Teaching Effectively During Times of Disruption

Taking Your Class Online

Adapted from Jenae Cohn and Beth Seltzer's "Teaching Effectively During Times of Disruption" and Susan Marie's "Teaching with Compassion and Focus Amid Disruption" by members of the Expository Writing Program, Interdisciplinary Writing Program, and English Department at the University of Washington.

Contact:
Megan Callow, Director of the Interdisciplinary Writing Program, mcallow@uw.edu
Michelle Liu, Associate Director of Writing Programs, msmliu@uw.edu
Candice Rai, Director of the Expository Writing Program, crai@uw.edu
Anis Bawarshi, English Department Chair, bawarshi@uw.edu

If you have resources to add, please contact us! If you are here just to find quick how-to's, type "ctrl+f" or "command+f" the phrase "how-to."

Be well all.

Key Resources

UW-IT Workshops and Virtual Office Hours Over the Break: Click here for information on ongoing workshops and virtual office hours for one-on-one support for all English Dept.

Community Resource Page: Information about free wifi/hotspots, city resources, food distribution, mental health resources, free online meditation/exercise classes, childcare, homeschooling, financial assistance, etc. Please feel free to add resources and share with others.

This Canvas Course with general Remote Teaching Resources and How-To's.

UW Center for Teaching and Learning's Teaching and Grading During the Coronavirus Outbreak. Resources for online teaching, access to one-on-one support, FAQs, workshops.

Resources To Learn More About Online (Writing) Pedagogies
   General Tips and Best Practices for Teaching Online:
   Resources/Readings for Online Writing Instruction

Student Accessibility Email Template (to assess students' technological access needs)

Playlist of Short "How-To" Videos (Getting Set-Up with Zoom and Web Conferencing -- (will be updated periodically)

Checklist/Q & A for Quick Transitioning to Online Courses

Table of Contents

University Policies & Guidelines

Current UW Policies and Information on COVID-19

The most up-to-date university information and recommendations regarding the novel coronavirus situation can be found here. This page provides regularly updated information on UW's policies, FAQ for students/staff/faculty, and more.

ONLINE PEDAGOGY (AND NIMBLE TEACHING) IN TIMES OF DISRUPTION

Teaching during times of disruption (whether due to campus closure, illness, or the like) requires creative and flexible thinking about how instructors can support students in achieving essential core course learning objectives. The rest of this document offers suggestions for instructors to continue offering a student-centered learning experience in a remote or online learning environment. Below, you'll find best practices and tools for teaching online.

Course Structure

Something to think about *prior to* asking yourself questions about specific activities and whether or not you want to lean more heavily toward synchronous vs. asynchronous instruction is what you envision your overall course structure will be. One strength of online teaching is that it can deploy visual and organizational communication in such a way that students can get a holistic sense of the course in a way that is not always communicable in a f2f course. Also, having a clear, visually comprehensible organizational principle creates a clear path for students to follow. As this document about building courses online shows, you can decide if you want to organize chronologically, by sequence, or by some other pattern. Mapping out a skeleton for the whole course makes it much easier to make decisions about, for example, whether you want to have whole-class discussion in Zoom for a particular task or whether small-group discussions in Google docs are more appropriate.

Relatedly, maintain as much parallelism as you can. In the document linked above, Megan Callow strongly recommends organizing your course with the Modules feature; creating a predictable path through each Module is very valuable for students. This does not mean that each module is an exact cookie cutter replica of the last; especially in writing courses students are building toward new projects. But presenting course content in similar, recognizable ways makes for a much less stressful experience.

Synchronous vs. Asynchronous

There are three options for instructors to facilitate class sessions remotely:

1. **Synchronous**: instructors and students gather at the same time and interact in "real time" with a very short or "near-real time" exchange between instructors and students.

   Advantages of Synchronous Teaching
   - Immediate personal engagement between students and instructors, which may create greater feelings of community.
   - More responsive exchanges between students and instructors, which may prevent miscommunication or misunderstanding.

   Disadvantages of Synchronous Teaching
   - Some students may face technical challenges if they do not have fast or powerful Wi-Fi networks accessible (**have back-up plans**, such as recording discussions with Zoom/Panopto and uploading to Canvas; see below).
   - Time zone differences. For more on this and ways to troubleshoot it, see "Troubleshooting" in "Pedagogical Recommendations" below.

2. **Asynchronous**: instructors prepare course materials for students to access at a time of their choosing. Learning does not happen in real time.

> Advantages of Asynchronous Teaching
> - Higher levels of temporal flexibility, which may simultaneously make the learning experiences more accessible to students with limited internet access and also make an archive of past materials accessible.
> - Increased cognitive engagement since students will have more time to engage with and explore the course material.

> Disadvantages of Asynchronous Teaching
> - Students may feel less engaged and less satisfied without real-time social interaction between their peers and instructors.
> - Course material may have the potential to be misconstrued without the real-time interaction.

3. **Hybrid Mix of Synchronous and Asynchronous**

Synchronous instructional options from the UW Center for Teaching and Learning

Meet online via Zoom
[These short videos](#) can be shared to help students initially set up. They are designed to support student-facing instructions with accessible pop-ups, text, and audio.

Let your students know that you will meet with them at the usual day and time via Zoom. Students may participate in Zoom via audio and/or video via their computers or smartphones or by audio via landline. The invitation Zoom automatically creates when you schedule a meeting includes a URL for those joining via computer or smartphone and a phone number for those joining via landline (*note that our "local" number is San Jose*). Advise students to be at their desktop or laptop ahead of time to try out the link you have sent them or dial in ahead of time and wait for you to join. [Learn more about Zoom.](#)

What is Zoom?
[Zoom](#) is a video-conferencing platform that allows you to engage in live Web conversations for free with your students using audio, video, and text-based chat features.

Unlike a video-conferencing program like Skype or Google Hangouts, you do not need a unique username or account to use Zoom. Instead, your UW Net ID and password will allow you to generate a link (much like you might for a Google Document) and a phone number that you can share with anyone. Participants can then follow the web link or call the phone number to join in on a live conversation.

You can access UW Zoom in three different ways:

1. Download the UW Zoom application from the UW IT website.
2. Visit washington.zoom.us and log-in with your UW Net ID and password. From there, you can download the essential software application and create future meeting links.
3. Access the Zoom App in Canvas (implemented Wednesday, March 25th).

See our guide for holding your class session on Zoom for more information. There is also this video on shortcuts to getting set up for online courses in Zoom, including recording capacities. If you plan to upload recorded lectures, here is a short how-to on making the video file easily uploadable in a short period of time.

The Tech Side:
You can navigate in the "Outline" menu to left to a Tech Tutorial covering basics of downloading & using Zoom, creating recordings on the cloud, and applying audio transcripts to your recorded videos.

Pedagogical Recommendations

● **Use slides, screen sharing, and Whiteboard** within Zoom to make sure discussion questions are visible to students who may have a slow Internet connection or who may struggle to hear the audio for the initial question. (Look for "Share Screen" at the bottom of your Zoom call.)
    ○ Screen Share and Record How-To
    ○ Whiteboard Share and Record How-To
    ○ Accessibility tip: on your first slide, **display an agenda** at the start of the class session so that students know what to expect of the shared time together.

● **Use the chat** (bottom of the screen on the Zoom toolbar). See In-Meeting Chat.
    ○ Moderate discussion, i.e., "call on" a student with a comment to speak, to help them break into the conversation.
    ○ For larger lecture classes assign a Fellow or TA to moderate the chat and make sure important questions and comments are addressed. Even for smaller classes, it may be worthwhile to ask a student (or two) to take on special roles as "chat monitors" to voice if there are questions that arise that the instructor has missed.
    ○ You might use the chat to troubleshoot technical problems. For example, if a student is having trouble connecting via audio or video, the chat might be a space for you as the instructor or for fellow students to work together to problem-solve. This may, again, be an opportunity to assign a student to a special role, especially if you have students eager to help on the technical aspect of things.

- **Use Zoom Breakout Rooms** to help students talk in smaller groups (just as they would do break-out groups in a larger class environment). See [Managing Video Breakout Rooms](#) or this demonstration on ["how-to"](#) use breakout rooms.

- **Rethink your classroom activities** to make the class more interactive even if Zoom students don't have ideal connections and aren't able to hear and see everything perfectly.

