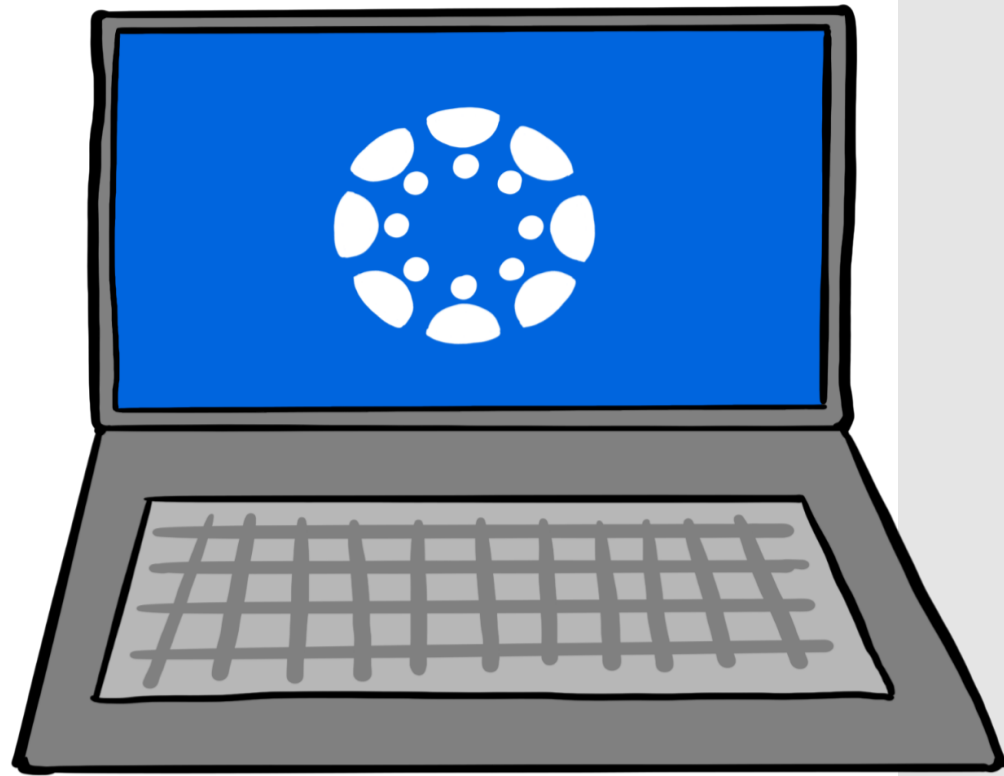


Turning your existing course into online education

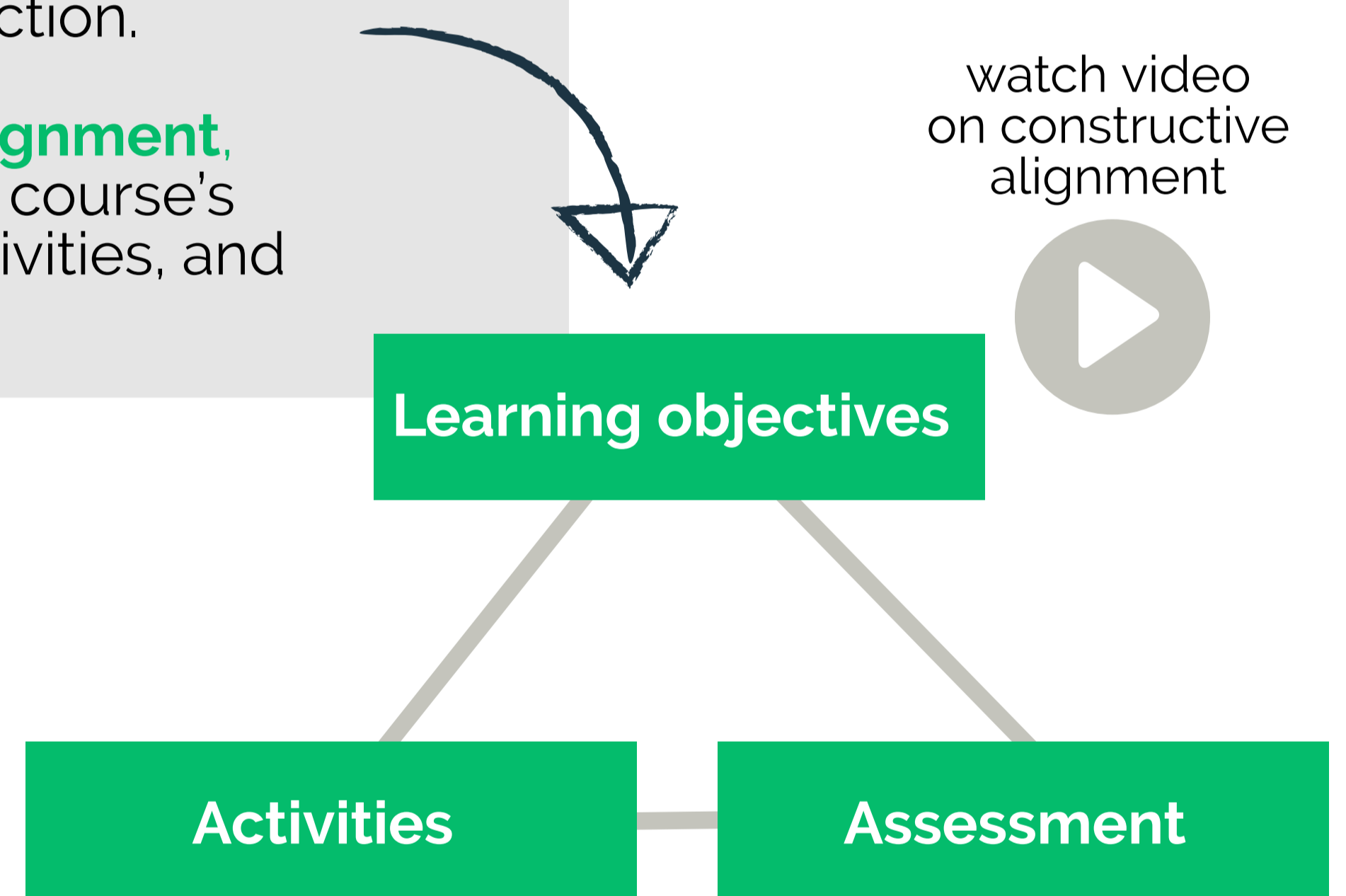


Rapid re-design of your course

Due to the Coronavirus measures we are forced to think about **different ways of teaching** our students. A rapid re-design of the courses into **online education** is needed. In this document we provide a **step-by-step guideline** to turn your course online using Canvas.

General tips for teaching online

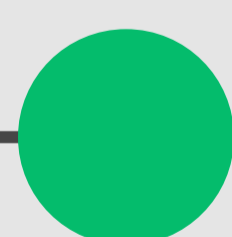
- ✓ Start **simple**: use as much of the materials you already have for your course.
- ✓ Provide **structure**: deliver the course content and activities in an organized, chronological way.
- ✓ Use a **combination of delivery methods**. Keep your students active and provide options for interaction.
- ✓ Keep in mind the principle of **constructive alignment**, which refers to a good fit and flow between a course's learning objectives, teaching and learning activities, and assessments of student learning.



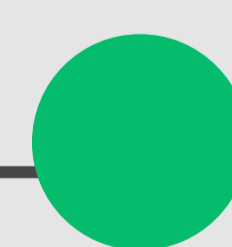
Steps to a rapid re-design of your course



Step 1:
Where to start?



