Teaching and Learning Remotely

In the interest in providing you with information that can support your work with students the rest of this semester, these pages offer important details about the student academic support services that you and your students will have once classes resume after Spring Break. We’ve also included some strategies or tips, and some resources, too. This is not exhaustive, but it is a start, and so please let us know what else would be helpful for you to know.

What is required of all faculty and students for credit-bearing Puget Sound classes in Spring 2020: We received communication from our regional accrediting agency that they will offer flexibility in conjunction with Department of Education guidance. That flexibility is based on our compliance with some basic requirements, one of which is

“Students must receive instructions from each of their course instructors about how they will conduct classes, including achievement of learning outcomes or competencies.”

In order for us to meet these minimum requirements for accreditation, faculty need to focus their attention on the student learning outcomes, objectives, or competencies that they included in their original syllabi for the semester. There is no requirement that those outcomes need to be delivered in any particular way, only that students know how faculty will deliver those outcomes, and what students need to do to show they achieved them. If absolutely necessary, you may modify your outcomes slightly and communicate those outcomes to students; however, the learning outcomes for the course should be as close as possible to the learning outcomes students expected when they signed up for the course. If you have questions, please contact Ellen Peters epeters@pugetsound.edu.

COURSE STRATEGIES

- empathy
- flexibility
- regular communication
- organization

Communication with your students is key. Please communicate directly with your students prior to classes resuming remotely after spring break, letting them know your plan for how course sessions, exams, labs, and assignments will be accommodated with a new format. Post your updated syllabus to Canvas and tell students you have done so.

Communicating clear directions, deadlines, expectations, and virtual class practices will be important—teaching remotely is a new experience for most of us, faculty and students, and so clarity, consistency, and regular communication is key. This might include:

- Reviewing your communication plans with your classes (e.g., “Please check your email by X time Pacific Daylight Time each day since this is how I will communicate with you.”) Keep in mind that consistency will be especially important now that students are in different time zones and navigating 4 different remote classes.
○ Reviewing your communication expectations from students (e.g., “If you don’t feel well, please send me a quick email to let me know so we can consider ways to continue your learning.”)
○ Keeping the computer technology as simple as possible. Do not stress about delivering a technically perfect online class right now. Neither you nor students are experienced with the technology, and we are only holding classes online right now because of extraordinary circumstances. We are a campus that cares about our students and that has great teachers, and our best online classroom work will build on those strengths.

Class meetings should mean more than just providing course content; they also establish a sense of normalcy and a personal connection. Class meetings can be times to make students feel connected and cared about: acknowledgement of current challenges, praise for good work, and reminders about the class being a community. This affective work can help student learning during a difficult time.

When classes meet synchronously, class meetings should “meet” during the regularly scheduled days and times of the class in order to avoid conflicts for students. Students will be expected to virtually attend classes, although we continue to encourage instructors to be flexible with attendance and exam policies for any students who are ill. Please keep in mind that you likely have students in time zones different than Pacific Daylight Time—it may be helpful to remind your students that classes meet in Pacific Daylight Time.

You may find it helpful to meet synchronously with smaller groupings of your students than you normally would so that it’s possible to see everyone easily at the same time. You may also find it useful to establish some 5-minute conversations with students on a schedule during your office hours, just to check in. If you meet with students in small groups or ask students to work together in small groups, please ensure that the groups meet a time that does not conflict with a group member’s classes, just as when classes are meeting face-to-face.

You may also begin to develop portions of your course as asynchronous, those components of the course that do not occur in the same virtual place at the same time. Asynchronous learning can be particularly helpful for students to work at their own pace and for those students whose time zones are significantly different than Pacific Daylight Time, and for faculty to include different pedagogy or projects. Keep in mind we also have students who may be providing care for younger siblings or for their own children, and these students may appreciate some asynchronous work. As always, be sure you are clearly communicating your expectations for pace and progress in asynchronous learning, what student success looks like, and what check-in you will have for class sessions that are asynchronous.

You will likely need to reconsider your attendance and participation expectations, or at least redefine what it means to “participate” in class (verbal? submitted questions in real-time?). Establish some norms for participating synchronously on a regular basis (e.g., on Mondays, we will meet synchronously, and I expect that we will all have cameras on during class). Though
some may prefer to have cameras off for a variety of reasons, seeing each other on a regular basis can be an important way to maintain connections with and support each other.

Instructors should make their course content, including materials used in class, available via Canvas or other online options.

