

# Presenting Content Online

TIDES Webinar - March 25, 2020

Keely Finkelstein, Kristin Patterson, Brandon Campitelli, Cynthia LaBrake

# **Bigger Picture Ideas to Keep in Mind:**

- 1.) Keep Solution Simple
  - Decide what is best / manageable for you, your students, and your course situation & go with that!
- 2.) Build in Flexibility:
  - Keep student considerations in mind.
- 3.) Make sure students have access to instruction / content in multiple ways, even if doing synchronous learning.

# Online Teaching: General Context

- Online courses are highly structured.
- Semester-long courses created with considerable advance planning and in a controlled environment.
- Instructional resources identified well in advance and with backups.
- Technology resources are tailored to support the functions of the online course.
- Students know they are taking an online course.

# Online Teaching: Spring 2020 Context

- Online courses are created under stressful conditions.
- Partially online (“hybrid”) courses created without advance planning and in an environment that is fluid.
- Resources identified quickly and without easily identifiable backups.
- University and general technology resources are not equipped to support a sudden, vast surge in online teaching and learning.
- Students were not planning to take online courses.

# Finishing the Journey:

- *Thoughts about your **classes**:*

- The same class you've been teaching so far
- Three to four weeks of instruction
- Quickly shifting deadlines and priorities will play a role in how you proceed
- **You're not alone:** You have help at UT and can make decisions
- Identifiable technology resources you can use.

- *Thoughts about your **students**:*

- The same students you've been teaching so far, capable and full of resilience
- Three to four weeks of instruction
- Quickly shifting deadlines and priorities will play a role your students' choices for the remainder of the semester
- **Students (undergraduate and graduate) may feel confused, depressed, and isolated:** They will respond differently or unpredictably (away from campus, support, their belongings and course materials, and friends)
- Unknown technology resources without identifiable or nearby help

*Courtesy of Matt Russell - UT FIC.*

# Best Practices for Course Design & Delivery:

## Recommended

### **Asynchronous Teaching and Learning**

Faculty create learning experiences for students to work at their own pace and take time to absorb/react to course materials; greater opportunity to ensure accessibility and equity

### **Use Canvas**

Create a course site that contains everything that students will reference or need at any time to complete the final weeks of the semester

### **Less is more**

Routine assignments likely take twice as long to complete at home because of unknown factors; prioritize and be realistic

### **Give explicit instructions**

Outline deliberate instructions (specifying time-on-task and length of time) to complete an assignment

## Avoid

### ***Only Synchronous Teaching and Learning***

Teachers and students meet online only in “real time” through videoconferencing tools as a means of direct instruction; many unsolvable variables for which faculty must account

### **Spread class across multiple platforms**

Point students to multiple locations to find what they need to complete assignments

### **Be unintentionally unrealistic**

Assign “class work” and “homework” every day and request students to complete according to short timelines

### **Be unclear and vague**

Communicate in lengthy paragraphs with instructions that are hard to follow and difficult to parse

# First Steps - decide which options are best for you & your class:

- *A Few Options:*
  - **Asynchronous** - Develop lecture content ahead of time and post to Canvas / other platform for students to work through on their own flexible timeline.
  - **Synchronous** - present and deliver a live lecture as you would in the classroom via Zoom.
  - **Hybrid** - some combo of both asynchronous & synchronous.

# Asynchronous Options & Tips:

- **Asynchronous**

- **PPT / Keynote / PDF slides for lectures:**

- Not recorded, but annotated, and posted
- Recorded / Narrated and posted (Zoom or Panopto)

[New Analytics](#)

[UT Canvas Apps](#)

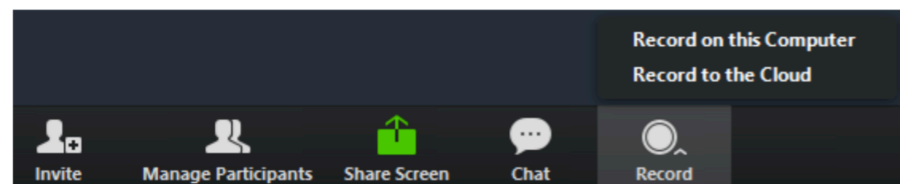
[UT Instapoll](#)

