

The WSU Teach Anywhere Planning Workbook

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We understand that the task of transitioning your in-person courses to online or remote teaching might seem overwhelming at first. The Teach Anywhere team wants to support you in **developing a plan that makes sense for you** -- use this workbook to get started!

Step 1 – Identify your instructional priorities

Think about what you have to do between now and the rest of the semester and identify your **top 3-5 instructional priorities**. These might include content, activities, and/or assessments.

Jot down thoughts in the space below:



Step 2 – Outline your typical teaching routine

Next, **think about your individual class – what does a typical class period look like for you?**

We recommend outlining chronologically how you actually spend time with your students.

Write down things like: do you chit-chat with your students before class starts; do you begin class with housekeeping (such as discussing upcoming assignments); how much time do you spend lecturing, having class discussion, individual activities, or small group work; how do you end your class? This list is not exhaustive: **What do YOU do in your class?**

Example of what this might look like for an instructor who teaches an in-person, large lecture class that meets twice a week for an hour and 15 minutes:

- 1) I spend the first 5 minutes **talking to my students** about how they are doing.
- 2) The next 10 minutes I do some **housekeeping**, such as talking about upcoming assignments and when I plan on returning their last quizzes.
- 3) I then start **lecturing** for the next 30 minutes, using i-Clicker questions throughout.
- 4) In the next 15 minutes, students work on worksheets in **small groups**.
- 5) For the next 10 minutes, we review the process of the worksheet, solutions, and problems as a **whole class discussion**.
- 6) The last 5 minutes are spent to **discuss upcoming items**, such as what to do for the homework and what parts of the textbook to read for next class.

Jot down how you usually spend your time in class:



Step 3 – Think through online options

As a next step, think about the **different ways you can mimic what you are doing in-person in an online setting**. Building on your strengths will make the transition easier for both you and your students by leaning on what is familiar.

The table below outlines the online options that the instructor from the previous example could choose from to transition their in-person routine to an online setting.

(We added a blank table on the next page for you to fill out.)

In-person routine	Online options
I spend the first 5 minutes talking to my students about how they are doing.	<ul style="list-style-type: none"> - Canvas announcement (either at the beginning of the week or during regular scheduled class time) - A Canvas discussion board that’s focused on social interaction (call it your “Meet & Greet Board”)
The next 10 minutes I do some housekeeping , such as talking about upcoming assignments and when I plan on returning their last quizzes.	<ul style="list-style-type: none"> - Canvas announcement - Short video, embedded in Canvas announcement - Adding more detailed descriptions of assignment expectations either directly into the assignment or into a discussion board dedicated to discussing the assignment (call it “Ask Me Anything about Assignment X”)
I then start lecturing for the next 30 minutes, using i-Clicker questions throughout.	<ul style="list-style-type: none"> - Selectively record your lecture - Provide additional supplemental readings or videos - Hold a synchronous online class <ul style="list-style-type: none"> o Conferences in Canvas o Other virtual meeting tools you are already familiar with - Have different forms of formative assessment that mimic i-Clicker questions: <ul style="list-style-type: none"> o Ungraded practice quizzes in Canvas o Polls in BigBlueButton
In the next 15 minutes, students work on worksheets in small groups .	<ul style="list-style-type: none"> - Discussion in Canvas - Put students into groups and have them work on a document in one-drive - Hold a synchronous online class <ul style="list-style-type: none"> o Breakout rooms in Canvas Conferences
For the next 10 minutes, we review the process of the worksheet, solutions, and problems as a whole class discussion .	<ul style="list-style-type: none"> - Discussion in Canvas - Hold a synchronous Q&A session (online office hours) - Announcement in Canvas
The last 5 minutes are spent to discuss upcoming items , such as what to do for the homework and what parts of the textbook to read for next class.	<ul style="list-style-type: none"> - Announcement in Canvas - Short video overview



My transition options

Add your in-person routine in the left column and jot down options for the online transition in the right column. Refer to the last two pages of this workbook for some common online options that you can consider as you plan.

In-person routine	Online options



Step 4 – Reflect on assessment & alignment

Now, list the **forms of assessment you had planned for the semester** – which ones can be easily moved online, which ones need to be reworked?

