

## 3/26 Here are some notes, updates and tips for teaching

**Student Disability Center (SDC)/Classroom Accommodations:** The SDC will host a 1-hour zoom meeting for instructor's today, Thursday, March 26<sup>th</sup>, 3-4 pm to share general information, answer questions, and connect you with SDC resources ready to assist you in remote learning environments. Zoom link here: <https://zoom.us/j/405934682>, Meeting ID: 405 934 682, Dial In: +1 669 900 6833

- a. **SDC has also provided language that you can put into your course syllabus for students regarding accommodations:** *UC Davis is committed to educational equity in the academic setting, and in serving a diverse student body. I encourage all students who are interested in learning more about the Student Disability Center (SDC) to contact them directly at [sdc.ucdavis.edu](mailto:sdc.ucdavis.edu), [sdc@ucdavis.edu](mailto:sdc@ucdavis.edu) or 530-752-3184. If you are a student who currently receives academic accommodation(s), please submit your SDC Letter of Accommodation to me as soon as possible, ideally within the first two weeks of this course.*

## **Notes and Tips from 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)

Great info is available—and supplemented daily—on the [Keep Teaching](#) and [Psychology plan for instructional continuity](#) websites, and 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): 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, probably tomorrow night (3/25).
  - advice on how to promote [online equity and 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 after this quarter; 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](#))
- 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 support is spread very thin)
- real-time [web conferences](#): hold only during scheduled course times
  - great info available at the Psych website page [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 to record, must “Allow to record” for that participant.
  - practice going live with TA, family, etc
  - schedule in advance, can schedule repeating (has same meeting ID, so okay if students accidentally clicks on link for wrong date of same repeating meeting)
  - always record on the cloud and also have a second person (e.g. TA) or fake student account to 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); goes into your Media Gallery in Canvas)
  - 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](#)”
  - 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 (Zoom) and conference etiquette ([Zoom etiquette](#)) & use default settings to have students muted and with/out video (for small/large classes); show them how to raise their hands, answer y/n (in Participants function)
- put into your syllabus and before the first few live events that the meeting will be recorded and posted
- use the Zoom [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](#) 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.
- tips:
  - increase interactivity and engagement even more online.
    - consider [Zoom Polls](#) (must create Polls ahead of time)
    - [iClicker Reef](#) access is free this quarter (but be aware that some students will have to toggle between apps on small device)
  - add sig. 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](#)

[Zoom help center](#) (with tutorials)

[Remote instruction v. online learning](#), including a bandwidth v immediacy discussion

[Syllabus language about sharing course content](#)

[Final exam options](#)

[Review of podcasting MICs](#) – in case you need to improve the sound quality (most recent macs, iPads, etc, have sufficient sound quality)

[Wacom Intuos](#) – a tablet that works well as a virtual whiteboard

[Virtual backgrounds](#) 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>

<https://docs.google.com/spreadsheets/d/18iVSleOqKjj58xcR8dYJS5rYvzZ4X1UGLWhl3brRzCM/htmlview?sl=true#gid=0>

[Online education resources](#) to help us coordinate our efforts to adapt classes to the online format. Inside this folder, you should find the GSheet "Online teaching tools and dept contacts", which is intended to identify those of us with expertise on the tools we discussed in this morning's meeting.

**ASM Resources**, including over 35 JMBE articles: [http://bit.ly/ASM\\_JMBEresources](http://bit.ly/ASM_JMBEresources). Other resources that may help you with moving Biology instruction to online [http://bit.ly/Move\\_Biology\\_Online](http://bit.ly/Move_Biology_Online)

## From the Bookstore if you require text books for your class:

Suggested student messaging for your syllabi:

- To support remote instruction during Spring 2020, all textbooks available in digital format will be provided as e-books.
- To access the e-books available for your courses, click on the BOOKSHELF option in the Canvas navigation menu.
- You have Auto-Access for any required textbooks, but can opt out in the Bookshelf window if you make other arrangements for the text.
- For suggested textbooks, you have trial access until the 14th day of instruction and can choose to opt in during that period to retain access for the rest of the quarter.
- The access charge will be billed for any items showing a status of "Opted In" after the 14<sup>th</sup> day of instruction.
- For questions regarding content access, billing, please contact the student support desk at [inclusiveaccess@ucdavis.edu](mailto:inclusiveaccess@ucdavis.edu).
- For questions regarding functionality of the Bookshelf e-reader, please contact the Vital Source support desk at [support@vitalsource.com](mailto:support@vitalsource.com).

For questions about your adoptions, please reach out to the Campus Store's Course Materials team at [textbooks@ucdavis.edu](mailto:textbooks@ucdavis.edu). For questions regarding student access or the Bookshelf e-reader, please contact our student support desk [inclusiveaccess@ucdavis.edu](mailto:inclusiveaccess@ucdavis.edu).