

Some Simple Tips to Take Your Lecture Course to a Remote Format at University of South Florida

Dear Fellow Faculty Members:

We are being inundated with what we need to do to take our lecture classes to online format. Many critical emails are flying by us and we have only so much time to absorb their impact on our courses and the students we teach.

Here is a document that I have placed at <http://www.eng.usf.edu/~kaw/OnlineInAHurry.pdf>. The document has simple tools and adopts a no frills approach. I am hoping that many of you would share other tips that can be added here. You will be acknowledged accordingly.

Where is the USF Coronavirus website?

Just go to <https://www.usf.edu/coronavirus/index.aspx> The FAQ website is most useful for faculty and students <https://www.usf.edu/academic-continuity/faculty-toolkit/faq.aspx> The CDC website is at <https://www.cdc.gov/>

How to make a audiovisual lecture on a PC?

Make an audio PPT if you were mostly lecturing which is the case for most of us. Start each PPT with learning objectives and a summary of what they will learn. The instructions to record an audio PPT are given here. <https://support.office.com/en-us/article/record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c>.

You can use the mouse to draw ink on your slides but if you have a tablet, you can use the pen to mark. If you have a pen and want to write by hand, put a few blank slides in your PPT.

Save the file as a PPTX file first so that you do not lose your work, and then as a PPSX file so that students can watch it on a mobile phone as well. <https://support.office.com/en-us/article/start-a-presentation-automatically-with-a-powerpoint-show-567ae717-f3cd-4476-9134-c565fb26438f>

If you want to make a video lecture instead, you can save the PPT as a .mp4 file, and then upload it to YouTube with your gmail account. See how to upload a video (Contributor: Rasim Guldiken) https://youtu.be/Ji_a5BH0uvM and embed it into a CANVAS page. Uploading a video directly to CANVAS may take too long. You can make a new gmail account if you do not have one. Choose Private option when uploading the video. You can now have a link that only those who you give it to can access. You can add automatic captioning as well but you will need to make the video public. Why not? <https://support.google.com/youtube/answer/6373554?hl=en>

How to make a audiovisual lecture on a iPad?

Contributor: Rasim Guldiken.

While we are scrambling to take the courses we teach from face-to-face format to remote format, we all could use simple tools to make the process simple and easy to implement. I have created two extensive tutorials.

The first tutorial shows step-by-step instructions on screen casting your lecture with an iPad using any stylus, editing the video in the Imovie app of iPad, uploading it to YouTube, or directly to your LMS.

<https://youtu.be/Nd3DqY6GsYE>

The second tutorial illustrates on how to embed any YouTube video to your Canvas LMS course content.

https://youtu.be/Ji_a5BH0uvM

I have been recording and uploading the videos to my Canvas course since Spring 2019, but following the same procedure has been frustrating as it takes several hours for videos to process. I really can't blame anyone; there is an unprecedented load to the servers.

That is the reason I created this alternative method tutorial on using 1) YouTube as a platform to upload and store your content and then 2) embedding the videos to Canvas.

This process works flawlessly as the videos are not stored on the LMS servers.

How long should my videos be?

Break the lecture into several PPT presentations – maybe less than 15 minutes long; please do not make a 75 minute long presentations. Ask conceptual questions / knowledge questions at end of each PPT. No need to give answers.

How can I do some formative assessment of topics covered?

Use your LMS to make three quizzes for each topic - Easy, Intermediate, Difficult. Use your judgment in making multiple-choice, fill-in-the-blank and algorithmic questions. Put due dates and times, and give multiple attempts to finish the quiz. To make quizzes, good instructions are available to all at https://community.canvaslms.com/docs/DOC-10460-canvas-instructor-guide-table-of-contents#jive_content_id_New_Quizzes

How can I use the use the textbook to help students cover content?

For each PPT, assign students specific page numbers from the textbook and problems you would like them to do. Make three problem sets for each topic. 1) least you should do 2) should be doing 3) better preparation.

