

# Preparing to Teach During an Interruption

## Strategies for Maintaining Instructional Continuity

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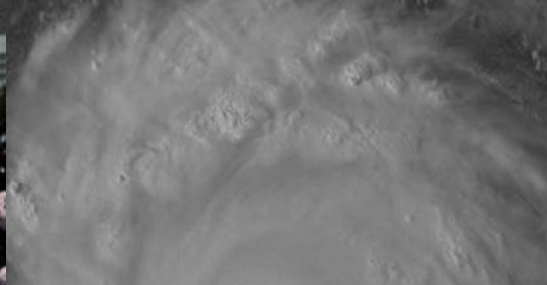
[jflorent@xula.edu](mailto:jflorent@xula.edu)

# The threat of disasters is real...



PANDEMIC

Photo: Lake County Ohio Gov



FIRES

Photo: Chris Amico



ICY ROADS

Photo: [Petelewis](#)



MEDICAL  
EMERGENCY

Photo: Ryan Castillo



TORNADOS

Photo: Mark Gstohl

HURRICANES

# Additional steps to keep students safe?

“Explore innovative methods to increase social distances between students while continuing to meet their educational needs.”

**Preparing for the Flu:**  
**A Communication Toolkit for Institutions of Higher Education**  
[http://www.cdc.gov/h1n1flu/institutions/toolkit/pdf/IHE\\_toolkit.pdf](http://www.cdc.gov/h1n1flu/institutions/toolkit/pdf/IHE_toolkit.pdf)



# Social Distance Teaching

"...mode of teaching in which instructors and students **do not meet face-to-face** for a period of time **to accommodate an unusual event**, such as an infectious disease outbreak or a natural disaster...The **goal** of social distance teaching during an emergency should be to **deliver essential courses and essential course content** (vs. all course content) **in a way that leads to continuity of instruction** and progress towards degree completion...social distance teaching **does not mean converting all classes to online instruction.**"

UW-Madison-Instructional Continuity Overview  
"Teaching in Extraordinary Times"  
<http://bit.ly/1NSQVjS>



Please note: This session is being recorded.



# What is Instructional Continuity?

- Process of maintaining continuity of teaching and learning in a crisis situation
- A plan:
  - Describes how you might carry on teaching and learning during a disruption
  - Ensures students are kept on track
  - Does not focus solely on big disasters



# Benefits of Instructional Continuity Planning

## Students:

- Provides consistency and stability of learning
- Ensures students are kept on track for graduation

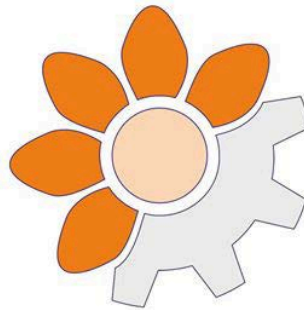
## Faculty:

- Remain on track for delivering courses
  - Making up course material unnecessary
- Contributes to faculty control over curriculum



# Instructional Continuity Plans

- May benefit faculty and students during normal semesters
  - Renewed focus on learning objectives and creative use of technology may optimize instruction in all circumstances



Creative  
Use of  
Technology



Do you have an instructional continuity plan?

- A. I do not have a plan
- B. I have started the planning process
- C. I have a plan for some of my courses
- D. I have a plan for all my courses
- E. None of the above





# General Tips to Get Started

- Start Planning Early
  - Be ready well in advance of a unplanned event
- Keep it Simple
  - Start with a simple plan
- Know your technical skills
  - Start with technology you are familiar with



What do you want  
them to do?

How do you know  
they got there?



