Online Teaching Guide for Faculty

Universidad Carlos III de Madrid, March 18, 2020

The moments we are living are characterized by their extreme nature (the routines we are used to must completely change), as well as by uncertainty (what is valid today may not be valid tomorrow). Maintaining academic regularity in this context is very difficult, but we are convinced that with the collaboration of everyone, we can succeed in teaching the courses of this spring term of the 2019/2020 academic year.

In this guide we present some considerations that are valid to date. They may require adaptation in the future. In addition, they will have to be adjusted according to the characteristics of the specific courses.

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What Equipment do I Need?

In principle, any computer with a core i3 processor and 1GB RAM, as well as a stable internet connection, preferably cable or wifi (data consumption is very high in this type of tools) would be sufficient. As for the operating system, it works without problems in both Windows and Mac. In Linux its operation is not guaranteed by the service provider. As for browsers, it supports Safari, Chrome and Firefox, although the service provider recommends using Chrome. It supports iOS and Android mobile devices. In the case of iOS with Safari browser, and in the case of Android with Chrome browser. No additional apps need to be installed on the mobile device. For mobile use, it is recommended to have the battery charged or connected to the charger because it consumes a lot of battery power. It is recommended in any case the preferable use of computers or tablets for the usability of the application.

In addition to this equipment, it is recommended to have headphones and microphone (it can be the built-in microphone on the PC or mobile device) to avoid echo or feedback problems.

What do I Have to Do?

Firstly, it is necessary to **adapt** the way the course is delivered taking into account the new circumstances of the new calendar. In particular, the teacher should

- provide educational materials and activities for students through Aula Global **on a weekly basis or by session**
- teach **synchronous online classes** using Blackboard Collaborate in Aula Global (with the possibility of recording the sessions under the conditions indicated below)
- organize **online office hours** using Google Hangouts Meet
- take into account the pedagogical considerations mentioned below in order to **adapt the teaching to the online mode**.

Although this guide recommends some of the tools available at UC3M, the teaching staff can choose those that are most appropriate for teaching their course.

Use of Aula Global

How to Enhance Online Learning with Educational Resources

Aula Global (https://aulaglobal.uc3m.es/), for many years now, is an invaluable tool for supporting teaching. One of its main functions is to make educational materials available to students, always within the limits of copyright and licenses for content reuse.

We recommend that teachers make their materials, notes, presentations... available week by week to students in order to facilitate online learning. Many of the resources needed by students, depending on the degree and course, and in particular the recommended bibliography, are only in printed format, although in recent years there has been an increase in the bibliography in electronic format.

Basic intellectual property guidelines for their application in the use of protected materials can be found in this [Copyright Guide](https://aulaglobal.uc3m.es/soporte/Guia_de_Derechos_de_autor_para_materiales_docentes_en_Aula_Global.pdf) (https://aulaglobal.uc3m.es/soporte/Guia_de_Derechos_de_autor_para_materiales_docentes_en_Aula_Global.pdf).

How to Make Teaching more Dynamic: Use of Forums

The forums in [Aula Global](https://aulaglobal.uc3m.es/) (https://aulaglobal.uc3m.es/) are a good tool to encourage student participation and facilitate communication between students and teachers. They can also be used for summative assessment, as in some cases student participation can be considered in the grades.

The Aula Global home page provides access to a [Quick Guide for Teachers](https://aulaglobal.uc3m.es/pluginfile.php/2272176/mod_resource/content/3/AG_QUICK%20GUIDE%20FOR%20TEACHERS.pdf) (https://aulaglobal.uc3m.es/pluginfile.php/2272176/mod_resource/content/3/AG_QUICK%20GUIDE%20FOR%20TEACHERS.pdf) and [Frequently Asked Questions for Teachers](https://aulaglobal.uc3m.es/mod/forum/view.php?id=1574732) (https://aulaglobal.uc3m.es/mod/forum/view.php?id=1574732). More complete information is provided in the [Teacher's Handbook](https://aulaglobal.uc3m.es/mod/resource/view.php?id=2473600) (https://aulaglobal.uc3m.es/mod/resource/view.php?id=2473600).

How to Monitor Learning: Formative and Summative Assessment

[Aula Global](https://aulaglobal.uc3m.es/) provides the teacher with a wide range of tools to monitor student learning. The quizzes support different types of questions, which can be graded (summative evaluation) or not (formative evaluation).

Aula Global also allows the submission of assignments by students. In the submission of assignments, it is possible to define that the assignments will be previewed by the anti-plagiarism tool Turnitin or Feedback Studio, but it must be taken into account that if the assignments are archived in the tool, the subsequent submissions will have a high rate of coincidence.

