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Syracuse University

Teaching and Technology Weekly Series

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>> MICHAEL MORRISON: Good morning, folks, welcome to our session.

We will get started in a few minutes, but if you want to get your microphone set up and your video if you want to use your video, you will get started in a few minutes.

>> MICHAEL MORRISON: Good morning, everyone, we're getting set up with the session now. If you just joined us, if you want to test your microphone and your camera, if you choose to show us who you are, cameras are optional, you don't have to turn it on. Dangerous, I show you my COVID hair cut or lack of hair cut.

>> You look good.

[Laughter]

>> MICHAEL MORRISON: But you can check your microphone, we will get started in a few minutes as we get more people. We have almost 100 people signed up for the session today, so it's not going to be quite the casual session, the nice small session that we had planned, but it will be okay. The more the merrier.

>> How long are you planning to last?

>> MICHAEL MORRISON: For today's session? It will be just an hour.

>> Okay.

>> MICHAEL MORRISON: Martha and I talked about very much trying to keep it to an hour today. So we want this to be just -- just a brief session today.

>> MICHAEL MORRISON: Good morning to those of you that -- we have two more minutes for me to say good morning. Good morning to those of you that are just joining us for our session today. We'll get started in a few minutes. If you want to get your microphone and camera set up. You don't have to have your camera on if you don't want to -- your camera on if you don't want to, but it is an option for you today. For those of you that have -- need or would like to use the closed captions today, we have a live captioner, and the closed caption button should be at the bottom of your screen if you want to turn on the captions today. The chat window is there as well, if you want to type something in the chat to say hello to everybody. We'll get started in just a couple minutes here.

>> Nick reminds me to let you all know that the link you use for this session will be good for every secessional week. So if you have this week you can bookmark it or keep it somehow and keep reusing it.

>> Hello.

>> MICHAEL MORRISON: Good morning, Jim, how are you?

>> Okay, how are you?

>> MICHAEL MORRISON: Good. Hi, Matt, how are you?

>> Good, how are you?

>> MICHAEL MORRISON: Your pictures are getting smaller and smaller on my screen as everybody joins here. So that means we have a good crowd. We have one more minute for me to say good morning, welcome to the session today, we will

get started in just a second. If you want to go ahead and set up your microphone and your camera, if you would like to use your camera today, that would be great. If you don't want to use your camera, you don't have to. We will have an opportunity for you to use your microphone to share and ask questions today, so if you want to set that up, go ahead and do that. We will give one more minute and then we will get started as people are still joining us because we want to keep the session to an hour today.

>> MICHAEL MORRISON: All right. I think we'll get started so we can keep things to an hour today. Good afternoon, everybody. We've passed the noon hour here today for our session so I have to -- I was -- I have been telling everybody good morning as they joined, but I have to change that to good afternoon.

Want to welcome you to our first in a series of sessions that we're going to do throughout the semester and then if they're useful into the fall semester as well. We're calling this Teaching and Technology Tuesdays. It's going to be at noon every day on Tuesday. If we were on campus I would feed you to go along with this, so I apologize that we can't have lunch for all of you today, but feel free to bring your lunch to the session. This is meant to be an informal session. So we'll be jealous of your nice lunch while you do that.

For those of you that don't know me, hopefully you know you, for those of you that don't know me, my name is Michael

Morrison, I'm the associate director of academic service centers in information technology services here on campus. Handling the technology side of our Teaching and Technology Tuesdays. Martha is our teaching sign, and I would let her go ahead and introduce herself.

>> MARTHA DIEDE: So I'm Martha Diede, I'm the director of the Center for Teaching and Learning. And Michael and I thought this would be a good way to work with faculty and give everybody a chance to get together and talk. We are -- we've put together some resources for you that we would like to be sure that you have access to. And we are happy to take questions and see if we can find answers. So don't be shy about using the chat! Go right ahead and we're here to help.

>> MICHAEL MORRISON: So a couple things to get us started just some housekeeping items here. First, we're going to ask you to keep your microphones on mute today unless you're asking a question or want to provide part of the discussion, that will help with the background noise from the different microphones. If you need or would like closed-captions, closed-captions are available today for this session, you hover your mouse over the bottom of the Zoom panel and click on the closed caption button and that will show you the captions for the sessions today.

As Martha mentioned, we're going to do this session every week at the same time and the link that we've provided you will be the same link you will use every week from now on.

So you don't have to register again, you don't have to get another link if you've done that once already, you can use that same link again.

So as Martha mentioned, what we envision these sessions to be is a place for us to share some information with you. But really a great place for us to have a conversation about what's going to happen this fall. We are in unknown territory once again, we thought we had finished in the spring semester with all of the unknowns, but we're in a new territory for the fall semester, trying to plan courses that involve students that are potentially in the classroom and some that aren't and we'll talk more about that in a few minutes. So we thought it would be great for us to get together once a week just to have some conversation about that, a chance for you to ask questions about that and Martha and I will try to answer those questions as best we can. If we don't know the answers, we will follow up with the people who do have the answers to those questions and get that information to you.

But this is meant to be a place for us to have an ongoing conversation about what's going to happen this fall.

We need you to participate, as Martha said, so if you want to ask a question or you want to comment, please raise your hand and turn your microphone on and go ahead and participate and ask your question. We really want this to be an informal session where everybody can participate. We're going to try to keep the presentations to a minimum throughout

these sessions.

