

Improving Your Online Teaching During the Pandemic and Beyond

Samantha Orchard and Erin Galyen
February 2, 2021



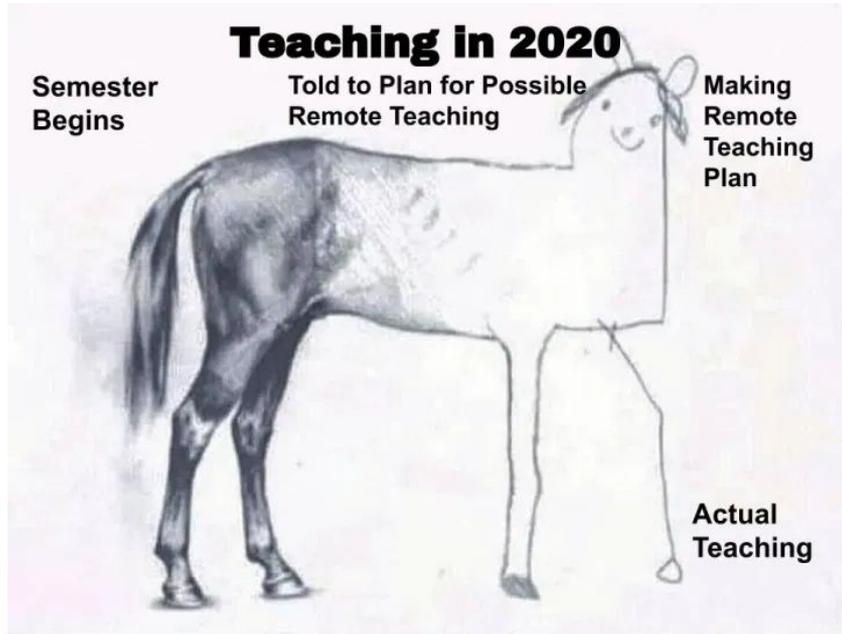
Seminar Goals

- Discuss short-term tips for improving pandemic teaching.
- Discuss medium- and longer-term tips for improving future online teaching.
- Have opportunities to ask questions and obtain a list of resources.
- Gather ideas from colleagues based on what has worked for you and your students.

What are your goals for this session? (Please share in the chat.)

What do we mean by “pandemic” vs. “online” teaching?

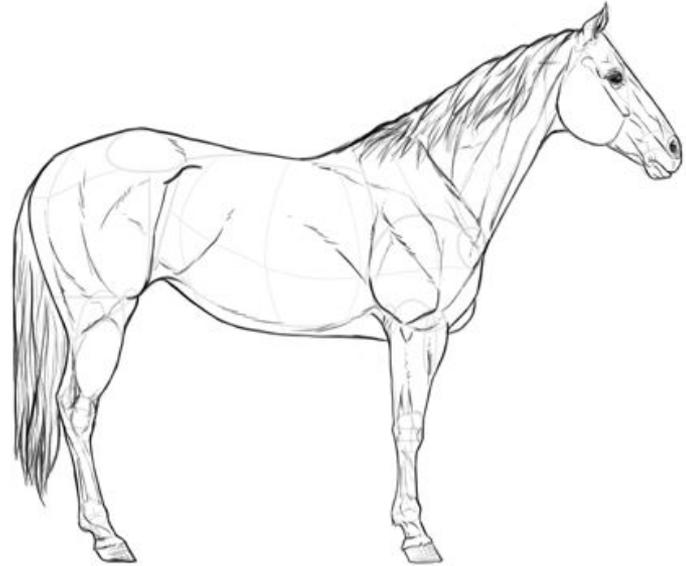
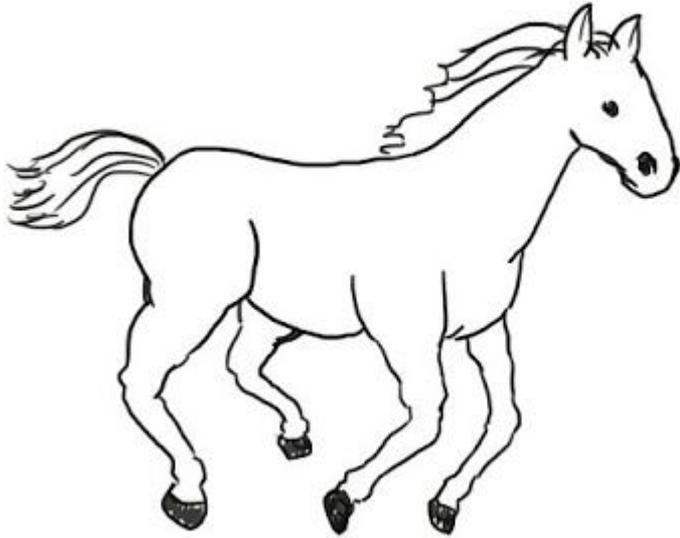
- Pandemic teaching since Spring 2020



- We are still in a global health crisis still having to make major course changes on short timescales
- Online teaching is methodically planned, designed, and implemented over time
- ■ ■ Pandemic teaching ≠ Online teaching

What do we mean by “pandemic” vs. “online” teaching?

