

Academic Continuity Planning and Preparation

Some Strategies for Making Seated Content Available in Alternate Formats

If you have not done so already, please use the [Contingency Planning Form: Technology and Training Needs](#) form to alert OIT of any technology related needs. If you need training, please check the [OIT events page](#) for workshops and training. Many experienced faculty are already generously sharing their online expertise with colleagues, please continue to help one another as you are able. We are trying to help coordinate peer mentoring for faculty who have no prior training in online education. If you are experienced and willing to help colleagues, or if you are brand new to online teaching and think you may need to call on a peer mentor, please use these forms to register your willingness to help or your need for help.

For Faculty Volunteers: [Online Teaching Peer Mentoring Form](#)

For Faculty Needing Assistance: [Online Peer Mentoring Assistance](#)

Communication

Good communication will go a long way, so make that a priority.

- Reassure your students that the university is working hard to minimize the disruption, but that exigent circumstances will call for flexibility on all our parts.
- Make sure that you and your students are keeping up with campus emails and notifications, and stay abreast of information posted on the university's updated website.
- Download your class lists and student contact information or make use of Blackboard's Announcement and email functions to keep your students updated on plans for your course(s), and, again, make sure your students know to check for institutional and course-specific communication.
- Create a communication plan and let your students know what that plan is.
 - Will you use Blackboard, email, or some other collaborative space to stay in touch?
 - Will you or your students need to download Blackboard, Blackboard Collaborate, Office 365 or other mobile apps such as Google in order to carry out the communication plan?
 - How will students ask questions?
 - How quickly can they expect you to respond?
 - Will you send out regular announcements via email or Blackboard Announcements?
 - Will you hold virtual office hours and, if so, how? (ex: by being available for live chat or email, by having a WebEx session open? ...)
 - Make sure your students know they can make use of the [Open SUNY Help Desk](#) for Blackboard related issues:
 - Monday - Friday 7:00AM -12:00AM Midnight EST
 - Saturday 10:00 AM-5:00PM EST
 - Sunday 1:00PM-9:00PM EST

Planning Tools and Guidelines

If you have never taught online, or maybe even if you have, it can be daunting to think of appropriate ways to move a seated activity into an online format. Below we offer some general guidelines as well as a chart that suggests some actions you might consider in order to quickly shift content to an alternate

format. The chart includes multiple options for keeping your class running, from which you can choose what might work best for your course(s) or from which you might adapt to meet a specific need.

General Guidance

Please recognize that moving content to alternate formats quickly is not a best practice, and you should not expect that you can create an OSCQR-worthy best practices online course in a matter of days. These are exigent circumstances.

- **Be kind to yourself and your students.**
 - Everyone is stressed.
 - Your online content will not be best-practices perfect, don't expect perfection from yourself.
 - Your students may never have taken an online course, so they may be anxious and may lack online learning skills or experience. You might want to share Open SUNY's [Characteristics of a Successful Online Learner](#) resource with them for suggestions on how to be successful in an online format. Also, remind them that the "Support" tab in Blackboard includes links to a number of useful tools to help them.
 - Seniors, especially, may be worried about graduation and how a disruption in the semester might impact them. Be especially kind to them.
 - Be flexible and consider incompletes and extensions as appropriate.
- **Prioritize.** What do your students REALLY need to know? What is absolutely required by your discipline and licensure/certification bodies? How are those bodies relaxing standards during this exigent period? Visit with your chair if you have questions.
- **Focus on the most basic elements you need to put in place to meet your short-term instructional objectives.**
 - How will you communicate with your students? (see earlier comments)
 - What content do you need to share with them and how will you share it? What will students need to read, watch or listen to?
 - Are synchronous meetings necessary? Or can you record content or post assignments and activities that can be done asynchronously? What technologies will you use to conduct synchronous sessions or record and post asynchronous content?
 - How will they submit assignments and how will you provide feedback?
 - Do you have students with disabilities in your seated class who may need special accommodations? Is it possible you have students with undisclosed disabilities who may need assistance? Consider asking your students what they need? Work with DRC to address any needs. Again, be flexible.
 - Start with the most immediate course content, you can add more activities as things progress.
 - As we have noted in other communications, some courses do not lend themselves to online formats. Courses that include activities such as clinical experiences, student teaching, studios, and ensembles will likely require other sorts of contingency planning. Please visit with your chair about options for these sorts of courses.

A range of technologies may be necessary for you and/or your students depending on the options you choose:

- Device (desktop, laptop, tablet, smartphone) with a good internet connection, preferably wired or Wi-Fi
- Headphones or earbuds (optional)
- Microphone (if possible; a separate microphone can be better than your device’s built-in mic)
- Web camera (optional, preferred for face-to-face contact)

Possible alternatives for In Person Activities

Some students may not have access to technologies necessary for some of the options listed below. Again, be kind, and consider incompletes or extensions as appropriate.

This list is to help you think. For directions on how to do some of these specific things, please see our [Campus Contingency Guide](#). Choose the simplest options for your skill level and your course needs.

