

Remote Academia 2020 Slack Doc

[Join the Remote Academia Slack Here!](#) If you have issues, contact [Anne](#), [Ross](#), or [Shaanan](#).
[Remote Academia Slack](#)

***We are currently running an academic survey on educator use of remote learning tools.
See [below](#) for details!***

What's this all about?

The Remote Academia Slack was created to provide a central resource for educators to share resources and experiences about remote learning in response to COVID-19.

General Slack Info

- **Getting Started**
 - If you're new to Slack, [see Slack's setup information and general overview here](#)
 - Click on the workspace name at the top left and hit "Profile and Account" to edit your profile.
 - It's helpful to add your name and institution for others when chatting,
 - Type "/mute" in a channel to disable unread notifications.

Channels

- **Shared Channel:**
 - #remote-education-network - This is a special multi-workspace channel that can be integrated with your existing university Slack workspaces. Posts can be easily shared to and from your existing workspaces.
 - Note this is a beta Slack feature! More info coming soon. If you'd like to hook #remote-education-network into your workspace, please contact the admins listed above.
- **Default channels:**
 - #ask-questions: questions about all aspects of remote teaching
 - #general: articles, ideas, lessons learned
 - #introductions: introductions from new members
 - #announcements: updates about this Slack workspace
 - #random: jokes, memes, and other fluff
- **Separate:**
 - #equity - f issues of equity and access, including handling student disabilities and accommodations
 - #news: news articles related to remote education or pandemic responses
 - #surveys: requesting participants for your survey
 - #student-chat: hangout space for grad student teachers.
 - #slack-tips: help with this Slack workspace

Community Rules

1. Treat others with respect! You may report instances of harassment to one of the three admins (at the top of the doc).
2. Self-promotion. You are allowed to post tools or materials that you've created yourself provided they are free of charge. Advice and personal experiences are also allowed. You are **not** allowed to promote yourself or your brand at face value, or promote tools/materials that you are charging for.

Zoom Meetings

Meetings are held weekly on Fridays at 1pm EDT. [Join the calls here!](#)

1. 3/13: Welcome & General Advice
2. 3/20: Humanities and Social Sciences

[Meeting Agendas](#)

Remote Academia Survey

As many of us have used this platform to express concerns about the use of digital and video platforms, we thought it would be helpful to better assess the prevalence of particular platforms and the reality of privacy and security practices and concerns. We invite you to participate in a brief survey and will share aggregate results here, as well as incorporate them in an interdisciplinary study of these platforms, as described on the informed consent screen which precedes our survey. The survey is available here:

https://princetonsurvey.az1.qualtrics.com/jfe/form/SV_bjUv0eBErmGcLJ3

We'd love your participation!

Resource List

This doc is an open and actively monitored resource. Please add links you find useful. We won't hesitate to restrict edit access if needed.

[School Policy/Shutdown Tracker](#) [Alternate Academic Conference Cancellations](#)

- [Help! I have to suddenly teach online! What should I do?](#)

- [Pivoting to Remote Teaching Quickly](#)
- [Please do a bad job of putting your courses online](#)
- <https://ohs.stanford.edu/how>
- <https://www.chronicle.com/article/Going-Online-in-a-Hurry-What/248207>
- [Being Present in your Online Course](#) (UC Davis)
- “Being Present” [Instructor Interaction Statement Examples](#) (Washington State U)
- [A quick guide to online teaching](#) (Thanks Quinnipiac U)
- [Holding Virtual Office Hours](#) (Thanks Annie Soisson)

Discipline Tips

- Studio (Dance, theater, music, art)
 - [Considerations for Moving University Dance Classes Online](#)
 - [Guide to Remote Music Education](#)
 - [Facebook Group for Music Education](#)
 - [Online Art & Design Studio Instruction in the Age of ‘Social Distancing](#)
- [The Ultimate Guide to Virtual Museum Resources, E-Learning, and Online Collections](#)
- [How to Quickly \(and Safely\) Move a Lab Course Online](#) (The Chronicle)
- [Moving a physical computing course online](#)

Instructional Time and “Regular and Substantive Interaction” Guidelines

- [Instructional Equivalencies Chart \(Albright.edu\)](#)
- [Credit and Contact Hour and Instructional Equivalencies Guidelines \(Valdosta.edu\)](#)
- [Substantive Interaction Definitions](#) (to distinguish between online and “correspondence” learning)
- [Luther Rice College and Seminary Guide to Regular and Substantive Interaction in Distance Education](#)
- [Regular and Substantial Interaction in Online and Distance Learning](#)