[Lectures Online](#)

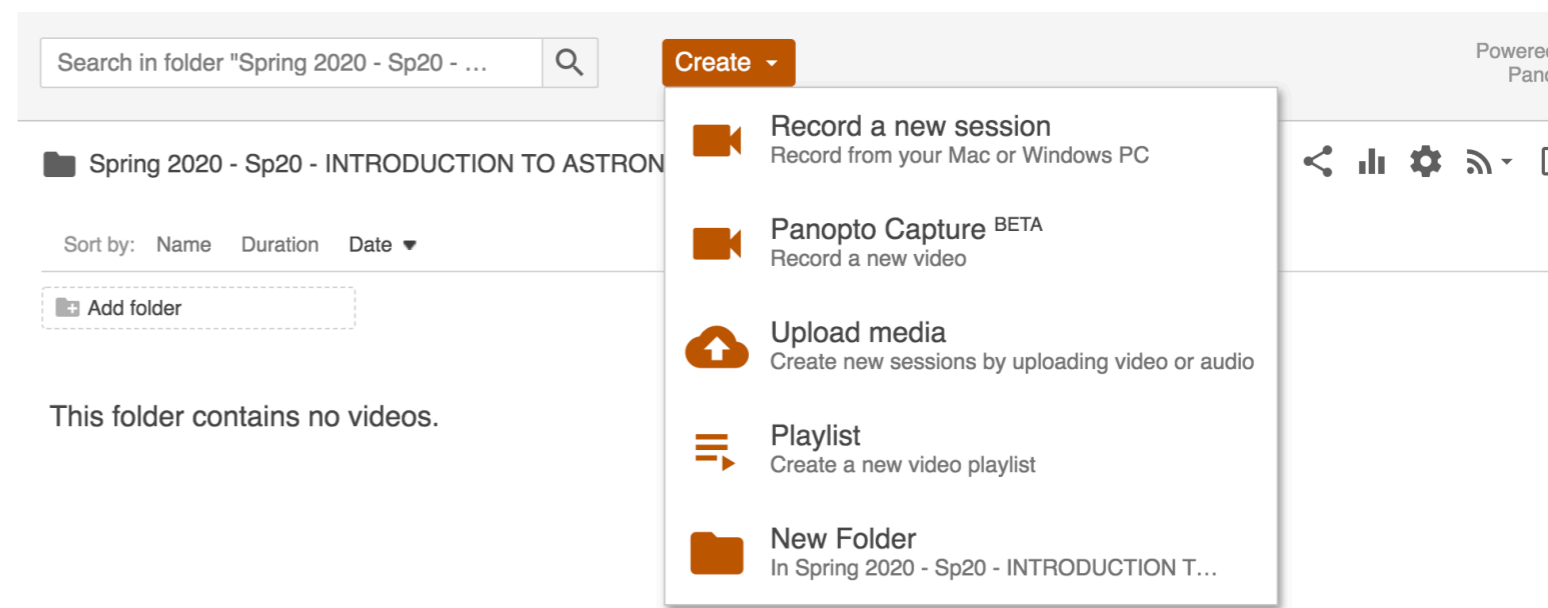
[Zoom](#)

**Panopto Video**

[Settings](#)



To stop or pause the recording, click "Pause/Stop Recording". Ending the meeting will also stop recording.



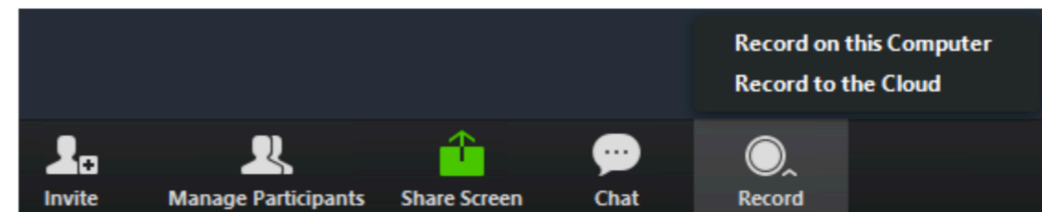


# Asynchronous Options & Tips:

- **Asynchronous**

- **Whiteboard style:**

- Use a doc cam, tablet, smart phone, or Zoom whiteboard feature - record & post
- Take pictures of content and paste in a document / presentation, annotate & post.



