Transitioning to Online Instruction

Texas Success Center

March 18, 2020

Presenters

- Dr. Luke Dowden
  - Chief Online Learning Officer & Associate Vice Chancellor, Alamo Colleges District

- Dr. Susan Thomason
  - Associate Vice President of Instructional Services, Teaching & Learning Excellence Division, Austin Community College

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Format

- Presentations by both panelists
- Q&A
  - Type questions into Q&A box throughout
  - Will pose to panelists after presentations

- Webinar materials will be available online later today
  - https://tacc.org/tsc/events

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tacc.org/tacc/covid-19-updates

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COVID-19 UPDATES ABOUT ADVOCACY TEXAS COMMUNITY COLLEGES RESOURCES N

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COVID-19 Updates

COVID-19

Higher Education Updates:

- **THECB Resources Webpage** - March 16, 2020
- **Governor Greg Abbott's Proclamation** - March 13, 2020
- **THECB Email Updates** - March 13, 2020
- **Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Guidelines** - March 13, 2020
- SACSCOC: **Emergency Temporary Relocation of Instruction**
- **Federal Student Aid: Guidance for interruptions of study related to Coronavirus** - March 5, 2020

Higher Education Resources:

- Centers for Disease Control and Prevention - **About Coronavirus**
- Centers for Disease Control and Prevention - **Resources for Institutes of Higher Education**
- Teaching Online - **Continuity Guide**
- **Planning for Campus Disruption**
- **Texas Department of State Health Services**
- TDSHS: **Information for Communities & Other Specific Groups**

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tacc.org/tsc/remote-learning

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REMOTE LEARNING   REMOTE SUPPORT   OUR PARTNERS   WHAT WE DO   EVENTS   RESOURCES   SPOTLIGHTS   CONTACT

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Remote Learning

This page is a resource repository for instructors and instructional administrators transitioning to teaching online in response to COVID-19. The repository will be updated as we learn new information. **Submissions are welcome.**
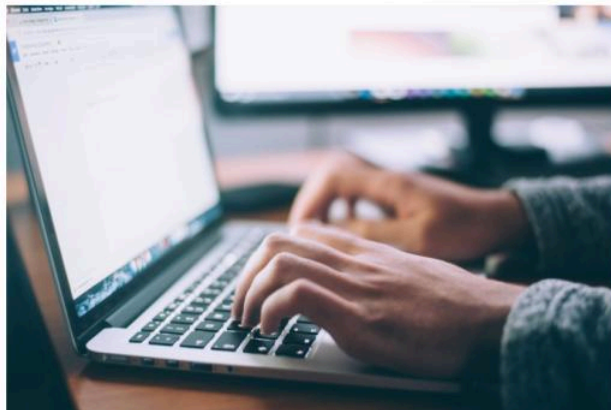
Tips for Online Teaching & Learning

- **Tips for Learning During Disruption** (Rice University)
- **Tips for Instructors and Students Moving to Online Learning** (University of Illinois at Urbana-Champaign)
- **Online Teaching Toolkit** (Association of College and University Educators)
- **Best Practices: Online Pedagogy** (Harvard University)
- **Do This, Not That Teaching Online**

Online Transition & Continuity

- **Teaching Online: Continuity Guide** (Austin Community College)
- **Get Online Fast** (Virginia Community College System)
- **Joint Response Regarding COVID-19 and Advice on Transitioning Face-to-Face Courses Online** (Online Learning Consortium, Quality Matters, University Professional and Continuing Education Association, and the WICHE Cooperative for Educational Technologies)
- **Quality Matters Emergency Remote Instruction Checklist** (Quality Matters)

