

# DLLC Remote Teaching Solutions

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## Assumptions

- Some faculty will be teaching remotely for the whole semester while some will be 50/50 on-campus/remote, but all faculty should be prepared to go 100% remote at any time.
- Faculty are expected to use Zoom for remote teaching and Canvas as the Learning Management System, in addition to the various textbook platforms for multi-section courses.
- Faculty are expected to provide recordings of their class sessions in case of student illness.

## Principles

- Language and culture teaching, even if remote, should be mostly synchronous (in real time). It is what our students want. Source: [Chronicle, Student Experiences During the Pandemic Pivot](#)
- We prioritized finding solutions for problems affecting the greatest number of faculty. Not all problems were limited to remote teaching.
- We have evaluated and selected pedagogical tools that have proven especially helpful for hybrid and remote delivery of instruction in language, literature, and culture courses. All the tools we recommend except TalkAbroad work for all our languages, are free to students, work or integrate with Canvas, and are device, ADA, and FERPA compliant.
- Faculty are encouraged to use instructional methods and tools that work best for their teaching style and course content. Suggested resources in this document are by no means prescriptive.

### Keep in mind:

- “Remote” teaching and “Hy-flex” teaching are not the same as an “online course.” They are mostly taught live in real time, whether over Zoom, in person, or a combination.
- You may not be able to do some of your regular group/pair activities in a physical classroom due to distancing – so save for the Zoom breakout rooms. You may assign pairs only for a maximum of 10 minutes total per class. I.e. 3 3-minute activities, including any non-distanced interaction between you and a student.
- Apportionment of time in the classroom is likely to be affected by technical lags including those caused by transitions from one activity to the next. This new reality is an opportunity to reflect on what is essential and focus on that first, recognizing that this will mean streamlining your course content.
- You may want to make up some short activities to cover the “join” period, any dropped sessions etc.

Click on pictures to go to the resources

## Solutions – Pedagogy

### **Problem: Keeping students engaged remotely**

**Solution 1:** Make sure students do the reading, engage with the reading, and (maybe) understand the reading.



#### **Perusall**

**P** Perusall

Automatically ensure every student is prepared for every class with the world's only truly social e-reader.

You can upload your own pdfs or even Word files for students to work with.

Interfaces in English, Spanish, French and Dutch but will work with any language with an international keyboard installed.

To set up as a link in Canvas, Go to Settings/Apps and click Perusall. Click +Add App and fill in the following information:

- LTI launch URL: <https://app.perusall.com/lti/launch>
- Consumer key: university-of-delaware
- Shared secret: 9gKjHoRFw7oDqHFRdRKYnUlGpZsdcq3bb0JI8iP3DNW

**Solution 2:** Flipgrid allows students to create short videos to demonstrate learning or respond to a prompt.



#### **Flipgrid. Empower Every Voice**

**+** Flipgrid.

Flipgrid empowers social learning in PreK to PhD classrooms around the world. Use video the way your students do.

- [Flipgrid and the WL Classroom](#)
- [Building a Higher Education Flipgrid Community](#)
- [The Educator's Guide to Flipgrid](#)

### **Problem: Lack of authentic one-on-one oral practice**

**Solution:** Remote practice with native speakers



#### **TalkAbroad - Conversation practice with native speakers**

**T**alkabroad

Read about each conversation partner's background and hobbies. All conversation partners are trained and supervised by TalkAbroad to ensure you have a great experience.

**Languages:** Spanish, French, German, Italian, Portuguese, Arabic, and Japanese

You can assign a given number of 15 or 30-minute conversations. Students can look through profiles to pick partners, and purchase access codes through our bookstore.

- [Instructor manual](#)
- [Keys for successful TalkAbroad assignments](#)

### **Problem: Use of online translators like Google Translate**

#### **Solutions:**

- No take-home writing assignments. This only works for actual in-class sessions. OR
- Proctor all writing assignments like they were tests OR
- Give only oral exams

#### **Other suggestions**

- Let students use them - Dr. Errol O'Neill, [Training Students To Use Google Translate And Online Dictionaries For Class](#)
- Use low-stakes writing assignments to prepare them for oral performance
- Guide them to better tools like [Linguee](#), [WordReference](#)
- Let them know you are only grading them on what they are learning – don't penalize for errors beyond their proficiency level
- Clearly distinguish between communicative competence (information is understood) vs. accuracy (information is conveyed using optimal structures) and specify how each will count for a specific assignment. It can also be useful to distinguish between the expectations for take-home vs. in-class work.

