

## R2R: Residential to Remote Instruction -- Recommendations for Converting Your Residential Course to Online Teaching

In Spring 2020, COVID-19 circumstances forced faculty to convert their residential courses to a remote/online format. CSU deemed this “triage” and provided guidance for this quick conversion on the Keep Teaching website. As we continue to prepare for another remote/online format in Summer 2020 and possibly Fall 2020, TILT (The Institute for Learning and Teaching) offers this continuum to guide faculty beyond triage (Level 1) to “pivot point” teaching (Level 2), and eventually, best practices for fully online teaching (Level 3). TILT’s goal is to support faculty so they can best support their students during this challenging time.

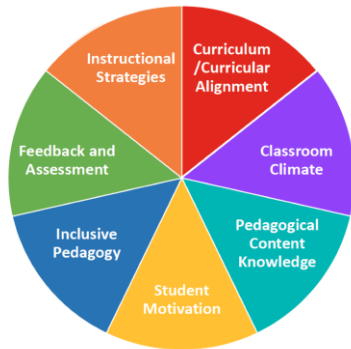
### Phase 1: Setting up your course in Canvas

<p style="text-align: center;"><b>Level 1</b></p> <p style="text-align: center;"><b>Keep Teaching Triage (Spring 2020)</b> <i>Triaged online instruction on the fly</i></p> <p style="text-align: center;">“Help, my course is going online in two days!”</p>	<p style="text-align: center;"><b>Level 2</b></p> <p style="text-align: center;"><b>Pivot Point Teaching (Summer/Fall 2020)</b> <i>Basic use of Canvas in RI courses to provide a foundation for a quick pivot to online instruction and/or substitute instructor</i></p> <p style="text-align: center;">“Help, I’m teaching online summer semester!”</p>	<p style="text-align: center;"><b>Level 3</b></p> <p style="text-align: center;"><b>Online Teaching (Fall 2020 and beyond)</b> <i>Best practice online instruction fully utilizing Canvas tools</i></p> <p style="text-align: center;">“Help, I’m teaching online in Fall!”</p>
<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Gradebook</li> <li>• Modules (by week or by topic) for the <i>second half of the course</i></li> <li>• Module Objectives/ Outcomes</li> <li>• Course materials                             <ul style="list-style-type: none"> <li>• readings and videos</li> <li>• pre-recorded mini-lectures</li> </ul> </li> <li>• Assessing student work                             <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Tests &amp; quizzes</li> </ul> </li> <li>• Make accommodations for students with documented disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Gradebook</li> <li>• Modules (by week or by topic) for the <i>whole course</i></li> <li>• Module Objectives/ Outcomes</li> <li>• Course materials                             <ul style="list-style-type: none"> <li>• readings and videos</li> <li>• pre-recorded mini-lectures (for reinforcement)</li> </ul> </li> <li>• Assessing student work                             <ul style="list-style-type: none"> <li>• Assignments with rubrics</li> <li>• Tests &amp; quizzes</li> </ul> </li> <li>• Accessibility                             <ul style="list-style-type: none"> <li>• Make accommodations for students with documented disabilities</li> <li>• Ensure major content is <a href="#">accessible for all learners</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Gradebook</li> <li>• Modules (by week or by topic) for the <i>whole course</i></li> <li>• Module Objectives/ Outcomes</li> <li>• Course materials                             <ul style="list-style-type: none"> <li>• readings and videos</li> <li>• pre-recorded mini-lectures</li> </ul> </li> <li>• Assessing student work                             <ul style="list-style-type: none"> <li>• Assignments with rubrics</li> <li>• Tests &amp; quizzes</li> <li>• Discussions with a culture of netiquette</li> <li>• Group work</li> <li>• Peer feedback</li> </ul> </li> <li>• Accessibility                             <ul style="list-style-type: none"> <li>• Make accommodations for students with documented disabilities</li> <li>• Ensure major content is <a href="#">accessible for all learners</a></li> </ul> </li> </ul>

