We imagine that you, too, are feeling stress, concern, and confusion as we're heading into Spring Term while also recognizing that our students are likely just as -- if not more -- stressed, concerned, and confused as we are. We created this document to try to help with that confusion. We're hoping it will be a quick-start guide to teaching remotely, conceived by and for instructors of literature, writing, and film.

Most importantly, we recognize that the burden of this transition falls -- as it so often does -- disproportionately on instructors, who do the majority of the teaching in our department. While we at the university have the privilege of working from home -- a privilege that service- and industry-sector employees don't often have -- that privilege also carries with it its own set of hierarchies and injustices. The goal in this document, therefore, is to offer a suite of suggestions for online pedagogy that can help minimize your labor in the short run while acknowledging that any of the transitional work you'll do over Spring Break and Spring Term is not directly compensated.

With that in mind, though we offer some online tools and strategies to teach remotely, we are not creating ecampus courses between now and March 30th. ECampus course development is compensated, complex, and takes months from start to finish.Instead, we are, as a faculty and a university, dealing with a pandemic and trying to do our social duty to slow the spread of a virus while treating ourselves and our students with respect and care. The recommendations provided in this document are not meant to replace face-to-face teaching but instead to serve the public good and to continue educating in a time of crisis.

- Megan Ward, Gilad Elbom, Clare Braun, and Tekla Bude

I. TRANSITIONING FACE-TO-FACE PEDAGOGY TO ONLINE PEDAGOGY

For nearly anything you do in an on-campus class, there are online formats that approximate that activity. For those who are interested, we've included a short list of some of the best tools for English, Writing, and Film pedagogy:

CANVAS SHELL STARTING TEMPLATE

- https://oregonstate.instructure.com/courses/1792606 GREAT to use if you plan on having Canvas as your class "meeting location."

FIRST DAY OF CLASS

- Introduce yourself (by email or by Canvas announcement, which can be video or text) and give students a sense of what to expect, as far as you can tell at this point.
- Distribute the syllabus by email attachment or Canvas announcement attachment. Consider creating a discussion board (see below) for students to ask questions.
- Get a sense of students' internet access to adjust expectations by using the This Online Learning Survey (see more on this in the Best Practices section).

ASSIGNMENTS

Online learning requires students to do *a lot* of writing--which is great for our disciplines!

- Use the "Assignments" tool in Canvas for:
    - Essays / poems / stories
    - Low-stakes writing / reading responses / reflections
- Use Canvas's "Quiz" tool for:
    - Quizzes
    - Exams: You can scramble questions and answers. Consider making exams open book/open note to prevent cheating.

IN-CLASS DISCUSSION

For many of us, in-class discussion is a crucial part of our pedagogy. There are a lot of ways to move that discussion online, and in fact a nice benefit of online discussion is that it encourages every student to contribute.

One piece of advice: *make the parameters of online discussion crystal clear*. How much are students expected to write? How many times are they expected to post or respond? Does participation count towards their class grade? Does participation count as attendance?

Tools for online discussion include:

- **Collaborative Annotation**. Put your discussion literally on the page! Tools include:
    - Google Drive (for PDFs). Simple set up. See Hampshire College's guide.

- ○ [Google Docs](#) (for Word documents). Simple set up. When you share documents, set the permissions at "Can comment."
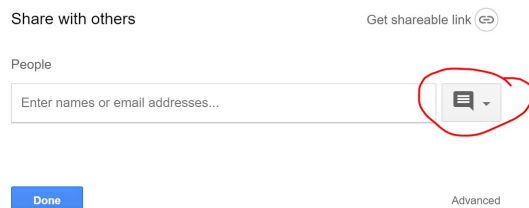
- ○ [Perusall](#). Complex set up, but lets you easily track (and grade) individual student's contributions. Easier set up as a "standalone course" than an LMS integration. Free to use with PDFs.

- **Discussion Boards.** Probably the most common tool on Canvas for transforming in-class discussion is the discussion board feature.
  - ○ [Here are general instructions for setting up discussion boards](#).
  - ○ Small-group discussions are also an option! You'll need to [divide the class into groups on Canvas](#).
  - ○ Here is a [sample discussion board](#)task introducing students to close reading

LECTURE

Expecting students to all assemble at the same time for a Zoom lecture requires a level of internet access that we're not sure is possible. Consider alternatives below for shorter lectures that students can watch at different times (see the Best Practices section for more on this). If you upload your videos to YouTube, it will provide captions. Lecture tools include:

- Use [Kaltura](#)for capturing voice-over-Power-Point lecture to be posted on Canvas
  - ○ [Here is how to download Kaltura and how to launch it](#) after you've downloaded it.
  - ○ [Here is how to record a presentation](#) with Kaltura
  - ○ If you just want to create a video of yourself without slides, [here is how to use Kaltura's webcam recorder](#) (which doesn't require you to download the software)
- [Record lecture on Zoom](#) and post on Canvas
- You can use [Top Hat](#) to engage with students while lecturing.
- Record a video with your smartphone and [upload it into Canvas](#)
- Supplement with the [Literary terms YouTube series](#). Example, provide links to relevant terms, and ask students to apply those terms to a text in a reflection / discussion board.
- Rely on text / written lecture notes. If recording videos sounds like too much, consider keeping your course text-based by sharing lecture notes or by providing your own written reflections on the texts you assign.

OFFICE HOURS

- Email
- Phone
- [Zoom](#)

WRITING WORKSHOP

- Google Docs. Have students share their writing with you and their peers through Google Docs, making sure they set the sharing permissions to "Can comment" (see image above). Give students specific instructions for the kinds of things they should be commenting on and annotating when they read their peers' work, whether they should respond to peers' comments, and so on. Have students share documents with ONID email addresses (e.g. beaverb@oregonstate.edu, *not* benny.beaver@oregonstate.edu).
- [Canvas Peer Review feature](#).
- Microsoft Word. If you're most comfortable with Word, have students submit Word documents and use the "review" tools to comment on each other's assignments. You can have students submit their writing on Canvas (through an assignment or a discussion board) or just by email.

II. BEST PRACTICES for ONLINE TEACHING

The following list isn't meant to be compulsory, but instead to help structure your planning process for transitioning from teaching in class to online. Each item is meant to provide both you and your students with the least stressful experience as you do so. Some of these suggestions may be easier for you to implement than others. Again, do what you can, within reason.

Explicitly acknowledge the awkwardness of the ad-hoc online course format to your students. They and you are in uncharted territory -- acknowledging this and offering to be available (via email, phone, and/or video) early on in the class can help build trust.

Signal to students as clearly as possible what they can expect from you and from the course. Perfection of course workflow is not possible in the time we've been given to move our classes online, but syllabi can be a crucial tool in explaining an online classroom's expectations, schedule, and outcomes. It should clearly articulate your expectations about "attendance," participation, and assignment deadlines as well as your communication policies. Stay as consistent as possible over the course of the term.

> **Examples:**
>
> - "During the workweek (M-F) I respond to emails within 24 hours. I do not respond to emails over the weekend."
> - "I will send a weekly check-in announcement every Monday to share the week's tasks and sum up our work from the week before."
> - "I give written feedback on discussion posts once a week, on Thursday."
> - "Participation means responding to discussion posts once a week, and responding to at least two of your fellow students' discussion posts with thoughtful, kind, and critical feedback."
> - "Discussion posts will be due once a week, on Wednesdays by 11:59 pm. Mini-lecture quizzes must be completed each Friday by 11:59 pm."

> - "It may take me up to a week for me to return written feedback on essays and longer written work."

Be understanding of students' needs and abilities. Students may be sick, caring for sick family members, or caring for children whose classes have been canceled. They may not have good access to the internet or may be sharing computers with family members at home. Make sure policies for late work and participation are clear but humane. For instance, it might be appropriate this term to waive normal penalties for late work if that feels comfortable and feasible.

Students may not have access to the same tech that you do. Many students do not own computers. They read books and write emails on their phones. They may not have an unlimited data plan, so watching lots of long youtube videos or lectures will cost them money they may not have.

Survey your students' access to the internet as well as their experience with online learning. This Online Learning Survey is a helpful place to start.

Disability accommodations look different online. Canvas has an Accessibility Check that is in the left-hand sidebar. That will give you feedback on how accessible the course content is. In addition, if you upload a video, make sure it has transcripts. If you use an image, make sure it has alt-text. To comply with DAS guidelines, it's possible to give extra time or attempts on quizzes.

