Instructor Guide for Remote and Hybrid Instruction

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The Education Planning Committee

In Partnership with the Chicago Center for Teaching and Information Technology Services

The University of Chicago
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Overview

Teaching during the COVID-19 pandemic takes forms that are new to us all, but the University remains committed to providing the quality of instruction that we are known for and for which students from all over the world enroll in the University. This guide aims to provide you with information that will allow you to continue to design and teach effectively under the new conditions, whether in person or remotely.

The Education Planning Group, consisting of staff and faculty from the Schools, Division, and the College, was convened and continues to work in order to find the best ways to meet the challenges of teaching during the pandemic. We consult with the University's epidemiological team on a regular basis, and have worked with campus facilities and the registrar to adapt our physical environment to the needs of teaching on campus, as well as our digital resources to enable remote instruction.

While we do not know when we will be able to resume the kind of on campus teaching that we were used to, we do know that all of us are eager to find ways to show our values in these times, and to teach, advise, and mentor students in the ways that distinguish this University and to foster the social and intellectual community that we all value, in whatever form that may take.

Pedagogy

This section of best practices for remote and hybrid teaching is adapted and condensed from the latest version of the Chicago Center for Teaching's *Pedagogical Guidance for Remote and Hybrid Teaching*. It contains information helpful to transitioning to hybrid and remote learning, as well as a summary of lessons learned from Spring 2020. The full version of the guide can be found on Teaching Remotely.

General Approach

Although the format for teaching may be different from what we are used to, this is an opportunity to rethink certain practices, and to reimagine the design of the course and the methods for achieving your curricular goals.

Articulate your learning goals.

Think in concrete terms about what you want your students to know or be able to do as a result of the course learning objectives, and what modes of teaching and learning will help achieve those objectives.

Articulate those modes at a goal-oriented level (think of "presenting content," rather than "lecturing") and then think about how you can translate those goals into multiple modalities online. For example, presenting content via text and images on a page in Canvas; holding a synchronous video lecture in Zoom; an asynchronous video presentation using Panopto, etc.).

With your objectives in mind, identify a mix of asynchronous and synchronous tools.

The advantage of synchronous tools like Zoom is that it more closely approximates a face-to-face learning experience than students consuming content on Canvas or watching a pre-recorded video from Panopto. But synchronous tools have limits, including:

- Internet bandwidth requirements for video.
- Students are more likely to get distracted in long Zoom sessions.
- Viewing a screen for long periods of time is physically and mentally taxing.
- Some students may have challenges making it to a live session due to being in different time zones.
- Other students may have varying access to high speed connection or quiet spaces.

When you do go synchronous, consider limiting it and intentionally supplementing with an asynchronous follow-up. For example, you might do a 20-minute Zoom lecture during your canonical class time, and then ask students to complete an activity on their own which they upload to Canvas. Be sure to record the session and make it available to students who could not attend at that time.

Balance structure and adaptability.

Structuring courses clearly in the remote environment allows students to navigate and access the resources they need to learn and manage their time and workflow. Instructors in the spring quarter found the following approaches useful:

- Organize resources, tools, tasks, and assignments for each week or unit into Canvas modules.
- Include written or recorded video guidelines and explanations of how, when, and why students will use each part of the module.
- During Zoom sessions or in class, talk with students about the module and the plan for the week.

Instructors in the Spring Quarter cited adaptability as a key element in their success, and students mentioned their instructor's adaptability and flexibility when talking about their positive experiences in remote learning. Given that structures and plans don't always help students learn as expected, it is helpful to approach courses with clear plans and openness to change. To facilitate adaptability, consider the following:

- Build in opportunities to talk with students about how things are going.
- Structure regular surveys or polls of students. Ask them how the course is going, if they understand goals and expectations, and if they are able to access resources, engage with you and other students, and do the work that is expected of them.
- Talk with students about what you are hearing from them, any changes you are thinking about, and suggestions for success going forward.

Set and communicate expectations.

Transparent expectations are even more important in unusual circumstances. Class policies and expectations should be listed in the syllabus and posted on Canvas. Identify the regular expectations you establish for students and think through how to adapt those to an online context. Some areas to consider:

- What are the various ways that students may participate in class, such as, verbal discussion and/or text chat during a Zoom session, posting reflections in Canvas, etc.?
    - Good practice is to identify more than one option for students to engage with you and their peers and to practice and demonstrate their understanding.
- If you are teaching an in-person class with remote aspects, what are the aims and expectations for the in-person time as it relates to the online time?
    - How will remote students be integrated into class participation and discussion?
- How might you adjust your deadlines and policy on late work?
- How can you allow for flexibility if students are in different time zones, are having difficulty accessing technology or the internet, or are otherwise facing challenging circumstances?
- What are the materials you expect for students to have access to?
    - How can you provide these materials or different options for accessing them?

Build Accessible Courses.

The University of Chicago is committed to providing an accessible and inclusive environment. Digital accessibility is the ability of a website, mobile application or electronic document to be easily navigated and understood by a wide range of users, including those users who have visual, auditory, motor or cognitive disabilities.

