TEACHING & LEARNING REMOTELY
A BRIEF GUIDE

This guide is a reference for McGill instructors who are preparing to teach remotely. The goal of preparing for remote teaching is not to replicate current face-to-face classes or create a fully developed online course, but rather to use McGill's available online tools to adapt your teaching to best support your learners with achieving the course goals. See these five considerations for getting started.

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HOW CAN I CHANGE MY IN-CLASS ACTIVITIES INTO ONLINE ACTIVITIES?

This table, Comparing In-Person and Remote Learning Activities, compares "common instructional purposes with traditional activities for meeting these goals in class, as well as some options for meeting these same objectives at a distance" (Fensie, 2020). Excerpt from the table:

Comparing In-Person and Remote Learning Activities

Instructional Need	In Class Activities	Synchronous Distance Options in Zoom	Asynchronous Distance Options
Assessing and/or activating prior knowledge	• Entrance tickets: Ask students to write down what they already know about the topic • Have a conversation about what students may know • Review earlier content/connections	• Screen share a prompt or question while you wait for students to log in • Ask about previous knowledge in chat, for students to respond to	• Create a guiding question or prompt before the content to help student contextualize • Create a checklist or a short video or text reminder of what was previously covered
Introduce students to content	• Lecture • Presentation • Demonstration or whiteboard work • Reading	• Lecture via Zoom • Screen share to present your PowerPoint • Use white boarding in Zoom	• Record an audio recording in 5-10 minute increments • Post written lecture notes • Create a presentation

HOW CAN I REDESIGN ASSESSMENTS SO THAT STUDENTS CAN DO THEM ONLINE?

See 5 Principles for Making Decisions about Assessment in Challenging Times. Scroll down the page to see eight example scenarios that illustrate how you might apply the principles.

Also see Considerations and Guidelines for Redesigning Grading Schemes, where you will see recommendations for redesigning assessments, such as redistributing students' grades or changing the in-class final to a take-home exam with set time for completion. Note that a 48-hour window is advised to minimize the likelihood of exam conflicts and the need for time duration accommodations for students registered with the OSD.

Faculty specific assessment guidelines are available on this page.

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WHAT DISCIPLINE-SPECIFIC RESOURCES ARE AVAILABLE TO HELP ME ADAPT MY CLASSES?

TLS has compiled a list of discipline-specific resources from various online postings related to teaching in higher education. It is a non-curated list.

HOW CAN I ENCOURAGE STUDENTS TO RESPECT ACADEMIC INTEGRITY IN THE REMOTE CONTEXT?

Scroll down the Teaching Continuity web page and click on *Foster academic integrity*. You will find two easy-to-implement suggestions for fostering academic integrity.

HOW CAN I PREVENT MY ONLINE LECTURES FROM BEING MADE PUBLICLY AVAILABLE ON THE WEB?

You may not be able to prevent it, but you can encourage students to respect your intellectual property. Scroll down the Teaching Continuity web page and click on *Foster academic integrity*. You will find two statements that can be posted in your myCourses site to remind students about intellectual property rights and copyright.

HOW CAN I USE ZOOM FOR TEACHING REMOTELY?

You can easily convene an online meeting with students, chat with or without video enabled, and deliver presentations. These sessions can also be recorded for posting in myCourses for students who are not able to participate live and for review purposes. Read about how to get online with Zoom and prepare to teach remotely.

Try hosting Zoom meetings with your colleagues and/or TAs so that you can become familiar with the different features before teaching your first class.

Talk with your Chair or Director about setting up a buddy system within your unit so that experienced instructors can provide support to those who are less knowledgeable about the tools and instructional approaches that you will be using.

HOW CAN MYCOURSES HELP ME WITH TEACHING REMOTELY?

Especially useful myCourses tools includes Quizzes, Assignments, Discussions and Announcements. All instructors have access to *myCourses Essentials*, an online resource that offers descriptions of the many tools available, along with instructions for implementing them. Log in to myCourses Essentials.

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WHAT DO I DO IF STUDENTS DON'T HAVE ACCESS TO TEXTBOOKS OR OTHER MATERIALS ON RESERVE AT THE LIBRARY?

Contact your Liaison Librarian for support with making materials available to students electronically.

HOW CAN I ADDRESS ACCOMMODATIONS FOR STUDENTS REGISTERED WITH THE OSD?

See the OSD's FAQs for instructors.

WHERE CAN I FIND INFORMATION ON REVISED GRADING AND ASSESSMENT POLICIES FOR WINTER 2020?

See the Adjusted Academic Measures page: "Rather than determine a singular way forward, the possible adjustments take into account the complexities our students face, and are presented as a basket of options so that each student can be empowered to make choices that fit their unique situation."

References

Fensie, A. (2020). Keep Calm and go online [blog post]. Retrieved from http://fensie.com/index.php/2020/03/11/keep-calm-and-go-online/