

Political Science Remote Teaching Guide

- **Use the “find” function to search by keywords** (propellor “f” on Macs, “ctrl” + f on PCs)
 - For example, to find faculty recommendations from previous quarters, search “faculty recommendation”. If you’d like recommendations on exams, search “exams”, etc.
- **For the most recent recommendations on pedagogy, syllabi, and Canvas from the Commons, see your Canvas account: canvas.ucsd.edu.**
 - Go to “courses” and in your account click on: “Keep Calm and Teach On: Resources and Support” -It should look like this:

Published Courses

Keep Calm and Teach On: Resources and
Support
Organization

Preparing for Success
Organization

Template Course B

- If you do not see this resource in your Canvas account, go to:
<https://engagedteaching.ucsd.edu/resources/engaging-tas.html>

Scroll down to the module below and click “join here”:

KEEP CALM & TEACH ON

"Keep Calm and Teach On" canvas site serves to provide Instructional Assistants with resources, encourage support, and promote discussions on improving our remote teaching.

JOIN HERE

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I. Resources for remote teaching: campus, department, and division contacts

A. UCSD's Teaching and Learning Commons:

1. **If you joined "Keep Calm and Teach on," new resources from the Commons should automatically populate your Canvas account:**
canvas.ucsd.edu (see above)
2. Beyond this, check here for the most up to date teaching information from the Commons: [**keepcalmandteachon.ucsd.edu**](https://keepcalmandteachon.ucsd.edu)
3. **individual teaching consultations with educational specialist from Commons:** [Teaching Consultations](#)

Additional links:

- [Strategies for Remote Instruction](#) for instructional strategies specific to remote and online teaching:
- Engaged Teaching
Hub: <https://commons.ucsd.edu/educators/index.html>
- [Recorded webinars and training](#) on remote teaching

B. Department of Political Science website: [Instructional Support Page](#)

Department contacts:

1. **Maureen Feeley, Director of Undergraduate Studies:** mfeeley@ucsd.edu
 - Questions about department and campus policies related to undergraduate teaching, including remote teaching.
 - Questions about syllabus design, inclusive teaching pedagogies, and program learning outcomes for pol. sci. majors
 - Questions about converting in-person course content to remote and/or developing new content to be delivered remotely
2. **Cassidy Reller:** Department remote technical support through winter quarter 2022: creller@ucsd.edu
 - Support with troubleshooting technical glitches Canvas and/or Zoom
3. **Political Science Student Affairs Staff:**
 - **Ariane Parkes, Student Affairs Manager, (aparkes@ucsd.edu)**
 - Questions about TAs, course scheduling, course enrollment limits, department and university policies
 - **Natalie Ikker, Undergraduate Student Affairs Advisor, (nbikker@ucsd.edu)**
 - Questions about undergraduate student advising and undergraduate policies
 - **Joanna Peralta, Student Services Coordinator, (joperalt@ucsd.edu)**
 - Questions about undergraduate advising
 - Questions about OSD accommodations

C. Divisional resources

- <https://sscf.ucsd.edu/how-to/instructional-continuity>
- **Additional Social Science guide:** <http://wstyler.ucsd.edu/online>

II. Remote Teaching FAQs (how to set up Canvas, Zoom, office hours, exams, etc.)

Q. How do I set up a Canvas site for my course?

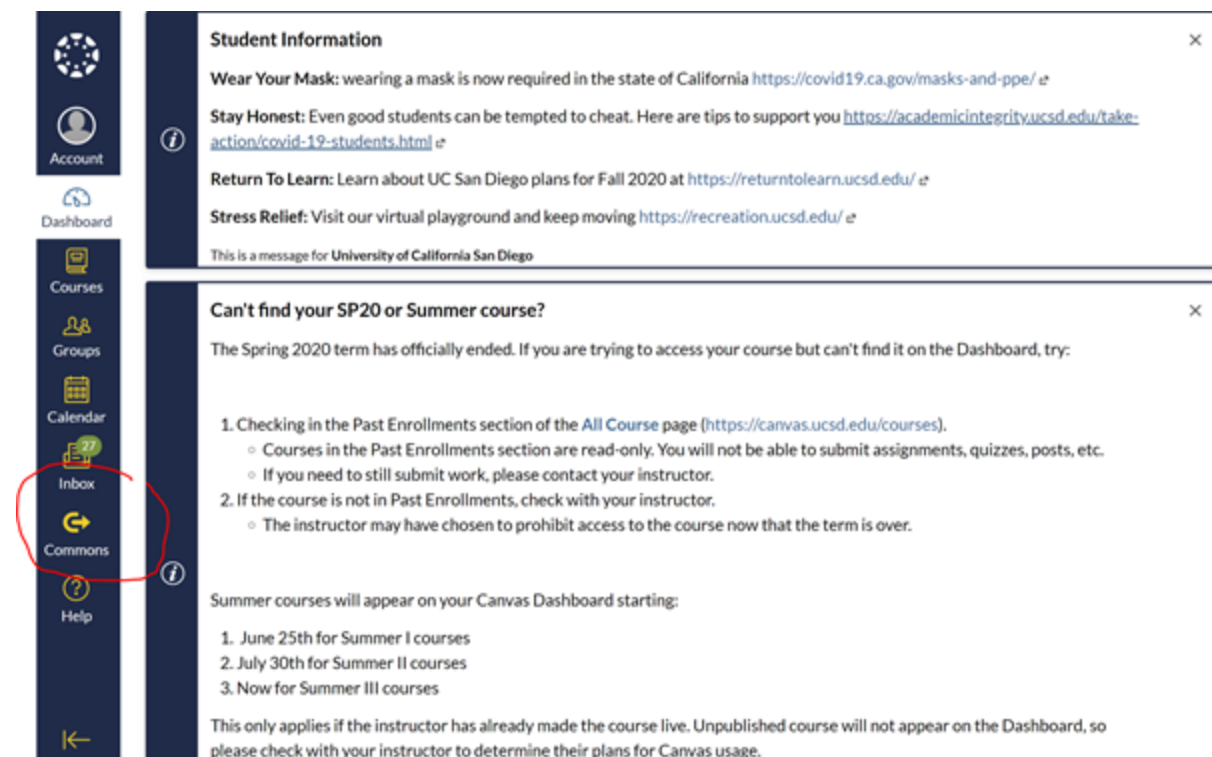
UCSD has created a template that provides instructors with a sample course structure, module layout, guidelines and academic support resources available for students. It

also includes integrated tools that are available in every standard Canvas page. Instructors can upload this template into their Canvas course shell, then customize it to fit their needs. If you do not see the “Template Course B” when you log into you UCSD Canvas account (canvas.ucsd.edu), click here: If you don't see it there, you should be able to access it here: <https://canvas.ucsd.edu/enroll/BY9FC3>.

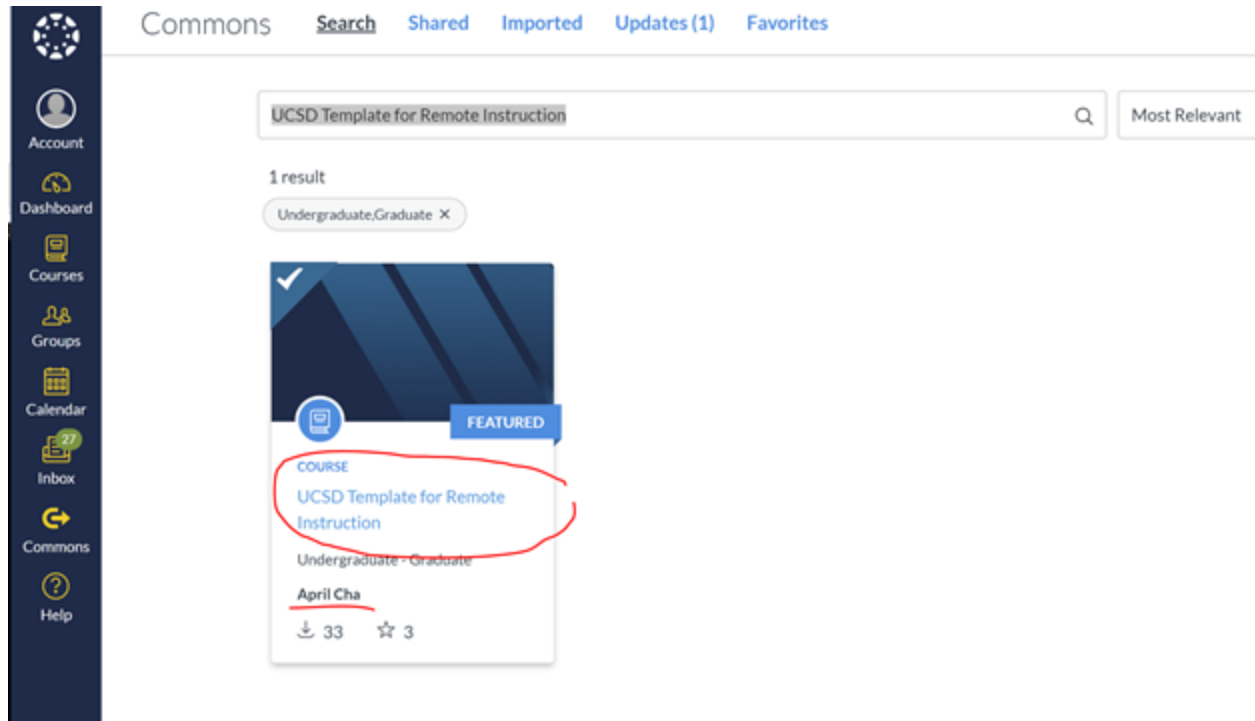
Below are the instructions on how to import the UCSD template to their Canvas page “shell”.

