# March 17, 2020

# Webinar ONline Google Doc

# Emerging Strategies for Covid-19: Discussion and Resource Sharing

**March 17th Webinar and Discussions**

[**1. Current resources at https://keepteaching.ca/**](file:///C:\Users\jay\Downloads\_EDC%20Co-Curated%20COVID%20Resources%20and%20Strategy%20Resources.docx#_r1v8icls5hig) **1**

[Suggestions for Institutional Resources](file:///C:\Users\jay\Downloads\_EDC%20Co-Curated%20COVID%20Resources%20and%20Strategy%20Resources.docx#_pcqdgrqtgl2g) 1

[Suggestions for Teaching and Assessing](file:///C:\Users\jay\Downloads\_EDC%20Co-Curated%20COVID%20Resources%20and%20Strategy%20Resources.docx#_efqoqbobpc68) 1

[Suggestions for Well-being](file:///C:\Users\jay\Downloads\_EDC%20Co-Curated%20COVID%20Resources%20and%20Strategy%20Resources.docx#_vm4e65jekj1k) 1

[**2. Discussion Questions**](file:///C:\Users\jay\Downloads\_EDC%20Co-Curated%20COVID%20Resources%20and%20Strategy%20Resources.docx#_k8w2nzaout00) **2**

[1. Communication](file:///C:\Users\jay\Downloads\_EDC%20Co-Curated%20COVID%20Resources%20and%20Strategy%20Resources.docx#_5fxtikke96vz) 2

[2. Moving Online](file:///C:\Users\jay\Downloads\_EDC%20Co-Curated%20COVID%20Resources%20and%20Strategy%20Resources.docx#_pt8hogukbgmv) 2

[3. Assessment](file:///C:\Users\jay\Downloads\_EDC%20Co-Curated%20COVID%20Resources%20and%20Strategy%20Resources.docx#_pb3701p3l7rp) 2

[4. What needs are on the horizon?](file:///C:\Users\jay\Downloads\_EDC%20Co-Curated%20COVID%20Resources%20and%20Strategy%20Resources.docx#_lz8d0myxr23i) 2

# 1. Current resources at <https://keepteaching.ca/>

The current version there with additions since this document.

## Suggestions for Institutional Resources

* Chronicle of Higher Education has a [private Facebook group for campus officials](https://www.facebook.com/login/?next=https%3A%2F%2Fwww.facebook.com%2Fgroups%2Fhigheredandcoronavirus%2Fmembers%2F%3Futm_source%3DIterable%26utm_medium%3Demail%26utm_campaign%3Dcampaign_1075415%26cid%3Ddb%26source%3Dams%26sourceId%3D298146)
* [Tracker of latest developments](https://www.chronicle.com/article/The-Coronavirus-Is-Upending/248175), Chronicle of Higher Education updated frequently since March 3 posting.
* [Riipen.com](http://www.riipen.com). Platform enables work-integrated learning, co-op, and internships to occur entirely online and are offering free for the 2020 spring and summer quarters/terms to post-secondary institutions.
* Not sure where to put this - [Pandemic Pedagogy Facebook group](https://www.facebook.com/groups/2528669267346197/)

## Suggestions for Teaching and Assessing

* Teaching online - [How to look professional on camera while suddenly working from home?](https://depictdatastudio.teachable.com/p/look-professional-on-camera/) (free online “course” video) by Ann Emery who teaches data reporting. “Suddenly working from home? With barking dogs and screaming kids? With less-than-desirable tech equipment - or none at all?”
* Microsoft office Stream software to easily post a link of voice over power point presentations - easy to share material that would typically take a lot of “space” (large files).
* [Rethinking Your Final Assessments](https://docs.google.com/document/u/1/d/1Uea3ciVurB0opIvs-vdZyOPllTw9RNOeZYdPLT_vNy4/edit?usp=sharing)
* <https://docs.google.com/document/d/1Zea87K6PbK8e-tLDERzgsnn2-NkUqiEuay7JiMh9EQ0/edit#heading=h.788il6r0zf5x>
* [Assisting students with limited access to technology](https://docs.google.com/document/d/1PPdddMfakilbmWhmVVX09Eh_7S2XVtQuFc9hnVwEZlQ/edit)

