



Moving to Virtual Alternative Teaching: Practical Recommendations and Advice from CHSS Faculty



College of Humanities and Social Sciences

March 17, 2020

Agenda

1. Introduction of the panelists
2. Short presentation of current Mason status and expectations for virtual alternative teaching
3. Panelists
4. Resources for online teaching
5. Q&A

CHSS Faculty Panelists

Panelists:

- Jessica Matthews, English
- David Miller, Communication
- Justin Ramsdell, Psychology
- Esperanza Roman-Mendoza, Modern and Classical Languages (on Twitter: [@eromanme](https://twitter.com/eromanme))

*Representatives from The Stearns Center and ITS available during Q&A.

Current Status

- Spring Break has been extended through Friday, March 20. **Do not start your coursework early.**
- Most classes are on a **15-week instructional calendar**, including classes that are already online. Online instruction will continue for the remainder of the semester.
- Online classes that are already on an **eight-week instructional calendar** will begin Monday, March 16.
- The academic calendar will be extended by **one week**; exams will be held May 13-20.
- Faculty who create “traditional works” in support of Mason online instruction during the 2020 spring semester **will hold ownership** in that work.

Common Mason Tools (FERPA and ADA compliant)

Tools	Category
Blackboard	Course Management System
<ul style="list-style-type: none">• Announcements• Content presentation• Discussion forums• Assignments & Assessments• Journals• Polls, surveys, tests• Calendar• <i>Blog, wiki</i>	
Blackboard Collaborate Ultra	Real-time videoconferencing
Kaltura	Screen and webcam recording
PBWorks	Wiki platform
WebEx	Real-time videoconferencing
OneDrive	(Collaborative) MS Office Tools
Qualtrics	Surveys

The background features a network of silhouettes of human heads in profile, facing right, connected by dashed lines. Various icons are scattered throughout, including gears, lightbulbs, speech bubbles, arrows, and symbols like '@' and a question mark. The color palette is primarily dark blue and teal, with accents of yellow and orange. A solid red horizontal bar is located in the top left corner.

FREQUENT COMMUNICATION AND CONTACT

REGULAR COMMUNICATION
WITH YOUR STUDENTS
IS ESSENTIAL

HAVE EMPATHY FOR YOUR STUDENTS

- We feel anxious, but so do our students. Many of them will wake up on March 23 and start taking their four or five f2f courses online, and this will create chaos in their already busy lives.
- *Pay careful attention to your graduate teaching assistants.* They will be transitioning the courses they teach to fully online AND taking all their f2f graduate courses online.



WHAT TO COMMUNICATE

What is the most essential information to communicate to your students now?

TECH SURVEY

- Before you make major course design decisions, survey your students to see what technology they have:
 - At a minimum, ask students if they have a high-speed Internet connection and a computer with audio/video and a microphone *at home*.
 - Ask students if they have a [browser compliant with Blackboard](#). If they don't, they can get one.
- Use the “survey” tool in Blackboard, or any other polling/survey platform such as [Qualtrics](#)*, [Survey Monkey](#), [Doodle](#), etc., to conduct your survey.

*Mason has a site license for Qualtrics.

WHAT TO COMMUNICATE

- **NEW COURSE INFORMATION:** Clearly communicate what you are changing and how students can find it.
 - Revise the course schedule portion of your syllabus and share it with students.
 - If you eliminate or revise a major assignment or redistribute grade weight, communicate that clearly, *in writing*, in your course and announce it to students.
 - Emphasize new due dates for work. Send students reminders about pending deadlines for major assignments.
- **HOLD VIRTUAL OFFICE HOURS:** Each week, consider holding two office hours: one hour during a specific day and one hour on a specific night. Make clear to students how they can meet with you.

WHAT TO COMMUNICATE

- **FEEDBACK ON STUDENT WORK:** Providing students with prompt feedback earns their respect and gives you more ways to communicate. Feedback *does not have to be tailored to each individual student.*
- **MAKE IT EASY FOR STUDENTS TO ASK QUESTIONS:** Consider adding an "Ask a Question" topic to your discussion forum. Put it at the top. Subscribe to it so that you get notified if a student asks a question. *Encourage other students in the class to answer questions.*
- **CONTACT INFO:** Place your [contact information in Blackboard](#) where it will be easy for students to find.



