**#CovidCampus Episode 1**

Welcome to a bonus episode that we never want to have of #CovidCampus. I'm Laura Pasquini. I'm hosting or emceeing to bring a few of my favorite podcast hosts from higher ed around a digital table to have a conversation about what's going on with the Corona virus and shut down of institutions or colleges and universities and higher ed around.

The U S and I thought there were good representations, so I'm going to pass the pod Mike to each of them to introduce themselves. I'll get started with, uh, Patrice though. Hi, Patrice, for via Prasco. I'm the associate director learning design at Harvard school of education. Uh, so I'm speaking specifically to what we're doing for the graduate students, and, uh.

Well, you know, for us, like everyone else, the sudden switched to online was somewhat jolting to everyone. And we are focusing on several different stages of continuity of learning with stage one. Just I'm getting everybody comfortable with the technology. So in order to do that, we've set up, um. Several different workshops.

We have workshops which are getting comfortable with zoom, learning how to use zoom, and then we also have set up some practice sessions for faculty where they can actually jump on and practice some of the moves that they're interested in using. And we are also training what we're calling copilots.

Those are people that will attend the first session that faculty are holding in order to provide some support. But we've also been focusing on student support as well. And we are, we have some student workers who are holding workshops too. Uh, help out students who are maybe a little, you know, would also like that opportunity to practice or have some questions about how to use zoom, what it'll be like to be in breakout rooms.

And we are also looking at having like some open lounges and things like that for both faculty. And students, right. Because there's so much to think about beyond the continuity of learning, um, with respect to just community, um, events that they would have attended if they were here. You know, and what can we do once we kind of get the learning in place, distill, give them that as much as possible.

That experience. Yeah. Thanks Patrice, and forgot to say that Patrice is one of my cohost for in Vino fab. Um, but we'll talk a little bit, um, about some tools. She mentioned zoom. We aren't sponsored by anyone, so we're just going to say it's a web conference platform. If you don't know when you're listening and you grab this and we'll share about some other, um, platforms and things you can consider cause there's loads out there.

I'm going to now toss the mic over to Bonnie. She is the teaching and higher ed podcast hosts. So hi Bonnie. Tell us a little bit about what's going on in your world. Sure. In addition to hosting and teaching in higher ed, which that community has brought a lot of information, a lot of humor, which I really have needed and a lot of encouragement.

But in addition to that, I'm the Dean of teaching and learning at Vanguard university, which is in Southern California and is a small private school. I'm almost reluctant to say anything of specific about what's happening in the sense of lots of decisions are about to be made and some major ones already have been.

I have been intrigued by. Just thinking about David White's model of residents versus visitors, which would be Laura, a good thing to link to for people who may not be familiar with it, but instead of thinking about people's capacity to move and collaborate online as an age thing. That's not particularly helpful in this particular pandemic response, but also not helpful just in general in education, but I've been just observing and seeing those of us that are already equipped and we just flex back and forth throughout the day without really sometimes even thinking about it to others that really have a reluctance.

I have heard on. And on another campus and another one nearby mine. Very, very close to mind. People saying things like, you can't teach math online. And of course, I get sad by that, and I want to say, Oh, there's so many great people I couldn't, right. Dude.

Too, but really about the stringer, that instrument, they have a strength that's called an input, and I used to think that meant getting a lot of people's input, but it's actually not. It's more, it reminds me a lot of just making sense of things. That sense making process. And of course, Laura, you do this a lot as well in terms of curating things, organizing it for other people to make it accessible.

But those of us that do that really well have just been proliferating across the internet, across social media. And it could easily, they get really overwhelming for people with just all these different resources. And, you know, where do I get started? And so, I'm trying to at a little bit, uh, at Bay a little bit, and yeah.

Yes, there it is. Which the best description, Jean. So, I'm so glad we can get together for this conversation today and I'm already taking notes from what Patrice said, and I'm sure that's going to continue.

Thanks Bonnie. Just double checking. If you all can hear me now, let me know. Um, I had a little cut out of sound at the end of that one. Okay. So, um, also with us to podcast is, uh, another cohost. I have a problem, a break drink. It's Jeff Jackson. He's going to talk a little bit about what's going on in his neck of the woods in Texas.

Yeah. Laura. Hey, I'm Jeff Jackson. And as Laura introduces everyone, I think she's really a professional podcaster as a, uh. Uh, part time, full time job at Amazon now. So it supports her addiction to podcasting. So, thanks for including me and this a fantastic panel. So, I work in a different type of campus.

I work for a medical school. Um, I'm in San Antonio. We have had a lot of the, uh, people on cruises, um, moved here when they come back to the States and one of our military facilities. So that has been present in town for a good while, but they've been very isolated in quarantine until they underwent all of their testing.

So it's really been on our radar as far as. It didn't necessarily catch us by surprise. Totally. So we've been thinking about this for a little bit. If I remember, uh, two weeks ago, sorry, I remember a week ago thinking we're probably two weeks away from going online and now we're going online tomorrow. We said that we had to do based on our clinical schedules and of our faculty, we had to go online immediately and we kind of we’re planning for a week to do it.