- Pandemic teaching in Spring 2021
- Online teaching

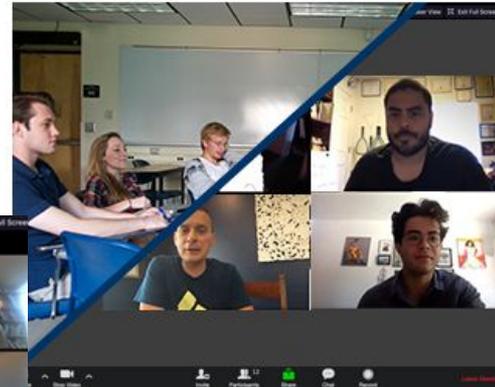


Short-term

- What can you do to get through the need to teach online in the short term?
 - Zoom
 - D2L
- Common modalities:
 - Live online
 - Flex in-person



Live Online



Flex In-Person: Synchronous
+ Zoom

D2L



Short-term: Students' Remote Learning Barriers

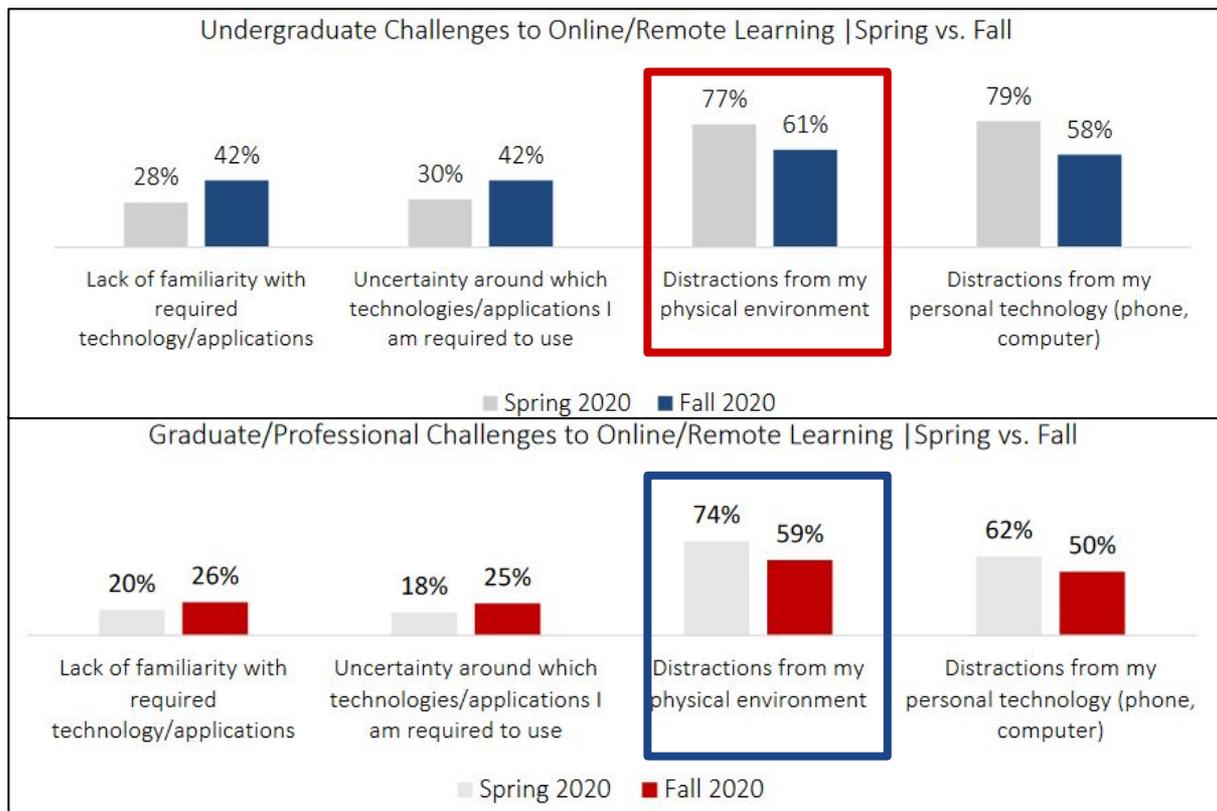
- Survey of UArizona Undergraduates & Graduate Students in September 2020
- Response rate = 14% (N = 5,285)

Remote Learning Barriers Fall 2020	Undergraduate	Graduates/Prof
Limited internet access	35%	32%
Lack of access to appropriate technology/software	22%	22%
Know at least 1 UA student without reliable internet/tech access	29%	36%
Health-related stress (mine, family member's, roommate's)	49%	48%

“Having synchronous meetings is helpful to communicate and fabricate a classroom setting”
-Graduate Student

“All professors should be required to upload slides shown in class because not everyone has great connection and availability to zoom” - Junior

Short-term: Students' Conditions for Learning



Short-term: Why won't all students engage or have their cameras on?

