

Pre-Technology Choices

Step 1: Know Your Students and Yourself—Better

Consider polling your students via email or a survey about their readiness for remote learning and any new situational factors they are comfortable disclosing about how their lives have changed since you saw them last (see a template here). Consider sketching out your teaching values and how you enact them in the face-to-face environment. Put this aside for Step 4.

Step 2: Redefine Course Expectations-Part I

Accept that your courses will not be what you or your students thought they would. Grieve as is appropriate.

Step 3: Revise Learning Outcomes, Assessments, and Timelines

You may wish to use the Course Continuity Plan tool linked [here](#) to pinpoint where and how to revise your course. Keep things simple and focus on the 2-3 central learning objectives for each of your courses. Your next goal should be to figure out the least complicated way of helping your students achieve those goals. Also think about a consistent rhythm to each week to help students get used to how your course unfolds. Consistent deadlines will help students succeed. If you have taught First Year Writing Seminar or Writing Intensive courses (and other courses), you already have experience with this.

Choosing Technology

Step 4: Identify Opportunities for Interaction

Revisit your teaching values. Interaction, critical thinking, and empathy are all values you have articulated in recent remote learning transition workshops (for a list of opportunities [visit this link](#)). Reserve synchronous technology (web conferencing via Zoom or Microsoft Teams) for times you'd like small groups to interact or you know you'll have a rapid back and forth dialogue. For other times, choose less high tech options for students.

Step 5: Practice

Familiarize yourself with the technology you are choosing to use with students. Practice with family and friends as you work remotely.

Going Live

Step 6: Redefine Course Expectations—Part II

Now that you know more about what you and your students will be doing, remind them often that this will not be seamless, you are all learning together, and that you are confident in their ability to learn in this new format. Some evidence exists that students learn more when teachers believe and communicate that they are capable of doing so. Revise your syllabus as necessary, communicate your “new normal” expectations, and be consistent in the pace and nature of your communication and interaction.