Preparation Guide for Remote Teaching

Teaching during times of potential disruption requires creative and flexible thinking about how instructors can support students in achieving essential core course learning objectives. This document offers suggestions for instructors at Millersville University looking to continue offering a student-centered learning experience in a remote or online learning environment.

How you can best support your students during times of disruption:

Be Flexible.

While the process will no doubt feel unfamiliar and at times possibly frustrating, try as much as possible to be patient. There will always be hiccups, but times of disruption are, by their nature, disruptive, and everyone expects that. Be willing to switch tactics if something isn’t working. Above all, stay focused on making sure the students are comfortable, and keep a close eye on the course learning goals--while you might not be able to teach something exactly the way you imagined, as long as you’re still meeting the learning goals of the course, you’re doing fine.

Utilize University Support Resources.

Millersville already has abundant support resources for both instructors and students who want or need to utilize the instructional technologies available to our University community. Take a little time to familiarize yourself with the self-help resources on our “wiki”, the processes for requesting technical support, and the specific resources developed to quickly guide you toward getting started with remote teaching. This will enable you to direct students to appropriate resources and request assistance when you need it, relieving some of the discomfort that inevitably arises when learning how to use unfamiliar technologies.

Communicate Effectively.

Creating and maintaining effective pathways for communication with your students will be essential as you adapt course activities, share course materials and even alter assignment criteria to make the best use of remote teaching tools while still meeting the course learning goals. Reach out to students as soon as possible with information regarding expectations for remote course participation, changes to course activities and assignments and links to appropriate supports.

Where to Begin

- Captioning or transcribing videos and events
- Creating and sharing video content
- D2L Basics Instructor Task List
- Potential Resources for Transitioning Labs to Remote Delivery
- Student Presentations
- Synchronous vs. Asynchronous Class Sessions
- Tips for Running Synchronous Zoom Sessions
- Using D2L as a hub for course activity and communication
- Using the Zoom online meeting tool for office hours or advising
- Using the Zoom online meeting tool for Synchronous course meetings

Remixed from Teaching Effectively During Times of Disruption, for SIS and PWR by Jane Cohn and Beth Seltzer, Stanford University. This work is also under the same CC licenses.