COESP Remote Teaching Handbook

COESP Remote Teaching Handbook

JMCALIST

Contents

Handbook Structure

In compiling the COESP Remote Teaching Handbook, we have strived to provide information that you can engage with quickly and easily. Under Contents to the Left you will find a range of topics, click on the plus (+) to access resources. Specifically, we offer 4 types of resources:

Infographics: We distill a topic so you can quickly gain an introduction

Teaching Tips: Go deeper into topics

Community Tips: Leverage the experience of colleagues in CBS

Videos: Watch as invited speakers discuss, explain, and demonstrate

If you have a preferred type of resource, you can easily access them at the bottom of the Contents (ie. click Infographics for a list of all infographics and, after selecting one, scroll through them all at the bottom of each page).

Preface

Friday, March 13th, 2020 was the last day of face-to-face classes at the University of Guelph. As I spoke to my Introduction to Biochemistry class that day, announcements were being made across the province that we were officially closing down and everyone should go home.

What followed were weeks of frenetic activity around how to make lecture recordings using voice-over-PowerPoint, picture-in-picture videos of lectures, and how to use greenscreens. That was followed quickly with how to set up online exams and how does a lockdown browser and Respondus work?

Somehow we made it through and over time we refined what we wanted to do and how we wanted to run our classes. What you find in this book is the collection of all of the resources that the COESP put together during the pandemic in anticipation of what was needed, or responding to the needs of instructors in the College. Those resources are here for you to help as you consider remote teaching and as a record of what we did.

What you won't see are many of the one-on-one emails with instructors helping them through a specific issue or asking for advice about something they were planning. And you won't see the regular check-in emails with instructors just asking them how it was going. There was a lot of that and it was challenging, exhausting and rewarding.

I am very proud of the work that everyone has done during this coronavirus pandemic. I have been so impressed with how instructors have adapted their courses for online delivery and taking into consideration the added stress on their students, while they themselves were under tremendous pressure. The strength of our community, even though we were not physically together, helped us through and I am grateful.

John Dawson, Director, COESP
Dec 10, 2020

INTRODUCTION

1. Infographic: The Pathway

Moving Online

COESP
Biology Education Guelph

MOVE YOUR CLASS ONLINE! — WEEKLY GOALS — Timely response to students
COMMUNICATE

POST LESSONS AT CLASS TIME
ROUTINE

CONNECT

SHOW YOURSELF!

OFFICE HOURS — TEACH
Live Q and A

LIVESTREAM OR POST VIDEO

FREQUENT

LOW STAKES

ASSESSMENT

FEEDBACK

ASK YOUR STUDENTS
RESPOND

MORE Q'S? CONTACT COESP

Learn more on the COESP Teaching Network (CTN) on Courselink

COESP Teaching Network

The Dr. is in!
Stop by and get your questions answered:
Tuesdays & Thursdays 11:30am - Noon in the CTN Virtual Classroom

Following the emergency move to online teaching in Winter 2020, we wanted to know what students in College of Biological Sciences (CBS) courses were thinking, so we asked them!

Results of our survey, from over 650 individual students in first to fourth year courses resulting in thousands of comments, inform our Pathway to help you navigate your move to remote teaching.

This Pathway has formed the foundation of our guidance for supporting Remote Teaching in CBS

As you review the resources in the COESP Remote Teaching Guidebook, you may have questions, or like some examples, or just want to bounce some ideas around. We are here to answer questions, provide assistance, and be a sounding board! We look forward to hearing from you!

2. Infographic: Remote Teaching Scaffold

CONSIDER YOUR COURSE OUTCOMES:
How can your students now meet those outcomes?
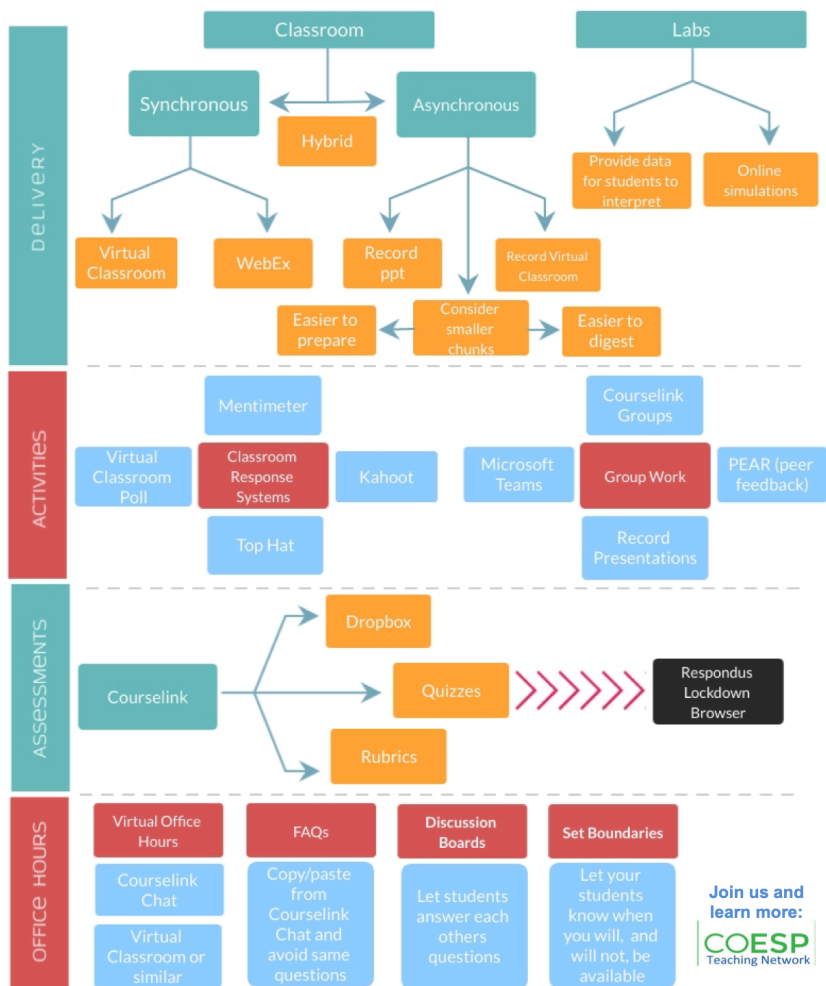
As you prepare for Remote Teaching, you have the latitude to choose the structure and function of your course. We provide a Scaffold above providing

a multitude of options you may consider as you plan, including: Delivery, Activities, Assessments, and Office Hours. As you navigate the Scaffold, have the Outcomes of your course in mind and consider which options can help your students meet these Outcomes. Selecting some options now can help provide focus as you begin to outline your course.

March 25, 2020.

This was our first communication after the shut down announced on March 13. At Guelph, classes were postponed for a week so that instructors could shift to remote teaching, unlike some other Universities where classes weren't postponed and they only had the weekend to whip something together!

With this infographic, we started using the language of remote teaching and providing options for instructors to consider. Importantly, there was an emphasis on student support reflected in how to do office hours, anticipating an increased need for clear communication as we shifted to remote teaching.