For a complete overview of the use of these features, please refer to the [Teacher's Handbook](https://aulaglobal.uc3m.es/mod/resource/view.php?id=2473600) (https://aulaglobal.uc3m.es/mod/resource/view.php?id=2473600).

Teaching Online Classes using Blackboard Collaborate in Aula Global

How to Organize Access to Online Classes for Students

The most intuitive way to organize virtual classes in Aula Global is to create a single virtual class activity with Blackboard Collaborate in each course and group. To do so, just follow the steps indicated in this link (https://www.uc3m.es/sdic/servicios/aula-global#profesorquiero), where a brief description of how to create a virtual class activity can be found in the option "Create a room for online classes".

One or more sessions can be opened for the same virtual class. We recommend creating a single session which is open until the end of the course. The reason is that if sessions are opened and closed, the link changes and that can be confusing for students. Having sessions with no end date is one of the great advantages of Blackboard Collaborate. Each session generates an attendance report.

How Students Identify and Participate

We recommend that the Blackboard Collaborate session is always created in Aula Global, although there is the possibility of creating this session independently. The advantage of using Aula Global is that students will be automatically identified, without having to choose names that may be inappropriate.

Students enter the session as participants. This means that they will only be able to use a limited number of features. The list of students connected to the class can be obtained by displaying the options in the screen application at the bottom right.

In the case of very large groups, it is recommended that students participate in the class using the chat only. If the group is small, the teacher may invite the students to share their video and audio.

To learn more about these features, we recommend that you check the Blackboard Collaborate user manual (https://www.uc3m.es/sdic/servicios/blackboard-collaborate#ayuda).

How to Share Content within the Class

It is possible to share different types of content (PDF documents, Word, PPT, Whiteboard...) within Blackboard Collaborate. The teacher can also share the screen in his/her desktop with the students to show on screen an application or a browser tab. In the case of mobile devices it is only possible to share the whiteboard. The participant role, which is that of the student, cannot share content.

To learn more about these features, we recommend that you check the [Blackboard Collaborate user manual](https://www.uc3m.es/sdic/servicios/blackboard-collaborate#ayuda) (https://www.uc3m.es/sdic/servicios/blackboard-collaborate#ayuda).

Recording Sessions

It is not necessary to record the classes, it is enough to broadcast them live. However, it is possible to record sessions or part of the sessions for later viewing. This possibility is particularly interesting in the case of international students who have returned to their countries and are in time zones that are not compatible with the class schedule. If the teacher wishes to record a class, he or she must make this clear to the students and always ask for their express consent for the session to be recorded and published for later viewing.

Students will also be informed that those who wish to do so may deactivate their video, audio, or chat options or, if not possible, not use them during the session. They will be informed that, if they wish, they can contact the teacher to ask questions or participate through the tools available in Aula Global.

Organizing Office Hours using Google Calendar and Meet

Google Calendar allows teachers to schedule office hours with their students on their calendars so that students can book slots in the office hours easily and then connect to a video conference call using Google Meet in the corresponding slot. Teachers can get a link to schedule the office hours and then share this link with the students through Aula Global.

In order to create an 'appointment/office hours page', invite your students and then access Google Meet for the office hours, we recommend that you check the information available on this page:
https://www.uc3m.es/sdic/servicios/google-calendar#quiero
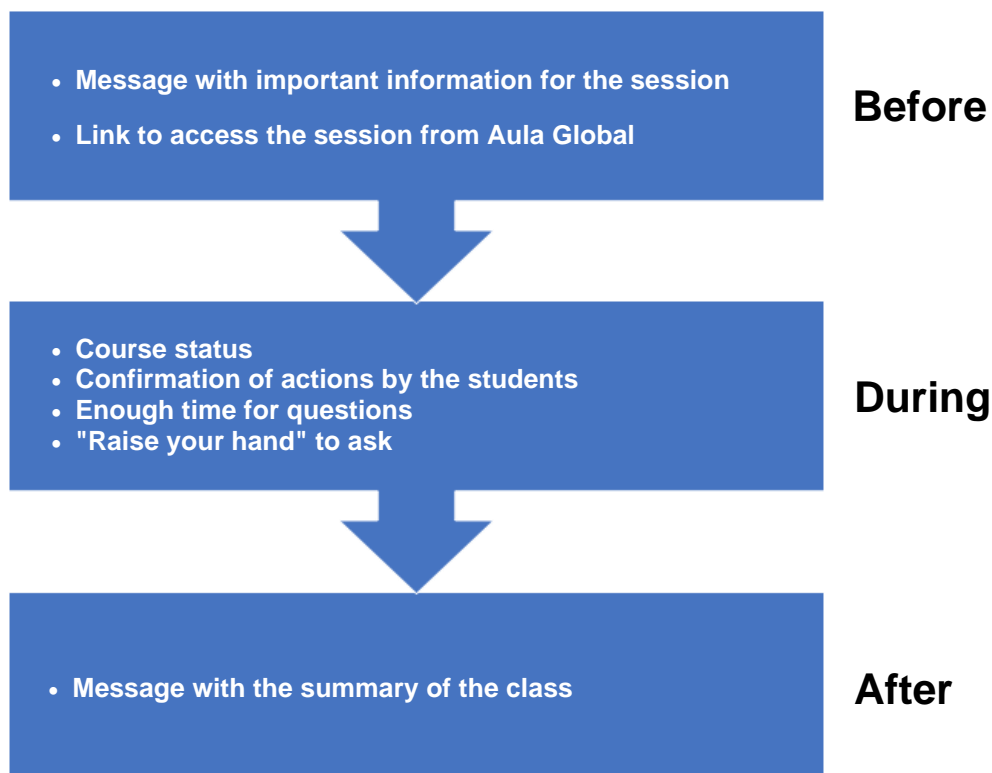
Pedagogical Aspects

