

“[Cog Wheels](#)” by [Arek Socha](#) is used under [Pixabay License](#).

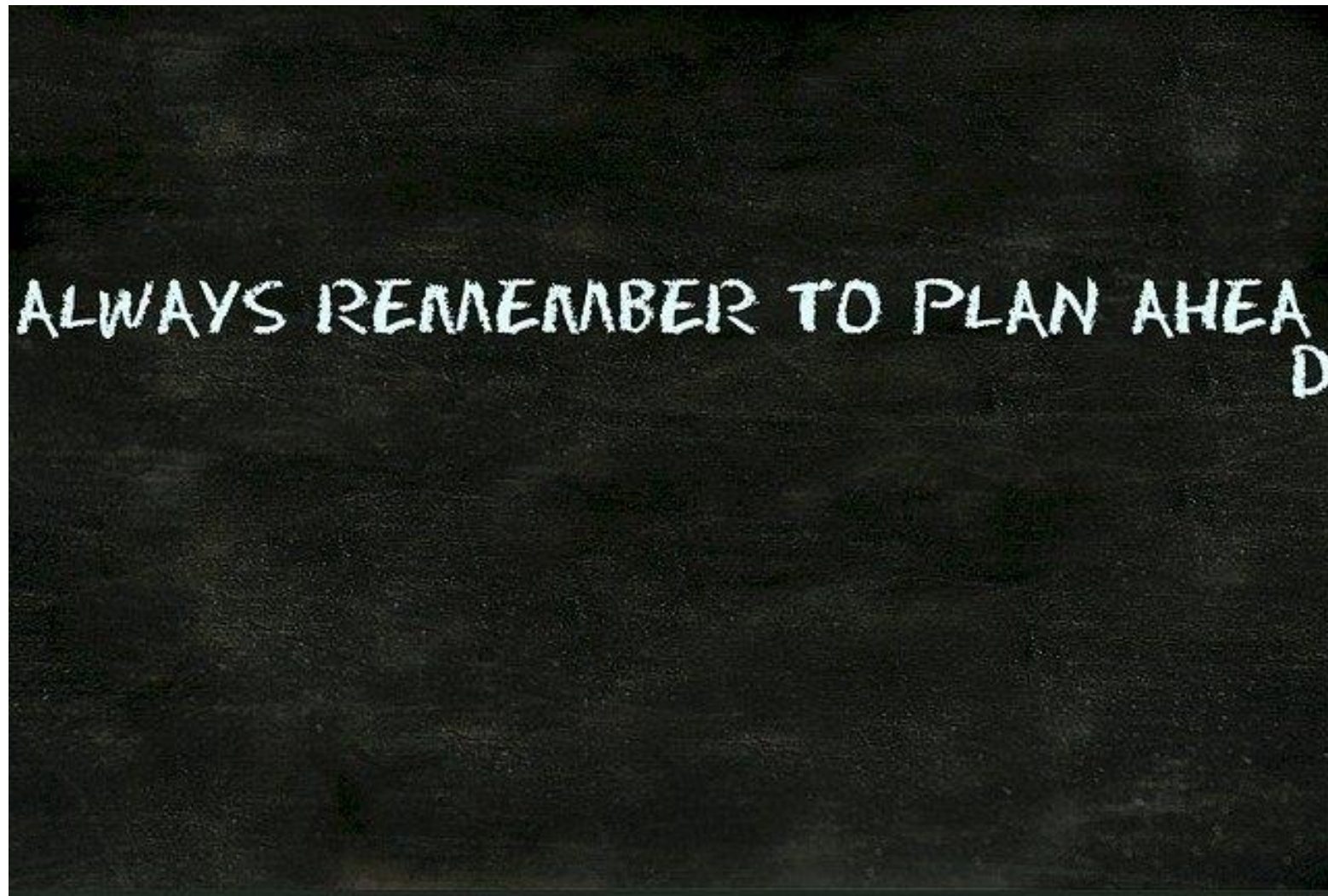
# ITERATIVE PLANNING

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# At the Institutional and Program Levels

1. Set Norms
2. Create Community
3. Set up a System or Routine



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(Jimmy, 2020)

# At the Institutional and Program Levels

## Engagement Activity - 5 minutes

Which of these three is most important for your **institution** to provide support or help with? Why?

