Designing Flexible Courses
ACCESS: Suggestions for Six Course Components

NORTH ISLAND COLLEGE NIC

A = ASSESSMENT OF LEARNERS

Keep the Universal Design for Learning (UDL) principle in mind: Provide multiple means of action and expression for students (e.g., provide learners with many ways of demonstrating what they have comprehended and ways of managing that information such as through assignments, media presentations, concept maps, portfolios, websites, diagrams etc.). Provide choice and alternatives, along with opportunities for students to suggest ideas. Always give lots of feedback.

Format	**Blended Learning** In-Person and Digital	**Asynchronous** Digital	**Synchronous** Digital
Formative Feedback	Give feedback in class to students. Create short audio clips for each student on specific feedback. Use Assignment, Journal and/or Discussions in Blackboard Learn for students to share thoughts and you reply.	Create short audio clips for each student on specific feedback. Use Assignment, Journal and/or Discussions in Blackboard Learn for students to share thoughts and you reply. Write an email to students with feedback. Scheduled an optional BlueJeans session for live feedback and discussion.	Schedule small group or individual live feedback sessions. Also consider creating short audio clips to provide individualized feedback. Send email or use the Assignment, Journal and/or Discussion tools in Blackboard to engage in more feedback activity.
Quizzes	Give a quiz in class. Give an online quiz in Blackboard Learn. Have students take a quiz prior to an on-campus class to see if prepared.	Give an online quiz in Blackboard Learn. Have students take a quiz at beginning of topic or module to test for comprehension and readiness.	Use BlueJeans to have a live oral quiz with a small group or individual students. Give an online quiz in Blackboard Learn. i
Create Assignments	Students complete assignments in a variety of ways from hard copy to digital formats depending on course and content.	Students use tools outside of Blackboard such as concept mapping tools, websites, presentations, papers etc. to create assignments.	Students use tools outside of Blackboard such as concept mapping tools, websites, presentations, papers etc. to create assignments.
Submit Assignments	Submission via Assignments Tool in Blackboard Learn, mark and return via tool using inline grading, rubrics and grade center. Use single point rubrics.	Submission via Assignments Tool in Blackboard Learn, mark and return via tool using inline grading, rubrics and grade center. Use single point rubrics.	Upload assignment into the Assignments Tool in Blackboard, provide feedback and grade inline with the tool. Use single point rubrics.
Exams	Give students an open-book exam to be done during scheduled exam time. Consider giving a culminating project, consolidation activity or choice of ways to represent their learning	Give students an open-book exam to be done during scheduled exam time. Consider giving a culminating project, consolidation activity or choice of ways to represent their learning.	Give an oral exam via BlueJeans. Give students an open-book exam to be done during scheduled exam time. Consider giving a culminating project, consolidation activity or choice of ways to represent their learning
Individual Presentations	Students share on discussion forums with small groups for peer feedback.	Students share on discussion forums with small groups for peer feedback.	Students present via sharing screen in BlueJeans. Peers respond in chat. Students create video doing presentation.

C = CONTENT

Keep the Universal Design for Learning (UDL) principle in mind: Provide multiple means of representation (e.g., provide learners with many ways of engaging and comprehending information and experiences such as videos, audio clips, graphics, symbols, tactile objects, etc.) Here are examples of ways to present content.

Format	Blended Learning - In-Person and Digital	Asynchronous - Digital	Synchronous - Digital
Content via Text	Present content in text-based modes for students to read, have screen readers access and provide a low-tech downloadable document to access content. Examples include Word docs, PDFs, Slide deck outlines, transcripts, scripts of videos.	Present content in text-based modes for students to read, have screen readers access and provide a low-tech downloadable document to access content. Examples include Word docs, PDFs, Slide deck outlines, transcripts, and scripts of videos.	Present content in text-based modes for students to read, have screen readers access and provide a low-tech downloadable document to access content. Examples include Word docs, PDFs, Slide deck outlines, transcripts, and scripts of videos.
Content via Video	Present content in video-based mode for students to watch, take quizzes within, comment on, rewind and re-watch etc. Examples include YouTube videos, Kaltura-created videos with quiz questions (instructional videos, welcome videos etc.)	Present content in video-based mode for students to watch, take quizzes within, comment on, rewind and re-watch etc. Examples include YouTube videos, Kaltura-created videos with quiz questions (instructional videos, welcome videos etc.)	Present content in video-based mode for students to watch, take quizzes within, comment on, rewind and re-watch etc. Examples include YouTube videos, Kaltura-created videos with quiz questions (instructional videos, welcome videos etc.)
Content via Presentations	Put content in a slide deck, Prezi, Google Slides etc. with narration or notes. PDF document for ease in viewing.	Put content in a slide deck, Prezi, Google Slides etc. with narration or notes. PDF document for ease in viewing.	Put content in a slide deck, Prezi, Google Slides etc. with narration or notes. PDF document for ease in viewing.
Content via Audio	Present content in audio-only mode for listening. Examples include audio only files describing content, podcasts, audio feedback on assignments. Etc.	Present content in audio-only mode for listening. Examples include audio only files describing content, podcasts, audio feedback on assignments. Etc.	Present content in audio-only mode for listening. Examples include audio only files describing content, podcasts, audio feedback on assignments. Etc.
Content via Blackboard Learn	Put content in content collection and then link to various pages in Blackboard Learn for access and one-stop location for all content.	Put content in content collection and then link to various pages in Blackboard Learn for access and one-stop location for all content.	Put content in content collection and then link to various pages in Blackboard Learn for access and one-stop location for all content.
Content via Email	Email content to students via email (separately or within Blackboard Learn) via a mailing list of all students.	Email content to students via email (separately or within Blackboard Learn) via a mailing list of all students.	Email content to students via email (separately or within Blackboard Learn) via a mailing list of all students.
Guest Speakers	Invite to classroom or through a BlueJeans.	Involve guest speakers by using BlueJeans.	Involve guest speakers by using BlueJeans.
Open Educational Resources	Consider using open educational resources (OERs) = openly licensed material to save students money and provide more equitable access to learning materials. Consider using open textbooks, resources, or ancillary materials. See BCcampus listing.	Consider using open educational resources (OERs) = openly licensed material to save students money and provide more equitable access to learning materials. Consider using open textbooks, resources, or ancillary materials. See BCcampus listing.	Consider using open educational resources (OERs) = openly licensed material to save students money and provide more equitable access to learning materials. Consider using open textbooks, resources, or ancillary materials. See BCcampus listing.

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C = COMMUNICATE

Keep the Universal Design for Learning (UDL) principle in mind: Provide multiple means of engagement (e.g., provide learners with connections about their interests, support self-reflection, foster collaborations such as open class discussions, office hours, question and answer periods, etc.). Communicate with care. Often.

Format	Blended Learning - In-Person and Digital	Asynchronous - Digital	Synchronous - Digital
Individual Students	Email, Course Messages, Journal and Discussion tools in Blackboard Learn.	Email, Course Messages, Journal and Discussion tools in Blackboard Learn.	Video conference chat in BlueJeans. Email, Course Messages, Journal and Discussion tools in Blackboard Learn.
All Students	Announcement, Course Messages or Email in Blackboard Learn. Also communicate to all students through Outlook NIC email.	Announcement, Course Messages or Email in Blackboard Learn. Also communicate to all students through Outlook NIC email.	Announcement, Course Messages or Email in Blackboard Learn. Also communicate to all students through Outlook NIC email. Announcements in live classes.
Group Discussions	Use Discussion tool in Blackboard Learn. Use other web tools for instant messaging and group collaboration such as Mattermost.	Use Discussion tool in Blackboard Learn. Use other web tools for instant messaging and group collaboration such as Mattermost.	Break students into smaller groups and use breakout rooms in BlueJeans. Use other web tools for instant messaging and group collaboration such as Mattermost.
Students Ask Questions	Use Discussion tool in Blackboard to post and have answered at another time by students and/or instructor. Phone call to chat with students. Create a FAQ with answers. Create a video answering questions and share link with students. Students ask questions in class.	Use Discussion tool in Blackboard to post and have answered at another time by students and/or instructor. Phone call to chat with students. Create a FAQ with answers. Create a video answering questions and share link with students.	Video conference live chat in BlueJeans. Post on WordPress site as a comment. Phone call to chat with students. Create a video. Answer common questions in video. Share link with students.
Office Hours	Have office hours in person before or after in-class lessons. Possibly consider some online live office hours with BlueJeans.	Indicate a time you will hold office hours on announcements page, hold in a discussion forum, via email or live chat via BlueJeans.	Share details and directions for how to engage with publisher textbook content via a demo in BlueJeans or recorded session.
Getting to Know Students	In a discussion forum have students introduce themselves in various ways – write something, insert a link to a short video introduction or insert a link to a personal website. When you get together in person students will have a head start in building community.	In a discussion forum have students introduce themselves in various ways – write something, insert a link to a short video introduction or insert a link to a personal website.	Have students introduce themselves in the chat and through taking turns in the main class environment. Possibly use breakout rooms for 4—5 students to chat and get to know each other a bit more. Provide guiding questions for the conversation.

E = ENGAGE

Keep the Universal Design for Learning (UDL) principle in mind: Provide multiple means of engagement (e.g., provide learners with connections about their interests, support self-reflection, foster collaborations such as small group discussions, collaborative activities like Google Docs, Padlet, etc.). Engage in motivating activities.

Format	Blended Learning - In-Person and Digital	Asynchronous - Digital	Synchronous - Digital
Preparing for Class	Engage students in preparing for in-class learning by doing readings, watching videos, and accessing other learning materials. To ensure attentiveness to content: provide guided questions, charts, missing fill in the blanks etc. to fill out while doing activities. Post questions in Blackboard Learn discussion forums for engagement with groups of students, have students annotate a PDF or Word version of a reading with comments and questions shared with group mates etc.	Engage students in preparing for online learning by doing readings, watching videos, and accessing other learning materials. To ensure attentiveness to content: provide guided questions, charts, missing fill in the blanks etc. to fill out while doing activities. Post questions in Blackboard Learn discussion forums for engagement with groups of students, have students annotate a PDF or Word version of a reading with comments and questions shared with group mates etc.	Engage students in preparing for live online class by doing readings, watching videos, and accessing other learning materials. To ensure attentiveness to content: provide guided questions, charts, missing fill in the blanks etc. to fill out while doing activities. Post questions in Blackboard Learn discussion forums for engagement with groups of students, have students annotate a PDF or Word version of a reading with comments and questions shared with group mates etc.
Assess Readiness	To hold students accountable for preparatory activities have them a) take a short quiz through Blackboard Learn prior to class b) submit a summary post to a discussion forum about response to key questions c) create their own summary of readings and share with class etc.	To hold students accountable for preparatory activities have them a) take a short quiz through Blackboard Learn prior to class b) submit a summary post to a discussion forum about response to key questions c) create their own summary of readings and share with class etc.	To hold students accountable for preparatory activities have them a) take a short quiz through Blackboard Learn prior to class b) submit a summary post to a discussion forum about response to key questions c) create their own summary of readings and share with class etc.
Team Learning	Hold students further accountable by having them work with pre-selected teammates to do a collaborative activity (e.g., take a quiz together during class and agree on same answers for marks, prepare a summary of each teammate's section)	Hold students further accountable by having them work with pre-selected teammates to do a collaborative activity (e.g., take a quiz together during class and agree on same answers for marks, prepare a summary of each teammate's section)	Hold students further accountable by having them work with pre-selected teammates to do a collaborative activity (e.g., take a quiz together during class and agree on same answers for marks, prepare a summary of each teammate's section)
Brainstorming an Idea	Put students in groups. Have them use the Blackboard Learn wiki to type ideas and share thoughts. Have them use Discussions to brainstorm in small groups.	Put students in groups. Have them use the Blackboard Learn wiki to type ideas and share thoughts. Have them use Discussions to brainstorm in small groups.	Put students in groups. Have them work in BlueJeans breakout room or on collaborative space like Google Docs to brainstorm. They share via screen share tool.
Group Project and Group Work	Collaborate on a shared document like Google docs. Use an instant messaging tool like Slack to share ideas. Use BlueJeans or another web conferencing tool.	Collaborate on a shared document like Google docs. Use an instant messaging tool like Slack to share ideas. Use BlueJeans or another web conferencing tool.	Meet in a web conferencing room to discuss as a group or go into breakout groups in a class. Collaborate on a shared document like Google docs. Create long-standing BlueJeans meeting rooms.

S = SUMMARIZE

When working in a flexible instructional format, it is even more important to provide summaries and consolidation of learning as each week goes by. Students are struggling with many new ways to engage with learning that they lose sight of the key messages and core concepts.

Some of the following ideas could help learners capture the big ideas they are to be focusing on, as well as start giving them outlines for study notes and note taking.

