NOVA | Northern Virginia Community College

Go Online in a Hurry with the NOVA INSTRUCTOR'S

GO! KIT

- Prepare in Advance
- Plan How to Move your Course Activities Online
- Ideas for Moving Classroom Activities Online
- Online Teaching Expectations
- What to Do When the Time Comes

In an uncertain world, college campuses experience unexpected closures from time to time. However, instructional technology provides faculty with a means of continuing the learning process off campus. When campus closures interrupt normally scheduled educational activities, it is imperative that instructors consider alternative assignments that can be completed by students online.

PREPARE IN ADVANCE

Have a plan

Remember, you may need to be more flexible with your normal policies such as due dates, doctor's notes, etc. Not only will students miss class when they are sick, but they may also have to take care of sick family members. You may also run into the same problems. In addition, remember, if many people are home, the Internet could be slow, making your work and your students' work difficult. If a natural disaster, flu epidemic, or another emergency does hit, your main goal should be to be flexible enough to keep your students learning and get them through your course so that the emergency does not derail their educational progress.

To be ready to successfully continue instruction during an emergency, you need to prepare your students, prepare yourself, and prepare your course.

Prepare your students

It is strongly recommended you post an announcement in your Canvas course and email that announcement to your students (or distribute the written statement to your students in person if your course does not use Canvas) on the procedures to follow in case there is a College-wide emergency. Please see the Emergency Statement Sample below for suggested information and wording.

"In the event of a College-wide emergency, course requirements, classes, deadlines, and grading schemes are subject to changes that may include alternative delivery methods, alternative methods of interaction with the instructor, class materials, and/or classmates, a revised attendance policy, and a revised semester calendar and/or grading scheme. In case of a College-wide emergency, please refer to the following about changes in this course:

- Course web page (list address)
- Instructor's email (list address)
- Instructor's chosen emergency telephone number(s) (list numbers)
- Tell students your plan for communicating with them and continuing the course in case of emergency, including plans and policies for when the college is closed and plans and policies for when the college is open but some (or many) students are absent, or if you are absent.
- Give students clear instructions on how to access the course Canvas site, website, and any other necessary electronic resources. Direct them to the student Canvas tutorials here: https://www.nvcc.edu/canvas/.

For more general information about the emergency situation, please refer to:

- Website -- http://www.nvcc.edu
- http://www.nvcc.edu/emergency/index.html
- NOVA Emergency Alert Registration -- https://alert.nvcc.edu
- Telephone number for all NOVA Campuses 703.764.5000
- For fire or life-threatening emergency call 911
- Information about national emergencies and college closings http://www.fema.gov/emergency-alert-system and http://www.nvcc.edu/emergency/index.html "

Be Sure You Are Prepared Technically

- Test your internet connection from home
- Test your remote access to college resources and practice using them remotely Instructions: http://www.nvcc.edu/ithd/faculty/remote/index.html
- Save documents to shared drive mapped to remote server so you can access them from home
- Know how to use webmail and full Outlook via remote server
- Test your ability to logon to Canvas. Remember Canvas can be accessed in different ways – via http://learn.vccs.edu and via MyNova (http://nvcc.my.vccs.edu).
- Know how to reset your password and unlock your account from home (remember that it may take up to one hour for the new password to take effect)

Changing your NovaConnect password
https://www.nvcc.edu/novaconnect/students/tuts/pass.html
Changing your LAN/web email password
https://www.nvcc.edu/ithd/faculty/pass.html

PLAN HOW TO MOVE YOUR COURSE ACTIVITIES ONLINE

The material in this section has been adapted from Farleigh Dickenson University's "Faculty Quickstart Guide" at http://fdu-coursecontinuity.wikispaces.com/.

Even though they are not present in class, students may continue to learn your subject matter by participating in online discussions, working on problem sets, writing research papers or essays, watching videos or listening to online lectures, and more. Many kinds of activities will be available to your class even if an emergency closes the campus. At the same time, there will be limitations for certain types of assignments that you will need to consider and work around. For example, students will be able to write papers, but their ability to conduct research may be limited if the campus library is closed and access to online library resources is intermittent or completely unavailable). To prepare yourself to take your students' learning online in an emergency, please complete the following steps.

