

## Care in a remote teaching/learning environment

While we are in a disruptive time, it is important to remember that our calling as an educational community is to research supported educational experiences that care for the individual needs of our students with a mixture of confidence, clarity, and care. While we adjust to teaching in a remote format, consider a more human-centered approach to teaching. An approach that “is not centered on the technical aspects of online/remote teaching but rather on pedagogical practices that promote care for the whole student and class collective.” (Raygoza, León, and Norris, 2020) Below are a few considerations to help prioritize care while teaching remote courses.

### Care towards your new teaching environment

1. It is OK to not know what you are doing - give yourself permission to be a novice.
2. Reassure students you will figure out your new learning environment together.
3. Make sure all students have access to materials (survey).
4. Focus on critical information for your course.
5. Keep it simple - spend the first few classes getting students comfortable with the new format
6. Be intentional and transparent about your learning goals for each session.
7. Use technologies that are familiar to students, specifically University technologies (Zoom, Panopto, Blackboard, etc.)
8. Strive to re-establish the classroom community. Ask students how they are doing. Make notes about what students share and follow up.
9. Expect setbacks and frame student expectations around adaptability.
10. Consider collecting feedback often on how the class is going.
11. Re-evaluate participation and other grading criteria

### Care towards your students in their new learning environment

1. Your students may know less about technology than you think.
2. They may be accessing the internet on their phones with limited data.
3. Not all students have an uninterrupted space to work: While families are adjusting to social distancing, disruptions in work, students may have to work in a disrupted environment.
4. Students may be sharing technology with other household members: They may have less time to do work, not more.
5. Some students will get sick. Others may be caring for people that are ill. Some may be parenting or helping their families while taking courses.

6. Social isolation contributes to mental health issues, domestic violence, and stress.
7. Students will be losing jobs, income, and stability.
8. Encourage students to keep a schedule. Try to eat a healthy diet, take breaks, and get enough sleep. Care for oneself should be their first priority.
9. Listen for students asking for help. They may be returning to a disruptive home environment and struggling with sudden changes.
10. Remind students about health and counseling options and help
  - [University Counseling Center](#): 314-977-TALK
  - [Campus Ministry](#): 314-977-2425
  - [Center for Service and Community Engagement](#): 314-977-4105
  - [Office of Student Responsibility and Community Standards](#): 314-977-2376
  - [University Writing Services](#): [writing@slu.edu](mailto:writing@slu.edu) 314-977-5595

### **Care towards your course**

1. Prioritize course information that students must know. Remove course information that may be tangential to course objectives.
2. If possible avoid synchronous coursework. Students should not need to show up at a specific time.
3. Record lectures if you need to. Use familiar technologies so students spend more time watching and learning information instead of learning new technologies.
4. Do not fuss too much about the videos. Capture the best quality sound possible. You do not need to edit out the “umms” and other imperfections. In fact, these imperfections make you more present and human.
5. Make your coursework due on the same day and time for the rest of the semester. You may want to extend the due date to a later time to accommodate for students’ busier schedules.
6. If you are using test banks from a publisher, change information on them to curb students finding answers online.
7. Consider allowing every exam or quiz to be taken at least twice. If there is a tech problem on their first attempt, the second attempt allows students a chance to correct it.
8. Remind students of due dates, upcoming work, and future meeting dates. Send reminders via text, email, or through your LMS announcement system. Send them in a consistent format at the same time of day.
9. Alert students when information that is being shown may not be appropriate for young eyes. Assume they are taking your course with children around.
10. Get student feedback often. Poll students on the “muddiest point” of the session. Consider generating polls to help students provide feedback about not just the course but the delivery format.

## Resources

Barrett-Fox, R. (2020). Please do a bad job of putting your courses online. Retrieved 16 March 2020, from <https://anygoodthing.com/2020/03/12/please-do-a-bad-job-of-putting-your-courses-online/>

Connecticut College's Center for Teaching & Learning (CTL). (2020). 11 Things to Consider when Moving Your Course Online. Retrieved 16 March 2020, from <https://docs.google.com/document/d/1OmAqer6BgLJtOMytIB1z6slizNV-ZvPC4yeg8kl3J9o/edit?usp=sharing>

Raygoza, M., León, R., & Norris, A. (2020). *Humanizing online teaching*. <http://works.bepress.com/mary-candace-raygoza/28/>