  - Have students write and comment together on a shared Google Doc.
  - Try using [Poll Everywhere](#) or [Google Forms](#) to collect student responses, and then share results with both in-person and online students.
  - When you launch a meeting, you can create a [Poll](#) through the Zoom application. You can create these polls during the meeting or beforehand and the poll data can be downloaded.

- **Consider making discussion questions available in advance** in Canvas, etc. so that students can access the questions if screen sharing does not work. If sharing slides in advance to Canvas, share as PDFs, as students will be able to access the material on their phones.

- **Provide your students with a [Zoom Meeting Participant Guide](#)** created by the UW iSchool which outlines the various aspects of Zoom and what students should expect to find in the Zoom application.

A Few Troubleshooting Tips:

- **If your students are in multiple time zones,** you can ask them to set their "time zone settings" in Canvas here. If you are doing a hybrid of Synchronous and Asynchronous, and you see that you have several students in time zones that will not support the Synchronous days, you can set an hour that is within their time zones, OR, create student "teams" based on time zones that work together to meet with you, peer review assignments, share resources with one another, etc.
  - [Here is the "how-to"](#) *for students to set their time zone.*
  - [Here is the "how-to"](#) *for instructors to create Canvas Student Groups.*
  - [Here is the "how-to"](#) f*or you to see student time zones set-up in Zoom.*

- **If Canvas is not letting you upload a recorded video or audio file,** there is [a fast way to "clean it up"](#) and reduce it's size, even if you are not tech savvy. This will more often than not solve the problem. *Canvas has limited upload "quotas,"* so if you plan to upload large audio or video files, here is a [short how-to video](#) that will solve most upload errors for audio and video files on Canvas. Consider linking to this for any assignments requiring students to also upload audio or video assignments. Consider also linking to

the Zoom video in Canvas. See more on [how-to implement that (link to Zoom recordings vs. uploading recordings) here](#).

- **If your microphone is not working,** use the phone number listed in the Zoom invitation when you set up a Zoom call. You can use your phone as the microphone and audio source for your call rather than your computer's built-in microphone if necessary.

- **If your Internet connection is slow or lagging,** consider temporarily turning off your video stream and only maintaining the audio stream. Sometimes, running the web camera on your computer will use up the Internet's bandwidth in a way that might make communication challenging. Turning off the video should improve communication quality and consistency.

- **If you have earbuds or a headphone set, wear them!** Wearing earbuds or headphones will reduce the amount of noise that your computer will pick up, which will make it easier for your students to hear you. Similarly, you may want to advise your students to wear earbuds or headphones during the call.

- **Advise students to mute their microphones if they are not speaking and unmute the microphones when they wish to speak.** Students may be joining Zoom calls from all kinds of different locations, many of which may create background noise that could be distracting. Encourage students to mute themselves if they're not speaking to minimize unnecessary or distracting background noise. Using the ["raise hand"](#) feature or simply seeing the microphone unmuted will give the group a visual cue for when a student wishes to speak.

- **Check the "chat" space for student questions and contributions.** Some students may not have working microphones and, therefore, may be unable to contribute via voice. The chat room is a good place for students to contribute, ask questions, and be involved.

- **Check the [Zoom Help Center](#) for any issues not addressed above.**

Zoom Accessibility Suggestions:

- **Zoom can create automatic transcripts** of your video if you record and save the recording. Learn how to do that with [this short, how-to video](#).

- **Automatic live captioning is not available in Zoom (automatic captions are available to download if you record a Zoom session).**
    - You may wish to **use Google Slides** and enable the **live captioning feature within Google Slides.** If you share your screen using Google Slides, your voice

will be captured and live captions will appear. See Present Slides with Captions (via Google Drive support) for more information.

○ You can also **assign notetakers in Zoom** to take notes in the "chat" function or even transcribe the lecture. You can then "save" this chat, or the notes, and upload them to Canvas after the online class ends. This can be extra credit or rotate among students as an assignment.

● **For students who are blind or have low visibility, narrate the material that you're displaying visually on the screen.** Just as you might read materials aloud in class, read screen material that you share on-screen just in case students are not able to see essential text. In addition, be sure to send them the automatically generated transcript in case they have screen readers.

Share Zoom best practices with students:

● Use a computer/smartphone/phone located in a quiet room, without other computers that are accessing Zoom.
● Click on the Zoom meeting link or dial the phone number sent by the instructor.
● Unmute the audio and video at the bottom of the screen if you are joining via computer or smartphone.
● When you are not talking, mute your audio.
● Use the chat feature if you have questions and are participating via computer.
● Share with them a how-to for making their Zoom recordings available for downloading or uploading.

If you are using the Zoom App in your Canvas class, you can upload recorded Zoom meetings in Canvas for students to access. Your Zoom meeting can also be recorded to your computer and uploaded to Canvas. This is helpful for:
● Students who are unable to get online to join a live session.
● Students who participated via audio only and thus were not able to see materials shared on screen.
● A small class that requires extensive interaction (be careful to remind students that the meeting is being recorded).
● If you are running into an "error" in uploading your Zoom recording, try the technique in this how-to video here.

Use Canvas group work features:

● You can put students in groups manually on Canvas, which allows them have a group messaging system, turn assignments in as groups, and more. You might consider putting students into groups based on time zones. The how-to for creating Student Groups in Canvas is here.

- Have students meet online to do team or group work during class time, or use peer review or other Canvas features during the time your class regularly meets. Here is a short video how-to on setting up peer review on Canvas.
- Let your students know in advance how long the activity will take, and ask them to contact you via Canvas with any questions. If several students ask the same question, you can post the answer on a Canvas page for everyone.

Asynchronous instructional options from UW Center for Teaching and Learning

Pre-record your lectures

If you are not comfortable presenting live, another good option is to pre-record any lecture material and upload it to Canvas. You may pre-record lectures using Zoom or Panopto, a lecture capture tool integrated into Canvas. Again, it is possible the Zoom recording file will be large and difficult to upload; here is the short how-to for foxing this if you're not tech-savvy. Otherwise, see the how-to again for sharing a link to the recording in Canvas.

Both Panopto and Zoom can generate closed-captions that are needed for accessibility reasons, although you'll have to configure each to do so. UW-IT has created a comparison chart to help you decide whether Zoom or Panopto will work best for your teaching situation. *Video: Beth tests out presenting PowerPoint in Zoom* and this short how-to video.

Canvas has an integrated tool, Panopto, you may use for pre-recording lectures from your home computer and share them on Canvas. The tool also allows you to display PowerPoint slides as you speak and students to take notes as they listen to the lecture. For Panopto, you'll want to select "Panopto Recordings" within Canvas, choose "Record a New Session," and open your PowerPoint slides if you want to use them. For Zoom, you'll want to open up your Powerpoint or slides, make sure you're recording, and then use Zoom's "Share Screen" tool. You and your students will have to install Panopto (Windows :: Mac) the first time you record a session.
Below are UW-IT Panopto tutorials on:

- Creating a recording on your home computer
- Sharing a recording on your course Canvas site
- FERPA considerations for using Panopto

Assign online individual, paired, or group work
- Ask students to complete a Canvas quiz after viewing your pre-recorded lecture or completing assigned readings.
- Ask students to work on problems, projects, or drafts online. They can do so either individually, in pairs, or groups.
  - After they submit their work, ask students to discuss it together.

○ Students may do their work asynchronously, but set a specific date and time for them to submit their assignments.

Best practices for online paired or group work:

- Use part, or all, of an assignment your students are already working on in class.
- Assign groups of students to different readings and then facilitate asynchronous online discussions of the texts together (an online version of the "jigsaw" activity).
- Use the Canvas peer review feature for students to submit rough drafts, and give each other feedback on drafts, as per a protocol you post on Canvas.
- Create groups of students in Canvas based on time zones. For more on this, including linked "how-to's", see, "Troubleshooting" under "Pedagogical Recommendations for Zoom."

Pedagogical Recommendations

- **Keep videos short and lively**. It is often harder to focus on a video than on a person! Check out some tips for creating lively short online videos from online educator Karen Costa.
- **Test your microphone** to make sure that you have good sound quality. Consider using a headset with an external microphone to capture better audio. You can also see this video on best practices for sound and image in remote classrooms.
- **Consider ADA compliance**. Machine-generated closed-captioning is not perfect. Speak clearly and not too quickly to make the content as accurate as possible. If using a tool other than Zoom or Panopto for recording your lecture, consider **uploading your videos to YouTube** to take advantage of their automatic (though not perfect) closed-captioning. You can also assign notetakers in Zoom to take notes in the "chat" function or even transcribe the lecture. This can be extra credit or rotate among students as an assignment.
- **Integrate interaction with the lecture material**. You might consider setting up a Canvas discussion board with some specific questions, using a quiz, or setting up a chat session for a text-based live discussion, creating Zoom polls, using Breakout Rooms, etc.

