

The University of Maine

**DigitalCommons@UMaine**

---

University of Maine at Augusta

University of Maine System Communications

---

3-24-2020

## **UMA COVID-19 Remote Resources\_Faculty/Staff\_Instructional Continuity Preparation Webpage**

University of Maine at Augusta

Follow this and additional works at: [https://digitalcommons.library.umaine.edu/c19\\_uma](https://digitalcommons.library.umaine.edu/c19_uma)



Part of the [Higher Education Commons](#), [History Commons](#), and the [Medicine and Health Sciences Commons](#)

---

This Webpage is brought to you for free and open access by DigitalCommons@UMaine. It has been accepted for inclusion in University of Maine at Augusta by an authorized administrator of DigitalCommons@UMaine. For more information, please contact [um.library.technical.services@maine.edu](mailto:um.library.technical.services@maine.edu).



# Instructional Continuity Preparation to teach remotely during Coronavirus (COVID-19) outbreak

Updated 3/24/2020

## [Fast Track to Online Faculty Training](#)

### Focus on Mutual Success

Please support each other during this difficult disruption. Together we can support our students to succeed with the challenges they will encounter.

The following information is provided to help us maintain instructional continuity during this time. As you make plans to adapt your teaching strategies during this disruption, we recommend that you focus on what you want your students to achieve by the end of the semester. It is important to note that while it is necessary to implement alternative pedagogies to the original design of your course, your course goals should remain in place.

To be clear, these recommendations do not equate to UMA standards for developing and delivering top quality online courses.

*We expect this page will be updated as needed with our best information.*

Visit the UMA Preparations and Planning for Covid-19 (Coronavirus) website for ongoing updates

<https://www.uma.edu/remote/>

---

### Questions you may ask (Click):

[Focus on Mutual Success](#)

[Visit the UMA Preparations and Planning for Covid-19 \(Coronavirus\) website for ongoing updates](#)

[Questions you may ask \(Click\):](#)

[What training is available to help me learn about the tools used in online learning and working remotely? Updated 3/24/2020](#) Updated 3/24/2020

[UMA Faculty Development Center Live Workshops for Faculty and Staff](#)

[Open Linkedin Courses About Teaching Online](#)

[Open Linkedin Courses About Virtual Learning Tools](#)

[Open Linkedin Courses About Working Remotely](#)

[Providing Equal Access to Distance Curriculum](#)

[Do I have what I need to teach remotely?](#)

[Will I have enough bandwidth to teach remotely? Will my students? Updated 3/16/2020](#)

[How will I share information and stay connected to my students?](#)

[What are my options for teaching remotely?](#)



[What tools will I need to understand in order to teach remotely?](#)

[Will I need to adapt my content for remote delivery?](#)

[What else can I do now to prepare?](#)

#### [Course Content & Delivery](#)

[To Start](#)

[Updating the Syllabus](#)

[Web Conferencing](#)

[Class Meetings, Group Work, Discussions & Office Hours](#)

[Working, Teaching, and Learning from home using GSuite. Updated 3/16/2020](#)

[Sharing Course Materials, Readings, and Lectures](#)

[Assignments, Exams, and Grades](#)

[Hands on Work, Lab Assignments](#)

[Field Trips, Service Learning](#)

#### [Additional Questions:](#)

[What will my students need in order to access my adapted course?](#)

[What can I do to help my students during this transition?](#)

[What will happen if you are unable to teach your course?](#)

#### [Additional Considerations](#)

[Visit the UMA Preparations and Planning for Covid-19 \(Coronavirus\) website for ongoing updates](#)

[Instructional Continuity Preparation to teach remotely during Coronavirus \(COVID-19\) outbreak](#)

[Fast Track to Online Faculty Training](#)

---

**What tools and training is available to help me learn about the tools used in online learning and working remotely? Updated 3/24/2020**

#### **UMA Faculty Development Center Live Workshops for Faculty and Staff**

- [uma.edu/faculty](http://uma.edu/faculty)

#### **Open Linkedin Courses About Teaching Online**

- [Learning to Teach Online](#)
- [Teaching with Technology](#)
- [Teaching Online: Synchronous Classes](#)

#### **Open Linkedin Courses About Virtual Learning Tools**

- [Office 365 for Educators](#)
- [Blackboard Essential Training for Instructors](#)

[Back to the Top](#)



- [Blackboard 9 Essential Training for Students](#)

### **Open LinkedIn Courses About Working Remotely**

- [Learning Zoom](#)
- [Learning BlueJeans Meetings](#)
- [Learning WebEx](#)
- [Learning Skype](#)
- [Microsoft Teams Tricks and Tips](#)

