

Remote Teaching for Spring Term: Best Practices & Resources
School of History, Philosophy, and Religion
Show up for your students. Acknowledge the challenges. Be flexible.

Online Teaching Tips and Reminders

- **Plan early.** Conceptualize full course now(ish) / Create at least one week in advance. Try to conceptualize (but not fully create) the entire 10 weeks. When it comes to creating the course (fleshing out Canvas modules, writing assignments, creating asynchronous lecture videos) you should aim to stay at least one week ahead.
- **You don't have to recreate your full lectures.** But, you have the option with Zoom
- **Consider student-driven activities to meet course objectives** by engaging in more activities and produce more small-stakes assignments.
- **Your mode of teaching will likely shift when you teach online.** You may find that you spend less time "delivering your wisdom" via lecture AND more time providing feedback to your students.
- **Choose what's best for your unique class, your students, and you.** Different face-to-face courses have different needs and translate differently to the online environment. Perhaps you'll need to do more lecturing in a survey, but less or none in a seminar.

Applications & their Functionality

Canvas

Canvas is the Learning Management System (LMS) that we will use to host our course materials and assignments, as well as communicate with our students. OSU requires that we use only OSU-licensed tools to conduct teaching and to communicate with students in order to conform to federal and state privacy laws.

Key Functionalities in Canvas:

- Send emails to students (Canvas in-box)
- Send Announcements to class
- Host educational resources for class (syllabus, recorded lectures, links to articles, assigned PDFs)
- Host assignments (discussions, essays, quizzes)
- Grade assignments & record grades
- Use Zoom
- Create, Store, and Organize Media

When using Canvas, it is helpful to think about your course in terms of weekly modules instead of discreet class meetings.

[This template](#) is incredibly helpful for organizing your remote course. (You can import it into your pre-existing course Canvas site.) It is helpful to think about your course in terms of weekly modules instead of discrete class meetings. The weekly modules provides an intuitive structure for the students to

navigate the course and weekly activities. Also, if any of your students have ever taken a formal Ecampus course, they will be familiar and comfortable with the weekly module format.

The Canvas template also includes tutorials for creating media, creating and managing assignments, and using Canvas to create quizzes (from small stakes quizzes to final exams).

<https://oregonstate.instructure.com/courses/1792606>

The Start Here Module will be important during the early part of Spring term. This is where you will post your syllabus, your office hours (times and format), and relay to students your key methods of communication.

Canvas Best practices:

- Organize course by weekly modules. [Import the Canvas template itself](#), or just refer to it as a model as you build your course.
- Send out welcome announcement on the first day of the term (of just before Spring term begins). The [Keep Teaching site has a recommended template for this](#).
- Input important instructor and course information housed in Start Here module (if using Template).
- Meet [via Zoom](#) with class during first scheduled class meeting. Announce ahead of time and send out URL to meeting in Canvas Announcement to class (more on this below).
- Cultivate a sense of community with personal introductions. Since Zoom might be overwhelming to students during Week 1, this activity could be hosted via Canvas discussion board.
- Send weekly announcement to students every Monday that outline the week's content, required lectures (if any), and assignments. Students find it helpful if you include a to-do list for the week that includes the deadline for each activity.

Remote Teaching vs. Ecampus Class

It bears acknowledging that you are not expected to create an Ecampus course between now and the start of Spring Term. (See chart on page 5 for differences between Spring term remote teaching and an Ecampus class.) Ecampus courses are developed over 2 terms with the assistance of an Instructional Designer from the Ecampus unit. Ecampus courses comply with OSU Ecampus best practices, based primarily on Quality Matters (QM) standards.

Our Spring term remote teaching can be conducted in a number of ways, so long as our approaches include an equivalent level and quantity of engagement from the students and align with the individual course and bacc core outcomes.

Our Remote Spring Term courses are different from Ecampus courses on a number of other fronts. (See page 5) But, the key difference revolves around students' assumed technological access.

For Ecampus courses, students register for the class with an awareness that the class will require video streaming, as well as reliable internet and access to a computer. Students who signed up for your face-to-face Spring class registered without any formal expectations that they would need to stream media in order to attend a Zoom meeting or watch a recorded lecture.

Be aware, then, that some students may not have a computer or unlimited internet access. Be prepared to make other arrangements for such students.

- [Student Technology Access Survey](#). SWLF created this document for gauging student technological access and potential technological barriers to accessing course content. You may consider asking your students to fill out a similar survey.

Zoom

Functionalities of Zoom:

- Synchronous class meetings during scheduled class time
- Multiple modalities for student attendance:
 - Via video (through device with webcam)
 - Via telephone (dial-in)
- Students can raise questions in real time
- Chat
- Ability to facilitate small group discussions
- Break-out Rooms
- Ability to screen-cast and record lecturer at the same time
- Ability to record full-length class meeting (Currently, no limitations on length/file size)
- Recorded class Zoom meeting automatically uploads to Canvas MyMedia (after some processing time)
- Recordings of class meetings can be viewed—or reviewed—by students later
- Attendance can be tracked (through post-meeting participation report)
- Ability to pre-record (and post to Canvas) shorter lectures and course announcements
 - [Go into Zoom on Canvas. Personal Meeting room. Start meeting- option at bottom of screen. Remember to hit the Record button]
- Ability to host office hours. Tutorials on <https://is.oregonstate.edu/zoom/teaching-learning>
- Launches from within Canvas
- *Ways to use Zoom:* <https://is.oregonstate.edu/zoom/teaching-learning>