Objectives



Assessment



Today

Tomorrow

# Components of an Instructional Continuity Plan

Consider these aspects of your course:

- Course communications
- Course materials
- Student learning activities
- Assignments and assessments

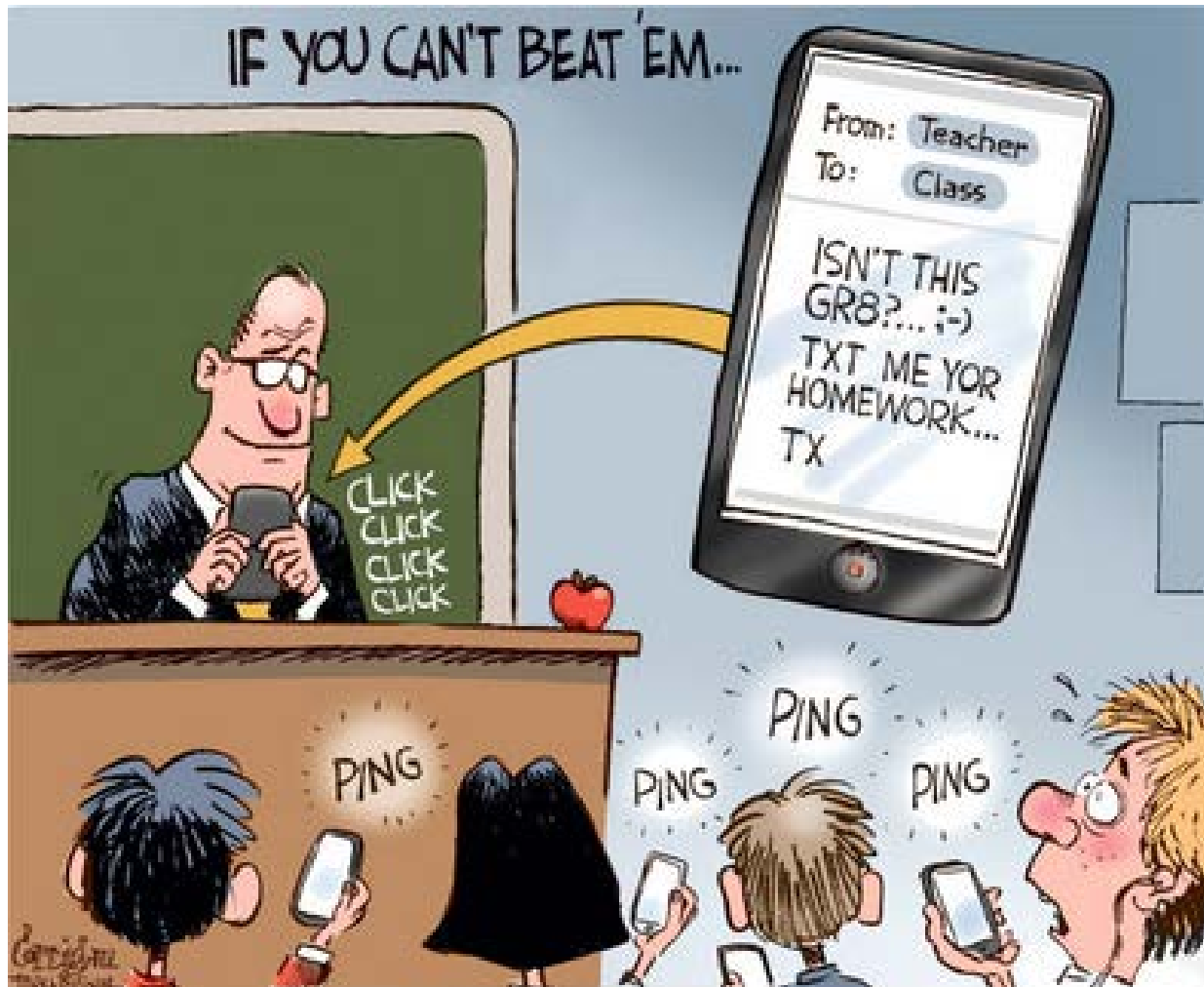


# Course Communications

- Gather student emergency contact information
- Disseminate your contact information to students
- Establish a preferred method of communication
  - Policy for turnaround time on responses



If you can't reach them, you can't teach them!