- Look at the objectives in your course's course content summary. See https://www.nvcc.edu/courses/.
- For each learning objective, write down the supporting activities you currently use in the classroom.
- For each activity, consider online or distance-based alternatives. Look at the "Ideas for Moving Classroom Activities Online" section of the Go! Kit for specific suggestions of possible online activities.
- Also look at the section "Expectations for Teaching Online in an Emergency" for guidance on how to create a quality online learning experience for your students.
- Identify challenges you can anticipate for each activity during an emergency (e.g. availability of library or other support services, access to studio or laboratory materials). For especially vulnerable activities, consider alternative methods for achieving the learning objective in question**. Be creative, and focus on the desired learning outcome rather than your favorite instructional methods.** Some classes are heavily weighted towards hands-on student experiences (e.g. laboratory sciences, studio art, field work). If a majority of your course learning outcomes will be unachievable in an emergency situation, let your Dean know as soon as possible. Such courses must be identified prior to an emergency so alternative plans can be made.
- Write a description of your current activities and possible emergency alternatives so that you are ready to create new assignments and materials quickly if an emergency does arise.

IDEAS FOR MOVING CLASSROOM ACTIVITIES ONLINE

Here are ideas of how you might accomplish your learning objectives online in an emergency:

Lecture

- Record short lecture "snippets" using tools in Canvas or another app
- Record a voice presentation using tools in Canvas or another app
- Record yourself delivering a PowerPoint lecture and post the narrated slides to Canvas
- Search the web (or a teaching materials repository) for Open Educational Resources (OER) or websites that teach the same content you would have covered in your lecture. Give students specific instructions on what to review on the website; consider assigning questions they should answer as they review it.

Demonstrations

- Search YouTube, TeacherTube, MERLOT, iTunes U, and textbook companion websites for videos or interactive websites that show the demonstration you planned to do in class
- Post a problem to be solved in the discussion forum in Canvas and have students post ideas for solutions

Labs

- Delay lab assignment until college reopens if possible
- Create alternative lab that could be safely conducted at home using normal household supplies
- Find video using YouTube, TeacherTube, MERLOT, or iTunes U that shows the necessary principles through demonstration

Tests

- Give quiz or exam through Canvas (use Set Timer feature to restrict student ability to consult materials while taking the test)
- Create an open-book, take-home style exam, such as in-depth essays or document analysis

Class Discussions

- Use the discussion forum in Canvas. Post some questions for discussion and have students respond to your question and to each other
- Host a Google Meet to interact with the class
- Create an impromptu class listserv; send a discussion question to the class by email (use the email feature in Canvas) and have students reply to all to continue the discussion

Group Work

- Create small group forums in Canvas for student planning and discussion
- Use Google Apps for students to create shared documents
- Have students present their group work in the whole-class discussion forum and let other students post questions and comments in response

Peer Review

- Assign students to pairs, have them use the mail function in Canvas, and have them exchange papers via email attachment, write up their feedback via email, and send the review to the fellow student and to you for grading.
- Create small group forums in Canvas for pairs or small groups to post their work and receive feedback from classmates

Presentations

- Have students record podcasts or voice presentations using Canvas tools
- Have students post presentation documents in discussion forum and let other students post comments and questions in response

Review a reading assignment

- Use Canvas chat or virtual classroom to lead the class in reviewing the assignment
- Record a presentation of yourself leading students through the key points and features of the reading assignment
- Create a guided question-and-answer assignment that lets students lead themselves through the key points of the reading assignment

Review course content

- Form online study groups via Canvas. Give students a specific section of material to review and summarize and have them share their summaries with the whole class in the discussion forum.
- Use the Canvas chat or virtual classroom to hold a review session
- Use the discussion forum to have students post their questions and answer their classmates' questions

Drill and practice for students

- Find mobile apps such as electronic flashcards or other learning tools/games provided online or by your textbook publisher's website (i.e.: http://www.flashcardmachine.com/, https://quizlet.com/ , http://www.cram.com)

