

Responding to Novel Coronavirus: A Faculty Triage Guide for Decision Making

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Triage: Medical vs. Academic

Moving -- Breathing -- Breathing Rate -- Pulse -- Mental State

<https://chemm.nlm.nih.gov/startadult.htm>

Rebecca Barrett-Fox's blog post "[Please do a bad job of putting your course online](#)"

"Oxygen" -- "Heart" -- "Mind"

Maslow with Caution

Teaching in Times of Crisis from Vanderbilt University Center for Teaching

<https://cft.vanderbilt.edu/guides-sub-pages/crisis/>

Assessing Needs

- Basic Safety, Shelter, Food
- Electronic Device
- Wi-Fi
- Bandwidth
- Disability

[Pivoting to Online Course Survey](#) -- make a copy!

What are your Supports?

- IT/Help Desk, Department Head, Center for Teaching & Learning/Faculty Development, Human Resources
- Social Media: #InstructionalContinuity #AcademicTwitter and Facebook groups like Pandemic Pedagogy & the Spring 2020 Online Learning Collective
- POD Network [Google Group](#)
- Peers
- Remote Teaching Resources maintained by Daniel Stanford of DePaul University
<https://docs.google.com/spreadsheets/d/1VT9oiNYPyiEsGHBoDKIwLIWAsWP58sGV7A3oLuEUG3k/htmlview?usp=sharing&sle=true>

- Accessible Teaching:
<https://www.mapping-access.com/blog-1/2020/3/10/accessible-teaching-in-the-time-of-covid-19>

What is your “Oxygen”?

- Connection
- Continuity
- Care

Sample email message:

From: instructor@university.edu
To: students@university.edu
Subject: Academic Continuity

My dear students,

You may have heard that our school is transitioning online for the remainder of the semester. I'm sure this is pretty unsettling and you have a lot of questions. I do, too! I want to reassure you all that we will get through this together. We are not going to have the class we thought we would, but I am going to do my best to still provide you with a quality learning experience and remain available to you for questions. Please contact me **ASAP** with any concerns you have about accessing technology or the internet or accommodations.

I don't have everything planned yet, but here is what you should do in the next week....

Connection

- Social Presence: quality of “being there” in a communication medium
- Stay real: emoticons, stories, humor
- Provide platforms for connection
- Be intentional with connection

Continuity

1. Create a home
2. Clarify expectations
3. Communicate -- [How to Outreach Online Students](#)
4. Find your organizational system
5. REALISTIC time management
6. Foster community
7. Feedback

Care

- Reality check
- The reality of transition anxiety
- Environmental impacts on learning
- Managing Expectations
- Making space for feelings

What's your "Heart"?

- What's important to you?
- What are your goals?
- How do you want students to feel?



What's your "Mind"?

- Learning Decisions: What do you want the learning experience to be like? What do you want your learners to do?
- Instructional Decisions: How will you continue to teach? What will you keep? What will you change?
- How do you know what they are learning?
- Modality Matrix comparing F2F, synchronous, & asynchronous ways to meet instructional needs from [Keep Calm and Go Online](#)



Resources for Support

- [Amy Young's Facebook Post](#)
- [Rule of 2's: Keeping it Simple as You Go Remote for COVID19](#): This Twitter thread explains her reasoning behind this worksheet: <https://threadreaderapp.com/thread/1238902797690720258.html>
- [Remote Teaching Resources for Business Continuity](#)
- [Accessible Teaching In The Time Of Covid-19](#)
- [Please do a bad job of putting your courses online](#)
- [Faculty Resources](#) for making the emergency transition to remote learning

