



Teaching Continuity Plan  
Instructor Guide  
Spring 2020

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# Introduction

In the event that faculty need to quickly transition from face-to-face to online instruction, this guide provides the assistance needed to ensure continuity of instruction and to reduce the disruption to faculty teaching and to student learning. In the event of a campus disruption, a rapid transition from face-to-face to online instruction will come from and be supported by the Owen Center for Teaching and Learning

The recommendations included in this guide are based on Heidelberg University's adoption of Canvas, and the Owen Center for Teaching and Learning's promotion of Canvas as a tool to support faculty teaching and student learning in all courses. Faculty not familiar or comfortable with Canvas can access a variety of "how to" links and tools embedded in this document. Support will continue to be available from Rebecca Frank (Instructional Technologist in the Owen Center for Teaching and Learning), Courtney DeMayo Pugno (Interim Executive Director of the Owen Center for Teaching and Learning), Beth Schwartz (Vice President for Academic Affairs and Provost), and most other staff members.

The contents of this guide are designed to lessen the impact of a campus event that disrupts the academic progress of our students and provide faculty with some basic support to ensure continuity of instruction. The authors of this guide understand that the rapid transition from seated to online courses will be challenging for some faculty and students, and the Owen Center for Teaching and Learning Staff, as well as additional administrators and staff members, will remain available to provide remote support for all faculty and students in the event of a major campus disruption.

The recommendations contained in this document are designed to provide guidance for instructors. Though the decision to make this transition includes the expectation that faculty will continue teaching the courses currently assigned, the Owen Center for Teaching and Learning does not mandate faculty adoption of particular tools or techniques. Rather, the guide provides recommendations and support for all instructors and students at Heidelberg University. The guidelines and suggestions contained in this document will help faculty in the event of a rapid transition from face-to-face to online instruction and attempt to support instructor adoption of best practices in online teaching, though it is recognized that use of best practices will not always be possible.

Please note, this guide addresses instructional concerns only. Prepared by the Owen CTL, this document is designed to support faculty in a rapid transition to online instruction; it does not address other areas such as housing, meal plans, athletics, or financial aid.

# General Expectations of Instructors

In the event of a disruption to live classes, instructors will need to make a rapid transition from face-to-face to online teaching. Though this situation is far from the ideal teaching environment, faculty are expected to provide continuity of instruction for their students. The Department of Education has issued broad guidance for institutions of higher education in the event that campuses are unable to teach live classes. The Department of Education has charged all institutions of higher education with ensuring the continuity of teaching and research.

Continuity of teaching, in this case, will likely require faculty to transition to online teaching. All instructors are expected to continue teaching their courses in a different modality; the blanket use of Incompletes (I) is not an option. Faculty have a responsibility to follow through in teaching all of their courses, including performance and laboratory courses.

As faculty transition to online instruction and follow through in teaching their courses, instructors are also expected to meet the general requirements of online courses. This is essential for our students to continue to receive the financial aid they need to remain as full-time students at Heidelberg. For online courses to be eligible for federal financial aid, they must meet the following criteria:

- 1. Regular and Substantive Interaction.** This phrase, though vague, has been interpreted by the Department of Education to mean instructor initiated contact between instructor and student. Therefore, instructors need to initiate contact with students regularly related to the course content. This instructor initiated interaction may include moderating online discussions, sending emails and announcements, providing specific feedback to students, grading assignments, responding to student questions, etc. Instructor initiated contact could include a variety of activities but does **not** include computer generated feedback, recorded webinars or videos that do not require the students to interact with the instructor, etc. More on regular and substantive interaction can be found [here](#).
- 2. Compliance with HLC Requirements for Contact Hours.** The Higher Learning Commission has established that a 3 credit hour course must meet for a minimum of 37.5 hours (2250 minutes) per semester. Instructors will need to adhere to this requirement in the case that faculty need to make a rapid transition to online instruction.
- 3. Follow the Established Schedule of Classes Whenever Possible.** Following the established schedule of classes for synchronous online instruction will be preferable to going to asynchronous instruction. Synchronous classes following the established

schedule of classes will provide some continuity of scheduling for both students and faculty and ensure fewer conflicts for our students. This may not be possible in all cases, but each instructor should follow the established schedule of classes for all online synchronous instruction.

4. **Flexibility and Patience.** Both faculty and students will face substantial disruptions in the semester. As instructors, it is important that we are flexible and patient with our students as they navigate the disruptions of their semester. This may require extending deadlines, identifying alternative assignments or resources for students, and understanding that all students may not have reliable access to high speed internet and may be forced to complete some (or all) of their work on their phones.
  
5. **Completion of the Course.** Instructors are expected to continue teaching their courses. Faculty cannot cancel classes for the duration of the disruption to live classes and then ask students to make up the work. Faculty also cannot offer the students a blanket Incomplete due to the suspension of live classes.

## Contact Information for Owen Center Staff

The staff of the Owen Center for Teaching and Learning will remain available to all faculty and students. Though the Owen CTL staff might not be physically present, we have several options for contacting, consulting with, or otherwise utilizing the Owen CTL’s resources. CTL staff will be available during regular business hours for the duration of a campus disruption for remote or virtual meetings.