1. Set Norms

2. Create Community

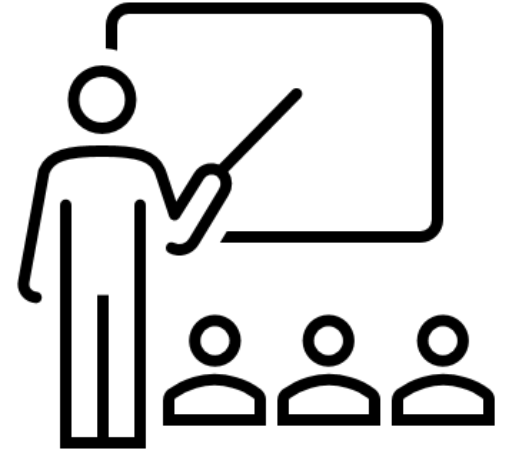
3. Set up a System or Routine

# At the Institutional and Program Levels

1. Set Norms

2. Create Community

For Teachers



For Students



# At the Institutional and Program Levels

## Setting Norms

- To promote wayfinding more than rule-following



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# At the Institutional and Program Levels

## Set Norms - Teachers

- Keep Teaching & Course Design Institute
  - Global Campus and Teaching and Learning Center

### Keep Teaching



#### Home

Remote Teaching  
Training Schedule &  
Recordings

Remote Teaching &  
Learning Resources

Resources for  
Supporting Students

Online Course Design  
Institute

Keep Teaching FAQs

Additional Support

### Ensuring academic continuity during a campus disruption

The worldwide coronavirus outbreak has caused widespread disruption, and many campuses have changed how they will deliver their educational services at this time, such as by replacing their face-to-face classes with online course delivery. This may or may not be possible for all instructors or all courses here at K-State. Some advance planning for how we would deliver our classes remotely may be valuable for proceeding through the coming days and weeks. Our purpose is to aid in that planning.

Changing how we deliver our courses may take many of us out of our comfort zones. It may cause us to prioritize certain course objectives and assignments. It may cause us to consider different ways to assess our students' learning. It may take more time and effort than we anticipated. The information we provide will connect you to resources, and people, here at K-State to help you continue to teach during a possible disruption.

The resources on this website, including more information about tools such as [K-State Canvas](#), [Zoom](#), [Mediasite](#), and [Office 365](#), will offer ideas and strategies for how to engage students in quality remote learning

# At the Institutional and Program Levels

## Set Norms - Teachers

- ELP Policies and Procedures
  - Online Summer Class
  - Online Class Guidelines
  - Class Template to Copy

### ELP Online Class Guidelines

- Create a [routine, reliable weekly schedule](#) and explain this for students in the Assignments and Assessments part of the [Course Policies](#).
- [Post static content for students to read and watch](#). Most of the “teaching” should be done asynchronously.
- Videos should be short. Generally about 5-10 minutes.
- Participation in synchronous “live sessions”:
  - Offer students two options for a synchronous meeting each week at alternate times so students can join the time that works best for them.
  - State any expectations for attendance in the [Course Policies](#) under “How to be successful in this class”.
  - You may have a small graded component included as homework or quizzes, but it must assess some language skill. It cannot simply be points for showing up. You might [use a rubric](#).
- For assignments:
  - Clearly communicate requirements.
  - Model activities for students when possible and appropriate.
  - Scaffold activities including technical aspects (how to upload a document, how to make a voice recording, etc.).
  - Clearly post due dates.
  - Let students know how and when to contact you if they have problems or questions and how soon you will reply to them.
- Amount of time on task for each week:
  - **12 hours per week for a 3 credit hour class in summer** – This includes time “in class” (watching recorded videos, reading, doing practice exercises, and live sessions), as well as homework.
  - **24 hours per week for a 6 credit hour class in summer** – This includes time “in class” (watching recorded videos, reading, doing



# At the Institutional and Program Levels

## Set Norms - Students

- ELP Information Class
- Course Policies

### ELP Information 1 (12725)

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Welcome to ELP Information 1 (12725)!

This is a non-credit and non-graded ELP class. Although assignments and quizzes are scored, it will not affect your student record.

