

# Learning During COVID-19

## Student Learning During COVID Pandemic: Preparing for Remote Learning

Remote and online learning is new for many students. For some, it is more accessible and presents a more enjoyable learning experience. For others, online learning may present different or confounded barriers to learning (e.g., increased anxiety about change, ability to cope, uncertainty about accommodation when not in the usual learning environment etc.). New strategies, supports, and possible solutions may be needed – these guidelines identify some actions you can take for accessible and accommodative learning.

### **Anticipate and be open to a different learning experience**

Teaching remotely is a new experience for some instructors, in the same way that remote learning is new for many students. We are all in this together! It will take time for both instructors and students to become familiar with new routines and educational technologies.

### **Review the Syllabus**

Early in the term, review the class syllabus carefully for any information specific to remote instruction and the types of assessments that will be used. Contact the instructor if you have any questions.

### **Prepare your space**

Before the start of classes, prepare a private space for learning, studying and writing exams, with no interruptions. Visit the QSAS Covid-19 webpage for tips and strategies.

### **Prepare your technology**

Before the start of classes, ensure that you have access to a computer with any required technologies and tools (e.g., web browser, meeting software, etc.) as well as necessary hardware (e.g., webcam, speakers/microphone, headphones). You'll also need reliable internet service. Download (where appropriate), test, and become familiar with any technologies required for course engagement (e.g. onQ, Zoom, Microsoft Teams). Some tools, such as Examyty, offer practice space for testing out technologies ahead of time.

This is a great way to get more familiar and test out the technology before completing an assignment or exam. Finally, write down and keep at your desk the email address and/or phone number to call if you have technical or access issues while writing an online exam.

## **Prepare your schedule**

Schedule time in your calendar for your coursework. Note any scheduled dates/times for live (synchronous) course events like lectures, sessions, meetings, instructor office hours and tutorials. Block off time for other course activities and check in on your progress frequently. Note that all synchronous course activities will occur in Eastern Daylight/Standard Time, and several optional times will be scheduled to provide access to students living in various other time zones. Choose the time that best fits your academic schedule, and contact your instructor if you cannot participate at any of the scheduled times.

## **Seek supports**

Success with academic accommodations and accessibility is a team effort. Instructors, students, and campus support units each play an integral role. The responsibility is never yours alone – supports are available. Suggested strategies include:

- Take a class/workshop and access resources provided by Student Academic Success Services (SASS) to support your success in remote learning
- Utilize the online resources (i.e. mental health supports, QSAS and academic advisors etc.)
- If you require formal accommodations due to a disability, register with QSAS