Teaching Art and Design Online

A Toolkit for Faculty

Faculty & Curriculum Development Centre, OCAD University 2020

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What is this toolkit?

This toolkit was developed to support the [Hybrid and Online Learning Framework](#) and to support the [Guidelines for Hybrid and Online Course Delivery](#). There are nine resources to support faculty with their online course delivery.

How to use this toolkit

You can click directly on the section you are interested and keep this resource available throughout the term to implement different strategies in your course. The order of resources was determined as if setting up a course from the beginning.

The toolkit chapters were developed by Fady Shanouda and Annie Tran, with guidance and input from colleagues in the Faculty & Curriculum Development Centre, the Writing & Learning Centre and IT Services. The toolkit was designed by Tori Maas.

Table of Contents

What's in this toolkit?

Integrating Asynchronous and Synchronous Delivery

Asynchronous teaching and learning activities do not require the instructor and student to be interacting in real-time. Synchronous teaching and learning activities are conducted in real-time, similar to face-to-face conversations. This resource includes strategies for implementing both asynchronous and synchronous components in your course.

Creating Community Online

Part of any great learning experience is the community that can develop as a result of sharing space. Creating community online becomes more difficult because of the distance between the instructor(s) and students, the students from each other, and the absence of any collective gatherings. However, creating community is possible online, and this resource provides practical tips for building community within your course.

Accessible and Equitable Online Learning

Learning online can exacerbate the inequity and inaccessibility already present in higher education. Producing an equitable and accessible online learning environment will require time and acquiring new skills. While this resource does cover many important topics, it is not exhaustive. It is for this reasons that spontaneity and flexibility are essential characteristics to creating a more accessible and equitable learning environment.

Community Agreements

A Community Agreement is a document created collaboratively that outlines the shared values/agreements between individuals in a given space. Ask students to read through the instructions and write up a community agreement.

Captioning and Transcripts

Producing captioned videos with a transcript are an essential part of ensuring that your course content is accessible to the largest number of students, including disabled and ELL students. However, captioning videos and producing a transcript are also helpful tools for creating more engaged learners and have been found to increase attention. These tools are also resources for you - the instructor - as they give you insight into your teaching presence and presentations skills.

Discussions Online

Discussion boards give students a chance to connect with others and be heard. When used effectively, discussions build a community of care, provide meaningful student engagement, and serve as a forum for student curiosities, interests, and motivations. Discussion boards can be organized for two people, small groups, or the entire class. They can be used for grading purposes, or low-stakes opportunities for learning.

Group Work Online

Group work online requires planning ahead and determining, in advance, the purpose and goals of putting students into groups. Reflect on the following: 1) Group work will help students to meet which one of the learning outcomes for my course? 2) Will students learn more by doing this work together, or individually? 3) When during the course is the best time to assign group work?

Assessment and Grading Online

Whether online or in person, assessment and evaluation should be fair, transparent, and suitable for all students. Faculty can use data collected from assessments to better understand the strengths and weaknesses of students, as well as improve teaching approaches.

Rubrics Online

Using a rubric for a discussion or assignment in Canvas will help connect your assessment criteria back to the learning outcomes of your course. Rubrics help guide students to succeed in an assignment or project online.

Integrating Asynchronous and Synchronous Delivery

Asynchronous teaching and learning activities do not require the instructor and student to be interacting in real-time. Synchronous teaching and learning activities are conducted in real-time, similar to face-to-face conversations. See below for strategies to implement both asynchronous and synchronous components in your course.
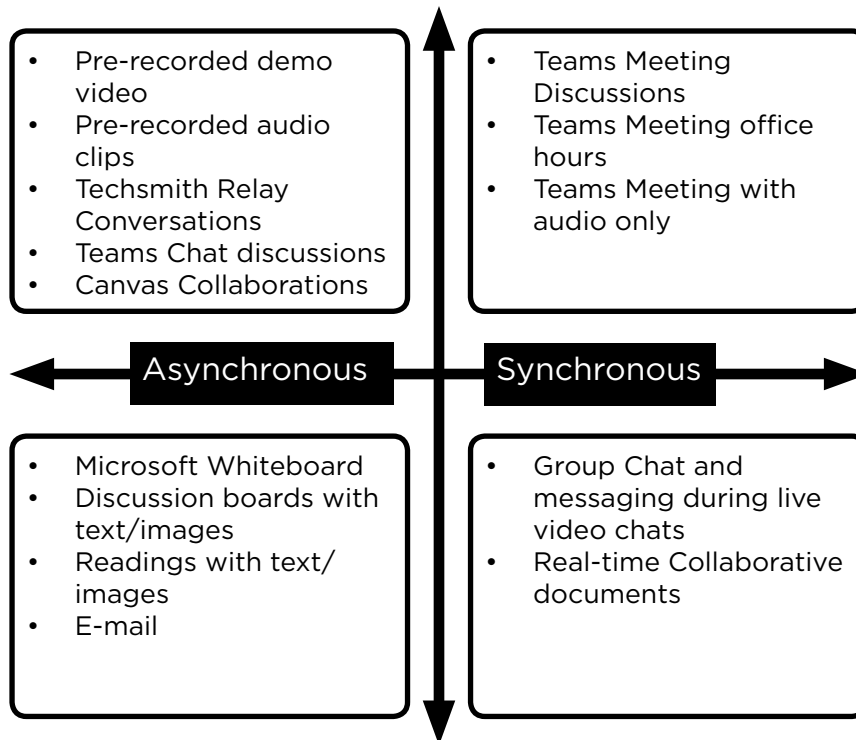
High Bandwidth

These activities work best for students who have newer computers, fast and reliable internet access at home, or unlimited data plans on their phones.

Asynchronous activities support students' different schedules, responsibilities, and abilities to read, think, watch, and contribute at different paces.

Students choose the best time to learn.

Use asynchronous activities for the majority of course components.

- Pre-recorded demo video
- Pre-recorded audio clips
- Techsmith Relay Conversations
- Teams Chat discussions
- Canvas Collaborations

- Teams Meeting Discussions
- Teams Meeting office hours
- Teams Meeting with audio only

Asynchronous ← → **Synchronous**

- Microsoft Whiteboard
- Discussion boards with text/images
- Readings with text/ images
- E-mail

- Group Chat and messaging during live video chats
- Real-time Collaborative documents

Synchronous activities allow face-to-face conversations in real-time but need to be scheduled and organized to accommodate schedules, time zones, and internet access issues.

Consider offering non-mandatory, synchronous meetings at different days and times, leave them ungraded, and use sparingly.

Low Bandwidth

These activities support students with older computers, less reliable internet access, or limited data on their phones.

Asynchronous at OCAD U

	Affordances
Pre-record a video introducing yourself or a studio demonstration	Students can re-watch, pause, reflect, speed up, slow down, have closed captioning to what you're saying, and see your face. You also are able to pair your videos with animations, sound clips, photos, slideshows all in one place. Keep these videos short.
Pre-record audio clips explaining instructions or lecture material for that week	Students need structure for understanding what to expect for the week, without you having to repeat the directions in words all the time. Audio clips of lecture material provide an opportunity for students to disconnect from their computer and use their mobile device to listen to that week's content.
When adding a Techsmith Relay video, select "Add Conversations" to allow students to pause and comment directly on your videos!	If there is a concept or terminology that a student doesn't understand at 1 minute and 48 seconds into your video, a student can click at the point of the video where they have a question. You can also ask a question and invite students to comment!
Create a document within Canvas Collaborations to share and provide feedback on maquettes, sketches, and drafts	Working on a collaborative document helps everyone see their thoughts and ideas progress throughout the weeks.
Use discussion boards with text/images/videos for critiques	Allow more time to respond to work for more thoughtful replies.

	Affordances
Teams Meeting Video Chat for Discussions (large or small groups)	Students have the opportunity to have organic conversations with each other and the instructor, engage in ice-breaker activities, or break out into smaller groups or work individually and report back after a defined period of time (e.g., 20 minutes).
Teams Meeting Office Hours	Provide students with one-on-one support and critique on their work.
Teams Meeting Video Chat for Critiques	Leave these video calls unrecorded but have a designated note-taker to summarize the main points from the critique to send to the student after.
Teams Meeting Live Chat	Students can contribute to the conversation if they are more comfortable typing it out than saying it out loud.

Explore Further
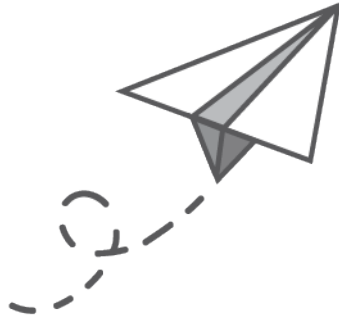
Learn about how to [create community online](#) and create a [community agreement](#) with your students.

Learn about how to make your online courses more [accessible and equitable](#) and how to create [captions and transcripts](#) for the course materials you create.

Explore ways to facilitate [discussions online](#) as well as ways to support [online group work](#).