General Considerations

- The transition from a face-to-face class model to a virtual class model entails a learning and adaptation process for all of us. As such, it may be interesting to ask our students what aspects they would improve about the way in which we are running the virtual sessions.
- Some students may experience difficulties connecting to virtual sessions, for example, because of the quality of their Internet connection. It is therefore important to complement our virtual sessions with additional content in Aula

Global (e.g., video tutorials, additional readings and exercises) and to send a summary with the highlights of the virtual session after its completion to our students.

- In some cases, it may be necessary to reduce part of the course syllabus in the virtual sessions. In that case, it is important to prioritize those contents that are more important for our students and also those contents on which there are dependencies in higher courses.
- Students may find themselves overloaded, especially during the first days of adaptation to the virtual class model. Therefore, it may be convenient to review the workload required in our course, as well as to consider in these first days the possible extension in the delivery of tasks and assignments.
- It may be convenient to leave a few minutes before the beginning of the virtual class for the students to connect, especially during the first days, until they become familiar with the video conferencing tool.

Communication with Students

Before
- **Message with important information for the session**
- **Link to access the session from Aula Global**

During
- **Course status**
- **Confirmation of actions by the students**
- **Enough time for questions**
- **"Raise your hand" to ask**

After
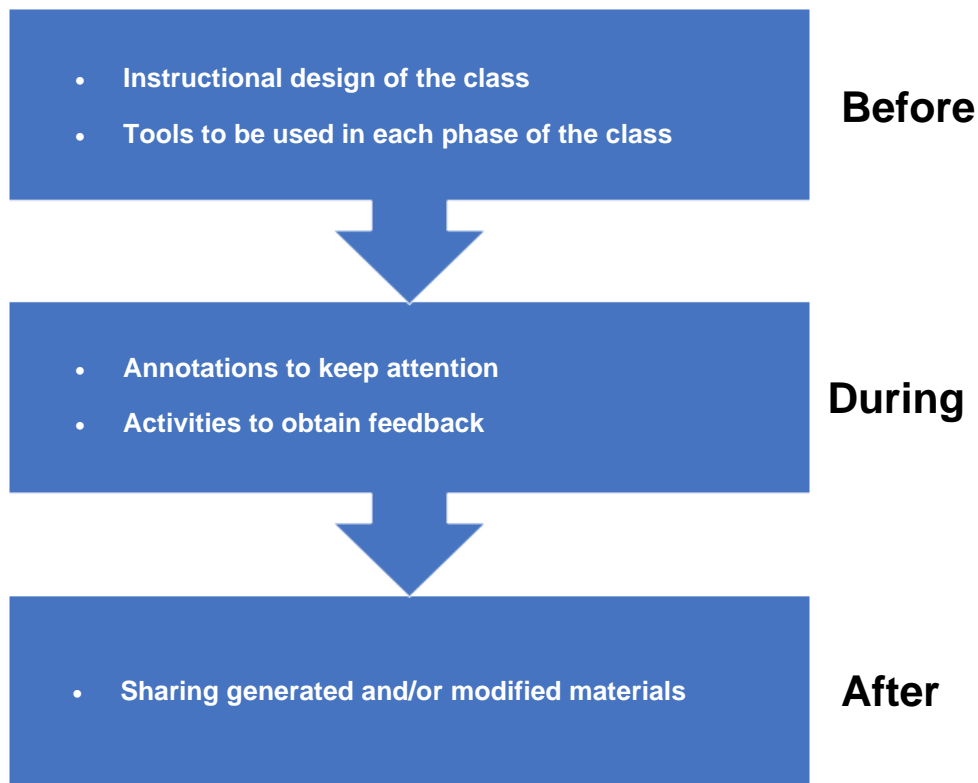- **Message with the summary of the class**

- **Before the class:**
  - **To send a message to students with important information about the class.** The message should be sent through Aula Global and may include, among others, the start and end time of the class, the topic to be covered, and the link to access the session. It is important to take into account that students are receiving numerous messages these days for each course so it is advisable to try to send structured messages (e.g., informing about all the classes that are going to take place during the week and the

content to be addressed in each of them). It may be useful to send a short reminder a few minutes before the start of the session.
  - ○ **To provide a link to access the session in Aula Global.** This link should be in a relevant and visible section (e.g., at the top of the course) so that students can find it quickly.

