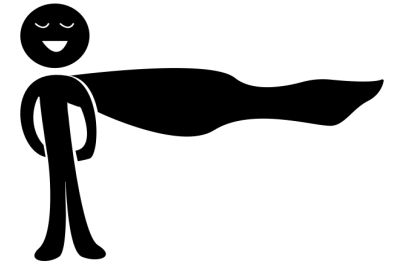


Part 1 - Scan: My (Fearless) Course Inventory

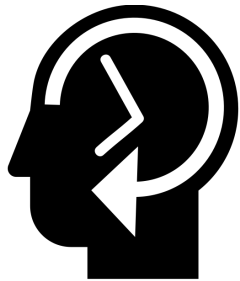
If you HAVE taught this course before, think back on that experience - the good, the bad, and the ugly! If you have NOT taught the course before, trust yourself to make reasonable assumptions about what it will be like, as you review the outline/syllabus.



Now, grab a glass of water (or whatever!) and let's have a look at that course!

Created by Jake Tubbesing
from Noun Project

1 - First, think about your experience... (10 min)



Created by Anne-Marie Nguyen
from Noun Project

- What 2 or 3 things did (or probably will) work well (for you, and students) that you hope to **keep**?

- If you have taught the course before, what consistently gets positive feedback (signalling it's fine and you can leave it)

- If you have taught the course before, what feedback was mixed or challenging (signalling this could be a good area to focus on during bootcamp)

2 - Next, think about time... (30+ min)



Created by Adrien Coquet
from Noun Project

Where will the TIME go? Make a pie chart to illustrate your activities (e.g., Marking, giving feedback, lecturing, responding to posts, answering emails, office hours, planning...what else?)

If pie charts aren't your thing, do something to illustrate how you expect to spend your time (*listen, if you end up just drawing a giant sad face, please call the hotline...*)

And once that's done...what do you notice?

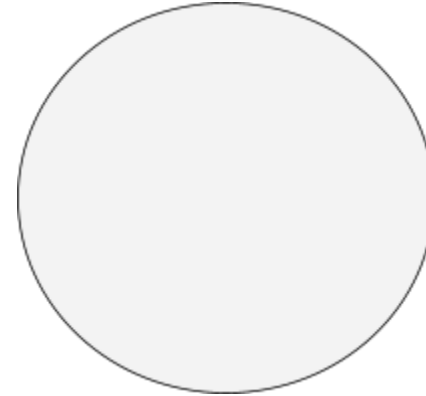
And what about students? Is the course workload reasonable? How can you know? Try this [course workload estimator](#) and make some notes about the results!

<https://cat.wfu.edu/resources/tools/estimator2/>

If you find this topic interesting, check out:

How much 'work' should my online course be for me and my students?

<http://davecornier.com/edblog/2020/06/20/how-much-work-should-my-online-course-be-for-me-and-my-students/>



Created by Alfredo © iconsAlfredo.com
from Noun Project

When and where do the MARKS go?

- Create a timeline showing all course deliverables (assignments, exams, activities) and their % toward the final grade
- Note if they are team or individual assignments
- What do you notice? Are deadlines bunched up around this common pattern: Week 2-3, Midterm, Week 9, end of course? What if there was a bit more flexibility around deadlines?

Start of course

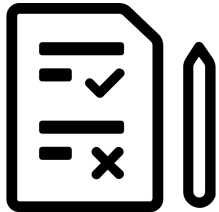
End of course




Consider assessment FOR learning, not just assessment OF learning. Here are two brief (both

less than 1 min) explanations <https://player.vimeo.com/video/154723067> and <https://www.youtube.com/watch?v=wvRJyTExVU>

3 - Next, let's think about assessment in this course.... (15 min)



Created by Gautam Arora
from Noun Project

 *Assessment is so much more than a big stack of marking! It's where students' and instructors' efforts intersect, and everyone has lots of skin in the game.*

*There should be a logical **connection** between **outcomes** (i.e., what students are to learn), **assignments** (i.e., what students are to do) and **assessment** (i.e., how learning is acknowledged and evaluated). And, those connections should be clear to all. If not (or if a course seems organized more around*

- What are (or likely to be) the *most effective* assessments? (i.e., not what students “do well on”, but what will reveal to you and to students that learning is happening?)
- What is (or is likely to be) the *least effective* assessments? (i.e., not what students will “do poorly on”, but what will give you little useful insight about students’ learning)
- What is (or is likely to be) the most challenging (e.g., boring, onerous, sloggy, difficult, dry...) part(s) of this course? Make a few brief notes about any known or expected tough spots, but don't get sucked in to solutioning just yet - there is lots more coming on this topic!