Explore [assessment and grading online](#) and ways to use [rubrics](#).

Keep exploring with [resources for faculty, resources for students, and further reading](#).

icon designed by Stephanie Bailey

Creating Community Online

Community is a central part of the learning experience. After all, learning is the acquisition of knowledge and the exchange of ideas with others. We are experienced in creating a vibrant learning community in person. Creating community online becomes more difficult because of the distance between us. However, creating community is possible online, and this resource provides practical tips for building community within your course.

Creating community online starts by:

- adjusting **course structure**
- bulding engagement in **the classroom** and,
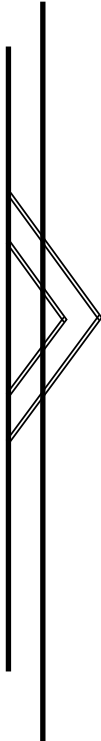- leveraging **the community** in the learning process

Finally, during COVID-19, creating community online will involve addressing the trauma of the health crisis. Speaking about COVID-19 and addressing it openly, thoughtfully, and with empathy will be an important step to building a flourishing/burgeoning/growing community in your online course.

Address the trauma of the year

Course Structure

Don't shy away from speaking about COVID-19, police brutality, or other issues that may arise throughout the year. In fact, you should talk about these things with your students. Consider the following:

- Sharing your personal experience with these topics
- Steps you are taking to stay safe and grounded
- How the course has changed to respond to these issues
- Address the difficulty of this moment for this generation
- Highlight the supports available to students at OCAD U.

You might share this information with students during your opening video or statement. Consider opening a discussion board on COVID-related questions or resources.

Learning Objectives

One clear way to give students a sense of agency during this time is to ask them to develop 1 or 2 of their own learning objectives or goals for the course.

You might ask students, in a discussion during the first week, the following questions:

- What are you most interested in learning by the end of this course?
- What skills/ides/concepts do you most want to learn during the course, and in what ways?

You can also make these questions course- or discipline- specific so as to ensure clear and precise responses from students.

Assessments and Evaluations

Be flexible and allow students to reconfigure assignments or assessments as a way to give them agency over their learning, but also to:

- Help them contribute to their community
- Speak back to personal experiences
- Use available materials

Changes might include adjustable grade weightings for different components of a project or substituting a creative project for a written one. Also avoid late penalties by implementing "submission windows" to encourage students to plan ahead, select the deadline within this window that works best for them, and that gives them some flexibility if things do not go as planned.

Mid-Course Survey

Halfway through the course, give students an opportunity to give you feedback on how things are going.

An example mid-course review is available in the Canvas Cloud Course Templates for Fall 2020, available in Canvas Commons.

The Classroom

It'll be important that you introduce yourself to your students, either in a captioned video (that you also provide a transcript for) or through a statement on Canvas. Equally important is that your students introduce themselves to you and to their fellow classmates. Here are some creative ways to get students to introduce themselves. But these can be as simple as using our artwork to introduce ourselves.

Introductions

W5H
- Who (are you?); What (are you doing this semester that's unrelated to school?); Where (are you?); When (did you become interested in art?); Why (did you decide to take this course?); How (do you like to learn?)

Emoji
- Use only 10 emoji to describe yourself. Other students try to guess your story throughout the first week. Students come back at the end of the week and provide the details.

2 truths and 1 lie
- Post 2 truths and 1 lie about yourself. Other students try to guess the lie.

Get students intimately involved in the technologies they are studying or working on. Doing this online means taking advantage of all the available technology.

Use:
- Microsoft Teams
- Discussion Boards or Collaborations on Canvas
- Whiteboards or OneNote

Continued Engaged Involvement

Ask students to contribute to the course, not just as learners but also as experts or co-facilitators. Have students:

- Crowd-source notes (have students compile notes together in a shared OneNote document)
- Use wikis or OneNote to share ideas or course concepts
- Participate in peer assessments or evaluations
- Facilitate modules (one new group or pair per week - especially in seminar courses)

Learners as Experts

Consider holding optional weekly synchronous office hours or informal coffee breaks with your students. You can talk about the course, but also about other interests or relevant topics.

- Arrange for face-to-face meetings to occur at different times, each time, to ensure students with different responsibilities or from different time zones can participate.
- Record these so that students view them later (notify students that you are recording these conversations)
- Remember to caption these videos
- Offer other ways of connecting that take into consideration limited bandwidth, such as the call-in feature on Microsoft Teams.
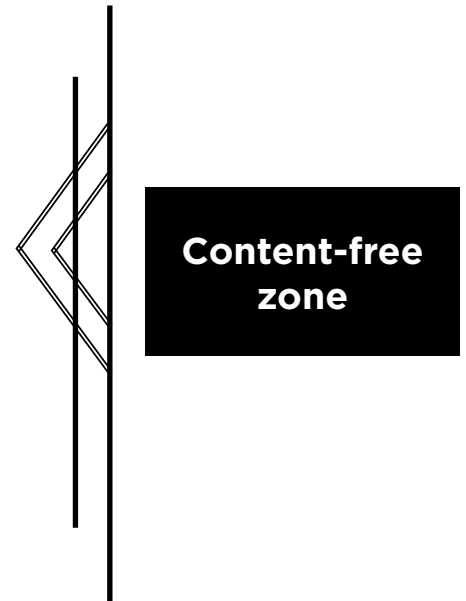
Office Hours/ Coffee With...

Open a discussion board that's just for students to share things that are unrelated to the course. You can ask students to share what they are watching, reading, and doing for fun during quarantine or how they are working to de-stress. Use this as a way to share with students what you are doing during your down time.

Content-free zone

The Community

Carry work into the community

It's important that we ask students to learn in places other than in front of a screen. This must be done safely, however, and should be voluntary. Ask students to think about how their work in the classroom might be carried into the community - into the grocery store, the pharmacy, and the bank.

Everyday tasks become learning opportunities

Make everyday tasks that students might have to do - caring for parents, grandparents, children, pets - part of the course in creative ways (all should be voluntary given some students may not feel safe in their present locations). For example, you might ask students to:

• Speak with someone else about a topic and report back the conversation
• Take photos of something on their next trip outside the house that reflects the topic in last week's readings
• Create something with their parents, grandparents, children or pets.

Provide Feedback

Encourage students to carry work into their communities and their everyday tasks by providing feedback. Remember as most of this should be voluntary, don't assign a grade to this type of work (unless it's part of a project or larger component of the course).

Build "outside" class spaces

Take a virtual tour of a gallery, art museum, historical museum or other cultural space with students either synchronously or asynchronously getting them to reflect on a particular piece of art or history, responding either in person or on the discussion boards. As a result of COVID, cultural venues have made many of their permanent exhibits available for free. If you feel you may not have time to source which exhibits are available, get your students to do a search as part of the first week of class. The classroom is also a community that you can leverage for ideas, resources, and support.

Accessible and Equitable Online Learning

Learning online can exacerbate the inequity and inaccessibility already present in higher education. Producing an equitable and accessible online learning environment will require time and acquiring new skills. While this resource does cover many important topics, it is not exhaustive. It is for this reasons that spontaneity and flexibility are essential characteristics to creating a more accessible and equitable learning environment.

Creating an accessible and equitable learning environment requires us to acknowledge and act to address the history and ongoing legacies of colonialism, racism and eugenics in higher education in this country. These systems are embedded structurally in our pedagogical practices, in what we constitute as knowledge, in what we deem as good practice, in who we cite as experts, and in who we permit to learn (and in what ways they are expected to learn).

We are familiar with how these systems mediate student learning in classrooms and other spaces on campus, and in the different ways many of us negotiate these systems of oppression as part of our teaching practice. These systems do not disappear when we move to online learning and teaching. In fact, many of them are exacerbated by the structure and materials necessary to engage in online learning (classism – cost of materials, bandwidth, and computer equipment; racism – trolling, policing tone, and use of coded language;

ableism – uncaptioned videos, strict deadlines, and communications in a single modality). As instructors, it is important to actively work to create accessible, equitable and safer online learning spaces for our students.

We suggest that you approach the task of creating an accessible and equitable online learning space by adopting a Wholistic Approach to Curriculum as well as by applying the three principles of Universal Design for Learning (UDL). These approaches work well together, but we want to be clear that to develop a wholistic approach requires time to learn and to build a relationship to the knowledge and ideas required to reimagine education through a wholistic world view. Incremental change that is considered and respectful is encouraged. However, we must also acknowledge that Indigenous scholars, artists and students have been waiting for this change for some time now.

Wholistic Approach to Curriculum

Ground your course in a Wholistic Approach to Curriculum, OCAD U's process for decolonizing curriculum. A wholistic curriculum is grounded in the historically and theoretically rich model of the Anishinaabe medicine wheel. "Wholistic" refers to the whole person, and how we are interconnected to all other things.

