Online/Remote Instruction Resources

This document provides an introduction to resources available to instructors at the University of Washington wishing to teach or give exams online. The information is divided into three sections:

A. Technology options. A brief introduction to the Canvas Learning Management system (online course management and delivery); use of Zoom Teleconferencing (delivery of online courses); and Panopto recording (recording of lectures and presentations)

B. Options for online delivery of exams. Advice for setting exams online. Includes information on how Canvas might be used for timed exams.

C. Grading. Latest policies on submitting grades for WINTER quarter. Includes information on converting a graded class to CR/NC.

General advice for the current (remote only) teaching situation:

Teaching and grading during the coronavirus outbreak:
https://www.washington.edu/teaching/topics/teaching-and-learning-when-classes-cant-meet/

How to “Prepare for when classes can’t meet”
https://itconnect.uw.edu/learn/prepare/

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A. Technology Options:

1. Student access to technology:
   In theory, all students should be able to check out a laptop from the Student Technology Loan Program:
   https://itconnect.uw.edu/service/student-technology-loan-program/
   However, it is not clear if they have the resources for a sudden surge in requests.

2. Canvas Learning Management System:
   **Best use:** Communicate effectively with students, students can turn in assignments, take quizzes, and access course resources (documents, powerpoints, other files).
   **Who:** All students/faculty/TAs in a specific course can have access. Additional people can be added - we strongly recommend adding a backup person such as the
Chair/Director of the responsible unit, with full capability to edit the site in case the instructor suddenly cannot teach. Please see your unit’s COVID-19 instructional policy. **Why recommended:** Widely used across campus so students are familiar, extensive support, course management made easy.

**Resources recommended:**
- Help for instructors: https://itconnect.uw.edu/learn/tools/canvas/canvas-help-for-instructors/
- Assignments & grading: https://itconnect.uw.edu/learn/tools/canvas/canvas-help-for-instructors/assignments-grading/
- Creating and managing quizzes in Canvas: https://community.canvaslms.com/docs/DOC-12949
- What options can I set in a quiz: https://community.canvaslms.com/docs/DOC-10152-415241475

3. **ZoomPro:**
**Best use:** video instruction, group meetings, live student presentations
**Who:** All students/staff/faculty have access
**Why recommended:**
- FERPA compliant
- Meetings can be hours long
- Recording capability
- Meetings with up to 300 participants

Teaching resources created for the Foster School to **help instructors new to Zoom**
**quickly overcome common pitfalls:**
- [Scheduling A Recurring Class Session In Zoom (4:45)](https://support.zoom.us/hc/en-us/articles/115005759423-Managing-participants-in-a-meeting).

Additional resources from IT connect. All of your ZoomPro questions can be answered here:
https://itconnect.uw.edu/connect/phones/conferencing/zoom-video-conferencing/uw-zoom-faq/#free

**Specific instructional uses in ZoomPro (many of these tools mimic in-class activities):**
Polling -
https://support.zoom.us/hc/en-us/articles/213756303-Polling-for-Meetings

4. Panopto:
   **Best use:** Record videos from courses, lectures, and presentations. As a cloud-enabled service, Panopto is designed to simplify the capture process.
   **Who:** All students/staff/faculty have access
   **Why recommended:**
   - Record video lectures/presentations from instructors
   - Record presentations (e.g., labs, final project presentations, etc.) from students
   - Recordings in Panopto are viewable on most Web browsers and mobile devices, and videos can be automatically uploaded to canvas (https://itconnect.uw.edu/learn/tools/panopto/share-recordings/)
   - Recording in Panopto can be downloaded as an mp4 -- once downloaded, students do not require access to the internet.
   - Recording in Panopto can be closed captioned.
   **Resources recommended:** https://itconnect.uw.edu/learn/tools/panopto

