

# Remote Instruction Tips

School of Social Sciences

March 18 and 19, 2020

# Some Terminology

# Remote Teaching



# Online Class

→ Interim solution for emergency teaching

→ Students didn't sign up for this

→ Build the plane while flying it

→ Synchronous instruction more common

→ May need to "go it alone"

→ Lecture capture faster and less expensive

→ Somewhat of a band-aid approach may be necessary

★ A more planful approach is possible

★ Students signed up for this

★ Test out tools, ideas, etc. in advance

★ Asynchronous instruction more common

★ May work with instructional designers over a longer time period

★ May also use the green screen studio to create lecture videos

★ Time frame allows for pedagogically sound approaches

# Synchronous Learning

- ★ You and the students are connected live, in real time.
- ★ Useful for virtual office hours, guest speakers, meetings, and short lecture delivery
- ★ Class activity takes place just as it would if you were holding in-class sessions, with homework, reading, problem sets, etc. being done offline.

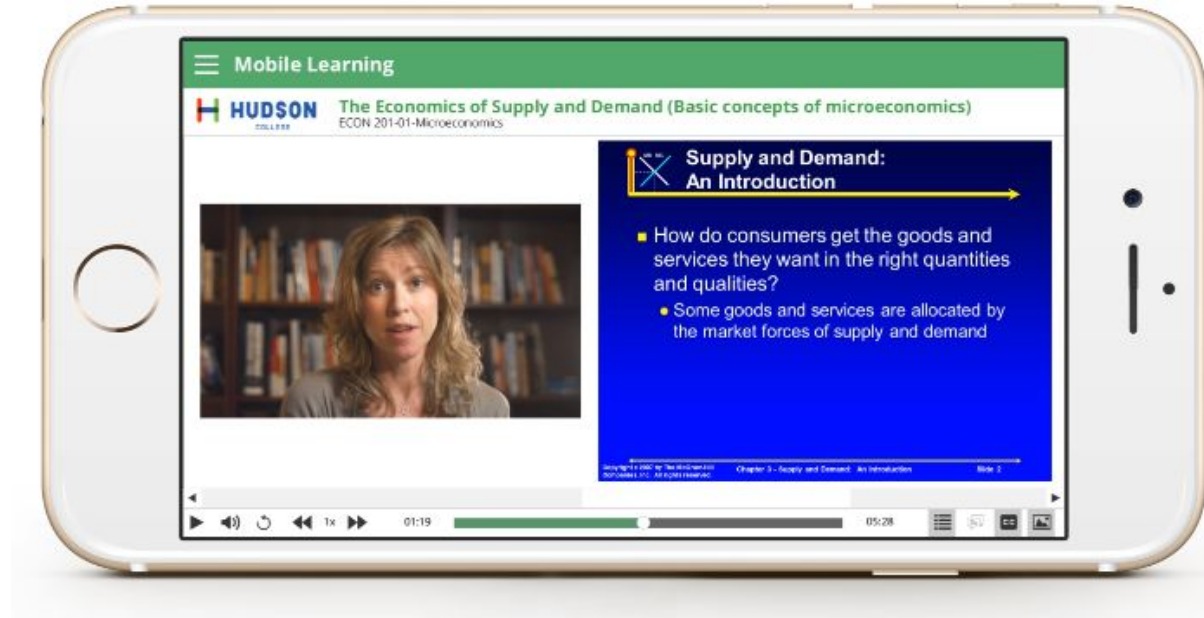


# Asynchronous Learning

Learning takes place anytime, anywhere — outside the constraints of time and place.

Examples:

