



DESIGNING A COURSE FOR DUAL AUDIENCES

Revisit Learning Outcomes

Revisit learning outcomes and consider how they will be met by students participating in-person and remotely. Outcomes should be written to accommodate all students no matter if they are face-to-face or remote. You can make note of any learning outcomes not achievable online and bring these to the attention of your program director.

Create a Community for Students

Having a strong community is vital to student success with this mode of learning. Provide ways for students to build community. You can facilitate community by allowing students to collaborate with notetaking in an online document or encouraging students to use the chat or groups within MS Teams to communicate and create their own community. In addition, you could provide novelty or surprise, stimulate curiosity, use humor, provide some unpredictability or incongruity as an attention strategy (from Keller's ARCS Model).

Apply Engagement Strategies

It is important that you engage with students participating in-person and remotely. Consider some of the following strategies: have a TA or in-person student to help moderate the chat, use discussions to facilitate learning outside of class and to foster critical thinking, use live polling or breakout rooms within MS Teams to engage the students with the content, or use peer evaluation and assessment to engage students with each other.

Use a Flipped Classroom Approach

Place recorded lectures, videos, readings, etc. in Canvas and have students complete those before attending class. Use the live class time to connect and engage students using case studies, simulations, scenarios, problem-solving, and more. Consider taking a few minutes at the beginning of the live class to answer any questions students may have about what they've watched or read.

Examine Assessment Options

Consider evaluating how you will assess student learning. To accommodate both audiences, you may modify your assessment plan. Your plan could include high-stake assessments such as tests completed within Canvas or more authentic assessments such as papers, case studies, scenarios, etc. Please note more work may be involved with authentic assessments as they require feedback and more time to grade. Group assignment and peer feedback on first drafts can help offset this added workload.