# Course Materials

- Identify course materials students will need access to
- Decide how you will make materials available to students
  - For example:
    - Brightspace
    - Google Docs
    - DropBox





# Student Learning Activities

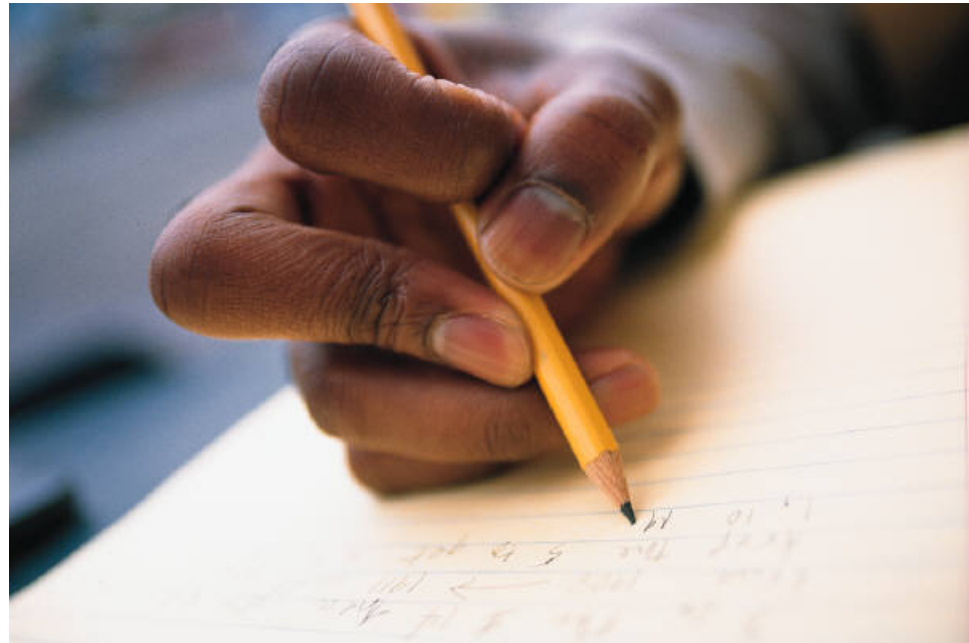
- Think about:
  - How you could continue class activities
  - What could students do in lieu of class activities



Please note: This session is being recorded.

# Assignments and Assessments


- Review assignments, quizzes, and exams
- Devise a back-up plan should unplanned event coincide with exam or assignment due date



Please note: This session is being recorded.



# How can you prepare?

1. Prepare yourself
  2. Consider continuity plan strategies
  3. Choose strategies
  4. Prepare your resources
  5. Prepare your students
  6. Practice your plan
- 
- A collage of colorful sticky notes (yellow, pink, blue, orange) with handwritten text. Some visible text includes "DISTRICT ETHICS", "LOCAL", and "PM". A red "X" mark is visible in the bottom right corner of the collage.



~~UNPREPARED~~



# Prepare Yourself

- Instructional Continuity workshops
- Brightspace workshops
- Technology workshops
- Technical assistance
- Pedagogical assistance
- Peer assistance



# Questions to Consider

1. What are your teaching/learning objectives?
2. How will you communicate with students?
3. What will you communicate to students?
4. Do your students have Internet access?
5. How will you develop and/or make your course content available?
6. Do you have course content readily available that you can upload to LMS?





# Questions to Consider

7. How will you assess your students?
8. Are Open Educational Resources (OER) available that you could use?
9. Does your current textbook have online resources or course cartridge available?
10. Does the course require access to software that is only available on campus?
11. What accommodations will you make for students with disabilities?





What other questions should you consider?



# Potential Continuity Plan Strategies

- Extend due date window
- Re-schedule assignments/assessments
- Adapt assignments/assessments
  - Use email for assignments
  - Use Brightspace, Google Docs, or Dropbox for assignments
  - Use discussion boards and/or VoiceThreads for discussions
  - Upload tests/quizzes into Brightspace
  - Use publisher content



# Potential Continuity Plan Strategies

## (continued)

- Record lectures in “chunks” and upload to YouTube
  - Camtasia Studio
  - Video Notes
- Meet in a virtual classroom/virtual office hours
  - YouSeeU
- Meet virtually
  - Skype
  - Google Hangouts
  - Zoom
  - Facetime
- Flipped classroom approach
- Multi-level response