Finding the Course Template from UCSD

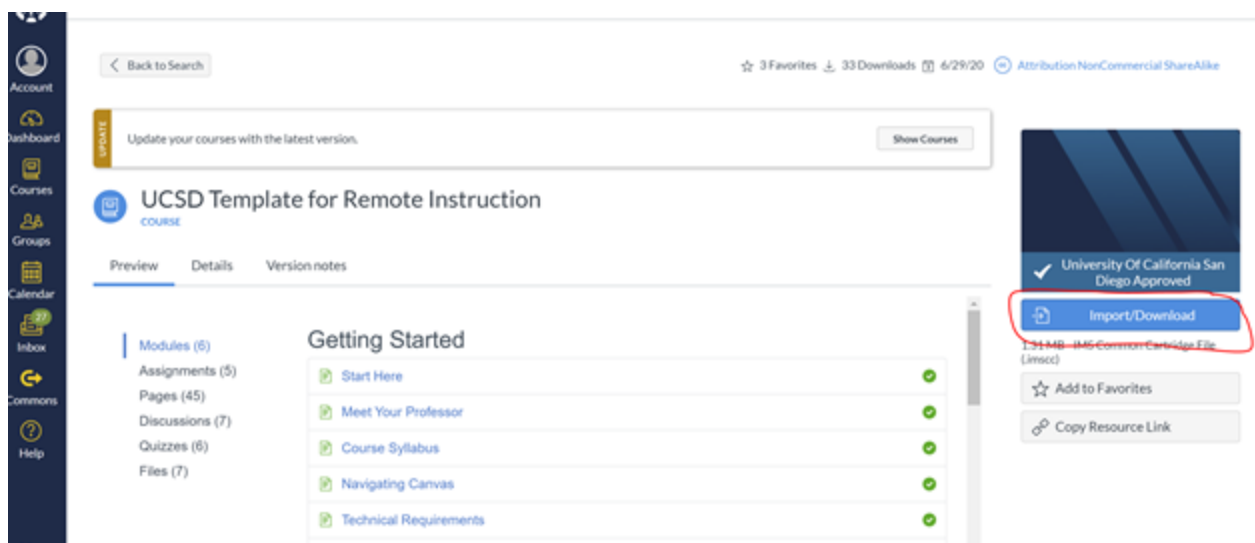
1. Log into your Canvas account.
2. Navigate to the “Commons” page on the blue bar to left of your canvas page.



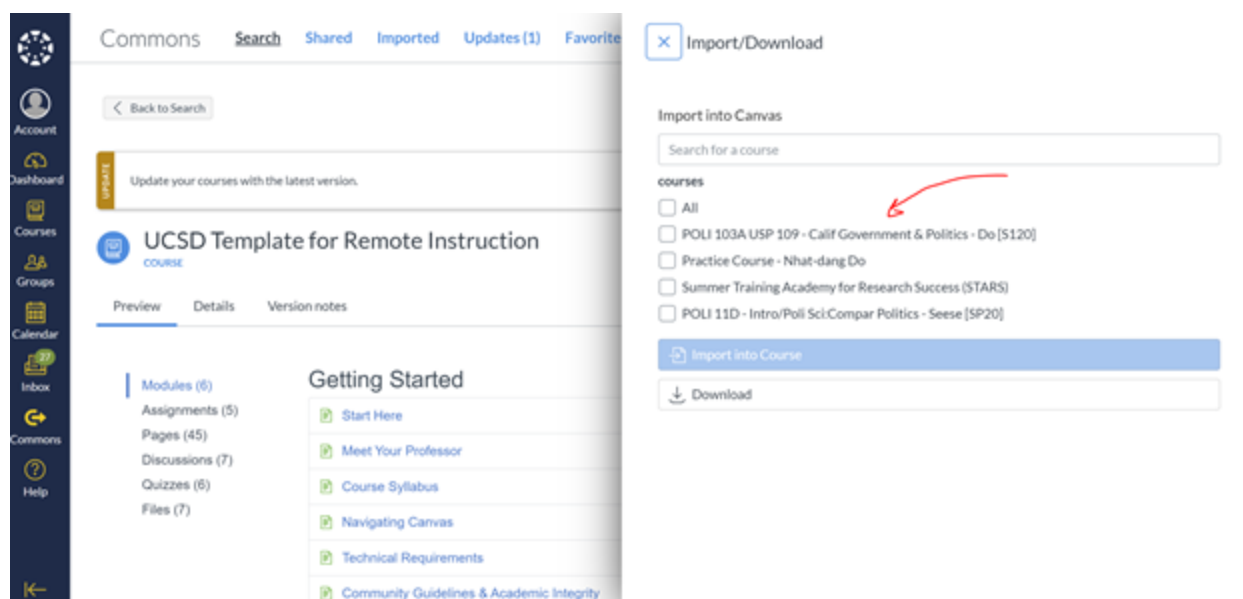
3. Once on the “Commons” page, there should be a search bar at the top. Type in “UCSD Template for Remote Instruction” on the search bar. It should look like below and by April Cha (Teaching and Learning Commons Advisor).



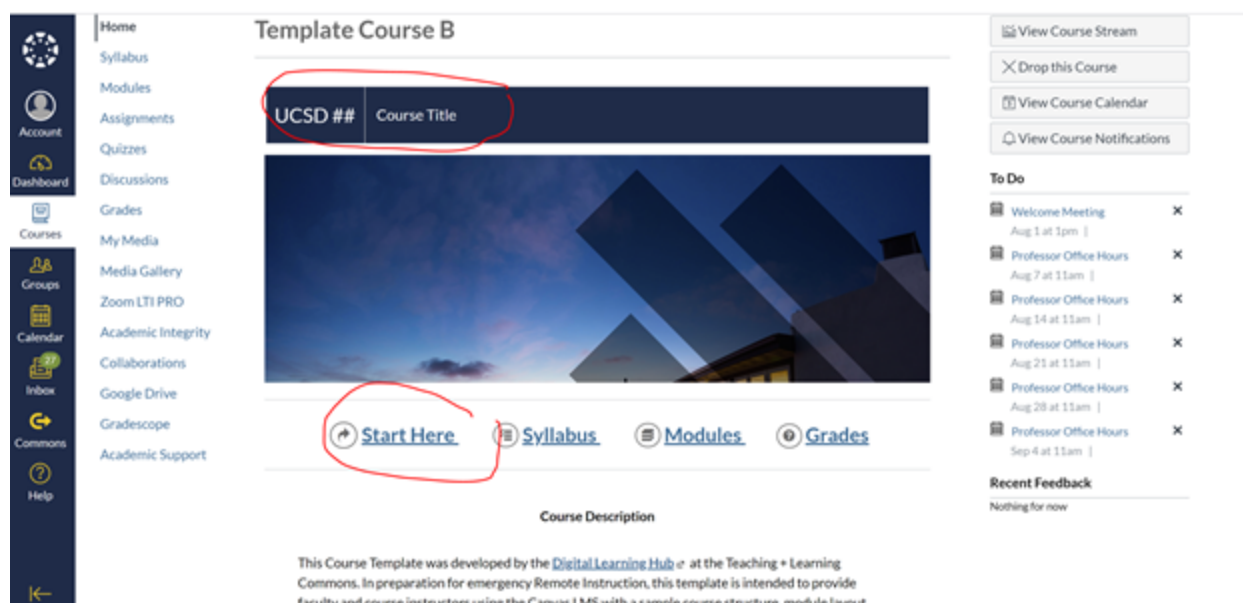
4. Click on the Course Template. To the right, you should see a blue bar that says "Import/Download". Click on it.



5. This should lead you to a bar that has a list of your courses. Mark the course that you'd like to import the template to. Then click "Import to this Course".



6. The import should start. It takes a couple of minutes for everything to sync up. You can check by clicking on your course. If everything's uploaded, then your course should have the following format:



7. You can change and edit each part of the template according to what you'd like. I recommend going through the template first, then fixing and editing. You can edit by clicking on the "Edit" button at the top of the page. Always click on that "Edit" button when you want to fix something.

