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A Remote Instruction Transition Plan

1. Classes will be canceled for **March 16-20th**.
2. Beginning **Monday, March 23rd**, all courses will be **offered remotely**. No students will be allowed in classroom, laboratories, studios, shops, or any other learning space at this time. Instructors are asked to utilize Blackboard to facilitate delivery of remote instruction.
3. The campus will not be closed; various offices on campus will remain open and operational. Faculty will be invited to continue to utilize their offices and workspaces.
4. **Remote instruction** will last until **Thursday, April 9th**. (The public health concern will be monitored, and any decision to extend remote instruction will be communicated by April 2nd or 3rd). Students will be allowed to **return to classroom** and learning spaces on **April 13th**. In-person classes will resume as normally scheduled on April 13th.
5. From **March 16th to March 20th** faculty will work to **prepare instruction for online delivery**. Distance and Online Education (DOE) and the Center for Digital Learning and Teaching Innovation will hold **drop-in help sessions on March 16th, 17th, 18th, 19th, and 20th at 10:00-11:00AM and 2:00-3:00PM** each day for faculty needing assistance in developing ideas for remote instruction or technical assistance with Blackboard. These sessions will take place in the library. If you are a faculty/instructor that has experience in online instruction and would be willing to assist during some of those times (for a small stipend and a heartfelt elbow bump), please contact Earl Givens and/or Jeff Bowe.
6. **By 12:00 noon on Friday, March 20th**, instructors will email their students a **“Remote Instruction Syllabus”** that outlines the expectations (contact, assignments, “attendance”, etc.) during the remote instruction period. The Remote Instruction Syllabus is attached to the email.
7. **By 12:00 noon on Friday, March 20th**, instructors will **upload their syllabus** to the following password protected form, which also has questions you may answer about your familiarity with online teaching (please note: the form cannot handle a lot of people at once, please do earlier if possible): www.catawba.edu/remotesyllabus
8. From Monday, March 23rd to Thursday, April 9th, all courses will be offered remotely. **Faculty will hold at least 2 hours of “office hours” each weekday**. During these office hours, students can contact their instructor via the methods (phone, text, email, Skype, etc.) indicated on the Remote Instruction Syllabus and expect responses during a reasonable time. (These “office hours” do not need to be in your physical office, but rather times you will be readily available for communication with students).
9. During this time, all field experiences related to courses will be suspended and may resume on April 13th (unless remote teaching is extended).
10. All students will be expected to return to classes on April 13th.

An Instructional Planning Guide for Online Instruction

Highlights from <https://www.insidehighered.com/advice/2020/03/11/practical-advice-instructors-faced-abrupt-move-online-teaching-opinion>

This guide is not for permanent movement from face-to-face to online education but as an interim solution for emergency remote teaching and is specifically focused on lectured-based classes with some considerations for more active learning environments.

The Basics

Student Needs

- Access to readings and course materials
- A way to submit assignments and receive feedback on their work
- A way to send you questions and they will need to know *when* and *how* you will respond to them.

Your Needs

- You need to deliver your *content*, for lack of a better term, to your students and to communicate
- Students need to know,
 - what to do
 - how you want them to do it
 - how to submit it to you
 - how to get your feedback on their work
- Identify now which course adjustments must be made immediately
 - delay due dates of assignments for which you have flexibility to do so
 - prioritize readings and learning activities, which are central to the course
 - where possible, offer multiple options for students to express what they've learned related to course learning objectives
 - outline how these changes impact elements of the course and remaining assignments

Meeting Those Needs at Catawba

Blackboard

You can meet student needs and your needs through Blackboard. The Announcement Tab will allow you to 'announce' your communication plan to students and the how and what of submitting work. The discussion board feature will allow you to receive and comment on student work.

A Word of Caution

You may be tempted to get fancy with social media (Twitter hashtags, etc.). In this scenario, you are encouraged to use our institutionally supported tool. Why? Students are familiar with it. And we have support staff in place to assist.

Other Ideas

You may want to consider delivering your content via,

- PowerPoint
- Live Sessions
 - Skype for Business (Included with Microsoft Office Suite)
 - Zoom
- Microsoft Teams
- YouTube
- Other

All of you have blackboard 'shells' in place for your courses. Please,

- Load any assignments that will be due in the assignments section

For online, students require very clear instructions and prompt feedback, so make sure you provide students clarity on what to submit, how and any associated handouts for an assignment. In Blackboard, you can set due dates, attach files, and write a description for assignments to provide students guidance.

