Temporary Remote Instruction Ver 1.

Provided by: Online & Distributed Learning and Instructional Services

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COMMUNITY COLLEGE
DISTRICT

Contents

Introduction

Teaching online during times of potential disruption requires creative and flexible thinking about how instructors can support students in achieving essential core course learning outcomes. And with each course being unique and the varying skill set a transition may take a few hours or much longer; however, Please note that accessible content, access, and pedagogy should still be a top priority as content is being built and moved online. This guide is coupled with a SDCCD Canvas course to help instructors new to online get started teaching temporarily remote.

Getting Started

First, start with your syllabus and your Student Learning Outcomes (SLOs) and ask these questions:

- Which SLOs have students already mastered and which remain?
- Which of your remaining assignments/assessments are critical to achieving the SLOs?
- Which assignments have been started and now need to be redefined or altered so they can be completed at a distance?
- Which assignments and topics haven't been started and will need to be modified?
- What alternatives and accommodations do you need to make, if any, for final exams or capstone projects?
- Do any of your due dates, late-work policies, or participation requirements need to be adjusted? Consider the adjustments you are asking students to make and the pressures they may be facing. Be flexible.

You now have an idea of what you may need in your online course. The next section will cover three methods for going online and introduce you to tools available at SDCCD.

For most courses, Canvas, Zoom, and email should be enough to ensure you and your students successfully complete the term.

For more information and guides, please visit our Temporary Remote Instruction Canvas Course at https://sdccd.instructure.com/enroll/JWFNLH

What is Canvas?

Canvas is a digital learning management system for student engagement in communication, interaction, and multimedia presentation. The Identifying key tool section below showcases the main components of Canvas and its functionality.

Login @ sdccd.instructure.com

- Username: your 10-digit employee ID number
- Password: your 8-digit birthdate (mmddyyyy)
- Not working? Click "Forgot Password" link to get a password reset link emailed to you.

Identifying Key Tools and Functions within Canvas

If you are new to using Canvas, you may appreciate some orientation to key Canvas tools and functions.
- **Assignments:** Instructors can create space for students to upload submissions, from informal reflections to formal written assignments and projects. Instructors can select the grading

approach within the assignment. Assignments are best for instructors who wish for the students' work to only be viewed and assessed by the instructor.

- **Announcements**: Instructors can send mass e-mails or messages to the whole class community via the Announcements tool. The benefit to using Announcements over e-mail is that instructors do not need to collect individual student e-mail addresses and that the messages are archived in the course Canvas site.
- **Chat:** The whole class, instructors and students alike, can engage in a "real time" text-based, instant messaging conversation. Messages received in Chat remain archived and can be read outside of synchronous time too. This can be a nice way for instructors and students to communicate nimbly without needing to use voice-based chat and without needing to use any outside apps or resources.
- **Discussions:** Instructors can create threaded, written discussion forums for students to engage in written (or audio/video) dialogue with each other and respond to written prompts.
- **Files:** Instructors can post key course documents, like the syllabus, readings, assignment sheets, and activity descriptions in this space.
- **Modules:** Instructors can organize course content into several chunks or groups of learning content. The pieces of information that students will access, including the syllabus, assignment sheets, activity descriptions, and outside links and resources, can be grouped together in the order that students might access those resources during a synchronous or asynchronous class session. Modules can give students access to readings, activity descriptions, outside links, and assignment submission links all in one place.
- **Pages:** Instructors can create content for students to read or access that is not already created in a separate website or in a Word Document or other kind of document.

What is Zoom?

Zoom is a video-conferencing platform for which California Community College own a license and is branded as ConferZoom. Zoom allows you to engage in live Web conversations with your students using audio, video, and text-based chat features.

Visit http://conferzoom.org and sign up for a free Pro account. It is very important that faculty use their SDCCD email address when signing up. If faculty use an alternative email address, they will not be able to use ConferZoom within a Canvas course shell.

Transitioning Your Classes online: Three Options

You have three options and laboratory ideas included for shifting your classes temporarily online and the format can vary. It is good to understand the difference between:

Asynchronous courses do not operate in real time. Faculty and students interact with the courses on their own time and schedule (within limits). Asynchronous courses require a bit of effort to set up and learning to use the tools of the LMS is a bit more complex than using Zoom, but, once set up, offers the major advantage of allowing faculty and students to engage with the material and each other on their own schedule.