Here are some initial ways instructors can create more accessible courses, for additional information and resources, please visit Student Disability Services or the Center for Digital Accessibility for specific guidelines and standards.

- Create accessible course content:
    - Create accessible PDFs by Microsoft.
    - Create and verify PDF accessibility using Acrobat Pro by Adobe.
- Use sufficient color contrast. For hyperlinks, keep in mind that the color must have sufficient color contrast not only with the background, but with the surrounding text.

- Use meaningful link text. Eradicate ambiguous link text such as “click here” and “learn more.” Link text should be specific, clear, and ideally should match the title of the page to which you’re linking.

- For multimedia content, provide appropriate captions and transcripts.

- Additional UChicago Resources:

    - Planning Accessible Course Materials.

    - Creating Accessible Courses.

    - Zoom Considerations for Teaching Students with Disabilities.

Focus on Inclusivity.

Inclusion is a way of viewing our teaching through a particular lens, of keeping in mind the distinct and diverse needs of all of our students. First and foremost, inclusion is a mindset. It is a way of reminding us to be intentional as we think about the needs of our students asking, “Who is being left out of the learning process due to the decisions I am making?”

- Take time to explore and identify your own prejudices by taking an implicit association test or through other means of self-analysis.

- Set norms for discussion. Remind students to treat classmates with respect, to post with care, and to ask clarifying questions when necessary.

- Help students create study groups, understanding that learning from each other helps with inclusion and connection. Facilitating the creation of study groups will help students in different time zones as well as those who find it difficult to connect with peers in a virtual space.

- Encourage students to come to you regarding inappropriate comments that may be happening in breakout rooms or among students in your class.

    - If made aware of micro or macroaggressions, use the resources available through Equal Opportunity Programs to address the issue in the appropriate manner.

- Include and discuss examples, analogies, and scholars of various social identities and backgrounds.

For more information on inclusive pedagogy, please visit Teaching Remotely and review the Chicago Center for Teaching’s *Considerations for Inclusive Teaching in Remote Environments*.

Other Considerations from Spring Quarter 2020

Through surveys, faculty panels, and student focus groups, we learned a lot about practices that allow UChicago students to engage and learn while taking classes remotely. To hear what UChicago faculty had to say about their remote teaching, click here.

Empathy

This is an extraordinary time for teaching and learning and for life in general. Conveying that you care about your students, their health and well-being, and their learning helps to cultivate a sense of community and belonging. Acknowledge the challenges of the current time and, if you are comfortable doing so, check-in on how they are doing and share a bit about your own current experiences.

Communication

Even if you don't yet have a plan for how you will adapt, be in touch with your students as soon as possible to:

- Introduce yourself
- Let them know how you will be communicating so they know where to regularly check for updates
- Set the tone. Aim for a positive tone, conveying the idea that "we're in this together" and that you are excited to engage with their ideas this quarter.

Tone

Remote teaching means more written communication to students in emails, on Canvas, and so forth. To help foster a productive, learning-focused environment, aim for a tone that is positive, respectful, inviting, and perhaps even fun. You want to articulate clear, high expectations for students, and to do so in a way that conveys enthusiasm about the material and students' engagement with it, and that fosters an atmosphere of trust, intellectual encounter, and scholarly inquiry. Overall, aim to convey that you care about your students and their learning.

Community

"Social presence" is one of the central challenges of remote teaching, so devote time and space to having your students connect with each other (and you) at the outset. For example, you might ask students to post brief reflections and/or videos introducing themselves, describing where they are, and explaining how they plan to study while learning remotely.

Assessment

Consider circulating a brief survey to determine your students' access to relevant books, computers/devices, broadband internet, and other relevant resources. Also be very up front with what tools a student will need to take your class - a laptop, a camera for their computer, Google Drive, etc.

Feedback

As you try out new strategies, debrief with students on how it goes. What are you doing that is most helpful for their learning? What are some things you might do differently? You can do this with an informal conversation at the end of a session, with a Google survey, etc.

Simplicity

Focus on two key digital tools like Canvas and Zoom, at least to begin with, and think about how you can use them to provide a few structured learning experiences. If there are other tools you are used to using, then you should continue using those.

If you organize all aspects of the course in a Canvas module, and explain that organization to students, it makes it much easier for students to find the resources they need, to prepare for live class sessions and Zoom sessions, and to complete assignments and asynchronous activities.

Creativity

Once you have the foundational structure set up using Canvas and Zoom, think about innovative ways to engage students in an online format. For example, rather than assessing students using a conventional essay or exam, can you have students record a short video of themselves explaining a key concept using Panopto? Are there opportunities to invite guest speakers to "Zoom in" to talk with your students?

Syllabus Guidance

All instructors should have a syllabus with policies and classroom expectations available to students on the course Canvas page in an accessible format. This section contains specific policies and recommended language to include on your syllabus, including **new requirements** for safety expectations and regarding recording policies.

Course Expectations

In addition to going over what you expect students to learn over the course of the quarter, it is highly recommended instructors provide students with a brief overview of classroom protocols and behavioral expectations as well.

