

RIT | Transitioning to Alternative Delivery Modes

We recognize that quickly moving courses online may present some challenges, but it is also presents opportunities to teach and learn in new ways. We need to you to focus on an **outcomes-driven** approach. Do not try to completely mirror the in-class experience online. The goal is to ensure all students have achieved all course outcomes by the end of the term. Begin with the end in mind, what do students **minimally** need to know and be able to successfully complete the course. Think about how you will align the course outcomes with alternative online instructional strategies.

1. At this point in the term, ask yourself...

- Do you have confidence that you have covered each course learning outcome?
- What key outcomes have students already demonstrated achievement?
- Have you assessed (graded) this demonstrated achievement?
- What key outcomes still need to be accomplished?

2. Think about online instructional strategies. Some examples include:

- **Read or watch, then respond:** This type of assignment closely mirrors the face-to-face lecture. Instructors provide lectures, video links, articles, or book chapters and assign students a set of questions. Students can read or watch the material at their own pace, so long as they meet the deadline for their responses.
 - **Archived lectures and notes:** The Academic Support Center can provide archived notes from previously supported courses. Instructors access to these notes and can request them by emailing asc@rit.edu.
- **Research papers:** Formal research papers remain a popular assignment in online classes. Writing about research is a required skill for many graduate degrees, and publishing original research is a measure of expertise in many disciplines.
- **Exams:** Tests and quizzes are also common in online courses. Take advantage of publisher-provided online exam and quiz tools.
- **Discussion boards:** Usually intended as a supplement to the weekly coursework, the discussion forum is intended to replace the in-class discussion or seminar. In the online environment, students respond to a prompt and each other.
- **Presentations:** Students present a given topic to the class or a group of students typically using conferencing software.
- **Portfolios:** It is a selection of student works to meet specified criteria that are presented in a cohesive manner online. In addition to selection and organization of the content, students generally reflect on what is included and why it was included.
- **Blogs:** These keep a running public dialogue of students' thoughts and ideas about a topic. Students can add new insights to the blog throughout the course, and sometimes other students can comment. Blogs are particularly useful for classes that require students to reflect upon critical thinking and rationalize decisions made.
- **Case-based assignments:** These are more popular in certain fields than others. Generally, an assigned reading or video vividly depicts a real-world example of the issues or concepts the class is learning about, describing all of the salient details and

information. Well-constructed cases force students to analyze problems and research, test and present potential solutions.

- **Data analysis:** For labs, consider the applicability of instructor performed lab exercises (experiments) to provide data for analysis to students remotely.
- **WebQuest:** An organized assignment activity using the Internet. All information gathered by the students is drawn from the Web. These activities can provide opportunities for students to think using levels of analysis, synthesis, and evaluation. San Diego State University hosts a website devoted to WebQuests located at <http://webquest.org>.
- **Critical or Constructive Friends:** Assign students a critical or constructive friend who analyzes and critiques one's work as well as points out positive aspects of it while providing additional support where deemed necessary
- **Symposia:** Have an online panel(s) or symposium(s) of outside and/or student experts provide a panel discussion. Hold a collection of discussions (symposia) and then debrief.
- **Group Projects:** Assign a team of students to read an article, review a real-world example of the issues or concepts the class is learning about. The team works online to present questions (one per team member) to present to the rest of the class. They use the Group discussion boards to agree on the questions to present. Once presented, the rest of the class is to respond to the questions. After everyone in the class has been on a team and evaluated an article, the instructor can take the lead to discussions back.
- **Concept Mapping Assignment:** A concept map is a visual organizer that can enrich students' understanding of a new concept. Concept maps are visual diagrams that outline the relationship between ideas and concepts.
- **Mind Mapping Assignment:** Mind mapping is a creative and logical means of note-taking that "maps out" your ideas in free-form. They are non-linear representations of how you connect ideas and concepts. Mind mapping converts a long list of information into a visual, memorable, and highly organized diagram. The illustrate associations between ideas or topics that radiate from a central theme, topic, or concept.
- **Hypothetical Situation:** Students are posed a hypothetical situation to analyze. Active communication among the group of students on all of the issues is conducted to enable everyone to see arguments more clearly and from various viewpoints. In general, the right or wrong value of the situation is in question or a need for action must be proposed.
- **Wikis:** A wiki represents a tool whereby users can jointly work on the same document that is stored externally on a wiki server. In a wiki-based lesson, students work to collaboratively construct a document designed to meet some educational objective.