# **Preparing your module / unit / course for online delivery**

## **Information about the module / unit / course context**

* Title of your module / unit / course:
* Programme the module / unit / course belongs to:
* Audience for the module / unit / course (FE students, HN students or HE students):
* Number of students expected to be enrolled on the module / unit / course:
* Short descriptions of the current format of the module / unit / course:
* Short description of how long and how frequent face to face or synchronous meetings are in current:
* Short description of the face-to-face or synchronous activities and assessments included in the module / unit / course:
* Short description about how familiar students are with Brightspace and other UHI core technologies:

## **Information about the module / unit / course learning outcomes**

* Using your handbook, semester / module / unit / course map or other module / unit / course documentation, list the learning outcomes for your module / unit / course:
  1. …
  2. …
  3. …
  4. …
  5. …
* Now, think about the following questions in relation to your learning outcomes and make some short notes about the following questions (you will think about them more in depth later on):
  + What format is the content students engage with to achieve the learning outcomes?
  + Are there any particular instructional challenges in this module / unit / course, i.e. are there field trips and other instructional interventions which might be hard to duplicate in online delivery but are important for the students to participate in to achieve the learning outcomes?
  + How are the learning outcomes assessed at the moment, i.e. are assessment of practical nature, are students taking a test, are students writing a paper?

## **Mapping your content, activities and assessments**

Use Table 2 below to list the following:

* content materials students are engaging with,
* face-to-face module / unit / course components that follow a common format, i.e. lectures,
* other face-to-face activities, i.e. a field trip, a group presentation, a lab experiment, etc.,
* other face-to-face activities students are doing during class,
* other activities students might be doing in-between classes at the moment and how these would normally be handed in by the student,
* assessments the students need to complete and the common format they follow, i.e. (group) presentation, (group) project, exam, paper, lab experiment, etc.

Work through Table 2 listing the information about Learning objectives for the week/topic, Content materials and learning resources, Learning activities and Assessments.

Once you have done this, map your content materials, learning resources, activities and assessments against the **Current teaching method**, for instance face-to-face lecture or seminar, face-to-face discussion, face-to-face group work, worksheet filled out in class, etc. While you are doing this, also list any physical tools you are using the classroom for face-to-face teaching and activities, i.e. whiteboard, pen and paper, etc.

Once you have done this, read through the pages **Overview of the tools in Brightspace**, **Planning your content** and **Planning your activities and assessments** in the resource and map out what tools and teaching methods you could use for delivering your content materials, learning resources, activities and assessments in the **Revised teaching method column**. You might also find that the examples listed on the pages [**Converting content using ABC**](https://brightspace.uhi.ac.uk/d2l/le/content/176861/viewContent/1070986/View) and [**ABC design using approved technologies**](https://brightspace.uhi.ac.uk/d2l/le/content/176861/viewContent/1040396/View) can help you reimagine your content, activities and assessments for online delivery.

Continue reading through Table 1 below to see an example of how to fill out the table.

### **Table 1 – Example**

This is a brief example of how the table might be filled out for Topic 1 – The history of Whisky in a fictional Introduction to Whisky course.

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| **Topic 1 – The history of Whisky** |  | **Current teaching method** | **Revised teaching method** |
| **Learning objectives for the week/topic** | At the end of this topic, students will be able to…   * discuss the history of whisky distillation in Scotland, * explain the process of distilling whisky, * present information about a particular whisky distillery of their choosing. |  |  |
| **Content materials and learning resource** | * Article on the history of whisky (read before face-to-face class), * Article on the making of whisky (read before face-to-face class), * Face-to-face lecture about the history and making of whisky. | * Articles handed out to students in the previous session, * Face-to-face lecture in the classroom using a PowerPoint presentation. | * Articles in Brightspace (read and watched in preparation for a synchronous lecture), * Recorded Lecture (ca. 30 minutes) students watch before the seminar style session. |
| **Learning activities** | * Students bring any questions they might have which can be answered after the lecture, * Students work in groups to create definitions for important terms when discussing the history and distillation of whisky. | * Face-to-face discussion session after the lecture, * Face-to-face group work to create definitions of important terms (history and distillation of whisky). | * Discussion board where students can post any questions they might have **after** watching the recorded lecture, * ClickView video with some questions and further information to help students test their knowledge, * Group glossary task to define important terms (using Brightspace Groups, a discussion board to firm up terms, and the Brightspace Glossary to post the terms), completed **after** engaging with the articles, ClickView video and recorded lecture, * Follow-up seminar style session to discuss any questions as well as the terms in more detail and listen to the other students’ presentations (facilitated via virtual classroom). |
| **Assessments** | * Formative assessment: Student give a brief face-to-face presentation about a whisky distillery of their choosing. | * Face-to-face presentation. | * Students give their presentation during the seminar style virtual classroom session. |

### **Table 2 – Planning your content, activities and assessments**

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