Tip: Refer to our [Teach Anywhere website](#) to find more information in the *Assessing Student Learning* tab (we will continue updating that resource over the coming days).

Bringing it together – are your top 3-5 priorities you outlined in Step 1 reflected throughout the other steps? If not, how can you integrate them in a meaningful way? Have your priorities changed as you have gone through this exercise?



Step 5 – Keep yourself organized

Finally, we know there are many things to consider – but remember: You don't have to have all the answers right away – at this point, you only need to be a few days ahead of your students!

- Download your student roster** from [Academica](#) (in the left sidebar, click on “Faculty Instructional Resources” then click “Download Classlist”).
- Check in with your colleagues.** Colleges or departments may have individual processes, technologies, or resources available to their faculty so check with them first.
- Decide how you will communicate with students.** Use the channels you typically use to communicate with students now.
- Let your students know your plan.** Be sure to let your students know what your communication plan is as well as your expectations for how frequently they should be checking Canvas and/or their WSU email (recommended: at least once a day).
- Prioritize and be realistic.** Identify your instructional priorities based on what topics and activities you will be covering over anticipated transition time. Be realistic about what can be accomplished in that time and be flexible in order to focus on what is most important.
- Identify tools and processes that are already familiar to you and your students.** Try to rely on technologies or processes are familiar to you and your students when possible. The transition may already be draining mentally and emotionally, so relying on what you already use can allow you and your students to focus more energy on learning.
- Update settings, software, and apps.** Check your notification settings in Canvas to make sure you are receiving notifications for messages, discussion board posts, assignment submissions, etc. Download/update apps for your phones or tablet such as Outlook, Canvas, One Drive, or MS Stream so you are ready to go. Remind your students to do this as well!
- Identify how & where will you get support.** (Planning, technology, emotional, other?)
- Identify how can you can support your colleagues.** What expertise do you already bring to the table? (just kidding, stay home, don't meet at a table. ☺ Try Teams or Zoom instead.)
- Prioritize what you need to do to get going online.** Start making decisions that will get you through the first 1-2 weeks: content, lectures, discussions/active learning, and assessment.

Last but not least – stay Warrior Strong and keep referring to the [Teach Anywhere website!](#)



What are my options as I move online?

This is a quick and preliminary list of options that you can use to start thinking through how to bring your instructional routines online in a way that works with what you and your students know and need. It is intended as a starting point –there may be options that you are already considering that are not represented here and that is OK. We will continue to update it and we encourage you to be practical, creative and flexible as you think through your options.

Tools for Communicating

What do you want to do?	Tool	Synchronous / Asynchronous
Communicate updates, changes, and other relevant information <i>If you plan to use Canvas Announcements, have students verify their settings to allow Announcements to be forwarded directly to their email address. That way, messages will reach students even if they are not signed into Canvas.</i>	Canvas Announcements	Asynchronous
Communicate information and allow students to respond at any time	Email	Asynchronous
Communicate information and allow live responses	BigBlueButton MS Teams	Synchronous
Facilitate written discussions among students and instructors	Canvas Discussions	Asynchronous
Facilitate live discussions among students and instructors	BigBlueButton MS Teams	Synchronous
Hold remote office hours to provide an opportunity for live, one-on-one or small-group discussion with you.	BigBlueButton MS Teams	Synchronous

Tools for Delivering Content

What do you want to do?	Tool	Synchronous / Asynchronous
Deliver live lectures (and record for later use)	Big Blue Button	Synchronous
Record a slide show with narration	PowerPoint Voiceover Echo360	Asynchronous
Share files with your students	OneDrive	Asynchronous



Tools for Collecting Students' Work

What do you want to do?	Tool	Synchronous / Asynchronous
Collect student submissions online	Canvas Assignments	Asynchronous
Check/assess if students understand the material via formative assessment	Canvas Quizzes	Asynchronous
Evaluate student presentations	Big Blue Button	Synchronous
Provide feedback and give grades assignments, exams, problem sets, etc.	Canvas SpeedGrader	Asynchronous