We hope to invite some guests later on in the summer. Some folks from other parts of campus, whether that be the SU libraries, the Office of Disability Services, other places on campus that can answer some of the questions that I'm sure you have about what's going to happen this fall with teaching and with the return of students to campus and what that means for teaching. So that's what these sessions are going to be, hopefully. As Martha said, if you have a question throughout, if you want to chat, please use the chat button on the bottom and feel free to participate in that, we will try to keep an eye on what's going on in the chat.

But let me turn it over to Martha a little bit and see if she can review a very interesting email that came out last Friday from the interim Provost, I'm sure you have lots of questions and lots of things to share about that message that talks a lot about the structure of classes come fall semester. So Martha?

>> MARTHA DIEDE: So thanks, Michael. Many of you or most of you or all of you, I hope, have gotten the email from John Liu that talks about the format for classes in the fall. Much of the decision making is informed by two primary factors, the first one is the safety of our faculty and our students. The second one is the amount of classroom space that we have that can work for the safety of our faculty and our students. So if you're teaching a very small class and by very small

I mean very small, like ten or under, you are probably going to be assigned to teach face to face in a room that will allow the appropriate social distancing. If you teach a class that is larger than that, up to about 150 students, you will be teaching in an alternate did I format. We are for the purposes of our -- yes, and I know for some of you it starts June 29th. We can help with that. Nonetheless, if you're teaching in an alternate day format, we are going to call that mixed delivery for right now, because it's not truly high flex. A truly high flex course has a solid asynchronous component built in so students can complete the class completely online and asynchronous or synchronously online or synchronously face to face and online. We are not asking for everyone to do the high flex version. What we're really asking is for people to do a mixed delivery model, where you might have 50% of your class in class with you on one day and 50% in class with you on another day, appropriately socially distant, and then each group is completing work in order to complete the outcomes that you have for the course.

    If your class is larger than 150 students, you are likely to be teaching that course entirely online for let's call it the lecture section, and then your TAs will be working with you to do the recitation or discussion sections in a face to face modality, also in an alternate-day format. So that's essentially what we are looking at for the fall.

    And I'm going to stop here because I'm guessing that some

of you all have questions?

>> MICHAEL MORRISON: If you have a question, raise your hand.

>> MARTHA DIEDE: Right, now is the time.

>> MICHAEL MORRISON: And Martha and I will do our best to answer the questions that you might have.

>> MARTHA DIEDE: No, we do not know how classroom sanitation between periods is being managed yet. Or let me put it this way: I don't know that yet. The person who does it, I also don't know. But we are trying to find it out.

>> MICHAEL MORRISON: So I think that's a great question, and the question is that is there enough time between classes to sanitize the classroom. And all of those are being work on by other people on campus. Don't worry, someone's thinking about those things, most certainly. The other thing that we're -- we've been having a lot of conversations about is how to sanitize the teaching station that's in the classroom as well, so if the faculty member is there and comes many how do we sanitize that before the next faculty member comes in?

So there's lots of conversations going on with that.

>> MARTHA DIEDE: As far as live streaming from the classroom, Michael, do you want to take the live streaming question?

>> MICHAEL MORRISON: That's a great question. What we are planning for the fall semester is to have a good process in place for you in the classroom to be able to share just

a Zoom session like we're doing now, with those people remotely with some clearcut, easy instructions about how to start that session, how to share your materials with the class that's present with you in the classroom as well as those people that are remote, how to make sure the microphone is turned on, how to make sure that the camera is turned on. And so that you can -- you can make sure that the people remote from you are able to see and hear what's going on as well.

And so we're looking for some clearcut, easy instructions about how to enable that. If you've -- the good thing is you've all participated in these Zoom sessions now, so web conferencing shouldn't be something new to you. It is -- you'll be old pros at it by the time we get to the fall semester. It will be different trying to teach in a live classroom at the same time that you're doing remote sessions, so one of the things that somebody asked in the chat and we'll talk a little bit more about in a minute is how can you have helpers with your class if you have teaching assistants, if you have undergraduate assistants in your class, how you can use them to help with the questions that are coming up in the chat, any problems that the students might be having remotely connecting to the session, and so those folks can be great resources. If you don't have TAs or undergraduate assistants, then there's an opportunity I think to even use students in your class on a rotating basis. So we can talk a little bit more about that.

>> MARTHA DIEDE: As far as students who are remote hearing their peers, we are trying to outfit as many classrooms with microphones to -- that will be able to pick up the students in the course. It is also possible that you can run a synchronous session so that your students who are in your courses and remote can participate with each other in breakout groups, because not everybody's going to lecture. So if your courses are discussion-based, what you may wish to do is design your course for the fall so that you have breakout rooms, everybody comes in, you do the business of opening the class, and then you send the students to breakout rooms, whether they are face to face or online. That way they will have conversation more like this one, particularly if you can get your students to get a little bit closer to their microphones. Do keep many mind that your students will be socially distant, so there will be 6 feet of space between your students, and that will help to control some of the background noise. I don't know if it will be controlling all of the background noise, but definitely some of it.

>> MICHAEL MORRISON: Couple other questions, so we had a question about microphone -- microphones being sanitized, and we are working on ways to do that. This is a little bit tricky, because it's a piece of technology equipment that you can't just spray sanitizer on and have it continue to work. But we are looking at ways to sanitize microphones in between sessions. The other question was if do your TAs, if they're

assisting, need to be physically present in the classroom? It helps if they're in the classroom because they can read the chat and then inform the instructor with what's going on there. They can do some of this remotely if they would just join the session remotely, but it's better if they're in the classroom to actually go ahead and participate, because then they can alert the instructor that there are questions that are going on.

