

Resources for Learning Continuity

Note: This document has been edited from a resource by Suffolk University's Center for Teaching and Scholarly Excellence

When planning activities in response to a campus closure, consider the following:

1. What do you want your students to *know, understand, or be able to do* after the activity is over?
2. Is there an *online activity* that closely mimics what you had planned to do in class?
3. see "Guiding Questions for Choosing Online Resources" (below)

Potential Activities to replace a face-to-face class:

Knowledge

- Ask students to complete an online multiple choice question check-in test before the start of next class
- Ask students to complete an online crossword puzzle that reinforces the main concepts from last class
- Ask students to find two resources that pertain to topic X and post these resources to the course Moodle site
- Encourage students to spend the snow day getting ahead with reading, paper writing, or exam prep

Comprehension

- Ask students to listen to a podcast on topic X and to provide their own written interpretation on the class discussion board of its main message
- Ask students to create a concept map that shows how the main themes from a previous in-class discussion relate to one another
- Ask students to contribute keywords to a set of searchable keywords for a series of articles posted on the course Moodle site
- Record a mini-lecture using a program like Tegrity. Direct students to watch your video content and respond with questions via email or a discussion board post

Application

- Ask students to participate in an online simulation
- Ask students to pose three questions to the class discussion board that shows their application of the central themes of context X to context Y; have students respond to each other's questions
- Ask students to find an online headline news article that illustrates a key concept discussed in class; have students post newspaper article to the course Moodle site and explain to the class how the article demonstrates the concept

- Ask students to participate in an online resources scavenger hunt (see below)
- If appropriate for your discipline, consider assigning students to complete modules from [Khan Academy](#) (topics include math, science, arts & humanities, economics & finance, and computing, among others); instructors who create a profile can “add students” to track progress

Analysis

- Ask students to compare the blog posts of author X and author Y on topic A in a blog post of their own on the course Moodle site
- Ask students to conduct their own data analysis on a set of online data; have students post the results of which they can post online to the course Moodle site with an explanation of their findings
- Ask students to find two online articles that show a contrasting writing style of an author; have students post these articles to the course Moodle site with some guiding questions for their classmates’ exploration of the readings
- Ask half the class to read an article arguing for a particular issue and the other half of the class to read an article arguing against the same issue; have students develop a list of points that could help them debate the issue in the next face-to-face meeting

Synthesis

- Ask students to post their thesis statement to the class discussion board; have students critique at least two of their classmates’ statements
- Ask students to watch two short online videos on topic X; based on their observations from these videos ask students to outline a thesis statement to extend our understanding of this topic according to a set of research parameters; have students post their statements to the class discussion board and offer feedback to at least three of their classmates’ statements
- Ask students to design a wiki for a topic they are interested in and that is connected to the course material
- Have students develop test questions for an upcoming exam as a study guide and post to course Moodle site
- Ask students to post a summary of a concise summary of a reading on twitter

Evaluation

- Ask students to create their own podcast (either on their own or in groups) that distills the main message of the readings for next class
- Divide the class into two teams – one for and one against – a particular viewpoint of a current contentious debate; have students debate with each other in their groups online
- Ask students to complete an online (real-time updated) survey about topic X; have students assess their own responses in comparison to the responses of the rest of the class
- Have students search for information on a topic in three mediums (for example, social media, news/popular media, and an academic article) and write a short reflection

comparing, contrasting, and evaluating the different audiences, goals and formats for the pieces of writing

Online Resources Scavenger Hunt

Directions: Complete each of the following tasks to start a list of resources on X topic for yourself and your peers. When you have found all the items, post about your discoveries (with links) on our LMS discussion board so that your peers can learn about the resource as well.

1. Find a YouTube or TED Talk video on topic X
2. Locate a diagram that explains topic X
3. Find a podcast (or episode of a podcast) applicable to topic X (HINT: you can start with the iTunes podcast store or “Podomatic” to find free episodes).
4. Find an academic article on topic X from our library database
5. Find a blog post on topic X
6. Find a news article on topic X

Choosing Online Materials – Guiding Questions and a Checklist

Guiding Questions

1. If I could imagine ideal supplemental materials to help my students learn the content for this week, what would it look like?
2. What skills do I want my students to practice this week?

Choosing Online Materials Checklist			
	Yes	No	Comments
Does the online resource fit with my learning objectives for the week?	<input type="checkbox"/>	<input type="checkbox"/>	
Does the online resource promote active learning?	<input type="checkbox"/>	<input type="checkbox"/>	
Does the online resource help me to assess my students' learning?	<input type="checkbox"/>	<input type="checkbox"/>	
Is the online resource accessible for all students?	<input type="checkbox"/>	<input type="checkbox"/>	
Is the online resource easy for students to find and navigate?	<input type="checkbox"/>	<input type="checkbox"/>	
Does the online resource include clear instructions for students (if applicable)?	<input type="checkbox"/>	<input type="checkbox"/>	
Do I need to create any supplemental materials to help students learn through this online resource?	<input type="checkbox"/>	<input type="checkbox"/>	
Would this online resource work better if paired with another online resource?	<input type="checkbox"/>	<input type="checkbox"/>	
Is this the best online resource I can find to help my students learn this material?	<input type="checkbox"/>	<input type="checkbox"/>	