

What is Academic Continuity?

Academic Continuity refers to the continuation of academic services and support at DCC through the use of instructional technology tools and online teaching & learning strategies during an emergency event or extended college closure. Help your students succeed by being proactive and knowing what to do during an emergency and how to do it.

Tips for effectively communicating with students online:

- Be consistent with the digital tool selected for online communications, and be sure to post this information in a prominent location, such as the Syllabus page in [Canvas](#).
- Set expectations for how students should engage in the communication, including how they should contact the instructor.
- Set expectations with students for how quickly the instructor will respond to online communication.

Delivering a Virtual Lecture

There are many ways in which instructors can host lectures with their students, either synchronously or asynchronously with tools provided by the VCCS. For a virtual, synchronous meeting [Zoom](#) web conferencing is a great solution. In a Zoom meeting, both instructors and students can share audio, video and screen presentations. There is also an option for the host of a Zoom video to record the session, which can be saved and posted to Canvas after the session ends.

To optimize your synchronous Zoom lecture, we recommend:

- Use headphones or earbuds with a microphone to minimize surrounding noise and maximize your voice.
- In your Zoom settings, opt to Mute Participants upon entry into the meeting. As the host of the meeting, instructors are able to mute and unmute participants at any point.
- As the host of the meeting, instructors can turn on the [Breakout Rooms](#) feature in Zoom settings for group discussions. In a Breakout Room, instructors can split a large class meeting into separate rooms for small groups of students to work collaboratively.

As you begin transitioning your course materials online for remote instruction, please consider the following:

- **Communicate with your students** early and often. Demonstrate that you are present with the students in a meaningful way.
- **Focus on learning outcomes** even if you need to adjust specific activities that contribute to those outcomes. Keep students moving forward.
- **Prioritize course activities** and focus on delivering the ones with the most significant impact on learning outcomes.
- **Maintain normal course scheduling** as much as possible. Try to hold synchronous activities during the normally scheduled campus class time, to avoid putting students in the difficult position of having to choose between simultaneous activities for different classes.
- **Convert synchronous activities into asynchronous activities** to ease scheduling challenges, as long as the new asynchronous activity promotes the same learning outcomes.
- **Rearrange course activities** if needed to delay specific activities where face-to-face interaction is crucial.
- **Replace physical resources with digital resources** or OER where possible. Remember that some students who are not on campus may not have access to all of their course resources.
- **Use DCC supported tools** and commonly used resources that are readily available and familiar to you and your students.