RESOURCES, TIPS, & TRICKS FOR INSTRUCTION
DURING AND FOLLOWING SUSPENDED OPERATIONS
FEBRUARY, 2020

The Great Power Outage of 2020…   Snowpocalypse 2019… The Nisqually Quake of 2001…

Whatever the reason, any campus closure event leaves us all in a tricky curricular position: we must cover essential course content in less time than planned. When the instructional calendar does not leave sufficient room for us to add back class days to the quarter we must find other ways to recover. This document was prepared with that challenge in mind. You will find guidance, recommendations, suggestions, and links to additional resources.

This is a living document and can be updated to incorporate your ideas and changing technology or situations. Please share feedback with Provost Schlesinger or Christopher Soran, Director of eLearning.

Be Equitable, Flexible, and Considerate

Please make sure to extend all deadlines that were scheduled during the closure and consider doing the same for deadlines that follow re-opening. Extending deadlines and expectations for completion of activities and assignments is especially important for equity reasons. *Not all students have technology at home and may not be able to complete work without on-campus technology.* Other students may be fine and working as usual. It is important to recognize both situations when considering adjustments.

Remember that we have students from all over Tacoma, and online students from across the state and the country. Depending on the reason for it, a campus closure can impact far more than just TCC. TCC's closure may or may not coincide with additional closures of our students' workplaces, their children's schools, and more, adding additional stresses to our students' lives. The greater Tacoma area hosts wide variation in road and traffic conditions. Bus routes may still be canceled or delayed after TCC reopens, and that may affect students' ability to attend classes. Our online students in more rural areas of Pierce county or outside of Washington altogether, may face the same weather-related issues in other parts of the quarter, while Tacoma may be once again warm and rainy. Reflect on this experience and be understanding when students have additional absences or delays due to weather in their region.

Communicate to Your Students and TILT your Curriculum

As you adjust your curriculum to recover from missed class time, be sure to communicate the changes to your students. Communicate clearly and often. Be transparent: If you trim or cut content, include the rationale—why was that content cut over others. Make sure you communicate the expectations for the remainder of the quarter and reiterate any relevant course policies. Students are as unsure as many of us are on what to do next and are likely to be

concerned about falling behind and the long-term impact of this quarter on their educational goals. Communicate with them to address those anxieties and give them a solid path forward.

Tools to Use

Canvas

Web enhanced, hybrid, and online courses are best prepared to continue using Canvas during or after a closure. Gradebook-only courses and face-to-face courses that don't usually use Canvas can use it temporarily to continue instruction without incurring the eLearning fee.

Here are guides to get started with Canvas.

Zoom

This is an online meeting tool that allows you to screen share and chat with your students. You can record the meetings on your computer and upload them into Canvas for sharing with students who were unable to attend live. Please note that we do not have Cloud storage as part of our licensing, so any recordings you make will need to be stored locally on your computer. You can then upload those into Canvas after you make the recording. You could host a live class during a closure or use it regularly for office hours. It has a great mobile app, so it works well on Android and iOS phones and tablets. A student could also just call in to a phone number if they do not have a smartphone. It works well on a desktop or laptop computer as well. You can send an email to support@tacomacc.edu to request an account if you do not have one.

Here are tutorials on getting started with Zoom.

Panopto

This is a lecture capture software. Many faculty use it daily in their face-to-face courses or use it to make instructional videos in short chunks for hybrid and online students. You could use it to record the lesson you were going to teach in person and share the link with your students.

Here are tutorials for faculty to get started with Panopto.

Additional Tutorials

In addition to the vendors' getting started tutorials that are linked to above, TCC eLearning staff have built up an extensive knowledgebase that will give you details on how to use all of these tools at TCC.

Here is the link to the TCC knowledgebase.

Strategies for Adjusting Your Curriculum

Extending Deadlines
Faculty who have online, hybrid, and web-enhanced courses may continue instruction online during campus closures. However, there can be no required deadlines during the closure period. For classes that have work due during the closure period, deadlines must be extended to accommodate the closure.

Divide the Work Amongst Students
If you intend to cover material that was missed, you may consider assigning different chapters or content modules to individual students or small groups. The student or groups would then learn their material on their own and be responsible for coming back and teaching it to the rest of the class, either through presentations or discussions. Another way to do this is by using the "Jigsaw" approach: students are divided into content groups and become "experts" in their material. They are then re-divided into groups where there is one expert for each piece of content. The experts then teach each other in these new, small groups. This allows for coverage of more material in a shorter amount of time, while allowing each student to 'own' a piece of the curriculum.

