



May 2020

## GREETINGS FROM THE PRESIDENT

Spring is one of my favorite times of year in Wisconsin. I love the promise that spring holds, and the slow transition to new life. I see spring whispering this promise in the warm breezes, the slow opening of buds, and the flowers that begin to open. Each year isn't exactly like the last, but these promises of renewed life to come hold hope that warmer days are ahead.

This spring, we have faced new challenges due to COVID-19. Multiple states have enacted stay-at-home orders, and institutions of education have quickly moved from traditional classroom instruction to alternate methods. Across the nation, we saw educators grappling with challenges of technology, distance pedagogy, and variations of technical tools available to students.

Professionals used to commuting to the office each day found themselves working from home, furloughed, or laid off. K-12 schools closed their doors, and parents found themselves juggling work, their children's learning schedules, and other family responsibilities. Individuals found themselves grappling with issues such as when to wear a face mask and gloves, how much to buy at the grocery store, and when to leave the house at all.

Many ADEIL members have held key roles in helping their campus convert courses for alternate delivery so spring semester learning could continue. It is my hope that members who engaged in the ADEIL conferences, book discussions, webinars, and other professional development opportunities were able to share their experiences to help others on their campuses with this unexpected transition.

Now, as states begin to consider returning to our new normal, I hope that the lessons learned during alternative course delivery will positively impact future students. And, although this year will not be like last year, or any of the prior years in our memories, I hope that the promise of spring will bring you confidence in warmer days ahead as well as continued growth and improvement in the field of distance education.

Warmly,  
Sarah Korpi

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### SPECIAL POINTS OF INTEREST

- ADEIL is in search of a chair for the Award's Committee.
- Across the country, ADEIL members assisted campuses with rapid transition to alternative course delivery in response to COVID-19.
- Get Involved: service opportunities on ADEIL committees. Reach out to the committee chair directly if you are interested in joining a committee.

## MARCH BOARD MEETING HIGHLIGHTS

The ADEIL Board met with quorum on March 11, 2020

The ad hoc financial committee continues to work toward recommendations that will ensure ADEIL's lasting fiscal health. Thus far, IRS forms have been filed, and QuickBooks has been cancelled, since it was not in use.

Gloria Washington and Bill Davis joined the website committee. The committee is currently exploring hosting options for the website.

Bill Davis, chair of our newly formed Marketing/Social Media Committee, provided a digital marketing presentation with several people-focused ideas of how the organization can increase its visibility. Sher Downing, David Werther, and Sarah Korpi volunteered to join the marketing committee.

The board voted to formally adopt the logo that was designed for ADEIL by the Ole Miss marketing team. This logo addresses the pixilation issues that the existing logo had in print.

We are in need of a new chair for the Awards Committee. Please contact Sarah Korpi if you are interested in this professional development and service opportunity.

## CALL FOR COMMITTEE MEMBERS

An excellent way to engage with ADEIL and stay involved between conferences is serving on an ADEIL committee. Many committees are in need of new members and fresh perspectives. Please consider joining a committee this year. To learn more about committees, please reach out to Sarah Korpi or the committee chair listed below.

### **Awards Committee**

Chair: Vacant

Members Needed: 4

Serving as an awards committee judge gives you the opportunity to take a close look at some of the best online courses created by other institutions; a great service and great value!

### **Research Committee**

Chair: James Andrews, [jandrewso80@gmail.com](mailto:jandrewso80@gmail.com)

Members needed: 2

Help ADEIL support the research efforts of emerging scholars! This committee is seeking a co-chair in addition to new committee members.

## SERVICE AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES

ADEIL is developing a series of podcasts and webinars. Please contact Kim Livengood [Kimberly.Livengood@angelo.edu](mailto:Kimberly.Livengood@angelo.edu) if you are interested in sharing your insights and expertise with other members.

