

Online Teaching Resources

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This resource was created to aggregate content that may be helpful when thinking about teaching during the fall 2020 semester. There are five sections:

1. Syllabus Language: Describes potential policies to include in syllabi for fully online courses.
2. Teaching Best Practices: Describes best practices for fully online courses.
3. Courses with an In-Person Component: Details syllabus language and best practices specifically for courses that will meet in-person or have an in-person meeting option.
4. Graduate Student AIs: Discusses working with graduate student AIs in your course.
5. Contact List: Provides a list of offices to contact for help with various teaching related tasks.

Instructors are encouraged to contribute to this document in two ways:

1. Add resources to the Box folder titled Teaching Resources. This folder is organized by topic. Please add PDFs so that everyone can view the resources.
 - Add example syllabi or example course policies to the "02 Examples" folder contained in "01 Syllabus Language."
 - Add PDF copies of teaching best practice articles or resources to the appropriate folder in "02 Teaching Best Practices," "03 Courses with In-Person Component," or "04 Graduate Student AIs" as applicable.
2. Submit questions or tips using the Qualtrics link ([click here](#)).
 - Questions or tips submitted using the Qualtrics link will be incorporated into updated versions of this document.

Table of Contents (clickable):

<i>Syllabus Language</i>	3
Participation	3
Attendance	6
Late Work	7
Grade Changes and Incompletes	10
Class Recordings	11
Accommodations	12
Communication	13
Course Mode and General Weekly Plan	14
Office Hours	15

University Policies	16
<i>Teaching Best Practices</i>	18
Course Personalization	18
Course Files and Texts	20
Preparing for a Zoom Meeting	22
Synchronous Class Activities	24
Zoom Breakout Rooms	27
Presenting Asynchronous Content	29
Discussion Boards	32
Group Assignments	33
Quizzes and Exams	35
Assignments	37
Grading	39
Office Hours	41
Accessibility and Accommodations	42
Creating Community Online	44
<i>Courses with an In-Person Component</i>	46
In-Person Course Options	46
Syllabus Language	48
Logistics of Hyflex Teaching	50
<i>Graduate Student AIs</i>	52
AI Perspective	52
Working with AIs	52
<i>Contact List</i>	54

Syllabus Language

Audience: This section is meant to provide a list of topics to consider adding to your syllabus. Each topic is followed by a discussion of why the topic is useful and use cases for seminar and lecture courses.

Participation

- Why to Include: Many courses incorporate participation as part of the course grade.

Considerations

- Asynchronous:
 - Course login: Instructors can check whether students have logged into Canvas to view asynchronous material. Instructors interested in doing this should assess Canvas' participation tracking features before the semester starts or design easy ways for students to confirm they have participated.
 - Example: At some point in a recorded lecture, direct students to complete a one question survey, the link to which you provide.
 - Discussion boards: Instructors can evaluate both the number and quality of discussion board posts. These expectations should be clearly detailed in the discussion board prompt and in the syllabus.
 - Group work: Small group assignments with tangible outcomes --- peer review for example --- can be assigned outside of synchronous class time. Students working in groups can come up with their own synchronous or asynchronous way to complete the assignment.
 - Content dropbox: To foster connections between course content and news and/or popular culture, instructors can create a way for students to submit links to relevant articles and videos.
 - Quizzes/small assignments: Short assessments during or following asynchronous course components can be used to assess participation. These assessments can take different forms: reading check quizzes, reading journals or blogs, quizzes about video content, et. cetera. Instructors can choose whether these assessments are part of a participation grade or are evaluated as a separate course component.
- Synchronous:
 - Attendance: See section on Attendance below.
 - Camera and microphone use: Not all students have access to a camera and microphone that they can use during synchronous classes, and some students with these technologies may feel uncomfortable using them for whatever reason. Consider surveying students to ask about their technology capabilities before the semester starts. Early in the semester, consider asking students to meet with you individually or in small groups. Students are more likely to turn on their camera and microphone in this environment. You can also encourage students to participate with their camera and microphone on, though requiring use of these technologies is not recommended.

- Discussions: Instructors who are interested in grading discussions based on the quality of student contributions may want to announce this ahead of a given discussion so that students can adequately prepare. Students without the ability to participate verbally can use the chat function. These discussions are often more equitable if everyone is encouraged to speak a certain number of times during the discussion.
 - Example: We are now going to conduct what I call a three-penny discussion. During the next 15 minutes, everyone (including myself) has three opportunities to contribute to the discussion and everyone should do their best to participate at least twice. You can also type your contribution into the chat if you would like. I will give everyone two minutes to brainstorm this discussion question before we start.
- Breakout rooms: When using breakout rooms, instructors can set an explicit expectation for what work is due at the end of students' time in the breakout room. It is often best if student output is in writing. Students who complete the assigned work would receive credit for participating.
 - Example: You will have 8 minutes to discuss this topic in breakout rooms. During this time, answer these three questions in writing as a group and be prepared to share when our breakout room time is over.
- Tickets out/quizzes/poll questions: Instead of requiring vocal participation during synchronous classes, instructors can ask students to complete short quizzes, discussion prompts, or poll questions at various points in the class and collect and evaluate these short assignments.
- Mid-semester evaluations: Because it is more difficult for students to assess their participation in an online course, instructors may wish to provide a short, written evaluation of student participation halfway through the semester. This evaluation can state in general terms how well the student can expect to do if he/she continues their current level of participation throughout the semester. It can also signal to students whose participation needs to improve.
 - Example: You are on track to do well in class engagement. You have contributed during synchronous class and consistently make good quality comments on blogs. I always appreciate your willingness to jump in during group discussions. Keep up the good work, keep participating, and you will do well in this component of the course.
- Personalized student participation policies: Students taking online courses are likely doing so in different environments, some of which are more conducive to participation than others. One way to address this potential inequity is to develop a participation policy and to offer an option for students to propose a personalized participation policy that is substantively similar to the policy you developed, but that works better for a particular student. Once you approve a student's policy, you can ask them to evaluate their own adherence to their policy throughout the semester.

Examples

- I hope that class time will be a productive space to discuss readings, work in groups to complete activities, teach your peers, and relate the course to your life experiences. Class engagement goes beyond simply showing up for synchronous class; while I will take

attendance, simply showing up to synchronous class will earn you at most 50% of the class engagement points.

I will evaluate class engagement based on the following criteria:

1. Attendance: See below for attendance requirements.
2. Notetaking: Each class day, one student will take careful notes of what happened during class in the class notes section of our Google Drive folder. Taking these notes provides a resource for absent students, helps the notetaker critically think about others' contributions, and helps others reflect on class material. We will agree on a notetaking schedule once the semester begins. Notes are due within 24 hours of the completion of a given class.
 - For synchronous classes: Take notes on key topics discussed, points raised, and other issues you felt were important. Try to capture all the essential components you felt were part of a given class.
 - For asynchronous classes: Read through everyone's blog entries and provide a general summary of the key points raised. Try to synthesize the blog posts in a meaningful way. If you are the notetaker on an asynchronous class day, notetaking replaces commenting on individual students' blogs.
3. Maintain a positive course environment: Listen respectfully, ask respectful questions, and actively participate. You play a critical part in maintaining an inclusive classroom climate. You must participate in both synchronous and asynchronous parts of the course; if you feel uncomfortable participating, please reach out to me so we can figure out a way for you to be engaged.
 - For asynchronous classes: Read and comment on others' blog entries within 30 hours of the post deadline (i.e., Thursday at 5PM for blogs due Wednesday at 11AM). Provide substantive and engaging comments on at least two other blogs.

Evaluation: The final class engagement grade will be assigned at my discretion based on a holistic evaluation of your performance. I will provide feedback in the middle of the course about your engagement, identifying strengths and areas for improvement. If you have concerns about your engagement, please discuss them with me during the semester. We can work together to help you do well in this component of the course.

Attendance

- **Why to Include:** Many instructors count attendance toward the course grade. Having clear expectations about synchronous attendance that respect issues likely to come up over the course of the semester will help you give students a fair evaluation on this course component.

Considerations

- **Absence requests:** Instructors may wish to continue to ask students to complete an absence request process if they are unable to attend synchronous class. To help facilitate this process online, instructors may wish to create a Qualtrics survey where students can submit their request so that such requests are all organized in one place. These absence requests can have a deadline for when they should be submitted in order for the request to be considered.
- **Emergency absences:** Unexpected technology and health issues are guaranteed to arise for at least some students during the semester. These issues may emerge quickly and prevent students from submitting an absence request in advance of a given synchronous class. Consider adopting a policy to handle these requests. Instructors can permit certain kinds of requests to be submitted during a certain period after a class session is over. Alternatively, instructors can provide students with a certain number of synchronous class sessions that they can miss with no penalty and no absence request needed.
- **Synchronous versus asynchronous attendance:** The term “attendance” can be confusing if part of the course is asynchronous. Consider specifying that a certain percentage of the course grade goes to synchronous attendance, whereas another portion of the grade goes to various synchronous and asynchronous participation components discussed above.
- **Attendance and class recordings:** If you plan on recording your synchronous classes, consider specifying whether watching a synchronous recording is sufficient to fulfill the attendance requirement for that class.

Examples

- Attendance is required during synchronous classes. Your voice and contributions are important to the rest of the class, and we want to hear from you. You are permitted one undocumented and unexcused absence from synchronous classes throughout the semester. For documented illness, technological issues, and religious holidays, you must submit an explanation and any supporting documentation to Canvas before the beginning of any given class you will miss. For major, unforeseen technological issues, you may submit your explanation within one day of the class you missed if it is not possible to submit before class. Assignments are still due on time unless I have approved alternate arrangements prior to your absence.

Late Work

- Why to Include: Given the uncertainty students may have regarding their health and living situation, they will likely have questions about whether assignments can be turned in late.

Considerations

- Establishing a policy in the syllabus can prevent the instructor from having to adjudicate late work on a case-by-case basis.
- Instructors can specify which assignments are eligible for being turned in late to minimize time spent discussing late work policies.
- Instructors may wish to drop certain assignments or allow re-writes of certain assignments in order to reduce the pressure on students to turn in work at a given time.
- When designing late work policies, instructors may wish to consider explaining why the policy is designed the way it is written. If you are planning on using a particular assignment in class on the day that it is due, then requiring students to turn in the assignment on time ensures that the activity can proceed as planned. This may also apply to writing assignments to be peer reviewed. It is easier to accept late work for one-time assignments that are not connected to in-class activities.
- Emergencies, whether pandemic related or not, are extraordinary circumstances that constitute grounds for an extension.
 - Instructors can choose to precisely specify what extensions will look like in the syllabus if they so choose. However, it is difficult to design a policy that is universally applicable to all situations. For this reason, it is often better to develop a plan with each student requesting an extension the first time they make this request instead of instituting a blanket policy.
 - Granting an extension means that the student is now further behind in their work for the course. This often results in extensions piling up and creating an insurmountable barrier for students. Developing a plan with a student about completing a specific assignment and how that will impact future work can keep the student's workload manageable while enabling them to still do well in the course.
- Long-Term Emergencies:
 - Long-term emergencies impact not only late work, but also attendance, and students' ability to pass the course.
 - Some students will experience long-term emergencies like contracting coronavirus and potentially needing hospitalization.
 - When you become aware of a student with this type of emergency, consider starting to address the situation by contacting the student, advising them to focus on their health and to not be concerned about upcoming work for the course. Refer the student to any resources that she might need such as campus medical programs or food delivery services. Give the student some time to stabilize their situation before trying to develop a plan to address the student's performance in the course.
 - After a few days, it will become clearer whether the student is experiencing a short-term emergency that can be easily addressed by assignment extensions and

- developing a plan to complete upcoming work or whether the student is experiencing a long-term emergency.
- Students experiencing long-term emergencies may want to explore alternative grade options. The feasibility of these options depends on when the emergency occurs during the course of the semester.
 - If the emergency occurs toward the end of the semester, many students may be able to pass the course without needing to turn in additional work. WashU deadlines for switching to credit/no credit are typically quite late in the semester to facilitate this change, if needed.
 - If the emergency occurs at the beginning of the semester and the student anticipates that it will be a long-term emergency, the student may need to consider withdrawing from the course if the deadline to drop without a “W” has not passed.
 - Because the deadline to drop without a “W” is early in the semester, many long-term emergencies will occur after the deadline, but before the deadline for switching to credit/no credit or withdrawing with a “W.” If the long-term emergency occurs during this time period, you and the student can wait to make a final determination about your plan of action. The students’ situation may improve, enabling her to complete the course, so plans for withdrawing need not be put in place right away.
 - The best solution to a long-term emergency is working closely with and supporting the student to help him or her make the best decision given the circumstances.
 - Flexibility is recommended over eliminating all late work policies and allowing assignments to be turned in at any point during the semester.
 - The thought behind eliminating late work policies is that students with long-term emergencies have the flexibility to complete work after the emergency is over. However, this means that students have to complete the missed work and all outstanding assignments in the remaining time in the semester. It is often very difficult for students to accomplish this task.
 - Procrastination is easier in online courses. Establishing deadlines for assignments throughout the semester will enable you to check to make sure all students are participating in the course and are not getting behind.
 - Consider building in some additional flexibility on the margin. For example, re-writes and dropped assignments help students recover from late, missing, or low-quality work.
 - Think carefully about penalties for submitting late work. The purpose of these penalties is to encourage students to submit work on time, but to provide some additional flexibility if needed. Consider a late work policy with a pre-defined end (e.g., accept late work up to 3 days after an assignment is due) so that students who miss the assignment are encouraged to move on and not to get behind. You may want to consider allowing some number of late assignments without a penalty (e.g., you can turn in two assignments up to one day late for no penalty).

Examples

- All assignments in this course are most relevant to you and to the rest of the students in the class if they are turn in on the day that they are due. We will be discussing short assignments during class the day that they are due and conducting peer reviews of longer writing assignments. As such, assignments will not be accepted late unless one of the following two conditions have been met: you are exercising a “late assignment” option or prior arrangements for an extension have been made.

You are free to exercise two 24 hour extensions (“the late assignment option”) on any assignment at any point during the course for any reason. There is no penalty for exercising the late assignment option. The option may be exercised in two ways: you can turn one assignment in up to 48 hours late with no penalty or you can turn in two assignments up to 24 hours late with no penalty. To exercise the late assignment option, you should submit a comment on the assignment on Canvas any time before the assignment is due stating that you are exercising this option; you need not provide any rationale for exercising the option.

This course also includes several opportunities to revise your work and to drop assignments. You may rewrite your annotated bibliography/literature review and your theory paper and turn them in when indicated. You may only exercise this option if you turn in a draft on the initial due date. I will re-grade the paper with a 10% deduction and take the higher of the original and rewrite grade as your final grade for these assignments. This is completely optional. In addition, three of the twelve blog assignment grades will be dropped.

Extensions will only be given in extraordinary circumstances, including coronavirus related emergencies. Extensions are not given for assignments that can be rewritten or dropped or if you have late assignment options that you can exercise. Feel free to speak with me if numerous assignments are due around the same time; we can develop a plan together to help you complete everything on time.

To request an extension, you must e-mail me at least 48 hours before the assignment is due with the reasons behind your request. We can then work together to figure out how you can turn the assignment in on time or make alternate arrangements in extraordinary circumstances.

If you experience a major medical emergency that results in you missing class or not being able to turn in an assignment, please take care of yourself and let me know about the situation via e-mail as soon as you are able. We will work together to develop a plan for the rest of the semester. Depending on the unique characteristics of the emergency, this plan may involve altering the attendance and late work policy, modifying assignment requirements, and/or changing grade options. I understand that each situation is different, and I will use all available options to help support you.

Grade Changes and Incompletes

- Why to Include: Instructors may have handled grade changes and incompletes informally in the past, but clarity in these policies is especially important in online courses.

Considerations

- Establishing a deadline and procedure for requesting a grade change will help reduce uncertainty and requests for adjustments at the end of the semester.
- Instructors may wish to set a deadline after which no additional work will be accepted.
- Note that many of our pre-law students may be taking the LSAT on January 16. For this reason, it may be advisable to have all assignments due before the last day of classes on December 18. Instructors may wish to survey students to see if there are conflicts with having assignments due in January.
- Some students who experience emergencies during the semester may need to exercise an incomplete grade option.

Examples

- Grades will only be changed if I made an arithmetic error or mistake. If you feel that this happened to you, please send me an e-mail no later than three days after the assignment is returned detailing the error. If you are concerned about a grade you receive, please discuss it with me. I am happy to talk about how you can improve in future work.

The last day to turn in work for this course is December 18; there is no final during finals week. I do not give incomplete grades unless there is a documented medical crisis or documented emergency late in the semester and you have communicated about this to me when the incident occurs. If a medical crisis or emergency occurs, please take care of yourself and let me know via e-mail as soon as you are able. We will work together to develop a plan for the rest of the semester.

Class Recordings

- Why to Include: Students may expect that you will be recording synchronous class sessions, so you should clarify expectations.

Considerations

- Describe what, if any classes will be recorded, where recordings will be stored, and whether viewing a recording replaces synchronous attendance.
- If possible, consider recording class sessions in order to improve student access to synchronous course material.

Examples

- If you are absent from synchronous class, all synchronous class sessions will be recorded and uploaded to a shared Box folder accessible via the “Course Recordings” page on Canvas. Viewing a course recording will help you understand what we discussed in class on a given day, but it does not count toward your attendance evaluation for the course.
- Since this is a discussion-based seminar class, class sessions will not be recorded. If you miss a synchronous class, please consult with other students in the course to obtain notes of what we discussed. You are also free to stop by office hours.

Accommodations

- Why to Include: Instructors may have administered an informal accommodation process in the past or referred students to Cornerstone. Since instructors will be facilitating most accommodations, it will be helpful to specify an accommodation policy.

Considerations

- Setting a deadline for receiving accommodations from students gives you time to determine how you can set-up your course assignments to meet student accommodations.
- Once you receive student accommodation information, you can reach out to students with accommodations to see if they wish to use the accommodations in your course and how these accommodations might work online.

Examples

- If you have academic accommodations, you must e-mail me the appropriate documentation within the first week of the course.

Communication

- Why to Include: Much of the content in an online course can be accessed at any time of the day. Instructors should set boundaries and expectations for students about when they can expect to receive a response.

Considerations

- Communicate to the entire class using the Canvas announcements feature. Using this feature ensures that there is a record of your communication and that students can revisit your past communications easily. Communication via Canvas announcements is recommended instead of e-mailing the entire class directly or using WebFac to e-mail the class.
- Remind students at the beginning of the course to make sure they have set-up Canvas notifications appropriately. Students will likely receive a large number of Canvas notifications throughout the semester and may not be experienced managing these notifications.
 - Remember that students receive notifications each time you post a grade or unhide grades and for many discussion boards in addition to announcements that you send.
 - Consider checking in with students part way through the course to see if there are things you can do to make communication easier for everyone.
 - The sheer volume of notifications is another reason to communicate via Canvas announcements; announcements will always appear on the course Canvas page.
- Communicate with individual students using e-mail. Canvas has an “Inbox” feature that can be used for this purpose, but it is not intuitive.
- All e-mail communication should come from and go to wustl.edu e-mail addresses.
- Establish an e-mail response policy that includes when you plan to respond to e-mails, what kinds of e-mails you will respond to, and how long it will take students to receive a response.

Examples

- You should expect to receive course-wide announcements via the announcements feature on Canvas. Please ensure that you have enabled appropriate notification preferences so that you can be made aware of when I post a course-wide announcement. For help see: <https://community.canvaslms.com/docs/doc-10624> and <https://community.canvaslms.com/docs/DOC-9858-18561459224>.

I will respond to your e-mails promptly. In general, you can expect a response within 24 hours and that e-mails will be answered between 9AM and 5PM Monday through Friday. Be sure to check the syllabus before e-mailing; questions answered in the syllabus will not be answered via e-mail. Please treat e-mails as professional correspondence and use proper sentence structure and tone. E-mails may only come from your wustl.edu e-mail address.

Course Mode and General Weekly Plan

- Why to Include: Consistency is one of the key ways to help students stay on top of online courses. Describing your course mode and general weekly plan will help students know what is happening when.

Considerations

- If possible, stick to a consistent schedule, especially as it relates to mode of instruction. If students know that synchronous classes are every Thursday, they are more likely to remember to attend.
- Students will refer to the syllabus to see what is due on any given day. Reminding students about the course mode in that section on the syllabus is also helpful.
- Ensure that you account for classes ending 5 minutes before the scheduled end time (i.e., 12:45 for a course scheduled to end at 12:50). Students will likely be confused about this, so consider specifying it in your syllabus.

Examples

- This course meets from 11AM to 12:45PM Central Time at certain points indicated below (usually Mondays). Please note that this course ends at 12:45 to give you 15 minutes to go to your next class. By signing-up for this course, you are agreeing to be available for synchronous classes during these times. I respect your time: I will not schedule any mandatory course events occurring outside of this time period, and I expect you to be available during this time period.

General weekly plan:

Monday: Synchronous class, focused on research and article writing. Assignments due: Research article assignment, no blog due.

Wednesday: Asynchronous class, peer review and blogs. Assignments due: Peer review, blog entry.

Note: for each class day in the syllabus there is a section titled “Format” that lists the format as either synchronous or asynchronous

Office Hours

- Why to Include: Students need to be provided with instructions on how to come to office hours.

Considerations

- Be sure to list a time zone for your office hours.
- Select an office hours time that works for most students. You can survey students to find a time. If your course is a hybrid synchronous and asynchronous model, then holding office hours during class time on an asynchronous day may make sense.
- Provide information about where students can find the office hours Zoom meeting.

Examples

- Office hours are held on Tuesdays from 11AM to 1PM Central Time on Zoom and by appointment. The link to Zoom office hours are on Canvas on the “Office Hours” page.

University Policies

- Why to Include: The university has added some policies and links that pertain to online courses.
- Note: You may wish to include some or all of the statements provided in the Fall 2020 Syllabi Resources document distributed by the Provost and found in the WashU Policies folder of this Box folder.
- You may also wish to specify support instructions for any technology that you are using outside of Canvas or Zoom. This is particularly important if you adopt technology that is new or that students are unlikely to be familiar with.

Examples

- University Policies: By enrolling in this course, you agree that you are familiar with the below listed resources and that you will not violate any of the listed policies. You are always welcome to discuss concerns you have regarding any of these policies with me. As an instructor, I promise to listen to your concerns, offer support, and accommodate you in any way possible. Please note that instructors are not confidential reporters for sexual assault, though I do promise to keep all discussions with students as private and confidential as legally allowed.
 - Bias Reporting System: <https://sites.wustl.edu/disc/bias-report/>
 - Academic Integrity: <https://wustl.edu/policies/undergraduate-academic-integrity.html>
 - Students with Disabilities: <https://cornerstone.wustl.edu> and <https://students.wustl.edu/disability-resources/>
 - Canvas Accessibility Statement: <https://community.canvaslms.com/docs/DOC-2061-accessibility-within-canvas>
 - Inclusive Learning Statement: <https://diversity.wustl.edu/framework/advisory-best-practice-groups/inclusive-learning-environment/>
 - Writing Center: <https://writingcenter.wustl.edu>
 - Preferred Names: <https://registrar.wustl.edu/student-records/ssn-name-changes/preferred-name-policy-student-information/>
 - Relationship and Sexual Violence Prevention Center: Kim Webb (kim_webb@wustl.edu), Jessica Kennedy (jwkennedy@wustl.edu, 314-935-3118), Sheryl Mauricio (smauricio@wustl.edu, 314-935-4174), WUPD (314-935-5555), RSVP Hotline (314-935-8761)
 - Mental Health: <http://shs.wustl.edu/MentalHealth/Pages/default.aspx>
 - Canvas Support: <https://cases.canvaslms.com/liveagentchat?chattype=student> or 1-844-865-2581
 - WashU Technology Support: student.technology@wustl.edu, 314-935-8200
 - Statement on Internet Communication:
 - Remember your audience. If you would not say it in a face-to-face classroom, do not include it in the online discussions either. Consider what you write, as it is a permanent record and can be retrieved easily. Use courtesy and common sense in all your electronic communications.
 - Write in complete sentences and check spelling before you post anything in class.

- DO NOT TYPE IN ALL CAPS. This is hard to read and is considered “shouting.”
- Respect the opinions of others and be sensitive to the diverse nature of people in the class.
- Keep in mind that although you cannot “see” your classmates, you can show respect for individual differences. Diversity issues may include the following and others: race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, urban vs. rural dwellers, etc.
- No profanity will be allowed. This includes writing in punctuation. For example, ##%\$#! is considered profanity and is not permitted. Also, language expressed in inappropriate acronyms is not acceptable.

Teaching Best Practices

Audience: This section is organized into common teaching topics. Within each topic there is a section describing some things to think about relative to teaching online, suggested technology, and a list of question and answer items suggested by instructors.

Course Personalization

Considerations

- The composition of students in every course is different. Student preferences are important to consider because they may influence the design of the course. For example, if a substantial proportion of students are in a much different time zone or lack reliable access to the Internet, then it is difficult to hold synchronous class sessions.
- At the same time, student turnover in WashU courses is extremely high, so the preferences of students enrolled before the course starts may differ from the preferences of the students who actually end up taking the course.
- With this in mind, instructors can choose to take a multi-pronged approach to course personalization:
 1. First, set the basic framework of the course based on your interests and abilities. For example, if you feel that the course can only be successfully taught with at least one synchronous session per week, then make this part of your course design. Some parameters to keep in mind:
 - a. Number of synchronous versus asynchronous class sessions per week.
 - b. Whether any class sessions will be taught in-person or whether the course is fully online.
 - c. Your interest and ability in using technology to facilitate synchronous or asynchronous class sessions.
 - d. The quality and reliability of your Internet connection.
 - e. Learning objectives that are integral to the course that may be particularly difficult to convert into an asynchronous format.
 2. With this basic framework in mind, consider surveying students already enrolled in the course (including those students on the wait list).
 - a. You should field a survey a maximum of three weeks before the course is scheduled to start and give students about a week to complete the survey.
 - b. A potential survey template can be found here:
https://teachingcenter.wustl.edu/2020/03/accessibilityonlineclassroomreadiness_studentsurvey/
 - c. Key questions to ask include:
 - i. Technological capabilities (computer and Internet access).
 - ii. Time zone and location (on campus, in St. Louis, at home).
 - iii. If students have other responsibilities outside of coursework.
 - iv. Preference for synchronous or asynchronous class sessions.

- v. How students learn best/feedback from what they felt was and was not successful when courses transitioned online in the spring.
 - vi. Availability for office hours.
 - vii. How interested or committed students are to taking the course.
- 3. Using the survey results, finalize the course framework. Consider adding “or” options to the syllabus to help students personalize the course (e.g., write a paper or do a presentation).
- 4. Post the finalized course syllabus on Syllabi Central before classes start. Be sure to specify the course format and other syllabus details described above so students can assess whether they are able to take your course.
 - a. You are likely to field a lot of questions from students about the course despite the syllabus being uploaded.
 - b. Many students will likely ask you to change your course design to accommodate their needs or to set-up special accommodations so that they can take your course. For example, a student may not be able to attend any synchronous classes and will ask you to do something in place of attending.
 - c. It is quite difficult for both the instructor and the student to manage these special accommodations. Students can be advised to seek out alternative courses that might fit better with their availability.

Technology

- Qualtrics: Using Qualtrics is the easiest way to field class surveys. You can find instructions and a tutorial here: <https://one.wustl.edu/task/all/Qualtrics>
- Syllabi Central: Access Syllabi Central through WebFac to post your course syllabus.

Question and Answer

Course Files and Texts

Considerations

- Where to Place Files:
 - All files required for the course should be accessible through Canvas, including the most updated version of your syllabus.
 - You can choose to share files in whatever way you choose, as long as all files are accessible through Canvas. You have two main options:
 - Place files in the “files” section of Canvas. Doing this allows you to more effectively monitor whether students have viewed or downloaded files, as students need to log-in to Canvas to access the files section. This form of monitoring may be necessary in larger courses. However, many students download all required files at the beginning of the course, put them on Google Drive, and only use Canvas to upload assignments.
 - Create a Google Drive folder, the link to which is available through Canvas. Using a Google Drive folder is familiar to students. This also enables you to create shared documents that you work on during synchronous classes (see below). You do lose the Canvas monitoring features that are associated with the Canvas files section. You can also use Box folders for this purpose to allow for unlimited storage, though students are more familiar with Google Drive and Google Drive allows for synchronous collaboration, if desired.
 - Avoid putting different course files in different places, if possible (e.g., some on Canvas files and some on Google Drive). Simpler file management systems are likely better.
- What Files to Upload:
 - Syllabus
 - Readings: University library resources are currently limited, and students on campus may not wish to visit a library. Students off campus have no ability to visit a university library. Consider uploading PDF versions of all required course readings.
 - Textbooks: It may be difficult for students to obtain textbooks. Consider using textbooks that can be accessed online through the publisher if a textbook is required for the course.
 - Slide Presentations/Activities:
 - Consider uploading slide presentations or in-class activities. Providing these resources will help students manage during synchronous classes. Many students traditionally take electronic notes, meaning that they may be using the same device to attend your Zoom meeting and to take notes.
 - As discussed below, Google Slides can be used to facilitate interaction during synchronous classes. If you wish to do this, you will need to upload your Google Slide presentation ahead of class and direct students to view it so that they can contribute during the class session.
- File Accessibility:

- Where possible, ensure that the text of uploaded files can be highlighted. If it can, this means that the text can be read by a screen reader, which will assist students with disabilities in succeeding in the course.