HOW TO COMMUNICATE

What are the essential tools for communicating with your students?

HOW TO COMMUNICATE

- **ANNOUNCEMENTS and EMAIL**: Start early to establish a regular tempo of course announcements. Weekly announcements are essential; mid-week ones as well if you find them useful.
 - Try to avoid third-party communication tools (Slack, etc.) in order to avoid FERPA violations. Use Mason email to communicate with students.
 - Select “Email a copy of this announcement immediately” to push the announcement to the student’s Masonlive email address.
- **VIRTUAL OFFICE HOURS**: Blackboard Collaborate Ultra works well because students can easily find the session. WebEx, Zoom, and Skype work well, too. If you are concerned about students with poor bandwidth, go HERE for other meeting options.

HOW TO COMMUNICATE

- **DOCUMENT DESIGN CAN MAKE A BIG DIFFERENCE:** People read differently online and tend to scan and browse, so keep written instructions concise.
- Use bullet points and **bold font** to direct students' attention to key aspects of your content, especially due dates.
- Try to have more white space in your instructions.
- Run an accessibility check on Word documents.

HOW TO COMMUNICATE

- **FEEDBACK:** Creating [rubrics in Blackboard](#) can help make the feedback process easier and more efficient.
- Go [HERE](#) for additional strategies for providing feedback.
- *Be careful when introducing new feedback strategies so that you don't get overwhelmed.*

PRACTICE COMMUNICATION SELF-CARE

- Prompt and clear communication is essential, but it does not have to be 24/7. Set boundaries around when you will respond to students.
- Now that we will be teaching online for the remainder of the semester, you may be building content while communicating with students. *This is a labor-intensive process.*
- **Fence off days for grading. Stick to it. Turn off your email/messaging during those times.**

Content Organization

Organize course content intuitively

- The design and sequence of content and learning activities in both realms should be methodical, systematic, and purposeful.
- Discouraged and/or irritated students are less likely to learn.
- When students use a lot of cognitive resources just trying to figure out where to go to access readings, videos, discussions, or quizzes, they have little mental energy left for the content itself.

Content Organization

Synchronous vs. Asynchronous

- Collaborate Ultra, WebEx or third-party tools?





Content Organization

- Scaffolding an assignment or a lesson
 - Can be used anytime during a course or even within learning modules
 - Direct correlation to designing rubrics and learning objectives so that students see what the **outcome is first. Provide examples. Show them the end-product.**

Content Organization

Organize content or lesson plans into folders that can be broken down further into weekly modules that are clearly labeled and even dated.



The screenshot shows a course page with a sidebar menu on the left and a main content area on the right. The sidebar menu is organized into several sections: Course Information, Course Content, Engagement, and Course Resources. A red arrow points to the 'Course Content' section, with the text 'Organize your menu' next to it. The main content area features a large image of a person in a red hoodie carrying a red bag, standing in front of a yellow banner that reads 'ENVIRONMENTAL HEALTH HAZARD PELIGRO AMBIENTAL PARA LA SALUD'. Below the image is the title 'The Gig Economy Has Never Been Tested by a Pandemic' and a sub-headline 'Companies such as Uber and Instacart have transformed the urban experience, but would they hold up if the coronavirus spread across America?'. The article is attributed to Alexis Madrigal, The Atlantic, February 28, 2020. At the bottom of the main content area, the text 'Week 8: Multimedia' is displayed in red. The sidebar menu includes the following items: COMM-361-DL1 Online Journalism (Spring 2020), Home Page, Course Information, Syllabus and textbook info, Meet your Instructor, Meet My Classmates, How to take this course, Course Content, Weekly Course Modules, Semester Project: Economics, Engagement, Ask Professor, Course Calendar, Discussion Board, Journals, Virtual Office (Collaborate Ultra), Feedback Box, Course Resources, COMM 361 Infoguide, COMM Research Infoguide, and Library Subject Guide.

