Strategies for Planning Remote Instruction

March 16, 2020 @ 1:00pm (2 of 3)

Digital Learning Hub, Teaching + Learning Commons
Educational Technology Services + Multimedia Services
Guest: Professor Matthew Herbst
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Caryn Neiswender, Sr. Instructional Designer
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Sheena Ghanbari Serslev, Associate Director, Engaged Teaching
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Katherine Collins, EdTech Support Manager
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Robin Martin, Multimedia Services Manager

Faculty
Professor Matthew Herbst, Director of Making of the Modern World

NOTE: This meeting is being recorded, will be captioned, and made available on keepteaching.ucsd.edu.
Zoom Navigation

- **Mute**
- **Start Video**
- **Invite**
- **Participants**
- **Share**
- **Chat**
- **Record**
- **Leave Meeting**

- turn on/off microphone
- turn on/off webcam
- invite others via url or email
- share screen
- record meeting
- leave this zoom session

- list of attendees, nonverbal feedback
- chat panel, questions and comments
Live Q&A:
Raise your hand if you have a question.
State your name and which department/program you are from.

Be respectful
Be open to new ideas
Be thoughtful in sharing your own ideas
Avoid ALL CAPS
Keeping up with the status of the campus

Campus Status and Latest Announcements:
  coronavirus.ucsd.edu

Academic Affairs Business and Educational Continuity:
  https://aps.ucsd.edu/facdev/covid-19/index.html

Educational Continuity Tools and Resources:
  keepeteaching.ucsd.edu
Strategies:

1. Knowing your options
   synchronous | asynchronous

2. Preparing your students
   create a structure and share it

3. Keeping your students engaged
   stay present and foster community
1. Knowing Your Options

Campus supported options and resources for:

- Synchronous Lectures
- Asynchronous Lectures
Synchronous Lectures

Lectures are delivered live at a scheduled day and time. Synchronous lectures offer two-way, real-time video and audio. Remote synchronous lectures typically utilize a video conferencing tool that allows students to both watch and interact.

Advantages:
- students can ask questions in real time
- sense of community with live digital exchange
- develop specific skills that require real-time interaction

Considerations:
- Scheduling, time difference
- Technical challenges can be much harder to troubleshoot live
## Synchronous Lectures

### Video Conference tools on campus:

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<tr>
<th>Zoom</th>
<th>keepteaching.ucsd.edu</th>
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<td>● Share screen</td>
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<td>● Chat</td>
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<td></td>
<td>● Whiteboard</td>
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<td></td>
<td>● Breakout rooms</td>
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<td></td>
<td>● Recording</td>
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<td></td>
<td>● Canvas Integration</td>
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<td>● Kaltura Integration</td>
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<tr>
<th>Skype</th>
<th><a href="https://blink.ucsd.edu/technology/file-sharing/skype/download.html">https://blink.ucsd.edu/technology/file-sharing/skype/download.html</a></th>
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<td>● chat</td>
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source: owllabs.com
Asynchronous Lectures

Lectures are pre-recorded and released to students in the beginning of the week or some time in advance. Asynchronous lectures can be self-recorded using screen-capture software or camera and microphone equipment.

Advantages:
● students know what to expect week to week
● instructors can prepare materials in advance
● students have more time to be thoughtful in responses

Considerations:
● keep students engaged to avoid feelings of isolation
● give students guidance on participation expectations
● let students know your response timeframe
Asynchronous Lectures

Lecture Capture resources on campus:

<table>
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<tr>
<th>Service</th>
<th>Website</th>
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<td>Zoom</td>
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<td>Record webcam</td>
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<tr>
<td>Kaltura Capture</td>
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<td>StudioU</td>
<td>Studiou.ucsd.edu</td>
<td>Self-Serve professional studio</td>
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<td>Learning glass</td>
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<tr>
<td>Podcast</td>
<td>podcast.ucsd.edu</td>
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Source: Matthew Herbst, HILD 20R
Considerations:

Accessibility:

- Kaltura for automated captioning
- Digital Accessibility (Perceivable, Operable, Understandable, Robust)
- Support for students with disabilities (contact OSD)

Academic Integrity

- Integrity pledge
- Tips for promoting integrity in Digital Learning
- Support for faculty and students (Academic Integrity Office)

Security and Privacy of grading and course work

- Use the Canvas Gradebook
- Collect work through Canvas
2. Preparing Your Students

Start of the Quarter:

Send a Welcome Email
Provide clear instructions
Technical Requirements
Academic Support and services

The Teaching + Learning Commons will continue to provide academic support services through remote delivery options.

https://commons.ucsd.edu/covid-19/faqs.html
2. Preparing Your Students

Beginning of each week:

Send an announcement:
- recap the last week
- topic for the week
- reading assignments
- required lectures
- and due dates
3. Keeping your students engaged

Introduce yourself
Continue the conversation
Schedule smaller weekly assignments
Be responsive and provide feedback
Send timely announcements
3. Keeping your students engaged

Introduce yourself

- Update your profile photo
- Greet your students
- Provide a brief bio
- Ask students to introduce themselves

Meet Your Professor

Professor Matthew Herbst
Director, Making of the Modern World
UC San Diego

mtherbst@ucsd.edu
858-822-4859
Eleanor Roosevelt College Admin Building, MMW Office, Room 209

Greetings! I am Prof. Matthew Herbst, Director of the Making of the Modern World (MMW) general education world history program at the University of California San Diego’s Eleanor Roosevelt College. I am affiliated faculty in UCSD’s Department of History and Classical Studies Program and also teach in Environmental Studies. As a faculty member, I am deeply engaged in the teaching of world history and, as a proponent of experiential learning, have led 11 of MMW’s 38 world history programs abroad in Africa, Asia, Europe, Oceania, and South America. I’ve led other experiential-learning programs in Turkey, on the Navajo Reservation, and in the National Parks of California as well as two dozen environmental humanities seminars in the deserts and mountains.

Source: Matthew Herbst, HILD 20R
3. Keeping your students engaged

Continue the conversation

- Give opportunity to discuss
- Give opportunity to ask
- Prompt students to choose a scenario, a problem, a perspective, an issue and write or demonstrate
3. Keeping your students engaged

Schedule smaller weekly assignments

- Weekly self-checks (quiz or practice)
- Draft assignments
- Break up big projects into stages
3. Keeping your students engaged

Be responsive and provide feedback

- Communicate expectations for participation
- Model active participation
- Respond to discussions
- Give timely feedback
3. Keeping your students engaged

Send timely announcements

- Address patterns and common questions
- Record a video
- Recap and Prep for the week
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<th>Section</th>
<th>Details</th>
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<tr>
<td><strong>Live Q&amp;A</strong></td>
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| Course Design for online / remote Delivery | Digital Learning Hub | Teaching + Learning Commons  
Karen Flammer, Director  
April Cha, Sr. Instructional Designer  
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Cindy Perez, Instructional Designer |
| Teaching Consultation                      | Teaching + Learning Commons  
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Robin Martin, Multimedia Services Manager |
| Faculty perspective                        | Making of the Modern World, ERC                                           
Professor Matthew Herbst, Director  |
More questions?

- remote and online pedagogy support: online@ucsd.edu
- support with using Canvas: canvas@ucsd.edu
- course design and pedagogy support: engagedteaching@ucsd.edu
- writing assignment design and feedback support: writinghub@ucsd.edu