**TAKE A DEEP BREATH: THINGS TO CONSIDER**

1. **Partner with Students in the Transition:** Consider the process of going online a partnership with your students. Ask them about how they are feeling, what good online learning experiences they've had, and how we can all work together to make this work out as best as possible. Students will be more engaged in a transition if they feel investment and ownership.

2. **Support Disadvantaged Students:** The research suggests that many students will do just fine; but much research suggests there is an "online penalty" for disadvantaged students when going online. Identify students struggling with your class, who will have particular difficulty moving, or have other factors that make it likely that online will be hard for them. Plan now for how you will proactively make human connections with students who need the most help, especially those who won't ask for help.

3. **Strategically Reduce Your Goals:** It's very likely that in all of this transition, you will not be able to teach as much as you would in a normal semester. If you teach a class with many dependencies, think carefully about which dependencies are most important to teach. If you have more flexibility, think about how you might reduce scope to teach fewer things well. Better to strategically decide reductions now rather than while scrambling at the end of the semester.
CHOOSING THE RIGHT PATH

You can start by asking the following questions:

**ASYNCHRONOUS**

Is your class mostly lecture-based?

Do you teach more than one section of the same class?

Would you rather the students work at their own pace to watch the lectures and do the assignments?

Are your students in very different time zones that would make it difficult to join at the same time?

Film the lectures ahead of time and post on the class platform (NEO)

**SYNCHRONOUS**

Is your class a mixture of lecture and discussion?

Do you teach only one section?

Would you rather keep your scheduled meeting time?

Are the majority of your students in relatively the same time zone and can join the class?

Hold your class at the same time it is currently taught on a web conference (Teams/Zoom/etc)
BUT... KEEP IN MIND IT MAY BE BOTH

If you choose to go **asynchronous**, you should still host live office hours through web-conference, or meeting with small groups of students.

If you choose **synchronous** you should plan to record class meetings, via Teams or Zoom's recording function, and post them on the class platform. Students aren’t able to join the live class can watch the filmed lectured later. This can also be a potential option for students in a different time zone.

OR, you can combine the two options—pre-recorded lectures, and video conference discussions.
ASYNCHRONOUS CLASSES: BASIC WORKFLOW

- Figure out which **platform** is right for your needs (NEO, Teams, Zoom, something else?)
- **Communicate** your expectations to your students
  - Where they can find the lectures & when they will be posted each week
  - What your expectations for due dates & assignments are
  - Expectations for participating in discussion forums
  - How the students can contact you
- **Film your lecture** and post at a regular time period each week
- **Send a weekly email** to students noting when the lecture is posted and any notices about assignments / due dates / office hours / etc
- Manage any **discussion forums**, a feature available in NEO
- Hold **office hours** over web-conference
ASYNCHRONOUS CLASSES: FILMING YOUR LECTURE

You can **record your lecture & slides** using a variety of options:

- **PowerPoint, Keynote, or Google Slides** have built-in recording functions. You can see the “how to” for each of these using the links.
- **QuickTime** is also an option for recording audio and your computer screen.
- Once you have a video, you can share via OneDrive, or you can upload to YouTube / other hosting platform and then post the link in NEO. (You can choose to upload an “unlisted” YouTube video that can only be accessed via a link, and is not searchable.)

Keep in mind that your lecture recording may be shorter than a regular class, since there will be no interaction.
ASYNCHRONOUS CLASSES: FILMING A POWERPOINT LECTURE

- Prepare your slides as you would to give a normal lecture.
- When you are ready, click “Record Slide Show”. Note that the audio doesn’t record during slide transition. Do a test run before you begin to make sure the audio is recording correctly.
- For instructions for making the recording, see here.
- For instructions for exporting to video, see here.
- *Note that you can only export a video if you have Office 365—which all NEC users do!
ASYNCHRONOUS CLASSES: FILMING YOUR LECTURE WITH QUICKTIME