Best Practices from the UW Center for Teaching and Learning

- Communicate fully and explicitly with students. Summarize all of the changes to your course on a dedicated Canvas page.
  See: Canvas guides for creating a page and uploading media.
- Utilize Canvas Announcements to keep your students up-to-date on any changes or modifications.
- Send a request to help@uw.edu to set up a phone or Zoom meeting with someone in Learning Technologies if you need assistance using these tools.
- Fill out CTL's contact form to request a Zoom, phone, or email conversation with an instructional consultant if you have questions about your course changes.

- Take advantage of colleagues' ideas, departmental practices, and share your ideas.

Practices to Avoid from the UW Center for Teaching and Learning

- Holding class via Zoom at a time and day the class does not meet.
- Extending class beyond the time the class usually meets.
- Increasing the amount of work students are expected to do.
- Asking students to do the same amount and kind of work the syllabus initially expected them to do while (a) compressing the work into a shorter time period and/or (b) reducing their access to instructor, peer, or campus resources. If you have more content than time, reflect on the student learning outcomes for your course and focus on those that are the most important.
- Teaching via individual consultation and tutorial (unless you were going to do that anyway).
- Adapting the course in a way that requires your TAs to work more than 20 hours a week.
- Increasing the weight of any graded assignment.
- Adding a class session during finals week (unless the quarter is officially extended).
- Extending the course so that it ends after finals week.
- Rescheduling finals.

Canvas: Key Tools and Functions

- **Assignments:** Instructors can create space for students to upload submissions, from informal reflections to formal written assignments and projects. Instructors can select the grading approach within the assignment. Assignments are best for instructors who wish for the students' work to only be viewed and assessed by the instructor.

- **Announcements**: Instructors can send mass e-mails or messages to the whole class community via the Announcements tool. The benefit to using Announcements over e-mail is that instructors do not need to collect individual student e-mail addresses and that the messages are archived in the course Canvas site.

- **Chat:** The whole class, instructors and students alike, can engage in a "real time" text-based, instant messaging conversation. Messages received in Chat remain archived and can be read outside of synchronous time too. This can be a nice way for instructors and students to communicate nimbly without needing to use voice-based chat and without needing to use any outside apps or resources.

- **Discussions:** Instructors can create threaded, written discussion forums for instructors to engage in written (or audio/video) dialogue with each other and respond to written prompts. Here is a short "how-to" on setting this up in Canvas.

- **Files:** Instructors can post key course documents, like the syllabus, readings, assignment sheets, and activity descriptions in this space. If you are trying to upload a large audio or video file, see this short how-to on making the file uploadable.

- **Modules:** Instructors can organize course content into several chunks or groups of learning content. The pieces of information that students will access--including the syllabus, assignment sheets, activity descriptions, and outside links and resources--can be grouped together in the order that students might access those resources during a synchronous or asynchronous class session. Modules can give students access to readings, activity descriptions, outside links, and assignment submission links all in one place.

- **Pages:** Instructors can create content for students to read or access that is not already created in a separate website or in a Word Document or other kind of document. The settings for Pages can also be changed so that the page can be edited by both instructors and students to create a class Wiki.

- **Zoom App:** The Zoom App in Canvas will be available beginning Weds, March 25th. Access the Zoom app in your course navigation to schedule and start online class sessions from within your Canvas course. Students can access links to class sessions from the calendar, or when they go to the Zoom app in Canvas. Cloud recordings of your class sessions are also accessible directly from the Zoom app in Canvas. Here is the online "how-to" for using the Zoom App in Canvas.

For more information about the differences between organizing Canvas course pages in Modules, Pages, or Files, check out this video by Jenae Cohn.

For more information about getting set up in Canvas broadly speaking, check out PWR's Frequently Asked Questions about Canvas page on TeachingWriting.

You can learn more about Canvas from the links below:

UW - Canvas for Instructor: Overview
UW IT - "Design your Canvas Course" & Canvas Model Courses

Suggestions for Building an Online Course in Canvas

Building a Canvas Course (Best practices and principles from Megan Callow for teaching online/in Canvas)

Downloadable Canvas Course Templates--UW-IT resource for instructors who have never used Canvas before or have used minimal features but who now find themselves teaching online.

SHIFTING YOUR CLASSES ONLINE

You have three options for shifting your classes temporarily online:

Option 1: Run Your Class Live With Zoom

Option 2: Pre-Record Your Lectures

Option 3: Skip the Video

Many online courses do not have a video component at all. If you are not sure you have the right equipment and are uncomfortable with the tech setup, this might be a good option, at least for the short-term.

Pedagogical Recommendations

- **Annotate your slideshow with notes** and share this with students using Canvas or email
- **Set up a discussion** for students in Canvas. Use specific, structured questions, and let students know expectations for their responses. See our recommendations on Written Discussions.
- **Share links to outside resources.** Encourage students to watch videos, read articles, etc.
- **Use Chat** to have a live, text-based chat session with students. See our recommendations on Chat.

Cultivating Community in Your Online Classroom

- Establish classroom norms, gathering student input via Google Forms or Poll Everywhere.
- Post a welcome video on Canvas introducing yourself to the class, and ask your students to do the same.
- Add a recent photo to your Canvas profile, and encourage students to update their photos and preferred names.
- Ask students to drop into Zoom office hours during the first two weeks to say hello and get to know you and how online office hours function. You can create "waiting rooms"

for students to protect privacy. See [this short "how-to"](#) on using the waiting rooms feature.
- See Norman Wacker's [tips for good communication](#) in online teaching.

Virtual Office Hours

UW Center for Teaching and Learning (CTL) offers guidelines and [tools for holding virtual office hours](#).

While holding virtual office hours for online courses or in times of disruption becomes a necessity, they can be beneficial in traditional face-to-face courses as well.

> "In-person office hours are important for student learning and engagement, yet risk serving only students who live close to campus and have flexible schedules. Many students work, have family responsibilities, and long commutes to class. To provide all your students with greater access, while using your time more efficiently, try moving your office hours online." *UW Center for Teaching and Learning*

Set up virtual office hours to meet with students [using your webcam](#), [share your computer screen](#), or collaborate using [Zoom's whiteboard feature](#). Create ["Waiting Rooms" (see above)](#) to protect student's one-on-one time. If you are more comfortable, you can also give students your phone number to call, or you can set up an [online chat](#).

Pedagogical Recommendations

- **Keep the link to the Zoom room you're using for your students in a central place on your course Canvas site AND under the "office hours location" on your syllabus.** The main factor to consider when holding office hours or conferences with students via Zoom is your accessibility as an instructor. Make sure they know how to find your "office" (just as you might offer them directions to your office on-campus).

- **Encourage students to share their screen with you.** [Screen sharing](#) is possible not just for the instructor in Zoom, but for students too. Help your students navigate towards a screen sharing option so that they can show you their written work on their screen.