### Committee Chairs:

**Archives:** Ken Lightfoot, Thomas Edison State University

**Awards:** vacant

**By-laws:** David Werther, University of Wisconsin-Madison

**Conference:** Aisha Haynes, University of South Carolina

**Digital Marketing:** Bill Davis, Ashford University

**Elections:** David Werther, University of Wisconsin-Madison

**Membership:** Stella Zaragoza, Texas Tech University

**Research:** James Andrews, retired from West Texas A&M University

**Web:** Evan Smith, Retired from Mizzou Online

## ADEIL MEMBERS RESPOND TO CAMPUS REMOTE INSTRUCTION NEEDS

The COVID-19 Pandemic resulted in interruptions to education as usual this spring semester. ADEIL members at a variety of institutions stepped in to assist their campuses with remote instructional needs.

### **Aisha Haynes: The University of South Carolina**

My university, the University of South Carolina (U of SC)– Columbia, has put some good strategies into place for faculty, staff and students as a result of COVID-19. Classes are currently being taught remotely, and will continue to be taught remotely over the Summer. Various offices from the University have contributed to a “Keep Teaching” page. Staff from my office, the Center for Teaching Excellence, have been conducting virtual workshops, drop-in sessions and one-on-one consultations. We have had over 550 faculty contact our office since the announcement of remote teaching. Faculty are also getting assistance for teaching remotely from colleagues in their department and from around the country. In addition to a “Keep Teaching” page, the University has created a “Keep Working and Learning” page to assist employees with working more effectively at home. The University has set up a COVID-19 relief fund for students and employees who may need assistance. Our president has had virtual town hall meetings for students and employees. It was great to hear from him and other senior leaders on campus. Communication is key. U of SC is doing a good job communicating with us and handling the challenge. We are made of boundless resilience. We are South Carolina.

### **Gloria Washington: The University of South Carolina**

Like other higher education institutions, the University of South Carolina made a rapid transition from face-to-face to remote instruction. To meet the challenge of moving face-to-face courses to a virtual environment, the [Keep Teaching website](#) helps faculty adjust to the “new normal” for teaching and learning. The website provides resources for faculty who need to teach remotely, including resources to share with students. As we prepare for online summer courses, faculty have time to focus on course design, development, and delivery. The coronavirus disrupted face-to-face courses, but quality and integrity are still the backbone for educating students.

### **ADEIL responds to COVID-19 inspired alternative delivery needs**

If you have been involved in your campus response to alternative course delivery this spring, let us know! We will collect resources and narratives to include in the next newsletter.

### **Sarah Korpi: The University of Wisconsin-Madison**

UW-Madison made a rapid transition to alternative course delivery over spring break. The announcement was made toward the end of the week before spring break, and my unit, the Division of Continuing Studies, worked with several other academic technology and pedagogy units across campus to organize webinars to train faculty on topics such as: Communicating with Students in an Online Course, Creating Videos for remote instruction, and Open Q&A sessions. Online Instruction experts from across campus organized into a series of Batch Leads and Readiness Supporters to work with each department on campus to ensure that courses were ready for alternative delivery after spring break. Resources for alternative delivery were collected and made available on the [instructional continuity website](#). Employees transitioned to remote working arrangements at the same time, and a COVID-19 leave fund was established for employees who were not able to work remotely. Campus set up a [COVID-19 information page](#) to ensure that the campus community always has the most up-to-date information at its fingertips.

## BEHIND THE SCENES OF “PR AND EMERGENCY MANAGEMENT HURICANE CORA SIMULATION” WITH DR. BRENDAN O’HALLARN, PH.D.

Dr. Brendan O’Hallarn, creator of an emergency management simulation course featured at the 2019 ADEIL conference, generously agreed to share some insights into Emergency Management during the COVID-19 crisis. The following excerpts are taken from an asynchronous interview with Dr. David Werther.

I was a journalist and then a public relations officer for Old Dominion University before moving over to faculty at ODU. As such, I intersected with emergency management first as a journalist covering disasters such as Manitoba’s “Flood of the Century” in 1997, and then in a public relations role for the University.

It was in the latter position where I was first exposed to the idea of simulation training. The University’s enthusiastic Assistant Director of Emergency Management ran simulation exercises for key University staff, practicing such events as an explosion at the stadium during a football game, and a live shooter at the Virginia Beach campus.

