***Cyber-Day Class Planning***

In this module faculty will be introduced to the 'Cyber-Day' situation, where a planned face-to-face class session will not be held and class will be moved into the online learning format.  Upon completion of this module, faculty will be able to:

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| **Objectives** | 1. Define cyber-day and determine the appropriate format for different course learning objectives. 2. Develop strategies for converting planned face-to-face instructional techniques for online deployment. 3. Create a communication plan for cyber-day class sessions to keep student learning progress on track. |
| **Assessments** | Proficient level- course relevant application |

**Resources**

***What is a ‘Cyber-Day’?***

Cyber-Day is the term used to refer to a face-to-face class session that is moved into the online learning format, due to either a university holiday or an unforeseen event such as inclement weather impacting our ability to meet for a scheduled face-to-face class session.

The goal of a Cyber-Day is to keep class learning on track. Students and faculty are expected to treat this session as they would any other week of class in terms of expected interaction, learning, and work to be completed.

As a faculty member the first thing we want to do to conduct a successful Cyber-Day is to consider the different types of learning environments and activities that are available. Some types of learning are best suited for in-class and other types of learning are best suited for online consumption.

* Wilmington University’s [Cyber-Day resources](https://www.wilmu.edu/edtech/cyberday.aspx) and considerations
* Additional information on [flipping the classroom](https://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/) and the goals for a Cyber-Day

***How do I go about planning what to teach during a Cyber-Day?***

Wilmington University’s learning management system, Blackboard, can be used to conduct a number of introductory learning activities. Low levels of learning, such as what you might discuss in a typical lecture or class introduction to a topic, are perfect for Blackboard because they can be repeated and reviewed for clarity by students multiple times. Some relevant examples include:

* Creating a Kaltura clip of an ‘entry point’ to new learning by illustrating the professional relevance or key points of an assigned reading or project
* Providing ‘first exposure’ to learning via sharing of lecture notes, announcements, external resources, or other means of getting students to familiarize themselves with class content
* Providing ‘reinforcement’ activities to support prior learning-such as a group discussion, or a quiz, or a written reflection on class concepts that were introduced during previous face-to-face class meetings

Higher levels of learning, such as problem-based applications of course content, or group projects, may benefit from being conducted synchronously in the classroom, and as such may be saved for the next scheduled face-to-face class session.

By carefully designating a learning unit as either most appropriate for online consumption or most appropriate for face-to-face interaction, faculty can know which activities to go to when faced with an unplanned Cyber-Day session.

***Any advice for communicating Cyber-Day plans with students?***

There are many things to consider when a presented with a Cyber-Day. As instructors we will likely want to begin with a solid **communication plan** for how the week will run. Use of Blackboard’s announcement tool is a great way to distribute our plan for students quickly. Our communication plan should include the following:

* What is expected of students during this time period?
  + What new learning resources or activities will you provide?
  + Will there be any new assignments?
  + Will any preexisting assignments be modified or eliminated?
    - Will their due dates change?
* How will class look during the next in-class meeting?
  + Are students expected to review this material on their own?
    - If so, what will constitute evidence of student learning?
    - What should students be doing/ reviewing to prepare for this next session?
* What should students do if they have any questions or concerns during this time?
  + Also, include when they can expect to hear back from you

***How should I approach preparing for a Cyber-Day?***

For this module we encourage faculty to take a look at an upcoming class agenda, and try to convert a planned face-to-face meeting into a Cyber-Day meeting as detailed above.

If you would like to discuss this topic, or to forward your planned activity to the CTE for feedback please feel free to send us an email at [facultydevelopment@wilmu.edu](mailto:facultydevelopment@wilmu.edu).

***How do I earn credit for this session on my Pathway to Instructional Excellence?***

Our Cyber-Day module is designated as a CTE (Center for Teaching Excellence) Proficient Level Elective. At this level, the CTE is looking to see faculty application of Cyber-Day planning for an upcoming class session.  Please upload a document into your WilmU Learning Center profile that outlines your planned class agenda that incorporates Cyber-Day planning and predicts how these efforts will impact student learning.  Please include the following in your submission:

* The intended class learning outcomes or objectives you plan to address
* The Cyber-Day exercises you have selected for this class session
* The predicted impact these instructional activities will have on student learning for this class meeting

Faculty submissions will be scored using the *Proficient Level Rubric.*  To earn completion of this exercise, faculty must score 4/5 or higher.  Faculty scoring 3 or lower will receive feedback from the CTE and will have the opportunity to resubmit their Cyber-Day techniques application.

**CTE-Pathways to Instructional Excellence-Proficient Level Rubric**

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| --- | --- | --- | --- | --- |
| **Scoring= 1**  **Unrelated** | **2**  **Beginner** | **3**  **Essential** | **4**  **Proficient** | **5**  **Mastery** |
| Submission appears unrelated to learning unit. Evidence of teaching skill not present in faculty submission. | Submission shows ability to recall correct terms but lacks ability to apply learning content to described teaching situation. | Submission shows understanding of how to apply learning content to teaching situation but lacks ability to anticipate the impact this decision will have on student learning. | Submission demonstrates correct application of teaching skill and correctly identifies potential impact this will have on student learning. | Submission demonstrates correct application of teaching skill, identifies potential impact on student learning and ability to tailor teaching to individual student needs. |