You are welcome and encouraged to design your distance learning experience in whatever way you think is best to achieve your Learner Outcomes and Course Goals. We are writing with some recommendations for making the transition as efficiently and effectively as possible.

1.   Survey

It may be a good idea to send an initial email to the students early in the week letting them know that you are developing materials and reassure them that they will continue to learn the course material despite the shift in format. Please find a sample survey amongst the links below and an abbreviated version pasted here.

1. Do you expect to have reliable internet access and equipment for READING and POSTING TEXT content via Teams?

2. Do you expect to have reliable internet access, appropriate for LISTENING TO online AUDIO content?

3. Do you expect to have reliable internet access, appropriate for WATCHING online VIDEO content

4. What kind of device(s) do you expect to use to read, listen to, and/or watch course content? [you may include multiple]

Computer

Tablet/iPad

Smartphone

Telephone without Internet Access

Other: [enter text]

5. Do you have any accessibility requests for me regarding online teaching? For example, materials available in a different format, transcriptions, specific approaches to discussion boards, a preference of video discussion vs. discussion boards, etc? If you think you may need to update existing accommodations for ALL your classes, I recommend reaching out to Kelsey Nihiser ASAP.

6. Do you have any concerns about accessing resources if campus is closed, including basic needs (food, shelter, medical care), psychological care and counseling, a ride, or access to technology that you wish to share with me?

7. Do you have any additional questions or concerns about moving to online classes that you would like to share with me?

9. Do you have any questions or concerns about the current restrictions, or the possibility of any future restrictions to campus access, that you would like me to share with university administration, for yourself or on behalf of your peers?

2.   Prioritize

Professionals in the Scholarship of Teaching and Learning are recommending that faculty streamline the course to focus on achieving the Learner Outcomes listed in your syllabus. You might remind students of these as you indicate which of your assignments will be kept, modified, or perhaps omitted. This does not mean we should make the classes easy or simple, but rather we should be focused and clear about the changes we make.

3.   Tips for distance learning course management

a.   **Be mindful of student navigation.** Keep the most significant links—those used for multiple lessons or assignments--in a central location, such as on the "General" channel "Posts" in Teams. When asking students to respond to a specific online video, website, pdf reading, or audio-recorded lecture for an assignment, place that link where you want them to respond. If you are using a secondary app or non-AAC tool for multiple assignments, link to it from a central location. You may need to place these links in multiple locations for clarity.

b.   **Encourage interaction.** Both Teams and OneNote have features that enable the students to interact with each other. Explore them to discover what is most appropriate for your course(s). The OneNote notebook "pages" are more flexible than the Facebook-style "top post" and "reply" format of Teams. In OneNote, students can paste photos adjacent to another student's writing and spread out horizontally or vertically.

c.   **Respond quickly.** The distance between instructors and students is space for students to become anxious about whether their work is properly submitted or sufficient. Prompt feedback is reassuring and more effective in terms of learning.

d.   **Establish routine.** Although you are not meeting at your regular times, it is important to set up a weekly routine. It might also be helpful if this routine coordinates with the times you were meeting in the first half of the semester. Consider not only deadlines but also when your course content appears for the students. You might put everything they need up this week or upload "lessons" weekly, but set a standard and follow it.

e.   **Download the apps.** Generally speaking, the downloaded apps are easier to sync and less clunky than the versions opened in browsers.

f.   **Consider privacy.** Many students are uncomfortable having social media linked to their classroom. Please be considerate of this, though we know it might be unavoidable because of the sudden change we're making. Facebook, Instagram, and Snapchat might be easier because of our current familiarity with them. Never post grades on non-AAC supported formats.

4.   Distance learning tools

Tools supported by AAC: The Department of Liberal Arts recommends (but does not require) using the classroom management tools already provided in the Microsoft Suite, especially Teams and OneNote. This is because although many of the faculty are not familiar with them, the majority of students have had at least one class that employs them at least for noting grades and distributing reading materials. Furthermore, they can be accessed via smartphones, so that students would not have to have a computer at home to engage the class. Kyle Grizzel will distribute detailed instructions for using the various features of those programs. There also are tutorials in the programs themselves.

Tools not supported by AAC (<u>final</u> <u>grade and personal information should not be distributed on these</u>):
While we encourage faculty to identify the best tools for their class needs, we also recommend using AAC-supported tools, including **Teams, Sharepoint, OneNote, and Email** primarily.

There are many tools for engaging groups remotely at a predetermined time. However, given the variability in student access to internet, it might be best to offer asynchronous courses. In this type, students may access course materials (readings, assignments, lectures, videos) at any time and submit their work at any time.

Screencast-o-matic https://screencast-o-matic.com
Screencast-o-matic is a free online tool for creating short videos. The tool allows users to create videos of themselves (camera) their screen (screen-capture), or both (camera+screen-capture). Instructors can create videos to explain an assignment, welcome students to that week's module, provide feedback on responses and discussion forums, or create voice-over Powerpoint lectures. The free version of Screencast-o-matic has a time limit on videos but this is okay! In order to keep students on track and package videos in a digestible format, best practices stipulate that instructors should not make videos that are longer that ten minutes. This means that instructors may have to break a lecture into several modules/videos (maybe ask students to complete a quiz in between videos to make sure they are understanding the concepts!).
Zoom https://zoom.us/meetings
Jing https://www.techsmith.com/jing-tool.html
PechaKucha https://www.pechakucha.com

TechSmith https://discover.techsmith.com/remote-techsmith/?utm_source=temp-cust&utm_medium=email&utm_content=announcement&utm_campaign=continuity-support&spMailingID=64267962&spUserID=MTQ4MzE2OTU1ODE2S0&spJobID=1841488747&spReportId=MTg0MTQ4ODc0NwS2

5.   Additional links: Some of the information above was taken from the following sources. These are college-specific and discipline-specific resources that might be helpful if you want to invest the additional time.

Open-sourced Google Doc on teaching during the pandemic
https://docs.google.com/document/d/1yBE1cCqJ_4M-JZ62K4CefmYsZugqAWkGmZmdwESt0IM/preview

"Teaching Effectively During Times of Disruption"
https://docs.google.com/document/d/1ccsudB2vwZ_GJYoKlFzGbtnmftGcXwCIwxzf-jkkoCU/preview#heading=h.bsm2vj54ofq4

Survey for "Covid-19 Planning"
https://docs.google.com/document/d/1yPbbjxSDLVxHtLCv0jkzqZSs4QpwQqMRXSPhmBHeLGY/edit#heading=h.pvauehaf9dxe

"Facebook for Remote Studio Instruction"
https://www.facebook.com/groups/2872732516116624/

"AIGI Remote Learning Link"
https://educators.aiga.org/design-education-resources-and-considerations-for-dealing-with-covid-19/?fbclid=IwAR25UrUdXh7gIUh4axVWvtaQ_QgfzP6peI_8ADgcmH1j6Dk1Sv0ZLhtaK04

Twitter **#CovidCampus**
https://twitter.com/hashtag/CovidCampus?src=hashtag_click&f=live

"Working and Learning Online During a Pandemic." **Pearson**.
https://www.pearson.com/news-and-research/working-learning-online-during-pandemic.html

Wiley education publishers are offering free access to a range of tools in response to the current pressure on schools.
https://newsroom.wiley.com/press-release/all-corporate-news/wiley-opens-access-support-educators-researchers-professionals-amid