

Best Practices Guidelines for MDLL Language Courses

1. Retain a synchronous structure but allow for flexibility, as access (for students, but also some faculty) might not be guaranteed.
2. Have back-up asynchronous options for synchronous activities.
3. Reduce stakes for assignments by converting some of them to check/no-check.
4. Consolidate due dates for assignments to fewer per week (instead of every day, as is typical for language classes), as students might have irregular access and will be dealing with more unpredictability in their lives.
5. Re-conceptualize exams, as virtual proctoring might not be feasible for every chapter test.
6. Each instructor has a different teaching style. We should be able to choose whatever combination of strategies works best for each instructor individually. He/She/One/They has/have to feel comfortable with the tools they selected to use. As long as multiple sections of a Language Course follow the main guidelines for the main articulations of the syllabus (such as exam/chapter exams dates, etc...), one should be free to choose the synchronous or/and asynchronous options that work best for them and then adjust/reevaluate as they go (what works, what doesn't work).
7. Be mindful of the number of tech tools used in class; while technology facilitates student engagement in general, too much of it could overwhelm some students.
8. Material covered. We've lost 1 full week of instruction and we are entering unfamiliar territory for the next two weeks at least. We will cover less this semester than we normally do. No one should feel pressured to cram everything into the next few weeks.
9. Materials themselves (textbooks/workbooks). We should assume our students left their course materials on campus. To the best of our abilities we should make these materials available to students on Bb. At the same time, we are not suddenly switching away from our textbooks and looking for online replacements! We are continuing with the textbooks we've been using this semester.
10. Evaluation. We are making changes in how we evaluate the students over the next two weeks, we are not necessarily throwing out our grading scale or rubrics. For example, how do we deal with homework assignments for the next chapter, or how do we administer the next chapter test. We are not making huge changes to the components of the final grade for the course. If the course had 5 chapter tests or 3 oral presentations, we may still be able to have grades for 5 tests and 3 presentations, but we may need to be creative in how we will administer various components of a chapter test (1 part Bb test, 1 part short essay, 1 part oral interview or speech test, for example).