Technology

- Google Drive: Most students work using the Google suite of applications. Students will need a Google account to access and use Google Drive.
<https://support.google.com/drive/answer/2424384?co=GENIE.Platform%3DDesktop&hl=en>
- Canvas Files: <https://community.canvaslms.com/docs/DOC-12963-4152314203>

Question and Answer

Preparing for a Zoom Meeting

Considerations

- Zoom Meeting Workspace:
 - Wear headphones if you can. Headphones eliminate a lot of background noise and make it easier to hear. Headphones with an integrated microphone are even better.
 - Use a second monitor. During Zoom meetings, you may wish to have a number of documents and tabs open to help facilitate the meeting. Placing these documents on one screen and the Zoom window on the other screen will help to reduce confusion when you are teaching. It is best to put the Zoom window on the screen that has your computer's camera so that you are mostly looking at students during the Zoom session.
 - Prepare your Zoom environment before class starts. Open the participants, chat, and breakout rooms tabs so that you can more easily manage these tools.
 - If you have a cat, be sure that they are able to join the meeting.
- Meeting Invitations:
 - You should schedule synchronous class meetings through Canvas. Go to the Zoom section of a particular course and "schedule a new meeting" there.
 - It is easiest if you select "recurring meeting" so that you do not have to schedule a new meeting for each class session.
 - If you meet on a fixed schedule, you can list the recurring meeting dates. If not, choose the option "no fixed time."
 - Require a meeting passcode.
 - You can choose to turn on your video and the participants' videos. Starting with everyone's video on will encourage students to keep their video on.
 - Keep the audio selection to "both." If a student has an Internet outage, the student can still call into the class and participate.
 - Ensure that "enable join before host" is not checked.
 - Check "record the meeting automatically" if you are interested in recording and select the "on the local computer" option in accordance with the discussion below.
 - All students with Canvas access should be able to access meetings created on Zoom through Canvas. However, students who are not enrolled in the course --- those who are still trying to register or are sitting in without registering --- may not be able to do so. Sometimes Zoom meetings are available to these students and sometimes they are not. To ensure that these students can join, add their e-mails as "alternative hosts" and send them the meeting invitation. You can remove them as alternative hosts when they have successfully enrolled in the course.
 - Consider posting your Zoom meeting information on the homepage of your Canvas course.
- Recordings:
 - If you are interested in recording your synchronous class sessions, set-up the recording to start automatically when you activate the Zoom link. You can choose this option when setting-up your Zoom meeting. Once your meeting has started,

try to avoid pausing or stopping the course recording, as it is easy to forget to start the recording again. Students watching class recordings can skip through as needed, so there is no need to be concerned about keeping your recording short.

- You can choose to store Zoom recordings on Zoom's cloud server or on your computer. Note that Zoom's cloud server has a 500gb limit on recordings. Hence, for a semester-long course you may want to save your recording to your computer. The easiest way for you to do this is to save your recordings to a Box folder, the link to which you post on Canvas.
- If you choose to save your recording locally, be aware that Zoom records your screen and chat messages. Once the recording uploads to Box, you should immediately delete the chat log, as it will contain any private chat messages that you received.
- Be aware that the recording is processed once your meeting ends. This can take 20 or more minutes to complete, and it may use up most or all of the processor capacity on your computer.

Technology

- Instructors interested in designing a course with synchronous online components should plan on using Zoom. Downloading and installing the Zoom desktop application is recommended.
- Save Zoom Recordings to Box:
<https://wiki.nps.edu/display/SakaiCLE/Recording+and+Sharing+Zoom+from+Box>

Question and Answer

Synchronous Class Activities

Considerations

- Zoom Meeting Features:
 - Zoom is set-up and works differently on different computers, browsers, and desktop applications. Keep in mind that not all students may have access to the “raise hand” button to ask for help or the “clap” or “thumbs up” reaction.
 - Instead of using these reactions, ask students to physically raise their hands (if they have their cameras on). Ask for students’ help alerting you to when someone has their hand raised, as it may be difficult to see all students at once. You can also ask students to send you a chat message when they would like to speak.
- Screen Sharing:
 - Screen sharing works best if you share items on the same screen as your Zoom window. Sometimes Zoom has problems sharing your second monitor screen.
 - If you have video content that you wish to share, be sure to click “share computer sound” in the screen sharing menu. You should check the playback volume on the source you are sharing as well as on your computer and confirm with students that they can hear the video playing once you have started it.
 - When you enter screen sharing mode, images from student cameras typically show up on the right side of your screen. You can drag and adjust the size of this box to view more students.
 - Screen sharing disables many computer notifications, but you may want to quit applications or turn on “do not disturb” functions on your computer to ensure that notifications are disabled.
 - Try to avoid moving around the screen sharing bar that appears when you are sharing your screen. Moving around this bar sometimes causes it to disappear, meaning that it is difficult to figure out how to exit screen sharing mode.
- Slide Presentations:
 - Slide presentations can take on many new uses in online courses, one of which is to use them as an interactive component of the class.
 - Zoom has a built-in whiteboard feature, but it does not work particularly well. Contributions are only displayed once students are finished writing, meaning that students often accidentally write over each other.
 - Slide presentations can be made interactive if students have the ability to access and edit the presentation in real time (using Google Slides for example). As you design these components, keep in mind that you are asking students to all access the Google Slide presentation and to type at the same time. Develop ways (listed below) to prevent students from writing over each other and to give them space to work.
 - Consider assigning space in the slide presentation for students to make their contributions. If you want students to brainstorm individually, create a slide with student names listed. Each student will then write next to their name.
 - For group work occurring in breakout rooms, assign each group to a slide with their breakout room number on it and ask them to write their

contribution there. Students can create tables, drawings, and other activities using the tools on Google Slides.

- Consider inserting blank slides or slides with just a header when you are having a class discussion so as not to distract students by displaying material you already covered.
- When presenting slides, share your browser window for Google Slides or your PowerPoint screen. Using the “present” function will make it difficult to see the Zoom screen sharing bar. Ensure that your font size is large enough to comfortably read everything when the slide presentation is not in “present” mode.
- Chat:
 - Students can use the chat feature to communicate with anyone in the class and to send whole class messages.
 - It is often quite difficult to simultaneously teach and to monitor the chat. For this reason, it may be best to ask students to raise their hands and speak if possible and to use the chat as a backup.
 - The chat is an excellent way to facilitate “ticket out” or short writing assignments which students can type and send to you as a private message.
- Individual Work:
 - It is often helpful to have students think or write on their own at various points during class. You can easily facilitate this by simply asking students to mute themselves in the main Zoom session and to turn off their camera if they so choose. Once the activity is over, be sure to communicate both using audio and in the chat so that students who may have muted the volume of the Zoom session can rejoin.
 - You can also assign students to their own individual breakout rooms if this makes sense for your course.

Question and Answer

1. What are different ways of facilitating a synchronous discussion on Zoom?

There are several different ways to think about synchronous discussions on Zoom.

- Whole group discussion: One option is to ask all students to participate in a whole class discussion synchronously on Zoom. Whole class discussions are often difficult to facilitate effectively in an online format. Students tend to want to raise their hands to speak in order not to interrupt one another. This limits the flow of the discussion. It is also difficult for the instructor to see who is wanting to speak and to call on that student. It depends on the personality of the class, but this method of discussion tends to involve the instructor in the discussion more than is desirable.
- Breakout rooms: Of the available options, strategic use of breakout rooms is likely the most effective and easiest way to implement synchronous class discussions. Students quickly become comfortable with the breakout room environment, and breakout room groups and group sizes can frequently be changed to facilitate different kinds of discussions. Breakout rooms also avoid the issue of creating asynchronous assignments for students who are not participating in a synchronous discussion on a given day. Breakout room discussions work best if they involve time for student reflection on a given question, discussion in small

groups, some written product that results from small group work, and a synthesis activity that highlights the main lessons or takeaways from the breakout room discussion.

- Alternate synchronous and asynchronous meetings: Instructors can choose to split the class into two groups and assign some students to participate synchronously on some days while others participate asynchronously. To implement this strategy, consistency is key. Students benefit from having a schedule of when they need to be participating synchronously. Therefore, splitting the class up in this way means that students in one group have limited interaction with students in the other group. Using this technique may make sense for larger courses where it is not practical for all of the students to try to have a synchronous class discussion at one time.
- Assign student roles: Assigning students certain roles in the discussion can be effective if it is done consistently starting at the beginning of the semester. There are likely not enough roles for all students, so some students may feel left out. You can choose to assign these students to participate in the discussion in an alternative, non-verbal way. For example, half of the class can take notes on the discussion and write a reflection or synthesis piece after the class is finished. This method of discussion tends to be fairly effective if implemented selectively during the semester. Students appreciate diverse discussion formats, and this can be one of several that the instructor implements. However, organizing and coordinating this type of discussion for every class session is complicated, so this technique is likely best used just a few times.

Zoom Breakout Rooms

Considerations

- Breakout rooms are a useful way to facilitate synchronous small group work. The best breakout room experiences are ones that have well-defined objectives, limited time to work, and an appropriate size.
 - Consider making the objectives for the activity visible to students by putting them on a shared document. Students cannot see any of the documents you may be sharing with the full class when they are in a breakout room.
 - Breakout room dynamics are different from asking someone to quickly discuss a topic with a neighbor because it takes time to set-up breakout rooms, for students to join the rooms, and for students to return from the rooms. As such, it is difficult to facilitate breakout room activities scheduled for fewer than five minutes.
 - Likewise, it is more difficult to quickly check-in with students in breakout rooms. For this reason, giving students a very long time to work in breakout rooms may cause some students to finish early without your knowledge. Try to limit breakout room activities to about fifteen minutes. Be sure to join different breakout rooms during these longer activities.
 - Breakout room size may need to be slightly larger than small groups in in-person courses because some students will not be able to use their camera or microphone. Consider creating groups with at least four students.
- You can choose to automatically (randomly) assign breakout room participants, to manually assign participants during the meeting, or to pre-assign participants.
 - If you would like to pre-assign participants to breakout rooms, you must go to [zoom.wustl.us](https://zoom.us), open and edit a scheduled meeting, and find the pre-assign breakout rooms section. You can place students into breakout rooms using their wustl.edu e-mail address. Note that pre-assigning breakout rooms only sometimes works; before you open any pre-assigned breakout rooms, check to make sure that each student was assigned correctly.
 - To assign participants, select the “automatically” or “manually” button. If you have pre-assigned rooms, the breakout rooms screen will show the pre-assignments. You can use the “recreate” button to construct new breakout rooms.
 - Be sure to click “open all rooms” to actually allow students to move to the breakout rooms.
- While students are in breakout rooms, you can communicate with them by broadcasting a message. You can only send messages to the entire course when breakout rooms are activated, not to individual students.
- Students cannot message you when they are in breakout rooms, but they do have access to an “ask for help” button. Encourage students to use this button. When it is pressed, you will be invited to join the breakout room asking for help.
- Closing breakout rooms gives students one minute to finish up and return to the main session.
 - Before closing a breakout room, broadcast messages to the class alerting them about the remaining time. You can ask students who need more time to push the “ask for help” button to indicate this.

- Students will automatically return to the main session when the breakout room is closed. Because this process is automatic, some students may still be carrying on the conversation that they were having in their breakout room when they rejoin the class.
- You should monitor student progress while students are in breakout rooms.
 - One approach is to visit breakout rooms using the “join” option next to a given breakout room. This will place you in the breakout room. Joining a room can be useful during longer breakout room sessions. Be aware that joining a room usually disrupts what is going on in the room more than walking around a class and listening to group conversations would.
 - For a less intrusive approach to monitoring, you can ask students to complete some kind of written task on a shared document (like a Google Slide). You can view this slide while students are working on it and communicate with students by leaving comments.
- Facilitating more complicated group interactions is difficult, but doable.
 - If students are assigned to a partner and you want them to switch, you can just reassign everyone to a new room. Some pairs may be recreated.
 - If students are assigned to a partner and you want to repeatedly assign them to new partners, try moving one of the two students to the next breakout room on the list. For example, move the second student in room 1 to room 2 and the second student in room 2 to room 3, et. cetera. You can create new rooms with new partners fairly easily this way.
 - You can merge smaller groups to form larger groups by putting students from one breakout room into other rooms. Similarly, you can split up larger rooms by creating new rooms.
 - If you want to create a jigsaw activity where one person from each breakout room is put into a new group, this requires a lot of breakout room reassigning. Unfortunately, you cannot set-up more than one set of pre-assigned breakout rooms. Consider just creating a bigger group from the smaller group as an alternative.

Technology

- Zoom Breakout Rooms: <https://support.zoom.us/hc/en-us/articles/206476313-Managing-breakout-rooms>

Question and Answer

Presenting Asynchronous Content

Considerations

- Canvas Modules:
 - If you are preparing any kind of asynchronous course content, it is best organized using Canvas Modules.
 - Modules are just a collection of other things in your Canvas course, like discussions, quizzes, files, and pages. Pages are where you place course content like notes, videos, pictures, and links.
 - The easiest way to create modules is to create all of the associated content first like the discussions, quizzes, files, and pages you might need. Upload content like videos and links to pages. Then create a new module and add and organize your content into the module.
 - Module Creation:
 - The number and structure of modules depends on the format of the course. Think about what students will need to do to access course content during asynchronous classes. If you are expecting students to view and access many different resources, then you should create modules for your course.
 - Synchronous Courses: Fully synchronous courses will probably not need to utilize the modules feature if the major components of the course are to complete reading before class, attend synchronous class, and turn in assignments throughout the semester.
 - Mixed Synchronous and Asynchronous Courses: If you have part of your course meeting synchronously, regardless of whether the course is fully online or an online in-person hybrid, you may want to create modules for your asynchronous class days. Your choice depends on what you are expecting students to do during asynchronous classes. If they are expected to read and submit an assignment, then modules are not required. If you want students to do a number of different activities (watch a video, click on a link, take a quiz, et. cetera), then organize asynchronous class days into modules. You would create one module for each asynchronous class day.
 - Fully Asynchronous Courses: These courses should definitely utilize modules. Create one module for unit of the course (typically a week of material).
 - Module Structure:
 - Start modules with an opening page that discusses the learning objectives for the module. Provide clear instructions for when the module should be completed and what assignments are contained in the module.
 - Add content to the module that students can complete in relatively short periods of time. Use pages to split up the module instead of putting all module content on a single page.
 - Provide a closing formative assessment to ensure that students have completed the module. This can be a short quiz or a reflection or other assignment.
- Recorded Videos:

- Many instructors will want to include recorded videos in the asynchronous modules that they create. When thinking about recording videos, you have a basic pedagogical choice to make between recording short “micro-lectures” that you place alongside additional course content in the module or recording a longer video that constitutes most of the module content.
- Micro-Lectures:
 - Micro-lectures are short videos on a single topic that are interspersed throughout module content. The goal of these lectures is to expand on some topic introduced in a reading or another part of the module.
 - When creating a micro-lecture, think about where the video will fit into a given module and work to tie the video content into the module. For example, provide an introduction in the video that refers back to module content students have already completed and a conclusion that previews the next parts of the module.
 - Use a slide presentation to display micro-lecture learning objectives.
- Longer Videos:
 - A second strategy is to record yourself teaching an interactive class session and to upload this video to Canvas.
 - Design the class session following standard pedagogical techniques including switching the mode of instruction ever twelve to fifteen minutes and providing opening and closing activities.
 - The advantage of recording longer videos is that you can package course content more effectively than when recording videos about a single course concept. For example, you can introduce an image or a video that you then play and follow-up by asking several discussion questions and providing time for students to write their answers. You can also embed these discussion or quiz questions in the video if you record it using Kaltura.
 - Even if you design longer videos to be interactive, you are still asking students to watch a video for an extended period of time. Students may tire easily from watching longer videos, and it is difficult to track student engagement when asking students to watch longer videos.
- Technology:
 - Zoom: The easiest way to record a video is to start a Zoom meeting with just yourself in it, set-up any videos or slide presentations, and start recording.
 - Kaltura: Kaltura videos allow instructors to add in quiz questions and to monitor student learning progress throughout the video. Kaltura is integrated with Canvas.
- For Methods/Formal Theory Courses:
 - Methods and formal theory courses often contain content written on a blackboard that would take significant time to recreate in PowerPoint, Google Slides, Beamer, or R Markdown. There are several options for instructors with this kind of content to avoid typing equations or game trees.
 - Recording in Seigle: Instructors can reserve a time to record a video using a traditional blackboard.

- Tablet Integration: Many tablets can be used with a stylus to write like an instructor was using a blackboard. If an instructor has a tablet and stylus, this option is likely easier than trying to reserve time to record a video in Seigle.

Technology

- Canvas Modules: <https://community.canvaslms.com/docs/DOC-10735-what-are-modules>
- Kaltura Canvas Extension: https://learning.kaltura.com/media/Canvas+Extension+Walkthrough+Video/1_rbj9as7v/81162221
- Recording in Seigle: <https://teachingcenter.wustl.edu/2020/06/request-for-video-recording-in-seigle-hall/>

Question and Answer

Discussion Boards

Considerations

- Discussion boards can be useful places to engage students asynchronously.
- When writing a discussion board prompt, ask a specific, direct question and provide detailed instructions on the steps students need to take to complete the assignment.
 - Think carefully about the questions you ask. Discussion boards are best used to ask students to think about applications of course content, not to ask students to summarize what they have read. Questions need to have multiple answers so that students can engage with each other.
 - Consider modeling the discussion board post by answering the question yourself.
 - Provide specific guidelines on due dates, length requirements, and format, especially if the discussion board will be graded.
 - Specify whether and how students are expected to reply to each other's posts, especially if you also ask students to reply to those people who comment on their own post.
 - Consider setting a deadline for students to submit an initial post and a second deadline for replying to a certain number of posts.
- Think about usability. Even with twenty or so students, initial replies plus comments can total well over 100 posts. The sheer number of posts makes it difficult to navigate through the discussion board. Consider splitting larger courses into discussion board groups.
- Think carefully about your own participation in a discussion board. It is generally advisable to reply to initial discussion board posts in order to clearly signal to students that you are reading and engaging with the discussion board.

Technology

- Canvas Discussion Board: <https://community.canvaslms.com/docs/DOC-13016-4152724374>
- Canvas Discussion Board Groups: <https://community.canvaslms.com/docs/DOC-13039-415264224>

Question and Answer

Group Assignments

Considerations

- Group assignments are possible to facilitate in an online course environment if they are designed carefully with the constraints of online students in mind.
- Scope of Group Assignments:
 - In general, an online course environment may work better for smaller group assignments rather than semester-long group collaborations. Group assignments inevitably inconvenience at least some members of the group who are in a different time zone or lack the resources of other group members. More than with group assignments in in-person classes, groups have a difficult time coordinating work outside of synchronous classes.
 - When creating group assignments, think about how easily the assignment can be divided into component parts. Most students working on group assignments will split up the work, and group assignments that divide naturally will save students time and effort trying to work together synchronously on a particular assignment component. The number of assignment components is best matched with group size. For example, if your assignment involves conducting two interviews and analyzing some data, then you may want to form groups of three so that each group member can perform one of these tasks. Adding a fourth member to such a group would force at least two of the group members to coordinate outside of synchronous class.
- Group Selection:
 - Instructors often have preferences about whether students should construct groups themselves or whether they should be assigned by the instructor. Either method is reasonable in an online setting. By asking students to select into groups, the students can form groups that match their availability to work together outside of synchronous class. Alternatively, the instructor can collect information about student time zones and availability and assign groups that make sense given these constraints.
- Synchronous Class Time:
 - Regardless of how well-matched groups are, providing synchronous class time to coordinate the group assignment is even more critical than during in-person classes. Instructors can assume that students will be significantly more hesitant to meet as a group outside of synchronous class time, so class time should be devoted to both explaining the assignment and to providing time for students to work on it. This is often best done by reserving time at the end of multiple synchronous class sessions instead of devoting fewer full class sessions to group work. Short periods of group work at the end of many synchronous classes allows the instructor to check-in with groups and group members to more effectively stay on track to complete the assignments.
 - To help facilitate synchronous group work, pre-assign groups to breakout rooms.
- Asynchronous Group Communication:
 - Instructors can encourage students to work on group assignments outside of synchronous classes by setting up group communication channels.

- Canvas has a built-in group communication tool --- Canvas Collaborations --- that allows group members to set-up their own modules.
- The University also has access to Microsoft Teams, which is a collaborative workspace application similar to Slack. Students can chat, store files, and video call with each other.
- Outside of the University environment, students rarely use Canvas Collaborations or Microsoft Teams, so they might not be interested in doing so for a group assignment. Consider asking students how they would like to communicate and trying to set-up the collaboration tool that is most popular. Often a shared Google Drive folder is the way students want to work together in groups.
- To grade group assignments, consider setting up “group sets” in the “People” page of your Canvas course. These group sets allow students to turn in a single assignment for the group and receive the same group grade.