### **Instructional Tools for Faculty and Students**

- [University Tools for Remote Work, Teaching & Learning](#)
  - [Remote Access VPN](#)
  - [Remote Desktop Access](#)
  - [Labster Virtual Lab Simulations](#)
  - [Adobe Creative Cloud at home](#)
  - [Respondus Online Proctoring](#)
  - [Verify Equipment/Internet Access](#)
  - [Tools to Support Remote Teaching](#)
  - [Tools to Support Remote Work](#)

### **Providing Equal Access to Distance Curriculum**

- [Resources for Maine Educators Teaching Online](#)

### **Do I have what I need to teach remotely?**

- Assess your computer's capabilities if you must teach when you are away from campus
  - Do you and your students have computers that you can use at home?
  - Does that computer have the programs that you need?
  - Do you have a web camera on your computer?
  - Do you have a headset or headphones and a microphone for web conferencing?
  - If you need to purchase equipment, here are some [recommendations for gear](#).

### **Will I have enough bandwidth to teach remotely? Will my students? Updated 3/16/2020**

- Assess the ways in which you and your students will access your courses.
  - Do you have access to high speed internet?
  - Do you have data caps on your mobile plan?
- If you or your students don't have broadband access to the internet, consider low bandwidth approaches to teaching and learning.
  - Limit use of live video (e.g. Zoom)
  - Record and share short videos using Kaltura for your students
  - Use Bb's text based discussion forums
  - Share text files, such as PDFs, via Blackboard. When possible, save PDFs for web delivery

[Back to the Top](#)



- Consider that some of your students may access course materials, discussions, and activities via their phones.
- **Free low-cost [Internet Access for Students and Employees - from UMS IT](#)**
- **Sprint, Verizon, AT&T, US Cellular, Sprint, Spectrum and Comcast** are among the companies that have signed the U.S. Federal Communications Commission's "[Keep Americans Connected Pledge](#)." The aim is to ensure that consumers don't lose their broadband or telephone connectivity because they can't pay.
- Spectrum's existing [wifi hotspots](#) are open for free public use.

### How will I share information and stay connected to my students?

- Activate your Blackboard course, if you haven't already. To do so, [login through the portal](#), find the course of interest on the Blackboard home page, and [make sure that your course is available to students](#).
- If you choose not to use Blackboard, have alternative plans in place for the online delivery of your course content in the event of a disruption. We recommend that you inform the chair of your department or another faculty in the department of those plans in the event that you become incapacitated and someone else may need to step in to keep your course on track (e.g., share your course material via Google Drive with your department chair).

### What are my options for teaching remotely?

- Likely, a combination of these approaches may work best for you. Options for teaching remotely include:
  - Running your class live with [Zoom](#)
  - Using pre-recorded lectures (for example, made in [Kaltura](#))
  - You can register for training on Zoom and Kaltura [here](#).
  - Using well annotated course content, and written communications with your students in place of video.

### What tools will I need to understand in order to teach remotely?

- Become familiar with the basic tools in [Blackboard](#) that you may find useful in the event that you need to distribute course materials online such as [adding content \(documentation\)](#), communicating with students through [announcements](#), and setting up a [Zoom meeting in your course](#).
- Become familiar with the tools that can help with teaching remotely:
  - [Zoom](#): Become familiar with Zoom's features and tools, including group discussions, using the Zoom whiteboard in discussions, etc.
  - [Kaltura](#): Become familiar with Kaltura's tools for video capture and video sharing.
  - You can register for training on Zoom and Kaltura [here](#). You can also:
    - Visit the Faculty Portal, <http://uma.edu/faculty>,
    - Email us at [uma-fdc@maine.edu](mailto:uma-fdc@maine.edu)
    - Call: 262-7979
    - Zoom: <http://zoom.us/j/2072627979>.

[Back to the Top](#)



- Contact the [Library](#) for sharing materials licensed by the library.
- Consider low-bandwidth options and ways of engaging with your students, for example using text-based discussion boards in Blackboard or collaborative document construction in Google Drive.
- Using tools supported by the University will help you comply with FERPA requirements as well as ensuring that your course materials can be accessible for all students

### **Will I need to adapt my content for remote delivery?**

Yes, in general you will want to think about organization, communication and access in addition to thinking about assessing learning and aligning your outcomes. As much as possible, try to think of what you can accomplish asynchronously, using other tools like Google Drive, Blackboard, and Kaltura as well as what is best communicated with your class in synchronous online meetings with Zoom. Keep in mind, many of your students may be limited to only a phone to access your course, so keeping content mobile-friendly should be a consistent consideration.

