Approaches to Teaching Remotely

OPTION 1: Shifting classes live with Collaborate

Small discussion-based classes or for large lectures especially if there is a moderator that will field questions posed in the chat space.

Pedagogical Recommendations

- Use slides and screen sharing within Collaborate to make sure discussion questions are visible to students who may have a slow Internet connection or who may struggle to hear the audio for the initial question.
    - On your first slide, display an agenda at the start of the class session so that students know what to expect of the shared time together.
- Use the chat (bottom of your screen).
    - Moderate discussion, i.e., "call on" a student with a comment to speak, to help them break into the conversation.
    - For larger classes, assign a student to moderate the chat and make sure important questions and comments are addressed. Even for smaller classes, it may be worthwhile to ask a student (or two) to take on special roles as "chat monitors" to voice if there are questions that arise that the instructor has missed.
    - You might use the chat to troubleshoot technical problems. For example, if a student is having trouble connecting via audio or video, the chat might be a space for you as the instructor or for fellow students to work together to problem-solve. This may, again, be an opportunity to assign a student to a special role, especially if you have students eager to help on the technical aspect of things.
    - Consider making questions available via Blackboard so that students can access the questions if they can't see the screen or their internet connections is slow.

Accessibility Suggestions:

- For students who are blind or have low visibility, narrate the material that you're displaying visually on the screen. Just as you might read materials aloud in class, read screen material that you share on-screen just in case students are not able to see essential text.

OPTION 2: Pre-record your Lectures with ECHO360

ECHO360 is already installed in your TAMIU computer and maybe also installed on your personal computer. An easy to follow guide can be found in this Quick Start Guide.

Pedagogical Recommendations

- Keep videos short and lively. It is often harder to focus on a video than on a person! Check out some tips for creating lively short online videos from online educator Karen Costa.
- Test your microphone to make sure that you have good sound quality. Consider using a headset with an external microphone to capture better audio.
- Consider ADA compliance. Automatic closed-captioning is not perfect. Speak clearly and not too quickly to make the content as accurate as possible. If using a tool other than ECHO360 for recording your lecture, consider uploading your videos to YouTube to take advantage of their automatic (though not perfect) closed-captioning.
- Integrate interaction with the lecture material. You might consider setting up a Blackboard discussion board with some specific questions, using a quiz, or setting up a chat session for a text-based live discussion.

Adapted from (n.d.). Going Online in a Hurry: What to Do and Where to Start Retrieved March 16, 2020, from https://www.chronicle.com/article/Going-Online-in-a-Hurry-What/248207

OPTION 3: Skip the Video, Upload Content to Blackboard

Many online courses do not have a video component at all. If you are not sure you have the right equipment and are uncomfortable with the tech setup, this might be a good option, at least for the short-term.

Pedagogical Recommendations

- **Annotate your slideshow** with notes and share this with students through Blackboard
- **Set up a discussion for students in Blackboard**. Use specific, structured questions, and let students know expectations for their responses.
- **Share links to outside resources.** Encourage students to watch videos, read articles, etc.

Office Hours

Set up virtual office hours to meet with students through Collaborate using your WebCam. Make sure you post this information in a predominant area in your course or send your virtual office hours in an email to students.

Student Presentations

Pedagogical Recommendations:

- If students are sharing their presentations **synchronously:**
    - Ask students to use **Collaborate to give a live presentation for their peers.** Instructors can control the role of students (from participants to presenters) within the meeting room, which will give students the ability to share their presentation.
- If students are sharing their presentations **asynchronously*:***
    - **Create a** VoiceThread Assignment to collect student presentations. Students will be able to upload a presentation and present using video or audio comments (including phone audio).
    - **Ask students to record themselves at their screen**, using a web camera, the built-in microphone on their computer, and screen sharing software combined to capture both their faces/persons as well as the slides on the screen.
        - Collaborate and Screencast-o-matic can be used for audio/video recording in this capacity, as can Quicktime (on Mac only).
        - Voiceover narration in slidedeck creation software can also be used via Keynote (Mac), PowerPoint (Mac or PC), or Quicktime (Mac).
        - **Students can save their final recording file and upload it to Blackboard Assignments,**
            - **If students submit the recording via Blackboard Assignments**, the file will only be visible to the instructor. **If students submit the recording via Blackboard Discussions**, the file will be visible to the full class community.
                - If using Discussions, students can use an audio-video recording tool built directly into Blackboard to record audio-video content. Note that with this tool, only the students' web camera content will be recorded and saved, not the students' screen. Given this constraint, a short reflection or oral presentation without slides or visuals would be most appropriate for recording with Blackboard's recording tool.
            - **If students submit a recording saved in their One Drive,** make sure to share these instructions with your students on how to upload a video from their One Drive.
        - **If students do not have access to a laptop computer or webcam**, they can also use the voice memo feature on a phone to record audio, save audio files, and upload the audio files to their One Drive or Google Drive.