Technology

- Canvas Collaborations: <https://community.canvaslms.com/docs/DOC-10722-67952720327>
- Microsoft Teams: <https://it.wustl.edu/home/how-to/office-2016-2/microsoft-teams/>

Question and Answer

Quizzes and Exams

Considerations

- Formative Assessments:
 - Quizzes are excellent formative assessments that can be used to check comprehension of asynchronous course material.
 - Consider developing practice quizzes that have no point value in order to help students review material. Instructors can also use quizzes with no point value to collect survey responses, if they do not wish to use Qualtrics for this purpose.
 - Instructors may also wish to allow students multiple attempts on quizzes, especially if quizzes auto-grade.
 - For most formative assessment purposes, quizzes are best constructed to be auto-graded with correct answers shown either after each attempt or once everyone in the course has completed the quiz.
 - Instructors can add time limits to quizzes if they so choose, although this is typically not necessary for a formative assessment.
- Summative Assessments:
 - Assume that summative assessments are essentially open book.
 - The Respondus Monitor and Lockdown Browser are tools that attempt to prevent students from cheating on exams. The Lockdown Browser prevents students from opening new tabs or looking up information on their computer while the exam is in progress. The Monitor records students using their cameras as they take the exam.
 - These two tools are difficult to operate, only sometimes work, and are inaccessible to students trying to take the exam without the technology required (i.e., a desktop/laptop with a camera and a quality Internet connection). There are not many instructors or staff members who have experience with these tools, and they are not guaranteed to work. In general, instructors wanting to use these tools should study them extensively and give students plenty of warning before attempting to implement them.
 - Think carefully about the pedagogical value of an exam based summative assessment relative to your learning goals for the assessment.
 - If the summative assessment is testing content-based knowledge, then an online summative assessment may not make sense because these assessments are open book. Consider testing content-based knowledge in frequent formative assessments like daily reading check quizzes.
 - If the summative assessment asks students to apply their knowledge, then an open book assessment may provide even more pedagogical value than a traditional in-class, closed book exam. Instructors can consider adding in additional flexibility to these kinds of summative assessments including giving students some choice about when to take the assessment (i.e., take a one hour exam any time within a several day period) and eliminating time requirements all together (i.e., take as much time as you need within a several day period).

- Consider the number of summative assessments in your course. Students learning online often have a more difficult time keeping on task, especially if classes are completely asynchronous. Summative assessments are also points where you can assess whether students are completing asynchronous course content. Providing more frequent feedback in the form of summative assessments worth a smaller percentage of the final grade may help to address this issue.
- Instructors have two choices when designing and writing summative assessments.
 - The majority of such assessments can be conducted on Canvas through the quizzes feature. Instructors can set a time limit for students to take the assessment. If instructors wish to discourage students from looking up answers to exam questions, consider asking application questions and making the exam relatively short. These two strategies mean that students trying to look up answers may not have enough time to do so, whereas students who have studied can immediately begin writing their exam answers.
 - Some assessments may be best administered as assignments, wherein students are asked to upload a file. Instructors can use the “available from” and the “available until” settings to display the assignment during a certain period of time. Setting a due date and time will ensure that students know when the assessment is due. Instructors seeking to upload assignment instructions in a file can do so by adding a link in the assignment description to a file in the “my files” section of Canvas so that students cannot view the file before the assessment becomes visible.

Technology

- Respondus Monitor and Lockdown Browser:
<https://teachingcontinuity.wustl.edu/strategies-for-teaching-remotely/exam-planning/>
- Canvas Quizzes: <https://community.canvaslms.com/docs/DOC-26470-what-options-can-i-set-in-a-quiz>

Question and Answer

Assignments

Considerations

- Create assignments in Canvas for all items that are being graded in the course. Creating an assignment automatically creates a corresponding column in the Canvas gradebook. You do not need to create assignments for quizzes or graded discussions, as they are automatically added to the Canvas gradebook.
- Use the “available from” and “due” features to open assignments for submission at a certain time and to set the assignment due date and time. Assignment due dates and times automatically populate on students’ Canvas calendar pages.
- You may have some assignments in the course that do not require a submission (e.g., participation). Create an assignment in Canvas and mark the “no submission” option so that you can assign a grade to that item in the gradebook.
- Other assignments may involve students submitting work to another site (not Canvas). For example, students may post blogs on Google Blogger or complete training on Data Camp. With these assignments, consider requiring students to upload some evidence that they have completed the work to Canvas (a screenshot or a link). This ensures that all graded submissions stay within Canvas and reduces the likelihood of disputes about whether work was submitted on time.
- Consider sending submitted writing assignments through the Turnitin integration on Canvas. Turnitin is a plagiarism checker.
 - When you enable Turnitin, you will see a box with a percentage listed in SpeedGrader. The percentage is the similarity score of the document compared to published work, online sources, and other student work submitted to Turnitin.
 - Clicking the percentage will take you to the Turnitin interface where you can scroll through the document and see where there are similarities between the document and other published work.
 - Do not rely on the similarity score percentage as an accurate guide for whether plagiarism has occurred. This score can be influenced by students who submit a re-written assignment where much of the material is the same and by the use of common phrases. Scroll through the document in the Turnitin interface to more effectively assess whether any academic integrity violations have occurred.
 - Instructors who ask students to re-write work and want to check to see what has been re-written can enable Turnitin on both the original and re-written work. Then, view the Turnitin interface on the re-written work. All of the text that was part of the original submission and remained unchanged will be highlighted, so instructors can easily see exactly what changes were made.
- Ask students to submit files in either Word or PDF format. If you require a certain assignment length (e.g., two pages) require PDF format only. Some students who use Google Docs or LibreOffice and save the document as a Word file find that the length of the document changes when it is viewed on Canvas. Avoid disputes over length by requiring a PDF submission.
- Term Papers and Research Papers:
 - Many seminar courses require end-of-semester term or research papers as the major assignment in the course. Procrastination is a serious issue in online

courses, especially those that are fully asynchronous. Consider breaking up term papers into their component parts and scaffolding them throughout the semester.

Technology

- Turnitin: <https://help.turnitin.com/feedback-studio/canvas/lti/instructor/instructor-category.htm>

Question and Answer

1. What might a scaffolded term paper assignment look like?

If your course is designed around an end-of-semester term paper assignment, this assignment can easily be re-constructed into a format that makes it more manageable for students in an online environment. First, consider the learning goals that the assignment is designed to achieve. Some term paper assignments may have learning goals that can be fulfilled with other types of assignments, like short writing prompts each week. For most instructors, term paper assignments represent core aspects of their course that are not easily replaced with other assignments. In these cases, scaffolding will be helpful.

Scaffolding involves breaking down the assignment into constituent parts and assigning due dates for each part. Exactly what this looks like depends on the details of the assignment. Some common assignments and their constituent parts appear below:

- Research article: research question, annotated bibliography, literature review, theory, research design, results, final paper.
- Literature review: research question, source list, annotated bibliography, draft literature review, final literature review.
- Theory paper (use a theory from class and apply it to a case you choose): case selection, theory selection and short description, annotated bibliography, draft theory paper, final theory paper.
- Poster: research question, annotated bibliography, theory, research design, results, draft poster, final poster.
- Slide presentation: research question, annotated bibliography, theory, research design, results, draft presentation, final presentation.

Because instructors are asking students to turn in assignment parts, consider what (if any) feedback you will provide for these intermediate assignments. In general, the most effective way to scaffold an assignment is if each assignment part is graded and awarded points. For example, if the term paper assignment now has four parts (research question, annotated bibliography, draft literature review, final paper) and was originally 40% of the student's grade, consider breaking the grade weight down so that 6% goes toward the research question, 12% to the annotated bibliography, 12% to the draft literature review, and 10% to the final paper. Scaffolding is most effective when done in this way because it takes pressure off of students by making the final paper worth only 10% of the grade instead of 40%. Students also do better on the final paper assignment because of your feedback (and potentially peer reviews!) on three earlier parts.

Grading

Considerations

- With all of your course components already in Canvas, using the Canvas Gradebook is the easiest way to keep track of student grades. The Gradebook includes features to show and hide grades, drop grades, and to weight assignments so that students also know their current overall grade in the course.
- Many instructors will set-up Canvas quizzes to automatically grade when they are submitted. Essay or text entry questions on Canvas quizzes can be graded through SpeedGrader.
- To make grading easier, consider setting-up rubrics for different assignments and using them to grade. Canvas has a rubric feature wherein your scores on the rubric can automatically be used to calculate the grade for a particular submission.
- Assigning Grades:
 - All grades go into the Canvas Gradebook as percentages. Be careful when creating assignments with grades of “complete/incomplete” as a “complete” grade results in a 100% score for that assignment. If you want to record the assignment, but not have it incorporated into the final grade, select the “do not count toward final grade” option.
 - If you set-up different assignment groups and provide weights for each group, then assignments within a group will be weighted based on the number of points given to each assignment. For example, if you have two equally weighted assignment groups “papers” and “exams” and there is a “midterm” and “final” inside of the “exams” group with 50 points for the midterm and 100 points for the final, the grade for the “exams” group will be calculated out of 150 points. The “papers” and “exams” groups will be equally weighted regardless of whether there is a different number of total points in each group. Because of this, consider making assignments have some standardized point value within each group so that you can easily weight assignments within groups if you so choose.
 - Grades are only hidden when the word “hidden” appears under the score. You can hide and post grades from SpeedGrader and Gradebook. The easiest way to ensure that grades are hidden while you are grading is to set a course grading policy wherein grades are posted manually. This means that after you have finished grading an assignment, you must find that assignment in the Gradebook and post the grades. Most students will automatically receive an e-mail when grades are posted. Setting a course grade posting policy is the most reliable way to actually hide grades; other options may not work consistently.
- Grading Issues:
 - Most instructors can grade assignments using the grading tools provided in Canvas SpeedGrader. It is possible to annotate directly on student submissions; to write, audio record, or attach files with comments; and to provide rubric feedback. Regardless of how you provide feedback, ensure that the feedback you provide is captured in the Canvas Gradebook. Hence, if you e-mail some feedback to a student, be sure to upload that feedback to the Canvas Gradebook.

- Occasionally, students will be unable to submit an assignment on Canvas, e-mailing it to you instead. You can upload that assignment to Canvas by attaching it to the student's assignment page.
- Peer Review:
 - Peer review is an excellent way for students to get feedback on an assignment.
 - Instructors can assign students to peer review any assignment. When students are assigned to peer review, they will get an e-mail about the peer review. It is often quite difficult for students to find the peer review assignment on Canvas, so using the e-mail link to complete the peer review is the easiest way to complete this process.
 - Students conducting the peer review will not be able to see instructor comments or grades.
 - If instructors want to peer review quizzes or exams, upload the quiz or exam as an assignment. There is no Canvas feature to peer review Canvas quizzes.