OTHER USE CASES

Student Presentations

Pedagogical Recommendations:
- If students are sharing their presentations **asynchronously***:
  - **Ask students to record themselves at their screen**, using a web camera, the built-in microphone on their computer, and screen sharing software combined to capture both their faces/persons as well as the slides on the screen. Here is the short "how-to" students can use to do this; and, the "how-to" webcam best practices for young professionals and students doing online presentations.
  - Zoom, Panopto, Jing, and Screencast-o-matic can be used for audio/video recording in this capacity, as can Quicktime (on Mac only). UW-IT has a tutorial on configuring Panopto to allow students to record and share recordings within Canvas as well as instructions on how to record from a personal computer. Following is a short tutorial for how to do this in Screen Share or Whiteboard in Zoom.
  - If students want to use presenter notes while recording in Zoom in particular, they can follow the instructions to use two monitors with screen sharing. If students do not have access to two monitors, they can also use the screen sharing function in Google Slides by selecting to share *only* the window with the final slidedeck and NOT to share the window that pops up with the presenter notes. (i.e. "squish" both windows so they could appear side-by-side).
  - Voiceover narration in slidedeck creation software can also be used via Zoom (see above), Keynote (Mac), PowerPoint (Mac or PC), or Quicktime (Mac).
  - Students can save their final recording file and upload it to Canvas via Assignments or Discussions.
    - If they run into a file size being too large or if they are struggling with how to save and upload the recording, you can share this short, how-to video on saving, making into a manageable size, and uploading a recording.
  - If students submit the recording via Canvas Assignments, the file will only be visible to the instructor. If students submit the recording via Canvas Discussions, the file will be visible to the full class community.
    - If using Discussions, students can use an audio-video recording tool built directly into Canvas to record audio-video content. Note that with this tool, only the students' web camera content will be recorded and saved, not the students' screen (or their slidedeck). Given this constraint, a short reflection or oral presentation without slides or visuals would be most appropriate for recording with Canvas' recording tool.
  - **If students do not have access to a laptop computer or webcam**, they can also use the voice memo feature on a phone to record audio, save audio files,

and upload the audio files to **Canvas**. Invite students to share their slidedecks and audio/video files separately if necessary.

- If students are sharing their presentations **synchronously:**
  - Ask students to use **Zoom to give a live presentation for their peers.** See [Advice for Using Zoom For Synchronous Class Sessions](#) and share with them resources such as the ["how-to" video playlist](#) for suggestions and technical tips on giving virtual presentations via Zoom.

Student-Facing Language to Help Students Understand Options for Final Presentations (hat tip to Sarah Pittock and Jennifer Johnson)

Student-Facing Language For Students Giving Live Presentations
Your instructor will provide the URL to the Zoom meeting**.** Simply click the URL or paste into your browser of choice to open the meeting. There is also this short video on getting set-up for Zoom through the UW available [here](#), which includes how-to's for webcam best practices, effective screensharing for a powerpoint, recording white board while presenting as a group, making the recorded presentation uploadable, and more.

- Audio and Video Setup
  - After launching the Zoom meeting from the meeting URL, you will be prompted to join the room's audio. Click "join audio by computer." Zoom allows audio participation through your computer's internal speakers, a headset, or a phone line.
- Mute Yourself/Stop Webcam
  - To mute, click the microphone icon in the bottom-left corner. To unmute, click the microphone icon again. Follow the same process to turn the webcam on and off.
  - Background noise can be minimized if you mute yourself when you're listening.

Share Screen
Participants are able to share applications or documents using [Share Screen](#). After selecting "Share Screen", Zoom will present a list of all active applications and available desktops on your computer. You may also choose to share a [whiteboard](#) or iPhone/iPad. When the screen is shared, the bottom navigation menu will move to the top of the screen. To reposition the menu, simply click and drag.

- NOTE: By default, screen share opens in full screen. If you have the participants list and chat windows open (they will display on the right-hand side of the meeting), the windows will be hidden in full screen. Either click "Exit Full Screen" in the upper right corner or re-enable the windows by clicking "Manage Participants" and "Chat". The annotation toolbar allows participants to draw and make comments on the shared screen. Your instructor may choose to disable this feature. To end the screen share, choose "Stop Share".

Student-Facing Language for Students Pre-Recording Presentations in Zoom
Use a web camera, the built-in microphone on the computer, and screen sharing software
combined to capture your face (in window) as well as the slides on your screen. There are also
these brief, student-oriented how-to videos on screen share presenting, whiteboard presenting,
webcam do's and don'ts for presenting, and setting up presentation and recording settings in
Zoom.

Directions:
- Open UW Zoom. (you may be prompted to give your UW NET ID log in)
- Click Host a Meeting (don't worry, you don't need anyone else in the meeting!)
- Be sure to activate audio and video (bottom left corner). When you activate video you
  will have a video window in the upper corner of your ppt where we can see you
  presenting the material.
- Turn on Screen Sharing (center bottom) and you'll be prompted to select
  what you want to share: go to your desktop (and select your ppt) or you
  may see your ppt as a direct option, if you have the file open.
- Hit record (bottom center screen) and select "send to cloud" (red record
  light appears at top of screen).
- When you finish your presentation, hit end recording.
- Within a few minutes, you'll receive two links in an email from the Zoom cloud: a
  shareable link and a second private link where **only you** can download your video file.
- Upload your file to Box and send me the presentation link. (Note: recording can be done
  multiple times, so please feel free to practice.) If you are having a tough time uploading
  the file, see this "how-to" video to troubleshoot.
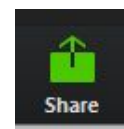
More questions? Guide on recording in zoom
Want to use presenter notes?
a) Dual monitor screen sharing with ppt zoom tutorial here.
b) Use google slides by selecting to share *only* the window with the final slidedeck and NOT
   to share the window that pops up with the presenter notes. (i.e. "squish" both windows
   so they could appear side-by-side).

Using Canvas for Announcements, Sharing Material, Collecting Assignments, and Grading Return to TOC

Many instructors already use Canvas regularly for tasks like sending announcements to their
courses, sharing course materials, collecting assignments, and giving students grades and
feedback.

If you're not already using Canvas for some or any of these functions, this might be a good
opportunity to become more familiar with the platform.

- See Canvas Basics for Intro Studies for step-by-step setup instructions

- Keep your students up to date by posting Announcements in Canvas. Suggest that students check their Canvas notification preferences to make sure they are set to receive announcements via email.
- Create an Online Assignment to allow students to submit files through Canvas.
- Upload your course content to Canvas using the Files tool. You can upload multiple files at a time as well as set usage rights and publish files in bulk.
- Use SpeedGrader to provide feedback on student assignments. Any grades entered in SpeedGrader are automatically added to the Canvas Gradebook.
- You can manually enter and edit grades in the Gradebook.

UW IT Online Technology Workshops

Over the course of the next few weeks, at the very least, UW Technologies will be hosting a series of "Teaching Technologies Office Hours" that will help answer questions when you use Zoom, Panopto, Canvas. You can use the following link to access the workshop calendar. [Note: Nearly all of these Office Hours will be held over Zoom meetings]

You can also learn more about Canvas from the links below:

UW - Canvas for Instructor: Overview
UW IT - "Design your Canvas Course" & Canvas Model Courses

Written Discussions

To remove technical hurdles and to ensure that students are able to engage with peers and each other in a discussion-based class (even without a strong Internet connection), you might choose to move student discussion to an asynchronous format. Create a Canvas Discussion as a forum to facilitate communication, encourage students to interact, ask questions and respond to discussion prompts.

Other places to engage in asynchronous written discussions include:
- Padlet (the free version allows users to create 3 "boards")

Pedagogical recommendations:

- **Craft discussion questions to be as clear and as specific as possible** so that students can build off of the question for a sustained response.

  - See Stanford TeachingCommons' "Designing Effective Discussion Questions"

  - See "Conversation Starters: Orchestrating Asynchronous Discussion to Build Academic Community among First-Year Writers" by Dan Seward

- **Assign roles to students** so that they understand when and how they might respond to you or their peers. For example, students might "role play" as particular kinds of respondents or you might ask them to do particular tasks (e.g. be a summarizer, a respondent, a connector with outside resources).

Individual Students Using Zoom to Attend In-Person Classes (Small, Discussion-Based; for example, if campus is open but individual students are ill for extended periods, etc.)

Synchronous Tool Recommendation: Zoom.

If lectures continue to be held in person, but some students, particularly students with any immunity issues, need other ways to access the lecture material, you have several options. The one that is best for you really depends on the physical space of your class, your comfort with tech, etc. The challenge is to make sure that students joining by Zoom feel like full participants in the class. Zoom participants often struggle with poor sound quality and a sense of disconnection. Best webcam practices are in this video here. It also helps to integrate Screen Share, White Board, and Breakout Rooms.

Asynchronous
- **Record lectures** using your phone, or video cameras or audio recorders. Upload to Canvas when you're done, along with any slides. Equipment setup and recommendations are here. The "how-to" on troubleshooting uploading issues is here.

Synchronous
- **Use Zoom**, as you would in small classes. Mute all participants, and make sure someone is monitoring chat. See Zoom

- **Use Panopto**, another tool for recording and live-streaming. This has a delay in audio, so discussion might be more difficult. See Panopto at UW and How to Get Panopto on my Canvas page.

