

JUST IN TIME FOR W21

Last minute tips and tricks to support your remote teaching

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EDUCATIONAL SUPPORT

WHO ARE WE?

- **OpenEd's Instructional Technology Specialist Team**
 - Lena Paulo Kushnir
 - Owen Wooding
 - Carolyn Creighton
 - Rich Couto
- **What do we do?**
 - Work with faculty, staff, departments, and colleges to find pedagogically sound technology-based solutions to enhance teaching and learning

HOW THIS SESSION WILL RUN

- Some blocks of time will be structured content based on your requests and questions when you registered.
- These will be interspersed with opportunities to ask additional questions/share any suggestions/successes you have
- To participate:
 - Ask your questions in the **Chat**. We will be moderating and pulling out questions.
 - Use the **Raise Hand** option if you'd like to speak
 - This can be found under **Participants** or **Reactions** depending on the version of Zoom you are running

AGENDA

- Synchronous teaching:
 - Online safety & troubleshooting problems
 - TA access to Zoom
 - Cloud recordings
- Academic integrity in online environments:
 - CourseLink Quizzes & Respondus
 - Authentic & alternative assessments
- Communicating with & engaging students:
 - Creating a community
 - Communication & engagement tools

SYNCHRONOUS TEACHING

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ONLINE SAFETY

1. Check your meeting settings. Are they the most secure options available?
 - [Default Security Settings for Zoom](#)
2. Know your in-meeting participant management options
 - [Using Zoom – In Meeting Best Practices](#)
3. Plan to have a conversation about online etiquette with your students during your first class. What are the rules of engagement?
4. Disable any tools/features that you do not plan to use in your course. These can be enabled later if you change your mind.

ZOOM – UPDATES FOR W21

- Effective January 1, 2021, changes will be made to the Zoom institutional account settings to increase the security of our online learning environments. These changes will apply to all newly created meetings and include:
 - A **passcode** enabled by default
 - A **waiting room** enabled by default. This waiting room is bypassed when students join the meeting while signed into Zoom with a Zoom account attached to a University of Guelph or Guelph Humber email address
 - **Only authenticated users can join** Meetings enabled by default, with the U of G/GH domains set as the default setting

SYNCHRONOUS CLASS TROUBLESHOOTING

- With remote technology, there is always the possibility that something unexpected happens
- Have a plan for what happens if:
 - You don't have internet before a class starts
 - Record an asynchronous lecture to cover the content
 - Move a discussion to the Discussion tool in CourseLink
 - You lose your connection in the middle of a class
 - How will you let student know when you will be back?
 - Is there a TA you can hand off too for a few minutes?

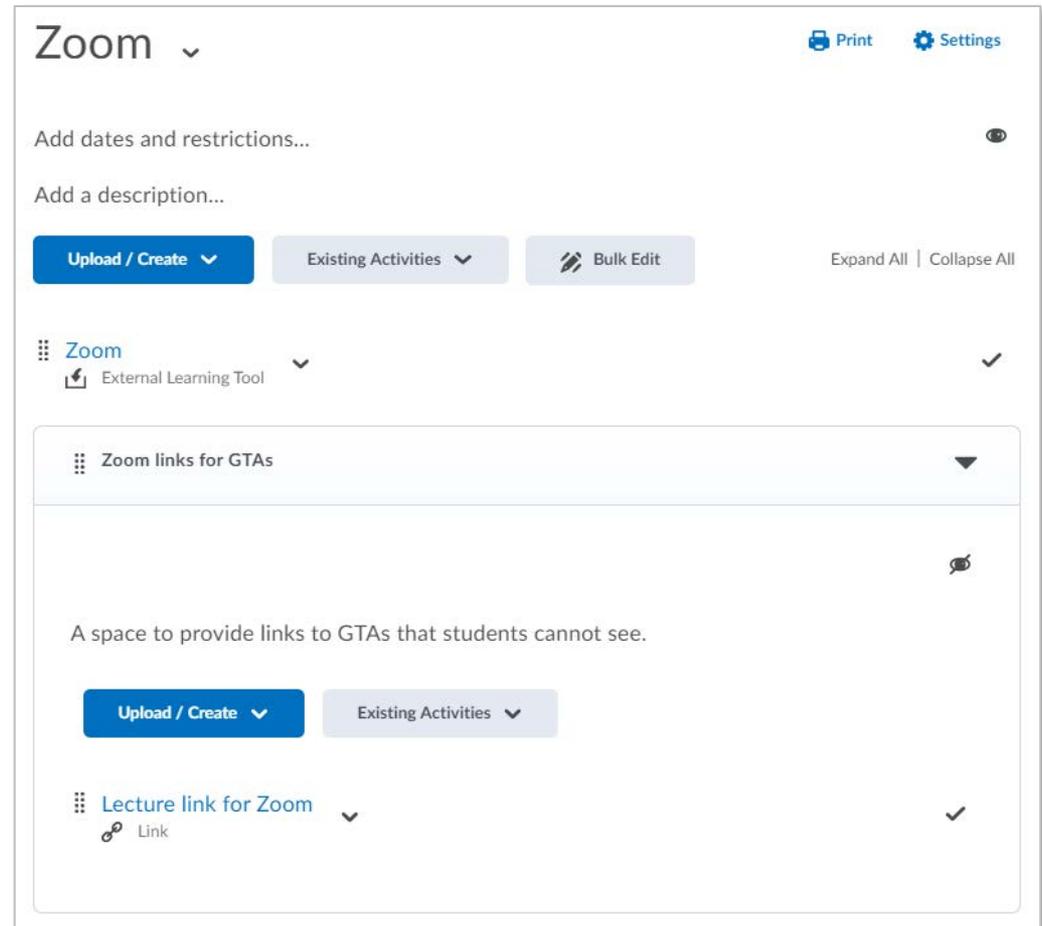
TA ACCESS TO ZOOM

- If you have TAs that require Zoom access to run labs or seminars:
 - Create an organizational account that can be granted a Zoom Pro licence that can be used by:
 - A group of TAs
 - An instructor and TA
 - [Multi-course Zoom Licences – Best Practices](#)
- Individuals with TA roles in CourseLink are unable to see the Zoom integration unless they have an institutional licence
 - Links can still be shared with TAs using a hidden sub-module

SHARING MEETING INFO WITH TAs

Use Case: You have TAs that need to join your class meetings, but they cannot access the Zoom integration due to background permissions.

Solution: Create a hidden module and share the links with TAs there. Because the module is hidden, students cannot see it.



Zoom  Print  Settings 

Add dates and restrictions... 

Add a description...

[Upload / Create !\[\]\(826d41852f3b2f5d36e3c86b8e41a042_img.jpg\)](#) [Existing Activities !\[\]\(f130e6ac7f911b79993a88981b8e8bc1_img.jpg\)](#) [Bulk Edit !\[\]\(407d62e5d8877effa2d67b96a9a791f3_img.jpg\)](#) Expand All | Collapse All

 Zoom  

 External Learning Tool

 Zoom links for GTAs 



A space to provide links to GTAs that students cannot see.

[Upload / Create !\[\]\(ec776bbbc30f01bc54488fd9570adb81_img.jpg\)](#) [Existing Activities !\[\]\(23ae49d34a836c9975af1203882dd42f_img.jpg\)](#)

 Lecture link for Zoom 

 Link 

ZOOM CLOUD RECORDINGS

- Zoom Cloud recordings will be available for a year after the semester in which they were recorded to support any students with deferred privileges
 - I.e., F20 recordings will be available until January 2022
- When considering long-term storage, be aware of the policies around [Privacy & Recording Virtual Lectures](#) and recording of students' likeness
- Long-term storage options
 - One Drive
 - Upload to Microsoft Stream*

ACADEMIC INTEGRITY IN ONLINE ENVIRONMENTS

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COURSELINK QUIZZES

- CourseLink Quizzes allows for the creation of multiple question types and many setup options to improve the integrity of your online assessments including:
 - Question banks and pools
 - Question and answer randomization
 - Page breaks
- [Quizzes for Academic Integrity](#)
- [Building Student Generated Question Banks](#)

RESPONDUS LOCKDOWN BROWSER & MONITOR

- Respondus Browser & Monitor may be used at the discretion of the Instructor
- Add a practice test to your CourseLink site so students can test their system before the actual assessment
- Students should write down the CourseLink Support information prior to beginning any assessment using Respondus
- If using Respondus, we strongly recommend scheduling your assessment during CourseLink Support hours so students can receive a timely response

REMOTE INVIGILATION CONCERNS

For some types of assessments, remote invigilation may be used with the aim of ensuring that all students are assessed fairly and equitably and that there is integrity in the assessment process. Respondus Lockdown Browser and Monitor (Respondus) is one of the technologies that was made available to U of G instructors to facilitate remote invigilation.

While Respondus may help to uphold academic integrity, we acknowledge the evolving concerns about its use, specifically student privacy and well-being, and biases. We want to assure you that we take these concerns seriously. Therefore, through consultation, we are reassessing all remote invigilation tools to determine what to make available for use through the University. Exams and assessments need to be designed to uphold our commitment to academic excellence, but this must be balanced with fairness and equity.

Further information on this issue will be provided after the consultation process has been completed.

ALTERNATIVE ASSESSMENTS

- In some cases, an online exam may not be the best way to assess student understanding.
- Options to consider:
 - Take-home exams
 - Presentations and podcasts
 - Portfolios
 - Reflection

What types of assessment have you used in your courses?

COMMUNICATING & ENGAGING WITH STUDENTS

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COMMUNICATION STRATEGIES

1. Create a Welcome Video announcement
2. Weekly announcements
3. Discussion forums
4. Intelligent Agents
5. Office Hours
6. Emails

CREATING A COMMUNITY

- You may find that students are not comfortable turning on their microphones and/or cameras to engage in your online class right away
- Look at ways you can build community in your online meetings so that students can feel more safe and secure in the environment
 - Start with lower stakes engagement (i.e., polls, reactions, annotations)
- Consider if it is necessary to record student contributions. If so, explain why. How will you accommodate students who do not consent to being recorded?

EXAMPLE – WHERE IN THE WORLD?



Use the stamp tool to show where in the world you are joining today's class from. This tool can be found in **Annotations**

OTHER ENGAGEMENT STRATEGIES

- Breakout rooms for smaller group discussions
- Have students add a picture to their Zoom profile of something that identifies them (i.e., personal picture, a pet, a favourite location)
- Polling
- Meeting reactions
- Online office hours

What other strategies have you used in your course?

OPEN QUESTIONS

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FINAL WORDS OF WISDOM

1. Remote teaching is a marathon, not a sprint. Protect yourself by setting boundaries and being kind to yourself.
2. If you have the opportunity, set aside 30 minutes to try out the tools you are using for the synchronous teaching with a colleague, family member or friend.
3. Providing students with clear, explicit information up front can help the semester to run more smoothly. Students need additional guidance for remote learning.
4. Reach out to our team or CourseLink Support for assistance when needed throughout the semester.

SUPPORT

Please contact **CourseLink Support** for any help with technical aspects of our educational technologies.

Phone: 519-824-4120 ext. 56939

Toll Free: 1-866-275-1478 (Canada and USA)

Email: courselink@uoguelph.ca

If you need support with pedagogy and/or course design, please complete our **consultation request form** found on our Remote Teaching & Learning site to set up a meeting with one of our **Instructional Technology Specialists**.

<https://opened.uoguelph.ca/instructor-resources/remote-teaching---learning>