Medicine Wheel

North (Spiritual)

West (Physical)

East (Emotional)

South (Mental)
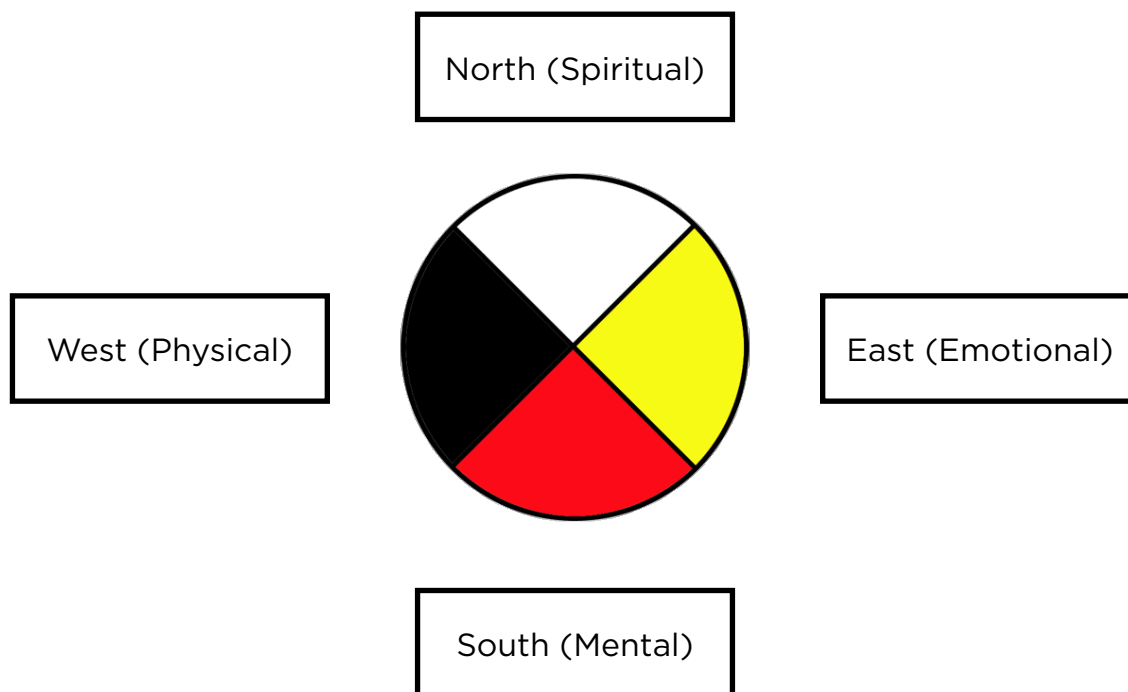
The four quadrants of the medicine wheel represent many things, including the whole person and their spiritual, physical, emotional and mental states. Keeping all four quadrants in mind in the development of courses, assignments, discussions, etc. will ensure that a student's whole-self is considered. Beginning to include Indigenous knowledges – respectfully, and with humility – is one step towards decolonizing our institutions and places of learning.

OCAD U has also adopted a set of 22 Indigenous Learning Outcomes – developed by our Indigenous faculty and grounded in traditional Indigenous knowledges – that are guided by the four directions of the medicine wheel and the principles of Respect, Relationship, Reciprocity and Responsibility. The ILOs can help guide students' learning and help us to develop respectful teaching approaches.

If you would like to learn more, please get in touch with the Faculty & Curriculum Development Centre at fcdc@ocadu.ca.

Universal Design for Learning (UDL)

As you are in the process of developing a Wholistic Approach, you can start to reimagine your course structure and content by adopting a Universal Design for Learning (UDL). When incorporated, the three principles of UDL can make your course more accessible to a larger number of students.

Principle 1

Multiple means of engagement to consider multiple options to:

- recruit interest in your class,
- help your students sustain effort and persistence during their learning,
- provide opportunities for self-regulation.

The adoption of these strategies will help your students remain motivated while taking a purposeful approach to their learning.

Principle 2

Multiple means of representation to present material in various formats, including:

- different modalities (e.g., visual, auditory, touch),
- clarification and support for language and symbols,
- strategies to support comprehension of course material.

This approach will help your students become resourceful and knowledgeable in your subject matter.

Principle 3

Multiple means of action and expression that allow your students to express their knowledge in different ways and interact with the knowledge in multiple meaningful ways as they learn to strategize and plan for their own learning. This includes:

- accessible materials for all,
- multiple modalities for your students to tell you what they learned in your class,
- support to help your students set goals, plan, monitor and assess their own learning.

These approaches can help students become strategic and goal-directed learners.

One fundamental way to integrate UDL principles within your course is to consider how you might restructure your course for online learning. Here are some suggestions for reimagining course structure.

Access Check and Online Learning Survey

This is a short survey you can send out in the first week of class through the quizzes function in Canvas. It's an easy way to learn more about your students' needs and their access to different technology and materials.

We suggest sending out a short survey in week one to find out about students' access needs, their ability to connect to the internet, and what software/hardware and technologies they have access to and need to be successful in the course. You can also ask students to contribute to creating learning objectives for the course (a great way to start creating community). The goal of sending out such a survey is to get immediate feedback from students, and to get a quick overview of their needs, ability to access the course, and overall interest in the topic/subject area.

The information you collect will help you plan for activities that foster engagement in your course. This activity is also be helpful for students as they begin to reflect on their own needs and goals, promoting further reflection as students plan, strategize, monitor and assess their own learning.

An example Access Check and Online Learning Survey is available in the Canvas Cloud Course Template for Fall 2020.

Community Agreements

This is a document that is created collaboratively among the students and yourself and outlines the rules, or agreements, you wish to make to each other. These can be as complicated or as simple as you'd like.

Consider sending out a link to a shared Word doc or using the Whiteboard to get students to create some agreements with each other about learning together online. For more information click here and check out the prompts we've generated to help you get started.

Mid-Course Review

Consider including a mid-course review half-way through the term to get a sense of students' experiences in the course.

Once you get the results, consider sharing them with your students. Explain what you can and cannot change (and why). This practice will show your commitment to diversity and accessibility, and it will help to build a stronger community in your class as your students realize that you care about their needs, preferences and perspectives.

An example mid-course review is available in the Canvas Cloud Course Template for Fall 2020, available in Canvas Commons.

Accessibility Statement

Include an accessibility statement describing your commitments to accessibility in your course outline. Discuss your approach to creating an accessible space and what you understand to be everyone's role in the process of producing an accessible learning environment.

This will signal your commitment to diversity and equity and highlight the importance of these values and practices within the community, inside and outside the institution.

You can do this in an announcement on Canvas or in your welcome video to students.

An example Access Statement is available in the Canvas Cloud Course Template for Fall 2020, available in Canvas Commons.

Content

Address equity and access by reviewing and revising course outlines, adding descriptions to images and graphs, captioning videos and providing transcripts, and by ensuring written materials are available in accessible formats.

Course Outlines

Course outlines should incorporate content from a diverse group of scholars and artists (Black, Indigenous, people of colour or BIPOC, women, disabled and mad scholars, etc.).

Content should also be critical, anti-racist, feminist, queer, crip and should challenge students in thoughtful and meaningful ways.

If marginalized perspectives are included superficially, this may cause harm, and bolster the notion that these perspectives are secondary to what some in academia constitute as expert knowledge.

Including voices, ideas, opinions, and research from marginalized individuals requires active engagement with their positions and potentially, a re-examination of the materials we often deem as canon.

Including such a wide diversity of content will also ensure that students from different communities feel represented in your course.

- Remember the UDL principle of multiple means of representation and: (1) present the information using multimodality, (2) provide support with language, and (3) improve comprehension of content through various strategies such as different demos, charts, patterns, etc.

Alt-text

- Include an alt-text description on all images and graphs.

Captions and Transcripts

- All videos should be captioned and come accompanied by a transcript.
- Check out the resource Captioning and Transcripts for detailed instructions.
- A transcript should accompany any podcast recordings.

Accessible Readings

- Provide readings, notes and transcripts as PDFs and ensure they are accessible to screen readers.

Participation

The ongoing health crisis, protests against racial injustice and police brutality, among other things, will impact students differently based on their race, gender, sexual orientation, class, disability, and a host of other social identities. It will be important to be conscious of how these global events will impact students differently because of their specific social locations.

Microaggressions

Address subtle, indirect or even unintentional acts or statements of discrimination – called micro-aggressions - that may arise in discussion boards, chats and other places where students interact. For example:

Speaking for a collective "we"

- Not everyone has or shares the same experiences. Keeping this in mind is important during discussions.

Language that assumes or infers identity

- We should never assume the race, sex, gender, sexual orientation, and disability or mental health of the people with which we are in a discussion.

Coded language that substitutes charged language with seemingly "neutral" terms

- A reference to black people as thugs or well-spoken; a reference to women as bossy or sassy. These are racist and sexist remarks that should be addressed by instructors.

Correct Pronouns

- Identify the speaker and their correct pronouns
- Ask students to start each discussion response with the following, "Hi, this is Jennifer (she/they) speaking…" This will prevent students from misgendering each other and allow non-binary students to openly request use of their correct pronouns (they/ze/sie/hir/etc.)
- We suggest faculty model this by introducing themselves this way.

