SPRING 2021 REMOTE TEACHING MODALITIES

Best Practices in Teaching during the Pandemic
IN ALL MODALITIES

• Share the syllabus with students at least one week before class is scheduled to begin. Release the syllabus earlier if possible or if the course materials may be difficult for students to acquire. Consider sending students a pre-survey about their access to and concerns about technology.

• Create an orientation or roadmap to the course. Welcome students, provide a tour of the D2L site, and describe important features of the schedule, assignments, and learning outcomes.

• Provide students with a list of assignments, exams, and projects with due dates. Pre-plan reminders to appear in the newsfeed of the D2L course site.

• Encourage students to turn on notifications within D2L so they receive updates from the course to their phone, email, or both. Encourage students to download D2L calendar.

• Give students a list of all required materials for the course. Include technology requirements (microphone, speaker, webcam, etc). An accurate list of course materials (including required technology) should also be noted in the course schedule in Banner/Goldlink.

• Provide low stakes opportunities for students to practice using required technology, including video systems, test proctoring systems, synchronous meeting systems, or any other technology that may be unfamiliar to students.

• Provide students with a map of on-campus wifi locations. Consider providing wifi coverage maps for Johnson City as well.

• Communicate attendance and participation requirements to students.

• Articulate communication expectations. Identify the best communication modality students should use to reach you (office hours, phone, email). Articulate how long it will typically take for you to respond to student inquiries. Some examples for articulating communication expectations are:
  • I stop checking email after 7:00 pm. If I receive an email from you after that time, I will not respond until the next weekday morning.
  • I will do my best to respond to your email within 24 hours.

• Be present in the course. Post a picture of yourself and introduce yourself to your students. Communicate frequently. Let students know who you are and why you care about what you teach. It’s okay to “geek out” on your content. Be sure students know there is a person behind the technology.

• Consider providing a weekly video overview of the course content.

• Consider hosting optional synchronous meetings such as office hours, Q & A sessions, and review meetings. Be sure you are hosting those sessions at times that align with your students’ needs. Consider ways to provide information discussed in these sessions to students who are unable to attend.

• Create opportunities for students to interact informally. Avoid recording these sessions.

• Let students know how you will provide feedback on their progress in your courses. Explain to students how long it will take to return assignments or issue grades.

• Use the D2L gradebook.

• Stick to the plan and communicate with students. When course plans must change, be flexible with students and yourself.
Encourage or require students to turn on their cameras. Articulate why it is useful for students to have cameras on during synchronous meetings. Provide an avenue for students to communicate with you when camera expectations cannot be met. Provide students with resources they may use to acquire needed technology if necessary.

Only hold synchronous class meetings on the days/times listed in Banner/Goldlink. End classes on time. Students have built schedules based upon these identified times. Holding students late or scheduling meeting times outside of those listed in Goldlink may impact student success in other courses.

Let students know how often synchronous class meetings will occur. Include the duration of the synchronous meeting time as well. Strive to pre-schedule zoom meetings within D2L at the beginning of the term.

Record class sessions. Video recording should be shared through the D2L platform. Class sessions with student images and voices can only be shared within the course site and can only be shared with students enrolled in the same course section. To avoid FERPA violations, videos containing students’ faces and voices should not be shared with other classes during the current term or with classes that you will teach in the future. Lectures without student images and discussions can be shared in multiple class sessions and in future terms. Edit videos to remove personally identifying information (i.e. discussions of grades) before sharing online. Reach out to Academic Technology Services (ATS) for help with tool and techniques for recorded lectures.

Develop a plan for providing learning opportunities to students who miss the synchronous sessions.

Consider using synchronous meeting time for more active and collaborative learning. Use these tips for engaging students during synchronous online classes.

If a student wants to “stay after” in a zoom class to discuss grades or other personal items, end the class zoom and send the student a private zoom link to host the individual discussion.

Organize content into small learning units or weekly course modules.

Consider requiring more active and collaborative learning strategies in the course. Use these tips for engaging students during asynchronous online classes. Consult with faculty/staff in the Center for Teaching Excellence or Academic Technology Support to brainstorm ideas.

Students complete the course online working within course deadlines. The day and time will NOT appear on the schedule for asynchronous online courses.
ON-GROUND REQUIRED

- Consider asking students to participate in a survey/quiz about class expectations.
- Review important university policies that are particularly relevant to learning on-ground during the pandemic. These policies may include attendance, FERPA, email communication, face covering policy, and other Covid 19 guidelines.
- Only hold on-ground class meetings on the days/times listed in Banner/Goldlink. End classes on time. Students have built schedules based upon these identified times. Holding students late or scheduling meeting times outside of those listed in Goldlink may impact student success in other courses.
- Let students know how often on-ground class meetings will occur. Provide a course calendar with dates of on-ground and online class meetings.
- Record class sessions. Video recording should be shared through the D2L platform. Class sessions with student images and voices can only be shared within the course site and can only be shared with students enrolled in the same course section. To avoid FERPA violations, videos containing students’ faces and voices should not be shared with other classes during the current term or with classes that you will teach in the future. Lectures without student images and discussions can be shared in multiple class sessions and in future terms. Edit videos to remove personally identifying information (i.e. discussions of grades) before sharing online. Reach out to Academic Technology Services (ATS) for help with tool and techniques for recorded lectures.
- Develop a plan for providing learning opportunities to students who miss the on-ground sessions.
- Use on-ground time for instruction that must be done face-to-face. Use synchronous/asynchronous online time for other instruction that does not require face-to-face interaction or activity.
- Consider using class time for more active and collaborative learning.
ON-GROUND WITH REMOTE OPTION

• Review important university policies that are particularly relevant to learning on-ground during the pandemic. These policies may include attendance, FERPA, email communication, face covering policy, and other Covid 19 guidelines.

• Describe how optional on-ground meetings will be used in the course. Let students know how often on-ground class meetings will occur. Provide a schedule for on-ground class meetings. Describe how students who choose not to attend on-ground meetings will achieve course learning outcomes (zoom, asynchronous actities, pre-recorded lecture, etc.).

Students will have the option to complete the course on-ground or remotely according the schedule determined by the course faculty and communicated on the syllabus. This should only be used for courses that have some on-ground requirements.

• Only hold on-ground class meetings on the days/times listed in Banner/Goldlink. End classes on time. Students have built schedules based upon these identified times. Holding students late or scheduling meeting times outside of those listed in Goldlink may impact student success in other courses.

• Develop a plan for providing learning opportunities to students who miss the on-ground sessions.