

TALO Course Outline (Fall 2026)

A Note About the Course Design

Teaching Adult Learners Online (TALO) was purposefully designed to introduce and support a diversity of perspectives. Your learning journey through TALO will be shaped by:

- The lived experiences of online educators at The Chang School, Toronto Metropolitan University, and other educational institutions (through a selection of videos and blog posts)
- The lived experiences of your peers (through various collaborative activities, including discussions)
- The perspectives of students (through references to research and some first-hand accounts)
- your own self-reflections

Course Pacing and Modalities

You are encouraged to devote **6–8 hours per week** to the TALO learning experience from **September 14 to October 11, 2026**.

Each week, you will be working through one self-paced module that includes one or more peer discussion forum activities. You have the flexibility to engage with the module according to your personal schedule. However, please keep in mind that discussion forum activities often have mid-week deadlines for initial posts to optimize opportunities for peer-to-peer dialogue.

During TALO, you will have the option to participate in themed live virtual sessions hosted by the TALO facilitators.

If interested, you can take advantage of **early access to TALO (starting on September 7, 2026)** to familiarize yourself with the course pacing and course layout.

Requirements for TALO Recognition of Completion Award

To receive your completion award, you will need to complete and submit the **two required assignments** (due in Module 2 and Module 4) and **participate in the weekly discussion forum activities**. The TALO facilitators will provide their feedback on your assignments and engage with you in the discussion activities. If you qualify for the completion award, it will be emailed to you 1–2 weeks following the TALO course end date.

What You Will Accomplish Each Week

Module 1: The Online Teaching and Learning Experience (September 14–18)

Your learning journey will take you through the following:

- Welcome content, including a course roadmap, central questions, and guiding principles
- Viewing online educational experiences from the student and instructor perspectives
- Touring the learning management system (D2L Brightspace)
- Building caring and inclusive online learning environments
- Reviewing online teaching competencies

The main active learning opportunities this week: Introductory message board activity, polls, self-assessment quizzes, various self-reflection opportunities, guiding principles contract, guided tour of D2L learning management system, discussion forum activities

Module 2: Assessment in Online Environments (September 19–25)

Your learning journey will take you through the following:

- Purposes of assessment
- Academic Integrity Online
- Evaluating common online assessment approaches
- Diagnostic, formative, and summative assessment
- Recommended practices for online assessment design
 - Practice #1: Focus on authenticity
 - Practice #2: Be clear and transparent
 - Practice #3: Be inclusive and equitable
 - Artificial Intelligence considerations
- Managing student and instructor workload

- Integrating the tech in assessment design and delivery

The main active learning opportunities this week: Introductory message board activity, polls, self-led practice with D2L assessment tools, various self-reflection opportunities, authentic assessment brainstorming activity, discussion forum activity, optional live virtual peer dialogue session, Assignment #1

Assignment #1: Assessment Plan

Assigned at the start of this module and due by Friday, September 25, 2026

This assignment involves either a) planning the design and delivery of the assessments for an online course that you will be teaching in the future, or b) planning how you would make changes to the assessments in a course that you have already developed/taught. Within your assessment plan, you should make specific references to what you learned in Modules 1 and 2 of TALO.

As part of your assessment plan, you will be guided to reflect on student generative AI use in your assessment context, which entails:

- explaining one key opportunity and/or one key concern about generative AI specific to your subject area/field
- planning how to allow or prohibit the use of generative AI tools in your assessments or planning your next steps if you are still undecided on your approach
- planning how to reduce the pressure for perfectionism in your assessments (one of the drivers for unauthorized generative AI tool use by students)

All your work for this assignment will be done within the TALO Assignment #1 Assessment Plan template that will be provided to you at the start of Module 2.

Module 3: Designing and Developing Online Learning Content for Engagement (September 26–October 2)

Your learning journey will take you through the following:

- Engagement does not always equal learning
- Learner motivation is central
- Activity framework for optimal online learning
- Self-paced vs. live virtual learning
- Recommended practices for online content design
 - Practice #1: Be triangular
 - Practice #2: Design for all three types of engagement
 - Practice #3: Design accessible content
 - Practice #4: Be inclusive and equitable
 - Practice #5: Curate content carefully
 - Practice #6: Structure content carefully

- Artificial Intelligence considerations
- Managing student and instructor workload
- **(Optional)** Spotlights on three online content design approaches

The main active learning opportunities this week: Introductory message board activity, polls, various analysis activities, various self-reflection opportunities, discussion forum activities, and an optional live virtual peer dialogue session

Module 4: Facilitating Effective Online Learning Experiences (October 3–11)

Your learning journey will take you through the following:

- Definitions of online instructor presence
- Recommended practices for online facilitation of learning
 - Practice #1: Start with collegiality
 - Practice #2: Maintain the three C's in weekly interaction
 - Practice #3: Be inclusive and equitable
 - Artificial intelligence considerations
- Resolving challenges in online facilitation of learning
 - Challenge #1: Facilitating asynchronous discussions
 - Challenge #2: Facilitating online group work
 - Challenge #3: Providing feedback online
- Managing facilitation workload
- Revisiting the online teaching competencies
- Receiving the TALO Recognition of Completion Award and continued support

The main active learning opportunities this week: Introductory message board activity, polls, various self-reflection opportunities, discussion forum activities, optional live virtual peer dialogue session, Assignment #2

Assignment #2: Facilitation Action Plan

Assigned at the start of this module and due by Friday, October 9, 2026

This assignment involves drafting a facilitation action plan to inform your online teaching practice. Within your plan, you should make specific references to what you have learned in TALO, including the module content and discussions with your peers.

As part of your facilitation action plan, you will be guided to plan out your approach for setting generative AI expectations and responsibilities, providing open discussion of these expectations and responsibilities, supporting students in upholding them, and documenting ways to enhance students' critical agency regarding AI use in future online teaching practice.

All your work for this assignment will be done within the TALO Assignment #2 Facilitation Action Plan template that will be provided to you at the start of Module 4.