

# The WSU Assist Anywhere Planning Workbook

We understand that the task of transitioning your in-person interactions with students and colleagues to online or remote teaching might seem overwhelming at first. The Assist Anywhere team wants to support you in **developing a plan that makes sense for you** -- use this workbook to get started and let's save the semester!

The information and prompts in this workbook will help you:

- **Start with your students;** in order to make this transition successful, you need to be aware what your students' technological, social/emotional, and cognitive needs are first.
- **Identify your job priorities** for the remainder of the semester.
- **Identify online or remote assistance options** to transition the essential elements of your in-person interactions to make this process easier for you and your students.
- **Consider what aspects of your interactions can be successful online** and which might need to be reworked
- **Stay organized with checklists/templates** for getting started, for the first week of remote activities, and for the rest of the semester.

Remember, this is a rescue mission! Keep it simple, focus on what's important, and above all, be compassionate with your students.

We are here to support our students as they are adjusting to their new reality (access to technology, jobs, income, access to healthcare, taking care of family members).

## Step 1 – Start with your students

Consider what you know about your students this semester:

- What are their technology needs?
- What are their social/emotional needs?
- What are their academic needs?

*Jot down thoughts in the space below:*

What are their **technology needs**?

What are their **social/emotional needs**?

What are their **academic needs**?

## **Step 2 - Identify your job priorities**

Think about what you have to do between now and the rest of the semester and identify your **top 3-5 job priorities**. Start with content, activities, and/or assessments.

*Jot down thoughts in the space below:*

### **Step 3 – Outline your typical interactions with students**

Next, **think about your interactions students– what does a typical appointment period look like for you?**

We recommend outlining chronologically how you actually spend time with your students. Write down things like: do you chit-chat with your student; do you start with housekeeping issues (such as current grades, degree progress, etc); how much time do you spend addressing student concerns or issues? This list is not exhaustive: **What do YOU do in your interactions with students?**

**Example** of what this might look like for an advisor who meets with students in a 30-minute appointment

- 1) I spend the first 5 minutes talking to my students about how they are doing this semester.
- 2) The next 5 minutes I do some housekeeping, such as reviewing their degree progress
- 3) For the next 15 minutes I help the student with any concerns they have such as picking courses or reviewing services available to the student.
- 4) The last 5 minutes are spent reviewing what was discussed in the appointment and helping them take action towards resolving the issue.

*Jot down how you usually spend your time in your interactions with students:*

#### Step 4 – Think through online options

As a next step, think about the **different ways you can mimic what you are doing in-person in an online setting**. Building on your strengths will make the transition easier for both you and your students by leaning on what is familiar. **Keep in mind – you don't have to make all decisions now; this exercise is meant to generate ideas.**

The table below outlines the online options that the instructor from the previous example could choose from to transition their in-person routine to an online setting.

*(We added a blank table on the next page for you to fill out.)*

In-person routine	Online options
I spend the first 5 minutes talking to my students about how they are doing this semester.	<ul style="list-style-type: none"><li>- This can stay the same in a remote setting.</li></ul>
The next 5 minutes I do some housekeeping, such as reviewing their degree progress on Degree Works or with advising sheets	<ul style="list-style-type: none"><li>- Send completed advising sheets to students before the appointment</li><li>- Share your screen with students in Microsoft Teams</li><li>- Emails students prior to the appointment to tell them to have Degree Works audit viewable during the appointment</li></ul>
For the next 15 minutes I help the student with any concerns they have such as picking courses or reviewing services available to the student.	<ul style="list-style-type: none"><li>- Send an email to students prior to their appointment asking them if they will need to complete any forms (SAP Appeal, Internship Contract, etc.)</li><li>- Have important links available to students</li></ul>
The last 5 minutes are spent reviewing what was discussed in the appointment and helping them take action towards resolving the issue.	<ul style="list-style-type: none"><li>- Send students a follow up email reviewing the important information discussed in the appointment</li></ul>

### **My transition options**

Add your in-person routine in the left column and jot down options for the online transition in the right column. Refer to the last two pages of this workbook for some common online options that you can consider as you plan.

<b>In-person routine</b>	<b>Online options</b>

### **Step 5 – Reflect on your interactions**

Take time to review the effectiveness of your interactions in a remote setting. It will be important to continue assess the situation and to adapt as necessary. Remember to stay in touch with colleagues to discuss strategies and practices.

5b) **Bringing it together** – are your top 3-5 priorities you outlined in Step 1 reflected throughout the other steps? If not, how can you integrate them in a meaningful way? Have your priorities changed as you have gone through this exercise?



## Step 6 – Keep yourself organized

Finally, we know there are many things to consider – but remember: You don't have to have all the answers right away – at this point, you only need to be a few days ahead of your students!

- Check in with your colleagues.** Colleges or departments may have individual processes, technologies, or resources available to their staff so check with them first.
- Decide how you will communicate with students.** Use the channels you typically use to communicate with students now.
- Let your students know your plan.** Be sure to let your students know what your communication plan is as well as your expectations for how they should prepare for your meeting. For example, should students expect to be in front of a computer or have certain information readily available when meeting with you.
- Prioritize and be realistic.** Identify your job priorities based on what topics and activities you will be covering over anticipated transition time. Be realistic about what can be accomplished in that time and be flexible in order to focus on what is most important.
- Identify tools and processes that are already familiar to you and your students.** Try to rely on technologies or processes are familiar to you and your students when possible. The transition may already be draining mentally and emotionally, so relying on what you already use can allow you and your students to focus more energy on learning.
- Update settings, software, and apps.** Check your notification settings as necessary to make sure you are receiving notifications for messages and updates.. Download/update apps for your phones or tablet such as Outlook, Canvas, One Drive, or MS Teams so you are ready to go. Remind your students to do this as well!
- Identify how & where will you get support.** (Planning, technology, emotional, other?)
- Identify how can you can support your colleagues.** What expertise or information can you share with your colleagues?
- Prioritize what you need to do to get going online.** Start making decisions that will get you through the first 1-2 weeks.

**Last but not least – stay Warrior Strong and keep referring to the [Assist Anywhere Site!](#)**