My Notes about Assessment...

What's consistently good/effective in this course? (*Yay! leave it! It's fine! Move on!*)

What's inconsistent or ineffective in this course? (*Do consider addressing*)

What's honestly not working in this course (*Needs addressing, and you already knew that :)*)

*content than learning),
that's a red flag!*

4 - Tech Check! (30+ min)



Created by Adrien Coquet
from Noun Project



*Without a doubt,
the #1 one pain point
reported by students
during the pivot was too
many, and too long
synchronous sessions.*

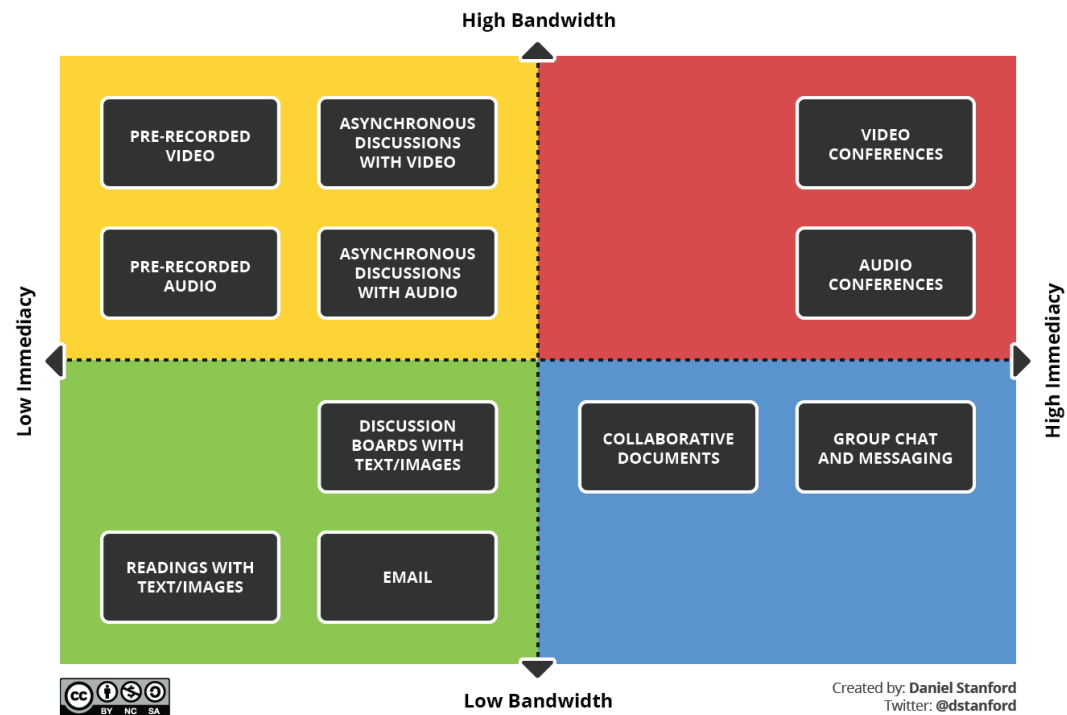
*To be blunt, if you find
yourself zooming with
students several hours a
week, and/or for more
than one hour at a time,
that's a red big flag!*

In higher ed today, it is no longer possible to...you know what? *I'm not even going to finish that sentence.* Technology is *essential. Obviously.* But... **HOW** we use technology is up for grabs, varies wildly, and makes a **huge** difference for students and instructors.

Consider this matrix, and think about the technology choices that have been made in YOUR course.

Specifically, consider and jot notes about...