Synchronous online courses are held in real time using virtual classroom software like Zoom. Instructor and students all must be online at the same time but are geographically separate. Synchronous instruction using Zoom will be much more natural and easier to initiate for those of us accustomed to

lecturing in the classroom. Zoom's tools enhanced with a minimum of inexpensive hardware will allow instructors to teach in pretty much the same way they do in the classroom while remaining in the safety and comfort of their homes or offices.

Option 1: Run Your Class Synchronous With Zoom
This option works especially well for small discussion-based classes.

Pedagogical Recommendations
- **Use slides and screen sharing** within Zoom to make sure discussion questions are visible to students who may have a slow Internet connection or who may struggle to hear the audio for the initial question. (Look for "Share Screen" at the bottom of your Zoom call.)
  - On your first slide, **display an agenda** at the start of the class session so that students know what to expect of the shared time together.
- **Use the chat** (bottom of your screen). See In-Meeting Chat.
  - Moderate discussion, i.e., "call on" a student with a comment to speak, to help them break into the conversation.
  - You might use the chat to troubleshoot technical problems. For example, if a student is having trouble connecting via audio or video, the chat might be a space for you as the instructor or for fellow students to work together to problem-solve. This may, again, be an opportunity to assign a student to a special role, especially if you have students eager to help on the technical aspect of things.
- **Use Zoom Breakout Rooms** to help students talk in smaller groups (just as they would do break-out groups in a larger class environment). See Managing Video Breakout Rooms.
- **Rethink your classroom activities** to make the class more interactive even if Zoom students don't have ideal connections and aren't able to hear and see everything perfectly.
  - Have students write and comment together on a shared Google Doc.
- **Consider making discussion questions available in advance** in Canvas, etc. so that students can access the questions if screen sharing does not work. If sharing slides in advance to Canvas, share as PDFs, as students will be able to access the material on their phones.

A Few Troubleshooting Tips:
- **If your microphone is not working,** use the phone number listed in the Zoom invitation when you set up a Zoom call. You can use your phone as the microphone and audio source for your call rather than your computer's built-in microphone if necessary.
- **If your Internet connection is slow or lagging,** consider temporarily turning off your video stream and only maintaining the audio stream. Sometimes, running the web camera on your computer will use up the Internet's bandwidth in a way that might make communication challenging. Turning off the video should improve communication quality and consistency.
- **If you have earbuds or a headphone set, wear them!** Wearing earbuds or headphones will reduce the amount of noise that your computer will pick up during your session, which will make it easier for your students to hear you. Similarly, you may want to advise your students to wear earbuds or headphones during the call.
- **Advise students to mute their microphones if they are not speaking and unmute the microphones when they wish to speak.** Students may be joining Zoom calls from all kinds of different locations, many of which may create background noise that could be distracting. Encourage students to mute themselves if they're not speaking to minimize unnecessary or

distracting background noise. Using the "raise hand" feature or simply seeing the microphone unmuted will give the group a visual cue for when a student wishes to speak.

- **Check the "chat" space for student questions and contributions.** Some students may not have working microphones and, therefore, may be unable to contribute via voice. The chat room is a good place for students to contribute, ask questions, and be involved.
- **Check the [Zoom Help Center](#)**

Accessibility Suggestions:
- **Automatic live captioning is not available in Zoom ([automatic captions](#) are visible if you record a Zoom session)**.
- **For students who are blind or have low visibility, narrate the material that you're displaying visually on the screen.** Just as you might read materials aloud in class, read screen material that you share on-screen just in case students are not able to see essential text.

Option 2: Pre-Record Your Lectures

If you are not comfortable presenting live, another good option is to pre-record any lecture material and upload it to Canvas. We recommend that you pre-record lectures using Zoom, as this will generate automatic closed-captions that are needed for accessibility reasons.

Pedagogical Recommendations

- **Keep videos short and lively**. It is often harder to focus on a video than on a person!
- **Test your microphone** to make sure that you have good sound quality. Consider using a headset with an external microphone to capture better audio.
- **Consider ADA compliance**. Automatic closed-captioning is not perfect. Speak clearly and not too quickly to make the content as accurate as possible. If using a tool other than Zoom for recording your lecture, consider **uploading your videos to YouTube** to take advantage of their automatic (though not perfect) closed-captioning.
- I**ntegrate interaction with the lecture material**. You might consider setting up a Canvas discussion board with some specific questions, using a quiz, or setting up a chat session for a text-based live discussion.

Option 3: Skip the Video

Many online courses do not have a video component at all. If you are not sure you have the right equipment and are uncomfortable with the tech setup, this might be a good option, at least for the short-term.