Step 2:
Create Modules in Canvas

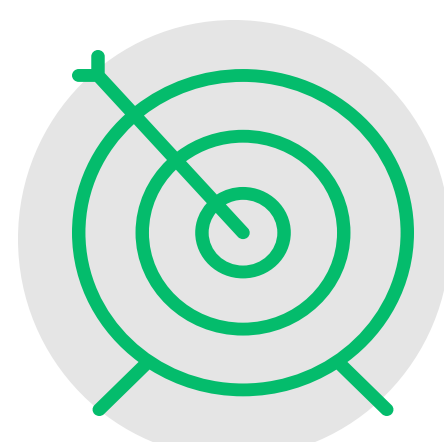


Step 3:
Fill in the Canvas Modules: building blocks

Step 1: Where to start?

Update the course information in Canvas (syllabus). Use the existing information in your course guide as much as possible and only adapt when necessary.

Provide students with clear information about:



The **intended learning outcomes** for the course (these cannot be changed).



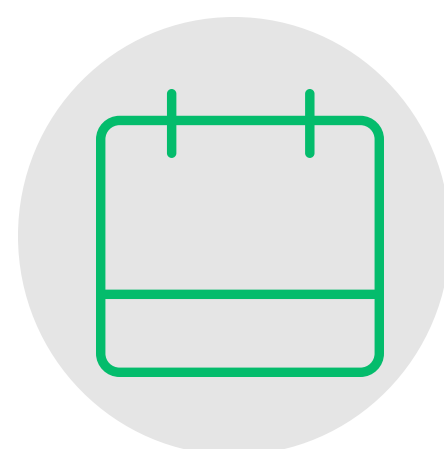
The **organization of the course**, such as info about online lectures and tutorials, ways to communicate, assignments and rules relating to attendance.



Clear expectations regarding how you would like your students to **respond** to each other in an online session, discussion forum and how to **contact** you when they have questions.



Adapt **assessment and grading** if needed to assess your students online: such as elements of assessments, their weight, grading criteria and feedback.



A clear overview of the **due dates** for assignments and assessments (update the Calendar in Canvas).

Helpful resources



The [Community for Learning and Innovation \(CLI\)](#) offers a comprehensive overview of suggestions and instructions about **online education** and **online assessment** options. There is specific information available about:

- creating videos
- online assessment
- online activities and communication with students via Canvas.
- online learning for students
- ... and many other didactic topics.

Role of the lecturer and organization

Consider that studying online, at home, can be a lonely process. In a classroom setting students can directly ask questions and interact with you and with peers. In an online environment it is therefore important to:

- **Monitor** the students' progress: act on time when students get stuck in their learning.
- Provide timely **feedback** to students on their assignments.
- **Use students' answers** on questions/assignments as input for new instruction (videos/activities/resources) to fill their gap in knowledge/skills.
- Provide **guidelines to your students** on how to learn effectively online, useful tips can be found [here](#).



Additional support needed?

If you need additional support or feedback on your online course design, contact your faculty's [Learning & Innovation team](#).

Please provide your course guide and an outline of your ideas, according to the module outline as depicted in this manual.

Step 2: Create Modules in Canvas

Create a module in Canvas **for each week** of the course. Consider the example below, including the following sections in each week:

- **Instructions about this week**
- **The online lectures**
- **Tutorial activities**
- **Assignments**
- **Wrap-up**

You can create your own set of sections for your course and fill them with a desired set of activities. We advise you to **be consistent** throughout the course though, to offer a clear structure for your students.



Section	Activity	Status
Instructions about this week	Read this first: Instructions about the week	✓
	Required readings & materials	
	Discussion forum: do you have questions about this week? Ask them here	
	The online lectures	
The online lectures	Instruction video 1 about...	
	Instruction video 2 about...	
	Live lecture April 13 - 10:00-11:00	
	(graded) discussion forum about the instruction videos	✓
Tutorial activities	Instruction video 3 about...	
	Required activity 2: read this article with FeedbackFruits before the online session	
	Online session - April 14, 13:00	
Assignments	Assignment 1: (example) peer review your research question(s) 15 Apr 0 pts	
	Assignment 2: (example) hand in your improved research question(s) 17 Apr 0 pts	✓
Wrap up	Required activity 3: Take this test to check your weekly knowledge & skills! 0 pts	✓
	Next week TO DO list	✓

For example:

"This module consists of several parts. We strongly recommend you to take them in the order below:

1. Read part 1 of the reading on Rhetorical Analysis (RA)
2. Watch video 1 of the expert on RA
3. Read part 2 of the reading on RA
4. Produce your own rhetorical analysis of an advertisement
5. Watch video 2 presenting an expert analysis of the same advertisement and video 3 offering additional tips on how to approach this type of analysis."