Live-Streaming In-Person Lectures
The main challenge of these situations is usually making sure that the sound quality is good enough for students to hear.

- **Position your computer** so that students can see and hear as well as possible. If necessary, repeat student points for the Zoom crowd, if only you are close enough to be heard. You might consider bringing or borrowing a microphone to make it easier for students to hear. See technical recommendations and DIY setup options here.

- **Solicit input from Zoom participants**, as Zoom students may have a harder time breaking into the conversation. You can use Breakout Rooms in Zoom, Polls, and more to create multiple modes of feedback.

- **Assign a student to moderate** the Zoom chat and to speak up for a Zoom participant with a question or a raised hand.

- **Share handouts and slides** in advance to make sure Zoom participants can look at them. These handouts and slides could be shared via links in the Zoom chat room or by directing the student(s) to the appropriate place in Canvas where the materials may be available. They can also be shared via Screen Share in Zoom meetings.

- **Rethink your classroom activities** to make the class more interactive even if Zoom students don't have ideal connections and aren't able to hear and see everything perfectly.
    - Have students write and comment together on a shared Google Doc.
    - Try using Poll Everywhere or Google Forms to collect student responses, and then share results with both in-person and online students.
    - If doing group work, consider an alternative activity for Zoom students. If multiple students are on Zoom, put them in a group together to discuss. Or use the "Breakout Room" function.

Scheduling Tools for Student Tutorials/Conferences

Asynchronous Recommended Tools: Canvas Calendar, Calendly, or Google Docs

If you usually send around a physical sign-in sheet, you might be looking for alternatives that let you schedule appointment slots with students.

You may book and reserve time with students in three different ways:

- **Scheduler/Appointment Tool through Canvas.** Built into the UW Canvas Calendar tool, instructors can build appointment blocks that their students can sign up for. Here's a walk through of how to do that.

- **Calendly**. This is not an officially supported UW scheduling tool, but this is a tool option that instructors may want to consider for easily making appointments/meetings in a way that seamlessly syncs up with students' and instructors' calendars. Within Calendly, instructors can place their own text into the description and offer students additional context or information about the meeting that they're scheduling.

- **Embed a Google Doc/Sheet into the course Canvas site/a Canvas announcement.** Create an openly editable Google Document or Sheet with a table of available appointments for students to sign up for appointments. The link to edit the Doc or Sheet could be shared via an Announcement in Canvas or could be directly embedded into a Page or Module within Canvas.

Peer Review

Synchronous Recommended Tool: Google Docs & Zoom
Asynchronous Recommended Tool: Canvas Peer Review or Google Docs
Pedagogical Recommendations

- Write out clear and specific instructions about the expectations for peer review. This means specifying the qualities of writing that students may want to look for in each other's work. Distributing guiding questions or a worksheet that students can fill out as they review their peer's work can be a valuable supplement to guide students' virtual reading.

- If you are **introducing peer review synchronously** (via Zoom or another teleconferencing platform) and having students work in real time in Google Docs, consider:
    - Engaging the students in a chat-based or video-based conversation about their expectations for peer review.
    - Have students use the chat box feature to share ideas about what makes for effective peer review.
    - Use a polling tool, like PollEverywhere or Google Forms, to collect ideas about students' impressions of and expectations for peer review.

- If you are introducing **peer review asynchronously**, consider:
    - Opening up a discussion forum with a prompt that invites students to share their past experiences with peer review. What worked? What didn't? What are their goals this time? Aggregate student responses to create a document that outlines the class expectations and understandings of effective peer review experiences.

    - Ask students to include questions for their peer reviewers at the top of their document so that their reviewers can have a sense of what the author would like them to focus on.

- Include links to technical documentation and support so that students can troubleshoot if they are not able to access peers' documents.
    - [How to share documents within Google Drive.](#)
    - [How to review documents within the Canvas Peer Review tool.](#)

Meetings with Teaching Teams

Synchronous Recommended Video Tool: UW Zoom

Best practices for web meetings:

- Have a clear agenda and keep an eye on time--it's easier for people's attention to wander during web meetings.
- Sometimes starting with something personal (a quick check-in) can make these meetings feel more personal.
- For maximizing your affective presence and tone over webcam, see this video. It also goes over ways to create an effective webinar setting at home with just your laptop and some books.

Learn More:
UW Zoom FAQ
UW Zoom Webinar (55 minute video that teaches you the basics)

Accessibility

When making course content available online, care must be taken to ensure it's accessible to all students, including those with disabilities. For additional information, see Getting Started with Accessibility.

In Canvas, instructors can use Ally, a tool that provides automated feedback on the accessibility of course materials. Note that Ally provides instructions and an interface within Canvas itself for instructors to improve accessibility.

Students using Canvas may download instructional materials in alternative formats. However, the alternative format feature doesn't automatically render inaccessible materials usable. Instructors can use simple strategies when composing course documents and creating video content to ensure the most accessible materials possible. This video walks you through the process of making your course documents accessible and for getting your students hooked up with UW G Suite (which gives access to UW-supported Google apps like Docs, Drive, Slides, etc.). See this quick "how-to" on having Zoom autogenerate transcripts of your meetings.

Other resources from **Teaching with Compassion and Focus Amid Disruption**:

- Accessible Teaching in the Time of COVID-19: **VERY GOOD.** Aimi Hamraie's suggestions draw from disability community pedagogies, emphasizing the opportunity to create accessible materials from the start. (Note from John Pirone: Please pay close attention to your transcripts for any errors only if you use apps that help generate transcripts from audio. I highly recommend that you create captions or transcripts on your own.)

- [Access DL](#): The Center on Accessible Distance Learning (AccessDL) at the UW shares guidance and engages stakeholders around making distance learning courses and programs accessible to students and instructors with disabilities. Their site includes [20 Tips on for Teaching an Accessible Online Course](#) and a video entitled [20 Tips for Teaching an Accessible Online Course](#).

Student Accessibility Email Template

You may choose to adapt the following email template or put these questions into a Google Form to gauge students' technological access capabilities and needs.

Dear students,

I'm looking forward to meeting you next quarter in **[NAME OF YOUR COURSE].** As you know, the University of Washington's courses are currently operating online due to the COVID-19 outbreak. The university president, Ana Mari Cauce, has stated that UW courses will continue online throughout Spring quarter.

To help me plan for the possibilities of an online course, please respond to this email with answers to the following questions regarding your experience with and access to the following technologies:

- Do you have reliable internet? Can you access high-speed Wi-Fi?
- Have you used Zoom before? If not, would you be able to install it on your computer or phone?
- How often do you have access to a computer? Does your computer have a camera?
- How often do you have access to a smartphone?
- Do you have any other accessibility concerns to share in the event we need to switch to an online course, whether for a few weeks or the whole quarter?

Thank you for taking the time to read and respond to this email--I know this is a busy time of the quarter.

Stay healthy, and please reach out if you have any questions.

Best wishes,
[YOUR NAME]

Here are **two other surveys** to glance at to get a sense of your students' tech and accessibility needs:

- Lauren Cagle's survey about student technology access: a good way to survey what technology your students have access to.
- Danya Glabau's survey about student technology access: a good way to survey what technology your students have access to.

Assessing Student Technology Access

Below are the links to what Canvas and Zoom require for access in terms of technology. This includes the similarities and differences between the mobile and the browser versions of Canvas. Consider sharing these with your students in the syllabus and having them email if they do not have the technology for accessing Canvas and/or Zoom:

Browser Requirements:

- https://canvas.uw.edu/courses/721562/pages/which-browser-to-use?module_item_id=7510246

Computer Requirements:

- Students: Technology Requirements: iSchool Learning Technologies Support
- What are the basic computer specifications for Canvas?

Mobile vs. Desktop when Using Canvas:

- Instructor List of Mobile Application Items
- Student List of Mobile Application Items

Digital Tools, FERPA, and Data Privacy

There are also lots of other great digital tools out there, as we discuss throughout this guide, and many of us are using them to engage with our students. As you are using these tools, consider the following ethical and legal factors.

Zoom

You may choose to record your class sessions, which can help students who are absent due to illness or other causes to keep up with the class. If you choose to record your class sessions, we recommend getting written consent from your students.

From the Zoom Terms of Service: "The host can choose to record Zoom meetings and Webinars. By using the Services, you are giving Zoom consent to store recordings for any or all Zoom meetings or

webinars that you join, if such recordings are stored in our systems. You will receive a notification (visual or otherwise) when recording is enabled. If you do not consent to being recorded, you can choose to leave the meeting or webinar."