Content Organization

Organize content or lesson plans into folders that can be broken down further into weekly modules that are clearly labeled and even dated.

- Strike a balance between scrolling and clicking. Students should be able to access content, assessments, and learning activities without constantly clicking more and more links.
- Within weekly modules, use the scaffolding method of sectioning off things such as "what to read", "what to watch", "reflect" and "apply"

The image shows a screenshot of a course management system interface. On the left, a sidebar titled "Weekly Modules" contains three items: "MODULE 1: Course Introduction" (January 22 - 28), "MODULE 2: Media in Context" (January 29 - February 4), and "MODULE 3: The Role of the Critic" (February 5 - 11). A red oval highlights the "MODULE 2" entry. The main content area on the right displays "Chapter 1 Learning Objectives" with a list of six points. Below this is "What to Read: Chapter 1 (eBook)" with a link to the eBook and supplementary readings. Further down is "Prezi Presentation: Chapter 1" and "What to Watch (Optional Viewing)" with a video player showing a poll about Facebook's scandal.

Content Organization

TIP: Minimize the number of clicks students need to make to take them to a place you want them to go.

- **Prioritize assigned readings separate from supplementary readings or viewings.**
- **For multimedia, embed into the weekly module rather than linking.**



What to Watch: Writing Tips from a Critic



Content Organization

Summary:

Strive for a course organization that is clear, methodical, and intuitive.

Help students move through content and activities smoothly and seamlessly, so that their attention remains focused on learning the material.

If they have to click out of a module and into another folder to watch a required video, that can be distracting — or frustrating if it's hard to find.

Student Engagement and Participation

Two Important Points

Online education is not
the same as your on-
campus classroom

When educating
online, keep things
short and frequent



On campus teaching feels dynamic, there is feedback.

When it works, everyone is in sync.

Student Engagement
and Participation

Point #1
You do not need to recreate your face-to-face classroom online.



The online
environment is
different.

It's asynchronous.

Student Engagement
and Participation

Point #1

You do not need to recreate your face-to-face
classroom online.

Asynchronous does not mean boring or isolated...

Be a Curator

Professionally made and edited videos are available.

