

<p style="text-align: center;">Recommendations for Flexibility within Teaching Modalities</p> <p><i>TILT provides this set of recommendations knowing that each instructor's context is unique and personal. Ultimately, instructors need to determine which instructional strategies and platforms/technology work best to advance student engagement and learning while balancing practical issues and health/safety concerns.</i></p>	Face to Face	Hybrid	Fully Online
<p>Be kind and compassionate to yourself and your students</p> <p>These are trying times. Recognize that there will be a need for flexibility in many aspects of leading a course. It is possible that you and/or your students will be absent for up to two weeks at a time to get well or care for others.</p>	x	x	x
<p>Plan for connecting and checking in with students more often</p> <p>Connect and check in with students more often than in the past. Consider adding a few brief video announcements (remember to provide a script or captioning) to your course canvas shell. Pay attention to engagement patterns in your students' communication and reach out via Canvas or email, particularly those you've not heard from in a week.</p> <ul style="list-style-type: none"> ● Be intentional in creating a positive and supportive Classroom Climate ● Professors Share Ideas for Building Community in Online Courses ● Consider using groups in Canvas to promote community. ● Incorporate practices to build a positive classroom climate 	x	x	x
<p>Be aware that inclusive teaching practices are more important than ever</p> <ul style="list-style-type: none"> ● Online Teaching Strategies from the Vice President of Diversity Office at CSU. ● The TILT Teaching Effectiveness Framework: Inclusive Pedagogy 	x	x	x
<p>Establish class and group norms</p> <p>Create class norms at the outset of the semester and revisit those at some regular interval. Additionally, recognize that there will be different levels of anxiety for both students and instructors related to COVID. Consider selecting norms due to COVID. For example, no jokes, facial coverings, social distance, respect for each others' comfort level, etc.</p>	x	x	x
<p>Consider the student products/assessments expected</p> <p>What is most practical and engaging while demonstrating student competencies (papers, discussions, videos, performances, etc.)?</p> <ul style="list-style-type: none"> ● The TILT Teaching Effectiveness Framework: Feedback and Assessment ● Classroom Assessment Techniques 	x	x	x
<p>Build in accessibility and accommodations strategies right from the start</p> <ul style="list-style-type: none"> ● Student Disability Center ● Assistive Technology Resource Center ● Canvas Recommendations 	x	x	x

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<p>Be respectful of, and attentive to, varying levels of access to technology Check in with students on their circumstances if they are willing to share. Offer alternatives to assignments if tech is a problem.</p> <ul style="list-style-type: none"> • Talk to your Canvas Coordinator • Visit the Keep Teaching Site • Identify technology that serves the purpose for the semester and be consistent in its use 	x	x	x
<p>Recognize that there will be less instructional time available in face to face settings due to logistics (particularly early on) so establish routines right from the first day Plan for consistency in classroom routines related to COVID - Identify classroom routines related to cleaning, seating arrangements, facial coverings, obtaining materials due to absences, etc.</p>	x	x	
<p>Identify when it makes the most sense for content to be online vs. face to face to maximize active learning</p> <ul style="list-style-type: none"> • What classroom activities can be completed in a video meeting or via Canvas that would be limited if you meet in a socially distanced classroom? • Which instructional strategies can be used in a face to face setting that <i>cannot</i> be done in video meetings or Canvas? Use face to face time for those purposes (group report outs to the class, real time peer feedback, doing labs or performances, etc.). • What learning experiences need to be done in a face to face setting that <i>cannot</i> be in video meetings or Canvas? 	x	x	
<p>Be prepared to transition to a fully online experience Because it is possible that might be the situation. If/when students can be face to face, the modifications of instruction to that modality is easier than planning for face to face and having to scramble if campus becomes closed. Teach Anywhere Online Toolkit</p>	x	x	
<p>Refine online synchronous skills In some cases, synchronous events will be more efficient, so use technology to best support student learning. Consider not using synchronous time for lecture so that time can be used for engaged learning activities like those listed below. Remember that synchronous events need to be recorded and shared with students who are not present.</p> <ul style="list-style-type: none"> • Keep synchronous lectures to less than 10 minutes. • Put the learning into action through real world applications. • Use synchronous time for breakout groups, projects, etc. • Recognize that someone or some groups cannot be synchronous. Record the synchronous event. • Determine how recorded content will be made available afterward. 		x	x