Fall Teaching Resilience Planning

All courses should have a resilience plan including best practices to enhance learning regardless of course context. This will smooth any necessary transitions between scenarios including:

- **Dual-mode**: a low-density in-person class with one or more remote students;
- **Remote instructor/Dual-mode**: a low-density in-person environment, with one or more remote students, and a remote instructor;
- **Fully remote**: mass disruption leading to remote participation for all.

Guiding principles & practices for effective teaching & learning

- **Effective teaching is Goal-directed**
  - Reflect on how you want your students to be different as a result of this course.
  - Articulate learning goals using concrete verbs that define the most important things students will know or be able to do upon successful completion of this course.
  - Communicate learning goals to add transparency for students.
  - Use learning goals as the basis for designing assessments and assignments.
    - Emphasize frequent, low-stakes assessments rather than large for enhanced learning, integrity, and feasibility
  - Use course learning goals as the basis for daily class content and activities.
- **Effective teaching is Accessible & Inclusive**
  - Consider equal access to materials as you design your course and create your course materials (e.g. include alt-text to describe images in presentations, provide transcripts of audio).
  - To the extent it is possible, get to know your students as individuals - collect information about them in-person or via a survey and use that information (e.g. preferred name, particular topics of interest, desired outcomes for the class, etc).
  - Overtly structure class sessions, activities, and assignments.
  - Structure opportunities to interact with your students individually or in small groups (e.g. a paper feedback meeting or required office hour visit).
  - Clearly communicate your expectation that students will succeed and your desire to support their success.
  - Provide a variety of ways for students to participate (e.g. small group discussions, warm calling after thinking/writing time, use of polling software).
  - Respect diverse talents and ways of learning.

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• Effective teaching is Clearly Organized
  ○ Explain to students why you’ve designed the course as you have.
  ○ Do your best to stick to your planned course schedule, and provide clear justification and new plans when you don’t.
  ○ Use problems, questions, or issues, not merely content coverage, as points of entry into the subject and as sources of motivation for sustained inquiry.

• Effective teaching prioritizes Active Learning
  ○ Build in frequent opportunities for students to discuss, practice, apply, reflect on, or write about what they are learning - both during scheduled class time and outside of it.
  ○ To create space for interaction during class, move first exposure to content outside of scheduled class meetings (e.g., have students read a chapter or watch a set of mini-lectures before scheduled class time).
    ■ To add accountability for doing that first exposure and get students thinking more about the content, assign small, low stakes, pass/fail activities related to each day’s preparatory work (e.g., a practice problem, a short summary, or a reflection).
  ○ Develop a tool kit of engaging activities for all students during scheduled class meetings, (e.g. write-pair-share, collaborative editing, brief writing exercises, ungraded quizzes, polling, and small group discussions).
    ■ Familiarize yourself with the technology to support these activities.
    ■ Aim to incorporate at least one interactive learning element for every 20 minutes of scheduled class time.

• Effective teaching requires Clear Communication
  ○ Make standards and grading criteria explicit: how will you assess participation? How will you grade each assignment?
  ○ Give prompt, frequent feedback to students about their progress.
  ○ Clearly communicate what students can expect from you in terms of response time for emails, grading turnaround time, and having course materials posted.

Resilience Planning Checklist:

• June
  ○ Consider attending workshops on resilient teaching.
  ○ Consider situational factors including class size, range of abilities, pre-requisite requirements, assigned classroom space, etc., in light of the scenarios described at the beginning of this document.
  ○ Articulate or revisit course design to ensure its feasibility in any of the above scenarios, including:
    ■ Goals for your students’ learning
    ■ Assessments you’ll use to measure their progress.
● Frequent, low-stakes assessments rather than large departmental exams will be more resilient across scenarios and beneficial for learning, integrity, and feasibility.
  ■ Large-scale course rhythm, including first exposure to content and processing or applying content.
    ○ Develop your Resilience plan (see Template)
    ○ Contact learning@nd.edu for a consultation if needed.

● June/July
  ○ Plan learning activities for as much of the semester as possible, including assignments and activities during scheduled class time.
  ○ Select or create learning resources (text, audio, video, etc) for as much of the semester as possible before the semester begins.
    ■ Work with the Library to set up e-reserves. (https://library.nd.edu/courses)
  ○ Create and populate your Sakai site.
  ○ Develop a communication plan that includes regular clear communication with your students.

● July/August
  ○ Find out about student situations initially.
    ■ Assess options for monitoring and engaging remote students (technology or a course assistant).
  ○ Do a test run in your classroom:
    ■ How will you and your students move around/interact in the classroom in light of social distancing?
    ■ Familiarize yourself with your assigned classroom and the technology it includes (some of it may be new).
      ● Room capacity & layout
      ● Room audio - speakers, location of instructor mic, student mic availability
      ● Room camera configuration & document camera(s)
      ● Screen(s) - ability to see what is shared on Zoom, ability to see remote students
    ■ Practice teaching to include both remote and in-person students (you will need at least two additional people).
Resilience Plan Template

- List your learning goals for your students:

- Briefly describe your assessment plan:

- Briefly describe your plan to engage students during scheduled class meetings:
  - How will you accommodate remote students during an in-person class meeting?
  - Briefly describe any alterations or additions to the above if you are off-campus but able to teach:
  - Briefly describe any alterations or additions to the above if everyone is remote:
  - What support will you need in order to learn or execute the above techniques?
  - What technology or tools will you need to have access to at home in order to execute the above techniques?

- Briefly describe how you will engage students outside of scheduled class meeting times:

- In what modality will you hold office hours?

- Have you worked with your academic unit leader to establish a contingency plan if you are incapacitated?

If you prefer an editable Template you can open the Google Doc Version and make a copy (File menu/Make a copy) for yourself.