Practice Course - Nhat-dang Do

UCSD ## Course Title

[Start Here](#) [Syllabus](#) [Modules](#) [Grades](#)

Course Description

Course Status: Unpublished Publish

Import Existing Content

Add TAs

Course Start Checklist

Course End Checklist

eGrades Export

Import from Commons

Choose Home Page

View Course Stream

New Announcement

Student View

View Course Notifications

Coming Up View Calendar

Nothing for the next week.

8. You can go in and fix in the text editor. There are various options that you can use, and it's up to you how you want the page to look. Remember to always hit the "save" button at the end of every edit.

Home [Template]

HTML Editor

Course Description

This Course Template was developed by the [Digital Learning Hub](#) at the Teaching + Learning Commons. In preparation for emergency Remote Instruction, this template is intended to provide faculty and course instructors using the Canvas LMS with a sample course structure, module layout, guidelines and academic support resources available to students, and the integrated tools that are available within every standard Canvas course. This course structure follows an asynchronous mode of lecture delivery via [Kaltura Media](#) with synchronous office hours via [Zoom](#).

I can type in my changes here.

Options Can edit this page role selection

Only teachers

Add to student to-do

Notify users that this content has changed

Cancel Save

As always, shoot me an email at n4do@ucsd.edu if you need any help or clarification. I can set up an appointment to walk you through it over Zoom if you'd like! Happy teaching!

Q. How do I set up Zoom?

Here's how many faculty in the dept. have set up Zoom without problems:

1. from your course Canvas site, select Zoom LTI Pro from left menu
2. select "schedule a meeting"
3. select "recurring meeting"
4. recurring -> weekly
5. repeat 1 per week
6. occurs (click class days)
7. end date -select
8. registration required -leave unchecked
9. Security:
 - "Passcode" - do **not** check
 - "Waitroom" - **most do not check** for class but do check for office hours (students will have to wait until you admit them)
 - "Require authentication to join" - **check this box** (to prevent Zoom bombing)
 - From drop-down menu select "UCSD Only - please verify your attendees domains" (remind students that they must login via SSO)
10. video - host on/ participant/on
11. audio - both
12. "Options" - click "show" (See below for screen shot)
 - a. **IMPORTANT -do NOT enable participants to join at anytime (leave unchecked)**
 - b. Check mute upon entry
 - c. **Select "record meeting automatically"** -most convenient is to **save "In the cloud"**. This saves to your "My Media," where you can edit if need be.)
 - **Faculty recommendation:** If you do not record automatically, create a reminder (e.g. a note on the bottom of the first lecture slide) or put a system in place (e.g. have TA remind you every lecture) to ensure that you do not forget to begin recording the lecture when class starts
 - **Post on the first lecture slide that meetings are being recorded** and will be posted to Canvas for asynchronous access and **read this to students** at the beginning of each lecture (EVC recommendation)

Hide

- ☐ Allow participants to join anytime
- ☒ Mute participants upon entry 
- ☐ Breakout Room pre-assign
- ☒ Automatically record meeting ☐ On the local computer ☒ In the cloud
- ☐ Enable additional data center regions for this meeting
- ☐ Approve or block entry to users from specific regions/countries

13. alternative hosts - can add TAs

14. hit SAVE (at bottom)

15. you can go back to Canvas home page and click "student view" so that you know what it looks like from their perspective

Q. How do I best prevent "zoom bombing"

- choose "only authenticated users can join" (see above)
- Install Zoom security updates as they become available
- Chat feature:
 - some recommend setting as "private" vs. "everyone" in large-enrollment courses, so TAs can monitor for more/less appropriate comments (and humor)

Additional campus Canvas guides:

- DSS Guide for adding Zoom to your Canvas course site:
<https://www.youtube.com/watch?v=EZq9lfcGtSA&feature=youtu.be>
- DSS Guide for creating or launching a Zoom meeting through Canvas,
<https://www.youtube.com/watch?v=k9Y0qWukmaQ&feature=youtu.be>
- <https://sscf.ucsd.edu/how-to/canvas-and-zoom-resources>
- For IT support at divisional level: sscfhelp@ucsd.edu

Q. How do I get my Zoom recordings into Canvas?

Easiest is to save recordings to the cloud; these will then be automatically directed to your "My Media" (private) where you can either edit (using editing tools) or directly publish.

To publish -there are a couple different ways, but here's one:

1. Go to "Media Gallery" on the left menu of Canvas
2. click on "Add Media" (upper right)
3. this brings you to your "My Media" (you'll see all your courses here)
4. click on the lecture you'd like to make available
5. click on "publish" (upper right)

Q. Do I need to publish all my Zoom lectures in Canvas?

Yes, all course materials must be made available to students via the Canvas site for asynchronous access

You may do this one of two ways:

1. **Pre-record** your lectures (typically using Kaltura) and upload to your Canvas site
2. **Record synchronously** at your regularly scheduled course time
 - Important campus privacy guidelines for remote teaching::
<https://evc.ucsd.edu/units/privacy/covid-19.html>
 - On first lectures slide, insert a notice to students that lectures are being recorded for all students to access asynchronously via Canvas, and read this out loud to the students at the beginning of every lecture so that it's recorded in the Zoom (recommendation from EVC)
 - Campus policy prevents us from requiring attendance, and student privacy rights allow students the option of having their Zoom cameras and audio turned off
 - Many faculty mentioned to students that it's nice to be able to see them while they teach, if students feel comfortable with this, but also reminding them that it's their right to have camera and audio turned off.
 - Some students may not have sufficient bandwidth to support video; they may have backgrounds that they do not want displayed (if you have an old computer - like mine! - virtual backgrounds are not supported); or they may be having a bad hair day or are still in their pj's....:)
 - **Feedback from students and TAs:** please remember to start and end synchronous courses on time, as students (and TAs) have other scheduled commitments
3. **Faculty recommendation:** I am teaching synchronously because it fits my schedule and allows me to occasionally stop sharing my powerpoint slides and have a real conversation with students who are live. There is a pretty big group of students in my class who are actually grateful for sticking to a "normal" schedule because it helps them structure their time. Only a minority asked for a shift to

pre-recorded lectures, while a few said it did not really matter to them. Of course, I do not take attendance and my sessions are recorded so students can easily watch them according to their own schedule. But my videos are not available at the beginning of the week, so students can't binge three lectures in a row (at least not if they keep up with my lectures).

Q. How do I set up office hours?

- A.** Best is to set up Zoom office hours via your Google calendar. If you're signed into UCSD Google calendar, you can add appointments for students to sign up.
- Recommendation: 10 - 15 min. appointments (can allow students to sign-up for more than one slot)
 - On syllabus, provide link for Zoom office hours as well as Google calendar link, e.g.
 - **Zoom office hours:** Fridays, 2:00 – 4:00 (Pacific Time):
 - From your web browser type: **ucsd.zoom.us**.
 - Login with your UCSD credentials (using SSO), then click: <https://ucsd.zoom.us/j/962112451>
 - If you would like to sign up for office hours in advance, here's the [appointment link](#).
 - **Faculty recommendation:** schedule office hours after your lecture and you might be more likely to get to know some of your students...participatory students might want to hang out with you after class after everyone else signs off but scheduling an office hour zoom at a separate time is more complicated for both you and for them.
 - **Faculty recommendation/comment:** Holding office hours for Asia time zone is tough; I had it 4-5pm here and it worked BECAUSE kids had no school or activities at that time. If these things resume, I don't know how we can hold office hours for multiple time zones...

Q. How should I design remote final exams?

- **New Commons resource on different types of exams/ assessments of learning:** <https://keepteaching.ucsd.edu/strategies/assess-learning/index.html>
- **Campus policy prevents us from requiring synchronous participation, so all exams, quizzes, etc. must be made available to students asynchronously via Canvas.**
- **Strongly recommended:** open book, open note "take-home" final exam based on course materials only (or a final research project)

- Use "Assignments" feature in Canvas to administer the exams so that students upload their responses (in docx or pdf) though the Turnitin plagiarism software (see below for integrating Turnitin into Canvas)
- See also the [campus guide \(developed Nov. 2020\)](#)
- Final exams are required in all undergraduate courses, unless the Senate Undergraduate Council has approved an exception
- Final exams or final projects **cannot be due earlier than the campus dedicated final exam time slot**. Here's the relevant policy:
 - "Academic Senate Regulations specify that final examinations are required in all undergraduate courses, unless an exception has been approved by the Undergraduate Council (UGC). Final examinations are, however, normally not required in laboratory courses. Final examinations may not be given at any time before examination week without explicit approval of UGC."
 - <https://senate.ucsd.edu/operating-procedures/educational-policies/courses/epc-policies-on-courses/policy-exams-including-midterms-final-exams-and-religious-accommodations-for-exams/>
- **Additional faculty recommendations on exams (collected from post-term Google surveys):**
 - Discuss exam format with students early to encourage study and discourage cheating
 - To accommodate time zone differences and various challenging student circumstances, many faculty have given students ~one week to submit "take home" exams
 - Others have set up timed exams on Canvas, allowing students more time than would be typical in-person, but reminding students that "we do not expect more than 80 minutes of serious effort" for midterms and "3 hours of serious effort" for the final.