## Phase 1: Setting up your course in Canvas cont...


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<p><i>For your consideration:</i></p> <ul style="list-style-type: none"> <li>• <i>Identify the key course objectives students will need to demonstrate mastery of material.</i> Prioritize these objectives when re-working assignments and activities for remote learning.</li> <li>• <i>Build in time for peer interaction and feedback</i> to increase student engagement.</li> <li>• <i>Consistent deadlines</i> (that allow for flexibility if situations arise) for activities and assignments provides structure and opportunities for students to organize school workload with other responsibilities.</li> <li>• Keep student accessibility and connectivity issues in mind</li> </ul>	<p><i>For your consideration:</i></p> <ul style="list-style-type: none"> <li>• <i>Proactively incorporate Level 1 considerations</i> as you design courses</li> <li>• <i>Explicitly align assessments with course outcomes</i> in the syllabus to highlight direct alignment to students.</li> <li>• <i>Use Canvas shell and materials from Spring 20 as a template</i> to build upon existing materials.</li> <li>• <i>Design quizzes with the assumption that students will use their notes.</i> Use quiz setting options to promote academic integrity by setting a time limit, shuffling answers and using question sets.</li> <li>• <i>Use groups in Canvas to provide teams with a virtual space to conduct work</i> synchronously or asynchronously.</li> <li>• <i>Explore using student presentation options in Canvas</i></li> <li>• <i>Incorporate frequent feedback</i> through the use of an adaptive courseware platform.</li> <li>• <i>Consider teaching practices from five domains that support student success in online learning.</i> (See below)*</li> </ul>	<p><i>For your consideration:</i></p> <ul style="list-style-type: none"> <li>• Building a fully online course requires planning and designing the course before the semester begins.</li> <li>• Fostering an online community of learners starts the first day of class by encouraging students to share.</li> <li>• <i>Fully incorporate research based teaching practices</i> from the Teaching Effectiveness Framework. (See below)</li> </ul>

## Phase 2: Incorporate best teaching practices into your course



Colorado State University Teaching Effectiveness Framework  
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This document provides examples of researched instructional practices from the Colorado State University Teaching Effectiveness Framework that correlate with teaching online. Whether you start teaching face-to-face and move to online, or you start teaching online and move to face-to-face, these practices easily translate to both modes of instruction. For more information on the Teaching Effectiveness Framework, go to the [TILT website](#).

The template below will walk you through the process of planning and designing a course that incorporates research based teaching practices proven to support student success whether you teach residential, remote, or online courses. (  - this icon indicates an *inclusive* teaching practice)

### Level 2: \*Consider teaching practices from five domains that support student success in online learning:

#### 1. Inclusive Pedagogy

Inclusive pedagogy is a student-centered teaching approach that considers all students' backgrounds, experiences, and learning variabilities in the planning and implementation of student engagement activities, equitable access to content, mutual respect, and a more robust learning experience for all learners. (We encourage you to go to [inclusive teaching tips online by the VPDO](#) for a deeper dive into inclusive pedagogy.)

Consider sharing about yourself and your intentions for inclusivity. Acknowledge that we all have work to do in this area understanding and practicing inclusivity.	✓
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Does my online curriculum represent contributions from diverse backgrounds represented in the field?	
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Have I designed activities and discussions so that all voices can be "heard"?	
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Have I considered how online teaching impacts different students, especially students from marginalized backgrounds in terms of technology access, schedules, etc...	
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How will I model productive conversation, even when students disagree?	
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Make content <a href="#">accessible for all learners</a> .	
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## 2. Classroom Climate

Class climate refers to the perceptions students have of the intellectual, social, and emotional space in which they are to learn and create relationships among peers and with the instructor. Positive and supportive relationships are the basis of class climate and enhance student success. The instructor must intentionally create a welcoming space with a sense of belonging, rapport, and an identity as a community of learners. Class climate is a strong predictor of students' satisfaction with their college experience.

**Ideas for my online course: *not every idea will work for every instructor. Choose one or two or go to the [TILT website](#) for more ideas.***

***How I might connect this to course content or a course activity***

### Sense of Belonging

- Make content [accessible for all learners](#) AAA
- Tell students often they belong in your course AAA
- Be sure your content represents contributions from a wide range of backgrounds so that all students can see themselves as belonging to the discipline. AAA

*Example: Use positive phrases often: "You belong here." "We're in this together." "One step at a time will get you there." "It's OK to make mistakes."*

### Student-student rapport

- Build community with student-student discussion AAA
- Provide opportunities for students to work with others - and for students to see the value of diverse perspectives AAA
- Give students an explicit guide to constructive online interactions, such as [Netiquette: Ground Rules for Online Discussions](#) AAA
- Work with students to create [class/community norms](#) AAA

*Example: Before any content is delivered, set up a thread where students introduce themselves to each other and welcome each other.*

### Student-instructor rapport

- Be [vulnerable](#). Tell students when you don't know something, and find out
- Vary the mode in which you respond to students: written response, video response, or oral response are all available in Canvas AAA
- Create an atmosphere that honors effort and commitment - use low-stakes assessments, revision, and language that promotes a growth mindset. AAA

*Example: Ask students how they would like to be addressed in class; address them this way when you respond to their posts or emails.*

### 3. Student Motivation









Motivation is triggered by the perceived value or benefit of the academic content or task. Student involvement and commitment to learning increases when an instructor uses a variety of researched motivation techniques.