Altering or Eliminating Assignments
Consider altering an assignment so that it will still address your objectives while using the context of the campus closure. This makes it relatable to your students' lived experience. This is helpful during and following a closure. Think about the concept you would have be teaching during the closure and adapt it to include electricity, the weather, the effect of these factors on social conditions etc.

Alternatively, it might be necessary to eliminate an assignment, rather than asking students to complete it in less time. Consider how you might include that content or competency in another assignment but be sensitive to the additional demands this makes of your students. Whatever you choose, be transparent about your rationale.

Allow for Extensions
While many students may have continued working during school closures, other students may not have had the opportunity. Whether due to loss of power, a lack of available technology at home or at a place of refuge, or other issues, our students may not have been able to continue working—and *as classes were cancelled, we can't expect that they did*. Allowing your students additional time to complete missed assignments. Be proactive: ask students how much time they need to catch up (especially since they will also be working on the next assignments simultaneously) and use course contracts to uphold those revised due dates.

Use Library Resources
Incorporate Library resources into your curriculum to assist with making up content coverage. Are there articles or videos that succinctly cover content that would otherwise

require a full class session? Link to or embed articles from databases or streaming videos straight into Canvas. Visit the Library's website to search:

- Research Databases or,
- Streaming video databases – Films on Demand or Academic Videos Online

Need help linking to or embedding articles and videos into Canvas? Watch the "How do I" videos:

- Embed Films on Demand into Canvas
- Link to Library Database Articles in Canvas

Faculty librarians are here to help you with any of your research needs! Contact the Library with any questions – library@tacomacc.edu.

Strategies for Communicating with Students

The following strategies are always useful and can be essential during a closure. However, it is best to habituate your students to these methods from the start of the quarter so that they know to check during a closure. In the midst of a crisis is never the best time to introduce new approaches!

Communicate Using the Inbox in Canvas

In Canvas, you can send out emails to all your enrolled students using the Conversations feature via the Inbox. Using this feature, you can email individuals or the entire class (Communications Overview Video).

Make an Announcement in Canvas

Announcements allow you to communicate with your students about course activities and post interesting course-related topics (Announcements Overview Video).

Send an email

Every course has a tacomacc.edu email distribution list. You can email your entire class using that distribution list. Search in the "To" of your message for your course. Here is an example: WinterENGL&101-1184@tacomacc.edu

ctcLink

You can use the message center in ctcLink to send your students a message.

Getting Instructional Design and Technical Support Help

Still need more help? Feel free to reach out to the eLearning Team for assistance:

Help Desk/Tech Support/Information Commons

If you have a technical support question, you can email support@tacomacc.edu or go to the support site and someone from the support team will get back to you.

You can also call (253) 566-5176 for the Info Commons helpline, except during a power outage when phones will be unavailable.

Here is everyone on the support team:
- Deb Padden, Support Specialist, (253) 566-5197, dpadden@tacomacc.edu.
- Aaron Tran, Help Desk Specialist (Daytime), (253) 566-5196, artran@tacomacc.edu
- Aaron Foelsch, Help Desk Specialist (Evening/Saturday), (253) 566-5133, afoelsch@tacomacc.edu

Instructional Design and OER

If you have an instructional design question, you can contact our Instructional Designer & Open Education Coordinator. Also, our OER Librarian, Jennifer Snoek-Brown is here to help with OER resource selection support and any library questions that you have.
- Dale Coleman at dcoleman@tacomacc.edu or (253) 460-4469
- Jennifer Snoek-Brown, jsnoek-brown@tacomacc.edu or (253) 566-3936

Media Production

If you have a media production question, you can contact:
- Igor Beschieru at ibeschieru@tacomacc.edu (253) 460-4452
- Jonny Ristow at jristow@tacomacc.edu or (253) 566-5332.

Admin

If you have an eLearning administrative/office question, you can contact
- Patti Hermoso at (253) 566-6008 phermoso@tacomacc.edu.

Director

If you have a question for the eLearning Director, you can contact
- Christopher Soran at (253) 566-5287 csoran@tacomacc.edu