JSG/DGS Online Instruction - WORKING DOCUMENT UPDATE 3/18/2020

For up-to-date information go to our information hub on Canvas
https://utexas.instructure.com/courses/1198636

And our working document hosted in a google doc (this document) - for details on guidelines, recommendation, and recommended ("best") practices see below

For additional UT sources of information for instruction in the age of COVID-19 virus:

This FAQ for faculty is from the Provost, and covers university-wide expectations for instruction and technology, assessments, and accommodations:

   https://provost.utexas.edu/faculty-covid-19-faq

Instructional continuity:

   https://facultyinnovate.utexas.edu/instructional-continuity

Each class is supposed to have a submitted "Course Plan For Instructional Continuity":

   https://utexas.qualtrics.com/jfe/form/SV_81y0jw6RZj2AocZ

Additional Guidelines for JSG classes and Instructors:

ONLINE INSTRUCTION GOALS AND BOUNDARY CONDITIONS

Remove in-person educational interactions, but maintain high-quality instruction, including opportunities for students to ask questions and interact (virtually) with other students, instructors, and TAs. As of 3/17/2020, **students will not be at UT for the remainder of the Spring Semester 20202 for any regular or experiential classes or labs! Hence, ALL CLASSES, INCLUDING THOSE WITH EXPERIENTIAL LEARNING COMPONENTS, need to move ONLINE ONLY.**

We are all relatively new to online education and have to master a steep learning curve. It may not be perfect, but we need to be prepared and take this seriously to ensure the best possible learning experience for the students. We must meet their needs and goals of successfully completing their Spring Semester.

STUDENTS and TAs will not be able to attend experiential course components in person.

SYLLABUS CHANGES

You need to **change your syllabus** to reflect the new realities, expectations, deliverables, grading schemes, etc.. Any changes to course structure, grading, etc. should benefit all students equally. Remember to remove any real-time participation component of the grade. UT has also advised not to take attendance in course. This also applies to in-class quizzes (that you might administer via iclicker in regular classes) as it's basically a "hidden" attendance component.

Your new syllabus should be available for the students no later than March 27, 2020.

CANVAS SCHEDULE

Canvas is the preferred online instruction platform. Most students are already used to this platform, but you can go the extra mile to make sure the information, instructional plans, expectations/assignments are clearly organized and articulated. We suggest that you organize discussions and assignments in weekly increments.

Canvas will be integrated with Zoom capabilities. It can do chat rooms, discussions where students can comment and respond to each other, do online quizzes/exams, and many other capabilities.

Avoid an unnecessary information flood and piece-meal information dissemination. Send one-time announcements to students (either once or twice a week). One way to accomplish this is to schedule announcements for a few hours later - i.e., don't send right away, but schedule in an hour. In that way you can append and adjust your message if you change your mind or forgot something. Be clear and concise in your instructions.

ONLINE LECTURE FORMATS

You should maintain **normal course scheduling** as much as possible (see below for possible course scenarios). Try to hold synchronous activities to promote community, while also relaxing attendance requirements. This is more pertinent now that students are no longer at UT and their home internet might be less reliable to be of a lesser bandwidth.

Recording lectures: While it is acceptable to pre-record and post lectures (if there are other opportunities for students to interact with instructors), for maintaining class continuity and community it is best to **try streaming/synchronous lectures, that are ALSO recorded for playback later**, for students who can't attend or have technical difficulties (it is possible that there will be widespread technical difficulties with streaming).

We do recommend the following:

(1) **Live lectures broadcast via Zoom** using powerpoint, whiteboard etc during scheduled class times (recorded for archival). This is a preferred option as it might be the most

interactive and familiar format, but might be fraught with bandwidth or other proper broadcasting issues and not the most efficient means for teaching/learning. If you do this, you should still record these lectures for students who are not able to watch synchronously.

(2) **Pre-recorded shorter lecture modules interspersed with live interactive activities**, such as discussions, break-out groups, quizzes, interactive teaching. This is an alternative preferred option and can serve as an easy back-up if technology fails. It is preferred over pre-recorded full-length lectures. Research indicates an attention span of <15 minutes is typical in adults and effective online recorded lectures ideally would be limited to this length. Consider breaking up a typical lecture into smaller segments.

Option 1 might work well for smaller classes and if students have reliable internet/data. Canvas or zoom on smart phones should allow this option relatively seamlessly. However, given that students are going home where internet/data may be unreliable, it seems for lower division courses option 2 (shorter pre-recorded lectures followed by an interactive zoom session that all fit in the class time) might be preferable.

While you can flip the script and pre-record the lectures, you should then use the course time (at least in part) for discussion and interaction with the students. However, be aware of the fact that you cannot double the workload for the student (i.e., watch a pre-recorded full-length lecture, plus participate in full-length in-course discussion). Consider a hybrid model if you chose to "flip the script". Whatever you do, **You HAVE to maintain regular and substantive interactions with students**.

In Canvas, you can schedule ZOOM meetings for each lecture and for office hours.

Avoid pre-recorded full-length lectures (e.g., 50 or 90 min) as they are difficult both didactically and technologically. Attention spans are not that long and the lack of interaction makes this undesirable. This should only be an emergency back-up option.

