

## **Remote Teaching Tips/Best Practices - Mina Moussavi, PhD & Aaron W. Young, PhD**

An inclusive classroom with clearly communicated expectations are the cornerstone of a successful LfA education experience. We recommend that faculty get comfortable with the features of the learning management system (Blackboard), basic video capturing and conferencing (Zoom and Kaltura/MyMedia), and classroom technology. To facilitate an engaged learning environment in the LfA model, we recommend faculty familiarize themselves with active learning student-centered pedagogical techniques (flipped classroom, case-based discussions, think-pair-share exercises, jigsaw, team-based learning, etc.).

The LfA classroom borrows many pedagogical practices from the online environment. These are some best practices we suggest for designing and implementing an engaged classroom experience.

- Email a welcome to students and direct them to an introductory video before class starts
  - The video should outline important points in the syllabus as well as course expectations/assessments
  - Go over the organization of Blackboard and any other media/software that you may be using
  - Clearly state the best way to contact you or the team if it is a team-taught course.
  
- Consider having a live “welcome session” where they can meet course faculty/leadership and ask questions about the course. Consider using an icebreaker exercise or breakout rooms in Zoom (for a large course) to build an online community.
  
- Share tips and expectations for students on working in Zoom. Consider sharing a Zoom etiquette guideline for video/audio on. Whether or not you would like them to use the chat or verbally interrupt the session. Session specific guidelines (such as utilization of break out rooms) should be shared before each session starts.
  - It would be helpful to have a moderator for any remote session to monitor the chat as viewing the chat and sharing your screen can be a challenge.
  
- Communicate regularly with students about class work, homework, and course expectations
  - Pre-schedule regular drop in office hours or “student hours” via Zoom.
    - Consider students in other time zones
    - Consider having substantially more office hours sessions than you have previously offered
    - Having at least one point of contact every day of the course is good practice
  - Offer additional office hours by request
  - Utilize the calendar feature in Blackboard or consider creating a course Google calendar (for all course sessions, assessment due dates, office hours, and mandatory sessions).

- Send weekly/regular reminders for upcoming tasks/assignments or upcoming mandatory sessions.
- Send/post the reminder at a specific cadence, for example every Monday at noon.
- Use discussion boards in Blackboard or Piazza and have students post questions, comments, or reflections
  - Course faculty should be moderating these discussions and answering student questions at regular intervals
- Check in on students who are struggling on formative/summative assessments. Schedule private zoom sessions with them to suggest study strategies or refer them to additional resources. This can be done by monitoring their Blackboard grade center, or the retention feature.
- Create an avenue (google doc) for students to sign up to form study groups.

Recommendations and best practices for in person teaching:

- Repeat any student questions and then answer so audio/video recording can capture the full dialogue.
- Be mindful of the room, spacing, and any microphone/video limitations
- If moderators are being used, pre-arrange your expectations with them. For example, would you like only questions in the chat? Would you like them to interrupt you, or would you have pre-determined breaks for questions?
- Book an in-room training session with EdMedia to familiarize yourself with the equipment/technology and capabilities of the space you will be teaching in PRIOR to your first session
  - <https://www.bumc.bu.edu/bumc-emc/training/>

Best practices for engaging students in person and live via Zoom sessions:

- Quizzing using Blackboard, TurningPoint, ExamSoft or a live response system (more on that below)
- Polling during live sessions can be done using Zoom, TurningPoint, or Poll Everywhere
  - Zoom polls must be created by the Host/Alternate Host that set up the session. However, for the sake of time and ease of use, it is recommended to create your questions in advance. If a student did not sign in with their SSO, it will save their responses anonymously or as a guest.
    - [https://docs.google.com/document/d/1p8Gr\\_-C25QUIK3FFT3-X-XP1UjaDCepkcdUL8VN5LA/edit](https://docs.google.com/document/d/1p8Gr_-C25QUIK3FFT3-X-XP1UjaDCepkcdUL8VN5LA/edit)
  - If you would like to view Zoom's attendance reports:
    - <https://drive.google.com/file/d/1WecySsE600HTTN8jRRHYRj5JqiBmbIA/view>

- TurningPoint can be utilized for remote polling once mobile responses are enabled. Students need to be given a session ID to respond to and have the app on their phone or use the web browser version.
  - Faculty tutorial:  
<https://www.turningtechnologies.com/turningpoint/turningpoint-desktop/video-tutorials/>
  - Student tutorial:  
<https://www.turningtechnologies.com/turningpoint/turningpoint-web/video-tutorials/>
- There are other polling software available, but they are NOT institutionally supported. Examples include Poll Everywhere or Top Hat.
- Use the whiteboard feature in Zoom to annotate you slides or draw things out
  - Annotate slides:  
[https://drive.google.com/file/d/1ndGu7NGN2\\_a8DyWLTawC3u\\_eD2DqJO9p/view](https://drive.google.com/file/d/1ndGu7NGN2_a8DyWLTawC3u_eD2DqJO9p/view)
  - Use Whiteboard:  
[https://drive.google.com/file/d/1ndGu7NGN2\\_a8DyWLTawC3u\\_eD2DqJO9p/view](https://drive.google.com/file/d/1ndGu7NGN2_a8DyWLTawC3u_eD2DqJO9p/view)
- Break out rooms in Zoom can be used for small group discussions or think-pair-share exercises.
  - Breakout rooms must be enabled, see directions via link:  
<https://docs.google.com/document/d/1-vTyT9IPedIDYDKkTYFhnQKDqO5-tvxhpgfDwLbnA2M/edit#heading=h.9quxfqivmkcg>
  - Tips for successful breakout room participation:  
[https://docs.google.com/document/d/1ksJyQ8FIGaSCfK\\_XW32NdpT994KWzERA5jE1VLW\\_Jdg/edit](https://docs.google.com/document/d/1ksJyQ8FIGaSCfK_XW32NdpT994KWzERA5jE1VLW_Jdg/edit)
- Group assignments can be collectively worked on via google docs/slides/sheets to engage students with each other and the content they are learning.

