Transitioning to Online Teaching During COVID-19
Compiled by Dr. Kisha G. Tracy (Fitchburg State University)
Available for International Society for Exploring Teaching and Learning (ISETL)

General
- Remote Academia 2020 Reading List
- Online Pedagogies (Gender Studies, The University of Hong Kong)
- Teaching Effectively in Times of Disruption
- Thoughts and Resources for Those about to Start Teaching Online Due to COVID-19
- Online?...Just in Time! (Global Society of Online Literacy Educators)
- "Keep Teaching" (University of Nebraska-Lincoln)
- Humanizing Online Teaching
- Remote Teaching Resources for Business Continuity
- Tips from Faculty for Quickly Preparing to Teach Online (NC State University)
- Preparing to Teach Remotely (Johns Hopkins University)
- Online Teaching: Suddenly Moving On-Ground Courses Online
- Completing a Face-to-face Course Online Following a Campus Mandate
- 9 Things You Can Do Right Now to Support Students Through the COVID-19 Epidemic
- Advice for College Teachers Moving Online Quickly
- Moving Classes Online on Short Notice: Some Strategies
- Facilitating Remote Discussions: a guide for faculty
- Quality Matters Remote Instruction Checklist
- Responding to Novel Coronavirus: A Faculty Triage Guide for Decision Making
- H-Net's Repository of Resources for Teaching Online
- Association of College and University Educators Online Teaching Toolkit
- How to move your university course online: practical tips at the time of the coronavirus crisis (video)
- *The Chronicle of Higher Education: Moving Online Now*
- Low-Tech Remote Teaching Solutions
- Making the Transition to Online Learning

Articles
- Going Online in a Hurry: What to Do and Where to Start
- Moving a Face-to-Face Course Online without Losing Student Engagement
- Transforming Your Online Teaching from Crisis to Community
- 'Panic-gogy': Teaching Online Classes During The Coronavirus Pandemic

Library/Fair Use

- COVID-19, Copyright, & Library Superpowers (Part I)
- A Crisis - as in School Closure During Coronavirus - Justifies Fair Use, Say Librarians
- Public Statement of Library Copyright Specialists: Fair Use & Emergency Remote Teaching & Research
- TEACHing from a Distance and Copyright Considerations
- Databases
  - JSTOR
  - Project Muse

Accessibility/Inclusivity
- ADA Compliance for Online Course Design
- Association on Higher Education and Disability Coronavirus Resources
- Accessible Teaching in the Time of COVID-19
- TransCrip Teaching Tips During COVID-19
- How to Close Colleges without Hurting Vulnerable Students
- I'm Worried … Higher Education Isn't Focused at all on COVID-19's Psychological Toll
- 20 Tips for Teaching an Accessible Online Course
- Please do a bad job of putting your courses online
- Inclusive Approaches to Support Student Assignments During Times of Disruption (Brown University)
- Inclusion, Equity, and Access While Teaching Remotely (Rice University)
- Teaching with Compassion and Focus amid Disruption
- Reimagining A Feminist Virtual Classroom Amidst a Global Pandemic
- Time That Require Greater Care: Ethos in Online Learning
- National Deaf Center COVID-19 Information
- National Association of Interpreters in Education Announcement: Preparing Educational Interpreters for Distance Learning
- Planning Questionnaires
  - Are Your Students Prepared for a Fully Online Course? Find Out By Asking Them. (includes sample questionnaire)
  - COVID-19 planning questionnaire template
  - Copy of Online Accessibility Survey
- Digital Divide
  - Making the All-Online Transition Across the Digital Divide
  - Why I'm Not Recording or Streaming Lectures
  - What "Distance Learning" Looks Like for Students without Computers or Wi-Fi
- Trauma/Stress
  - CDC Coronavirus Disease 2019: Managing Anxiety and Stress

Advice from/to Students
- Thread (Twitter)
- Pivot to Online: A Student Guide
- Tips for Learning in Disruption
- Getting Started with Zoom (Students)
- Advice to students who unexpectedly enrolled in an online university
- Infographic/Meme at End of Document
- Mental Health
  - Mental Health Break 2020