>> MARTHA DIEDE: Your department IT liaison, so most buildings have an IT person, but also many departments do. Your department IT liaison will be your first step in getting support during your classes. But if you know that class is going to be focused around group work and active learning while you are in class, give your department IT person a heads up so that they can grab somebody and get some support if they need that to support the other faculty in your department. In terms of programs that work best for breakout groups, Michael?

>> MICHAEL MORRISON: So all of the programs that we -- that we've had you use, Zoom or Collaborate, both of those will support breakout rooms and do a really nice job dividing your students up, each one sort of handles it a little differently. So if you had a question about that we'd be happy to chat with you about the features in each one. But both of those products, Collaborate Ultra, and Zoom should support breakout rooms and be able to do that.

We had another question about -- now I've lost it -- about support. Whether there will be support available for you, increased support. The classroom support team is working at ways to expand the number of people that are available to provide classroom support. They're also looking at ways to get to you more quickly and to provide more realtime assistance. We're working with our service center to be able to join some of your live sessions as a participant to help with the people that are online and may have some issues connecting via Zoom or other things like that. So we are looking to expand those support services and we'll have more information about those as we get closer to the start of the semester.

>> MARTHA DIEDE: And we are working on the feedback issues for Zoom. We know that that's a challenge too.

>> MICHAEL MORRISON: Yeah. Martha, you want to switch and talk a little bit about sort of how you might rethink your class now that we've talked about these models?

>> MARTHA DIEDE: Absolutely. So having talked about those models, I'm going to share my screen with you all. This document is available on Answers if you want to take a look at it. Michael?

>> MICHAEL MORRISON: Yeah, we'll have a link that we'll send out to you -- oh, I have to give you --

>> MARTHA DIEDE: You have to give me screen sharing. That's why I was like wait, what? Why don't I just send it to you really quick. We did this before.

>> MICHAEL MORRISON: You can do that or -- where you are, are Martha, I can make you a host. So this is one of the challenges of trying to do this as a -- as -- in Zoom here is you forget to do these things and then suddenly you get in and -- I can't find you in the list here, Martha.

>> MARTHA DIEDE: That's okay, I just sent you the document, so at some point you're going to wind up driving. Okay. Beth, there's a pretty good -- you asked why faculty are driving the decision making about best modality for their class based on pedagogy and curriculum. That's something you have to take up with your Dean, that's not something that I know a whole lot about.

The showing videos, I would not recommend showing videos in class. And having them be viewable to students who are online. Let the students go and watch those videos on their own, if possible, trying to do a transcript of the video would be much more helpful.

Let's see, don't your classes have to be high flex to accommodate quarantine? Sometimes they do, but that's a question that we can take up after we look at this. Woops, I need to send you a different document. This is the other problem. But I can -- yeah. Michael, quarantine, asynchronous classes. Go.

>> MICHAEL MORRISON: I'm sorry, I'm looking for the document, Martha, as we're speaking here.

>> MARTHA DIEDE: That's okay, hang on. There you go.

Now it should come up.

>> MICHAEL MORRISON: I got it now. Here we go.

>> MARTHA DIEDE: This is one of those nifty little bumps you get with when you do this. Please accept our humblest apologies.

>> MICHAEL MORRISON: Back to Zoom, share screen. There we go.

>> MARTHA DIEDE: Okay. So this checklist will be available to you on Answers shortly. I did put it up, but it's not prettily formatted, so if you get it it's going to look a little bit bizarre.

But the idea is to help you think through the decisions that you're going to have to make even if you do need to put your class online asynchronously for students who are definitely not in your time zone.

I am going to be perfectly honest here, I strongly encourage everyone to start thinking about having their course online. Design your course for the fall as an online unit because once you do that, you can pivot back to a face to face modality or a split modality. If you try to design for splint, mixed modality, and then wind of up having to pivot to fully online, it's going to be incrementally and exponentially more difficult. So if you are going to spend time redesigning your courses, design the online version and then think about your face to face and mixed modality. These are some of the questions that you're going want to think about.

You're going think about what you want your students to remember from your class five years from now.

It's relatively rare that you remember, maybe you all have a favorite class that you remember, but you more likely to remember a favorite person. So think about what are they going to need to know and be able to use five years from now that they're going to get in your course. That's your overall goal.

Then you want to think about measurable objectives. Group your objectives, get them down to three to five. I know some folks teach in programs where the program requires certain objectives.

Even if they do require certain objectives, start grouping them because it gives you a smaller pool to play with. Be sure that you then word your objectives from the student's perspective. You can have all the lists from your ABET accreditation or your AACSB accreditation, or another particular group, you can list those in your syllabus, but you've got to make this narrow so that you and your students can teach to it. There are multiple taxonomies. So you can look up a taxonomy like Blooms, you can look up the SOLO, six facets of understanding or Fink's taxonomy. Depending on your discipline, these may or may not work for you, but there's something here for everybody to think about this. Yes, this document is in help, it's in answers. There are -- there is another thing that you want to think about when you're thinking

about your objectives. Your students have to demonstrate certain levels of mastery. So they may need to demonstrate an introductory level, an intermediate level, a more like a journeyperson's level or a mastery level, you will want to specify that so that they know what they are doing.