- ● **During the class:**
  - ○ **To update the status of the course at the beginning of the class.** It is important that the teacher shares with the students the information available until that moment about possible logistic, methodological and evaluation changes related to the course, and to leave some minutes for the students to express their concerns and ask questions.
  - ○ **To ask for the students' confirmation about the different actions carried out by the teacher.** For example, it is convenient to confirm that the students are listening correctly to the teacher, that are seeing the teacher's screen (in case it is being shared), that are seeing the whiteboard (in case it is being used), etc.
  - ○ **To leave enough time for questions between teacher interventions.** It is important to take into account that students may take some time to react when they want to ask questions. Depending on the configuration of the video conferencing tool, students may be able to ask questions by activating their microphone or by chatting only. In the latter case, the time required to write a question in the chat may be longer. A possible strategy to save time is to tell students that at a certain moment in the class a few minutes will be dedicated to solve questions (e.g., in ten minutes we will stop the explanation to solve questions), so that students can think and write their questions in the chat.
  - ○ **To encourage students to "raise their hand" in order to ask questions.** Teachers may encourage their students to use the "raise your hand" button on the video conferencing tool when they want to make a question or comment. In this way, the teacher can better organize the logistics related to solving questions. If the option that allows students to activate the microphone is enabled, then the teacher can give the floor to each student in an organized way. If questions can only be asked through the chat, then the teacher will know that the student who raised the hand needs a few seconds to write the question in the chat.

- ● **After the class:**
  - ○ **To send a message to students with the summary of the class.** This message can serve as a summary of the contents that were covered during the class, and can also contain additional information about the session (e.g., additional related contents available in Aula Global). It is useful to use this message to tell students when the next session will be, what contents will be discussed (and if they should prepare anything before going to that session), and to remind the link to access the session.

Teaching the Class

• **Instructional design of the class** • **Tools to be used in each phase of the class**	**Before**
⬇	
• **Annotations to keep attention** • **Activities to obtain feedback**	**During**
⬇	
• **Sharing generated and/or modified materials**	**After**

- **Before the class:**
  - **To carry out the instructional design of the class.** It is convenient to plan the different phases that the class will have and the estimated time that will be dedicated to each one of these phases. There can be expository phases for the presentation of contents, interactive phases for the realization of exercises by the students with the support of the teacher, or for the discussion about a case study or the resolution of a practical problem, etc.
  - **To select the tools to be used in each of the phases of the class.** It is advisable to reflect on which tool is best suited to the purpose of each phase. For example, in a presentation phase the teacher may want to share the screen to show some slides. In an interactive problem-solving phase the teacher may want to use the whiteboard integrated into the video conferencing tool to write down general indications and/or clues for the students to solve the problem. In an interactive concept review phase the teacher may want to use the polling tool integrated in the video conferencing tool or an external tool (e.g., wooclap, Kahoot!, Mentimeter...) sharing his/her own screen, etc. For example, in an interactive brainstorming phase it is also possible to share the screen to show external tools, such as wooclap, with the aim to automatically create a word cloud from the concepts identified by the students.

- **During the class:**
  - **To annotate to ensure that the student is aware of the screen.** Presentation tools, such as Powerpoint, offer several options to try to keep the student's attention during a presentation. In the current versions, it is possible to turn the mouse cursor into a red circle (default color), resembling a laser pointer. It is also possible to annotate the presentation in such a way that these annotations help the student to better follow the content of a slide.
  - **To include activities in which to receive explicit feedback from students.** In a virtual class some students may keep a passive role, so it is important to include some activities in which they are forced to give their opinion or answer a question. For this purpose, it is possible to use the opinion tool (polling) integrated in the video conference system (for simple questions), or external tools such as wooclap, Kahoot!, Mentimeter, etc. sharing the screen (for a greater variety of questions). Through this type of tools it is possible to ask both open and closed questions. Open questions can be used to collect ideas to be discussed later. Closed questions can help the student to reflect on whether or not he or she understood the concepts presented and the teacher to put more emphasis on those concepts where there were fewer correct answers.

- **After the class:**
  - **To share the materials that were generated and/or modified during the class.** In the event that materials were generated and/or modified during the class (e.g., notes on slides), it is appropriate to share them with students through Aula Global.