Name	Mode(s) of contact	Contact for
Beth Schwartz, Vice President for Academic Affairs and Provost	<a href="mailto:bschwartz@heidelberg.edu">bschwartz@heidelberg.edu</a> Office: (419) 448-2216 cell: (434) 942-2155 Google Hangouts, Zoom	General teaching questions Student concerns
Courtney DeMayo Pugno, Interim Executive Director	<a href="mailto:cdemayo@heidelberg.edu">cdemayo@heidelberg.edu</a> Office: (419) 448-2510 cell: (740) 802-7305 Google Hangouts, Zoom	General teaching questions Canvas questions Student concerns Academic Support needs Academic Advising needs
Rebecca Frank, Instructional Technology	<a href="mailto:rfrank@heidelberg.edu">rfrank@heidelberg.edu</a> office: (419) 448-2460	Canvas questions/support Instructional technology

	cell: (740) 972-9133 Google Hangouts, Zoom	questions
Lindsey Baumgartner, Academic Advising Specialist	<a href="mailto:lbaumgart@heidelberg.edu">lbaumgart@heidelberg.edu</a> office: (419) 448-2496 cell: (419) 348-1141 Google Hangouts, Zoom	Student Concerns Academic Advising questions
Mark McKee, Director of Career Placement & Internships	<a href="mailto:mmckee@heidelberg.edu">mmckee@heidelberg.edu</a> office: (419) 448-2194 phone:(419) 420-5187 Google Hangouts, Zoom	Internship questions Student concerns
Douglas Decker Stoll, Coordinator of Student Accessibility Services	<a href="mailto:douglasstoll@heidelberg.edu">douglasstoll@heidelberg.edu</a> office: (419) 448-2484 cell: (828) 719-6185 Google Hangouts, Zoom	Accessibility questions Student Accommodations Student Concerns

## Immediate Owen CTL Support Available to Instructors

If Heidelberg University suspends classes for an extended period of time, the Owen Center for Teaching and Learning staff will work with all instructors to ensure continuity of instruction. Specifically, the Owen CTL staff will attempt to be available to all instructors in several ways:

1. **For face-to-face consultations.** If staff are on campus, the Owen CTL staff will hold extended drop-in hours for all instructors to provide Canvas support, course design support, and course content transition support. Face-to-face consultations will be provided on a drop in basis only and will be dependent on university policy regarding face-to-face meetings. If faculty and staff are asked to vacate campus along with students, the Owen CTL will not be able to provide face-to-face consultations.
2. **Virtual consultations.** For instructors unable to come to campus for face-to-face consultations or in the event that faculty and staff are asked to vacate campus, the Owen CTL will provide virtual or remote consultations for instructors. Remote consultations will be conducted through Google Hangouts, which allows both video calls and screen sharing.
3. **Drop in hours.** To support instructors making the rapid transition to online courses, the Owen Center for Teaching and Learning will host drop-in hours, during which faculty members can come into a computer lab and work on their courses. Courtney DeMayo

Pugno and Rebecca Taylor Frank will provide support for faculty as they work on their materials.

- 4. Virtual observations of teaching.** Especially for faculty who have never taught online, both Rebecca Taylor Frank and Courtney DeMayo Pugno can be available to do virtual observations of teaching. If you are interested in a virtual observation, email Courtney ([cdemayo@heidelberg.edu](mailto:cdemayo@heidelberg.edu)) or Rebecca ([rtaylor@heidelberg.edu](mailto:rtaylor@heidelberg.edu)) to schedule one.

## Preplanning

In the event that Heidelberg University needs to suspend face-to-face classes and convert to entirely online instruction for an extended period of time, instructors will need to consider many factors as they work to rethink, redesign and execute their teaching in an online modality.

**Important factors for instructors to consider as they rethink their courses include:**

- 1. Estimated Duration of the Campus Disruptions.** The duration of the suspension of live classes will affect the extent to which faculty redesign and reconsider their teaching. If faculty need to deliver online instruction for a week, instructors may only need to rethink a few pieces of their courses. If campus has to close for a month or more, faculty may need to reconsider the entire course structure, including modes of content delivery, assignments, feedback on assignments, and expectations of students.
- 2. What is, and is not, realistic for faculty to expect in a short term course redesign.** It is important for all instructors to remember that they cannot completely redesign their courses as distance learning courses using all the newest tech tools and best practices in online teaching. Because of the rapid transition, faculty need to prioritize those tasks, assignments, and course components most important to student learning and student success.
- 3. Faculty comfort level and experience with Canvas.** Instructors need to take into account the extent to which they have worked with, and are comfortable with, Canvas. Although every Heidelberg course section has a Canvas shell created for it each semester, the extent to which instructors use Canvas varies widely. Faculty adoption, therefore, should be tailored to the individual's comfort and ability. Faculty who have never used Canvas, for example, should probably not consider ambitious plans to incorporate many different technology tools into their online modalities, and rather should focus their efforts on integrating some basic tools from GSuite (Docs, Sheets, Slides, etc.) into

Canvas. Faculty new to Canvas should start with this [Canvas From Scratch](#) page from Florida State University.