What about tests/final examinations that I give in class?

If you can, give projects or take home exams rather than tests for grading. If you want to give proctored timed tests, you can use [@proctorio](https://proctorio.com). The training for Proctorio is well-done and can be taken at <https://usflearn.instructure.com/enroll/E6H9YT>. While taking the training, you will be given a zip file to import it into your course. This zip file unzips into a course module and will help the students in navigating the requirements while taking a sample test without a webcam. Instructors should also give a practice test which needs a webcam before the real one to address any hitches.

The training course also gives syllabi language for proctorio use for students as given below.

Students please note the following regarding the use of Proctorio for online exams for academic continuity. Online exams and quizzes within this course may require online proctoring. Therefore, students will be required to have a computer and possibly a webcam (USB or internal) with a microphone when taking an exam or quiz. If you do not have access to a computer or webcam you are required to notify your instructor. Students understand that this remote recording device is purchased and controlled by the student and that recordings from any private residence must be done with the permission of any person residing in the residence. To avoid any concerns in this regard, students should select private spaces for the testing. Students must ensure that any recordings do not invade any third party privacy rights and accept all responsibility and liability for violations of any third party privacy concerns. Students are strictly responsible for ensuring that they take all exams from a computer (mobile device not support) with a high speed internet connection and camera if required for the exam. Setup information will be provided prior to taking the online proctored exam.

This link should be given also to students to give an overview of proctorio.

<https://www.usf.edu/innovative-education/resources/student-services/online-proctoring.aspx>

What if students send me email?

Answer emails regularly (it will not spoil our reputation if we do so in evenings and weekends during this crisis) and use [announcements](#) on CANVAS if you expect same query from many.

How do I keep students on track?

Use the calendar option of LMS so that students have a To Do List. I also made a single document where everything they need is one place. See example.

<http://www.eng.usf.edu/~kaw/class/EML3041/handouts/Chapter%20by%20Chapter%20Objectives%20Content%20Assigned%20Exercises.pdf>

I am sending an email to all students in the beginning of each week for what the content and expectations for that week are. See example below.

Week of March 23-March 27

Adaptive: 06.XX: Regression: Nonlinear Models and Adequacy (Due March 24, 2 PM)

<https://usflearn.instructure.com/courses/1388974/modules/items/14879185>

Computer Project 1 (Due March 26, 3:30 PM)

<https://usflearn.instructure.com/courses/1388974/modules/items/14822517>

<https://usflearn.instructure.com/courses/1388974/modules/items/16093153>

Adaptive: 07.XX: Integration: Trapezoidal Rule and Discrete Data (Due March 31, 2 PM)

<https://usflearn.instructure.com/courses/1388974/modules/items/14879175>

If you want to take it a step further - think about the [UDL](#) philosophy

- 1) Am I using multiple forms of representation? (Video, textbook, PPT)
- 2) Am I engaging them in multiple forms? (Chat, discussion, group meetings)
- 3) Am I allowing expression/assessment of what they know in multiple ways? (final exam or project)

(<http://www.cast.org/our-work/about-udl.html#.Xmord3J7lhE>)

How do I maintain office hours?

You can use any of these tools [Conferences \(may be very slow\)](#), [Blackboard Ultra](#) and [Panapto](#).

If you want to keep it simple, use the CANVAS discussion board for questions. Make a discussion board for each chapter so that students can sift through it. I am using combination of email, chat and discussion board with 100 students.

Example: Dr. Kaw and Luis will hold regular office hours on CANVAS via Chat in CANVAS. Click on Chat on the left menu of CANVAS course during regular office hours. You can ask questions through Discussion Board on the content at any time. Ask questions about the project only via email to kaw@usf.edu or luiserrano@mail.usf.edu and anything that is personal in nature only to kaw@usf.edu

Here is a good handout to follow for you as well students if you are using Blackboard Ultra

http://eta.health.usf.edu/technology/Collaborate/CollaborateUltra_Instructions.pdf

is live-streaming his office hours on YouTube. He doesn't have to worry about bandwidth, type of platform, device or browser. He is using OneNote on his Surface Pro and OBS project encoder to share his screen. He offers this resource:

How to livestream office hours?

Anyone can live-stream on YouTube:

<https://support.google.com/youtube/answer/2474026?hl=en>

The restrictions are minimal:

<https://support.google.com/youtube/answer/2853834?hl=en>

All you have to do is go to my YouTube acct and make a live streaming session.

You can keep the session unlisted and share the shareable link with your students. Then on a tablet install the OBS software (called encoder)

<https://www.digitaltrends.com/computing/how-to-live-stream-on-youtube-with->

[obs/](#) which allows you to stream what you write or show on the screen. That is what the students see. It can be a PPT or writing on a "whiteboard" like OneNote.

Appendix

This is just extra information that may be of help to you and your students

Leveraging CANVAS at USF

<https://www.usf.edu/academic-continuity/faculty-toolkit/leveraging-canvas.aspx>

Below you will find the URLs to the recorded Canvas Café session. Each video includes a table of contents so faculty can easily navigate to different topics within the session, if needed.

[Canvas Cafe \(College of Engineering\) - Part 1](#) (Canvas Assignments and Quizzes; Canvas Gradebook

Proctorio)

[Canvas Cafe \(College of Engineering\) - Part 2](#) (Blackboard Collaborate Ultra; Microsoft Teams)

Academic Continuity

Academic continuity refers to the continuation of instructional delivery at the University of South Florida through our learning management tool Canvas and providing students with continuing remote access to support services. <https://www.usf.edu/academic-continuity/index.aspx>

From the UFF Newsletter

The USF Administration has put up an [Academic Continuity Resources](#) page, with links to a Faculty Toolkit and a Student Toolkit. There will be [several training sessions during Spring Break](#) on available software. These are the [Faculty Information Sessions](#), [Module X, Comprehensive Training of Canvas Basics](#), [Live Online \(synchronous\) Support Sessions](#), and [One-on-One Consultations and Support](#); some of these will be at particular locations, some will be online, some will be both, and we recommend checking the schedules to see which ones you can attend.

Yesterday, the USF Tampa Faculty Senate was advised of the Administration's concern that relying on other software and platforms may not be compliant with the American with Disabilities Act and that the software providers were confident that their bandwidth was sufficient to run USF's courses during this crisis. The Senate was also advised that faculty should ask if they have questions - but also that USF has the same number of IT employees handling the inevitable spike in questions, and they asked for patience. The reality is that some of us will have to rely on the assistance of more technically proficient colleagues - and we might have to get creative (but stay responsible).

And here are some links to advice about how to do take a classroom online. (Unfortunately, some of the Chronicle's articles are behind walls.)

- The Chronicle of Higher Education ran a column on [Going Online in a Hurry: What to Do and Where to Start](#), which included a link to a Google document on [Teaching Effectively](#)

[During Times of Disruption](#) posted by a pair of Stanford IT people, and a link to a column on [Resources for Just-in-Time Online Teaching](#), posted by the director of Vanderbilt's Center for Teaching. Inside Higher Ed has also run an article on [moving online in a hurry](#).

- The Chronicle also posted a longer article on [How to Be a Better Online Teacher](#).
- The Chronicle also posted an article with [advice for middle level administrators](#).
- Inside Higher Ed posted an article on the pros and cons of [online proctoring exams](#).

Resource Guides for Teaching Online (Chronicle of Higher Education)

Many colleges have produced, or are updating, emergency guidelines for teaching online. Here are a few that are particularly thorough.

- Kansas State University Global Campus has created an interactive [online community](#) to share resources and advice for planning academic continuity.
- The University of California at Santa Cruz has put together this [guide](#) on teaching during unplanned events. It offers both technical and pedagogical advice.
- Indiana University has developed a “Keep Teaching” [guide](#) that walks instructors through different scenarios, including complex ones, such as how to replicate lab activities online.
- Daniel Stanford, director of faculty development and technology innovation at the DePaul University Center for Teaching and Learning, created a [handy Google document](#) with links to remote-teaching resources at various colleges. Readers can add their own college’s resources to the list.

More Thoughts on Teaching Remotely (Chronicle of Higher Education)

- In an [essay](#) for *Educause Review* and on his [blog](#), Perry J. Sampson, an engineering professor at the University of Michigan at Ann Arbor, shares advice on student engagement when teaching remotely.
- Michelle D. Miller, a psychology professor at Northern Arizona University, has written this [advice piece](#) for *The Chronicle* about how to go online in a hurry.
- For readers who have a bit more time to think about developing effective online teaching strategies, check out three of our free advice guides: [How to Be a Better Online Teacher](#), [How to Give Your Students Better Feedback With Technology](#) and [How to Make Smart Choices About Tech for Your Course](#).
- One commentator said that we can make lemons out of lemonade by [using this crisis to determine if online education is actually comparable to classroom education](#).

How to Help Students Learn Online (Chronicle of Higher Education)

Maybe these students come from underresourced high schools or are the first in their family to attend college. Maybe they need additional academic support as they struggle to manage their time, devise good study habits, and engage in class.

Connecting with students — all students — becomes that much more difficult remotely. On top of that, students may now be spread across different time zones or lack access to Wi-Fi and laptops.

I asked two experts in online learning for tips on how to keep struggling students from falling through the cracks: Melody Buckner, associate vice provost for digital learning initiatives and online education at the University of Arizona; and Alexandra M. Pickett, director of online teaching at Open SUNY. Both of them oversee large online learning programs within their universities and have years of experience teaching online and training others to do so.

Here are a few of their suggestions.

Remember that many students find remote learning a challenge. It's important to keep all students in mind as you think about who might need extra help, including those who are not as digitally literate as others. "Those could be students from all walks of life," says Buckner.

Be proactive. Reach out to all of your students early, and often. Circumstances change, so what may seem doable in week one may not be true in week four. "Check in with them and try to understand what they're grappling with," says Pickett. Were they able to get home? Are they in an environment that's conducive to learning? Do they have the necessary gear and internet access? Do they need to work or take care of family members? Do they have access to health care?

Be as low-tech as possible. Reach out through your learning-management system or by email to check in with students. Don't assume people have the ability to hop on a live Zoom call.

Be authentic in your interactions. "Faculty presence in an online course is critical," says Buckner. "When I record my lectures, I'm a one-take wonder. If my dog is barking I say, 'Hold on, my dog is barking.' I don't stop and rerecord. That makes me real to students. I'm not just this person who is a content expert. I'm at home doing a lecture with my dog in the background."

Hold office hours. You could post certain times when you're available online, or ask students to email you with requests to talk.

Offer options. Students now may be in different time zones, have limited data plans and no Wi-Fi, or may not have a quiet space to study. Giving them more than one way to participate in discussions and complete assignments will allow them to figure out what works best for their situation. "Maybe you stream your lecture but then save it," says Buckner. "Maybe it's just an audio file, so students can download it later." And be sure to caption the video to provide access to all students.

Be flexible, but not too flexible. Learning-management systems, while problematic, exist for a reason, says Pickett. They're portals with which you can take attendance, communicate, post grades, and generally keep track of everything relatively easily. If you allow students to use a variety of tools to communicate and submit work, that could create problems with classroom management. "If everyone is using Gmail and someone writes in as pinkpony22 and doesn't sign their name," she says, "who the heck is that, and which class is that?"

Turn to experts on your campus. Whether they're in the library, the teaching-and-learning center, the tutoring center, disability support services, or some other office, your college has experts who can provide support, training, and guidance for you and your students. Maybe your library has a loaner-laptop program or can find open-educational resources for your students. Maybe the tutoring center can provide remote

one-on-one sessions. Or the tech department can help students figure out where they can find free Wi-Fi in their town. Don't be afraid to ask.