English-language learners

- Speak to students about not policing each other's writing – and encourage responses that focus on content and substance not grammar and prose (this is especially important for English-language learners in your class).
- It may be important to ask ELL students clarifying questions: "Thanks so much for your comment. I think this is a very relevant to […]. Can you clarify your point please?" or "When you mention […], are you referring to […]?"

Camera and Background-use

- Be aware of students' different capacities to manage remote learning. If you are asking students to meet face-to-face, run a contest for the best virtual background to encourage their use. This will destigmatize backgrounds and ensure that students who don't want or can't show their homes/current locations don't have to. Camera use should also always be optional.

High- and low-tech

- Allow both high- and low-tech participation – e.g. Filming and editing vs storyboarding using paper and pen

Evaluations

Part of creating an accessible and equitable online learning environment is to provide students with options for evaluations. Higher education has been exclusionary to many because evaluations have often focused on a students' capacity to communicate clearly through their writing. As an art and design university, however, we know that knowledge, understanding, and learning can be demonstrated through a multitude of ways. Therefore, give students options to demonstrate their learning in as many ways as possible. Include, in this approach, windows for submission, instead of deadlines to give students flexibility, as well as the opportunity to plan out their assignments, other course work, and commitments outside of schoolwork.

Submission Windows

- Avoid deadlines and consider implementing "submission windows" to encourage students to plan ahead, select a deadline within this window that works best for them, and that gives them some flexibility if things do not go as planned.

Other Ways to Evaluate

- Consider both peer- and self-evaluations when assigning group work
- Presentations can be one option, but they will have to be accessible. There are other options - try getting students to create "cellphilms", podcasts, maps, art demos, or a timeline.

Check out the resource "Rubrics Online" for more ideas.

There are a lot of software programs available to help make the online classroom more engaging. More is not always better, so use these sparingly. The options below are all available to faculty at OCAD U and have been vetted by IT Services. Should you any technical questions about any of these programs, you can always contact IT for support.

Teaching Tools

- Whiteboard/OneNote - get students to draw, collaborate and work together – even asynchronously – on a whiteboard, just like in the classroom (already included with OCAD U 365). We suggest using Whiteboard for only drawing, and OneNote for drawing, brainstorming, note-taking and for other collaborative exercises.

- Shared Word Doc – similar to OneNote – a simple shared word doc for activities, exercises, either in a synchronous or asynchronous meeting can support students in their learning.

Organizing Tools

- Bookings – schedule one-on-one meetings with a whole class, in one place and without the back and forth emails (already included with OCAD U 365)

- Planner – a great way for students to stay on task. Very helpful for group work (already included with OCAD U 365)

- Speech to Text and Text to Speech on Mac devices – Online reading requires more reading and writing than a traditional classroom space. For a more accessible option, consider using speech to text to jot down your thoughts on a student's response in a discussion board, or using speech to text to have a student's response read to you. Speech to Text/Text to Speech is compatible with OCAD U 365, Microsoft Teams, and Canvas. Share this easier way of communicating with your students.

Creating Access

Immersive Reader in Canvas

For a demonstration, check out the workshop "Making Course Materials Accessible" (minute 51:38)

Accessibility Checker in Canvas

For a demonstration, check out the workshop "Making Course Materials Accessible" (minute 58:41)

Video/Audio responses in Canvas discussions

For a demonstration, check out the workshop "Making Course Materials Accessible" (minute 56:05)

Tips for creating accessible presentations

Guide to creating accessible media

Community Agreements

A Community Agreement is a document created collaboratively that outlines the shared values/agreements between individuals in a given space. Ask students to read through the instructions and write up a community agreement. In both classroom and online settings, these documents can be referred back to if conflict arises. The document is a reminder to students of what was agreed to and what is considered out of bounds.

There are a number of ways to start this conversation. For example, you might post the following in a shared Word document and ask students to contribute:

We may not be sharing a physical space, but we will be speaking to each other through different platforms all the time throughout the course. These include:

- Discussion boards: Posting written, video, audio and image responses
- Video conferencing calls through Microsoft Teams
- Email: Only through OCAD emails
- One-on-one conversations (for group work use Microsoft Teams)

It will be important to write up some shared agreements about how we want to talk to each other over these different platforms and if there are guidelines we need to put in place. Contribute your thoughts below.

You can prompt students with a few questions, such as the following:

Answer the following questions:

- How do you want to speak to each other?
- How do we want our fellow students to respond to our posts?
- On which platforms do we want to speak to each other?

Or have a few guidelines already stipulated in the working document and ask students to contribute more ideas. For example:

- Platforms - To ensure safety, communications should only occur on Canvas, Microsoft Teams and through OCAD emails. Students should avoid communicating with each other or with the instructor on other platforms, such as What's App.

- Speaking to each other – Everyone deserves respect. If we disagree with someone's opinions, we can voice that disagreement without attacking the person or their character.

- Assumption – We will not assume someone's race, sex, gender, sexual orientation or level of ability or comment on these as a way to make a point. We will strive to use everyone's correct pronouns as well as say our names before responding to comments, whether written or spoken (Hi, this is [insert name (and pronouns)] speaking…)

- Respect - Give undivided attention to the person speaking.

You can also use this space to detail your email policy or response time or discuss with students' other course-specific safety measures that are essential to their success.

Captioning and Transcripts

A Universal Design for Learning (UDL) approach includes three principles, one of which is multiple means of representation. This means offering students alternative ways of engaging with materials, including audio and video content. Producing captioned videos with a transcript are an essential part of ensuring that your course content is accessible to the largest number of students, including disabled and ELL students. However, captioning videos and producing a transcript are also helpful tools for creating more engaged learners and have been found to increase attention. These tools are also resources for you - the instructor - as they give you insight into your teaching presence and presentations skills.

Benefits of Captioning	Benefits of Transcripts
For disabled students and students with specific accommodations:	**For disabled students and students with specific accommodations:**
• D/deaf and/or hard of hearing students can review and engage with audio/visual materials • Students with a variety of disabilities (learning disabilities, ADHD, Traumatic Brain Injury, etc.) can follow along more easily	• D/deaf and/or hard of hearing students may prefer transcripts over captions (as reading captions may be slow and tedious) when the images are static, and audio isn't necessary • Students with a variety of disabilities (who require note-taking services) will benefit from a complete transcript of video/lectures – reducing their need to request note-taking services
For English language learners:	**For English language learners:**
• Helps language learners to identify new words or words in new contexts • Tool for learning syntax and discipline-specific language conventions • Assists in pronunciation of words	• Helps language learners to identify new words or words in new contexts • Tool for learning syntax and discipline-specific language conventions • Tool for creating notes, or a glossary of terms

For all students:

- Regardless of living or learning environment, the content of the video can be viewed and understood
- Has been shown to increase audience attention, and likelihood of watching video to completion

For all students:

- Offers a different way to learn
- Can be used to read, review, and return to the lecture/course materials over and over again
- Find ideas/concepts (through find/search) more quickly
- Solves issues for students with low bandwidth who can't view videos (but can download small Word/PDF files)

For Instructors:

- More engaged students
- Signals a commitment to access and inclusive teaching
- In compliance with AODA requirements
- Fewer requests for captioning-specific accommodations

For Instructors:

- Provides an automatic script of one's lecture/demo
- Tool to learn about one's teaching style – and to refine presentation skills

How to Caption Videos in Techsmith Knowmia

Learn how to caption videos by either watching this three-minute instructional video from IT Services or by following these instructions:

1. After uploading your video to your TechSmith Knowmia Library, select the video that requires captions.

2. Scroll down and select the tab "Accessibility."

3. Click "+ Add Captions Track"

4. From the two options available, select "Speech to Text: Automatically generate captions for this video." Then click "Apply."

5. A status bar will appear and under "Status" it should, at first say, "Transcribing." This status will change when the captioning is ready for review and later when it is published.

6. Wait for an email that informs you that captioning is complete. This may take different amounts of time depending on length of video and number of videos being captioned by the system. Expect longer wait times in the Fall when demand for captioning increases.

7. The email will be titled, "Your captions are ready for review." Open the email and select the blue "Go to Captions Editor" button.

8. Edit the captions as desired.

9. Select Export (for later use of the SRT file to create a transcript) and then Publish (to make the captions available).

10. Click the blue "OK" button to exit the captioning editor.

How to Produce a Transcript

Learn how to produce a transcript by following these instructions:

1. Export (or download) the captions file (SRT) and save to your desktop or in another area.

2. Visit Supertext – a file converting website created by OCAD U's IT department.

3. Click "Browse" and select the SRT file from its saved location.

4. Click the blue "Copy" button.

5. Paste the materials in a Word document.

6. Edit content as desired.

7. Save as a Word file or as an accessible PDF.

Different Quality Levels for Captions

Depending on the content of the video and the time you have, each level of captioning will be appropriate as there is a high degree of accuracy produced by the software.

