

# Moving Your Courses Online in a Hurry

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When word came down that we were transitioning our courses online—*in a matter of days*—I knew that it would be impossible for me to develop a customized guide and tutorials for teaching online at this art conservatory in short order. So I turned to some of the excellent resources that are readily available, accessible, and shareworthy, created by people who are well qualified to develop them and who had the luxury of time to work thoughtfully and effectively.

As you explore what follows, keep in mind that teaching portions of a course remotely is not the same as teaching a fully online course. No one expects you to be able to transition everything in such a short period of time, nor do you need to. Do the best you can! Use these resources, as you have time, for ideas, considerations, and strategies to help you transition from in-person to online instruction.

Two points to keep in mind:

1. Students have various levels of technological ability; students' access to technology and the internet varies; students are used to working in a very different educational environment and may not have all the skills required for successful online learning; and students may feel overwhelmed in this transition online in several courses at once. You may need to guide them in terms of appropriate behavior, your expectations, and protocols required in your classroom. Providing structure to your classroom helps eliminate stress on students.
2. Instructors can experience isolation just like their students do when they move away from a face-to-face environment. You can address the stress of feeling like you're all alone and on your own by staying in regular contact with colleagues to ask questions and share ideas and concerns. And please do not hesitate to get in touch with me if I might help in any way.

Some basic advice (Center for Instructional Design, The University of Texas at El Paso)

- (1) Keep it simple. There are many exciting and effective online pedagogies, but now is not the time to try them all. Select a few tools and strategies that meet your learning objectives and stop there.
- (2) Keep it real(istic). You won't be able to replicate your on-campus class, and no one expects to you to. Similarly, don't expect your students to be able to manage everything they would have done in class.
- (3) Keep it flexible. Let your students know that you are figuring this out, and that you are open to their insight and feedback. Listen and take note when they tell you something is confusing or isn't working. And adapt/adjust if necessary. They will appreciate your honesty and will appreciate that you listen to their feedback.

- (4) Keep it to two. Consider selecting two items for each class meeting: content (reading, video, etc.) and engagement (discussion board, short assignment, quiz, etc.). The more you try to do, the more complicated things become, and the more there is for you to keep track of.
- (5) Keep the channels open. One of the biggest monkey wrenches to the course transition process will be confusion. Communicate with your students regularly through announcements and emails. Provide clear updates on how often you expect them to check-in, what you expect them to do, and when you expect them to do it. Provide them feedback as soon as possible so they don't feel like they are working in a vacuum.
- (6) Keep relationships a priority. Even though you are moving to an online format, you can still maintain a strong relationship with your students. Send regular announcements, friendly messages, and post encouraging, short videos. They are just as thrown off by this situation and will look to you to set the tone.
- (7) Keep it low stakes. We don't know how long this might last, but try not to make students responsible for high-stakes assignments right away. Low-stakes assignments, particularly in the first week, will provide students with work to do and not a lot of stress on getting it done right.
- (8) Keep your friends close. While we are practicing social distancing, set up a network of faculty you can communicate with regularly. Trade ideas and solve problems together.
- (9) Keep student success in mind. At the end of the course, no matter how it's delivered, we want our students to be successful. Plan with those goals in mind.
- (10) Keep all students in mind. Online instruction should focus on accessibility of the course to all students. Under these circumstances, that may be easy to overlook. Make sure videos have closed captions, graphics and text are machine readable and clear, and so on. Keep Universal Design Principles in mind.

## Select Resources

### Moving Online Quickly

[Please Do a Bad Job of Putting Your Courses Online](#), Rebecca Barrett-Fox

[Going Online in a Hurry: What to Do and Where to Start](#), Michelle D. Miller, Chronicle of Higher Ed

[Emergency Online Instruction](#) (Florida State University)

### General

[Getting Started: 7 Things to Consider](#) (University of Michigan)

[Ten Best Practices for Teaching Online: Quick Guide for New Online Faculty](#) (J. V. Boettcher)

### Technology

[Preparing to Teach Online](#) (Carnegie Mellon University)

[How to's for Teaching Online](#) (Carnegie Mellon University)

[Teaching in the Cloud: Leveraging Online Collaboration Tools to Enhance Student Engagement](#)

[Teaching Remotely: Tool Recommendations by Activity Type](#) (University of Michigan)

[Video Conferencing - How to Hold Zoom Conferences on a PC or Mobile Device](#) (Virginia Tech)

### Strategies

[Remote Teaching Strategies](#) (University of Michigan)

[Digital Labs and Simulations](#) (Vanderbilt University)

[Teaching with Blogs](#) (Vanderbilt University)

[Key Questions for Designing Online Discussions](#) (Brown University)

[Six Tips for Online Discussions](#) (Brown University)

[Discussions](#) (several from Faculty Focus)

[Online Teaching with the most basic of tools – email](#) (Morgan)

[Teaching and Learning Continuity](#) (Virginia Tech)

[COVID-19, Transitioning to Online Learning, and Emotions: Yours and Your Students'](#) (Lowney blog post)

### Accessibility

[Accessible Teaching in the Time of COVID-19](#) (A. Hamraie blog)

[What is Online Accessibility?](#) (University of Central Florida)

### Assessment

[Peer Assessment in Online Courses](#) (Brown University)

### For Students

[Adjusting Your Study Habits During COVID](#) (University of Michigan)

[8 Strategies for Getting the Most out of an Online Class](#) (Northeastern University)

[5 Tips for Online Student Learning Success](#) (Ohio State University)