- Courses with an in-person aspect may echo points from the Health Pact, lay out how discussions will work with secure face coverings, and go over how questions will be asked during a hybrid lecture section.
- Remote courses can go over how discussions will work, cell phone and internet usage during lectures, and expected Zoom etiquette.
    - Please be mindful that some students may not be in a situation where they feel comfortable turning their camera on or are unable to find a quiet space to have their microphone on and actively participate outside of the chat feature. You may list as an expectation that students' cameras should be on, but permit exceptions. Recommended language for Zoom expectation:
        - "There is an expectation that students in this course will be actively engaged and on camera while on Zoom. If a student requires an exception, they will need to reach out to the instructor directly."

UChicago Health Pact

Please include the following language in your syllabus:

All students on campus are required to adhere to the guidelines in the UChicago Health Pact in order to promote a safe environment in the classroom.

- Secure face coverings must be worn appropriately at all times at all times while in University buildings
- Maintain a distance of 6 feet from others
- Do not attend and in-person class if you feel unwell or are experiencing COVID-19 related symptoms

The complete text of the UChicago Health Pact along with additional information about COVID-19 protocols can be found here.

Reporting COVID-19 Related Concerns

Please include the following language in your syllabus:

Any concerns over inappropriate PPE usage, physical distancing, cleaning/disinfection, or other COVID-19 related public health concerns should be directed to UCAIR.

If there is an emergency, call 773-702-8181 or dial 123 on any campus phone.

Reporting COVID-19 Exposure or a Confirmed Case

Please include the following language in your syllabus:

If you were potentially exposed to COVID-19 or your COVID-19 test results come back positive, reach out immediately to C19HealthReport@uchicago.edu.

Recording and Deletion Policies for Academic Year 2020-1

Please include the following language in your syllabus:

The Recording and Deletion Policies for the current academic year can be found in the Student Manual under Petitions, Audio & Video Recording on Campus.

- Do not record, share, or disseminate any course sessions, videos, transcripts, audio, or chats.
- Do not share links for the course to those not currently enrolled.
- Any Zoom cloud recordings will be automatically deleted 90 days after the completion of the recording.

Attendance

In order to allow students to follow quarantine guidelines, instructors should be prepared to offer students the ability to complete their coursework remotely while they self-isolate or quarantine. Students who are experiencing symptoms or may have been exposed should reach out to the instructors directly and shift to remote. Any student who is severely ill and unable to attend or complete their work remotely, should be referred to their area Dean of Students and make arrangements.

Please include the following language with your attendance policy on your syllabus:

Students who have been exposed to or who are experiencing symptoms of COVID-19 should contact UChicago Student Wellness immediately to be tested, and reach out to their area Dean of Students to request accommodations for classes until:

- At least 10 days have passed since symptoms first appeared and;
- At least 3 days (72 hours) have passed since recovery- defined as resolution of fever without the use of fever-reducing medications and improvement in respiratory symptoms (e.g., cough, shortness of breath).

Contingency Planning

Classes that meet in person or have an in-person component should be prepared to shift online. Consider developing a plan that includes the following:

- How will you communicate the shift: email, Canvas notification, etc.?
- How will the class work remotely?
    - What parts will be synchronous? What will be asynchronous?
    - Will the length of time you meet change?
    - Will the syllabus or structure of the course change?
- Will office hours change?

Also, if an instructor is unable to teach for a period of time, how will the course move forward? Can a TA take over or will asynchronous content be made available to students?

Accessibility

Please include the following on your syllabus:

The University of Chicago is committed to ensuring equitable access to our academic programs and services. Students with disabilities who have been approved for the use of academic accommodations by Student Disability Services (SDS) and need a reasonable accommodation(s) to participate fully in this course should follow the procedures established by SDS for using accommodations. Timely notifications are required in order to ensure that your accommodations can be implemented. Please meet with me to discuss your access needs in this class after you have completed the SDS procedures for requesting accommodations.

Phone: (773) 702-6000
Email: disabilities@uchicago.edu

Teaching Formats

All courses will have a digital core, whether just a few things on Canvas, or a majority of course contents available for the students on the Canvas site. Remember the first week of classes for College courses, and all course meetings after Thanksgiving, including finals, will be entirely remote. Instructors teaching graduate courses should check with their Dean or Chair to determine if there is a local policy regarding the first week of classes. Most classes will need to have some sort of remote component to accommodate at-risk, isolated, quarantined, or international students who are unable to come to campus. Further,

instructors ought to be prepared to move any instruction entirely online quickly if conditions require.

Lecture Courses

Due to the reduction of classroom capacity under physical distancing, there are few rooms for an occupancy of 25 or more available. Therefore, most lectures to the whole class need to be moved online, whether pre-recorded or delivered live via Zoom. In general, we recommend that each pre-recorded and online lecture consist of segments of no more than 20 minutes (ideal length is around 10 minutes). Typical longer lectures can usually be advantageously broken down into shorter 20-minute segments.