Find out how students are doing in the class

- Post an open-ended discussion question in a discussion forum in Canvas or send the class an email via Canvas; https://community.canvaslms.com/docs/DOC-13016-4152724374
- Create a survey in Canvas to get anonymous feedback from your students https://community.canvaslms.com/docs/DOC-13126-415268346

Office hours

- Use Zoom, Canvas chat or Google Meet to connect with students https://community.canvaslms.com/docs/DOC-10723-67952720326
- Use Skype for phone calls if you do not wish to use your personal phone number when calling students

ONLINE TEACHING EXPECTATIONS

Northern Virginia Community College Expectations for Teaching
Online in an Emergency

NOVA's Academic Recovery Plan has been developed to prepare for an operational emergency that forces the college to cease offering face-to-face classes for an extended period of time. A major part of that plan is ensuring that in the event of an emergency, classes could continue via distance learning. This requires faculty to have sufficient Canvas competencies to teach online as well as an understanding of effective instruction in this new environment. **Please read the following guidelines and complete the identifying information at the end. Your submission of this identifying information will serve as your digital signature.**

To prepare for an emergency closing of the college and to ensure the continued quality of instruction, faculty members should be familiar with the college's expectations for online learning. At the beginning of the semester, please make an emergency closure plan for each of your courses, and tell your students in advance what to do in the event of an emergency closing. The following statement may be added to your syllabus:

> "In the event of an emergency cancellation of class, please check Canvas for further instructions. See https://www.nvcc.edu/canvas/ for more information on how to use Canvas."

1. Provide effective instruction

- Address recall, application, and critical thinking in the learning objectives https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/

- Write learning objectives that are consistent with it NOVA course content summary http://www.nvcc.edu/courses.
- Describe measurable outcomes and focus on what students will learn in the learning objectives https://canvas.instructure.com/courses/803402/pages/guidelines-for-writing-effective-learning-objectives
- Design learning activities that match the objectives in type of learning and relative importance
- Provide practice and feedback before final assessment
- Gradually increase the difficulty of learning activities
- Require approximately the same amount and level of work as campus courses
- Require active learning beyond reading and viewing
- Provide student choice where possible
- Provide a variety of activities
- Prepare students for assessment with the learning activities
- Include assignments that would reduce the possibility of cheating, such as timed tests in Canvas or submission of assignments to Turnitin
- Include grading criteria and type of feedback to be given in learning activity directions. If possible, use rubrics to facilitate your grading and to communicate your expectations in advance to your students. http://rubistar.4teachers.org/index.php?screen=WhatIs&module=Rubistar

2. Engage students in learning and interaction

- Welcome students with an audio/video introduction and course description https://community.canvaslms.com/docs/DOC-12784-415241445
- Engage students by challenging common assumptions, by introducing significant problems, and by encouraging personal applications
- Include community building activities
- Include meaningful discussion to support understanding, application, problem-solving, and critical thinking
- Include guidance and expectations for discussion contributions
- If used, design group activities to include stage-setting, modeling, guidance, and evaluation
- Establish communication expectations
- Provide opportunities for students to reflect on their learning

3. Maintain active involvement in the course throughout the semester, including

- Make regular, proactive contact with each class (for example, make a weekly text or voice announcement in Canvas, send a weekly email to the class, keep a class blog, etc.)
- Participate in course discussion forums appropriately. You can save time by posting a summary of the discussion instead of reply to each student individually. Intervene by clarifying/refocusing if a discussion wanes or veers off topic
- In your Canvas course, provide an "Ask the Instructor" forum and respond to queries posted in it each of the five days per week you are available to students

- Establish a social presence (sharing personal information about yourself so your students can get to know you and using a friendly tone in your communications to them)https://novaonline.nvcc.edu/Faculty/SuccessEvent4-09/Checklist_Social_Presence.pdf
- Work to develop rapport with your students, just as you would in the classroom. Find out about your students' backgrounds and interests and use these to tailor explanations and feedback
- Deal promptly with disruptive students to restore order and a safe environment for the class
- Encourage students to communicate with you and to share ideas and cooperate with each other
- Contact, encourage, and follow up with students who are not participating/making progress in the course