- Mental Health Break

Online Platforms/Tech
- [Videoconferencing Alternatives: How Low-Bandwidth Teaching Will Save Us All](#)
- [Visual Collaboration Cards for Online Meetings](#)
- [Tech against Coronavirus](#)
- [16 Free Resources for Schools Who Are Closing Due to Coronavirus](#)
- [Adobe Enables Distance Learning Globally for Schools Impacted by COVID-19](#)
- [Enabling student access to Creative Cloud during COVID-19 campus closures](#)
- [Open Educational Resources Commons](#)
- [What Can YouTube Teach You about Creating Videos for Students?](#)
- [Instructional Continuity (MIT)](#)
- [Resources for Online Meetings, Classes, and Events](#)
- Individual Platforms:
    - [Zooniverse](#)
    - [Beagle (student-led exercises)](#)
        - [Helping Students Tackle Complex Research Questions](#)
    - [EdPuzzle](#)
    - [Padlet](#)
    - [TEDEd](#)
    - [My Homework App](#)
    - [Zoom Web Conferencing (Fitchburg State)](#)
    - [Blackboard Webinar Training Series: Accelerate Your Transition to Remote Instruction (Mar 17-25)](#)
    - [Blackboard Exam Converter](#)
    - [How to Record Narration for a PowerPoint Presentation for Dummies](#)

Discussion
- [Five Ways to Promote Student Autonomy in Online Discussions](#)
- [Facilitating Remote Discussions: a guide for faculty](#)

Organizations/Groups/Hashtags
- [Instructional Design Emergency Response Network](#)
- [Remote Teaching Resource Group (Facebook)](#)
- [Pandemic Pedagogy (Facebook)](#)
- [#covidcampus (Twitter)](#)
- [Keep Teaching: Resources for Higher Ed](#)

Publishers
- [Education Companies Offering Free Subscriptions Due to School Closings](#)
- [VitalSource](#)
- [MOOC providers offer some free course access amid coronavirus outbreak](#)
- [Wiley](#)
- [Pearson](#)
- [Broadview](#)
- [Oxford](#)
- [Penguin Random House](#)
- [Cambridge](#)

Advising
- [Academic Advising Response to COVID-19 in the U.S. (NACADA The Global Community for Academic Advising)](#)

Discipline-Specific

Anatomy and Physiology
- [Zygote Body 3D Anatomy Online Visualizer](#)
- [Crash Course Anatomy and Physiology](#)

Art/Art History
- [Smart History](#)
- [12 Famous Museums Offer Virtual Tours](#)
- [Ultimate Guide to Virtual Museum Resources, E-Learning, and Online Collections](#)
- [19 immersive museum exhibits you can visit from your couch](#)
- [Social Distancing Festival](#)
- [Teaching Art Online Under COVID-19](#)

Biology
- [Virtual Biology Lab](#)
- [MERLOT](#) (offers a collection of virtual labs and interactive exercises in a variety of SSE disciplines)
- [PHET](#) (offers interactive simulations that allow students to vary parameters (limited collection focused primarily on introductory courses)
- [LabXchange](#) (just released a suite of lab simulations with assessments that focus on basic molecular biology techniques (Harvard)
- [Journal of Visualized Experiments](#) (offers thousands of videos of experiments)
- [iBiology](#) (has several courses in biology, biotechnology, and bioengineering)
- [National Science Teaching Association Virtual Labs Biology Collection](#)
- [Qubes: Teaching Quantitative Biology Online](#)

Chemistry
- [Online animations, videos, simulations, & demos](#)
- [American Chemical Society](#)
- [Virtual Labs in Chemistry](#)
- [Online Resources for Organic Chemistry](#)
- [American Association of Chemistry Teachers Unlocked Resources through March 31](#)

Creative Writing
- [Teaching Creative Writing Online? Some Tips](#)

Disability Studies
- [Critical Disability Studies: Thinking Critically about COVID-19 Resource Page](#)

Ecology/Environmental Sciences
- [Ecology and Environmental Science Materials for Teaching Online](#)

Education
- [Early Childhood Online Resources](#)

English Studies

- [National Council of Teachers of English Resources for Virtual Instruction and Online Learning](#)
- [Modern Language Association: Bringing Your Course Online](#)

Forensics
- [FirearmsID](#)

Geology/Geosciences
- [Virtual Geology Resources](#)
- [Teaching Geosciences Online (Carleton College)](#)
- [Geoscience Online Teaching Resources](#)

