Introduction

The Educational Technology Committee (ETC) generated suggestions to offer to faculty appropriate options for providing instructional continuity in the event of class disruptions. The guidelines presented here are suggestions concerning best practices for dealing with disruptions of instruction.

Disruptions of instruction include:

- Community-related disruptions such as the Coronavirus (COVID-19)
- Weather-related school closings
- Power outages
- Technology outages
- Temporary building closures (including those for fire drills)
- Anticipated instructor unavailability (e.g. conference, pre-planned medical procedures)
- Unanticipated instructor unavailability (e.g. transportation problems, illness, family emergencies).

Planning ahead of time with regard to how one might respond to such events is helpful for ensuring smooth communication with students about alternative plans, make-up class dates, and/or the conversion of some course activities to online or take-home activities. Reliance on online activities will require an understanding of the Canvas Learning Management system. You can obtain Canvas support from 8:00 AM – 5:00 PM at 909-384-4357.

Instruction Strategies

Instruction Strategies for Lecture Class Disruptions

The following table contains some suggested alternate learning and instruction strategies for different types of instructional disruption. Note that all of the listed Instruction Strategies require some form of planning *prior* to the class disruption itself. The Instruction Strategies are sorted by disruption level. A lower-level disruption would affect only specific students and instructors. The institution would continue with normal operations. Moderate-level disruptions may occur if the university would have to close the campus for up to a week and/or during final exam week. A high-level disruption would occur if the campus would be closed for more than one week and/or over final exam week.

Disruption Level	Instructional Strategy	Learning Activity	Evidence of student attendance or participation
All Levels	Invite a guest lecturer to speak to the class or ask a colleague to provide course	If necessary, complete an assignment such as a reflection or written summary.	Completion of assignment or assessment on the material (e.g. guest lecturer material will

Disruption Level	Instructional Strategy	Learning Activity	Evidence of student attendance or participation
	coverage in your absence.		appear on the midterm exam, etc.).
All Levels	Encourage student attendance at a course-related lecture or extracurricular event.	Students complete an assignment such as a reflection or written summary of the activity. An alternative assignment is available for those unable to participate in the activity.	Completion of assignment or assessment related to event, or completion of alternative assignment.
All Levels	Independent/take home assignment	Independently complete assigned additional readings or video viewings. The videos must have closed captioning.	Completion of assignment or assessment on the material.
Moderate and High Levels	Condense previously assigned materials to fit into fewer class sessions while continuing to meet course learning outcomes.	Students may be asked to read more pages for a particular class session or to independently review and summarize a skipped reading	Students meet course goals as verified through assessments.
Moderate and High Levels	Conduct a web conferencing session using Zoom at the assigned class time (or an alternative time if necessary).	Read a summary of faculty lecture notes or view a copy of the video recording if a student misses the live class. Video recording would need to be closed captioned (UofW Adding Captions to YouTube or 3PlayMedia's Adding Captions to YouTube).	Attendance and participation is logged during web conferencing session.
Moderate and High Levels	Video lectures or narrated slides of stand-alone topics/chapters.	View video lecture and complete an assignment such as writing a summary,	Completion of assignment or assessment on the material.

Disruption Level	Instructional Strategy	Learning Activity	Evidence of student attendance or participation
		addressing specified questions, and/or participation in a Blog or Discussion Board related to the video lecture. Video lecture or narrated slides would need to be closed captioned (UofW Adding Captions to YouTube or 3PlayMedia's Adding Captions to YouTube).	

Instruction Strategies for Lab Class Disruptions (M. Samuels, personal communication, March 10, 2020)

Science labs are often either integrated as components of larger lecture courses (lab sections) or comprise the entirety of smaller lab courses. In both scenarios it is worth defining what the labs are meant to achieve before selecting an online alternative. Below are three possible scenarios based on the focus of the labs. Since your labs are likely a combination of these scenarios then you could likewise combine these recommendations keeping in mind the appropriate level of time commitment for the combined activities.