In Person Plan	Synchronous Plan	Asynchronous Plan
In class lecture	Present lecture in real time using: <ul style="list-style-type: none"> • WebEx • Blackboard Collaborate • Microsoft Teams • Zoom (note, we do not have campus support for Zoom, but it is available free for up to 100 participants at a time for a 40 minute session and might be a suitable backup for faculty) 	Record lecture using: <ul style="list-style-type: none"> • Power point • Record and post a lecture on your cell phone or computer. Post power points without a recorded lecture, perhaps with accompanying: <ul style="list-style-type: none"> • Lecture outline • Lecture notes Create a “guest lecture” using TED Talks or other OER (Open Educational Resources) where a recorded presentation is of value. OER Commons Khan Academy Merlot TED MIT Open Coureware OpenStax OpenMichigan P2PU Academic Earth Open Course Library World Digital Library PBS Learning Media Great Books Online

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Guest speaker	<p>Present lecture in real time (providing speaker with log-in access):</p> <ul style="list-style-type: none"> • WebEx • Blackboard Collaborate • Microsoft Teams • Zoom 	<p>Record presenter and post recording.</p> <p>Create a “guest lecture” (see above)</p>
Class Discussion	<p>Hold synchronous online class discussion using:</p> <ul style="list-style-type: none"> • WebEx • Blackboard Collaborate • Microsoft Teams • Zoom 	<p>Post discussion questions in Blackboard’s Discussion Board and have students respond asynchronously.</p>
Small Group Work	<p>Use Blackboard Collaborate break out rooms to create small, synchronous working groups.</p>	<p>Use Blackboard to create small groups discussions:</p> <ul style="list-style-type: none"> • Discussion board • Wiki <p>Use Google Docs, Google Sheets, One Drive, Sharepoint, or other common tools for collaboration.</p>
Student Presentations or performances	<p>Have students present or perform online in real time using:</p> <ul style="list-style-type: none"> • WebEx • Blackboard Collaborate • Microsoft Teams • Zoom 	<p>Have students record and post their presentations in Blackboard (ex: in a Discussion Board).</p>
Quizzes or Exams	<p>Carefully reflect on WHY a quiz or exam must be in a synchronous and face-to-face format. If possible, move to an asynchronous format. If asynchronous is not possible, options include:</p> <ul style="list-style-type: none"> • Proctored exams (note, some proctoring options are fully online, while others may not be available depending on the exigent circumstances) • Proctor your own exam by requiring students to take 	<p>Use the online testing features in Blackboard to create quizzes and exams.</p> <p>If you are concerned about open note/book, then consider:</p> <ul style="list-style-type: none"> • creating exam questions that require application, case studies, analysis, or other higher learning skills that are harder to “look up” the answers to • using quiz pools from which a random set of questions can be pulled so that

In Person Plan	Synchronous Plan	Asynchronous Plan
	<p>the exam while on camera using:</p> <ul style="list-style-type: none"> ○ WebEx ○ Blackboard Collaborate ○ Microsoft Teams ○ Zoom <p>Note: This option has some serious limitations and is probably only an option for very small classes.</p> <ul style="list-style-type: none"> ● Oral exams: <ul style="list-style-type: none"> ○ Individual phone calls with students ○ Individual WebEx (or other medium) video calls with students ○ Blackboard Collaborate breakout groups 	<p>students do not get identical exams</p> <ul style="list-style-type: none"> ● using timed tests that do not provide sufficient time to look up every answer but, rather, require students to know the information and respond rapidly ● preventing backtracking so that students cannot change an answer once they have submitted it
Labs	<p>While you probably cannot create a synchronous lab experience where students are engaged in lab activities, you may be able to create a synchronous session where student observe you in the lab for a demonstration using:</p> <ul style="list-style-type: none"> ● WebEx ● Blackboard Collaborate ● Microsoft Teams ● Zoom 	<ul style="list-style-type: none"> ● Are there parts of the lab experience you can take online? <ul style="list-style-type: none"> ○ video demonstrations of techniques ○ online simulations ○ analysis of data ● Are virtual labs available? <ul style="list-style-type: none"> ○ Online resources and virtual tools might help replicate the experience of some labs (ex: virtual dissection, night sky apps, video demonstrations of labs, simulations). ○ Check with your textbook publisher, or sites such as Merlot for materials that might help replace parts of your lab during an emergency. ● Virtual/Remote Labs <ul style="list-style-type: none"> ○ FACT2 Task Group https://innovate.suny.edu/fact2/task/groups ○ Labster.com Simulations ● http://www.labster.com

In Person Plan	Synchronous Plan	Asynchronous Plan
		<ul style="list-style-type: none"> • Provide raw data for analysis <ul style="list-style-type: none"> ○ Consider showing how the data can be collected, and then provide raw sets of data for students to analyze.
Clinical/Field Placements		<ul style="list-style-type: none"> • For students not graduating this spring, be flexible with completion of the clinical portions of their classes and allow them to finish clinical hour requirement in the summer or fall semesters. • For students with expected graduation this spring, evaluate whether they have met minimum programmatic requirements for licensure and grant credit as appropriate. • If final semester student has not yet satisfied programmatic/licensure requirements <ul style="list-style-type: none"> ○ if appropriate, allow for alternative clinical placements through individualized preceptor mentored capstone experiences ○ arrange for simulated/alternative experiential learning (including service learning) that enables the student to demonstrate required learning outcomes

Some Additional Resources of Possible Value

Please review this excellent advice guide: [How to Be a Better Online Teacher \(Chronicle of Higher Education\)](#) to help you think about basic principles that will make a move to an online format as successful as possible, and consider the comments of your colleague, Dr. Glenn Geher, in his recent

article [How to Quickly Teach Online: Tips for quickly turning your class into an online class, if needed](#). You may also find helpful information from Stanford on [Teaching Effectively in Times of Disruption](#) and from this Inside Higher Education article [So You Want to Temporarily Teach Online](#).

You are not alone in struggling to move content online. Colleagues in your discipline all over the globe are sharing resources with one another. Please turn to your disciplinary organizations, list-serves, Facebook groups... where some excellent resources are being shared by your disciplinary colleagues.