

# Creating a Contingency Plan for Potential In-Person Course Interruption

To reduce uncertainties as we enter a term where pandemic related interruption continues to be possible, we wanted to provide you with information and resources to help you in responding if cases of COVID arise in your class(es). As part of on-going safety practices, the university has a process for [self-reporting confirmed cases](#) if a positive COVID case is reported in your class.

This document is designed to support you in planning in manageable ways to adjust your teaching and support for students' learning in the event of various kinds of in-person course interruptions. We recognize there are concerns regarding any assumption that instructors will teach a class in two modes concurrently (online and in-person). While some colleagues may pursue teaching in this way (a blended or hybrid approach throughout a term), this document focuses on being prepared for short term changes to an in-person class and describes options for the most straightforward approaches that use familiar tools and draw on your previous experiences of teaching online.

## When might there be a need to adjust?

<p><b>1</b> Some students are unable to attend in person<sup>1</sup></p>	<p><b>2</b> The instructor is unable to teach in person</p>	<p><b>3</b> The whole class is unable to meet in person</p>
<ul style="list-style-type: none"> <li>Some members of the class will participate as planned (e.g., attend in person)</li> <li>Others can't attend and need remote access to the learning for a defined period of time (e.g., because they need to self-isolate)</li> </ul>	<ul style="list-style-type: none"> <li>The instructor is sick OR</li> <li>The instructor can teach, but cannot be in the class</li> </ul>	<ul style="list-style-type: none"> <li>It is determined that a course must shift to being taught remotely for a period of time</li> </ul>

In all these cases, designing your class to allow for easier adjustments will help. Page two of this document includes three key areas where action in design of your course will make it easier for you to adjust when needed. The table on page three provides an overview of strategies you can draw from to suit your course and circumstance should you need to adjust within the term.

<sup>1</sup> This scenario is intended to speak to unpredicted or unplanned absences and is not meant as advice on the provision of accommodations where students are registered with AES. Please consult the [AES website](#) or call 306-966-7273 for information regarding documented accommodations.

# How can I plan so adjustment is easier?



## Have an online presence for your course(s)

- The most proactive step you can take is to build your course shell in Canvas. You can [reuse a previous Canvas course through a course copy](#). Use the Canvas course in your course by:
  - Post class resources, [the syllabus](#), and handouts in organized modules (weekly or by unit) so students can find things easily. Aim to create a structure that allows a student to understand the flow of the course (expectations by week/unit) without guidance from you
  - Include, where possible, more detailed descriptions of things usually said verbally
  - Update students and [making announcements](#) via Canvas
  - [Set up a discussion](#) for FAQs and/or for some asynchronous class discussions, if needed
  - [Set up assignments for students to electronically submit](#)
  - Share a simple [“how to use Canvas”](#) blog with your students
- Although your course delivery is in person, a well-designed Canvas course site can easily serve as your virtual classroom, housing both your course materials and important class communications.
- In the term, [record short clips of content](#) when you are presenting it, then post it in Canvas.



## Communicate expectations proactively

- Plan to set norms at the start of term for what students should do if they are required to isolate and post the plan in Canvas where students can easily find it. The plan should include:
  - How students will be notified if the course adjusts to online
  - How students should notify instructor(s) if they must self-isolate
  - What to do if self-isolation or any adjustment overlaps with a major assessment
  - How to get notes and course materials if students cannot attend
- Use the following language to inform students of your expectations, “[covid19.usask.ca](#) is the primary source for all USask COVID-19-related information. **You are responsible for regularly checking** the health and safety guidelines <https://covid19.usask.ca/about/safety.php#Expectations> and knowing what is expected of you throughout the term.”



## Identify existing flexible activities

- Where possible, identify aspects of your course (e.g., content and activities from one module, lab activities that could be done independently and flexibly) that are independent of previous aspects and may not require in-person interaction. This content could be taught remotely near the end of the course or moved earlier in the schedule if the class is unexpectedly unable to meet.



# What strategies can I use if I need to adjust?

	1 Some students are unable to attend in person	2 The instructor is unable to teach in person	3 The whole class is unable to meet in person
Share plans with students	<ul style="list-style-type: none"> <li>Email impacted students directly</li> </ul>	<ul style="list-style-type: none"> <li>Update students by <a href="#">making announcements</a> in Canvas</li> <li>Refer students to the guidelines in your Canvas site and/or syllabus you discussed with them in advance</li> </ul>	
Move office hours	<ul style="list-style-type: none"> <li>Schedule office time using Zoom and direct students to explanations of how to use it (e.g., <a href="#">Canvas Tips for Students</a>)</li> </ul>		
Choose to hold interactive elements in Canvas and Zoom	<ul style="list-style-type: none"> <li>Host a Zoom meeting during your in-person class.<sup>2</sup> Students can join and listen to class presentation elements</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Set up a discussion</a> in Canvas for asynchronous discussion (written)</li> <li>Use Zoom for interactive aspects of smaller classes, or with breakout rooms for synchronous small group discussions (verbal) in larger classes</li> </ul>	
Move assessment into the best technology	<ul style="list-style-type: none"> <li>Have students <a href="#">submit electronically via Canvas</a></li> </ul>	<ul style="list-style-type: none"> <li>Consider <a href="#">assessment technologies available</a> and choose the one right for your type of assessment</li> </ul>	
Choose to capture and share video of your course content	<ul style="list-style-type: none"> <li>Schedule and record the in-person session <a href="#">using Zoom</a>. Students who are unable to attend can watch 'live' or view later<sup>2</sup> OR</li> <li>Reuse content previously created or use Panopto lecture capture, if available</li> </ul>	<ul style="list-style-type: none"> <li>Reuse content created previously, where possible, OR <a href="#">record before class</a>, and then <a href="#">post in Canvas for everyone to view</a>. Remember to turn on live captions for increased accessibility (<a href="#">Zoom captions</a> / <a href="#">Panopto Captions</a>)</li> </ul>	

## Where can I get support in planning or during the term?

Gwenna Moss Centre for Teaching and Learning: [gmctl@usask.ca](mailto:gmctl@usask.ca)

ICT support: If USask technology is not working, you can create a support request in the [IT Support Portal](#) or see the [Information Technology - Service Catalogue](#).

<sup>2</sup> This option is available where an instructor/faculty member deems it tenable for their course and [if classroom technology permits](#).

