**Supplemental notes from Psych. Dept. web conference on remote instruction**

Presented by Steve Luck with co-moderator Victoria Cross (Psych) on 3/24/20

Notes taken by Miriam Martin (MM; happy to answer questions, please excuse typos due to quick turn-around)

Please review the slides from the conference as well.

Great info is available—and supplemented daily—on the [Keep Teaching](https://keepteaching.ucdavis.edu/) and [Psychology plan for instructional continuity](https://sites.google.com/ucdavis.edu/ucdavis-psychology-plan-s2020/home) websites, which were referenced repeatedly.

Here are the points I (MM) took note of:

* perspective: we are not creating online courses, which takes much more time and training. this is emergency remote instruction, which is not ideal for instructors or students. be flexible, be okay with less content and less rigorous assessment. give students the benefit of the doubt & be kind to students and yourself
* student tech survey results (as of yesterday, from 16% of undergrads; probably our most tech-ready & least-constrained students):
	+ 3% have no way to participate in a web conference (no audio/video),
	+ 5% of our students cannot do online proctored exams and 57% have never participated in one,
	+ 6% are in a different time zone,
	+ 50% have never participated in a web conference;
	+ in the free-response portion, most students had concerns about finding a quiet room, internet stability, life instability...they are stressed and worried(!).
	+ Marco M. said instructors will be able to access the tech access data for their class through Know Your Students, will probably send out tomorrow night (3/25).
	+ advice on how to promote [online equity and inclusion](https://keepteaching.ucdavis.edu/online-equity-inclusion)
* assessments:
	+ unless absolutely necessary, do not use online proctored exams.
	+ instead use timed quizzes with randomized Qs and answers (with randomly-chosen, isomorphic questions, if you have them; add accommodation time as necessary) or give take-home exams.
	+ know that your Qs will be available to all students forever once posted; maybe a good time to use that imperfect textbook test bank.
	+ have students sign/click something to say they agree with the integrity policy before they can enter any online assessments ([suggested language](https://keepteaching.ucdavis.edu/academic-integrity))
	+ incentivize watching full lecture video with timed quiz to be completed w/in ~48 hours; make difficult enough that needed to watch video but not so difficult that those who did watch miss points; aim for ~1 Q per 10 min, drop lowest X% (20?%) of quiz scores
	+ to see example of quiz from Steve Luck: in Canvas, Import from Commons > Steve Luck > Import/download quiz, will go to your Quizzes page.
	+ plagiarism checker TurnItIn was already a small-scale trial with our system but will become available to all courses (but note that IT support is spead very thin)
* real-time [web conferences](https://keepteaching.ucdavis.edu/zoom-web-conferencing):  hold only during scheduled course times
	+ great info available at the Psych website page [Content Delivery](https://sites.google.com/ucdavis.edu/ucdavis-psychology-plan-s2020/content-delivery)
	+ always have a co-moderator (TA) to sift through Chat Qs and provide common Qs for you to answer.
	+ create a fake student account for yourself (gmail account maybe) with Canvas and Zoom so that you can see exactly what the student experience is. to allow a fake student account to record, must “Allow to record” for that participant.
	+ practice going live with TA, family, etc
	+ schedule in advance, can schedule repeating meeting (has same meeting ID, so okay if students accidentally clicks on link for wrong date of same repeating meeting)
	+ always record on the cloud as the host and also have a second person (e.g. TA) or fake student account also record onto their/your computer, just in case. if you need to upload a backup recording, upload it to Aggie Video ([video.ucdavis.edu](http://video.ucdavis.edu/))
	+ record in 20 to 30-min chunks to facilitate uploading; set a timer to remind you
	+ for details on how to make the recording available to students, read “[Real-Time Lecture Recordings](https://sites.google.com/ucdavis.edu/ucdavis-psychology-plan-s2020/content-delivery)”
	+ recording should automatically have captions added (real-time captioning is not worthwhile)
	+ web conferencing options: Conferences (not recommended, 100 at most), Zoom (300 max), Canvas Live room (500), meet.google.com.
	+ problems:
		- if poor quality sound/audio (student side), reduce internet use in household (streaming kids, etc), turn off their video, then audio; can call in (last resort); let them know what to do in case they get bumped off the conference
		- if poor quality (instructor side), reduce bandwidth used in house, plug into internet ethernet, go on campus if necessary, turn off webcam, turn off screensharing
		- if Zoom fails, try Canvas Live Room (cannot pre-program Live Room sessions)
	+ teach students how to join & use web conference ([instructions for Zoom](https://ucdavisit.service-now.com/servicehub/?id=ucd_kb_article&sysparm_article=KB0005677)) and conference etiquette ([Zoom etiquette](https://ucdavisit.service-now.com/servicehub/?id=ucd_kb_article&sys_id=ace7094cdb2bc4d040cc8962399619e1)) and show them how to raise their hands, answer y/n (in Participants function). as default settings: have students muted and with/out video (for small/large classes)
	+ put into your syllabus and before the first few live events that the meeting will be recorded and posted
	+ use the Zoom [breakout rooms](https://support.zoom.us/hc/en-us/articles/206476313-Managing-Breakout-Rooms) feature to create an environment where a subset of students can work together on a problem, discuss, etc
* attendance: do NOT take attendance during synchronous events as sig. fraction cannot be present; can credit participation in a follow-up quiz (recommended 48 hours later or so) that is difficult enough to motivate watch of entire lecture
* [lecture capture](https://keepteaching.ucdavis.edu/classroom-lecture-capture) or screencast (preparing a recorded lecture at your computer):
	+ lecture capture rooms on campus reserved for assigned instructors and can be used to record (MM: but there were unresolved questions about how to get access as they are presumably locked)
	+ re: prepping and recording lectures in offices: many buildings without water (bathrooms, heat), need permission slip
	+ best to use Aggie Video rather than YouTube to host your videos because it provides copyright protection to work behind the password-protected site; capacity is expected to be sufficient (we'll see!). you own posts on Aggie Video; Google owns rights of work posted on YouTube.
* general tips:
	+ increase interactivity and engagement even more online
		- consider [Zoom Polls](https://support.zoom.us/hc/en-us/articles/213756303-Polling-for-Meetings) (must create Polls ahead of time)
		- [iClicker Reef](https://docs.google.com/forms/d/e/1FAIpQLSfCUxmEZKS0rsricrOxmZVnj4a4Oxlyi5xzttG4IVIVq4oTQw/viewform) access is free this quarter (but be aware that some students will have to toggle between apps on small device)
	+ add significantly more text to slides for students who will miss sync sessions
	+ add dept. chair or vice chair of teaching to each class and have a get-sick plan (backup instructor)