- **Recommendations from the Academic Integrity Office:**

(<https://digitallearning.ucsd.edu/instructors/resources/remoteteaching/considerations.html#Academic-Integrity>):

- **"Include a quiz question with this Excel with Integrity Pledge:** I will complete this exam in a fair, honest, respectful, responsible and trustworthy manner. This means that I will complete the exam as if the professor was watching my every action. I will act according to the professor's instructions, and I will neither give nor receive any aid or assistance other than what is authorized. I know that the integrity of this exam and this class is up to me, and I pledge to not take any

action that would break the trust of my classmates or professor, or undermine the fairness of this class.”

- **Communicate expectations.** A simple reminder to maintain integrity and produce authentic work goes a long way in setting the tone. Be clear about what is and isn't appropriate when it comes to taking a remote exam or completing a remote assignment. In your syllabus, include this standard statement: "Academic Integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all of your actions. Lying, cheating, or any other forms of dishonesty will not be tolerated because they undermine learning and the University's ability to certify students' knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result in sanctions. Sanctions can include an F in the class and suspension or dismissal from the University. So, think carefully before you act. Before you act, ask yourself the following questions: a) is my action honest, fair, respectful, responsible, and trustworthy, and b) is my action authorized by the instructor? If you are unsure, don't ask a friend, ask your instructor, instructional assistant, or the Academic Integrity Office. You can learn more about academic integrity at academicintegrity.ucsd.edu." (Source: Bertram Gallant, T. (2017). Teaching for integrity. UC San Diego Academic Integrity Office.)
- **Informal campus FAQ for creating/running an online exam:**
https://docs.google.com/document/d/17Sh1BvDqXA-JsbZXcpbt_J7ekaFy1N3TcLTdKP8XErQ/edit

Q. How do I contact my students prior to the start of the quarter?

- A. Prior to Canvas access to students, you can send them email through UCSD Blink tools, as explained below
- go to blink.ucsd.edu
 - Enter your username and Business account password
 - once logged in, click on 'Instruction Tools'
 - Select 'Class lists' from the pull-down menu
 - locate your class(es) by clicking on 'Fall Qtr 2020' and placing your name in the 'Instructor' section (one of many ways to get where you need)
 - clicking the yellow 'Search' button
 - choose the email procedure--

Q. How do I set up course readings and library reserves?

- Submit library course reserves here: <https://reserves.ucsd.edu/ares/>

- If questions, contact reserves at 858-534-1212 or reserves@ucsd.edu.
- Some students might not be able to access online journals or purchase the relevant books from their location. You can use Canvas to upload readings, or find individual solutions for students in your class.

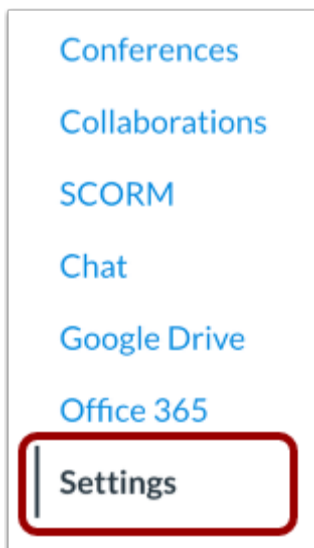
Q. How do I set up my Canvas gradebook?

- It's highly recommended that you set up your Canvas gradebook, including weighted categories for assignments, late penalties, and grade posting policies, **prior to the start of the quarter.** (See below for YouTube.)
- You may also want to include a short statement on your syllabus, or in a visible area on Canvas, that the grade calculation tool in Canvas may not accurately reflect students' grade in the class (depending on how assignments are set up), and that students should always refer back to the weighted grading scheme on the syllabus to calculate their grade in the course.
- **How to set up Canvas gradebook:**
<https://www.youtube.com/watch?v=FYvyjzMgy9I>
- There's a setting in the Canvas gradebook that controls the timing of the grade release. **Set it to manual and the students can't see grades/comments until you release them.** (From David Wiens)

Q. Is the grade distribution available for students to see? If so, how do I turn that off?

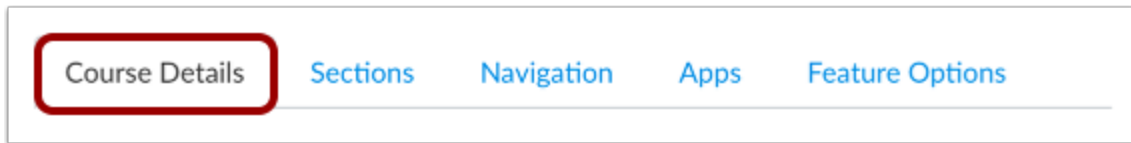
- By default, Canvas allows students to view the grade distribution of the class from the class statistics page. To stop them from seeing it, do the following:

Open Settings



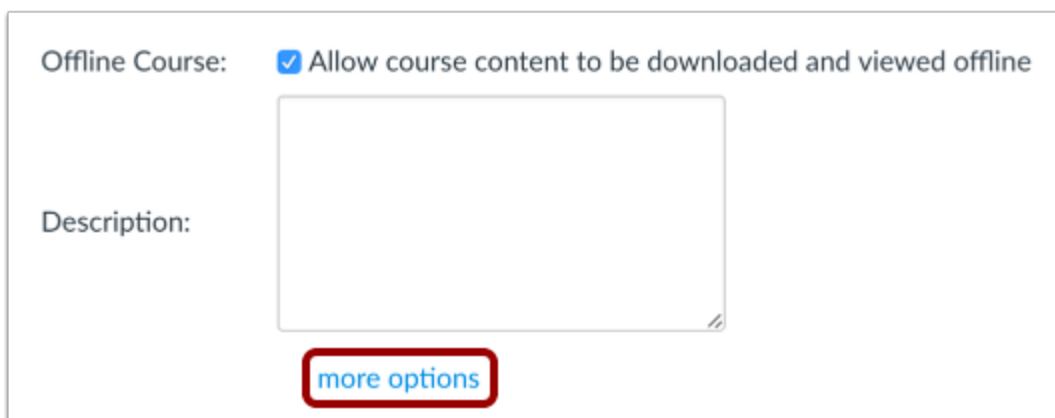
In Course Navigation, click the **Settings** link.

Open Course Details



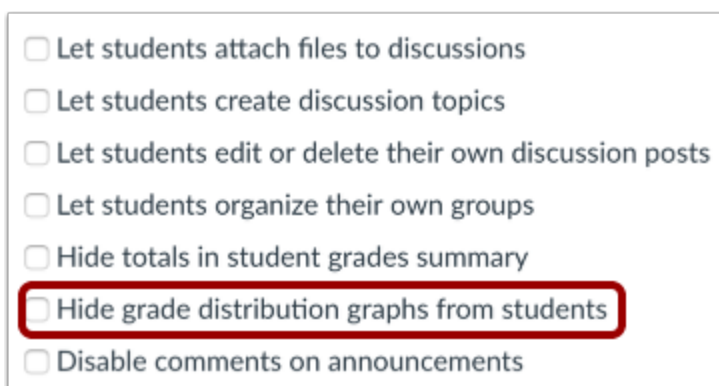
Click the **Course Details** tab.

Open More Options

A settings panel for course details. It includes a section for "Offline Course:" with a checked checkbox "Allow course content to be downloaded and viewed offline". Below this is a "Description:" label next to a large text input area. At the bottom of the panel, there is a blue link labeled "more options" which is highlighted with a red rectangular border.

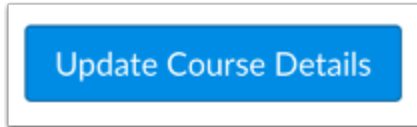
Click the **more options** link.

Hide Grade Distribution

A list of settings for student permissions, each with an unchecked checkbox. The options are: "Let students attach files to discussions", "Let students create discussion topics", "Let students edit or delete their own discussion posts", "Let students organize their own groups", "Hide totals in student grades summary", "Hide grade distribution graphs from students", and "Disable comments on announcements". The "Hide grade distribution graphs from students" option is highlighted with a red rectangular border.

Check the **Hide grade distribution graphs from students** checkbox.

Update Course Details



Click the **Update Course Details** button.

III. How to Record Lectures Asynchronously (Kaltura Capture)

The best/most useful software for you to record your lectures asynchronously is the Kaltura Capture App, which integrates with your Canvas account. Here's a video of how Kaltura Capture works (view the second video "Kaltura and Canvas":

<https://otl.du.edu/knowledgebase/kaltura-using-personal-capture/>

Follow these steps to set this up:

1. Go to Canvas.ucsd.edu.
2. Go to your Course.
3. Click **My Media** in the left-hand navigation menu.

(If you don't see My Media, click Settings > Navigation and enable My Media.)

4. Click **Add New > Kaltura Capture**. *(You will need to download the app the first time.)*
5. Click Open Kaltura Capture.
6. Select the screen.
7. Click **Record**.

You can read more about Kaltura Capture and play around with its features here:

<https://knowledge.kaltura.com/help/getting-started-with-kaltura-capture>

(Look to the lower left corner of the screen "Popular Articles" for additional links.)

IV. Syllabus and pedagogy recommendations to support student learning

General thoughts:

1. at the course level, focus on essential learning goals
 - if possible, best to address **fewer topics more deeply, than try to cover too much**
 - Incorporate a minimum of one of the [5 program learning outcomes for political science majors](#).

2. **assign multiple lower stakes assignments throughout your course, using technology as much as possible and as is appropriate**

a. Multiple-lower stakes assignments allow students the opportunity to practice applying new knowledge/skills and get feedback before higher stakes final projects/exams

- However, a recent article from [Inside Higher Ed](#) also **cautions us against overwhelming students with too many assignments...**

b. Use of technology tools lessens the grading burden on already highly burdened graduate student TAs. Examples include:

- Canvas quizzes
- Perusall (a self-grading collaborative reading tool)

<https://perusall.com/>

- See below (using the find feature - command "F") for more details on Perusall.

3. As you review course readings and assignments, it may be helpful to keep in mind that the Academic Senate's recommendation for 4-unit courses that meet 3 hrs./week is **approximately 9 hours of outside preparation each week**, while keeping in mind that many of our students are currently facing unprecedented challenges with the virus spiking, and many of them, and their loved ones, being directly impacted by Covid, as well as continued challenges with technology and quarantine.

(From EPC:

<https://senate.ucsd.edu/media/276096/epc-credit-hour-policy-and-supplement.pdf>)

4. It's highly recommended that you **set up your Canvas gradebook**, including weighted categories for assignments, late penalties, and grade posting policies, **prior to the start of the quarter** and to **keep Canvas gradebook as current as possible** throughout the quarter.

5. **think about ways to keep students engaged and connected with the course, and with each other.** Building peer relationships, to the extent that we're able in this new environment, will be important.

- **A few ideas for building peer relationships:**

- breakout rooms in Zoom (see below)
- Form groups for students who cannot participate synchronously using Canvas tools. Encourage these groups to participate in asynchronous discussions & activities similar to those you are performing live via Zoom.

You could then use these discussions as a basis for participation grades. Here are some possibilities:

- Canvas [Groups\(link is external\)](#), [Collaborations\(link is external\)](#)
- Google Drive: docs, sheets, slides, forms, etc.
- Consider increasing the use of the asynchronous Canvas group discussions for the entire course so that all students can interact with each other.
 - **Faculty recommendation:** If you use discussion boards, be very clear about what you are looking for. If you are wanting discussion and debate, also include a timing component so that students do not wait until the very end of the week to begin submitting their posts. [↓](#)
- Give students an opportunity to confirm having watched a lecture via a short quiz or a brief summary of the discussions.
- Perusall -collaborative reading tool (see below)
- Students could submit a short, written assignment or record a brief video asking them to share a reaction, observation, or question that came up for them during the course. Some prompts could include:
 - How would you explain what today's class session/video/readings were about to a classmate?
 - How did the ideas of today's class/video/readings relate to previous class sessions?
 - What was confusing or something that you are unsure about?
 - What did you find most interesting or surprising about class today/the video/the readings

6. Please also keep in mind:

- Communicate with your students to ensure they have all necessary information about how the course will be conducted.
- Students appreciate information about policies related to participation, attendance, illness, grading, etc.
- Select due dates for the asynchronous alternatives to allow students a reasonable amount of time for completion.

Additional Faculty and TA pedagogy recommendations: (please feel free to add your own suggestions here):

1. Polling feature in Zoom - excellent tool for breaking up long 80 min. lectures and generating discussion. Queue up polling questions in advance of lectures and aim to ask a question every 15 - 20 mins. or so. Quite helpful to quickly assess student

understanding for pacing lectures and to provide opportunities for student feedback/discussion (no points assigned for synchronous participation, of course).

2. Breakout room feature in Zoom - This is a great tool for more in-depth small group discussions (random assignment of 3 - 4 students) - e.g. polling questions that generate considerable interest, check-in on research projects, etc. If you're recording lectures to the cloud, breakout rooms are private/not recorded; the camera remains in the "main room," so this allows students who may be reluctant to participate in the larger classroom an opportunity to interact with other students in the class. (I also deleted this section of the video using the video tools before publishing, but not necessary since, again, camera will remain in the main "room.") Breakout rooms also allow students an opportunity to check in with each other. You can use the "join" feature to check-in with groups. Bring questions from the smaller groups to the larger group for discussion.

3. Use film excerpts (5 - 10 mins) - or other visuals (not too much text on slides) to bring students visually into topics, case studies, discussion

4. How to use whiteboards?

- If you have an iPad you could share the screen and just use the iPad screen as a board (Federica)
- I did what Federica described for my undergraduate game theory class last week and it worked well. I'm sure there are many other good options, but I use an app called Notability which gives you a white notepad with the usual pencil /eraser/highlighting/etc. options. I shared the iPad screen so the students saw the whiteboard and kept my laptop open so that I could still monitor questions over Zoom's chat function (Sean).
- This is useful:

<https://lowhorn.website/2020/03/17/remote-teaching-with-ipad-and-zoom/> (Megumi)

- Sean has found an app for the iPad (Explain EDU), which he says is "good for creating videos in the Khan Academy style, where the viewer sees a virtual blackboard as one writes on it and hears a voice over narration." He's generously volunteered to provide tutoring for anyone who's interested: singham@ucsd.edu

5. Perusall collaborative reading tool (Perusall.com) as a way to build community among students asynchronously and keep them accountable on course readings. The tool is free for students to use, integrates with Canvas, and is assessed using machine learning algorithms, so no extra grading (your TAs will love you for this!). It also generates analytics such as a "confusion report" and "most liked comments". Students

not only are able to make their own comments, but also interact with each other's comments.

-here are some recommendations on integrating Perusall and general settings for scoring:

1. Go to your Canvas acct: canvas.ucsd.edu
2. Go to "courses" and select course
3. On left menu (at bottom), go to "settings" -
4. From "settings," on the top menu, go to "app" (top, second from far right)
5. Under "external apps," search for "Perusall," and click "add app"
6. Here's the info. For UCSD:
Consumer key university-of-california-san-diego
Shared secret 0VZwhIbm8foJxZSryVQQeYTzr4H13VQZKpUyvR74cNy
7. Click "add app" (you should receive a notification on the top of your screen that Perusall was successfully installed)
8. Go back to "Settings" (left menu/bottom)
9. From top menu go to "navigation"
10. Scroll to the bottom of the screen and you should see "Perusall" at the bottom of the "disabled" app section. Drag this into the upper "enabled" app section **and click "Save" (bottom of screen)**
11. Go to Perusall.com and "register" sign in
12. Go to "get started" and follow these directions
13. Once you finish this, on the left menu, click "settings"
14. Under "General" (top menu, far left): tips
 - Under availability, I chose: "allow students to see as soon as created"
 - Under release scores, I chose: "immediately, as the students submit work"
 - I left welcome message
 - I clicked "Require students to enter their student ID upon enrollment in this course"
 - **Click "save changes"**
15. Go back to top menu and click "Grouping"
 - Allow Perusall to automatically assign students to groups
 - Target group size (I chose "15" in my larger class, "20" in my 20-person seminar- you could experiment with this, then check in with students after the first assignment and see if they feel that's about right.)
 - **Click "save changes"**
16. Go back to top menu and click "Scoring" - lots of options here (probably too many...), so here are screenshots of how I set mine, but you could experiment with other options,

and contact Perusall support if you have questions: support@perusall.com :

General

Access

Grouping

Scoring

Advanced

more about scoring in Perusall

Reset scoring settings to a preset:

Annotation content only

Holistic (recommended)

Annotation content component

Annotation content score target

0%

100%

Based on Perusall's annotation quality algorithm. Students can earn up to this percentage of full credit based on comment quality.

Annotations to grade

3

Students must submit this many high-quality annotations to be eligible for full credit. See [our knowledge base](#) for more information on scoring.

Relative point values for each quality level

8

12

16

The nominal number of points for annotations at the low, medium, and high quality levels, respectively. Adjust these if you want to give relatively more credit for e.g., a high- vs a medium- or low-quality annotation. The lowest point value must be strictly less than the other two.

Save changes

☐ Quality scores are absolute

If checked, the point values above are on an absolute scale starting at 0; otherwise, they are relative to each other. (For example, given a scale of 3/4/5, a quality score of 4 is counted as 80% of the maximum on an absolute scale, or 50% of the maximum on a relative scale.)