### **What else can I do now to prepare?**

- Practice alternative delivery methods of course content, discussions, assessments, and feedback.
  - If you're able to create a module of content in advance of a disruption, deploying these in your course allows for the students to gain familiarity with the tools in case they are needed later in the semester.
- Develop a plan for make-ups or alternate content if original content delivery becomes impossible (i.e. labs, service learning, field trips, site visits).
  - Explore virtual opportunities or simulations
  - Provide materials that would have been acquired to use in analysis (e.g., data sets, site specifications)

---

## **Course Content & Delivery**

### **To Start**

- Make some decisions about how your course will operate in the event of a disruption. These decisions should include:
  - How will you communicate during the disruptions?
  - How will you distribute documents, readings, videos, and other course content?
  - How will you and your students discuss topics?
  - How will the students collaborate and work together?
  - How will you assess the students?

### **Updating the Syllabus**

- Make sure your students have an electronic copy of the syllabus, and that they understand it may be updated in the event of a disruption.

[Back to the Top](#)



- An easy way to do this is to post a copy of your syllabus in the Blackboard course.
- You may want to include an addendum about what students may expect in the event of a disruption of normal class activities.
- You may also want to include an addendum to your attendance policy, and provide instructions for students in the event that they are no longer able to participate in your course in person.

## **Web Conferencing**

- This can serve as a substitute for an in-person experience with your students. It's important to keep in mind that successful web meetings require preparation by you and your students.
- The University recommends using [Zoom](#) for web conferencing. Zoom training is available on a regular basis and you can register for training on Zoom [here](#). Guides to share with your students are [here](#).

## **Class Meetings, Group Work, Discussions & Office Hours**

- There are a number of tools that may be used to hold synchronous or asynchronous conversations with students when you are teaching remotely.
- Synchronous Conversations:
  - [Zoom](#) can be used for class meetings, discussions, group work and office hours. It is important to remember that time zones may become a factor when you are teaching students at a distance. Consider offering several options or polling the class to find times that work for most people.
  - Hangouts or Google Chats provide a way to connect in real time with an individual or with a group. Students who are part of the group but not online at the time of the discussion will be able to read the transcript the next time they log in to their maine.edu account.
- Asynchronous Communications:
  - Announcements in Blackboard are an effective way to send information to the entire class at once. By selecting the "Send as an email immediately" when you create your announcement, your message will be sent as an email to all students enrolled in your class.
  - Discussion forums in Blackboard can be used for asynchronous communication between students. Depending on the bandwidth available, students can post a video response to the discussion forum as a way of sharing their perspective.
  - Google Drive documents, spreadsheets, and other items such as slides can be created and shared with a group of students. Tools for commenting, tracking changes, annotating and chatting are available within the documents and may be a good substitute for in person collaborations or group work.
  - Email can be used, of course, for communicating with individuals, groups, or with your entire class.

[Back to the Top](#)



## Working, Teaching, and Learning from home using GSuite. **Updated 3/16/2020**

- Check out the latest updates in our [Learning Center article on tips for working/teaching/learning remotely](#).

### Sharing Course Materials, Readings, and Lectures

- Course materials, readings or documents can be uploaded to Blackboard. Using an organizational structure that is connected to the way you have framed information in your syllabus can make finding information easier for your students.
- We recommend that faculty [link through the library](#) whenever possible because of accessibility and copyright considerations.
- Contact the [Library](#) for sharing materials licensed by the library.
- If you are not using Blackboard, readings or documents can be shared through Google Drive or as attachments to email. Again, link directly through the library.
- Course lectures can be recorded using a web camera or screen sharing a powerpoint with [Kaltura](#). These videos are easy to share online through Blackboard.
  - This same solution will work for student presentations, and information to share with your students about how to use Kaltura can be found [here](#).
- If you are using a textbook in your course, the publisher may provide resources for instruction that you have not used in your course. These resources may be worth investigating as you transition to teaching remotely, though it is important to note that some access may require your students to pay a fee.
- If you aren't using a textbook in your course, you may want to investigate some of the open source material available in a subject area, and use links to chapters or segments as a temporary source of information

### Assignments, Exams, and Grades

- Depending on your needs, you may need to create a space for students to submit assignments, papers, or projects online.
- The assessment tool set in Blackboard allows for multiple ways to create places for students to submit work. Faculty can evaluate the work and provide feedback and grades within Blackboard.
- Google Drive can be used as a depository for student work, and the tools of Google Drive enable commenting and chat features that can be used as feedback or collaboration tools.
- Student presentations can be recorded using a web camera or screen sharing a powerpoint with [Kaltura](#). These videos are easy to share online through Blackboard.
- Group presentations can be recorded with Zoom and either submitted to the instructor for review as an assignment in Blackboard or shared via Kaltura.
  - For peer feedback, these presentations can be shared with the rest of the class participants through a Discussion forum on Blackboard.
- Kaltura videos can be created with embedded quizzes.
- Exams or quizzes can be delivered through Blackboard.