- Weekly discussion sections for lecture courses should be arranged based on the needs and preferences of participants. They can be held online, either synchronously via Zoom or asynchronously via discussion boards, or in person.
- In order to facilitate the creation of social and intellectual connections among students and the instructor, it may be advisable to meet face-to-face at least every other week, or to meet in person several times at the beginning of the quarter and then move discussion sections online for its remainder.

Discussion-Based Courses

Full Class Model

- The full class meets face-to-face. You can elect to hold all class meetings in person, meet in person only a few weeks out of the quarter, or meet in person once a week and the other times remotely via Zoom. Please note that all College courses will be entirely remote for the first week of Fall Quarter.
- This option is least onerous for instructors in terms of retooling their teaching, since the remote synchronous session via Zoom could be conducted very much like a face-to-face session.
- Other options for the remote part, which have proven effective in the Spring Quarter, are to split the class into two groups for shorter Zoom sessions or to combine asynchronous components (such as recorded lectures and/or robust and sophisticated Canvas assignments) with a shorter Zoom discussion.

Half Class Model (or staggered meeting pattern)

- This model is designed to place students in smaller groups, so they have more of an opportunity to interact with the instructor and the material.
- For classes that meet twice a week: the class is divided into two groups, and the instructor meets with each of them one day per week in two subsequent face-to-face sessions of approximately 40 minutes each.

- For classes that meet three times a week: the class is divided into two groups, and the instructor meets each of them once a week in two subsequent sessions of 40–50 minutes.
    - The second third of "contact" time is held as a discussion via Zoom.
    - The final third is conducted through asynchronous instruction.
        - Instead of conducting a third of the instruction asynchronously instructors could choose to hold it as another Zoom session, giving them greater flexibility.
- In both cases, the rest of the contact time is a mix of synchronous and asynchronous instruction, such as Zoom discussion, prerecorded materials, and Canvas discussion.
- The least onerous option is to hold a Zoom session for the entire class. However, if your class time is longer than 50 minutes, we recommend limiting the Zoom discussion to approximately 50 minutes to avoid Zoom fatigue and combining it with asynchronous components such as pre-recorded lectures of 15-25 minutes and robust and sophisticated Canvas assignments.

Laboratory, Studio Arts, Field, and Clinical Courses

If you teach laboratory, studio arts, field, or clinical courses, seek further instructions from your program or department.

Office Hours

If you have an office that can accommodate physical distancing and you feel comfortable doing so, you may hold office hours in person, subject to the approval of your unit's return-to-campus plan. If you would like to meet in person, but do not want to or cannot use a space inside a building, you may consider meeting students on the Quad or other accessible spaces. Even if you are teaching in person, office hours may be held on Zoom; please consider using the scheduling capabilities in Canvas for setting these up.

Since some of your students may be in different time zones, please consider being flexible in when you can be available for remote office hours.

Teaching Modalities

Below we describe a few teaching modalities and some examples on how they may be realized in your courses. The sketches are not meant to be prescriptive but to offer guidance for how instruction might be designed, based on best pedagogical practices. We

expect that individual instructors will adapt them to their specific learning goals and pedagogical preferences.

We highly recommend reviewing the potential models and examining Information Technology Services' list of supported digital tools in the following section, to make decisions about how you want to structure your class and what workshops you should attend.

Entirely Remote

Synchronous Online Instruction

Instructors may hold class meetings synchronously via Zoom, analogous to in-person class meetings. They can use Zoom's screen sharing function to share slides, multimedia, Google Docs, and other digital learning tools without the extra time required for connecting to a media cabinet. Zoom's built-in whiteboard can be utilized to hand write or draw figures, symbols, equations, foreign letters or characters, and illustrations.

Instructors can ask students to use Zoom's annotation feature to mark over a shared screen. Breakout rooms have been used successfully for think-pair-share activities and small group discussions. In addition to text chat, instructors can ask students to use non-verbal cues such as raised hand and applaud to ameliorate the problem of communicating without being able to see body language.

Engagement

Zoom breakout rooms are highly efficient for arranging group and partner work and are relatively easy to manage. This may be useful to those who conduct group or partner work during regular class time, given that social distancing requirements may render such formats more difficult during face-to-face teaching.

- A few ways to build rapport between students include asking them to post a Canvas Discussion post introducing themselves before the first class. This can be a text post with a picture of themselves or a Panopto video post. The idea is to put a face to a name.
- Another method that has been effective is to put groups of 3 or 4 students into Zoom breakout rooms at the beginning of each class meeting so that they can meet each other and chat about things important to them.
- For class discussion, consider using Google Doc to keep track of breakout room discussions and as a way for each discussion group to share out.

Pros

This option is least onerous for instructors in terms of retooling their teaching, since the remote synchronous session via Zoom could be conducted very much like the face-to-face session. Using the Gallery View, instructors can see up to 49 students' videos at one time.

Cons

Online synchronous meetings can put students with slow internet connection at a disadvantage. Zoom meetings can also become exhausting quickly, especially if the Zoom meetings are long or if they are scheduled back-to-back without break.

- Discussion via Zoom proceeds more slowly than in-person discussion because turn-taking is less natural, and has to be managed more explicitly.
- Managing screen sharing, audio discussion, and text chat can be challenging to do simultaneously without assistance.

