

Finding Flexibility in In-Person Learning for Off-Campus Learners

With the announcement of the return to in-person learning, instructors may be contacted by students with concerns about returning to campus. Students should be directed to faculty academic advisors regarding course selection.

Instructors may also be contacted by their department delegates regarding a student seeking accommodation based on family status or by Student Accessibility Services based on medical consideration. This document aims to help instructors determine what flexibility may be possible when faced with these requests.

The Limits of Flexibility

Instructors are NOT expected to create a whole online course for students who are unable to come to campus. However, the following guidelines aim to help instructors consider options to adapt or alter the course.

Methods of Instructional Delivery

Lectures: Instructors are not expected to record their in-person lectures for online students, though providing audio recordings of the in-person lecture may be helpful to all learners. If the majority of the in-person learning is lecture-based, you may want to consider the following:

- Could the student engage a peer to note-taker?
- Could the student supplement with directed readings or independent study?

Group Work: If in-person course time is dedicated to group work, you may want to consider the following:

- Could some students opt into an online-only group?
- Could the off-campus student complete parts of the assignment independently?

Labs: If running in-person labs, consider reflecting on the learning outcomes of the labs. If the physical manipulation of the objects and people aren't key, you may want to consider the following:

- Could the student complete the analysis section of the labs based on another student's data?
- Are there video labs from 2020-2021 that could be used to reach requirements?

Methods of Assessment

If appropriate, instructors can choose to remove certain assessments and shift the grades to others. Ideally, instructors find an option that reflects the same times of the formative or summative assessment and addresses the intended learning outcomes of the original assignment.

Participation Grades: If part of your assessment includes in-person participation or attendance grades, there are alternative ways to determine ways student engagement. You may want to consider the following:

- Could the student draft short progress reports or reflections on the content?
- Could the student create a few questions about the content that they would ask?
- Could the student create a video or audio file to explain an idea or how to solve a problem?

Oral Presentation: If in-class oral presentations are included in the class, you may want to think about the following:

- Could the student create a video presentation?
- Could Q&A be done with the professor via videoconference?
- Could the student respond to classmates' questions through D2L?

Quizzes and Exams: If your assessments involve in-person proctored quizzes and tests, you may want to consider the following alternatives.

- Could the test be offered through an online platform?
- Could the test be done in a different form, orally, or a combination?

Top Hat Questions: Often Top Hat questions are used as a preliminary measure of students' understanding of a topic and provide feedback to instructors. If you are using this tool in your class, you may want to consider the following:

- Could the student create a Top Hat question with answer options?
- Could the student write a short definition or diagram of the concept?

Additional Supports

Instructors may find it helpful to connect with the resources of the Taylor Institute for Teaching and Learning. Specifically, Teaching and Design staff have open drop-in hours for June and July to help support individual faculty questions (<https://taylorinstitute.ucalgary.ca/services-and-support/ltdt-open-office-hours>)