Online Laboratory Classes

- **Take part of the lab online:** Many lab activities require students to become familiar with certain procedures, and only physical practice of those processes will do. In such cases, consider if there are other parts of the lab experience you could take online (for example, video demonstrations of techniques, online simulations, analysis of data, other pre- or post-lab work). Save the physical practice parts of the labs until access to campus is restored. The semester might get disjointed by splitting up lab experiences, but it might get you through a short campus closure.

- **Increase interaction in other ways:** Sometimes labs are about providing time for direct student interaction; consider other ways to replicate that type of interaction or create new online interaction opportunities like ConferZoom.

- **Annotate your slideshow with notes** and share this with students using Canvas or email
- **Set up a discussion** for students in Canvas. Use specific, structured questions, and let students know expectations for their responses.
- **Share links to outside resources.** Encourage students to watch videos, read articles, etc.

Instructor Contact: Regular and Substantive Feedback

Title V 55204 Instructor Contact standard specifies that regular effective contact must be among students in addition to between instructor and students. This requirement is still in effect. The Temporary Remote Instruction guide references options to maintain interactions in an online environment.

Student Presentations: Student to Student and Faculty to Student Interaction

Pedagogical Re*commenda*tions*:*

- If students are sharing their presentations **asynchronously***:*
  - **Ask students to record themselves at their screen**, using a web camera, the built-in microphone on their computer, and screen sharing software combined to capture both their faces/persons as well as the slides on the screen.
    - Zoom and Screencast-o-matic can be used for audio/video recording in this capacity.
      - If students want to use presenter notes while recording in Zoom in particular, they can follow the instructions to use two monitors with screen sharing. If students do not have access to two monitors, they can also use the screen sharing function in Google Slides by selecting to share *only* the window with the final slidedeck and NOT to share the window that pops up with the presenter notes. (i.e. "squish" both windows so they could appear side-by-side).
      - **If students submit the recording via Canvas Assignments**, the file will only be visible to the instructor. **If students submit the recording via Canvas Discussions**, the file will be visible to the full class community.
        - If using Discussions, students can use an audio-video recording tool built directly into Canvas to record audio-video content. Note that with this tool, only the students' web camera content will be recorded and saved, not the students' screen (or their slidedeck). Given this constraint, a short reflection or oral presentation without slides or visuals would be most appropriate for recording with Canvas' recording tool.
    - **If students do not have access to a laptop computer or webcam**, they can also use the voice memo feature on a phone to record audio, save audio files, and upload the audio files to **Canvas.**

- If students are sharing their presentations **synchronously:**
  - Ask students to use **Zoom to give a live presentation for their peers.**

Written Discussions: Student to Student and Faculty to Student Interaction

To remove technical hurdles and to ensure that students are able to engage with peers and each other in a discussion-based class (even without a strong Internet connection), you might choose to move student discussion to an asynchronous format. Create a Canvas Discussion as a forum to facilitate communication, encourage students to interact, ask questions and respond to discussion prompts.

Pedagogical recommendations:

- **Craft discussion questions to be as clear and as specific as possible** so that students can build off of the question for a sustained response.
- **Assign roles to students** so that they understand when and how they might respond to you or their peers. For example, students might "role play" as particular kinds of respondents or you might ask them to do particular tasks (e.g. be a summarizer, a respondent, a connector with outside resources).

Using Zoom to Live Stream In-Person Classes: Faculty to Student Interaction

The challenge is to make sure that students joining by Zoom feel like full participants in the class. Zoom participants often struggle with poor sound quality and a sense of disconnection.

- **Position your computer** so that students can see and hear as well as possible. If necessary, repeat student points for the Zoom crowd, if only you are close enough to be heard. You might consider bringing or borrowing a microphone to make it easier for students to hear.
- **Solicit input from Zoom participants**, as Zoom students may have a harder time breaking into the conversation.
- **Assign a student to moderate** the Zoom chat and to speak up for a Zoom participant with a question or a raised hand.
- **Share handouts and slides** in advance to make sure Zoom participants can look at them. These handouts and slides could be shared via links in the Zoom chat room or by directing the student(s) to the appropriate place in Canvas where the materials may be available.
- **Rethink your classroom activities** to make the class more interactive even if Zoom students don't have ideal connections and aren't able to hear and see everything perfectly.
  - Have students write and comment together on a shared Google Doc.
  - Try using Canvas Survey to collect student responses, and then share results with both in-person and online students.
  - Use Canvas polling to interact.

Scheduling Tools for Student Tutorials/Conferences

If you usually send around a physical sign-in sheet, you might be looking for alternatives that let you schedule appointment slots with students.