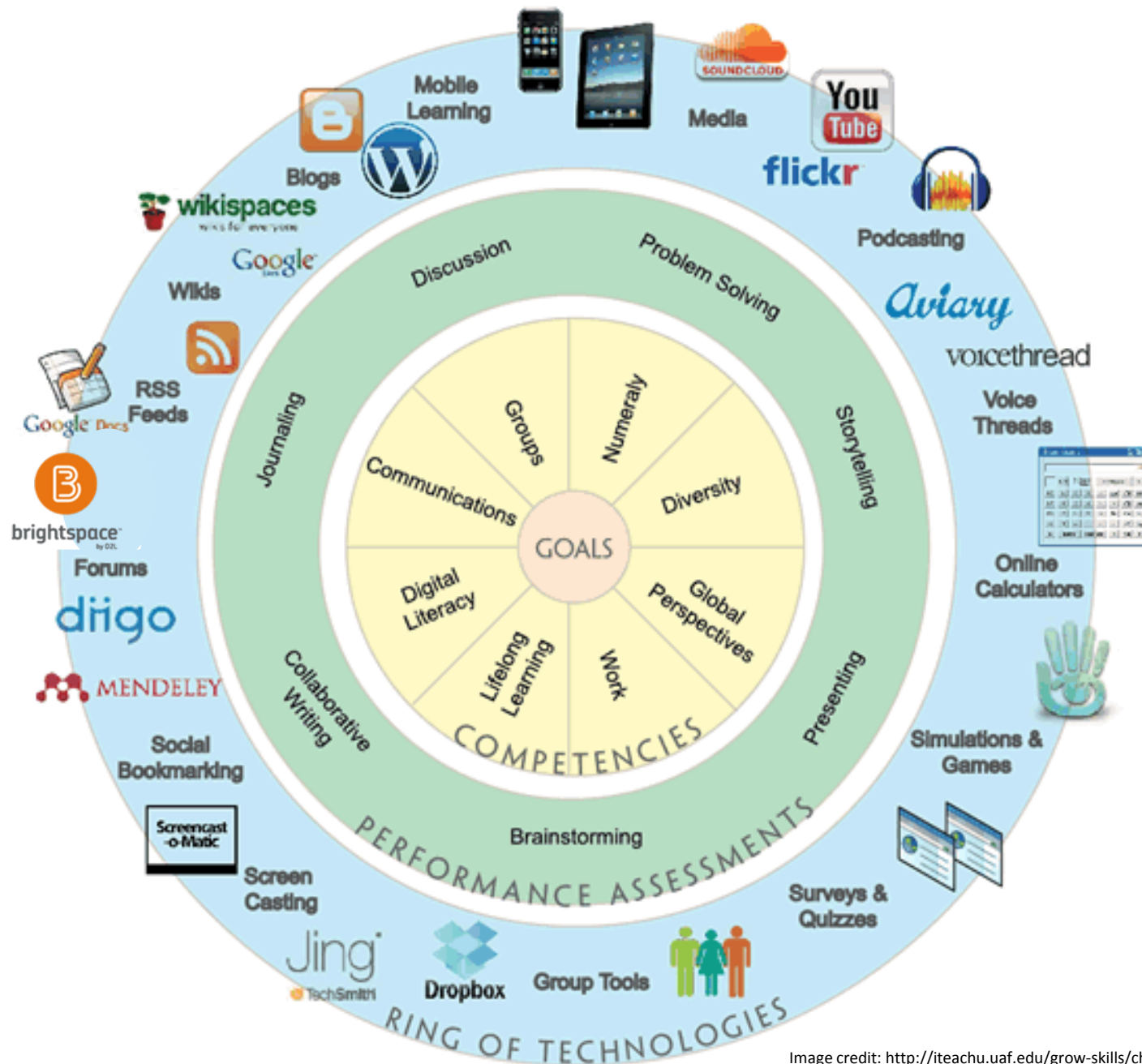


# Choose Strategies

- Examine learning and assessment activities
  - Consider what can translate easily to another resource
    - For example:
      - Submission of documents
      - Discussions
      - Role playing
      - Debates
  - Consider what needs to be reworked or rescheduled



