

Preparing to Teach During an Interruption

Strategies for Maintaining Instructional Continuity

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The threat of disasters is real...



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



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>



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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



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Image Credit: "My Plan" by jflorent is dedicated to public domain under [CC0](#) and is a derivative of [office](#) by FirmBee on [Pixabay](#)

Benefits of Instructional Continuity Planning

Students:

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

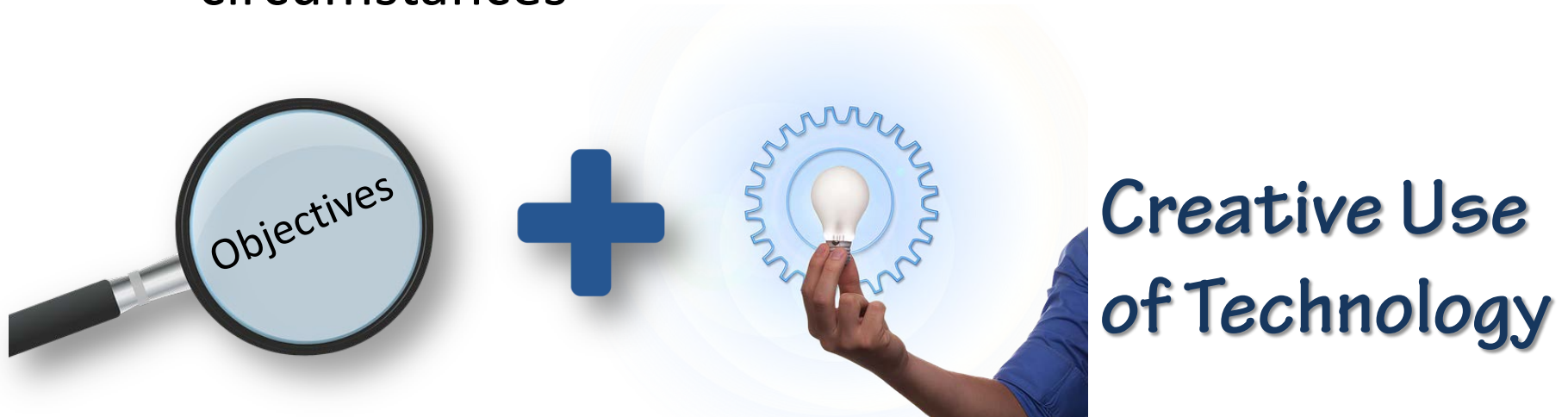
Faculty:

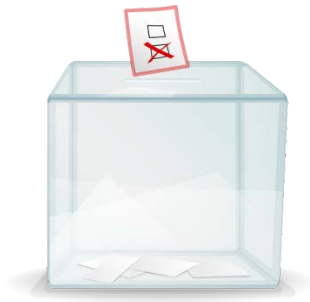
- Remain on track for delivering courses
 - Making up course material unnecessary
- Contributes to faculty control over curriculum



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





Quick Poll

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



Image Credit: [Image](#) by Pexels from [Pixabay](#)

What do you want
them to do?



Objectives

How do you know
they got there?



Assessment

Course



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!

- Make yourself available in a variety of different formats. This lets students choose a method they are comfortable with.
- Set expectation for turnaround time for responses.



Image Credit: "013_small" by breity is licensed under [CC BY-SA 2.0](#)

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



Image Credit: [Image](#) by Rousseau from [Pixabay](#)

Student Learning Activities

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



Image Credit: ["Students in lab"](#) by [UGA CAES/Extension](#) is licensed under [CC BY-NC 2.0](#).

