TAing Effectively During Campus Disruption: Know Your Options
(A step-by-step guide to available resources)

Teaching Assistant Development Program (TADP)
March 12th, 2020
Objectives

- Learn about resources
  - To ensure smooth conduct of Winter ’20 finals
  - To prepare for Spring ’20 online teaching
  - To run your classes/office hours online
  - To conduct assessments
- Recommendations/suggestions
Winter Finals 2020

If you are proctoring a final exam online (or teaching a class in Spring quarter) you must submit a request for a Zoom Pro account through the service link ASAP.

- servicelink.ucr.edu
  - To submit a request for a Zoom Pro account
  - To submit support ticket
  - https://tadp.ucr.edu/resources/teaching-continuity

Further assistance?

- keepteaching.ucr.edu > Strategies + Tools
  - All the information necessary to set up final exams on iLearn
How to do Finals Online

NOTE: If your final assignment can be submitted via iLearn, the impact will be minimal and you can proceed as planned.

Below are the most common types of final assignments. Click to find iLearn instructions for professors and technology instructions for technology access for students, and be prepared to make accommodations.

1. Keep your original designated time slot for your final (see the schedule here).  
2. Notify students via iLearn of your final week plan.
   - Use the Announcements feature in iLearn to communicate the instructions for your final.
   - (Recommended) Set up a discussion board in iLearn to confirm student receipt of your adjusted finals plan and to answer questions.

For help using iLearn and more, see our schedule of live video training sessions.

Types of Finals

- Essay, Research Paper, Creative Writing
- Presentation, Performance, Demonstration
- Project
- Exam
Preparation for Spring 2020: Things to Consider

- Class size
- Technology access your students will have
- Your own experience with technology
- Course content
- Grading structure of the course and policy

Good news: You already have some of these information!
Options to Facilitate Instruction

- There are two options
  - *Synchronous*: instructors and students gather at the same time and interact in “real time” or “near-real time”
  - *Asynchronous*: instructors prepare course materials for students in advance of students’ access. Students may access the course materials at a time of their choosing
Synchronous Teaching

> **Advantages of Synchronous Teaching**
> 1. Immediate personal engagement between students and instructors
> 2. More responsive exchanges between students and instructors

> **Disadvantages of Synchronous Teaching**
> 1. More challenging to schedule shared times for all students and instructors—*you have your Spring sessions already scheduled*
> 2. Some students may face technical challenges or difficulties if they do not have fast or powerful Wi-Fi networks accessible
Asynchronous Teaching

Advantages of Asynchronous Teaching
- Higher levels of temporal flexibility
- Increased cognitive engagement

Disadvantages of Asynchronous Teaching
- Students may feel less satisfied
- Course material may be misunderstood or have the potential to be misinterpreted without the real-time interaction

Good news: There are several tools and technologies available to accomplish both
Preparation for Spring ’20 Online Teaching

› Talk to your course instructor(s)

› Post your syllabus and required materials on iLearn

› Make announcements about remote continuity plans on iLearn

› Consider what do you normally use your in-class time for

› Go over your course assignments for the coming weeks and think about how you will give feedback on students’ progress

› If you need to form student groups: Use iLearn (Creating a single group, Creating group sets) (for concurrent kinds of groups within a course, i.e., "Research Paper" group set, "Final Project" group set)
Running Your Classes Online

- **Synchronous Teaching:**
  - [UCR Zoom Resources](#) - short tutorials on scheduling a meeting, online discussion and office hours
  - Create Zoom meeting invite links and post them on iLearn (follow your discussion schedule)
    - Use screen share and chat features
  - Record sessions and post them on iLearn

- Alternative web conferencing tools include [Google Hangouts](#) and [Microsoft Teams](#), which is included with Office 365
Running Your Classes Online

Asynchronous Teaching:
- Google Docs, Google Sheets, and Google Slides (collaborative tools available to students)
  - can also be used in parallel to Zoom meetings to take questions/comments from the students

Pre-record lecture videos:
- Zoom (Record a Meeting)
- YouTube (Record & upload a video)
- PowerPoint (Record a slide show with narration and slide timings)
- QuickTime (Record your screen in QuickTime Player on Mac)
Conducting Assessments

iLearn Tests and Quizzes

- Tests, Surveys, and Pools
- Creating Tests and Surveys
- Reading Tests and Survey Results
- Exporting and Importing Tests or Surveys
- Uploading Test Questions from Microsoft Excel
- Foster Communication and Collaboration Among Students
- Assess Student Learning in iLearn
- Edit Tests and Questions
- iLearn Test Availability Exceptions
Finally

- Explain — as clearly as you can and in a variety of places — what students can expect about the course in the next few weeks.
- Be sure to cover what it is that students are responsible for doing, how they can find the things they need to meet those responsibilities.
- Support:
  - bearhelp@ucr.edu (for iLearn troubleshooting)
  - tadp@ucr.edu (TADP Coordinator)
  - tamentor@ucr.edu (TADP Lead Consultant)