Financial Aid Eligibility

- [If you want to keep receiving your federal student aid, make sure you stay eligible.](#)

Assignment Ideas

- <https://twitter.com/NaomiRendina/status/1235407181048164353>
- <https://twitter.com/TimothyASu/status/1237163424284459010>
- <https://www.philsimon.com/blog/communication/using-slack-in-the-classroom-a-case-study/>

Experiences & Examples

- [Online teaching in response to student protests and campus shutdowns: academics’ perspectives](#) (SpringerOpen, South Africa 2015-2017)
- <https://twitter.com/Jessifer/status/1237387013332099072> - Course Designed Around Remote Learning
- <https://twitter.com/DistributedDave/status/1237488747899478017>
- <https://twitter.com/heydebigale/status/1237087795094507523>
- <https://twitter.com/alanakennedy808/status/1237491713679060998>

- <https://twitter.com/andrewheiss/status/1238165644941680641?s=20>

Facebook Groups

- [Online Art & Design Studio Instruction in the Age of 'Social Distancing](#)
- [Higher Ed and the Coronavirus](#)
- [Pandemic Pedagogy](#)
- [Online Teaching Tips for the Plague-Averse](#)

Tools

- [Student Matcher](#)
- [Berkeley CS61A Office Hour Queue System \(includes matching for video calls\)](#)

Community Maintenance

- <https://ambi.network> (What Facebook initially was)
- <https://winter.princeton.edu/virtual>

Preventing Plagiarism

- https://www.reddit.com/r/AskAcademia/comments/fgm60c/the_university_that_i_teach_at_nyu_has_g

Equity

- Princeton - [Faculty Guidance for Accommodating students for remote class administration](#)
- <https://twitter.com/CathyNDavidson/status/1237463196023369728>
- <https://www.mapping-access.com/blog-1/2020/3/10/accessible-teaching-in-the-time-of-covid-19>
- <https://twitter.com/sophiehurwitz/status/1237370291912871941>
- <https://twitter.com/JessicaCalarco/status/1237812319398301697>
- <https://www.shutdownstem.com/resources>
- <https://www.particlesforjustice.org/resources>
- The book [Grading for Equity](#) - summary in two articles here and here

School Support Links (additions to Compilation pending)

- [Compilation](#)
- NYU Faculty (Thanks Tom Elliott) - <https://docs.google.com/document/d/15TEFTfxmrJAMcgF9BZlvzFaoYW1ffRSkKOcAF0ausio/edit>
- NYU Shanghai Digital Teaching Toolkit and Case Studies - https://wp.nyu.edu/shanghai-online_teaching/
- UCLA - <https://www.adminvc.ucla.edu/covid-19/academic-continuity>
- UCSD - <https://edtech.ucsd.edu/education-continuity-tools-and-resources/>
- Princeton - <https://mcgraw.princeton.edu/teaching-continuity>
- Stanford - <https://teachanywhere.stanford.edu>
- Cornell - <https://teaching.cornell.edu/teaching-resources/planning-remote-teaching>
- St. Edward's - <https://support.stedwards.edu/s/article/Taking-an-Online-Course>

- University of Michigan - <https://its.umich.edu/remote-resource-guide>
- Carnegie Mellon - <https://www.cmu.edu/canvas/teachingonline/teachingremotely.html>
- Holy Cross - <https://sites.google.com/holycross.edu/hc-course-continuity/home>
- Harvard - <https://teachremotely.harvard.edu/>
- HILT - Harvard Initiative for Teaching and Learning - Tools - <https://hilt.harvard.edu/ideas-and-tools/tools/>
- WFU - <https://keep-teaching.wfu.edu/>
- Smith College - <https://sophia.smith.edu/covid19-digital-support/faculty/>
- MIT: <https://covid19.mit.edu/>

Protections for International Students

- <https://www.nafsa.org/regulatory-information/coronavirus-critical-resources>
 - <https://www.nafsa.org/regulatory-information/sevp-broadcast-message-2003-01-covid-19-and-potential-procedural-adaptations>
- ICE link: <https://www.ice.gov/doclib/sevis/pdf/bcm2003-01.pdf>
- High level: Students on F-1 visas will be protected.