We did the bulk of the work in the last 40 hours, last couple of days of the of the week. So we, our students take one class at a time. So it was a little bit different that they'd take one class for four weeks and another class for four weeks. So, we have two main classes left, and this is our preclinical students, our clinical students as a whole.

Another thing, which you may get into later if there's a question about that, but. What we are trying to do with trying to maintain a lot of what they would get in an online environment by using a lot of the web tools that we have. Meaning that we have a lot of team based learning and case based learning and how can we best assimilate that?

And they're not just going to watch like a online lecture to try to do that. So. Are tools that our campus had provided for us was a WebEx that had a seat limitation. Also were where y'all are dealing with like scale of large class, several classes and many faculty where a lot of students were one class.

So we have 200 students. The seat capacity we had for the WebEx would not allow us to do that for our, for our students. Sorry. So we have like two 20 for this. This class. So we're using Microsoft teams. And what we're doing also is because for accessibility issues, we record all of our lectures in any way and provide them online.

Because some one medical school goes pretty fast and some people will need to be able to slow it down. Nobody I can review. So our lectures are already recorded and it so happens in class that starts Monday. The schedule didn't really change from last year to this year. So we're able to provide a lot of those lectures online over the weekend for students to start reviewing.

The times that would have been in that lecture time period, starting tomorrow morning at 10 o'clock is it going to be like an open office hours using a Microsoft teams tool? I don't know if like five people are going to show up if 50 or a hundred I don't know how many people are going to show up during that time period.

So we're kind of, we have a schedule of doing this for the . Weak. We also know that it could totally blow up on day one, so we're confident to know when they're going to get the material. I'm provided to them the same quality as we have for this course. We want to provide an opportunity to ask questions with the faculty.

We hope this will did that. We also are. We always had message boards. They don't really use them within, they'll use them this time, making sure our course directors are monitoring those message boards. The teams to also allows the students to collaborate amongst themselves for the , uh, cases. They have to do the differences.

We're not involved in the room with them like normal when they're doing this team base and they're, they have to go and do it on their own and some take leadership with that. So that's kind of where we are now. Tomorrow I could have a completely different story. We'll see how it goes. Day one. Thanks Jeff.

Yeah, you're not the only one. Thinking about it. It was great. Bonnie shared a good resource that, we'll put it in the notes. It's the remote teaching office hours you just mentioned is, um, this engineering school, actually it, uh, engineering community and education core at the university of Nebraska have office hours like you're doing through discord, zoom.

Um, they're going to try out digital workshop. So I'll put a link to that cause I think you're right. We don't know. Uh, what capacity, as everyone tries to go on to a similar platforms, it sounds like, um, what's going to happen with capacity, broadband and whatnot. So thank you for sharing that because you're right, schools have closed.

I'm in the state of Washington and our governor shut everything down. Massachusetts. Close all the schools for three weeks. So we've got three weeks of mass. I've got until the end of April in Washington and more so. I appreciate you sharing how you're testing it out and seeing how it goes for your team based work.

Last but not least, a host of number of podcasts. You may know her from a, you got this coach to coach a research and action formally. I don't know. She's probably is developing a podcast right now cause she's isolated at home. But Katie Linder, welcome to the pod. Thank you, Laura. Hey, everyone. Um, so I am the executive director for program development at Kansas state university global campus.

Um, this past week was my sixth week on the job and, uh, we've been really pulling together a lot of resources on to keep teaching website like I think many institutions have been. And we also started a mighty networks community called keep teaching research resources. Called, keep teaching resources for higher ed.

And, um, that community is now over 900 people, uh, from all over institutions. There's faculty in there, there's educational developers, there's, um, some folks in student affairs and you know, various other places. And we're really trying to organize that community both topically and in groups, um, because there's just so much content flying around and especially like academic Twitter, and it's, it's really hard, I think, to kind of curate, as Monte was saying.

To carry it, some of those materials in a way that other people can really find them to be useful. So we are moderating that community, um, and it's growing every day, which is really fun to see and people are really helpful and supportive in there. Um, as of today, actually as we record this, it's a Sunday, the 15th of March.

We were told to, we're basically going fully remote on our campus, um, employees and students we had taken, um. This past week was actually our spring break. And this coming week, we're extending the spring break to offer some training opportunities for our faculty. So the unit that I lead, um, is taking a big role in that we have 35 trainings over the next five days that we'll be offering on a range of different tools.

And I'm really just trying to meet people where they're at because we have some faculty who are, feel very experienced with online. Um, over 700 of our faculty have taught online in the last couple of years. But we also have some folks who've never done it and are feeling a little bit nervous about it.

And so there's that kind of wide spectrum of experience that we're trying to support and respond to. But it's interesting because you know, every day, as you all know, it's changing and the information that we have is shifting kind of under our feet. So being responsive and trying to be as supportive as possible in the midst of kind of our own stresses and dealing with the situation.

