March 2020

TOPICS

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UCSD WEBINARS ON VIRTUAL TEACHING

ADVANCED TOOLS/OPTIONS FOR MOVING TO VIRTUAL TEACHING

ADMINISTERING ONLINE EXAMS

WELLNESS RESOURCES

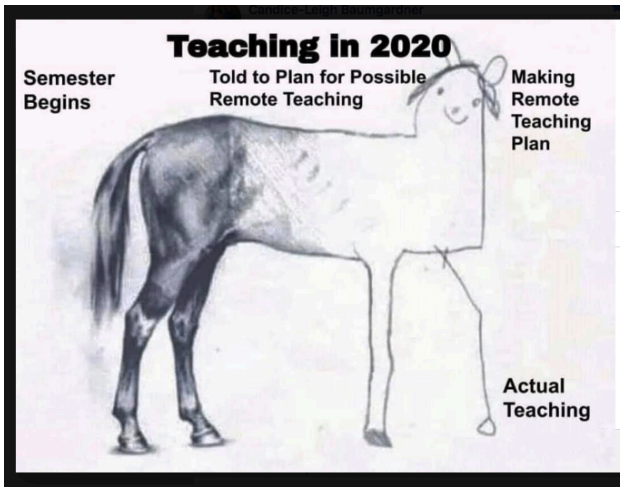
ANTHRO SPECIFIC RESOURCES

WHAT TO DO WITH YOUR KIDS WHEN YOU'RE TEACHING AT HOME

GENERAL CONSIDERATIONS (regardless of how you'll teach)

We're human...

- Keep in mind that we are not being asked to deliver true online courses. That is a skill and process that takes a lot more time and effort than we have available. We're just doing what we can to move things virtually; be gentle on yourselves and your students. Please do a bad job of putting your courses online



Credit: Renea Frey

- Find out what your students need. Use a survey to assess needs, concerns, and potential problems - this will help you be able to troubleshoot things now.
    - If you have a student who needs a laptop, they should complete this form: Student Loaner Laptop Request Form
    - If a student has other needs for remote learning, they should email VCSA@ucsd.edu
    - For accommodations, contact the Office for Students with Disabilities (OSD)

- If you're sick, find someone willing to do a virtual guest lecture here: Sick Faculty Exchange signup - and sign up! (this is anthro-specific; there are links to other fields in this google doc)
- Try to keep content simple for accessibility purposes, describe everything you are showing. Try to provide very clear rubrics - without you in the classroom, students need information to fill in between the lines. (@johnhawks)
- You may consider adding this language to your syllabus to reassure students that expectations and rollout of classes will be modified

Basic things to think about for teaching virtually (from @lukestein)

- Ethernet is better than Wifi, so use an ethernet cable when teaching. See other tips from IT for helping maximize bandwidth
- Keep your laptop plugged into a power outlet.
- Turn off notifications on your computer. Move the files off your desktop. Hide your browser tab bar and bookmarks bar.
- Send your students whatever information they need to use the technology before class - e.g., the survey mentioned above, the link to the Zoom meeting prominently displayed in Canvas. Other student prep info:
    - For an introduction to Zoom, visit Student Zoom User Guide
    - Guidelines for attending an online course
    - See more under Basics of moving to virtual - Basics for getting ready for class
- **Practice** with all the tools you'll use and give yourself a checklist of the basics. Don't be this professor:



Assessment

- Rethink grading. Normal rules of rigor, attendance, participation need to be revisited. Asynchronous work is harder than synchronous work (most people find working remotely difficult). Assessment should reflect that. (@slamteacher)
- You can't stop cheating online. Effective online learning uses assessment instruments where traditional cheating doesn't benefit student grades. Effective online learning

encourages students to use outside sources, trains them to evaluate them, and doesn't rely on time limits. (@johnhawks)
- Note that UCSD is requiring that exams include an asynchronous option (i.e. exam cannot only be completed during the “live” class or final exam time)

BASIC MOVING TO VIRTUAL TOOLS

Much text in this section from Will Styler: Resources for Faculty moving to Online Teaching

Helpful resources

- UCSD’s “Keep Teaching” site - from Teaching & Learning Commons
- Links to various resources for remote teaching at UCSD
- Going Online in a Hurry: What to Do and Where to Start
- A quick start guide designed by UCSD engineering is helpful
- Teaching Effectively During Times of Disruption - note, this covers a lot of the same material we have here in more detail, but we’ve tried to condense it to what we think our fellow faculty need most. This might be a more useful resource though
- How to Be a Better Online Teacher - Some fundamentals of online teaching (some of which translate better into our current context than others)
- See Teaching + Learning Commons 10 Tips for Creating Community through Remote Instruction

Zoom and Canvas basics

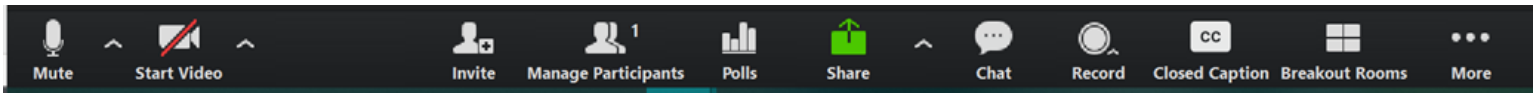
- Short videos on getting started in Canvas and Zoom - specific videos are:
    - Adding Zoom To Canvas
    - Start a Zoom Meeting in Canvas
    - Zoom Installation and Basics
    - Zoom Troubleshooting Common Issues
    - Zoom Meeting Icons and Descriptions
- Practice Canvas course to explore and help you get started with your own course set-up
- Canvas support staff: 858-822-3315, canvas@ucsd.edu

Live Lectures and Class Sessions in Zoom

- See Instructor’s Checklist for Zoom

- If you're doing them live, use Zoom. Zoom is actually shockingly good. Assuming it doesn't shatter under the burden of hundreds of thousands of university courses, this is quite excellent as a service and will replicate many of the interactions you're used to
- Make sure to install zoom on your computer (it will automatically upgrade to Zoom Pro once the campus approves your account)
    - On recent Macs, it'll prompt you to 'Allow permissions for Screen capture' the first time you try to broadcast your screen
- Even if your classes are live/synchronous, consider recording them. This is easy to do and makes it easier for students who missed class. You do not have to share these recordings beyond your class itself (maybe only those who email to say they missed).

As the host, you have a range of tools in Zoom:



- Properly configured, Zoom allows for…
    - **Screen sharing** of slides
        - See how to share screen in a Zoom meeting
    - **Recording** of slide audio and video - see how to record a Zoom meeting
    - Live markup of slides (e.g. drawing and typing on the screen) - **Annotate**
    - Students to unmute and ask questions, also indicating that they have questions via chat and specialized 'reactions'
    - Students to **chat** live with you mid-lecture
    - **Polling** (see below)
    - Small group discussions in **break-out rooms** (see "Discussion during class")
- Share Guidelines for students attending online classes with your students ahead of time, to help minimize distractions and problems.
    - Send your students an announcement via Canvas to install Zoom on their devices before the first class using this link here: https://zoom.us/download
    - Tell them to click on the Zoom LTI button that you have added to the menu on the left side of the course in Canvas (see Pro-tips below)
- For more see Zoom Pro-tips and Zoom FAQs below

Basics for getting ready for class

- Set up a recurring meeting so you can use the same link each week for class
    - In Canvas, under Zoom LTI Pro - select "Schedule a new meeting" and be sure to set your class time and select "recurring meeting"
- Email your students to let them know to download Zoom and to share the link for class
- See this site for more detailed things to consider
- See Zoom Pro-tips and Zoom FAQs below for more on recommended settings

Discussion during class

- You can use the **chat feature in Zoom** - for larger classes, student questions can be managed in chat and highlighted by one of your TAs if they're particularly good
    - Student can send a message directly to one person or to everyone in the chat box
- For small classes, students can switch to share their video or share screen when asking a question if you give permission by clicking on their name and click 'ask to start video.'
- **Zoom break-out rooms**: You can encourage students to 'break out' into small groups using Zoom to work on a problem, with somebody sharing their screen
    - Zoom's Guide to using 'Breakout' rooms
    - You can choose breakout group sizes and automatically (randomly) assign students to groups, and shuffle them around as needed. Students can jump back into the main session at any point
    - You and the instructional team can bounce from room to room interacting with students
    - You can also summon everybody back to the main room with a 60 second countdown.
    - Technically, Zoom allows you to pre-assign breakout rooms (i.e. to create breakout rooms that are consistent each meeting, for example if students will be working in the same group all quarter), but we don't seem to have this functionality in Canvas. An option would be to schedule your Zoom meetings using the desktop app rather than Zoom embedded in Canvas, but there are additional limitations (e.g., you need to know what email address students used to register for Zoom; they need to be logged in to Zoom when they join the meeting)
- **Canvas discussion boards:** offers the ability to designate posts in the discussion board as graded
    - There's a check-box when you create a discussion that lets you make it graded, give it a 'due date', and designate the number of points it's worth
    - You can check a box to hide other responses from the student until they make a post - this makes it workable for 'Here's a problem set, work it out and talk with your classmates'
    - Here's my rubric for grading discussion posts
        - Borrow, steal, or just link to it. Information should be free, I don't mind.
- You can also have them use Padlet to allow students to upload pictures (e.g. of syntax trees or diagrams) to a course-wide board.

Remember to hold office hours!

- Within Canvas, you can create another recurring meeting so that students can find it easily on the course page
- In that room, you have all the normal zoom powers, and if you just leave Zoom open, students can 'drop in'
- You're able to exist in that room with your camera and mic off, and just turn those on when a student joins to 'start the meeting'
- You can also break out into a one-on-one room with a student for private matters.
- If you use the waiting room function, you have to admit students (so there aren't students joining in the middle of a potentially private conversation with another student)
- This google doc from the Teaching + Learning Commons describes more options for office hours

Asynchronous Lectures and Video Playback

Update on copyright issue March 20, 2020:

The university has released a statement that we should only post course materials on UCSD approved platforms that are password protected, and they say CANVAS is the only UCSD approved platform for Spring 2020. You can make your own decisions based on this information.

- Copyright email notice: "Advise students that your Course Materials, including recordings of your course presentations, are protected and that students may not share them except as provided by U.S. copyright law and University policy. You can share this information with students in your first class meeting, on your course website, and in your syllabus. Here is some sample language":
    - *"My lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials, are protected by U.S. copyright law and by* University policy*. I am the exclusive owner of the copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may also share those materials with another student who is enrolled in or auditing this course.*
      You may not reproduce, distribute or display (post/upload) *lecture notes or recordings or course materials in any other way — whether or not a fee is charged — without my express prior written consent. You also may not allow others to do so. If you do so, you may be subject to student conduct proceedings under the UC San Diego Student Code of Conduct. Similarly, you own the copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course web site, I will ask for your written permission."*
- Indicate on the first or every page of your Course Materials (in a header or footer, on PDFs and in Canvas) that they are protected by copyright: "© Faculty Name 2020"
- Include your UC San Diego email address so that people who want to ask your permission to use your materials will be able to contact you easily.

Tools for developing asynchronous course material

- Asynchronously, you can use **Zoom** to record them (make sure to turn on recording!) or through **Kaltura**, and upload to **YouTube** (public, has best closed captions feature) or **Canvas** (private, no CCs, also requires students to be able to view that file format).
    - Note that Zoom recordings can be made while alone in your Zoom room, so you don't need students or a live audience
        - If you record to the Cloud, it automatically adds captions
    - Uploading to Canvas
        - Click the Media Gallery link in Canvas in the Sidebar
        - You'll need to give Authorization
            - This will allow you to automatically pull Zoom lectures into Canvas
        - You can then upload new audio/video files from your computer for students to access
    - Uploading to YouTube
        - YouTube has the advantage of providing automatic captioning
        - It's also available without Canvas Login
        - Videos can be uploaded as 'Unlisted' so that they're not publicly searchable
        - … but students will need to watch advertisements to view your videos, and anybody with the link, UCSD or not, can see them
- **Powerpoint** lets you record narration and annotations in-app. These recordings go with each slide, so you can re-do one slide, reorder slides, etc. You then export a video file to post (@lukestein)
- Recording long lectures may be tough. You might have kids at home, or your students might be watching on their phone. Consider breaking up the lectures into shorter videos. You can also see what's already out there on YouTube (see Anthro specific resources below)
- **Kaltura** is a great option for this - includes options for video only (of you), screen capture only, or both video of you + screen capture
    - Kaltura Canvas Basics
    - Ordering and Editing Captions in Kaltura

Accessibility support

- OSD FAQ for Winter exams
- The best tool for closed captions is YouTube
- In Zoom, you can assign someone (e.g., someone assigned by OSD) to type closed captions live, or Zoom can automatically transcribe recordings (which then need to be checked and edited, but it still saves time)
- Advice about teaching online with accessibility needs in mind: Accessible Teaching in the Time of COVID-19

    - Some recommended strategies:
        - Image descriptions and alt-text for all images and videos
        - Captions and/or transcripts for all videos.
        - PDFs with OCR (Optical Character Recognition) for screen reader access
        - Checking for screen reader accessibility with a tool such as Webaim

Privacy

See Privacy Considerations during Modified Campus Operations - especially consider:

- At the beginning of any recording, individuals should be informed that the session will be recorded.
- Instructors are encouraged to provide other means of participation for students who do not want to be recorded (e.g., submitting questions and comments online).
- Instructors should not require students who have placed a FERPA block on their directory information to use their name or their camera during class. Note that students can change their names in Zoom - within their video, they can click on the 3 dots icon and select “rename” then enter anything they’d like
- Individuals who do not want to have their surroundings visible are encouraged to use Zoom’s virtual background feature, if feasible, or, if allowed by the instructor, to participate without video. Be mindful of others who may not wish to be visible or recorded in the background.

Readings and other course materials (much of this from anthropology librarian Sarah Buck Kachaluba)

- Overview from the library on Accessing Electronic Resources (much of this info is below)
- From **bookstore**: “This message is to inform you that the Bookstore is open and working to help all of our students and faculty figure out spring quarter. We will be offering FREE shipping on all course materials through the second week of class (drop/add period). If there are any books that you are interested in digital options, please let me know ASAP. I am working on identifying titles that we can add to your Canvas page and titles that are already free through the UCSD Library. If you have any questions at all please let me know” (textbooks@ucsd.edu)
- Help with accessing **ebooks** and navigating various ebook platforms: Home - Ebooks - LibGuides at University of California San Diego
- To request a **scan** (PDF) of print journal articles, or book chapters (no charge), or items we don't own (Interlibrary loan) please use this Request Form
- To place items on Course Reserve, not in the Library, or in Eckart building, but using the Library's “**eReserves**” for online course materials, please go here
- If you use Canvas for your courses and when you and your students need to use licensed items such as eBooks or online journal articles, the students will need to be

using the campus VPN service to enable access to these resources. Direct them to use the **VPN AnyConnect** (client) for access to library resources, instructions here
- To request that the **Library purchase** an eBook, or other online resource, for your course or research, contact Sarah Buck Kachaluba (or your dept librarian) or use Recommend a Purchase form (both end up in her email – the first should be the fastest route – please put a red exclamation point/urgent if you need it urgently)
- Affordable Course Materials: Open Educational Resources (OER) for Faculty guide
- New Online Research (Lib)Guide for Anthropology

Accessing materials from the print collection

Hathi Trust's Emergency Temporary Access Service (ETAS) has now been activated for UCSD, giving us reading access to 52.14% of our print collection.

- Login using active directory – then you will be able to access the entire public domain corpus plus the temporarily available material.
- To find and access a particular title you will need to search or paste in the record (if you already have it), and then click on "temporary access"
- This site provides additional information to help you get started

UCSD now has access to the **entire suite of Cambridge Textbooks** via Cambridge Core (nearly 780 unlimited-use titles) until June 15, 2020.

- Must use UCSD AnyConnect client VPN with the 2-step-secured allthruucsd setting, or the campus EasyConnect Web VPN, following instructions on this page.
- Please note also that these Textbooks are rendered from HTML and do not provide take-away PDF chapter downloads like our numerous Cambridge Core scholarly monographs; thus it is necessary to stay connected to read through a book.
- Here's the main Cambridge page, with subject lists, for Textbooks. Title cataloging is also in process (so that you will be able to find and access the titles in ROGER).

Accessing and Acquiring Online Films

- Remember that you'll need to log in with the VPN to access library materials
- Most of the online films to which UCSD affiliates have access are found in one of the two following databases:
    + Alexander Street Press
    + Kanopy
- To find online films that we have not acquired but can try to:
    - Search: www.kanopy.com (which is different from our particular instance of Kanopy which only reveals the films we've purchased access to). In other words, the UCSD link shows what we have, but the home kanopy link also points to films that we could purchase

- A third way to find films to which we have access or which we may be able to acquire is to search WorldCat (Melvyl) – which provides access to 3 different platforms: a) Worldcat (a consortial, global catalog of library materials) b) Melvyl/UC Libraries, and c) UCSD. The advantage of using this platform, even for UCSD, is the faceting menu on the left-hand side, which allows you to narrow your search to e-video box in the menu on the left – (down under video).
    - Please note that the default search for results is Worldcat – meaning materials beyond the UC, although materials will be listed in order of proximity (first UCSD, then UC, then WorldCat). You can narrow down to Melvyl/UC or UCSD by using the drop down box under your search at at the top of the faceting menu. The number of results gets smaller with each drop-down.
- And if all else fails, please let your dept librarian (ours is Sarah Buck Kachaluba) know about any titles you find that a) you have not found online, or b) you're not sure we have/how to access and I'll see what I can do.

Assessments and Grading

- Note that undergrads will be able to convert to P/F or S/NS throughout spring quarter - see this page for info about academic deadlines this quarter
- I recommend using **Gradescope** for grading both online submission assignments as well as assignments that would conventionally be done on paper.
- The strengths of **Canvas** are in grading long-form papers (as the annotation tools are better) and in being able to submit photos directly (e.g. of diagrams) in Canvas quizzes, which is missing in Gradescope

Gradescope

- Sign up with your UCSD Address
- Create the Gradescope class by…
    - Open Canvas, go to Settings -> Navigation
    - Then drag 'Gradescope' above the 'Hide from Students' line, then click save.
    - Then click the Gradescope link in Canvas in the Sidebar
    - 'Create a New Course' on Gradescope, and fill in details
- If you want online submissions (e.g. students work directly in a form), you need to email help@gradescope.com to ask them to enable Online Submissions Beta
- Gradescope Online assignments use Markdown to do bold, italics, links, tables, and more. It's great.
- Reinforce to students that, if you're doing PDF submission, they must use exactly your form.
    - Some people try to paste the text into Word or something. This will break EVERYTHING.

- Grading is faster if students are instructed not to use punctuation when they answer.

Other people's Gradescope Documents

- Gradescope/canvas -- detailed notes from UCSD engineering department (for integrating with CANVAS etc)
- Gradescope 'Getting Started' Guide
- Student Guide to Scanning Documents with Gradescope
- Gradescope's 'Remote Assessments' FAQ

Taking Attendance (though we encourage you to relax live attendance expectations because we are in such an unusual moment, and students are facing all kinds of obstacles)

- If you're using Zoom, you can access an attendance report
    - Go to Canvas -> Zoom LTI Pro -> Previous Meetings
    - Click "Report" for a list of the participants
- Here's a Guide from UAB

Administering Online Exams

- The Econ dept has a great step-by-step explainer on options for online exams
- One option is to give a take-home exam that you have students upload on Canvas using the Assignments feature
- Alternatively, you can create tests that are completed within a platform:
    - Canvas Quizzes
    - Gradescope (beta) (see details below)
    - Helpful in case of issues with Canvas: How to Resolve Student Quiz Issues
- Be sure you make yourself available via Zoom to answer questions!
    - Short videos on getting started in Zoom - let us know if you have questions
    - See this doc about proctoring large exams using Zoom
- For questions about accommodations, see OSD FAQ for Winter exams
    - After you review this, should you have specific questions or concerns about how best to provide accommodations for a final exam, please email the OSD at osd@ucsd.edu and use the subject "Questions re: Winter 2020 Final Exam"
- FAQ for creating/running an online exam in the middle of a pandemic with little or no warning
- Suggestions from the Linguistics dept - some of these are more or less relevant to us

WELLNESS RESOURCES

See UCSD's Center for Global Mental Health website for more wellness resources. Thank you to Janis Jenkins and Shayna Orensztein for assembling these!

Student supports

- Counseling and Psychological Services (CAPS) at (858) 534-3755; CAPS regular hours- M-F from 8:00AM to 4:30PM.
- Daily streams and recordings of mindfulness and compassion sessions
  (consider adding to syllabi)
  CAPS services update
    - CAPS Services are available through "televisits" for students experiencing distress; in cases of ***acute*** distress other options will be considered.
    - Janis Jankins advice: “The most important thing to convey is that all matters of distress or mental health are fundamental human processes, and, that under highly stressful/adverse conditions, it is *expectable* (i.e. 'normal') to experience such (and that this is widely shared).”
- See Teaching + Learning Commons Practices to Support Students’ Well-Being
- Other wellness resources
    - Sanvello app

UCSD WEBINARS ON VIRTUAL TEACHING

We will add links to recorded versions as they become available

Teaching and Learning Commons webinars - see here for all webinar links

- **Training for EdTech tools (Canvas, Zoom, Kaltura, and more)**
  See the Training Calendar for topics and dates – open to IAs and course instructors
  Zoom link for all trainings
- **Strategies for Remote Instruction - recording and slides here**
- **Planning for Day 1- Creating Community in a Remote Section - see recording**
  In this webinar, make a plan for how you will start to build a community in your section, communicate expectations, and scaffold participation from the first day.
- **Facilitating Effective Remote Discussion Sections - recording here**
  Experience aspects of a remote discussion section, with an introduction to the basics of how Zoom might be used by Instructional Assistants, how to apply good pedagogical practices to the remote “classroom,” and ideas for supplementing Zoom with effective asynchronous choices. The final 30 min will be reserved for open Q&A.
- **“Keep Calm and Teach On” Canvas Site for IAs - enroll here**
- **Zoom Practice Studio for IAs**
  Looking for more practice with Zoom? Join us for a 30 minute remote studio where a small group will experiment with hosting, screen sharing, and other Zoom options that will support remote instruction.

Reserve your spot: (limited spots per studio; if spots are full, stay tuned for more studio time)

- **Tech Tools for Giving Feedback on Student Writing**
  The Commons' Engaged Teaching Hub and Writing Hub will share tools in Canvas for responding to student writing, as well as principles/practices for effective feedback on student writing. Instructors and TAs from all disciplines and programs welcome! Powerpoint slides from this webinar are here and Amy's notes are below in section on Designing and grading student writing on Canvas
- **Facilitating Engaging Discussion Boards - recording here**
- **Remote Assessments and Proctoring - recording coming soon**
  Well-Designed Assessments and When Proctoring is Recommended
- **Providing Efficient Online Feedback on Student Writing**, Thurs, April 30, 10a-12p
  The Writing Hub and Digital Learning Hub will share strategies for reducing the time, effort, and stress required to give students feedback on their writing. Register here
- **Alternative Assessment Strategies (for Course Instructors)**, Thurs, April 30, 1-2pm
  Learn about tools and strategies that can give you and your students actionable information about student learning throughout your course, as well as consider meaningful ways for students to demonstrate their cumulative learning. Register here
- **Fostering Growth Mindset through Productive Struggle**, Fri, May 8, 11- 12:30
  More important than ever in this remote environment, in this workshop we will explore the idea of growth mindset and the impact of an instructor's mindset on student motivation and achievement. Importantly, we will dive into the crucial role of risk-taking and productive failure in learning, and identify how we can build a learning environment that allows for these opportunities. Register here
- **"Preparing to Teach as Associate-In" for Graduate Students and Postdocs** - Register for sessions in the series here
- **Individual Consultations are available via Zoom**
  Request a consultation here: Teaching Consultations – whether you want to consider plans for the upcoming quarter, try out features on a zoom with a practice "student," or simply talk about teaching.

Anthropology

- Recording of Amy and Bonnie's Zoom & Canvas tutorial for anthropology faculty
- Recording of Amy and Bonnie's second Zoom/Canvas tutorial for anthropology lecturers/grad students
- Update "webinar" on solutions to common problems we've heard about
- See Google doc of common tech issues and recommended solutions

Equity, Diversity, and Inclusion Office Webinars

- **Supporting Diverse Students Through this Transition**, Thurs, April 30, 10:30 - 11:30

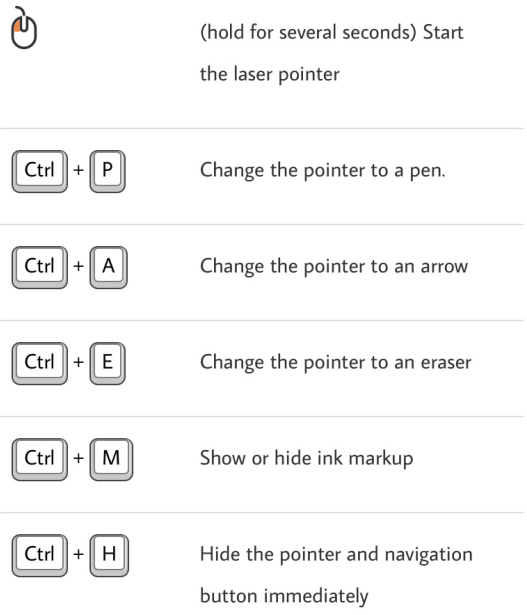
We'll collectively share and discuss culturally relevant support structures that respond to the needs of our diverse students. What resources are we creating or may need to create? Register Here

- **NCFDD Guest Expert Webinar: Wellness and Technology,** Tues, April 28, 11–12 Register Here

ADVANCED TOOLS/OPTIONS FOR MOVING TO VIRTUAL TEACHING

Recording lectures

- **@OBSProject** is free/opensource software. It's not hard to use, but there's a bit of a learning curve. The focus is one start-to-finish recording; if you want to make changes, you need to use separate video editing software. OBS's killer feature is the ability to easily switch between "scenes" (e.g., camera, slides, slides with camera overlay, whiteboard, etc.). OBS can also simultaneously stream live via YouTube, Twitch, etc. Even if you don't use it, this can be good as an online backup (@lukestein)
- It has built-in tools for doing a "laser pointer" and ink annotations. (You can put a sticky note on your monitor with keyboard shortcuts Down pointing backhand index.) (@lukestein)



- Consider a voice recorder for redundant backup of your audio (@lukestein)
- Other recording options
  - EVT (courtesy Farhat Beg -- fbeg@eng.ucsd.edu)
  - EVT Board platform (ECE 161b, winter 2020)
  - EVT Slide platform (ECE 265A, winter 2020)
  - EVT Hybrid platform (simultaneous board+slide use) (Power systems, USD)

- YouTube: Step-by-Step Guide: How To Upload a Video to YouTube

Break-out discussion and in-class activities

- Use Mentimeter for in-class quizzes to get immediate feedback (like clickers) - this doesn't require students to purchase any hardware or software
- If you want to do a think-pair-share discussion activity, you can create discussion questions in a **Google sheet**, assign groups of 2-3 to each question, and then have the students work together to answer them. Put the share link into Canvas under "Course documents." Voila, instant collaborative discussion with a student-friendly combined set of class notes that students who don't have reliable internet access can also use. (@ProvAtlantic)
- You can also pick and event or concept and have them work together to create a meme series to teach the concept to others (might work well in larger classes too) (@ProvAtlantic)

Designing and grading student writing within CANVAS
(tips from Teaching/Learning Center webinar - slides are posted above and here)

- **Students can provide comments when work is submitted:** Within the assignment, have students choose file upload and add a text or audio/video comment, and then you can respond
- **Peer Review:** Students can do asynchronous peer review – you can assign required peer reviews within canvas, can be graded, check box in canvas
- Can enable group assignments so they submit one submission per group
- **Rubrics:** Canvas has a feature for loading rubrics and grading with rubrics within the assignment creation window
- -When grading can click on each rubric element (level), and add additional comment below, integrates with speedgrader
- **Grading tips:** Prioritize your time/energy: Try to comment only on feedback that matters for your learning objective for the assignment, don't comment on everything (lower order concerns)
- -speedgrader within canvas allows you to give feedback in canvas easily – can click on the rubric elements directly, can also give audio/visual feedback in speedgrader
- -If students submit pdfs or word docs, can leave in line comments using DocViewer (feature within speedgrader)
- Make sure students know how to/are able to see the feedback in Canvas
- -tip: use the "mute assignment" function in gradebook to hide your comments and grades before student can view it

Note: *Writing hub is still available to give writing feedback now*

Activities outside of (or instead of) class

- Try focusing on what you want students to DO- replace the time students would have been in class with time spent doing/making things- editing Wikipedia (Wiki Education can help you get started), writing content for the course (check out Open Anthology of Earlier American Literature and A Student's Guide to Tropical Marine Biology for inspiration), blogging, making videos or podcasts or memes or powerpoint slidedecks. (@ProfBrandle)
- Create a **Slack** channel for your class to interact asynchronously

Hardware

- I find it's *much* better to have two (or three, tbh) displays rather than one. This lets you run your slides off one monitor and your streaming/recording software on another. (@lukestein)
- Mics: Experts have very strong opinions. I like a dynamic (rather than a condenser) mic, which is more forgiving in a room with outside noise and echo. I recommend the Samson Q2U https://amzn.to/2v8qAkg for ~$55. (@lukestein)
- ADVANCED HARDWARE More complicated, but a few options to consider.
  First, if you want to "draw" without having to use a mouse/trackpad, consider:
  - A "drawing tablet."
  - A "convertible" laptop (an external webcam and monitor will be essential) (@lukestein)
  - Using your iPad as an external monitor! This is awesome if you have a reasonably new Mac and iPad, and setup is *super* easy (it's called Sidecar, and is built into MacOS and iPadOS. You can draw with your finger or an Apple Pencil.
- Don't have a scanner? Try Adobe Scan and create high-quality scans from your phone
- SSCF recommendations for webcams, adaptors, etc
  - SSCF can help to an extent with some of these items
  - If a laptop dies during this time, SSCF may also ship you a chrome book
  - Other SSCF logistical support

For even more, check out these resources

- #CovidCampus
- #DigPed
- @TeachLearnAnth

Zoom Pro-Tips (most of this from Will Styler and Amy Non)

- You can integrate Canvas with Zoom
  - See 'Zoom LTI Pro' menu in Canvas

- This allows you to schedule specific meetings. Can do it in advance, set duration and date for scheduling purposes on calendar. Options you can set:
    - Can set up as a recurring meeting, e.g., every Tues/Thurs 10-11:20
    - Don't check box for required registration – it already allows waitlisted students to view, only students enrolled in your course through canvas can view it
    - Keep participant videos on so they can share videos if you want them to
    - Use audio both – in case they don't have a microphone, can use telephone
    - Don't recommend they require a password, they still need a unique meeting ID code so no one unauthorized (without meeting ID) can access it.
    - Keep checked 'enable join before host' if they log in before you do
    - Mute participants upon entry recommended – they can unmute themselves later
    - Waiting room lets students talk to each other before joining the official meeting
- If you are worried about random people joining your class - for example, if you think that your students might share the Zoom link to your class with others - see suggestions for dealing with **ZoomBombing**. Will Styler's suggestions here under section: "Discourage Trolling and bad behavior on Zoom" are very helpful for thinking through balancing accessibility for students and preventing Zoombombing
- Most of the time, Zoom windows are hidden when you're screensharing. This is great usually, but awful for teaching Zoom. If you go to Zoom -> Preferences -> Share Screen -> "Show Zoom windows during screen share", you can show the Zoom interface as well as the rest of the items on your desktop
- You can send images, files, or PDFs via the chat, but you'll need to turn on that feature
    - Go to https://ucsd.zoom.us/profile/setting, then under 'Meeting', enable 'File Transfer'
- You can broadcast audio from your computer to students as well
    - Sharing Computer Sound During Screen Sharing
    - On MacOS Catalina (and likely others), you'll need to install a helper app the first time you do this
    - To adjust the volume for participants *of the computer audio alone*, use the conventional volume adjustment on your Mac
        - Your voice will remain the same volume, so don't worry about that
- You'll also need a webcam, and probably a set of headphones with a reasonable microphone
    - This is the webcam I use
    - Headphones are a dime a dozen, most will work
    - Microphones on Mac laptops are usually sufficient, but USB microphones are common too
    - Don't try to do this using your computer's speakers as headphones
    - Remember that the webcam needs to face you, even if you're in a dual-monitor setup.
    - You can choose the audio input device in Zoom, and the default may not be what you want it to be.

- You can use the "manage participants" tab (where it lists everyone) and ask them to hit "yes" if everything is working fine; do this at regular intervals
- How to change Zoom background (note: these are CPU-intensive)

Zoom FAQs

- **How do students join the meeting?**
    - Tell students to go to canvas, click on Zoom LTI button, click join for appropriate day to join the meeting on the day
    - Students on waitlist should be able to join through Canvas
    - You can also send direct URL for the meeting to anyone you want (even if not on Canvas)
    - For anyone to call to join any Zoom meeting by phone, call this number, then prompts the meeting ID (two numbers equally usable in case one goes down)
        - 669-900-6833
        - 646-558-8656
    - If a student has no computer or microphone, can use phone to dial in
    - When “Waiting Room” is enabled, it requires you to admit the users when you’re ready. You will be able to admit everyone all at once.

- **What if connection is poor from my home?**
    - See “General considerations” for our suggestions to optimize connection
    - If connection is poor, turn off video temporarily to clean up audio sound
    - System optimizes itself to keep the meeting going, system will temporarily lower video quality
    - More suggestions from SSCF

- **To share videos on Canvas afterwards:**
    - Media gallery on left-hand Canvas menu is where to upload videos that you auto-recorded on your laptop, no limit on size of uploads
    - If you record to the Cloud in Zoom, recordings will appear in My Media. You’ll need to move them to Media Gallery for students to see
    - Alternatively upload to youtube with closed captioning and share link and passcode with students via Canvas
    - Note - if you’d like to share instructions with students about how to download your videos from My Media on CANVAS, see this pdf created by Mario Borrero

- **Cloud recording:**
    - Space has been increased, so we have an unlimited number/length of cloud-based recordings allowed

- They have increased capacity so that these recordings are uploading more quickly (it was taking hours)
- If you record to the Cloud in Zoom, recordings will appear in My Media. You'll need to publish them for students to see in Media Gallery
- You can also edit videos in My Media

ANTHRO SPECIFIC RESOURCES

AAA webinars

Responsive Teaching and Learning in Anthropology (Part. 1 recording)

Responsive Teaching and Learning in Anthropology (Part 2)
Tuesday, March 24
1:00 p.m. EDT/10:00 a.m. PDT

Useful anthro sources across subfields

- AAA has put together anthro resources for remote teaching
- Share and borrow short lectures paired with activities
- 4-field Intro to Anthro example of an online syllabus with activities that can be borrowed and used in any of the subfield intro classes: (PDF) Intro Anthro Online - Syllabus | Kristina Killgrove
- Teaching COVID 19: An Anthropology Syllabus Project | Teaching and Learning Anthropology Journal
- Virtual Curations - images and models of human cultural artifacts and bones
- Anthropology Teaching Ideas Facebook group for general anthropology teaching ideas (must request to join)
- Teaching College Anthropology Facebook group

Bioanthro

1. Osteology online resources/models/images
    a. 3D Skeletal data and imagery across species can be used for a virtual lab activity
    b. Downloadable, interactive sketchfab images available of skulls you can rotate- some of which are annotated
    c. Killgrove syllabus for Osteology (not all online but could be useful as it uses software)
2. Primate Behavior/Anatomy
    a. There are primate cams at zoos worldwide. Have students watch and record behavior.

        i. several reliable zoo cams for online observation assignments: Houston, San Diego, and Tucson
        ii. The Visual Ape Project
3. Intro to Bioanthro/Human Origins Online (syllabi, lab ideas, and activities)
    a. Why Evolution Matters Now (PBS Video about drug resistant strains, disease prevention, etc)
    b. John Kappelman (of eSkeletons and eFossils) has kindly extended free access to the fourth ed of Virtual Laboratories for Physical Anthropology online for those of us teaching BioAnth labs. Please get in touch with him for free access at John Kappelman
    c. Example syllabus (From Kristina Killgrove) for online intro to bioanthro class here, has helpful structure for exams, quizzes, online labs, activities: Intro Bio Anth Online - Syllabus | Kristina Killgrove
    d. 3D models of hominin skulls, so students can collect data and compare morphology: Smithsonian 3D Collection
    e. List of lab activity ideas (Killgrove): Online Bio Anth Resources
    f. Virtual lab showcases fossils and artifacts mostly from Lake Turkana, East Africa, including animals, human remains, and ancient stone tools. AfricanFossils.org
    g. Bioanthro links and blogs and podcasts and virtual labs: SpiderMonkeyTales
    h. Useful youtube video about 'Did Humans Evolve from Apes?'
    i. Bioanth News Youtube Videos about Bioanthro topics in the news: BioAnth News
    j. BioAnthropology News Podcasts
    k. Jonathan Hawks youtube has great instructional videos and interviews with other anthropologists, Agustin Fuentes etc: John Hawks- YouTube Channel
4. Paleopathology:
    a. Instructional videos (a series of 5 including an introduction, one on sex determination, age estimation, pathology, stature): Forensic Archaeology and Anthropology MOOC Support Videos
        i. Skeletal Pathology Instructional Video
    b. 3D images of human bones with pathology: www.digitiseddiseases.org
5. Genetics
    a. Good basic intro videos (The Amoeba sisters)
    b. High School Genetics activities - good refreshers for students by Rodger Moore (see Zork activity)

Cultural anthro

- Visual Documentary Project
- You Tube Video on Structural Racism
- Social Media Ethnography Activity (by Kassandra DeStefano)
    - How would you explain Facebook/Instagram/Snapchat/twitter to a "foreigner". How do they operate? What is the point of the apps? What purpose does it serve to society? To

individuals? To groups? To socialization? What is the sumbalizism of "likes"? How does social media transcend generations? What different kind of communications are done with different social media platforms? (I.e. Facebook more words, Instagram more pictures). How does social media shape one's identity? How does it help us connect with people across the globe?

- Autoethnography of their quarantine experience
    - - “adapted an exercise from Paula Saukko's book on cultural studies research and combined it with the popular Morning Pages practice by Julia Cameron. I just asked the students to keep a handwritten or hand-drawn journal for 14 days, writing nonstop for 30 min at the same time everyday, on whatever they feel like writing about. At the end of it I ask them to review all the entries and identify a couple of dominant themes/subjects they'd like to eventually develop into an initial research proposal. Obviously most if not all of them will be journaling about lockdown life, but my hope is that they'll realise (through rereading their journal) that this reality can be analysed from many different angles which become clear, just by paying closer attention to their lived experience of it.” (Anjeline de Dios)
    - See Bonilla, Y., & Rosa, J. (2015). # Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States. American ethnologist, 42(1), 4-17.
- Film analysis assignments can be good for exploring cultural differences - either ethnographic or popular film
- Coming of Age in Second Life by Tom Boellstorff
- (Maya Mesola): A lesson plan about “universal social facts” and the comparison with what an artifact is. The activity is interviewing 2-3 family members or guardians about their own birth narratives, and collecting any information about their birth that their family think is important. As well as any documentation-physical things that they have kept. The reading is “Birth in four cultures” and watching the film “Babies”
- Social Fact lecture/worksheet
- (JV Amato) The good news is there is very little data available on coronavirus anything with regard to students, let’s have them document the historical moment as a participant-observers of a global pandemic. How has their gaze shifted? How does this moment elucidate the importance of anthropology’s contributions to human behavior? Etc. Etc. Cuz you know they are all gobbling it up on social media anyway...Instagramography!
- Have students upload video reflections, reply to each other, create cool video discussions. https://info.flipgrid.com/
- Perusall: online, social e reader, can be used to annotated texts as a group and respond to each other. Good way of creating discussion about complex readings. https://perusall.com/
- Not specific to online teaching but a great article about teaching spaces: Comfort and Discomfort

Archaeology

- Archaeology Online Educational Content Resources for teachers and students

- Various archaeology homework activities
- How to have students make digital games for modeling archaeological sites etc
- Digital Sampling Activity
- Virtual Archaeology Field School Activity Idea

Linguistics

- Linguistic Anthropology Emergency Online Class Preparation
- Linguistics of Color Blind Racism

WHAT TO DO WITH YOUR KIDS WHEN YOU'RE TEACHING AT HOME AND DAYCARE/SCHOOL IS CLOSED: (could be useful for some classes too)
Ideas of online activities, remote museum sites, zoo cams, and games, etc:
Virtual Museums:
Activities
Science from Home
Free Educational Resources
20 Days of Activities from Scholastic grades 3-5
Common Core sheets
Early Childhood Instructional Resources
Virtual Field Trips
Downloadable Museum Coloring Books

NOT YET CHECKED

https://twitter.com/Jenae_Cohn/status/1236413459648008193?s=03

https://twitter.com/nanaslugdiva/status/1236005712020426752?s=03

https://twitter.com/DigitalHistory_/status/1237032679872307202?s=03

https://twitter.com/AimiHamraie/status/1237057301204197377?s=03

https://twitter.com/sarahwillen/status/1237182530924818432?s=03

https://twitter.com/krw18/status/1238165622439194632?s=03

•Spreadsheet of resources by various universities -- https://docs.google.com/spreadsheets/d/1VT9oiNYPyiEsGHBoDKlwLlWAsWP58sGV7A3oIuEUG3k/htmlview?usp=sharing&sle=true

* Univ. of Notre Dame - https://coronavirus.nd.edu/instructional-continuity/

•Bok Center @ Harvard -- https://bokcenter.harvard.edu/teaching-remotely

•Baldwin Center for Learning and Teaching @ Bodwin -- https://www.bowdoin.edu/baldwin-center/for-faculty/remote-learning-and-teaching/index.html

•Zoom tutorial from Middlebury College -- https://dlinq.middcreate.net/course-continuity/
* Teaching, Learning & Professional Development Center @ Texas Tech —https://www.depts.ttu.edu/tlpdc/COVID-19_Teaching_Resources.php

•Teaching College Anthropology group (https://www.facebook.com/groups/teachingcollegeanthro/?hc_location=group)

CHECKED

This is a useful resource about online teaching and accessibility for students with special needs from one of my friends at Vanderbilt.

https://www.mapping-access.com/blog-1/2020/3/10/accessible-teaching-in-the-time-of-covid-19
And specific tips for Teaching online intro to Anthro and other courses here:
https://mobile.twitter.com/DrKillgrove/status/1237705490672627712
And Here;

https://mobile.twitter.com/johnhawks/status/1237569612998299652

•Anthropology Teaching Ideas group:
(https://www.facebook.com/groups/547097795418788/?hc_location=group)

https://twitter.com/AcaDamesPodcast/status/1236803495950508032?s=03

https://twitter.com/JGiesberg/status/1236785818938871808?s=03

https://twitter.com/emayfarris/status/1236816252611502080?s=03

https://twitter.com/prof_kozak/status/1236849870515982336?s=03

https://twitter.com/angelacjenks/status/1236726653016915973?s=03

https://twitter.com/Flowerdarby/status/1235914874292555781?s=03