# eLEARNING TECHNOLOGY COMPASS





# Brightspace Communications Tools Matrix

Tools	Formal/Informal	Examples	Effort
Announcements	Formal	News, reminders, links to course materials/activities, personalization (replace strings), copy functionality with availability dates, restrictions (release conditions)	Medium
Activity Feed	Informal	Quick information (typically reminders), links to google docs, and existing materials, external URL's, instant replies	Low
Intelligent Agents	Formal	Reminders, reinforcements (positive, negative), student tracking	Medium
Discussions	Formal	Content topics, resource sharing, best practices, etc.	Medium

Source: 2016 Fusion Conference Session: Communication Optimization: Using the Right Tool for the Job by Christyne Orchard, D2L Trainer

**Please note: This session is being recorded.**

# Brightspace Communications Tools Matrix

Tools	Formal/Informal	Examples	Effort
Instant Messenger	Informal	Reminders, quick Q&A	Low
Email	Formal	Reminders, instructions, etc.	Medium
Widgets/Homepage	Formal	Websites, tools, interactives, etc.	Medium-High
Content	Formal	Course Material, Learning Activities, Assessments	High
Awards	Formal	Positive reinforcement and recognition	Medium

Source: 2016 Fusion Conference Session: Communication Optimization: Using the Right Tool for the Job by Christyne Orchard, D2L Trainer

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# Technology for Academics: Essential Tools

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August 2018

## Mobile

Today'sMeet

socrative  
by MasteryConnect

plickers

Wipebook

CamScanner

qbbuzzer

slack

## Managing News

Inoreader

Hootsuite™

## Managing Email



NUDGEEMAIL

Trello  
Organize anything, together.

## Testing



ZIPGRADE

socrative  
by MasteryConnect

## Security

LastPass...



Private  
Internet  
Access

## URL Shortener

bit.ly

## Screencasting

SCREENCASTOMATIC

Epic Pen (Win)

Magnifier (Win)

## Providing Feedback

## Scheduling

## Web Conferencing

## Polling



CAT FooD

(for thought)

<http://cat.xula.edu/food/50-web-tools/>

SUBSCRIBE

ABOUT THIS BLOG

## 50 Web Tools

Bart Everson • February 25, 2013 • 2 Comments



Thanks to everyone who attended our workshop on "50 Web Tools in 50 Minutes."



Search ...

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## BRIGHTSPACE

### BRIGHTSPACE DOCUMENTS

- Guide to Taking Tests in Brightspace
- Record, Upload, and Share Video on YouTube

### BRIGHTSPACE FAQ

- Respondus LockDown Browser FAQ
- Respondus Monitor FAQ
- VoiceThread FAQ

## TOPICS

Select Category ▼

## ARCHIVES

Select Month ▼

## TAGS

Accessibility Assessment

Assignment Bb Grade

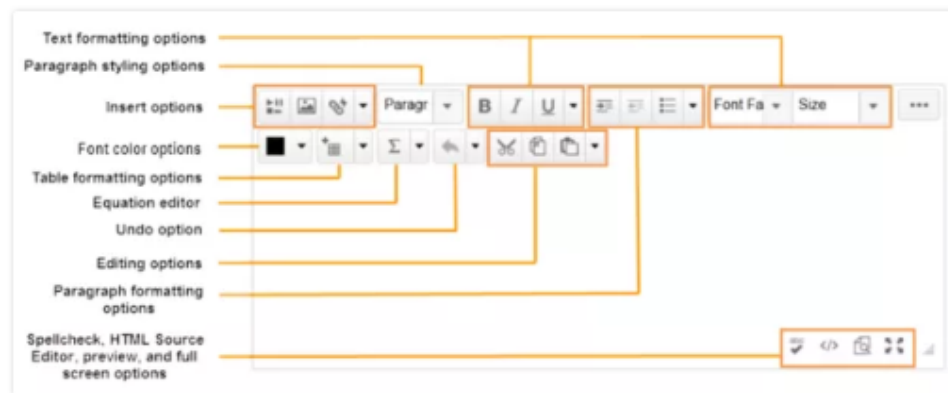


## Brightspace Tip #43: HTML Editor

Janice Florent • July 9, 2018 • 1 Comment • Edit

The HTML Editor is the primary method of creating content in Brightspace. It allows users to enter text, pictures, or embed audio/video. Advanced users can even embed HTML code.

