



THE OHIO STATE UNIVERSITY

COLLEGE OF SOCIAL WORK



Continuity of Teaching

Using Technology in your Contingency Plan

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1 Create a Plan

Create a communications plan

Evaluate your readiness

Prepare to execute plan

2 Deliver Your Content

Asynchronous Instructional Options

Synchronous Instructional Options

3 Know Your Resources

To Communicate with Students

To Share Course Materials

To Get Help with your Course Under a Contingency Situation.

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Introduction

In our increasingly global and connect world, preparing for the unexpected is a vital piece of your teaching strategy. Should an emergency impact or interrupt the ability to come to class for a period of time, faculty are well-positioned by University tools and resources to minimize the impact of the event on students via your continued instruction via technology tools. The following guide and recommendations will assist you in your contingency readiness plan.

It is important to emphasize that traditional courses should only be taken to online format under specific circumstances, and you should look to your Dean and Administration on guidance for when the time prevails. Care should be taken, even in moments of emergency or duress, to ensure that the materials and instruction you provide, in any format, is accessible to all students.

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Step 1: Create a Plan

Create a Communication Plan to Stay Connected with Students

Communication is one of the most vital elements of any contingency planning. Ensuring that everyone is on the same page and being able to share updates and current plans will help minimize confusion so that you can focus on teaching.

1. Encourage your students to register for OSU Alerts. Information on Alert Notices is available at the [Department of Public Safety](#)
2. Encourage students to keep their contact information up to date.
3. At the beginning of the term, send your students a welcome email that includes your contact information. Suggest that they hold on to the message or add your information to their phones until the end of the course in case they need to get in contact with you.
4. Save student emails or phone numbers in a Word document or Spreadsheet to be sure you can contact them in an emergency but be prepared to properly dispose of the information according to FERPA after each term.
5. From the start of the semester, include a mini contingency plan to your learners as a basic classroom resource that prepares students with expectations and information on how to use some of the instructional tools online. Communicate to your students that class will continue and they are expected to keep up with their work. A mini contingency plan may look like:
In the event the physical classroom facility becomes unavailable, as determined by the University's administration, class will be conducted in a virtual (online) format. The University issues official disruption notifications through email/www/text notification/social media. When notified, use one of the following links to navigate to CarmenCanvas where you will find important information about participating in class:
 - Primary access link – <https://carmen.osu.edu/>
 - Secondary access link- <https://osu.instructure.com/>
 - Or use the Canvas Student App
6. Encourage students to store their class materials and personal work including syllabi, class schedule, all submitted materials, your feedback, and grades in at least one place outside of CarmenCanvas.
7. Record contact information of the key colleagues in the college (for example, program directors, associate dean, educational technology staff), including names, email addresses, and phone numbers.
8. If you have students with disabilities, ensure that you understand how to meet their needs. Work with the College of Social Work Educational Technology team and Student Life Disability Services to be prepared to avoid or remediate any accessibility problems that would impact student learning.

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Evaluate Your Readiness

Those who teach traditional face-to-face courses may not use the technology required in case the need arises. Once you understand what tools are available after reading the rest of this document, ensure that you know how to use everything you would need and make plans to try out or to a “practice drill” with students as well.

1. Learn to use Ohio State supported tools, especially if you don't use them in your normal teaching (available tools located in the resource section below).
2. Be prepared to convert synchronous activities into asynchronous activities to ease scheduling challenges. While doing so, ensure that the new asynchronous activity promotes the same learning outcomes. This can include rearranging course activities if needed to delay those activities where face-to-face interaction is most crucial or choosing to replace face-to-face interactions with online equivalents. Have alternate assignments on the ready.
3. Conduct a “practice drill” which will help you prepare to access all vital university systems from home.
 - a. Include as many students as possible and try to practice with your Students in a quick Zoom session before it may be needed to ensure that everyone knows how to use it.
4. Focus on learning outcomes and keep students moving toward those outcomes. Avoid "busy work" that you otherwise would not include in your course.

Keep Carmen Up To Date

One of the most important preparations you can make is to keep your Carmen course up to date. Not only is this better for your student experience, but it will also enable a different instructor to continue your course should you be unable to.

1. Maintain current and accurate grades in Carmen as you teach.
2. Upload copies of course materials
 - a. Hint: You can keep materials Unpublished to keep students from accessing materials until you are ready

Prepare to Execute Plan

It is important to “be prepared” at all times. As you work throughout the semester or prepared for an upcoming semester, keep the following in mind:

1. Review Syllabus and course materials for what might need to change
 - a. Add your course policies to your syllabus on how you will continue instruction in the event of emergencies and disasters.
 - b. Add your contingency plan to your attendance policy allowing for emergencies and disasters accommodating individual student situations.
 - c. Review your class materials and types of in-class activities. Do you have presentations? Group Discussions? You may need to change the way these materials are presented and points are distributed, or how you are grading them.

