INSTRUCTIONAL SUSTAINABILITY PLAN

RECOMMENDATIONS

HOW TO PREPARE FACE-TO-FACE COURSES

1. Create an empty Canvas module for each remaining week of the semester, starting with the week of March 16th.
2. Name each module by either the week of the semester or the module's topic, but put the appropriate dates in the modules' names. That way, students can identify quickly where to go by when. (e.g., Week 10: March 16-22.)
3. Don't publish Canvas content until you are ready for students to access it. Just remember you have to publish the course, each module, and each content for students to see them.
4. Create an example of what a week's module would look like, and challenge yourself to think about the three areas of student interaction:
   1. student-content interaction
      a. reading assignment(s) (try to upload only PDF documents, including for what were once PowerPoint presentations, in order to guarantee all students can open them)
      b. video(s) (embed any external videos into modules in order to avoid sending students to external sites; when you click "Add Item," select "External URL" and paste the video's link)
      c. quizzes
      d. assignments (papers, infographics, video presentations, …)
   2. student-faculty interaction
      a. announcements
      b. faculty participation in discussion forums
      c. Zoom meetings
      d. feedback
      e. emails
   3. student-student interaction

    a. discussion forums that ask students to negotiate different perspectives

    b. paired or small-group activities for students to collaboratively solve problems

    c. collaborative projects for students to conduct additional research, manipulate content, and negotiate teammates' observations and interpretations in order to acquire knowledge, reach conclusions, and report findings

5. Enable Zoom in Canvas, and test it from a home computer.

- Think about the settings prior to starting a meeting.
- Play with the different settings during a meeting, especially Mute, Start Video, Manage Participants, Share, Chat, Record, and Breakout Rooms.
- Practice recording a mini-lecture in Zoom, saving it on the cloud, and embedding the link as an "External URL" into your example module.
- Practice hosting a Zoom meeting with a colleague—or preferably multiple colleagues.

6. Have your students answer the following questions at your next face-to-face meeting, with the goal of learning about your lower-technology students. Do not make the survey anonymous, so you can plan alternative arrangements for specific students. Here are some questions to consider:

- Do you have internet at home or wherever you would stay if the campus were to close?
- Do you have consistent access to the MS Office Suite (Word, PowerPoint, and Excel) from wherever you would stay if the campus were to close?
- Do you have a desktop or laptop computer, not just a mobile device?
- Do you have a desktop or laptop computer (not a mobile device) equipped with speakers?
- Do you have a desktop or laptop computer (not a mobile device) equipped with a microphone?

- Do you have a desktop or laptop computer (not a mobile device) equipped with a camera?
- Do you have a mobile device with video-recording capabilities and either Wi-Fi access from wherever you would stay or an unlimited data plan?
- Have you participated in a Zoom meeting?
- Do you have Respondus Lock Down Browser installed on your computer?
- Have you ever used Respondus Monitor with your computer?

7. Use the questionnaire results to revise your instructional-sustainability plan. Here are some things to consider:

   - Canvas has more capabilities from a browser than from an app, but the browser works best from a desktop or laptop computer.
   - Zoom has a very good mobile app with high functionality.
   - Respondus Monitor does not work with mobile devices.

8. If your instructional-sustainability plan alters assignments, rubrics, due dates, or other expectations, provide students with a revised syllabus, revised rubrics, or other revisions in writing so they can identify, evaluate, and meet the changed expectations.

9. Preferably both in person and via email, calmly and professionally notify students of the possible future move of their face-to-face courses into Canvas and remind them to check their Okramail daily for any campus notifications of the change.

10. Contact the OIT Help Desk to set up the VPN on your home computer or laptop so you can access your campus network drive, and move any documents you might need during a closure to your MS OneDrive drive account.

For technical questions about Canvas, contact [Kelly Kirkland](). For pedagogical questions, contact [Dr. Gray Kane]().