## Suggestions for Well-being

* [Free digital concerts](https://www.digitalconcerthall.com) by the Berliner Philharmoniker Digital Concert Hall
* [Please do a bad job of putting your courses online](https://anygoodthing.com/2020/03/12/please-do-a-bad-job-of-putting-your-courses-online/comment-page-1/) by Rebecca Barrett-Fox
* [A Pause for your Wellness](https://drive.google.com/file/d/1k9TzYRkrdxCfAiE9htRSDLXbOkdPkdAX/view?fbclid=IwAR06rQmBYzBCteFfRNDJIiAZ7w1uqhQ1YqppSmsBNs0YrgwP9ukoAGjBncI) Kristin Kiely
* [Keep it human](https://twitter.com/ProfRavioli/status/1237678444072361984) - Twitter thread

# 2. Discussion Questions

## 1. Communication

a. How are you communicating with other support groups/leaders on campus?

* (from the institutional perspective) - lots of working groups in functional areas (e.g. academic continuity, business continuity, etc. - these groups include reps from all academic divisions as relevant - using Teams and SharePoint as tools
  + Daily calls with these groups, briefing notes get sent to institutional leadership
* Microsoft Teams, email and text - same and I’m learning to be online more!
* Microsoft Teams, Skype, Email
* Email But also phone when needed
* WebEx, MS Teams, Slack depending on group. Email. Bit of phone.
* Some in-person meetings still - until we move remote for all non-essential
* F2f, slack, email, shared dox, Blue Jeans

We have a pyramid: a central Emergency coordinating committee that has subgroups

* We’ve set up google cal to book online consultations
* Microsoft Teams, Email
* Email, Slack; when we need something sooner rather than later we are using texts

b. How are you communicating with your faculty?

* WhatsApp :) often I send voice notes and they share with others in their department
* Microsoft Teams (video conferencing) and email
* Bongo (embedded in D2L as Virtual Classroom at our place), WebEx, email, sometimes Zoom and Facetime and Skype but depends on them
* Colleagues are simply calling each other to give support and talk each other through new tools and strategies we find are working.
* Google docs so we can keep updating
* Zoom consultations and webinars/forums
* Resources posted on institutional Intranet (how-to videos)
* Centralized website
* E-mail
* Teams, email and postin
* Wechat
* Skype
* Zoom
* Teams and holding one-on-one with faculty through Teams chat, posting resources on website and Sharepoint
* Phone calls

Development of website with instructional strategies for online teaching

* Few F2F (keeping the social distancing)
* Blackboard Collaborate, Microsoft Teams, Email, In person with social distancing
* Email, phone, Bluejeans
* calmly
* Phone voice messages forwarded to email to receive them remotely
* Central website with formal messaging and FAQ
* BBB (Big Blue Button) through Canvas
* We have 1:1 or group support for faculty through webconferencing (we’re using BB Collaborate Ultra). Instead of F2F drop ins, we have a virtual room open during all business hours for drop ins, plus scheduled webinars on topics related to teaching online.
* Triaging faculty requests into short-term (3-5 days); moderate (6-10 days); long-term (spring semester)
* Microsoft Teams, email, phone

c. What are you recommending faculty communicate to students?