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- d. If you believe a crisis is imminent, or you like to be prepared, consider adapting your materials ahead of time for online delivery:
<http://www.facultyfocus.com/articles/online-education/adapting-powerpoint-lectures-for-online-delivery-best-practices/>
2. Back up your teaching materials including the Syllabus, lecture files and notes, discussion or forum topics, assignments with instructions, and any files students need to at least on place outside of CarmenCanvas. You can use BuckeyeBox, network storage or a college-owned computer.
3. Prepare to actively respond when a disruption of class time occurs
 - a. Identify what you will be able to accomplish given the time constraints and technological issues.
 - b. Prioritize what you need to adapt and start to understand *how* you will adapt
 - c. Incorporate Strategies you have learned from this document and linked resources to rapidly adapt to online learning
 - d. Keep lines of communication open with Students via CarmenCanvas, Email, and Phone
 - e. Set expectations as to how often or how quickly you will respond or be in communication

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Step 2: Deliver Your Course Content

When you are rapidly shifting your traditional course into an online course, you will need to consider both asynchronous and synchronous options. Synchronous learning is most closely related to traditional classroom environment. Students and faculty gather together online at a specific time using a tool like Zoom. Asynchronous options are more flexible but also may be more time-consuming to build and to adapt into a course intended for face-to-face delivery.

Synchronous Options

1. CarmenZoom is your best option for an online synchronous course. CarmenZoom will allow you to share your screen as well as audio and video with students, even if they only have basic telephone access. Additionally, CarmenZoom meetings can be recorded to increase flexibility for those with limited connectivity.

Asynchronous Options

1. Keep things phone-friendly! Download the OSU and Canvas Student apps and see how your course works on the phone.
2. During times of massive power outages, understand that students may not have access to networks so please be flexible with deadlines and expectations.
3. Use and post all materials on CarmenCanvas. CarmenCanvas has many tools that you can use in your teaching and here are some popular ones you can use for your contingency online teaching sessions.
 - a. [Syllabus](#): Use this tool to share your printable syllabus. This tool will also display calendar events, grade distribution methods, as you add timed or gradeable events in your course.
 - b. [Assignments](#): Use this tool to collect student assignments, including documents, links, videos. You can then use SpeedGrader to grade them with rich annotations and media comments. Click the links for the official Canvas Guides on [Assignments](#) and [SpeedGrader](#).
 - c. [Quizzes/Exams](#): Use this tool to design your quiz or tests. You can scramble the questions and/or answers, time each attempt, assign password for access, etc. In a contingency situation, have question banks prepared. Click the link for the official Canvas Guide on [Quizzes/Exams](#).
 - d. [Carmen Discussion](#): Adapt some of your lecture to an online Discussion via [CarmenCanvas](#). For the official Canvas Guide on using Discussion, visit: <https://community.canvaslms.com/videos/1109-discussions-overview-instructors> . You will likely receive some individual requests for information that could be useful to all your students, so consider creating a Frequently Asked Questions discussion thread and encourage your students to check there for answers before emailing you.

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- e. Modules: Decide upon learning activities that will enable students to meet the stated objectives. Click the link for the official Canvas Guide on [Modules](#). Examples of module use might include:
 - i. Reading a chapter of a textbook or peer-reviewed article
 - ii. Watching a video or recorded mini-lecture
 - iii. Participate in a discussion
 - iv. Complete an online activity, assignment, or quiz
- f. [Inbox](#): You can use Inbox to communicate with individual students or groups of students without having to create folders and enter email addresses in your regular email.
- g. [Announcements](#): This is a feature you can use to send out information to the entire class. This information will be sent directly to student's via email as well.

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Step 3: Know Your Available Resources

a) **Keep Teaching Ohio State Guide**

- keep-teaching.osu.edu

b) To Communicate with Students...

- [Carmen Announcements](#)
- [Class Roster Email](#)
- [Carmen \(Resource Center\)](#)
- [Zoom \(Resource Center\)](#)
- [u.OSU Blogs \(Resource Center\)](#)

b. To share course materials...

- [Carmen \(Resource Center\)](#)
- [Mediasite Lecture Capture \(Resource Center\)](#)
- [Zoom Web Conferencing \(Resource Center\)](#)
- [Secured Media Library \(Resource Center\)](#)
- [Copy or Share Canvas Content](#)

c. To get help with your course under a contingency situation

- Reach out to your CSW EdTech Team at CSWEdTech@OSU.edu
- Share the Ohio State Online Tips to your Students: <https://online.osu.edu/5-tips-online-student-learning-success>