Considerations for Using Zoom:

- Students without reliable internet connection may not be able to “attend” synchronous lecture and discussion except via audio
- Students without reliable internet connections won’t be able to stream recorded lectures.
- Maximum of 300 attendees per Zoom session

Kaltura Capture Desktop Recorder

Functionalities of Kaltura Capture Desktop Recorder:

- Instructors can pre-record and post shorter lectures (narrated Powerpoint or Webcam lecture)
- Ideal for asynchronous assignments
- Kaltura media embeds well in Announcements, Discussion Boards, and Canvas pages

- Application launches from within Canvas
 - Go to MyMedia in Canvas, then click Orange “Add New” Button, select “Recording Tools/Capture”
- Media automatically saved to your MyMedia files.

Considerations when using Kaltura Capture Desktop Recorder:

- Files need to be smaller for Kaltura to process. Lectures should be less than 10 minutes in order to process and post successfully
- Students will need to reliable internet access to stream the recordings.
- If you are already comfortable with making short recordings with Zoom, there is not much advantage to using Kaltura Desktop Recorder

Best Practices for synchronous (Zoom) lectures:

- **Break up lectures every 5-10 minutes for Q&A** with class to keep students engaged.
- **Have TA or volunteer/assigned student monitor chat questions** while you lecture.
- **Try to have an alternative discussion/participation assignment** if students can’t “attend” lecture.
- **Pre-circulate and number slides** (if using) to students, especially for those who are phoning in and have access to audio only. Refer to slide numbers or images on slide to help those with audio access follow along
- **Keep class informed about schedule of synchronous lectures.** Send class meeting URL to students via Canvas announcement. Holding lectures with some regularity will also help students. If students know, for instance, that you lecture every Monday and offer office hours every Wednesday, they can get into the groove of the course.
- **No synchronous activities outside of scheduled class time.**

Best Practices For pre-recorded content (created via Zoom or Kaltura Desktop Recorder)

- Keep recordings in the 5-10 minute range (for optimum student attention span)
- Consider creating alternate forms of content (audio-only or text & image PDF) if students have consistent difficulty in obtaining reliable internet access for video streaming

What if I teach the same class as an Ecampus section?

Your colleagues are probably pretty envious of you. You may utilize the same materials for your on-campus course. Ecampus Faculty Support can help with the migration.

EcampusFacultySupport@oregonstate.edu

Be aware, though, that some students may not have a computer or unlimited internet access. Students who signed up for on-campus classes in the Spring did not do so with the expectation that they would need to stream media. Be prepared to make other arrangements for such students.

What is the difference between an **Ecampus Course** and **Spring Term Remote Teaching**?

Spring Term remote teaching	Ecampus Course
<p>Use of Canvas The Canvas Course site houses teaching materials needed for weeks when OSU campus is closed to face-to-face teaching.</p>	<p>Use of Canvas Canvas Course site houses ALL teaching materials and conducted entirely through Canvas for the full term.</p>
<p>Timing of class activities At least one synchronous class meeting—held via Zoom during Week 1—is required. Class may also include additional synchronous activities such Zoom lectures and discussions, as well as asynchronous activities (such as Canvas-based or pre-recorded lectures discussion).</p>	<p>Timing of class activities All activities are <i>asynchronous</i>. Classes should NOT require ANY synchronous components. (Students must still meet instructor-defined deadlines, however.)</p>
<p>Course Design & Content Creation Course content is created before class meetings for synchronous class meetings. If creating asynchronous materials for assignments or online discussions, materials are prepared appropriately in advance of course deadlines. Course content is created by instructor with the aim of approximating the on-campus class content and assignments. Course content and assignments must align with individual course and back core outcomes.</p>	<p>Course Design & Content Creation All ten weeks of course content (lectures, assignments, readings, media) is created <u>BEFORE</u> term begins. Course is developed over 2 terms with the assistance of an Instructional Designer from the Ecampus unit. Course is designed to conform to OSU Ecampus best practices, based primarily on Quality Matters (QM) standards. Course activities ensure 3 levels of student engagement: student-to-content, student-to-instructor, student-to-student.</p>
<p>Accessibility Instructors should follow University guidelines for accessibility. If a student with disabilities is enrolled, the instructor will work with DAS to meet necessary accommodations. Canvas offers an Accessibility Check tool to help address common accessibility problems.</p>	<p>Accessibility Ecampus strives to use a universal design (UDL) approach, creating all course materials in accessible format during development so that little or no retrofitting of content is needed when students with disabilities enroll in an Ecampus course. If a student with disabilities is enrolled, the instructor and Ecampus team will work with DAS to meet necessary accommodations and address any gaps in accessibility in the Canvas course.</p>
<p>Technical Requirements for Students Students register without any formal expectations regarding technical requirements for attending course or accessing lectures.</p>	<p>Technical Requirements for Students Students register for course with an awareness that the class will require video streaming, as well as reliable internet and access to a computer.</p>

Tuition Students pay on-campus tuition.	Tuition Students pay differential Ecampus tuition.