- Internet/technology failure... or fear of it!
- Distractions where they are located
- Illness (their own or someone in their home)
- Life issues & related stress (e.g., work, family/friends, mental health)
- Lack of clarity of what they are supposed to do
- Uncertainty about how to interact with each other
- Lack of accountability for interacting
- Perceived anonymity...or lack of it!
- Other reasons???

*These can be compounded for students from marginalized groups.

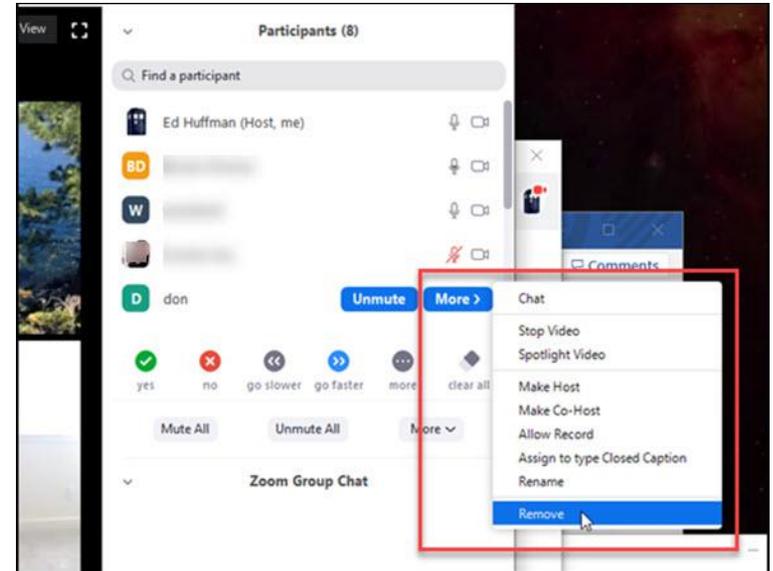
Short-term: Managing a Zoom Lesson

What safety considerations are there?

- Zoombombing (rare, but it can happen)
 - Mediated by:
 - Waiting Room/Passcode features
 - Removing from meeting

What about disruptive students?

- Mediated by:
 - Clear course policies
 - Communicating with students
 - Cultivating connection between students
 - If needed, report to Dean of Students



Zoom menu with remove participant highlighted:

<https://www.unr.edu/tt/instructional-design/instructional-technology-resources/web-conferencing/zoom/securing-sessions/remove-participant>

Short-term: What if students don't have their cameras on?

- Reasons might be:
 - Internet/technology failure... or fear of it!
 - Distractions where they are located
 - Illness (their own or someone in their home)
 - Life issues (e.g., work, family/friends, mental health)
 - Lack of clarity of what they are supposed to do
 - Uncertainty about how to interact with each other
 - Lack of accountability for interacting
 - Perceived anonymity...or lack of it!

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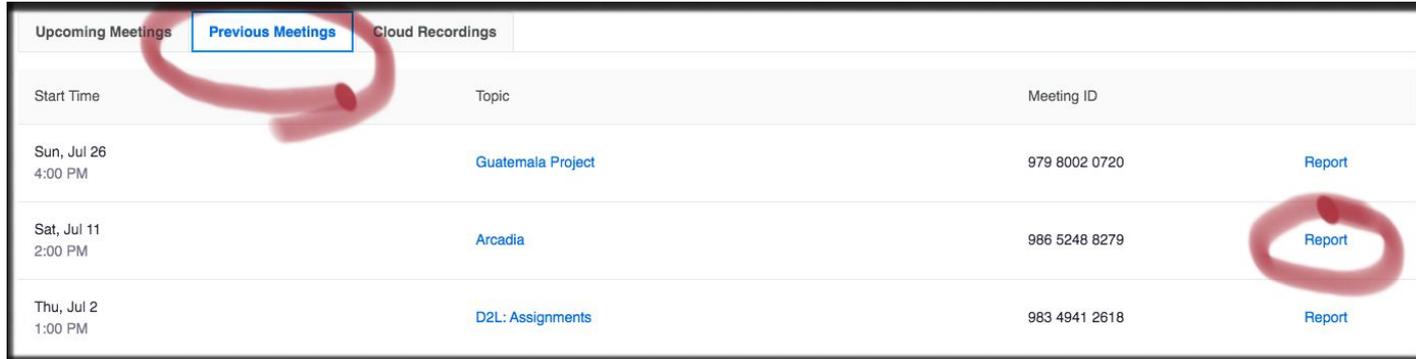
- Encourage students to have pictures up in their profile

Short-term: How can you promote student interactions?