Canvas

You and your student maintain ownership of materials posted to Canvas. From UW IT:
You retain full ownership of all of your intellectual property uploaded to the site. Often, readers misunderstand the following section in the Internet2 Net+ Canvas Terms of Use:

> Your Content. Except with respect to Your Content, you agree that you have no right or title in or to any Content that appears on or in the Instructure Properties. *Instructure does not claim ownership of Your Content. However, you grant Instructure a fully paid, royalty-free, perpetual, irrevocable, worldwide, royalty-free, non-exclusive and fully sublicensable right (including any moral rights) and license to use, license, distribute, reproduce, modify, adapt, publicly perform, and publicly display, Your Content (in whole or in part) for the purposes of operating and providing the Instructure Properties to you and to your other Users.* When you as a User post or publish Your Content on or in the Instructure Properties, you represent that you have the authority to grant the aforementioned license to Instructure. Please remember that other Users may search for, see, use, modify, and reproduce any of Your Content that you submit to any "public" area of the Instructure Properties. You warrant that the holder of any worldwide intellectual property right, including moral rights, in Your Content, has completely and effectively waived all such rights and validly and irrevocably granted to you the right to grant the license stated above.

This italicized phrase in the above passage is the key to the misunderstanding. What this means is that faculty and students grant Instructure the right to use the content only to offer the Canvas LMS services back to UW faculty and students. Instructure cannot claim ownership nor reuse the content for any purpose other than offering the service to the UW.

The key phrase in this provision is "for the purposes of operating and providing the Instructure Properties to you and to your other Users." Although it may seem unnecessary to call this out in a legal agreement, this phrase is simply granting Instructure the right to maintain the content you post on your course site and to make your content available to the University of Washington students and your teaching staff.

Panopto

From UW IT: The University of Washington provides access to Panopto to enable faculty and staff to capture lectures and presentations for later playback by students enrolled in a specific course. The Family Educational Rights and Privacy Act (FERPA) limits access to student educational records—including these recordings.
FERPA prohibits disclosure of personally identifiable student records without a student's written consent. A student may be able to be identified through video, audio, or other means. More

information on FERPA and faculty and staff members' responsibilities can be found on the [Office of the Registrar's website](#).

If your captured lectures are available to a broader audience than just the course section originally being recorded, and if students are personally identifiable in the recording, FERPA requires written student consent to that disclosure.

Students cannot be required to sign a [consent form](#).

In any case, you should inform your students if the course is being recorded and will be available for later playback to students taking the course.

Non-UW NetID-Protected Tools

FERPA says that educational records (which include not only students' grades, but also records that identify students' course numbers/titles/times/instructors) cannot be revealed to a third party without the written consent of the students. Additionally, any digital copies of student work or grades should be kept in your UW NetID-protected Google Drive or on Canvas. Because UW cannot guarantee the security of internet-based resources (such as YouTube or Dropbox) outside the UW NetID, keeping student records anywhere else is a risk (and UW can't help us legally if there's a data breach outside their NetID protection).

Requiring students to use social media (with their real names or other identifying information) for class participation or projects, particularly with hashtags or group/page names that identify the course, without their written consent is a violation of FERPA.

If you ask students to use public-facing non-UW NetID-protected digital tools, obtain their written consent, and give them a viable alternative, ensuring that they will not be penalized in any way for not using the non-UW-protected tool.

Here are a few more resources on navigating UW and Washington State policies for technology use and information storage:

- [Overview of Security and Privacy Policies](#)
- [Office of the Chief Information Security Officer (CISO): Laws and Contacts](#)

English Department Programs Policies

Expository Writing Program Specifics

The following applies to EWP instructors to help us prepare for various possible contingencies. While the below will be our aim, please know that we beyond understand that things will need to be flexible! Let's be creative, nimble, and compassionate (to ourselves and students) in figuring out how to do this!

Motto: Everybody do your best. Reach out for help. Share resources. Be kind to yourself.

EWP core pedagogical practices to maintain in online teaching
- Regular Instructor and peer feedback
- Two conferences (group or individual), ideally in real-time/synchronous (Zoom/Phone/Google Hangouts/Google Doc)
- Opportunities for small and large group discussions/activities
- Some opportunities for synchronous instruction weekly (ideally, even if greatly reduced such as one hour / week)
- Maintain focus on revision and scaffolded lesson planning
- Two designated office hours per week or by appointment, check in with your students (bottom line: find ways to be available to your students each week that are clearly articulated to students)
- Clarify what participation will mean in your online course
- EWP strongly recommends using a combination of synchronous and asynchronous pedagogies.
- Prior to the start of spring: Please ask your students about accessibility needs to guide decisions. Make adjustments accordingly.
- **100-level courses only**: Per usual, please plan to complete two major composition projects that are scaffolded with shorter projects, lessons, and activities that build toward the major projects and provide students with the opportunity to practice the skills/capacities within our EWP learning goals/outcomes. Portfolio pedagogy and grading in which students curate and revise their work should be maintained. Grading should be maintained (70% portfolio; 30% participation)

IWP Program Specifics

The pedagogical practices above are largely applicable in our teaching context as well, and IWP instructors are encouraged to follow suit with regard to conferencing, office hours, large and small engagement, and very explicit guidelines as to how students can participate successfully. Many students consider themselves to be "not good at" online learning, so clear guidelines and flexibility is key for instructors.

One consideration specific to our program is that as an instructor you will be responsible for maintaining as much continuity as you can for students between your course and the linked lecture. I encourage you to find out from the linked lecturer how they will be planning to teach their course for the spring, and how you can adapt your own course so that it is complementary and responsive. I would be very happy to facilitate/participate in these discussions, and I will ask linked lecture instructors to add you to their Canvas pages in the coming days. Please also let me know if you'd like for me to review your online Canvas page-- this kind of observation is not at all meant to be micromanagerial. I have done it myself for hybrid/online courses, and find it to be quite helpful to get feedback from another set of eyes. -Megan.

RESOURCES TO LEARN MORE ABOUT ONLINE WRITING PEDAGOGY

General Tips for Teaching Online:

1. Tips and Tricks for Teaching in the Online Classroom: Jim Harrison and J. Diane Martonis (*Faculty Focus*)
2. Selecting the Appropriate Communication Tools for Your Online Course: Rob Kelly (*Faculty Focus*)
3. 8 Lessons Learned from Teaching Online: EDUCAUSE Research Library
4. How To Be a Better Online Teacher: Flower Darby (*Chronicle of Higher Education*)
5. Bringing Your Course Online: Resources Compiled by MLA

General Online Teaching Resources for Quick Transitions (from Univ of Vermont)

- Chronicle of Higher Ed, "How to Teach Online": If you've never taught online, this article may be a useful introduction to some basics and some myths.
- Teaching Online with Email and a Phone: The article actually mentions a few more tools than phone and email, but it's a very stripped-down look at how to think about connecting with students.
- HASTAC's compilation of moving-online-quickly resources: This compilation of resources includes specific technology suggestions, but more importantly guides our thinking in triaging course elements to emphasize first in a remote environment.
- Steven D. Krause's *Help! I Suddenly Have to Teach Online!*: Krause, who's been teaching online for years, boils his advice down to: "You're going to have to muddle through as best you can...Being required to move everything online in the middle of the semester in 72 or so hours is not online teaching. **This is a lifeboat, a means of getting everyone safe and sound to the end term."** This page guides us to keep things simple, to ask for

help from students and colleagues as well as faculty development offices. He discusses specific strategies, but mostly has excellent thoughts on how to approach a sudden shift.
- Teaching Online Tools is a crowd-sourced Google Sheet that gathers and explains the basic function of tools designed to teach multiple subjects online.

Affective Issues, for Faculty and Students (from Univ of Vermont)

- "Teaching Online with Care: This crowdsourced document gathers resources and perspectives designed to take care for us and our students. If you're worried about the stress of a quick transition, check out this document's wise suggestions for how to think about connecting with students and making compassionate, smart choices.
- Amy Young's distillation of lessons from a quick-teaching-online workshop: a set of practical tips for managing expectations. It has practical teaching tips that could be in the quick transition online section of this document, but I put it here because its tone is reassuring on the importance of stripping things down to fundamentals.
- Please do a bad job of putting your courses online: Discussion of the very real barriers to education that students may experience, and the very real need for us to keep expectations authentic and simple.
- Humanizing Online Education (Mary Raygoza, Raina León, and Aaminah Norris, St. Mary's College): This document emphasizes "pedagogical practices that promote care for the whole student and class collective."

