CATL Weekly *Special Edition*: March 27, 2020

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Fri 3/27/2020 7:14 AM

CATL WEEKLY **UWL**
CENTER FOR ADVANCING TEACHING AND LEARNING

March 27, 2020

SUPPORTING OUR STUDENTS.

It's Friday. So far this week we have focused heavily on learning technologies and redesigning assignments for learning online. Today we'll focus on strategies and questions you have about supporting your students now and throughout online course offerings.

SUPPORT: TODAY AND THIS WEEKEND.

These are the drop-in hours and webinars CATL is hosting Friday, Saturday, and Sunday.
Note, we won't leave you next week. We're offering drop-in hours M-F 8-10am and 1-3pm.
Also note, most of the CATL Keep Teaching webinars were recorded. We add them as soon as we can. You can find them off the Keep Teaching site, under Additional Resources. UWL login required.

Join us.

- Keep Teaching Drop-In Hours
  Virtual Meeting
  - 7 a.m. to 5 p.m. Friday, Mar. 27

- Supporting Students in Online Courses, Now and Throughout
  Keep Teaching Webinar

- 9 to 10 a.m. Friday, Mar. 27
- What's on Your Mind? A summary and discussion
Keep Teaching Webinar
  - 2 to 3 p.m. Friday, Mar. 27
- Keep Teaching Drop-In Hours
Virtual Meeting
  - 7 to 11 a.m. Saturday, Mar. 28
- Keep Teaching Drop-In Hours
Virtual Meeting
  - 7 to 9 a.m. Sunday, Mar. 29
  - 7 to 9 p.m. Sunday, Mar. 29

ENGAGE NOW AND THROUGHOUT.

- Think about ways to respond to and engage with students in regards to course content. Create a mix of non-live/asynchronous options and optional live/synchronous options.
- As a reminder, synchronous options provide an engagement point with students that many (and you) might need. And, as a note of caution and a reminder to remain flexible, internet access will be an issue for many. Provide additional opportunities for students to interact with you and with content.
- Use Canvas discussions for course materials. But, also for open or more social opportunities. Create a 'Raise Your Hand' discussion to allow students a chance to ask a question about anything class related and/or 'Class Café' for interaction that is less formal.
- Offer to be there for the students and answer their questions. Listen, respond and follow-up later, if needed.
- Survey your students. What are their concerns? Do they have necessary hardware, software, and internet? Ask now. And ask again later in the semester.
- Use Canvas analytics to help inform you about student engagement. You can get information about their access to your course, in general, as well as access to specific content. Please keep in mind that data is refreshed every 24 hours.
- If you are worried about a student (they haven't been into the course site, they haven't responded to emails from you, etc.), call or email Student Life. Caring is key!

COMMUNICATION IS KEY.

Write and share clear expectations.

- Share your expectations with your students and encourage questions to make sure they are clear.
- Consider the 5Ws and include what you would say to them in class.
- Consider telling students why you are doing what you are doing for course content delivery and activities. Many instructors are doing things differently in terms of how you are approaching your course delivery. Explain why you are doing written lectures, why you are using discussions, why you changed an assignment, why you altered point values, etc.
- Use CATL or a colleague as an extra eyes on your expectations and directions.

Welcome a back message.

- Consider making a short (< 3 minute) welcome back video AND send a text-based email for your class. Include information about:
  - support -- a note about how we're all learning together, encourage them to ask questions, encourage them to advocate for their own learning, encourage them to talk to me and their other professors, etc.
  - big picture plans for the course -- a roadmap of the new course schedule/due dates, a rundown of the course layout, projects revisions, etc.
  - communication -- how and when you will be offering office hours, explain how and when students can reach you between office hours, share your anticipated response times to email or discussion boards, etc.

Some ideas and tips.

- Respond to all student inquiries in a timely fashion.
- Where possible, provide students a chance to practice using tools before they are graded with certain tools (taking quizzes, scanning and uploading, creating screencasts or videos, etc.).
- Consider offering students aids to help know what to do (and by when) each module or week of your course.
  - Write directions in various steps. Include information about what students can do each week to progress or prepare for larger projects.
  - Create a 'checklist' for students to use for each week.

- Use the [Canvas calendar](#) to additional dates, like office hours and ideal progress dates, and ensure assignment due dates are listed.
- Continue to create an [inclusive classroom online,](#) too. Address microaggressions in the online settings when they arise. Communicate with those most directly affected privately, as well.

RESOURCES TO SUPPORT STUDENTS.

These are resources created at UWL to support learners. Review them yourself and share them with your students.

- [Keep Learning](#)
- [Emergency Resources](#)
- [Murphy Library COVID-19 Resources](#)

Remember, we are all learning and we must remain flexible. Technology hiccups will happen. Be patient. Be accessible. Be supportive. Be engaged.

ASK ANY QUESTION.

When in doubt, ask! No question is a silly question. We're here for you!
Send us an [email](#) or [submit a question via our website](#). We are ready to respond.

- Are you overwhelmed by technology choices? Ask and we'll give you our opinion about what is best for your situation.
- Want to consider various approaches for an assignment or assessment? Ask and we'll help you brainstorm options.
- Want to know how to do something specific in Canvas? Ask and we'll walk you through it.

Visit our website
uwlax.edu/catl/

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