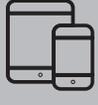


TEACHING REMOTELY DURING DISRUPTION

The CSU Institute for Teaching and Learning and the CSU Faculty Development Council are compiling considerations that emerge as we keep teaching during the COVID-19 pandemic. Suggest improvements by email to csuitl@calstate.edu.

TRY THIS	INSTEAD OF
 <p>BE KIND TO YOURSELF AND PATIENT WITH THOSE AROUND YOU, especially students and support providers. Be sensitive to your students' emotional needs and your own at this time.</p>	 <p>MAKING THIS SHIFT SOMETHING IT IS NOT You are not "teaching online." You are quickly adopting an alternative format to provide instructional continuity in a crisis. Seek assistance from your teaching and learning center.</p>
 <p>SEEK STUDENT FEEDBACK Build community by asking students about their access to technology so you're not assigning work they cannot do. Make them partners with agency, and survey them periodically.</p>	 <p>USING THE SAME APPROACH What you do in the classroom may not work remotely or online. Presenting content without giving students voice and choice, or acknowledging the reality of life now, may leave them overwhelmed.</p>
 <p>PLAN ASYNCHRONOUS LEARNING Create learning experiences for students to work at their own pace and spend the time they need to grasp concepts.</p>	 <p>RELYING ON SYNCHRONOUS ATTENDANCE Students may not be available when class was scheduled, and they may not have reliable internet access. Acknowledge disrupted routines and shifting responsibilities. If you must teach synchronously, be as flexible as possible with students.</p>
 <p>FOCUS ON CORE CONCEPTS Prioritize essential course concepts. Assignments may take twice as long to complete off-campus during disruption.</p>	 <p>SETTING UNREALISTIC GOALS Course learning outcomes can be achieved without the same expectations regarding "classwork" and "homework." Learning can be achieved and measured differently.</p>
 <p>IDENTIFY LESSON OBJECTIVES Make the purpose of each learning activity and assessment (formative or summative) clear.</p>	 <p>REQUIRING LOTS OF WORK Think quality, not quantity. Avoid assigning online activities just to tally credit hours. Consider eliminating non-essential activities.</p>
 <p>PRACTICE TRANSPARENT DESIGN Make the purpose and task for each activity clear. Specify steps and criteria for evaluation. Estimate time to complete.</p>	 <p>LETTING STUDENTS FIGURE THINGS OUT Instructions that are simple, vague, open-ended or overly-complex don't promote success in any modality.</p>
 <p>COMMUNICATE CONSISTENTLY AND OFTEN All instructions and assignments should be conveyed via the campus LMS (Canvas, Moodle, Blackboard). Communicate regularly using the same platform, and check-in with those who don't respond.</p>	 <p>ADOPTING MULTIPLE NEW PLATFORMS Experimenting with multiple new platforms, especially without guided instruction, can frustrate you and your students.</p>
 <p>BE PRESENT FOR "OFFICE HOURS" Do your best to be available by phone, Zoom, or email at specific, regular times to provide support, answer questions, and clarify assignments and feedback. Real-time human interaction will be helpful for your students.</p>	 <p>EXHAUSTING YOURSELF Instead of responding to every email right away, model how to discern what is urgent. Exemplify self-care.</p>
 <p>PROMOTE DEEP LEARNING AND RETENTION Curate multimedia materials to motivate engagement. A YouTube video on your lecture may already exist. Use digital tools to create opportunities to interact with course content and peers.</p>	 <p>TRYING NEW TOOLS There will be time for that later. Deploying new tools may lead to technological difficulties, increase challenges and frustration, and shut down learning.</p>
 <p>BE EMPATHETIC Assign a reasonable workload and pacing. Check-in with students and be flexible with deadlines.</p>	 <p>BEING OVERLY TIME- AND TASK-ORIENTED Place student well-being above all. Some students may be able to maintain a sense of normalcy; some will need to revise their goals.</p>
 <p>EMPHASIZE LEARNING OVER TESTING Necessity is the mother of invention. When possible, replace high-stakes exams with projects that demand creativity and collaboration. You and your students might create new ways to integrate and demonstrate learning.</p>	 <p>WORRYING ABOUT CHEATING Elaborate plans to thwart cheating send the message that we don't trust students. They are managing crises right now. Hold them harmless by creating assignments that resist plagiarism and individual dishonesty. If you must continue testing, utilize an e-proctor product procured by your campus.</p>
 <p>ACKNOWLEDGE THE INTERRUPTION Incorporate the disruption into course work and offer a different, valuable learning experience.</p>	 <p>PRETENDING IT'S BUSINESS AS USUAL You have made sweeping and sudden changes. Know that your teaching, no matter how different, matters more than ever.</p>