3. Video: Student Survey Talk

We are proud that our Pathway was developed based on what we heard directly from our students. John Dawson and Jason McAlister share the insight we gained
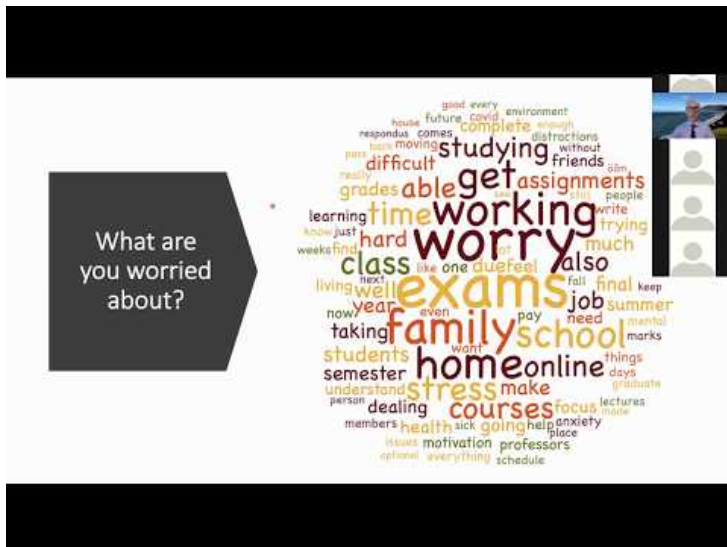
A YouTube element has been excluded from this version of the text. You can view it online here: https://books.lib.uoguelph.ca/coespremoteteaching/?p=194

4. Early Efforts to Move to Online Classes

November 15, 2018 – Making Green Screen Videos with free software (from the Vault!)

In Fall 2018 we invited Peter White from Michigan to show us how he uses Green Screens in his biology courses. His talk inspired me to put together a video demonstrating how to do Green Screen videos with free software and your laptop of office compute equipped with a camera.

This video introduces people to OBS studio for setting up a Green Screen put your over a PowerPoint presentation. It also introduces Screencast-O-Matic (SOM) which was used to show what I was doing on my computer. SOM was also used by some instructors for their remote teaching.

During the pandemic, these resources were given a second life as some instructors used Green Screens for their teaching. Many video conferencing platforms now allow your PowerPoint to be the background!

A YouTube element has been excluded from this version of the text. You can view it online here: https://books.lib.uoguelph.ca/ coespremoteteaching/?p=215

March 8, 2020 – Lecture Casting with Powerpoint

Anticipating that we would be moving to online teaching, I put together a rough video about how to record your lectures using Powerpoint.

The first line shows that we knew something was coming from the news stories of Colleges in the US being shut down: "What would happen if you couldn't make it to class for whatever reason and you still had to get your lectures to your students?"

This video met the immediate need of instructors during that emergency remote teaching. We tweeted the link to this video out and had over 600 views in the first weeks of the university shut down, making this rough video one of the most popular I've ever produced!

There was a bug with the Mac and we learned that on PCs you can also capture your video. Ultimately, our students told us that they prefer to see

a person rather than just audio over PowerPoint, so most instructors moved on to other formats where they can be seen, as we suggest on the Pathway.

A YouTube element has been excluded from this version of the text. You can view it online here: https://books.lib.uoguelph.ca/ coespremoteteaching/?p=215
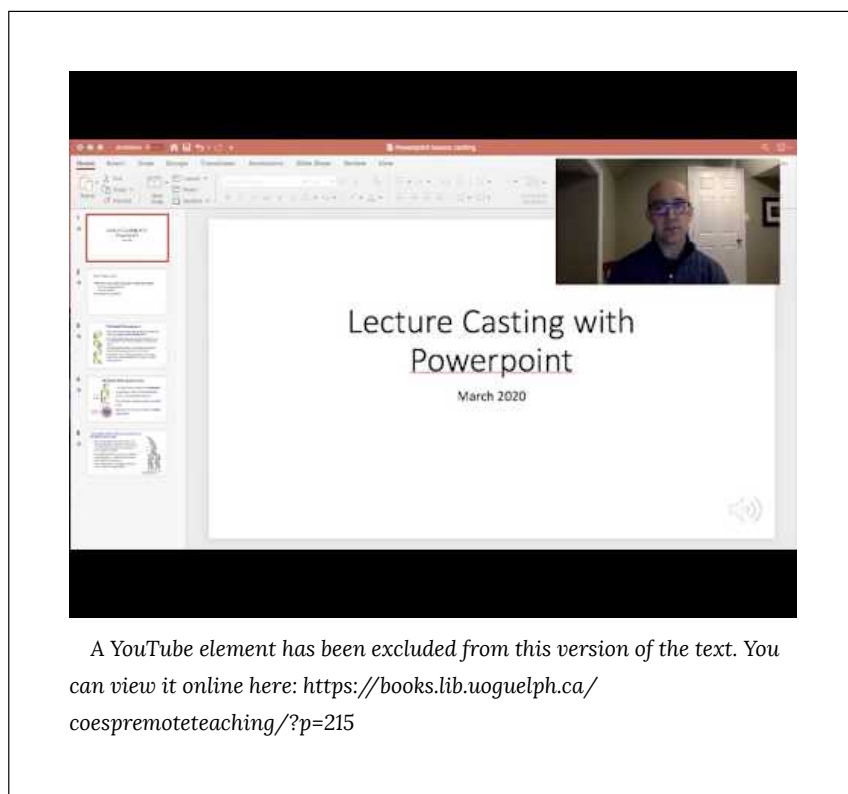
April 24, 2020 Lecture Capture from Home

As I considered other ways to shift to online teaching, I put together this video, anticipating that some instructors would feel more natural standing up and speaking to screen, much like we do in a lecture theater. I don't think that idea took off at all, but video shows the value of having good audio in your recordings.

Ultimately, most instructors used a platform where they were close enough to the microphone on their computer that the sound was good enough, or they used an external microphone. This video is just an example

of how we were trying to find ways to help instructors be successful with remote teaching.

A YouTube element has been excluded from this version of the text. You can view it online here: https://books.lib.uoguelph.ca/ coespremoteteaching/?p=215

May 21, 2020 Using SOM for PIP (Picture-in-Picture)

In the early summer, we was searching for a simple way to put your headshot over PowerPoint. Here, I show how to use SOM for that. Ultimately, we learned that Zoom could also do something similar – it wasn't exactly an overlay, but your video was off to the side – so the decision was made to recommend that everyone learn how to use Zoom, since it could them be used for both synchronous lessons and recording asynchronous lessons. That way you only had to learn one application. That said, there was a small number who used SOM and really enjoyed it.

SOM is very useful aside from lecture recordings. You'll notice that I

use it to share my desktop when I'm showing people how to go between applications.
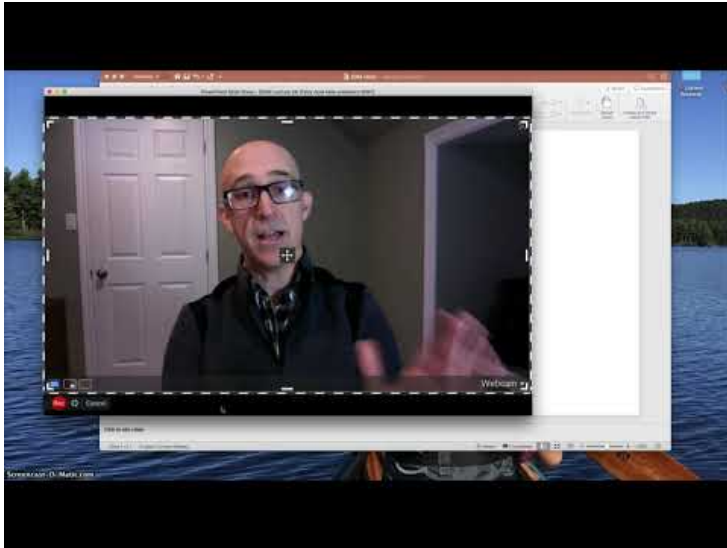
A YouTube element has been excluded from this version of the text. You can view it online here: https://books.lib.uoguelph.ca/ coespremoteteaching/?p=215

– John Dawson

COMMUNICATION

5. Infographic: Communication

COESP
Biology Education Guelph

Communication

#1

PREDICTOR OF REMOTE TEACHING SUCCESS

START ON DAY 1
ESTABLISH ROUTINE

COMMUNICATION: INSTRUCTOR TO STUDENT

	DON'T	BETTER	BEST
CONTENT	UNSTRUCTURED OR REPETITIVE	REMINDERS	WEEKLY GOALS
FREQUENCY	INFREQUENT OR RANDOM	ONCE A WEEK	SAME DAY EVERY WEEK
MODE	EMAIL ONLY	LMS ANNOUNCEMENT AND EMAIL	INCLUDE CHAT OR LIVE
RESPOND TO STUDENTS	NO RESPONSE	24-48 HOURS *	< 24 HOURS *

* PROTECT YOUR TIME AND SET BOUNDARIES:
TELL YOUR STUDENTS WHEN YOU WILL AND WILL NOT BE AVAILABLE

Learn more on the
COESP Teaching Network (CTN)

COESP
Teaching Network

We heard from our students that Communication made all the difference in Remote Teaching and Learning! Providing students with weekly goals and expectations can provide motivation, and your students are more likely to be engaged in the course.

