University of Kentucky Continuity of Instruction
Guidelines for Teaching During Disruptions or Closure

This document is presented as a starting place for colleges and other academic units to determine plans for continuing the instruction of courses if there were temporary disruptions to the academic schedule or a campus closure. Depending on the college's organizational structure and the nature of the disciplines/instruction in the college, some parts of the template may need to be adapted. If there are any questions, please contact Teaching, Learning, and Academic Innovation in the Provost Area at elearning@uky.edu *or current information about the University's overall response to COVID-19, please visit* https://www.uky.edu/coronavirus/.
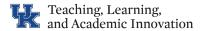
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1. Teaching During Interruptions

Student success is critical to UK's role as the state's flagship and public land grant university. In pursuit of that objective, especially during times when events and other phenomena disrupt our usual course delivery, we are called upon as educators to act with creativity, flexibility, and alacrity to ensure that our students are able to continue learning and making progress in their educations.

We also recognize that sudden, dramatic shifts in teaching can be confusing and frustrating. Courses may need to be pared down to their essential elements, and curricula may need to be revised. First and foremost, no one is alone in this endeavor; colleagues and support units in UK's teaching community are eager to help with questions and needs. As long as we keep the learning goals in mind, we can adapt to the situation.

2. For the Colleges

2A. College-Wide Survey for Faculty and Instructors

To get a sense of the colleges' needs with respect to training, resources, technology, communication, etc., we ask that all instructors submit responses to a brief survey at http://bit.ly/keepteachinguk by March 11. With this information, Teaching, Learning, and Academic Innovation will work with the colleges and other units to provide access to resources and other opportunities so that students continue learning and making progress.

2B. Checklist for Deans and Department Chairs

See the checklist attached with this guide.
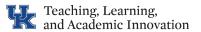
3. For Faculty and Instructors

3A. Expectations for Continued Instruction

Concerns about COVID-19 are, understandably, increasing among our campus community. President Capilouto is communicating regularly and updates can be found at www.uky.edu/coronavirus. At this time, faculty are expected to continue offering their courses as scheduled unless otherwise notified by University administration at the direction of President Capilouto.

In the event that course delivery is interrupted, faculty can expect support from Teaching, Learning, and Academic Innovation, as well as other units, to make the transition to remote delivery as smooth as possible.

3B. Quick Start Guide for Teaching Online

1. *Take an Inventory.* What do you and your students need to be successful for the rest of the semester? Are there equipment needs? Access to particular resources? What are the critical goals, activities, and assignments remaining for the course? What accommodations may be needed?

2. *Communicating with Students.* Communicate early and often with students, even if you don't have a complete sense of how things will work out. Communicate any changes regarding:
   a. Course Delivery Format
   b. Location of Resources and Course Information
   c. Expectations for Instructor and Student Communications
   d. Schedule and Deadlines
   e. Lessons, Activities, and Assignments
   f. Expectations for Assessment and Course Completion
   g. Course Policies and Procedures

3. *Post Key Materials.* Readings, notes, lectures, assignment instructions, rubrics, and other instructional materials in Canvas. They can be organized in modules. If appropriate, instructors can take advantage of existing educational resources (e.g., previous lecture capture recordings, open data or resources).

4. *Deliver a Virtual Lecture.* Using Zoom or YuJa Video Capture, lectures can be delivered to students during the class meeting time or recorded for students to study on their own time.

5. *Engage Students Virtually.* Canvas discussion and chat can be used to engage students with each other and the instructor. (And, you can use video, audio, and text to comment!) Zoom meetings with breakout rooms present ways to engage students, as do other platforms, e.g., OneDrive, Google Drive.

6. *Assessing Student Learning.* Quizzes and exams can be administered in Canvas, and students may submit assignments in an array of formats (or link to other locations, e.g., cloud storage via URL). Instructors can provide feedback and grades in the Canvas SpeedGrader. And, the rubrics feature makes it easy for students to know what to expect, and for instructors to grade efficiently. Automated and secure remote proctoring is available via Respondus.

7. *Regularly Checking for Accessibility*. Ally is a Canvas-based tool that provides three ratings (red, yellow, green) for the accessibility of Canvas content (e.g., ADA compliance). YuJa provides auto-captioning for videos. Depending on students' bandwidth, Internet access, and personal devices, some activities may not be as accessible. Keep in mind any accommodation letters provided by the DRC.

