**Resources for Online Teaching**

# Pedagogy

Effective online teaching requires adapting your course to the new format. Even small changes to the material or its delivery or the use of strategies to encourage student engagement can make a big difference.

Here are 2 links to help you think through strategies to try this semester.

[**Dartmouth Checklist**](https://sites.dartmouth.edu/teachremote/remote-teaching-readiness-checklist/)

Short checklist listing many of the “big picture” changes that you may want or need to make.

[**U Minn Webpage**](https://it.umn.edu/services-technologies/how-tos/zoom-teach-online-class-sessions)

This page walks you through the basics from how to teach with Zoom, how to integrate different Zoom tools and an agenda for online classes. Longer than the Dartmouth page but easy to navigate.

## Course Organization

One issue students have with online learning is staying organized. At the beginning of the semester try to post all of the important dates (assignments, quizzes and exams) and the topics that you will cover in each class. You can use [Modules](#_Canvas_Tools_Mentioned) in Courseworks to organize by topic the material that you post in the various sections (files, assignments etc) of Courseworks.

Another issue is Zoom fatigue. Students lose focus sitting through multiple Zoom lectures in a day. Break up your 75 minute lectures into smaller “chunks”. Between the “chunks”, use polls, breakout sessions or individual problem solving to keep students engaged.

If you use class meeting time for student participation (via polls, breakout etc) then you may wish to [pre-record](#_Pre-recorded_Material) some lecture material. Students review this material outside of class. You can use a poll or breakout session to check that they did so.

## Student Engagement

Everyone who taught in the Spring noticed that student engagement in the class dropped significantly after the move to online classes. The number one issue reported by Columbia students on their survey was their lack of connection with instructors and classmates.

The following are some of the ways to get students involved in the class:

* Polls – [Zoom Polls](#_Zoom_Help_Pages) or [Poll Everywhere](#_Poll_Everywhere).
* [Breakout Sessions](#_Zoom_Help_Pages) – assign a problem or a discussion topic to groups of students. After the session, use a poll question to check their work or ask a group to speak to the class.
* Group Work – assign group work outside of class. Letting/encouraging students work together on assignments connects the students to one another. Students can connect via Google Meet (available in Lionmail) or in the [Conferences](#_Canvas_Tools_Mentioned) section of Courseworks.

## Academic Integrity

Unlike in the Spring, faculty will assign letter grades in the Fall semester. Most are concerned about maintaining academic integrity.

**Assessment Types**

One strategy is to change your assignments. You can

* Add or increase the number of low stakes assignments such as short quizzes students take in Courseworks.
* Add writing assignments. It need not be a paper or even a short essay. Requiring students to explain their answers to solved problems is a writing assignment.
* Explicitly allow students to use books and notes or to work together in groups (adjust your exam accordingly).
* Give take home exams (and allow students to use course materials and resources).

**Exams**

If you are giving timed exams this semester, then there are some things that you can do to reduce cheating.

* [14 Strategies to Reduce Cheating in Online Exams](https://www.facultyfocus.com/articles/educational-assessment/fourteen-simple-strategies-to-reduce-cheating-on-online-examinations/):

* [Proctorio](#_Proctorio) is a proctoring platform for exams. Students will be monitored by their webcams during the exam. Once the exam is completed, you are able to review each student’s camera view and screen at any time.
* Use Breakout Rooms in Zoom to have TAs monitor subsets of students during the exam.

# Tools

## Zoom

[How to host a class in Zoom](https://ctl.columbia.edu/resources-and-technology/teaching-with-technology/teaching-online/zoom/)

[Zoom essential features guide](https://cpb-us-w2.wpmucdn.com/edblogs.columbia.edu/dist/8/1109/files/2016/07/Zoom-Essential-Features-Guide.pdf) (PDF)

[CUIT Indexl Tips and Tricks for Zoom](https://courseworks2.columbia.edu/courses/104186). Log in to Courseworks and scroll down.

### Zoom Help Pages for Selected Functions

[Polls](https://support.zoom.us/hc/en-us/articles/213756303-Polling-for-Meetings)

[Breakout Rooms:](https://support.zoom.us/hc/en-us/articles/206476093-Getting-Started-with-Breakout-Rooms)

[Waiting room](https://support.zoom.us/hc/en-us/articles/115000332726-Waiting-Room) (for drop in office hours):

[Screen Sharing](https://digital.bu.edu/whiteboard-alternatives-in-zoom/) (includes use of an iPad)

## Courseworks (Canvas) tools

[Index of CUIT guides to Canvas tools](https://courseworks2.columbia.edu/courses/56883) (log in to Courseworks)

### Canvas Tools Mentioned in Pedagogy Section:

[Modules](http://help.canvas.yale.edu/m/55452/l/914655-how-do-i-create-modules)

[Quizzes](https://sites.dartmouth.edu/teachremote/using-canvas-for-quizzes-tests-and-exams/)

[Conferences](https://courseworks2.columbia.edu/courses/56883/pages/canvas-web-conferences) (log in to Courseworks)

## Gradescope

Speak with Eric to set up an account. Gradescope is an online grading portal with many more features than SpeedGrader in Courseworks. If you are teaching a lecture course, I recommend that you use it to collect student assignments and exams.

[Getting started with Gradescope](https://www.gradescope.com/get_started)

[Dartmouth Gradescope Training](https://sites.dartmouth.edu/teachremote/gradescope/)

## Center for Teaching and Learning at Columbia

[CTL Tutorial](https://ctl.columbia.edu/faculty/offerings/seminars-institutes-for-faculty/hybrid-online-teaching/) for Online teaching

[Resources Page for Online Teaching](https://ctl.columbia.edu/resources-and-technology/teaching-with-technology/teaching-online/)

[Office Hours for Faculty at CTL](https://ctl.columbia.edu/resources-and-technology/teaching-with-technology/teaching-online/get-help/)

## Pre-recorded Material

* **Narrated PowerPoint Slides** are easy to make. On the Slide Show tab in Powerpoint, select Record a Slide Show. Your narration and any annotations you make will be recorded. If you make a mistake it is easy to re-record an individual slide.
* **Panopto** is a secure video storage and creation service used by Columbia. You can use [Panopto](https://courseworks2.columbia.edu/courses/56883/pages/using-panopto-in-your-canvas-course) to easily record videos in advance for any asynchronous classes you plan.
* [CTL’s Best Practices for DIY Video Production](https://ctl.columbia.edu/resources-and-technology/teaching-with-technology/diy-video/)

## Webcam and Tripod Set Up

Use a webcam and tripod to replicate a chalkboard style set-up at home.

* Suggested devices: Logitech c920s (pro HD webcam) and Pipishell PIWS01(deskmount) tripod
* How you [set-up multiple cameras](https://www.youtube.com/watch?v=NBdXCk58UxU) in Zoom
* More details and pictures available at [this handout.](https://drive.google.com/file/d/1OiXq_I5wXcS1bEs1pLYSHeAnE7U3BMjs/view?usp=sharing)
* You can also see an example of how it [looks for the students](https://columbiauniversity.zoom.us/rec/share/-5ZcKq3i2jhJGZ3Q8WX7B4E8MZbFT6a81SNL_PoNzU90DLS__jU5O5Uyjm3ibrL9).

## Proctorio

Online Proctoring tool <https://proctorio.com/>

## Poll Everywhere

Alternative to Zoom polls. If you would like to continue using polls when we return to the classroom this is a tool that you can use. <https://www.polleverywhere.com/>