Technology

- Canvas Gradebook: <https://community.canvaslms.com/docs/DOC-26349-how-do-i-use-the-gradebook>
- Canvas Hidden Grades: <https://community.canvaslms.com/docs/DOC-26282-how-do-i-hide-or-post-assignment-grades-in-speedgrader>
- Canvas Post Grades Manually: <https://community.canvaslms.com/docs/DOC-26244-how-do-i-select-a-grade-posting-policy-for-a-course-in-the-gradebook>
- Canvas Rubrics: <https://community.canvaslms.com/docs/DOC-26472-how-do-i-add-a-rubric-to-an-assignment>
- Canvas SpeedGrader: <https://community.canvaslms.com/docs/DOC-26414-how-do-i-use-speedgrader>
- Canvas Quiz Grading: <https://community.canvaslms.com/docs/DOC-26345-how-do-i-grade-quiz-questions-in-speedgrader>
- Canvas Peer Review: <https://community.canvaslms.com/docs/DOC-10094-415254249>

Question and Answer

Office Hours

Considerations

- Create a Zoom meeting specifically for office hours to ensure that you do not accidentally record the office hours conversation. Ensure that “enable join before host” is not selected.
- Choose office hour times that work well for students and publish office hour times on your syllabus. Provide a link to office hour meetings on Canvas.
- Students join office hours like any synchronous class. When they join the meeting, they are placed in the waiting room. You will receive an automated e-mail when a student has joined the waiting room so that you need not start the office hours Zoom session until a student shows up.
- Admit students to office hours one-at-a-time (or in groups if it is a group meeting). When the meeting is finished, wait until those students leave the meeting before admitting another student. Students in the waiting room do not know the order in which they joined, so you can choose to admit students to office hour meetings in whatever order you choose.
- If you typically write notes down for students during office hours, you can choose to do this in a separate file and e-mail the file to the student or use the chat function. When using the chat function, ensure that the student copies and saves the message from the chat, as it will be deleted when they leave the meeting.

Question and Answer

Accessibility and Accommodations

Considerations

- Screen Fatigue:
 - Students may experience fatigue from using the computer all day or from back-to-back Zoom meetings. Consider building in techniques designed to reduce this fatigue (<https://hbr.org/2020/04/how-to-combat-zoom-fatigue>). This involves building in time during class for Zoom breaks, which can involve free writing or silent thinking, et. cetera.
- Exam Time Extensions:
 - For Canvas quizzes, you can set custom extended times.
 - For assessments turned in as assignments, just inform students with accommodations about when their assignment is due and check to make sure students submit their assignment by the due time.
- Notetaker:
 - Consider adding notetaking to part of the course's participation grade where students sign-up to take notes (or provide closed captions) on given class days in a shared file.
 - If you do not have a notetaking component of your course, you will need to facilitate finding a student willing to serve as a notetaker and devising a method for the notetaker to submit notes to the student with the accommodation.
- Assignment Time Extensions:
 - Assignments can be submitted late and are marked as such. Instructors can set dates when the assignment is no longer visible, at which point students cannot submit the assignment. In general, it makes sense to set dates when the assignment becomes visible, but not to set dates where students can no longer submit the assignment. This policy easily allows for time extensions.
 - Instructors seeking to keep track of assignment time extensions can do so in the gradebook by changing the grade status from "late" to "none."
- Copies of Course Materials or Enlarged Course Materials:
 - It is difficult to provide physical copies of course materials or to physically enlarge course materials in an online course setting. In most cases, instructors can discuss this accommodation with students to see if the student wants to exercise the accommodation and the solution that the student proposes.
- Searchable Course Text:
 - As noted above, try to ensure that course texts are searchable and can be read using a screen reader. If you upload documents without this feature, be prepared to provide an alternate way for students to access the material.
- Video Captioning:
 - Ideally, all video and audio content in a course will be captioned. This includes all content you produce for the course (e.g., Zoom meetings and recorded lectures) as well as any content you link to (e.g., YouTube videos).
 - You can caption videos on Zoom yourself or assign another person to do so. WashU has no provisions for paying for professional closed captioning.

- Course notetakers may provide an alternative to closed captioning services if students with accommodations believe that this is sufficient.
- Canvas Accessibility:
 - Use the accessibility checker to ensure that your written content is accessible.
- Other Accommodations:
 - There are many accommodations that may be particularly difficult to facilitate in an online course environment (e.g., distraction free room, ASL interpreter, Braille readings, et. cetera). These accommodations are best discussed with the individual student to determine how they can be adapted to an online format.

Technology

- Canvas Quiz Extended Time: <https://community.canvaslms.com/docs/DOC-26218-4152276730>
- Canvas Grade Status Change: <https://community.canvaslms.com/docs/DOC-26462-how-do-i-change-the-status-of-a-submission-in-the-gradebook>
- Canvas Accessibility Checker: <https://community.canvaslms.com/docs/DOC-26400-how-do-i-use-the-accessibility-checker-in-the-rich-content-editor-as-an-instructor>
- Zoom Closed Captioning: <https://support.zoom.us/hc/en-us/articles/207279736-Closed-Captioning>

Question and Answer

Creating Community Online

Considerations

- Teaching online means that instructors need to be creative about finding ways to interact with their students and to create a course community.
- Community Contract:
 - Many courses have student-designed community contracts that specify how students want various aspects of the course to be conducted. These contracts are usually created on the first day of the course and specify how students will treat each other, how discussion can best be facilitated, and other climate related ideas that students have.
 - Student collaboration on this contract helps set an inclusive tone for the semester, which enables students to communicate more freely.
- Discussion Boards:
 - Instructors can set the tone for the course at the start of the semester by creating an introduction discussion board. This discussion board provides an instructor biography and asks students to comment with some of their own background.
 - It is also helpful to have a question and answer discussion board where students can submit questions about the course, the answers to which cannot be found in the syllabus, and the instructor can provide answers so that all students can see them.
- Student-to-Student Communication:
 - Students often meet outside of class to review assignments and to study for exams. In an online course format, it is more difficult to reach out to another student and get in contact to study together if students do not know how to contact one another.
 - Consider suggesting to students that they set-up some form of student-to-student communication. Students should set-up this group on their own so that the instructor is not a part of the group. Taking yourself out of the group will enable students to work together and to share information about the course that they may not want the instructor to see (e.g., I was not paying attention...what happened in class?).
 - It is best that students determine the mode of communication that works best for them, but a GroupMe group is an obvious choice.
- Before and After Class Meetings:
 - Students typically join synchronous class sessions right when the session is starting and leave as soon as it is over. This eliminates the before and after class discussions that occur in many courses.
 - Instructors can announce to students that they plan to join the Zoom meeting several minutes early and/or to stay several minutes late and to invite students to attend these sessions if they like. Students typically respond favorably to these invitations, providing them with an opportunity to talk informally with the instructor.
- “Fun” Synchronous Meetings:

- Instructors who typically hold class parties, dinners, or informal group meetings can continue to do so via Zoom.
- Informal meetings create opportunities for students to get to know everyone in the course better and can help improve classroom climate. If a course is completely asynchronous or only has a synchronous lecture component, consider scheduling an informal meeting time led by the instructor or AI to review course material, to ask questions, and to discuss how the course applies in real life.

Question and Answer

Courses with an In-Person Component

Audience: Instructors planning on holding in-person course meetings with at least some students.

In-Person Course Options

Considerations

- Most instructors wanting to have a synchronous component of their course will choose to hold those synchronous class sessions on Zoom. Synchronous Zoom sessions allow all students in the course to participate, regardless of their location.
- All in-person class sessions must have an online component so that students can complete the course fully online if they choose to do so.
- There are two main types of courses with an in-person component:
 1. Hybrid: Hybrid courses involve students attending in-person on given days and participating online on other days. When students attend in-person, the course is like any other in-person course. Instructors who are considering this model must determine how they will provide an online component of equal quality to the in-person component for those students who are not physically present in the classroom. Instructors could record (but not livestream) the in-person class session or provide an alternative activity for students participating online. Neither of these options are really of equal quality compared to the hyflex method described below. In general, hyflex teaching is recommended if the course must have an in-person component.
 2. Hyflex: Hyflex courses allow students to choose whether they would like to participate in synchronous class online or in-person. Students who wish to participate online attend a synchronous class session where the in-person class is livestreamed to online students.
- In most cases, the instructor will be physically present in the classroom. It is technically possible for the instructor to hold an in-person class session and to attend online, but this set-up provides few of the benefits of in-person instruction and is quite complex to facilitate.
- Hyflex teaching allows instructors with larger classes to still have some in-person class time if instructors assign half of the class to attend in-person class on one day and the other half of the class to attend on the other day.
- For instructors who have a class small enough to teach fully in-person, hyflex teaching allows instructors to accommodate students who may not be able to physically go to an in-person class session.
- While hyflex teaching has benefits, the vast majority of political science courses can be taught successfully in an online-only format using synchronous and asynchronous components. Facilitating a hyflex course is quite complex and resource intensive, and most students, instructors, and University staff do not have experience with hyflex teaching.

Question and Answer

1. What are ways that courses scheduled for online only can have an in-person component?
There will be several options available:

- For instructors who would like their students to gather in-person while they attend the course remotely, this is possible. As mentioned above, instructors should weigh the pedagogical value and technical complexity of doing this prior to building it into their syllabus. For example, if instructors want students to gather in-person to do group work, they could ask student groups to coordinate to meet with each other in-person in a location of their choosing. This allows student groups who wish to meet remotely to do so and means that classroom space is not needed for these meetings.
- For instructors who would like to meet their students only occasionally, this is also possible. There will be a reservation system in place to book classrooms or outdoor tents for this purpose. Again, consider the pedagogical value of meeting in-person and how individuals who want to participate remotely will be accommodated.