* Inviting students to be in touch with faculty and share concerns - being accommodating to students needs and pushing back all submission deadlines to give space to learners - some synchronous learning, but also a lot of asynchronous-- many uni students are now home with children. A full seminar online might be difficult to access for them.
* Blackboard, Blackboard Collaborate, Teams, Email
* Flexibility, asynchronous as much as possible, synchronous for small groups and record
* Somewhat unrelated, but we have an online system where both faculty and students can ask questions and those get triaged to relevant institutional working groups
* Through LMS - Brighspace
* Clarity about assessments
* Students and faculty anxiety re assessments
* Options to connect if they do not have computer/internet at home
* “We are all learning together how to cope with this, and our cognitive / emotional loads are all understandably high, so it’s hard”
* Our faculty have been provided with options for completing the term and have been asked to determine the best option for students in their specific course and to communicate this to students before the end of the week.

d. What questions or problems are you facing that you would like to raise?

* Tenure track and term faculty - worried about later repercussions for review committees when being reappointed.
  + Some concern about retaining course evaluations and getting bad results
  + ***We are offering faculty the option not to have their winter 2020 term evaluations included in their official file if this is a concern***
  + ***More concerned with inconsistency- my university is giving us choice - but what happens when some choose to and some choose not to? Should it be the university’s responsibility to unilaterally cancel this?***
* A student is moving back to China and will be in quarantine for the rest of the term. I am being entirely accomodating to let him complete course work early, but this is very upsetting. I am worried for him. I will miss the students - we did not have our normal closure (maybe this moves to the well-being section).
* I feel the same about lack of closure and good-byes. You build up relationships throughout the semester, and all of a sudden they’re severed
* How to influence/convince faculty resistant to the idea that alternative assessment (beyond timed, in-person MC testing) works/can be better
* Faculty understanding that they don’t have to replicate what they would do face to face online and keeping things simple for students  
  (Yes! This above!)
* **Lots of concern about assessment, how to deal with plagiarism, how to do lab assessment, performance assessment, <this!!!!**
* Faculty who don’t know how to use tech and so they struggle with making change to assessment
* We just announced that final exams will not be face to face; people are figuring out how to deal with this.
* Overenthusiastic designers and support units that think folks can get good at this in a matter of a week, a day, or even a couple of hours. (not so much here but I’m hearing it around from friends and have seen it at other places)
* How to support the idea that “good enough” or not even good enough is gonna have to be good enough [HEAR HEAR!!]
* Concern about academic honesty
* What if students don’t have access to ed tech when they go home?
  + Yes! This! And also, they are overwhelmed with caring activities, too
* Moving labs/practicums online
* What about students for whom campus is a safe space - how do we support those who may be facing challenges in their home environment?
* Equity concerns when some students don’t have the means to connect
* Similar to above: libraries in our city have just closed--what will students who relied on libraries for computers/internet do?
* How do we respond to faculty associations that insist teaching online is an issue of academic integrity?
* Concern about Ss who don’t have access to technology. Some students only have phones and use data.
* Concern about Spring & Summer teaching - as adjunct faculty I depend on it
* Copyright concerns make faculty not want students to download videos they make

## 2. Moving Online

a. What strategies will help instructors move content online?

* Simplifying what they are doing, encouraging them to focus on the essential knowledge and skills that students need rather than trying to do everything they had planned
* Use what’s familiar, simple, and what’s supported centrally (that’s been our message at Keep Learning site at Waterloo) (obviously not all that is supported centrally is either familiar or simple, necessarily, lol) (but it generally relieves people to know they aren’t being told to learn a heap of new tech)
* Try to encourage faculty to check analytics of LMS to see if there are students who seem not able to access the content

b. What kinds of supports are you providing?

* Workshop training (by faculties and individual)
* Extended hours (evening and weekend) +1
* Virtual consultations
* Workshop training f2f and online; helpdesk; emphasis on letting the pedagogy drive it, and not the bells and whistles of the technology
* Gave students my cell phone number and told them to call or text me between 9 - 5 on weekdays. They are and it is helping - general social / emotional support and course logistics.
* Resources on our website and sharepoint, phone in office hours with faculty, short reassuring videos for faculty (e.g., turn on the webcam and give a few specific steps for faculty) rather than text only; text is overwhelming at times

c. What questions or problems are you facing that you would like to raise?