If the focus is on **learning techniques** and their application to specific experimental situations, consider asking your students to engage in online simulations that may cover at least portions of, if not the entirety of a protocol.
- Harvard's LabXchange has just released a suite of lab simulations with assessments that focus on basic molecular biology techniques; MERLOT offers a collection of virtual labs in a variety of science disciplines; PHET offers interactive simulations that allow students to vary parameters; and many textbooks also provide interactive lab-based resources.

You might consider having your students watch videos of experiments; you can ask your students to first make predictions and then discuss the results.

If the focus is on **interpreting experimental data,** consider extracting datasets from the published literature that are aligned with the experiments students would have encountered in lab and develop problem sets that focus on the interpretation of the data. One could also combine the experimental protocols with interspersed questions that explore the reasons behind specific steps so that students gain deeper intuition into why certain procedures are performed. In place of

actually performing the experiment, students can gain a critique-based understanding of the method followed by data interpretation.

One type of question you may want to ask students involves providing them with a random sequence of steps involved in the experimental methodology, and asking them to put them in the correct logical order. This requires students to critically understand why each step has to come before the next in a protocol. You can also provide students with a blank step, which they would need to fill in for themselves once they identify what step is missing. An example of such a question from LabXchange can be found here (click on "Design" on the right-hand side).

If the focus is on **project-based lab research**, as is often the case in lab courses, your students have already been working on their projects since the start of the term. Furthermore, there is usually a capstone assignment in the form of a final paper, grant application and/or poster that describes their work, both with context and future directions defined. Consider asking your students to switch to the capstone assignment now with an emphasis on interpreting the data they have already gathered or if they have not generated their own data yet, focus on having them predict their experimental outcomes and design the next experimental steps in detail. Divide up the rest of the semester into draft submissions of sections of the capstone that will allow you to provide formative feedback and enable your students to experience experimental design, further hypothesis building, and predictive data analysis. This approach aligns especially well with a written capstone styled like a grant application.

Resources

Additional resources to continue teaching during an emergency.

- How to Keep Teaching During an Emergency
- Canvas for Instructional Continuity
- Resources Shared by California Community Colleges
- Spreadsheet containing links to resources for remote-teaching

Tools

A number of District supported tools are available. Beneath each tool is a brief description and some examples of how you can integrate it into your course to meet your teaching and learning needs. The tools are all cloud-based and available from anywhere with an internet connection.

Canvas

Canvas can be used for a variety of purposes in an emergency. Every course at Crafton Hills College has an accompanying Canvas course shell that can be published and used for you and your students to interact. On Canvas, you can communicate with your students via Announcements and Inbox Messages. You can share a variety of course-related resources for students to access via Modules, and you can create assignments for students to complete using Assignments, graded Discussions, or Quizzes.

Canvas provides a platform for you to share materials with students, as well as facilitate synchronous and asynchronous communications. It also integrates with other tools you can use to help support instructional continuity, such as Zoom.

Additional instructor Canvas tutorial videos are available at the following link: https://www.youtube.com/playlist?list=PL0C53CD7938F56215. In addition, TESS has also created a Self-Paced Introduction to Canvas and SBCCD Faculty Resources for basic Canvas tutorials.

In addition, there are also three Canvas videos for students that provide an overview of canvas, a guide to the table of contents, and a video guide to the student features in Canvas. All of these can quickly and simply help your students understand Canvas.

Zoom

Instructions for signing up for ConferZoom and enabling it in Canvasconfess can be found here: https://sbccd.instructure.com/courses/20/pages/using-conferzoom-in-canvas. Zoom is a web conferencing tool that allows you to meet remotely or create recordings. You can use Zoom to hold a "live" class as you would normally, but with everyone at their computer, either by setting it up through Canvas or by sending students a link. For those who may have had their Internet connectivity affected, the session can be recorded for later viewing. Also, you may want to schedule a number of virtual "office hour" sessions that students can attend as their schedules allow. If students were scheduled to present during a class that cannot meet in person due to an interruption, students can record their presentation using Zoom and share it with you and the other students in the course: ConferZoom, FAQs, and video tutorials.