You can create course content using the HTML Editor. For example, the HTML Editor is available when you edit discussion topics, create custom instructions for assignment submission folders, create quizzes, create ePortfolio artifacts, and create content topics.



HTML Editor

Don't let the name fool you. You don't have to know anything about [HTML \(Hypertext Markup Language\)](#) in order to use the HTML Editor.

Search ...

Search

## BRIGHTSPACE

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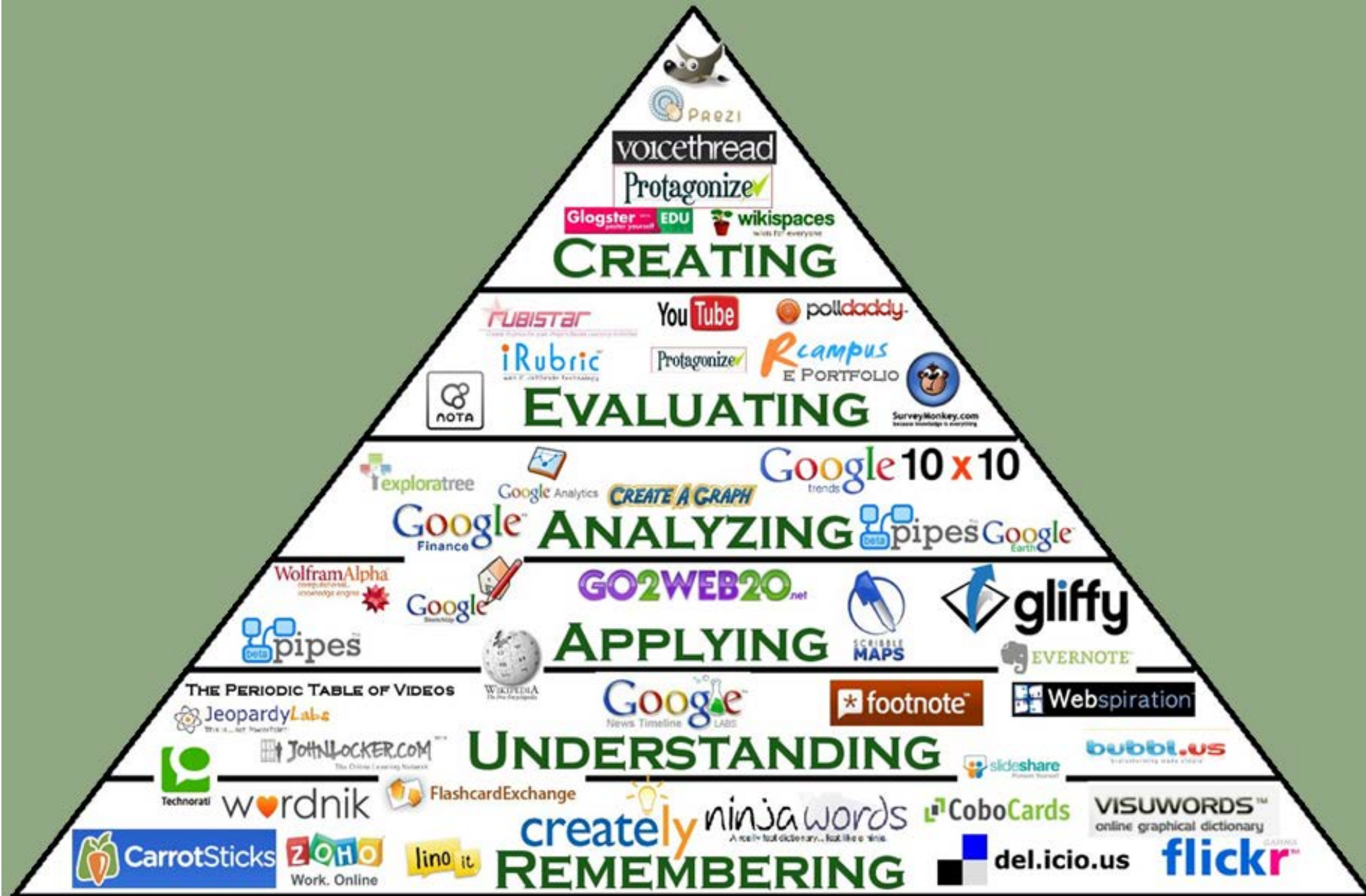
Accessibility Assessment