Resources for Online Writing Instruction

- Writing Intensive Teaching Online (like this one a lot esp. for 100-level EWP courses because it offers a bunch of handouts, lesson plans for things like online peer review, sequences to adapt. Won't be useful wholesale but might be worth peeking around)

- Annotated Bibliography of Online Writing Instruction research (compiled by Heidi Harris, 2019)

- *Foundational Practices of Online Writing Instruction* (book); edited by Beth Hewett and Kevin DePew, 2015. Here are a few chapter highlights:
    - Grounding Principles of OWI: Beth Hewett
    - Asynchronous and Synchronous Modalities: Connie Mick and Geoffrey Middlebrook
    - Faculty Preparation for OWI: Lee-Ann Kastman Breuch
    - Preparing Students for OWI: Lisa Meloncon and Heidi Harris

- Personal, Accessible, Responsive, Strategic: Resources and Strategies for Online Writing Instructors (book): Jessie Borgman and Casey McArdle, 2019

Online Videos for Teaching Writing/Research/Reading/Analysis/Etc.

Disclaimer: We offer these curated videos as a resource for integrating into your pedagogy and course design rather than as a substitute for instruction. While there are endless ways to use these, here are a couple ideas for simple lessons:

- Ask students to view the video on their own and answer discussion questions posed by you on a Canvas discussion board.
- View the video as a class in real time via Zoom screen share, then ask breakout groups to discuss, followed by an activity that gets students applying the skill/capacity to writing they are doing.

Video Lectures

You may choose to assign short lectures for students to watch for homework or as part of the class time. Purdue OWL and The University of Maryland have a series of well-captioned YouTube videos that cover topics such as claims, revision, rhetorical situation, and citations.

TECH TUTORIAL: GETTING STARTED WITH ZOOM

Start by watching the following short video here about settings and getting started.

The Zoom App in Canvas will be available beginning Weds, March 25th. Access the Zoom app in your course navigation to schedule and start online class sessions from within your Canvas course. Students can access links to class sessions from the calendar, or when they go to the Zoom app in Canvas. Cloud recordings of your class sessions are also accessible directly from the Zoom app in Canvas. The following tutorial is being adjusted for this change.

Breaking News! You can import meetings that you previously scheduled using your Zoom account into your Canvas course. After a meeting is imported, it will appear on the Upcoming Meetings tab and on the calendar. Please note: Meetings can only be associated with a single course.

Step 1: Access & Download Zoom if you've never used it
https://washington.zoom.us/ -> Click on "Sign In to Standard UW Zoom"

Since Zoom uses both your computer camera and microphone to communicate and convey information you may be required to give the Zoom program access to use these applications.

- Mac users, go to the Apple on the top left -> System Preferences -> Security and Privacy. Give Zoom access to the following: Camera, Microphone, and Screen Recording.
- PC users, some initial testing suggests that you don't need to worry about this step.

After your first use of zoom, you can always reopen the application by going to https://washington.zoom.us/ and click on "Sign In to Standard UW Zoom". For Mac users, you may also have an application that you've downloaded on to your Mac. To download this, you can find it under "Resources" in the top left and click on "Download Zoom Client." You can also open this program up to get access to Zoom.

Access & Download Zoom if you've never used it - Canvas Page

- Access your Canvas account by typing in https://canvas.uw.edu/ and sign in with your UW Net ID and Password
- Select the course that you would like to access in the "Courses" option on the left navigation bar
- Once you are in the course you would like to work on, you should see a "Zoom" option on the left navigation bar of the zoom course.

Step 2: Schedule your class meetings

"Schedule a New Meeting"

- **Name** meetings clearly to indicate lectures, discussion sections, office hours, etc.
- If a recurring class session, select "**Recurring Meeting**" while setting it up.
- Select "**Record Automatically**" and "**In the Cloud**" if you would like classes to record. This is recommended as Cloud recordings can also have closed captioning applied to them, which will provide resources to your students.
- If creating this meeting for someone else or planning to have a moderator (recommended for large groups), **add Alternative Hosts**.

zoom

Your current Time Zone is (GMT-08:00) Pacific Time (US and Canada). ✎

All My Zoom Meetings/Recordings **Schedule a New Meeting** ⋮

| Upcoming Meetings | Previous Meetings | Personal Meeting Room | Cloud Recordings | Get Training 🔖 |

☐ **Show my course meetings only**

Start Time	Topic	Meeting ID		
Mon, Mar 9 (Recurring) 12:00 PM	Lecture	726-817-880	Start	Delete
Mon, Mar 9 1:00 PM	Beth's Discussion Section	904-303-818	Start	Delete
Tue, Mar 10 11:00 AM	Office Hours	252-596-883	Start	Delete

☑ Record the meeting automatically ◯ On the local computer ⦿ In the cloud

Step 3: Start Your Session

Mon, Mar 9 (Recurring) 12:00 PM	Lecture	726-817-880	Start	Delete

When it prompts you, allow it to open Zoom.
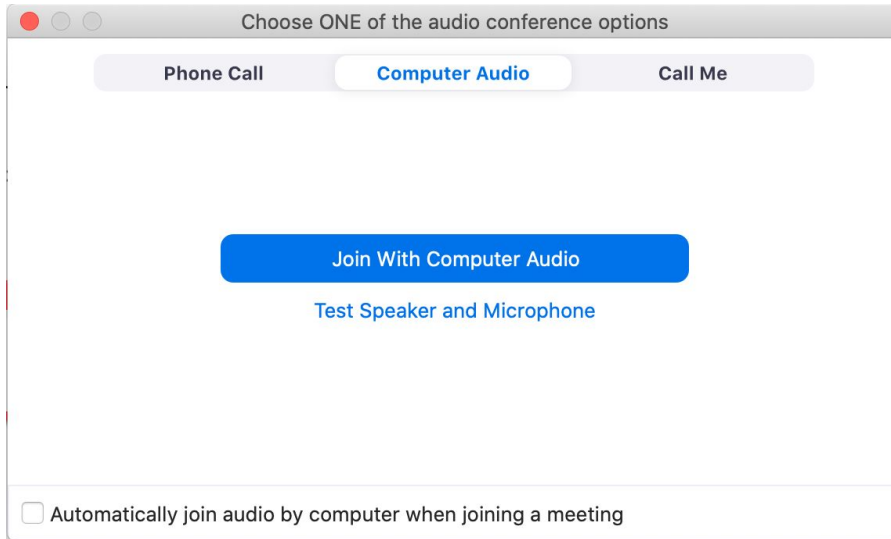
The first time, you might want to test your speaker and microphone before hitting "Join With Computer Audio."

**Step 4: Check your video, sound, and configuration**
You'll see the following bar at the bottom of the screen. This is where you control different functions of the course.
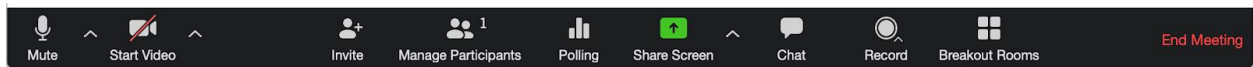
- The left icons let you **Mute** and **Start Video** to control whether others can see or hear you. We recommend that you start your video to let students see your face.
- **Manage Participants** lets you see students, and, if necessary, mute them.
- **Chat** lets students post messages to you and to the course as a whole. It's especially useful for troubleshooting, so you might want to assign a moderator.

