

CECS Innovative Remote Instruction Task Force

Preliminary Summary
April 15, 2020

**Hospitality
& Logistics**

**Readings
& Materials**

**Instruction
& Activities**

**Assessment
& Grading**

**Advising &
Accommodations**



Task Force Members

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Special thanks to:

Wendy Howard - Pegasus Innovation Lab

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See the full report from the Task Force for implementation notes and details related to the recommendations summarized in this presentation.

Overarching Themes

- Offering a face-to-face class via remote access is not the same thing as converting the class to an online modality.
- Emphasis needs to be on using remote tools to provide whatever would have been provided during live classes and office hours.
- Favoring asynchronous class resources will provide increased flexibility to students who may face many time-demanding challenges under the current emergency circumstances.

Hospitality & Logistics

- Modules in WebCourses can mimic much of the implicit context associated with attending a live class on a regular basis.
- A unit-specific welcome message each week can explicitly signal time to move forward.
- Adding an ungraded *Questions & Tips* discussion thread to each module can consolidate materials that might require dozens of email exchanges that would not be seen by most students in the class.
- Provide specific early content (e.g., video, tip sheet) on the use of WebCourses and Zoom with an emphasis on features not typically used in live class settings.

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Readings & Materials

- Make materials and handouts available within WebCourses, including all files and materials used during recorded lectures.
- Add supplemental publisher materials and content, particularly related to the text and readings.
- Consolidate materials on common class-specific pages and annotate those pages to provide context for all available materials.

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Instruction & Activities

- Record lecture materials for asynchronous viewing by students and use any synchronous class time for questions and problems.
- Break live class content into smaller topical presentations, typically 10 minutes or less each.
- Avoid the temptation to add additional content during recorded lectures – stick to what you actually would have covered during the live class.
- Consolidate new recorded materials onto Pages in WebCourses that present everything for a class or unit together – adding small introductory captions to introduce each video and set the stage.

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Assessment & Grading

- Consider alternative assessment techniques, assignments, or projects that allow students to work outside of traditional exam windows.
- Add formative assessments in order to allow students to develop any capacity needed to succeed toward summative assessments with confidence.
- Consider the level of exam-taking security that is needed for summative assessments, including options for ProctorHub, LockDown Browser, or Respondus Monitor.
- Minimize security risks by allowing many behaviors that might pose risks (i.e. open book and note).

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- Use *Office Hours* and specific *Questions & Tips* discussions to minimize outside activity, allowing more students access to whatever is shared.
- Post common FAQ-type questions and answers proactively in the discussions.
- Conduct synchronous office hours – both public and private – using Zoom after encouraging checking and use of the available discussions.
- Provide a discussion thread for students to discuss their outside concerns related to the current emergency.
- Plan for and expect student requests and communications during non-traditional hours.

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Anticipating the Future

- Reverting to live face-to-face classes need not necessitate throwing away improvements and innovations made during this emergency situation.
- Future face-to-face classes can be enhanced and supplemented by adapting short-term changes into permanent practice, although an investment would be needed to institutionalize more rigor into short-term changes not necessarily built for long-term use.