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 and let's save the semester!

The information and prompts in this workbook will help you:

- **Start with your students**. In order to make this transition successful, you need to identify your students' technological, social/emotional, and learning needs first.
- **Prioritize your most important instructional goals** for the remainder of the semester.
- **Identify online or remote teaching options** to transition the essential elements of your in-person course to make this process easier for you and your students.
- **Consider what aspects of your assessments can be successful online** and which might need to be reworked.
- **Align your instructional goals, assessments, and decisions about online elements.**
- **Stay organized with checklists** for getting started and for the first week of online instruction (you can adapt these checklists to use for subsequent weeks).

Remember, this is a rescue mission! The normal rules of online course design do not necessarily apply. Keep it simple, focus on what's important, and above all, be compassionate with your students.

Learning may not be their top priority right now, as they are adjusting to their new reality (access to technology, jobs, income, access to healthcare, taking care of family members). By approaching this transition with the goal of being flexible and understanding while providing structure and community, you will be helping your students tremendously!

Step 1 – Start with your students

Consider what you know about your students this semester:

What are their technology needs?

It is crucial to learn about your students' technology needs first because this is now your only channel for communicating with them. If you do not have some idea of their technology access at home, it will be difficult to make good decisions about how to structure your course in terms of asynchronous materials, synchronous course sessions, and assessment.

For example, let's say you are planning to give a test using Respondus Lockdown Browser. This requires students to download software to a computer. Some of your students may not be able to do this, because they are primarily using a phone or tablet, their computer is outdated, or their computer is from their work and they are not allowed to download software onto it. If you aren't aware of these issues, it will be difficult to make good decisions about your exam.

We have made it easy to survey your students about their technology access – use our Student Technology Access Survey Guide, which will walk you through how to duplicate and modify a survey we have set up in MS Forms, how to share it with students, and how to interpret what you learn. We also have a screencast available that walks through all the steps of the process.

What are their social/emotional needs?

Next, you should consider their social and emotional needs. Just as we are all adjusting to the disruptions that the COVID-19 health crisis has caused, many of your students are likely dealing with job issues, money issues, food insecurity, childcare, access to healthcare, etc. We encourage you to be sensitive to what your students may be going through – for some (or even many), learning might not be their top priority right now.

At the same time, many students may be looking to school as a source of connection, familiarity, and stability. Re-creating a sense of community in your online course is an important strategy for meeting these needs. We have created a guide to Creating Community Online through Discussion Boards to give you a starting point. In general, if you can approach this transition with patience, flexibility, and compassion to their situation, it may help them shift their focus back to their classes.

What are their learning needs?

You probably already know a lot about their learning needs – what sorts of cognitive or mental work do they need to engage in to better understand and learn your content? Lectures with explanations, readings, videos? Case studies? Opportunities for practice, examples, feedback?

Understanding their technology access will help you make good decisions around learning needs, while fostering community online may help your students feel more prepared to engage in the activities that support learning.

Step 1 – Start with your students

Consider what you know about your students this semester:

- What are their technology needs?
- What are their social/emotional needs?
- What are their learning needs?

Jot down thoughts in the space below:

What are their **technology needs?**
What are their **social/emotional needs?**
What are their **learning needs?**

Step 2 - 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**. Start with content, activities, and/or assessments as well as goals for creating community among your students.

Jot down thoughts in the space below:

Step 3 – 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 4 – 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. **Keep in mind – you don't have to make all decisions now; this exercise is meant to generate ideas.**

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. **There is a blank template for you on the next page, and a list of possible options on pgs. 8-9 to get you started.**

In-person routine	Online options
I spend the first 5 minutes **talking to my students** about how they are doing.	- 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.	- 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.	- Selectively record your lecture
	- Provide additional supplemental readings or videos
	- Hold a synchronous online class
	    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:
	    o Ungraded practice quizzes in Canvas
	    o Polls in BigBlueButton

In the next 15 minutes, students work on worksheets in **small groups**.	- Discussion in Canvas - Put students into groups and have them work on a document in one-drive - Hold a synchronous online class 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**.	- 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.	- 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

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 *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.*	Canvas Announcements	Asynchronous
Communicate information and allow students to respond at any time	Canvas Inbox Email	Asynchronous
Communicate information and allow live responses	BigBlueButton MS Teams Zoom	Synchronous
Facilitate written discussions among students and instructors *Discussions are an important tool both for engaging in active learning as well as creating community online.*	Canvas Discussions	Asynchronous
Facilitate live discussions among students and instructors	BigBlueButton MS Teams Zoom	Synchronous
Hold remote office hours to provide an opportunity for live, one-on-one or small-group discussion with you.	BigBlueButton MS Teams Zoom	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 Zoom MS Teams	Synchronous

Record a slide show with narration	PowerPoint Echo360 Zoom	Asynchronous
Share files with your students	Canvas OneDrive MS Stream	Asynchronous

Tools for Collecting Students' Work

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

Thanks to Farshad Fotouhi, Dean of the College of Engineering, for providing the initial list of elements included in this table.

Notes:

- C&IT has created an MS Teams integration for Canvas – it is available through the Rich Content Editor.
- Zoom is not officially supported by the university, although several colleges have purchased Zoom licenses.
- Zoom has waived the time limits on free basic accounts for people who sign up with a .edu email, so many individual instructors are moving to Zoom as well.

What other options might be available or relevant to your classes?

Step 5 – Reflect on assessment & alignment

5a) 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).

5b) **Bringing it together** – are your top 3-5 priorities you outlined in Step 2 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?

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

Step 6 – 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! We have two checklists available: **Getting Started** and the **First Week of Class** (which you can adapt for subsequent weeks moving forward).

Getting Started Checklist:

☐ **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.

Checklist for the First Week

Remember to keep everything as simple as possible, be flexible with your decisions as conditions change, and take care of yourself first.

- ☐ I have taken care of my personal needs.

- ☐ I have checked in with my chair and department colleagues.

- ☐ I have gathered contact info for C&IT, Student Disability Services, and other university services.

- ☐ I have assessed my students' technology access at home.

- ☐ I have identified my most important instructional goals to focus on.

- ☐ I have communicated my initial plans for the first week or two to my students including how to contact me directly and where to find content and other information on Canvas.

- ☐ I have established a netiquette policy with guidelines for online interactions and shared it with students.

- ☐ I have set up discussion boards for social connection and student questions.

- ☐ I have revised my syllabus as necessary to reflect changes to course content, assessment, and/or due dates.

- ☐ I have developed and uploaded content for the first week of online classes, including a review of material from the week or two prior to spring break.

- ☐ I have planned a mix of asynchronous and synchronous elements, with a focus on asynchronous learning activities and content supplemented by optional synchronous components to provide community for those who are able to participate.

- ☐ I have identified and practiced the technologies I plan to use to create videos or hold virtual meetings with my students.

- ☐ I have bookmarked the Teach Anywhere website so I can stay on top of important updates and I enrolled in the OTL's Virtual Resource Hub to access recorded webinars/resources.

- ☐ I have identified friends or colleagues I can turn to when I need to discuss issues or challenges that arise (or even just vent! ☺).

- ☐ _____

- ☐ _____

- ☐ _____