

Strategies for Planning Remote Instruction

March 17, 2020 @ 12:00pm (3 of 3)

Digital Learning Hub, Teaching + Learning Commons
Educational Technology Services + Multimedia Services
Guest: Professor Matthew Herbst



Digital Learning Hub, Teaching + Learning Commons

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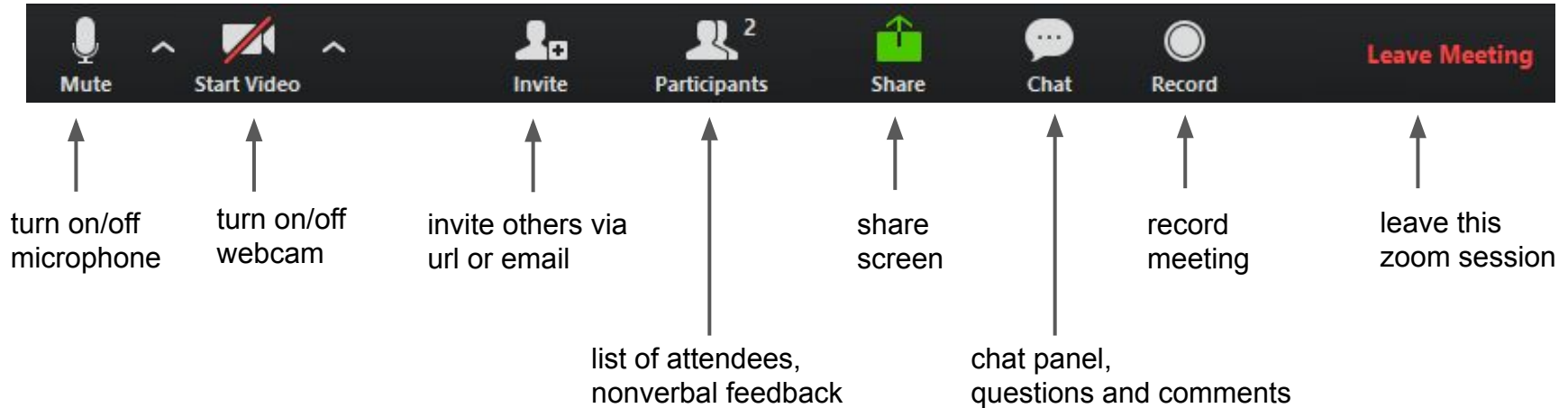
Faculty

Professor Matthew Herbst, Director of Making of the Modern World

NOTE: This meeting is being recorded, will be captioned, and made available on keep Teaching.ucsd.edu.



Zoom Navigation



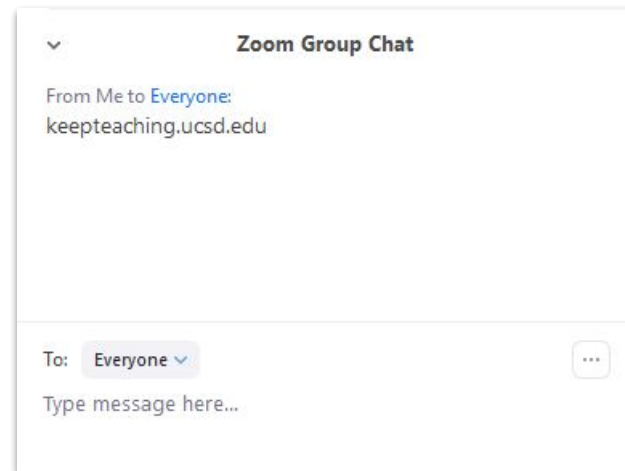
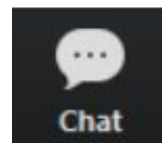
Zoom Participation



Live Q&A:

Raise your hand if you have a question.

