Guidelines for Remote Teaching
Suffolk University Law School
Fall 2020

Using Video Conferencing as a Synchronous Learning Tool		
Good Practice	**Why**	**How**
Prepare students for synchronous learning activities	Students who have multiple opportunities to interact with new knowledge are more likely to retain that knowledge.	Provide an advanced organizer to be completed in preparation for class, such as asking students to answer questions about the prerecorded lecture, the reading that was assigned, a related article in the news, etc.
Supplement synchronous learning activities with asynchronous learning	Students benefit from a variety of learning activities allowing them to interact with faculty, their peers and the content[1].	Use Blackboard tools, wikis, quizlet, concept maps, etc. to give students time to view short lectures, read, research, reflect, practice what they are learning, and assess how well they are learning.
Break up activities during synchronous sessions	Zoom fatigue – students are taking multiple courses; faculty are teaching multiple classes; students learn best when interacting with content.	See Index 1 for ways to break up synchronous sessions.
Use class time to offer multiple opportunities for goal-directed practice.	"Research has shown that learning and performance are best fostered when students engage in practice that focuses on" meeting a learning objective, "targets an appropriate level of challenge . . ., and is of sufficient quantity and frequency to meet the performance criterion" (Ambrose, 2010, p. 127).	Prerecord lectures; use synchronous time for discussions, student presentations, and offer other multiple opportunities for students to practice what they are learning.
What the literature says [1]Community of Inquiry Ambrose, S. A., et al. 2010. How learning works: 7 research-based principles for smart teaching. San Francisco: Jossey-Bass.		

Flaherty, C. April 29, 2020. Zoom Fatigue. Inside HigherEd.

Remote Learning Environment Good Practices

Good Practice	Why	How
Use a teaching/learning space that has a neutral background	The less visual distractions, the better that students and faculty can concentrate	Take a careful look at your background to be sure it does not distract or offend your audience.
Do your best to make sure others in your surroundings cannot be seen or heard	Additional cognitive overload will detract from the learning environment	Use ear buds to eliminate audio feedback; use headphones to eliminate background noise.
Encourage but don't require students to turn on their webcams	Students may be reluctant to show their living situations; students may not have an appropriate space from which to video conference	If technologically possible, ask students to use a feature offered by the web conferencing program that blurs or replaces their background.
Offer student assessments that do not require the use of video	Students may be competing with household members for use of WiFi or in another time zone; see above.	Rather than real-time exams, offer: projects, presentations, portfolios or timed exams through Blackboard

What we are learning:

Casey, N. May 4, 2020. *College made them feel equal. The virus exposed how unequal their lives are.* New York Times.

Center for Excellence in Teaching and Learning at Oakland University. Tips for Synchronous Online Teaching. Oakland.edu/cetl

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Providing an Accessible Learning Environment with Video Conferencing		
Good Practice	**Why**	**How**
Ask students to share their preferred names and pronouns	Provides a culture of inclusiveness; builds a respectful learning community	Ask students to: sign into chat with their names and pronouns; create a video introduction to load into a Blackboard discussion forum; say their name when they use audio to respond to a question
Provide alternative options for communication (chat, raising hands, emailing after class)	Provides multiple means of expression (CAST, 2020)	Ask students to answer questions through: chat; raising hands; emailing answers after class; Bb discussion forums
Break up large group discussions into smaller breakout rooms	Provides an opportunity for students to learn from one another; recognizes that novice learners can be effective teachers[2] ; gives more students the opportunity to be actively engaged in discussion	Assigning different questions/content to each group and require each group to report present to the larger group; students compare problem solutions with their group; assign problems to be completed by small groups
Enhance live delivery by providing visuals ahead of time	Provides multiple means of representation (CAST, 2020); students who have poor connections will be able to use handouts rather than miss what is being shown on the screen	Provide presentations and handouts prior to class so that students can follow along and take notes.
Create a multimedia glossary of terms	Provides multiple means of representation (CAST, 2020)	Provide or have students create visuals, text and audio to communicate new terms
Provide for class note takers	Helps students who are unable to take their own notes without singling them out; provides notes for students who were unable to join the meeting in real time; provides for a script that could be read by a screen reader.	Ask students to take turns uploading their class notes; be sure they are written in accessible language using headings, etc.

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Good Practice	Why	How
Record the session	Allows for review of content for students who need more time or whose first language is not English	Offer Zoom through Blackboard and record to the cloud. Use Panopto recordings for short lectures.
Offer multiple opportunities to assess learning	Provide multiple ways to assess what students learning (CAST, 2020)	Use polling through Zoom; use Bb quizzes; ask students to create concept maps; check in on student discussions in breakout rooms
What the literature says 2Expert Blind Spot. See Ambrose, S. How learning works, page 97 or How do students develop mastery for more information. Cast, org. UDL on Campus, Web Conferencing.		

Zoom Tools Pedagogy Guidelines

- **Turn off setting "Join before host"** to start session on time and prevent others from starting without you
- **Chat**
    - Offer links to content (through chat) for student viewing (videos or rich web sites)
    - Keep an eye on comments in chat in order to engage students who have something to contribute
- **Manage participants**
    - Ask students to raise hands when they want to participate in a discussion
    - Learn the difference between "spotlight video," "speaker view," and "gallery view" where you can pin a video to keep the spotlight on a particular speaker.
- **Record session** for students who are unable to attend (poor internet connection, childcare, etc.)

Zoom Checklist for Students

With your students' assistance, develop **a checklist** for them to read prior to a Zoom session. Some items on the checklist may include:

- Have students **set up** microphone and video ahead of time
- Remind students to be sure their **background** is appropriate for showing

- Explain to students how they can request an **opportunity to speak**
- Remind students of **appropriate chat** guidelines
- Remind students of **backup plan** if things go awry

INDEX 1

Diversity learning activities by:

Breaking up lectures (online research, videos)

1. Prepare **short, chunked, lectures** that students can preview prior to class. Links to videos can be organized on Blackboard by module, topic or week.
2. During the synchronous session, engage students in connecting what they have learned through lecture to authentic examples by having them do some **online research**. Consider how to help students find valid and verifiable resources:
   a. Invite a reference librarian to the synchronous session.
   b. Give students a lesson in how to use Google "to yield the highest quality results" (November, 2020)
   c. Offer a list of valid web sites
3. Offer short, impactful, open educational resources (OERs) to **introduce a topic and capture the attention** of your students.
4. Use **anonymous polling** as a form of instant, formative feedback to check student understanding of a concept.
5. Check in with students to be sure they are following you by simply asking them to offer a "thumbs up."
6. **Invite a guest** in to bring a topic or concept to life.

Interweaving lectures with student-centered learning activities (think-pair-share; group work; online discussions such as debates, etc.)

1. **Think-Pair-Share.** After a short presentation or chunked piece of a lecture, (1) ask students to write down an answer to a question; (2) next, have each students share the answer with a designated partner (through a private chat); (3) last, have students share their answer with the entire group through chat to everyone. You could leave out step 2 if it seems too cumbersome.
2. **Group Work.** Provide students with guidelines for working in groups. When possible, mirror the work of groups in a particular professional setting. Share a rubric that outlines expectations for the group project. Check in with groups on a routine basis. Provide for individual, group and peer grading.
3. **Breakout Rooms.** Use break-out rooms to accommodate group work. Encourage students to use the whiteboard in the room to record ideas. Push out messages to students in the breakout rooms to keep students on task and let them know how

much time they have left for a task. Circulate throughout the breakout rooms to answer questions.

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Assigning presentations to students (video-taped or live presentations)

1. Ask students to create a **video-taped introduction** where they share their study spaces to begin the creation of a remote learning community in your course. (Don't forget to share yours.)
2. Begin a new topic with **student-made videos.** Assign pairs of students to share what they learned from a reading and briefly describe how this new topic is related to what they have already learned in the course.

Using the whiteboard (illustrate problem solving, annotate an article) – be sure that whatever is displayed is narrated so that students who have internet, language, or visual issues are engaged.

1. **Display the road map** for the class by providing any number of the following items:
    a. Guiding questions for the class
    b. Agenda or lesson plan
    c. Vocabulary that may be new
    d. Learning goals and objectives
2. **Share your screen** to show a presentation, document, article, photograph, illustration, piece of artwork, etc., and use the whiteboard tools to annotate or point out particular aspects of the item being shown.
3. Ask **students to share their screens** to walk others through their problem solving or thinking process.