Asynchronous Online Instruction

In asynchronous online instruction, instructors make course content such as readings and pre-recorded lectures available through Canvas. Course activities are designed so that students can complete them within a given time frame at their own pace. All discussions take place online either on Canvas discussion boards or course blogs. Collaborative activities such as collaborative annotation via Hypothesis or collaborative concept mapping are still possible via digital collaborative tools.

Engagement

Frequent communications and clear expectations are essential for keeping students engaged in fully asynchronous online instruction. Be sure to build in a weekly course structure with clear assignment due dates (e.g., discussion a post is always due by Wednesday, short writing is always due on Thursdays) to help students stay on track.

- Instructors need to pay special attention in guiding students' interaction with each other in the absence of synchronous class meetings where students can meet and get to know each other.
- Have students introduce themselves via a Panopto post in a Canvas Discussion within the first week of class. Encourage students to form study groups or meet synchronously on their own. Assign peer review assignments or small group work.

Pros

Asynchronous online instruction has the pedagogical advantage of giving students time to process or repeat information, particularly if they do not inhabit the same time zone.

- For example, students responding to a written online discussion via Canvas or a class blog can take time that they might not have during a faster-paced face-to-face

discussion to look for relevant passages to support claims and to reread before offering an interpretation of those passages.

- With pre-recorded lectures or podcasts, students have the opportunity to pause to take breaks or make more extensive notes, and instructors can embed quizzes in prerecorded materials to test students' recall and comprehension. Students' internet speed becomes less of a barrier to their participation.

Cons

The instructor needs to be very intentional about building rapport with and among students. For students to succeed and stay engaged, both they and the instructor will need to maintain a strong social presence. Further, some students may need help with managing their time so that they make regular and consistent progress in their learning.

In-Person or Face-to-Face Instruction

Under normal circumstances, we might not think of functionally differentiating the face-to-face component. In a partially face-to-face course, however, instructors may wish to consider how to best use the time when you and students share the same physical space.

Engagement

Consider using Poll Everywhere to gather student responses as a way to jump start discussion or check students' understanding. Some traditional active learning techniques, such as Think-Pair-Share can still work effectively in a socially distanced classroom.

Pros

Of the available teaching modalities, it is the most familiar one for developing students' ability to follow and learn to participate in an academic conversation. Lateral relations among students may also arise more spontaneously and comfortably than when students interact with one another in Zoom discussions.

Cons

At any given time, you might have students who cannot attend face-to-face meetings for various reasons. You will need to accommodate them synchronously via Zoom in a blended synchronous learning fashion (see below) or asynchronously by creating additional assignments and resources.

- Some traditional active learning techniques such as small group and fishbowl or Harkness discussions may be difficult to carry out effectively in a physically distanced classroom without modification.

- You will unlikely be able to ask students to move around the classroom and speech may be muffled by facemasks. Consider having the class use a shared digital

document or collaborative whiteboard (e.g. Google Doc or Google Jamboard) to facilitate socially distanced face-to-face discussions.

Classroom Protocols

As we plan for scenarios that include in-person instruction, classroom seating will be adjusted to conform to the distance separation guidelines. Examples of the spatial configuration guidance are available here.

In rooms with fixed seating, many seats will be unavailable for students. In rooms with moveable seating, chairs will be removed or stacked, and just as many chairs will be out in the classroom as is compatible with the distancing guidelines. Please do not bring additional chairs into the rooms or unstack stacked chairs, and, if you need to reconfigure desks or chairs, please do so maintaining the six feet between individuals.

Promoting Safe Classroom Behavior During COVID-19

The following guidance was developed to help in-person instructors identify and respond appropriately to potentially disruptive classroom behavior that does not comply with the guidelines defined in the UChicago Health Pact.

Setting Classroom Expectations

- Proactively define expectations for students by including language about what is expected of them in the course syllabus. See the section entitled Fall 2020 Syllabus Guide for the University's approved language surrounding the Health Pact and classroom expectations.
- Using the Health Pact as a guide, take time on the first day of class to incorporate discussion of appropriate classroom behavior regarding personal protective equipment such as secure face coverings and physical distancing into your regular overview of classroom expectations. Model these behaviors.
- Be very clear that any behavior that endangers the health and welfare of others will not be tolerated, and this particularly includes students who show up to class sick.
    - While violating the terms of the Health Pact can lead to disciplinary actions at a divisional or University level, focus on what may happen in your classroom if the rules are not adhered to--for example, being asked to leave the class, creating the necessity to dismiss the entire class, and the disruption to the learning environment.
    - Encourage students to be open with each other regarding safety concerns and to hold each other accountable.

- Discuss your attendance policy. Make sure students understand that they should not attend class if they feel ill, were potentially exposed to, tested positive for COVID-19, or were identified as a close contact of someone who has tested positive.
    - Students who are experiencing symptoms or may have been exposed should reach out to the instructors directly and shift to remote. Any student who is severely ill and unable to attend or complete their work remotely, should be referred to their area Dean of Students and make arrangements.
- Continue to reinforce safety expectations throughout the quarter through ongoing announcements or reminders, particularly if the class is required to shift to remote and then back to in person. Do periodic pulse checks to see if the group feels comfortable or if there are things that should be adjusted.