Basic Quality Captioning	Review captions for misspellings. Ensure the names of Indigenous nations, all people, places and all major concepts are also spelt correctly.
Medium Quality Captioning	Everything from the previous box + add people's names before they speak (and their correct pronouns). Ensure there are complete sentences and fix misplaced periods and commas. Remove "um, " "oh, " and "ah."
High Quality Captioning	Everything from the previous two boxes + detailed review to correct for grammar and punctuation. Capitalize words for yelling or italicize words if stressed. Add brackets around a song title or square brackets and music notes if the title is unknown. Add, in brackets, expressions (ex. sigh, laugh, yawn).

Different Quality Levels for Transcripts

Each level of transcript will be appropriate as the work that is completed when editing the captions will be reflected in the transcript simultaneously.

Copy/Paste text into a word document. Save and make it available to students.	**Basic Quality Transcripts**
Everything from the previous box + insert white space between major sections, between different speakers, or with every new slide (if transcript is from a lecture or presentation using PowerPoint). Add page numbers to the document.	**Medium Quality Transcripts**
Everything from the previous two boxes + ensure complete sentences with text running the width of the document. Add headings, subheadings, and other indicators. Make the document live by including hyperlinks, citations, or other materials (images, links to videos, etc.).	**High Quality Transcripts**

Discussions Online

Discussion boards give students a chance to connect with others and be heard. When used effectively, discussions build a community of care, provide meaningful student engagement, and serve as a forum for student curiosities, interests, and motivations. Discussion boards can be organized for two people, small groups, or the entire class. They can be used for grading purposes, or low-stakes opportunities for learning.

Consider the following for online discussions:

Building a sense of community

- Creating a space for expressing emotions
- Inviting peer facilitators to moderate discussions

Conversational Language

- Allow for conversational language to encourage students to communicate concepts and ideas in their own words;
- Allow for diverse ways of writing and sharing (e.g., video recording, images, etc.) and space for "written accents" (see next page).

Active Participation

- Deciding on the length of the reply and how often
- Preparing criteria for an acceptable response (praise, criticism, suggestion)

Cognitive thinking

- Asking genuine open-ended questions (such as Socratic questioning strategies)
- Engaging with ideas, analysis, metacognition and opinion

What is Written Accent?

In an online discussion, students may write with particular lexical, syntactical, or morphological differences. It is important to guide discussions around ideas to encourage students to participate in conversation, and model how to ask questions when someone's written accent impedes your comprehension of their point.

Examples of Written Accent

Lexical	Vocabulary words used in unusual or unidiomatic ways	Ex. "the use of red brightens the depth"
Syntactical	Words aren't where they are expected to be	Ex. "people elderly"
Rhetorical	The response does not follow the expected structure	Ex. Thesis presented at the end, not the beginning
Morphological	A word doesn't have the expected form	Ex. "I enjoys art and design"
Register	The language is more or less formal than expected	Ex. "Um, hmm"

Create Contribution Guidelines

The quality of a student's contribution is more important than the length of each posting. For example, students should be expected to:

- Solve a problem
- Lend support
- Challenge an idea
- Offer some alternatives
- Come up with a creative solution
- Ask good questions
- Assist someone in clarifying their ideas
- Give examples from their personal experience
- Contribute solid evidence to support opinion
- Acknowledge and affirm someone else's ideas
- Bring a derailing dialogue back on track
- Ask questions when written accent impedes comprehension: "By *brightens the depth*, do you mean x?"

Discussion Sparks: Lines of Inquiry

Introduction	Community Support	Initiate New Content	Formative
Everyone participates in an ice-breaker activity.	Students share what is happening in their day-to-day life.	Have student share their resources related to the course	Create small peer-feedback groups to provide meaningful and timely feedback on their progress.
Spiralling	**FAQs**	**Provocation**	**Student Lounge**
Ask students to reflect on whether the concepts in the course relate to other topics they've learned to reinforce previous learning.	A discussion focused primarily on technical issues and to clarify course policies. Try student volunteers to help moderate.	Review an engaging quote, video, image, article that is timely and applicable to the course, which may have pros or cons.	Allow an informal space where students can post their recommendations on new shows, podcasts or YouTube videos.
Co-creation	**Anonymous Poll**	**Student Topics**	**Solutions**
Invite students to co-create learning goals and success criteria on how they understand their assignments and learning.	Ask students to reply with a thumbs up for understanding, or a thumbs down for more time and explanation.	Let students create discussion topics and help lead the conversation to a new discovery, have multiple discussion leaders.	Analyze selected student work (with permission) on how they solved or analyzed a problem and to iterate upon ideas.
Muddy Moments	**Flipped**	**Sharing**	**Reflection**
Ask students to reflect on areas of confusion.	Students bring their prior knowledge, understanding, artifacts to class before the topic is taught.	Create a space where students can share their work in progress.	Have students reflect and follow-up after submitting an assignment or provide insights to a prompt or reading.

Setting Up Your Online Discussion

As an instructor, there are many pedagogical moves you can make in setting up a safe and equitable online discussion. We've already discussed some important proactive approaches to building an equitable and accessible online learning environment (Community Agreements, Accessibility Statement, Access and Online Learning Survey, for example). There are, however, important considerations for discussions that can reinforce course-wide equity measures including the format

(short or long threads of replies in your discussion), the objective (convergent, divergent or evaluative thinking), the expectation (instructions for the student), and the response (how to express a stance, help engage, or question student work) to discussion posts.

Choosing the Format

There are two types of discussion formats on Canvas: focused and threaded. Focused discussions are easier to time-manage because there can only be one contribution per student. Threaded discussions require more time management because students will be contributing more than once.

Focused discussions have two levels of "nesting": the original post and subsequent replies. Focused discussions are short-lived interactions and allow for grading individual posts.

On Canvas: Choose "Users must post before seeing replies."

Threaded discussions allow for infinite levels of nesting. Threaded discussions allow replies within replies and may last a longer period of time. These discussions lend themselves to refining of complex ideas.

On Canvas: Choose "Allow threaded replies."

Choosing between focused and threaded formats depends on your goals for the discussion. Keep in mind that threaded discussions can result in back and forth conversations between two or more students. These discussions can be very productive, and can also be repetitive, unhelpful and or damaging if there is a significant disagreement. Consider advising students, in this scenario, that disagreements are allowed and welcome as part of the learning process. Of course, this is dependent on the topic, the nature of the disagreement, and the reasoning. It is appropriate and expect that you intervene in these situations and encourage a resolution.

Choosing the Objective

While keeping your learning objectives in mind, consider the online learning environment and whether you'd like to encourage varying levels of critical engagement through convergent, divergent, or evaluative thinking skills. Here are a few ways you can frame your discussion:

Convergent Thinking	Begin with why, how, in what ways...
Divergent Thinking	Begin with imagine, suppose, predict, if...then..., how might, can you create, what are some possible consequences...
Evaluative Thinking	Try these words or phrases: defend, judge, justify, what do you think about, what is your opinion about...

Choosing the Expectation

What will you ask your students to do? Consider all the multimodal ways of engagement and response your students can participate in a discussion such as the following:

- Submit a response that is 150 characters
- Submit an image that exemplifies a concept we have learned
- Submit a video that helps advance our discussion
- Submit a poem to reflect on the content we have learned this week
- Submit a piece of music that exemplifies a concept we have learned
- What is one word you can respond with to this work?
- What are your goals for this course/ this assessment?
- What is an analogy/simile you can think of to describe the concept?
- What is a resource you can share to help other students understand the concept?
- What are your life experiences that relate to the content presented?
- Can you make a connection to self, text, or the world with what you have learned?
- Can you respond with only a question?
- Brainstorm all the different ways we can approach this.
- Please check in with an emoji of how you are doing this week.
- Respond with a PowerPoint presentation, YouTube video, or concept map in addition to written text
- Respond with any multimedia of your choice
- Post a video reply to help express your opinion or tell a story
- Reply with a compliment, a comment, a connection, and a question.
- Recall, ponder, and communicate on the ideas of colleagues
- Seek information and/or provide ideas through questioning on the chosen concept
- Introduce ideas for improvement of the current iteration of the work

In asking students more personal questions/reflections, we are inviting them to be introspective and engage in emotional recall. These can be more time-consuming, emotionally draining, and potentially harmful for some students. Always offer students more than one option, especially if you are asking for personal details or stories. Students who wish to speak their personal experiences privately can select the less invasive question.

Choosing the Response

There are many ways you can frame your responses, whether you are an instructor, teaching assistant, or peer. To avoid repetition of responses, or to move beyond complimenting student contributions and work, consider your stance, your level of engagement, and advancing the conversation with a question when replying in a discussion. Your choice of response will also be essential if hurtful or inappropriate comments are made in discussion posts.

Consider the phrases you use when taking a stance. Hedging, boosters and attitude markers are all linguistic resources that contribute to effective communication when responding online.

