Translating In-Person Teaching Strategies Online - Virtual Workshops
Additional Resources + FAQs
March 2020

Teaching Online
Crowdsourced Spreadsheet: Remote Teaching Resources
- Compiled List of University Responses Across the US
- In-depth Guides and Resource Links
- Online/Remote Exam Guides
- List of Online Teaching Tools
- Links to articles from Education Community about teaching online

ACUE: Online Teaching Toolkit
- Welcoming Students to the online environment
- Managing your online presence
- Organizing your online course
- Planning and facilitating quality discussions
- Recording effective microlectures
- Engaging students in readings and microlectures

University of Central Florida Library: Online Teaching Guides
- Social Presence
- Reflexive Pedagogy in Online Learning
- Feedback, Motivation, and Online Learning
- Teaching **Programming** Interactively

Additional Resources: Teaching Online
- **Northern Illinois University:** Online Workshops
- **Kansas State University:** Keep Teaching Online Forum
- **MIU:** Alternative Online Activities and Assessments
- **Open Educational Resources Commons**
- **Inside Higher Ed:** Instructor Advice for first time online teachers
- **Chronicle of Higher Ed:** How to be a Better Online Teacher

Additional Resources: *Humanities/Social Sciences*
National Humanities Center:
- Essentials of Online Learning for the Humanities
  90 minute webinar on transitioning to teaching online (skip to minute 59 for direct conversation about how to use certain online tools in humanities classrooms for in-class exercises)
- Humanities In Class
  Free, downloadable iBook with discipline specific reflections, lesson plans, resources

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Humanities Commons:
- [CORE - Open Access Resources for the Humanities](#)
  Open access resources (lesson plans, assignments)

Council of Independent Colleges:
- [Teaching the Humanities Online Report](#)
  Report that examines the use of online teaching for humanities courses at 42 small colleges

Humanities/SS-Discipline Specific Resources
- **Art History:** [Art History Teaching Resources](#)
- **Philosophy:** [Wiphi: Open Access Philosophy](#)
- **History:** [Internet History Sourcebook Project](#)
- **Literature:** [Teaching Literature Online](#)
- **Writing:** [UCF Teaching Guides](#)
- **Media Studies:** [Teaching Cinema Online](#)
- **Earth/Enviro:** [Environmental Humanities and Environmental Studies teaching Resources](#)
- **Sociology:** [Report of ASA which includes ideas for online teaching](#)
- **Economics:** [George Mason University: MRU Online Community/Resources](#)
- **Psychology:** [APA Undergraduate Curriculum & Teaching Guidelines](#)

Additional Resources: *STEM*
- **Online Resources for Science Laboratories:** [Remote Teaching Resources](#)
- **SABER**: [Resources and Ideas for going online for Bio Faculty](#)
- **The Chronicle of Higher Ed:** [How to Quickly and Safely Move a Lab Course Online](#)
- **HHMI BioInteractive:** [Classroom Resources](#)
- **Visible Body Courseware:** [Anatomy and Physiology Interactive Content and Quizzes](#)
- **iBiology:** [Free Online Courses](#) and [Talks by Topic](#)
- **[Explore Biology](#)**

Frequently Asked Questions

Classroom Questions

- *Can we realistically expect students (and ourselves) to be working on the same level as we normally do?*
  - In a word, no. Be flexible, transparent, and understanding towards the needs of the class (and yourself), depending on the situation. Here are some suggestions for how to be flexible:
    - Understand that students might get sick, someone in their family might get sick, or you might get sick, and be empathic about that.
    - Reiterate the *invitation* to participate (reminding people that the goal is to have a class that's interactive, but if that isn't working, move on)
    - If participation (or the kind of learning environment that you typically have) isn't happening repeatedly - make a shift based on the atmosphere in the room. If it's a day where clearly no one can focus, then maybe you end early, regroup, and try again next time.
    - Communicate your learning goals from the instructor perspective, but be transparent that you understand that there might be a need to adapt/change.
    - Make sure that your shifts are happening in a vulnerable way and not in a punitive way.
    - Remember that we have a role as instructors in helping students feel connected to a broader human experience through class.
    - Talk to your faculty mentors to see how they are handling things and work together or share strategies.