Non-synchronous sessions and assignments are best. Again, because students might be sick, etc, don't assume your students will be able to meet during "class time." They may also be living at home and in a different time zone. The more flexible you can be on this point, the better.

Think backwards. Instead of thinking about the material you need to deliver and creating assignments based on that material, think instead in terms of learning outcomes, and design assignments around those learning outcomes. This can help you to feel more comfortable transitioning from a pedagogical method that works better in person (aka, lots of lectures) to one that works better online (lots of student-led engagement with the material).

When creating your class, think in terms of weeks or modules rather than in terms of class periods. Be clear with your students about what is happening each week/module. This aids in creating a workable asynchronous class environment.

> **Examples:**
>
> - "Each week, we will have two reading assignments with collaborative annotations, one mini-lecture, a group discussion post, and a short quiz."

> - "Our first module is on Old English literature: this would normally cover the first two weeks of term, but you should feel free to read the texts in any order you want as long as you fulfill all of the reading assignments by 04/14."

In an Ecampus class, it is best practice to plan out the entire term (assignments, lectures, and discussions) ahead of time. But this isn't a normal Ecampus class, and you probably don't have time to plan all of your discussion boards, assignments, and lectures ten weeks ahead of time. However, the farther in advance you *can* plan, the better oriented both you and your students will feel. For the upcoming term, you might want to aim to have assignments, lectures, and discussion boards planned one or two weeks in advance, but again, you should do what you can -- the point here is simply to stay afloat.

If you're using Canvas, simplify what students can see and how they engage with the class website. The options on Canvas can be overwhelming. Go to *Settings – Navigation –* and drag most of the buttons to hide them from students. It can be very helpful to think of your class syllabus in terms of Modules, and to create a module for each week of class. Go to *Choose Home Page* and select *Course Modules*. This way students will be able to access everything through the front page of the course.

Keep lectures short, and don't worry about perfection. Studies show that when asked to view an instructional lecture video for an online class, students tend to stop watching around the *7- or 8-minute mark*. Think of this as a great opportunity to *not* feel compelled to transition all of your brilliant in-class lectures to hour-long recorded power-point presentations! Instead, short exploratory or demonstrational lectures combined with lots of student-centered learning work really well online. No need to aim for perfection in your videos: online students report that "ums," doorbells ringing, cats jumping in your lap, etc. make professors more relatable.

Create a task list and schedule for yourself! It will feel like there are more "moving parts" to an online class than a face-to-face class. Making each week/module's general task list the same and responding to student work on the same day of the week may help manage those moving parts. It also doesn't hurt to create a calendar of tasks.

Stick to pedagogical methods that work for you and the type of class you're running. This might seem to fly in the face of some of the preceding advice, but by and large: *do what feels comfortable for you*. If you've never worked with Canvas before, now might not be the best time to start (though Canvas is pretty intuitive, there are lots of instructional materials available for instructors, and there are some really great tools on Canvas that I encourage everyone to explore). If you've never used Zoom before, there's no reason you *have* to (though, again, it doesn't take long to learn and can be a helpful tool for connecting with your students via voice, which is something that you will probably miss if you've never taught online before). If your class is a small, workshop-based class, there are ways to make workshops work well online; if your class is normally lecture-based, think about how a combination of mini-lectures and written student responses might work together to accomplish your learning outcomes. By and large: if

you keep it simple and familiar, you'll ultimately save your sanity… and that's important. You can do a LOT with Google Docs, and a LOT through email and attached word documents!

III. A FINAL THOUGHT

Finally, we want to recognize that there is significant anxiety around the deprofessionalization of the academic profession, the politics of ECampus, and the contributions online education makes to further the contingency of academic labor. The potential knock-on effects of an Online Spring 2020 Term contribute to these legitimate fears and concerns. Even in this moment of crisis, we should all be thinking about how to respond to the *post-crisis* moment as instructors, researchers, and as knowledge-creators. How will the next few months potentially change our profession? These questions need to be asked and vigorously attended to, but they are not the purpose of this document, which is merely to keep you and your students afloat in the short term.