Motivating practices for my online course	Opportunities to implement this practice in my course
Establish an audio and video presence in your course to help your students feel comfortable with you 🐼	
Explain to your students, at the outset of your course and at regular intervals throughout, that you are using active learning strategies because they have been shown by research to improve student understanding and skill building 🐼	
Remember that communication in an online course is key - utilize announcements, discussions, grading tools, emails and phone calls to motivate your students 🐼	
Promote growth mindset and students' <a href="#">resilience</a> by shifting attention to problem solving and working through failures 🐼	
Create an atmosphere that is open and positive and help students find personal meaning and value in the material you present 🐼	
Clearly link concepts/lessons to industry or a broader purpose, future classes/activities, or other transferable skills that are used in the field 🐼	

<b>4. Feedback and Assessment</b>		
Frequent formative assessments and low-stakes assignments increase student performance on higher stakes exams; they inform both instructors and students on the extent to which students are mastering the objectives. More frequent assessments also allow instructors to adjust their teaching to meet students where they are. Timely feedback to students provides them with guidance on corrective actions to take to increase learning. Integrating a variety of assessment strategies provides students multiple opportunities to succeed.		
<b>Ideas for my online course: not every idea will work for every instructor. Choose one or two or go to the <a href="#">TILT website</a> for more ideas.</b>		<b>How I might connect this to course content or a course activity</b>
<b>Assessments</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Set up discussions, assignments, and quizzes so that students use the spacing effect by studying for 45 minutes over multiple days instead of cramming material the night before an exam.</li> <li><input type="checkbox"/> Encourage students to prepare for exams by testing themselves instead of simply reviewing material.</li> <li><input type="checkbox"/> Tests that require students to generate responses in their own words through fill in the blank or essay questions are better for student learning when compared with tests that require answer recognition (multiple choice, T/F, etc.).</li> </ul>	<i>Example: Organize test questions into small weekly quizzes in Canvas instead of two or three high-stakes exams.</i>
<b>First Four Weeks</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consider incorporating a syllabus quiz or course scavenger hunt in the first module to ensure that students grasped the most important points regarding course policies, assignments and objectives.</li> <li><input type="checkbox"/> Set high expectations from the beginning. An instructor who holds high expectations will encourage high expectations from students.</li> <li><input type="checkbox"/> Incorporate frequent <a href="#">checks for understanding</a> so students know where they stand throughout the course.</li> </ul>	<i>Example: Use low stakes, practice quizzes during the <a href="#">First Four Weeks</a> of class so students know where they stand before the first exam.</i>
<b>Assignments and Rubrics</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> At the start of the course, share your grading policy, assignment descriptions and rubrics so students know what will be expected.</li> <li><input type="checkbox"/> Where possible, provide prompts that allow for more than one way of expressing mastery.</li> <li><input type="checkbox"/> Incorporate real-life, authentic assessment opportunities</li> </ul>	<i>Example: Use a <a href="#">rubric in Canvas</a> to provide feedback on essay assignments.</i>
<b>Feedback</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide feedback in a timely manner so students can relearn inaccurate information.</li> <li><input type="checkbox"/> Incorporate regular formative assessments strategies to gauge student understanding, modify future lessons and make in-the-moment instructional adjustments.</li> </ul>	<i>Example: Use the <a href="#">Canvas Speedgrader</a> to provide clear and substantive feedback in assignments and discussions.</i>

## 5. Instructional Strategies

In online education, we generally talk about three types of engagement: student-to-student, student-to-content and student-to-instructor. Just as you would in an RI classroom, vary what you do in your online course to incorporate these different types of engagement. Below are some examples of instructional strategies you and your students can engage in during your course:

Instructional Strategy	How I might connect one of these to my course content:
<b>Student-to-student engagement</b> <ul style="list-style-type: none"><li><input type="checkbox"/> group assignments</li><li><input type="checkbox"/> discussions - whole group or small group </li><li><input type="checkbox"/> peer reviews </li><li><input type="checkbox"/> debates</li><li><input type="checkbox"/> roleplaying exercises</li><li><input type="checkbox"/> student-led discussions or exam-reviews </li></ul>	
<b>Student-to-content engagement</b> <ul style="list-style-type: none"><li><input type="checkbox"/> quizzes</li><li><input type="checkbox"/> discussions - whole group or small group </li><li><input type="checkbox"/> games</li><li><input type="checkbox"/> writing assignments</li><li><input type="checkbox"/> reflections</li><li><input type="checkbox"/> classroom assessment techniques that can be adapted as activities (<a href="#">CATs</a>) </li><li><input type="checkbox"/> lab simulations</li><li><input type="checkbox"/> presentations</li><li><input type="checkbox"/> eportfolios</li><li><input type="checkbox"/> research</li><li><input type="checkbox"/> student-generated study guides or quiz and exam questions</li><li><input type="checkbox"/> videos of guest speakers or virtual field trips</li></ul>	
<b>Student-to-instructor engagement</b> <ul style="list-style-type: none"><li><input type="checkbox"/> discussions </li><li><input type="checkbox"/> journals</li><li><input type="checkbox"/> questions </li><li><input type="checkbox"/> blogs</li><li><input type="checkbox"/> feedback </li></ul>	

**Level 3:** \*Fully incorporate research-based teaching practices from the [CSU Teaching Effectiveness Framework](#).

***Distill content to essential learnings to plan online activity***

**Essential Learning** - Distilling content to essential learnings allows instructors to prioritize content from the course. Which content is essential for a future course, or for the industry, or for a life skill? While learning outcomes are often decided upon by outside entities: departments, accrediting bodies, AAUC, etc..., deciding on essential learnings within these outcomes is an individual instructor's (or an instructional team's) decision. Try this as a starting point: "based on the learning outcomes, when students leave this course, they will know... or they will be able to, first, and foremost..." Typically, essential learnings are prioritized student learning outcomes or student learning outcomes that you can combine into a more comprehensive learning outcome.

**Pedagogical Content Knowledge** combines content and pedagogical expertise within a content area in order to employ appropriate instructional strategies that successfully address the most common misconceptions of students; the most difficult concepts for students; the most effective sequencing of concepts; important relevant connections; and **the most crucial knowledge and skills students should master by the end of a course.**

**Curriculum/Curricular Alignment** - The curriculum and corresponding instruction is most effective when it intentionally provides links between learning outcomes, assignments, activities, and assessments – and encourages students to think critically about the application of content to both the broader discipline and the world.

***Directions for the Outcomes Brainstorm Activity:***

1. In column 1, list the top 10(ish) concepts you spend the most time on or emphasize in your course.
2. In column 2, list your course outcomes.
3. In column 1, label (with an **E**) essential concepts based on:
  - a. Alignment with learning outcomes (IF outcomes are measurable and specific)\*
  - b. Your knowledge of subsequent courses
  - c. Requirements of the major
  - d. Skills required for life
4. Label other concepts with an **N** (Nice to know)
5. Go back to column 1. List other content you cover that might be "Nice to know" but not necessarily "Essential" for students at this point in their education.
6. In column 3, list the major (summative) assessments in the course.
7. Make sure Essential Learning (concepts), Course Outcomes, and Assessments align.
8. Refine your course: Fix alignment, fill holes, cut excess



**Worksheet: Outcomes Brainstorm Activity**

*\* For this exercise, we are making the assumption that your course has about 4 - 8 specific, measurable outcomes. If that is not the case, first label 4 - 8 outcomes that are essential OR group your outcomes into 4 - 8 buckets.*

<p><b>Top 10'ish concepts you spend the most time/emphasis on in your course</b></p> <p><i>E = Essential      N = Nice to know</i></p>	<p><b>Your course outcomes</b></p> <p><i>(A well-designed course has 4 – 8 course outcomes that are specific and measurable)</i></p>	<p><b>Major (summative) assessments</b></p> <p><i>Assignments, Projects, Test</i></p>
<p>Other content you cover that might be a “Nice to know”</p>		

