

## IMPLEMENTING ACTIVE LEARNING IN AN EMERGENCY-REMOTE-LEARNING ENVIRONMENT: STRUCTURE

Once you restructure your course by prioritizing your goals and focusing on assignments directly tied to those goals, consider how you will adjust student expectations.

### CHECKLIST FOR RESTRUCTURING

Ask yourself:	
Explain changes to students	<ul style="list-style-type: none"> <li>• How will you explain changes in the structure of the course and individual assignments to students, focusing on the learning you want for them?</li> <li>• How will you respond to student questions about changes in ways that emphasize what you hope they will gain?</li> </ul>
Remain flexible	<ul style="list-style-type: none"> <li>• How will I adjust my content in response to the online environment? How will I adjust learning tasks in response to the online environment?</li> <li>• What alternatives do I have for learning tasks that check student learning and prepare them for assessments in the course?</li> </ul>

### STRATEGIES

Examples	
<p><b>New to active learning?</b> Explain your rationale behind incorporating active learning into the course as a whole.</p>	<ul style="list-style-type: none"> <li>• Create a new, streamlined syllabus that covers the rest of the semester and post to Blackboard</li> <li>• Create a short video for the course that explains major changes</li> <li>• Outline your communication plan with students, including how and when you can be reached for comments</li> <li>• Begin a FAQ page for student questions</li> </ul>
<p><b>Have experience with active learning?</b> Provide more detailed instructions for current assignments or activities.</p>	<ul style="list-style-type: none"> <li>• Consider providing more direction on assignment handouts and making them accessible on Blackboard</li> <li>• Consider incorporating practice sessions for assignments</li> </ul>