



# KEEP TEACHING

DURING PROLONGED CAMPUS OR BUILDING CLOSURES

## Preparation Checklist

The checklist below applies to a situation in which access to the university is restricted and all courses will continue remotely, but you might consider how these alternatives could *also* be applied to support individual students who may have prolonged absences due to illness. When creating your strategy, be sure to have a plan for how you will provide [academic accommodations for students with disabilities](#).

	Issue to Address	Possible Solutions
<input type="checkbox"/>	<p>1. Determine your primary mode of <b>communicating</b> with your students.</p> <p>Online learning can feel isolating. Make communication easy by selecting one primary method, then use it early and use it often.</p>	 <a href="#">ELMS-Announcements</a>  <a href="#">UMD Gmail</a>
<input type="checkbox"/>	<p>2. Make your <b>syllabus</b> available digitally.</p> <p>Shifting to a new mode of delivery can be disorienting. Ensure your syllabus provides clear deadlines and conveys high expectations for academic integrity.</p>	 <a href="#">ELMS-Syllabus</a>  <a href="#">UMD Gmail</a>  <a href="#">Google Drive</a>
<p><i>Does the pedagogy of your discipline rely heavily on physical action or interaction? Explore resources from your professional societies to gain additional ideas.</i></p>		
<input type="checkbox"/>	<p>3. Decide how you will distribute documents and <b>readings</b>.</p> <p>Learning resources need to be presented to students in a logical order and 'chunked' to make them understandable. ELMS modules or pages is a great way to do this.</p>	 <a href="#">ELMS-Files or pages</a>  <a href="#">Course reserves</a>  <a href="#">Box</a>
<input type="checkbox"/>	<p>4. Designate a centralized place to collect student <b>submissions</b>.</p> <p>If possible, avoid tracking submissions by email. ELMS allows you to gather, comment on, and grade assignments all in the same digital space.</p>	 <a href="#">ELMS-Assignments</a>  <a href="#">Google Drive</a>  <a href="#">UMD Gmail</a>
<input type="checkbox"/>	<p>5. Brainstorm ways you can continue class <b>discussions</b>.</p> <p>Feeling disconnected can have an impact on student motivation. Support student-to-student interactions through discussion boards, interactive sites, social media, etc. It is not sufficient just to load content into ELMS.</p>	 <a href="#">Discussions or Groups</a>  <a href="#">Piazza</a>  <a href="#">Zoom</a>

<input type="checkbox"/>	<p>6. Consider recording your <b>lectures</b> for students to watch remotely.</p> <p>When providing direct instruction remotely - leverage existing videos, and graphics then consider creating your own. Record mini-lectures; one 6-minute concept at a time. Provide opportunities for reflection and practice.</p>	 <a href="#">Panopto</a>  <a href="#">PowerPoint</a>  <a href="#">Zoom</a>
<input type="checkbox"/>	<p>7. Select a platform for hosting <b>live sessions</b>, if necessary.</p> <p>Relying on a live connection can add stress for you and for students. Have a back-up plan (phone only?) in case you encounter connectivity challenges.</p>	 <a href="#">WebEx</a>  <a href="#">Zoom</a>
<input type="checkbox"/>	<p>8. Select a mode for hosting <b>office hours</b></p> <p>Choose a tool you are comfortable with and, if possible, increase the number of times when you can be available by phone or internet. Knowing you are available will ease help students feel more supported.</p>	 Phone  <a href="#">Google Meet</a>  <a href="#">WebEx</a>
<input type="checkbox"/>	<p>9. Think about how your methods for <b>evaluating</b> student learning could be moved to a digital space</p> <p>Self- assessment activities, like integrated textbooks, ELMS quizzes and vetted simulations can help you gauge student progress. Project presentations, final exams, and paper submissions can be done online as well.</p>	 <a href="#">ELMS-Assignments, Quizzes, Groups, Discussion boards, etc.</a>
<input type="checkbox"/>	<p>10. Decide how you would provide students with <b>grades and feedback</b> online.</p> <p>Formative feedback is crucial to learning. Use rubrics, gradebook messaging, and provide comments on assignments. Help students self-monitor their progress by using ELMS the gradebook and by keeping grades available.</p>	 <a href="#">ELMS Gradebook</a>  <a href="#">Gradescope</a>  <a href="#">UMD Gmail</a>

## Provide Academic Accommodations For Students With Disabilities

- Ensure your ELMS site is accessible. This is essential for students using any type of assistive technology, but it is beneficial to all students.
- Use the [Course Accessibility Checklist](#) and explore the [Six Essential Steps](#) to ensure the accessibility of your web content.
- Extended time for exams and quizzes is the most common academic accommodation. Use the ELMS [Quiz Extensions Tool](#) to provide extra time for specific students.
- Ensure that all videos and multimedia you use are captioned or have a text-only transcript. DIT offers a [Panopto Professional Caption Service](#) or you can [caption it yourself](#).
- If you have a student who requires captioning as an accommodation please contact [ADS Deaf and Hard of Hearing Services](#) office for assistance at [dhhs@umd.edu](mailto:dhhs@umd.edu).
- If you have students who require online content (e.g., ELMS page, documents, articles, textbooks) in an alternative format (e.g., audio files, large print versions, braille printouts, etc.) contact ADS Alternative Text Unit at [adsalttext@umd.edu](mailto:adsalttext@umd.edu).

**Need Assistance?** Contact [KeepTeaching@umd.edu](mailto:KeepTeaching@umd.edu)