#### Best Practices/Recommendations for Remote Teaching Equipment Setup:

- Strongly recommend using a second monitor
  - Make sure to toggle on “dual monitor” mode within Zoom settings
    - Opens Zoom in multiple, movable/sizable windows allowing you to see Zoom controls, whatever is being screen shared, chat and participant list, and grid view of attendee videos simultaneously!
- Strongly recommend an add-on, USB webcam
  - Tend to be much better quality than built-in webcams
- Strongly recommend having good lighting, that is in front of you, to make your video image clear
- Strongly recommend headphones/earbuds with built-in mic or a good quality USB mic
  - Dramatically improves your audio quality, while reducing background noise
- Consider using an iPad or other touchscreen-enabled device to screen share PPTs, etc.
  - Allows for easy drawing with pencil/stylus

- <https://support.zoom.us/hc/en-us/articles/201379235-Sharing-your-screen-iOS-with-the-Zoom-Desktop-Client>
- If session is being recorded, consider adjusting Zoom recording settings such that it captures only the screen share while screen sharing so as not to capture personal or any student video, only audio and screen shared video
  - Under Recordings tab, make sure “Record video during screen sharing” is UNCHECKED/NOT SELECTED

More video tutorials on how to use Zoom and its many features can be found here:

- <https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials>
- <https://www.bumc.bu.edu/bumc-emc/>

Please see the following links for Blackboard tutorials on getting started, adding content areas or folders, using the grade center, and more:

Blackboard Video Banks:

- <https://www.bu.edu/tech/services/teaching/lms/blackboard/instructors/videos/getting-started/>
- [https://help.blackboard.com/Learn/Instructor/Watch\\_Videos](https://help.blackboard.com/Learn/Instructor/Watch_Videos)

Using Blackboard to communicate with students:

- <https://help.blackboard.com/Learn/Instructor/Interact>

Using Blackboard Grade Center:

- <https://www.bu.edu/tech/services/teaching/lms/blackboard/instructors/videos/grade-center/>

Getting Insight on Student Activity on Blackboard for Retention:

- [https://help.blackboard.com/Learn/Instructor/Performance/Course\\_Reports/Student\\_Activity\\_Details](https://help.blackboard.com/Learn/Instructor/Performance/Course_Reports/Student_Activity_Details)
- [https://www.youtube.com/watch?list=PLontYaReEU1u8Z-VKx45P-JkVSTUOUD13&time\\_continue=87&v=ECYwy8TSEJA&feature=emb\\_logo](https://www.youtube.com/watch?list=PLontYaReEU1u8Z-VKx45P-JkVSTUOUD13&time_continue=87&v=ECYwy8TSEJA&feature=emb_logo)

There are a few options for making pre-recorded videos:

1. Record voice over in PowerPoint and turn it into an MP4 or WMV. The conversion of the narrated slides into a video is available on PC's only. Please see tutorial: <https://www.youtube.com/watch?v=Y5dgwwa5XRA>

2. Kaltura capture (can download from MyMedia)  
<https://www.bu.edu/tech/services/teaching/instructional-video/my-media/my-media-faqs/using-kaltura-capture/>
3. Zoom record with either video on or video off
  - Zoom recordings to the cloud will get captioned. Captioning usually needs to get edited for accuracy when using scientific jargon.
  - Can share the zoom cloud link directly with students or upload to MyMedia and embed the video to Bb.
  - [https://docs.google.com/document/d/1KSucdupBVoQqIHqcorFwFXKVJaBs\\_uFD\\_rHh0hqAD6DU/edit](https://docs.google.com/document/d/1KSucdupBVoQqIHqcorFwFXKVJaBs_uFD_rHh0hqAD6DU/edit)
4. Upload any video recording to MyMedia to share via link or embed into Blackboard.
  - <https://docs.google.com/document/d/1-vTyT9IPedIDYDKkTYFhnQKDqO5-tvxhpgfDwLbnA2M/edit>
  - <https://www.bu.edu/tech/services/teaching/instructional-video/my-media/my-media-faqs/using-my-media/>
5. Embed questions/quizzes/reflection points into pre-recorded videos through Kaltura/MyMedia
  - <https://knowledge.kaltura.com/help/video-quiz-guide-for-creating-quizzes>
6. Request closed captioning in Kaltura. Captioning usually needs to get edited for accuracy when using scientific jargon.
  - <http://www.bu.edu/tech/services/teaching/instructional-video/my-media/my-media-faqs/mymedia-captions-transcripts/>
7. Kaltura/MyMedia's has limited video editing capabilities. The web-based application will only allow you to shorten the video from the front or back end or split a video. It will not allow you to take clips and piece them together again.
  - <https://knowledge.kaltura.com/help/kaltura-video-editing-tools---user-guide>
8. If you require more editing capabilities, it would be easier to learn Adobe Premiere (available to BUSM faculty for an annual licensing fee).

Additional Resources Available:

- SafeAssign (in Blackboard) or Turnitin can be used to check written work for plagiarism. See the CTL website for more information:
  - <https://www.bu.edu/ctl/teaching-resources/plagiarism-detection/>