And what the standard for success will be. Once you do this, then you're going to want to use your objectives as a checklist and start looking at how you're measuring each of these. You don't have to have your objectives be high stakes assignments, you can have them be little low-stakes pieces. If you do the little low-stakes pieces, be sure that you indicate the low-stakes pieces. So that your students know where to spend their time and their emotional energy. Be sure that you've matched your objectives to your assessments. I can't stress this enough. If I know what I'm being assessed on, I know it's not for a class and I know I'm going to use it five years from now, as a student that's really helpful to me. Otherwise I'm trying to figure out why would I spend energy on this? Because, folks, our students are living in a really difficult world right now. We are all living in an incredibly difficult world. And there are incredible concerns that they don't leave at the classroom door. And you won't either. We have to know where to spend our energy.

So letting your students know what's low-stakes and high-stakes is crucially important.

Then let them know how they're going to be assessed. And

tell them how you're going to determine their success. When you start thinking about this, think about what you want to find out. Do you want to find out the gaps in their knowledge or do you want to have them show you what they know? Now, Christian, I see your hand is up. How can I help?

>> You know what, that's okay. I raised it a long time ago and I think we've moved on, so... Sorry about that.

>> MARTHA DIEDE: No, that's totally fine. I just saw that your hand was up and I thought maybe there's a question. Does anybody else have a question at this point?

And I can't see everybody so you may have to unmute yourself and make some noise.

>> MICHAEL MORRISON: I did share the file, Martha, in the chat, and you shared the link as well. So there's a couple ways you can get to that document. I think this is a great document to sort of rethink, you know, I think the key is to start at the 10,000-foot level when you think about your learning objectives right now and how they fit into this new model of your class. Don't get caught up in all the details at first. We're going to talk you through some of those in later sessions. But don't jump immediately to the technology or how am I going to do these individual little things, think of that 10,000-foot level first, think about your learning objectives and how the students are going to meet those learning objectives, if, for example, your class is online or if it's a mixed modality class, how are you going to meet those same learning objectives? We're

going to talk about assessments a little bit more detail next week. That's going to be our topic for the next session is really how you structure assessments and assignments. Thinking about this new modality.

But start with your learning objectives first. Think about things that might be hard to do if your students aren't in front of you face to face. If they're online, does that add an additional challenge to your learning objectives? You need to tweak your learning objectives a little bit based on the fact that your students may be not all together in the same place at the same time. Where some may be online, some may be watching the recording rather than actually participating in the live session.

So does that make a difference in your learning objectives? So I think Martha's document is a great thing to look through as you start to evaluate these things in your course. I think we had a question about whether these methods work for undergraduates and graduate courses as well. Martha, can you think about, you know, answer that question a little bit maybe?

>> MARTHA DIEDE: Absolutely. So these methods will work for graduates and undergraduates as well. Where you're going to make the differentiation is when you decide on the level of achievement of your course objective. In an undergraduate level course your students are likely to need to achieve a beginning or intermediate, maybe a journeyperson's level of understanding and ability to demonstrate and ability to

articulate.

In a graduate-level course, I would expect that you want your students to begin to achieve mastery of some things with the ability then to explain. And to explain to someone else.

So as you're sort of thinking about how you're going to write your objectives, think about the level of mastery that you want to see and share that with your students.

There is also nothing wrong with giving your students examples. This is a really great example of this kind of document. Maybe it's a lab report. Maybe it's a particular object in a studio that you're working on. Maybe it's a drawing.

But highlight for your students what the good things are so that they know what to imitate.

And then also show them where somebody may have misstepped or missed the mark a little bit, so they know what to avoid.

If you can put those not just in a document but also an actual demonstration, that would be great. Yes, Barbara?

>> I'm sorry to ask this question when we're already halfway through the hour. Could you -- no, this is -- I'm -- I -- I thought this session was going to be very different. So if maybe you could give -- not this particular session, I thought this lunch series was going to be a little bit different. So maybe if you can give us a overview of what you both plan on doing, we have so many meetings right now, we can decide whether or not this -- this particular lunch series would be helpful to us. So I would like to hear, please, what are you planning

on doing in the next few weeks on Tuesday at lunchtime? So
I -- because I really thought this would help me use Zoom better
or would help give me ideas on how to do what I know I have
to do, I don't need know the objectives and the assessment,
I can do that. I need to know how to translate that into online
because you yourself said we need to learn how to do online
in a quality way.

     >> MARTHA DIEDE: Michael, can you share the other
document I sent you?

     >> MICHAEL MORRISON: Yeah.

     >> MARTHA DIEDE: I really appreciate your question,
Barbara, because I wasn't sure where we were starting. And
so I took a guess. And so my guess is wrong, there's no problem,
I'm happy to share with you this other document in just a second,
I'm hoping Michael can get it up.

     >> MICHAEL MORRISON: Still looking, hold on. Keep
going.

     >> MARTHA DIEDE: I just sent it to you.

     >> MICHAEL MORRISON: I got it.

     >> MARTHA DIEDE: So this one is a class plan to help
you think about what it would be like to do a mixed modality
class and what you need to prep. If we need to do things like
how to load videos, how to load PowerPoints, what we need to
do, then -- nope, there's another one after that. It's an
[indiscernible] page. Sorry. That's something we can work
through. What do you need? Do you need the technical support

pieces? Is that where we're at? Because if it is, then that's what we will provide for you.