Source: [Online Translators in Language Classes: Pedagogical and Practical Considerations](#)

### **Problem: Cheating on exams, quizzes**

**Solution 1: Use non-traditional assessments** such as ePortfolios, Flipgrid rapid-response videos and interviews

**Solution 2: If this is an option for your topic/course, change your exam approach** (adapted from U Penn, [Exams and quizzes when teaching remotely](#))

- Create open-book exams, with questions that assume all students have access to the book or other materials.
- Develop open-ended, complex questions that prioritize the thinking you want students to do. Short answers or even multiple-choice questions that include a section requiring students to explain their thinking are more difficult to cheat on than questions that are simply right or wrong. Think about questions that are not easy to search for online.
- Remind students before they take the exam of [UD's policy on academic integrity](#). You could make reading the policy an assignment or quiz.
- Explain your expectations to students about the extent to which they are allowed to discuss answers with peers or TAs. Be as clear as possible.
- [More information on different assessment techniques from the UD Testing Center](#)

**Solution 3: Use the UD Testing Center to proctor** - 302-831-1500 or [udonline-exams@udel.edu](mailto:udonline-exams@udel.edu)

- **In-person proctoring at the UD Online Testing Center (on Library Avenue in Newark):** They are re-opening the testing center in the Fall with social distancing guidelines. Faculty can schedule to have UD proctors proctor their exams.
- **Remote Proctoring with UD Online Testing Center:** Faculty can have UD TC proctors remotely proctor their exams using Zoom (for low to mid-stakes exams)

**Solution 4: If you give exams or quizzes in Canvas**

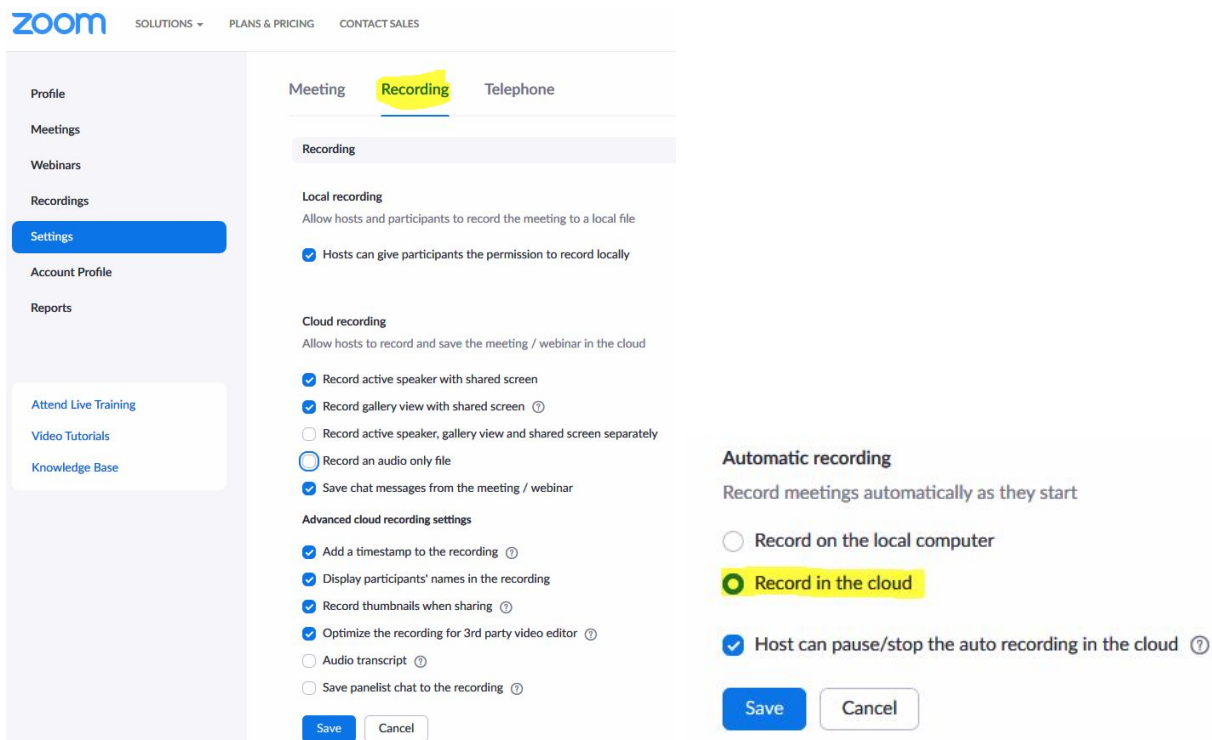
- Check out Canvas's [Quiz Settings to Maximize Security](#)
- Set a time limit for the length of the test on Canvas. This will limit how much time students have to search for information and/or answers. Note that Canvas will allow you to [add extra time](#) for students with accommodations that call for extra time on tests.