Post-deadline reply window

do not allow responses for credit past the deadline

Allow students to continue to respond to existing comments and questions for full credit for this long after the deadline.

Late annotation period

do not score any late annotations

Allow students to submit comments for partial credit for this long after the deadline. Credit declines linearly; comments earn full credit at the deadline and no credit by the end of this late annotation period.

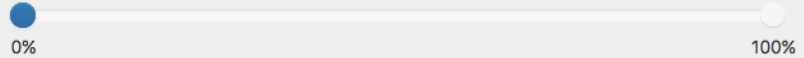
Maximum penalty for responses that are not distributed evenly throughout the content

0%

100%

Opening assignment component

Opening assignment target



Credit for each time the student opens the assignment before the deadline. Students can earn up to this percentage of full credit based on opening the assignment multiple times.

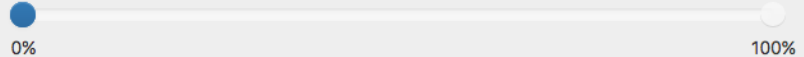
Opening assignment increment



Students earn this percentage of target for each time the student opens the assignment before the deadline.

Reading component

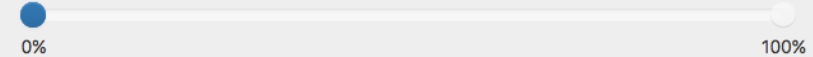
Reading target



Credit for how much of the document the student reads. Students can earn up to this percentage of full credit by reading each page or section of the document. (This will not apply for web pages or videos that are assigned; students receive full credit for this scoring component automatically for materials in those formats.)

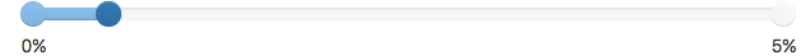
Active reading time component

Active reading target



Credit for each minute the student spends actively engaging with the assignment. Students can earn up to this percentage of full credit by spending time actively reading or engaging with the assignment.

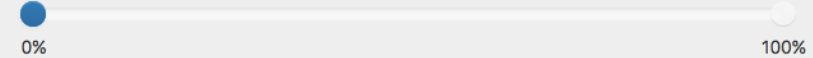
Active reading increment



Students earn this percentage of target for each minute the student spends reading actively before the deadline.

Getting responses component

Getting responses target



Credit for writing comments and questions that elicit responses from other students. Students can earn up to this percentage of full credit based on the quantity of responses their comments elicit.

Getting responses increment

0% 100%

Students earn this percentage of target for each time one of the student's comments elicits a response from another student before the deadline.

Upvoting component

Upvoting target

0% 100%

Credit for writing comments and questions that are upvoted by other students, and credit for upvoting other students' comments. Students can earn up to this percentage of full credit by upvoting classmates' comments and having classmates upvote their comments.

Receiving upvotes increment

0% 100%

Students earn this percentage of target for each time one of the student's comments is upvoted ("I have the same question" or "This helps my understanding") by another student

Upvoting increment

0% 100%

Students earn this percentage of target for each time the student upvotes a comment ("I have the same question" or "This helps my understanding") that has also been upvoted by someone

Save changes

- click “save changes”

17. Go back up to top menu and select “Advanced”:

General Access Grouping Scoring **Advanced**

Assignment score range

The lowest and highest possible score a student can earn on an assignment.

Assignment score precision

Number of decimal places to round assignment scores.

Threshold score for credit

If you enter a value here, all student scores will be reported as 0 (no credit) or 1 (credit). Credit is given for scores at or higher than this threshold value, on the assignment score scale specified above. Set to 0 to indicate that submitting any work at all should result in credit for the assignment. Leave blank to disable threshold scoring.

☐ Assign a score if a student completes no work

If checked, students that submit no work will receive the lowest possible assignment score after the final deadline for an assignment has passed. If unchecked, students that submit no work will have a blank in the Gradebook instead of a score.

☐ Grades synced to LMS should be a percentage based on the full score range

If checked, the percentage scores synced to your LMS will be calculated as the student's score in Perusall as a percentage of the highest possible assignment score. Otherwise, the percentage will be calculated only based on the range between the lowest and highest possible assignment score. For example, if your score range is 1-4 and the student scores a 3, then with this option checked the score sent to the LMS would be 75% (3/4); with this option unchecked the score sent to the LMS would be 67% ((3-1)/(4-1)).

Grade sync to LMS

Automatically sync grades back to the LMS

- ☒ Students should not be able to earn more credit after the deadline than they earned before it

This encourages students to complete most of the assignment before the initial deadline. This has no impact unless your course has a late annotation period or a post-deadline reply window.

- ☒ Allow students to download all uploaded course materials

If checked, students will be able to download all materials in the course that you have uploaded, even if you have not explicitly marked them as downloadable. This setting does not apply to textbooks that students purchase, which cannot be downloaded.

- ☒ Enable assignment reminders

If checked, students that have not completed an assignment will be sent reminders before the assignment is due.

- ☐ Hide from students the number of comments required for full credit

If checked, students will not be shown the number of comments required for full credit on each assignment

- ☒ Enable group and one-on-one chats

If checked, your course will have access to group chats where students can discuss course content together or in smaller private groups. Students and instructors can also communicate

- ☒ Allow instructor to edit any student comment by clicking on it.

If checked, any instructor in the course can edit any comment by any course member.

- ☐ This is a test or demonstration course

If checked, Perusall will keep this course separate for you on the home page. Course functionality will not be affected.

- ☒ Show avatars of active users within content

If checked, Perusall will show avatars (photos or initials) in the upper-left corner to indicate which students and instructors are currently viewing the content.

- ☒ Automatically flag duplicate comments as inappropriate

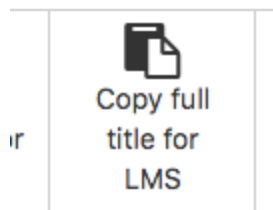
If checked, Perusall will automatically flag any duplicate comments (e.g. if one student copying from another, or themselves) as inappropriate, and make the duplicate comment ineligible for a score. Instructors will receive an email notification when comments are flagged.

Save changes

- Be sure to click **“save changes”**

18. Setting up assignments in Perusall:

- Go back to your “course home” (left menu)
- Click: “library” (top menu, second from left) → look further to the right and click “+Add” (add your content as instructed)
- Go back to top menu and select “assignments” → look further to the right and click “+Add assignment” (follow instructions)
- Go back to main page under “assignments” and click “copy full title for LMS”



19. Go back to Canvas and create the Perusall assignment as a *Canvas* assignment

- In Canvas, click "assignment" to add new assignment
- For "assignment name" paste in "Copy full title for LMS," which is on your clipboard from step 18 above.
- You will need to set up the assignment as an "External Tool" and point it to the Perusall app. Here's a helpful link that explains:

<https://cteresources.bc.edu/documentation/perusall/setting-up-perusall-on-canvas-graded-assignments/#:~:text=Scroll%20down%20to%20%E2%80%9CSub%20mission%20Type,matches%20the%20Canvas%20course%20name.>

-Important: Students must access all Perusall assignments via the Canvas assignment link in order for their scores to sync to the Canvas gradebook.

If you run into problems, Perusall support is fantastic: perusall.com

6. **One instructor replaced weekly i>clicker questions with blogs** (students could choose four 10 weeks to write 2-3 page blogs on readings for those weeks). "This seems to work ... brought up good questions while ...voluntary discussion board [was] pretty slow."

TA recommendations to faculty:

Please be mindful of TA time/hours: (from TA): I find instructors almost always go past the scheduled time now and seem to expect greater availability/flexibility for office hours, etc. (Even though some of us have families at home--we cannot necessarily hold office hours at 7-8pm just because courses have gone remote).

IV. Recommended language/resources to include on course syllabi

- [Syllabus template from the Commons:](https://engagedteaching.ucsd.edu/resources/syllabus-template/syllabus-template.html)
<https://engagedteaching.ucsd.edu/resources/syllabus-template/syllabus-template.html>

- Faculty recommendation from Fall 2020: You may want to include a short statement on your syllabus, or in a visible area on Canvas, that the grade calculation tool in Canvas may not accurately reflect students' grade in the class (depending on how assignments are set up), and that students should always refer back to the weighted grading scheme on the syllabus to calculate their grade in the course.

Example Inclusivity Statement (feel free to adapt)

"The TAs and I are fully committed to creating a learning environment that supports diversity of thought, perspectives, experiences, and identities. We urge each of you to contribute your unique perspectives to discussions of course questions, themes, and materials so that we can learn from them, and from each other. If you should ever feel excluded, or unable to fully participate in our class for any reason, please let me know, and/or please consult the Department's "[Report and Issue](#)" page for additional campus resources to support you, and diversity, equity, and inclusion in our classroom, and beyond.

UCSD Principles of Community

- **All faculty, staff, and students at UCSD are expected to be aware of and abide by [UCSD's Principles of Community](#)**

Students Accessibility

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (<https://osd.ucsd.edu/>). Students are required to discuss accommodation arrangements with instructors and OSD liaisons in the department **well in advance** of any exams or assignments. The OSD Liaison for the Department of Political Science is Joanna Peralta; please connect with her via the [Virtual Advising Center](#) as soon as possible.

