Instructional Continuity Webinar:
*Getting Up To Speed with Remote Instruction*

Spring 2020
Agenda

1. Introduction, overview, and objectives
2. Logistical considerations
3. Pedagogical considerations
4. Powerpoint presentations
5. Active learning and classroom management
6. Assessment
7. Next steps and support
8. Support links
Introduction, Overview & Objectives
Introduction - Webinar Series Co-facilitators

**Zachary Kornhauser, PhD**  
Senior Director of Assessment and Faculty Development  
Lecturer in Applied Analytics  
Columbia University, School of Professional Studies  
zk2124@columbia.edu

**Naureen Madhani, PhD**  
Associate Director of Faculty Development  
Columbia University, School of Professional Studies  
nm2628@columbia.edu

**Ariel Fleurimond**  
M.A.Ed, M.Ed  
Director of Instructional Design  
Columbia University, School of Professional Studies  
af2830@columbia.edu
Introduction - Webinar Series Co-facilitators

Domi Enders
Associate Director of Learning Resources and Educational Technologies
Columbia University, School of Professional Studies
d2354@columbia.edu

Matthew Emile Vaughan
Instructional Designer
Columbia University, School of Professional Studies
dm3470@columbia.edu

Jennie Johnson
Senior Instructional Designer
Columbia University, School of Professional Studies
jj2815@columbia.edu

Sheila Song
Instructional Designer
Columbia University, School of Professional Studies
ss5973@columbia.edu

Dave McAlinden
Instructional Designer
Columbia University, School of Professional Studies
dm3470@columbia.edu
Purpose

• The purpose of this webinar is to provide just-in-time support for SPS instructors to move a face-to face course into an online modality

• This webinar is focused on providing essential information for transitioning to remote instruction as part of a larger instructional continuity plan
Objectives

After completing this webinar you should be able to:

1. Identify key differences between face-to-face and remote instruction
2. Learn how to preserve core aspects of face-to-face instruction in the online space
3. Determine appropriate adjustments to presentations, activities, and assessments in the online modality
4. Identify the most effective online activity or assessment to achieve your pedagogical goals
Logistical Considerations
Communication

- Prepare students:
  - Make sure students are aware of all the changes that are to occur
  - Don't assume students are on email all the time; establish norms for how communications are to be sent out
- If your class requires peer-peer work, create expectations for how students are supposed to connect with one another
Communication (continued)

• Consider making a checklist of items that you need to communicate to your class including:
  • Course meeting logistics (e.g., tech requirements, how students participate)
  • Any changes to graded portions of course work
  • Changes to office hours or methods of communication
  • Expectations for “netiquette”

• Make sure that students can adjust to these changes; flexibility may be key
Pedagogical Considerations
Pedagogical Considerations

Sudden changes in modality can affect the following elements of pedagogy including:

- Syllabi
- Powerpoint and presentations
- Active learning and classroom management
- Assessments
Syllabi

**Note:** Your Student Learning Outcomes (SLOs) should **not** be changed; the course was approved to meet certain SLOs

- Instead, consider altering the means through which you might reach these SLOs
- For any adjustments that you make, ensure that your students understand that you are not requiring them to do “busy work”
Powerpoint Presentations
Powerpoint Presentations

Differences to consider between face-to-face and online

- Students are generally less willing to spend time attending to a ppt given over a virtual medium
- Online environments tend to be highly visual, so consider how much text you are putting on slides
- Be mindful of your pacing as students may not ask you to adjust it
Powerpoint Presentations (continued)

Strategies to consider:

• Encourage students to offer “feedback” using Zoom tools
  • E.g., raising hands, “go faster,” “go slower”

• Keep the chunks of the material shorter than in a face-to-face class
  • Be sure to take breaks when needed
  • Consider pre-planning your course structure
<table>
<thead>
<tr>
<th>Activity</th>
<th>Time (in minutes)</th>
<th>Information (if needed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the class/explanation of</td>
<td>15</td>
<td>Provides students with an understanding of what to expect</td>
</tr>
<tr>
<td>changes that may occur</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introductory question/scenario</td>
<td>5</td>
<td>Pulls students into the lesson</td>
</tr>
<tr>
<td>Content</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Quick poll</td>
<td>2</td>
<td>Check for understanding (Note: needs to be setup in advance)</td>
</tr>
<tr>
<td>Content</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Quick Poll</td>
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</tr>
<tr>
<td>Content</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Breakout activity with scenario</td>
<td>10</td>
<td>Students are presented with a scenario relevant to the course content that they</td>
</tr>
<tr>
<td></td>
<td></td>
<td>should address</td>
</tr>
<tr>
<td>Content</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Final “take home” lessons and exit ticket</td>
<td>10</td>
<td>Asks students to reflect on their learning from that class and to think about how</td>
</tr>
<tr>
<td></td>
<td></td>
<td>they might apply it to future classes</td>
</tr>
</tbody>
</table>
Powerpoint Presentations (continued)

- Ensure that the material you are covering on slides is apparent to students
- Avoid one-way conversations
  - Ask questions that spark discussions
- If possible, try to seek assistance with elements of hosting the course sessions
  - Utilizing Course Associates and/or TAs properly can pay huge dividends
Active Learning and Classroom Management
Active Learning and Classroom Management

