Creating Online Assignments

Using small adjustments, face-to-face assignments can be transformed online within UDL principles, an understanding of cognitive load, and backward design.

Discussions
- Can be scaled up!
- Implement groups for clearer threads (group A responds to prompt, group B replies to A).
- Try themes. Students can engage with a small group continuously throughout the semester (or a module).
- Be flexible.
- Create a rubric.

Exams
- Create a study guide.
- Students create the quiz questions.
- Have students teach it to a specific audience.

Written Assignments
- Make it iterative - collaboration docs allow for feedback and version history.
- Try a blog or journal.
- Write for an audience.

Tips & Tracks
- Student engagement happens here
- Discussions
  - Can be scaled up!
  - Implement groups for clearer threads (group A responds to prompt, group B replies to A).
  - Try themes. Students can engage with a small group continuously throughout the semester (or a module).
  - Be flexible.
  - Create a rubric.

Groups
- Teach and model collaboration in document/tech of choice.
- Use synchronous time as group time.

Labs
- Simulations
- Video Labs - students record lab and interpret data.

Semester long, iterative assignments are great for learning.

Provide time on task.
- Explain why at every level: the purpose, the goals, the expectations...
- Start at the end when designing (backward design).