>> MICHAEL MORRISON: I mean, I think one of the questions that we had today is we're not quite sure exactly what everybody needed or wanted out of these sessions, so this is a good chance for you to provide feedback for us. So technology is ceremony something we wanted to touch -- is certainly something we wanted to touch on and we would do. If Zoom is one we would cover and how to use Zoom, that's a great one we can talk about in one of these sessions. I think if there are other technologies, whether that's how to use video, whether that's some more advanced features on Blackboard, we can talk about those topics as well.

We're going to have some other sessions that will be available throughout the summer. This is not the only opportunity for you to participate. Those haven't been scheduled yet, but will be very, very shortly. And those -- you can also consult with people both Martha and my team as well individually. So if you had some specific questions, you can send an email to help@syr.edu and then someone will get back to you and set up an individual consultation or individual training session. Those can be most effective as well if you have specific questions about tools and about technologies that you want to use. So I think the part that Martha and I we sort of started at the big picture because we didn't know what everybody was going to need, and that will

help us focus in at the individual sessions. We're going to announce the topics of each session the week before, so that will give you an idea about whether the next week -- you don't certainly have to come to all of these sessions, you can just jump in on the ones that are useful for you. If they're not useful or if you have another commitment, I know you're in a thousand meetings these days, then you certainly don't have to come to those sessions.

>> MARTHA DIEDE: So this is a sample, this is created by Kevin Kelly at San Francisco state which is the school for high flex. This is the outline for an actual 50-minute course session. So when you are thinking about how you're going to teach this, these are the different components that you will need to think about.

And I -- I'm really hoping that this will help you as you're planning, especially if you have to plan an asynch piece. So this one goes through activity zero. A mini lecture. How you set these up. Where you're going to poke and prod and push these. So if you want to plan -- if you're really thinking about planning your courses and planning your sessions, you're going to need to have some plans like this to help yourself. Partly because if you're in a classroom with 50 students, you're also going to be managing the chat, especially if you don't have a helper. And there's -- in this location in Answers there's also a model for a 75-minute class, I just pulled up the 50-minute one because it's one page. So you can see it.

This kind of planning will help you not get overwhelmed in class. And it will help you to manage your bandwidth.

Yes. So there are lots of questions about how you do pre-recording. And how you -- how you manage your lectures. A lot of these will really help you as you -- as you are planning, but I cannot stress this enough: Designing a course for face to face and designing a course for online are not the same animal at all. Not at all.

These are really different. And so when you're planning, it's really crucial that you know what your class needs to do and how long they have to do it. This sort of design planning is -- is going to take a lot of time and it's going to take a lot of effort. But, yes, this is what it looks like. Now, I see that everybody has sort of got the link to this document, and I'm guessing that maybe what might be a better use of our time is to start answering questions from the chat.

>> MICHAEL MORRISON: From that, or if people want to use their microphone, that's effective too. Because the chat's flying by so quickly, I'm afraid we're going to miss people's questions. So if you want to raise your hand, let me stop sharing the screen so I can see as people raise their hands. But if someone has a question they would like to use their microphone to ask?

>> MARTHA DIEDE: I'm going to start with Jan's question here, the -- if you're going to prerecord your lectures, what you're going to want to do is have -- is play the lecture for

the students in your classroom at the time that you start the lecture you tell your students offline -- well, outside of your classroom, start playing the lecture now. Return to the classroom when the lecture is finished. -- lecture is finished. So that gives them the opportunity to switch off of Zoom, go watch the lecture, and then come back into class where you are having discussion.

>> MICHAEL MORRISON: You can -- you can experiment with playing videos directly through Collaborate Ultra and through Zoom, it does work in some cases, but it adds another component where there's a potential for failure. So Martha's method is a little bit more foolproof where you just tell the students that are remote to go ahead and watch. And you can show it in class and tell the students that are remote come back in three minutes or however long it takes to watch the video to join in the classroom again. If they're not watching it through Zoom, if they're watching it on their own computer, then the chances are better they're going to have a good experience watching that video.

Same thing with audio. So we had a question about folks that are listening to music recordings. You can play those through Zoom, but in some cases having those available for students to listen on their own outside of the Zoom session increases the probability of success for the students doing that.

So these are some of the things -- the other thing that

you can do and we could -- we can practice some of what we preach with this is that we can do some test sessions or you can do some test sessions, if you can get your colleagues together in Zoom, and experiment with some of these things. Play the audio. See if it works well. See how to -- if you can get six or eight of your colleagues together, put them in the breakout rooms. Put each other in breakout rooms so you can see how the breakout rooms perform. So those are the best ways to sort of understand the technology ahead of time and to practice with it. Practice and see how it works, what the buttons are, how do you bring people back from the breakout rooms, back into the main room again?

What can you share with the students in the breakout rooms? So getting your colleagues together to experiment with those, we can set up some sessions as well, so if you don't have colleagues in your department that are interested in those same things and we wanted to do a breakout room test, we could do that and get you guys doing some of those things with the technology.

I see a lot of interest in breakout rooms, so I think we will certainly add that.

We had some people that wanted to talk about topics for the future. We'll get to that in a few minutes here, we will end up the session today with some topics for the future. So don't let me forget to sort of poll about what kind of topics that you're interested in for future sessions.

But Martha, you want to talk about assistants, so how you can use assistants, we wish we had a TA to give all of you for your class, but unfortunately, that's not something that we have. It's not a resource that's available to Martha and I to grant you each a TA to assist with your class. But Martha, you want to talk about how you might use assistants if you have them or how you might recruit people from your class to be assistants?

