Help Keep Your Student 'On Task' During COVID Quarantine/Isolation

Upon notification of quarantine/isolation requirement for your student:

General Suggestions	Examples	Sources	Links to Additional Resources
• Determine appropriate remedy or accommodation • Maintain flexibility to in-person attendance policies • Make available any course-related recordings for students to remotely view • Work with your student on accommodations to enable students to (without penalty)	• outside readings • special assignments • process for obtaining class notes from classmate • online learning module • remote access (if available)	*Documents*: Important Academic Policies; Manchester Academic Policies; Syllabus Guidance COVID-Specific Fall 2021	https://www.unh.edu/provost/guidance-covid-instruction
Pedagogy Suggestions	**Examples**	**Sources**	**Links to Additional Resources**
Ensure students can access course materials	• Recordings • Class Notes (Empty outlines) • Class Slides • Videos	*Video*: *Pivot Your Face-to-Face Course to Remote Teaching* (Summer 2020)	**Click Here to Access the Video** **Flipped Classroom** https://www.unh.edu/it/flipped-classroom-blended-learning

Engage remote students in class activities when possible	• Zoom break-out rooms • Owl • Collaborative Learning Techniques via zoom		**Providing 'empty outlines' for students to use for note-taking:** https://www.sciencedirect.com/science/article/pii/S2211368115000200 https://www.youtube.com/watch?v=I6aSgwUw1qM
Maintain communication and connection with remote students	• Virtual office hours • Email communication • Canvas notifications		**Microsoft Teams:** https://community.canvaslms.com/docs/DOC-18558-microsoft-teams-meetings-in-canvas https://td.unh.edu/TDClient/KB/ArticleDet?ID=694
Remote Services resources for student success	• Library • Writing center • Academic success services • Student accessibility services • Technology resources	https://library.unh.edu https://www.unh.edu/writing/students https://www.unh.edu/cfar/ https://www.unh.edu/it/it-service-desk	Creating groups in Canvas *Collaborative Learning Techniques*, Elizabeth F. Barkley, K. Patricia Cross, and K. Patricia Cross, 2014 **E-portfolio:** https://media.unh.edu/media/Creating+Your+ePortfolio/1_lklof1em https://teachingcommons.stanford.edu/resources/teaching/evaluating-students/assessing-student-learning/student-e-portfolios https://www.clemson.edu/academics/programs/eportfolio/information.html https://teaching.berkeley.edu/resources/assessment-and-evaluation/design-assessment/e-portfolio

Involve/include your remote students in collaborative online exercises	Collaborative techniques for • discussion • reciprocal teaching • problem-solving	*Video:* *Facilitating Collaborative Learning in a Face-to-Face and/or Remote Course (Fall 2020)*	**Click Here to Access the Video** **Microsoft Teams:** https://community.canvaslms.com/docs/DOC-18558-microsoft-teams-meetings-in-canvas https://td.unh.edu/TDClient/KB/ArticleDet?ID=694 Creating groups in Canvas **E-portfolio:** https://media.unh.edu/media/Creating+Your+ePortfolio/1_lklof1em https://teachingcommons.stanford.edu/resources/teaching/evaluating-students/assessing-student-learning/student-e-portfolios https://www.clemson.edu/academics/programs/eportfolio/information.html https://teaching.berkeley.edu/resources/assessment-and-evaluation/design-assessment/e-portfolio *Collaborative Learning Techniques*, Elizabeth F. Barkley, K. Patricia Cross, and K. Patricia Cross, 2014
Keep your student on-task and engaged regardless of how they access your course		*Video:* *Reduce Mind Wandering and Increase Student Engagement in Your Course With Empirically*	**Click Here to Access the Video** *Learning Assessment Techniques*, Elizabeth /r. Barkley, Claire Howell Major, 2016

Activate prior knowledge	• Pre-Test • Ask to reflect on prior learned material	*Demonstrated Strategies for Any Course Platform to Promote Learning* (January 2021)	[Book Chapter, Richard Mayer: Research-Based Principles for Designing Multimedia Instruction](#) Griswold, L. A., Overson, C. E., & Benassi, V. A. (2017). Embedding Questions During Online Lecture Capture to Promote Learning and Transfer of Knowledge. American Journal of Occupational Therapy, 71(3), 1–7. https://doi.org/10.5014/ajot.2017.023374 Stiegler-Balfour, J. J., & Benassi, V. A. (2015). Guiding questions promote learning of expository text for less-skilled readers. Scholarship of Teaching and Learning in Psychology, 1(4), 312–325. https://doi.org/10.1037/stl0000044
Make information personal or relevant	• Assess for student goals for course • Explore relevance of course material to student • Speak in conversational tone		
Engage students in making predictions during learning	• During • demonstrations • lecture • problem-solving • reading		
Quiz students on recently acquired material	• Clicker/poll • After required reading • After class presentations		
Use collaborative exercises that include peer instruction	• Clicker questions • Group work		
Engage students reflective reading activities	• Self-explanation prompts • Elaborative interrogation		

Activities	• Discussion • Debates • Concept Mapping • Polling • Active Listening • Reflection	*Video:* *Engaging Online Students with Active Learning* (Spring 2021)	**Click Here to Access the Video** **Zoom:** https://my.unh.edu/task/all/zoom-task **Microsoft Teams for Collaboration:** https://community.canvaslms.com/docs/DOC-18558-microsoft-teams-meetings-in-canvas https://td.unh.edu/TDClient/KB/ArticleDet?ID=694
Tools	• Zoom (Breakout Rooms • Canvas (Discussion board) • iClicker (Polling) • Kaltura (Video sharing) • Office 365 (Collaborative documents) • MS Teams (group work)		**Discussion Board:** https://www.unh.edu/teaching-learning-resource-hub/technology/mycourses/discussion **Kaltura** https://www.unh.edu/teaching-learning-resource-hub/technology/video-creation-hosting **Concept Maps** https://www.unh.edu/sites/www.unh.edu/files/departments/center_for_academic_resources/concept_maping_-_copy.pdf