[Back to the Top](#)





## Hands on Work, Lab Assignments

- Evaluate what part of the lab can feasibly be taken online. Are there video demonstrations you can use, or online simulations that can help students become familiar with the techniques involved.
- Can you analyze and interpret existing data and focus on presentation of these data while teaching remotely, and return to the technical hands-on skills needed to acquire data when the physical spaces become available. Can you provide a published data set for analysis and discussion?
- There are many virtual labs now that provide tools that can introduce many of the concepts of introductory laboratory courses. While these may not be exact replicas of the experiences you planned in your class, you may be able to find substitutes or alternatives from the models provided.

### – Multidisciplinary STEM sites

[MERLOT](#)

[Online Labs In:](#)

[Virtual Laboratories, Colorado](#) (Biology, Chemistry, Geology, Anatomy, Physics)

[PhET](#) (Physics, Biology, Math, Chemistry, Earth Science)

[NSTA Virtual Lab Collection](#)

### – Chemistry

[ChemCollective](#)

### – Biology

[HHMI Biointeractive](#)

[General Biology Labs](#) (Rutgers)

[McGraw-Hill Biology Lab](#)

### – Physics

[Technology Enabled Active Learning](#) (MIT)

### – Statistics

[Rice Virtual Lab](#)

## Field Trips, Service Learning

- If field trips or service learning opportunities were part of your original course design, they may no longer be an option. As you consider adapting your course, consider what you wanted the students to get out of the experience. Are there other ways to provide similar or adjacent experiences? Some tools and resources that may be beneficial to explore include:
  - Building Google Earth tours or having students create their own – here is a [tutorial on how to make your own virtual field trip](#).
  - Including documentaries, TED talks, or other pre-recorded material
  - Connecting your class with an expert in the field via Zoom as a guest lecturer.

---

[Back to the Top](#)



## **Additional Questions:**

### **What will my students need in order to access my adapted course?**

This all depends on your plans for how you will adapt your course when teaching remotely. Essentially, students will need to understand how you will communicate during the disruption, and they will need access to any tools or technology you expect them to use in your adapted course. Once you have a plan in place, communicate this plan to your students and ask for feedback if any of your plans create a hardship for a student or group of students.

### **What can I do to help my students during this transition?**

Keep in mind, that your students will be equally disrupted by a shift in pedagogical approach, along with the event that precipitated it. For many students, campus is a source of stability and safety. During this time, you may think about extending or offering additional office hours (virtually via Zoom) for your students to help them alleviate any anxieties or fears they have about expectations in the course or the disruption in general.

Be as transparent as possible with your students. Making your expectations clear, due dates, assignment descriptions, and mode of delivery will all help your students accomplish the learning activities asked of them. If you have not done so already, set norms for when and how you want to communicate, but also when they can expect to hear back from you.

In addition, think about ways you might provide flexibility in your assessments, providing options for students rather than strict requirements that depend on technology (e.g., allow them to submit a paper or a video assignment). Many of our students may face challenges with both technological requirements (doing all their work on cell phones) and bandwidth access. As much as you can anticipate this and build in flexibility it may help your students through the transition as well.

### **What will happen if you are unable to teach your course?**

- Everyone needs a backup plan. Your intentions for this plan should be discussed with your department.
- Consider the tools, services, and platforms you select so that you have support and backup.

## **Additional Considerations**

- Coordinate efforts within your department.
- Update your emergency information and make sure you are signed up for University of Maine Emergency Communication System. [Register for University.txt – Emergency Information](#)
- FERPA and accessibility still need to be considerations

[Back to the Top](#)



Visit the UMA Preparations and Planning for Covid-19 (Coronavirus) website for ongoing updates

<https://www.uma.edu/remote/>

[Back to the Top](#)

<http://uma.edu/faculty> - [uma-fdc@maine.edu](mailto:uma-fdc@maine.edu) - 262-7979 - Zoom: <http://zoom.us/j/2072627979>