THE UNIVERSITY OF WINNIPEG | Professional, Applied and Continuing Education

CONTENTS

COURSE STRUCTURE GUIDELINES

Provision of clear and structured student support material

› Providing a daily agenda (posted at least 24 hours ahead of the class start) for the students is critical, and can be posted in the course site for each class day. Agenda should provide a clear roadmap of what the students expectations are for the day, not limited to but including: live meeting time; discussion topics; large or small group discussions; resources (text, article, video, etc) that will be explored; etc.

› Align with the course objectives and proposed outcomes of each module/week, the Instructor will produce student support material and learning activities. These materials are written summaries, links to videos, and other resources that expand, clarify, integrate and make reference to the learning outcomes in each module/week.

› Each module/week will be designed with integrated learning activities with the goal of raising student awareness of critical issues, concepts, and theories presented in the lessons of each module/week. Each module should include several methods for building on various learning styles including self-tests, online chats & discussions, webcasts, podcasts, case studies, video and audio presentations, and others. The Instructor will also source, where appropriate for the course, relevant online resources to enhance student learning.

Selection of texts & resources

The Instructor may choose an existing textbook (preferably delivered in a digital format), or provide his/her own collection of reading resources as approved by PACE. Note that the University will require cost effective recommendations on learning resources and will reserve the right to refuse resources that are cost prohibitive from a permissions standpoint.

Note: many students will be studying overseas for Fall 2020 Term, so the ability to get the textbooks may be challenging. Your Program Manager may confer with you on the ability for students to receive the textbook and may recommend replacement text or alternative resources.

Assessment

The Instructor shall develop and produce an appropriate grading scheme for the course and shall develop and produce assignments, learning activities and/or examinations in accordance with the grading scheme and the learning objectives set for the course and taking into consideration the need for formative and summative feedback for students. A grading scheme that incorporates only midterm and/or final examinations is insufficient. It is proposed that the minimum and maximum values be attributed to:

> All **quizzes** (if used) will require 50% more problems/multiple choice questions/discussion questions than those assigned (i.e. a 20 question quiz will require that the instructor submit 30 questions; for the purpose of random selection)
> Quizzes can be a combination of multiple choice, fill in the blank, matching and or short answers. No one quiz should be longer than 20 minutes.
> Time allotment for question types is the following: Multiple Choice is 1.5 minutes per question, Fill in the Blank is 1.5 minutes per question, and matching is 1.5 minute per question, Short Answer (typically 1-3 sentences) 3-5 minutes per question.
> Quizzes should be made available for at minimum 12 hours to allow flexibility for completion.
> Group work is recommended for courses where appropriate and the maximum combined value of group assignments/assessments for marking: 20%
> **Exams**, if possible, should be replaced with different assessment items such as case studies, a project, or items of assessments be recalculated to not necessitate a final exam. While maintaining academic rigor and ensuring you can determine and adequately assess that learning outcomes have been met.
> If an exam is required as best practice it shouldn't exceed 1 hour in duration.
> Exams should be made available for a minimum of 12 hours to allow flexibility for completion.
> Some students may require accommodations through assessment via the University of Winnipeg Accessibility and Support Services. Ensure you have informed PACE of the accommodations.
> **PACE will help with the creation and setup of quizzes and exams in Nexus.**
> **Please ensure that you have sought out assistance to make certain of a smooth delivery.**
> **Quiz/testing materials must be submitted to PACE at minimum 2 weeks in advance.**

Interactivity (Live Meetings)

Courses will plan for and provide a framework to ensure interactivity among peers and between the instructor and students. As a guideline:

> **One mandatory 9am**, instructor-to-student, student-student led discussions/interactions will be included in all courses for each week.
> Morning meeting time should begin at 9, and last no longer than 1.5 hours. Students are aware of the 9am meeting time and will make personal preparations to attend.
> A second afternoon meeting may be allowed, but be aware of the time zone differences and a student's household challenges. The additional (non-mandatory) meeting may have low attendance and should not include any essential learning components. It can be treated as open office hours, general question period, etc.
> Any one meeting should not exceed 1.5 hours.
> Live meetings should be recorded for students to playback at a later time.

〉 Best practice for sharing live meeting recording is **YET TO BE DETERMINED please continue using what you are currently using.**

〉 Examples of agenda for live meeting may include (but are not limited to):
〉 Debriefing on assignments and large/small discussion groups;
〉 Inquiry-based approaches to learning;
〉 Instructor led discussions posted on various topics relating to the current or upcoming module;
〉 Discussion of problem concepts or critical concepts;
〉 Review of, and preparation for assessments;
〉 Discussion with students (Q&A to review of materials).

Note: Instructor-led discussions provided 'live' should add value to the student and its inclusion respects the needs of a student (i.e. the student is not able to join due to time of day, or unable to make accommodations). Live discussions are an excellent way to enrich the student's experience, but cannot be considered mandatory, as the course has to maintain its flexibility. Many students will be studying overseas for Fall 2020, so the ability to attend all the live sessions may be challenging. All live meetings will be held in the CST time zone.

〉 Instructor-prepared video presentations loaded as support material are encouraged where feasible.
〉 In all interactive pedagogy, instructors must provide instructions that will indicate potential topics of discussion and a recommended schedule (for example, identify in which module such discussion(s) would occur for the benefit of other course deliverers and student planning).
〉 Interactions between students should be encouraged and planned in each course (proportions to be negotiated on a course-by-course basis). This may include (but not be limited to and should allow for flexibility, such as a forum open for the entire week):
  • Discussion boards
  • Peer evaluations (such as evaluation of participation in group projects)
  • Group work on cases or labs
  • Group research projects

Note: The Instructor is able to suggest changes to the above requirements. Please discuss that with the **staff member that is working with you** on your course development: Ken Molloy or Stevi Dram.