



# Tips for Modifying F2F Curriculum for Online Learning

The goal of any curricula is to find a way for people (students or participants) to increase their knowledge, skills, and/or abilities (KSAs) around a given topic or subject matter. This is the most basic premise, and needs to be the place you start. If you jump ahead, you may be founding your program on premises that work in F2F classrooms, but not online ones.

## Questions to ask yourself/your organization:

These are the questions you should start with, along with additional things to think about and how you can find your answer to the question, should you not already have it:

### 1. How much modification can you do?

**Additional considerations about this question:** For programs that you have created, it is possible that you have freedom to modify however you want to. If you are working with an evidence-based program, you may have more freedom than you think.

**Finding your answer:** For your own programs or for evidence-informed curricula, check in with your organization to make sure that grants aren't relying on specific pieces of the curriculum to be fulfilled. For evidence-based programs, be in touch with your organizational lead, or the authors of the curriculum, for very specific instructions on Green, Yellow, and Red Light Adaptations in light of the current situation.

### 2. What are the KSAs or Learning Objectives you want to teach?

**Additional considerations about this question:** It may be that you are preparing to include your existing curriculum content without change, or it may be that you are planning for changes. Either way, start with laying out the details of what you want to cover.

**Finding your answer:** If you are considering modifications or new content, refer back to the content from Session 4: Short and Sweet for shortening the curriculum content for examples and discussions around what are appropriate things to consider content-wise at this time.

### 3. What modality will you be teaching through: synchronous (via video conferencing) and/or asynchronous (via Learning Management System, or LMS)?

**Additional considerations about this question:** Each of these modalities have a variety of specific platforms that they are taught through. Synchronous platforms include Zoom (currently the most common), WebEx, Blue Jeans, and more. Asynchronous platforms include Canvas and Blackboard (currently the two most common), Google Classroom

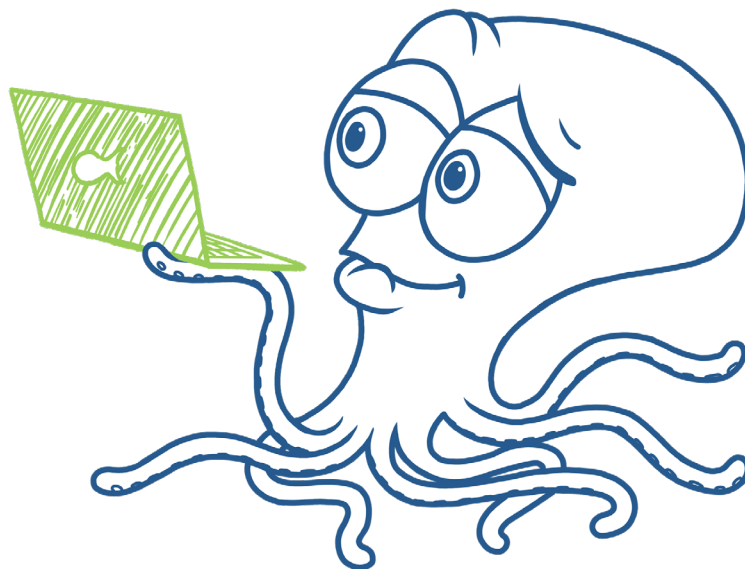
(currently gaining traction as the only free one), Moodle, Schoology, and more. Each of these platforms has different capacities. Knowing your platform inside and out is a huge benefit to creating effective, engaging, , and interactive online curricula and activities.

**Finding your answer:** You might belong to an organization that has already made this decision for you or you might be part of making this decision. If the second is true, watch Sessions 5 and 6 of the Teaching Sex Ed Online Web Series, look through the Ways to Modify F2F Approaches handout, and the entirety of this handout for examples of what is possible with both modalities. You can investigate specific platforms for video conferencing (<https://www.softwareadvice.com/video-conferencing/>) and LMS (<https://www.softwareadvice.com/lms/>) platforms.

4. **What are the available tools you have to teach this content? (Include: the physical space you and the learners will be in, the technology you and the learners will have, the amount of time and cognitive space that you and the learners have available, the technological support you will have in the creation of the program, etc.)**

**Additional considerations about this question:** You can be creative! Don't feel constrained by the ways you have seen computer learning happen in the past.