4. Communicate effectively with your students

- Post and observe your online office hours. If a meeting, travel, etc., prevents you from holding a normal office hour, announce this change to your students by email and/or Canvas announcement
- Respond to student inquiries within 24-48 hours
- Provide grades and detailed, constructive feedback on assignments within one week. This can be done in Canvas via comments you post in the Gradebook or by the comments you post when grading an assignment submitting via an Assignment
- Be available and responsive to students five days (of your choosing) per week. Be sure students know which two days of the week they should not expect you to be available. Being "available" these five days a week includes responding to student email, confirming receipt of assignments, logging into Canvas to monitor and participate in discussion forums, and working on grading

5. Follow good practices for effective communication in an online environment

- Be aware of challenges in conveying information by email. Word your messages carefully, use language that students understand, use humor judiciously, and consider using phone calls or voice emails instead of text emails for complicated matters
- Avoid terse communications—include a greeting and make your messages, even brief announcements, friendly
- Model and encourage respectful and constructive communication in the discussion forums and in your email messages and feedback
- Recognize student problems early, work with the student to diagnose the problem, and provide appropriate assistance or referral (e.g., direct students to counselors or assist the student in finding campus or online help resources)
- Use only your NOVA email, and your students' College email, when discussing any personal matters, including grades.

6. Use technology well

- Use Canvas for the basic environment https://online.nvcc.edu/canvastraining/
- Use technology that is appropriate for the learning activities, not vice versa
- Use technology commonly available to students

- Support student use of technology
- Provide alternate technologies for accessibility
- Plan for technology failures

7. Make your Canvas course easy to use

- Provide clear, complete directions
- Structure course navigation in user-friendly format
- Avoid unnecessary and empty menu items and folders
- Speak directly to students – avoid the third person grammatical style
- Use imperative mood for directions
- Be consistent

8. Provide for learner support

- Include instructor's current information and office hours
- Include technical support information
  http://www.nvcc.edu/ithd/

9. Use the Zoom Video Collaboration and Web Conferencing tool

Zoom is the video collaboration tool selected by the VCCS to replace WebEx and Bb Collaborate. Zoom is a collaboration tool for online meetings, video webinars and virtual conference rooms.

- The Zoom Video Collaboration and Web Conferencing Tool is launched from the URL https://vccs.zoom.us (make sure you use your VCCS log on information with the letter and number combination), using Google Chrome or Mozilla Firefox browsers.
- You can find helpful tutorials by visiting the Zoom conferencing website which provides various types of resources https://support.zoom.us/hc/en-us or enroll in one of Zoom's webinars through https://zoom.us/livetraining . You can send an email to the Technology Training Center TechnologyTrainingCenter@nvcc.edu
- You may also find a helpful Zoom Web Conference Quick Guide on the NVCC Technology Resources page
  https://online.nvcc.edu/trainingcatalog/doc/ZoomWebConferencingQuickGuide%20v4.pdf

10. Don't Panic

- You can get help from the IT HELP DESK at ithelpdesk@nvcc.edu or 703-426-4141
- You can also visit https://online.nvcc.edu/trainingcatalog/or contact the Technology Training Center at TechnologyTrainingCenter@nvcc.edu for technology training, tutorials, resources and other helpful information.

WHAT TO DO WHEN THE TIME COMES

If an emergency does happen, here's how to get started:

- Communicate with your students right away. Remind them of your plan for continuing with the class and of how to access class materials online.
- Go back to your planned alternate activities and begin creating online activities for upcoming class material. Keep your students informed about what you are doing, when they can access the new assignments, and how they should proceed with their work.

- Contact your Dean immediately if you are having problems making the transition or have questions about the flexibility you should offer your students.

Many thanks to Duke University for providing the inspiration for this kit via their site https://cit.duke.edu/blog/2009/08/flu-proof-planning/