<b>Example 1: Life Science</b>	Outcome	Is this content typically challenging for students? If yes, lecture needed?	If no lecture, how will students learn on own? (read, watch, collaborate, etc...)	Connection to other content and to real world	How will you check for understanding?  (Formative Assessment – Low Stakes)	What students can do if they don't get it	Assignment or Assessment  (Summative Assessment)
<b>Essential Learning/ Outcome</b>	<b>Construct a basic model of how nerve cells communicate with each other</b>			Reflex arc - fast communication between minimal number of cells			<b>Summative</b> Create animated video of a reflex arc, using terms correctly
<b>Learning that leads to essential learning</b>	Identify 3 basic structures of a nerve cell (neuron) and associate each with input, cell machinery, output (dendrite, cell body, axon)	No	Figure and paragraph in text	Neurons on giraffe neck, human sciatic nerve	Practice quiz - matching structure name to function, using image (multiple attempts)	Refer back to figure and paragraph	
<b>Learning that leads to essential learning</b>	Describe the structure of a synapse, using the terms presynaptic, postsynaptic, synaptic cleft and neurotransmitter	No	Figure and section in text and animation available online	Effect of Selective Serotonin Reuptake Inhibitor (SSRI) antidepressants on neurotransmission	Practice quiz - label diagram, questions on life cycle of a neurotransmitter Poll before class: predict effect of SSRIs on neurotransmission	Refer back to text and animation	
<b>Learning that leads to essential learning</b>	Describe the steps of an action potential in terms of flow of ions and cell potential in an action	Yes, recorded lecture on flow of ions and resulting difference in charge across cell membrane	Lecture reinforced with online animations	Predict effects of toxins that affect different ion channels –	Canvas groups predict stages of action potential based on ion concentrations and channels opening/closing	Draw out positive and negative charges moving across the cell membrane, one step at a time	

<b>Example 2: Social Science</b>	Outcome	Is this content typically challenging for students? If yes, lecture needed?	If no lecture, how will students learn on own? (read, watch, collaborate, etc...)	Connection to other content and to real world	How will you check for understanding?  (Formative Assessment – Low Stakes)	What students can do if they don't get it	Assignment or Assessment  (Summative Assessment)
<b>Essential Learning/ Outcome</b>	<b>Relate will examine self-efficacy (SE) in relation to its four constructs</b>	Yes. Combining all 4 constructs (see below) can be complex for students. No lecture needed.	See rows below	See rows below	See rows below	See rows below	Analysis of a personal SE example. Students write or use the audio feature to narrate a personal scenario when they felt efficacious and connect it its four constructs.
<b>Learning that leads to essential learning</b>	Describe the four constructs of S-E: mastery experiences; vicarious experiences; verbal persuasion; and emotional and physiological states	No	Students review text material on self-efficacy and its four constructs	Students provide examples of persuasion (written instead of verbal) to 3 other students in their Canvas group.	Respond to each member of your group with which example you find most persuasive and why.	Watch <a href="#">video</a> summarizing each construct  Read " <a href="#">4-Ways to Build Self-Efficacy</a> "	
<b>Learning that leads to essential learning</b>	Compare/ contrast the difference between SE and self-esteem	No	Review the difference between SE and self-esteem with this <a href="#">source that shows a comparison.</a>	This is common human experience. I, as the instructor, will share a personal example.	In Canvas groups, students prepare and post a Venn Diagram to compare/contrast SE and self-esteem.	Provide students with verbs that are applicable for comparisons.	
<b>Learning that leads to essential learning</b>	Argue for or against the connections between self-efficacy and academic achievement	No	Students read the article on <a href="#">SE and academic achievement.</a>	All students bring their perceived knowledge of the reasons for academic achievement.	In a group discussion thread, share your understanding of self-efficacy and how it might or might not relate to academic achievement. Respond to one classmate.	Provide a pro/con template for students to use as a starting point if needed.	Students work in pairs to analyze the data in the article, examine the claims made in the article and argue for or against the connections.

<b>Backwards Design with Essential Learning/ Outcomes</b>	Outcome	Is this content typically challenging for students? If yes, lecture needed?	If no lecture, how will students learn on own? (read, watch, collaborate, etc...)	Connection to other content and to real world	How will you check for understanding?  (Formative Assessment – Low Stakes)	What students can do if they don't get it	Assignment or Assessment  (Summative Assessment)
<b>Essential Learning/ Outcome:</b>							
<b>Learning that leads to essential learning</b>							
<b>Learning that leads to essential learning</b>							
<b>Learning that leads to essential learning</b>							