GUILDING PRINCIPLES

FOR ALTERNATE MODELS FOR COURSE FORMATS

Regardless of what instructional format you choose, consider the following principles to help you make pedagogically sound, learner-centered design choices.

CONNECTION FIRST, CONTENT NEXT

When moving to an alternate course format, take extra steps to reconnect with students.

- Work to establish a sense of community before delving back to course content
- Set the tone: communicate care towards their physical and mental well-being
- Let students see you: host a live Zoom meeting or record a video using Panopto
- Create small group activities that encourage student interaction
- Communicate and build-in ways to encourage student self-care (set reasonable deadlines; offer alternate options for assignments and assessment)
- When possible, do individual check-ins.

COMMUNICATION IS KEY

Develop a Communication plan that is consistent, and that can deliver the most important information about your course in an efficient manner
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- Consider polling students on their preferred communication method
- Describe your communication plan in your course syllabus, online course, the introduction video/correspondence
- Deliver communication in a timely and consistent manner.
- Be sure to design communications with easy to understand formats
- Start all communication with the most important information first
- Brevity is the soul of wit: Be concise and to the point

PRIORITIZE HEALTH, SAFETY, & SECURITY

When moving to alternate models in repsonse to an unexpected emergency, always ensure the safety of our students

- Communicate to students their safety should remain their first priority
- Note that some students may not have a safe home in times of crisis.
- Consider alternate ways to help student learning the prioritizes student safety.
- Give students a communication route to express concerns for their health, safety, and security.
- Offer resources for students to help student mental health and well-being.
- Remain a source of consistency and calm for students
- Prioritize student privacy when recording lectures

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ASSESS EARLY AND OFTEN

When moving to an alternate format for the first time, be sure to seek student feedback on what is working and what can be improved to support their learning

- Use tools that provide informal and anonymous responses
- Follow up with student feedback and make strategic changes when poss

TRANSPARENCY AND FLEXIBILITY

- *Take steps to explain why and how alternate course models will be implemented.*
- *Explain how new/alternate models will consider course goals.*
- *Be prepared to express when you don't know an answer; however, commit to following up with answers and/or solutions*
- *Remain flexible to change but commit to consistent communication with your students.*

LEARNING AS A SYSTEM

- *Model kindness and acknowledge the needs of your students*
- *Strive to remain a source for calm and consistency*
- *Encourage students to get sleep, eat a balanced diet, to move their bodies.*
- *When appropriate, build these priorities for well-being into your course.*
- *Help students create a health schedule.*
- *Offer deadlines that prioritize student well-being, create a course calendar that considers healthy habits to support learning.*
- *Encourage students to designate a learning environment that works for them. A desk, room, or location that is distraction-free and that best supports learning.*
- *Create a learning statement that students can share with families and others. The learning plan communicates what students will need from others in order to be successful in your revised course.*