Hedging: presenting an opinion but withholding absolute commitment to avoid risk of being refuted (may, might, at least, perhaps, seem, suggest, appear).

**Boosters:** Good for encouraging students.

Respond with - clearly, obviously, surely, highly, it is clear that.

Example: "You have clearly given this concept significant consideration."

Stance

Attitude Markers: Demonstrate your relationship to students.

Respond with affective attitudes: verbs - prefer, agree; adverbs - unfortunately, interestingly, hopefully; adjectives - appropriate, sufficient, effective.

Example: "This is an effective and persuasive position"

Engagement
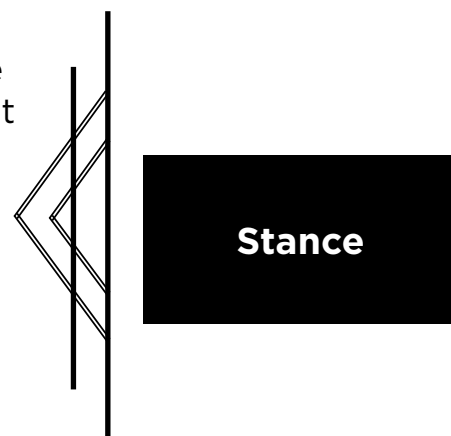
Here are different ways language can affect the direction of discussions and contribute to creating a safe online learning environment in a discussion.

Reader Pronouns: pronouns such as you, your, inclusive we to acknowledge readers' presence. Avoid using she/her/they unless you know the student's correct pronouns.

Directives: require reader to perform an action - note, let, assume, necessity modals - should, need to, ought, it is critical to...

Questions: engage reader interest and curiosity - is it, in fact, necessary...

Appeals to shared knowledge: recognize something as familiar or accepted

Personal Asides: allow writers to briefly interrupt the argument to offer a comment on what has been said
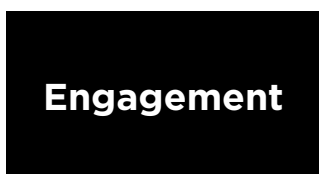
When responding in a discussion, consider advancing the conversation using the different types of questions found below:

Clarification questions: what do you mean by... could you put that another way...?

Questions about an initial question or issue: why is this question important... is this question easy or difficult to answer?

Assumption questions: why would someone make this assumption...?

Questioning

Reason and evidence questions: what would be an example, why do you think this is true?

Origin or source questions: is this your idea or did you hear it from somewhere else?

Implication and consequence questions: what effect would that have? Could that really happen or probably happen?

Viewpoint questions: how would other groups of people respond to this question? Why?
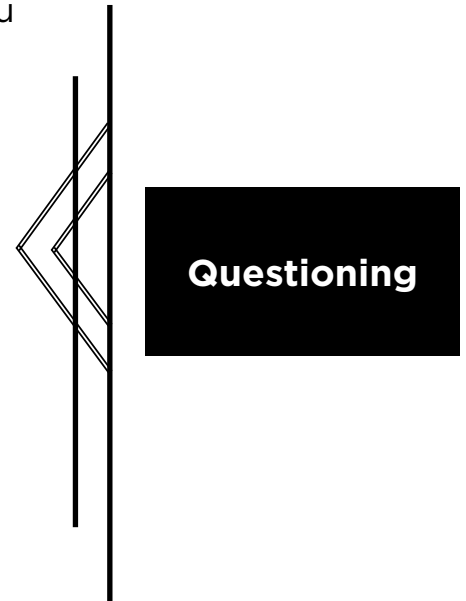
Inappropriate Comments

When responding to hurtful or inappropriate questions, consider the following:

Make sure you read/interpreted the comment correctly (confirm with a co-worker if necessary)

Be compassionate; most of the time these are comments made from a place of ignorance. Your response will require a delicate balance between caring for the student and challenging their remarks.

Don't accuse someone of being racist, homophobic or misogynist, etc. While this might be true, conversations generally end after such accusations are leveled.

If at all possible, find the truth in what the student is saying and start your response by acknowledging those remarks.

Then, pivot. Explain why you disagree with the comment. Give the student some historical context, cite a paper you've recently read or a pop culture reference that might make sense.

Explain why you disagree by challenging the ideas, not the person.

Move the conversation on to the next topic after you've completed your explanation. Shifting the conversation might send a subtle hint to the student that what they said requires reflection on their part.

Don't ask if they understand or for further clarification - this might encourage the student to elaborate on their point, further complicating the situation.

If, however, you surmise that the person is being willfully hurtful, and that the comment is not coming from a place of ignorance, consider responding with a more poignant retort, something like, "I think your comment is hurtful to individuals who belong to a particular group. I think you need to reflect on how this will impact your (peers, etc.) who belong to that group. If you'd like to discuss this further, please let's discuss offline."

There are appropriate times to "call out" a hurtful and inappropriate comment.

Consider deleting the comment if it has no merit.

Group Work Online

Group work online requires planning ahead and determining, in advance, the purpose and goals of putting students into groups. Reflect on the following: 1)Group work will help students to meet which one of the learning outcomes for my course? 2)Will students learn more by doing this work together, or individually? 3)When during the course is the best time to assign group work?

If you are employing group work to create community in the course, there may be other ways to do this, especially online. Group work teaches students how to work collaboratively, but it is also an opportunity for peer learning where students can share knowledge, ideas, and learn from each other.

In addition to the areas we cover below, you should also consider the following:

- Provide students with your understanding and goals for group work online. Consider embedding this in the assignment description or creating a video where you outline the assignment, the reasons students are working together, and your expectations from each group member.

- Plan to check in with each group at the half-way point and be ready to make interventions in the group's work process.

- Finally, follow-up closer to the submission window to determine if the intervention is working or if additional steps need to be taken.

Consider the following areas in relation to group work online:

Technology - Organizing Group Work Online

Structure - Independent or Interdependent Group Work

Evaluations - Peer- and Self-Evaluations

Grading - Shared, Average and Individual Grade

Technology

Microsoft Teams + Planner

You can create a team for each group in Microsoft Teams so that students can chat, meet, organize, and share materials.

Add Planner (another Microsoft software available to all OCAD faculty and students) to ensure students delegate tasks, track progress, and follow up.

Learn more about Teams here.

Tip: If students create their own groups in Teams, you, as the instructor won't be able to see the chat or review the content of their discussions.

Canvas Groups + Collaborations

You can also create Canvas groups (manually or automatically) for students to communicate within. Students can also share materials, but the capacity in Canvas is less dynamic than in Microsoft Teams.

Collaborations, only available on Canvas Cloud allows multiple users to edit and make changes in a single document in real time.

Tip: You can assign one student leadership within Canvas groups and ask them to comment on each post. Assign a new student each week until all the students have had a turn.

Shared Docs + Whiteboard

Invite students to work on shared docs in Microsoft Word or OneNote so they can work together either synchronously or asynchronously.

Students also have access to a Whiteboard on OCAD U 365. This is a great place for students to brainstorm, mind map or draw out their project plans. It's also fun!

Tip: You can integrate Whiteboard within Microsoft Teams so students can brainstorm and chat in one place.

Structure

Structure refers to both the type of group project (independent or interdependent) that students might take part in, as well as the way they will work with each other. Have students take part in a few beginner activities:

Skills Survey

Ask students to reflect on their skills and assign tasks accordingly:
- Multimedia and computer software
- Research and analysis
- Leadership and organization

Access Check

Ask students to reflect on what they need to ensure success:
- You might prompt students to ask themselves: "How do I learn best? How do I like to communicate and to receive feedback? What is one area where I would like help from another member?"

Group Contract
- Ask students to write a contract where each member signs and agrees to the tasks and completion times they are assigned.

Click here for examples.

Independent Group Work	**Interdependent Group Work**
You assign each student within a group an independent task/component that does not rely upon the completion of any other tasks/components by other students in the group. The students can work independently and should only have to meet to put things together/ practice or present or to learn from each other.	Students self-organize, delegate and assign tasks, organize meeting times, and finalize and submit the work together.

Evaluations

| Peer-Evaluations | Self-Evaluations |

Students are asked to reflect on their peers' contributions.

Peer-evaluations can:

- Create a shared understanding between members and a sense of responsibility for each other's learning
- Encourage participation and promote more equitable distribution of work
- Allow students to practice important skills such negotiation, leadership, delegation, and conflict resolution.

Students are asked to reflect on their own contributions.

Self-evaluations can:

- Allow students to reflect on and evaluate their progress
- Identify gaps in knowledge or skills
- Help students work towards improving understanding or skills

You may also want to consider asking students to provide **both a peer- and a self-evaluation.** You can weigh the feedback from the group members alongside each student's description of their strengths and gaps.

Most peer- and self-evaluations templates do not ask students to reflection issues of equity – intercultural competency; addressing misogyny; anti-black racism and racism; ableism, etc. As such, **consider including a section on equity and access** in your assessments to get students to think about their social locations in relation to the work and to the other members in the group.

Click here for more information about peer- and self-evaluations

Grading

Shared Grade	Average Grade	Individual Grade

A single assignment is submitted, and all students receive the same grade.