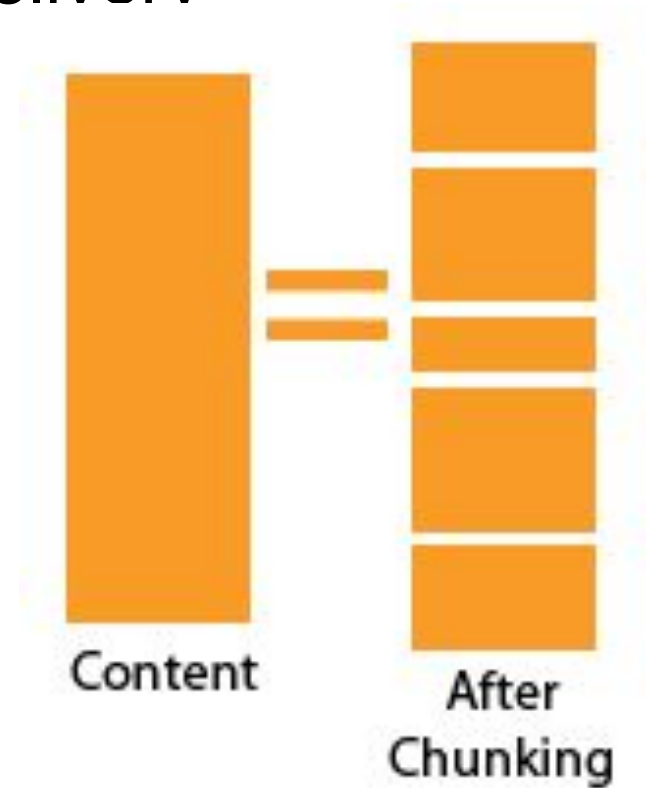
- ★ Students watch pre-recorded videos
- ★ Students participate in online discussions throughout the week
- ★ Students take online quizzes and create other assignments



What a YuJa lecture video looks like to students on a mobile device

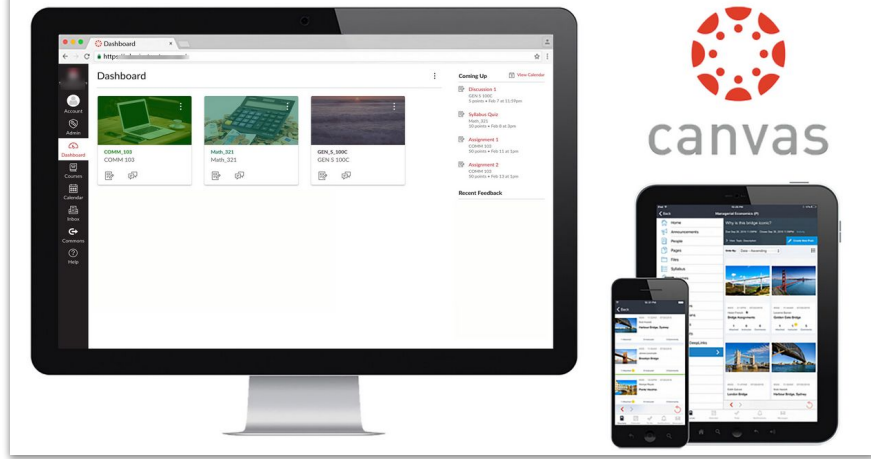
# Chunk Your Lectures for Online Delivery

- ★ Break up your lecture into 10-15 minute mini-lectures, each covering one or two basic points.
- ★ Goal: reduce cognitive load of students; increase persistence of video watching; increase recall



# Canvas

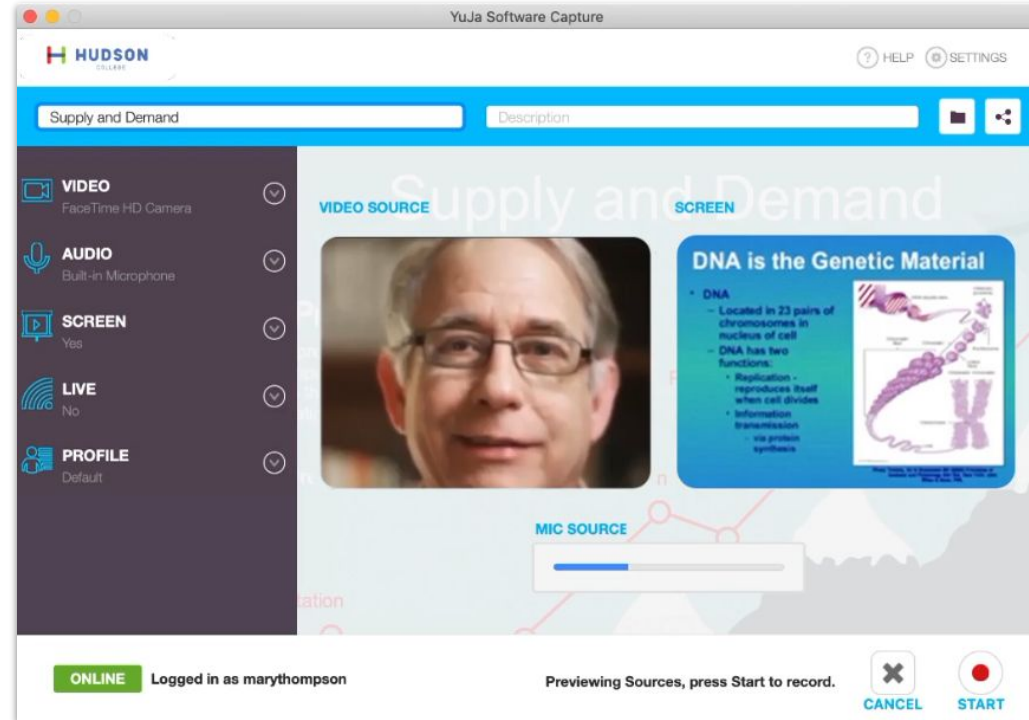
- A Learning Management System that lets you host and create course materials and interact with students
- If it's digital, you can link or upload it to Canvas
  - ◆ Video lectures, other videos (TED Talks, YouTube videos that you've selected to help illustrate a concept or teach something, etc.), readings, discussion forums, quizzes, polls, etc.
- If you are an inexperienced with Canvas, just think of it as a place your syllabus lives and where you store files of all kinds that students can access (video files, slides, PDFs, etc.)



[canvas.eee.uci.edu](https://canvas.eee.uci.edu)

# YuJa: Video Capture and Platform.

- Free to use; log in with UCI NetID
- Record lectures for students to view later
- Two feeds: your webcam and your PowerPoint or any other app or window
  - ◆ You can disable your webcam
- YuJa stores videos in a “media library” which you will see when you log in to Yuja.

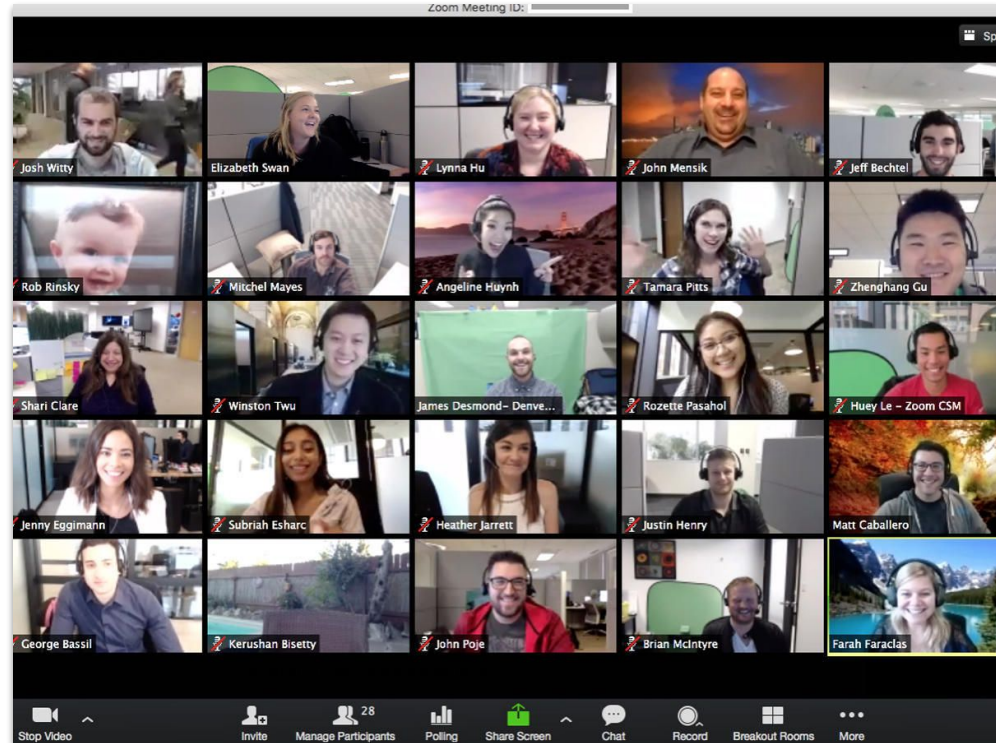


[uci.yuja.com](http://uci.yuja.com)



# Zoom: Video Conferencing

- ★ Broadcast live
- ★ Record for uploading to Canvas later
- ★ Recordings stored on your computer or in the cloud
- ★ All faculty and staff have a Zoom pro account
- ★ No time limit
- ★ Up to 300 students
- ★ Can do breakout groups



# Proctored Online Exams

# Eximity



## Instructor Guide



<http://bit.ly/2vegoqp>

# Respondus LockDown Browser in Canvas

- Assessments are displayed full-screen and cannot be minimized
- Browser menu and toolbar options are removed, except for Back, Forward, Refresh and Stop
- Prevents access to other applications including messaging, screen-sharing, virtual machines, and remote desktops

Instructor QuickStart Guide. <http://tiny.cc/respondus>.

Home

Announcements

Modules

YuJa 2.0

Assignments

Quizzes

Discussions 

**Syllabus** 

People 

Pages 

Files 

Outcomes 

Conferences 

Collaborations 

Respondus  
Lockdown Browser

Settings

# Overarching Principles for Remote Instruction

# Keep It Simple and Go Slow

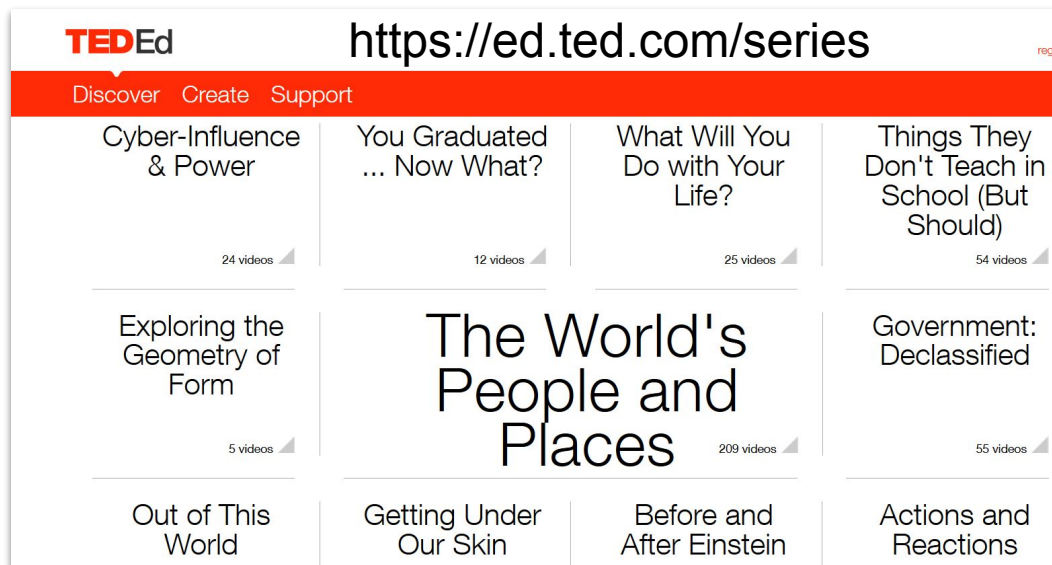
The more complicated you structure your remote course (assignment formats, course content presentation, online meetings, etc.), the more likely students are to become confused and overwhelmed.

If you're new to this, you might start to get really excited as you discover all the cool things you can do. Slow down! Go ahead and learn and play, but don't force it all on your students. They will be learning how to learn remotely, too, while you are learning how to teach remotely.

Go slow.

# Don't Reinvent the Wheel

- ❖ Look to other sources for content where appropriate
- ❖ Soc Sci will help track down resources



# Create a Rhythm and Sense of Order for Students

- Create a weekly road map that spells out for students what the week has in store: list assignments, due dates, topics, objectives
- Make all assignments due on the same day and time (e.g., Sundays, 11:59 pm).
- Hold office hours via Zoom the same time every week
- Outline main points for the lecture in an opening slide
- Make a “weekly overview” 10-minute lecture of “here’s what we covered last week and here’s where we’re going this week” and send it using Canvas Announcements at the same time/day each week. This video can even be kind of janky: record it on your phone in a public place, or while walking around campus, to add a “cinema verite” quality that makes the students feel that they’re with you. (← *students seem to really love this!*)
- BE CONSISTENT in creating a weekly rhythm to the class to give students a sense of order



# Show Some Love. Repeatedly.

“Lectures can mean more than just providing course content; they also establish a sense of normalcy and a personal connection. In online courses, we talk about the importance of "instructor presence," and that's just as true during short-term disruptions. Consider ways that you can use lectures to make students feel connected and cared about: acknowledgment of current challenges, praise for good work, and reminders about the class being a community.”

