Guidelines and resources for modifying your courses.

Remote Learning
When planning for remote learning, it is important to remember flexibility, consider how to ease the concerns and workload for you and your students and recognize the importance of ongoing communication with your students. Scale back on any non-essential learning material, keep this simple and flexible so you can adjust to any new situations. Keep in mind that the term is not going to be extended, this means that the course requirements will need to be adjusted.

Flexibility
- Reduce workload for students as everyone adjusts to an alternative environment
- Wherever possible, be flexible with students; consider which activities need students to be online at the same time, and which can be done asynchronously so that students can work in different time zones and at their own pace.
- Provide flexible due dates where possible

Ease
- Select tools and approaches familiar to you and your students...this is not time to experiment!
- Ease their minds, as soon as possible, taking the opportunity to set the tone in terms of norms and expectations
- Recognize that students may have feelings about the time away from the physical class; reassure students that you are all in this together, and that you are there to help them be successful
- Remember that students’ mental health, anxiety and depression may be heightened due to self-isolation and overall concern about the situation

Ongoing communication
- Share your remote learning plan with your students no later than the end of the day Friday, March 20.
- Review your course outline and critical path with your students
- Be clear about any changes to the assessment structure
- Summarize all of the changes to the course in one place - via Course Announcements in OnQ is the best place to do this

Where do I begin?
1. **Review course level learning outcomes**
   - Are there any course level learning outcomes that have not been met?
   - What is reasonable and doable for the time being?
   - What needs to be prioritized?

2. **Adapt Assessments**

   If you still have course level learning outcomes to assess, consider how to reduce the number of outstanding assignments/assessments. Some assignments may be modified or removed, and other assessments reweighted to compensate these changes. The essential requirements of the course should remain constant.

   Consider the following:
   - Adapting assessment(s) to meet the remaining learning outcomes & re-weighting (e.g., condense into one assessment)
   - Consolidating instructional content/material in one location in OnQ to help students succeed in completion of task
   - Providing Q&A opportunities for prior to submission

3. **Adjust Final Exams (There will be NO face to face proctored final exams)**
   - Change the exam to be a take-home exam which could be submitted in OnQ. Remember to stay within the scheduled exam period.
   - Using the quiz feature, host the exam in OnQ, at the regular scheduled exam time (may shorten timeframe from 3 hours)
   - Create an assessment (e.g., paper) that still meets the exam learning outcomes - but can be completed from home and submitted through OnQ
   - Instructors are allowed to innovate options not specified here. The parameters are that the substitute assessment:
     - Must be completed remotely,
     - Must take place/be submitted during the scheduled exam time or if a take-home exam, essay or other assessment, it can be due on or after the 5th day of the exam period and no later than the end of the exam period.
     - Please be mindful of the privacy of student data. Many platforms do not meet Queen’s University’s privacy guidelines.
4. Review Content Delivery
   ● Use technology that you are already familiar with - you don’t need to be an expert in technology!
   ● When necessary, use pre-recorded micro-lectures (less than 10 minutes) and try to avoid live streaming lectures (these services are shared global and may experience delays, students may not be equipped to attend)
   ● Focus the skills/content on what is needed to complete the assessment(s)

5. General resources

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<th>Alternative Assessments</th>
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| Quizzes                 | • Reweight already completed quizzes  
                           • Check publishers test bank for questions that may be of use  
                           • Convert a paper-based quiz to online using OnQ (multiple questions, fill in the blank, written responses and more)  
                           • Consider open book  
                           • Allow multiple attempts to demonstrate mastery | • Quiz in OnQ with randomized questions and a time limit. |
| Exams                   | • Use a take home exam  
                           • Host exam in OnQ, use same time that is currently scheduled  
                           • If concerned about academic integrity, reduce weight of final exam and reweight to other assessments; use OnQ settings such as randomized questions and answers, time limits, etc.  
                           • Create an assessment in place of the exam that can be completed from home and submitted through OnQ | • Quiz in OnQ with randomized questions and a time limit.  
                           • Turnitin is available to maintain Academic Integrity. |
### Visual Performances
- Encourage students to submit video/audio content
- Use cell phones to record
- Windows 10- Xbox screen recorder (under games), simple to use
- Screencast-o-matic, or QuickTime (on Mac only).

