

# Remote Delivery Guidelines

Use these steps to help ensure you include all [essential elements](#) as you prepare your course for remote delivery. Items **bolded** are [essential elements](#) designed to support student success.



## Course setup

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- Confirm the Course Outline is accessible via the View Course Outline button on your course homepage.

If you have access to an existing course's content to copy from,

- [Copy your existing content](#) from a previous course into your course.
- [Add the Course Information module](#) into your course and update your course details.
- If your course content already contains an **Instructional Plan**, update it to reflect current information and dates.

If no existing content is available or you would like a fresh start,

- [Import the Remote Delivery Template](#) into your empty course shell. This will place empty modules and some templated documents into your course for you to begin working from.
- Update the Instructional Plan template with your course's schedule and evaluation information.

## Step 1: Organize your weekly content

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- Ensure your content contains a **module for every week of the course** using your course outline and instructional plan as a guide. If some modules don't exist or need to be edited, refer to [Create and Manage Content Modules](#).
- Create an introduction for each week's module, [using video](#) (recommended), audio, or text. Reflect on how you begin your face-to-face weekly sessions and present similar information within your weekly module.
- [Add content](#) within each module that contains **learning materials for each week**. Ensure you have meaningful page titles. Examples of weekly content might include:
  - course handouts, presentations, links to articles and readings, [videos](#)
  - [images](#), graphs and tables to illustrate points or provide examples
  - links to your weekly [audio or video lessons](#) within each module
- [Cite the source](#) of any content that is not your own and ensure all content is AODA compliant.

## Step 2: Create assessments

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- Review your existing evaluation matrix or plan and determine what you will need to adjust for remote delivery. Consult with your Chair for any changes to what is stated in the course outline.

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- Consider [alternative assessments](#) to replace high-stakes face-to-face midterm and final exams, as well as assignments that are challenging to move online. Also, you might break up larger assessments into smaller ones like:
  - Simple, low-stakes Knowledge Check quizzes.
  - Simplified online discussions and group activities which would normally be conducted in class.
- Communicate **the description, instructions and grading criteria for all assessments**:
  - Provide clear instructions for each of your course’s assessments in the Evaluations module.
  - Provide **a rubric, weighting or marking scheme for each evaluation**. Rubrics can be [uploaded as a document](#) or created using the eConestoga [Rubrics](#) tool.
  - [Add links](#) to all of your online assessments (e.g., [Assignments/Quizzes/Discussions](#)) in the same module.
- Ensure your [Grades](#) reflect your course’s updated evaluation structure.**
- Provide students with instructions on how they can access their grades, when they can expect to receive assignment grades and feedback.

## Step 3: Prepare your weekly lessons

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- It is important to provide students with a weekly lesson so they have a guided learning opportunity. Lessons can be created in various ways and may be synchronous (delivered live) or asynchronous. For example, some faculty have:
  - Provided a reading from the textbook with guiding comments and questions.
  - [Recorded or narrated a PowerPoint](#).
  - [Presented a live lesson over Zoom and then recorded](#) and [captioned the session](#), and provided a link for those who could not attend. If your lessons are recorded live over [Zoom](#), consider incorporating student interaction, group breakout activities, and active learning. Advise students of what is being recorded.
  - [Created a screen recording](#) speaking over a software.
  - Curated a set of materials (e.g., visuals, video clips, web site links, etc.) and provided a learning path.

## Step 4: Teach remotely

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- Create a “Welcome to the Course” message using video (recommended), audio, or text that explains: the structure of the course, where to find materials, how to find assignment information, what students should do to get started, and how to get help.
- Post your “Welcome to the Course” message in the **Course Information module**.
- Create a [communication policy](#) and post communication changes in announcements regularly.
- Connect with your students within the first two days of the course start week.
- Create an “Introduce Yourself!” discussion activity using the Discussion Tool to allow students to meet each other and create a sense of community.

## Contact Us

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If you have any questions, please reach out to [eConestoga@conestogac.on.ca](mailto:eConestoga@conestogac.on.ca).