- *What can you still require of students in terms of attendance considering all the changes happening? For example, the time zone issue or those with internet access/connectivity issues. How do you encourage them (strongly) to be there in person?*
  - It's possible that you can't or that you will have to adapt your expectations.
  - Communicate to students that watching videos on your own is so different from group participation, especially when you typically have a course participation grade to encourage their attendance.
  - The universal design for learning principles can be useful here. Try to develop/find participation-based activities so that points can be earned in the before/after class time.
  - Maintain flexibility by creating the opportunity for those who can't attend/participate synchronously to engage.
    - For example, provide one synchronous class and one asynchronous "class" per week, where there are videos to watch and exercises to

complete (either individually or as a group) so that they are still participating but can do so on their own time.
  - ○ Make the threshold for participation different and flexible as well (if you required 80% of the activities before, perhaps now you make 60% required).

- ● *How do you convince students to treat their online class as a "real" class, especially the potential that we might experience increased issues with cheating and lax participation?*
  - ○ Reiterate your expectations and learning goals.
  - ○ Remind students of the skills you hope students will take away from the class and of what they will gain from participating/completing work themselves.
  - ○ Consider using plagiarism software and share that you're planning to use it.

- ● *What happens when you have no one show up to smaller classes?*
  - ○ Still record yourself doing the activities/labs but make sure that you are not doing the work for them.
  - ○ Make it clear that if they don't/can't attend, they still have to complete some of the assessments and assignments that they would have done during in class activities in order to be successful in the course.

- ● *How can I facilitate labs online?*
  - ○ [Online virtual labs](#) spreadsheet contains extensive links to simulations, activities, and instructor guides.
    - ■ If using these, you can also have students do writing/data analysis to make sure that they have gleaned what is necessary.
  - ○ Keep in mind that labs will rely on whether or not you can get to campus and film an experiment, do activities in your labs, or model a physical demonstration (as of now, you should still have campus access, but this may change).
  - ○ Be creative about how to model engagement for your students either through videos or a combination of activities.

Communication Questions

- ● *What are some recommendations for scheduling office hours?*
  - ○ [Calendly](#)
  - ○ [Doodle](#)
  - ○ Zoom with the [waiting room function](#) or [registration feature](#)

- ● *What is the most effective way to explain ideas, for example if you need to draw and write, during Office Hours and one-on-one meetings?*
  - ○ Connect to Zoom via both your laptop and your phone (if you have a zoom compatible phone). Then you can use your phone as a camera to watch you working on a notebook/piece of paper.

- This [Video](#) describes how to set up your phone to simulcast for working on problems sets, equations, etc.
- You should also be able to position your laptop camera so that it can view the notebook/ piece of paper (but may be more difficult than the phone setup).
- If you have aniPad and pencil you can connect that to zoom and use the annotate feature - rather than a mouse on a laptop - which could give you more flexibility.

Zoom Questions

- *Is there a way to post a message in all breakout rooms that will stay there permanently instead of disappearing after a few seconds?*
  - Unfortunately, there's not a way to broadcast a message more than ~15 seconds. If there are multiple discussion prompts or something that you'd like the students to be able to refer to while in the breakout room, we suggest making a Google Doc or Google Slide that can be shared.

- *How do you set up a poll in Zoom?*
  - https://support.zoom.us/hc/en-us/articles/213756303-Polling-for-Meetings

- *How do we turn off private chat? Is this a possibility?*
  - Yes, the host can do so: https://support.zoom.us/hc/en-us/articles/115004809306-Controlling-and-Disabling-In-Meeting-Chat

- *For the polls, once you have created it, is there a button once in the Zoom meeting where you make it available?*
  - Yes. To start a poll, the host clicks on the "Polling" button on the bottom toolbar. After the poll has been closed, the host will have the option to share results with the participants. They can be shown at any time after the poll has closed.

- *Are there any Blackboard training sessions at BU?*
  - Yes. BU DL&I has upcoming trainings: https://digital.bu.edu/faculty-resource-remote-teaching-preparedness-training/

- *How can I guide students to a specific part of the slide when I'm sharing my screen?*
  - There are a few options, and the most simple would be to add animations to your PowerPoint slides. You could also use the annotate feature on Zoom to highlight or circle what you're talking about. You could also change your mouse to a laser pointer.

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- *How do you set-up breakout rooms in Zoom?*
  - https://support.zoom.us/hc/en-us/articles/206476313-Managing-Breakout-Rooms

- *Using a platform like Zoom can have a lot of communication coming to the instructor at once. As one instructor with a large number of students, how do you balance staying focused while also being responsive to questions and other communications?*
  - Choose one primary means of communication for students (i.e. raise your hand when you have a question) and share that with your student.
  - When lecturing, take breaks more often to ask if there are questions and check the chat if necessary.