

<p style="text-align: center;"><b>Recommendations for Flexibility within Teaching Modality</b></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><b>Be kind and compassionate to yourself and your students</b></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>	✓	✓	✓
<p><b>Flexibility is key</b></p> <p>Recognize that there will likely be a need for flexibility in the upcoming semester.</p> <ul style="list-style-type: none"> <li>• Consider workload and due dates as students navigate the dynamic circumstances associated with the pandemic (e.g., illness, ill family members, extra work hours, etc.). Assess which course objectives could still be achieved by streamlining homework, assignments, etc. For example: <ul style="list-style-type: none"> <li>○ Allow for a dropped quiz and/or homework assignment in your grading scheme.</li> <li>○ Provide one opportunity for an assignment revision during the semester.</li> <li>○ Consider homework length. A student can show concept mastery after completing 5 homework problems; 20 is not necessary.</li> </ul> </li> <li>• Be flexible about students' camera use and consider allowing students to keep cameras off as they may feel self-conscious about their surroundings.</li> </ul>	✓	✓	✓
<p><b>Plan for connecting and checking in with students more often</b></p> <p>You may need to check in with students more often than in the past.</p> <ul style="list-style-type: none"> <li>• Be intentional in creating a positive and supportive <a href="#">Classroom Climate</a> <ul style="list-style-type: none"> <li>○ <a href="#">Incorporate practices to build a positive classroom climate</a></li> <li>○ <a href="#">Professors Share Ideas for Building Community in Online Courses</a></li> </ul> </li> <li>• Consider adding a few brief video announcements (remember to provide a script or captioning) to your Canvas shell.</li> <li>• 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.</li> <li>• Consider using <a href="#">groups in Canvas</a> to promote community.</li> </ul>	✓	✓	✓
<p><b>Be aware that inclusive teaching practices are more important than ever</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Online Teaching Strategies from the Vice President of Diversity Office at CSU</a></li> <li>• <a href="#">The TILT Teaching Effectiveness Framework: Inclusive Pedagogy</a></li> </ul>	✓	✓	✓
<p><b>Establish class and group norms</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Co-create class norms</a> at the start of the semester and revisit them at regularly.</li> <li>• Consider incorporating COVID-related norms.</li> </ul>	✓	✓	✓

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<p><b>Consider adding variety to student products and assessments</b></p> <p>Identify the most practical and engaging activities and assignments (papers, discussions, videos, performances, etc.) for students to demonstrate competency and/or mastery.</p> <ul style="list-style-type: none"> <li>• <a href="#">The TILT Teaching Effectiveness Framework: Feedback and Assessment</a></li> <li>• <a href="#">Classroom Assessment Techniques</a></li> </ul>	✓	✓	✓
<p><b>Build in accessibility and accommodations strategies right from the start</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Student Disability Center</a></li> <li>• <a href="#">Assistive Technology Resource Center</a></li> <li>• <a href="#">Canvas Recommendations</a></li> </ul>	✓	✓	✓
<p><b>Be respectful of, and attentive to, varying levels of access to technology</b></p> <p>Check in with students on their technology situation. Offer alternatives to assignments if technology is a problem.</p> <ul style="list-style-type: none"> <li>• Talk to your <a href="#">Canvas Coordinator</a></li> <li>• Visit the <a href="#">Keep Teaching Site</a></li> <li>• Identify technology that serves the purpose for the semester and be consistent in its use</li> </ul>	✓	✓	✓
<p><b>Look for ways to reduce the cost of student materials</b></p> <p>Consider using free <a href="#">Open Education Resources (OER) or low-cost textbooks</a> available through CSU's membership in the Unizin Consortium and the <a href="#">Bookstore's Inclusive Access Program</a>.</p>	✓	✓	✓
<p><b>Rethink the use and name of "office hours"</b></p> <p>Make office hours accessible and inviting to all students.</p> <ul style="list-style-type: none"> <li>• Provide an agenda for weekly office hours so students know why they should show up.</li> <li>• Consider renaming them "review session" or "student success hours."</li> <li>• Hold office hours in Teams, the LSC, or on the Oval, making students more comfortable.</li> <li>• Use a free scheduling service like <a href="#">Calendly</a> so students can book appointments with you automatically (to reduce the amount of email you get trying to schedule meetings with you).</li> <li>• Remind students about your office hours each week as you end class</li> </ul>	✓	✓	✓
<p><b>Recognize that there will be less instructional time available in face-to-face settings due to COVID logistics.</b></p> <p>Establish routines on the first day of class.</p> <ul style="list-style-type: none"> <li>• Identify classroom routines related to cleaning, seating arrangements, facial coverings, obtaining materials due to absences, etc.</li> </ul>	✓	✓	

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<ul style="list-style-type: none"> <li>Be patient and persistent in establishing routines.</li> </ul>			
<p><b>Identify when it makes the most sense for content to be online vs. face-to-face to maximize active learning</b></p> <ul style="list-style-type: none"> <li>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?</li> <li>Which <a href="#">instructional strategies</a> 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 (e.g., group report outs to the class, real time peer feedback, doing labs or performances, etc.).</li> <li>What learning experiences need to be done in a face-to-face setting that <i>cannot</i> be in video meetings or Canvas?</li> </ul>	✓	✓	
<p><b>Refine online synchronous skills</b></p> <p>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 engaging learning activities.</p> <ul style="list-style-type: none"> <li>Keep <a href="#">synchronous lectures</a> to less than 10 minutes.</li> <li>Put the learning into action through real world applications.</li> <li>Use synchronous time for breakout groups, projects, etc.</li> <li>Recognize that someone or some groups cannot be synchronous. Record the synchronous event.</li> <li>Determine how recorded content will be made available afterward.</li> <li>Remember that synchronous events need to be recorded and shared with students who are not present.</li> </ul>		✓	✓