Assignments Bb Grade

Center Brightspace



# Designing a Blended Classroom with Bloom's Taxonomy



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A Bloomin Digital Classroom  
[http://www.res.rcs.k12.tn.us/teachers/leonardl/bloomin\\_class.html](http://www.res.rcs.k12.tn.us/teachers/leonardl/bloomin_class.html)



# Virtual Labs



## Virtual laboratories in teaching and learning science

August 20th, 2015 by [argyri](#)



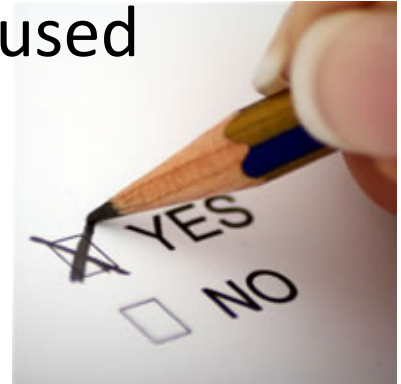
# Prepare Your Resources

- Setup emergency measures in advance
  - Create text for alternate voicemail greeting
  - Prepare alternate technology resource and load needed files
- Search for
  - Open Educational Resources (OER)
  - Textbook publisher course materials
- Design with accessibility in mind



# Prepare Your Students

- Poll your students
  - Do you own or have access to a computer?
  - Do you own or have access to software used in this class?
  - Do you have a cell phone?
    - Do you have to pay for text messages?
- Discuss continuity plan with students on the first day of class
  - Set expectations
  - Include plan in your syllabus
  - “In case of emergency” handout



# Practice Your Plan

- Before emergency strikes, deliver an upcoming class using the plan to see what works
  - Announced and unannounced
- Be prepared to adjust your plan



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# Practice, Practice, Practice

Regardless of how simple a technology may be, if both instructors and students do not use that technology before a disruption, they may find it difficult to use during the disruption.





## FACULTY STORIES

*This page is reserved for tips and suggestions from you. If you've found a way for your students to make progress in your course despite missed class meetings—whether due to illness, bad weather, travel, or other circumstances—we encourage you to share your ideas with your colleagues. Please [email us](#) a brief description of what you did along with some reflections on how well it worked, and we will post these to the Continuity web site.*

## USING ZOOM FOR AN APPALACHIAN LIT CLASS

Posted on February 17, 2015 by Patricia O'Connor

*From Patricia O'Connor:* Just finished the Appalachian Lit class (ENG 188-01). Class did more participation in this one as I invited them to take a few minutes and find a passage that supported a statement I gave them: "The eastern Kentucky mountain character Gertie Nevils in *The Dollmaker* by H. Arnow sees buying the Tipton Farm as a paradise of possibilities. Find passages that demonstrate how she shows good use of land and resources that fit into the theme of sustainable farming that we have seen in this novel and prior texts." Many class members contributed and became

### PREPARATION CHECKLIST

### EVENT CALENDAR

#### Survival Tips and Interesting Facts

In February 2010, classes at Georgetown were canceled over a six-day period during "Snowmageddon." Click [here](#) to read about how campus staff worked throughout the closure to keep campus roads and pathways clear.



## DISCUSSING MILTON VIA SKYPE CHAT

Posted on November 05, 2012 by Susannah Nadler

When classes were canceled due to Hurricane Sandy, a graduate English class was unfazed. Instead of missing a class, the professor and students in Milton and Reader Response Criticism (ENGL 546) decided to meet virtually via Skype chat. The general consensus was that the virtual class was a success! Professor Daniel Shore and students Kate Zavack and Whitney Williams reflected on the benefits and challenges of running a discussion via Skype chat.

## STRANDED BY VOLCANIC ASH CLOUD

Posted on August 20, 2010 by Theresa Schlafly

When Iceland's Eyjafjallajökull volcano disrupted European air travel in 2010, among those affected were university professors and guest lecturers. At the Georgetown Law Center, classes were able to continue through by using videoconferencing.