- 4. Faculty access to technology tools.** When redesigning their course delivery, instructors need to consider the tools to which they have regular and consistent access. Faculty who live in remote areas and do not have reliable access to high speed internet need to take this into account when redesigning their courses. All faculty will be provided with webcams and Zoom subscriptions if they need them.
- 5. Student access to campus resources.** Students who are not present on campus will no longer have access to a number of important University resources, including Beeghly Library's physical collection (including hard copy books from OhioLink and InterLibrary Loan), campus computer labs, and (in some cases) reliable high speed internet. Students will not have access to computer hardware repair through CNIT, but CNIT may be available to provide remote software support to students and to faculty and staff. Faculty will need to consider all of these factors when they rethink their expectations of students.
- 6. Academic honesty policy and expectations.** Currently, Heidelberg does not have access to any software that prevents students from opening a web browser during a test or quiz. Therefore, faculty must make their expectations and rules for all assignments crystal clear to students. Because we cannot ensure that students do not cheat during an online test or quiz, faculty should consider making all assessments open book, open note, and open internet.

Faculty who are unwilling to consider making all assessments open book, open note, and open internet can require students to sign an academic integrity statement indicating that the student understands what materials can and cannot be used for a particular assignment. Faculty may choose to modify the following statement for each of their assignments, but will need to do so as the expectations and requirements of assignments will vary from instructor to instructor and from assignment to assignment.

Here is a sample academic integrity statement faculty could modify:

“My submission of this assignment constitutes my pledge that the assignment is entirely my own work, with the exception of those portions that are properly documented. I pledge that I have used only [identify available resources here] in the completion of this assignment.”



- 7. Availability of support to all faculty and students.** The Owen CTL staff will be available remotely to support all faculty and students. Contact information and areas of expertise are listed above. Please do not hesitate to reach out to ask for support.

## Basic Questions to Consider When Transitioning to Online Instruction

When converting a live class to an online format, there are some general questions that all instructors can use to help guide their thinking and prioritize tasks in their process.

- 1. How will I communicate with students?** All instructors will need a consistent and reliable mechanism for frequent communication with students. Options include Canvas, Heidelberg University email, etc. Whatever mode of communication you choose, be consistent in your use of it and make sure your students know how you will communicate with them.
- 2. How will I make myself available to students?** Transitioning to an online class will likely cause some confusion or concern among your students. Making sure you are available for virtual office hours - whether through Google Hangouts, Canvas Chat, Skype, Zoom, or on the phone - will help provide continuity. Make sure that your virtual office hours and preferred mode of contact is clearly communicated to students. If using Canvas Chat, be mindful that anyone in the course will be able to read the conversation so it should not be used for private conversations.
- 3. Should my course be synchronous or asynchronous?** Depending on your course, it will likely make sense to follow the established class schedule and require students to be present online during the regularly scheduled class time (synchronous). This is the most desirable approach to a rapid transition from seated to online classes, as it provides the most continuity of instruction for students. However, this may not be possible in all cases, and some courses may be well suited for asynchronous delivery, meaning that students can log in to the class and complete their work at times most convenient for them. One barrier to synchronous courses is student availability to the internet. Faculty can survey their students to determine if they have access to a computer and/or the internet. A survey example can be found [here](#).
- 4. Why did I make the instructional choices that I did for this course?** As instructors, we make deliberate choices regarding the structure, content, and delivery of our courses. It is important to be aware of these choices when faced with a rapid redesign of the

course structure. Being aware of these choices, and the reasoning behind them, will help you as you reconsider those choices in a new context.

For example, faculty teaching content heavy courses may choose to use lectures as their primary pedagogies. When adapting to an online delivery format, faculty who use lectures as their primary pedagogy should reflect on the following:

- Why did I decide to lecture on this particular topic?
- What is the most important content I need to make sure students learn in this particular lecture?
- How, in a live class, did I make sure students understood the material I lectured on? What are the online alternatives to these checks for understanding?
- How, in a live class, did I break up the lecture to keep students engaged in the content? What are the online alternatives?

5. **What is absolutely essential to this course, and what can I do without or modify?** A rapid transition to online delivery will be challenging to some; faculty may need to consider scaling back the size/scope of some assignments, the number of assignments, or your expectations of students in those assignments. Faculty should revisit the learning outcomes for their courses when evaluating their assignments and expectations. While revisiting the learning outcomes established for the course, faculty need to consider what can enable students to achieve those goals under these circumstances and rework their content accordingly.

## General Guidelines for All Instructors to Follow

When undertaking a rapid transition from face-to-face to online delivery of courses, there are a few initial, basic guidelines all faculty should follow:

1. **Make your syllabus available digitally.** Post it on Canvas, share it via email, or do both. Consider highlighting any changes to the syllabus in addition to announcing it via Canvas Announcements or email.
2. **Be present.** In an online environment, it is extremely important that the instructor has a strong online presence. Post announcements regularly, add new content to the course, interact with students in Chat or on Discussion Boards, etc. In the event of a disruption that forces the institution to transition from face-to-face to online instruction, faculty presence in the online portion of the course will be important to ensuring continuity of instruction and helping students navigate the transition successfully.

