

# Moving to remote courses – Quick start overview

Suggestions (see guide for explanations, options)

Method/Tool



- 1 Identify the **essential learning outcomes** or topics. At the end of the course, what MUST learners know, be able to do, and value? Cut the rest. Break LOs into modules/sections.

PDF  
Post in Brightspace



- 2 How will you **share content**? For example: curate or record short video lectures (2 – 15 min) or post text with main content. Use videoconference time to address more complex ideas and work through problems. For synchronous<sup>a</sup> options, also record the session to make available asynchronously<sup>a</sup>.

Asynchronous<sup>a</sup>: record videos, post on YouTube and link through Brightspace  
Synchronous<sup>a</sup>: [Adobe Connect](#)/[Teams](#)/[Zoom](#)



- 3 **Offer practice with feedback**  
These can include: optional practice sets with answers (async.), group work on problem sets during videoconference (sync.), using a response system.

Async: PDFs with answers  
Brightspace quizzes  
Sync.: [Adobe Connect](#)/[Teams](#)/[Zoom](#) & [Echo360](#)/[Menti](#)



- 4 Identify methods for **assessment** that focus on learning. Consider weekly interactive quizzes (async.), collaborative, open-book exams.

Brightspace quizzes  
Exams administered as Brightspace “assignments”



- 5 **Identify methods for communicating** with students. Tell students what to expect, e.g., that you respond once daily to email and have office hours on Mondays 1 – 2 pm.

Brightspace announcements,  
Email, [Teams](#)/[Zoom](#)



- 6 **Teaching assistants** can run DGDs<sup>b</sup>, forums, make videos, or answer questions in the chat during classes.

Brightspace forum, [Adobe Connect](#)/[Teams](#)/[Zoom](#),  
DGDs, Email



- 7 **Support students** by being flexible and providing resources. Equity and wellness are major issues both for online learning and because of the pandemic. Students have not chosen to learn this way and may not have the needed tools or skills.

Ask students, consider alternatives, provide resources

• <sup>a</sup>Synchronous: everyone present at the same time, e.g., videoconference; asynchronous: students/professors contribute at their own pace and time (e.g., email, discussion forum); can still have deadlines. <sup>b</sup> DGD = Discussion group | Groupe de discussion (i.e., tutorials).  
• Do what you can: it doesn't need to be perfect (is there such thing?) but it can still be a good learning experience, given this need for remote teaching.  
• The Teaching and Learning Support Service (TLSS) provides support for many of the tools identified, especially Brightspace.  
• There are excellent, detailed resources on creating remote courses. This guide is simply meant to be a quick way to get started.  
• Suggestions welcomed! Icons from Freepik and Eucalyp from Flaticon.



# Suggested weekly course sequence

Asynchronous

Learning outcomes (LOs)

- Written in the syllabus (could be topics)
- Break into modules/sections
- Each part of the course (e.g., videos, quizzes, classes) is connected with one of these LOs



Short videos

- 2 – 15 min
- Topics or subtopics of main lectures
- Post online
- Replace lectures



Quizzes

- Create in Brightspace
- Relate to simpler video concepts
- Scheduled regularly (e.g., weekly deadlines)



Problem sets

- Post questions and answers in Brightspace (PDFs)
- Optional extra practice



Synchronous

Classes via videoconference

- Twice weekly; post notes on Brightspace ahead of time
- Students answer via [Echo360](#)/[Menti](#), Professor guides
- TA monitors chat (answers questions)
- Record and post on Brightspace



DGDs<sup>b</sup>

- Weekly, 1 hr of problem-solving plus 20 min Q&A
- Focus on areas of student difficulty OR specific themes OR basics/challenge questions



Midterm and final exam

- Consider alternative assessments (e.g., group, open-book)
- Traditional exam format may be available (e.g., proctor software or in-person)



Communication

- Announcements via Brightspace
- Email (asynchronous)
- Office hours (weekly, synchronous)



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