Information shared in the Q&A and Chat

Online with LSE: Trouble-shooting Online Instruction Webinar
Friday April 3, 2020

Resources shared in the chat

For preventing zoombombing: We have had issues on ‘Zoombombing’ any suggesting on how to prevent this without making the class difficult to access for students? I am enabling waitrooms, authenticating before joining. I was told both are necessary but I want to make my class easily accessible.
-  https://keepteaching.usc.edu/tools/zoombombing-resources/

Resources for breakout room discussions:
-  https://support.zoom.us/hc/en-us/articles/360032752671-Pre-assigning-participants-to-breakout-rooms

How does one do a voice over embedded in a PowerPoint? Is there a specific software?
-  I just use the voice over function in powerpoint https://support.office.com/en-us/article-record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c
-  I also make an mp4 of the voiceover powerpoint in case students can’t get the ppt to work. You can export to mp4 from ppt.
-  Google slides also has voice over but, you might need to use external software, like screen-cast-o-matic
-  Here is how to add audio to PDF: https://www.youtube.com/watch?reload=9&v=n32FuguFsPk

For supporting group work:
-  In Team Based Learning, students complete an individual readiness assessment (iRAT) and a team readiness assessment (tRAT). This covers basic material that the students are then going to need to leverage in a higher order activity.
-  a link to Team Based Learning basics https://cft.vanderbilt.edu/guides-sub-pages/team-based-learning/
-  In online instruction, students can submit their iRAT and tRAT in the learning management system

For engaging students using discussion boards
-  https://padlet.com/ padlet has an annual fee of ~$100, monthly fee of ~$10
-  https://www.mentimeter.com/ I have the basic plan and use it not only for my classes but also for professional workshops, etc. I have found it to be worth the cost.

See Q&A and chat from previous Online with LSE webinar for examples of resources for online labs
-  https://www.ascb.org/event/online-with-lse-transitioning-to-online-instruction/

For collaborative presentations: voicethread.com
Curricular resource for case studies: https://sciencecases.lib.buffalo.edu/

Accountability for students in online instruction: Here is a great resource to help our students be organized and manage this time. I customized it for my students. https://lsa.umich.edu/content/dam/rll-assets/rll-docs/Study%20Habits.pdf

Q&A not answered live during the webinar

Q: What suggestions do you have for helping members of groups make equitable contributions — and then being equitable as faculty in the grading process.
A: For both, I find rubrics really helpful. There can be a designated percentage regarding contribution to a project/discussion that students know about ahead of time. Depending on your LMS, you can also grade anonymously. This helps with grading equitably but then you can return to the assignment to see how each of them did to gauge their learning.

Q: For those of you that teach a course with a lab component, do you have ways to transfer lab experiences to online learning?
A: There are lots of examples in the previous webinar - check it out: https://www.ascb.org/event/online-with-lse-transitioning-to-online-instruction/
A: It may be useful to think about skill sets beyond the technical. Can students generate hypotheses and test them in the literature? Can they troubleshoot a protocol you did earlier in the semester? Can they reflect on “what might have happened if” from a previous lab? Can students explore databases or research resources that are used by professionals? (e.g. NCBI)

Q: About course organization, do you find students prefer the course organized as chapters according to the textbook or modules?
A: I organize as Units (Modules), similar to what Jim is saying. Locking the assignment is really helpful. That way assignments can be paired with the content. I do keep assessments in a separate folder as they encompass more than one unit.

Q: We are using blackboard collaborate ultra for our on-line teaching. Is there a way to break up students into preassigned groups? drag students into different group one-by-one will be very time consuming
A: I recommend asking your IT or learning management system support folks for advice on specifics of a technology and its capacity / function; here is a help page: https://kb.uwstout.edu/page.php?id=67262&no_frill=1

Q: How much time do you give students to work in breakout rooms?
A: My students work for 10-15 minutes in break out rooms. It really depends on the nature of the task. Usually they are working through a task together that I have posted on Blackboard.
Q: Could you share what you mean by "Readiness Assessment" -- do you have an example? For your online TBL, how do you have students submit their grat responses?
A: Here is a link to the basics of Team Based Learning: https://cft.vanderbilt.edu/guides-sub-pages/team-based-learning/ Yes. They still do a tRAT and submit it electronically via Blackboard.

Q: Can you talk about how you operate anatomy laboratories if you do them.
A: I use a combination of a lab kit from HOLscience and PhysioEx (Pearson), and HHMI Biointeractive

Q: I would like my students to do observations outside and observations of their home experiments. Does anyone have good options for an online lab or field notebook?
A: Lab Archives is an online lab notebook, but it is not free.