- Consider using [question banks](#). Instructors create a variety of different questions that measure similar content and ways of thinking. Canvas can automatically select from the bank so that students get different tests.
- Consider using [question groups](#) in Canvas to randomize questions so that not all students get the same questions.
- Hide correct answers and don't [post grades](#) through Canvas until all students have taken the test and grades are assigned.

### Problem: Students have difficulty attending synchronous instruction

#### Solutions:

- Post PowerPoint/Google Slides for each day of instruction on Canvas or in a shared Google Drive folder
- Ask each student to exchange contact information with a classmate with whom they can communicate about what happened in class in case of absences.
- Record your class sessions and post to your course
  - You may want to run Zoom in a classroom ALONG with UDCapture for students who can't physically attend, but a rule of thumb could be UDCapture for in-classroom meetings and Zoom for remote.
  - [UD Capture](#) will record anything you project in a UD classroom, as well as your voice and general class discussion, but not faces.
  - In Zoom Settings/Recording in the Web app, not on your computer check "Record the meeting automatically to the cloud" and "Save Chat messages"



- Both UDC and Zoom recordings will automatically go to My Media in Canvas. You can edit the video if necessary, then [go to your course and add to the Media Gallery](#). This limits access to enrolled students and avoids confidentiality/FERPA issues.
- Let students know you use [Canvas Analytics](#) to check that they are viewing the videos for missed classes.
- [You can add Zoom to your Canvas course site](#) to make it easier for students to find

### Sample attendance policy

The [University Attendance policy](#) remains in effect for COURSEID with the following additions and modifications.

- Students are expected to schedule any jobs or other responsibilities around their classes
- Students who are ill are NOT expected to attend class, either in person or remotely
- All students are requested to share contact information with a classmate at the beginning of the semester in case of any questions about missed classes
- Students who are in isolation due to possible COVID-19 exposure (but not ill) are expected to attend class remotely, using the Zoom link posted for each class session
- Students attending class remotely are expected to turn video on. Emergency exceptions will be handled on an individual basis. You may use backgrounds for privacy.
  - If the instructor's connection gets dropped, Zoom will immediately try to reconnect. Please be patient; it takes about 30 seconds. If this happens more than a couple of times in a row the instructor may have to end the class early, or assign some task for the remainder of the period.
  - If your connection gets dropped, Zoom will try to reconnect you. If you have bandwidth issues, you can access the class video but use your cell phone to call back in. If you also need to turn your video off, please put a note in the chat to let your instructor know.

### Absences

- In COURSEID you are permitted \_\_\_ absences with no excuse. \_\_\_ tardies of 5+ minutes add up to 1 absence.
- If you miss a class, the recording, along with any in-class presentations, will be in the Canvas course site within 24 hours of the end of class.
  - NOTE: Zoom is FERPA compliant as is Canvas. Only students in a given course can see the recordings. If you would like to assure students of the confidentiality of video recordings you might include this text suggested by Joan Brown: "Enrollment in this class indicates a willingness to be videotaped for instructional purposes. In no case will these videos be shared beyond the members of the class, nor will they be saved after the semester ends."
- Students who must miss more than the allotted number of days of class due to illness, family emergency, or other conditions must provide documentation to Undergraduate Academic Services at [as-advise@udel.edu](mailto:as-advise@udel.edu) to have the absences excused. UAS will contact all your professors. This policy also applies to
  - Missed exams, quizzes, or other graded in-class work
  - Contributions to group projects
  - Equipment/connection failure leading to a missed class

### Sample participation rubric

**Participation:** Your active participation in Spanish is required in every class. Please come prepared and plan to stay for the duration of the \_\_\_-minute class. You may ask my permission in Spanish if you must step out.

**Phones and laptops:** Phones must be turned off and stowed during the class. Laptops are to be used for relevant work only. Anyone seen texting or doing other work during class will automatically drop to a C in participation on the first offense; additional occasions will cost one point each time.

