Preparation for the Possibility

If you don’t already use Canvas much, start by:

- Learning content tools such as Pages and the Rich Content Editor
- Adding your syllabus to Canvas (Upload it as a file and/or use the Canvas Syllabus tool)
- Setting a Canvas home page that includes your contact information and other key course information (recommended: create a custom Front Page or use Canvas Syllabus)
- Learning assessment tools such as Assignments (details), Quizzes, Grades, and SpeedGrader
- Learning communication tools such as Announcements, Discussions, and the Inbox
• Understanding how to publish individual items (pages, assignments, quizzes, discussions) in Canvas, and how to publish a Canvas class if you have not already done so.

• As an alternative for discussions, Notebowl is already implemented systemwide for all users. You can use it in two different ways:
  2. NoteBowl Discussion Assignments: This option can allow instructors to create asynchronous graded (or ungraded) focused discussions. Unlike the Bulletin tool, NoteBowl Discussion Assignments can be tied to a column in the Canvas "Grades" area and can also be date/time restricted. Use this Youtube Tutorial https://www.youtube.com/watch?v=NQ7JmzThsp0.

• Learn to use Student View to experience your class as a student would.

• If you’d like more cohesive resources:
  • Join @One’s self-paced Introduction to Teaching with Canvas course
  • Palomar 16/8/4 Week Model Course Templates
    • Login to Canvas, and import one of these options:
      • Palomar 8 Week Model Course Template
      • Palomar 4 Week Model Course Template
      • Palomar 6 Week Model Course Template
      • Palomar 16 Week Model Course Template

If you think you may want to offer live online teaching and class meetings:

• Make sure you have a Zoom pro account via ConferZoom
• Start learning how to use Zoom, including how to record sessions
• Learn to integrate Zoom within Canvas

If you think you may want to record and post lectures, screencasts, or other multimedia content:

• Consider primary options for capturing your screencast: Canvas Studio, Snagit, Zoom
• Begin practicing with the tools
• Canvas Studio and Zoom both record “to the cloud”, allowing you to simply link to the video in your Canvas class. Snagit and other screen-recording tools may generate a file on your computer, which you will need to upload to a video system such as 3C Media Solutions, or YouTube to get a link to add into your class.
• Captioning is ideal and perhaps a legal requirement - YouTube, and Zoom all auto-caption your recordings and allow you to easily edit captions to perfect them. 3C Media Solutions normally allows you to request professional captioning for your uploaded videos, but until July 1, 2020, this is not available due to funding.

Make sure students are aware of your plan in case of a campus closure or other instructional disruption:

• Alert your students to what you are sharing in Canvas.
• Make sure your students know the communication channels you'll be using to keep the class going.
• Discuss with them how they should expect the class to continue. If you plan to make adjustments to the expectations outlined in your syllabus, be as clear as you can about this.
• Ensure students know how to access support.
• Communicate your flexibility and desire to help students succeed.
• See the Indiana U. Keep Teaching site for more detailed planning advice for faculty.

Taking Classroom Activities Online

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<th>If in class you would have</th>
<th>Online you can</th>
<th>Resources to learn more</th>
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| Conducted a lecture | • Hold a live Zoom session that's also recorded  
• Post screencasts that you create  
• Post PowerPoint or other resources along with explanatory notes and/or audio or video explanations | How to use ConferZoom  
Recording with: Canvas Studio, Snagit, Zoom  
Uploading and linking to files in Canvas  
Recording video or audio in the Canvas Rich Content Editor |
|---|---|---|
| Held a structured class discussion or an open-ended Q&A session | • Use Canvas discussion board (student responses can be audio or video as well as text)  
• Use the Canvas Studio discussion tool to have students respond directly to a video  
• Have a general Canvas discussion open for anything students might want to share/ask about | Create a Canvas Discussion  
Adding Comments to a Canvas Studio video |
| Divided students into groups for activities | • Use Canvas groups to break up the class for group discussions  
• Use a Google doc (Canvas Collaboration) to allow students to collaboratively construct and share knowledge  
• Provide a Zoom room where student groups could meet live online, and/or have students meet in Zoom and then send them into separate breakout rooms | Automatically create Canvas Groups  
Create Google Docs Collaboration in Canvas  
Integrate Zoom within Canvas  
Zoom Breakout Rooms |
| Held small group or individual conferences with students | • Have students turn in drafts through Canvas and use the audio or video feedback tools. Have students respond directly to | How to leave feedback comments  
Add a Scheduler appointment group in Calendar |
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<th>Action</th>
<th>Instructions</th>
<th>Links</th>
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| Your feedback and make it a conversation.                           | • Use Canvas's Calendar tool to enable students to schedule meetings with you  
• Use Zoom or the phone to hold live small group or 1-1 meetings                                                                                     | How to use ConferZoom                                                                                      |
| Given a quiz or test                                                 | • Use the Canvas quiz tool to administer the test online.                                                                                                                                                   | How to create a Quiz                                                                                       |
| Collected student assignments turned in on paper                     | • Use the Canvas assignment tool to collect student work online. It's highly recommended to go this route rather than collecting assignments via email.  
• Paper-based work can be turned in by students scanning or taking pictures of their work and then submitting in Canvas. | How to create a Canvas Assignment  
How to set the details of a Canvas Assignment                                                                                                              |
| Reminded students about upcoming class events, assignment due dates, etc. | • Make sure your syllabus is posted in Canvas.  
• Use Canvas announcements to help students get key reminders about your class.  
• Make sure you set due dates on all assignments and activities to help students stay on track through Canvas.  
• If you wish to use a more email-like communication, use the Canvas Inbox to send a message to your class; each student can reply to | Upload it as a file and/or use the Canvas Syllabus  
Add a Canvas Announcement  
Understand difference between due dates and availability dates  
How to use Canvas Inbox  
Canvas Student Mobile app guides                                                                                                                            |
<table>
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<th>Considerations When Shifting Online</th>
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<tr>
<td><strong>Be flexible:</strong></td>
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<tr>
<td>Students may have new demands placed upon them by their work, family, or other situations, or they may be directly affected by the larger issue (whether fire, pandemic,</td>
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or other major disruption).

- Not all students may have easy access to reliable technology to continue completing class work.
- Even if they have access, not all students may be comfortable with completing class activities online. Provide as much guidance as you can through announcements, screencasts, and embedded directions, and also be sure to point students toward the tech support available to them. If you know that a majority of your students are not experienced with online learning technologies, try to minimize the number of new tools you introduce.
- Some students may rely on smartphones to access your class. To the extent that you can, try to provide material that will work for students in that format.
- Consider including a “course forum” discussion board where students can freely share concerns, support one another, and share tips and strategies for coping with the changes - from technological to emotional to time-management.
- Connect students to college resources that remain available online. At minimum, point students to the resources available through the Student Support Hub in Canvas.

**Online is different, so be aware:**

- An Online class is typically arranged with a weekly structure, with due dates occurring either weekly or bi-weekly. Students often wait until the last minute to complete work, and typically have questions at that time; consider placing due dates on days/times where you are most available to help students.
- An online class in the California Community Colleges emphasizes interaction between each student and the instructor, as well as among students. In a stop-gap move from the classroom to online, you are likely to emphasize providing instructional content and requiring students to independently complete work, which makes sense … but every bit
of connection and personal presence, you can provide online will make a difference for many students.

- Online classes are expected to be fully compliant with accessibility regulations. In a stop-gap move from classroom to online, this may not be easily achievable, but if you have students in your class who require DSPS accommodation, this will be critical.
- Online pedagogy often places a greater emphasis on more frequent formative, low-stakes assessments. While this is not easily implemented in a stop-gap move to online, do consider ways to keep your students engaged and on track if your class has relatively few, high-stakes assessments. At the same time, maintain a clear focus on the course outcomes; avoid “busy work”.
- Navigation within an online class can be one of the most important factors for student success. Faculty new to teaching online can underestimate the difficulty in keeping things organized and intuitive. Consistency and clarity are very important. Providing explicit instructions to students about where to find things, and/or demonstrations such as videos of you navigating the class in Student View, can be extremely important.

Primary Support Resources
Faculty are encouraged to utilize the:
• 24-7 Canvas hotline for faculty: **1-833-345-2898**
• **Canvas Instructor Guides** – comprehensive step-by-step tutorials on all Canvas features
• Palomar College DE Coordinator Steve Perry sperry@palomar.edu
• Palomar IS Helpdesk: 760-744-1150 ext. 2140 for account and password issues.

**Students** are encouraged to utilize the:

• 24-7 Canvas hotline for students: **1-844-603-4263**
• **ATRC Student HelpDesk** for questions on Canvas, online tutoring, and other Technical questions.
• **Palomar IS HelpDesk** Phone: (760) 744-1150 x2140, Email: helpdesk@palomar.edu to connect with the IS about password management.
• Library [https://www2.palomar.edu/pages/library/](https://www2.palomar.edu/pages/library/)
• **Canvas Student Guides** – comprehensive step-by-step tutorials on all Canvas topics.