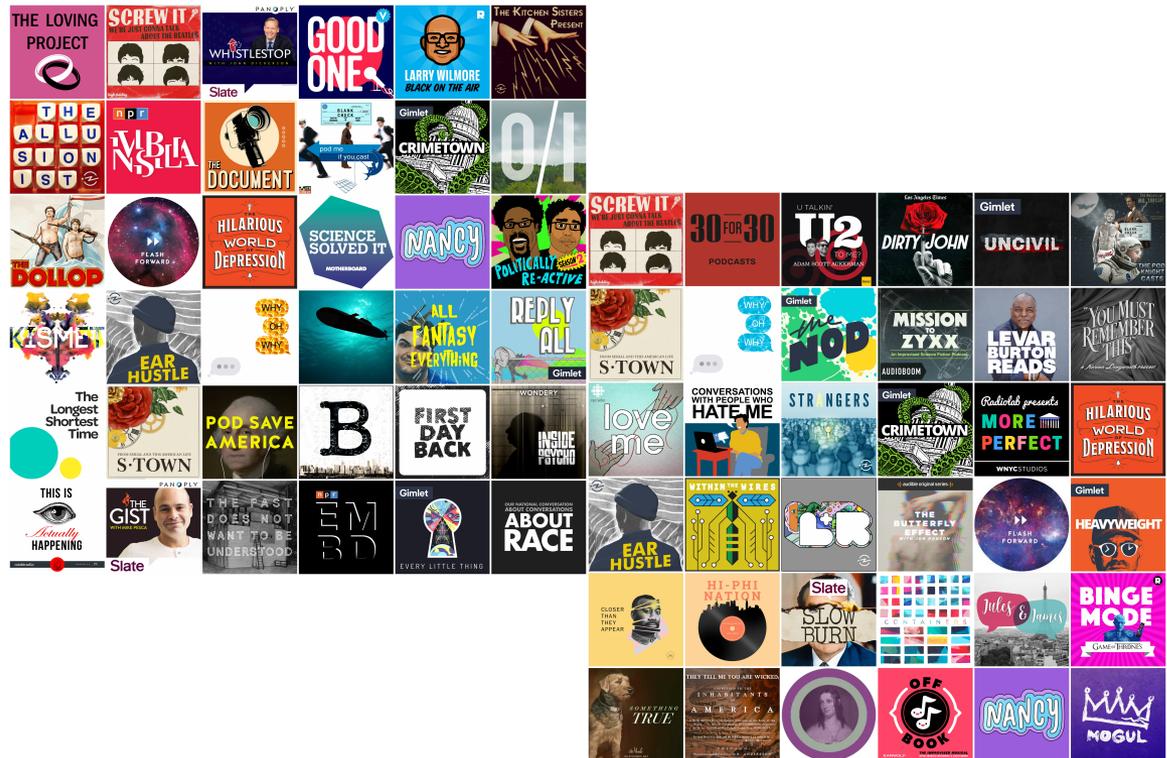


Asynchronous does not mean boring or isolated...

Be a Curator

It's not just videos...
award winning podcasts
are also out there.

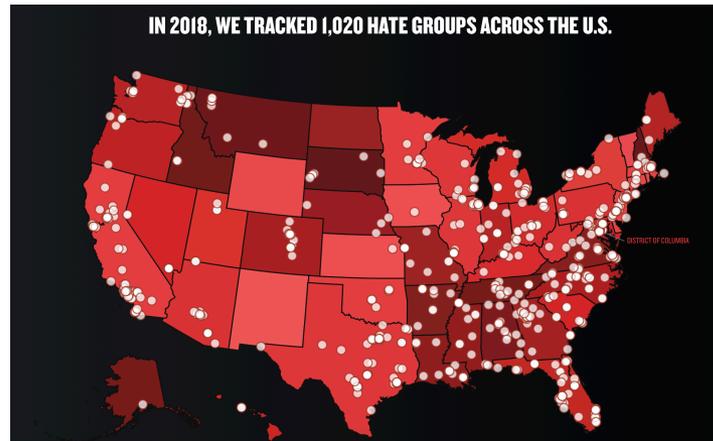
There are wonderful
topics available in places
you may not expect.
Don't be afraid to search
the podcast applications
for topics.



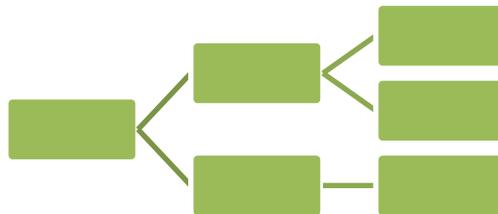
Asynchronous does not mean boring or isolated...

Be a Curator

The same is true for websites that provide a deep look into specific topics.

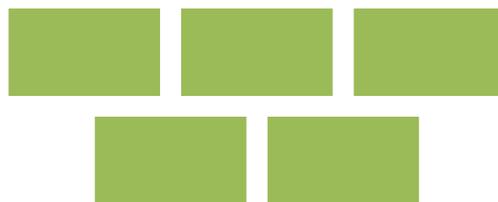


This breaks down concepts into smaller (more manageable) tasks.