>> MARTHA DIEDE: Absolutely. This is the part where you might want to think about your students as partners. One of the best practices to get your students to show up is to get them to think of themselves as partners in teaching and learning. So you can ask them things like what do -- what do you think we should cover in class today? What was most confusing you to that I need to cover from the material that we had at homework? As part of that, then they can be responsible for things like helping you manage the chat. Now, if you have one student do it all the time, that student is probably not going to get the most out of the class. So this is a responsibility that you want to have them rotate. If you don't have a TA, let them rotate the responsibility of managing the chat and then there the student who's responsible for, you know, waving their arms in the air and saying, hey, we've got this great question in the chat, let's answer it. If you have a TA, that's also their responsibility. If you want to, you can actually pin the camera of the person who's

your chat representative to your screen. So that you can see it when you're talking. Because right now we're all on Zoom, so that's your only focus unless you're like me and you have people in your house. Otherwise, you're going to have people in front of you and people in your house and your Zoom and your chat. And you've got to figure out how this is going to work.

It's much easier if you have a chat representative. So that's how you use your students. The other thing to think about is triangulating your note takers. Have three different students it notes and share those notes, not just with your chat jockey for the day, but also with the rest of the class, that can help you with providing a transcript for your students, as well as managing all of the different pieces. It also gives you a nice point of feedback, because you can do a quick skim on those notes to find out if you have missed something that you really felt you needed to communicate with your students. Or if they are misunderstanding something that's really important for them to grasp.

Yes, there is a blog. I am going to put the link to the blog in the chat. Michael, can you talk about the preferred platforms here and the differences between the two?

>> MICHAEL MORRISON: I'm sorry, I was on mute there. And this is the other thing you have to get used to is talking to yourself and no one else -- and everybody is like why is he talking to himself?

So preferred platforms. Zoom is a platform that just became available late in the spring semester. It wasn't available when we started spring semester. So in some cases we're just learning all of the functionality and features here. It is a very powerful tool. And has lots of bells and whistles and can be used with your course.

We also have Blackboard collaborate ultra, which is another tool we've had for quite a while on campus to do web conferencing. You can use either one of these. If you're familiar with one and comfortable with it, there's no reason to switch to another platform. Both are now integrated in Blackboard, so Collaborate Ultra is built in, but Zoom is also available as a tool linked in Blackboard and we can show you how to enable that in your course as well. Students can get to the session, they can get to your recordings from Zoom through Blackboard as well.

So you can use either one of these platforms. There's no -- there's no strong preference for one or the other. Both of these will work and both will be structured in the classroom. All right, we got some questions --

>> MARTHA DIEDE: Michael, Lordonna has had her hand up.

>> I'm also going to show you my face. Because one of my questions had to do with that. So for me, when I teach it's very important to establish eye contact with the students. And I get, you know, a lot of nonverbal feedback from them just by seeing how they react. By the way, I teach mathematics,

so there are a lot of formulas involved and writing in what I do. Not -- the questions are basically just to do with, you know, solving problems and learning procedures. Not so much debates and discussions.

So my question has to do with if you have any suggestions for online teaching as to maintaining some sort of connection with the students in terms of, for instance, eye contact? There are students who may elect to not use the video option and all you have, you know, is just a name or a picture that you can't relate to. Others may be forced to because of broadband issues. So that is something that I see as an obstacle that I just can't envision right now, you know, tricks or strategies to get around.

And then there is also the issue of, you know, students frequently get -- hi! They frequently get distracted by their cell phones. And in class it's kind of easy to tell them, you know, I mean, I'm asking you to turn your cell phone off and then turn it on again after the end of lecture. And it's easy to see if someone is in fact breaking that rule. But that seems to be much harder to do on video. So if you have any suggestions or recommendations for this --

>> MICHAEL MORRISON: Good questions. So how big are your classes usually? How many students?

>> This semester they're capped at 15 students per section.

>> MICHAEL MORRISON: So if your classes are small like that, more than likely they're going to continue in a face

to face format, so you're lucky there that you won't be in the alternate format. The only time where you would potentially have student online there would be is if you had a student who was immunocompromised or had been diagnosed with COVID where they couldn't come to class. But you're more than likely going to have your students in the classroom with you. They may be spread further apart than you're used to, but they should physically all be together with you in the classroom. So that's an advantage. The challenge is though if you have half of your students with you and half not, the questions that you ask about how to keep them engaged, how to tell whether the students are engaged, how to tell whether they're even connected, some of this is going to be up to the student's responsibility, just as sort of coming to class in the first place is their responsibility. We're -- you're going to have to set those expectations early on in your interactions with the students. You're going to have to make sure that they understand what the requirements are for participating in your class. And I wish I had some good solutions for you, but when you have a picture that's postage stamp size it's really hard to tell whether students are looking at their phone or whether they're engaged or what's going on with their face contact. I think that's a good challenge to do. Martha, any feedback on that?

        >> MARTHA DIEDE: One of the things that you can do is consistently have sort of low-stakes assessments that you're

employing periodically to keep the students, a lot of faculty will do this enlarge lecture classes, they will use polling, they will use a Kahoot, which is a kind of fun little thing. You can have them do a minute paper, you can have them do a three-two-one exercise. There are a number of classroom assessment techniques that you could just quickly stick in. Just to keep them sort of oriented and with you. The other thing that I cannot stress enough is that online, and you all are realizing this, at about ten minutes it's really hard to pay attention unless things are moving really quickly and people are changing what they're doing.

