



Principles for Alternative Modes of Instruction and Remote Services

As the College of Education continues in alternative mode (both for instruction and with programs/services) in Fall 2020, there is value in articulating core principles that guide our work to support student learning and growth. To be sure, achieving these principles is a work-in-progress and aspirational; we will continue to work collegially, learn and get better as we go. The principles below, based on literature about online learning as well as our collective experience in recent months, will guide the work of faculty, staff and administrators in our college community.

Principles

- 1. Presence:** Be present in our courses, programs, and services at all times.
- 2. Communication:** Build strong, positive learning communities, where expectations are explicitly communicated and prompt feedback is provided to students.
- 3. Responsiveness:** Recognize that students are juggling a lot in terms of both work and personal commitments during a very stressful time.

How would these principles look when implemented?

- **Presence**
 - We are **instructionally present** through careful course design, as well as mentoring, guiding, and advising our students.
 - We are **cognitively present** by creating spaces that nurture growth, learning, and student success.
 - We are **socially present** by creating safe and nurturing learning communities and advising spaces, where we recognize our students and ourselves as whole people.
- **Communication**
 - We promote faculty-student, staff-student, student-student, and student-resource connection through a variety of means (e.g., emails, video announcements, reminders, office hours, discussion boards that invite responses, discussions, and reflections).
 - We maintain regular, timely, and ongoing communication. We are explicit and clear about expectations, course requirements, policies, timelines, and changes as the semester progresses.
 - We gather evidence of student learning using assignments and formative assessments and then provide prompt feedback to students.



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- **Responsiveness**

- We are as flexible as possible while supporting students in making progress on their educational goals.
- We provide equitable opportunities for learning that reflect the diversity of students and their access to resources and technology.
- We are open to feedback from students that will improve the learning experience, promote dialogue and connection in courses or programs, or improve services.

Adapted from: Boettcher, J.V., & Conrad, R-M. (2016). The online teaching survival guide: Simple and practical pedagogical tips (2nd ed.). Jossey-Bass.