Advantages:

- Requires collaboration
- Reduces likelihood of plagiarism
- Simple instructions and overall process

Disadvantages:

- Not compatible with self- or peer-evaluations
- Individual work is not recognized

Students submit individual components, and each is assigned a grade. Students' grade is an average of those grades.

Advantages:

- Requires collaboration
- Encourages students to improve their own and other group members work

Disadvantages:

- Individual work is not recognized
- May spark discussions of unfairness

Students are graded on their individual tasks (as outlined in the group contract, for example).

Advantages:

- Ensures that individual work is recognized
- Reduces the likelihood of conflict between members

Disadvantages:

- Task may be unequal in size or complexity
- Removes motivations to collaborate

You can also **combine these approaches** to create something more innovative. **For example:** Group work that includes a presentation and written report. Report is divided into 5 sections – each student is responsible for one section, but the students will receive an average grade for the whole report. The presentation is a shared grade. However, these components only account for 80% of the total grade: A peer- and self-evaluation each count for 10%.

Review Themes and Ideas
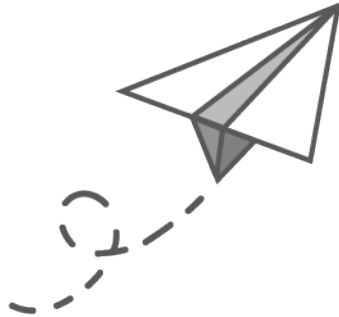
Review how to create community online and create a community agreement with your students.

Review how to make your online courses more accessible and equitable and how to create captions and transcripts for the course materials you create.

Review ways to facilitate discussions online as well as ways to support online group work.

Keep reading to learn more about assessment and grading online and ways to use rubrics.

Keep exploring with resources for faculty, resources for students, and further reading.

icon designed by Stephanie Bailey

Assessment & Grading Online

Whether online or in person, assessment and evaluation should be fair, transparent, and suitable for all students. Faculty can use data collected from assessments to better understand the strengths and weaknesses of students, as well as improve teaching approaches.

Providing Feedback and Instructor-led Assessment Online

Diagnostic Assessments (assessments *for* learning)

This assessment is useful for identifying where students currently stand (current or prior knowledge, skills, preconceptions), where they are in the learning process (intellectually, emotionally, ideologically), and gaps or misconceptions about a topic. Diagnostic assessment data helps inform teaching approaches.

Diagnostic Assessments can be on-going (daily, weekly, monthly), or used at the beginning or end of the course/unit/topic and are often an informal way for the instructor to find out where the student is, where they need to be, and how best to get them there.

Consider this online

- Ask students to write two sentences answering "What do you know? What do you want to learn more about?"

- Create an ungraded pre-quiz through Canvas

- Create an entry and exit ticket discussion post

- Have students submit a "one-minute paper" on what they know or don't know

Formative Assessments (assessments *as* learning)

This assessment is useful for viewing growth over time and to inform students of their learning and help monitor and regulate whether or not they need to change their strategies or make revisions to their work. It is an opportunity for students to receive timely, structured, personalized, clear, and descriptive feedback. This can be done through instructor, self, and peer formative feedback. These assessments are focused on providing feedback and are often "low stakes" to mean worth relatively little of the final grade, are marked for completion only and/or do not have a grade attached, inviting students to take more risks.

Consider this online

- Use an e-portfolio as documentation of process

- Have individual conversations through Teams

- Ask students to write down what they perceived as the muddiest point (do not fully understand, or are having difficulty with)

- Practice quizzes with informal questions

- Use discussions or synchronous meetings on Teams for critiques of process work (maquettes, sketches, drafts). This can be done as whole group, small groups, partners.

Formative Peer Feedback

By having students engage in peer assessment, students engage in peer feedback, they are honing their skills in problem solving, critical thinking, analyzing data, oral and written expression, effective communication, working in a group, responsibility, and flexibility.

Consider this online

- When using the peer review tool in Canvas, consider manually assigned peer feedback for intentional pairing of students' strengths and areas for development. Peer review is helpful for students who have different levels or areas of understanding of concepts. Pairing different students intentionally distributes knowledge between the students in a meaningful way.

- Use OneDrive and Creative Cloud sharing links for providing peer assessment through comments on galleries of photos, files or videos. These platforms help organize files that are part of a critique/discussion into an easily shared link and all comments will be viewable.

- Have students organize their own groups in Canvas, schedule their own Teams Meeting, or communicate through e-mail to provide each other informal feedback on their work. This allows students to be independent with their work and to choose the method that works best for them.

- Attach a rubric for the assignment that is being peer reviewed to share the criteria each peer reviewer should use when reviewing their partner's work. This will help focus any feedback instead of leaving it open-ended and provides students with language for expressing their opinions.

Formative Self-Assessment

By having students engage in self-assessment, they are monitoring and self-regulating their learning. Self-assessment can be used in a more wholistic way to help students consider their spiritual, emotional, physical, and mental approaches to the work they are creating. Students who regularly self-assess become reflective practitioners of art and design.

Consider this online

- Use the Canvas Quizzes tool to facilitate low stakes self-assessments, reflections, or checks for understanding, by setting up questionnaires and surveys.

- After a graded component of the course, invite students to reflect on their own strengths and areas for improvement, processes and strategies through short answers in an ungraded Canvas quiz, or short text entry Canvas assignment. This helps students move away from focusing on the grade, and instead focus on their own learning development.

- Consider monitoring student's whole learning through Canvas Assignments for low-stakes reflection activities (e.g., short writing exercises graded for completion only) that ask students to document or reflect on their process. Have students start a reflective blog, journal, or portfolio and invite them to share the external URL with you through an ungraded assignment on Canvas. This strategy allows students to use any media they want and reflect on and document their process in a meaningful way.

Summative Assessments (assessments *of* learning)

This assessment is useful for assessing performance, competency levels, and to see if the concepts have been retained. Summative assessments are used as evidence of student learning and to rate student achievement against learning outcomes.

Providing feedback online

- Manage student expectations by setting and communicating parameters for your feedback, such as what you will respond to, how long you'll take to respond and much feedback you'll provide (e.g., a short paragraph or a three-minute video)

- Set and hold yourself to your own parameters, such as setting a limit on the time you will spend on individual feedback (allowing for flexibility, of course), set times of day you will respond to discussion or emails, etc.

- Consider providing feedback to groups of students by setting up discussions, allowing your feedback to sit alongside that of students (as often happens in critique)

- Consider using a rubric for providing feedback (that is, not just for formal evaluation) or the same rubric you will use to eventually evaluate students.

- Use simple, direct language and short sentences, being mindful of how textual feedback is easy to misconstrue. Ensure there is a balance between strengths and areas for improvement.

- Consider informal feedback such as a thumbs up or thumbs down, check plus or check minus to ensure you're giving timely and frequent feedback for low-stakes assessments.

- Consider annotating directly onto students work to offer concise feedback. This can be done through embedded comments or tracked changes depending on the format the student is uploading.

- Provide feedback through audio to give quick feedback, or video to communicate paralinguistic cues (e.g., gestures and facial expressions, not just written language) and more complicated ideas and concepts.

- Consider video feedback for studio courses to better address the embodied, sensory making practices, especially in technically-focused, fabrication and craft-based studios.

- Ask essay questions where they will have to analyze, evaluate, and think critically about the content. This helps students produce an answer that is original and meaningful to them.

- Send out a Canvas announcement with the exam question ahead of time and allow students to use lecture notes, books, and resources, and have them submit their response in a timed quiz. Allowing an 'open-book' assessment ensures students are carefully reviewing the material prior and are able to synthesize their learning in culminating assessment.

- As an instructor, provide instructions for citing, framing, or reporting others' knowledge. Scaffold learning activities prior to a summative assessment, emphasizing iterative process work and rough drafts, informing students about campus resources, and providing opportunities to share work for feedback. These strategies will help students feel more prepared with the tools and knowledge to avoid plagiarism.

Examples of Grading Breakdowns

Revisit your course grade breakdown to distribute learning over the term. One way to do this is to have frequent low-stakes assessments.

Example A

		Graded by
Module/Section Responses x3	15%	Instructor/TA
Assignment 1	20%	Instructor
Assignment 2	20%	Instructor
Assignment 3	20%	Instructor
Sketchbook Activities	15%	Instructor/TA
Engagement/participation	10%	Instructor

*Consider a "Growth" grade instead of participation to address the range of skills students come into a course having (beginner, intermediate, advanced)

Example B

		Graded by
Engagement in discussions, learning activities etc.	20%	Instructor/TA
Skill/technique Demo 1	10%	TA
Experimentation 1	10%	Co-Instructor
Skill/technique Demo 2	10%	TA
Experimentation 2	10%	Co-Instructor
Skill/technique Demo 3	10%	TA
Experimentation 3	10%	Co-Instructor
Final Project	20%	Instructor

Example C

		Graded by
Group presentation	15%	Instructor
Mid Term Learning reflection	10%	TA
Final Learning reflection	10%	TA
Weekly "Sketchbook" activity	30%	Instructor
Process Page/work/draft/maquette for final assignment (including engagement in critique)	15%	Instructor
Final Project	20%	Instructor

Rubrics Online

Using a rubric for a discussion or assignment in Canvas will help connect your assessment criteria back to the learning outcomes of your course. Rubrics help guide students to succeed in an assignment or project online.

