Support from other McGill Units

[Learn more](#)



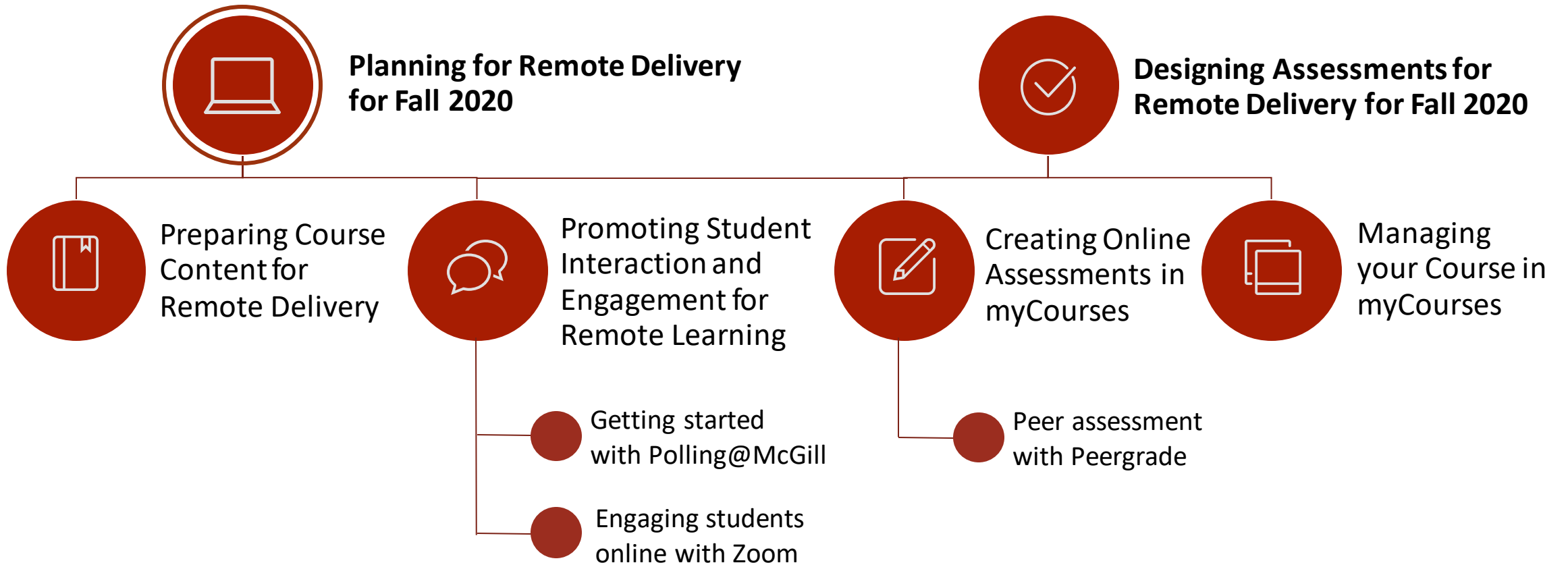
Type your question in
the chat window
OR
Raise your hand

To raise your hand:

- Click on 'Participants'  in the zoom control panel
- In the new window, click on the  'Raise Hand' icon



TLS Webinar Sessions



Resources



Accessibility Guidelines and Document Checkers: <https://www.mcgill.ca/osd/faculty-staff/resources> , <https://mcgill.ca/tls/instructors/class-disruption/support>

Accessibility Assistive Technologies (Temporarily free): <https://mcgill.ca/equity/resources/disability>

Best Practices for Equitable & Inclusive Student-Centred Learning: <https://mcgill.ca/equity/resources/covid-19-best-practices-equitable-inclusive-student-centred-learning>

Copyright at McGill: <https://www.mcgill.ca/copyright/faq>

Comparing In-Person and Remote Learning Activities [Table]: <http://fensie.com/index.php/2020/03/11/keep-calm-and-go-online/>

Kanopy Collections: <https://mcgill.kanopy.com/>

Mayer's 12 Principles of multimedia learning: <http://instructionaldesign.io/toolkit/mayer/>

McGill Library Streaming Media: <https://www.mcgill.ca/library/services/teaching/class-screening/media>

OER Commons: <https://www.oercommons.org>

Online Books Access Hathi Trust: <https://www.hathitrust.org>

Remote learning resources: <https://mcgill.ca/tls/students/remote-learning-resources>

SKILLSETS webinars: <https://www.mcgill.ca/skillsets/events>

Strategies for Remote Teaching and Assessment: <https://mcgill.ca/tls/instructors/class-disruption/strategies>

TA FAQs: <https://www.mcgill.ca/skillsets/offerings/teaching-assistant-training/faqs>

TLS Tools for Remote Teaching and Assessment: <https://mcgill.ca/tls/instructors/class-disruption/tools>

What the research says about video for learning [blogpost]: <http://donaldclarkplanb.blogspot.com/2019/11/video-for-learning-15-things-research.html>

References and Readings

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