Handling Minor Disruptions

While we expect students will follow the rules, it is possible a situation may arise where you need to address behavior that does not adhere to Health Pact guidance. This behavior may include failure to wear a secure face covering or failure to wear a face covering properly; disobeying physical distancing guidance; not utilizing assigned seating; failure to comply with other COVID-19 classroom or lab protocols.

- Informally address misconduct in a de-escalating manner by giving the class a quick reminder of the rules or by gently reminding a student to make sure they are wearing a secure face covering or are in the appropriate seat.
- It is at the discretion of the instructor whether they would like to file a UCAIR report for any violation of the Health Pact.
    - If the incident was something minor like a student forgetting to put on a secure face covering before walking into the room, you may wish to have a private conversation with the student after class to just remind them of the expectations.
    - If it is appropriate to submit a report, please remember to be as specific as possible, so that the report is actionable and can be followed up on.

Handling Repeated or Serious Disruptions

- If the behavior continues or is something more serious, address the student or students in question and/or engage the class by reminding them of the rules.
    - Remind students of your class policies and let them know what steps will be taken if the behavior does not stop (being asked to leave, dismissing the class, etc.).
    - In this instance, filing a UCAIR report after the fact is important as it creates a written record of student non-compliance, and will allow the Deans of

Students to see if there is a pattern of disruptive behavior. Instructors may follow-up with the student's area Dean of Students as well to ensure the appropriate actions are being taken.

- If a student refuses to leave or otherwise becomes confrontational, you should not directly engage.
    - Ask the student to leave, and if they refuse, dismiss the class.
    - Call the Campus Emergency number if you or your students feel unsafe.

Important Contact Information

Non-Emergency: UCAIR Online Reporting Form

Emergency: 123 (on-campus phone); 773-702-8181 (off-campus phone)

Departmental or Program Common Areas

It is up to your department or program to determine whether common areas will be open for students and instructors to study or meet. Please contact your chair or supervisor directly if you have any questions or concerns about common areas. Access to these areas is subject to your unit's return-to-campus plan.

Other Campus Spaces

Everyone is expected to wear a secure face covering over the nose and the mouth at all times while in University buildings, with narrow exceptions. Individuals can remove face coverings if they are in a private room/office alone with the door shut or while eating indoors with at least 8 feet of social distance. Face coverings must also be worn while on campus grounds when others are within 6 feet.

It is also possible that additional safety measures may be announced, based on updated guidance from our epidemiologists, as well as any new local, state, or federal guidelines.

Hybrid Instruction

Blended Synchronous Learning

Blended Synchronous Learning combines in-person and remote students in one synchronous environment. The instructor meets with remote and in-person students simultaneously.

On one end there is usually a fairly traditional classroom--an instructor and students gathered around tables or desks, a surface for the instructor to write on--with the addition of Zoom that allows remote students on the other end to participate in the class. This would require the instructor or a TA to operate Zoom, while addressing the in-person students. In-person students would be able to see the remote students via a display in the

classroom projector (if not sharing content), but what remote students see will depend on available classroom technology and the activity.

Engagement

Poll Everywhere allows instructors to gather responses from in-person and remote students simultaneously and jump start discussion or check students' understanding. Collaborative document or whiteboard tools (e.g., Google Doc, Jamboard) allow in-person and online students to participate equally.

Pros

This is a viable way to enable students who are quarantined or cannot otherwise attend class in-person to participate in class synchronously.

- As long as instructors are very intentional about bringing in-person and remote students together and help them develop a protocol for interacting across modalities, discussion among all class members can take place organically.

Cons

- Instructors must plan student interactions very carefully in advance.
- Operating classroom audiovisual equipment and engaging in-person and remote students' simultaneously and equally can be difficult for the instructor, especially if they don't have a TA to assist them.
- The remote students' experience is highly dependent on available classroom audio-visual technology, internet speed, and in-person participants being mindful to be inclusive of them.
    - In classrooms outfitted with microphones, speakers, and video cameras that can autofocus on class members or the blackboards, discussion between in-person and remote students can occur spontaneously.
    - Even so, expect a delay in remote students' reaction, because it takes time for Zoom to transmit the happenings in a classroom to them and they will always hear the in-person conversation with a lag.
        - Furthermore, if managed poorly, remotely participating students can be reduced to passive observers who will be able to follow only part of the classroom interactions.
- It may be tempting to ask students to all log in to the class Zoom meeting to facilitate discussion between in-person and remote students, especially for small group discussions. However, audio feedback can become an issue when multiple people log in to Zoom in the same room.

    - In classrooms that have built-in speakers, microphones and cameras, students must not connect to Zoom audio on their own device, or they must use headsets with a microphone.

Flipped Model

In a flipped classroom, the instructor records lectures in advance and posts them to Canvas, and devotes class time to going over the material and other instructional exercises. Students tackle the new material on their own first, and then focus on other kinds of engagement with the material, such as application and analysis, during synchronous class meetings, often in the form of small group work or instructor-led discussion. During synchronous meetings, students in the in-person and remote groups may be further divided into groups of approximately four for collaborative group work.