- Online Teaching & Learning

- Transition & Continuity

- Free and Low-Cost Internet

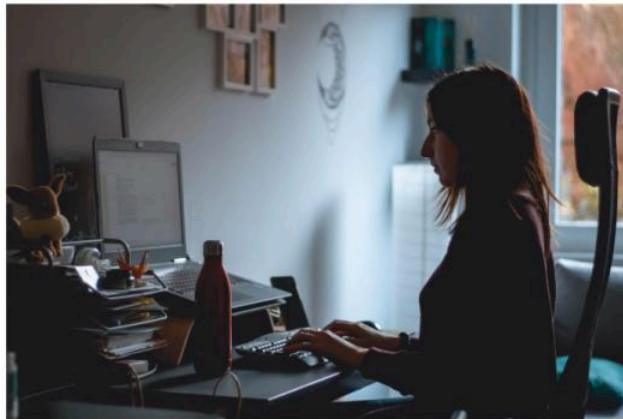- Subject-Specific Resources

Submissions: kshort@tacc.org

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- Texas Resources

- Free and Low-Cost Internet

- National Resources

Submissions: kshort@tacc.org

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Alamo Colleges District Dr. Luke Dowden
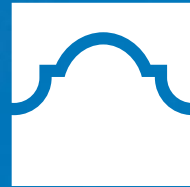
What is the Problem to be solved?

1. Continue Instruction

2. Allow Students to Finish Semester

Major Tasks

- Prepare Students

- Prepare Faculty

- Prepare Support Systems

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National Quality Award
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What will we do?

Terminology is important!

1. Remote Teaching
2. Remote Learning
3. Remote Work
4. Remote Teacher
5. Remote Student
6. Remote Worker
7. Asynchronous Communication
8. Synchronous Communication

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How will we continue instruction?

Keep Teaching

Tools for Faculty and Staff

- Keep Teaching resource website
- Remote Ready course layout in Canvas Commons
- Training-related Guides and Checklist in Remote Ready Boot Camp: Faculty
- Self-Paced Remote Ready Boot Camp created for students
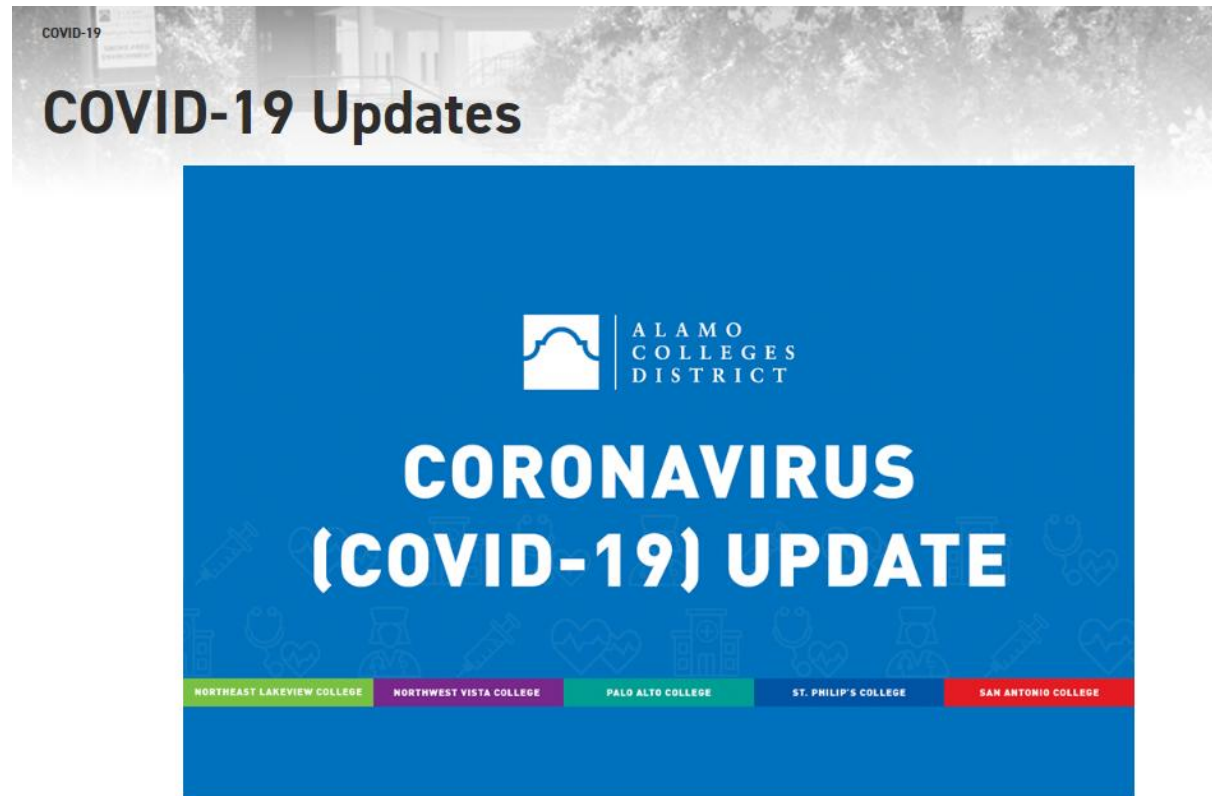
Three Training Options: Remote Ready Boot Camp