Grading participation:

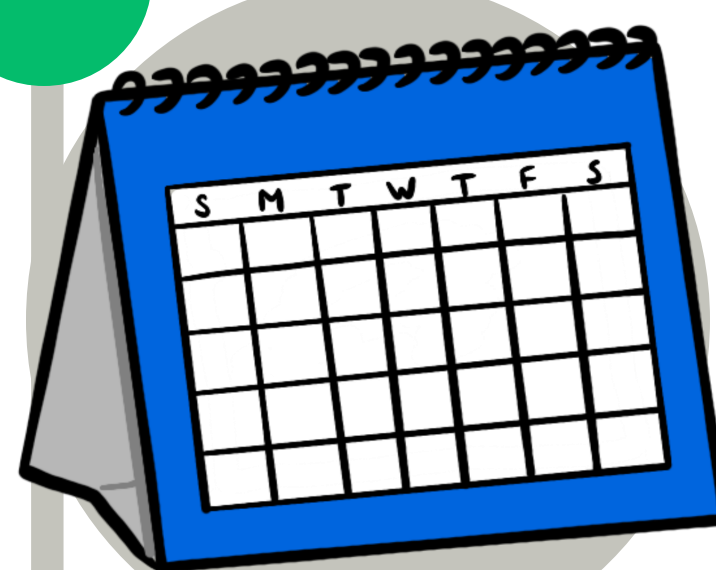
- ask a content related question about the instruction video in a graded discussion forum. This makes it possible to select the students' response, makes it easier to grade.
- check whether students hand in their assignments on time
- register presence in online sessions

Step 3: Fill in the Canvas Modules - building blocks

Instructions about this week

- Make a 'read this first' section with instructions about this week. In this section you provide:
 - Topics and learning objectives for this week
 - In which order to go through the activities and sessions
 - Due dates of this week
- Overview of the weeks' readings & materials and the learning activities.
- General discussion forum for questions about this week.

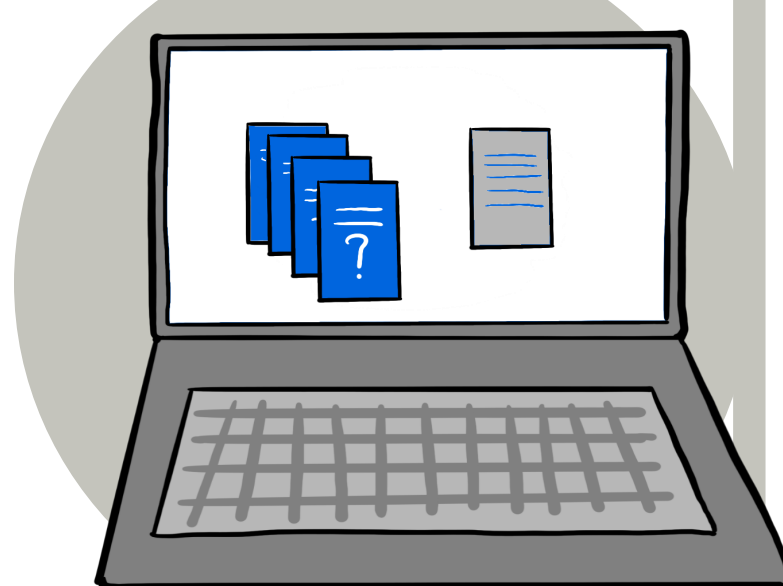
Enrich your study materials with the **FeedbackFruits** plugins for Canvas. Add interactive moments to videos and documents, inc. PDF, Word files and YouTube videos.



