

Get up and running with temporary remote teaching and learning: A plan for instructors who lecture

This short guide will help you transition from teaching face-to-face to teaching your course remotely. When we teach in this way, we have to **keep a few key ideas in mind** as we make this transition to help stay calm and plan effectively:

- This new way of teaching will be consistent in some ways with how you already teach your course.
- This new way of teaching will differ in some ways from how you already teach your course.
- This new way of teaching works best when you remain flexible with yourself and with your students. It's okay that your course looks and feels different than it did before.
- You are not designing an online course, you are simply trying to find a way to help students learn during this contingency period.
- Don't try to rebuild your entire course at once, but create one week of your course at a time online.

Take a minute to think about what you do now.

Keeping these ideas in mind, *first think about the steps that you already use when you teach* so that you can adapt those steps in a manageable way in Blackboard. If you lecture, you probably follow these steps in any given week:

1. You require students to do some reading.
2. You give a lecture.
3. You require students to do some individual work to demonstrate their learning, such as a quiz or some written work.
4. You require students to complete certain assessments and assignments such as homework, problem sets, drafts of projects or papers, or exams on specific due dates.

Adapt those steps in an online environment.

1. Require students to do some reading (the same reading that was already on your syllabus).
2. Record your lecture(s)—the one(s) you had already planned!—using Zoom, and share a link to that lecture on Blackboard. *Give students a deadline for viewing that lecture* (for example, Wednesday at 11:59 pm).
3. Require students to do some individual work to demonstrate their learning by creating a quiz in Blackboard or a short written assignment for them in Blackboard using Journals or Assignments. *Give students a deadline for submitting that individual work* (for example, by Friday at 11:59 pm).
4. Require students to upload certain assessments and assignments such as homework, or drafts of projects or papers in Blackboard on specific due dates. Require students to complete certain assessments such as an exam by a certain time (for example, by Sunday at 11:59 pm).

The good news is that the weekly rhythm of your class does not have to change that much. Once you have sketched out a plan for adapting your teaching steps to an online environment, you will have a template that you follow for each week of the course that you are teaching remotely. Then you are ready to create a folder in Blackboard and label it with a number or a date range to indicate the week and put the components of that week's work in that folder. Use the same components each week: assigned reading (or a reminder of what they will read), your uploaded lecture, a journal or assignment, and a place to upload other assessments. There will be bumps in the road, but you and your **students will quickly get used to this online rhythm and know what to do and when.**

For help with planning for temporary remote teaching and learning, contact ITLAL at teachingandlearning@albany.edu, 518-442-5521, or visit our website to request a consultation: <https://www.itlal.org/consultations/>.

To learn more about using Blackboard, Zoom, or other technologies, see the Educational Technology Services workshop schedule: <https://wiki.albany.edu/display/public/askit/Teaching+with+Technology+Workshops>.