I think it's a new experience for many of us.

Thanks Katie. And I will say, I, I read something you tweeted the other day and Bonnie reshare today was having a shared purpose for your work. It gives you a lot of meaning. And the biggest thing that in that tweet he said was talking about humanity. Um, so I want to start with a question of how you are taking care of yourself, your teams at work and whatnot.

Because it's not just about putting learning online, it's about. Moving to a remote workspace, being distance when you're probably not used to it. For many people, many people go to a physical college or university campus. Um, some have tech knowhow, but let's drop the tech. And what are we doing to attend to, I guess, emotional needs?

Uh, personal wellness, uh, health, wellness, mental health, being emotional. Um, so whoever would like to jump in first, I will give you the floor.

Sure I'll, I'll start. I think one, it's, it's really hard and I noticed that our team and everyone is working in, everyone I talked to is working 1215 hour days. On Slack. Um, and I've been trying really hard to disconnect, go for walks. And I think it's really important in light of all this, you know, one of our greatest concerns for all of us as we are doing this planning is planning for the fact that we know some of our staff and faculty and students, et cetera, um, are going to get sick.

Themselves or you know, of course not be able to care because of the school closures and whatnot. So as hard as it is, I've been trying really hard to get a solid night's sleep, which it can be hard to shut off. When I was going to share that, I, I listen, I use an app called calm. Which for whatever reason it, and I've heard others say this, if I listened to a sleep time story on that, I'm asleep in like five minutes, but my daughter just shared with me also an app called 10 percent.com that I think is also running some sort of meditation.

Special during this, during this time, so I would strongly encourage whatever app you have, meditation, whatever you need to do to turn off at night. I think that's really hard for a lot of us

in terms of taking care of myself. There are similar things to what Patrice mentioned. It's really important for me to be getting exercise so I can keep my immune system up important to try to get the sleep, but also. Not put a ton of pressure on myself. If I'm not sleeping well, then I'm not sleeping well.

And so taking advantage of this at least this weekend as of our recording, to get short naps in, or at least to lay down for a little while and just let my body try to relax and then thinking about the food that I'm putting into my body. The other thing I've been thinking about a lot and my husband Dave and I talk about a lot, is that it's a very natural, normal human reaction that when something like this is happening.

Everything just starts to feel so out of our control. We can't control those other people who, as of this Sunday evening recording are still going to bars and partying it up and not taking, not taking on the risk seriously, that they are not only taking on personally, but on behalf of other people. We can't control all of that.

We can't control what happens in terms of decisions of the various governmental agencies and leaders, et cetera. But. Our little human brains still want to control something. So we recognize that we're finding ourselves wanting to control a little, teeny, teeny, tiny things just to take some control of our little worlds.

And that's a very normal human reaction. And I say just lean right into that. So if you this this morning we all put socks on our hands, at least the kids, and I put socks on our hands and we cleaned the part of our stairwell that's not carpeted, that has a little bit of wood. They know. So we, we dusted. I mean, who's, who's Dustin right now?

But, but that's just a little bit of trying to gain some normalcy and being okay with the fact that our human brains want to control these little things. And in terms of taking care of teams, you said it very well, Laura. I'm thinking both in terms of taking care of the technical needs and also taking care of that emotional wellness and that they'll be going through their own series of normal human reactions as well.

When it comes to my own style, I'm finding myself flexing much more toward a very direct style of leadership, which is actually, I'm a very direct person as it is, but in a university environment of all my years that I've been here, I find that I have to temper that. Sometimes that's not always welcomed.

So now I'm just full board. Like, you know, that's. That's what people are looking to and that, and I do find actually people are responding well to people I have not worked with closely before, are taking just some confidence. Because when you are in a heightened sense of, of chaos and of emergency, then the experts get to come and say, you know, this week I think we should set up a team site.

I think we need to have tasks as the emails are coming in from parents and from. Other stakeholders and the students themselves and other care givers, we're not responding to them well because they're caught 20 people on it and nobody knows who has the POL. So setting up these technological systems that will all help us track those things.

But again, I'm being much more direct than I normally would have. What does anybody think about this? And instead it's just like, let's set this up. Let's do this. And then it's all I'm going well, but I'm, I'm. I will tell you one last thing and then I would love to hear what the others have to say. And that is just, I'm practicing gratitude and back to those little teeny, teeny, tiny things that maybe we haven't noticed before, that this opportunity lets us notice.

And it might be things about our home or things about our neighborhood or about our family. And those are just opportunities to do that, which is all part of taking good care of ourselves and also taking good care of each other.

So I'm along the lines of Patrice that I, on the weekends, I'd love to spend as much time outside as possible. Well, we try to go camping a lot too. We try to go hiking a lot, so we utilize our Texas state parks pass a lot in the this time of year, because in the summer it's gets too hot to do that. So we.

Did not go to the parks this weekend, but we spent a good amount of time outside. We planted our tomato plants in the ground and worked on our seeds and worked in the yard and just had fun playing in the backyard and watch the dogs and all those things we could do to go outside. We went and a walk through our neighborhood and it was really weird because you always see other people out.

Do you see cars out? And there was just, we were counting the only ones out. It was, it was like, it was like kind of when you go out. Oh, like a holiday day and nothing's, no stores are open. That's what I felt like today. The stores are open, some stores are open, but no one was there. Except for the grocery store, but it was, so, it's kind of a surreal experience of the few time that did have to get out to run some errands.

But we try to spend as much time outside as a family as possible. And I will say our house is clean. And now that it has been in months, uh, being here and making sure everything is clean and scrubbed down and with the opportunity here, but, uh, that's what's keeping me sane so far. And, and, and for just.

When our school shut down. Our office was really great about being sensitive. The parents are single parents or you know, people who don't have the ability to have paid childcare to be able to get them into working from home faster than those of us who can still still be in the office. So, I'll to go in the office probably one more day this, this week before they publish at us us town too.

But, um. Prioritizing those that really have to have that childcare needs first.

I would say that, um, for me, anyone who kind of follows me in other spaces knows that I'm an introverts introvert. And so I feel like I've been practicing my whole life for this whole situation of being stuck in my home for a couple of weeks at least. And it was helpful for me, you know, last week to go to the store with my partner to make sure we had what we needed.

Um, if we, if we did indeed need to stay home. Um, but self care right now for me looks like reading novels and trying to turn my brain off a little bit when I need to just to give it a break. And definitely getting some rest. Um, like Patrice and others have mentioned it, it can be hard to just kind of turn your brain off at the end of the day and get a full night's sleep.

And we all know how important that is for our immune systems. And just. Being, you know, in the, in the best place we can be because we're all providing a lot of support to other people. I would also say that one form of self care for me this week was really relaxing some of my routines. Um, and just letting myself kind of go with the flow a lot more in terms of just what was being asked of me, what, what felt good to me at the time.

Um, and not kind of pushing too hard, um, to keep anything, you know, up. Um, I am still doing a workout routine and things like that, but. Some of the other things, you know that ideally would be happening. It's just a little too difficult to do when you have kind of meetings coming up to the last minute and you're, you're trying to do a lot of things at once.

So I'm actually hopeful that working remotely is good.



Computer. Good. All right. Recording. I think I'm really looking forward to like many of the interviews or it's among us being away from some of the meetings in the campus life and just having, you know, a little bit of a breather, especially after these last couple of weeks that have been pretty tough.

Um, in terms of lots of sudden meetings, um, large groups, and now that we're going into virtual remote mode, I think we have a lot more control over our environments.

I think all of you have said great things. Um, my just quick self care is, you know what Jeff, can you tell your Texans to tell a Washingtonian sustain side because the streets were not vacant and they should be, cause I'm from the epicenter and in the U S but a lot of people are out walking, um, walking dogs running and I just got out to run.

And that's kind of what my go-to has been. Um, I will say we have in this, uh, quick. Impromptu. Let's meet the podcast. We asked a bunch of people to put out questions and it will say, thank you, veer Rossi to put out a lot of questions, but we're going to, I wanted to ask one, because it combines two of our questions, which was, um, thinking about moving to remote teaching and moving things digitally or online, what really she asked is, um, how do you make sure that things are accessible.

And it's not excluding anyone from learning. And that also could go excluding people from working, which if you've, you've already touched on or access to 'em how they support students. Um, teaching, learning, all of the above. And I don't know, um, if you want to jump in there, anyone, please feel free. Mine's pretty fast for this.

Uh, using Microsoft teams, it does have the ability for an individual put close cap machine on their screen. We're a little bit worried about it because the medical terminology may not okay. Capture very well. It does okay for a lot of that. And that's something doesn't get recorded into the video file that we'll do, but it does, I think it's have a screen live.

Would you have a combinations for . Few students do have some hearing disabilities and we have a close caption. We've already coordinated with the, the person, the organization. He does close captioning for that and have that ready to go. So one of the things that we've been sharing with faculty, and again, as Laura said, not promoting, um, any specific tools, but PowerPoint does have a live captioning option.

So if you have a PowerPoint up, it will actually live caption. And I've seen it. It works. It works pretty well. And just a couple of zoos. Tips for people that are maybe new to it. Um, when you go into your zoom settings under a recording, there is an option to automatically record transcript so that when you, when you record your session and then share it, it actually has a timed, you know, time transcript side by side.

That is pretty awesome considering it. You know, again, free and zoom also has an option where you can assign somebody to do closed captions. And so I would imagine if you know somebody in your course needs that. Feature. They would go to the student services student accessibility office and ask for somebody to join that zoom session, and then they can actually type in, there's a special box.

