Maintaining Instructional Continuity for COVID-19

NOTE: The changing COVID-19 outbreak will necessitate changes in strategies, and we will be updating this document consistently to highlight pertinent recommendations. If you would like to make any recommendations or tips that you would like added to this document, please email: Mona Arora at manand@email.arizona.edu

How to use this document:

This guide was developed to help instructors comply with the campus wide directive for maintaining continuity in our teaching. The tips provided below are aimed at assisting instructors in quickly transitioning their teaching material onto D2L and provides examples of assignments and tools that can replace activities normally used in the classroom. Instructors are urged to stay up to date on campus wide policies which can be found on the campus health website (https://health.arizona.edu/healthalerts).

Instructors are also encouraged to identify a backup colleague who can step in to help maintain continuity in teaching your class if you get sick.

Equity:

- As you develop your contingency transition plan for online instruction for the remainder of the semester, ensure that all your students have access to Wi-Fi as well as technology to maintain class participation online.
- Video streaming can also be a deterrent to students who do not have access to a fast internet connection. It would be good to make sure that your students have access to consistent, high bandwidth internet connections.

Guest Lectures:

- Evaluate your department and University policies (https://health.arizona.edu/healthalerts).
- Consider transitioning any in-person guest lectures and invite them to be online presentations via Zoom or GoTo Meeting.

Digital Learning Platforms

Plan to transition courses to Zoom Video-conferencing or Panopto

      a. If you have not used Zoom, click [here](#) to learn about setting a zoom account and creating a meeting.

      b. If you have not used Panopto, click [here](#) for an instructor guide.

	Panopto	**Zoom**	**VoiceThread**
Type of Tool	Capturing/recording lectures	Video-conferencing tool	Interactive teaching tool
About	Allows instructors to record, edit and embed a video into D2L.	Virtual meeting platform to hold online class session 'live'	Enables students and instructional staff to share and discuss images, videos, audio files on D2L
Synchronous or Asynchronous	Asynchronous (Students are not in the class at the same time and review material independently.)	Synchronous (lecture) takes place in real time with students joining in live. (Note: this approach may adopt asynchronous learning opportunities through discussion posts, reflective assignments, etc.)	Asynchronous
Features	Record a voice-over PowerPoint lecture for students to review on their own Allows students to take notes on the video	Chat function for Q&A Chat rooms for breakout group discussions Allows for multiple presenters	Allows for the use of videos, files, images, etc. to be used in a single platform for teaching and discussion. Collaborative environment where students can add audio/video in response to a discussion question or for putting together a presentation.

General Technology Setup:

- Make sure you, TAs and students (where necessary) have VPN, Zoom, D2L capabilities.
- If this is your first time using Zoom, setup and run a test meeting.
- Work with Htay's team to set any of these elements prior to class/course disruption.
- Prepare students for using adopted technology and ensure they have access to any required software or hardware.
- Another non-internet based technology to adopt for small classes is to conduct a class session (or part of) via a telephone conference call.

Alternate Assignments:

The below strategies can be used for evaluating learning and obtaining verification of attendance or participation.

- Reflection or written summary
- Discussion posts
- Independent activity/participation on a sub-topic, specific question or discussion board.
- Provide data for analysis and make available step-by-step guidelines for teaching data analysis.
- Structure assignments around any relevant, existing tools and case studies
- Provide assignments that require them apply material they learned in a lecture to an alternate setting:
  - Use the US Factfinder to explore data in your hometown (or other geographic location)
  - Complete a Qualtrics survey for environmental risk factors in a particular region of the United States (students may be assigned a region based on the letter of their last name or similar convention).
- Requiring students to upload images/snapshots of causal diagrams or pathways to evaluate understanding and retention.
- Use platforms such as Padlet (for collaborative learning for formative assessments) for Qualtrics (for innovative approaches to submit assignments).
- Consider assigning a webinar, podcast, or video-archived session (e.g., from conferences. Seminar series) in lieu of a face-to-face lecture.
- Develop a quiz, reflection assignment, or D2L discussion associated with the assigned video/audio lecture.

Exams:

- If you have any upcoming exams, consider putting them on D2L and enabling Respondus LockDown Browser so students cannot browse outside of the exam screen.
- An alternate approach to quizzes and exams is to use Qualtrics or Survey Monkey.

Communicate:

- Determine a primary communication channel with students whether it is email, D2L announcements, D2L email messages.

- Share your course strategy for exams, deadlines, and general instruction to your students prior to class/course disruption.
- Ensure that your students are aware of any changes to course expectations.
- *Ensure your policies for attendance align with campus-wide guidance, available at: https://health.arizona.edu/healthalerts*

Other general tips:

- Ensure your deadlines are communicated clearly.
- Provide deadlines in the appropriate time zone.
- Evaluate your syllabus to identify any modifications to exams, deadlines, and assignments. Consider if any activities (e.g., in-person presentations, field trips) need to be omitted.
- Aim to blend synchronous with asynchronous tools (e.g., video lecture review with a Zoom chat room discussion)
- Most students are familiar with the Google suite of apps (e.g., Google docs, Google sheets). Consider adopting these for group discussion assignments and online activities.
- Consider splitting lectures into 5-10 minute video/audio segments.
- Clarify assignment submission guidelines. Will you accept submissions via email, D2L, both?
- Clarify file formats and file naming conventions for assignments: consider what file format you will accept?
- Provide students with backup contact information (which should already be integrated in your syllabus).
- Download student contact information from D2L or UAccess as a backup.

Other websites and tips:

UArizona Office of Instruction & Assessment

https://oia.arizona.edu/

Saint Joseph's University: Instructional Continuity

https://www.sju.edu/academicadmin/instructional-continuity

Stanford: Teach Anywhere

https://teachanywhere.stanford.edu/

Online Learning Consortium:

https://onlinelearningconsortium.org/about/continuity-planning-emergency-preparedness-resources/

The Chronicle of Higher Education: As Coronavirus Spreads, the Decision to Move Classes Online Is the First Step. What Comes Next?

https://www.chronicle.com/article/As-Coronavirus-Spreads-the/248200