All NEC users have access to Office 365 to export a video from PowerPoint as in the previous slide. For users who prefer Apple computers, another option is to use **QuickTime**; you can download it [here](#). You can also use QuickTime to create an audio-only file, if you don’t have slides. **Note that Quicktime is only supported for Apple products.**

- Open QuickTime application and click “File / New Screen Recording”.
- Set up your presentation and select the portion of your screen you want to record. At the bottom of the screen you should see “Options”; click on that and make sure the Microphone is set to “Built In Microphone”.
- Press “Enter” or click “Record” when you are ready, and “Stop Recording” when you are done. Export the video to your computer.
- Then upload to YouTube, and post link to NEO.
Many smartphones can upload directly to YouTube via a 'share' button, and also have native editors if you need to trim any ends.

1. Here is a guide to shooting video if you have an iPhone.

2. Here is a guide to taking good videos with a phone from the New York Times.

3. Once you've taken your video, upload it to YouTube or to NEO directly.

ASYNCHRONOUS CLASSES: FILMING DIRECTLY IN NEO

There is also an option to film short (5min or less) videos directly into a NEO page – see the screenshot below.
ASYNCHRONOUS CLASSES: RE-USE CONTENT

Do you have any **pre-existing content** that you can use?

- Videos made for other reasons?
- Talks that you have given on a related topic?
- Other faculty lectures from the field?

Consider bringing in outside videos or resources if you have any readily available.
ASYNCHRONOUS CLASSES: BEST PRACTICES

- **Find a quiet space** where you can film your lecture uninterrupted.
- **Do a practice run** filming 1-2 minutes of presentation before you attempt to film the whole lecture. This will allow you to test your audio & process.
- If you want students to engage in the **discussion forums**, post clear prompts or topics for them to react to. Be sure to tell the students where the discussion forums are, and how to interact with them.
- **Send a weekly email** to students noting when the lecture is posted and any notices about assignments / due dates / office hours / etc.
- **Try to maintain as much normalcy as possible**. Keep your scheduled office hours over Teams (or other web conference) and be as available to the students as you would normally be.
SYNCHRONOUS CLASSES: BASIC WORKFLOW

- Decide on a web conferencing tool (Teams, Zoom, or other).
- **Communicate** your expectations to your students:
  - What time classes will be / the link to access the conference room
  - What your expectations for due dates & assignments are
  - How the students can contact you
- Prepare for and **host your classes** at the same time as your regularly scheduled class. Plan for small group discussion & activities.
- **Record your class via the conference's 'Record' function** and post to NEO for any students who were not able to join.
- Manage any **discussion forums**.
- **Hold office hours** over web-conference.
VIDEO CLASSES: STUDENT CONDUCT

- Try to keep the same culture as your residential class. (i.e. rules about eating in class, leaving before scheduled breaks, preparing for discussion, etc)
- Students may not join a class while driving or riding in a car.
- Students are expected to join from a suitable, quiet location, with a device that permits full participation in the class activities, including use of video.
- Many courses include activities that cannot be adequately performed on a mobile device; using a computer is the best option.
- Students should keep their microphones on mute unless they are speaking, or in a breakout room.
VIDEO CLASSES: BEST PRACTICES

- Use a computer to teach.
- Use a headset with a microphone if you have one (or want to buy one)
- Try to get a good Wi-Fi signal. Sit as close to the router as possible.
  Plan for your best internet connection. Consider getting a wired connection to your internet router if you are concerned about slow wifi.
- Make sure no one on your network is streaming movies or games.
- Only open the programs you need for class.
- Mute all participants upon entry, so their microphones start off on mute.
- Keep your browser & computer updated.
- Restart your computer before you teach to clear out any bugs. Advise students to restart their computers before class.
- **Practice hosting a session** before you start class!
ONLINE CLASSES: MANAGING COMMUNICATIONS

- You can continue to communicate with your students via email
- Post announcements on the class page in NEO.
- Be consistent and clear with your messaging and expectations.
- Continue to hold live office hours over web conference, so students can come to you with problems or issues.
- Consider providing a space for students to contact each other:
  - Discussion Forums in NEO
  - Microsoft Teams chat function
  - *NOTE: If you are using multiple platforms for interaction, be sure to post clear links to all the relevant pages in your course platform.
ONLINE CLASSES: MANAGING DISCUSSION FORUMS

WHY

- Allows the students to respond to discussion prompts and engage ideas outside class
- Allows students who don’t feel comfortable speaking up in class to participate
- If class or some students are asynchronous, forums give a space for discussion and interaction
- Allow for student to student Communication

HOW

- Neo allows discussion forums; just make sure it is visible following the steps in the link.
- Other options could be Slack, Teams chat, etc
- Use both kinds of discussion prompts:
  - Open Reflection: encourage students to make their own posts based on ideas or questions they want to share with the group
  - Topic Response: write a specific discussion prompt based on the lecture or reading content to which you want students to react.
- Check and engage in the forums regularly.
- Consider giving some participation credit for student participation.
ONLINE CLASSES: SHARED ANNOTATED DOCUMENTS

You can share annotated documents via OneDrive with individual students, or groups of students.

In OneDrive, you can assign documents to individuals or groups. Anyone with access to the documents can annotate in real time, comment on annotations. Very good resource for PDFs.
ONLINE CLASSES: LEGAL CONSIDERATIONS

- Posting videos
  - Unlisted on YouTube: as long as students are in recording (video and/or audio) you NEED to get students to legal sign release form
  - Remember can have students not show voice/audio
- Most classes will not violate FERPA but check to be sure HERE.
  - EX1: student identifying a medical condition
  - EX2: student releasing information from confidential or private government records on the video
  - Can suggest telling students NOT to mention that type of information
- New disability rules require us to transcribe any posted videos. Teams can transcribe the videos automatically, though it comes in a little after the recording is finished. If you upload to YouTube they will be transcribed automatically. Otherwise you could use a transcription services like 3PlayMedia. If you’d like more information about disability services, you can check in with the Office of Student Services.
DON’T PANIC!

It is challenging to move a class online, even with advance planning and preparation. These are extraordinary events, and we all have to learn how to manage this as we go. There will be problems, and we will figure it out together! Try to find help if you can, through TAs, staff, other faculty with experience teaching online, or students. Practice and test everything before you go live.

CONTACTS:

ITS for Technical Issues: 617.585.1235, itshelp@necmusic.edu

NEO Issues: Equus Trundy equus.trundy@necmusic.edu
**TRAINING PREPARATIONS (click to join sessions)**

**Brainstorming with faculty**: What learning outcomes & teaching needs can technology tools address (and what can't)?
- Monday 3/23, 1:30pm-2:15pm – Brainstorming session 1
- Monday 3/23, 3:00pm-3:45pm – Brainstorming session 2

**Train-the-trainer sessions** for TAs and support staff: Are you comfortable being a resource for your colleagues at NEC? Attend these sessions to get started.
- Tuesday 3/24, 11:30am-12:30pm - Supporting users with Teams, Office 365, and OneDrive basics
- Tuesday 3/24, 3:00pm-4:00pm - Supporting users with Neo LMS basics

**Open Office Hours** With Annie Phillips - Tuesday 3/24 1:00pm-2:00pm

Date/Time TBD – Special use cases and advanced needs: consult with experts on sound quality issues and best practices.

General technology training sessions begin Wednesday.
Articles & Links

Chronicle of Higher Education: “Going Online in a Hurry: What to do and Where to Start”

Chronicle of Higher Education: “How to Be a Better Online Teacher”.

Inside Higher Ed: “So You Want to Temporarily Teach Online”

Inside Higher Ed: “Peer Advice for Teaching Online for the First Time”

NEO Forums Contains tips, guides and articles on remote teaching from the NEC community

Bulletproof Musician: "Tim Topham: On How to Maximize Effectiveness when Teaching Lessons Online"