- 3. Organize your Course Materials in a Clear and Logical Way.** Students will generally pay most attention to the “To Do” list that appears on the right side of their Canvas Dashboard, but organizing your materials into chronological, topical, or thematic modules will also help your students navigate the online course environment.
- 4. Provide students with an estimate of how long it will take them to complete the activities you set up for them.** Let them know a video is 15 minutes long, or that a discussion should take them 45 minutes to complete. It will help them budget their time. [This course load estimator](#) can help you determine how long activities will take students.
- 5. The workload and rigor of an online course should be roughly comparable to that of a face-to-face course.** Reconsidering your assignments and activities doesn’t mean making them easier or shorter; it means considering the new opportunities and challenges the online environment creates.
- 6. Make sure your online materials don’t open all at once.** Especially if you have to transition to an online modality for an extended period of time, set your course materials to open and close on specific dates; this will help prevent your students from procrastinating and help them keep up with the work.

Following these six basic guidelines will help you set your students up for success in an online environment. More information on best practices can be found [here](#). Keeping those guidelines in mind, next we must turn to transitioning the course content and activities from a face-to-face to an online environment. To help you with this process, here are some options for you to consider as you migrate your course. Each row of the tables below include links to instructions or FAQs on the tools identified in those sections.

## Basic Technology Tools All Faculty Can Use

### Canvas

Canvas has excellent user [guides](#) to provide all instructors with basic guidance on how to use various functions and tools in Canvas. The Owen CTL staff is available to help all faculty who need support using Canvas, and Rebecca Frank has created an excellent overview [guide](#) for using Canvas.

## Zoom

Any faculty member who wants to adopt Zoom, either separately or as a tool to integrate into Canvas, to host synchronous class sessions can obtain a Zoom license from the Owen CTL (see below). This section of the Teaching Continuity Guide contains general instructions for the instructors' use of Zoom as a teaching tool. Zoom is very user friendly and easy to navigate.

### General Information on Zoom

Faculty members who plan to teach using Zoom will need to do so from a Mac or Windows PC. Although instructors can view Zoom sessions on a Chromebook, smartphone, or other internet enabled device, faculty will need to serve as meeting hosts for teaching purposes. With a Chromebook, smartphone, or other device, faculty will lose some of the important functionality that make Zoom a desirable teaching tool.

To set up your Zoom account, you must request a license from Courtney DeMayo Pugno ([cdemayo@heidelberg.edu](mailto:cdemayo@heidelberg.edu)). Once you receive the invitation to set up your Zoom account, follow the instructions, and make sure you log in with Google because Zoom uses a single sign on and can sync to your Google Calendar. Once you log in to Zoom and set up your account, you will need to download Zoom to your Mac or PC ([zoom.us/download](https://zoom.us/download)). Students will not need a Zoom account to access and participate in the Zoom meetings.

### Setting up a Zoom Session

To set up a Zoom session, open the application, sign in with Google, and then follow the prompts to schedule a meeting. You can schedule a meeting through the Zoom application, or through Canvas if you integrate Zoom into Canvas. Instructions on how to set up a meeting in the Zoom application are also available [here](#). You can make your Zoom meeting a recurring meeting so that you only have to set up the meeting once.

Here are some useful tips from Sean Joyce, who regularly uses Zoom to teach one of his courses:

1. Check the “require registration” button for your scheduled meetings so that you can track student attendance.
2. Allow students to join the meeting before the meeting host.
3. Check the “automatically record” button and save it to your computer for your scheduled meeting. This will allow you to upload your class session to Canvas Studio for [closed captioning](#) and transcriptioning.
4. You can also schedule recurring Zoom meetings as virtual office hours.

## Running your Zoom Session

Once you have set up your Zoom session, simply click on “Start” to begin your meeting. It may take a few minutes for all of your students to join the session; you can monitor the people who join your session and requiring students to register will allow you to track who joins the session. When your zoom session window opens, make sure your camera is enabled by clicking “Start Video”. You can navigate the different features within Zoom using the toolbar at the bottom of your Zoom session window; these features include screen sharing, creating breakout rooms, pausing or restarting your recording, and monitoring the chat window where students can ask questions (see below).

One of the most useful tools in Zoom is the [Breakout Room](#). Meeting hosts have the option to create breakout rooms for small group discussions. The tool for creating these rooms is located at the bottom of your Zoom session window; faculty can manually create the desired number of breakout rooms and randomly assign students to those rooms. There are some excellent resources from Zoom on how to [manage](#) the breakout rooms.

Once the breakout rooms are created, students will get a notification to join the room; instructors can join individual rooms and move from rooms to room, though there is a 3-4 second delay for instructors to move from room to room. Students will have access to an “Ask for Help” button at the bottom of their screens to contact the instructor and ask him/her to join the room. Faculty can only be present in one room at a time. It is also important to note that when faculty set up break out rooms, the chat function is local to that room only.

