

Tips for temporarily moving a course online

STEP 1: PRIORITIZE ESSENTIALS

- Revisit your course goals and Learning Outcomes. Ask yourself: Will any need to be modified due to online delivery?

STEP 2: COMMUNICATE CLEARLY AND EARLY

- Post an announcement/email with key changes. Let students know how/when to reach you (email, Blackboard messages, virtual office hours, MS Teams).

STEP 3: KEEP DELIVERY SIMPLE

- Create weekly or themed modules in your Blackboard course.
- Consider breaking long lectures into 5–10 min videos or short written overviews.
- Use platforms/tools you and students already know (Blackboard, Teams, email). Now is not the time to introduce a new technology.

STEP 4: MIX SYNCHRONOUS WITH ASYNCHRONOUS

- **Synchronous (live):** Use synchronous time strategically (e.g. for Q&A, collaboration, or discussion) rather than extended lectures.
- **Asynchronous (self-paced):** consider shifting some lecture-based content into recordings or readings that students can engage with on their own time (e.g. short recorded lectures, quizzes, discussion board posts.)

STEP 5: ENSURE ACCESSIBILITY & INCLUSION

- Offer notes, slides, audio or video options.
- Caption videos, share transcripts, and provide materials in multiple formats.

STEP 6: MAINTAIN COMMUNITY & CONNECTION

- Continue to foster interaction through discussion forums, small group work, or peer feedback.
- Offer regular updates and virtual “drop-in” hours to reduce isolation.

STEP 7: ADAPT ASSESSMENTS

- If you decide to replace in-class tests consider using open-book quizzes, reflections, or projects, synchronous presentations.
- Be transparent about grading adjustments (if applicable.) Flexibility is key!

NEED ADDITIONAL SUPPORT?

- Select this link to access a step by step tutorial [Getting Your Course Online Quickly](#).
- For additional support send email to innovativelearning@humber.ca Use subject line - *Online course development support*, and a member of the IL team will get back to you

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