

Tips for Converting 110C/2**C to Online.

1. **Go easy on yourself.** This is an emergency bandage, not well developed online pedagogy. *This is not the time to learn “all the things.”*
2. **Believe in your students and be mindful of access.** They are just as stressed as we are, if not more. Most of your students did not sign up for online classes for a reason. They may have disabilities that make it more difficult to understand or focus without being there in the room with you. They may not have reliable internet access. They may have to do all course work on their phones. They may be anxious about their health and that of their loved ones. They may be worried about being displaced from a living space that was safer or more secure than their off-campus homes, if they even have off-campus homes. They may have lost reliable access to food and other essentials. They may be facing reduction in or complete loss of income. They may now be caring for children who would usually be in school or daycare. They may have mental and emotional health issues that this transition has exacerbated. **Be flexible with those in distress without suspicion.** Our priority should be guiding them through this process, not catching the few who may be taking some advantage.
3. **Keep it simple.** As much as you can, keep the structure you have already established in your course and adjust as needed. **Create a clear, predictable structure.** Consider a recursive cycle where **assignments are due on the same day each week, etc.**
4. **Look ahead, but focus on what you have to develop right now.** Consider looking at the rest of the semester as *two modules*. Focus on developing a 2-week online module with the readings, activities, and assignments that you want your students to be doing between now and April 6. Keep SLO's in mind to set priorities. Then begin to *visualize* how the remaining weeks of the semester might play out in person or online. Do not worry too much about developing the final module now, just let your vision for the essential content of the last 3 weeks guide the next 2 weeks.
5. **Stick with the familiar.** If you use Blackboard, you'll just need to use it more, for example. If you're familiar with Google Drive, consider how it may help you require collaboration and provide feedback. If you are familiar with other resources, perhaps you can begin using those a bit more, but you should not spend too much time trying to learn foreign software, and you should not expect your students to learn them in this stressful time either.
6. **Share resources.** Provide links or PDF's of readings as much as possible. Students may not have access to their textbook if away from campus. Keep reading loads manageable and consider cutting less essential content. Take advantage of online

resources, including materials that may be provided by your textbook publisher. Post written notes, PowerPoints, and screencasts highlighting content you are foregrounding. Consider using a screencast with audio or video to talk through notes as you would a short lecture. Keep these short (5-10 minutes max).

8. Simplify:

- a. Avoid required synchronous meetings. Instead, rely on asynchronous assignments like Journals, Blogs, and Discussion Boards in Blackboard or shared documents in Google Drive.
- b. Collaborative activities like Peer Review can happen fairly easily in a Google Drive folder in a Blackboard Group, but it is also OK to scale back on these kinds of activities in your two online weeks if it is too much to manage for you or your students.
- c. Consider offering phone conferences with students. You can both be looking at the same thing in the textbook or in Blackboard or Google Drive while discussing their writing, concerns, and/or questions. A 10-minute phone call can be a powerful moment of connection and clarification.
- d. Consider offering an open online office hour during one of your normal class times each week via Zoom or Google Hangouts, but don't penalize students for not being able to attend. You can even offer this hour to all of your students regardless of original class time.

9. Keep grading manageable:

- a. Explain to students early on that **delays will happen** as a result of the time we now have to devote to converting to online.
- b. Keep feedback brief- the temptation will be to say more instead of less b/c we don't have as much personal contact with students. Instead, consider brief feedback with an invitation to speak over the phone or meet in a Google Doc to conference about your feedback.
- c. Consider grading low stakes assignments on completion- credit/no credit/1/2 credit so you can easily skim through to assess as opposed to assigning points or letter grades.

10. It's okay to need help. Please, reach out with questions and concerns whenever you need to. You don't need to do this on your own!