Engagement: If you will be recording video lectures, note that shorter videos (of 8-12 minutes' length) may make it easier for students to review and stay focused.

- Consider including in-video quizzes via Panopto to help students check their understanding and stay engaged.
- Design activities such as problem-solving, concept mapping, case analysis, writing, collaborative annotation, designing, etc., that students need to work together to solve.
- You may find that you need to discuss with students the value of collaborative learning and how to do it well. Each group should document their progress and be able to share out with the entire class.
- Consider creating a shared document that everyone can edit (such as Google Doc) where each group has their own space for working out ideas. This allows you to monitor progress and jump in as appropriate.

Pros

When done well, the flipped model can offer a very interactive and engaging experience with authentic application of course content. It can also shift easily directly to fully online. Take care when forming student groups to ensure students get to work with more than a handful of their classmates.

Cons

This model requires a good deal of preparation and organization for course content.

- Activities for synchronous meetings need to be well-thought through, challenging, and require collaboration among students to succeed.

- In-person discussion and small group work under social distancing will present challenges, and students may need to use Zoom or text chat for discussion in order to be heard.

Note

It is possible to flip only a few class sessions instead of the entire quarter as long as it is transparent to students what to expect and what is expected of them.

Digital Learning Resources

Essential Tools

Canvas

Canvas is the University's learning management system. It is integrated with many of the learning tools offered by the University and can serve as the central hub for information and communications for your course. Instructors can upload course documents, link to course reserves, start discussions, create and grade tests and assignments, and communicate with students via announcements and emails.

For the 2020-21 academic year, all instructors are required to have a Canvas account and to set-up a Canvas site for each of their courses where students may access all their course materials including the syllabus, readings, recorded lectures, etc.

Zoom

Zoom is the University's video and audio-conferencing tool. Zoom's engagement features allow you to do much more than sharing your screen or slides with your students, have them take turns to speak up, or enter their questions in Chat.

You can have students annotate on a shared screen, use the built-in whiteboard, provide non-verbal feedback, and use breakout rooms for small group discussions. Zoom is integrated with Canvas, which allows you and your students to access meetings and cloud recordings all in one place.

Panopto

Panopto is the University's video management platform. It is a tool for recording, organizing, embedding, and live streaming video. It seamlessly integrates with Canvas for video/audio course content and in-video quizzes, and it can be used for DIY lecture capture and screencasts. Panopto also includes a suite of web-based video editing tools. While Canvas has its own audio and video tools, Panopto offers more robust features and analytics.

Other Collaborative, Engagement, & Digital Learning Tools

Class Blog can be an effective write-to-learn assignment. It is often used as an alternative for Canvas Discussions, or a platform for collaborative glossary or keyword exercise, student ePortfolio, and digital exhibition assignment.

Digital Exhibition Platforms supported by the University include Omeka, UChicago Voices, and Wiki. In a digital exhibition assignment, students create a digital mock-up representing a physical display space and populate the space with carefully chosen text and images, which work in conjunction to argue for a central thesis.

- Omeka, supported by the Library, is designed specifically for building digital collections. It has a higher learning curve than UChicago Voices and Wiki. UChicago Voices and Wiki are easier to learn and use, however they do not support meta-data for images and digital files.

Google Suite includes tools such as Google Docs, Forms, Maps, Sheets, Slides, Jamboard. The advantages of Google's collaborative tools are that they allow up to 50 users to edit and 200 users to view simultaneously. Document owners can grant specific users editing, viewing, or commenting privileges. Users have the ability to track changes, and chat while working together. Anyone with a CNetID can access the UChicago Google Suite by logging in through our single-sign on with Shibboleth. Google Doc is integrated with Canvas under Collaboration.

Hypothesis (Pilot) allows for collaborative annotation down to the sentence level on online documents such as websites and PDFs. Students can label their annotations with tags and reply to each other's annotations. Annotations can be public, private, or shared with members of a group, such as among class members. When used properly, Hypothesis can help make reading visible, active, and social. It can be a great way to help students learn close reading, and prepare them for in class discussions. Hypothesis is not yet integrated with Canvas, and the University's temporary license expires in December 2020.

LUNA is the main database for art images for teaching at UChicago. Supported by the Visual Resources Center, it allows users to search image collections, manipulate images, and create image-based presentations that are ideal for classroom and professional use. Zoom in to see details of high-resolution images, create groups of images for later reference, and quickly share your content with others. Individual images can be exported for use in presentation software and entire groups of images can be exported directly into PowerPoint.

Personal Image Archiving Tools can help students and faculty organize and log metadata as they build increasingly larger personal collections of images, audio, and video files for their research.

- The Visual Resources Center supports the use of ARIES, Airtables, and Tropy.

Poll Everywhere is a student response system that replaces physical clickers in the classroom. Poll Everywhere can facilitate quick polls, feedback, or quizzes in the classroom to promote better engagement from students and give instant insights into student understanding for instructors. Poll Everywhere can be integrated into Canvas for grading purposes.