Step 5: Share your slides
You'll also see **Share Screen** on this bottom menu. There is also video on setting this up available here. When you launch **Screen Share**, you'll see options to share your whole desktop, a specific window, or a "whiteboard" (you can also watch this video on "whiteboard" here) you can draw on. (If you don't see your slides, try making sure they're open in the background, and try again. **[Note: Share Screen does not show anything related to the Zoom program on your screen so students cannot see your Zoom "toolbar."**) Once you're presenting, a top menu will appear with more options, including Annotation and the ability to "Stop Share." Both Screen Share and Whiteboard offer options for you to have your video and mic in the top left when presenting; the same option is available for students. For how to use these, watch this video on using whiteboard here.
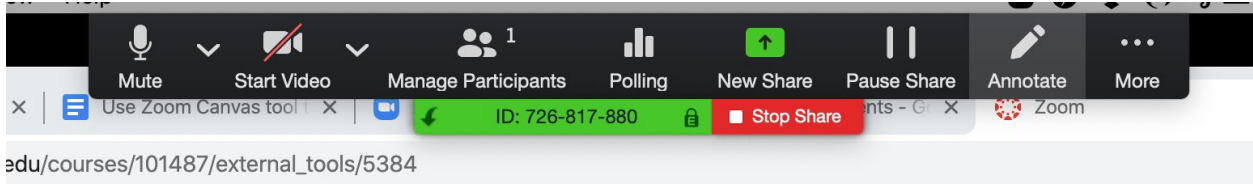
Step 6: Wrap up

When you're done, use the red "End Meeting" button on the bottom right.

If you recorded, your meeting will be uploaded within several hours to a day, depending on the length. You can access your recordings by signing into zoom and navigating the menu of the left side of the zoom program and click on "recordings".
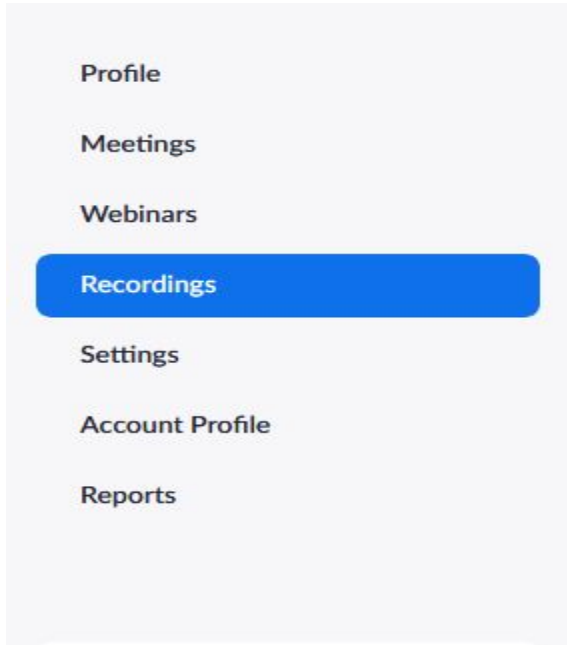
This will show your recordings, if you have any. These will appear like this:

☐	Topic	ID	Start Time	File Size	Auto Delete In
	Jake's Zoom Meeting	585-597-548	Mar 10, 2020 04:03 PM	-	Processing Recording...

They may also appear like this:
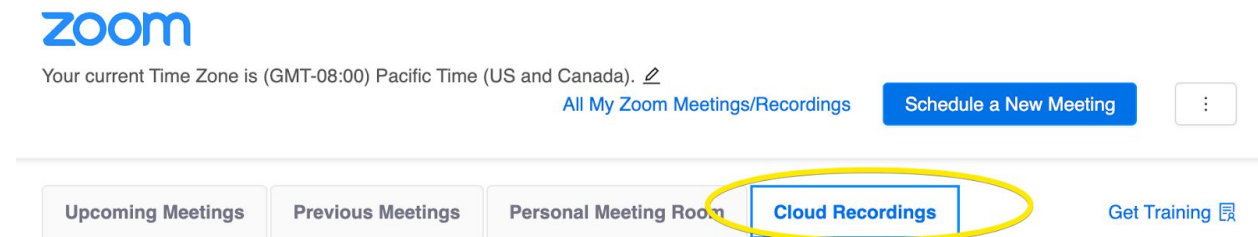
Based on the length of the video, cloud recordings may take a few hours to a day to upload. After uploading, you will receive an email with the subject, "Cloud Recording - [Insert Meeting Title Here] is now available" and the following body text:

You will be able to either share, download, or delete the recordings (Note: Based on the length of the recording, they may be broken into a single.m4a audio file and multiple .**mp4** files and you will have the option to download all of them).

Accessing Audio Transcripts for Recorded Zoom Videos
Zoom videos that are recorded and saved to the cloud can have an automatically generated audio transcript applied to them through the Zoom service. You can use the following link to make sure that your settings are set up to receive transcripts after each recording: https://support.zoom.us/hc/en-us/articles/203741855-Cloud-recording

Similar to the steps above, audio transcripts are created after the recording has been uploaded and may take up to a day longer to access than the video recordings. **You will be notified via email once the audio transcript is available**. Once the audio transcript is created, you will be

able to download the file as a .vtt file in addition to the video and audio-only files mentioned above.

Once downloaded, you will be required to use a video player that supports .vtt caption files to play the recording with the captions. The University of Washington recommends using *Ableplayer*, an open source, UW created media player. You can use the following link to download *Ableplayer* - https://ableplayer.github.io/ableplayer/

Return to TOC

Checklist/Q & A for Quick Transitioning to Online Courses

Considerations for Teaching Your Course Online
How will you….

❏ Provide access to course material for students (e.g., syllabus, introductory material, reading materials, assignments and prompts, feedback)

❏ Define, support, and evaluate participation

❏ Decide what must be in real time, and what can be done asynchronously

❏ Adapt conferences and office hours

❏ Facilitate peer and instructor feedback

❏ Cultivate community, trust, and rapport among students

❏ Build shared norms for respective and ethical communication practices

❏ Deliver lectures and presentations (yours and/or students')

❏ Design a variety of lessons, activities, and discussions that scaffold your assignments

❏ Learn about and adjust for your students' accessibility and technological needs (e.g, integrating both high and low tech options into your course, etc.).

Return to TOC

Workshops and Virtual Office Hours Over the Break

UW IT and Center for Teaching and Learning

UW instructors can sign up for workshops or online office hours to ask questions of a learning technologist and an instructional consultant about ways to use **Canvas, Zoom, & Panopto.** You can find dates, times, and sign-up options here, under "workshop list":
https://itconnect.uw.edu/learn/workshops/.

Tech/Digital Pedagogy Support for All Instructors and Faculty in the English Department

Jake Huebsch (jhuebsch@uw.edu), EWP Program Coordinator, and C.R. Grimmer (cgrimmer@uw.edu), who joins us as Assistant Director of Digital Pedagogies, will host virtual office hours over the next two weeks (March 16-27) and can help you troubleshoot teaching tools, Canvas, Zoom, or brainstorm ways to move your class online. You are welcome to just click on the link and join at any time. Here are their hours:

Jake Huebsch: Finals Week or by limited appointment
Monday 3/16—**2pm - 5pm** via Zoom. - https://washington.zoom.us/j/265509191
Tuesday 3/17—**8am - 10:00am** via Zoom. - https://washington.zoom.us/j/468591809
Wednesday 3/18— **11:00am - 1:00pm** via Zoom. https://washington.zoom.us/j/749090851
Thursday 3/19 —**11am - 1pm** via Zoom. - https://washington.zoom.us/j/939590578

C.R. Grimmer: Finals Week or by limited appointment
Monday 3 /16— 11am - 1pm via Zoom: https://washington.zoom.us/j/483658368
Tuesday 3/17— 12 - 2:00 via Zoom: https://washington.zoom.us/j/568252453
Wednesday 3/18— 2:30 - 4:30 via Zoom: https://washington.zoom.us/j/639686663
Friday 3/19—11am - 2pm via Zoom: https://washington.zoom.us/j/341275356

Jake Huebsch: Spring Break Week or by limited appointment
Monday 3/23— **10am - 1:00pm** via Zoom. - https://washington.zoom.us/j/233079174
Tuesday 3/24— **10am - 12:00pm** via Zoom. - https://washington.zoom.us/j/854411516
Thursday 3/26— **3:00pm - 5:00pm** via Zoom. - https://washington.zoom.us/j/854411516
Friday 3/27— **8am - 10:30pm** via Zoom. - https://washington.zoom.us/j/306270109

C.R. Grimmer: Spring Break Week or by limited appointment
Tuesday, 3/24— **12 - 2:00** via Zoom: https://washington.zoom.us/j/620529387
Wednesday 3/25—**12 - 2:00** via Zoom: https://washington.zoom.us/j/620529387
Thursday 3/26— **12 - 2:00** via Zoom: https://washington.zoom.us/j/620529387
Friday 3/27— **11am - 2pm** via Zoom: https://washington.zoom.us/j/620529387

Return to TOC