MassBay COMMUNITY COLLEGE

Remote Teaching Tips for Faculty

Tip	Resource
Course Structure and Format	
Before classes start	

Video Conferencing
   1. Get familiar with WebEx (or another video conferencing tool).
   2. Practice with your colleagues.
 	
Note: WebEx is the MassBay supported video conferencing tool.
	WebEx Help
	Watch your email for training schedule from IT
	Reach out to your Chair or Dean if you need assistance locating a practice partner

Set-up the LMS course shells. Suggestions include:
   1) Add a syllabus (see **Syllabus Template** under "Tools" on the Blackboard main page when you log in.)
   2) Keep consistent format.
   3) Consider dividing content into modules, chapters or weeks.
   4) Each module could include objectives, an introduction (just a couple of sentences), an assignment checklist to help students stay organized each week.
   5) Using discussion boards and Wiki pages often increases collaboration and student engagement.
   6) Prominently and permanently display the link to your video conferencing space in the LMS for easy access.
 	
Note: Blackboard is the MassBay supported LMS.
	Designing an Accessible Online Course
	
	Blackboard Exemplary Course Rubric
	Need help with Blackboard or organizing your course? Contact Bernadette Sibuma bsibuma@massbay.edu; Christopher Daniele CDANIELE@massbay.edu
	Introduction to Wiki Pages in Blackboard
	Best practices in online discussion boards

Videos
   1. Consider pre-recording short welcome video outlining your teaching methods and teaching environment.
   2. Consider pre-recording short video lectures and posting them in Blackboard to help get students started with a new module.
 	
Note: Be sure to maintain your usual copyright policy.
	WebEx Help
	How to record in WebEx

Start of class
   1. Consider using Week 1 to help students acclimate to the remote environment and tools.
   2. Consider using Day 1 to help students acclimate to the communication tools.
   3. Consider establishing clear guidelines for remote environment:
      a. Student videos on or off?
	Week 1 Sample Activities and Assignments
	Orientation to WebEx Virtual Classroom (first 5 minutes)

b. Mute student microphones when not speaking. c. Close all other windows when teaching. d. Will you be **recording** your class sessions? If you are, obtain students' permissions during each session. e. Will you encourage students to use video conferencing tools such as hand raising feature or message box?	See Appendix attached to this document: ***FERPA Considerations for Remote Instruction***

Assessment
  1. Taking tests online
  2. At this time, faculty might consider assessment activities more amenable to the online resources currently available. Assessments might include collaborative discussion and writing activities, critical thinking writing assignments, research reports, and the like.
  3. Helping students know where they stand. Consider:
    a. Using Blackboard Grade Center
    b. Having a regular grading schedule
    c. Add My Grades section to your Blackboard menu.
Note: Having students submit assessments through Blackboard protects faculty as well as students by providing record of student submission.
	Adapting Exams to Teaching Remotely
	
	Alternatives to Exams for Remote Teaching
	
	Blackboard Video Tutorials

Technology
  1. You will need a High-Speed Internet connection (commonly referred to as "broadband").
  2. Consider using WebEx Whiteboard similarly to how you use the whiteboard in the classroom.
	Contact your Dean if you do not have broadband Internet service.

Consistent and Clear Communication

Some suggestions:
  1. Be clear with your expectations at the start and maintain consistency as the course progresses. Clear explanations protect both students and faculty.
  2. Be clear with your communication schedule
    a. How / when can the students reach you
    b. How / when will you be reaching out to students
  3. Consider sharing with your students that you are also new to remote learning – we are learning together!
  4. Students participating remotely often feel alone / isolated. Partnering students together or having them work in small groups helps. You can try:
    a. Discussion boards
    b. Have students work together on a Wiki
    c. Team Projects
	See **Syllabus Template** under "Tools" on the Blackboard main page when you log in.
	
