# Teaching During COVID-19

## Guiding Principles for Transition to Remote Teaching and Learning

A course that is adapted for remote teaching and learning is not equivalent to a fully-online course. Design and execution of a fully-online course can take up to 18 months with a team of technical support persons. Given the timeframe for delivery of Fall Term 2020 instruction, remote teaching and learning will involve rethinking the components and structure of your course to:

* provide content remotely;
* assess learning remotely; and
* engage your students remotely, in the most straightforward and easily achievable manner.

Here are some principles to guide you in modifying/adapting your course for successful and engaging delivery to students who are studying remotely.

### ****Flexibility****

1. Take a pragmatic approach. Keep your approach simple to allow flexibility for both you and your students.
2. Use a variety of approaches to provide your course content. Simply providing all voice over PPTs, videoed lectures or synchronous live lectures to replace your normal lectures is not a best practice adaptation.
3. You are encouraged to deliver your course in an asynchronous manner such that technology and time-zone concerns are minimized.
4. Courses that require a synchronous component should be done with multiple sessions involving small groups of students to ensure engagement, flexibility in timing, and effectiveness.
5. Consider multiple forms of assessments interspersed within the course rather than a smaller number of significant assessments. Provide flexible due dates where possible.
6. To the degree possible, avoid significant formal final assessments that require proctoring and specific scheduling.

### ****Communication****

1. Consider the student experience of taking several courses by remote instruction for the first time. Take time at the start of your course to explain and on-board your students to your approach to the course and how it will run. Remember that normally on-line learning is self-selected and students are prepared for it, whereas in this case they have no option.

### Technology

1. For continuity of the student experience across several courses and to ensure maximum level of instructor support, use the existing LMS (onQ, Elentra) and the tools and technologies supported by the CTL and ITS.
2. If a new technology is required for your course, consider the following:
	1. Determine the pedagogical rationale for adopting a particular technology and its purpose in supporting learning in your course.
	2. Ensure that the technology meets the privacy and security standards of the University.
	3. Abide by provincial guidelines on ancillary costs to avoid passing costs directly to your students.
	4. Be aware of the student experience to ensure that students do not have to move across multiple technological platforms and tools.
	5. Consider the ease of use of the technology for students and how the technology will facilitate the requirements of students with documented accommodation needs.
	6. Be prepared to have a plan to answer questions from students about the technology and to support the use of this technology.
	7. Consider the accommodation needs that may arise from the implementation of this educational technology.
	8. Carefully plan ahead to seamlessly integrate the technology into your course.

### ****Support****

1. You are encouraged to participate in the professional development opportunities provided by the CTL, ITS and your Faculty-specific units as you prepare for this transition.
2. Use online resources, guides and ask for consultations with the CTL while you are adapting your course.