You may book and reserve time with students in three different ways:
- **Scheduler/Appointment Tool through Canvas.** Built into the Canvas Calendar tool, instructors can build appointment blocks that their students can sign up for.
- **Embed a Google Doc/Sheet into the course Canvas site/a Canvas announcement.** Create an openly editable Google Document or Sheet with a table of available appointments for students to sign up for appointments. The link to edit the Doc or Sheet could be shared via an Announcement in Canvas or could be directly embedded into a Page or Module within Canvas.

Peer Review: Student to Student Interaction

Pedagogical Recommendations

- Write out clear and specific instructions about the expectations for peer review. This means specifying the qualities of writing that students may want to look for in each other's work. Distributing guiding questions or a worksheet that students can fill out as they review their peer's work can be a valuable supplement to guide students' virtual reading.
- If you are **introducing peer review synchronously** (via Zoom or another teleconferencing platform) and having students work in real time in Google Docs, consider:
  - Engaging the students in a chat-based or video-based conversation about their expectations for peer review
  - Have students use the chat box feature to share ideas about what makes for effective peer review
- If you are introducing **peer review asynchronously**, consider:
  - Opening up a discussion forum with a prompt that invites students to share their past experiences with peer review. What worked? What didn't? What are their goals this time? Aggregate student responses to create a document that outlines the class expectations and understandings of effective peer review experiences.
  - Ask students to include questions for their peer reviewers at the top of their document so that their reviewers can have a sense of what the author would like them to focus on.

Best practices for web meetings:
- Have a clear agenda and keep an eye on time--it's easier for people's attention to wander during web meetings
- Sometimes starting with something personal (a quick check-in) can make these meetings feel more personal

Office Hours: Faculty to Student Interaction

Set up virtual office hours to meet with students using your webcam, share your computer screen or collaborate using Zoom's whiteboard feature.

Pedagogical Recommendations

- **Keep the link to the Zoom room you're using for your students in a central place on your course Canvas site.** The main factor to consider when holding office hours or conferences with students via Zoom is your accessibility as an instructor. Make sure they know how to find your "office" (just as you might offer them directions to your office on-campus).
- **Encourage students to share their screen with you.** Screen sharing is possible not just for the instructor in Zoom, but for students too. Help your students navigate towards a screen sharing option so that they can show you their written work on their screen.

Resource and Tools

Faculty

- SDCCD Tools
  - https://www.sdccd.edu/about/departments-and-offices/instructional-services-division/online-learning-pathways-1/faculty/accessibility%20resources%20and%20tools.aspx

- California Community College Canvas Resources
  - https://onlinenetworkofeducators.org/instructional-continuity/resources-shared-by-cccs/
- ConferZoom Support
  - (760) 744-1150 ext. 1537
  - support@ccctechconnect.org
- Canvas Support
  - (844)612-7422
- Online and Distributed Learning
  - (619) 388-3810

Students

Please be sure that your students are aware of these important resources. The following resources may be useful to post in your course as an announcement, add to your syllabus, or send out as an email.

- Quest for Success- Introduction to Online Learning
  - City - https://sdccd.instructure.com/enroll/P99K7B
  - Mesa- https://sdccd.instructure.com/enroll/97NPNX
  - Miramar- https://sdccd.instructure.com/enroll/A87XYJ
- SDCCD Online Student Tips for Success
  http://www.sdccd.edu/docs/ISPT/online/Online_Student_Tips_for_Success%20(1).pdf
- Access Technologists
  - City DSPS: (619) 388-3513
  - Mesa DSPS: (619) 388-2780
  - Miramar DSPS: (619) 388-7312
  - CE at Mesa: (619) 388-1952
  - Cesar Chavez: (619) 388-1910
  - Educational Cultural Complex: (619) 388-4812
  - Mid-City: (619) 388-4500
  - North City: (619) 388-1800
  - West City: (619) 388-1873
- Library
  - City: (619) 388-3421
    - https://library.sdcity.edu/home
  - Mesa: (619)388-2695
    - https://www.sdmesa.edu/library/
  - Miramar: (619) 388-7310
    - https://sdmiramar.edu/library/
- Tutoring
  - City
    - http://www.sdcity.edu/students/services/tlc/index.aspx
  - Mesa
    - http://www.sdmesa.edu/academics/academic-support-programs/tutoring/
  - Miramar
    - http://www.sdmiramar.edu/campus/asc

- Canvas
  - (844)-612-7422
  - support@instructure.com
- Students with limited access to computers may find our local libraries, tutoring centers, and community centers to be a helpful resource.