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LTC & AT Resource: Planning for instructional continuity

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When there is the chance that some students or all students might not attend a course face-to-face, it is important to have a single online location for the class to share course materials, engage in discussion, submit assignments, and receive feedback. Conducting all of these activities through e-mail is not recommended; using Moodle as the central location for online activities is encouraged. From the beginning of the term, make class materials available online and establish expectations for electronic communication and online engagement; you may want to include an instructional continuity syllabus statement (example provided below). Also, make sure you have an understanding of the type of devices/software to which students in your class have access. Be aware that if students have Chromebooks or tablets, those devices have significant limitations in terms of what they can run.

As when designing any course, begin by identifying your student learning objectives and then choose what type of engagement will foster that learning in your course. Here we outline six types of class engagement, things to consider when teaching either fully online or in a mixed mode (where only some students are remote), and the tools that are available. To start, choose a few tools to use in your course, gain familiarity with the possibilities and limitations of those tools, and help students understand how you expect them to engage.

Type of engagement	Considerations for facilitating engagement through technology	Tools
Interactive class meetings Resource page on asynchronous discussion Resource page on synchronous discussion	Fully online: ● Use video conferencing. You will want to consider the number of students, and whether you want to break them out into smaller groups. Use techniques from face-to-face classrooms to encourage engagement (e.g. discussion roles, whip around). ● Facilitate synchronous use of online discussion boards/chat/activities during a designated class period. Mixed mode: ● Hold face-to-face class meetings and video conference remote individuals into the class. You will want to designate a student who will monitor the chat window to allow for contributions from those who are not physically present. If you use clickers/polling in class, there are options that allow students to use their phones to respond to polling even if they are remote.	Video conferencing: ● Google Hangouts Meet ● Zoom (includes the option for breakout rooms). Discussion boards & activities: ● Moodle ● Wordpress site Chat: ● Google Hangouts Meet ● Slack Remote clicker activities: ● Kahoot! (See the Kahoot! Blog post.)

	If you use a whiteboard for drawing lots of diagrams or doing math problems, there are options to use an Apple pencil with a tablet and share it with students in real time or video record the board.	Real-time whiteboard work: ● Zoom whiteboard ● Explain Everything (Blog post about live broadcasting with your digital whiteboard)
Faculty present to class	Fully online: ● Post texts/notes/slides online. Use an online annotation tool to allow faculty & students to comment or ask questions about the materials. ● Record a lecture and post online. Mixed mode: ● Use lecture capture to record an in-class lecture so that those who are not in class can listen at a later time, and post relevant hand-outs/slides online.	Lecture capture: ● Panopto Video conferencing: ● Google Hangouts Meet ● Zoom Annotation/commenting: ● Google Docs, Slides, or Sheets ● Hypothesis (Hypothesis blog: "10 ways to annotate with students") Whiteboard work: ● Explain Everything (Blog: "11 Creative Ways to Use a Digital Whiteboard in a classroom")
Students present to class	Fully online: ● Post texts/notes/slides online. Use an online annotation tool to allow faculty & students to comment/ask questions about the materials. ● Record a lecture and post online. Mixed mode: ● Use lecture capture to record a presentation to share with the class if a student is not able to attend class.	Lecture capture: ● Panopto Video conferencing: ● Google Hangouts Meet Annotation/commenting: ● Google Docs, Slides, Sheets ● Hypothesis (Hypothesis blog:

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Formative assessment & feedback	Fully online: ● Online quizzes and other interactive content ● Muddiest point or 1 minute paper submitted online ● Peer review through online exchange of materials ● Embed quizzes into videos that you ask students to watch Mixed mode: ● Have face-to-face students use online assessments If students are submitting work electronically (as text, photo, or video), it is important that both you and students can easily keep track of the work that has been submitted; this is easiest to do if students submit assignments through Moodle. Specifying a file naming convention (e.g. Student-last-name_AssignmentName.pdf) will help you keep track of submitted files. When you are not able to regularly meet students in a face-to-face context, providing timely feedback to students on submitted work becomes even more important.	Quizzing: ● Moodle -- quizzes, H5P add-on allows more interactive content ● Panopto -- embedding quizzes in video or commenting on Feedback: ● Moodle feedback on assignments: allows summary comments or uploaded files. ● Moodle gradebook: Choose grading scale (including complete/incomplete). ● Commenting via Google Docs. ● Panopto feedback: Discussion around video (See Panopto How to Use Discussions in Video.)
One-on-one meetings with students (office hours)	Use video conferencing	Video conferencing: ● Google Hangouts Meet invitation to students via Google calendar invitation (allows drop-in by any student) or organized via Google appointment slots
Group project work	Fully online: ● Have designated tools for communication (video conferencing, virtual chat) and task management for each group.	Collaborative editing: ● Google Docs/Google Slides ● For LaTeX, Moodle or

	● Consider group size
	Mixed mode:
	    ● Will you have all students who are meeting face-to-face form groups that work in person and students who cannot meet face-to-face form groups that work virtually?
	