Communication is particularly important at the beginning of the term as you provide a clear outline for the structure of the course, including how lessons will be taught, the frequency and format of assessments, when assignments will be due, how any group work will be conducted, and other topics that may be specific to your course. Start communicating early and establish a consistent routine for the term!

While the above discussion centers on communication from Instructor to Student, communication from Student to Instructor is also important to consider as students lack opportunities to communicate informally before or after class that would be afforded in a face-to-face class. Reply to your students in a timely manner, and let them know when you will, and will not, be available.

Now you have an idea of *What* to communicate, now *How* will you communicate with your students? A good option is Announcements in Courselink such that students both receive an email, but also have a collection of all announcements for your class available anytime on Courselink. Brief videos can also be helpful in terms of both efficiency and connection.

When considering the Pathway to Remote Teaching, many components are intertwined. Providing effective Communication for your students provides Routine and Connection within the Remote Teaching Pathway.

6. Teaching Tips: Communication

COESP Remote Teaching Help: November 2020

The following advice is collected from the College of Biological Science Office of Educational Scholarship and Practice.

During Remote teaching, some of the things that you would normally announce in class now must be intentionally communicated through other means. The COESP Pathway to Remote Teaching (link) starts with *Communication of Weekly Goals*.

Time is key. When we asked students how they were doing overall, the idea that came up most often was related to **time** (*below*). **Time** is also an issue for instructors and TAs adjusting to remote teaching: some things **take more time** than anticipated.

Word cloud from student responses related to how well they are doing during the pandemic (Fall 2020).

Tips to Improve Communication in your Classes

1) Tell your students *how you are going to communicate* with them and let them know how they can communicate with you and your teaching team (communicate about communicating).
2) *Be consistent:* Regularly communicate information about relevant topics on a regular basis. Topics include:
   a. What we are going to do next week and what is expected of them
   b. Reminders about upcoming deadlines and assessments.
   c. Reminders about how they can communicate with you.
   d. Invitations to check-in with you or your team about course-related problems / issues; or just to update on how they are doing.
   e. OpenEd has some ideas under Announcement Use Cases (OpenEd Link) including encouragements and making connections with current events.
3) *Suggested Times to communicate:*
   a. Fridays – "this is what we are doing next week + the next assessment reminder"
   b. Mondays – "this is what we are doing this week + the next assessment reminder"

Modes of communication

CourseLink
- Announcement Board (OpenEd link)
- Content
- Discussion Board
- Email (through CL)
- Video messages
Announcements in lectures (synchronous or recorded)

Notification Tips to keep you Connected

- have your class sign up for *notifications* through Courselink (OpenEd link)
- Sign yourself up to the *discussion board* – subscribe and get notifications (OpenEd link)
- Suggest getting the *Brightspace Pulse* app for phones to be notified and access Courselink on phoned (OpenEd link)

Communicating regarding Assessment

Mode of the test: Online quiz, take home test, paper, etc.
Dates and times:
- Online quizzes – time allotment; when the test starts, how long the test is, when it ends
- Take home exams – when it is due; how it is to be handed in; late penalty policies

From COESP Remote Teaching Help #2
- For tests / exams – how will can students ask clarification questions?
- What to do if something goes wrong while they are doing an exam or test

Intelligent Agents – notifying students who have not completed an assessment yet / is late (OpenEd link with instructions here and pdf here)

Dealing with questions / problems

Answering questions within 24 hours is important
- Develop a strategy for answering questions – email / discussion board
- A consistent **time** on a regular basis to do this
- If you have a team of instructors / TAs, develop a schedule for answering questions

Virtual Office Hours / Question & Answer periods

- *Hold office hours* via videoconferencing at a regular **time.** *Pro tip:* evidence suggests that immediately after a synchronous class time is more accessible to students.
- *Gather topics to cover* in the Q&A session. Communicate the consistent mechanism for gathering this feedback. Here's some suggestions:
   o Weekly reflections: Minute Paper (most important thing learned, most important question still unanswered?); Muddiest Point (what was the muddiest point?)

TEACHING REMOTELY

7. Infographic: Live Stream or Posted Content

Livestream
or
Posted Content

COESP
Biology Education Guelph

LIVESTREAM

ADVANTAGES

- Connection
- Motivation
- 'Attend' Class
- Ask ?'s via chat
- Comfort asking ?'s
- ??

BE AWARE

- Accessibility
- Streaming quality
- Students not muting mic
- Need support to monitor chat
- Too many questions

POSTED CONTENT

ADVANTAGES

- Watch anytime
- Rewind and re-listen
- See Instructor
- Gesture & Expression
- Post on YouTube

BE AWARE

- Procrastination
- ppt slides without video
- Poor audio quality
- Downloading large files
- Difficult to ask questions

Learn more on the
COESP Teaching Network (CTN)
on Courselink

COESP
Teaching Network

Many factors influence the decision to teach remotely via posting recorded lessons, or live-streaming. Pros and Cons are associated with both, summarized in the figure above.

When initially considering Remote Teaching, a first reaction may be to attempt to replicate the common practice of teaching face-to-face by Live-Streaming your class. Live-Steaming can be done well, however it often requires a significant amount of infrastructure and support. For example, if the chat function is utilized a dedicated member of the teaching team will need to be available to monitor and respond to chat.

If posting recorded content, use a method that allows your face to be shown on the screen. Results of our student survey indicated this was vital, and that voice-over powerpoint slides was not sufficient for connection and engagement.

If Live-Streaming be sure to record the lesson and post it following the live class, ensuring students with internet connectivity issues are able to access the lesson. Additionally, a positive of Remote Teaching was the observation from students that being able to re-watch a recording was very beneficial for learning.

Whether choosing to live-stream or post recorded content, developing lessons aligned with the Outcomes of your course is always paramount.

8. Teaching Tips: Wifi issues - Suggestions for planning ahead

COESP Remote Teaching Help: October 2020

The following advice is collected from faculty and staff in the College of Biological Science.

Hello everyone!

As we continue to navigate remote teaching, some issues have emerged where we've asked for advice and ideas from our colleagues in the CBS!

This week's topic deals with communicating a plan to students for technical problems during a live-streamed class or Q&A session and strategies to reduce and handle Zoom-bombing.

What do you do when Live Streaming is Cut Off?

This discussion uses Zoom as the example; however, the general principles apply to any live streaming platform including Teams, WebEx, or Virtual Classroom. When a disruption happens, there's two things to do:

1) Determine what the issue is
2) Communicate with your class

A. If you can reconnect to Zoom right away, that's great! A student in the session has likely been given hosting status so the session could continue without you. Ask that student to make you the host again so you can control screensharing, etc.

B. If the issue is Zoom on your computer, you might use the phone numbers assigned to your Zoom session to call through a landline or cell phone. That way, you can communicate with your class verbally to explain the next steps. Go to C or D.