	A (9-10)	B (7-8)	C and below (6 and below)
Listening	Actively and respectfully listens to peers and instructor; takes notes	Talks while others are talking; sometimes takes notes	Projects lack of interest or disrespect for others; uses laptop inappropriately, cell phone not stowed

Preparation	Reads all material, brings all texts to class, takes notes on reading	Reads all material; brings all texts to class	Doesn't bring texts to class; little evidence of having read the material
Frequency of participation	Asks questions, offers observations, and discusses material with others IN SPANISH	Asks questions and discusses material IN SPANISH	Leaves for bathroom breaks during group discussion; misses more than the allowed number of classes, SPEAKS ENGLISH

## Solutions – Zoom

### Problem: Teaching in a classroom with some students attending through Zoom


Solution: appoint a different student each class/week to facilitate the chat, polls, etc. as co-host. Be sure to save your chats in case there are questions you can't get to in a given class session. You may want to turn off private chat.

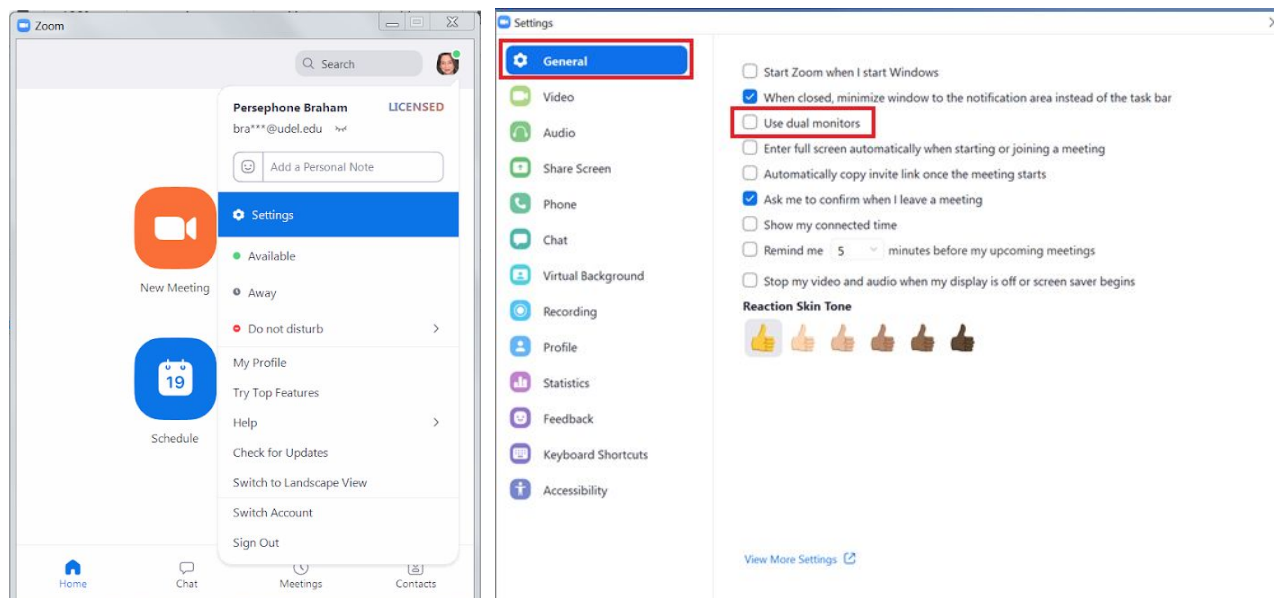
- [Auto-saving chat](#)
- [Saving chat to the Zoom cloud](#)
- [Changing in-meeting chat settings](#)

### Problem: Zoom fatigue

Solution: After presenting an idea or structure, use some class time for activities students can complete and present at end (collaborative writing, mini-research projects, short writing, short videos). You can be available for consultation but not have to supervise all the breakout rooms.



### Problem: Students "slide off" the screen in Zoom

Solution: Configure the option for Dual Monitors in the  Zoom app on your computer (not in the Zoom website). From the app screen, select your user icon in the upper right and choose Settings. Then choose the option for Dual Monitors under the General settings option.





