

Creating a Pivot-Ready Course

What a “Pivot-Ready” course is

- A face-to-face or mostly face-to-face course that, if the need arises, can be moved online at any point during the quarter with as-little-as-possible disruption in learning for students, and as-little-as-possible burden on the instructor
- **At the minimum, this means:**
 - For all assessments and learning activities, the instructor has identified potential options ahead-of-time for what these might look like in the event of a move online (including asynchronous options for students who are not able to connect synchronously)
 - There is an already populated “Canvas core” for the course – that is, a basic structure in Canvas with the syllabus, course materials and assignments by module/week, and capability for students to submit assignments online.

Steps for Creating a Pivot-Ready Face-to-Face Course

Step	Output
1) Identify and Align Major Course Components	
<p>a) Identify/confirm/articulate overall learning outcomes.</p> <p>Means making sure you have a clear answer to the question: <i>What do I hope students will have learned, that will still be there and have value, several years after the course is over?</i></p> <p>Keep in mind:</p> <ul style="list-style-type: none"> • Given that it <i>may</i> not be possible to “do it all” in the event of an online move, articulating/focusing on your <i>most</i> significant/essential learning outcomes is especially key <p>Additional Resources: Student Learning Outcomes Worksheet (<i>located in the “Alignment” area of the “Planning” section of this toolkit</i>)</p>	<p>First column of the Pivot-Ready Alignment Table</p>
<p>b) Identify/confirm/articulate overall assessments for students in face-to-face conditions, <u>and identify potential options in the online conditions.</u></p> <p>Make sure you have a clear answer to the question: <i>What would my students have to do to convince me – and themselves – that they had achieved those learning goals?</i></p> <p>Keep in mind:</p> <ul style="list-style-type: none"> • As much as possible, you may want to avoid formally graded assessments (particularly heavily-weighted ones) that cannot be easily moved online; that is, regardless of format, you may want to design formal assessments that <i>can</i> be done open-book/outside-of-class. • While you may not be able to plan your potential assessments for the <i>online</i> environment in as much detail as the assessments you are planning for the <i>face-to-face</i> version of your course, it still is important to think of options ahead of time (particularly as this will help you identify – and think ahead of time about how you might address – potential assessment challenges). 	<p>Second set of columns in the Pivot-Ready Alignment Table</p>
<p>c) Identify/confirm/articulate overall learning activities for students in face-to-face conditions, <u>and identify potential options in the online conditions.</u></p> <p>Make sure you have a clear answer to the questions: <i>What would students need to do during the course to be able to do well on these assessment activities/achieve the learning outcomes?</i></p>	<p>Third set of columns in the Pivot-Ready Alignment Table</p>



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Step	Output
<p>Keep in mind:</p> <ul style="list-style-type: none"> • While you may not be able to plan your potential activities for the <i>online</i> environment in as much detail as the activities you plan for the <i>face-to-face</i> version of your course, it still is important to think of options ahead of time (particularly as this will help you identify – and think ahead of time about how you might address – potential challenges). • An approach that can make your course particularly pivot-ready is to take what is often called a “flipped” approach to learning activities, where students first engage with the content online (thought readings, short recorded lectures, etc.) and then, in class, spend time discussing and applying what they learned. You may want to consider this as you think about how you will design the face-to-face version of your course. • If you are thinking about/planning any synchronous activities for the online space (such as live Zoom meetings), it will be important to think about asynchronous options for students who are not able to connect synchronously 	
<p>2) Create Detailed Plan for Course</p>	
<p>a) Plan for Each Week/Module</p> <p>Create a week-to-week plan for your course, using the course-level alignment map that you created as a guide. For this, you may want to simply create a more detailed version of the course-level alignment table (broken down by unit/week)</p> <p>Keep in mind:</p> <ul style="list-style-type: none"> • You may have weekly or unit-level learning objectives that are at a more fine-grained level than your overall course outcomes 	<p>Detailed course schedule (with activities by week/module)</p>
<p>b) Develop Syllabus</p> <p>You may want to note in your syllabus anything you would want students to know ahead of time in the event of an online pivot, particularly when it comes to how they will receive important communications (do you send them via email? Canvas announcements?), and how they can communicate with you.</p>	<p>Course Syllabus</p>
<p>3) Build Course in Canvas</p>	
<p>At the very least, create a “Canvas core” for the course – that is, a basic structure in Canvas with the syllabus, course materials and assignments by module/week, and capability for students to submit assignments online</p> <p>Additional Resources: Canvas Course Set-Up Checklist (<i>located in the “Canvas Course Design” area of the “Canvas Core” section of this toolkit</i>)</p>	<p>Complete Canvas Course</p>