

LAFAYETTE

CENTER FOR THE INTEGRATION OF TEACHING, LEARNING, AND SCHOLARSHIP

Academic Continuity During Disruption

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Goal

The goal of this resource is to describe recommended practices for academic continuity when a face-to-face course can no longer be held on campus due to a disruption.

Introduction

Weather-related conditions such as snowstorms, as well as power outages, viral outbreaks, and other unforeseen events can result in the disruption of a face-to-face course. However, with advance preparation faculty can continue teaching and learning activities by establishing a clear plan of action. This can involve the use of independent learning activities, online tools for remote lecture and discussion, or other pedagogical strategies.

Preparations

- Devise a plan of action early.
- Consider using [Moodle](#) as a central place for class materials, assessments, and discussion forums. Alternatively, send instructions and course materials via email.
- Investigate holding live class sessions online using [Google Meet](#) or plan independent learning activities. Be sure to practice using the technology in advance with the students. [Getting Started with Google Meet](#)
- Communicate the plan for academic continuity to students. For instance, indicate classes will be held via Google Meet during the normal time, and/or students should read certain materials posted in [Moodle](#). Ensure that you are aware of all student accessibility needs, and in your plan, seek to accommodate students. Contact the [Academic Resource Hub](#) for consultation as needed (resourcehub@lafayette.edu).
- Ask students confidentially what technology (e.g. access to Wifi, a laptop, etc.) they have access to away from campus. Be prepared to accommodate students lacking access by offering alternative assignments (e.g. reading reflections in lieu of live online discussions, holding asynchronous online discussion opportunities, having flexible due dates for students with limited access to technology).
- Update the course syllabus to reflect changes to readings, assignments, grading policies, or the schedule, and communicate them with the class.

- The Libraries provide access to a [wide variety of digital resources](#) including ebooks, ejournals and streaming video for use in teaching. The Libraries can often arrange access to additional items, such as ebook titles, on request. Reference and consultation services can also be provided for students and faculty. Contact refdesk@lafayette.edu.
- Consider [recommended practices](#) for online teaching.

Recommended Teaching Practices

Course Lectures

Live

Using your regularly scheduled class time with students, meet online via Google Meet. See [Getting Started with Google Meet](#).

Pre-recorded, Self-created

Use video recording software like [Kaltura Capture](#) to record mini lectures (e.g. 10-15 minutes) and post them to Moodle. Mini-lectures can accompany other activities that engage students in learning the material.

Instructional Resources

Consider posting pre-made, high-quality videos and epublications already available online instead of creating them from scratch. Some resources include:

- [Academic Video Online](#) (wide-range of documentaries, informational videos and film)
- [edX Courses](#)
- [JOVE Science Education](#)
- [Lafayette Libraries Research Tools](#)
- [LinkedIn Learning](#)
- [MERLOT](#) (Online Courses, Online Modules)
- [MLA Digital Pedagogy Commons](#) (online course modules for Humanities)
- [National Science Digital Library](#)

Discussions

Live Video

Hold live class discussions via Google Meet during course time that use active learning strategies. See [Getting Started with Google Meet](#).

Live Chat

[Add a Chat activity](#) to Moodle for [the class to engage with one another](#) in real-time.

Online Discussion Forums

[Post a discussion forum](#) to Moodle for [students to engage](#) with a variety of topics. Consider using the CITLS resource on [classroom discussion](#) to generate questions and protocols that ensure students come to the discussion prepared, are reaching higher order thinking, and listening to one another.

Independent Learning Activities

Independent projects are a great way for students to engage with course concepts in times of academic disruption. If instructors want to assign low-tech projects in lieu of meeting online for class, it is recommended that the projects are well-defined and short enough for the time frame that students and instructors are not on campus. [This resource](#) describes independent assignments such as mini research papers, literature reviews, reading responses and other engaging projects.

Laboratory Courses

Consider using online simulations or virtual laboratories if they are available, or simulated data. There are various sites that contain simulations and virtual laboratories such as:

- [Ben Portal \(Simulations\)](#)
- [LabXChange](#)
- [PHET: Interactive Simulations for Science & Math](#)
- [Virtual Chemistry & Simulations](#)
- [Learn Genetics](#)
- [MERLOT Simulations](#)
- [National Science Digital Library](#)

Studio Courses

To the extent feasible, consider whether students can bring materials with them to work on projects. Additionally, projects may be assigned that utilize easily acquired materials.

Assessments

Various assessments can also be completed online. Keep in mind that because students will be completing assessments online they will likely have access to course materials and can potentially collaborate with fellow classmates. If students require accommodations for exams or quizzes, consider using online features that allow for extended time, or, alternatively, holding exams when the classes resume on campus. If

you have any questions regarding accommodations for exams and quizzes, please contact the [Academic Resource Hub](mailto:resourcehub@lafayette.edu) (resourcehub@lafayette.edu).

Below are several tools that can be used to design online assessments.

- [Moodle Quizzes](#)
Design and present quizzes or exams consisting of multiple choice, true-false, or short answer questions.
- [Moodle Assignments](#)
Students can upload files (e.g., papers) to satisfy an assignment that can be graded. Instructors can leave feedback through multiple means (e.g., written feedback, audio feedback).
- [Google Assignments](#)
Students can upload native Google Docs to satisfy an assignment and can be graded. Google Assignments allow instructors to leave feedback using comments native to Google Docs. Other file types can be submitted too.

Office Hours

Online office hours can be held using a web conferencing tool like Google Meet. Scheduling of office hours could be managed by leveraging [Appointments in Google Calendar](#).

Additional Support

Contact CITLS (citls@lafayette.edu) or Learning Research & Technologies (help@lafayette.edu) with any questions related to continuing teaching and learning activities online in the event of an academic disruption.