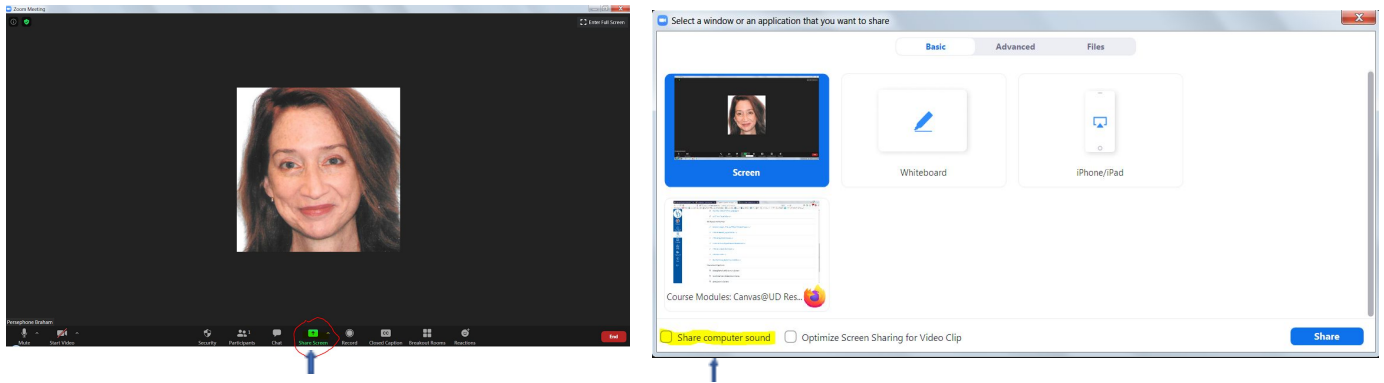
The dual monitor set-up should work from then on no matter how you start the meeting (app, web, link, etc.). Zoom starts two screens automatically when you start a session. One is the screen with controls (where you would share), and the other is the speaker/gallery view of the participants. They can be dragged to whichever screen you prefer.

- To select Extended display in Windows,  + P 
- For MacOS [follow these instructions](#)

Here is the Zoom help page if needed: [Using Dual Monitors with the Zoom Desktop Client](#)

**Problem: Showing video or playing audio through Zoom**

**Solution:** BEFORE you click on SHARE, check the “Share computer sound” box



**Problem: Limitations of Zoom whiteboard for freehand collaboration**

**Solution:** Jamboard is a collaborative whiteboard that is now part of the Google Suite. You can create and share a [Jamboard](#) document via Zoom the same way you would share a Google Doc. As with all collaborative applications, make sure students are using their udel.edu login for the GSuite.



**Getting Started with Google Jamboard (Web Version) Tutorial**

youtube

Google Jamboard is an interactive whiteboard tool that allows you to sketch, add images, notes, annotations, and collaborate with others in real time. Google...



# Solutions - Canvas

## Common student problems in Canvas

- [Creating a Student Video Assignment in Canvas](#)
- [Submitting Online Assignments in Canvas](#)

### **Problem: Grading in Canvas gives students misleading averages**

Solution (partial): [How do I hide totals in my students' grade summaries?](#)

### **Problem: Hand-annotating written assignments in Canvas**

If you have only a few comments to add to an assignment submitted via Canvas, you can quickly use the SpeedGrader feature and annotate the submission. See this [Overview in Vimeo](#) on using SpeedGrader and for more detailed instructions, [read this](#).

#### **For handwritten annotations:**

**Solution 1:** If you have an [Android or iPad tablet](#), you can annotate with a stylus or your finger [directly in Canvas SpeedGrader](#), using the [Canvas Teacher app](#).

**Solution 2:** If you have a [Microsoft Surface or other pen-enabled tablet](#) you can [download](#) assignments and annotate with a stylus. Then [upload](#) them to Canvas as a group.

**Solution 3:** How to hand-mark written assignment submissions in Canvas using [Microsoft OneNote](#), by Ester Riehl

**IMPORTANT NOTE:** If some of the students' submissions require only limited comments, while others require more detail, you may choose to comment the easy ones via SpeedGrader, and do the rest using OneNote. You will download all of them, but then delete the files that you want to grade in SpeedGrader. Proceed as instructed below, and upload only the files that you have commented on in OneNote.

But if you have to make many comments to a paper, it may be easier to download the submissions and open them in OneNote. With a tablet and a stylus, you can write your comments directly onto the submission.

