Course Design: Aiming for an Agile Model
New webinar series...

Course design: Aiming for an agile model

Virtual learning space: Strategies to foster student engagement

Instructional practice in a bimodal context: Effective strategies
Learning outcomes

At the end of this webinar, you should be able to:

- Identify the important elements of designing a course to accommodate a bimodal approach;
- Identify the elements of your course that you may want to reorganize, create, or adapt;
- Design and deliver your course using a variety of strategies and tips.
Agenda

- Bimodal teaching in the context of COVID-19
- Three key elements of course design (regardless of your approach)
Teaching and learning continuum

Instructional approaches

- **Face-to-Face Course**: Students in class
- **Bimodal Course**: Students in class and remote simultaneously
- **Remote Course** (Zoom/MS Teams/Adobe Connect): Students are remote
- **Blended Course**: All students alternate in class and online
- **Online Course**: All students online

Learning activities

March 2020 with COVID-19
Bimodal approach - uOttawa

Combination of two real-time teaching spaces**

• One **physical teaching space**: a classroom on campus with a professor and a reduced number of students, AND

• a second **virtual teaching space**: students participating in the same class experience remotely through a video conferencing tool (e.g. Zoom).

** supported by Virtual Campus (Brightspace)
Considerations for Fall 2021 . . .

- The evolution of COVID-19
- Current realities of “face-to-face” instruction
- Can you pivot to 100% online (distance) if needed?
Quick poll!
Bimodal course design at a glance

1. **Professor**: Expectations and realities
2. **Course**: Pedagogical alignment
3. **Student**: Concerns and barriers
1. Prof: Expectations and realities
2. Course: Pedagogical alignment

- Learning outcomes
- Learning activities
- Evaluation and feedback
2. Course: Pedagogical alignment

- Learning outcomes
  - Achievable in X modality
  - Coherent

Learning activities ➔ Evaluation and feedback ➔ Learning outcomes
2. Course: Pedagogical alignment

- Aligned
- Suitable for all modalities

Learning outcomes

Learning activities

Evaluation and feedback
2. Course: Pedagogical alignment

Learning outcomes

- Coherence
- Equitable/fair
- Authentic

Learning activities

Evaluation and feedback
# 2. Course: design (example)

<table>
<thead>
<tr>
<th>Week</th>
<th>Learning outcomes</th>
<th>Bimodal (synchronous)</th>
<th>Virtual Campus (asynchronous)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Classroom</td>
<td>Videoconference (Zoom)</td>
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<tr>
<td></td>
<td></td>
<td>Learning activities</td>
<td></td>
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<tr>
<td>• #7 – The knee</td>
<td>• Explain knee function&lt;br&gt; • Identify the skeletal structure of the knee</td>
<td>• Lecture (15 min)&lt;br&gt; • Mini-quiz via Zoom (10 min)&lt;br&gt; <strong>Group activity</strong> (30 min)&lt;br&gt; • Debrief (15 min)&lt;br&gt; • Q &amp; A (5 min)&lt;br&gt; • Conclusion (5 min)</td>
<td>• Video (45 min)&lt;br&gt; • Quiz (formative) (15 min)</td>
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2. Course: Group activity (example)

- Activity description
  - In groups of 2, identify the bones of the knee in the image provided

- Resources
  - Handout (printed)
  - Word document (digital file)

- Options
  - Groups in class: handout or digital file
  - Groups online (*breakout rooms* in Zoom): digital file
  - Mixed groups (*breakout rooms* in Zoom): handout and digital file
Teaching and learning continuum

Synchronous  ➔  Asynchronous

Instructional approaches

Polling
Lecture or guest speaker (live)
Breakout rooms
...

Learning activities

Quiz
Lecture or guest speaker (recorded)
Discussion forum
...

March 2020 with COVID-19

Face-to-Face Course
Students in class

Bimodal Course
Students in class and remote simultaneously

Remote Course
(Zoom/MS Teams/Adobe Connect)
Students are remote

Blended Course
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March 2020 with COVID-19

Students in class

Face-to-Face Course

Bimodal Course

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(Zoom/MS Teams/Adobe Connect)
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All students online
3. Students: concerns and barriers

- Equity
- Accessibility
- Workload
Last tips – all teaching modalities

- Develop learning objectives that can be achieved regardless of teaching modality
- Communicate!
- Take "the pulse" of the class
- Don’t delay, start today!
- Don’t panic!


Course Design: Aiming for an Agile Model

If you need more help...
Teaching and Learning Support Service (TLSS)
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www.tlss.uOttawa.ca