B. Exam options:

1. **Instructions on how to set up an exam in Canvas:**
   - For any question format, select “Quiz Type” as “Graded Quiz.”
   - If multiple-choice format, select “Shuffle Answers.”
   - Schedule the quiz to only be available during the scheduled exam time. You can also set a “Time Limit” (see suggestion for timed exams, below).
   - If you expect students to work independently:
     1. Set quiz to only “Show one question at a time” and “Lock questions after answering” if you want to limit the ability of students working together. If this option is selected, students cannot skip questions and go back.
     2. Make "Groups" of like questions and have Canvas select a subset (you can set the number) of those questions for each student. This will decrease the likelihood that students who may be working together get the same question within the exam.
   - An exam can also take the format of a document that students download, complete, and upload within a specific period.

2. **Tips for giving online exams:**
   - Consider whether it is reasonable that all students in your class have access to the internet and a computer during the exam (see Technology above for student access to laptops).
If you elect to give a final exam online, realize and acknowledge to the students that it has become an open book exam, with access to notes, internet, etc. You should assume that students may be working in groups, and that there is the possibility that another student could be taking the exam for a student registered in the class.

There are benefits to students working together. If you are comfortable with students working in groups, you should clearly state this, because students who do not work in groups will be at a disadvantage. You will have to consider this aspect when assigning grades.

One very effective tactic to addressing these concerns is to set a time limit on the online exam. A well designed exam reduces collaboration, because students spend much of their time focused on the questions themselves (we have used this tactic effectively in large introductory classes).

Design a timed exam that requires thought and application. For example, ask students to interpret results, to extrapolate, and to apply their learning. Short answer format and essays are particularly effective in eliciting original responses from students. Students can also be asked to interpret graphs or figures and apply their interpretation to content that has been addressed in class.

Make sure students are aware of the type of answers that they will be required to provide in the exam. For example, if you ask them to draw or sketch in the exam, be sure that you share with them a tutorial on how to do that on a Word document before the exam. Consider providing a “practice” set of questions online before the exam, so that students have the chance to get used to the technology.

Consider setting the timed exam during the period when the students would have taken the exam in person, during exam week. Scheduling it earlier might create conflict with other classes.

Make allowances for students who would take exams with DRS -- you have access to the extra time each student is granted at the DRS. (To get this information, go to disability.uw.edu > instructor login to my DRS>continue to view students accommodation> View. This will take you to the accommodation letter for each individual student).

Do not rely on Zoom to proctor exams because you can’t really see what the students are doing.

Consider using the plagiarism detection software within Canvas, and be transparent with the students. Let them know to what extent you will rely on it.

C. GRADING:

The central resource for grading is contained in the Office of the University Registrar COVID-19 FAQs:

https://registrar.washington.edu/2020/03/06/registrar-covid-19-faqs/
To see grading options, scroll down to “Faculty FAQs.”
● All Winter quarter 2020 students must receive either numeric or CR/NC grades.
● Incomplete (I) and missing (X) entries **will not be allowed** due to concerns that should any undergraduate student receive multiple such grades, their financial aid will fall through for Spring quarter. Please note that this is a special circumstance, as the potential for multiple Xs is high given the current COVID-19 situation. The UW is essentially operating out of an abundance of caution.
● Because students may be late in turning in assignments due to health concerns, instructors have three options:
   1. Allow students leeway to turn in assignments and otherwise complete course requirements so that the instructor can turn in ALL numeric grades by 24 March 2020. This is a hard deadline.
   2. Grade students numerically on work turned in to date at the end of the quarter, even if assignments or exams are missing, or some students have turned in more work than others.
   3. Convert the course (ALL students) to CR/NC. This option **must be cleared with unit leadership** to ensure major and graduation requirements are met. In this case, the Registrar's Office has constructed an on-line form at: https://apps.registrar.washington.edu/forms_faculty/request-cr-nc-grading/ to allow faculty to automatically notify us that they need to change to CR/NC grading. UWIT is in the process of adding links to that page in GradePage and MyUW.
● Note that any numeric grade can be subsequently changed (up, or down) should late work come in after the 24 March deadline.