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Assignments and Assessments

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

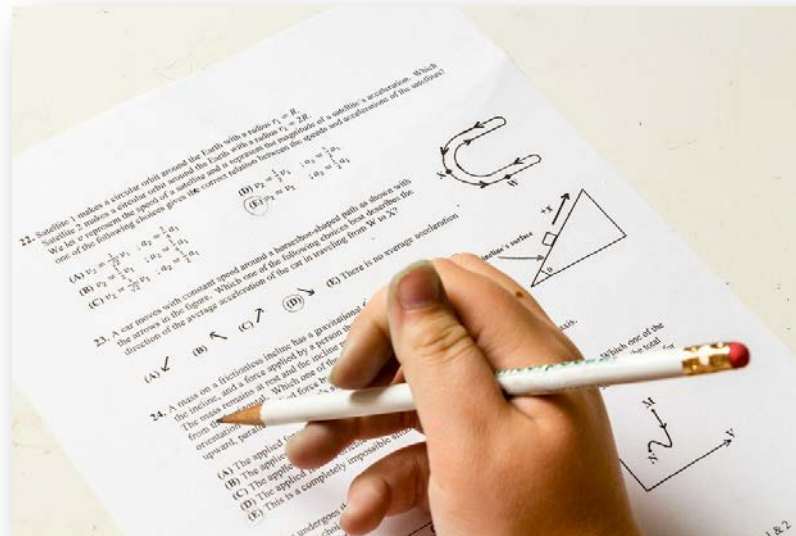


Image Credit: [Image](#) by tjevans from [Pixabay](#)

BE PREPARED...



PLAN AHEAD

Image Credit: "drain stopper too small" by [w. hartel](#) is licensed under [CC PDM 1.0](#)

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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



UNPREPARED



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?





Quick Poll

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
 - Administer tests/quizzes in 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
 - Bongo/YouSeeU
- Meet virtually
 - Skype
 - Google Hangouts
 - Zoom
 - Facetime
- Flipped classroom approach
- Multi-level response



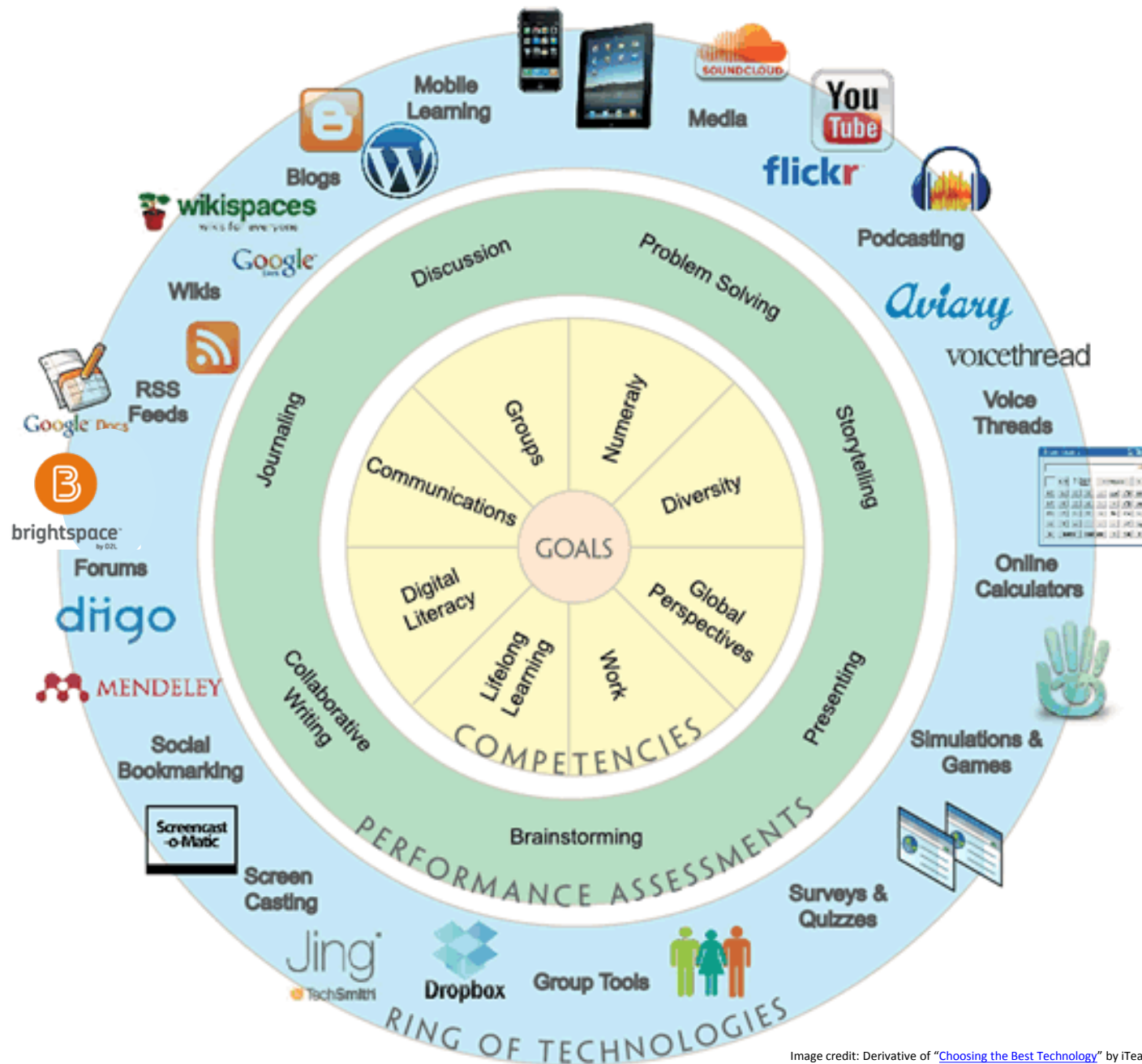
Choose Strategies

- 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



Image Credit: [Image](#) by ar130405 from [Pixabay](#)

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

Please note: This session is being recorded.



Brightspace Tip #115: Which Tool Should I Use?

Janice Florent • August 1, 2019 • [Leave a comment](#) • [Edit](#)



Course Tools are communication and collaboration tools that enhance the interaction between instructors and students in Brightspace courses.

When viewing the tools available in Brightspace you see a number of tools listed there. How do you know which tool is right for the job?

The [Center for Innovation in Teaching and Learning](#) at Memorial University of Newfoundland developed a guide designed to help you to [pick the right Brightspace tool for the job](#). The guide includes a chart that identifies the tools that align with

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](#)
- [ePortfolios FAQ](#)

PODCAST

Teaching, Learning, and Everything Else

Conversation #90: Anya Kamenetz

December 3, 2019

24 minutes

Conversation #89: Panel on Faculty Development Podcasting

November 19, 2019

22 minutes




















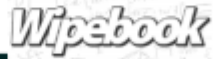




Technology for Academics: Essential Tools

SueFrantz.com

sue@suefrantz.com

Twitter: @Sue_Frantz

February 2020

	Bookmarking/Annotating	Group Projects	Automation	Polling/Testing
{Page 1}	 Mendeley Inoreader  hypothes.is scribble  diigo  Shortmarks  OneTab (Chrome/Firefox)	 Trello Organize anything, together.  slack  zoom  Google Drive TEAMMATES	 MaxLauncher (Win) PHRASE EXPRESS  Ditto (Win)  Copyless 2 (Mac)	 socrative by MasteryConnect participoll.  pickers Doodle  ZIPGRADE
	Scheduling	Web Conferencing	Mobile	Managing News
{Page 2}	Doodle YouCanBook.Me  Office365 Bookings  calendly	 zoom  slack	 Wipebook  Adobe Scan BuzzIn.Live  slack	Inoreader  Hootsuite
	Managing Files	Writing	Creating Web Content	Security
{Page 3}	KEEPVID Video Downloader	 Mendeley	PBWORKS	LastPass



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 ...

Search

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

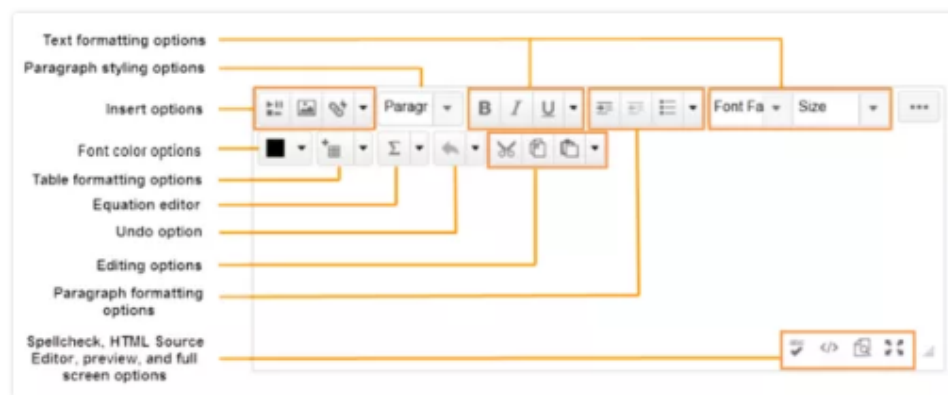


Brightspace Tip #43: HTML Editor

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.

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

Assignments Bb Grade

Center Brightspace

- Content
- Course Management
- Discussions
- Email
- Grades
- Groups
- Homepages and Widgets
- HTML Editor
 - Copied and pasting in the HT
 - Disabling the HTML editor
 - Editing text
 - Embedding items
 - Embedding a Kanopy video
 - Using replace strings
 - Using the HTML editor
- Locker
- Mobile Apps
- My Media
- Notifications
- OneNote Class Notebook
- Profile
- Pulse
- Quizzes, Surveys, and Self Assess
- Textbook Sources and Publisher
- Video Assignments
- Wiggio
- Instructional & Technology Supp

Welcome to the D2L Resources Wiki / HTML Editor

Embedding items

<https://wiki.millersville.edu/display/d2ldocs/Embedding+items>

Created by Stephen Gadsby, last modified on Jun 04, 2019

How do I embed items?

Millersville University

Wiki@MU Spaces People

Pages / Welcome to the D2L Resources Wiki / HTML Editor

Embedding items

Created by Stephen Gadsby, last modified on Oct 05, 2019

How do I embed items?

If the video does not appear above, please watch the video on MU Video.

What is the difference between "linking" and "embedding"?

When you click on a web link, often written in blue underlined text, you are taken to a different web page. That new web page may load in your current web browser window or open a new window or tab. You have probably created links yourself—in email messages or in documents—by copying and pasting URLs, also known as web addresses, so you can share web pages with others. Others can click one of you link, and then their web browser will display a web page you wanted to share.

In contrast, embedding is placing media, most often a video, directly into a web page. Examples are YouTube or Vimeo videos included within articles in online magazines or news sites. You can watch such videos directly from the articles' web pages without having to follow a link off to YouTube or Vimeo.

The URL or web address used to create a link looks similar to:

```
https://youtu.be/3AdbkKtFE1r
```

An embed code is usually much longer than a URL, and looks similar to:

```
<iframe width="560" height="315" src="https://www.youtube.com/embed/3AdbkKtFE1r" frameborder="0" allowfullscreen"></iframe>
```

Some web sites, like Facebook, are clever enough to recognize links to popular video sites, such as YouTube, and automatically convert video links into video embeds. And some sites, like YouTube, provide you with buttons to share media directly to other sites.

Help Desk

Help Desk Contact Info

Location: Goyer Building
Phone: 717-671-7777
Email: help@millersville.edu
Hours:
Call Center Hours
• M-Th 7:00am - 11:00pm EST
• F 7:00am - 5:00pm EST
• Sun 3:00pm - 11:00pm EST

Web in Technical Assistance Center (ITAC) Hours

Goyer Building - access via W. Frederick Street side of building

• Fall/Spring Semesters:
• M-Th 8:00 am - 9:00pm, F 8:00am - 5:00pm EST
• Winter/Summer Sessions:
• M-F 8:00am - 5:00pm EST

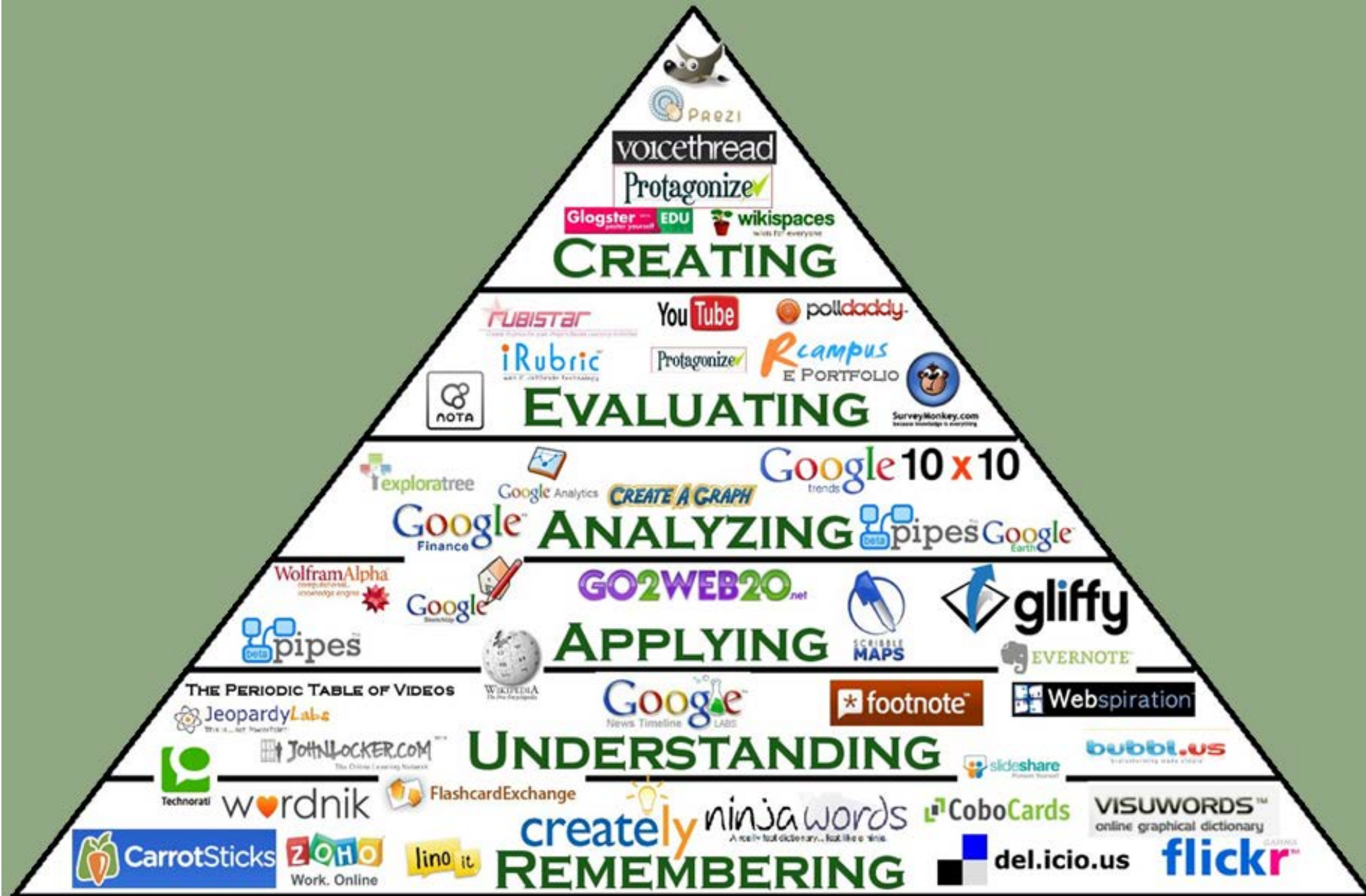
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Designing a Blended Classroom with Bloom's Taxonomy



Please note: This session is being recorded.

A Bloomin Digital Classroom
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](#)



<http://blog.scientix.eu/2015/08/20/virtual-laboratories-in-teaching-and-learning-science/>

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



Image Credit: [Image](#) by geralt from [Pixabay](#)

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



Image Credit: [Image](#) by geralt from [Pixabay](#)

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



Image Credit: ["Golf lesson 2.12"](#) by [tamurray5](#) is licensed under [CC BY-NC-ND 2.0](#)

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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.

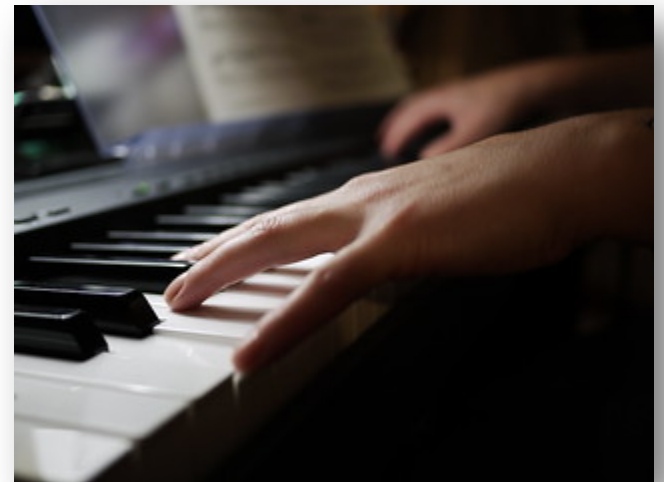


Image Credit: "1140765" by jeongui111 is licensed under CC BY 2.0



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



The threat of disasters is real...



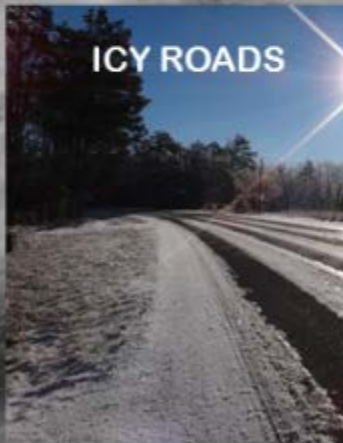
FIRES



MEDICAL EMERGENCY



PANDEMIC



ICY ROADS



TORNADOS

HURRICANES

Image Credit: "[The threat of disasters is real](#)" by jflorent is licensed under [CC BY-NC-SA 4.0](#)

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



Image Credit: [Image](#) by congerdesign from [Pixabay](#)



Using technology
well is about using
it with intention.

Plan before you have to LEAP!



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

Please note: This session is being recorded.

Help is available!!

- Contact Janice Florent for Brightspace training
 - Email - jflorent@xula.edu
 - Office – ext. 7418
 - Schedule an appointment



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



Image Credit: [Image](#) by PublicDomainPictures from [Pixabay](#)

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

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- Dr. Tiera Coston, STEM Education Improvement Specialist
- Bart Everson, Media Artist
- Janice Florent, Technology Coordinator
- Dr. Elizabeth Yost Hammer, Director
- Dr. Harish Ratnayaka, Faculty in Residence
- Dr. Lisa J. Schulte, Faculty in Residence for Service Learning
- Carla Simmons, Administrative Specialist
- Dr. Jason S. Todd, Associate Director for Programming

