OWL Basics for Rapidly Moving Courses Online

March 2020
Today’s Agenda

Rapidly moving courses online
Creating a course site
Uploading content
Creating assignments
Communicating with students
Notes About Rapidly Moving Courses Online

Western

Rapidly Moving Courses Online
Rapidly moving a course online is not the same as building an online course.

Focus on simplicity:

1. Tell students **now** that you are working on the course and tell them how to best communicate with you.
2. “Less is more” for tool selection, content delivery method, and assessment. Choose a few approaches that best suit your needs and use them consistently.
3. Create your content.
4. Post your content.
5. Communicate with students about how they should access, work through, and interact with the content. Create a task checklist for them.
6. Create assessments that can be submitted digitally.
Communication with your students is a key to their success.

• Begin communicating with them now. Don’t wait until you feel everything is “ready” or “perfect.” Start by telling them you are here for them and let them know when more information is coming.

• Tell them your preferred method of communication and when to expect a response.

• Communicate what will change in the course and how this will impact them (e.g., readings, topics covered, assessments—including weighting, if applicable).

• Create checklists for each week/module that outline what students need to do and by when.

• Hold extra “drop-ins” via Zoom or Blackboard Collaborate.
Don’t try to replace every lesson, activity, and assessment planned for your face-to-face class.

• Focus on content where course learning outcomes haven’t yet been met
• Select one or two methods for teaching content and facilitating student interaction, then remain consistent, e.g.:
  • PowerPoints with annotations or voiceover OR
  • 8-10 minutes lecture videos/video content, followed by opportunities for forum discussion (text, video, or audio) OR
  • VoiceThread presentation with opportunity for student comments and questions
• Avoid live lectures, particularly with large classes – this tech will be experiencing increased demand and could be unstable (but drop-in office hours are okay!)
• If necessary, reconfigure or replace assignments to allow for digital submission (e.g., digital file submission; virtual presentation; website, blog or ePortfolio creation, etc.)
Need ideas for adapting your teaching and assessments?

Email elearning-support@uwo.ca and set up a consultation time!

Visit https://elearningtoolkit.uwo.ca/ for more suggestions and tools.
Introduction to OWL
OWL

- Western’s Learning Management System (LMS)
- Available to all Western users:

1. Go to https://owl.uwo.ca/
2. Log in with your Western ID and password

- OWL is made up of sites
- Sites consist of tools, content, activities, and participants
OWL Sites

Course sites
- Official rosters
- Roles
  - Instructor
  - Teaching Assistant
  - Student
  - Grade Admin
  - Course Coordinator

Project Sites
- No rosters
- Roles
  - Maintain
  - Access
OWL Tools

- **Site Info**: Modify your site settings
- **Resources**: Upload files to your site
- **Announcements**: Communicate with students
- **Assignments**: Receive student submissions
- **Forums**: Discuss topics with written conversations
- **Gradebook**: Manage and release grades
- **Lessons**: Organize and present content
- **Collaborate**: Host online virtual classrooms
- **Zoom**: Host online meetings
- **VoiceThread**: Share interactive stories and content
Next Steps
Other workshops
Available March 16\textsuperscript{th} and 17\textsuperscript{th}:

- Office 365 Suite
- Zoom, Collaborate, and VoiceThread
- Lessons Tool & Resource Organization
- Groupwork

Register at https://teaching.uwo.ca/elearning/
One-on-one Consultation

Instructional Technology Resource Centre
Monday and Tuesday – 8:30am to 8:00pm

Drop-in: Support Services Building 4320

OR

Book an online consultation: Call extension #83800
Remember:

• We are in “uncharted territory”
  • Perfection is not an expectation

• Keep communicating with your students and your colleagues. We are all in this together and will get through it together.

• Ask for help – we are here for you and you are not alone!
Questions
Thank you!