

# Adjusting to remote learning at MIT

Many students around the world are now participating in remote learning for the first time. As we all do our best to take on these new challenges, the offices of [Disability and Access Services](#), [Student Support Services](#), and [GradSupport](#), are here to help. Use this resource as a tool to start planning how you can make remote learning work for you, and follow up with MIT staff when you need more support.

## Build your best possible learning environment

Create a workspace that is distinct from where you relax. In smaller living spaces this may mean simply sitting in a certain chair, putting on headphones, or creating a barrier using a bookshelf or room divider.

Do you enjoy the hum of a coffee shop or common area when studying? There are [Youtube videos](#), [Spotify playlists](#), and websites, like [Coffivity](#), dedicated to providing ambient noise, including coffee shop background noises.

## Collaborate with classmates

You and your classmates can lean on one another for support by using technology to remain connected.

If you typically like to be in study groups, keep them up over phone, [Zoom](#), or [Google Hangouts](#). It can be helpful just to make an agreement with classmates to be working at the same time to keep each other focused and to be available to bounce questions around.

For group projects, be sure to clarify roles, assign specific tasks, agree to deadlines for components, and touch base regularly. Share files over email or Dropbox, or use Google Docs to synchronously collaborate or use the “see new changes” feature when working at different times.

## Stay on top of deadlines

Chances are that your professors have changed their syllabi in response to the switch to online instruction and the extra week of spring break. Make sure that

## MIT | Disability and Access Services

you know your new due-dates and the timing for online exams. Write these new dates into whatever you use for a calendar or planner, and set reminders as the dates approach.

### Create daily/ weekly schedules

Create a schedule for yourself and get into a new routine. If your professor is posting lectures that you can view at different times, set aside specific times for yourself to watch these and take notes, so as not to fall behind. Keep track of when professors and TAs will be offering remote office hours and other supports.

If you use [Google Calendar](#), you can have it email you a daily agenda each morning, summarizing the things you need to do that day.

### Limit distractions

Learning from home means that you will be watching lectures and completing coursework while surrounded by potential distractions. If you need some help keeping yourself off of distracting websites during certain times of day, set up a website blocker like [Cold Turkey](#), [SelfControl](#), and [FocusON](#).

### Utilize assistive technology

Make sure that you have access to documents in the formats that work for you. Are you having increased difficulty focusing on readings? You may want to try [Kurzweil 3000](#), software that will read aloud text-based documents. Many students find that being able to read and listen to the document simultaneously increases their focus and comprehension.

If you have documents that are currently inaccessible to you, communicate with your professors and with the Disability and Access Services team. You can also submit requests to [SensusAccess](#), a service that converts documents into accessible formats.

Reach out to [das-student@mit.edu](mailto:das-student@mit.edu) with inquiries or requests.