Wiki can be a good tool for collaboratively editing a glossary, peer-editing group projects, or for creating an open forum for brainstorming and problem-solving. It is sometimes used as a platform for digital exhibition assignments (see above).

- Instructors can create class wiki sites in UChicago Wikis, or they can create wiki pages in Canvas. UChicago Wiki has a minimalist aesthetics and is better suited for primarily text-focused assignments.

Grading and Online Proctoring Tools

Gradescope

Gradescope is a pilot tool that facilitates the grading of hand-written work in an easier, more efficient, and more consistent way. It also allows better feedback for students, which reduces regrade requests. This is especially useful when assignments and exams are graded by a team of faculty and/or TAs.

Proctorio

Proctorio is a pilot remote machine proctoring service that can record students' audio, video, and computer screens while they complete online Canvas quizzes. The University of Chicago is currently piloting Proctorio at a cost of $5 per exam per student. To explore Proctorio and alternative methods of combating academic dishonesty, request an Academic Technology Solutions consultation.

- Faculty and instructors at the Booth School of Business or the Pritzker School of Medicine should contact their divisional IT for help and support with Proctorio.

Turnitin

Turnitin is a site that allows instructors to scan student assignments for signs of plagiarism.

- This application is only available to Law School faculty and instructors at this time.

Library Resources

Course reserves may be requested via Canvas in the "Library Reserves" section. Library staff can scan chapters of books or articles to place on e-reserve and create links to the Library's online collections. If the Library does not have a particular item that you need for your course, they will check to see if a version is available online.

Library research guides suggest starting points for conducting research in various fields, as well as tips for finding specific types of sources such as newspapers, data, and more.

- Research guides may also be integrated into Canvas courses to provide easy access for students.

Library Orientation is available in Canvas to introduce students to the University of Chicago Library. Students can self-enroll and review several modules to learn about Library collections and services.

Instruction for courses is available covering topics such as finding scholarly resources, locating primary sources, constructing effective search strategies, and research methodologies and practices. Training can be provided synchronously or asynchronously, and customized for your specific assignments.

Library experts are online and ready to help you. Librarians can purchase items for our collections, meet online with students about assignments, and provide support for research projects (including GIS, data use and management, and digital scholarship).

- Immediate assistance is available via live-chat, text or email by visiting Ask a Librarian.

Software Access & Training

UChicago Virtual Lab (vLab) is an online equivalent to a computer lab. Students can use it to access certain course software from their own laptops or desktops on the university network. (Please use cVPN when accessing vLab from off-campus.)

LinkedIn Learning offers thousands of self-paced online courses that can be used as supplemental instructional material or tutorials for specific skills needed for a given course. Browse popular courses on topics such as Python, R, Excel, and more. This tool is free across UChicago to anyone with an active CNetID.

Which Training to Attend?

These workshops provided by Academic Technology Solutions, the Chicago Center for Teaching, and the University of Chicago Library are designed to help you prepare to teach in the Autumn quarter. This list will be updated as more trainings are launched. Consider what workshops may be beneficial for teaching in the Fall, and also connect with your department to learn if there are any area specific training they may be offering as well. Register for training online through Teaching Remotely.

Current Workshops

- New and Updated Tools for Remote and Hybrid Teaching

- Workshops on Canvas, Zoom, and Panopto

Forthcoming Workshops

- Pedagogical Considerations for Remote and Hybrid Teaching
- Library Services for Remote and Hybrid Teaching
- Creating Inclusive and Accessible Environments
- Student Engagement
- Assessment and Assignments Options

Troubleshooting Resources

Academic Technology Services Virtual Office Hours

During the summer we have virtual office hours from 9AM- 1PM Monday, 11AM-1PM on Tuesday and Wednesday and from 12-4PM on Thursday. We expect to offer extended virtual walk-in hours, starting in mid-August.

Check our schedule for our virtual walk-in hours and to get the link to join.

Course Building Assistance

If you require additional help with building a course or would like to better understand your options, consider scheduling a consultation with one of the advisors at the Chicago Center for Teaching. They can assist with building a course, and also with directing you to the appropriate training.

You can schedule a consultation or reach out via email at teaching@college.uchicago.edu for questions or additional information.

Resources for Canvas

Resources for learning Canvas including online documentation, video guides, and a self-paced course–are available on Academic Technology Solutions' Resources page.

If you need assistance using Canvas you can use Live Chat or call Canvas Support at 833-564-8137; available 24 hours a day. For UChicago-specific questions (e.g., course creation, content migration, splitting/combining course sections, all-sections course requests, access/enrollment issues) or to set up individual appointments, email canvas@uchicago.edu.

Resources for Panopto

If you need assistance using Panopto you can email support@panopto.com or call the 24/7 helpline at 855-765-2341. Resources are also available on our Panopto service site.

Resources for the Library

If you need help with library resources the Ask a Librarian page will direct your queries to the appropriate staff.

Work-Life Resources

As more of our programs are finalized for the new academic year, they will be added to the guide. Please visit the Office of the Provost's website for a list of current work-life offerings.