They type the live captions in throughout the session. And again, when you record the, when you record the session, those captions are automatically saved. So I think those are a few, a few nice features that I would just like to highlight. So we're looking at not just accommodations, but really access and one of the things that's going to come up in both of those areas is going to come up around deadlines.

This is the time for people to throw out all sense of having really strict deadlines in our classes and offering the kind of radical flexibility that this, this. Point in time is really begging for. So really thinking about deadlines I've seen on Twitter, lots of mentions about trusting our students.

And there were some questions about what if they cheat and this is not the time for us to be thinking about what if they cheat? Yes, they might cheat. Yes, there are better ways to assess learning than some of the ways that we currently do it. And some of the ways we currently do it really actually encourages.

Cheating, and so this is just a, this is a time for radical flexibility and I know that actually a lot of institutions are flipping over to pass. No pass. I understand MIT did that, but there are a bunch of others that are going that route as well. Something that I actually want to learn more about, to have different options based on where the academic leadership is.

Confident enough to go at this point. There's so much to think through, but one of the things I would just recommend really rethink those deadlines. That's a good point. I'm just going to jump in to say, I will say, as slam teachers saw Michael Morris put out a pivot to online's, a student guide, and in that it was advice to students who are going to hop, have to hop online because they will have to think about, um, supports, needs, um, advocacy and self.

So I'll put a link to that as well. And then I know that Josh Isler and Jesse still MOBA talked about that past grade. And this is the time to think about. How do we get through this semester term, um, to the end, whether you're on quarters or semesters system, uh, what can we do to help people get recognition for the work they're doing and move through a course?

Katie, what are you thinking? I would just add that there are so many professionals on our campuses that think about this stuff today. In a day out, whether it's our, our center for teaching and learning staff, or it's our professionals who are working in like student access services or student disability services.

And I think that we should rely on those folks just like we have in the past to ask, you know, what are the specific accommodations that we need to provide? What are their recommendations for how we should shift things? And I completely agree with Bonnie that this is a time for radical flexibility and just understanding that we are not going to be able to do everything just the way we did.

Face to face that this is an approximation. And on our campus, we've also been using a little bit of a metaphor of like, this is a lifeboat model. You know, like this. We're just trying to kind of get from point a to point B in the term, you know, in a pretty drastic situation that none of us were expecting.

So we're not necessarily encouraging a hundred percent best practices of online learning because. In many ways, this is remote learning, and we're not even asking faculty to go fully online if that's not what they want to do, because there's such a spectrum of what the possibilities are. So I think really relying on the people on your campus who have really thought through some of these ideas and knowing that you really don't have to go it alone, like there is somebody who can partner with you to help you figure out what the best options are for your students.

That's great advice, Katie. I think Tom Thomas Tobin actually said that there's a worldwide of guides and readings up-skill, and I've put together some stuff myself. But you're, you're right. You could find someone on your campus, find some of that, you know, locally or in your network that could help you because they can give you some simple how tos, and it may not be using a streaming or a services video audio or.

Coordinate at all. It might just be coming up with really good word documents with headers and or PowerPoints that are accessible. Um, and you're just going to teach differently. Cause online can be like a digital correspondence class at this point. It doesn't have to be, um, all the tools and whistles of what we dream and hope and believe a digital and online learning looks like, but it's going to get that information to them.

So thanks for pointing that out, Katie. I'm office for disabilities, accessibility, teaching and learning services, instructional design shops. Um, who else can help you at your campus?

I had posted earlier, Lauren, I know you'll be adding this one to the show notes, or at least it's already in your compiled documents, are a lot of resources from our libraries, and there was one that I came across as just fantastic, but I've come across from a whole bunch of them and am so appreciating our librarians today for what you're doing for our campuses as well.

Oh, librarians, they're my favorite. Um, your rights. And uh, the other kind of question is, and it was brought up in the care section, and I think Patrice had mentioned this as well, was what happens if your own staff faculty get ill? How do you replace how to interact? Cause this is kind of like the evolving.

Things are happening at this time. So are there any other contingency plans, not just for continued instruction, but supports, um, how they can reach out? Do you have any kind of like call a lifeline or calling tree that you have within your teams, your groups or things you're thinking about now that like you'd like to implement.

We do have a call tree within our organization that we've already implemented. Just as we've been thinking through some of the things that are announcements that are happening, especially coming out over the weekend and what it means for this coming week. But I also think one of the things we've been encouraging as a buddy system among our faculty.

That they have someone who also has access to their course if they're using our canvas learning management system. Um, or that they have, you know, um, content that they're trying to develop farther than just kind of one week ahead in case they do fall ill and they feel like they can't continue with their courses.

So this is something we're starting to kind of think about in terms of backup plans. But I also think that this is a situation where we just can't plan for everything. And as a planner, like to my core, it's really hard for me to say that. Um, but I think that it's kind of tough, um, to be in a situation where we really don't know what's going to be happening.