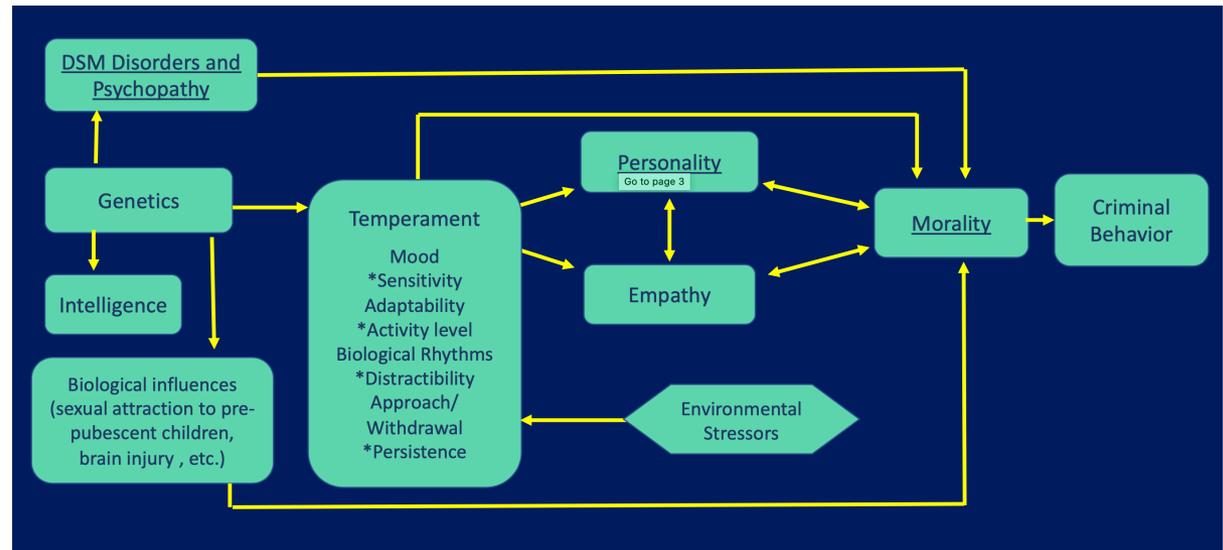
Students thrive online with more contact and shorter, more frequent (and shorter) tasks.

This also provides more opportunities for feedback and grading (decreasing anxiety).



Frequent assignments does not mean hours spent grading...

Have students "map" concepts.



Frequent assignments does not mean hours spent grading...

Create a concept "scavenger hunt"

Movie Mogul Weinstein Paid Off Harassment Cases for Years

By JOEL KANTOR and MEGAN TWOHEY 9 minutes ago

- An investigation by The New York Times found previously undisclosed allegations against the Hollywood producer Harvey Weinstein.
- Over nearly three decades, Mr. Weinstein has reached at least eight settlements with women, The Times found.



Harvey Weinstein, whose films have helped define American culture, apologized for behavior that he said "has caused a lot of pain."

Jean Baptiste LaCroux/Agence France Presse — Getty Images

• Harassment Accusations: Reaction and Roundup

Harvey Weinstein found guilty of rape but acquitted of top criminal charges



Frequent assignments does not mean hours spent grading...

Create "wiki" assignments

Edit Wiki Page

* Indicates a required field.

WIKI PAGE CONTENT

* Name

Module 3: Desirable/Undesir.

Content



Please watch this tutorial which helps you work successfully: [Creating and Editing a Wiki Page](#)

- To participate in this activity, click on your signed-up group on the right.
- Click on Edit Wiki Content.
- Add the required information to the wiki page and don't forget to hit Submit when you are done.
- If needed, add additional summarizers.

Keep in Mind: When you are editing a wiki page, it is locked to prevent others from editing the same page at the same time.

Frequent assignments does not mean hours spent grading...

Create peer-graded assignments

- Course Management
 - Control Panel
 - Content Collection
 - Course Tools
 - Achievements
 - Announcements
 - Attendance
 - Blackboard Collaborate Ultra
 - Blogs
 - Contacts
 - Course Calendar
 - Course Messages
 - Course Portfolios
 - Date Management
 - Discussion Board
 - Goal Performance
 - Goals
 - Journals
 - Media Gallery
 - Photo Roster
 - Respondus LockDown Browser
 - Rubrics
 - SafeAssign
 - Self and Peer Assessment
 - Send Email
 - Tasks
 - Tests, Surveys, and Pools
 - Wikis



Points	2	3	4	5	Total
Submitted paper on time - (If student graded this is an automatic 5)	Submitted paper 5 or more days late	Submitted paper 2-4 days late	Submitted paper 1 day late	Submitted paper on time.	
Peer Grading - (If student graded this is an automatic 5)	Was not able to participate in peer grading	Participated in peer grading but appears to have paid little attention to the papers being graded	Participated in peer grading but appears to have made several questionable decisions with respect to applying the rubric	Participated in peer grading	
Used the proper format	Did not use the proper format at all	Used the proper format but left in highlighted text from the current assignment and did not have the proper reason for referral.	Used the proper format but EITHER left in highlighted text from the current assignment OR did not have the proper reason for referral	The proper format was used and followed including the proper reason for referral	