* How to send/teach without internet access?
* How to keep internet access (computer labs) open?
* Final exam options/assigning grades

## 3. Assessment

a. What resources can help people think about alternative assessments?

* Sharing resources and offering Blackboard Collaborate sessions, Respondus Exam Builder, Lockdown Browser and Monitor
* Talking about alternate modes of assessment / UDL
* Creating resources on take-home exams -- need resources for students as well since this format may not be familiar to them
* Webinar and a table on our website
* 24-hour take home tests
* d2L limited time exams, with randomization and Faculty available on Zoom for any inquiries about the test.
* I think bring faculty together to brainstorm
* Oral Exams using Zoom (small courses)
* Listen to students
* For Seminars / group projects the students will be asked to submit 3-min voice over PowerPoint presentations, with a graded discussion board associated with it for peer feedback.
* Should it be useful, the tools created by Cogneeto (peerScholar and mTuner) are available at no cost during this crises … <https://staging2.peerscholar.io/> (we may need to share support challenges depending on scale … but training for local support is available). mTuner does support online assessment for multiple-choice, peerScholar could be used for the assessment of qualitative work.
* Portfolios
* Peer Assessment (6 is the number for reliability…)

b. What questions or problems are you facing that you would like to raise? (Expect questions about academic dishonesty, academic integrity??)

* Do you all have a grade option of incomplete? That might take some pressure off.
  + We have given faculty the option to use aegrotat standing (using the current mark earned to date) if they feel that is the best option for their course.
  + Some courses may be graded as credit/no credit
    - Seconding this - students have the option to decide this for themselves
* Pass/Fail
* I am teaching a 4th year class, where students have been giving 1 hour group presentations. Six out of 10 groups have presented. What do I do about the other 4 groups?
* **How is assessment being done for health Practicums? (especially in circumstances where they are disrupted/stopped prior to their conclusion due to COVID-19)**
* **How closely are campus checking identity for final assessments this term?**
* Many are accepting that it will be imperfect

## 4. What needs are on the horizon?

* We started looking ahead to today to spring /summer term planning (what courses were supposed to be offered intramurally and online, what could be moved online, etc.) -- agreed
* Focusing now on getting Winter Term completed but also planning for Online delivery for Spring Term and how to prepare faculty for teaching online for a whole semester...this is different than helping people get through winter semester.
* Also thinking ahead to Fall 2020. Not to be alarmist. Things might well look different on our campuses for quite some time.
* Considerations around multilingual students- how/ when are international students going to get here? Are they going to get here?
* Determining how to deliver CTL services and support after today and ongoing
  + How to keep staff morale up when they are working from home ← Same here. We just moved to working remotely and I’m particularly concerned about this at the moment (among many other concerns)
  + Having online resources - so can direct people to self-help
  + Having virtual office hours - for now from 9-5, and with some extended hours until 9pm during the highest days of transition
  + Considering having group team meetings for the CTL that will be virtual to check in
  + From the POD webinar, someone suggested virtual coffee time for staff -- once things are a little less frantic, this might be a good option
* What are institutions planning for student evaluations or feedback on teaching (SET/SRI/Course evaluations etc.)?
  + McGill language around course-evaluations: 1) Some instructors are concerned that they themselves may be penalized in student end-of-course evaluations of them/their courses given current disruptions to teaching activities. To address this, the University has decided that, for the purposes of merit, reappointment, and tenure, instructors may decide that their course evaluations for Winter 2020 will not “count” in their performance assessments. That is, instructors can include these results if they think it will help their file, but may set these results aside if they feel that the current situation has caused so much disruption/uncertainty that their inclusion would be unfair.
  + Laurier: winter term evaluations will run as planned but faculty have the option not to have these included in their official files.