Student Learning and Academic Support		
Ask a Librarian: Library Support	Writing Hub Services in the Teaching + Learning Commons	

Chat or make an appointment with a librarian to focus on your research needs Course Reserves, Connecting from Off-Campus and Research Support Find supplemental course materials First Gen Student Success Coaching Program Peer mentor program that provides students with information, resources, and support in meeting their goals Office of Academic Support & Instructional Services (OASIS) Intellectual and personal development support	One-on-one online writing tutoring and workshops on key writing topics Supplemental Instruction Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses Tutoring – Content Drop-in and online tutoring through the Academic Achievement Hub Tutoring – Learning Strategies Address learning challenges with a metacognitive approach	
Support for Well-being and Inclusion		
Basic Needs at UCSD Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live is encouraged to contact: foodpantry@ucsd.edu basicneeds@ucsd.edu (858) 246-2632	Community and Resource Centers Office of Equity, Diversity, and Inclusion As part of the Office of Equity, Diversity, and Inclusion the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus (858).822-.3542 diversity@ucsd.edu	

<u>Counseling and Psychological Services</u> <i>Confidential counseling and consultations for psychiatric service and mental health programming</i> <u>Office for Students with Disabilities (OSD)</u> <i>Supports students with disabilities and accessibility across campus</i>	<u>Get Involved</u> <i>Student organizations, clubs, service opportunities, and many other ways to connect with others on campus</i> <u>Undocumented Student Services</u> <i>Programs and services are designed to help students overcome obstacles that arise from their immigration status and support them through personal and academic excellence</i>	
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Academic Advising

Students who have academic advising questions related to the Political Science major, should contact the department's Undergraduate Advisor, Natalie Ikker, via the [Virtual Advising Center](#). Academic advising questions often include (but are not limited to): add/drop deadlines, course enrollment policies, planning major and minor requirements, quarter-by-quarter plans, department petitions and paperwork, and referrals to campus and student support services.

UCSD Policies

- [UC San Diego Principles of Community](#)
- [UC San Diego Policy on Integrity of Scholarship](#)
- [Religious Accommodation](#)
- [Nondiscrimination and Harassment](#)
- [UC San Diego Student Conduct Code](#)

Academic Integrity: Each student is expected to abide by UCSD's policy on Integrity of Scholarship

(<https://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>) and to excel with integrity in our course

(<https://academicintegrity.ucsd.edu/excel-integrity/index.html>)

V. Remote teaching checklist

A. Link to Commons' remote teaching checklist:

https://engagedteaching.ucsd.edu/_files/instructional-support/remote-teaching-checklist.pdf

B. Recommendations from faculty:

1. **Ensure that your students can access all course texts and readings:** for assistance, contact UCSD Bookstore or Geisel library.
 - If you're using research articles in Perusall, simply upload the PDFs of articles into Perusall and students can access without charge. If you're using textbooks in Perusall, you'll need to confirm that Perusall has been able to negotiate with the publisher to access your text. (See Perusall.com)
2. **Set up your course in Canvas** - this takes some time, so best to start early
 - If you have prior recorded podcasts, these can be integrated into your Canvas site
 - See above for detailed instructions, and video tutorial by Dang for importing the campus Canvas template into your course shell.
3. **Set up Zoom as recurring meeting with class times** (see above)
 - **Faculty recommendation:** Familiarize yourself with Zoom; make sure you have an account, set up recurring meetings for the quarter, set up practice sessions and play with the tools (raising hand, polling, break out rooms, recording all sessions automatically, getting recordings into Canvas and from "My Media" to "Media Gallery")
4. **Prior to classes starting, reach out to students with a survey** to connect with them and get information on times zones, whether they plan to participate asynchronously or synchronously, whether they feel comfortable sharing video and audio, any special constraints or concerns they might have
 - Sample student survey set up through **Google forms** and send to students via class list Blink (see above):

https://docs.google.com/forms/d/1CPdk_rRLigK36eUDYEgWkYGO-Onmi-4wA8nIEFxnllw/edit

- Everyone at UCSD has access to all the Google tools for free. If you use gmail, simply click on the 9-dot grid in the far right corner of your screen, then scroll down to "Forms" to create a Google form.
- Otherwise, sign into your account here:
<https://blink.ucsd.edu/technology/file-sharing/google/index.html>
- YouTube on creating Google survey:
<https://www.youtube.com/watch?v=fXQDFhKFuTU>

5. Ideas for week 1:

- introductions, check-in on student well-being, technology checks
- ungraded assignment requiring technology to see what works/doesn't (e.g. a second student survey - why they're taking the course, what they hope to learn, any anticipated challenges, their ideas re: how they learn best and we can best support them).
- **set tone and expectations for remote/online learning** - student-centered, empathetic, compassionate, while maintaining academic integrity
- **reminder of UCSD's Principles of Community for Zoom and online discussions:**<https://ucsd.edu/about/principles.html>
- **Faculty recommendation: Set expectations/norms for the chat function in Zoom immediately.** Especially in the beginning, the chat function may be used more than expected and become very distracting. I found that students were asking logistics questions throughout the entire class time (not just when the instructor asked if there were questions) for the first 1-3 weeks.
- **Additional Zoom chat recommendation:** Some faculty have opted to turn this feature off since it can be challenging to monitor if you're lecturing synchronously. Others have had their TAs monitor the chat, alerting them to important points of confusion and/or answering clarifying questions there. If you decide to use the Chat feature, it's important to remind students of the importance of abiding by [UCSD's Principles of Community](https://ucsd.edu/about/principles.html) in their interactions with each other (and you). (See bullet point above re: reminder of Principles of Community for all asynchronous and synchronous interactions.)

6. **After each class session**, move recorded Zoom sessions from "My Media" (private to instructor) to "Media Gallery" (public to students) (see above). I also posted all my lecture slides as a "folder" within "files" on Canvas.

7. **Midterm evaluation or “midterm survey”** (For summer session, aim to send by end of week 2; during the academic year, aim to send by the end of week 3 or 4). You can survey students either via a Google survey form or Canvas.
- Google surveys:
 - i. Everyone has free access to G suite tools. Sign in here:
<https://blink.ucsd.edu/technology/file-sharing/google/index.html>
 - ii. Sample Google form survey:
https://docs.google.com/forms/d/1lbGKdKPfTeQ2XF-yCP2pyMdArukMSziUWrpV7rI7uIY/viewform?edit_requested=true
 - iii. YouTube on how to create Google surveys:
<https://www.youtube.com/watch?v=fXQDFhKFuTU>
 - Canvas surveys:
<https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-create-a-survey-in-my-course/ta-p/782>

Here's additional information for midterm evals:

<https://engagedteaching.ucsd.edu/files/resources/collecting-early-student-feedback.pdf>

8. **Final exam (required), due no earlier than campus designated day/time** (see above)
9. **Consider an additional final course evaluation** asking students about specific assignments, tools, their learning experience, etc.
- Sample end-of-quarter course survey:
https://docs.google.com/forms/d/1xNnxyAHu3azVf6LzRTJX8cCozlyMnRZ3a429X_xMR_A/edit
 - See above for how to create Google or Canvas surveys

VI. Additional campus resources to support student learning

- Keeplearning.ucsd.edu:
<https://digitallearning.ucsd.edu/learners/learning-remotely/index.html>
- Nice resource for students: [Covid-19 Information for Students](#)
- Guidelines for students in online courses from Will Styler, Linguistics:
<http://wstyler.ucsd.edu/onlinestudents/>
- 12 min. YouTube by Celeste Pilgard (UCSD Psychology)
<https://www.youtube.com/watch?v=1IIUVU-d1DM&feature=youtu.be>
 - 1. learning from video lectures

2. studying for online exams
3. understanding the pass/no pass option

VII. Other less frequently asked questions (technology, computer needs, etc.)

Q. What to do if I typically use student computer labs to teach my course:

- submit a CINFO request right away <https://cinfo.ucsd.edu/>
- campus should be able to provide you with a blend of virtual labs and student software downloads, but CINFO needs to know which apps to prioritize as soon as possible
- if you're making an alternative plan for your course, please also let CINFO know this as soon as possible

Q. What do I do if students do not have a laptop?

- To request a loaner laptop for summer:
<https://eforms.ucsd.edu/view.php?id=490887>.
- For more info:
<https://vcsa.ucsd.edu/news/covid-19/#Access-to-Computers,-Discounted>
- For any problems, email: vcsa@ucsd.edu

Q. How do I set up Turnitin in Canvas?

- There are 2 ways to set up Turnitin assignments in Canvas (Canvas recommends first way)

1. Recommended: Turnitin as an External Tool - this allows you to use Turnitin directly to grade students using the Turnitin Feedback Studio outside of Canvas. When students submit their assignments to your assignment in Canvas, they will use the external Turnitin tool (which opens in a new tab) to upload their files to the assignment. When you grade assignments with Turnitin as an External Tool configured, Canvas will open the Turnitin Feedback Studio in a new tab for you. This may be easier for your TAs to manage if they prefer the Turnitin Feedback Studio for grading - the view of the assignment inbox is almost identical to the 'Turnitin Assignments' tool in TritonEd.