... and grading is not the only way to assess
student learning

Assignments and Assessment

Modalities

- Online discussions [[BB Assignment](#), PBWorks]
- Open book assignments & exams [BB Assignment, [BB Assessment](#)]
- Online quizzes (can be taken more than once) [BB Assessment [Respondus Test Creator](#)]
- Timed exams [BB Assessment, [Respondus Test Creator](#)]
- Self-reflections and portfolios [BB Journals, [PBWorks](#), BB Assignment]
- Problem solving [BB Discussion Board]
- (Collaborative) projects [BB Assignment, PBWorks, [OneDrive](#)]
- Oral exams [[BB Collaborate Ultra](#), [Kaltura](#), [Webex](#)]

To Keep in Mind

- Adjust expectations and requirements in syllabus.
- Introduce assessment techniques suitable for your course & student learning
- [BB Grade Center](#).
- Develop [rubrics](#). Ask students for input.
- Issues with [Respondus LockDown Browser & Monitor](#) (privacy, anxiety...)

Examples

Check comprehension and retention (content delivered via video recorded lectures, readings, etc.)



- BB Assignments
 - Open book exams
- BB Assessments (tests, polls, etc)
 - *Respondus Test Creator*
 - Timed quizzes
 - Open book quizzes
- BB Discussions
 - Topics
 - Participation

Examples

Check student
oral proficiency / oral
presentations



Kaltura

BB Collaborate Ultra

WebEx

Examples

Other assessment techniques



(Collaborative) Projects

Problem solving

Portfolios, journals, self-reflection

Self-assessment



PB Works

OneDrive

BB Journals

Examples

Collaborative projects

Pais	Enlace a la Constitución	Qué nombre aparece	Español/castellano lengua oficial	Otras lenguas oficiales (copia el texto)	Otros aspectos interesantes
Argentina	https://www.oas.org/dil/esp/Constitucion_de_la_Nacion_Argentina.pdf	nada	no se dice nada		
Bolivia	https://www.oas.org/dil/esp/Constitucion_Bolivia.pdf	castellano	si	Son idiomas oficiales del Estado el castellano y todos los idiomas de las naciones y pueblos indígena originario campesinos, que son el aymara, araona, baure, bésiro, canichana, cavinéño, cayubaba, chácobo, chimán, ese eja, guaraní, guarasú'we, guarayú, itonama, leco, machajuyai-kallawayá, machineri, maropa, mojeño-trinitario, mojeño-ignaciano, moré, mosetén, movima, pacavara, puquina, quechua, siriono, tacana, tapiete, toromona, uru-chipaya, weenhayek, yaminawa, yuki, yuracaré y zamuco.	
Chile	http://www.oas.org/juridico/spanish/chi_res72.pdf	nada	no se dice nada		Deberán adoptarse disposiciones para preservar las lenguas indígenas de los pueblos interesados y promover el desarrollo y la práctica de las mismas.
Colombia	http://pdba.georgetown.edu/Parties/CostaRica/Leyes/constitucion.pdf	castellano	si	El castellano es el idioma oficial de Colombia. Las lenguas y dialectos de los grupos étnicos son también oficiales en sus territorios. La enseñanza que se imparta en las comunidades con tradiciones lingüísticas propias será bilingüe.	
Costa Rica	http://pdba.georgetown.edu/Parties/CostaRica/Leyes/constitucion.pdf	español	si		

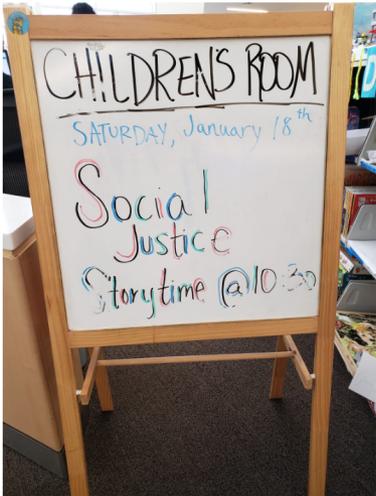
[Collaborative project on OneDrive](#)

☆ SPAN 335: Spanish for Social Justice

last edited by  Esperanza Roman 1 month, 3 weeks ago

 Page history

PB Works



Esta es la wiki para SPAN 335 de la primavera de 2020.