And, um, it is a little bit unprecedented for many of us, so we have to kind of wait it out and make decisions as we have good information. Um, I see Bonnie is asking in our zoom chat if to explain the call tree system. And, and basically what this is, is a very simple diagram within our organization where if something has to get out to all of the people within our organization, we don't just depend on email, but we call people individually and then they call people after them on the call tree.

And it's a way of kind of spreading information throughout the organization in a way that we're actually talking to each other and we can share information and we can confirm that other people have learned certain information versus just trying to. Email something out. Um, and, and so it's, it's, I think a little bit more of a personalized approach and one that I have not had in the past, but I really did appreciate it today when I could touch base with my staff and give them some information and make sure that everybody is processing that information and that they don't have any questions.

We also have a, like a backup admin plan. So for our deans or senior level staff. Or I guess executive directors if they were to get ill, cause we do work at a health science center. Many of our deans, our faculty are still like my bosses, OB GYN. She still does a clinic once a week. So there's a possibility that they could become ill also.

And if that's the case, you know who is going to be the interim at the time that they need to be out. So we have that plan already in place. And. Or the Dean's office knows that. The people in our office tell that. So if something was to happen, who's going to be the person who's who? Cus steps into that rule temporarily.

And I think that's helpful to listen cause we have staff and faculty here. So we're concerned about teaching and learning. But there's another piece of it that, um, are you thinking about, you know, you're a professional staff on your campus, um, student staff workers that you might have as well. How are they involved in that?

Um, Patrice, you had a couple of suggestions earlier, I think. How are you thinking about that for your group? So one of the things that we are thinking about, just as we build out capacity, is trying to keep in mind that, you know, if you look at the percentages, in all likelihood somebody's going to be become ill.

So for example, if we have people designated to be. Copilot in someone's class, we should have like who would be the on call person if that person can't make it. So we are trying to do. Trying to almost set up like an on call system. Um, I, I'm not sure from a faculty standpoint, uh, you know, if leadership, you know, is, has any, um, like what they're planning for that right now.

I have heard of some schools that are asking, um, there are faculty to make sure that, you know, they set up documentation so that. Similar to what a lot of say, fully online universities do, right? Set up documentation so that anyone could step in and teach your class record lectures ahead of time in case somebody needs to, uh, you a teacher class, they could play the lectures.

Um, but I think it is a delicate balance and we, not only can we, like, we don't have the capacity to plan for everything. And so it's a lot to ask faculty to both be thinking about. It'd be under the pressure of like, how do I transition into this new remote world and wait. I also have to like prep all this documentation. So I think, yeah, well doing the best we can/

Patrice, I think recording lectures at a time is helpful. Multiple areas, you know, if he gets sick or something happens, that's good. Also. Oh, so you're not so reliant on on the web based technology to work every time you want to give a lecture, because 90% of the Americas, and we're using zoom tomorrow or WebEx for Cisco or whatever it is, and so if you already have it recorded and on a local server on your campus, students will stop access to that information regardless, independent of the technology.

Yeah. And you said it right, Jeff, like I'm concerned that everyone is shifting to these online spaces and I, um, so I'm not on a campus. Now, as Jeff alluded, I work here in Seattle at the epicenter of the outbreak.

I will say I listed about. Five or six different web services. But if everyone's going to jump to one or two or three of these, then what happens with their capacity? Cause I can only imagine, um, Monday's going to be a big test or this week is going to be a big test coming up. So, um, having just like notes and PowerPoint is okay, folks, remote teaching is going to look a little scrappy and that's okay.

Okay. Yeah. I just wanted to jump in. I think that that is a really important message that is hard for many of us to hear. Mmm. The what's good enough? You know, what, what, what's the minimum that we need to do to continue learning? And I agree 100% I'm really concerned about the fact that. You know, K through 12 and universities across the country essentially are shutting down and everyone is on zoom.

Not only what's going to happen to like our wifi and, um, access to zoom. Yeah. What's going to happen to Netflix and Hulu and what if I can't watch my shows. PR priorities. I love it. Okay, that's good. Um, why don't have any answer for this. Go on. We get, no, not about the Netflix one, but I was captivated by a post from Tannis Morgan at BC campus this week, and I, I actually left the last part of the team off of it when I was sending it to my faculty because I actually wanted them to read it and I thought they might not take it seriously.

Here's the title. Online teaching with the most basic of tools. Email. And the email was the part that I left out. Janice, if you're not familiar with her, anyone listening is a phenomenal educator and I love the credibility that she brings. And then also just the simplicity of how she says we can do this.

You could actually teach via email. It's a wonderful post, and I'll be sharing it with Laura to add to the, to the add to the show notes. I think it's one worth a read. I was also going to mention, Laura, when you were talking about just trying to handle. All the stuff that's coming at us right now. If people don't already use a digital bookmarking tool, that would be something that I would say can really be a lifesaver in these circumstances.

So a digital bookmarking tool will allow you to save any website link and add tags to it. So I have my own tag now called Corona virus, but of course I'm tagging these articles. With other categories as well, so that in the future, I'm not going to hopefully be searching as much on Corona virus, but in other contexts, so.

A digital bookmarking tool really helps. And then another tool that helps me is to have a someday maybe list, and that someday maybe list is when I want to go down a rabbit trail and say, Oh my gosh, that sounds absolutely amazing. We can't do that right now. We can't even do that when life is operating normally, but having a place to capture those ideas and things can be really helpful.

The two bookmarking tools that I recommend. The one I use is called Pinboard, and that URL is Pinboard. Dot. I N I like it for its simplicity. When you go to it, it just looks like a list of links and there's a tag cloud over on the right. Some people like to be able to use highlighting and annotation. So some people like the bookmarking tool called Diego, that's D.

I. G. O. D go to me is a little visually cluttered and I don't necessarily need the highlighting if I want to do that kind of annotation. And I use the annotation tool called hypothesis.

All right, so you've already started this, Bonnie, but I'm going to go around the resources of other things you all are thinking about using and taking advantage of trying on. Um, I started this list of tools and I'll definitely link to like things we've already talked about cause I definitely have to add to my list.

Thanks Bon. You have to do more work. It's great. Um, I will say some of these tools I tried to organize by video creation or lecture capital. Capture a, one of them I'll put out there that's transcriptions based. Um, so if you're looking to do some sort of short lecture, like I'm not talking about three hour tour on your lectures, but 20 minutes, 10 minutes, five minutes, you can go.

Having use a really great two plans. One is descript and one is Otter, and you can give audio and get automatic transcriptions. You get three hours per month with the script. It's actually a podcast one that you could try out and. Otter is 600 minutes per month for their basic and free plan. So that gives you pretty decent transcripts that you have to do a quick edit for.

I'm going to use it for this podcast so you'll see what it looks like and um, yeah, if you'll give her quick transcriptions for access because some of your students, not only, it's not an accessibility or compliance thing, some of them won't have access to download or they're using data. They don't have wifi and they're not connected.

So you want them to be able to download a document quickly to read it. Instead of streaming your 10 to 20 minutes, mini lecture, mini talk, or how to thing, um, have a transcript with resources for them to access. So that's my, uh, resource tip. But, uh, anyone else want to jump in and share something else that you can do?

Quick and dirty, scrappy, remote teaching, learning support with.

I really liked those service droplet, D. R. O. P. P. L. R. I think there's two peas in there, and that's a similar service that you described where I can quickly just record my screen or even do a screenshot and annotate it, and as soon as I stop recording, it's automatically in the cloud and ready for me to paste into an email or social or wherever it needs to go.

I'm going to put another vote out there for email. I think one of the most important things that we can be doing with our students as we're transitioning courses into remote modalities is to just contact them and let them know we're working on it and be really clear about our expectations, how our syllabus might be changing.

How deadlines might be changing, how assignments might be changing, and a lot of that can be communicated over email and we can let them know that we're thinking about them and we're in the process of getting things pulled together. And I, you know, I think we just don't want to create a communication vacuum where students don't know what's going on.

They're confused, they have questions, you know, the more that we can be communicating with them and giving them updates on kind of where we are, I think that will help the situation, especially in the very immediate term. Yeah. And I want a second email, which is interesting. I think we've all been trying to shift away from email, but, um, there's also a concern, right, of asking faculty and students to learn a lot of different tools.

And so we are, we're, we are trying to weigh like, you know, what are the different tools that could be added to the tool box, but also. Streamlining it so that, you know, if you're in three different classes, you don't have to learn three different tools. And also, you know, we don't want to add to the, are the already potential difficulty of people who are leaving campus and maybe going across the globe and might not be able to access a lot of these different tools depending upon where they're going back to.

Uh, Jeff, do you have anything you want to add? I have nothing else clever or useful to add. I think, um, we using what our institution, the tours that they have provided for us and kind of making that work as much as possible. I just, w well, I can, like Katie said, is to try to communicate as much as possible and.

I feel like in some ways, as I'm communicating to my students, like I'll communicate. I've learned to communicate with my children, don't promise things you can't deliver on. And I try to be upfront about the, you know, issues you're having and try to lead them in the direction you're, you know, try to try to lead them in the proper way, but understand this is a fluid situation and things may be changing.

So, um, I just. Whatever's going to help but communicate best with your students. Mmm. Email your learning management system, whatever that could be. Just make sure that that's been done often. I wanted to mention that I was very grateful for some tools that I had already set up because I concur with everyone has said, use the tools that you've already been using and our students and faculty are already familiar with.

In this case, I had set up for this semester's class a remind instance, so they could, I can send out text messages to them and then. I have it set up so they can reply back. Just to me, I was inspired by a series of tweets from Angela Jenks, who is in anthropology at the university of California, Irvine.

She has, it looks like a qual Trek survey. Must've been, or a poll everywhere. I couldn't tell exactly, but some kind of a survey tool to her students asking what they were most worried about, where they felt their barriers were going to be, and that kind of personalized touch from teacher. Professor to student I think is really powerful.

So I sent out a remind message, just letting the students know I'm thinking about them and asking how they were doing, and it was really revealing to see the kinds of things they're concerned about and raise some issues for me. You know, some of them are grieving because it's their last semester in college, and while our institution hasn't canceled graduation dot, dot dot yet there are other institutions near us that are, and I said,

That's probably where we're headed. I didn't reply back with that answer just now, but you know, I'm thinking realistically that is, you know, something to mourn when that wasn't quite what they thought their last semester of college was going to be like. Not quite what they thought their graduation was going to be either.

Bonnie, you make an excellent point and I think that we underestimate email your rights, but some of our students don't check email. So if you have any text options and whatever you most use to send messages or announcements at your school, sometimes it's a banner on the front page to something in their learning management system.

Um, I will say that's helpful on the doc that we're going to. Put to work and had to, cause I have some homework to do after this because I promise to edit it in the show notes cause I'm not on a campus having to figure out what's going to happen on the weekday. So I want to say Jeff mentioned teams, Microsoft teams.

Actually that's what his campus is using. They said in light of coven 19 you can access it for free for six months. And it has web conferencing, collaborative tools, platforms. Also recently announced today, um, because access is the biggest point that I will say, I have students accessing by a phone or a tablet and they're using data or data, however you say it.

Um, but Telekom spectrum is going to offer free broadband and wifi, internet access. I put a link in my link, uh, one of the top ones up there. Oh, phone number you can call. So if you need to enroll and you have students that you think that need access, cause our students. Do you need access to a lot of things.

A wifi is one of them. Shelter, wifi, food. Sometimes. Um, make sure they know this so they can start this. This deal starts on Monday, uh, March 16th. And so this is not the answer to everything, my friends. Um, but this is a start. Um. Is there anything we want to leave our folks with a solid piece of advice before we bid a do?

Maybe we'll gather again, but we'll let you know if we failed or succeeded in anything. Probably failed, but it's fine. We're good with that. Um, I would just like to say, you know, take a deep breath and know that we are all in this together. And I think one of the things that. As happens in these situations is remarkable.

It's just the amount of support across the our, all of our networks that are being provided and people that are freely sharing resources, offering advice, um, et cetera. So take advantage of that and reach out to any of us if you just need those few words of encouragement. I've been thinking a lot about the universal design for learning practice and principle called plus.

One I was introduced to that by Tom Tobin, and that's just this, the idea that when you learn about things like UDL, it can be really exciting and you want to have the perfect you at DL class and accomplish all of the practices that are recommended in that model. That's never going to work. At least never.

It's never worked in my world. Instead, we want to be thinking about plus one. So as we come across great resources, like the ones that have been mentioned and will be linked to in this episode. Just be thinking what that plus one mindset, and as I mentioned earlier, you can have your someday maybe list for things you'll get to that are great ideas for when this chaos isn't going on.

Plus one, what's the one thing that I can do that will most serve my students? And I focus on that. And also I love the breathing. Let's breathe. Lots of lots and lots of breathing.

The tool that I've kept going back to and that I've been recommending to a lot of people is, um, work and particularly her book when things fall apart, hearted advice for difficult times. I think that we're all kind of struggling with this and a lot of really different ways. Some of them very personal.

And this is a book that really talks about how you know, the world and the universe is change, and that can be very uncomfortable. Um, and how do we kind of create a situation for ourselves where we're not pushing against that change, but accepting it, accepting that there are things that are out of our control.

So we can drop a link to that in the show notes. But I think that, you know, kindness goes a long way in these situations, offering people grace and flexibility and patience and really kind of connecting to that shared humanity of all being in a difficult situation at the same time. And how can we help each other through it.

Okay. Do you tell her you use my words that I was going to say be sure of yourself and I was all agree. Surround you and forgive yourself and things are probably going to go wrong. This is a, um, an event like anything that we've ever seen before, and hopefully you won't have to deal with any, anything like this again.

Um, but who knows. We'll be more prepared in the future. If we are, and, and you know, one of the benefits I have is I work with infectious disease doctors, and it's been a guaranteed to me that going outside is your friend. And just try to spend you know, go for walks, take a lap around the campus or, or your house or your block or wherever it is that you happen to be, and just get some fresh air and just try to take moments to reset and come in.

And, um, and, you know, try it again.

Well, I just want to thank you all. Um, I have a big heart for all my colleagues in higher ed, and any way that we can support any of you, any time, let, let me know. I'm happy to take the burden of this on. Um, I've got some time, uh, for all y'all, anytime, and I just want to say you all are rights. Uh, we're going to.

Mess things up and we're going to figure things out and we're going to make mistakes and we're going to make it work. And that's what we do, right? So thank you all for joining me today and maybe we'll come back and den and a check in again. So I hope all of you, I wish you all well this week I'm thinking about you and all my colleagues across campuses in this country and other countries that are thinking about how to put themselves online for work, learning, teaching, and support.So. Thank you for joining us.