

## Course Delivery Modes with Definitions

**Rationale:** *There are not currently any official definitions of course delivery modes at UWindsor. This makes it difficult for faculty to know and indicate the intended delivery mode for their courses, for learners to make an informed decision taking into account course expectations when choosing a course with a particular delivery mode, and for the Registrar's Office, the expectations around scheduling of both class times and final assessment.*

*Courses may be divided into multiple sections, and each section can have a different delivery mode. Learners should be able to clearly identify the delivery mode of the section when registering for a course in UWinsite, and instructors for a section should be able to indicate their intended delivery mode through the course proof.*

*In consultation with a number of areas on campus and colleagues across the province, the following are proposed as supported course delivery modes and definitions. Within each delivery mode, there must be consistency around expectations for real-time attendance in each curricular element associated with the course.*

1. **Face-to-Face (F2F)/On-Campus Teaching:** An instructional method where learners and instructors meet in real time in the same physical location to facilitate instruction and learning. This is typically on-campus in Windsor, though it may be in approved alternative location (e.g. clinical courses in a hospital, field trips, weekend remote classes). F2F courses may intentionally and thoughtfully incorporate digital technologies into the curriculum to enhance learning.
 

**Assessment approaches:** Assessments such as mid-term or final exams, in-class essays or quizzes, lab or practical exams etc., may be held at a physical location on campus or elsewhere as appropriate, but may also leverage digital tools to facilitate evaluation of learning.

  - a) All sections may be designated as F2F
  - b) Some sections may be F2F while others are online
  
2. **Fully Online:** An instructional method where the course curriculum is intentionally designed for, and facilitated, using digital/web-based technologies. Online courses may make use of **asynchronous** or **synchronous** (real-time) strategies for curriculum delivery as indicated below.
  - a) An **Asynchronous online** course utilises digital/web-based technologies to facilitate the curriculum and **does not require** real-time communication. Asynchronous courses have no **required** face-to-face, synchronous online, or on-campus activities, including assessment. Although these courses usually have a set start and end date, and due dates for assessments, learners can otherwise access and participate in the course at times and places of their own choosing. Asynchronous courses may provide **optional** online synchronous/real-time learning opportunities, such as office hours, tutorials, or exam review sessions.
 

**Assessment approaches:** Assessment approaches for asynchronous online courses should reflect the flexibility afforded by the curriculum in this delivery mode. Online learners **will not** be required to attend campus to complete or submit assessment. Facilitation of assessment tasks should be flexible, such as authentic assessments, take-home exams or providing students with choice in how their learning is assessed. Assessment should be submitted through digital/online tools.

- b) A **Synchronous Online** course utilises digital technologies to facilitate real-time interaction between instructor(s) at one site and learners at other sites. These courses typically have regularly scheduled real-time meetings, and may involve using text, video, or voice communication in a real-time setting. Synchronous courses may be recorded for review by learners as needed.

**Assessment approaches:** Assessment approaches for synchronous online courses should reflect the flexibility afforded by the curriculum in this delivery mode. A synchronous course may have assessment such as a quiz, exam or in-class essay during scheduled class time, but such assessment **must** be available to learners remotely and **not** require them to come to campus. Assessment would be submitted online.

3. **Hybrid:** An instructional method where the curriculum is designed intentionally and thoughtfully to integrate face-to-face and online learning experiences. F2F teaching time in the hybrid method is reduced, but not eliminated, with the balance of learning being facilitated asynchronously or synchronously through digital/web-based technologies, or offline learning opportunities. Typically, 50%-80% of the total course learning hours are completed in online and asynchronous formats in hybrid courses.

Examples may include:

- I. Lecture online – tutorials in person (#/ tutorial appropriate for COVID restrictions)
- II. Lecture online – labs in person (#/ lab appropriate for COVID restrictions)
- III. Lecture online – peer mentoring groups in person (#/group appropriate for COVID)
- IV. Initial classes in person, followed by online classes, and/or additional in-person class(es)
- V. Initial introductory classes online, followed by in-person classes

**Assessment approaches:** Hybrid courses **may** have assessment components that require attendance at a physical location, either on campus or at a designated remote location, but may also leverage digital technologies to support the flexible curriculum design and intentional use of technology to support learning typical of these curriculum designs. Based on space considerations, the assessments can **only** be completed F2F in the period the course is scheduled on-campus.

4. **Hy-flex:** An instructional method where the curriculum is designed intentionally and thoughtfully to provide choice to learners in their mode of engagement with the curriculum. Typically, learners may have the choice to attend classes in F2F or online modalities, which may change throughout the course. Remote learners may join real-time classes via digital/web-based technologies, and synchronous and asynchronous curricular elements are carefully designed to intentionally integrate remote and F2F learners, such that the learning environment and opportunities are equivalent. Real-time classes are usually recorded for review by all learners.

**Assessment approaches:** Hy-flex courses may have assessment such as a quiz, exam, or in-class essay during scheduled class time, but such assessment **must** be available to all learners remotely and **not** require them to come to campus (i.e. all assessment should be facilitated and submitted online). All assessment must be in the same format for both on-campus and online students, for example if the course has an exam, it should be delivered online for all students.

5. **Fall 2021 Supplemented Online with Optional F2F Components:** Additional options may become available during Fall 2021, as COVID restrictions are relaxed allowing optional supplements for an on-campus experience e.g. *Office hours in-person or co-curricular opportunities such as orientations, demonstrations, study groups or optional trips that are face-to-face*

**Assessment approaches:** Assessments would be available remotely since the course is formally designated as online.