- When you pose a question, have it in writing and ask it aloud
- Build in time for discussion / interaction / student questions (e.g., create a slide or other cue in your slides as a reminder)
- Use the Tools at Hand
 - Zoom Chat
 - Zoom Polls
 - Zoom Breakout Rooms
 - Collaborative documents (e.g., Google Docs, Google Slides, Padlet)
- Clearly communicate what you are asking students to do and practice with them to help them learn

Short-term: Managing a Zoom Lesson

- What about attendance/participation?
 - Provide options such as:
 - Recording your class and/or sharing your slides
 - Equivalent assignments
 - Clear Course Policy in case of missed class
 - Attendance records from Zoom



The screenshot shows the Zoom interface with three tabs: 'Upcoming Meetings', 'Previous Meetings' (highlighted with a red circle), and 'Cloud Recordings'. Below the tabs is a table of meeting history. The table has four columns: 'Start Time', 'Topic', 'Meeting ID', and 'Report'. The 'Report' column contains blue links. A red circle highlights the 'Report' link for the meeting on Sat, Jul 11. Another red circle highlights the 'Previous Meetings' tab.

Start Time	Topic	Meeting ID	Report
Sun, Jul 26 4:00 PM	Guatemala Project	979 8002 0720	Report
Sat, Jul 11 2:00 PM	Arcadia	986 5248 8279	Report
Thu, Jul 2 1:00 PM	D2L: Assignments	983 4941 2618	Report

Get List of Zoom Meeting Attendees: https://docs.google.com/document/d/17k40nzNjn-NqNhnZxN0S_xuFHYtQVwuiAVBdPpQCcTc/edit

Resources: how to use Zoom features

Zoom

Orientation [Recorded Session](#) 55 Minutes

Breakout Rooms [Recorded Session](#) 47 Minutes

Using Polling Feature [Recorded Session](#) 37 Minutes

Breakout Rooms for collaborative learning [Recorded Session](#) 45 Minutes

How do Instructors and Students access Cloud Recordings? [Recorded Session](#) 58 Minutes

Breakout Rooms for collaborative learning or group/pair work [Recorded Session](#) 34 Minutes

Breakout Rooms Options [Recorded Session](#) 44 Minutes

Polling & Other Interaction Tools [Recorded Session](#) 53 Minutes

A Practical Guide to Inclusivity in the Zoom Classroom [Recorded Session](#) 52 Minutes

Security Settings for Zoom Meetings [Recorded Session](#) 33 Minutes

Responding to Conflict and Emotionally-Charged Moments in the Zoom Classroom [Recorded Session](#) 43 Minutes

Accessing and Sharing Zoom Recordings [Recorded Session](#) 44 Minutes

New Features of Zoom [Recorded Session](#) 1:03 Minutes (October 2020)

Zoom Q&A [Recorded Webinar](#) 59 Minutes

New Features of Zoom [Recorded Session](#) 1:35 Minutes (January 2021)

Using Zoom Breakout Rooms [Recorded Session](#) 1:12 Minutes (January 6, 2021 Webinar)

Accessing Zoom Reports [Recorded Session](#) 1:02 Minutes (January 2021)

Using Zoom Breakout Rooms [Recorded Session](#) 1:01 Minutes (January 7, 2021 Webinar)

Recorded webinars available at:
<https://oia.arizona.edu/content/932>

Short-term: Managing Your Class in D2L

- Set up Zoom meetings in D2L, so students have easy access to the link and can see upcoming meetings in their calendars

[Course Home](#) [Content](#) [Assignments](#) [Discussions](#) [Quizzes](#) [Grades](#) [Classlist](#) [UA Tools](#)  [Library To](#)

zoom

Your current Time Zone is (GMT-07:00) Arizona. 

Upcoming Meetings

Previous Meetings

Personal Meeting Room

Cloud Recordings

Show my course meetings only

Start Time

Topic



No Data

Clickers

Panopto

VoiceThread

Examity

Playposit for Instructors

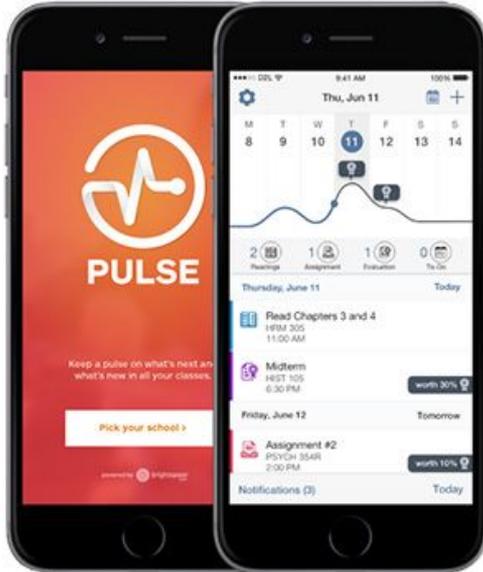
Zoom

Zoom For Students

D2L Help Pages

Short-term: Managing Your Class in D2L

- Create assignments in D2L to make use of the due date system
 - Due dates appear in the calendar
 - Students can get reminders for upcoming due dates