Online tutorial activities

To deliver your tutorial online you can make a short video to introduce the required activities & assignments, to provide general feedback or to point out 'key points'.

- You can create several **activities** to support students' learning process. For example:
- a discussion forum to let them share their experiences
 - an online session
 - a (required) activity for students using Feedback Fruits
 - a synchronous (live) Q&A session via the chatbox.



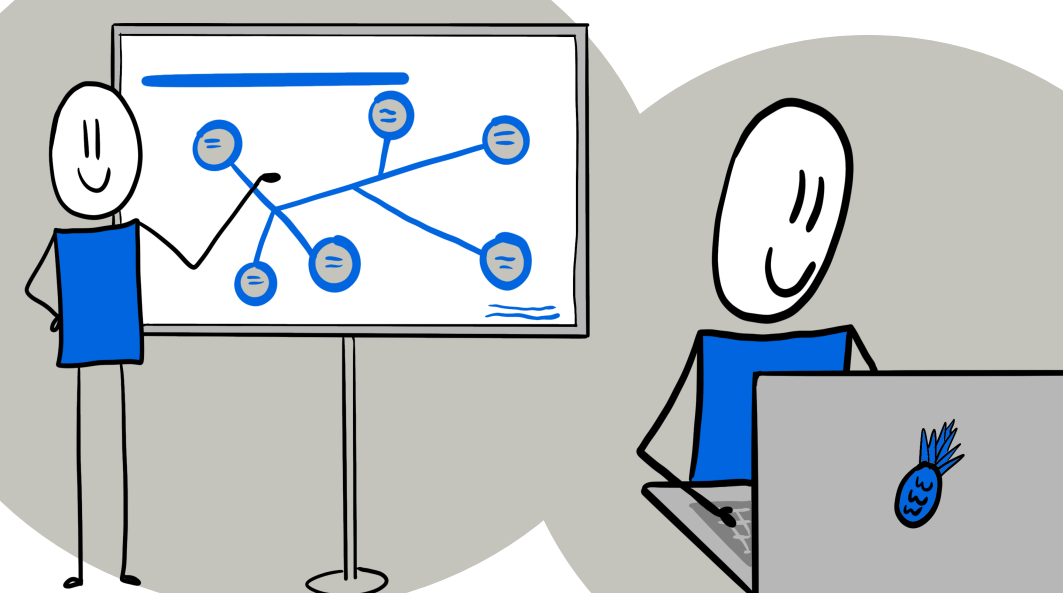
Online lectures

To deliver your lecture online, explain the most important content with **instruction videos**.

- Keep it short: consider breaking up your lecture in multiple shorter video's.
- Activate the students' attention by for example asking questions in the video or add pop-up questions via **FeedbackFruits**.

Set up a **(graded) discussion forum** about the instruction videos.

- After watching the videos, students can ask their questions in the discussion forum and like each other's question, so their most important questions become apparent.
- If desired, you can communicate a time slot for students to react in the discussion forum.
- There are different options to respond to the questions raised:
 - directly replying by text in the discussion forum
 - recording a Q&A video



Assignments

Create assignments students need to upload before a set deadline to help them study continuously and to provide them with timely **feedback**. For example:

- A (graded) assignment. You can use **Turnitin** to check for plagiarism.
- A **peer review** assignment where students provide feedback on each-others assignments. You can assign a peer-review manually or automatically.
- If you want to assign group assignments to students: in Canvas you can divide your students into **groups**.
 - Students can record a (group) presentation and upload their video in a peer review assignment. A group can then peer-review the presentations of another group. You can provide your own feedback via **Speedgrader**, you could discuss the general feedback points in an online session or record a short feedback video.

Wrap-up of the week

- To **check** if the learning objectives of this week are achieved, you can provide a learning activity such as:
 - Giving students a short MC-quiz
 - List the learning objectives once more and ask students to perform a self-check.
- Post an announcement with a short **'to do-list'** for the next week. Notify students for example of an assignment deadline or if you advise them to start on time because there will be a lot of reading to do.