Merage Digital Learning site:

[https://digitallearning.merage.uci.edu/coronavirus/faculty/index.html#/lessons/SBdExE\\_9Uc4sjjqspgVoBEuCSktsbKLx](https://digitallearning.merage.uci.edu/coronavirus/faculty/index.html#/lessons/SBdExE_9Uc4sjjqspgVoBEuCSktsbKLx)

# Overcommunicate

- ★ Use Canvas “Announcements” to send a message to the whole class
- ★ Create a discussion/forum for students to pose questions for each other and provide each other support.
- ★ Jump into Canvas discussion forums and have your TAs do the same.
- ★ Come up with a strategy for yourself: if you are teaching on your own, spend 30 minutes every day at 4 pm writing short comments in Canvas discussion forums, responding to students’ comments.
- ★ If you have TAs, divide Canvas discussions into groups, and alternate among your TAs who responds to which group each week, so every student in the class gets a chance to interact with you directly.

# Basic Decisions Regarding your Class

**Graduate seminar or small ( < 25 student) undergraduate seminar:** Consider using Zoom, synchronously. Be mindful of the time zones students might be in. Record the session, too, and upload it to Canvas in case students miss it due to time zones, tech failure, accessibility problems, etc.

**Mid-sized class (30-80):** Consider a combo of YuJa and Zoom: YuJa for pre-recorded lectures to be posted on Canvas, with perhaps a weekly, scheduled live Zoom meeting, which you also record and post to Canvas.

**Lecture-format class (> 100):** Consider recording “chunked” lectures with YuJa. For a 50-minute lecture, create three 10-15 minute mini-lectures, or two 10-15 minute lectures plus an existing video from YouTube or elsewhere covering some content you want to present. Use Canvas for group discussions or have TAs set up regular Zoom meetings with their sections

# Accessibility and Diversity

## General Challenges

1. Isolation
2. Challenge with building rapport
3. Attendance
4. Motivation and self-initiative
5. Technology: likely to use phones, not laptops; limited data; BUT some services now offering free WiFi for 60 days (Charter)

## Challenges to Consider when teaching First Gen and Underrepresented Minority students online

1. Family responsibilities and obligations; no space just for schoolwork at home
2. English may be a second or third language
3. Skills and experience may vary across students

# Support for Social Sciences Faculty/Lecturers/Grad Students



**JANET  
DIVINCENZO**  
INSTRUCTIONAL DESIGNER


**UCI** Division of Teaching  
Excellence and Innovation



Mobile: 949.228.7620  
JDIVINCE@uci.edu  
ZOOM: <https://ucirvine.zoom.us/my/jdivincenzo>

1. One-on-one consultations available via phone, Facetime, WhatsApp, or Zoom  
— Or —
2. Weekday “office hours” on Zoom:
  - MTWThF:
    - 11 -12
    - 3 - 4

# Where to Get Help

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|--|--|
| <a href="http://tiny.cc/remotexams">http://tiny.cc/remotexams</a>  | Remote Exam Suggestions and Options<br>(from UCI's Division of Teaching Excellence and Innovation)   |
| <a href="https://sites.uci.edu/teachanywhere">https://sites.uci.edu/teachanywhere</a>  | UCI's Teach Anywhere Website   |
| <a href="http://replay.uci.edu/">http://replay.uci.edu/</a>  | All things YuJa  |
| <div><div>855-213-7130</div><div>New!</div><p>UCI's service level agreement with Instructure<br/>(Canvas' parent) for response time:</p><ul style="list-style-type: none"><li>• Phone is 60 seconds</li><li>• Live Chat is 120 seconds</li><li>• Email/web form is 1 hour</li></ul></div> | 24/7 Canvas support is now available to instructors and TAs. All Canvas-related questions should be directed to this Canvas Support Hotline, unless your question is UCI-specific. |
| <a href="https://cases.canvaslms.com/liveagentchat?chattype=admin&amp;sfid=001A000000YzBGWIA3">https://cases.canvaslms.com/liveagentchat?chattype=admin&amp;sfid=001A000000YzBGWIA3</a>  | Live text chat with Canvas support (not UCI)   |

# Email Addresses

|  |  |
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| <a href="mailto:techprep@uci.edu">techprep@uci.edu</a>       | A central resource at OIT to help the campus community be better prepared for working, teaching, and learning remotely |
| <a href="mailto:replay@uci.edu">replay@uci.edu</a>           | All things YuJa  |
| <a href="mailto:eee-support@uci.edu">eee-support@uci.edu</a> | Help with creating and managing Canvas course spaces   |
| <a href="mailto:oit@uci.edu">oit@uci.edu</a>                 | OIT Help Desk  |
| <a href="mailto:dtei@uci.edu">dtei@uci.edu</a>               | Pedagogical advice. Division of Teaching Excellence and Innovation.  |