State your name and department/program



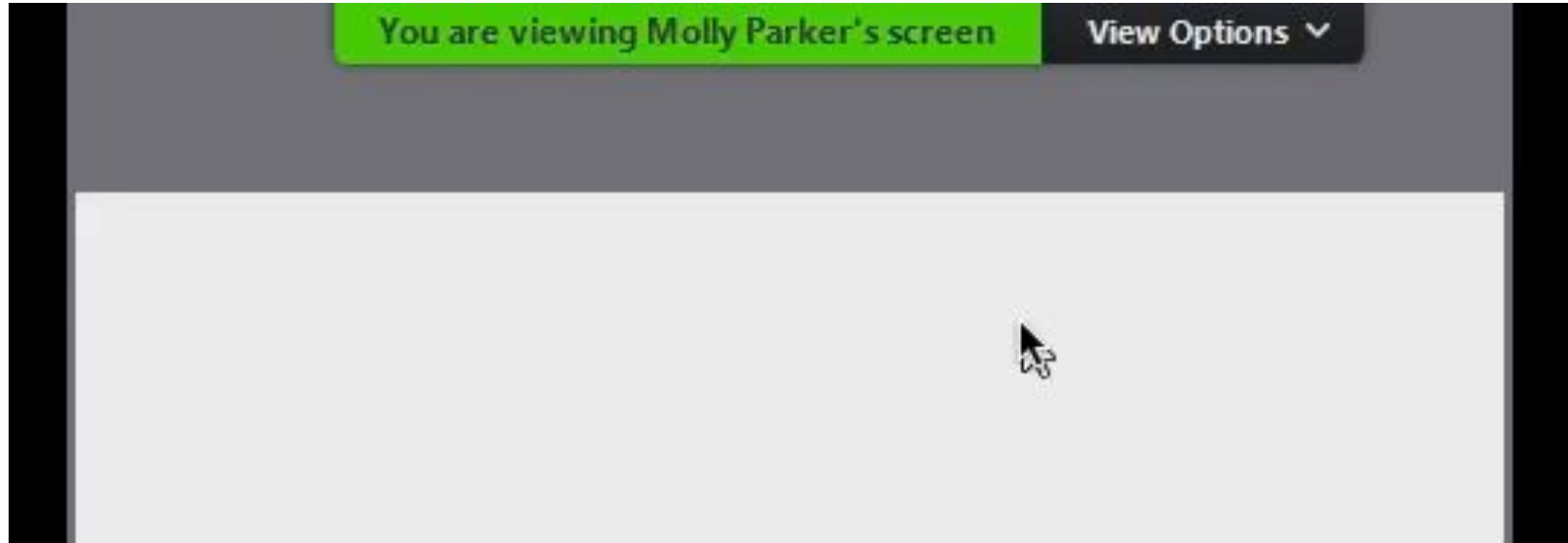
Be respectful

Be open to new ideas

Be thoughtful in sharing your own your ideas

Avoid ALL CAPS

Zoom Annotation



source: support.zoom.us

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:

keepteaching.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

Campus-supported video conferencing tools:

Zoom	<p>keep teaching.ucsd.edu</p> <ul style="list-style-type: none">• Share screen• Chat• Whiteboard• Breakout rooms• Recording• Canvas Integration• Kaltura Integration
Skype	<p>https://blink.ucsd.edu/technology/file-sharing/skype/download.html</p> <ul style="list-style-type: none">• Video call• Share file• chat



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

Campus-support lecture-capture resources

Zoom	keep-teaching.ucsd.edu
Kaltura Capture	<ul style="list-style-type: none">• Record webcam• Record screen• Record microphone
StudioU	Studiou.ucsd.edu <ul style="list-style-type: none">• Self-Serve professional studio• Green screen• Learning glass
Podcast	podcast.ucsd.edu



Source: Matthew Herbst, HILD 20R

Considerations:

Accessibility:

- Use Descriptive language

- Use Kaltura for automated captioning

- Ensure Digital Accessibility (Perceivable, Operable, Understandable, Robust)

- Support 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 grades and course work

