

# TEACHING REMOTELY DURING DISRUPTION

<b>FOCUS ON CORE CONCEPTS</b> Prioritize essential course concepts. Assignments may take twice as long to complete off-campus during disruption.	 <b>SETTING UNREALISTIC GOALS</b> Course learning outcomes can be achieved without the same expectations regarding “classwork” and “homework.” Learning can be achieved and measured differently.
 <b>IDENTIFY LESSON OBJECTIVES</b> Make the purpose of each learning activity and assessment (formative or summative) clear.	 <b>REQUIRING LOTS OF WORK</b> Think quality, not quantity. Avoid assigning online activities just to tally credit hours.
 <b>PRACTICE TRANSPARENT DESIGN</b> Make the purpose and task for each activity clear. Specify steps and criteria for evaluation. Estimate time to complete.	 <b>LETTING STUDENTS FIGURE THINGS OUT</b> Instructions that are simple, vague, open-ended or overly-complex don't promote success in any modality.
 <b>COMMUNICATE CONSISTENTLY AND OFTEN</b> All instructions and assignments should be conveyed via the campus LMS (Canvas, Moodle, Blackboard). Communicate regularly using the same platform, and check-in with those who don't respond.	 <b>ADOPTING MULTIPLE NEW PLATFORMS</b> Experimenting with multiple new platforms, especially without guided instruction, can frustrate you and your students.
 <b>BE PRESENT FOR “OFFICE HOURS”</b> Do your best to be available by phone, Zoom, or email at specific, regular times to provide support, answer questions, and clarify assignments and feedback. Real-time human interaction will be helpful for your students.	 <b>EXHAUSTING YOURSELF</b>