< > February 2021 ● PLS 170C2 SP21 102 ▾

Create Event Set Dates Import Events

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1 Ex11:59 PM	2 Q11:59 PM	3 Q11:59 PM	4 Q11:59 PM	5	6
7 Q11:59 PM	8 Lit11:59 PM	9 Q11:59 PM	10	11 Di11:59 PM	12	13 M12:00 AM
14	15	16 Q11:59 PM	17	18 Q11:59 PM	19	20
21	22	23 Q11:59 PM	24	25	26 Di11:59 PM	27 M12:00 AM
28	1 Ex11:59 PM	2 Q11:59 PM	3	4 Q11:59 PM	5	6

Calendar ▾

Monday, February 1, 2021 ▶

Upcoming events ▾

FEB 11:59 PM
1 Exam 1: Modules 1 and 2 - Availability Ends

FEB 11:59 PM
2 Quiz 3.1: Microbes and bacteria - Due

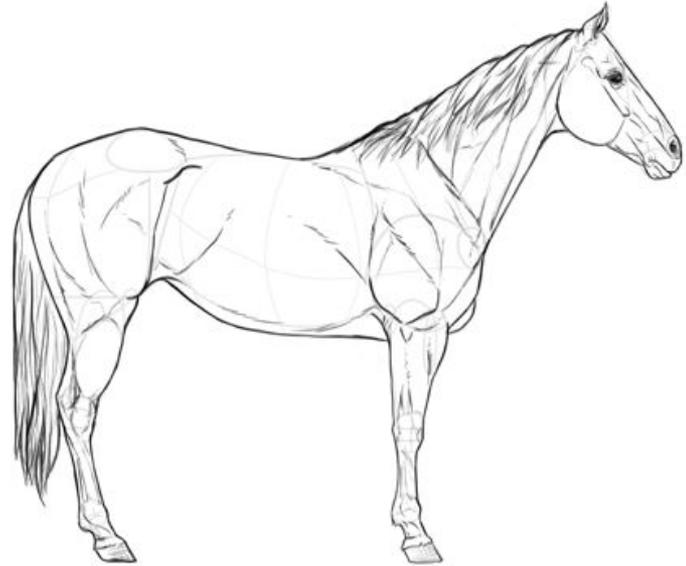
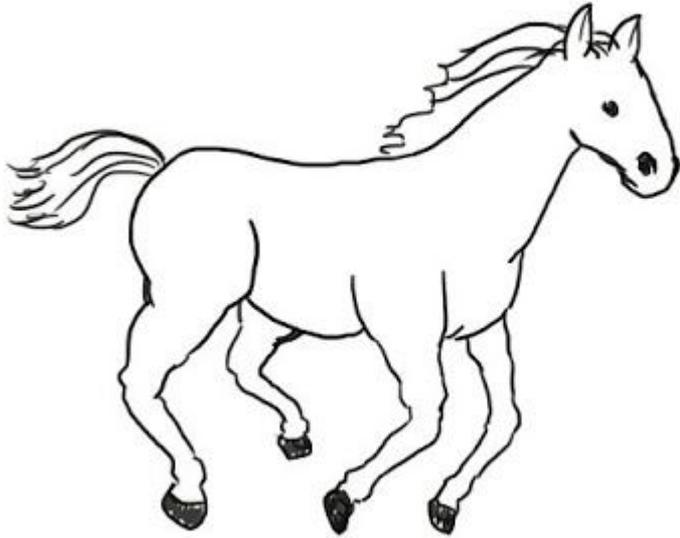


What questions do you have?



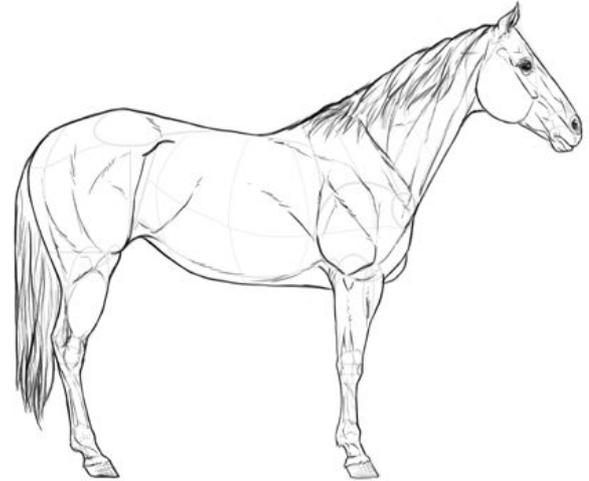
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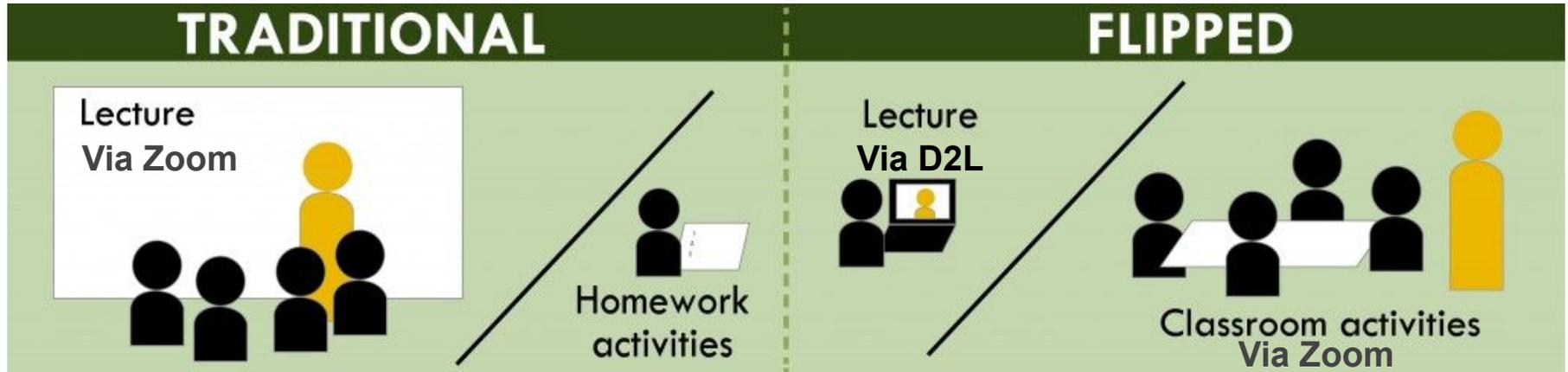
Overview of online teaching

