



UNIVERSITY of WISCONSIN
GREEN BAY

Center for the Advancement of Teaching and Learning

Course Continuity Resources

Inclement weather, natural disasters, or other emergencies may lead to an extended loss of class time. CATL has put together some resources below that may help you in planning for the inability to meet in person, and how you may continue to speak with students, guide their learning, and collect assignments and assessments.

Preliminary planning

When you begin planning for an alternative course instructional style, consider what learning objectives you need to cover while your course is not meeting in person. Whether you will be assessing those objectives during the alternative delivery time or when face-to-face meetings resume, you'll need to consider what instructional materials and activities are needed to help students reach the course goals and objectives in the interim.

Here are some steps you may want to follow when switching modalities on short notice.

1. Identify learning objectives and subtopics that will need alternative delivery.
2. Create a course outline, by creating modules in Canvas, for example. If you don't plan on using Canvas, consider recording your outline somewhere anyway to help keep your courses on track. Sometimes considering what you plan on assessing will help you determine how to structure your outline.
3. Identify teaching materials that you're already using that can be easily uploaded to Canvas or delivered to students digitally.
4. Develop a communication strategy for conveying information that you would normally only mention in class (through email, Canvas, texts, Slack channel).
5. Identify gaps in teaching materials and consider how you will address them. This might mean the creation of additional documents and resources, recorded lectures, online meetings, etc.
6. Consider how you'd like to include interactive elements of your class. This could mean web meetings during scheduled class time, asynchronous discussion boards, Skype meetings with students, Slack channel.

It's important to consider that when your students enrolled, they were anticipating a face-to-face course. As you plan around not being able to meet, consider the following.

- Students may require additional accommodations that weren't needed in your face-to-face class. This might mean closed captioning videos, or text-to-audio document requirements. Also consider that in a large-scale event, the return on accommodating requests may be delayed.

- Avoid introducing new tools and technologies that create additional barriers for students. Examples of things you may want to avoid include asking your students to purchase new software programs, or publisher access codes.
- Avoid scheduling “real-time” events outside of times your class was scheduled.

Another important consideration is that your students may be directly impacted by the event. Consider how you can accommodate those requests.

Need to present information to your class?

Record lectures

When you want to record some of your course lectures, think about chunking up your lecture into about 10-minute segments so that students will be able to space out the material. It is also good practice to consider the “drop-off” rate for students watching videos, which is about at 6-7 minutes. Here’s how to use the Kaltura recorder:

- Canvas: <https://uknowit.uwgb.edu/page.php?id=89306>
- Not in Canvas: <https://mediaspace.wisconsin.edu>

Hold synchronous sessions

Synchronous sessions allow you and your students to communicate and view materials at the same time. This is possible via the Blackboard Collaborate Ultra tool, available via Canvas or through the MyUW System Portal.

- **Caveats:** It may not be possible for all students in your classes to attend the web meeting, so be thoughtful about how you might share out the recording later. It is also a good idea to ask students to use Google Chrome when joining one of these sessions. Students might also be hesitant to share audio so encourage them to ask questions via the “chat” feature.
- In Canvas, Add “Collaborate Ultra” to the course navigation menu and set up your room: <https://community.canvaslms.com/docs/DOC-12933-415257079>
- Blackboard Ultra overview: <https://uknowit.uwgb.edu/page.php?id=69870>
- Student Tutorial: <https://help.blackboard.com/Collaborate/Ultra/Participant>
- Instructor Tutorial: <https://uknowit.uwgb.edu/page.php?id=69870> and <https://help.blackboard.com/Collaborate/Ultra/Moderator>

Upload materials to Canvas

Instructors interested in using Canvas as a central repository for the class can make use of the Home/Modules page to organize materials and store them in one place. This page,

<https://community.canvaslms.com/docs/DOC-12689-415241427>, illustrates how to create and upload files (and pages and assignments) to your Canvas course. “Pages” can add extra functionality over files since they work like webpages (active links, embedded images, etc.), but need to be created within Canvas instead of via external apps like Word or PowerPoint.

Class communications

Asynchronous (“message board”) discussions

Asynchronous discussions, like the Discussions tool in Canvas, allow students to interact with one another around a topic throughout an extended window of time that can span days, weeks, or your entire course.

When holding online discussions, instructors often follow one of two paths. The first is more of a monologue, or 1-on-1 question and response, in which students respond to a prompt to show you that they’re familiar with the material. This can be valuable for a knowledge check, but also has value in that students can compare their own knowledge and application to their peers. The requirement that students respond to your prompt is also followed up with a requirement to respond to 1 or 2 peer posts.

The second path is more of a true discussion, in that students may pick one of two or more perspectives to support with materials you’ve covered as a class and/or external research. Because there is more than one “correct” answer, this type of discussion can lead to greater back-and-forth between students, and more robust responses from students to one another.

To learn more about using the Discussions tool in Canvas, see this page, <https://community.canvaslms.com/docs/DOC-13016-4152724374>.

Online meetings

In addition to allowing you to present materials, Blackboard Collaborate Ultra also allows your students to speak over their microphone, call in with a phone, share materials, utilize a whiteboard, and work in “break-out groups.” To learn more about Blackboard Collaborate Ultra, see the section above titled “Hold synchronous sessions.”

Chat

Canvas has a built-in chat feature, reminiscent of the early 200s AOL, MSN, and ICQ instant messenger programs. Consider enabling it for informal, real-time communication inside of Canvas. <https://community.canvaslms.com/docs/DOC-12933-415257079>

Develop a class communication plan

Your students may not be accustomed to being online students. This may require extra communication on your part to keep everyone on track. Consider developing a weekly schedule for yourself, reminding you when to send out information on the week’s activities, approaching deadlines, motivational messages, class-based feedback, and reminder messages.

Need to remove some material? When in doubt, look to your outcomes...

Losing just one or two days of in-class meeting time likely means culling something from your course. As you weigh what to condense or cull, consider what content, activities, and assessments are absolutely essential to those outcomes. Trying to cram everything in will be stressful for you and your students. Clearly, no one has unnecessary fluff filling valuable course time, but it may be possible to still help students meet those outcomes:

- With less content (e.g. are there slides, content knowledge, readings, in-class activities that are less vital to the course?).
- With online assessments (e.g. moving face-to-face exams to [Canvas](#)).
- Abbreviated assignments or activities that meet the same outcomes.

Getting help

The following resources are available to you and your students. In the event of a prolonged campus closure, consider communicating available resources to your students through email, Canvas, or whatever means you choose.

Your contact information	Coursework, grading, extensions, extra attempts on online work, course policies
CATL	Course design consultations, Kaltura-related issues
Disability Services dis@uwgb.edu (920) 465-2841	Accommodation requests
Dean of Students dos@uwgb.edu (920) 465-2152	Standard bereavement procedure or the leave of absence bereavement procedure, extended absences, temporary impairments, grievances
Counseling and Health (920) 465-2380	Counseling, consultation, health
Canvas “Help” in Canvas (833) 811-3205	Canvas-related help
Help Desk helpdesk@uwgb.edu (920) 465-2309	Non-Canvas technology issues
Blackboard Self-help CATL	Blackboard Collaborate Ultra help