Online Textbooks

- ElevateU

Web Services

Remember to continue to follow FERPA -- be careful about where you post student data!

[General Advice Doc](#) (Thanks Michael Ball, UC Berkeley)

[Education Companies Offering Free Subscriptions due to School Closings](#) moved to: <https://www.amazingeducationalresources.com/>

Tips for dealing with “zoombombing”:

- <https://remoteacademia.slack.com/archives/CUTHJBQ5Q/p1585342797034600>
- <https://remoteacademia.slack.com/archives/CUTHJBQ5Q/p1585348178041400>
- <https://remoteacademia.slack.com/archives/CUTHJBQ5Q/p1585349257054900>
- <https://remoteacademia.slack.com/archives/CUTHJBQ5Q/p1585410389060400> and the reply: <https://remoteacademia.slack.com/archives/CUTHJBQ5Q/p1585414809067700>
- <https://security.berkeley.edu/resources/cybersecurity-and-covid-19/settings-preventing-zoom-bombing>
-

Services and tools

- [Zoom](#)
 - Group video-conferences, including screen-sharing
 - Works on any platform, including mobile, and participants don't need accounts
 - Downloadable application, but participants can also join in-browser
 - Application join links can be converted to in-browser by doing: `xxx.zoom.us/j/yyyy` to `xxx.zoom.us/jc/join/yyyy`
 - Free plan includes up to 100 participants/meeting and a 40-minute limit on group meetings
 - Your institution may have a subscription (allowing for unlimited length meetings or larger groups)

- Temporary premium access:
<https://blog.zoom.us/wordpress/2020/03/06/how-to-use-zoom-for-online-learning/>
(Free for Japan/Italy or by request for K-12 in US)
- **NOTE:** The host receives a transcript of all chats, *including private chats*.
<https://twitter.com/rcalo/status/1237870732140351489>
- [Etiquette Guide](#) (Thanks UC Berkeley)
- Now supports end-to-end encryption!
- [Google Hangouts](#)
 - Group video-conferences, including screen-sharing
 - Works on any platform, including mobile
 - Free plan includes up to 10 participants/meeting (or 150 for non-video meetings) and no time limit
 - Your institution may have a G Suite subscription (allowing for 25 participants in a video call)
- [Google Hangouts Meet](#)
 - What's the difference between this and Google Hangouts (aka Hangouts Classic)?
 - Hangouts Meet is a separate tool that's part of Google's enterprise G Suite tool
 - <https://support.google.com/a/answer/7303775?hl=en>
 - Video-conferencing collaboration tool for G Suite and G Suite Enterprise customers
 - Temporary free access to advanced features for lower-tier customers:
<https://venturebeat.com/2020/03/03/coronavirus-google-gives-businesses-school-s-g-suite-enterprise-features-until-july-1/>
 - Includes 250-participant meetings
- [Ambi](#)
 - Maintain community, groups, discussions, chats, collaborate notes, comments, and posts on a 21st century, best-in-class UX/UI **social** platform for education.
 - Free for professors and students to use. Paid for groups of 300+.
- [Slack](#)
 - Full enterprise messaging platform
 - Free tier
 - 1-on-1 video calls
 - Unlimited members
 - Paid tiers
 - 15-participant video calls
- [Panopto](#)
 - Lecture and lecture slide recording/playback platform
 - Requires university subscription
- [YouTube](#)
 - Uploading videos of any length is free
 - Videos can be *unlisted* -- won't appear in searches, but you can send links to other people
 - [You can also host a livestream](#) -- other people can't video call in, but they can see you in real time: <https://support.google.com/youtube/answer/9228389>

- Viewers can also post comments in real time
- [Skype](#)
 - Video calls, including screen sharing
 - Up to 50 participants, can send a link instead of having participants make an account
- [ShareX](#)
 - Open-source screen capture tool
- Canvas
 - Course management tool, requires institution subscription
- Blackboard
 - Course management tool, requires institution subscription
- [Piazza](#)
 - Course discussion board
 - Free for any size
 - Privacy / student data considerations
- [Dropbox](#)
 - Can set up a folder for students to upload assignments into
- [Flipgrid](#)
 - Community building, live performance
 - Video classroom
 - Free for students, but teacher has to purchase
- Sli.do
- [FeedbackFruits](#)
 - Making online study materials engaging
 - Starting discussions or adding practice questions on video or text materials
 - Integrated into LMS (Canvas, Moodle, Blackboard, Brightspace) and support automatic grading
 - Free on request
- LibreOffice
 - Open source alternative to Microsoft Office or iWork (thanks Adrienne)