## MAKING THE MOST OF CLASS TIME

Posted on August 20, 2010 by Theresa Schlafly

Nancy Crego (School of Nursing and Health Studies) was inspired to experiment with lecture capture technology when her class Transition to Professional Practice was canceled due to bad weather. Determined to figure out a way to catch her students up, she experimented with using lecture capture technology to create podcasts for her students.

## BLOGGING THROUGH THE SNOWSTORM

Posted on March 03, 2010 by Ron Johnson

<https://academiccontinuity.georgetown.edu/faculty-stories/>



# Be Prepared Redux

1. Prepare yourself
2. Consider continuity plan strategies
3. Choose strategies
4. Prepare your resources
5. Prepare your students
6. Practice your plan





# General Tips to Get Started Redux

- Start Planning Early
  - Be ready well in advance of a unplanned event
- Keep it Simple
  - Start with a simple plan
  - Learning outcomes and creative use of technology
- Know your technical skills
  - Start with technology you are familiar with





Using technology  
well is about using  
it with intention.

# Plan before you have to LEAP!



**Remind yourself that your plan will not be perfect. Do your best and be prepared to tweak your plan!**

# Help is available!!

- Contact Janice Florent for Brightspace training
  - Email - [jflorent@xula.edu](mailto:jflorent@xula.edu)
  - Office – ext. 7418
  - Schedule an appointment



<http://jflorent.youcanbook.me/>



# Center for the Advancement of Teaching and Faculty Development (CAT+FD)

## FACULTY & STAFF

- Dr. Tiera Coston, STEM Education Improvement Specialist
- Olivia Daniels Crum, Administrative Assistant
- Bart Everson, Media Artist
- Janice Florent, Technology Coordinator
- Dr. Elizabeth Yost Hammer, Director
- Dr. Florastina Payton-Stewart, Faculty in Residence
- Dr. Jason S. Todd, Associate Director for Programming
- Mr. Jeremy C. Tuman, Faculty in Residence for Service Learning

<http://cat.xula.edu/about/staff/>





# CAT+FD Resources for Instructional Continuity Planning

- Planning guides and resources
- Workshop presentation slides and recording



# Practical Applications for Teaching and Learning (Word Cloud)



# Please fill out the workshop evaluation



<https://www.surveymonkey.com/r/VV5N5TT>

# Questions and Answers



Please note: This session is being recorded.

# References

## **Academic Continuity During a Campus Closure**

Center for Learning Enhancement, Assessment, and Redesign

University of North Texas

<http://clear.unt.edu/go/continuity/>

## **Instructional Continuity Planning**

Richard Stockton College

<http://www.stockton.edu/continuity>

## **Academic Continuity**

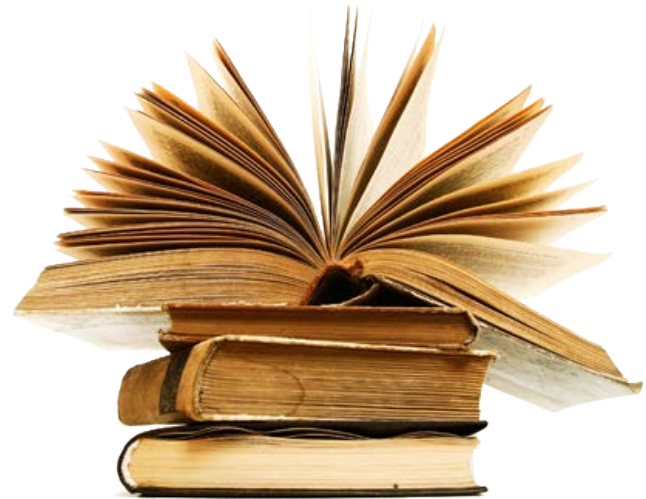
Georgetown University

<https://academiccontinuity.georgetown.edu/>

## **Preparing to Continue Instruction During an Emergency**

Fairleigh Dickinson University

<http://fdu-coursecontinuity.wikispaces.com/>



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