Guidelines for Remote Instruction / Spring 2021

As communicated to the UArts community on November 2, 2020, all Spring 2021 classes will be fully remote. The purpose of these guidelines is to clarify expectations for student participation in remote classes and provide recommendations for delivering remote classes effectively.

Expectations for Students in Remote Classes

What are expectations for student attendance in class?

The University expects all students to participate in "real time" in their classes. Students who encounter barriers in securing the necessary technology to participate in real time have been instructed to contact the University for assistance. That said, you can prepare to accommodate occasional disruptions in students' abilities to attend class, or your own ability to deliver instruction in real time. For instance, you can record or pre-record lectures, or set up online discussion boards. The Office of Educational Accessibility maintains a faculty resource page where you can find information on how to make your remote course more accessible. Faculty who have students who are unable to attend class for any reason should submit CARE reports.

What are the university's guidelines regarding students turning off their cameras during class?

Encourage students to be on camera, but allow them to make that choice. This article outlines the many reasons why allowing that choice is important and lists alternatives for achieving connection and course learning outcomes without requiring cameras to be on. If there are times when students do need to have their cameras on, you should explain why this is necessary, instruct students on various options for using the camera (e.g., using Zoom backgrounds, hiding "Self View" if they do not want to see their own face), and be prepared to accommodate situations where having the camera on could be detrimental to a student's learning or well being. Here is an example of how one instructor communicated their policy: "While putting on your camera helps to create a community, I understand that sometimes cameras need to be off to preserve bandwidth, allow for clearer audio sound or preserve your privacy."

What are the University's guidelines on netiquette (i.e., email etiquette and etiquette on online discussion boards and in Zoom meetings)?

The University has developed a Netiquette Guide for Remote Courses, which will be made available to all students. You are encouraged to use these guidelines in your courses and adapt them as you like. Any additional expectations that you may have for your students -- such as dressing for Zoom meetings the way they would for in-person classes, or keeping their video on during certain parts of your class -- should be communicated to your students with the invitation to follow up with you if they have any questions or concerns. If you have a concern about a student's lack of compliance with course expectations, follow up with them individually as you would in an in-person class. If your concern about the student persists, please file a detailed CARE report at www.uarts.edu/concern or through the portal. Student Affairs staff can provide guidance to you regarding your next steps or follow up with the student directly, as appropriate.

What is the University's policy on students recording classes?
UArts has developed a policy for students on "Recording Video and Audio, Streaming Video and Audio, or Photography in Classes." You should:

- Include this policy in your course syllabi or Canvas course site.
- Make clear when and how recording, streaming, and photographing may be permitted in the course.

Recommended Practices for Remote Instruction

In order for instruction to be successful amidst the ongoing pandemic, it will be important to establish a climate of trust and caring in the classroom, provide structure, and support student interaction and connection. Though the remote environment may make this more challenging, here are some recommendations and tips.

Before or during the first week of class

- In your course syllabus and your first meeting with students, make your expectations for class participation clear. Be sure to communicate the days, times and time zone for your Zoom sessions. Also post this information in a prominent place on your Canvas course site.
- Explain your grading system and assignments and what students will be expected to do to succeed in class.
- Survey students or hold one-on-one meetings with them to ascertain any issues, concerns or apprehensions they may have about their ability to meet course expectations and learning outcomes.

The first day of class
The first day of class offers an opportunity to build a learner-centered community, dive into content and set the pace for the rest of the semester, define expectations and goals for the course and motivate students to invest in the course. This is even more critical in a remote class. See these resources for tips:

- How to Teach a Good First Day of Class (Chronicle of Higher Education Advice Guide) **faculty favorite
- The First Day of Class (Cornell University Center for Teaching Innovation)
- Community Building Activities (Equity Unbound/OneHE)
- Introductions & Icebreakers (Rollins College Center for Faculty Development)

General recommendations and tips

- To prepare for instances where you or your students might experience connectivity issues, prepare content that you can deliver -- and students can complete -- offline. These resources can also be helpful for students who would like to review content that you have already presented. Here are some examples:

    - Record or pre-record sessions where you are delivering content and post the recordings to your Canvas site. Tip: Keep lectures and demonstrations at 15 minutes or less. If longer, consider doing a series of mini-lectures or mini-demos.
        - If you want to record a live session, please be sure to get permission from all students first. Let students know that those who do not want their faces to appear in a recording can turn their cameras off. Also, students who do not want their names to appear in the recording can change their display name in Zoom.
    - Along with any required readings or viewings, include activities students need to complete, such as having students respond to questions about the reading or viewing on an online discussion board, or annotate a reading.
    - Along with any projects or tasks you want students to complete, provide a quick video of yourself completing the task.
    - See Module 4.2 of *Resources for Canvas and Remote Teaching* for more suggestions.
- If you are concerned about students not completing some of these activities on their own time, such as viewing videos or participating in a written discussion board, you can schedule time for them to complete these activities - offline or off camera - during your regular class hours. For example, you can have students view a recorded video lecture or demonstration at the beginning of class while sending you comments and questions, then join you in real time to discuss your presentation.
- Do not try to do everything exactly the way you do it in the physical classroom, because that's not going to be possible. Consider the important interactions that normally occur in your face-to-face classes (instructor-student; student-content; student-student) and consider how you can do those remotely, both synchronously and asynchronously. See Module 5.2 of *Resources for Canvas and Remote Teaching* for suggestions.

During class sessions

- Limit the time that you are presenting to students (without a break) to 15 minutes or less. If your presentation (e.g., lecture, demonstration) would normally last longer than 15 minutes, divide it into smaller sections and insert some kind of learning activity between segments so students can engage with you, the content, and/or each other.
- Provide students with multiple ways of engaging during synchronous instruction (e.g., Zoom chat, breakout rooms, Google docs and apps, polls).
- Be purposeful with activities that require students to be on camera. To reduce the time students have to be on camera and on screens, consider planning a mix of activities on and off Zoom or on and off camera.
- See Module 4.2 of *Resources for Canvas and Remote Teaching* for more suggestions.

Recommendations for supporting student learning under the current conditions

- See Teaching Through a Pandemic: Cognitive Load, Mental Health and Learning Under Stress and Reducing Cognitive Load (and not rigor) for practical, easy to implement tips on how to support and optimize student learning during a stressful time.

- See Leveraging the Neuroscience of Now and From CAT: Trauma-informed Pedagogy for ways instructors can help students thrive in class in times of trauma.
- Here are some other recommended resources on this topic:
    - Cathy Davidson's post on the single most essential requirement in designing a fall course (trauma is not an add on)
    - Pedagogies of Care: Open Resources for Student-Centered and Adaptive Strategies in the New Higher-Ed Landscape (2020)

Definitions

What is the difference between synchronous and asynchronous instruction?
Below are overviews of what these instruction types entail:

1. Synchronous instruction: instructors and students meet all together in-person and interact in "real time." Example: all-class discussions or critiques via Zoom
2. Asynchronous instruction: work and activities completed by students on their own time. Instructors prepare course materials and activities for students in advance of students' access. Examples: students watch pre-recorded faculty lectures or complete readings posted to Canvas.

For assistance with remote teaching strategies or Canvas training, please email the Center for Teaching and Learning at teaching-learning@uarts.edu.

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