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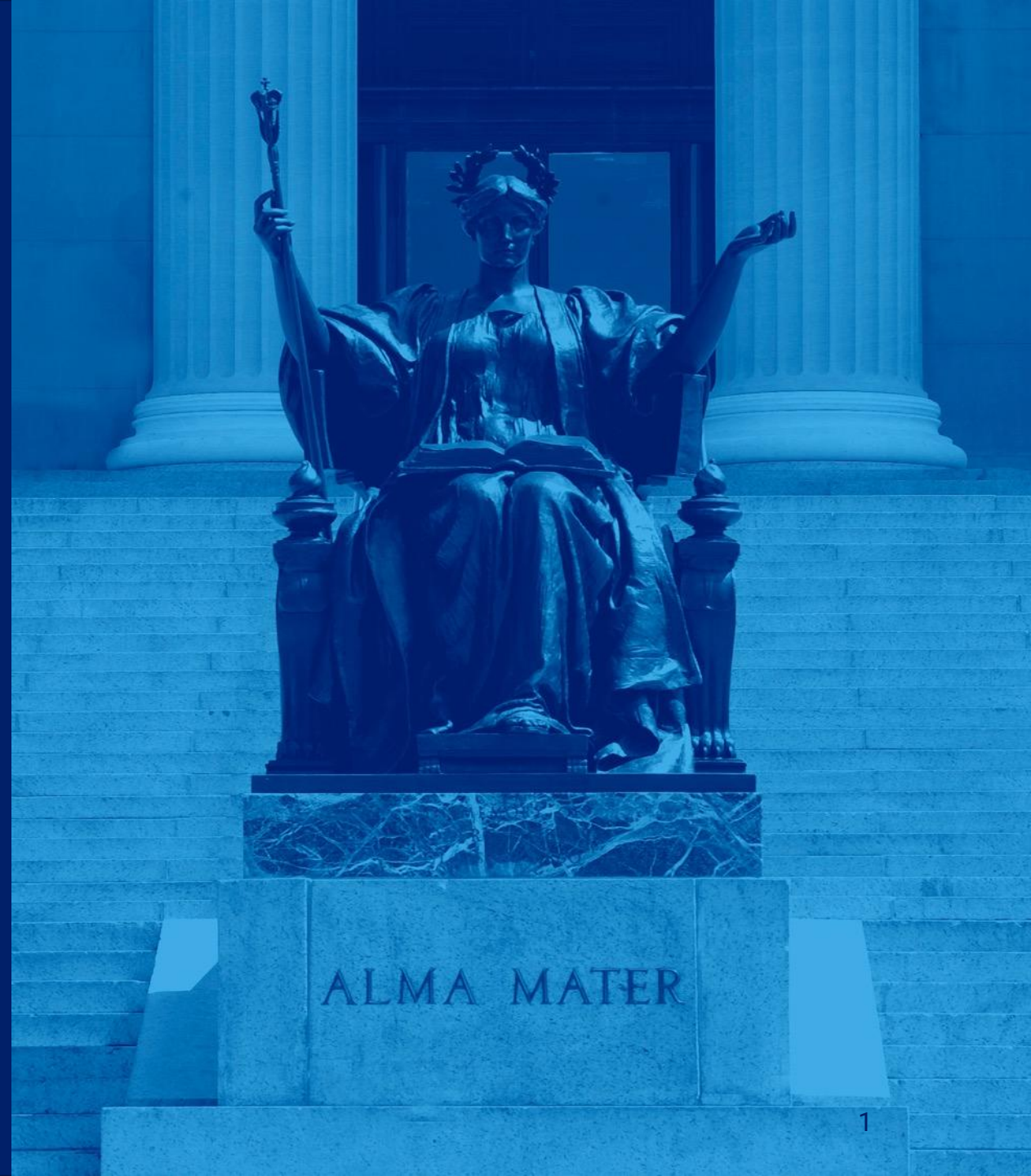
Instructional Continuity
Webinar:
Getting Up To Speed with Remote Instruction

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

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Introduction - Webinar Series Co-facilitators

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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

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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

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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

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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

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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

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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

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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

Activity	Time (in minutes)	Information (if needed)
Introduction to the class/explanation of changes that may occur	15	Provides students with an understanding of what to expect
Introductory question/scenario	5	Pulls students into the lesson
Content	10	
Quick poll	2	Check for understanding (Note: needs to be setup in advance)
Content	10	
Quick Poll	2	Check for understanding (Note: needs to be setup in advance)
Content	10	
Breakout activity with scenario	10	Students are presented with a scenario relevant to the course content that they should address
Content	10	
Final "take home" lessons and exit ticket	10	Asks students to reflect on their learning from that class and to think about how they might apply it to future classes

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

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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

Face-to-face activity	Online activity
Think-pair-share	Breakout room
Discussion-based class	Ask students to submit posts on Canvas and read the posts prior to class
Participation among all students	Chat feature or Breakout rooms with assigned roles or Zoom polling

Assessment

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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

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

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

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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) 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. 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

Consultations: http://bit.ly/FA_consult

Disability Services for SPS Community

Office of Disability Services (ODS)

disability@columbia.edu