The goal of this class is to help you prepare for your ELP classes especially when it comes to using Canvas and technology.

# At the Institutional and Program Levels

## Set Norms - Students

### Virtual Classroom Teams Expectations



(msjmedeiros, 2020)

# Set Norms - Students



|                   | Preparation  | Respect   | Integrity   | Discipline  | Effort  |
|-------------------|--|---|---|---|---|
| Distance Learning | <ul style="list-style-type: none"> <li>-Have the materials needed</li> <li>-Attend class meetings on time</li> </ul> | <ul style="list-style-type: none"> <li>-Take turns to comment</li> <li>-Make respectful comments</li> </ul> | <ul style="list-style-type: none"> <li>-Turn in my own work</li> <li>-Think before posting</li> </ul> | <ul style="list-style-type: none"> <li>-Check the calendar</li> <li>-Complete work for every class</li> </ul> | <ul style="list-style-type: none"> <li>-Try my best</li> <li>-Ask for help when needed</li> <li>-Help others</li> </ul> |
| Technology        | <ul style="list-style-type: none"> <li>-Charge my device before class</li> </ul>                                     | <ul style="list-style-type: none"> <li>-Keep my passwords secure</li> </ul>                                 | <ul style="list-style-type: none"> <li>-Cite sources</li> </ul>                                       | <ul style="list-style-type: none"> <li>-Avoid inappropriate sites</li> </ul>                                  | <ul style="list-style-type: none"> <li>-Learn new skills as needed</li> </ul>   |