So if you can keep that in mind when you're planning your course, that can really help you to keep your students engaged.

>> So create mini topics that last for about ten to 15 minutes.

>> MARTHA DIEDE: Yes.

>> And then maybe have a little discussion with the students and then move on to the next segment.

>> MARTHA DIEDE: Absolutely.

>> Okay. Thanks. That's a really great suggestion. Thank you.

>> MARTHA DIEDE: Yup. I saw Kristi's hand and then David, Carolyn, Moira, I'm sure I'm missing something.

>> MICHAEL MORRISON: Kristi, ask your question. Unmute yourself and --

>> Yeah. Here I am. So my question is -- so I came from --

just -- thank you for what you started with, Martha, that was what had been communicated to me was going on, and that's what I came for. My question about the checklist that you shared, it's titled checklist for fall mixed delivery. For those of us who are going to be all online, does anything about that checklist change? Is there a different checklist we should be looking at?

>> MARTHA DIEDE: Good question. There's a summer online course checklist in roughly a similar location in Answers, and you can go ahead and use that one.

>> Perfect. Thank you.

>> MICHAEL MORRISON: That one's fully -- focused on fully online classes.

>> Thanks.

>> MICHAEL MORRISON: All right. Moira, did you have a question?

>> Sure. So I definitely was getting the impression from the meeting with the Dean yesterday that we are expected to have an online asynchronous version of our class. And I'm kind of wondering how do we have two versions in the same Blackboard course?

>> MICHAEL MORRISON: So good question. So one of the things that's happening across campus, and you're all participating in these, are multiple conversations at multiple different levels. And so many of these conversations are happening at the school and college level, many are happening

at the department level, sometimes the expectations at those different levels seem to be in conflict with each other, the messages are not always consistent. What's new? That's Syracuse University, I think, if we gave you a consistent message everybody would be very surprised.

So I think --

>> And the University.

>> MICHAEL MORRISON: Yes, we have the -- the big level with the conversation going on there.

I think Martha's suggestion was this, and that's that if you start planning for the worst case scenario, and I don't mean worst in the bad sense, but if you start planning for a situation where your class is fully online and think about how you would structure your resources for a fully online class, it's easier than to take that class and modify it for either the mixed mode or even a face to face class where you have maybe one student who is still connecting online the. It's easier to go from thinking fully online to having students in the classroom than it is to go the other way, which is to be planning for a face-to-face class then suddenly have to go online. That's what happens what happened to us in spring. That's what we were scrambling trying to do anything.

This time we get a chance to plan a little bit more. And so I think the more you can plan around a situation where your class might be fully online and then adapt things at the end or closer to the beginning of classes, to a situation where

you had mixed or face to face, that's -- then you've done a lot of the hard work up front.

We worry that if folks wait until the end to start planning, the face to face or the online piece of this, then if they're asked to do that, it's a heavy lift to get that done.

But I think that -- I think the mixed modality is really, you know, you've got some folks who are participating with materials online, but it's the same materials. I don't think that it's -- I don't think you're creating things twice. In fact, if you have two different experiences, one for your students online and one for your students in the classroom, then you're doing double the work. So we really -- you really need to think about ways that you can create the content, maybe that's a situation where everybody prepares ahead of class by watching a video. Or -- and then in the class you would discuss that or work problems. Or, you know, everybody is -- you connect with the Zoom session so that everybody is synchronously together at one time. So I think -- I think that those are the kinds of things that you need to think about so that you're not doing double the work.

Because, yeah, if you're trying to do double the work, then we don't all have -- we don't have enough time in the day to do all of that work.

So does that help? Or --

>> I mean, I -- I keep on thinking, they can't really mean that they want us to do both. But then someone asked her

directly. These are the five assumptions. Is that correct?
And she said yes. And so I'm -- like I'm in denial, because
I keep on thinking -- I mean, I -- I'm willing to plan for mixed
and I think in most instances things like recording of the
in-person person -- in-person portion, that that should be enough
for people who are -- have to be asynchronous. But if it's
not enough, if they really mean online asynchronous for, you
know, if some student in your class decides they don't want
to be on campus and they're in a different time zone, is --
is providing recordings of what you're doing synchronously
adequate? I -- I mean, I keep on thinking no, they don't want
us to do that. But then someone asked her and she said yes.
So I just don't know what to do.

>> MICHAEL MORRISON: Yeah, and -- I'm sorry, Martha, we
need to be careful that we don't counteract anything that's
been told by other folks. You know, there's a lot of messages
going on. I would ask directly and see if you can get some
more input about what the expectations are. Before you start
doing, you know, double the work to do that. I think there's
a lot of different ideas going around and a lot of different
interpretations of things going around. And so clarifying
those with those folks would be good.

But Martha, you had something else to...

>> MARTHA DIEDE: Here is the real challenge, right? If
you are teaching a face to face class and the face to face
class with an online synchronous component, and an asynchronous

component, the challenge is going to be that your asynchronous online students have to be an equivalent learning experience. This is part of the reason that it's really crucial to think about your course design and what's absolutely essential and the goals that you have to reach. Because you may need to create activities that work for your face to face students that will also work for an asynchronous group, that is a real challenge but it's not impossible. So if this is what your dean is telling you, number one, go ahead and clarify. Absolutely clarify and ask questions. Because if that's the case for you, then you may need different kinds of support and you may need to ask for some.