¿Por qué una wiki?

Utilizaremos este espacio para los diarios y para realizar cualquier actividad que requiera la colaboración de varias personas y el uso de audiovisuales. Cada uno de los participantes en esta clase tiene un espacio personal para los [diarios](#). Además, hay una sección para [actividades](#) y para publicar [el plan de cada clase](#). Los recordatorios sobre las tareas se enviarán también por Blackboard.

¿Cómo usar esta wiki?

Existen varios tutoriales para aprender cómo editar y guardar la información que se publica en una wiki. En la página de GMU pueden encontrar algunas [instrucciones de tipo general](#) y en [este enlace](#), las instrucciones para editar páginas. No necesitan crear ninguna wiki, solo escribir en el espacio que se les ha asignado dentro de esta wiki.

Y para contactar conmigo ya saben que pueden enviarme un email a eromanme@gmu.edu o concertar una cita en

mi oficina, Aquia 329 o por Blackboard Collaborate.

Diario 1:

La pregunta es: ¿Cómo te def
¿Qué dicen sobre tu identidad?

Esta pregunta es poco difícil para mí. Yo hablo inglés cada día en la universidad, con mis amigos y también la mayoría del tiempo con mis padres. A veces no estoy segura si puedo decir con certidumbre que hablo español. Claro que lo entiendo, pero cuando estoy hablando con mis primos, me siento avergonzada especialmente después de un rato sin verlos. Por el otro lado, la lengua que me encanta más escuchar es el español. Me recuerda a los programas que veía cuando era chiquita y a los libros y amigos de la primaria. Me recuerda a familia, y a lo que no tenía pero lo que siempre anhelaba sentir. Cuando lo oigo, en cualquier forma, me consuela. Últimamente, he estado hablando los dos, español e inglés por teléfono con mi hermano pero todavía se siente extraño. Por el contrario, se siente raro hablar en inglés con mis tías porque ellas siempre han querido que les responda así. Creo que esto demuestra cómo me siento atrapada en el medio de dos formas de hablar y cuando estoy hablando sola o sin expectativas, la persona que soy puede encontrarse y expresarse más.

Además, las palabras que escucho de mi familia a veces me suenan raras. Una vez mi tío me preguntó, "¿estás amañada?" Desde ese momento, aprendí que para él, estar amañada significa estar contenta. También mi tía usa la palabra "pamplumosa" en vez de "toronja". A la misma vez cuando mis amigos dicen "chivo" yo diría "bacano" o "chévere" aunque estoy más expuesta a la manera de que ellos hablan. Además de eso, cuando estuve una vez en la iglesia de mi amiga, ellos cantaron "porque me amastes" y yo pensé "¿no sería amaste?" debido al español "correcto" que me enseñaron en la escuela. Por eso, me identifico como una estadounidense con muchas influencias del español de todas partes.

Diario 2:

Esta parte de La Casa en Mango Street la recuerdo muy bien. En el séptimo grado tuvimos que leer esta parte y escribir sobre el significado de nuestros nombres. Mi maestra me mintió y me dijo que mi nombre significa "la hermosura" y "la gracia". Yo ya sabía la verdad. También, cuando estaba con mi tía María Sara en Arizona, decidí que si tuviera una hija, le daría el nombre Esperanza. Creo que cabe mencionar que ya que mi papá está muy enfermo, quisiera darle un nombre a un hijo para honrarlo. La idea que la narradora tiene sobre su nombre es muy distinta a la mía. Ojalá que pase lo mismo con el mundo y mi nombre.