When instructors want to bring everyone back together, the faculty member should click “Broadcast” to send a message to every student to give them an update. Then, the faculty member should click on “Close All Rooms” which will give a 60 second countdown and provide students with a pop up reminder to “Return to the Main Room”.

## Zoom Integration with Canvas

Zoom integrates easily with Canvas. Adding Zoom to Canvas will provide students with multiple places to access Zoom sessions (in Modules and in the Canvas Calendar). Faculty who want to integrate Zoom into Canvas should do so in two ways:

- 1. Add Zoom to the Navigation Bar on the left side of the Canvas Screen.** To add Zoom to the Navigation bar, go into Settings, then click on the Navigation tab, and then scroll down to the bottom of the list of tools; Zoom should be at the bottom of the list. Click on

“Enable Zoom”, and Zoom will show on the navigation bar to the left of your screen. This step only needs to be taken once.

- 2. Add Zoom to Modules in Canvas.** To add Zoom to the Modules in Canvas, click on Modules, then “Add External Tools” and then scroll down to Zoom. The interface that will appear when you add Zoom to the Modules will be set up differently than the interface instructors will use through the Zoom application, but has the same functionality and options for instructors.

## How To Transition Materials From Face-to-Face to Online

As we transition from face-to-face to online teaching, there are several tools or strategies faculty can adopt to ease the transition. All faculty will be provided with webcams, and any instructor who would like a Zoom license should email Courtney DeMayo Pugno ([cdemayo@heidelberg.edu](mailto:cdemayo@heidelberg.edu)) to receive one.

The tables below include tech suggestions for faculty who want to teach their online components synchronously or asynchronously. Faculty can also access general tips for active learning strategies in an online format from Ohio State University [here](#).

### Synchronous (everyone online at the same time) Options

Face-to-Face Class Activity	Online Alternatives	Necessary Modifications & Notes
Lecture	Synchronous lecture using <a href="#">Zoom</a>	Consult this <a href="#">guide</a> for teaching with Zoom Prepare materials ahead of time to share screen with students; can schedule sessions and integrate into Canvas; Zoom allows meeting host to <a href="#">record</a> the session so faculty can share it with students unable to attend the virtual lecture
Discussions	Synchronous text discussion using <a href="#">Canvas Chat</a> or <a href="#">Google Hangouts</a>	Establish guidelines for posting Consider sharing <a href="#">these tips</a> for online discussions
Discussions	Synchronous video discussion using Zoom (allows for	Faculty needs to be meeting host.

	<a href="#">breakout rooms</a> for small group discussions)	
Peer Review	Online Peer Review using <a href="#">Google Docs</a>	Have students adjust sharing settings in Google Docs to allow peers to comment; allow faculty to view
Group Work	Synchronous group work using <a href="#">Canvas Collaboration</a>	Set clear guidelines for what you want students to do in the group assignment.
In Class Writing Assignment	Create an <a href="#">Assignment</a> in Canvas	Create assignment beforehand and set day/time parameters for when assignment is available for submission.
In Class Quizzes & Exams	<a href="#">Canvas Quiz</a>	Currently no mechanism to prevent students from using the internet or other resources during a quiz. Consider making the quiz open book, open note, open internet.
Class Presentation or performance	Virtual Presentation in Zoom	Consult this <a href="#">guide</a> for teaching with Zoom. Faculty can schedule sessions and integrate Zoom into Canvas; Zoom allows meeting host to <a href="#">record</a> the session so faculty can share it with students unable to attend the virtual lecture
Individual meetings	Individual, virtual Conferences - schedule using <a href="#">Canvas Conferences</a> . Andy Aebly created a great how-to guide on <a href="#">Canvas Conferences</a> .	Canvas will allow you to schedule the conference, but you will still need to use Zoom or a chat tool (see below) to actually hold the conference
Individual Meetings	Conduct video calls using <a href="#">Google Hangouts</a> , which also allows for screen sharing	Hangouts doesn't have a built in screen recording option; if instructors want to record sessions they will need to use the <a href="#">screen recording option</a> in Canvas Studio.
Taking Attendance	Track student attendance using <a href="#">Roll Call Attendance</a> in Canvas	
Distributing Graded Assignments	Canvas <a href="#">Speedgrader</a>	Consider creating a <a href="#">Rubric</a> in Canvas to expedite this process.