#### **How to download assignments in SpeedGrader, transfer them to OneNote, and grade with stylus.**

1. When creating the assignment, [limit student submissions to pdf](#). You will need space to write, so requiring lines to be triple spaced (or more) might be the best format.
2. After all submissions are received, [download them](#).
3. Open the subdirectory with the files.
4. Follow the instructions below to insert each file into a OneNote page.

#### **Insert PDF printouts into notes in OneNote (From the [Microsoft Support Site](#))**

In OneNote for Mac, you can insert the contents of any Adobe PDF (Portable Document Format) file into your notes as a so-called "printout" — referring to each of the pages in the file being converted to images that are sequentially inserted (or virtually printed) into your notes, similar to the way the pages might appear as sheets of paper coming out of an actual printer.

PDF file printouts that you've inserted into your notes can't be edited like normal notes, so they're a great choice if you want to keep the original formatting of the source document. You can easily annotate the pages of a file printout by sending their images to the background before writing notes over them.

1. Click anywhere on the page where you want to insert a PDF file as a printout.
2. Click **Insert > PDF Printout**.
3. In the **Choose a file to Insert** dialog box, click the PDF file you want to print to OneNote, and then click **Insert**.

OneNote inserts in sequential order each page from the selected PDF file as a separate picture. You can quickly remove any page that you don't want by clicking it and pressing the Delete key.

When you are finished your comments, export the pages as pdf.

### **Export notes from OneNote as a PDF (From the [Microsoft Support Site](#))**

**Note:** When you [share a notebook with others](#), everyone with access can edit content, add information, and make changes. When you save as a PDF, you're saving a static snapshot of your notes. Any changes you make later in OneNote, won't get changed in the PDF.

On the page you want to export, choose **File > Export**.

1. Under **Export Current**, choose what you want to export.
2. Choose **PDF (\*.pdf) > Export**.
3. In the **Save as** dialog box, choose where you want to save your file.
4. Give the file a name, and choose **Save**. (\*\*\*)See important note below.)

\*\*\*When you save the file you must save it with the exact same name as the file you downloaded from Canvas. The easiest way to do this is to copy the original assignment files from the downloaded directory into a new subdirectory that you create. Choose this subdirectory to save the new pdf. Click on the original submission to save. You will see a message telling you this file already exists, and asking if you want to replace it. Answer YES.

After you have saved all of your files, see these [Instructions for uploading assignments in Canvas](#).

Further reading - [Anna Ogunnaiké's Awesome Wakelet Library](#)

## Student help & how-tos

Faculty can pick and choose what to put in syllabi, or set up as a single file available to all your courses

NOTE: Make sure that students access all resources (like Zoom, Perusall etc) either directly through your Canvas course (if linked) or “Sign in through Google” using their udel.edu accounts:

zoom SOLUTIONS ▾ PLANS & PRICING CONTACT SALES JOIN A M

### Sign In

Email Address

Password [Forgot password?](#)

Zoom is protected by reCAPTCHA and the [Privacy Policy](#) and [Terms of Service](#) apply.

**Sign In**

Stay signed in [New to Zoom? Sign Up Free](#)

or

### Technical assistance

[UD's Students Learning Remotely Support Webpage](#)  
[Zoom Help Center](#)

[Getting Started with Canvas as a Student](#)  
[Canvas Student Guides](#)  
[Canvas Mobile App](#)  
[UD IT Help Ticket System](#)

**TalkAbroad** [Student manual](#)

**Perusall** [Getting started](#)

**Flipgrad** [Getting Started for Students](#)

### Academic policies

[Academic Integrity Policy and Office of Student Conduct](#)  
[UD Attendance Policy](#)

### Academic resources

[Office of Academic Enrichment](#)  
[DLLC Language Resource Center](#)

## Student health and well-being

[Blue Hen Bounty Student-Run Food Bank](#)  
[Center for Counseling and Student Development](#)  
[Office of Equity and Inclusion](#)  
[Office of Disability Support Services](#)

## Installing a foreign-language keyboard so you can switch back and forth between languages

[Windows 10 - Using a Different Language](#)  
[MacOS - Using a Different Language](#)

## Using accents in Western alphabets - no switching back and forth between languages

This will not only work in Word, but also in Canvas, browsers, Perusall, etc.