- Use the Canvas Gradebook

- Collect work through Canvas



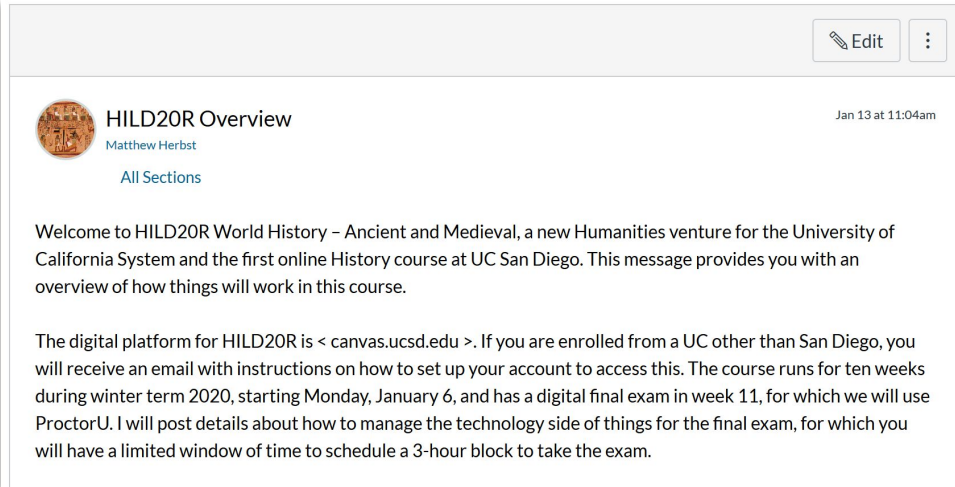
2. Preparing Your Students

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>



The screenshot shows a Canvas LMS announcement interface. At the top right, there are buttons for 'Edit' and a menu icon. The announcement is titled 'HILD20R Overview' and is attributed to 'Matthew Herbst'. Below the title is a link for 'All Sections'. The main body of the announcement contains two paragraphs of text. The first paragraph welcomes students to the course and provides an overview. The second paragraph provides information about the digital platform and the final exam.

 **HILD20R Overview** Jan 13 at 11:04am
Matthew Herbst
[All Sections](#)


Welcome to HILD20R World History – Ancient and Medieval, a new Humanities venture for the University of California System and the first online History course at UC San Diego. This message provides you with an overview of how things will work in this course.

The digital platform for HILD20R is < canvas.ucsd.edu >. If you are enrolled from a UC other than San Diego, you will receive an email with instructions on how to set up your account to access this. The course runs for ten weeks during winter term 2020, starting Monday, January 6, and has a digital final exam in week 11, for which we will use ProctorU. I will post details about how to manage the technology side of things for the final exam, for which you will have a limited window of time to schedule a 3-hour block to take the exam.

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

<div> Activities</div>		
WATCH	READ	COMPLETE
<ul style="list-style-type: none">• Introduction: Becoming Human [6:52]• Geography and World History [7:54]• Creation Narratives [3:38]• Early Human Experience [2:02]• How Did Early Humans Live? [1:22]• Human Creativity [5:38]• Impact of Agriculture I and II [9:25]• Coping Strategies [2:21]	<p><i>Worlds Together, Worlds Apart</i> (WTWA)</p> <ul style="list-style-type: none">• Chapter 1: Becoming Human• Chapter 2: Rivers, Cities, and First States (pg. 42-57) <p><i>The Human Record</i> (THR)</p> <ul style="list-style-type: none">• Prologue: Primary Sources and How to Read Them (pg 1-7)	<p>Due Thursday [Jan 9]</p> <ul style="list-style-type: none">• Discussion: Introduce Yourself• Week 1 Discussion <p>Due Sunday [Jan 12]</p> <ul style="list-style-type: none">• Chapter 1 InQuizitive• Week 1 Historical Evidence and Argumentation Question

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

HILD 20R

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

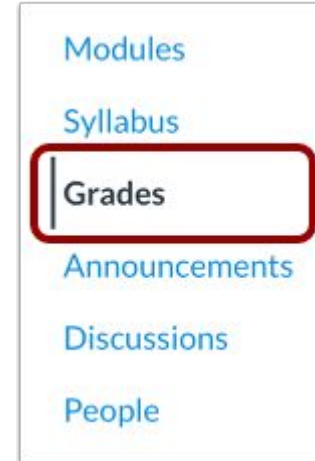
- Weekly self-checks (quiz or practice)
- Draft assignments
- Break up big projects into stages



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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Final Project Review Signups
[All Sections](#)
Please visit the course calendar to sign up for project reviews. Review slots are limit...

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Posted on:
Apr 11, 2018 at 11:17am

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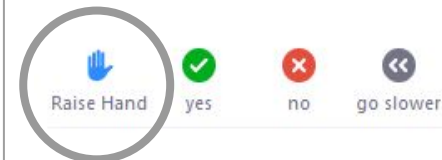


Semester Deadline
[All Sections](#)
Make sure you finish up all outstanding projects as the semester deadline approache...

⋮

Posted on:
Apr 9, 2018 at 12am

Live Q&A



Course Design for online / remote Delivery	Digital Learning Hub Teaching + Learning Commons Karen Flammer, Director April Cha, Sr. Instructional Designer Caryn Neiswender, Sr. Instructional Designer Cindy Perez, Instructional Designer
Teaching Consultation TA, IA Resources	Teaching + Learning Commons Sheena Ghanbari, Associate Director Erilynn Heinrichsen, Education Specialist
Educational Technology: Zoom, Canvas, Kaltura, Podcast	Educational Technology Services Multimedia Services Daniel Suchy, Director Katherine Collins, EdTech Manager Ed Ruiz, Educational Technology Specialist Miguel Rodriguez, Educational Technology Analyst Robin Martin, Multimedia Services Manager
Faculty perspective Online teaching experience	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