## Asynchronous (everyone online at different times) Options

Lecture	Asynchronous video lecture using <a href="#">Canvas Studio</a>	Chunk a 50 minute lecture into shorter, 10-15 minute videos. Be sure to closed caption videos in Studio. <a href="#">A guide is available here.</a>
Discussion	Online discussion using <a href="#">Canvas Discussion boards</a>	Establish guidelines for posting; consider allowing alternatives to text posts (video, audio, etc.) Consider sharing <a href="#">these tips</a> for online discussions
Class presentation or performance	Video submission via <a href="#">Canvas Studio</a>	Modify assignment requirements to match the online modality; students can record their presentations in a variety of programs and submit to Canvas. Submissions can go only to the faculty member in an assignment or can go to the group by posting the video in a Discussion board. A student guide to Studio is available <a href="#">here</a> .
Quizzes and Exams	Canvas <a href="#">Quiz</a>	Currently no mechanism to prevent students from using the internet or other resources during a quiz. Consider making the exam open book, open note, open internet.
Distributing Graded Assignments	Canvas <a href="#">Speedgrader</a>	Consider creating a <a href="#">Rubric</a> in Canvas to expedite this process.
Peer Reviews	<a href="#">Canvas's peer review tool</a>	Assign students to provide feedback asynchronously to their peers
In Class Writing Assignment	Create an <a href="#">Assignment</a> in Canvas	Create assignment beforehand and set day/time parameters for when assignment is available for submission.
Group Work	Asynchronous group work using <a href="#">Canvas Collaboration</a>	Set clear guidelines for what you want students to do in the group assignment.
Individual meetings	Individual, virtual Conferences - schedule using <a href="#">Canvas Conferences</a>	Canvas will allow you to schedule the conference, but you will still need to use Zoom or a chat tool to actually hold the



		conference
Individual Meetings	Conduct video calls using <a href="#">Google Hangouts</a> or Zoom, which also allows for screen sharing	Hangouts doesn't have a built in screen recording option; if instructors want to record sessions they will need to use the <a href="#">screen recording option</a> in Canvas Studio.

## What to do on Day 1 of Online Instruction

A rapid transition to online instruction, even temporarily, will be a disruptive event for students and will likely raise many questions and concerns among them. To help students make the transition smoothly and set them up for success in the online portion of a course, the Owen CTL recommends instructors do **both** of the follow:

1. **Create a short welcome video using [Canvas Studio](#).** In your short welcome video, instructors should do the following:
  - present a calm and welcoming presence
  - explain exactly what the instructional plan is for the course
  - lay out all expectations and requirements for students (including technology requirements)
  - attempt to provide proactive answers for any questions instructors believe students will have.

This video will need to be shared in multiple ways - on Canvas, via email, etc.

2. **Host a test synchronous Zoom session for all students.** In this synchronous Zoom session, which would need to be held during the regularly scheduled class meeting time, instructors should do the following:
  - provide students with instructions on how to use Zoom
  - allow students to test some of the features (screen sharing, entering and leaving breakout rooms, posting questions)
  - explain exactly how the course will be conducted remotely.
  - answer as many student questions as possible
  - provide a calm and welcoming presence in the session.

## Additional Technology Tools for Instructors

To support instructors transitioning quickly to teaching online, the Owen CTL has some collected resources to help. The most important technology tool for faculty to utilize is Canvas

(discussed above), the institutionally adopted Learning Management System. The CTL and CNIT also have webcams available for all instructors for the duration of a campus disruption, for those who will need to create video content or host synchronous class sessions. The CTL and CNIT have also collaborated with Academic Affairs to acquire Zoom licenses for all campus instructors; faculty who would like to use Zoom should email Courtney DeMayo Pugno ([cdemayo@heidelberg.edu](mailto:cdemayo@heidelberg.edu)) to receive a license. Zoom licenses will allow all instructors to host and record remote meetings and class sessions, use various tools in Zoom such as breakout rooms for small group discussions, and integrate Zoom into Canvas (discussed above).

In addition to the basic hardware (webcams) and software (Canvas and Zoom) identified above, Instructional Technologist Rebecca Frank has also compiled a list of her favorite tech tools faculty can consider using to augment their online course materials. These tech tools are free.

## Resources for All Disciplines

<b>Video Creation Tools:</b> Easily create videos for your students to flip your class, demo a tech tool, etc.	<a href="#">Canvas's Studio</a> (formally Arc)
	<a href="#">Screencastify</a>
<b>Video Sharing Tools:</b> Ensure students are actually watching your videos. Embed questions to check for understanding, voiceovers, and reflective pauses.	<a href="#">EdPuzzle</a>
	<a href="#">PlayPosIt</a>
	<a href="#">Explain Everything</a> - good with iPad or tablets
<b>Review Tools:</b> Use for formative assessments	<a href="#">Kahoot</a> - Fast, competitive game
	<a href="#">Quizizz</a> - Competitive game with memes
	<a href="#">Quizlet Live</a> - Turns flashcards into a collaborative teamwork review game
	<a href="#">Socrative</a>
<b>Project Tools:</b> Options for student projects	<a href="#">Padlet</a> - Online corkboard for collaboration and sharing ideas; <a href="#">Canvas integration instructions</a>
	<a href="#">ThingLink</a> - add "tags" with text and images over a background image; <a href="#">lesson example and tutorial</a> , <a href="#">map example</a>
	<a href="#">Spreaker Podcasts</a> - simple to use podcast formats;

	<a href="#">tutorial</a>
	<a href="#">Storyboard That</a> - make your own comic strips
	<a href="#">Twine</a> - choose your own adventure (alternate history, etc.)
	<a href="#">Story Jumper</a> - create a children's book

