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
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Miguel Rodriguez, Educational Technology Analyst
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 keep teaching.ucsd.edu.
Zoom Navigation

turn on/off microphone

turn on/off webcam

invite others via url or email

list of attendees, nonverbal feedback

share screen

chat panel, questions and comments

record meeting

leave this zoom session
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 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:

<table>
<thead>
<tr>
<th>Tool</th>
<th>Website/Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zoom</td>
<td><a href="keepteaching.ucsd.edu">keepteaching.ucsd.edu</a></td>
</tr>
<tr>
<td></td>
<td>- Share screen</td>
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<tr>
<td></td>
<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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<tr>
<td></td>
<td>- Recording</td>
</tr>
<tr>
<td></td>
<td>- Canvas Integration</td>
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<tr>
<td></td>
<td>- Kaltura Integration</td>
</tr>
<tr>
<td>Skype</td>
<td><a href="https://blink.ucsd.edu/technology/file-sharing/skype/download.html">https://blink.ucsd.edu/technology/file-sharing/skype/download.html</a></td>
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<tr>
<td></td>
<td>- Video call</td>
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<td></td>
<td>- Share file</td>
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<tr>
<td></td>
<td>- chat</td>
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</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Service</th>
<th>Website</th>
<th>Features</th>
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</thead>
<tbody>
<tr>
<td>Zoom</td>
<td>keepeteaching.ucsd.edu</td>
<td>Record webcam, Record screen, Record microphone</td>
</tr>
<tr>
<td>Kaltura Capture</td>
<td>kalturacapture.ucsd.edu</td>
<td></td>
</tr>
<tr>
<td>StudioU</td>
<td>studiou.ucsd.edu</td>
<td>Self-Serve professional studio, Green screen, Learning glass</td>
</tr>
<tr>
<td>Podcast</td>
<td>podcast.ucsd.edu</td>
<td></td>
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</tbody>
</table>

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
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

<table>
<thead>
<tr>
<th>WATCH</th>
<th>READ</th>
<th>COMPLETE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Geography and World History [7:54]</td>
<td>• Chapter 1: Becoming Human</td>
<td>• Discussion: Introduce Yourself</td>
</tr>
<tr>
<td>• Creation Narratives [3:38]</td>
<td>• Chapter 2: Rivers, Cities, and First States (pg. 42-57)</td>
<td>• Week 1 Discussion</td>
</tr>
<tr>
<td>• Early Human Experience [2:02]</td>
<td>• The Human Record (THR)</td>
<td>Due Sunday [Jan 12]</td>
</tr>
<tr>
<td>• How Did Early Humans Live? [1:22]</td>
<td>• Prologue: Primary Sources and How to Read Them (pg 1-7)</td>
<td>• Chapter 1 InQuizitive</td>
</tr>
<tr>
<td>• Human Creativity [5:38]</td>
<td></td>
<td>• Week 1 Historical Evidence and Argumentation Question</td>
</tr>
<tr>
<td>• Impact of Agriculture I and II [9:25]</td>
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<td>• Coping Strategies [2:21]</td>
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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
## Live Q&A

<table>
<thead>
<tr>
<th>Topic</th>
<th>Team</th>
</tr>
</thead>
</table>
| **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