3C. Adapting Instruction for Remote Delivery

Depending on the scenario, there are several options for instructors to adapt course delivery online. The first critical distinction is between *synchronous* and *asynchronous* instruction.

Synchronous Instruction

Synchronous instruction is when all students and instructor(s) meet virtually at the same time, via Zoom or other live interaction platforms. (More on the platforms later.)

Asynchronous Instruction

Asynchronous instruction is when the instructor maps out a journey based on modules or time intervals (e.g., a week, two weeks) that students follow at their own pace with collective deadlines.

Synchronous and asynchronous delivery formats present benefits and challenges. Depending on discipline, curriculum, course, and activity, one or a combination of these formats may be the most appropriate in the context of the learning outcomes. For each solution, UK has a platform to facilitate it, starting with Canvas.

3D. Scenarios for Remote Delivery

Depending on the scenario, instruction may take one of many forms. In all cases, flexibility and patience will be important, as students will likely have different needs and challenges. Keeping things simple and keeping in mind the overall learning goals for the course will significantly help instructors make a smooth transition.
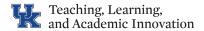
Increased and Prolonged Absences

In the case of campus remaining open, there may be an increase in the number and length of student absences. As much as instructors can, working with students to identify alternate pathways will be a way of ensuring continuity for those with excusable absences.

Short-Term Closure

Campus may close for a short amount of time (e.g., two weeks), after which courses may continue as normal (though, again, with the potential for increased or prolonged absences). Class meetings, content, and activities can be adapted via Canvas and Zoom.

Closure for the Semester

In addition to short-term activities and lessons, major assessments and course completion will need to be adapted for remote delivery. In some cases the format and type of assessments may need to be revisited, and instructors can work with students based on their needs (e.g., make-up exams, alternate assignments or deadlines). Keeping the coursework and curriculum simple will help students complete work.
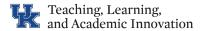
3E. Best Practices for Communicating with Students

1. *Communicate early, often, and with regularity*. This allows students to prepare and manage their expectations, and instructors can always indicate if more concrete plans are forthcoming.

2. *Establish clear expectations around communication.* Where should students expect communications from the instructor? (e.g., email, Canvas inbox, Canvas announcements, assignment feedback). When possible, it is best to keep communications to as few channels and locations as possible. In addition, how should students communicate with the instructor? What response time can students expect?

3. *Make communication efficient.* Establishing a class FAQ page or other resource that archives useful information and answers to common questions. Instructors can consolidate updates, responses, and other information via "digest" format in emails on a regular basis (e.g., daily).

4. *Hold regular office hours virtually.* Try to find times that reach the most students; this may involve alternating time slots. A variety of platforms can be used, from Canvas chat to Zoom conferencing. For the latter, a single conference room and stable link will serve for the remainder of the semester.

5. *Clarify where students can find readings, materials, and other resources* such as the library, tutoring, and IT assistance. Consider providing files in multiple formats (if possible) to account for a variety of technological and access issues. Try to keep file sizes small. Students will access materials using a wide variety of devices with a wide variety of capabilities.

3F. Best Practices for Technology Use

1. *Keep devices up to date.* Install all software and hardware updates for your devices, especially for programs that you use when teaching (e.g., web browsers). Work with your department or college IT support to identify needs and follow through with updates.

2. *Consider alternate forms of content delivery and learning activities*. Students may encounter issues with bandwidth, Internet access, device functionality, etc. When those issues arise, it is good to have a backup plan for how students can engage with the content or activities.

3. *Low-tech options work well in a pinch.* Tablets, laptops, and webcams can record lectures with clear (enough) picture and audio. Even more, low-tech delivery helps students with barriers to access.

4. *Take advantage of cloud storage.* Those who have not used the Microsoft Office365 (O365) apps via the web (or desktop apps) can log in with Link Blue credentials at http://office365.uky.edu. OneDrive provides helpful and secure cloud storage or backup for documents and more. Save backups for all important files and other assets for teaching.

5. *Take advantage of UK's video hosting and proctoring options.* In addition to Canvas and Zoom, UK has institutional access to YuJa, a video recording and hosting platform, as well as Respondus, which facilitates automated and secure remote proctoring of exams.

6. *Use secure channels if necessary.* Those who will need to request VPN (virtual private network) access should familiarize themselves with the new request procedure. Log in to the Account Manager to make the request. Assistance is available from the ITS Service Desk at (859) 218-HELP (4357).