- Load any readings that students will need into blackboard
- Create a discussion/forum section dedicated to student questions for you that you will check periodically
- Create a class communication plan so students know where to go and what to expect; address questions like:
 - Where to send questions
 - How quickly will you respond to emails; how quickly will you respond to discussion posts
 - How to reach you with any urgent needs or questions
 - What sort of regular communications you will send out to the class (e.g. weekly reviews and/or updates)
 - Other plans you have for how you will be available to students and how you will send out regular information and updates

These tutorials provided by Jeff Bowe will guide you through many of these tasks:

- Use discussion board feature to facilitate a class discussion
<https://youtu.be/n7iP8uLcw0> 9:09
- Set up an Assignment.
<https://youtu.be/GOA08WG0bVo> 7:43
- Set up a basic test.
<https://youtu.be/AkASh4ikb24> 12:37

Other helpful tutorials/readings/websites:

- UNCG Online Course Development Instructional Modules – a suite of instructional modules to allow instructors to asynchronously engage with content at their own pace to improve both their course design and instruction online
<https://readytoteach.uncg.edu/>

- How to Be a Better Online Course Instructor – a collection of advice on how to be a better instructor online
https://www.chronicle.com/interactives/advice-online-teaching?cid=wcontentgrid_hp_9
- Eight Lessons Learned from Teaching Online
<http://www.youtube.com/watch?v=Bp4BG4Me7TU>
- Instructional Strategies for Online Courses – a collection of instructional strategies when teaching online put together by the University of Illinois at Springfield
<http://www.ion.uillinois.edu/resources/tutorials/pedagogy/instructionalstrategies.asp>
- The Impact of Instructor Intervention on the Quality and Frequency of Discussion Posts – a study that examined student posting strategies within discussion forums
<http://jolt.merlot.org/vol10no3/abstracts.htm>

Synchronous (Live Instruction) vs. Asynchronous (No Live Interaction)

Are synchronous meetings really needed? Remember, the coronavirus has the possibility to disrupt your own life and your students'. How important is it for students to be present live for a lecture? Consider recording lectures they can listen to on their own time, and then set up periodic live sessions throughout the week where students can join you for virtual office hours.

To Anticipate Your Teaching and Your Students' Experiences *Will Be Different*

- Adjust your expectations for student participation and communication given that they may lack power, internet access, or shelter, or may need to address personal safety, family care, illness, or safety concerns.
- Be ready to handle requests for extensions and adjustments to coursework equitably.

A word of caution: in an online environment, it is even more important to adhere to your stated deadlines, etc. Be judicious when adjusting your expectations.

More and Slightly Beyond the Basics...

<https://www.insidehighered.com/advice/2020/03/11/practical-advice-instructors-faced-abrupt-move-online-teaching-opinion>

Tips for Accommodating Students with Disabilities

- When possible, use Word documents rather than PDF's. Word documents are easiest for built-in accessibility tools to read
- Videos should be closed captioned (YouTube has a built-in feature viewers can activate) or provide a transcript of content
- Most common accommodation is for extended time on testing
 - Allow ample time for online quizzes and tests through Blackboard
 - Consider alternate assessments such as projects, papers, and videos

Tips for Learning Online (also distributed to our students)

- Time Management
 - Use your normal course time to check-in with your online course
 - Do assignments or participate in lecture during the course time
 - Keep a consistent academic schedule

- Environment
 - Eliminate Distractions
 - Have a set study space and study times

- Goals/To-Do List
 - Write down your goals for the day and for the week
 - Keep a to-do list for every course
 - Know how your professor will be managing the online course

- Organization
 - Have electronic folders for each course
 - Have due dates & times in a visible location (phone, white board, planner, etc.)

- Technology preparedness
 - Download Microsoft Office (it's free for students and can be downloaded on 5 devices!)
 - IT 24 Hour Help Desk <https://catawba.edu/about/offices/information-technology-it/>
 - Check email daily
 - Have an email folder for each course
 - Save your work early and often to avoid losing work
 - No laptop or computer access? Go to a local library

- Blackboard
 - Check announcements for each class regularly
 - Set-up Blackboard notifications to go to email and/or text message
 - Watch lectures and participate in active discussion boards

- Communication
 - Contact your professor immediately if you have a concern or issue