As I moved over from being a public relations practitioner to an instructor of public relations, I kept in mind the idea of conducting a simulation as a learning exercise for a class. The opportunity presented itself in the summer and fall of 2018. I was asked to develop an online course for a Homeland Security certificate program the University was creating, but the class was created as a communication class, so it was added to the curriculum for our department in 2019. It ran first in the summer of 2019.

My designer, Kristyn Rose, and I kept the phrase “action learning” in mind during the entire course design process. There is a discrete skillset that emergency management communicators need to learn (the FEMA resources in this area number in the hundreds of pages). But the idea was to train these principles by putting them into action.

In my former public relations job for the University, I also interacted with researchers across campus. One such researcher, Dr. Joshua Behr, developed a simulation (for a FEMA exercise, actually) of a major hurricane hitting the United States mid-Atlantic coast. That fictional storm, known as Hurricane Cora, left a trail of disaster in its wake, including at its first landing spot in the United States, our region of Hampton Roads.

The FEMA exercise was part of a three-day role-playing exercise that featured 90 governmental, utility, military and for-profit organizations. For me, the Hurricane Cora “playbook” (which Dr. Behr loaned me) provided a ready-made template to design a simulation for students.

The result was a simulation that took the storm from the Atlantic through Hampton Roads, mirroring the four stages of Emergency Management Communication – Prevention/Detection, Planning/Preparedness, Communication, and Recovery/Learning.

For the class, I assembled a list of 35 organizations that could plausibly play a role in emergency response – from the Virginia Department of Transportation, to the Coast Guard, to the Red Cross. Each student was assigned to role-play one of the organizations (the first class cohort was 17 students).

In addition to written exercises that prompted students to learn about their organization, they role-played that organization in an asynchronous simulation, which was conducted on discussion boards on Blackboard.

To me, the magic in the class happened thanks to Kristyn’s ingenious plan to create the discussion boards in advance, and time the release of “prompts” that would advance the storm, causing students to react through their posts.

Each of the four modules of the simulation started with video presentations, starring my students as the Weather Channel, Virginia Department of Emergency Management, and Virginia’s Governor. Then the pre-written message board prompts would challenge students to work collaboratively to make plans and preparations, send emergency warnings, and ultimately form collaboration partnerships for recovery.

I played the role of Virginia’s Department of Emergency Management, keeping the simulation on task and sending new prompts.

We learned a lot in the first iteration of this class. The main takeaway is that there are varying levels of engagement among the students. Despite students having a significant component of their grade comprised of participation in the Hurricane Scenario, some students would make their only posts of each module minutes before its end, obviously robbing the simulation of any kind of interactivity.

However, there were half a dozen participants who really “got” the motivation for the course creation. They were finding resources online to share, writing lengthy posts to each other at all hours – it was delightful to see such engagement among the motivated few. Kristyn and I think we’re going to put a requirement in place for posts on certain dates to earn grades, so that students are forced to participate more fully in the Hurricane Cora scenario.

[This spring, o]ur semester was turned upside down with the sudden move of our classes online. I am teaching Crisis Communication face to face, and what do you know, the nation is facing a real crisis with COVID-19. So, using the methodology from the Hurricane Cora course, I whipped up a three-week COVID-19 scenario, with each student role-playing a different individual or organization responding to Coronavirus, from Gov. Andrew Cuomo, to the U.S. Navy, to the National Grocers Association.

The students didn’t know what to make of the scenario at first. They had a LOT of reading to do when they logged in on day one of the three-week exercise. But there has been a decided uptick of activity as we near the end of Week 2. Students are being forced to learn about a topical crisis, COVID-19, to even participate in the exercise, and my discussion prompts (I am playing Dr. Fauci) reference principles of emergency management and crisis communication.

ADEIL WORKS TO:

*Provide and promote professional development opportunities and increased collegiality*

*Foster and promote improved understanding and appreciation of distance education*

*Disseminate pertinent information*

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