General Coronavirus Info

- <https://www.flattenthecurve.com/>
- <https://ourworldindata.org/coronavirus>
- <https://medium.com/@tomaspueyo/coronavirus-act-today-or-people-will-die-f4d3d9cd99ca>
- <https://www.health.harvard.edu/blog/be-careful-where-you-get-your-news-about-coronavirus-2020020118801>
- <https://twitter.com/PalliThordarson/status/1236549305189597189>

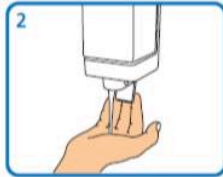
Humor

- https://twitter.com/grok_/status/1237429977110503424
- <https://www.youtube.com/watch?v=l3AzdiWHEuc>
- <https://twitter.com/BoobsRadley/status/1237486231992160256?s=19>
- Below

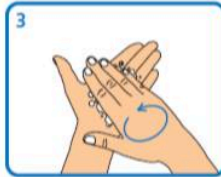
Hand-washing technique with soap and water in grad school



1
Um, hi, thanks for
having me here.



2
Uh, can we bring up
slide 1?



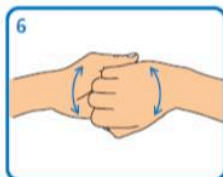
3
You have to select
HDMI as the input.



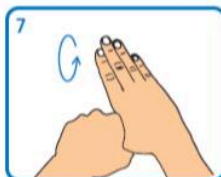
4
Don't share your
whole desktop, just
the slides.



5
The focus button is
on the top.



6
No that's keystone.



7
Ok, so I have a
video to start.



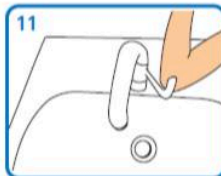
8
Can everyone hear
it?



9
You have to open
Settings...



10
The gear icon, in
the top right.



11
Set audio to line-
out, not internal.



12
So anyway, my
topic today is...



13
Oh, time's almost
up. Any questions?

Create your own
<https://washyourlyrics.com>

Adapted from National Health Service, who adapted from the World Health Organization **Guidelines on Hand Hygiene in Health Care**.
Created under the Open Government License. See <http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3/> for details

chris

3/9/20
3

Online Discussions and Office Hours

Hi all,

as you probably already anticipated, I will move my discussion sections and office hours online, starting tomorrow. I'm sure your biggest concern right now is how we can continue to have class. Don't worry -- I am prepared:

- The default method we'll use is Zoom -- you'll have to download the client at <https://zoom.us>. I will post the data you need to join the meeting on bcourses.
- In case Zoom doesn't work for some reason (e.g. because the service is overloaded), we will use Google Meet. If that happens, I'll announce it beforehand. If you don't use an @berkeley.edu email address, I will have to invite you individually, so keep that in mind.
- If Google Meet also doesn't work anymore, I'll use a site called <https://explaineverything.com>, which is hosted AWS. You'll be able to see a whiteboard and talk to me directly in your web browser, but there's no video.
- In case that also ceases to work, we'll have audio-only discussion sections on my mumble server. I will send the details when it comes to that.
- In the case of bigger infrastructure disruptions (like a large scale power outage), we're going to have sections using amateur radio: I will use the Mt Diablo repeater station at 147.060 MHz with a PL tone of 100 Hz. My call sign is KN6CDY.
- In case the Bay area becomes uninhabitable, I will move to the wilderness. I plan to still be reachable via APRS, but we'll probably have to move sections to shortwave. In that case, we'll use CW transmission, so practice your Morse code.

Note that a nuclear attack in the upper atmosphere can create very strong electromagnetic fields, so if you want to prepare for that, either use vacuum tube based radios, or store them in a Faraday cage.

I hope this assures you that no matter what happens this semester, I will not let it prevent you from learning quantum mechanics.

Best wishes,
Christian

logistics
Good note | 0

Followup Discussions

+ Add followup discussion

The whole class in the online lecture facetime

Me:

