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Welcome to Teaching, a free weekly newsletter from *The Chronicle of Higher Education*.

This week:

I tell you about how Clemson University is preparing its instructors to teach online.

I share how other colleges are talking about transitioning to remote teaching.

I provide some links to online teaching resources.

Y ^ \ } [, cã • æ^ ã ÷ ç [] { æ^ &æ] ~•^•. Cã æ•d^••~|ã ^, æã , ^ , ã| be following the coronavirus story closely. Please let us know what you think we •@~|ã à^ &[ç^!ã * æ[] * c@ , æ. Cã ã ã^ [~ çã |ã^ ç hã [~! Cã&à [\ *! [~] ÷! further conversation with people at other colleges, and with the Chronicle staff, you can find it at [Higher ed and the coronavirus](#).

One University Gets a Jump on Emergency Preparedness

When Clemson University held an online-teaching day last August, closing the campus and requiring instructors to teach online, a pandemic was not uppermost []] ^ []] ^ { ãã•. Ó c@ ù [~ c@Ôæ [ã æã •ã çã } ãã , æ ç ç ^ } •~!^ c@cã [~

Still, instructors have many specific issues to work through, Rogers notes. How do I talk to my students? What happens if sufficient bandwidth is an issue? How can students record and post presentations? How can I start a discussion online?

When can they do it when they can?

For each question, Rogers says, an education-technology specialist can help find answers. The Center for Teaching Effectiveness and Innovation have been holding drop-in hours for faculty members who need such guidance to transition to online teaching.

All faculty members at Clemson have been asked to double-check their plans to teach online. And departments and colleges have surveyed professors with such questions.

The emails, drop-in visits, and phone calls from professors to the central ed-tech experts have ramped up significantly this week. In addition, says Rogers, specialists have been asked to reach out to instructors who stated in their survey that they needed help.

University, various departments, and the Center for Teaching Effectiveness and Innovation have been working in groups to figure out challenges

Professors, she notes, have also been working in groups to figure out challenges

based group of civil engineers, did they know nursing is also looking at issues of

She and other specialists are tapping into campus expertise in other ways. V@^ Ƨ^ æ\^å æ-æ~ |ć |^æ} ă * &[{ { ~ } ă̂ @æ@æ à^^} , [| \ ă * [] åđ ăđ đ [| •, for example, to share its findings with the rest of the campus.

How is your department or your campus preparing for the possibility of moving classes online? Write to me, at beth.mcmurtrie@chronicle.com, and your story may appear in a future newsletter.

Resource Guides for Teaching Online

Many colleges have produced, or are updating, emergency guidelines for teaching online. Here are a few that are particularly thorough.

Kansas State University Global Campus has created an interactive [online community](#) to share resources and advice for planning academic continuity.

The University of California at Santa Cruz has put together this [guide](#) on teaching during unplanned events. It offers both technical and pedagogical advice.

Qããæ æW, ă^! • ă̂ @æ å^ç^ [] ^å æ%đ^^] V^ æ&đ * +[guide](#) that walks instructors through different scenarios, including complex ones, such as how to replicate lab activities online.

Daniel Stanford, director of faculty development and technology innovation at the DePaul University Center for Teaching and Learning, created a [handy Google document](#) with links to remote-teaching resources at various colleges. Reader • &æ ăãå @ă [, } & [| ^ * ^ Ƨ ! ^ • [~ ! & ^ • đ @ | ă c

Do you have a favorite advice guide? Or is there a particular organization that you think provides great support for online teaching? If so, drop me a line at beth.mcmurtrie@chronicle.com, and we may list it in a future newsletter.

More Thoughts on Teaching Remotely

In an [essay](#) for *Educause Review* and on his [blog](#), Perry J. Sampson, an engineering professor at the University of Michigan at Ann Arbor, shares