C If all of Zoom is down, you might email your class with instructions and a link to reconvene the class on Teams / WebEx / Virtual Classroom. Several instructors have a Teams site for their class already set up as a back-up.p

D. If the internet is down, let your students know in the course outline that if they don't hear from you within 10 minutes after the disruption, the class is cancelled and that you will be in touch through email or an announcement on Courselink about making up the class. Here are a couple of possibilities:

- We'll pick up where we left off next time and make it up
- I'll post a recording of the lecture for everyone to view

E. If a live Q&A session needs to be cancelled, then you might invite students to send questions and then answer those questions in a recorded video or on a discussion board.

Communicating a Plan if Live-Streaming is Cut Off

Communicating a plan will increase student confidence in you and reduce anxiety.

Include in your course outline steps for students to follow. Here is some sample text you can use or adapt:

"If our live-streaming class goes down during class, stay in the session and check your email within 10 minutes for instructions. If you do not hear from me in 10 minutes, the internet is likely not working and the rest of class will be **cancelled**. I will be in touch through email and an announcement about how we will make up the class."

Tips to keep your Live-Stream secure

Here are some strategies that your colleagues in CBS are using to make their live-streamed lessons more secure:

Before class:

- Provide the link to the sessions via Courselink, requiring SSO credentials
  - Student can still "leak" the meeting information to a 3rd party
- For Zoom, use the option "Only authenticated users can join: Sign in to Zoom"
  - This requires that all students sign into their own Zoom account that *must* be created with their Gryphmail address (highest security)
- Build a classroom environment based on respect, reviewing and discussing the Universities Online Behaviour Expectations

test

- Enable the waiting room and let students in manually (smaller class)
- Keep screensharing turned off for everyone but you
- Microphones and video are turned off for all students during class
- Turn off annotation for all students
    - Make sure you know how to delete and disable annotations

What do you do if you are Zoom-bombed?

Disruptions to your class can range from being annoying to very traumatic. Having some strategies ready will equip you to respond quickly and effectively.

On your own:

- Mute the disrupting person
- Remove the disrupting person from the session
- Follow up with the person regarding the activity. You may report the activity as academic misconduct to your Chair.

With a TA monitor as a co-host:

- Have your TA shut down any disruption, including muting people who have accidently left their microphone on
- Your TA can write the disrupting student a direct chat message
- Give the disrupting person a warning. If disruption continues, remove the person from the session. The instructor will then follow up with appropriate misconduct steps
- A setting in Zoom can restrict an attendee from rejoining once removed

A traumatic disruption:

- **Shut down the session immediately** and then follow your protocol for a Zoom disruption
- Get immediate support from your Chair
- Send a clear and meaningful message to your class

9. Community Tips: Live Streaming

While moving your teaching online, you may be Live Steaming for the first time. Whether you are using Zoom, Teams, Virtual Classroom, or any platform, we offer you a collection of tips collected from the CBS community below to help you and your students be ready for the lesson.

These principles focus both on the technology, but also on promoting transparency with your students. Sharing this information with your students prior to beginning the Live Steaming class, can help your students feel more comfortable, and hopefully help make your class as smooth as possible.

Best practices and Disclaimers when Teaching via Live Streaming

Before starting the live stream

1. Test the video streaming software that you want to use. Ask members of the teaching team to participate.
2. It is valuable to have at least two people from the teaching team (instructor + staff member; instructor + TA) online during the live stream. The instructor can focus on delivering content and the second member can moderate and field questions from students.
3. Consider having the students' microphones muted upon entering the live stream. Their microphones can always be activated later.
4. Remind everyone (teachers, TAs, students) that streaming will likely consume more battery than normal laptop use, make sure you are fully charged and/or have your charging cord ready.
5. Make the online space available 5-10 minutes before the start of class so students can begin to login and become accustomed to the space.

Instructions upon starting

1. Perhaps wait an extra minute or two from the official start time before formally starting to allow students and other attendees to login and get settled. Tell the students who are already logged in about this short delay and to please be patient.
2. Welcome the students and then introduce yourself as well as staff and/ or TAs who are also attending.
3. "Before we start, I'll go over a few things so that you can get the most out of these live lecture streams…"

- Point out some of the interactive features of the streaming platform that you and the students may use, such as chat window, user lists, polling, screen sharing, etc.
- Ask students to keep their microphones muted to minimize background noise and feedback. They are welcome to unmute when asking questions and during discussions.
- If there are any questions during the stream, ask students to type them into the chat window. If they have difficulty with this, they can "raise their hand" and be allowed to vocalize their questions.
- Any students that are having technical difficulties can email the 'second teaching team member' for assistance.
- You may want to advise the students that all typed or verbalized comments should be respectful and focused on course content.
- If you are recording the live stream, announce this to the students as well as where it will be saved for later viewing.

Ending the live stream

1. Remind students about the next lecture.
2. Remind students that the live stream was recorded, and it will be available for viewing later.
3. Thank everyone for attending.

10. Video: Zoom, Teams, Virtual Classroom Comparison

Many options exist to record and post your Remote Teaching Lessons, COESP provides a comparison of Zoom, Microsoft Teams, and Courselink Virtual Classroom

	Affiliation	Free	Built for Learning
ZOOM	None	Yes / No (Subscriptions)	No (but adaptable)
Virtual Classroom	Courselink	Yes (U of G)	Yes (but still not perfect)
Microsoft Teams	Microsoft 365	Yes (U of G)	No
Microsoft Stream	Microsoft 365	Yes (U of G)	No (poor transcript)
YouTube	Google	Yes	No (good transcript)

A YouTube element has been excluded from this version of the text. You can view it online here: https://books.lib.uoguelph.ca/ coespremoteteaching/?p=77

11. Video: Interactive Livestreaming with Sho and Alex

Successful Practices in Livestream (Synchronous) Remote Teaching

Drs. Shoshanah Jacobs and Alex Smith
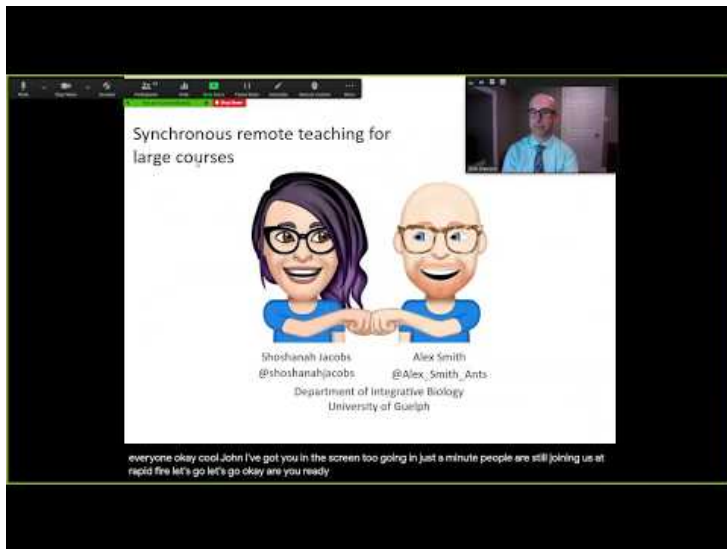
A YouTube element has been excluded from this version of the text. You can view it online here: https://books.lib.uoguelph.ca/ coespremoteteaching/?p=90

ASSESSMENT

12. Teaching Tips: Remote Assessment

COESP Remote Teaching Help: October 2020 #2

The following advice is collected from faculty and staff in the College of Biological Science.

Hello everyone!

Here is another discussion about issues faced during remote teaching. This week's topic deals with issues related to online tests, including what colleagues are doing / not doing with Respondus.

What do you tell students experiencing internet problems during a test?

The advice we have collected includes measures that might help avoid this issue and advice for what to do when it happens.

Helping avoid internet issues:

- Provide longer periods to **access** the test
  - o e.g., access between 8:30 am and 5:30 pm; a 24 h window; quizzes open for 5 d; a take home midterm with 3 d to complete
- Provide longer times to **complete** the test
  - o e.g., providing double time to all students as part of Universal Design for Learning
- **Schedule** the test so it begins and ends during CourseLink Support hours (see below)

For Individuals:

- Tell students to contact CourseLink Support
  - o Extend the test the amount of time it took to get the problem solved with CourseLink
  - o Add time to the test accounting for a Respondus environmental scan

CourseLink Support
Phone: 519-824-4120 ext. 56939
Toll Free: 1-866-275-1478
email: courselink@uoguelph.ca
Phone/Email Hours
Monday to Friday: 8:30 am to 8:30 pm
Saturday: 10:00 am to 4:00 pm
Sunday: 12:00 pm to 6:00 pm

For Short System Problems:

- Extend the deadline / access for the whole class

For Longer System Problem:

- Cancel the exam and reschedule a make-up test / exam

Communication is key. Communicating the plan to follow if any of these situations arise during a test will increase student confidence in you and reduce anxiety.

Include in your course outline steps for students to follow.

How do students ask clarification questions during an online test?

The advice we received for this question breaks down into two groups: for those using Respondus Lockdown Browser and those that are not using it.

WITHOUT Respondus:

Email is the most common means of communicating with the teaching team during a test. Several instructors have a team including TAs to monitor email for tests that are accessible for longer periods. One idea from a colleague is to post the answers to clarification questions on the discussion board so the whole class has access to the same information.

WITH Respondus

This is a tough one because the Lockdown Browser does not permit students to use email while they are taking a test. However, there were a couple of interesting ideas provided:

- Students use a phone or device other than their computer to send an email. They make an announcement to the video and then use the phone.
- Students have a blank piece of paper shown during the pre- and post-environmental scan. They use this paper to make note of issues or questions during the test. The students voice any issues on camera and then email the instructor within 15 min of the end of the test. The issues are then taken into consideration during marking.

If you are using Respondus, be sure to have your students do the practice Respondus

13. Teaching Tips: Low Stakes Assessments

COESP Remote Teaching Help: November 2020

The following advice is collected from several Teaching Offices and literature sources.

The [COESP Pathway to Remote Teaching](#) includes *Frequent Low Stakes Assessments*. The purpose for frequent low stakes assessments (and fewer high-stakes assessments) is to enhance student learning through ongoing chances to apply the knowledge acquired across time and tasks so that midterms and exams are not the first feedback obtained about student performance, while also supporting student engagement in courses. Low stakes assessments should be meaningful or valuable (so that they are not perceived as "busy work") and should be balanced with the other workload in your course and students' other courses.

So… What are Low Stakes Assessments?

Low stakes assessments evaluate students with **little or no effect on final grades** and **do not take a long time** to complete.

> From [Center for Excellence in Learning and Teaching](#), Oswego State University of New York and the [Faculty Insider](#), Washington State University

Benefits of Low Stakes Assessments

- Gives students a *realistic idea* of their performance early in the term, enabling them to seek appropriate resources as needed
- Opens up lines of *communication* between students and their instructors, and may increase students' *willingness* to ask for help
- Allows instructors to direct students to *resources* if they need further assistance or support
- Gives students a chance to be *active* participants in the evaluation of their own learning
- Increases the likelihood that students will *attend* class and be *active and engaged*

> From the [DePaul Teaching Commons](#)

Examples of Low Stakes Assessments

- Quick-response activities (iClicker, Kahoot, Menti, Top Hat, etc.)
- Group discussions
- Short weekly quizzes with multiple attempts so that students can master the material
- In-class problem solving
- 1-minute reflections
- Short homework assignments
- Quick Surveys
- Student-generated test questions
- Journaling
- Online discussion forums
- Breaking down larger assignments for review

> Other ideas and descriptions at the [Eberly Center](#), Carnegie Mellon University.

Things to Consider

- The assessment should be meaningful and relevant to achieving the course learning outcomes.
- Provide opportunities for students to check their understanding, receive feedback, and learn from their mistakes with little or no penalty.
- The amount of time to complete should be short. Consider completing in class time.
- Recognize that many courses are using more frequent low-stakes assessments
- Coordinate the due dates of higher-stakes assignments and exams with the other courses your students are likely taking at the same time.

What kinds of low stakes assessment have you used? How often do you use them? What has worked best for you and your students? We'd love to hear!

Further Reading:

Bain, Ken (2004)*. What the Best College Professors Do*. Cambridge: Harvard University Press.

Roediger III, Henry L. (2013)*. "*Applying Cognitive Psychology to Education: Translational Educational Science" *Psychological Science in the Public Interest*. 14(1) 1-3

14. Community Tips: Assessment

We asked members of the University of Guelph College of Biological Science (CBS) to share with us their tips for remote assessment so we might all learn from their experience:

Online Assessment

During Remote Teaching, many classes will be utilizing online assessments in place of a traditional final exam, quiz, or other type of assessment. When developing an online assessment, several logistical items need to be considered. How long will the assessment be open for students to complete? What happens if there is a loss of internet connectivity; either the student's connection, or a server associated with Courselink? How do you maintain academic integrity?

We provide some direction below, please email us with any other items or advice that could be included in our list (cbscoesp@uoguelph.ca).

Quiz Instructions:

Additional instructions may be required for an online environment beyond a traditional in-person assessment. For example, description of the number of attempts and how long the quiz will be open.

Example:

This quiz consists of 40 multiple-choice questions. You will only have one attempt at the quiz. This quiz will be available from (April X [time] – April Y [time], 2020). Once you start the quiz you have 90 minutes to complete it. You can use a calculator and a scrap piece of paper to complete the exam. Good luck!

How much time to allow for the assessment?

There are two things to consider: 1) How long the assessment will be available, and 2) How long students have to complete the assessment once they begin.

1. Have the quiz open for several days. Many students are doing so many new things now that they are home or elsewhere, some are in different time zones, some don't have internet at home, some are caring for children or other family, some are working extra long hours at grocery stores or other essential workplaces.
2. As for how long to allow students once they begin the assessment, that depends on the number of questions, difficulty of questions, whether it's open-book, whether it's recognition or recall, etc.

What time should you make the assessment due?

As for deadline times, there are various schools of thought. Given that students likely work right up until a deadline, there is the thought that making the quiz due at 4:30 pm helps students not stress until midnight. However, metrics also show that teens (first and second year) are not as good first thing in the morning, and that they are consistently working during the evening into the early morning. While this may sound wrong, we too were teenagers and perhaps tended to work these same hours, so perhaps consider leaving deadlines open until 11:59 pm on a given day. If you open the quiz early in the morning and close late at night, it captures all of the preferences.

Another factor is your support as an instructor. OpenEd is available 8:30 am – 8:30 pm. So if your quiz goes until midnight and students are waiting until the last minute to write it, then the instructor has no one to support them. For that reason, instructors might consider bracketing the time from 8:30 am to start the quiz and (8:30 pm – how long the quiz is) for the stop time on the NEXT day so that students who are night owls can still do the quiz when OpenEd is closed, but they will get support the next morning.

What if internet connection is lost?

Provide students with the following information:

Don't panic!

Your quiz questions are saved as you enter or change your response automatically.

If you lose connection to the internet, you will be notified. You can continue working on your quiz during this time, and when you are re-connected you will be notified, and your quiz questions will be re-saved.

If your internet connection is not re-established, your changes will NOT be saved.

Logon on again when you can. With an open quiz format that allows students up to several days to complete, you avoid most tech-related problems.

Remind students to plan to begin the quiz as soon as possible so that technical difficulties don't prevent them from meeting the deadline.

If all else fails, the instructor can give special access to individuals with special requirements. This is not optimal in large classes.

For large classes, a representative from OpenEd suggests:

Send them to courselink@uoguelph.ca (519-824-4120 ext. 56939 or 1-866-275-1478) first so that we can try to get them back up and running quickly. If the connection is totally broken, we will direct them to discuss options with the instructor.

Academic integrity:

Provide students with a statement regarding academic integrity. The principle is to explicitly state and remind students of the expectations for behaviour for the quiz. Online assessments may also be new to our students, and different classes may have different rules, so make sure your students are aware of the rules for your class.

Example:

By starting this quiz, I promise that:

1. All answers are my own.

2. I will not communicate with anyone else during the quiz.
3. I will not consult outside resources or look up answers during the quiz.
4. I will not share responses or questions with anyone during or after the quiz.

If it is not explicitly stated that an online quiz is open book or not open book, students will be unsure. They need explicit direction.

Universal Design:

Consider providing twice as much time for the quiz, this can assist students with SAS considerations (ie. if 3 hours for a 1.5 hour assessment). Give each student several days in which to initiate the quiz. Also, consider a variety of question types, multiple choice, true/false, Fill in the Blank, etc.

Lockdown browsers (Respondus):

While lockdown browsers seem to provide reassurance of academic integrity, for example preventing students from accessing other websites while completing the quiz and not allowing students to complete the quiz together (i.e. multiple people in the room); perils do exist.

Accessibility is an issue given the requirement of technology including computers with cameras (up to 30% of students do not have access to a computer with a camera). Moreover, some students are currently in remote locations without high-speed internet (up to 15% of students) that are not able to handle video streaming / recording.

Additionally, students may not perform at their optimal level during the assessment, as they are being watched and recorded, and the software can accuse them of dishonesty every time they look away from the screen. Use of this software is also not adaptable for students with some SAS accommodations.
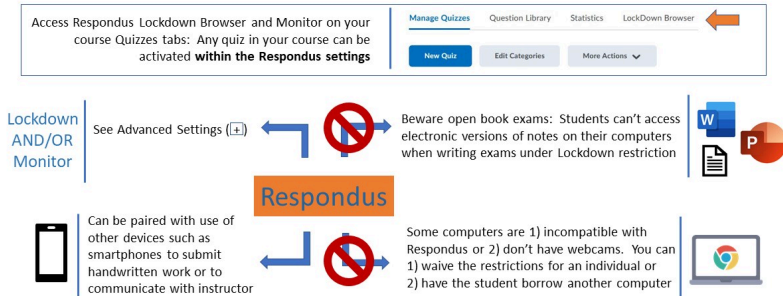
Lockdown browsers such as Respondus are useful in specific circumstances and are available through Courselink. It will be important to balance the need for the functions of lockdown browsers and Respondus

Monitor with the access and stress limits of our students. Being open and honest with our students and seeking their input in the process helps reduce anxiety.

15. Infographic: Respondus
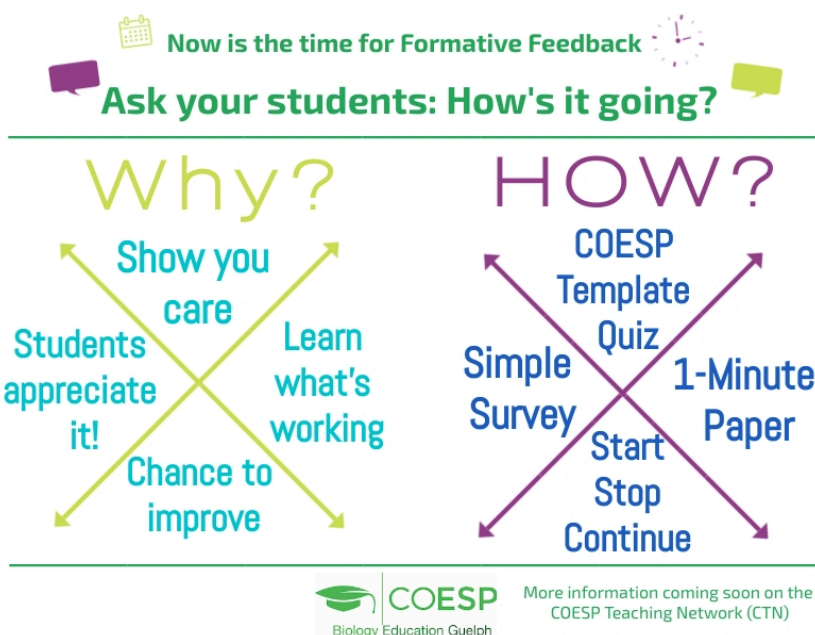
Using Respondus with CourseLink Quizzes

Respondus is a mechanism for remote invigilation. It is a barrier to cheating. It is best paired with clear communication – by the instructor in advance of a quiz/exam and by the student through the camera during the quiz/exam

Access Respondus Lockdown Browser and Monitor on your course Quizzes tabs: Any quiz in your course can be activated **within the Respondus settings**

Manage Quizzes · Question Library · Statistics · LockDown Browser

New Quiz · Edit Categories · More Actions ⌄

Lockdown AND/OR Monitor

See Advanced Settings (⊞)

Beware open book exams: Students can't access electronic versions of notes on their computers when writing exams under Lockdown restriction

Respondus

Can be paired with use of other devices such as smartphones to submit handwritten work or to communicate with instructor

Some computers are 1) incompatible with Respondus or 2) don't have webcams. You can 1) waive the restrictions for an individual or 2) have the student borrow another computer

PART V
FEEDBACK

16. Infographic: Formative Feedback

Now is the time for Formative Feedback

Ask your students: How's it going?

Why?
Show you care
Students appreciate it!
Learn what's working
Chance to improve

HOW?
COESP Template Quiz
Simple Survey
1-Minute Paper
Start Stop Continue

COESP — Biology Education Guelph

More information coming soon on the COESP Teaching Network (CTN)

How is it going with Remote Teaching? Ask your students!

Now is the time for Formative Feedback, one of the easiest ways is the tried and true: Start, Stop, Continue

Simply ask your students 'What is something I should Start doing, Stop doing, and Continue doing'

You will gain valuable insight into what is working, possible modifications, and perhaps new ideas. You will very likely be pleasantly surprised by what your students have to say!

Want to learn more? Check out the recent resource from OTL

17. Infographic: Grad Student Check-In

Check-In with your grad students!
But
What does that mean?

Ask

How are you Doing?

Be compassionate

Your students could be:
- Experiencing mental health challenges
- Taking care of family
- Concerned about losing future opportunities due to the pandemic

Discuss

Talk about:

Work *with* your students to set deadlines:
- Rather than imposing deadlines

Offer Professional Development Opportunties:
- Networking
- Side projects
- ProD Workshops
- Teaching Workshops

Going Forward

Transparency

Have a clear conversation about funding and completion deadlines

Ask your students: What barriers exist to their success?
- As PI, how can you help remove or reduce these barriers?

Balance

Encourage

- Daily Balance
- Breaks
- Enjoying Weekends
- Taking vacation
- Students may feel they can not do these things
- Leads to burnout

During Pandemic, Work/Life lines often blur

Check-In weekly

Talk about the present
Talk about the future
Ask how you can provide support as PI
Succeed together

COESP
Biology Education Guelph

18. Formative Feedback Quiz

Are you interested in asking your students for Formative Feedback? We make it easy by offering a quiz you can easily import into your Courselink Course

INSTRUCTIONS FOR IMPORTING THE MID-SEMESTER CHECK-IN QUIZ TO YOUR COURSE

If you've already enrolled in the CBS Template, skip to Step 2.

Step 1. If you haven't already enrolled in the CBS Template:

Login to CourseLink

If you're not logged in to your dashboard, navigate there by clicking the home button ( ) on the top left corner

Click on *Self Registration* in the horizontal navigation bar (navbar) near the top of the page

Click on the linked name *CBS Template* and then *Register*

Go to Step 2.

Step 2. Once you're registered in the CBS Template:

Open your own course website

Click on *Course Admin* on the navbar

Select *Import/Export/Copy Components*

Click the grey *Search for Offering* button and enter 'CBS Template', click the radio button next to the search result and click *Add Selected*

Leave the default selection and click the grey *Select Components* button at the bottom of the page

Select Quizzes and toggle the radio button to 'Select Individual Items to Copy' (do not de-select the check box for associated files), click *Continue*

Expand All and select the quiz called **You matter to me: How is your semester going?** Click *Continue*

Click *Finish*

The quiz will be imported into your course and you will be able to see it in your listing of Quizzes in your course.

To set the quiz release dates you will then just select the quiz link in your

Quizzes menu, click on the Restrictions tab, and under Availability set the start date/time and due date/time that you prefer.

Once the quiz has been completed, you can review the class results by going to Quizzes>select Grade from dropdown menu beside your quiz>click the grey button to Export to .csv or .xlsx. Once you have your download, open the file, delete columns A-H with student identifiers, review the answers to your questions.
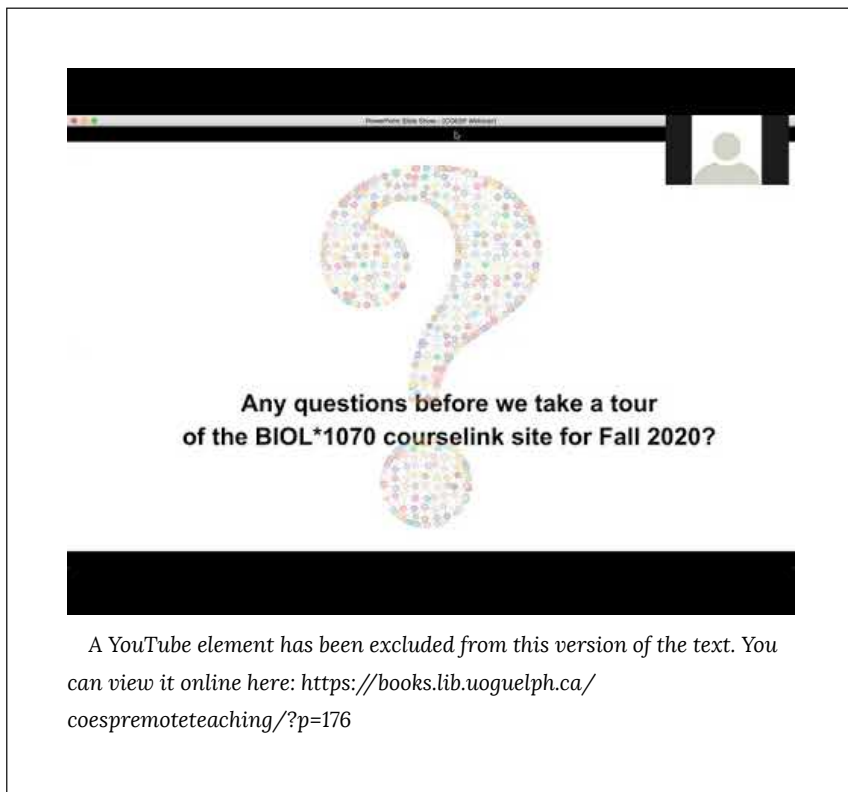
There is the option to select the check box for blind marking, but the Excel file is a better option for reviewing data from one source rather than looking at each student or question individually. If you'd rather look at the answers in CourseLink, once you select Grade from the quiz dropdown menu, navigate to the Questions tab, check the Blink Marking check box and click on the individual questions linked in the queue.

COURSELINK

19. Video: Structuring Courselink

Join CBS' own Lisa Robertson as she outlines a sound structuring for your Courselink Courses, with a foundation in Universal Design

A YouTube element has been excluded from this version of the text. You can view it online here: https://books.lib.uoguelph.ca/ coespremoteteaching/?p=176

Video Indexing: Jump directly to the point in the video given your interest in the topics below:

Universal Design: Lisa provides a nice succinct outline of UDL and how it can help you structure your courselink site

Things to think about when structuring your Courselink site

Couselink Templates

How to access templates (self-registration)

How to use Announcements to connect with and motivate students

Widgets (Task checklists, etc)

How to add widgets

NavBar: helpful things to include

How to add link to NavBar

Import from previous course offering or template

Organization of Content and set release dates and conditions

Discussion Boards

TA discussion board (hidden to students) to help with efficient grading
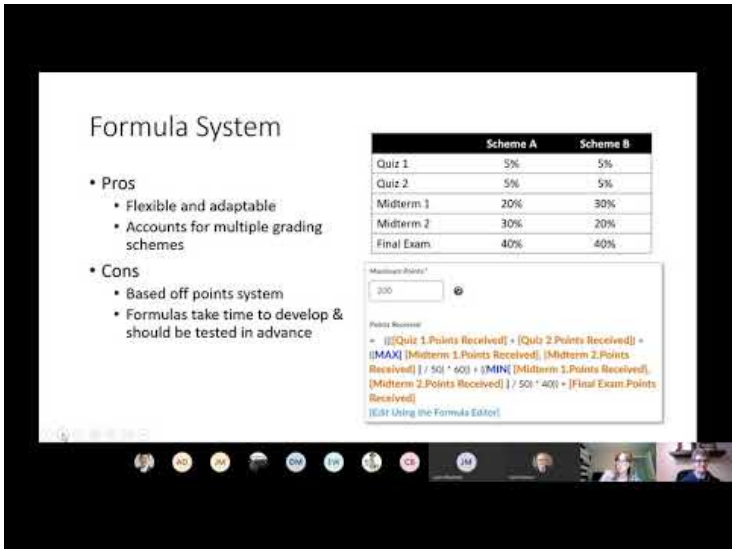
Zoom integration with Courselink

Question about Zoom: linking to your zoom account

Sending course reminders linked to content (with intelligent agents)

20. Video: Courselink Gradebook

Join Char Winchcombe-Foran of COESP and Carolyn Creighton from UoG Open Ed as they guide you through the Courselink Gradebook.

Have a specific question? Jump to your topic of interest in the indexed list below the video

A YouTube element has been excluded from this version of the text. You can view it online here: https://books.lib.uoguelph.ca/ coespremoteteaching/?p=181

First things first: Download grades!

Entering Grades

Import grades from an Excel file

Final Grades

Final grades download

Modifying the formula grading system for student accommodation

What to do with empty grades or zeros

21. Video: Courselink Quizzes

Thank you so much to Charlene Winchcombe-Foran and Justine Tishinsky for leading us through a very helpful Tutorial on Couselink Quizzes!

Watch the entire video below or check out the links to specific topics found below the video to help you find what you are looking for fast!
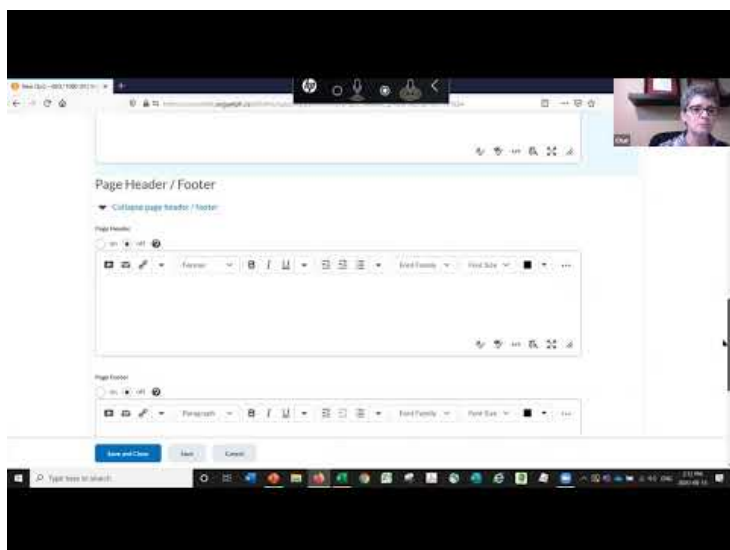
A YouTube element has been excluded from this version of the text. You can view it online here: https://books.lib.uoguelph.ca/coespremoteteaching/?p=185

Insert Quizzes to navigation bar

Creating a new quiz

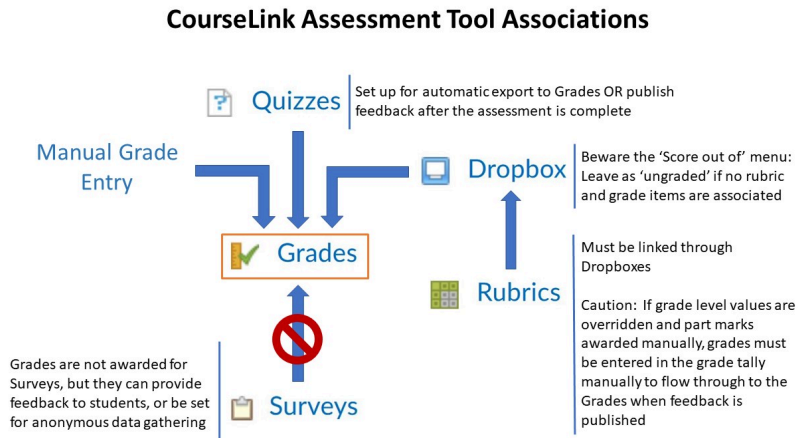Options for helping avoid academic misconduct (disable right-click)

Set Due Date and Access Date for Quiz

Require that students access content (ie. readings) before attempting quiz

Setting time limits for quiz

What if students lose internet access during quiz

Multiple Choice questions

Preview Quiz: Where Description, Header/Footer, etc populate within quiz

Written response questions

Grading of quiz questions

Upload quiz question from a file

Special Access: Provide a student extra time for quiz (ie. SAS request)

Link marks from quiz directly to grade book

Set what students see after their quiz (ie. provide feedback to the students, set if students can see questions after the quiz, etc)

Grading short answer questions

Lockdown browser and Respondus (how to setup)

Reviewing Respondus video

Respondus tips

Last thing to remember when setting up your Courselink Quizzes:

Preview your quiz before releasing it to students!

22. Infographic: Courselink Assessment structure

CourseLink Assessment Tool Associations

Quizzes | Set up for automatic export to Grades OR publish feedback after the assessment is complete

Manual Grade Entry

Dropbox | Beware the 'Score out of' menu: Leave as 'ungraded' if no rubric and grade items are associated

Grades

Must be linked through Dropboxes

Rubrics

Caution: If grade level values are overridden and part marks awarded manually, grades must be entered in the grade tally manually to flow through to the Grades when feedback is published

Grades are not awarded for Surveys, but they can provide feedback to students, or be set for anonymous data gathering

Surveys

REMOTE LABS

23. Infographic: Remote Labs

Remote Labs

COESP
Biology Education Guelph

MOVING LAB COURSES ONLINE → **OUR STUDENTS SAY THEY:**

NEED EXPERIMENTAL CONTEXT

- VIDEOS
- ANIMATIONS
- IMAGES

MISS TAs AND INSTRUCTORS

- LEARN SKILLS
- ASK ?'S
- CONNECT

WE SUGGEST A FRAMEWORK

STUDENTS WRITE PROCEDURE ✓ → WATCH VIDEO OF LAB → PREDICT/ HYPOTHESIS ✓

RECEIVE DATA → INTERPRET DATA → PREPARE LAB REPORT ✓

✓ Assessment Frequent & Formative   Ask Questions Prefer Live or Chat

Learn more on the COESP Teaching Network (CTN) on Courselink

COESP Teaching Network

CREATED BY   SOURCES

Lab courses present a unique challenge in moving to Remote Teaching. We heard from our students that experiential context was important, as was maintaining connection with their lab TAs. We provide a framework above to include assessment and TA interaction into Remote Labs.

24. Video: Remote Labs

Join CBS's own Chris Meyer as he discusses the integration of quizzes into videos for Remote Labs. Upon seeing this approach in action, Chris investigated the literature, identified software requirements, found software options, and has begun to develop videos for his courses. While this example is demonstrated for labs, this strategy could certainly be translated to any lesson or discipline.
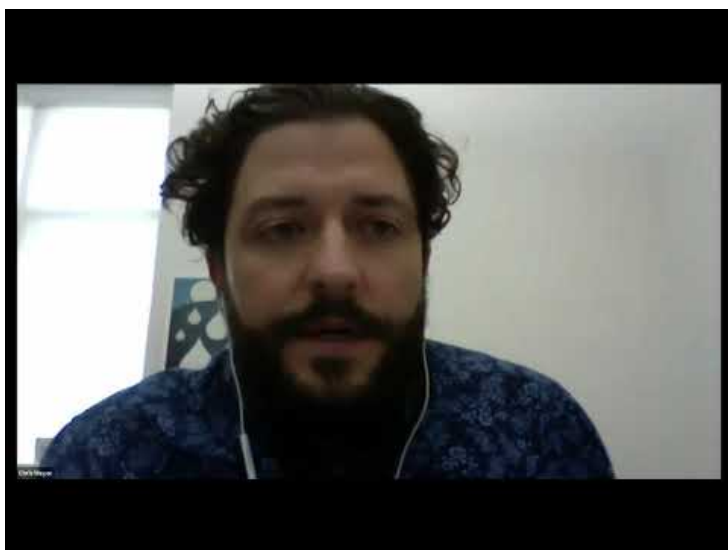
A YouTube element has been excluded from this version of the text. You can view it online here: https://books.lib.uoguelph.ca/ coespremoteteaching/?p=116

REMOTE TEACHING: SHARED EXPERIENCES

25. Video: Remote Teaching Experiences Summer 2020

COESP is very thankful to University of Guelph College of Biological Science members Colin Cooper, Jaspreet Kaur, and John Vessey for sharing their experiences with Remote Teaching in Summer 2020. We can all learn from their valuable experience!

A YouTube element has been excluded from this version of the text. You can view it online here: https://books.lib.uoguelph.ca/ coespremoteteaching/?p=121

26. Video: Resiliency Grants 2020

COESP offered Resiliency Grants, an opportunity to apply for funding to help support Remote Teaching. Watch as Colin Cooper inspires us with lab videos, Charlotte de Araujo discusses Discussion Boards, and Jamie Burr et al. show us their lab videos, chat analytics, and share their PowToons!

A YouTube element has been excluded from this version of the text. You can view it online here: https://books.lib.uoguelph.ca/ coespremoteteaching/?p=204

INFOGRAPHICS

Remote Teaching

The Pathway
    Remote Teaching Scaffold
    Communication
    Remote Labs

Feedback

Formative Feedback
    Grad Student Check-In

    Courselink Assessment structure

VIDEOS

Teaching:

Student Survey Talk: Development of the Remote Teaching Pathway
    Zoom, Teams, Virtual Classroom Comparison
    Interactive Live Steaming: With Shoshanah Jacobs and Alex Smith
    Remote Labs: Integrating quiz questions into videos
    Remote Teaching Experience: Summer 2020

Courselink:

    Courselink: Structuring your course
    Courselink: Quizzes
    Courselink: Gradebook

TEACHING TIPS

PART XII
COMMUNITY TIPS

We asked members of the University of Guelph College of Biological Sciences (CBS) to share their tips as they have navigated Remote Teaching. Our aim is to leverage the collective experience of our Community to share what we have learned, and learn from each other!