3G. Additional Instructional Scenarios

Courses involving clinical education, embedded learning, labs, practicum, internships, performance, service learning, and other formats may present additional challenges for moving to remote delivery. While aspects of experiential learning cannot be reproduced as such in a virtual environment, instructors can reflect on goals for student learning and how alternative delivery formats might move students in the right direction.

1. Open access and proprietary software can provide simulations of lab environments and other experiential phenomena.

2. Open access and instructor-generated data sets (as well as case studies broadly defined) can allow students to perform their own applications, analyses, and interpretations.

3. Reflecting on previous experiences in an applied or situated learning scenario can allow students to evaluate meaningful concepts, methods, and other approaches.

4. Some presentations and performances may be delivered via Zoom or other video capture platforms.

5. Instructors may reflect on particular steps, concepts, methods, and challenges of experiential learning that can be targeted with an online assignment.

3H. Canvas Capabilities

As the University of Kentucky's Learning Management System (LMS), Canvas allows instructors to engage students remotely with a variety of learning and assessment activities. Log in at https://www.uky.edu/canvas/ and for more guidance contact elearning@uky.edu.

Instructional Content

Lectures, readings, media, and other content can be hosted on Canvas. Instructors may record a voice-over on a slide presentation in place of a lecture. They may post readings as PDFs or other file formats. They may link students to media content (e.g., videos, podcasts, web resources). All of this can be organized with modules.
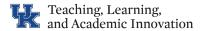
Student Interaction

Remote delivery doesn't mean that people stop interacting. In fact, Canvas provides several communication options for students and instructors. Discussion boards allow for rich exchanges via text, audio, and video posts (recorded directly into the interface, no additional software required). Google Docs can be embedded directly in the Canvas interface. Students may use the messaging feature to stay in contact with peers.

Course Communication

Instructors can use the Canvas messaging feature as well as the course announcements to keep students up to date in the event of a shift in instructional delivery. It will be important to establish clearly (and in multiple ways/locations) how students can expect communication to work. For example, if the instructor plans to use announcements for updates to deadlines and assignments, making that clear for students will go a long way.

Assignments and Exams

Students can submit assignments via Canvas, which can be easier for instructors to navigate than individual email attachments. Many file types can be uploaded, including URLs to files and media storied elsewhere (e.g., in cloud storage). When instructors create assignments in Canvas, they can also create a rubric that will make expectations clear to students and make grading easier (and faster!) for instructors. Exams and quizzes can be taken in Canvas, and automated remote proctoring can be enabled with Respondus.

Feedback and Assessment

The Canvas SpeedGrader makes feedback and assessment easy to navigate, especially with rubrics. Students may see their grade and feedback as soon as it is posted, and instructors can choose to send their final grades to the registrar via the Canvas grade book (or, alternatively, they may choose to enter final grades manually).

3I. Zoom Capabilities

Zoom web conferencing allows for real-time interaction in "rooms" of up to 300 people, which presents an ideal way to replace synchronous, in-person conversations with synchronous, remote conversations. Log in to Zoom at https://uky.zoom.us/ and contact elearning@uky.edu for more guidance on Zoom use.

Options for Web Conferencing

Participants in a Zoom conference may choose to "mute" and "unmute" their video and audio, which may be useful for larger classes and for students with limited bandwidth. In addition, students may call into a Zoom conference from their phones if they do not have access to a computer or an Internet connection at the time.

Interaction and Communication

In addition to the single conferencing room, the instructor may send students into "break out" rooms (which the instructor can navigate) for small groups and back into the larger room. The chat feature allows a live text-based channel of communication in addition to the spoken conversations.

Screen Sharing and Session Recording

Participants in Zoom conferences can share their screens with the room, which can be helpful for lectures (e.g., slides) and working through examples. The host of a Zoom session can choose to record it, which can be helpful for students who cannot access the session or who have to miss it. These can be linked in Canvas.

Purposes and Uses

Zoom rooms can be ideal spaces for delivering lectures, hosting office hours or Q+A sessions, doing group work, giving presentations with audience feedback, and having private conferences with individual students.

3J. Other Resources
1. Link to library resources: http://libraries.uky.edu/user_uploads/527_Proxies%20and%20Links.pdf
2. Distance Learning Library Sources: http://libraries.uky.edu/DLLS