**Moving online: A planning guide for flexible course design**

The purpose of this course planner is to help you think about course re-design in unexpected condition using Outcome-based Approach to Student Learning (OBASL) (<https://www.cetl.hku.hk/wp-content/uploads/2016/08/ShortGuideOutcomes22June09.pdf>). This planner provides some key questions you can consider when your course needs to be delivered in different modes. Three types of delivery modes are discussed in the planner, but you can use any mode you choose:

* **Face-to-face mode:** This refers to the teaching and learning mode wherethe courses are conducted face-to-face.
* **Online mode:** This refers to a course being conducted entirely online.
* **Con-current/Hyflex mode:** 
  + Con-current mode refers to - ‘managing students in the room and online in the same class at the same time’ (which is different from blended learning or hybrid learning for which all students may be online first and then meet face-to-face as a whole class) (<https://www.forbes.com/sites/tedladd/2020/06/19/optimizing-concurrent-classrooms-teaching-students-in-the-room-and-online-simultaneously/#47d544f03451>
  + Hyflex mode allows students to seamlessly shift between attending class in person, joining in synchronous online, or catching the class asynchronously later - and they can change their mind, fluidly, from day to day (<https://distancelearning.louisiana.edu/teach-remotely/hyflex-course-design>)

The planner suggests that you use Laurillard’s principles for designing tasks (see details at the end of this document).

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| **COURSE TITLE:** | | | | |
| **Course Learning Outcomes (CLOs).** You will have these already.These should be written from the student’s point of view. The language should be straight forward without jargon so that students can understand it. A learning outcome is a statement of what a student should have learned at the end of the course. It should be measurable. Remember to align learning outcomes to the level of your course as learning outcomes are minimum thresholds – students must be able to demonstrate that they have met the learning outcomes in order to pass the course. List the learning outcomes for your course here: | | | | |
| **Teaching activities:** (Lectures, seminars, tutorials etc.) – List the planned teaching activities that will help students achieve the intended course learning outcomes. Link them explicitly with the course learning outcomes and include hours. Make sure students will have equitable learning experience through any one of the learning modes. | | | | |
|  | | | | **Contact hours** |
| **Face-to-face mode supported by Moodle:**  *(Specify how the course will be conducted in face-to-face settings. You might have this planned already.)* |  | | |  |
| **Online mode: Web-conferencing supported by Moodle and/or other e-tools**  *(Specify how the course will be conducted when it is moved totally online.)* |  | | |  |
| **Con-current/Hyflex mode: (face-to-face + online)**  *(Specify how the course will be conducted through a combination of online and face-to-face modes.)* |  | | |  |
| **Learning activities –** List the planned activitiesand link them to the learning outcomes. Include estimated time students are expected to spend on the task. You may wish to use the learning types developed by Professor Diana Laurillard (please see below) to clarify what your students will be doing. If so, ensure that you cover all six types as each type develops specific competencies and skills. Also, make sure that if an activity is carried out in different modes, the learning is the equitable even though the learning experience is different. | | | | |
|  | | | | **Time on task** |
| **Current mode: Face-to-face supported by Moodle**  *(Specify how the course will be conducted in face-to-face settings. You might have this planned already.)* |  | | |  |
| **Online mode: Web-conferencing supported by Moodle and/or other e-tools**  *(Specify how the course will be conducted when it is moved totally online.)* |  | | |  |
| **Con-current/Hyflex mode: (face-to-face + online)**  *(Specify how the course will be conducted through a combination of online and face-to-face modes.)* |  | | |  |
| **Inclusivity:** Check your activities. Are they all inclusive? Looking at the activities you have listed under your new teaching modes, can all students participate equally? Can any of your activities be tailored to the diversity in your classroom – for example, can any of the activities draw on individual students’ own experiences, learning preferences, and/or cultures? When the course is delivered in online or con-current/hyflexmodes, will any of the students be disadvantaged due to limited access to technology and/or resources? | | | | |
| **Assessment –** List the assessments on your course and link them to the learning outcomes. The key question about assessment is: Can students demonstrate they have achieved the learning outcomes through the assessment activities? If you have students working remotely as well as students on campus, make sure that the assessments are **equitable**. Even if students can attend an in-class assessment, it may be a better choice to assess everyone online to ensure that none is disadvantaged. | | | | |
|  | | | **CLOs assessed** | **Time on task** |
| **Current mode: Face-to-face supported by Moodle**  *(Specify how the course will be conducted in face-to-face settings. You might have this planned already.)* |  |  |  |  |
| **Online mode: Web-conferencing supported by Moodle and/or other e-tools**  *(Specify how the course will be conducted when it is moved totally online.)* |  |  |  |  |
| **Con-current/Hyflex mode: (face-to-face + online)**  *(Specify how the course will be conducted through a combination of online and face-to-face modes.)* |  |  |  |  |
| **Collecting student feedback** - List the strategies you will use to collect student feedback during the course in order to adjust your course to students’ requirements and needs. Such feedback can also be useful for compiling teaching portfolios for teaching awards, Advance HE Fellowship, or PRD etc. | | | | |
| **How** | | | **When** | |
| **Current mode: Face-to-face supported by Moodle**  *(Specify how the course will be conducted in face-to-face settings. You might have this planned already.)* |  | |  | |
| **Online mode: Web-conferencing supported by Moodle and/or other e-tools**  *(Specify how the course will be conducted when it is moved totally online.)* |  | |  | |
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**Prof Diana Laurillard’s six learning types** (<https://abc-ld.org/6-learning-types/>)

Laurillard’s approach to curriculum design is a very pragmatic approach to curriculum design. She distinguishes between six ways of learning, each of which develops particular competencies.

**Acquisition** – Reading, watching videos, listening to podcasts, listening to a lecture. These activities develop concepts but do not require students to do anything.

**Inquiry** – Critical intellectual inquiry. Students need to identify and evaluate their own sources.

**Discussion** – Students need to exchange ideas, argue, present an argument and respond to queries

**Practice** – Students need to generate an action, try it out, evaluate it and try again

**Collaboration** – Students need to produce a shared output which means that they need to negotiate and agree on an outcome

**Production** – Students need to produce something to be evaluated by the teacher (and maybe peers).