	Students Working Remotely in Groups
	
	Best practices in online discussion boards
	Effective Use of Wiki Pages
	COMING SOON:
	Setting –up and Facilitating Break out rooms in WebEx

d. Using breakout rooms in your video conferencing (WebEx breakout rooms coming soon)	
Provide tips on how to prepare for class. Provide tips on how to participate in class.	Useful class preparation and participation tips

Suggested use of WebEx for a remote course
  1. Mini Lectures
  2. Student Drop-In time
  3. Small group or individual student meetings
  4. Prerecorded lectures	

Consider sending a Welcome email to your class and/or a short introduction video. Consider adding a "How to join a WebEx meeting" video in your introduction email. *Note: Best practices include a welcome post or email*	How to join a WebEx meeting
To help facilitate time management skills, consider reminding students to use their electronic calendar to add course meetings and homework time.	
Additional Resources	
Inclusive Teaching and Universal Design for Learning in Remote and Online courses	How to create an inclusive online class Inclusive Teaching and Learning Online Inclusive Teaching: Supporting All Students in the College Classroom Universal Design for Learning BB Accessibility Features
Tips on Teaching Remotely	Purdue University University Of Washington

APPENDIX:

FERPA CONSIDERATIONS FOR REMOTE INSTRUCTION*

In light of the coronavirus/COVID-19 emergency, the Massachusetts Community Colleges have replaced face-to-face instruction with remote instruction. Remote instruction may include utilizing video and audio recordings of class sessions and student projects. These recordings may be used to allow students to watch a missed class session, to review an earlier session, to share with subsequent classes, to incorporate into massive open online courses (MOOCs), or for accreditation purposes. Depending on how the recordings are created or edited, they may constitute student educational records that are protected under the Family Educational Rights and Privacy Act (FERPA), the federal student privacy law. As a general rule, it is important to keep in mind that to the extent FERPA applies to student educational records in a physical classroom, it applies with equal force and affect to student educational records in a virtual setting. This guidance explains acceptable practices for utilizing video and audio recordings in a remote instructional setting.

1. **Are video or audio recordings of classroom lectures a protected student record under FERPA?**

If a recording includes only the instructor, it is not a student record and FERPA does not limit its use. If the recording includes students asking questions, making presentations or leading a class, and it is possible to identify the student, then the portions containing recordings of the student do constitute personally identifiable information (PII). A student's PII cannot be released absent a student's prior, written consent, except as permitted by FERPA.

2. **May a recording that includes student participation be posted *for other class members to view or listen to*?**

Yes. If access is *limited to other students in the class*, FERPA does not limit or prevent its use and does not require obtaining a written consent from any students who are identifiable in the recording. This allows instructors to create access for students in the class to watch or re-watch past class sessions.

3. **What if the professor wants to allow access to a recording (that includes student participation) to others *outside of the class*, is this permitted?**

There are several ways to provide access to recordings that include student participation to others outside of the class.

   a. The institution, working with the instructor, may obtain individualized FERPA consents from the students in the recording which allow use of this portion of the recordings. This type of consent can be obtained on a case-by-case basis or from all the students at the outset of a class.

b. Recordings can be edited to either omit any student who has not consented to the use of their voice or image, or be edited to de-identify the student in the recording (which can include avoiding or removing any mention of the student's name, blurring the student's image, altering voice recordings, etc.).

c. Recordings can also be planned so that students (such as those asking questions during a class) are not shown in the video or referred to by name (another way to de-identify the student).

4. **What is the easiest way to comply with FERPA if I am video recording my class sessions and students will be asking questions and doing presentations?**

Plan the recordings so that they do not show students who are asking questions, don't refer to the students by name, and avoid repeating the student's question in the recording (de-identifying the students removes the need for a specific consent from each student depicted). If a student happens to appear on camera, their identity can be edited out or a written consent can be obtained.

Because student presentations and video projects make it more difficult to de-identify participating students, the institution, working with the instructor, should obtain a FERPA consent from the students.

5. **What is the process for obtaining a student's prior, written consent to release their PII?**

Any and all questions concerning the release of student PII, including how and under what circumstances a prior, written consent is required and/or obtained, should be directed to the College's Registrar for assistance.