To create a 'Turnitin as an External Tool' assignment:

1. Go to the Assignments page from your course site
2. Click +Assignment

3. Enter a title and description (optional) for the assignment, as well as the number of points, assignment group, and how you'd like grades to be displayed to students
4. Next to Submission Type, select 'External Tool' and click 'Find'
5. Select 'Turnitin' from the list (not Turnitin Framework) and click 'Select'
6. (Optional) Click 'Load This Tool in a New Tab' - this will open Turnitin in a new tab
7. Add any additional settings to the assignment, such as personalized due dates
8. Click 'Save' or 'Save and Publish', if you're ready to make the assignment available to students
9. Click 'Load Turnitin External Tool in a new window' from the new assignment page and then fill in the Turnitin submission settings
10. Click Submit

When you're ready to grade this type of assignment, go back to Assignments > select the assignment you created and click 'Load Turnitin External Tool in a new window'. This will take you to the Turnitin dashboard from which you can use the Feedback Studio to grade students.

2. Turnitin's Plagiarism Framework - this uses Canvas's built-in SpeedGrader for giving feedback to students and assigning scores. You will be able to see the Turnitin Originality Score (which indicates how much of a student's submission was found in external sources) but will use Canvas's built-in grading functionality to grade assignments instead of the Feedback Studio. This will also allow you to assign student scores as non-natural numbers (e.g. '5.5', '8.49') which is not possible through Turnitin's Feedback Studio.

Here's an overview of the differences between these two options:

<https://help.turnitin.com/feedback-studio/canvas/plagiarism-framework/external-tool-vs-plagiarism-framework.htm?Highlight=turnitin%20framework>

Q. I'd like advice on a microphone strategy to conduct discussions over Zoom.

1. Go to Zoom - and start a meeting with yourself
2. Hit record button
3. In pop-up select "record on this computer"
4. Talk for a moment
5. Click "stop record" button in upper left
6. Click "end meeting" in lower right
7. In pop-up click "end meeting for all"
8. "Converting meeting recording" will show

9. Double click either the m4a or mp4 files (audio only or audio with video) to evaluate audio quality

10. If good, you're good! If not, you will need to order a headset. Please see:

<https://sscf.ucsd.edu/services/purchasing/recommended-remote-work-items>

Q. I still have technology needs for teaching. What should I do, and how can I get reimbursed?

1. If you still have technology needs for teaching, the Division recommends purchasing these items yourself to expedite the process and has these recommendations:

<https://sscf.ucsd.edu/services/purchasing/recommended-remote-work-items>

2. Reimbursements: Please submit receipts to John Lozano: jplozano@ucsd.edu.

Kimberly notes that: "we only have resources to reimburse purchases that were made for needs strictly related to the current COVID-19 situations. In addition, any items for which a reimbursement is processed will be University property." (If you have questions about what can/cannot be reimbursed, please let me, or John, know. In general, items such as those listed on the DSS website above are reimbursed, but unfortunately, not things like upgraded data plans.)

VIII. General Resources

- APSA:
<https://www.apsanet.org/RESOURCES/Resources-for-Coronavirus-Response>
- 10 teaching strategies to support students and help them continue to learn during this time of uncertainty:
<https://insidehighered.com/advice/2020/03/17/10-strategies-support-students-and-help-them-learn-during-coronavirus-crisis>
- Finally, sing-along for all (once a day?!)...we will survive!!

<https://www.youtube.com/watch?v=CCe5PaeAeew>

IX. Faculty Recommendations for Remote Summer Teaching

I. Based on your teaching experiences thus far, please provide 1 - 3 teaching recommendations for Summer Session II (and/or Fall) instructors and TAs.

1. I've found that, especially with the 3-hour course blocks of summer school, that the flipped classroom approach has worked well. For each course meeting, I ask students

to review two podcasted lectures and the slides for them, and then we have a one-hour discussion section where we go through exercises together and answer their questions. I then post the Zoom recording on Canvas, because 30% of the students did not attend the discussions at the beginning of the quarter, and that percentage has edged up a bit over the session. But looking at student performance on the problem sets and tests so far, they have done well compared with past cohorts.

2. Many students are doing summer courses asynchronously. Some have never once appeared on Zoom. Staying connected through Canvas announcements is essential.

3. Mandatory weekly Canvas discussion threads help keep asynchronous students plugged in.

4. It's easy to track individual student progress with Canvas. Reaching out to students falling through the cracks - not turning in assignments, or taking quizzes, is helpful.

5. Build in some type of mechanism for collecting student feedback (and for keeping students accountable), particularly from asynchronous learners. (*Ideas include Canvas quizzes, discussion board assignments, Perusall.com – free collaborative reading tool that integrates with Canvas and is graded by a machine learning tool.*) See dept. google doc: https://docs.google.com/document/d/1_wpTf-Tk8FeaaYd3so0Xduqle90_yS68Fq37vUG0C00/edit

6. Spend some time figuring out all the tools that Canvas has because you can automate a lot of things which makes life easier. (*Cassidy can help with this:* creller@ucsd.edu)

7. If pre-recording, try breaking lectures down into smaller chunks. So instead of recording a lecture for 50 minutes or whatever, record a couple of 15 minute chunks. It's easier on you and students can always play them back to back, or use it to take a social media break or whatever.

8. Emphasize availability for OH (they might be shy otherwise)

9. All exams (and graded assignments) must be offered asynchronously

10. Breakout rooms worked surprisingly well for discussions. Students seemed to like it.

11. Conduct a midcourse feedback survey. Happy to share the format of mine. It was very helpful. (Here's the survey developed by the Commons –linked from the dept. google doc:

https://docs.google.com/forms/d/1lbgKdKPfTeQ2XF-yCP2pyMdArukMSziUWrpV7rl7uIY/viiewform?edit_requested=true

12. Consider scheduling short tutorials with small groups of students (while recognizing that synchronous participation cannot be required, and all synchronous teaching materials must be posted to Canvas – but, you could record short tutorials and then require students to take quizzes on this material).

13. Make sure you can work with Zoom--high speed internet is critical (You can also use an Ethernet cable to help stabilize your connection. Practice Zoom sessions available from the Commons: [Select a studio slot on this calendar](#) or Cassidy may be able to set-up a one-on-one consultation: creller@ucsd.edu)

II. If not addressed above, do you have recommendations for pitfalls to avoid - things you would recommend NOT doing? Or, what was one issue related to remote teaching or technology you encountered this session?

1. I think that a three-hour Zoom session, twice a week, would be exhausting for students. I know that it would be for instructors!

2. Biggest issue is trying to gauge how well students are absorbing information without being able to rely on real-time feedback. (See above for suggestions: [Canvas quizzes](#), [discussion board assignments](#), [Perusall.com](#). In synchronous sessions, [Zoom polling feature and breakout rooms can work well.](#))

3. Challenges with Zoom setting so that videos automatically record and appear in "My Media" in Canvas (See dept. google doc on Zoom settings, or contact Cassidy: creller@ucsd.edu):

- In Zoom settings under "meeting options", select "record meeting automatically" -most convenient is to save to the cloud. This saves to your "My Media," where you can edit if need be.)

4. The biggest problem is that few students attend the Zoom meeting, and it appears that only about half have been watching the recordings. (See above re: strategies for keeping students accountable. Also, good idea to run a survey before classes begin to poll

students on how many plan to attend synchronously. See dept. google doc for a sample survey and instructions for setting up.)

III. Any additional comments, questions, or insights to share:

A shocking number of students neither attend the Zoom meeting nor watch the recordings of the Zoom meetings or pre-recorded lecture videos I make available (this inference is based on the viewing statistics Canvas makes available to the instructor). Despite frequent invitations to come to office hours, no one has. Average performance in the course is worse than it normally is. None of the poor performers have asked for extensions or indicated extenuating circumstances. I think a lot of the students are not motivated, and I'm not exactly sure how to motivate them---I'm not sure they even read my course emails. *(See above for suggestions re: keeping students accountable, but we can also talk about this in the group Zoom, or in individual sessions.)*

Having a bad day with Canvas? [Here's a sing along to help you get through it!](#)

X. Exporting Grades from Canvas to eGrades (from David Wiens - thanks, David!)

1. Download the "egrades format" class list from Blink.
2. Export Canvas grades (as .csv)
3. Copy the column of final grades from the Canvas .csv
4. Paste the column of final grades into the "egrades format" class list from Blink
5. Save the latter as a .txt
6. Import the .txt file into egrades.