- Hallmark: deliberate design
- Often have shorter sessions (5/7/10 weeks)
 - iCourse
 - Arizona Online
- Who are the students?
 - More likely to be 'non-traditional'
- Typically asynchronous
 - **Engagement?**
 - **Instructions?**
 - **Community?**



Medium-term strategies towards online teaching

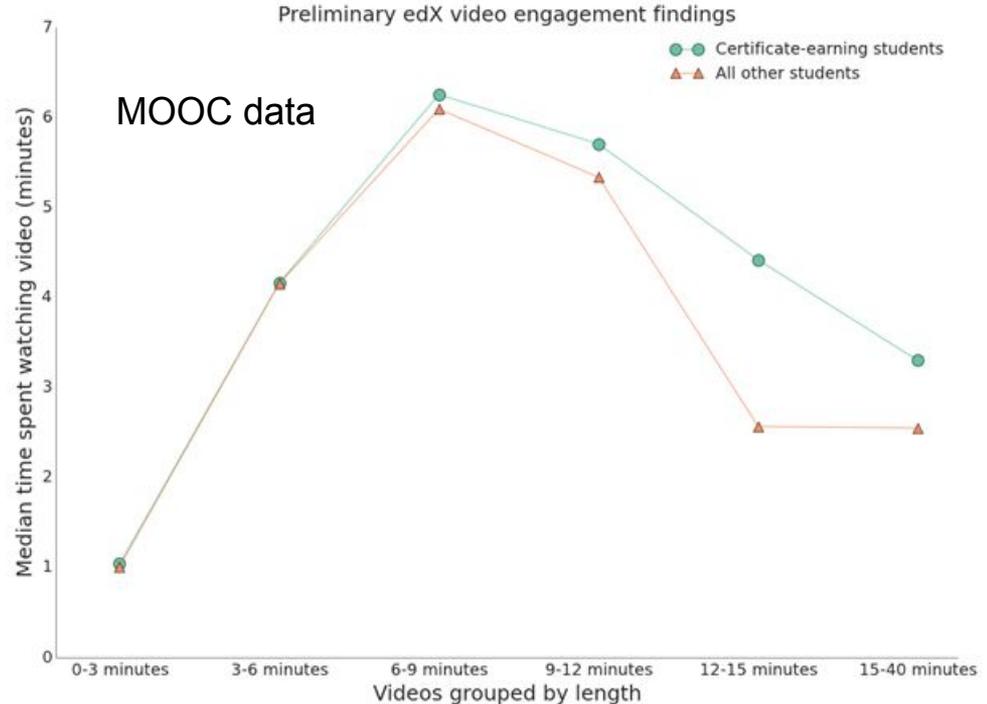
- Hybrid/blended modality - much of course is asynchronous and/or flipped
 - UA Asynchronous + small group



Medium-term strategies towards online teaching

Engagement: Shorter lectures

- Why are TED talks limited to 18 minutes?
- Playposit or Panopto interactions to aid student attention
- Intersperse other modes of information delivery or attainment



Analysis by Philip Guo (pg@cs.rochester.edu)

Medium-term strategies towards online teaching

Engagement: Instructor contact with struggling students

- Individual emails
- Intelligent Agents or Trellis Progress

Trellis Progress

Create A Progress Report

What is Progress? Progress is a comment-based feedback system for faculty to provide feedback to students enrolled in their courses.

[Learn more about Progress](#)

* Feedback #1

* Feedback Type #1	* Specific Feedback #1
Academic Concerns	Quiz or Examination Concern

- Visit your instructor during office hours to discuss your progress.
- Contact your **academic advisor** to discuss strategies for success in the course.
- Utilize University resources, such as **Think Tank** for academic success.