Format	Blended Learning - In-Person and Digital	Asynchronous - Digital	Synchronous - Digital
Class Reflections	Through Discussions in Blackboard Learn post a reflective summary of the past week injecting your personal observations and insights from the assignments or submissions. Ask students for responses to your post. Have students post reflections and /or moderate discussions.	Through Discussions in Blackboard Learn post a reflective summary of the past week injecting your personal observations and insights from the assignments or submissions. Ask students for responses to your post. Have students post reflections and /or moderate discussions.	Verbally share a reflective summary of the past week injecting your personal observations and insights from assignments or submissions. Put students in breakout rooms to discuss, reflect and share own thoughts upon return to larger group.
Weekly Highlights: Big Ideas and Core Concepts	Email your class in Blackboard Learn, or post in discussion area a bulleted summary of the key takeaways, big ideas and highlights of the content and learning of the past week. Ask for feedback on missing components or enhancements.	Email your class in Blackboard Learn, or post in discussion area a bulleted summary of the key takeaways, big ideas and highlights of the content and learning of the past week. Ask for feedback on missing components or enhancements.	Write an email or post in Blackboard Learn discussion a bulleted summary of the key takeaways, big ideas and highlights of the content and learning of the past week. Ask for feedback in BlueJeans live chat about missing components or enhancements.
Concept Map and Relationships	Have students create a concept map of key learning in a module or a section of your course. Do in a concept mapping tool and post in discussion forum and/or wiki for all to share/comment.	Have students create a concept map of key learning in a module or a section of your course. Do in a concept mapping tool and post in discussion forum and/or wiki for all to share/comment.	Have students create a concept map of key learning in a module or a section of your course. Have them screen share their desktop or the application to share with a live class in BlueJeans.
Study Notes	Have students create a summary set of notes for a module or topic. It can be a multimedia format with video and audio. Post in discussion board and/or wiki for sharing and commenting by classmates.	Have students create a summary set of notes for a module or topic. It can be a multimedia format with video and audio. Post in discussion board and/or wiki for sharing and commenting by classmates.	Have students work in groups during a live BlueJeans class to collaborate on a set of study notes or summary notes for the class in Google Docs etc. Have them share their screens on BlueJeans and describe.

S = SUPPORT

All the supports and additional considerations we can give students will benefit them and their learning. Here are some ideas for supporting students throughout the learning experience.

Format	**Blended Learning** - In-Person and Digital	**Asynchronous** - Digital	**Synchronous** - Digital
Learner Accommodations	Make the digital classroom accessible for all students. Reach out to DALS.	Make the digital classroom accessible for all students. Reach out to DALS.	Make the digital classroom accessible for all students. Reach out to DALS.
Platform Overviews	Provide an orientation to your course. Create a video to show key spots and where to find important information, deadlines, and assignment dates. Direct students to the "Student Training Course" in the Blackboard Training section under their Student Resources Tab in Blackboard Learn.	Provide an orientation to your course. Create a video to show key spots and where to find important information, deadlines, and assignment dates. Direct students to the "Student Training Course" in the Blackboard Training section under their Student Resources Tab in Blackboard Learn.	Provide students an orientation to how you are going to use BlueJeans and any other tools. Do this via a live class taking them on a tour of any applications via the screen share option.
Study Strategies	Share six strategies for effective learning with students. Ask them to try some of the strategies out during the course.	Share six strategies for effective learning with students. Ask them to try some of the strategies out during the course.	Share six strategies for effective learning with students. Ask them to try some of the strategies out during the course.
English as Additional Language Learners	Frequent feedback via email, video, discussion, journal, or assignment tools. Use clear language and organized course content. Provide videos to explain content, with closed captions. Create, or have students create, a glossary of key terms using the wiki function, for each class / full course.	Frequent feedback via email, video, discussion, journal, or assignment tools. Use clear language and organized course content. Provide videos to explain content, with closed captions. Create, or have students create, a glossary of key terms using the wiki function, for each class / full course.	Frequent feedback via email, video, or audio. Use clear language and organized course content. Turn on closed captioning. Record sessions. Use chat function to allow students more time to respond to questions/ discussion topics.
Learners Needing More Time	Adjust due dates, assignments and modules/topics for some learners who may need adjustments for various reasons.	Adjust due dates, assignments and modules/topics for some learners who may need adjustments for various reasons.	Adjust due dates, assignments and modules/topics for some learners who may need adjustments for various reasons.
Learners with Low Tech Skills	Use familiar tools. If new tools are used, provide step-by-step instructions. Demonstrate those tools anytime you can provide opportunities for questions.	Use familiar tools. If new tools are used, provide step-by-step instructions. Demonstrate those tools anytime you can provide opportunities for questions.	Use familiar tools. If new tools are used, provide step-by-step instructions. Demonstrate those tools anytime you can provide opportunities for questions.