## Resources by Content Area

<b>Humanities</b>	<a href="#">Google Art Project</a> - See works of art in amazing detail <a href="#">tutorial</a>
	<a href="#">Historical Moments</a> - Interactive timelines
	<a href="#">World Wonders</a> - Street view of World Wonders
	<a href="#">Google Cultural Institute</a> - Incorporates all three of the above
	<a href="#">Penzu</a> - Private journal
<b>Math</b>	Math <a href="#">resources</a>
<b>Health</b>	PE/Health <a href="#">resources</a>
	<a href="#">MEDtropolis</a> - Health calculators, virtual bodies
	<a href="#">Penzu</a> - Private journal for food/exercise journal; can be submitted to teacher
<b>Science</b>	Chemistry <a href="#">crash course</a>
	Anatomy <a href="#">crash course</a>
	<a href="#">SciShow</a> - YouTube videos using creativity
	<a href="#">ChemCollective</a> - Virtual labs, tutorials, scenario-based activities
	<a href="#">Molecular Workbench</a>
	<a href="#">MEDtropolis</a> - Virtual bodies, anatomy, etc.

## Professional Development

<b>Educational Blogs</b>	<a href="#">Free Tech 4 Teachers</a> - Tips and tricks using free tools for teaching
	<a href="#">Faculty Focus</a> - higher ed blog on teaching at the college level
	<a href="#">Cult of Pedagogy</a> - General teaching strategies and topics

## Laboratory Courses

Instructors who teach laboratory sections have several options for how to best ensure continuity of instruction if lab sections must be delivered remotely. Each academic department that teaches laboratory courses will need to determine their departmental approach to continuing to teach lab sections; departments cannot cancel the labs for the duration of the campus disruption and then require students to make up the labs at a later date. After consulting with faculty in several different departments, there are several options for faculty who teach laboratory courses.

- 1. Faculty can demonstrate the lab via video and share the data sets that students would normally gather during the lab.** Ask students to interpret the data and write up the lab report as they would in a normal laboratory session.
- 2. Digitize laboratory notebooks and ask students to submit them as an assignment in Canvas.** Instructors would need to create an assignment in Canvas for each lab, and allow students to either submit photos of their lab notebooks or ask students to type up the content of their lab notebooks.
- 3. Utilize free online simulations and resources to supplement the remote lab.** There are a number of free simulations and resources available to faculty who need to teach labs remotely that can help supplement the remote labs. Those simulations and resources include:

[Carolina Biological Supply Company](#) (free activities and handouts)

[Harvard's Lab Xchange](#) (simulations and activities on molecular bio)

[ChemCollective](#) (virtual Chemistry labs)

[Merlot](#) (virtual labs)

[Journal of Visualized Experiments](#) (videos of lab experiments; available through Beeghly Library website)

[PhET Simulations](#) (free interactive simulations)

## Classes with Presentation or Performance Components

For faculty who are teaching courses with a substantial performance or presentation component, such as Music, Theater, and Communication, shifting from a face-to-face to online environment will pose unique challenges. Therefore, it is advisable that departments housing performing arts courses work collaboratively with colleagues and with Academic Affairs to determine a consistent policy and procedure to ensure continuity of instruction for all students.

The easiest way to meet those challenges is to transition those courses to synchronous online courses. There are several tools available to help faculty make this transition, including Google Hangouts and Zoom. All three of these software tools allow multiple participants and screen sharing in video calls. Because of Zoom's ability to integrate with Canvas, use breakout rooms in real time for small group collaborations, and the ability to record meetings and remote sessions, the CTL strongly encourages faculty who teach courses with substantial performance components to adopt Zoom as the preferred means for viewing live (synchronous) student performances and presentations.

Instructors who need to adopt asynchronous teaching for courses with substantial performance components should consider shifting performances or presentations that would normally be delivered in a live class to an [Assignment](#) in Canvas. As an assignment, students can submit videos of their performances or presentations, which faculty members will then retain in Canvas as the electronic submission and can grade in Canvas.

Faculty who teach studio art can consult this [crowdsourced brainstorming document](#) on teaching studio art remotely.

## Internships, Study Abroad, and Experiential Learning

During any given semester, Heidelberg has a small but significant number of students participating in different experiential learning programs, including (but not limited to): internships, study abroad programs, service learning, and student teaching. Because the number of students participating in these programs tend to be small, instructors overseeing these experiences should contact the appropriate resource person (see below) to develop alternatives or modify existing plans.

