

Dear Colleagues,

A late good morning to everyone! It's Friday, and whatever the time zone or level of activity you are in right now, let's take five minutes (5) to consider two issues for the day ahead: 1) communicating with your students and 2) prioritizing your course transition moves.

Emailing our students each day is essential during this initial phase between the term that was moving on predictable lines and the term that will be more fluid. When you first email your students, please contact them as a group and ask them for a brief response so that you know they are checking their email and have access.

Please be sure to **reassure** your students that you have a plan and they are included in every step of your thinking. Please **invite questions** and let students know when you are **likely to respond**. Please refresh your students' memories of your courses by **reminding** them of a recent topic or activity. And please **activate your students' resiliency** by reminding them of a recent shared success in learning. All of these will assist you in maintaining and building the community you need for the weeks ahead.

Now, priorities are clearly individual and need your sense of what works for you. At the same time, here are a few tips about what you might catch and release.

1. **Start with the center.** The center is your students. What are you confident they can maintain with emails and 1-2 hours of internet access per day (this assumes they have internet access, which we will address this afternoon)? Start discarding plans for communications that fall outside this zone.
2. **Now for study time.** Most students will have less study time, if they are home with family or roommates, because the distractions and demands for attention will increase. Be mindful of asking your students for 1-2 hours of time PER DAY as a maximum.
3. **As for assignments,** team work will depend on access to phones and internet. However, lectures take sustained time and undistracted attention, which may not be available. A limit of 5 minutes, give or take, on videos and 10-15 minutes on reading at a time may be a helpful framework.
4. **Finally, grading and feedback.** When is it reasonable for you to be available? Through email, Blackboard, other technologies? What will guide your grading? Meeting objectives, time and effort, showing progress? Think through what limitations your students may have on responding to assignments and try to let go of what they can't do in the current circumstances while giving more weight to what they can make happen.

Have a great rest of the day! I'll address yesterday's common questions in my next email.

Stay safe. Stay well.

Gina