### Windows 10 - Add US-International keyboard (QWERTY)

- Press Start then search Language Settings
- Under Preferred Languages, Select English(United States)
- Click Options
- Under Keyboard, "Add keyboard"
- Select and Click US-International keyboard (QWERTY)

To type international characters: ([Adapted from Wikipedia](#))



US-International keyboard layout

Option 1: Alt-Gr+letter

Example: AltGr+n → ñ, AltGr+? → ¿

\* Use only the AltGr on RIGHT SIDE of spacebar. Left Alt won't work. If your keyboard does not have a right-Alt or AltGr key you can use Ctrl+Alt

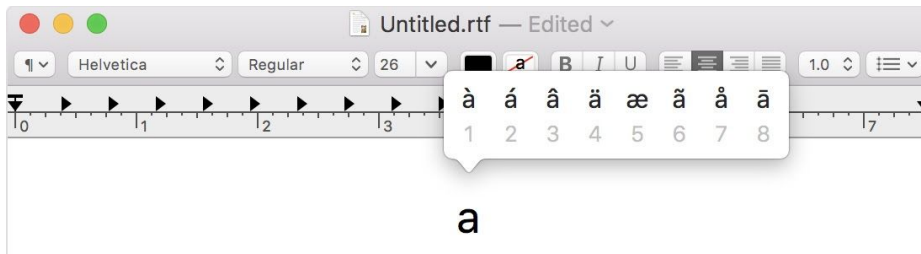
Option 2: Characters with diacritics can also be typed with the following combinations:

- ' + vowel → vowel with acute accent, e.g., 'e → é
- ` + vowel → vowel with grave accent, e.g., `e → è
- " + vowel → vowel with diaeresis (or umlaut), e.g., "e → ë
- ^ + vowel → vowel with circumflex accent, e.g., ^e → ê
- ~ + a, n or o → letter with tilde, e.g. ~n → ñ, ~o → õ
- ' + c → ç (Windows) or ć (X11)

When using the US-International layout, to generate the symbols ', ` , " , ^ and ~ NOT as part of a letter, press the Spacebar after the key.

## MacOS

Option 1: Press and hold a key until its alternate characters appear, then click or type the number under the character that you want to use.



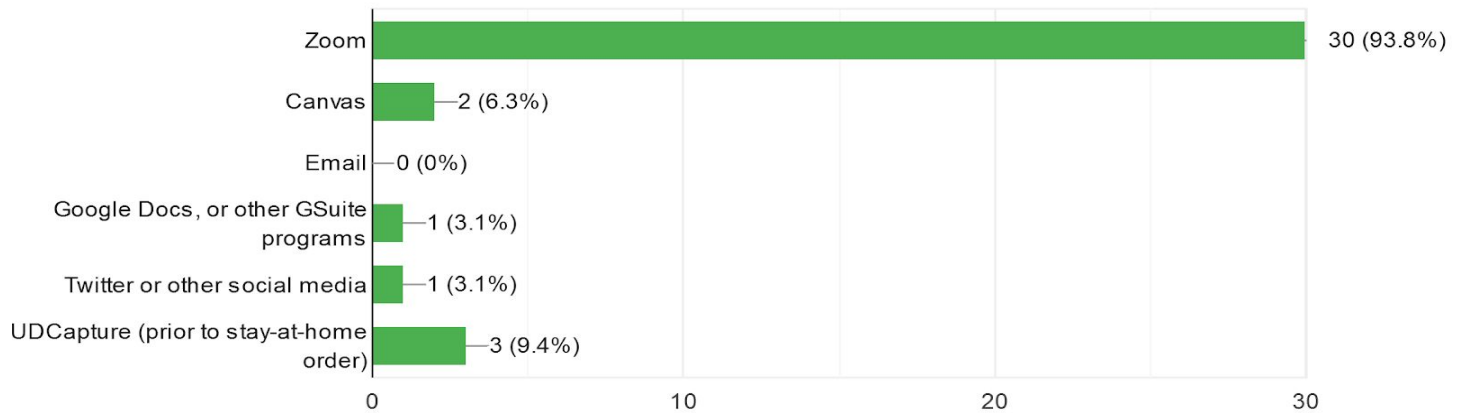
Option 2: Option key combinations

Keystroke	Character
Option-e [letter]	acute (e.g., á)
Option-` [letter]	grave (e.g., è)
Option-i [letter]	circumflex (e.g., ô )
Option-u [letter]	umlaut or dieresis (e.g., ï )
Option-n [letter]	tilde (e.g., ñ )
Option-q	oe ligature ( œ )
Option-c	cedilla ( ç )
Option-Shift-/ (forward slash)	upside-down question mark ( ¿ )
Option-1 (the number 1)	upside-down exclamation point ( ¡ )