But we can help you think through what that means. Okay? So don't panic. Really, don't panic! Help@SYR is your first stop. It is the panic button. I mean it!

>> MICHAEL MORRISON: So we're getting close to the end, we have six minutes left and I want to be cognizant of time here. I promised you we would talk about topics for future sessions. I've collected a few of those from the chat. We had a lot of interest in breakout rooms, how to do that in Zoom. And how to do that? Collaborate Ultra, I don't know whether it's the same session or different sessions depending on your preference for the tool. We had some people interested in Zoom practice sessions. So maybe a session where we could invite six, eight, ten, 12 people together to Zoom and have some people participate as the moderator, have some people

participate as the participants and do that. Library services, we would love to get somebody from the library and talk about their services and how they're going to offer those in the fall. Office of Disability Services, so how are you going to work with students who have -- that have those accommodations and how do you accommodate students in online versus face to face. Let's see. Kahoot, ways to get feedback from your students. So how to use clickers or Kahoot in a situation where you're online. So we add that to this.

We had a lot of questions about video for -- in online -- in the online systems. Whether that's Zoom, how do you share that with your face to face class and your remote sessions as well?

Let's see. What else? Groups to practice with, yeah, we got that, that's great. Anything else, Martha, that you're seeing there? Anybody else want to --

>> MARTHA DIEDE: Looks like we need to talk about some classroom assessment techniques, things that you can work to use both face to face and online, which is more than Kahoot. It looks like we might also want to talk about how you can build some things in Blackboard and what sorts of services that we have.

And how we can help you use those things.

I would also -- it looks also like we kind of need to talk about how to set up some online discussions and how you can use those to engage your students, some really practical

student engagement pieces.

So those are the things I'm seeing. Carolyn, I saw your hand. You're on mute though. Yeah. Thank you. This is a question that I have for myself, but I'm on a committee within my school to kind of help faculty kind of all come to a conclusion of what next steps to take and help them out. And one of the things that's has come up quite frequently is we talk a lot about sensitive topics. And the concern of streaming that content or the ability for them to save it to their own hard drive or something like that, where one, it could be used in a negative way. B, those sensitive topics could be taken out of context when someone is watching them on triple speed or, what have you. So I'm just wondering, do we have the technology to encrypt these things in a way that will make the faculty and the students more secure? We have some faculty saying that regardless, we will never record anything because I don't want this content to live anywhere online, it should only live in the space between our voices kind of thing.

>> MICHAEL MORRISON: Yeah, that's a great question, and I think there's -- there's a couple things you can do. Is one is if you have a mixed modality class and some of your folks are connecting via Zoom or web conferencing, you always have the option to record or not record. And so in some cases you might not record those sessions because of the sensitive nature. If you do do recordings there are some settings that you can do that you can choose as the moderator about how to

do that. You can put a password on recordings; you cannot --
you can choose to not allow students to download roadings.
So I think there's some things, a combination of technology
pieces you can do as well as maybe some topics that are just
so sensitive that you're not going to do a recording for those,
we're only going to do those with our face-to-face piece of
this.

So I think there's some ways that you can configure that
so it increases your chance of success with that.

>> MARTHA DIEDE: And I know that we also need to talk
about the inequities that our students face, both in online
technology and tools and hardware access. And so that is
something we will definitely need to include in a future
session.

As well as the ethical and legal requirements and
challenges around recording classes. Y'all, we are one minute
to 1:00. And we were trying to really commit to you only to
be here until 1. Is there any last thing that we have to cover?
This is the part where you unmute yourself and start shouting.

>> MICHAEL MORRISON: I think we will follow up with
everybody that's registered with the space to continue this
conversation, whether that's a blog or a discussion board,
someplace where we can continue this. And we'll collect more
information about topics there and the topics that you want
to see discussed during.

This. Martha and I are grateful you've joined us for

an hour today. We hope you found at least something useful

out of the session today. If not, we apologize this was not

what you expected, and we would love to hear about your

suggestions for future sessions to make them more effective

and closer to your expectations for the future. Feel free

to give Martha and I an email or a call, either one of those,

we would love to chat with you about that. But thanks today

for your participation and we would love to see you join us

next Tuesday at 12:00.

>> MARTHA DIEDE: Help@syr.edu if you need something.

That is your panic button.

>> Thank you.

>> MARTHA DIEDE: You're very welcome.

>> MICHAEL MORRISON: Thanks, everybody.

>> I have a quick question. Currently I think the material

from CITLE is only available to people who registered for it.

Is there any way to make that more generally available? I

think there's a lot of useful stuff in there, particularly

for graduate students.

>> MICHAEL MORRISON: Are you saying for the 2020 one?

We can add anybody to that space you would like. If you can

just send me an email, if you have folks that you particularly

want to add to that, I would be happy to do that.

>> Okay. But they have to be added, that's --

>> MICHAEL MORRISON: Unfortunately, yeah, I don't have

anyway to sort of just generally open it, we would have to

put them in as a participant.

>> All right.

>> MICHAEL MORRISON: Great. Anything else then, folks?
Thanks for joining us today. Good luck with everything. And
please send Martha and I an email if you need individual help
or send an email to help@syr.edu. Thanks, everybody.

>> MARTHA DIEDE: Thank you, all.

(Ended at 1:02 PM ET.)

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