

Moving Successfully to Remote Instruction Via Catcourses

Get Ready

Just as in onsite teaching, preparation is critical to your success and that of your students. Anticipate questions, problems, misconceptions, etc. – and plan to mitigate them by addressing these areas upfront.

1. Review content and assignments for the coming weeks.

- a) Make sure the main content and all assignments accessible online.
 - You may want to record lectures (in 5 to 7 -minute chunks, with a reflective question or short quiz embedded into Canvas).
 - You may also want to embed videos (e.g., YouTube) into the course.
- b) Make sure all assignments and grading expectations (e.g., rubrics; list of key elements) are placed online.
- c) Organize weekly materials (i.e., content, readings, and assignments) into modules that are marked by topics that coincide with the course calendar. Design these with the student in mind – this should be user friendly so as to reduce confusion and stress.

2. Determine how you will give students feedback.

- a) How will students get feedback from you? Students will upload assignments online and you will be able to provide written comments directly on the assignment.
- b) Think about adding a short quiz to *check for understanding* after a lecture video or reading. This can be done directly in Canvas/Catcourses or via Qualtrics (and add integrate the link).

3. Consider what you normally do in-class.

- a) Think about your learning outcomes and how you address these through in-class exercises or learning experiences. Keep these goals in mind as you think about how content will be presented; how you will check for/assess student understanding and uncover misconceptions or misunderstandings; how you might design some small group work for students to do collaborative activities or projects.
- b) This process should help you decide to utilize a *synchronous* (everyone online at a designated time, for say 30 minutes; say the normal class meeting time) or *asynchronous* (everyone works at their own speed and time) mode for learning. An asynchronous session can be held via zoom and then recorded. The recorded session will be a link that students can then access once you have uploaded this into the course or on the announcements page.
- c) You may want to consider adding an *online discussion* question in which all students post an initial response and an additional 1-2 responses to peers. Communicate that these are “instructional conversations” and therefore, they must add to what has already been communicated in the discussion – no credit is given simply for repeating what has already been stated.

4. Think about your planned assessments/tests.

- a) Low-stakes assessments, such as quick checks or quizzes, can be embedded into each weekly module. Higher-stakes assessments, such as papers, projects, etc. can also be uploaded as a “page” into the course module. There are a few ways to explore giving examinations online.. we suggest you visit the Academic and Emerging Technologies website for use of Canvas and you may also want to explore options noted at UC Davis’ Center for Educational Effectiveness website <https://keepteaching.ucdavis.edu/test>

Get Set

Attitude is Everything!! This will be different than teaching face-to-face, but you can take steps to personalize the educational experience and connect with your students online.

- Be positive and support students for whom stress under these conditions may be high.
- Reassure them that while this is a different way to learn, it has been highly successful for many students. Working with materials online actually provides additional opportunities to reflect, reexamine materials, engage in online office hours and discussions with peers.
- Remind students to set (or maintain their current) a study schedule. Working online requires discipline to show up to the Catcourse just as you would show up to a physical classroom.

Go

Tips for Successful Teaching

Be Present:

Students fear isolation and will often fall away if you do not maintain a constant presence in the class. You can do this by 1) posting regular announcements (tell them to check for these frequently), 2) emailing the group, 3) holding a *weekly synchronous* meeting via zoom at the same time as the regular class would have met, 4) setting up a discussion board, 5) providing regular feedback, and 6) holding virtual office hours -making yourself available online at the regular office hours held in your office.

Establish and Maintain an Online Community:

Just as in an onsite class, we must establish and maintain a community. Students need and want to feel connected to you and to their peers.

- Establish how you will maintain regular communication with the students.
- Create a set of agreements/expectations for online communication such as: use respectful and professional language in all communications; use scholarly writing (this is not texting your friends).
- Pay attention to who is and is not participating. Check student activity online each week; email any student who seems to be falling away.

Clarify Performance Expectations:

Students need even more clarity and direction in an online environment.

- Make sure to explain expectations in a live, synchronous meeting, post “expectations” or grading rubrics, and use virtual office hours to answer questions regarding assignments. Record all synchronous meetings so students can review or listen if they miss the session.
- Create a calendar of due dates for assignments and make clear how you will handle late work.
- Provide regular and specific feedback on all work. Time is of essence when it comes to feedback. The sooner -the better!