Medium-term strategies towards online teaching

Instructions: Provide both structure/predictability and flexibility

- Establish pattern of activities and due dates
- Content available over weekends and evenings

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	See last month's calendar for additional due dates this week			1 Discussion 6	2 Reading day	3 Module 7 opens
4 Exam 3 starts	5 Exam 3 ends	6 Quiz 7.1	7	8 Quiz 7.2	9	10
11	12	13 Quiz 7.3	14	15 Discussion 7	16	17 Module 8 opens
18	19 QuaRCS Survey 2 due	20 Quiz 8.1	21 Reading day	22 Quiz 8.2	23	24
25	26 Part III writing assignment	27 Quiz 8.3	28	29 Discussion 8	30	

Medium-term strategies towards online teaching

Community: Instructor presence

- Announcements and video messages
- Instructor participation in Discussions
- Feedback on assignments
 - Rubrics
 - Comments in gradebook

Criteria	Meets all objectives	Meets most objectives	Meets many objectives	Meets some objectives
Was sufficient justification of the need for the product provided? Were competing products identified and explained?	20 points	18 points	16 points ✓	12 points
Criterion Feedback				
What are the competing products? Presumably, standard cancer treatments could be used, depending on the cancer type. If other treatments have been used, there are other options out there.				
Was the product correctly identified as a biotechnology product? Was the product sufficiently explained? Is the product a new proposal (it should not be a product that already exists)?	20 points ✓	18 points	16 points	12 points
Was the method that could be used to identify an initial source for the product appropriate and sound? [i.e., how the organism OR gene(s) would be found.]	15 points ✓	13.5 points	12 points	8 points

Medium-term strategies towards online teaching

Community: Student-student interactions

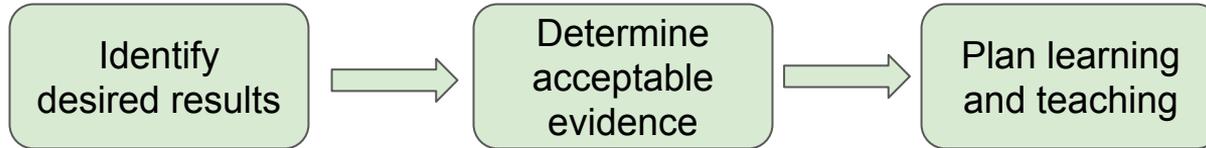
- Discussion boards, VoiceThread
 - “Introduce yourself”
 - Assigned topic
 - Questions about course
 - [Break into groups]
- Peer feedback on assignments
- Group projects
 - Perhaps grade individual effort only



Long-term strategies towards online teaching

Design aids:

- Re-development using 'backwards design' <https://oia.arizona.edu/content/290>



- Quality Matters rubric <https://digitalllearning.arizona.edu/instructors/quality-matters>



Specific Review Standards from the QM
Higher Education Rubric, Sixth Edition

General Standards	Specific Review Standards	Points
Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	2
	1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2

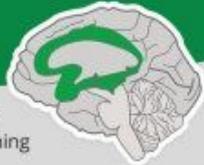
Long-term strategies towards online teaching

- Highly accessible and inclusive
 - [Universal Design for Learning](#)
 - Inclusive Excellence <https://oia.arizona.edu/content/313>

The Universal Design for Learning Guidelines

Provide multiple means of **Engagement**

Affective Networks
The "WHY" of Learning



Provide multiple means of **Representation**

Recognition Networks
The "WHAT" of Learning



Provide multiple means of **Action & Expression**

Strategic Networks
The "HOW" of Learning



CAST | Until learning has no limits™

Access

Provide options for **Recruiting Interest**

- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions

Provide options for **Perception**

- Offer ways of customizing the display of information
- Offer alternatives for auditory information
- Offer alternatives for visual information

Provide options for **Physical Action**

- Vary the methods for response and navigation
- Optimize access to tools and assistive technologies

Resources

Resource List

<https://oia.arizona.edu/content/8> Recorded OIA webinars on a variety of topics, to access on-demand

<https://teachingmodels.arizona.edu/> Resources and tips for instructors and students

<https://udlguidelines.cast.org/> Universal Design for Learning - strategies for accessibility and more, based on science of how people learn

<https://help.d2l.arizona.edu/> D2L help pages for instructors AND students - add links to student help pages in your D2L site

For Zoom

[Attendance Guidance](#) (OIA, 2020)

[Get List of Zoom Meeting Attendees](#) (OIA, 2020)

[Structuring Short-Term Group Work Online, With Zoom Breakout Rooms](#) (Stanford U., 2020)

[UA Student Online/Remote Classroom Experience & Learning Survey Results](#) (Sept. 2020)

[Zoom Adding a Picture to Your Profile](#) - under 1. Access Zoom Web Portal (D2L Help Pages)

[Zoom Managing Participants in a Meeting](#) (Zoom Support pages)