History
- [Articles/Podcasts (Dr. Kate Jewell)](#)
- [How Can Educators Use Podcasts in Teaching? (Footnoting History)](#)
- [Remote Learning in History Spring 2020](#)
- [US History COVID-19 Response Online Pedagogy Ideas Shared](#)
- [Free History Comics](#)
- [The Show Must Go On: American Culture in Times of Crisis](#)
- [American Historical Association Perspectives on History: Transitioning to Online Teaching - A How-To Guide](#)
- [Teaching United States History: Teaching Online](#)
- [Teaching History and Archaeology Online: The Response to a Global Pandemic](#)

Humanities
- [Online Teaching: Online Content Using Open-Access Resources](#)
- [Humanities Coronavirus Syllabus](#)
- [Suddenly Trying to Teach Humanities Courses Online?](#)

Languages
- [¡HABLAMOS! Conversations on Teaching, Learning and Bilingualism](#)

Math
- [Math Educators Online Learning Collective (Facebook)](#)

Media
- [Resources for Teaching Production Courses Online in Case of Emergency](#)
- [Professional & Technical Communication COVID-19 Teaching Resources](#)
- [Making Senses of Coronavirus through Media and Storytelling](#)
- [National Communication Association Online Learning Resources](#)
- [Where to find vetted information about Coronavirus and other health issues](#)

Music/Dance
- [Resources for Moving Dance-Based Pedagogy Online](#)
- [FlipGrid.com](#) (allows a teacher to post a written prompt, and then students upload video responses)
- [Noteflight.com](#) (free online music notation tool)
- [Trainer.ThetaMusic.com](#) (online music theory computer games)

- RapAnalysis.com (rap music analysis)
- Top40Theory.com (pop music analysis)
- MusicTheoryBridges.wordpress.com (analyses of popular music)
- Artusi (making their music theory software available for free for this semester to any institution required to move to all online instruction because of Covid-19)
- [Metropolitan Opera to Offer Up "Nightly Met Opera Streams"](#)
- [So You Need To Teach Online: Music History and Music Theory Edition](#)

Physical Education/Health
- [Shape America COVID-19 Resources](#)
- [Physical Education Central Videos](#)

Physics
- [PhysPort: "I suddenly have to move my face-to-face physics/astronomy course online! What should I do?"](#)
- [Physics in Motion](#)

Political Science
- ["Politics of Plague" Course Materials](#)

Psychology
- [APA Online Psychology Laboratory](#)
- [Society for the Teaching of Psychology](#)

Science/STEM (including Labs)
- [A list of online science simulations and lab resources divided by discipline and course type](#)
- [A set of lab simulations from Harvard's LabXchange](#)
- [A collection of virtual labs from MERLOT](#)
- [A collection of online STEM simulations from PHET](#)
- [Teacher's Talk...PhET](#)
- [Online Resources for Migration: Simulations and Virtual Labs](#)
- [Digital Options for Teaching Tiny Earth Labs and Activities](#)
- [Distance Learning Resources](#)
- [Online Resources for Science Laboratories (POD)](#)
- [National Science Teaching Association: Online Teaching Resources You Can Use](#)
- [How to Quickly (and Safely) Move a Lab Course Online](#)

Sociology/Anthropology
- [Teaching COVID-19: An Anthropology Syllabus Project](#)
- [Introducing the Collective Anthro Mini Lectures Project for #COVIDcampus](#)
- [Sociology in Strange Times: Short bits to help us understand social behavior during a global pandemic](#)

Theatre
- [Teaching Theatre Online: A Shift in Pedagogy Amidst Coronavirus Outbreak](#)
- [Digital Theatre+: Access Resources for Remote Learning](#)
- [15 Broadway Plays and Musicals You Can Watch On Stage From Home](#)

Visual/Studio Arts
- [Resources for Online Instruction of Visual/Studio Arts](#)
- [Online Art and Design Studio Instruction in the Age of "Social Distancing"](#)

Advice

Via Facebook
Amy Young
March 10 at 11:28 AM

So I attended a workshop to try to get us very quickly prepared to teach at a distance until the end of the month. There are a few things I've learned that I think are important to share:

1. Be kind to yourself and your students. Everyone is stressed, even if they're playing cool. That includes faculty. And that's okay.
2. Many universities have a considerable number of pedagogical experts that, quite frankly, I have only been dimly aware of until yesterday. Be kind to these people. They are suddenly very slammed.
3. There are a much larger number of faculty on university campuses that desperately need to retool. We have faculty who do not know how to use even the course management software that we've been on since I've been here (12 years). It is moments like this when that disparity becomes really fraught. It is also unacceptable.
4. You will not recreate your classroom, and you cannot hold yourself to that standard. Moving a class to a distance learning model in a day's time excludes the possibility of excellence. Give yourself a break.
5. Prioritize. What do students REALLY NEED TO KNOW for two weeks. This one is hard for me. But we have to strip it all the way down--in my campaigns class, that means I need them to post infographics on their research and now post narrative context and slides. But I'm going to punt on presentations because we just don't have time. Which sucks. But these are not normal circumstances.
6. If you're making videos, student viewership drops off precipitously at 5 minutes. Make them capsule videos if you make them. And UPLOAD to YOUTUBE because it TRANSCRIBES for you. Do not assume your audio is good enough or that students can understand without transcription. This is like using a microphone at meetings--I don't care if you don't need it, someone else does and they don't want to ask.
7. Make assignments lower or no stakes if you're using a new platform. Get students used to just using the platform. Then you can do something higher stakes. Do not ask students to do a high stakes exam or assignment on a new platform.
8. Stay in contact with students, and stay transparent. Talk to them about WHY you're prioritizing certain things or asking them to read or do certain things. I've moved to doing that in all of my face-to-face teaching anyway, and it improves student buy-in because they know content and delivery are purposeful.
9. Do not read on best practices for distance learning. That's not the situation we're in. We're in triage. Distance learning, when planned, can be really excellent. That's not what this is. Do what you absolutely have to and ditch what you can. Thinking you can manage best practices in a day or a week will lead to feeling like you've failed.
10. Be particularly kind to your graduating seniors. They're already panicking, and this isn't going to help. If you teach a class where they need to have completed something for certification, to apply to grad school, or whatever, figure out plan B. But talk to them. Radio silence, even if you're working, is not okay.

And this is not something I learned in the workshop (some of these other things aren't either, they just make good sense), but for those in positions where they have to report on their year's activities, including teaching and service--REPORT ON THIS. We are, in real time, doing very significant labor for the university at no additional compensation and with little training. Report on that in your activities for the year. Frame your work as both teaching AND service. You are helping put your university on more solid ground by doing this and doing this on the fly--that is LABOR. Frame it as such. I told every junior faculty person in my department to do this, especially, and told them I would highlight that in my reports on them so it's repeatedly on record.

Online Instructors @ KIS

Objective Responsibility Expectation Organization

Do This

Not That

Asynchronous learning

Teachers create learning experiences for students to work at their own pace and take time to absorb content

Synchronous learning

Teachers and students meet online in real time through videoconferencing or live chatting

Less is more

Assignments likely take twice as long to complete at home because of different factors; prioritize and be realistic

Being unrealistic

Assign "class work" and 'homework" every day and request students to complete according to short timelines

Give explicit instructions

Outline deliberate instructions and specify the length of time to complete the session of learning

Being unclear and vague

Communicate in lengthy paragraphs with instructions that may be difficult to follow or tasks that are overly vague

Specify expectations

Specify task requirements and length clearly (e.g. 2 minute audio recording with a bulleted checklist)

Being too open-ended

Assign tasks that are too open ended (e.g. make a video about the moon; write an essay about pollution)

Be empathetic

Assign a reasonable workload; encourage students to balance online with offline and connect with one another

Be overly task-oriented

Assign online classwork followed by extra homework without a clear focus on student wellbeing

Communicate consistently

All instructions and assignments **must** be communicated via

Mixed communication

Use multiple platforms inconsistently (e.g. email followed by Google

LOW-TECH ONLINE LEARNING ACTIVITIES

Simplicity. Asynchronicity.

EMAIL

Set a clear, structured task by email and have students check back in with you/ the group.

Keep instructions clear and straight-forward. Invite sharing of pictures of handwritten notes, diagrams, etc, as well as written messages. Provide alternative of feedback by phone, if this is possible for you.

GOOGLE DOC

Set up a shared Doc as a space for working together.

Students can use any device, including phone, to collaborate, annotate and hold asynchronous conversations. Ideas: Develop a group reading list/ resource or offer feedback on work-in-progress.

BLOG POST