- Face-to-face sessions *(Wednesday and Thursday)*
- Zoom live webinars (will be recorded) *(Wednesday through Saturday)*
- Canvas Course *(Asynchronous with monitored Q&A section)*

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How will we communicate?

Web Site for COVID-19: alamo.edu/covid-19

How will we manage labs and CTE/Workforce programs?

Action Plan Items for Consideration

1. Each program director/coordinator needs to contact their accrediting body for emergency completion requirements and prepare the respective documentation to be college leadership for review, when needed.

2. Each program director/coordinator needs to contact their clinical, internship, and practicum sites for access.

   - Learned So Far: Keep open lines of communication as the situations can be fluid.

3. Recommendation on clinical, internships, practicums to continue as long as community partners agree. Students and faculty would still continue to attend their external site.

Action Plan Items for Consideration

4. In the event access to clinical site is suspended, the program director/coordinator will contact the accrediting agency for guidelines for program completion.

5. For courses that include a lab component, front load the lecture component on Canvas, if possible.

6. Refer to accreditation guidelines for requirements on mode of delivery for laboratory component.

7. Each college will inventory courses that we cannot offer any part of the course remotely.

Action Plan Items for Consideration

8. Lecture will be placed in Canvas, online via Zoom, synchronous, asynchronous, and recorded (Refer to Academic Resiliency Plan).

9. Continue to accept applications for new program cohorts with notice to students that cohort start date is contingent upon review.

10. Program director/coordinator works with CTE/Workforce faculty to prepare emergency completion plan (labs, clinicals, internships, and/or practicums) with revision for each course based on part of term. Submit plan to college leadership.

How will we prepare staff?

What are we learning?

Observations

1. Increase efforts around alignment of strategy and message

2. Pivot to fluid nature of this emergency

3. Apply new processes to new problems

4. Choose to focus on very specific operational imperatives:

   a) Student Access

   b) Teaching

   c) Advising

5. Use what the resources you have to do the best you can

Thank you.