Why use Rubrics?
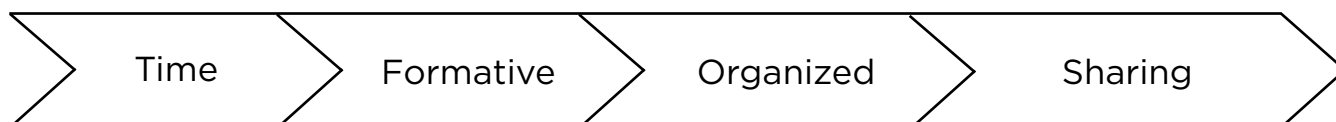
Time	Formative	Organized	Sharing
Using a rubric helps alleviate the time to grade assignments and projects online.	A rubric provides a quick way to provide feedback to your students.	Students can submit their assignments and receive feedback and grades all in one space.	You can use the same rubric for different discussions/ assignments or courses!

Here are a few examples of rubrics you can create in Canvas

Analytical Rubric

For an analytical rubric, consider the criteria you would like to assess. Are you assessing students' conceptual knowledge, process skills, critical thinking, application of knowledge, or quality of reflective practice? Are you assessing them on a 4-point scale (excellent, good, satisfactory, poor) or a 3-point scale (developing, competent, advanced)?

Consider this Online:

Analytical Rubric

Criteria	Ratings			
Content	Excellent	Good	Satisfactory	Poor
Technique	Excellent		Good	Poor

1. Add the criteria you're assessing in the left-hand column
2. Select ratings to assess the criteria
3. Choose to remove points from the options menu

Types of Rating Scales

3-point scale: 0-59% - beginning, 60-79% - intermediate, 80-100% - advanced

4-point scale: D - unacceptable, C - marginal, B - proficient, A - distinguished

5-point scale: Level 1, 2 - novice, 3, 4 - minimal, 5, 6, 7 - sufficient, 7, 8 - skilled, 9,10 - outstanding

Types of Criteria

Process-related: innovation, self-awareness

Product-related: technique, understanding

Project-related: research, design, construct, refine

Communication-related: organization, depth of content

Detailed Analytical Rubric

Detailed Analytical Rubric

Criteria	Ratings				
Comprehension of Ideas Student understands definitions and key concepts from lectures and course materials, and engages and questions course ideas	**Excellent** Excellent is associate with A+/A work and there is strong evidence of original thinking and superior grasp of subject matter and extensive knowledge of materials	**Very Good** Very Good is associated with A-/B+ range work. Student engages with course materials, demonstrates original thinking, strong grasp of subject matter, and high level of knowledge of the materials.	**Good** Good is associated with B/B- range work. Student uses some specific examples from course materials, demonstrates original thinking, good grasp of subject matter, and moderate level of knowledge of the materials.	**Satisfactory** Satisfactory is associated with C+/C range work. Student uses few examples from course materials, there are good ideas that need to be more clearly expressed or supported, satisfactory grasp of subject matter.	**Needs Improvement** Needs Improvement is associated with C- and below range work. There are certain skills that need a bit more attention or areas of the criteria that are missing.

Similar to the analytical rubric but with very clear descriptions of criteria and rating levels associated with criteria

Low-Stakes Rubric

For a low stakes' rubric, consider using a binary rating scale such as "check plus, check minus" or "complete, incomplete." The purpose of keeping the rating simple is to gather data quickly and to check in with the student and their learning.

Consider this Online:

Low Stakes Rubric

Criteria	Ratings	
Content	Check +	Check -
Technique	Check +	Check -

1. Remove points from rubric
2. Choose the criteria
3. Choose a low-stakes rating scale (complete, incomplete)

For a holistic rubric, consider offering free-form comments. You can write a paragraph about what you expect from each level of achievement. Then, you can grade the assignment or project by providing detailed feedback right in Canvas.

Consider this Online:

Holistic Rubric		
	Criteria	Ratings
Excellent Student is highly effective in responding to traditions, history, vocabulary of artist style and form. Student has strong skill in basic editing.		
Good Student is effective in responding to traditions, history, vocabulary of artist style and form. Student has acceptable skill in basic editing.		

1. Remove points
2. Check "I'll write free-form comments"
3. Compile all your criteria and rating system into the description

Types of Rubric Criteria

Below are criteria that you can pick and choose what best fits with your assessment. Keep in mind the learning objectives of the assessment and include detailed descriptions for your selected criteria. Consider what needs to be graded or ungraded, what can be done in and out of class, how much time grading will take, and what are the demands on your students in other courses.

Process-Related Criteria		Project-Related Criteria	
Innovation	Displays strong intent on discovering new...	**Research and Design**	Identifies project objectives, relevant information to support decision making, generation and analysis of alternatives, relevant constraints, valid conclusions/decisions
Implementation of creative opportunities	Views the project holistically and responds creatively to...		
Involvement in the creative process	Displays willingness to exercise choice in problem-solving	**Discovery**	Collects quality data with a broad spectrum of information

Self-Regulation of creative process (self-awareness, metacogition)	Recognizes and exhibits self awareness as integral to the creative process	**Refine**	High quality of attention and skill
Thinking Creatively	Investigates in-depth, solves problems creatively, takes risks in search for solutions	**Reflect**	Makes strong connections, what worked well, what did not work well, ways to increase effectiveness
Problem-solving ability	Responds to obstacles with improvement and growth	**Progress Reports**	Completes goals, accomplishments and time manages well
Classroom Behaviour	Offers constructive criticism and works collaboratively	**Group Work**	Fulfillment of responsibilities, team morale and cohesiveness
Motivation and initiative	Maintains engagement and pursues answers to their questions		

Product-Related Criteria		Communication Criteria	
Content	Student responds to traditions, history, vocabulary	**Organization**	Presentation is clear, logical, organized
Technique	Student performs specific performance skills such as...	**Style**	Presentation is paced for audience understanding
Intellectual behaviour	Student knows, perceives, organizes, inquires, values, manipulates, cooperates with...	**Use of communication aids**	Enhances presentation through readable fonts, different forms of representation, and organization
Argument or Organization	Provides a clear thesis, premise, support, counterargument...	**Depth of Content**	Provides accurate and complete explanations

Understanding	Contains accurate and precise summarization, description or paraphrasing of text/issue/problem	**Grammar and word choice**	Words express the intended meaning precisely
Analysis	Breaks down concepts into relevant parts and makes connections	**Freedom from Bias**	Both oral and body language are free from bias
Synthesis	Integrates all relevant parts into a coherent whole	**Responsiveness to Audience**	Consistently clarifies, restates, and responds to the question
Evaluation	Evaluates argument and position	**Body Language**	Reflects comfort interacting with the audience
Creation	Work is original, interesting, and relevant	**Content of Presentation**	Use of political, economic, social, historical, geographic dimensions, made connections, inferences, conclusions
Alternative Positions	Previously unmentioned alternative positions are explored		
Mechanics	Appropriately formatted, quotes are properly attributed and cited, no spelling or grammatical errors	**Effective Slides or Media**	Coherent, logical progression, well organized
		Style	Speaks in sentences with clear enunciation, fluent delivery

Resources and Links

For Faculty

- Hybrid and Online Learning Framework here

- Guidelines and Checklist for Hybrid and Online Course Delivery here

- Teaching Art and Design Online Canvas Course ([self-enrolment link here](here))

- Canvas Guide for Faculty ([self-enrolment link here](here))

- Teaching Continuity Workshops here

- Book a FCDC consultation for Online Learning Design and Support here

- Book 1 on 1 Support with IT Services here

For Students

- Passport to Canvas ([self-enrolment link here](here))

- Remote Learning for Students Fall 2020 ([self-enrolment link here](here))

For Faculty and Students

Writing & Learning Centre   The Writing & Learning Centre provides tutoring, workshops and other academic support for all OCAD U undergraduate and graduate students, including programming specifically for English Language Learners.

Student Wellness Centre   This is where to find information and links for health services, including doctors and mental health counsellors.

International Student Office   This is where you can find information and links to services for international students, and you can download an international student guidebook.

OCAD U Library   You can access the library online with your OCAD U student or employee number and you can use it to view online items or to browse material for research.

[IT Services](#)	This is where you can get help with any OCAD U technology that you are using.
[OCAD Student Union](#)	This is a student group that works on behalf of students to support their rights at the school.
[Student Accessibility Services](#)	Student Accessibility Services has subject matter expertise in the area of disability, accessibility and academic accommodations, and oversees and coordinates the student academic accommodation process

Further Reading

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