	Consider to what extent building collaboration skills is one of the learning goals for your course. If it is not a specific learning goal, now might be a time to allow students choice about working in groups versus working alone.
		Overleaf (free version only allows two people to collaborate on a single document)
		
		Peer review:
		    ● Moodle Workshop Module
		    ● Google Docs/ Google Slides
		
		Task management:
		    ● Google Docs
		    ● Trello
		    ● Airtable

Tips for effective online discussion boards:
From EDUCAUSE 10 Tips for Effective Online Discussions & Brown University Teaching Continuity Guide
- Convey expectations clearly. Guidelines you might want to provide include: writing style (e.g., formal/informal), number of posts, length (e.g., number of words), frequency, tone, content (e.g., elements that constitute "value added"), citation (e.g. should students quote from the responses of previous discussants; should students include page numbers when referencing the text).
- Be present and provide feedback and coaching to help students understand the type of engagement you are looking for. Early in the course highlight discussion threads that you think are particularly effective or point out examples where the discussion thread isn't effective and why.
- If your class is large, you might offer multiple discussion board topics and either let students choose or assign them to a single discussion board so that they are interacting more deeply with a smaller group of people
- Have students take turns as discussion leaders. After all students have contributed, discussion leaders highlight contributions from their peers and summarize key elements of the discussion.

Tips for effective instructional video:
- Instructional video tips and Quickstart: Instructional Video, Academic Technology blog
- Keep video length less than 10 minutes. For more involved topics, make several shorter videos.

Tips for studio art, performing art, laboratory courses:

- Consider having students take videos or photos with their phones and upload them to Moodle or Google Drive to show work in progress and get feedback.
- Consider how you might divide the studio or laboratory experience into smaller segments, and determine which segments can be delivered on-line (e.g. replace mini-lectures at the start of class with videos introducing techniques or equipment) or in a different order than you intended. Consider how you might rearrange the studio or lab segments if you needed to operate remotely for a couple of weeks. For example, could you arrange for a unit focused on data analysis where the instructor provides the data set and students work remotely, rather than having students collect all of their own data? Or could you have a session that is focused on critique/discussion of previous work by students or by professionals in the field?
- Use LabArchives as an electronic lab notebook so that you and students can share documentation, code, and data virtually.

Tips for fully online teaching
Based on experience with the online Carleton Undergraduate Bridge Experience
- Consider creating weekly video updates that preview the upcoming week and recap the previous week as well as highlighting particular student engagement that could be a good model for others. Use these to develop your social presence online.
- Provide frequent opportunities for formative assessments, with timely feedback, in order for both students and the instructor to assess understanding and areas of confusion. Consider including questions to foster student metacognition as well.
- Be much more explicit and clear about your instructions and expectations for assignments since you will not be able to have the informal Q&A that often occurs in a face-to-face classroom when you give students an assignment. Consider using the Transparency in Learning and Teaching Assignment Design Template.
- Make the most of synchronous meeting times and be clear about expectations for completion of asynchronous work. Use Moodle restrictions so designated materials only become available after students have completed other activities.
- When students have questions, either about content or course logistics, encourage them to post them in a single location (e.g. Moodle question forum) so that all students can see the questions, respond to each other, and see your responses.

Additional suggestions can be found at *The CHE's* How to Be a Better Online Teacher Advice Guide

Example syllabus statement: Instructional continuity <mark>(We are in the process of developing an updated syllabus statement)</mark>
> In the event that the course is not able to meet face-to-face for an extended period of time, students will be expected to log into Moodle every day for updates on activities and assignments, and students will be expected to be available during scheduled class times for synchronous online activities. If class is meeting, but you are under quarantine and not able to attend class, you should continue following the syllabus to the best of your abilities and make plans with me for engaging with class activities and assignments remotely. When engaging with course activities online, use your Carleton Gmail/Google account; do not use other personal email accounts.

Additional resources:
- POD Network List of institutional webpages about teaching continuity: http://bit.ly/rtresourcelist
- Consortium of Liberal Arts Colleges (CLAC) specific list
- Request a Google Group for your course (Group membership updates automatically based on enrollment)