### Make the Switch to Remote Teaching and Learning

**Identify how you communicate with students in the classroom to find different ways to do it remotely**

<table>
<thead>
<tr>
<th>WHAT I DO IN A FACE-TO-FACE CLASS</th>
<th>HOW DO I DO THIS REMOTELY?</th>
<th>TIPS &amp; TRICKS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I make announcements in class.</strong></td>
<td>• Post announcements with the Canvas Announcements tool. These announcements also get sent to students via email.</td>
<td>• Write your Canvas Announcement ahead of time and delay posting until a specific date and/or time.</td>
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<tr>
<td></td>
<td>• Send announcements via Peralta email.</td>
<td>• Use multiple channels--e.g., Set up a free account on Remind.com to send text messages about your class. Students sign up with one click.</td>
</tr>
<tr>
<td><strong>I give verbal instructions about how to do something in class.</strong></td>
<td>• Create video and/or written instructions.</td>
<td>Include a rationale in your instructions--i.e., explain why students are completing each task and show how each task links to the objectives</td>
</tr>
<tr>
<td><strong>I ask students to email me with questions.</strong></td>
<td>• Keep doing it!</td>
<td>If you have more than one class, ask students to include their name and the course name at the top of their emails. (“Hi teacher! It's Monica Morales from your English 1A class. I have a question about...”)</td>
</tr>
<tr>
<td><strong>I hold regular office hours.</strong> AND/OR <strong>I make one-on-one appointments with students.</strong></td>
<td>• Use Zoom to hold meetings by appointment. • Use Google voice to hold office hours by phone.</td>
<td>If multiple students show up in the office hours, you can do a group Q&amp;A session. Conversely, you can schedule 10 to 15 minute private appointments and have students sign up in advance on a Google Doc or Word doc online.</td>
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# Make the Switch to Remote Teaching and Learning

Identify how you *share course materials* in the classroom to find different ways to do that remotely.

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<td>I give lectures.</td>
<td>• Pre-record lectures as screencasts with Screencast-o-matic and assign students to watch by a certain date. • Deliver real-time lectures via Zoom. • Record short videos on your mobile devices and share the link with students.</td>
<td>Ask your students about their access to computers, mobile devices and strong Internet connections. Provide alternatives if students need them.</td>
</tr>
<tr>
<td>I give paper handouts to students.</td>
<td>• Upload handouts in Canvas. • Create Canvas content pages. • Link to digital materials.</td>
<td>If you need digital materials, you can find resources created by other teachers at sites like MERLOT. Also, explore Open Educational Resources.</td>
</tr>
<tr>
<td>I assign readings (textbook pages, journal articles).</td>
<td>• Provide clear instructions.</td>
<td>Provide a reading prompt guiding student comprehension, such as key questions to answer.</td>
</tr>
<tr>
<td>I give live demos in a lab.</td>
<td>• Demonstrate with images and text. • Create a video of the lab experiment. • Use screencast-o-matic to record brief videos.</td>
<td></td>
</tr>
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## Make the Switch to Remote Teaching and Learning

*Identify how you assess learning in the classroom to find different ways to do that remotely*

### I facilitate discussions involving the whole class.

- Engage students in a [Canvas Discussion](https://community.canvas.lldp.edu).  
- Start a discussion thread in email and ask students to “reply all.”  
- Ask students to submit posts and replies via video using [Flipgrid](https://www.flipgrid.com).  
- During a live, video class session on [Zoom](https://zoom.us), cold call on students or separate them into small breakout groups.

Reply to students in the discussion thread to ask guiding questions, summarize trends, and keep the conversation going. Also consider sending out “global” feedback in one announcement or email.

### I assign small group activities.

- Assign students to a small team with [Canvas groups](https://community.canvas.lldp.edu).  
- Use [Voicethread](https://www.voicethread.com) to facilitate small group discussions.  
- Use a separate [Google Doc](https://docs.google.com) or [Google Slideshow](https://drive.google.com) for each group to work on asynchronously.

Make sure your instructions for groupwork are very clear. Provide scaffolding for students: how should they get in touch? What exactly should each member complete? For example, if assigning a group Google Doc project with four questions, each group member can be responsible for and graded on one question each.

### I weave activities into my lectures.

- Use [Big Blue Button](https://community.canvas.lldp.edu) (integrated into Canvas) to record a live class session or record a lecture and post for students to view later.  
- Use [Zoom](https://zoom.us) to give lectures.  
- Use [Screencastomatic](https://www.screencastomatic.com) to record yourself talking and sharing your screen.

Keep recorded lectures short and sweet (no more than 10 minutes if possible). Follow up with survey, quiz or discussion to gauge comprehension.  
- Share the recorded link with students after (via email or Canvas) to keep students who were unable to make the synchronous meeting in the loops.

### I poll students in class.

- If you have live sessions on [Zoom](https://zoom.us) or [Big Blue Button](https://community.canvas.lldp.edu), use the Chat or Poll feature to ask questions.  
- If you record your lectures for students to view on their own, use a [Canvas quiz](https://community.canvas.lldp.edu) or a [Google form](https://docs.google.com/forms) to ask questions.  
- Collect student feedback with an anonymous, [ungraded quiz in Canvas](https://community.canvas.lldp.edu) or use a fun, visually appealing app like [Padlet](https://padlet.com).

Once you collect the feedback, respond! You can do a short video or text response synthesizing the feedback you received.
### Assessing Learning

**Identify how you assess learning in the classroom to find different ways to do that remotely.**

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| I give proctored quizzes / exams in a classroom. | • Canvas quizzes, Google forms, or email.  
• Use apps like Kahoot to gamify your quizzes.  
• Consider using Zoom to proctor an exam with students present in the call. | There are pedagogical and technical strategies to prevent cheating on tests.  
• Use many low-stakes quizzes to check student comprehension.  
• Use announcements to provide global feedback/share resources that address gaps. |
| I assign student presentations. | • Set up a Google voice and have students call or leave voicemail.  
• Use VoiceThread.  
• Use Flipgrid if videos are short.  
• Check out Adobe Spark. It's fun and easy to use :). Students can add images, music and narrate the slides with their voice.  
• Recording video or audio in Canvas assignment or discussion. | Provide students with options and alternatives for how to record and submit their presentations. |
| I assign lab practicum work. | • Link to a virtual lab or simulation. | Break the lab experience into component parts--setting up experiment, interpreting data, reporting results--and assess the part(s) that align with your learning objectives. |
| I assign essays. | • Ask students to submit essays via the Canvas Assignment tool.  
• Students can also email their essay to you as a file attachment (Word Docs, PDF) or a link (Google Doc). | Depending on the technology you use, make sure you share lots of tutorials and guidance for students about how to upload, post or send essays as attachments. |