**Possibly useful links that were shared in the Chat of the conference:**

[Who to contact for IT help](https://ucdavisit.service-now.com/servicehub/?id=ucd_kb_article&sysparm_article=KB0000457)

[Zoom help center](https://support.zoom.us/hc/en-us/categories/200101697) (with tutorials)

[Remote instruction v. online learning](https://keepteaching.ucdavis.edu/remote-instruction-vs-online-learning), including a bandwidth v immediacy discussion

[Syllabus language about sharing course content](https://keepteaching.ucdavis.edu/syllabus-language-about-sharing-course-content)

[Final exam options](https://keepteaching.ucdavis.edu/final-exam-options)

[Review of podcasting MICs](https://www.theverge.com/2019/4/5/18295732/podcast-microphone-best-top-price-specs-features-rode-blue-shure) – in case you need to improve the sound quality (most recent macs, iPads, etc, have sufficient sound quality)

[Wacom Intuos](https://estore.wacom.com/en-US/wacom-intuos-s-black-us-ctl4100.html) – a ablet that works well as a virtual whiteboard

[Virtual backgrounds](https://support.zoom.us/hc/en-us/articles/210707503-Virtual-Background) in Zoom – in case you don’t want students to see the dirty dishes in the background ; )

**Other links that might be helpful:**

Best practices and tips for open-book, take-home exams: (SABER discussion board): <https://saberbio.wildapricot.org/Discussion-board/8849877>