To stop or pause the recording, click "Pause/Stop Recording". Ending the meeting will also stop recording.



# Synchronous Options & Tips:

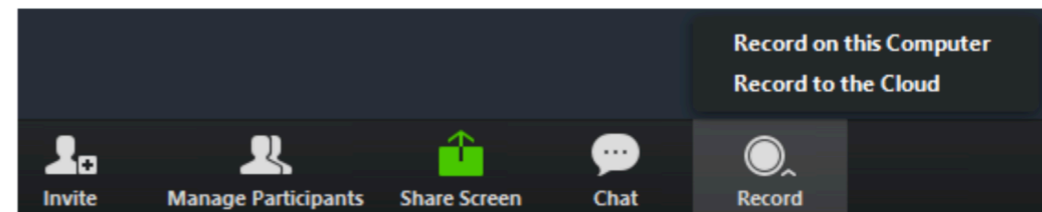
- **Synchronous Lectures**

- **PPT / Keynote / Slides lectures:**

- Present live lecture or discussion via Zoom - share screen
    - Recommend **recording presentation** and not making attendance mandatory for students whose schedules may no longer be fully compatible with class times.
    - In addition, post electronic copy of slides that you shared during live lecture.

- **Whiteboard style:**

- Use a doc cam, tablet, smart phone, or Zoom whiteboard feature - share screen.
    - *Demo tablet screen sharing*



To stop or pause the recording, click "Pause/Stop Recording". Ending the meeting will also stop recording.




# Synchronous Options & Tips:

- **Synchronous Class time for Group Work / Office Hours**
  - Use class time for open office hours, group work, or help sessions.
  - Zoom Breakout Room feature - Host can set these up.
    - Assign Co-hosts. Co-hosts (TAs) can switch between breakout rooms to help answer student questions, along with Host.
  - **Whiteboard / Share Screen:**
    - During breakout rooms, students can share screens, use whiteboard feature to work on problems together.

# Other Presenting Zoom Tips:

- **Annotate Feature:**
  - Some Pluses and minuses!
  - In Zoom Settings, under In Meeting (Basic) settings:

## Annotation

Allow participants to use annotation tools to add information to shared screens 



Modified [Reset](#)