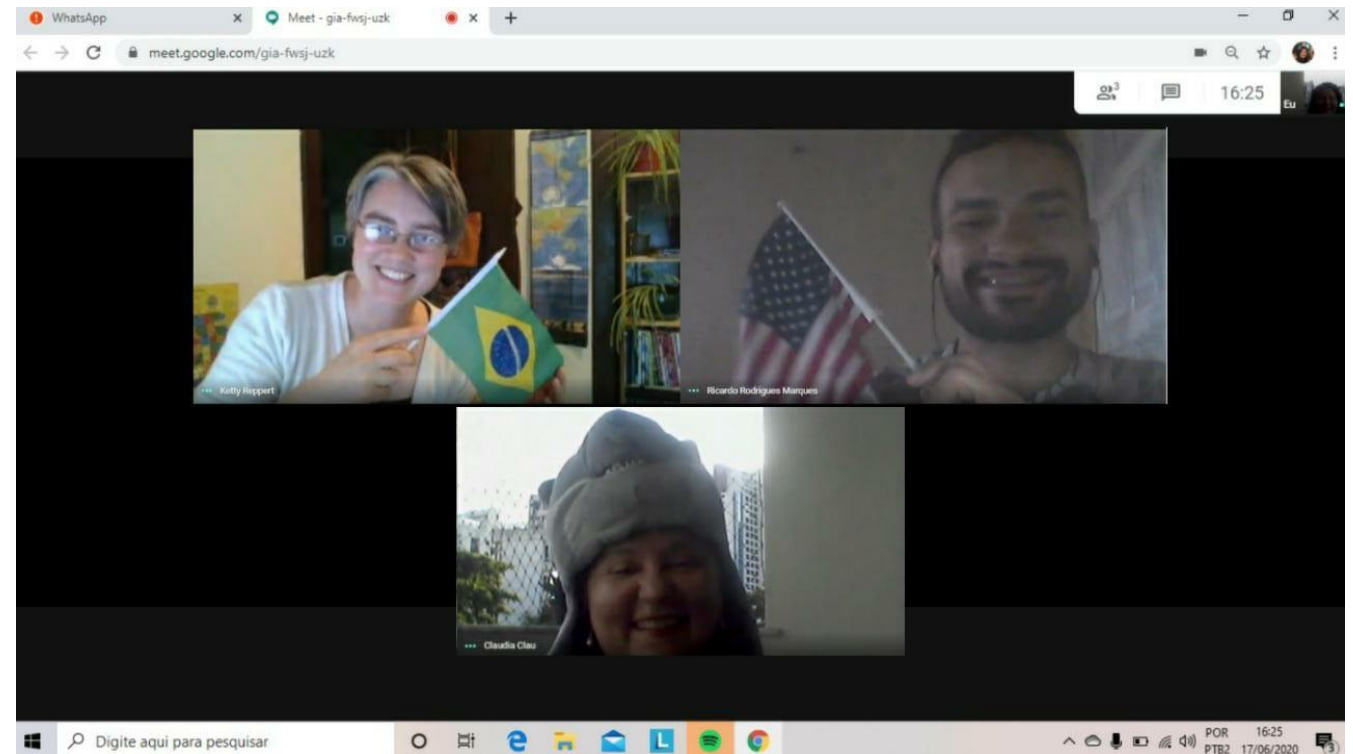
Adapted from Center on PBIS, 2020



# At the Institutional and Program Levels

## Create Community: Teachers

- Encourage sharing of ideas and good practices: locally and beyond



# At the Institutional and Program Levels

## Create Community – Students

- The great webcam debate
  - ELP experiences
  - EnglishUSA discussion forum
  - Recent article (Miller, 2020)



Original [image](#) by [Aksa2011](#) from [Pixabay](#)

# The great webcam debate



| Reasons for Cameras Off   | Reasons for Cameras On              |
|---------------------------|-------------------------------------|
| "Zoom fatigue"            | Improves interaction                |
| Internet connection       | Students can't sleep!               |
| Study environment         | Students participate more actively  |
| Shyness, modesty, privacy | More like a face-to-face experience |
| Security                  | More accountability                 |



# At the Institutional and Program Levels

## Create Community – Students

- Alternatives to webcams:
  - Avatars and profile pictures
  - Calling on students even when their cameras aren't on

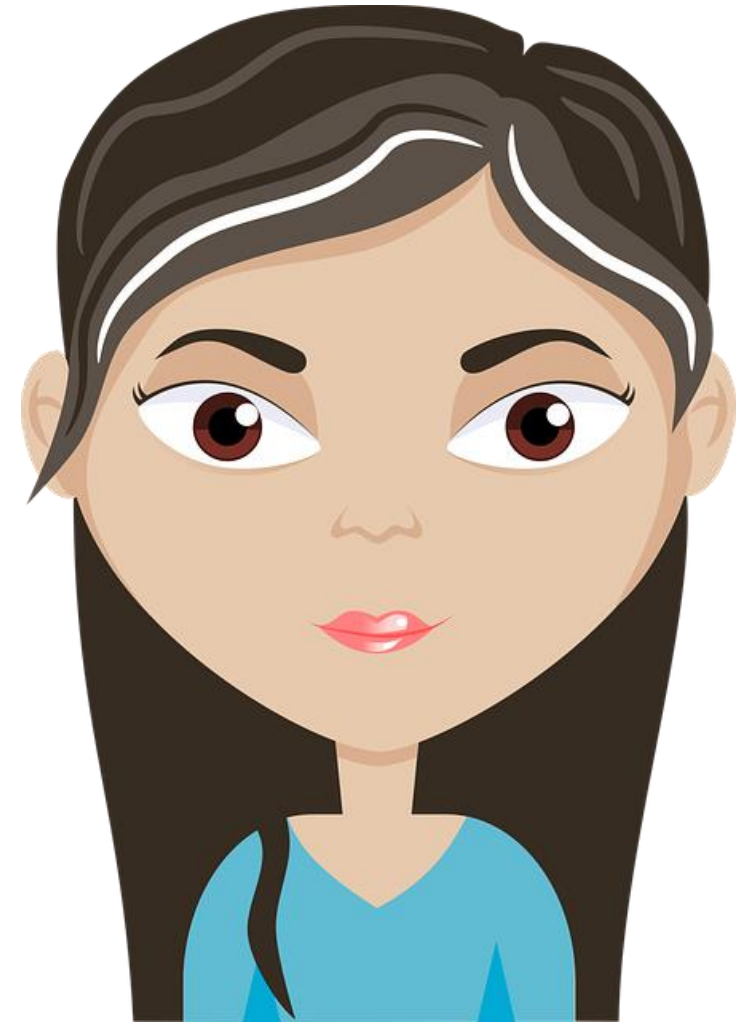
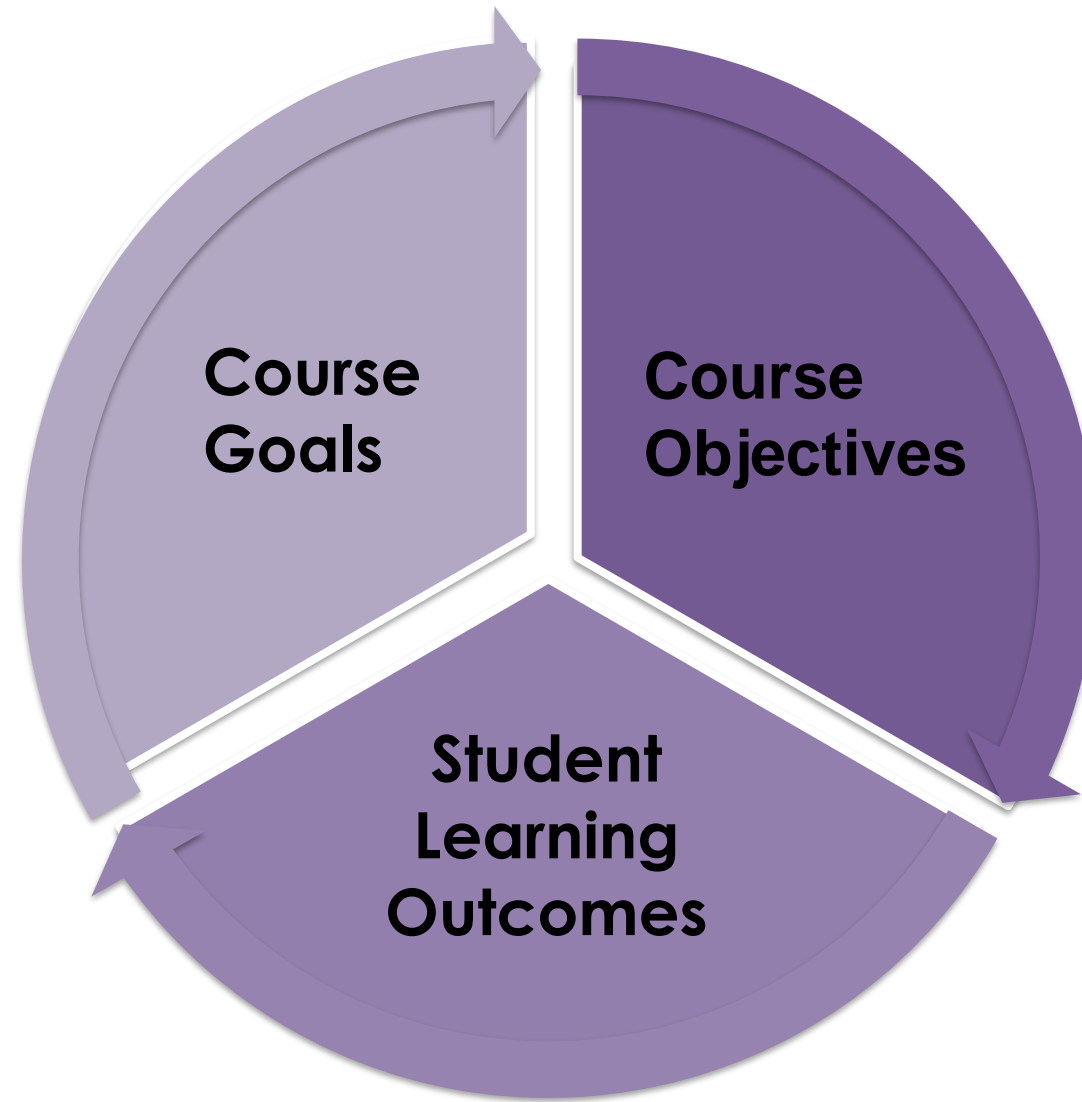


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# At the Program Level: Curriculum and Assessment

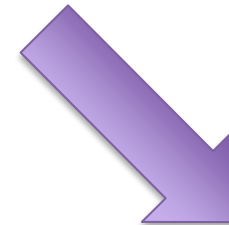


## TESOL Tech Standards

(Healey, et al. 2011)



for  
Language  
Teachers



for  
Language  
Learners





## ELP Information Class

Helping students learn to become engaged:

- synchronously
- asynchronously

# Always Adapting