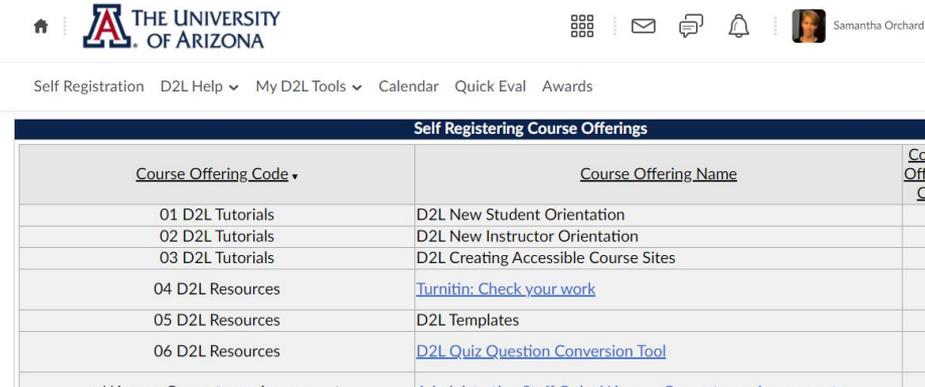


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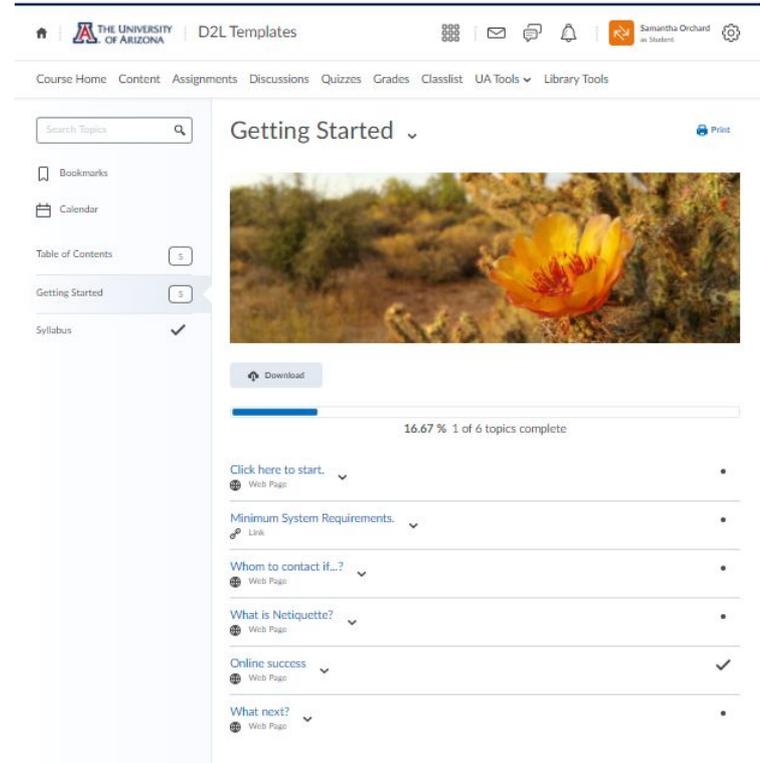
D2L Templates - don't reinvent the whole wheel

Use pre-made syllabus elements



The screenshot shows the top navigation bar of The University of Arizona D2L system. It includes the university logo, navigation icons (grid, mail, chat, bell), and the user name 'Samantha Orchard'. Below the navigation bar, there are links for 'Self Registration', 'D2L Help', 'My D2L Tools', 'Calendar', 'Quick Eval', and 'Awards'. The main content area is titled 'Self Registering Course Offerings' and contains a table with the following data:

Course Offering Code	Course Offering Name	Cou Offe Co
01 D2L Tutorials	D2L New Student Orientation	
02 D2L Tutorials	D2L New Instructor Orientation	
03 D2L Tutorials	D2L Creating Accessible Course Sites	
04 D2L Resources	Turnitin: Check your work	
05 D2L Resources	D2L Templates	
06 D2L Resources	D2L Quiz Question Conversion Tool	



The screenshot shows a D2L course page titled 'Getting Started'. The top navigation bar includes the university logo, 'D2L Templates', and user information 'Samantha Orchard as Student'. The main navigation menu includes 'Course Home', 'Content', 'Assignments', 'Discussions', 'Quizzes', 'Grades', 'Classlist', 'UA Tools', and 'Library Tools'. A search bar is present, and a sidebar on the left contains 'Bookmarks', 'Calendar', 'Table of Contents', 'Getting Started', and 'Syllabus'. The main content area features a 'Getting Started' section with a 'Download' button and a progress bar showing '16.67 % 1 of 6 topics complete'. Below the progress bar is a list of topics:

- Click here to start. (Web Page)
- Minimum System Requirements. (Link)
- Whom to contact if...? (Web Page)
- What is Netiquette? (Web Page)
- Online success (Web Page)
- What next? (Web Page)