Name	Mode of Contact	Area of Responsibility
Mark McKee, Director of Career Placement & Internships	<a href="mailto:mmckee@heidelberg.edu">mmckee@heidelberg.edu</a> office: (419) 448-2194 phone:(419) 420-5187 Google Hangouts, Zoom	Internships
Julie Arnold, Director of International Affairs and Studies	<a href="mailto:jarnold3@heidelberg.edu">jarnold3@heidelberg.edu</a> Office: (419) 448-2953 Cell: (567) 230-3646 Google Hangouts	Study Abroad
Paul Sittason Stark, Director of Religious Life and Civil Engagement	<a href="mailto:pstark@heidelberg.edu">pstark@heidelberg.edu</a> Office: (419) 448-2066 Cell: (419) 889-4395 Google Hangouts	Service Learning
Dawn Henry, Director of the School of Education	<a href="mailto:dhenry1@heidelberg.edu">dhenry1@heidelberg.edu</a> Office: (419) 448-2128 Cell: (419) 934-0764 Google Hangouts, Zoom	Student Teaching (EDU students)
Karen Estridge, Director of Nursing	<a href="mailto:kestridg@heidelberg.edu">kestridg@heidelberg.edu</a> Office: (419) 448-2441 Google Hangouts, Zoom	Nursing Students

## Student Accommodations

With faculty transitioning their classes from face-to-face to online modalities, it is important to consider the impact on students with accessibility needs. Faculty are required to meet student accommodations, regardless of the course mode of delivery, and should adopt several habits that will make all courses (not just those delivered online) more accessible for all students:

1. **Closed caption all videos.** DVDs, YouTube videos, and many videos uploaded to the web have closed captioning available; faculty need only turn on the closed captioning. For videos produced *by* individual faculty members, such as narrated PowerPoint presentations, faculty should create the videos using Canvas's Studio program, which uses machine transcription to create closed captions for videos. Faculty can access a how-to guide for closed captioning Studio videos [here](#).

2. **Consider the formats available for course readings.** Many faculty assign articles or book chapters, or individual documents as required course readings. Making these readings available to all students is important, but faculty must consider the format of those readings. PDF scans of articles or book chapters, for example, are not generally accessible for students with accommodations. Therefore, faculty should consider adopting supplemental readings that are available in a variety of formats: as online articles, hard copies, accessible web pages, etc. The University of Minnesota has an excellent [page](#) on accessible pdfs for students.

In addition to the general guidelines for creating more accessible courses, some faculty will also need to meet specific accommodations for students. To support those students, here is a quick guide to the most common academic accommodations and how faculty can meet them in an online course.

## Common Accommodations and How to Meet Them

Common Accommodation	Way to Meet the Accommodation Digitally
Instructor notes	Email the notes to the student or provide them for the class via Canvas
Extra time on tests	<a href="#">Moderate the test on Canvas</a> to allow for extra time or do not set a time limit
Use Sonocent video software to help students annotate lectures and take better notes	Use Studio on Canvas and students can easily add your video to Sonocent  *Students get an account through Sonocent through Douglas Decker Stoll - this should already be in place for students who need it, so instructors <i>shouldn't</i> have to do anything additional to meet this accommodation
Deadlines extended for projects/assignments	<a href="#">Adjust the due dates</a> for individual students on Canvas
Tests need to be read aloud	<a href="#">Faculty can add a recording of them reading each test question.</a> (This is the more ideal solution - also meets UDL.) In a pinch, Douglas could do a Google Hangout/Zoom session and read the test for the student.

The Office of Student Accessibility Services will continue providing support to both students and instructors for the duration of a campus disruption. This support may take the form of

consultations via Zoom, Google Hangouts, or email. Douglas Decker Stoll, the Coordinator of Student Accessibility Services, may be reached via email at [douglasstoll@heidelberg.edu](mailto:douglasstoll@heidelberg.edu) or via phone at (419) 448-2484. Any instructors with questions about academic accommodations should reach out to Douglas Decker Stoll *before* discussing their questions or concerns with the student receiving accommodations.

## Student Academic Support and Academic Advising

Student Support Services will generally continue. Student academic advising and accessibility services will continue but be provided as both face-to-face and remote consultations.

### Student Academic Support

Supplemental Instruction, the Writing Center, Academic Coaching, and subject matter tutoring will continue unaltered, as those are small group or one-on-one sessions. Some student academic support workers may not be available when classes are taught remotely; students and faculty requiring academic support should check the schedules posted in [heidelberg.mywconline.com](http://heidelberg.mywconline.com) in the case of appointment slot cancellations.

### Undergraduate Academic Advising

Undergraduate Academic Advising through the Owen Center for Teaching and Learning will continue uninterrupted while live classes are suspended. Academic Advising will be offered to students currently advised in the Owen CTL through face-to-face and remote sessions that may utilize Zoom, Google Hangouts, or email. Faculty with questions about advising should contact Lindsey Baumgartner at [lbaumgartn@heidelberg.edu](mailto:lbaumgartn@heidelberg.edu) or at (419) 448-2496 or Courtney DeMayo Pugno at [cdemayo@heidelberg.edu](mailto:cdemayo@heidelberg.edu) or at (419) 448-2510.

## Additional Resources

[Interim Guidance for Administrators of US Institutions of Higher Education](#)

[Heidelberg University's Canvas Guide](#)

[Heidelberg University's Student Canvas Guide](#)

[Going Online In a Hurry](#) - from Chronicle of Higher Ed

[Using Canvas to Teach in the Event of a University Closure](#) (Florida State University)

[Strategies for Remote Learning and Teaching](#) (Bowdoin)

[Middlebury Academic & Course Continuity](#) (see especially the guides at the bottom)