Navigator

★ Starred Pages and Files

- Actividades
- Alice
- Andrea
- Darlyn
- Datos de contacto

Pages

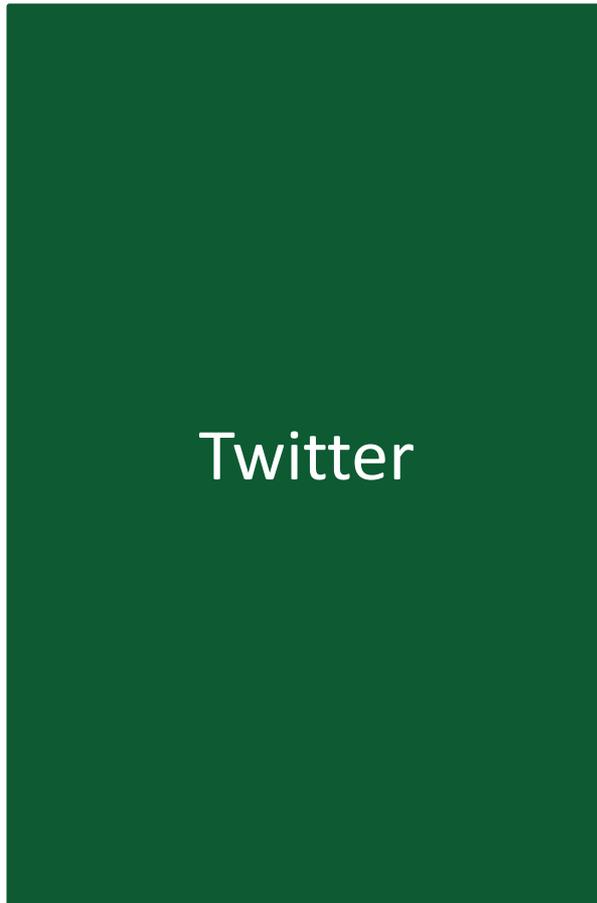
Files

options 

SideBar

[Edit the sidebar](#)

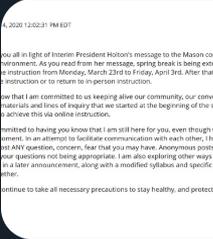
Course hashtags



#socialjustice335

 **Esperanza Román** @eRomanMe 2d

Touching base with my @GeorgeMasonU students and creating channels to build community for #heritagespeakers315 #socialjustice335. Thanks, Prof. Olson at @GeorgeMasonCHSS and @Jessifer for the inspiration. #langchat #CovidCampus #TeletrabajoDocente

ere to support you h
our family first. Our
thing about this clas
ork it out.
ymous posts are all



 **Esperanza Román** @eRomanMe 5d

Yo en su día publicaba mucho en un blog elearningxxi.blogspot.com. Ahora comparto casi todo por aquí (como los materiales para Español y justicia social a través de #socialjustice335. También me encanta dar webinaros (por amor al arte o remuneradas). #ProfesDigitalesSFP



 **Esperanza Román** @eRomanMe 5d

Replying to @patri4x4
Yo antes hacía más actividades en

Final Remarks

- **Students' well-being should be our priority.**
- You need to be viewed as someone who has a plan but also as someone who cares and is flexible.
- Access to technology and high-speed Internet varies across students.
- Keep in mind the needs of all students.
- Less is more.
- Don't recreate your classroom online.
- Asynchronous learning is preferred (but help students develop a study plan and schedule).
- Be online for "office hours".
- Seek student feedback.
- **Don't hesitate to ask for help.**

Support

- **Mason**
 - [Stearns Center](#)
 - Blackboard Readiness – [Moving Courses Online](#)
 - [University Life Resources for Students](#)
 - [Mason's Coronavirus Information](#)
 - Assistive Technologies: [Creating Accesible Instructional Materials](#)
 - [Blackboad Full Manual for Instructors](#)
- **CHSS**
 - Contact person: [Jamie Lester](#)
- **Individual Units and Disciplines**
 - Identify faculty who have taught [online courses](#)
- **Your Students**
 - Ask students to share short videos or posts with successful (and unsuccessful) [online learning strategies](#) and study skills.