**Finding your answer:** Begin by looking around and assessing what you have around you, both in terms of tech and physical space. Be honest with yourself about how many additional resources (like online systems) you're able to find and learn and write into your curriculum.



## About Synchronous Curricula:

Online, synchronous learning offers a dynamic, engaging space for real-time connections between people who are not (or cannot) be together in person.

### What's good about synchronous facilitation

- **Control**—facilitator can see participants and can determine their ability to interact with each other.
- **Dialogue**—real time interaction in large and small groups.
- **Screen sharing**—showing participants slide shows, video clips, and other elements displayed on your computer screen.

### What's problematic about synchronous facilitation

Synchronous learning is not a perfect solution, as no modality really is. Being aware of the problematic nature of your modalities makes all the difference in being able to address them:

- **Technological complexity**—managing the details in a video conference call takes attention and involves a learning curve.
- **False sense of connectedness**—because it is possible to see each others' faces, but it does not offer true eye contact or the possibility of seeing full body language.
- **Security**—zoom bombing is one example, another would be participants taking screenshots or photos of the screen, and so on.

### Some resources for creativity in synchronous learning

- #ZoomJam—A game jam about being together, apart, most of which will work with most video conference platforms: <https://zoomjam.org/>
- Creating Activities for Virtual Work—This is collection of videos, slides, and other details about being creative in video calls: <https://www.realisation-of-potential.com/creativity/creativity-activities-for-virtual-work/>
- Steve Dotto on YouTube: Knowing your platform will make the biggest difference!—These video tutorials are all about Zoom: <https://www.youtube.com/channel/UC9BqPtCcSyHvQsbl2rumM4w>
- Tips from people who run synchronous meetings:
  - American Evaluation Association: <https://aea365.org/blog/tips-resources-for-virtual-gatherings-during-this-global-pandemic-by-elizabeth-diluzio-laura-zatlin/>
  - TaylorNewberry Consulting: <http://taylornewberry.ca/tips-for-meeting-in-a-virtual-world/>
  - Virtual meetings and Coronavirus: We need tech know-how but also compassion: <https://rpfacilitates.com/2020/04/01/virtual-meetings-and-coronavirus-we-need-tech-know-how-but-also-compassion/>

## About Asynchronous Curricula:

Online, asynchronous learning moves at a slower pace than other learning modalities, and as such invites a deeper thoughtfulness within and among participants. There is also the possibility of participants engaging with the world around them in new and interesting ways that are difficult or impossible to recreate in synchronous settings (either F2F or online).

### What's good about asynchronous facilitation

- **Organization**—you can readily create a calendar based organization system that allows students to easily follow along over time.
- **Time for reflection**—participants are never put on the spot, but rather really have time to dig into their thoughts before providing answers.
- **So many resources!**—this modality really lends itself to a network of information gathered from across the web.

### What's problematic about asynchronous facilitation

Asynchronous learning is not a perfect solution, as no modality really is. Being aware of the problematic nature of your modalities makes all the difference in being able to address them:

- **It's easy to be distracted**—with so much text and so little real-time interaction, participants who are not excited about asynchronous learning are often lost very quickly.
- **It's hard to be trauma-informed**—without being able to see participants, you must rely on them to directly share if something is upsetting or triggering.
- **Very few pedagogical ideas/insights**—this platform just hasn't yet inspired creativity on the part of facilitators and teachers.

### Some resources for creativity in asynchronous learning

- Insidious pedagogy: How course management systems impact teaching—This article is old (2009), but provides insight into the potential for creative, non-linear, LMS-based education: <https://firstmonday.org/article/view/2530/2303>
- QM (Quality Matters) K-12 Rubric—This sounds like a great resource by which to judge the quality of an online educational program, with eight general standards and 43 specific review standards. But there is a significant fee associated with it, so I haven't seen it: <https://www.qualitymatters.org/qa-resources/rubric-standards/k-12-secondary-rubric>
- Resources & Tips for Remote Education During School Closures: <https://thejournal.com/articles/2020/03/16/resources-tips-for-remote-education-during-school-closures.aspx>