Quickstart Guide to Improving Remote and Online Teaching and Learning

UNIVERSITÉ Concordia UNIVERSITY

CENTRE FOR TEACHING
AND LEARNING

Adapting your course delivery

Once you are established in your online teaching you may want to further adapt your course delivery.

Instructional workflows for the online environment

SYNCHRONOUS AND ASYNCHRONOUS LEARNING

There are two basic formats of learning in an online environment.

Synchronous Learning

Synchronous learning is any activity in an online course that happens in real-time, like a Zoom meeting or a chat. It requires all participants to be in the same online environment, actively participating at the same time. It is typically characterized by opportunities for interaction between the instructor and students and amongst students, such as a Q & A, a Class Discussion or Office Hours. What are some of the *advantages and disadvantages*?

Learn more

Asynchronous Learning

Asynchronous learning is all the other activities in an online course that students can complete on their own schedule. While there may still be due dates, students can generally complete these any time within the given timeline for the task. These activities can include video lectures, readings, assignments, research, independent learning, and group discussions or collaborative tasks. What are some of the main *advantages and disadvantages*?

Learn more

When to use each format?

While many students have home internet and a reliable computer, some do not. We encourage you to poll your students to help you decide how to organize your class.

Synchronous Zoom classes can be effective for helping students practice with the concepts and interact with each other and you for immediate feedback. Asynchronous Moodle activities are ideal when students have to grapple with dense content or complex concepts because they are afforded an opportunity to review and reflect before sharing their thinking. Additionally offline asynchronous work minimizes their data usage and allows the most flexibility for students while maintaining your teaching guidance.

While there is no single 'right' way to teach online, this *quick reference table* may offer some helpful guidance in choosing the most appropriate mode and technology.

HYBRID INSTRUCTIONAL WORKFLOWS

The most effective online instruction will be a combination of live Zoom classes and guided, asynchronous activities in Moodle. The following workflows highlight the flexibility of structuring your course across both platforms and provide models ranging from a one-week overview to a single Zoom class.
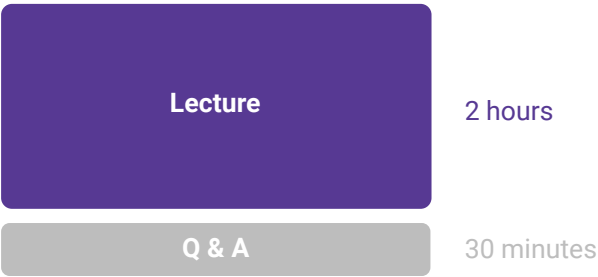
See model hybrid workflows

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Adapting your course

If you are not sure how to adapt your course, please refer to the models below.

LECTURE-ORIENTED

If your typical face-to-face class was structured as:

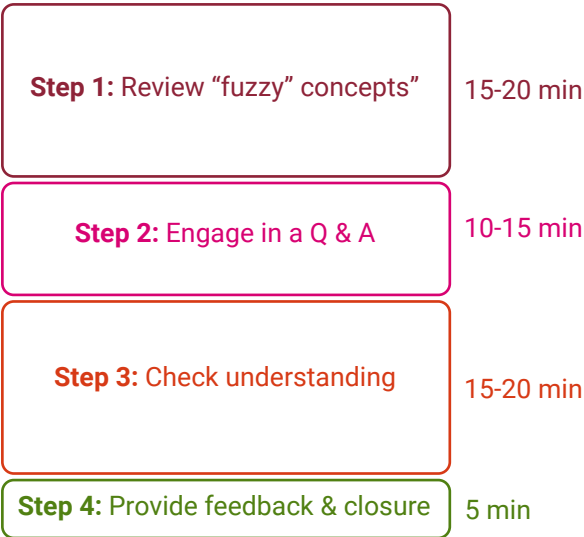|	
Lecture	2 hours
Q & A	30 minutes

Your online course might look like this:

Online Week

- Four to six video mini lectures (7-20 min. each)
- Selected readings on the topic
- 5 -10 question quiz to test general understanding of concepts presented in the videos.
- 50 minute Zoom session
- One to three Practice Activities (Discussion Forum or other type of practice in group or individually)
- Individual Application Activity (optional depending on weekly workload and content)
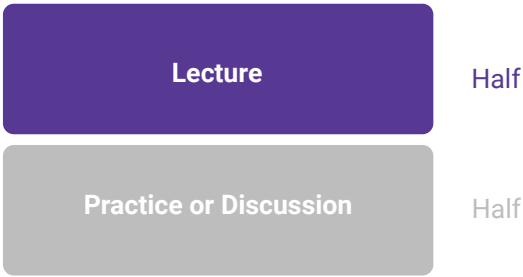
Zoom session format

Step 1: Review "fuzzy" concepts"	15-20 min
Step 2: Engage in a Q & A	10-15 min
Step 3: Check understanding	15-20 min
Step 4: Provide feedback & closure	5 min

If you want to know more about these steps, please ***check this guide***.

PRACTICE-ORIENTED

If your typical face-to-face class was structured as:

Lecture	Half
Practice or Discussion	Half

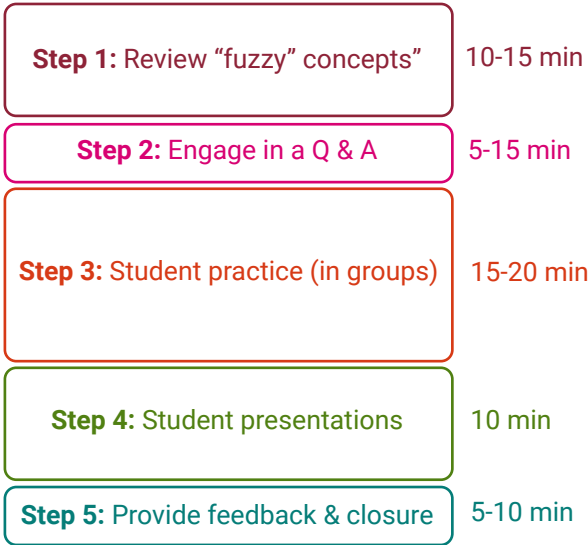Your online course might look like this:

Online Week

- Two to four video mini lectures (7-20 min. each)
- Selected readings on the topic
- Discussion Forum (Reading/Video summary, reaction or analysis)
- One-hour Zoom session
- Collaborative Group Activity (Discussion Forum or Collaborative Task)
- Reflection or Application Activity (optional depending on weekly workload and content)

Zoom session format

Step 1: Review "fuzzy" concepts"	10-15 min
Step 2: Engage in a Q & A	5-15 min
Step 3: Student practice (in groups)	15-20 min
Step 4: Student presentations	10 min
Step 5: Provide feedback & closure	5-10 min

If you want to know more about these steps, please ***check this guide***.

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Assessment & feedback

Some courses use assessment methods that can be easily administered online, such as assignments, open-book or unproctored tests and exams while other courses might need a re-think of the assessments that are used. There are a number of special topics that fall under assessment and feedback so we encourage you to visit the CTL website for detailed instructions on using assignments in Moodle, Concordia's Online Exams (COLE), as well as strategies for alternative assessments. The CTL is available for individual consultations to help you redesign your assessments if needed.

Learn more about online assessments

Quickstart Guides

These quickstart guides are designed to help you create effective and practical approaches to remote and online teaching. The following links provide additional support to help guide your transition to online teaching and/or adapt your online courses to improve student engagement. For an individual consultation with a teaching and learning expert please send your request to **teaching@concordia.ca**.

Transitioning your courses online: Digital teaching

Getting started with your online course (video)

Synchronous and asynchronous learning

Course design principles for live and online teaching

Planning an Online Course Module

Textbooks and other course materials

Adapting labs and STEM courses to the online environment

Moving your course meetings online

Create online lessons and tutorials using the Lightboard Studio

Reach out!

Please direct any questions you have about these guidelines to **teaching@concordia.ca**

For technical support using Moodle, Zoom and YuJa, contact IITS at: **help@concordia.ca**

Concordia Moodle **Help for Instructors** (Moodle login required) has a catalogue of Moodle resources for faculty.