Syllabus Language

Considerations

- The exact wording of many of these parts of your syllabus may need to change to align with University policy. Please refer to the Fall 2020 Syllabi Resources document distributed by the Provost that is located in the WashU Policies folder of this Box folder for additional guidance.
- Course Timing:
 - Ensure that you state that class sessions will end 5 minutes before the scheduled time.
- Student Health:
 - Instructors should remind students who are feeling sick not to attend in-person class.
 - Both students and instructors are expected to complete the self-screening provided by the University and any other health guidelines (e.g., flu shots, coronavirus testing, and contact tracing).
- Face Covering Expectations:
 - The University has stated that an approved face covering must be worn at all times during class.
 - The University has not provided clear guidance on exactly what instructors should do if a student appears to be in violation of this policy. Instructors teaching courses with an in-person component should stay up to date on University guidance on this topic.
 - The University has not specified if instructors will be provided with face coverings to give to students who forget theirs. Instructors may want to consider obtaining disposable face coverings to provide to students who forget their own.
 - Food and drink: Instructors should set policies regarding eating and drinking, which is related to the use of face coverings. In particular, instructors should advise students about whether eating and drinking are allowed and what to do if students need to eat or drink during class (i.e., they have eating or drinking accommodations). Though face coverings can be removed for eating and drinking provided that students are physically distanced, the best place to eat and drink is outside of the classroom.
- Classroom Expectations:
 - Classroom cleaning: Instructors should remind students of their responsibility to assist with cleaning the classroom in accordance with University policy.
 - Physical distancing: Instructors should remind students that physical distancing should be practiced at all times during class, including when students are congregating before class and entering/exiting the classroom.
 - Group work: Instructors should design ways to facilitate group work that do not involve students breaking physical distancing guidelines. Group work should also avoid re-arranging furniture, as furniture will be spaced to promote physical distancing.
- Transition to Fully Online Teaching:

- Instructors of hyflex courses should specify a plan for how the course will transition to an online format, if necessary.

Examples

Student Health

Students are expected to follow all WashU guidelines related to health and safety. Remember that this is a hyflex course, so you may choose to attend the course online at any time. You should attend online if you have any symptoms of coronavirus, are feeling ill, think you may have been in contact with someone who may have coronavirus, or if you would simply prefer to learn online for a particular class session or for the semester. Students who choose to attend class in-person must complete the daily coronavirus screenings and other WashU policies for attending in-person classes.

Face Covering Expectations

Students are required to wear an approved face covering at all times during class. You may not remove your face covering at any time during class. Eating and drinking is prohibited in class for this reason. If you need to eat or drink during class, you may exit the classroom and eat or drink outside. Please help keep everyone safe by following this policy. Violations of the WashU face covering policy will be reported to the administration immediately.

Classroom Expectations

Please remember that health and safety expectations extend to our classroom. You are expected to maintain physical distancing at all times, including before class, when entering and exiting the classroom, and during group work. We all need to help keep our classrooms clean. Plan to assist by following my instructions for cleaning the classroom before and/or after each in-person class session.

Transition to Fully Online Teaching

At some point during the semester, it may be necessary for the entire course to transition to fully online teaching either permanently or temporarily. These situations include, but are not limited to: instructor illness and university, state, or local guidelines. I ask for your flexibility and cooperation if any situation arises. As soon as possible, I will communicate via Canvas and e-mail about the change to fully online teaching. At that point, I will make you aware of the plan going forward. To accommodate this transition, the class session immediately following my e-mail will be cancelled in order for students who were attending the class in-person to familiarize themselves with the online course environment. Other details will be communicated with you at the time the change to fully online teaching is made.

Logistics of Hyflex Teaching

Considerations

- Health and safety policies:
 - When choosing a face covering, consider accessibility and accommodations. You may wish to or need to use a face covering that is transparent or clear in order for students to read lips. Also consider how sound travels from the face covering, as it may be difficult for everyone to hear each other when wearing their face covering and physically distanced.
 - In general, instructors should not adjudicate disputes over any University policies related to health and safety with students in class.
 - Instead, instructors should develop a plan to deal with the immediate situation should an issue arise and then follow University policy after the situation has ended.
 - A potential plan would include:
 - Asking the student(s) violating University policies to correct their behavior (e.g., put on a mask, maintain physical distancing).
 - Providing the student(s) violating the face covering requirement with a face covering if they have forgotten theirs.
 - Asking the student(s) violating University policies to leave the classroom.
 - If the student(s) refuse to leave, dismissing class for that particular class session.
 - Reporting any students violating University policies immediately. The logical place to report would be the Dean of Students Office, but the University may provide specific guidelines.
 - If there is an emergency situation that cannot be resolved by dismissing class, call WUPD.
- Hyflex set-up:
 - Instructors should always set-up and activate the online synchronous component of their course during every in-person class session, even if students typically all attend in-person. Activating the online synchronous component will allow students who suddenly need to access the course in an online format to fully participate.
 - Consider how interaction will work between students in-person and online. For example, you could ask one of the students attending in-person to monitor the online chat in order to alert you to questions coming from online students.
 - Evaluate your teaching methods based on the technology you are using to livestream the course. For example, if you are just using a laptop with a camera, then students participating online will only be able to see whatever you point the laptop camera at. In general, share whatever material you plan on presenting in class (including what you plan to write on the blackboard) with all students, as those students participating online may not be able to see or read writing or presentations.
- Classroom movement:

- It is difficult to move around a classroom while remaining physically distant, so instructors and students should try to limit movement (even though moving around is a good pedagogical technique in general).
- Handouts:
 - Consider avoiding the use of handouts in order to maintain physical distancing and to not spread coronavirus through contact with objects. This includes handing out quizzes, exams, and other assignments.
 - Instructors may wish to post handouts online in order to allow for students to access them and to provide accommodations for students who are vision impaired.

Technology

- Classrooms are being outfitted with various technologies to facilitate hyflex teaching, so the appropriate technology to use will depend on what is available.
 - Check the technology available in your assigned classroom as soon as the classroom is assigned to you and develop a plan for how you will manage hyflex teaching at that point.
 - All classrooms contain a desktop computer and a projector. In the most basic set-up, the instructor would start a Zoom meeting on the desktop computer, project the meeting on the projector, and present content on the desktop computer using the share screen function. Note that it will be difficult (perhaps impossible) for students to see the blackboard or the instructor in this situation, so you would need to write notes on the computer (perhaps using Google Drive).
 - Instructors with a tablet can join the Zoom meeting on the desktop and their tablet, project the desktop image, share their tablet screen, and write on the tablet. This option allows instructors to write so that all students can see, but it will still be difficult for students to see the blackboard or the instructor. The instructor may be able to turn on their camera on their tablet.
- Plan to establish a back-up method for providing online class access if the main method you are using fails. Bringing a laptop with a camera and power cord to each in-person class session is likely a sufficient back-up method for most small in-person courses. You can plug the laptop into the projector to broadcast the students attending online to the students attending in-person.
- There may be an undergraduate student worker assigned to help with either your classroom or your course to facilitate technology. Their duties could include setting up the technology and monitoring the students participating remotely. This will be helpful for instructors, but the best strategy is to adopt and rely on technology that you are comfortable with operating assuming that technical support is not immediately available.

Question and Answer

Graduate Student AIs

Audience: Instructors who have Assistants in Instruction (AIs) assigned to their course.

AI Perspective

The transition to online learning has been difficult for many AIs. A substantial proportion of AIs are still taking classes, so they have had to quickly adapt to this new learning environment. Aside from classes, AIs (and graduate students in general) rely heavily on in person meetings and communication with peers and their faculty mentors. Peer interactions are frequently where AIs are able to discuss ongoing issues in the courses that they are assisting with and to get advice from other graduate students about how to handle pedagogical decisions. Many of the opportunities that AIs have to work with faculty on a course or to discuss questions occur in the period just before or just after class. Quick check-ins with instructors and other graduate students help keep AIs on track and may reduce the need for frequent e-mail communication or scheduled meetings.

Working with AIs

Communication

Communication with AIs is even more important in an online course environment, as AIs have lost the ability to communicate informally with instructors and other graduate students. Because the online course environment is new, AIs are also likely to have many more questions about their role in helping to facilitate a particular course.

- Collaborate to define the AIs course responsibilities before the semester starts and to be sure that the AI is comfortable executing these responsibilities.
- Consider establishing weekly synchronous meetings with AIs to discuss course content. These meetings can follow a set format that reviews AI progress in the previous week, sets expectations for the following week, and addresses AI questions.
- In addition to weekly synchronous meetings, AIs may have quick questions throughout the week. Establish some way to facilitate answering these questions. Options include e-mail, Slack/Teams, or chatting before class.
- For health and safety reasons, AIs may wish to or be required to perform their duties in an online-only format and not to meet with the instructor or students in-person, regardless of the location of the meeting.

Expertise

- AIs may be unfamiliar with many of the technological tools frequently used in online learning.
- AIs may not be equipped with pedagogical or content knowledge to develop synchronous or asynchronous parts of the course without assistance from the instructor.
- AIs may not have taken on the role of monitoring online student engagement before. AIs may be uncomfortable or not have experience with reaching out to students who are not attending class or turning in work, as this problem is exacerbated in online courses.

- Consider providing ways to give frequent feedback to your AI.

Classroom Management

- Consider coordinating tasks between the instructor and the AI so that policies are consistently described and enforced. This may involve explicitly assigning either the instructor or the AI to handle certain kinds of requests like late work, absences, re-grades, exam administration, and accommodations.
- Think carefully about how you want grading to be handled. For example, if the AI provides grades and comments in Canvas, then the comments are labeled as coming from the AI's account. Consider establishing a system where the AI provides preliminary advice and the instructor determines the final grades and posts comments.
- Will AIs be responsible for attending any synchronous online sessions? What will their role be? In these sessions, AIs could attend and take notes, provide closed captioning or notetaking resources, monitor the chat, or instruct the class. Consider making your AI an "alternative host" of your Zoom meetings.

Contact List

Function	Link	Description
A&S Communications	Click here	Communications for A&S instructors
A&S Instructional Planning Task Force	Click here	Policies developed about coronavirus for A&S instructors
A&S Canvas Support	Click here	A&S Canvas
Seigle Video Recording	Click here	Set-up video recording session in Seigle
CTL Consultations	Click here	Talk to staff at the Center for Teaching and Learning
Coronavirus Policies	Click here	University coronavirus plan
CTL Classroom Support	Click here	Physical (pooled) classroom technology support
A&S Technical Support	Click here	A&S technology support
A&S Coronavirus Questions	Click here	A&S instructional questions
WashU IT Help Desk	Click here	General technical support
University Registrar	Click here	To get students added to a Canvas page, they must be enrolled