Here are some tips for using Zoom:

- Speak clearly: Make sure the microphone on the computer sounds clear and you record in a place with minimal background noise.
- Keep it short: Break up your long lectures into shorter pieces to keep students engaged.
- Include activities: Between segments, have students participate using the chat feature or in breakout rooms before moving on to the next segment.
- Turn on your camera: Even if it is just for a few moments, students are more engaged with instructor content when they can see their face and not just the slides.

Google Voice

Google Voice allows anyone with a Google account to choose, for free, a dedicated phone number which allows calling (both VOIP and call forwarding to a cell or regular phone), voice mail, text messaging, and caller ID.

Recommended Planning

1. **Before the start of the semester**
   1. Select one or more alternate learning or instruction strategies (see end of the document for examples). Your choices for how to proceed may depend upon the material being covered, the point in the course schedule during which the disruption occurs, etc.
   2. Add relevant information regarding personal policies, practices, or plans to your syllabus.
   3. Prepare a draft communication regarding your instructional continuity plans to send to students and post on your Canvas sites.
2. **Start of the Semester**
   1. Make the [syllabus](#) available on Canvas.
   2. As part of the syllabus, inform the students about any planned alternate learning or instruction strategies.
   3. Inform the students how you plan to communicate in the case of an unplanned course cancelation such as a power outage. Let them know that you will provide complete instructions and how they should expect to be contacted (e.g. Canvas, e-mail, phone call).
   4. If you plan to use [Zoom](#) for a lecture or virtual office hours, ensure that students are familiar with using this program. This can be achieved, for example, with a short class demonstration early in the semester.
   5. In the event of a group assignment, ensure that students can obtain the contact information of their group members.
3. **During the Disruption**
   1. Communicate with students informing them of the disruption and of any alternate instruction or assignment. Clearly state your expectations and any preparation that is required prior to the next class meeting.
   2. Increase your availability by email, messaging, or phone if the alternate assignment is due before the next class.
   3. Inform the students if and when you are planning to hold virtual office hours.
4. **After the Disruption**
   1. Send an email to students informing them of the instructional plan for the next class. If appropriate, hold additional office hours (e.g. the week before midterm or project due date) in-person or virtually and communicate this availability to students.
   2. Increase your availability by email, messaging, or phone.

Support

[Technology Services (TS)](#)

The TS has technicians standing by to assist you with your technology needs, M-F 8:00 AM – 5:00 PM at 909-384-4357. Alternatively, you can submit a ticket online using the [work request link](#).

Zoom

Zoom support from SBCDD is available at 8:00 AM – 5:00 PM at 909-384-4357. Confer Zoom also provides support at 1-760-744-1150 (x1537 or 1543) M-F from 7:00 AM – 4:00 PM or at the following email: support@ccctechconnect.org. After hours support is available at the following link: https://support.zoom.us/hc/en-us.

Canvas

You may access Canvas help via the "Help" link located at the bottom of the global navigation menu (far left part of your Canvas screen). You have several options:

1. Search the Canvas Guides: this should be your first stop, especially for "how-to" questions. The guides are indexed, easy to search, and always up to date. This is likely to be the quickest way for you to get the answer you are looking for.
2. Report a Problem: will generate a ticket with Canvas and should be primarily used for reporting bugs or errors.
3. Canvas support is available from SBCCD from 8:00 AM – 5:00 PM at 909-384-4357 and 24/7 at 833-816-6629.
4. Ask The Community: will direct you to the Canvas user forums, where you can review and discuss feature requests, best practices, etc.

Office 365 can provide another option for those who do not want to use Canvas.

Source: https://www.sju.edu/academicadmin/instructional-continuity