ADAPTING YOUR COURSE FOR
REMOTE TEACHING
A PLANNING RESOURCE FOR INSTRUCTORS

This resource document is intended to help you adapt your course(s) for remote teaching and learning. It begins with a course design model that you can use as a framework for adapting your course(s). It is followed by questions associated with the framework to help you with decision-making.

When you do your planning, keep the ratio of credit hours to student work hours in mind:

Credit hours: one credit is generally equated to approximately 45 hours of total work by the student. The hours can be a combination of class, laboratory, tutorial, or conference time plus personal study hours, and the personal study hours may include required activities.

The remote delivery context has made clear that the concept of contact hours is not a useful determinant of effort expended by students; in many cases, students may spend time reading or viewing material before coming together with their group to discuss or practice new skills and knowledge. To the extent possible, credit hours should not require a fixed number of synchronous hours, as different course designs will result in different scheduling options. Notwithstanding the above, certain programs may establish a minimum number of contact hours due to accreditation requirements. Note however, that to avoid scheduling conflicts, all synchronous meetings should be held at the time the course is scheduled for in the course calendar.

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A COURSE DESIGN MODEL FOR ADAPTING YOUR COURSE(S)

QUESTIONS TO CONSIDER

The questions associated with the model are intended to help you with decision-making. Some of the questions straddle more than one facet of course adaptation. We do not imagine you will be able to address the questions sequentially as your planning and decision-making will likely evolve as you reflect on the many considerations. *Questions in italics are pertinent in light of the COVID-19 situation.*

Each time you contemplate a decision, ask yourself: Are the learning outcomes, assessments, and instructional strategies aligned?

CONTEXT

COURSE

- Is the course required or optional? Have I considered the impact on students’ motivation for doing course work? Have I considered the impact on student stress-level related to performance?
- What prior knowledge and experience do my students have? Have pre-requisites been completed? *Due to COVID disruption, do students potentially have knowledge gaps?*
- How many students are enrolled in my course? Have I considered how the number of students may influence the assessment strategies and engagement activities I choose?

For more information, check out the [TLS Remote Delivery Webinar Series](#)

- Will the remote environment impact students’ time for task completion?
- *In addition to the McGill policies, which Faculty and unit policies and guidelines is the course subject to?*
STUDENT

- Are the students incoming students? Are the students about to graduate? Have I considered student level/familiarity with the program as this can influence students’ ability to be independent with their learning? Have I considered varying levels of familiarity with campus/program resources?
- What barriers to learning might students experience?
  - Being in different time zones?
  - Having access to internet service?
  - Having adequate bandwidth to access content, participate in classes, and do assessments?
  - Being in a physical space to participate online during class time?
  - Being able to access materials?
- What is the impact of COVID-19 on students, including physical and mental health, and family impact?
- Do students have the adaptive technologies they need to complete their work remotely?

INSTRUCTOR

- Considering my personal circumstances, how much time do I have available to adapt my course(s)? How will the time I have available influence my planning decisions?
- How reliable is my off-campus internet service?
- To what extent do I have the physical space to teach “live?”
- How can my experience teaching remotely in Winter or Summer 2020 inform my Fall 2020 planning decisions?
- How comfortable am I with using technology tools for teaching?
  
  For more information, check out the TLS Remote Delivery Webinar Series

- What TA resources will I have?
- Do my students know the best way to communicate with me?

CONTENT

- How much flexibility do I have with deciding on course content? On materials?
- How do I gauge beforehand what concepts and skills would be most useful for students to learn?
- How can I best structure and organize my content in myCourses to facilitate learning?
- How can I best structure and organize my content to facilitate learning during Zoom sessions?
- What resources/materials (e.g., library holdings) are available to support students’ learning?
- Have I considered accessibility (e.g., accessibility levels of materials in myCourses, captions for videos, transcriptions for audio-only material)?
OUTCOMES

- What are the skills, knowledge and values that I would like students to have acquired by the end of the course?
- How much flexibility do I have with deciding on learning outcomes?
- Have I articulated the learning outcomes for both me and my students?

ASSESSMENT

As you consider how you will assess students’ learning, we encourage you to view example evaluation schemes that are intended to inspire you to plan assessments that are appropriate for your course(s).

ALIGNMENT (LEVEL AND WEIGHTING)

- What kinds of assignments/exams would require students to think at the same level as my learning outcomes?
- How will students demonstrate their learning? Do they need to produce original work? Answer questions?
- Is the weighting of the different assessments appropriate in relation to the importance of the learning outcomes being assessed and the time students will spend learning?

WORKLOAD

- Are the number and sequencing of the major assessments reasonable for the credit weight of the course in terms of workload for me and my students?
- Will students do the assessment individually? In pairs? In small groups?
- Have I considered which assessments should be done at fixed times and which should be done at flexible times?
- Have I considered accommodations for students who may not be able to complete an assessment in the planned format?
- What tools will be needed for assessment? How much time will I have to learn new tools? Would I prefer to work with familiar tools?

For more information, check out the TLS Remote Delivery Webinar Series

- Who will provide students with feedback comments on their work? Me? TAs? Graders? Peers? Students themselves (i.e., self-assessment)?
- Who will grade students’ work? Me? TAs? Graders?
FEEDBACK

- How can I break major assessments (e.g., projects, term papers) into smaller parts so that students get regular feedback?
- How can I build in multiple opportunities for students to demonstrate their learning in a variety of ways and receive timely feedback throughout the term?
- What tools will be needed for providing oral or written feedback comments? How familiar am I with tools built into myCourses (e.g., Rubrics, Audio feedback, Auto-grading of quizzes, Written comments)?
- Have I set up the myCourses Grade Book so that I can manage grading tasks and convey information to students efficiently?

For more information, check out the [TLS Remote Delivery Webinar Series](#).

ACADEMIC INTEGRITY

- How can I design assignments that allow students to demonstrate their learning in fair ways while promoting academic integrity?
- How can I implement assessments that are fair for students and manageable for students and me in terms of workload?

STRATEGIES

ALIGNMENT

- Do the instructional strategies provide students with opportunities to practice the knowledge and skills they will need to demonstrate on the assessments?
- Will students work on their own? In pairs? In small groups?

FEEDBACK

- With both flexible and fixed strategies in mind:
  - How will students get practice using the knowledge and skills they need to succeed?
  - Who will provide feedback comments? Me? Peers? Students themselves (i.e., self-assessment)?

PLANNING LEARNING ACTIVITIES

- What are the benefits and challenges of flexible and fixed instructional strategies for me and my students?
- Have I considered which activities should be done in flexible time and which should be done in fixed time?
- What tools will be needed for students to engage in the learning activities?

MOTIVATION

- Have I chosen instructional strategies that promote interaction and engagement?

Remember to view example evaluation schemes that are intended to inspire you to plan assessments that are appropriate for your course(s).