## Results of DLLC faculty survey from May/June 2020

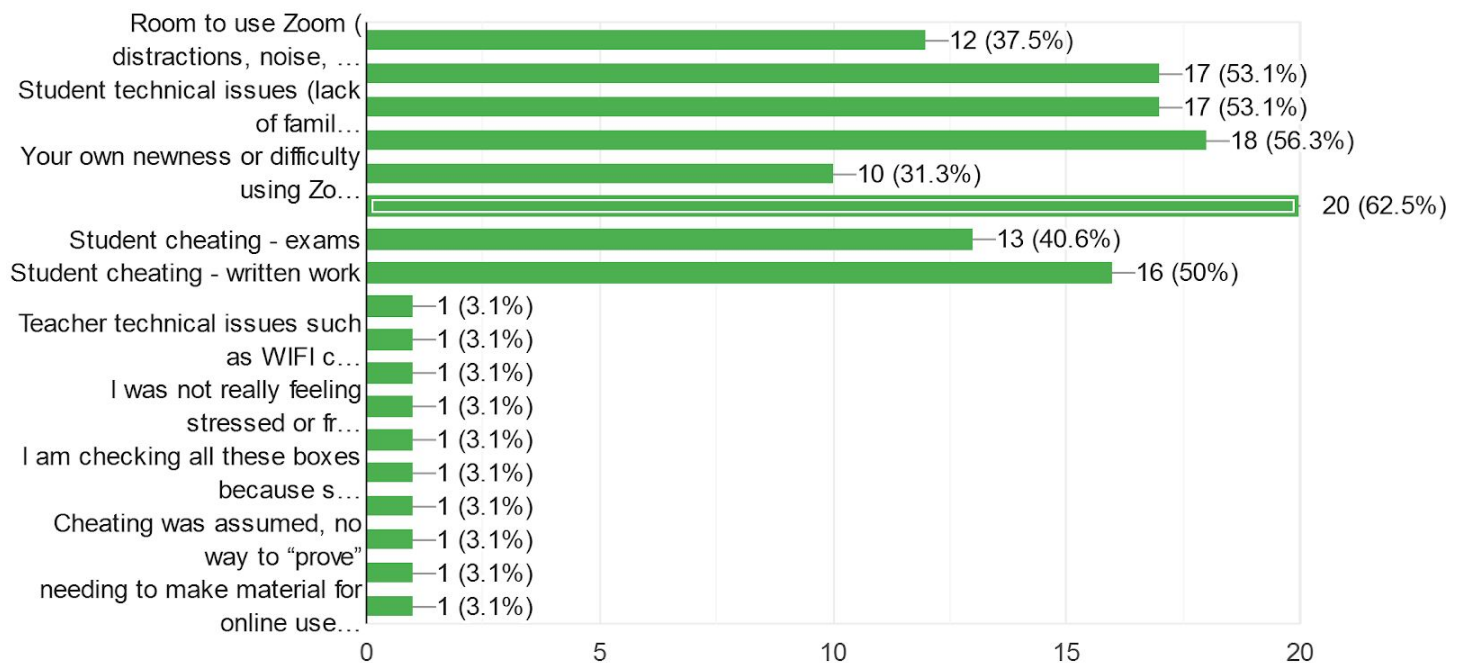
Check which tools were NEW to you this spring:

32 responses



What specific stresses or frustrations did you encounter?

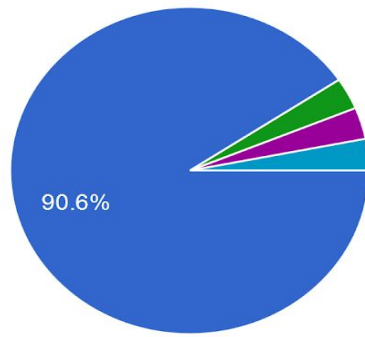
32 responses



(The white outlined green bar is Zoom fatigue)

How often did you “meet” as a class (in real time, via Zoom or other program)?

32 responses



- We met as scheduled for all classes
- 75% as scheduled
- 50% as scheduled
- We met synchronically 3 of the 4 days we had scheduled.
- All but one class
- GRMN 105 as scheduled for all classes, GRMN 355 90% of scheduled classes

[Long answers](#)