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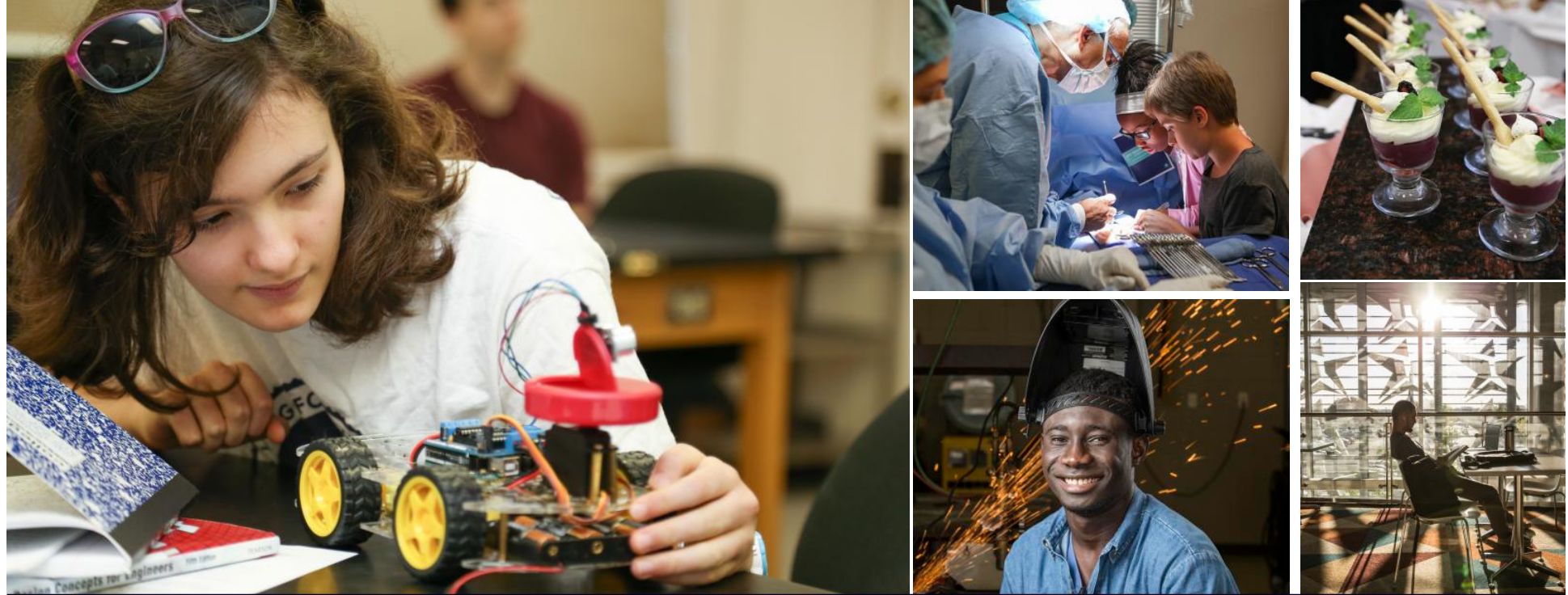Malcolm Baldrige National Quality Award
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Flexible Methods of Teaching & Learning

A Guide for Continuity

Susan M. Thomason, AVP Instructional Services
Teaching & Learning Excellence Division

Continuity Planning Components

- Planning Team
- Communication Strategy
- Faculty Leadership
- Course Conversion Options
- Key Areas of Expertise
- Resources for Students
- Resources for Faculty

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Planning Team

Instruction
- Workforce Programs
- Continuing Education
- Transfer Programs
- Developmental Education
- Distance Education
- High School Programs
- Instructional Services
- *Student Affairs*
- *Campus Operations*
- *Administrative Services*
- *College Communications*

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Communication Strategy

- Message Early and Often
- Message Origin – *who is sending the message?*
- Multiple Methods of Reach (Text, Email, etc.)
- Supplemental Targeted/Focused Messaging
- Alignment of Faculty, Staff & Student Messaging
- Web Resources with Continuous Updates – *date-stamped*
- Where to get help and contact information
- Centralized Coordination
- Frequently Asked Questions (monitored)

Key Faculty Leadership

- Role of Department Chairs in supporting their faculty and guiding curriculum-based options. Assess student technology access.

- Role of Faculty Senate and Adjunct Faculty Association in helping to address questions and concerns of faculty.

- Role of Deans, VP and AVPs in Planning, Communication, assess faculty technology access, Key Decision-Making (timelines, resources, etc.)