Recording your class sessions will be helpful for students who may benefit from hearing the material twice, at their own pace.

Classrooms on campus will be available if you’d like to conduct your classes from there, to take advantage of whiteboards or other tools, or more consistent wifi connections.

Provide clear direction for exams, projects, papers, or other assignments in terms of deadlines, modes to submit their work to you, time limits (if applicable), and other expectations for success.

Rather than trying to prevent students from cheating, faculty are encouraged to use this opportunity to talk about academic honesty and to educate students: the real victim of cheating is the student who cheats and who does not gain the knowledge that they have come to college to gain. Assessments of knowledge that require students to demonstrate knowledge in their own words, such as oral exams and specialized projects, may be especially good opportunities this semester.

Here is an article written by Catherine Shea Sanger at Yale-NUS, Singapore, that takes a reasonable approach to cheating and pedagogy in this unusual circumstance. Some shifts in the way you assess student work may help, but this may be a moment to spend your limited energy on revising syllabi and teaching modes.

You may need to create alternate learning experiences for your students to take the place of an assignment or project that you had planned to be an in-class exercise.

Be clear on how you will handle late assignments or missed exams. You might want to consider how to fairly assess late work from students and keep them informed so they know what to expect.

Share your updated syllabus with your departmental administrative assistants. If your department has not already done so, please create an online repository of Spring 2020 course syllabi for your department/program that can be easily accessed by faculty and administrative support staff. If you don’t already have an online repository, Google Docs might be a good option.

Virtual courses still must meet course learning objectives (see What is required of all faculty and students for credit-bearing Puget Sound classes in Spring 2020 above.). As you rethink your courses for the second half of the semester, please keep in mind that you still
must include learning objectives on the revised syllabus and that your courses need to continue to adhere to appropriate disciplinary expectations.

We are learning that students are navigating multiple tech platforms, and for some, learning through such a variety of tools is challenging. When possible, we strongly encourage faculty to use the tools available on campus and supported by Tech Services—Canvas and the Google Suite—since this will assist students’ facility with the technology.

**How are the students doing?** There is an anonymous survey on MyPugetSound asking students for their feedback to assist all of us in supporting them. You may view their feedback [here](#). The report will continue to be updated.

**GRADES**

Midterm grades are due March 23.
Final grades for Spring 2020 are due to the Registrar’s Office by May 27.

**Update your gradebook,** and ensure it’s in a system (e.g., Excel, Canvas) that could be easily shared with your chair should you face an extended absence due to your own illness or care for a family member.

**PRINTING**

Though all faculty are encouraged to transition to online submission and grading, there may be reasons why that is not feasible in particular situations. Print & Copy Services will be offering a print and delivery service for students working off campus or unable to access the computer labs. If students have an assignment that needs to be printed and turned in, they can send it to Print & Copy Services by filling out [this form](#) and attaching their file. Print & Copy Services will deliver completed prints directly to the departmental offices. They anticipate less than 24-hour turnaround on printing and delivery; however, if you have a firm deadline, please indicate that on the order.

- There is no additional cost to students for this service beyond the prints coming out of PrintGreen credits.
- Prints are offered only in B/W. Orders for color printing or alternate printing services may be placed online by going to [pugetsound.edu/pcs](http://pugetsound.edu/pcs) and selecting the Submit an Order link; these will be charged.
- PDF files are recommended for the most accurate printing, but not required.
- Print & Copy Services is open to run these prints Monday through Friday, 8am to 5pm only. We cannot run or deliver prints on the weekend.

Please contact Print & Copy Services anytime at print@pugetsound.edu or 253.879.3737 with any questions.
TECHNOLOGY SERVICES AND RESOURCES

Technology Services will host training sessions during Spring Break on tools that can assist you in online instruction:

**Canvas Bootcamp, Monday March 23rd, 9:30am - 10:30am**
*This session is geared towards faculty who are unfamiliar with Canvas. It will provide a general overview of the Canvas learning management system.*
- Meet invite: To join the video meeting, click this link: [https://meet.google.com/cqn-wbnj-pjc](https://meet.google.com/cqn-wbnj-pjc)
- Otherwise, to join by phone, dial +1 307-622-9466 and enter this PIN: 864 879 721#

**Online assessments with Canvas, Tuesday March 24th, 9:30am - 10:30am**
*In order to move examinations online, participants will explore the Canvas “quiz” feature.*
- Meet invite: To join the video meeting, click this link: [https://meet.google.com/bit-ajnq-biw](https://meet.google.com/bit-ajnq-biw)
- Otherwise, to join by phone, dial +1 314-474-2369 and enter this PIN: 406 324 527#

**Google Crash Course, Wednesday March 25th, 10:30am - 11:30am**
*This session will cover the basics of videoconferencing with Google Hangouts Meet, collaboration with the G-Suite of apps (Google), and presenting with Google Jamboard.*
- Meet invite: To join the video meeting, click this link: [https://meet.google.com/kko-sjcp-txz](https://meet.google.com/kko-sjcp-txz)
- Otherwise, to join by phone, dial +1 260-338-9851 and enter this PIN: 982 680 913#

We continue to solicit your input about what tech training sessions would be most helpful for you. You may [complete this survey](https://example.com/survey) as many times as you wish - it is anonymous - and skip any question that is not applicable. We will review those results several times a week, and post the feedback [here](https://example.com/feedback). Additionally, there are resources available at the links below that may provide further insight into the technology tools and services that we currently offer.

As always, if you have any questions or would like individualized advice, please reach out to your respective Educational Technologist.

**General Info & Resources**
- Educational Technology
- G-Suite (Google Suite of tools)
- Media Services (for a partial list of checkout equipment available)
- Service Desk (please email the Service Desk if you experience any issues with or questions about technology)

Email or phone conferences are also helpful means of sustaining active remote learning as you select tools to best align with your pedagogy.
FALL 2020 COURSE REGISTRATION AND ADVISING

Registration for Fall 2020 and Summer 2020 will run as near-to-usual as possible with some changes to accommodate the current situation.

March 25:

“Shopping cart” and registration time notification available (this has been moved from March 23rd to March 25th to be consistent with the extended break).

The schedule of classes will be viewable. Students can add courses to their “Shopping Cart”

The Registrar’s Office will notify students that they can view their registration appointment times.

April 6-April 10: Registration for Fall 2020.

Registration appointments will run from 11:00 am – 5:00pm Pacific Time to accommodate for time zones; staff will be available to answer calls from 8 a.m. to 7 p.m. Pacific Time.

April 11-April 19: Registration for Fall 2020 temporarily closes in order to provide time to analyze changes that need to be made.

April 13: Open registration for Summer 2020 through PeopleSoft begins. Students do not need an advisor’s prior approval to register, but should discuss their Summer Term plans with their academic advisor. Note: Only Spring instruction is scheduled to be delivered remotely at this time.

April 20: Open Registration for Fall 2020 begins.

Please direct all questions on Course Registration for Fall 2020 to the Registrar’s Office.

ACADEMIC POLICIES FOR SPRING 2020

For the Spring 2020 semester only, the Faculty Senate has approved temporary changes to our academic policies as recommended by the Academic Standards Committee in order to provide flexibility to our now remote learning environment so that faculty may better support our students, and to allow both students and faculty to successfully complete the Spring 2020 semester. The Senate recognizes that some programs that must meet standards set by outside accreditation bodies may have different needs, so the Senate endorsed the ASC’s recommendations as general policy for this semester, with room for such programs to adjust as needed to maintain their accreditation.
These are the changes:

1. **Credit/No Credit Option**: Students may select to complete any* course they are currently enrolled in by receiving a letter grade or opt for the Credit/No Credit option. Students may make this revision to their grading option between April 6 and 17. [1]

   Additionally, Credit/No Credit courses taken during the Spring 2020 term will not count toward the maximum limit of 4 Credit/No Credit units that can be applied toward graduation requirements.

   Further details on the Credit/No Credit option are available in the *Bulletin* (p. 44); directions will be sent to you in the next few days should you wish to exercise this option.

2. **Course Withdrawal Deadline**: The Spring term course withdrawal deadline (currently April 3) has been extended to April 17. Additional information on course withdrawals can be found in the *Bulletin* (p. 45).

   In addition, the existing Incomplete grade option is available to students and faculty as specified in the *Bulletin*(p. 46).

   *The ASC affirms that intends that this policy means that for this semester, classes taken credit/no credit can still fulfill major, minor and core requirements, though that is not usually within the provision of the credit/no credit option.

   [1] Per the *Bulletin* (p. 44) “…courses taken with the Credit/No Credit option are not calculated into the student’s grade point average. If the professor submits a letter grade of C- or higher the student will receive credit for the course; if the professor submits a letter grade of D+ or lower the student will not receive credit for the course.”