- What demands are placed on you and students re: bandwidth and immediacy?
- When **high** bandwidth and immediacy, is it worth it? *Every* time?
- How could there be less demand and more options for flexibility? (this is the big Q!)



Quick Read (5-8 min), more on the matrix: [Videoconferencing Alternatives: How Low-Bandwidth Teaching Will Save Us All](https://www.iddblog.org/videoconferencing-alternatives-how-low-bandwidth-teaching-will-save-us-all/)
<https://www.iddblog.org/videoconferencing-alternatives-how-low-bandwidth-teaching-will-save-us-all/>

5 - Next, let's consider how course design can be more and less inclusive... (30+ min)



Created by Cara Foster
from Noun Project

Diversity, Equity and Inclusion: Review these (short and visual) resources to spark ideas around supporting diverse needs to create conditions for learning

- Universal Design for Learning
<https://wvde.state.wv.us/osp/UDL/UDL%20Framework%20Graphic.png>
- Inclusion & Accessibility
<https://bccampus.ca/wp-content/uploads/2020/04/Inclusion.accessible.pdf>
- Improve the Accessibility of your Online Course (9 min video):
https://video.bccampus.ca/media/Improve+the+accessibility+of+your+online+course/0_xcim8cq1
- Equity in online learning (4 infographics)
<https://bccampus.ca/2020/06/17/equity-in-education-removing-barriers-to-online-learning/>

Notes: What stood out for you? What are key areas to look at to make your course more inclusive?

6 - Next, let's reflect on the moment we're in... (30+ min)



Created by Adrien Coquet
from Noun Project

Choose 3 or more of these resources about the COVID pivot/where we are in time/space right now. Hopefully you will not only find a nugget or 2 to apply to your course, but also feel less alone! There are MANY educators making their way through this weird time too!

1. [Values-centred Instructional Planning](https://www.insidehighered.com/digital-learning/views/2020/05/13/consistent-mission-aligned-instructional-framework-fall-and-beyond#.XvF-rI01HYY.link), by Robin DeRosa
<https://www.insidehighered.com/digital-learning/views/2020/05/13/consistent-mission-aligned-instructional-framework-fall-and-beyond#.XvF-rI01HYY.link>
2. [The 7 elements of a good online course](https://theconversation.com/the-7-elements-of-a-good-online-course-139736)
<https://theconversation.com/the-7-elements-of-a-good-online-course-139736>
3. [Eight Steps for a Smoother Transition to Online Teaching](https://www.facultyfocus.com/articles/online-education/eight-steps-for-a-smoother-transition-to-online-teaching/)
<https://www.facultyfocus.com/articles/online-education/eight-steps-for-a-smoother-transition-to-online-teaching/>
4. [How professors changed their teaching in this spring's shift to remote learning](https://www.insidehighered.com/digital-learning/article/2020/04/22/how-professors-changed-their-teaching-springs-shift-remote)
<https://www.insidehighered.com/digital-learning/article/2020/04/22/how-professors-changed-their-teaching-springs-shift-remote>
5. [The Big Pivot: Podcast Bites from VIU Faculty Shifting to Alternate Delivery – Learning Design for Deep Learning](https://wordpress.viu.ca/ciel/2020/04/26/the-big-pivot-podcast-bites-from-viu-faculty-shifting-to-an-alternate-delivery/)
<https://wordpress.viu.ca/ciel/2020/04/26/the-big-pivot-podcast-bites-from-viu-faculty-shifting-to-an-alternate-delivery/>
6. [Four Models of HiFlex Course Design](https://colab.plymouthcreate.net/ace/four-hiflex-models/) <https://colab.plymouthcreate.net/ace/four-hiflex-models/>

Notes/nuggets...

7 - And last but not least, who's got your back going forward? (5 min)



Created by Adrien Coquet
from Noun Project

After Bootcamp, *who ya gonna call?* For example, do you have access to instructional designers, educational technologists, or librarians at your institution? How about a Teaching and Learning Centre? Colleagues? What are your favourite go-to websites, books or other resources? Jot down your teaching support lifelines for future...and if you don't know, how can you find out?

Who can help me...