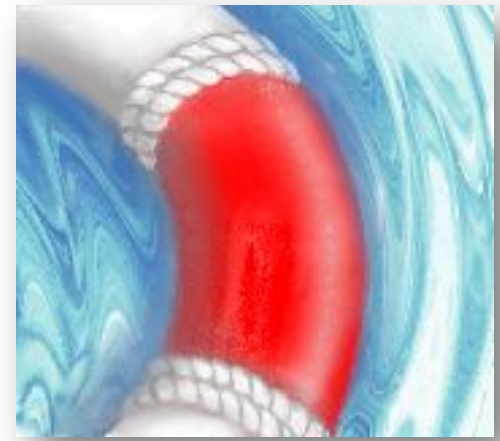


Image Credit: "Help" by Hill is licensed under CC BY-NC-SA 2.0

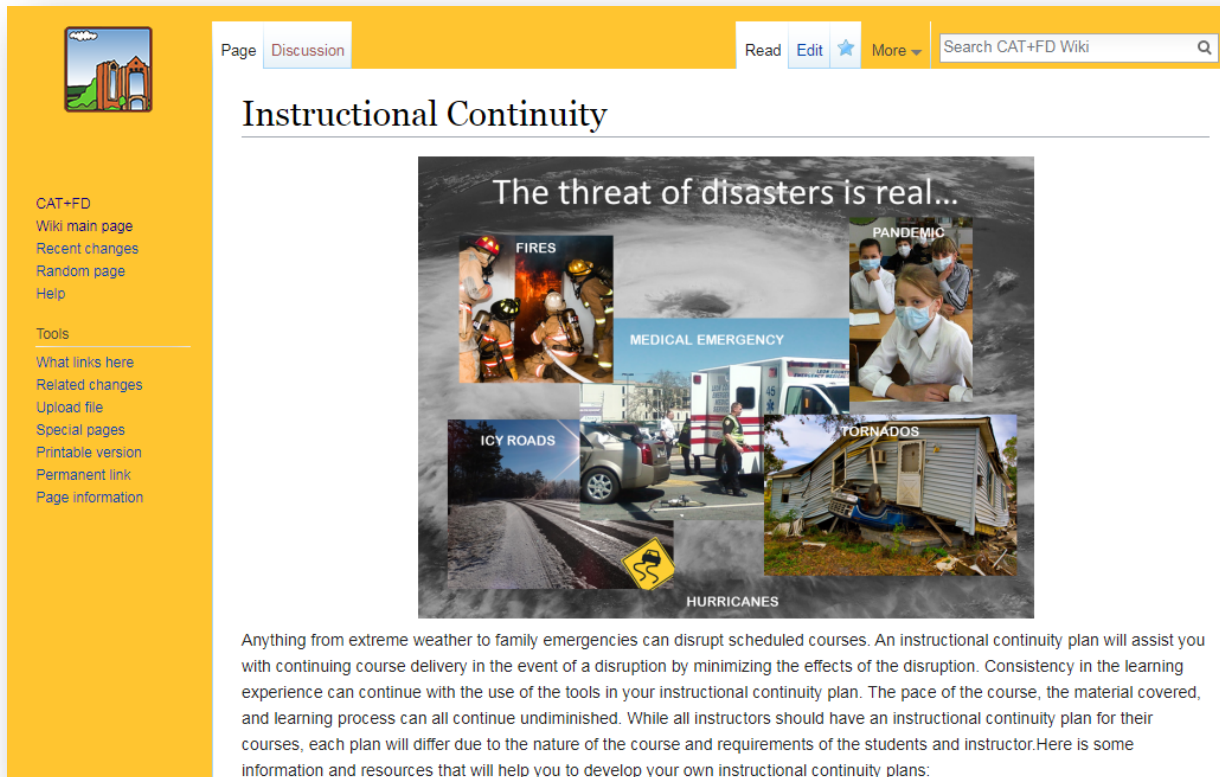


<http://cat.xula.edu/about/staff/>

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CAT+FD Resources for Instructional Continuity Planning

- Planning guides and resources



The screenshot shows the CAT+FD Wiki page for "Instructional Continuity". The page has a yellow header with a logo on the left and navigation links (Page, Discussion, Read, Edit, More) and a search bar on the right. The main content area features a collage of disaster images with labels: FIRES, PANDEMIC, MEDICAL EMERGENCY, ICY ROADS, TORNADOS, and HURRICANES. Below the collage, a paragraph explains the purpose of an instructional continuity plan.

Instructional Continuity

The threat of disasters is real...

FIRES, PANDEMIC, MEDICAL EMERGENCY, ICY ROADS, TORNADOS, HURRICANES

Anything from extreme weather to family emergencies can disrupt scheduled courses. An instructional continuity plan will assist you with continuing course delivery in the event of a disruption by minimizing the effects of the disruption. Consistency in the learning experience can continue with the use of the tools in your instructional continuity plan. The pace of the course, the material covered, and learning process can all continue undiminished. While all instructors should have an instructional continuity plan for their courses, each plan will differ due to the nature of the course and requirements of the students and instructor. Here is some information and resources that will help you to develop your own instructional continuity plans:

https://catwiki.xula.edu/Instructional_Continuity

Practical Applications for Teaching and Learning (Word Cloud)



Any
Questions

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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/>



Image Credit: [Image](#) by flockline from [Pixabay](#)