How Do I Move My Onsite Course to the Virtual Classroom?

Learn and Discover

- Learn or refresh your Panopto and Zoom skills. Attend a scheduled training or request a personal session for your faculty team.
- Explore resources at your fingertips, including upcoming and previously recorded workshops, that are specific to the BSPH Virtual Classroom.
- Visit the CTL Teaching Toolkit or reach out to an Instructional Designer.
- Talk to your colleagues and learn from their tips and perspectives.
- Talk to your TAs and former students for ideas and perspectives.

Access Your Existing Course

Take the opportunity to look at and reflect on your course. Think about:

- Shifting from faculty-controlled to faculty-facilitated and student-centric learning activities. When students are given ownership of their learning, there is an increase in their passion, proficiency, and satisfaction.
- Student choice afforded by technology and the online platform. Can your lessons be presented in more than one modality? Can there be options in what you're assigning students?
- Building in flexibility and giving students ownership of their time. Consider prerecorded lectures as well as incremental assignment submissions versus fixed due dates.
- Pacing and workload (your own and the students') in the overall course design. Prior terms' communications and course evaluations will alert you to potential concerns.
- Challenges and opportunities in transitioning to the virtual classroom. Consider setting up a consultation with a CTL Instructional Designer to assist you with the change.

Develop the Course for the Virtual Classroom

Modify activities

Consider what activities and methods have already worked in the physical classroom, and what could be improved or modified. Which of these might more easily translate to the online platform and which may prove more challenging? Don't forget to reflect on new opportunities afforded by the virtual classroom and online learning! Learn from your colleagues' experiences.

For each learning activity, decide:

- Does it need to be synchronous or asynchronous? Are there benefits to one versus the other? It is important to strike a balance of synchronous and asynchronous activities that benefit both you and

your students. When you develop a scheduled synchronous activity, similar to an onsite class session, make certain you are using that time for interacting with the students and not simply talking "at" them.

- What are the goals of the activity and what online tools, within and beyond CoursePlus, will help you and your students meet those goals?
- What might impact the activity—class size, students' locations or resources, or other criteria? How might you preemptively modify the activity to minimize any adverse impacts?
- Do you need, and can your schedule afford, a "low stakes" practice run-through of the planned activity? Do you need to provide explicit instructions? Instructions should always be available from the CoursePlus Schedule within either a Class Session (as a document linked to the from the Online Library) or from an Activity Page linked to the Schedule Builder tool.

Develop Lectures

Students can listen to or view some or all the traditional lectures, where you or a guest focus a presentation on a topic, outside of the scheduled class meeting time.

- New Panopto recordings, developed according to evidence-based best practices such as keeping videos to less than 20 minutes in length, are the recommended option for on-campus courses.
- Existing or newly recorded lectures can be uploaded or linked to an activity page or class session inside of the CoursePlus site. Keep in mind that students expect quality from the entirety of their educational experience, including the recorded lectures, so make sure to choose or adapt prerecorded lectures prudently.
- If your course has an online section, the fully produced online lectures can be pulled from the online offering into your on-campus section.

Build Digital Repositories

- Setup E-Reserves through the Welch Medical Library.
- Use the CoursePlus Online Library to distribute files and link online resources to students.
- Link items to Standard and Lecture Pages.
- Set up the CoursePlus Drop Box tool for students to submit files to faculty.
- Get to know OneDrive—the cloud service through the my.jh.edu portal that allows students to collaborate on a project and share their work with faculty.

Setup Synchronous Class Meetings

Zoom is the recommended tool for synchronous class meeting sessions. All faculty, TAs, and students can create, manage, and record meetings using the tool.

- Use synchronous sessions as an opportunity for active learning and engagement.
- Create a recurring Zoom meeting or individual meetings for your scheduled class meeting times.
- It is recommended that the synchronous sessions be included as an item on an Standard Page linked to the schedule, or as their own Schedule Builder Event associated with "other web page". Refer to

the CTL Blog Post regarding [adding Zoom links for individual class meetings on a standard page](). (See an [example page here]().)

Modify the Syllabus, Including Schedule

The CoursePlus Syllabus, including the Schedule Builder or Sessions tools, should be the one resource that the students refer to for an overview of the course. There are many benefits to using the Syllabus tool, including its digital accessibility and the fact that several of its sections are linked and synchronized with the Course Directory and university policies. Furthermore, based on feedback from prior course evaluations and surveys, students prefer having the information all in one place; avoid distributing a second version (e.g., a static Word or PDF document) of the syllabus. In addition, make certain the syllabus is appropriately modified to reflect the shift to the virtual classroom whenever necessary.

- Use the [CoursePlus Syllabus]() and [Schedule Builder]() tools. The Schedule Builder allows each class meeting or even learning activity to be its own event.
- Specify your expectations (of the students and yourself).
  - What is the turnaround time on communications?
  - What synchronous activities are required versus optional attendance?
  - If participation is measured, what is its metric?
- Plan to keep the published scheduled class times to use in whole or in part for synchronous sessions.
- Specify all due dates and times for your learning activities in your Class Sessions' details or Schedule Builder events.

Start the Term

- Build community.
  - Welcome your students with an introductory email sent from the [CoursePlus class email tool]().
  - Introduce yourself with a pre-recorded video.
  - Ask students to introduce themselves using CoursePlus or another online tool.

- Survey students.
  - Use the [CoursePlus Survey]() or [Quiz Generator]() tool.
  - Ask questions that will help you guide activities, especially collaboration and reasonable expectations. These questions might include the student's time zone; resource limitations (i.e., bandwidth, cameras, mobile vs. desktop computing); preferences for learning (watching, listening, reading); and even concerns about the shift to meeting online.
  - Adapt your course schedule and activities as appropriate, including building flexible due dates or modifying group work. Clearly communicate with students any shifts from the original syllabus.