Course Conversion Options

- **No Facilities Access Needed**
  - Courses that can be moved fully online. Some facilitated by availability of course templates.
  - Courses that can move some or most content online and lab component can be done remotely.
  - Online and remote options for experiential learning (internships, coop, etc.) or capstone courses.
- **Facilities Access Needed**
  - Courses that can move some or most content online but need access to college facilities to complete lab components.
  - Courses that may need to be postponed
  - Courses that will require award of incomplete

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Key Areas of Expertise

- **Distance Education**
  - ✓ Established Minimum Criteria for Online Course Conversions
  - ✓ Offering Online Training Options
  - ✓ Provide Statistics for Planning
- **Instructional Design**
  - ✓ Offering In-Person Training Options
  - ✓ Offering Campus-Based BB Open Labs
- **Library**
  - ✓ LibGuides by Discipline
  - ✓ Online Databases
  - ✓ Full-Text Resources
  - ✓ 24/7 Online Support
  - ✓ Technology Options for Students

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Key Areas of Expertise (Cont.)

- **Instructional Technology**
  - Providing Technology Resources for Faculty (iPads)
  - Provide Campus-Based Level 1 BB Support
- **Faculty Communications**
  - Provides Focused and Timely Communication about Services and Support for Faculty
  - Guided Development of Continuity Guide for Faculty
  - Initiated Faculty-Facing Web Resource Pages
- **Peer Faculty Mentors**
  - Faculty Completing Quality Matters Training
  - Faculty with Expertise in Online Instruction
  - Support up to 5 Faculty, Receive Stipends

Resources for Students

- **Library** – 24/7 Support and Many Online Resources
- **Online Tutoring** – Expanding
- **Advising & Counseling** – Considering Technology Options
- **Testing** – Online and Limited F2F Options or Postponements
- **Special Populations** – Support for Online Course Design and Alternative Methods of Support for Students in Need
- **Course Schedules –** Change Considerations
- **Business Services** – Online Payments
- **Course Evaluations** – Move to Fully Online
- **Help Desk** – Expand Capacity

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Resources for Faculty

- Teaching Online : [Continuity Guide](#)
- [Quick Start Guide](#) for Teaching Online
- Technology Access – hardware and connectivity
- Training Sessions
- Library Resources and Services
- Online Support
- Procurement Services
- Human Resources Information
- General College [COVID-19 Website](#)
- FAQ

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Teaching Online: Continuity Guide

Content for Online Conversion

1. Guidance for Teaching Online
2. Web Conferencing Tools
3. Get Started
4. Get Help
5. Resources
6. Training Information
   (synchronous online, in-person, self-paced)
1. FAQ

https://tled.austincc.edu/teaching-online-continuity-guide

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Quick Start Guide:
5 Steps to Launch Your Course Online

This Quick Start guide is designed to assist Face-to-Face faculty who need to quickly transition their courses online

1. Upload Your Course Syllabus
2. Create and/or Add Course Materials
3. Create Assignments and Assessments
4. Setup your Course Engagement
5. Set up your Gradebook

https://de.austincc.edu/support/faculty/emergency-quick-start/

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Training Options

Designed to meet the varying needs of faculty and levels of expertise

1. Synchronous Online via BB Collaborate
2. In-Person Small Sessions – meet CDC guidelines for social distancing and cleaning
3. Self-Paced Online Tutorials
4. Faculty Peer Mentors
5. One-on-One with trained faculty and staff
6. External Training Options (i.e. Blackboard®)

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Basic Considerations

Can use an LMS, Web Conferencing, Email, Text, Social Media, Websites, File Share and other tools.

1. Present Information

Lecture (Audio/Video), Textbook, Videos, Websites, Online Resources, Peers, Experts, Documents, Research Briefs, Etc.

2. Engage Students

Practice, Guidance and Feedback

Discussion Forums, Work Groups, Simulations, VR, Interactive Tools, Gaming, Peer-to-Peer Interactions, Written Feedback, Etc.

3. Assess

Respondus, Blackboard, Proctor U, Group Projects, Recorded Presentations, Recorded Experiences, Peer-to-Peer Feedback, Polling, Small-Group F2F Labs, Project-Based Assessment, Virtual Labs, Etc.

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Q&A

Questions?

Susan M. Thomason, PhD

AVP Instructional Services
Teaching & Learning Excellence
Austin Community College

Questions?

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