

COVID-19 Update: Summer and Fall Teaching

April 28, 2020

Message sent by Professor Dionne Gesink, Associate Dean, Academic Affairs

Dear Colleagues,

I am writing to update you on teaching this summer and fall terms. As you know, the summer term is being delivered remotely. The University has not made a final decision about how the fall and winter terms will be delivered; however, from a planning perspective, my recommendation is to take the position that we will be delivering courses and programs remotely in the fall, even if we are allowed to regather in-person. Please find Faculty Remote Teaching Resources at the end of this message for those of you re/designing courses to be delivered remotely.

A few reminders:

- 1. Please think about student workload:** Normally, **a half credit course** requires a minimum of **24 hours contact time** with students and **ranges from 100 to 120 hours of student workload**. Please note student workload when designing your courses and recognize that it will usually take students 4-6 times longer to complete a task than the time it takes you to complete that same task. Please also recognize that **students are taking up to 5 courses in the fall term. This means they have 500 to 600 hours of work to complete over 12 weeks – or 41 to 50 hours of coursework per week**. Please also consider that the COVID-19 pandemic has changed individual work contexts, sometimes significantly. Students may be: managing dependents and partners who are also at home; living in a different time-zone; managing competing work and life priorities; in need of accommodation. So may you. Please be kind to yourself and others.
- 2. Course delivery balances synchronous and asynchronous teaching:** Synchronous teaching comprises lectures and activities in real time. Asynchronous teaching comprises pre- and post-class work (readings, videos, reflections, writing tasks, thinking tasks, preparing presentations, research, group work), as well as activities during class (i.e. not listening to lecture or engaging in discussion) and evaluation work (assignments, presentations, exams, proposals, etc.). Remote delivery of courses can affect the balance of synchronous to asynchronous teaching. The 24-hours of contact time with students changes as well since **many student become fatigued after 45 to 60 minutes of online lecture time**. Therefore, you will want to think through how to break up your synchronous teaching and also note that there is greater flexibility in what the 24 hours of contact time looks like – CTSI has excellent guidance on how to structure synchronous and asynchronous teaching time.

3. The **Center for Teaching Solutions and Innovations** (CTSI) has many resources online (teaching.utoronto.ca and some key links below) and is keeping a **calendar of online events** (<https://teaching.utoronto.ca/events/>) to support faculty during this time. For instance, this week and next there are sessions on:

- a. April 28: Teaching From a Distance: Webinars and Lecture Recording
- b. April 30: UDL + Quercus: 5 Strategies for Accessible Learning

4. Please also note that libraries are open online and can facilitate access to books and other documents for courses. The DLSPH library liaison is Vincci

Liu: <https://gerstein.library.utoronto.ca/staff/vincci-lui>

I will be back with more information after our winter debriefing sessions with winter instructors and students, and a meeting with the scenario planning committee. Until then, be well and please start investigating:

SUPPORT FOR DESIGNING ONLINE/REMOTE COURSES

- Self-guided design:
 - o [Teaching Online/Remotely — Planning for Next Term](#)
- [Planning Your Course](#)
- o Getting ready for teaching and learning online
- o Making basic course format decisions
- [Building Your Course](#)
- o Supporting orientation and navigation
- o Designing student-centric course modules
- [Engaging Students](#)
- o Designing student learning activities
- o Assessing learning
- [Making Your Online Course Accessible](#)
- o [Teaching Online/Remotely – Quick Guide for common tasks](#)
- Workshops and events:
 - o [Join teaching & learning webinars with colleagues](#)
 - o [View recorded videos of past webinars](#)
- Connect with experts:
 - o [Get one-on-one support on using Quercus](#)
 - o [Consult with a CTSI staff member](#) on course design
- Download an example online course template:
 - o [Download course template](#) [.imsc file for upload into your Quercus shell]
- o Preview the [Example Remote/Online Course](#) in Quercus

LIBRARY SUPPORT

- o [Faculty liaison librarians](#) for research assignment consultations
- o [Syllabus service](#) for course readings and reserves

ADDITIONAL U of T GUIDANCE

- o [Course Resiliency Best Practices](#)
- o [Strategies for Graduate Mentoring at a Distance](#)
- o [Guide to Working from home for Graduate/Postdoctoral Researchers](#)

ADDITIONAL SUPPORTS BY MICROSOFT

- o [Webinar series on remote learning](#)
- o [How to design active, applied learning in non-traditional environments](#)
- o [Moving beyond instructing to facilitating deep learning: essential facilitation methods for collaborative environments.](#)
- o [Overcoming Barriers with inclusive and accessible learning so every learner can engage](#)
- o [Bridging the distance to engage learners everywhere](#)
- o [Microsoft quickstart guide for "Teams for Education"](#)
- o [Microsoft 1 hour webinar on using "Teams for Education"](#)
- o [Teams Introduction for Educators and Staff](#)
- o [Special: Online meetings with a selected group of your students](#)
- o [Teams EDU Advanced for Faculty and Staff](#)