### Presentations
- If group, consider individual submission
- Reconsider whether or not this is required
- Submit video/audio
- Assignment to OnQ
- Shared Documents in O365 OneDrive
- Microsoft Teams is an online tool that enables conversations, documents, audio/video conferencing, and document sharing

### Written Assignments
- Submit to assignment folder
- Reduce number of assignments to meet course requirements
- Assignment to OnQ
- Turnitin is available to maintain Academic Integrity.

### Review Activities
- Create Q&A Discussion forums
- Develop practice quiz in OnQ
- Discussions
- Quiz in OnQ

### Alternative Delivery of Content
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<th>Considerations for Remote Learning</th>
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<td>Lectures</td>
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<tr>
<td>- Focus on necessary content</td>
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<td>- Use prerecorded lectures</td>
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<td>- Virtual real time lectures</td>
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<td>- Use micro-lectures (less than 15 minutes on essentials)</td>
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<td>- Replace with assigned readings or other forms of existing multimedia (e.g., Tedtalks)</td>
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<td>- Narrated or annotated PowerPoint presentation</td>
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<tr>
<td>- Learn how to record voiceover notes see this LinkedIn Learning course:</td>
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<tr>
<td>- Microsoft Teams is an online tool that enables conversations, documents, audio/video conferencing, and document sharing</td>
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<td>- Microsoft stream for creating transcripts</td>
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### Active Learning (Labs, tutorials, seminars)
- Use previously gathered data from earlier labs.
- Analyze openly available data sets.

### Support material (textbook, articles, videos etc.)
- Focus on content that is necessary
- Provide guiding questions to focus students
- Be sure you have copyright to use it
- Accessibility for students still needs to be considered

### Communication
- Post course announcement
- Send emails
- Hold office hours (online or by phone)

### Microsoft Teams
is an online tool that enables conversations, documents, audio/video conferencing, and document sharing

### University of Calgary Virtual Labs

### Queen’s video collection
- Paris Museum Art Images
- MERLOT.org
- MIT Open Courseware

### Reweighting Assessments
If your essential course learning outcomes have been assessed and you do not need to assign further work, students who counted on this remaining work to increase their grade, may be disadvantaged. In this case, you can offer all students the opportunity to choose between their current reweight grade or submitting a final assignment.

### Maintaining Academic Integrity with Quizzes
OnQ quizzes has a few options to help maintain academic integrity including the ability to randomize the questions each student receives, randomize the answer order for each question, set a time limit for quiz completion, and display 5 question at a time with no backtracking.

1. Randomize questions for each student using the question library. For example, 20 questions for each student can be randomly selected from a library of 50 questions, giving each student a different set of questions.
2. Use the randomize answer order for each question. Even though the answers options will be the same for all students, the order will be different.
3. Show 5 questions at a time and prevent moving backwards through the questions. This option requires students to answer a set of questions before moving to the next one.
4. Set a reasonable time limit which will minimize the opportunity for students to consult other sources. (1 minute per mcq).
5. Break the test in two parts with a break in-between so students only see half of the test material.
6. Make tests available for limited time period, requiring all students to complete the test at the same time. You will need to adjust for students with accommodations.
7. Hide all submission view options, so students do not see the questions and their responses. You can always release the quiz, student results, and correct answers at a later date.
8. Show the clock to help keep students on time.
9. Only allow 1 attempt.

Remote Learning Resources

- Queen’s University Centre for Teaching and Learning
- Queen’s University ITs
- Teaching Continuity, University of Calgary
- Resources to support instructors in rapidly moving their courses, Western University
- Laurentian University (en français and English)
  - Resources for teaching and grading during the COVID-19 outbreak and other disruptions (en français)
- Course Continuity, York University
- “Teaching Effectively During Times of Disruption”, University of Alberta
- Keep Teaching, Indiana University
• *Keep Teaching, Illinois University.*