CAUTION: UT (and the country) have not yet conducted a "bandwidth" stress test, i.e., it's possible that not all universities, plus K-12, in the US can teach live via streaming platforms simultaneously. Make provisions that you might have to go to a pre-recorded format if required by the national internet infrastructure.

Also, **pre-recorded lectures through Zoom (uploaded to cloud or your computer) will not be immediately available** for sharing with students or uploadable to Canvas and might take >1 day to become available! This means you have to think ahead and plan ahead. Recordings generated on different platforms such as PowerPoint with recorded narration/commentary or screencast-o-matic will be available immediately.

RECORDING STUDENTS

Please keep in mind that there are still legal and ethical issues with recording students accidentally or intentionally during lecture recording without their consent. In fact, the legal situation is unclear for internal use (intra-UT on Canvas). However, you are clearly **not allowed to record students** for general dissemination without their formal consent. Students will be automatically asked for consent when entering a Zoom session that is being recorded, however, copying and possible dissemination of the recording outside the UT is a sticky point.

We recommend the following:

We are working on a general consent form that you can upload to your Canvas site and refer to in your syllabus for accidental recording. Overall, however, please avoid recording and sharing recorded student conversations/contributions. During live lectures, this might be best avoided through the use of a chat window open that lets students type real-time questions, that you can then address without recording students talking.

OFFICE HOURS

You still need to hold (virtual) **office hours** in some way—students need to have ways to ask questions and get feedback equivalent to in-person office hours, including one-on-one or small groups. Consider increasing office hours if feasible or recruiting help from other colleagues. Zoom (via Canvas or utexas.zoom.edu) is ideally suited for these interactions. Offer a dial-in option to accommodate students experiencing issues with internet access.

PARTICIPATION

We recommend that you remove all **attendance and participation requirements that have to be done in real time** (i.e. during lectures or lab sections)**.** Consider other ways for assigning equivalent attendance requirements, such as short quizzes (administered through Canvas) to assess students doing readings or watching online or streaming lectures (but not required to be in real time). Students could also be required to comment on and respond to readings and other students' comments, as a way to evaluate and maintain engagement.

EXAMS/ASSESSMENTS

This is tricky and our recommendations are still evolving. However, online quizzes and exams can be administered through Canvas with the advantage that grading is done automatically. Obviously, academic integrity is an issue. Instructors can change their syllabi to reflect changing exam expectations, such as changing to take home and/or open book formats. We are tabulating online resources and recommendations for online course exams.

We do recommend the following:

It's better to have **more low-stake exams/assessments** than just 1-2 high-stake exams/assessments. This gives the instructor and the students more flexibility to adjust to unforeseen difficulties or glitches (e.g., internet outages during exam, illness, etc.). We prefer

you **not use "untested" proctoring platforms**, such as proctorio. It is our strong feeling that it's risky and unwise to test new tools during live exams. Some additional ideas are provided on the [Pearson Education site](#) and in this [webinar](#).

Canvas has a plethora of assessment options (exams, quizzes, discussions, etc.). Consider exam formats that minimize cheating. It is also possible to set up Quizzes in Canvas so that individuals receive a set of questions randomly drawn from a larger pool of questions. Canvas also allows time limits on exams, which forces students to study even if it is an 'open book' exam.

Give exams at a fixed time, while allowing for extra time for students requiring extra accommodations. Exam time can be individualized in Canvas.

CIS Evaluations

In collaboration with the DGS front office all JSG courses are registered for online CIS evaluations. No need for you to enroll, but you need to reflect this change in your updated syllabus.

Digital versions of textbooks for your course might be available through "[VitalSource Bookshelf](#)". UT COOP sent out an email (3/16/20) about this new resource. It is worth checking to see if your textbooks are available through this. Students who did not buy a book or were relying on copies on reserve may find this very useful.

Additional recommendations:

· **Engage in weekly (or more frequent) email communication** through Canvas Announcements to all students in the course to coordinate instruction and support. Communicating clear expectations to students (and listening to them) is going to be critical.

· Host group chats and/or synchronous class sessions, if possible.

· Use tools that are familiar to you and your students when possible.

· Provide activities, classwork, homework and assessment focused on stimulating student involvement and encouraging critical thinking

· As usual, Instructors should still provide approximately one hour of instructional content per semester credit hour per week.

If you do need to use timed online examinations in your course, you may need to accommodate some students who require extra time to complete exams. In order to do this in a manner that does not reveal the identity of students who need extra time, it is recommended that you use the

["Moderate Quiz"](#) feature in Canvas. This allows you to extend the time allotted to students on an individual basis while the assessment is in progress.

<u>Syllabus checklist:</u>

— What are the changes to how points will be allocated?

— Are there new policies for e.g. late work?

— What are the changes to the schedule/readings/due dates?

— How should they access lectures? Who do they contact w technical difficulties?

— How/where/when will office hours be held?

— How will lab assessment change? (can they collaborate? will they upload photos or answer questions on canvas?)

— How will exam assessment change? How should they study? (open book take home vs. open book timed online)

— Do you have a plan for SSD students?