Differences to consider between face-to-face and online:

• “Reading” students in online environments will be different
• Activities in the face-to-face space might not function the same in the online space and vice versa
• Instructors generally have less control over what students are doing in online classes
Active Learning and Classroom Management (continued)

Strategies to consider:

- Set ground rules and norms about expected behavior
- Utilize the native polling software within Zoom for temperature checks
- Try to preserve activities you would normally use

<table>
<thead>
<tr>
<th>Face-to-face activity</th>
<th>Online activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think-pair-share</td>
<td>Breakout room</td>
</tr>
<tr>
<td>Discussion-based class</td>
<td>Ask students to submit posts on Canvas and read the posts prior to class</td>
</tr>
<tr>
<td>Participation among all students</td>
<td>Chat feature or Breakout rooms with assigned roles or Zoom polling</td>
</tr>
</tbody>
</table>
Assessment
Assessment

- **Note:** Consider the impact that any change to assessments would have on SLOs

- Differences to consider between face-to-face and online:
  - Timed, closed-book assessments will need remote proctoring
  - Group work can look very different across modalities
  - Quick temperature checks conducted online will leverage other interactive tools to gather the same type of data.
Assessment

Strategies to consider:

• Be flexible with exam format, but focus on measuring the same skills to the extent possible
• Consider whether you can accomplish your aims through lower-stakes quizzes rather than just high-stakes assessments
• Consider creative assessment methods
## Creative Assessment Approaches

<table>
<thead>
<tr>
<th>Assessment type</th>
<th>Alternate approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/discussion</td>
<td>Canvas’ Discussion tool</td>
</tr>
<tr>
<td>Participation/discussion</td>
<td>Email threads; for larger classes use email threads with accountability to the instructor</td>
</tr>
<tr>
<td>Participation/discussion</td>
<td>Zoom calls; Big Blue Button for student-student meetings</td>
</tr>
<tr>
<td>Real-time peer feedback</td>
<td>Use Google docs instead of hardcopy paper</td>
</tr>
<tr>
<td>Presentations</td>
<td>Pre-record presentations over canvas</td>
</tr>
<tr>
<td>Presentations</td>
<td>Students submit a script in lieu of the presentation itself</td>
</tr>
<tr>
<td>Exams</td>
<td>Canvas’ quizzing tool; open book exams</td>
</tr>
<tr>
<td>Timed exams</td>
<td>Submit prompts by email and give students a certain amount of time to respond</td>
</tr>
</tbody>
</table>
Tips for Maintaining Your Own Sanity

• Prepare to be flexible
• Start working with the tools you already know
• Reach out and ask questions
  • cusps.zendesk.com
• Manage your communications load
Next Steps and Support
Next Steps - Requesting Disability Services

- Do not hesitate to contact our Office of Disability services for any specific needs you or your students might have: **212-854-2388** or **disability@columbia.edu**

- If you anticipate that you will require accommodations due to these measures, we encourage you to register with Disability Services ([https://health.columbia.edu/services/register-disability-services](https://health.columbia.edu/services/register-disability-services)) as soon as possible. The registration-review process can take up to three weeks.

- Be sure to consult ODS if you have an accommodation need that needs to be expedited.
University Response to COVID-19

The University’s COVID-19 website has up-to-date information on all University policies and resources:

https://www.columbia.edu/content/coronavirus

Beginning on March 9, 2020, Columbia Health’s COVID-19 phone hotline will be available for questions from 9 AM to 5 PM ET, Monday-Friday:

212-854-9355.
Next Steps

1. **Distribute the Student Guide to Remote Learning:** You’ll find [this guide](#) attached to email from Senior Associate Dean, Dr. Erik Nelson, dated March 10, 2020.

2. **Email your students:** Be sure to provide clear instructions on how to access your class and enter Zoom (sample language attached to email mentioned above).

3. **Find your course site:** Navigate to [https://courseworks2.columbia.edu](https://courseworks2.columbia.edu). Log in with your UNI and password. You will be taken to your Canvas Dashboard, where you will find links to all of the courses you are enrolled in. Your course content, assignments, exams, readings, and discussions have been transitioned online, and are available on your site.

4. **Check to see if you can access Zoom for your class:** Please follow the directions in the *Student Guide to Remote Learning* and read the directions for *Attending Virtual Class Sessions*.

5. **Prepare prior to your scheduled class:** We recommend consulting this [Remote Instruction Guide for Faculty](#) and attending additional training opportunities available over the next two weeks. Attend an upcoming *"Remote Instruction: General Q & A" webinar* if you have any final burning questions.
Support Quicklinks

**Online Pedagogy, Canvas & Zoom Training**
All inquiries: cusps.zendesk.com
Training: https://calendly.com/cusps-online
Consultations: https://calendly.com/cusps-id
Toll free number: 1 (844) 654-9872

**Faculty Inquiries & General Pedagogy**

**Disability Services for SPS Community**
Office of Disability Services (ODS)
disability@columbia.edu