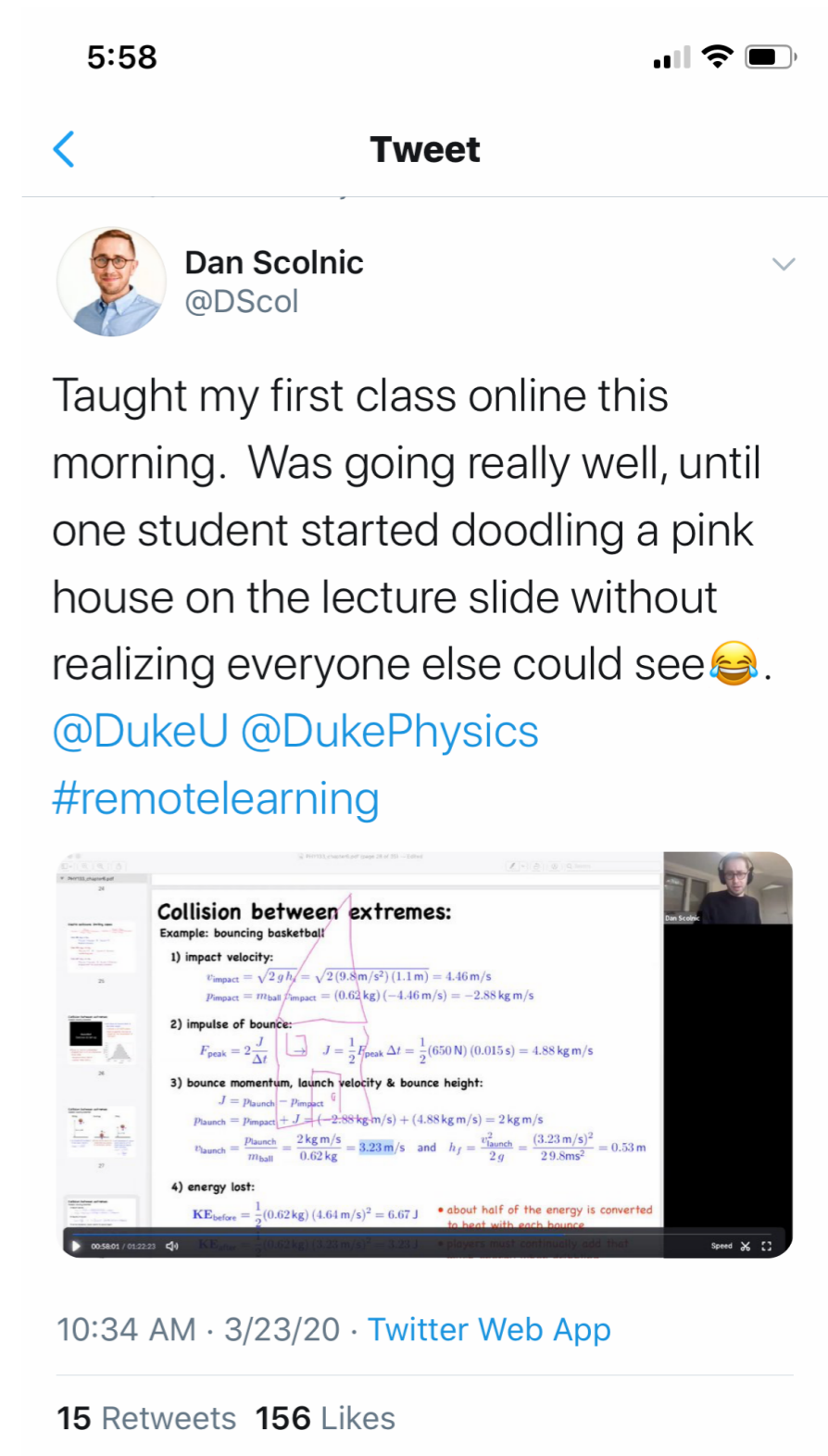
## Whiteboard

Allow participants to share whiteboard during a meeting 



Modified [Reset](#)

Auto save whiteboard content when sharing is stopped



Tweet your reply

# Questions / Discussion?

- Pause for questions / discussion on this part:

# Tips for Delivering Content in Canvas:

- **Modules:**

- Modules is a great feature to utilize, for organizing various content you will be sharing with students, such as:

- Files
- Pages (in Canvas)
- Zoom Recordings
- External Websites
- Assignments / Quizzes

Announcements

Assignments

Discussions

Grades

People

Pages

Syllabus

Outcomes

Modules

Conferences

Collaborations

Research Help

Scanning Services

Item Name	Completion Status
Read Over Course Syllabus - AST301_Spring2020_Syllabus.pdf	Complete
Course Overview Survey Jan 27   3 pts   Score at least 3.0	Complete
Course E-book: "Astronomy" by OpenStax - Click on link so you know where to find it!	Complete
Introduction - Chapter 1 - OpenStax - Web View link for Chapter 1 (read all of Chapter 1, Sections 1.1 - 1.9)	Complete
Powers of Ten	Complete
Module 1 Quiz Jan 27   4 pts   Submit	Complete

- Videos (external or embedded in Canvas)
- You can assign Pre-requisites to a Module (i.e. must complete all items in order; must complete certain item before moving on, e.g. to another module).
- DEMO - Canvas Screen share

# General Recommendations:

1. **Be authentic and empathetic**; respond to unfolding events at UT and with your students.
2. **Coursework should be a source of reliability and human connectedness** as you may well be the most reliable contact they have with UT.
3. **Use resources that are well established** and reliable, with UT support in place.
4. **Use synchronous tools (e.g. Zoom) selectively** and only for experiences that are not high stakes.
5. **Plan to communicate** and respond to communications from students more often than normal.
6. **Be transparent and seek feedback** from students.
7. **Students are resilient** and will adapt if you let them.



*Courtesy of Matt Russell - UT FIC.*

# Questions / Discussion?

- Questions / discussion on this part: