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Teaching Remotely in the Time of COVID-19

Answering Frequently Asked Questions:

A Diversity, Equity, and Inclusion Coordinator Perspective (outgoing Coordinator, 2017-2020)

Dear University Studies faculty and peer mentors:

Below, please find an FAQ about teaching online in the time of COVID-19.

My FAQ is based on three experiences:

1. my role as Diversity, Equity, and Inclusion Coordinator (2017-2020) in University Studies;
2. I teach a fully online SINQ course, Healthy People/Healthy Places; and
3. for the past year (AY 2019-2020), I have been interviewing University Studies faculty about online teaching and learning. Why? I am hoping to propose an online Immigration, Migration, and Belonging FRINQ in the near future.

Please take a look at what other academic units are doing to help us with online/remote teaching and learning—this is not an exhaustive list:

- [https://oaiplus.pdx.edu](https://oaiplus.pdx.edu)
- [https://oaiplus.pdx.edu/portfolio/remote-teaching-guide/](https://oaiplus.pdx.edu/portfolio/remote-teaching-guide/)
- [https://guides.library.pdx.edu/covid-19](https://guides.library.pdx.edu/covid-19)

If you seek a 1:1 with me, feel free to book me:

To make an individual appointment, please book me here: the dates connect directly to my Google Calendar.

--Best, Dr. Óscar Fernández, [osfi@pdx.edu](mailto:osfi@pdx.edu)
Answering Frequently Asked Questions:

A Diversity, Equity, and Inclusion Perspective on Remote Teaching

Nota bene:

- I know this FAQ is long and it repeats information appearing elsewhere from other esteemed colleagues and academic units.

- Consider using Control F (Control Find) and add your keywords so you can search the FAQ.

- Need a tutorial on using Control F (Control Find)?

  Click here (external link):

  https://www.youtube.com/watch?v=Ise9dxSdl5Y
TOPIC: Acknowledging “technology fatigue” and reading (“so many”) lists of “best” practices when it comes to online teaching.

Q1: I am new to online teaching (or returning after many years). What are your top five recommendations as Diversity Coordinator? I am overwhelmed by all the lists of “best” practices.

LAS CINCO / THE FIVE RECOMMENDATIONS

1. **Lean on your strengths & keep it simple.** Ask yourself what your strengths are when it comes to being an educator. Make a list of those strengths. Now find online tools that connect with your strengths.

   **Why is it important?** Faculty sometimes think that teaching online is about technological innovation and knowing all the right bells and whistles. Online teaching starts with acknowledging how we can translate our teaching strengths in an online world.

2. **Create TWO screen recordings or videos.**
   - Video 1: Introduce yourself to your students.
   - Video 2: Explain your syllabus and assignments specific to your course.

   **Why is it important?** Video 1 renders you as more than an email name. Video 2 will save you tons of email time explaining your syllabus via emails.

3. **Distribute TWO surveys:**
   - Survey 1: Pre-Learning Survey / Addressing technology needs
   - Survey 2: Mid-Term Survey / Addressing procrastination

   **Why is it important?** The surveys will help you address the technological needs of your students and assumptions you may have about your students.

4. **Create with students an online discussion group agreement & share inclusive language & use inquiry-based questions to structure online discussion.**

   **Why is it important?** The major issue I address with faculty is online discussions that went off the track. I explain these recommendations in detail below.

5. **Work with your peer mentors & create Success Teams of 3-4 students.**

   **Why is it important?** When it comes to online spaces, work with your peer mentor. Ask them if they use social media and online learning spaces. Don’t assume peer mentors are ready for online teaching. Lean on their strengths when it comes to teaching. Creating Success Teams helps students not feel as isolated in online learning spaces. **NOTA BENE: The recommendations above are further explained throughout this FAQ. **End of topic**
TOPIC: Acknowledging students’ lives and stress (and our own!) in the time of COVID-19 and social justice unrest.

Q1: I am not a psychologist or a therapist. I am here to teach a course on X. Still, I want to acknowledge the world we live in with our students and with ourselves. How do I acknowledge and avoid the course turning into therapy or going “off topic,” or specific students “stealing the center”? I also don’t want to ask students of color and other students from underserved communities to share and be on display.

Answers:

1. First acknowledge your social position (your class, genders, income, cultural/ethnic background, for example) in the classroom and at PSU.
2. Read up on trauma-informed teaching so you minimize harm in your courses. One resource in Oregon is here: https://traumainformedoregon.org/resource/trauma-informed-care-classroom-resource-guide-educators-higher-learning/
3. I start my classes (if they are via a synchronous Zoom or on-campus) with a short mindfulness activity (some faculty call it meditation). To avoid discussions of “religion” in the classroom, I use the term “mindfulness activity.” I read an excerpt from How to Sit (there are other books by the same author). I invite students to write for a minute or two after the reading. After that “grounding,” we start the class. Mind you: I teach courses on immigration and on social determinants of health, so my course content is always “heavy” with social justice topics. I find a grounding exercise relaxes me and my students before we tackle “heavy” social justice topics.
4. Want to know more about how to bring “mindfulness” exercises in your classroom? Go here: https://www.pdx.edu/health-counseling/virtual-mind-spa

**End of topic**
TOPIC: Requiring students to show video of themselves in Zoom lectures and classroom discussions

Q1: May I require students to show themselves in video in my Zoom class? If students were to be on campus, they should be showing up physically. Why can’t I require them to show themselves on video for my remote class?

ANSWERS:

*Answering the requirement question*

As of today (September 9th, 2020), I have not seen a mandate from our Provost stating that faculty can require students to video stream. You may want to ask your chairs and your deans and/or the presidents of your academic associations. OAI’s remote teaching guide stresses flexibility in course planning:

- [https://oaiplus.pdx.edu/portfolio/remote-teaching-guide/](https://oaiplus.pdx.edu/portfolio/remote-teaching-guide/)

*What students have shared with me regarding their barriers to video streaming*

- **Access to technology & Internet.** I don’t have a reliable Internet connection. I share my Internet bandwidth with many others. Video takes more of my Internet bandwidth. The $ I have is to pay for school tuition and bills; I can’t upgrade to a higher speed Internet. I only use my phone. I don’t have the $ to buy a new laptop. I share a computer with other members of my household.
- **Households with minors.** I don’t feel comfortable showing streaming video that may feature the minors living in my household.
- **Relationship to home.** I don’t feel comfortable sharing video of my home surroundings with strangers. In my culture(s), my home is private.
- **Privacy of others living with me & not connected to this course.** I have other relatives living with me and I want to guard their privacy.
- **Experiences with online bullying and trolling.** I have been bullied in middle school and/or high school. I don’t want my image captured due to past experiences with bullying and trolling.
- **My worldview is in conflict with my family’s.** I live with relatives. My politics are different from my relatives. I don’t want them to know what I say or do in my courses that may align (or not) with my worldviews. I am LGBTQ and in the closet. I am only out on campus and can’t express myself visually or via sound in a PSU course for fear of retaliation.
- **Imposter syndrome and fear of confirming bias.** I live with X number of relatives. I share my room with X number of relatives. I don’t have my own room. I don’t want to confirm stereotypes that faculty and other students may have about my family structure and finances.
- **Fear of retaliation based on immigration status.** I am a DREAMer. I don’t feel comfortable sharing my surroundings with others. I don’t feel comfortable showing who else lives with me.
So, what should a faculty member do next?

- **Ask students what they want to share and how they want to share it.** Do this during week 1 of the term. Create a social contract with your students via a survey and/or a class discussion. Results from the survey and discussion will inform you whether or not your decisions about students video streaming from their homes.

- **Don’t assume students have the technology needed to be successful.** In addition to using any pre-learning surveys about prior knowledge in your discipline, create a brief technology-related pre-learning survey.

Feel free to use this ready-made Google Form & make a copy of this survey for your Google Drive & make any edits to the survey: [https://docs.google.com/forms/d/1lAXHujlGw--dtFaF1VASrCZco2pwZIJo45CEiyF3CWC/edit?usp=sharing](https://docs.google.com/forms/d/1lAXHujlGw--dtFaF1VASrCZco2pwZIJo45CEiyF3CWC/edit?usp=sharing)

Need a tutorial on making this Google Survey your own so you can then edit it? Go here: [https://media.pdx.edu/media/Making-a-copy-of-survey/0_ww6ytvai](https://media.pdx.edu/media/Making-a-copy-of-survey/0_ww6ytvai)

**Sample Survey Questions**

1. First name and last name:
2. Your pronouns (for example, I [Dr. Fernández] use he, him, his, él):
3. PDX email:
4. Do you have reliable Internet at home? YES / NO
5. I don’t have reliable Internet at home. I do use the Internet here: Click all that apply / Coffee shop / Friend’s house / Relative’s house / Where I work / PSU only
6. What devices will you use for this online course? Only cell phone? / Only computer? Combination of cell phone and computer / I don’t own a cell phone / I don’t own a computer.
7. When it comes to online learning, what is your biggest challenge?
8. When it comes to online learning, what do you do really well online?
9. **PRIVACY NOTICE.** This survey is not anonymous. I want to know about who you are and your needs for this course. I will not share your responses with the entire class.

**End of topic**
TOPIC: Checklists for culturally-inclusive syllabi and teaching

Q1: Are there checklists that can help me assess whether or not my syllabus and/or my teaching methods are culturally appropriate/inclusive/“excellent”?

ANSWERS:

“To check list,” or “not to checklist,” that is the question: Do checklists get at inclusive practices in the classroom?

I suspect that many diversity coordinators and faculty members are asked this question. I also suspect that coordinators and faculty alike have different opinions as to whether or not offering checklists without self-reflections on power dynamics in the classroom gets at the heart of creating inclusive classroom experiences for our students.

Some educators may state that checklists should not be offered until the faculty member has had time to reflect on their social positionality in society and at their university. Others may state that teaching to diverse students cannot be resolved by checklists alone; that faculty who teach--like students who learn--must follow a growth mindset. Others may even state that unless promotion and tenure guidelines incentivize faculty to be culturally appropriate, our students from diverse backgrounds will continue to not see themselves in our courses and disciplines.

Where do I land on this polemic? I am a practical person. If a faculty partner wants a checklist, they get one (or several of them!). I do provide checklists with a caveat: checklists are a starting point but are not the final word on how to be culturally inclusive in our syllabi and our teaching. And now onto the checklists . . .

PSU Library

- Home
- What is a culturally responsive curriculum (CRC)?
- Creating culturally responsive curriculum
- STEM
- Social Sciences
- Humanities
- Research Strategies for CRC
- Universal Design
- PSU Campus Resources
- Rubric for Culturally Responsive Lessons & Assignments. Developed by Jean Aguilar-Valdez, Assistant Professor in the Graduate School of Education's Curriculum and Instruction Department.

PSU’s Global Diversity and Inclusion

- Diversity Learning & Education

**End of topic**
TOPIC: Ideas for how to structure small group discussions in breakout sessions in Zoom (or small groups in on-campus courses)

Q1: What are the suggestions for how to vary small group discussions that are meaningful & engaging?

Answers:

Answer 1:


This is my go-to when I am feeling stuck with how to create meaningful and varied small-group discussions. Kaner describes about 17 small-group discussion formats!

*Nota bene:* this book was written before COVID-19 and is not directly written for online facilitators/educators. You will need to adjust the language to online courses.

- [Click here for Kaner](https://www.facilitatorsguide.com/)

Answer 2:

Here's a video tutorial explaining HOW to set up small breakout sessions in Zoom.

- [https://support.zoom.us/hc/en-us/articles/206476093-Enabling-breakout-rooms](https://support.zoom.us/hc/en-us/articles/206476093-Enabling-breakout-rooms)

**End of topic**
TOPIC: “Replicating” on campus experiences (in the classroom, in labs, in studios, for example) online.

Q1: How do I “replicate” on campus experiences (in the classroom, in labs, in studios, for example) online?

ANSWERS

Before COVID-19--when I was teaching online--and during COVID--when I was teaching remotely--, one of the words that came up in questions about the challenges and opportunities of teaching online/remotely was “replicating.”

For example:

- How do I replicate X class activity virtually?
- How do I replicate X type of lab virtually?
- How do I replicate X type of studio experience virtually?

Let me start with some acknowledgements that may inform why so many of us seek “replication.”

Let’s first acknowledge the personal and collective sense of loss we may be experiencing as teaching professionals. We were used to doing activities in one way, and it is not certain when we are going to return to a “new normal.”

Let’s acknowledge the loss that our students experience due to a world pandemic and national social unrest.

Let’s acknowledge that teaching for most of us (?) is a “social profession.” We interact with students and with colleagues socially, in classrooms, in labs, in studios, and in meeting spaces. That social aspect of our teaching and research profession has been cut. I, for one, miss walking around campus and bumping into students, colleagues, and other POCs (“people of color”).

Let’s acknowledge that “replication” is probably not going to happen in the same way in virtual spaces.

Let’s acknowledge that if and when we return to campus, the “new normal” may not be a replication of how we taught in the past (is the past now a time period before spring term 2020?)

OKAY, HERE’S A CONCRETE ANSWER: Boiling down each course activity to learning essentials (skills+abilities)

I do have one way to concretely answer your questions about how to “replicate” some of your activities in virtual classroom spaces:

1. **ACTIVITY.** Name and describe each activity you seek to “replicate”
2. **PARTICIPANTS.** Who is involved in the activity? Faculty to entire class? Faculty to individual students? Student to student? Other participants?
3. **DURATION.** How long is the activity?
4. **MATERIALS.** What are the materials involved for the activity to be effective according to your course’s learning objectives?

*And the following step is CRUCIAL:*

5. **SKILLS AND ABILITIES.** Reread your course objectives and NOW name the skills and abilities you want students to demonstrate for each specific activity. Consider using Bloom’s **taxonomy** to name all the skills and abilities for each specific activity. Your classroom activity likely has many skills and abilities in one. List them all.

- Create
- Evaluate
- Analyze
- Apply
- Understand
- Remember

6. **ONLINE TOOLS THAT CONNECT TO SKILLS AND ABILITIES.** Now that you have a list of skills and abilities associated with each activity, you can make better decisions as to which online tool makes sense to showcase those abilities and skills.

7. **RE-EVALUATION.** Now that you listed skills and abilities for each specific activity, re-evaluate any and all of the following components:

- **Participants.** *Should the number and kind of participants change based on the skills and abilities?*
- **Duration.** *Should the duration of the activity change based on the skills and abilities? Can the activity be broken down in smaller or longer time segments?*
- **Materials.** *What other materials could be used to get at those skills and abilities?*
- **Other facets:** *Are there other facets of the activity that need to be re-evaluated using the list of abilities and skills?*
- **Tough questions:** *Given your work listing abilities and skills for each specific activity, should your oncampus course activity be replicated AS IS in a virtual world? Should the oncampus course activity be discarded and replaced with a new activity informed by this process?*

8. **REPETITION.** Repeat the above process for EACH activity that you seek to replicate.
9. **SHARE WITH OAI.** Bring this worksheet to OAI (Office of Academic Innovation) staff. They may be able to help you find that tool that gets at showcasing those specific abilities and skills.

10. **YOUR DISCIPLINE-SPECIFIC ASSOCIATIONS.** Finally, ask your colleagues how your discipline’s national & international associations are revising and/or replicating their teaching & research methods in online/remote courses.

**End of topic**
TOPIC: Eye/ “I” health in courses delivered via Zoom (or other similar platforms)

Q1: What ideas do you have to minimize mental and physical burn-out in remote courses?

Answers:

Answer 1:

*Background.* Encourage students in all of your courses to read this article. Our students and professors may be used to binging on our favorite TV shows, but Zoom is a different beast. Our eyes, our “Is” are no longer getting a break from screens.

In this pandemia, consider teaching students how to practice self care and communal care when it comes to their eyes and their “Is.”


Answer 2:

A practical answer. Practice “The 20-20-20 Rule.” Every 20 minutes in your Zoom class, stop to do the following:

![The 20-20-20 Rule](image)

**End of topic**
TOPIC: Teaching students how to create insightful Discussion Posts

Q1: What ideas do you have to foster active learning in Discussion Posts?

ANSWERS:

In both my online and oncampus courses, the prompts below guide Discussion Posts and oncampus discussions. Remind students to respond to all prompts & not just one of them.

**Online discussions**

Because we meet in a virtual classroom via D2L’s Discussion board, you will be asked to write 3 online discussion reflections based on 3 different prompts and/or readings. Your reflections must be guided by all of these “M.A.N.I.C.” questions:

- What was the Most important thing in the reading?
- What was something you Agree with in the reading?
- What was something you do Not agree with in the reading?
- What was something you found Interesting in the reading?
- What was something you found Confusing in the reading?

[1] I am aware that this term—“manic”—is problematic in the context of mental health. Please know that “M.A.N.I.C.” is used here only as a placeholder for the types of questions you should be asking. Feel free to share a different abbreviation with me. Source: Curry, John H. and Jonene Cook. “Facilitating Online Discussions at a MANIC Pace: A New Strategy for an Old Problem.” Quarterly Review of Distance Education 15.3 (2014): 1-12.

**End of topic**
TOPIC: Tutoring for students that is online and/or remotely

Q1: What resources does the Learning Center have for our remote campus?

ANSWERS:

Updated: September 1, 2020

Online + Remote Learning Support for students

The Learning Center has the following services available for all students:

- **Online + Remote Readiness: A Skill Building Course** - A free, self-paced course available to all students. This course will launch September 1st and will be automatically populated in all students' D2L course listings.
- [https://www.pdx.edu/learning-center/online-remote-learning-support](https://www.pdx.edu/learning-center/online-remote-learning-support) - An updated website including an Online Readiness Self-Assessment with resources for students.
- [https://www.pdx.edu/learning-center/academic-coaching](https://www.pdx.edu/learning-center/academic-coaching) - Academic Coaching for all students (both undergrad and graduate students). The Learning Center had an increase in appointments in spring and summer as students adjusted to the new demands of the remote environment. We are doubling our coaching hours in fall term, as well as adding a FT professional academic coach so we can accommodate even more students. We will also have a STEM focused academic coach.
- **D2L Support Drop-in Hours via Zoom** - The Learning Center will host drop-in hours for D2L support (not content) for the first 2 weeks of the term

**End of topic**
**TOPIC: Sample online syllabi.**

**Q1:** Are there models of online syllabi I can use?

**ANSWERS:**

**A1: KEEP IT SIMPLE.** Here’s a copy of my fully online SINQ course (Healthy People/Healthy Places)

**SINQ COURSE, Healthy People/Healthy Places**

**A WORD OF CAUTION.** My syllabus is for a fully online course. Pick and choose what works for you based on your strengths as an educator (see topic below on “Keeping it simple.”)

**SUMMER 2020**
https://drive.google.com/file/d/11fNwPRpiESuSdS7_MNxE7nkpYVcptPw3/view?usp=sharing

**FALL 2019**
https://drive.google.com/file/d/14MHcpLOzd1O5v-mllVcywDweNxBqi2g/view?usp=sharing

**FRINQ COURSE, Immigration, Migration, and Belonging, spring 2020**

**A WORD OF CAUTION.** Due to COVID-19 closures, here’s my modified spring 2020 syllabus for this FRINQ. This course is an on-campus course. Like all of us, I needed to modify it for online learning and teaching.

**WHAT IS FRINQ (FRESHMEN INQUIRY?)**
- For faculty outside of University Studies, this course is a three-term course (fall, winter, AND spring). You are seeing the spring offering where I emphasize the culmination of research projects.

https://drive.google.com/file/d/10rwMx2L0Pu-HLcUAShfVZFT0i9SMepPQ/view?usp=sharing

**End of topic**
**TOPIC: Pre-learning survey for online courses and mid-term survey**

**Q1: What should I ask my students in a pre-learning survey for online courses?**

**ANSWERS:**

**A1: DON’T ASSUME STUDENTS HAVE THE TECHNOLOGY NEEDED TO BE SUCCESSFUL.** In addition to using any pre-learning surveys from the Director of Assessment in University Studies, I have my own brief pre-learning survey for online courses.

Feel free to use this ready-made Google Form & make a copy of this survey for your Google Drive & make any edits to the survey:

- [https://docs.google.com/forms/d/1lAXHujlGw--dtFaF1VASrCZco2pwZIJo45CEiyF3CWc/edit?usp=sharing](https://docs.google.com/forms/d/1lAXHujlGw--dtFaF1VASrCZco2pwZIJo45CEiyF3CWc/edit?usp=sharing)
- Need a tutorial on making this Google Survey your own? Go here: [https://media.pdx.edu/media/Making-a-copy-of-survey/0_ww6ytvai](https://media.pdx.edu/media/Making-a-copy-of-survey/0_ww6ytvai)

**Sample Survey Questions**

10. First name and last name:
11. Your pronouns (for example, I [Dr. Fernández] use he, him, his, él):
12. PDX email:
13. Do you have reliable Internet at home? YES / NO
14. I don’t have reliable Internet at home. I do use the Internet here: Click all that apply / Coffee shop / Friend’s house / Relative’s house / Where I work / PSU only
15. What devices will you use for this online course? Only cell phone? / Only computer? Combination of cell phone and computer / I don’t own a cell phone / I don’t own a computer.
16. When it comes to online learning, what is your biggest challenge?
17. When it comes to online learning, what do you do really well online?
18. PRIVACY NOTICE. This survey is not anonymous. I want to know about who you are and your needs for this course. I will not share your responses with the entire class.

**A2: IMPORTANCE OF MID-TERM SURVEYS.** In addition to using the surveys from the Director of Assessment in University Studies, consider doing a brief check-in. To avoid survey exhaustion, you may want to do a *very* brief survey—just two questions:

1. We have 5 more weeks before we complete the course, what should I (as the student) be doing differently to be a success in this online course? **PRIVACY NOTICE.** This survey is not anonymous. I want to know about who you are and your needs for this course. I will not share your responses with the entire class.
2. We have 5 more weeks before we complete the course, what should the faculty partner and peer mentor be aware of to help you be a success?
PRIVACY NOTICE. This survey is not anonymous. I want to know about who you are and your needs for this course. I will not share your responses with the entire class.

Why is this important?

**Reason 1:** Survey question 1 gets at student’s procrastination. My experience with some online students is that time budgeting problems are amplified in online courses—or the problems are more readily discernible by the faculty partner and peer mentor online.

**Reason 2:** Procrastination and final grades. As a faculty member, I work hard to avoid having that conversation with a student who did not turn in any assignments and now wants to complete all online work during week 10!

**End of topic**
TOPIC: Procrastination in online courses.

Q1: What can I do to minimize procrastination in online courses?

ANSWERS:

A1. SAME AS IN BRICK AND MORTAR COURSES. It has been my experience of 20+ years (!) of teaching, that procrastination is not any different in online courses.

Here’s what I do in my courses:

- Scaffold major assignments throughout the term.
- Check with students as soon as assignments are not turned in.
- Ask the peer mentors to check in on the students.
- Set up deadline reminders in D2L’s Calendars.
- Ask the peer mentor to send out deadline reminders.

**End of topic**
TOPIC: Addressing anxiety from faculty about moving to online teaching.

Q1: How do I reduce anxieties I have about using new technology and teaching online?

ANSWERS:

A1. LEAN ON YOUR STRENGTHS. Spend a few minutes (hours?) listing what are your strengths when it comes to classroom teaching. Lean on those strengths when you move online. For example,

- If you are a great lecturer, maybe you just download your lectures to media.pdx.edu: https://media.pdx.edu or you use Zoom, https://www.pdx.edu/oai/news/say-hello-zoom

- If you are a great evaluator of student writing, have students share their files via shared Google Docs, and you write comments on the margins.

PRO TIP. Remind students to grant you access to their files. Teach students how to use Google Docs. Don’t assume they know how to use Google Docs. Share this tutorial with your students: https://www.youtube.com/watch?v=POIR37Hmydg

- If you facilitate dynamic classroom discussions and group projects, consider using a Twitter account just for your class. I recommend that you create a Twitter account for each different University Studies course. To avoid trolling, only allow students in your classroom to participate in this course-specific Twitter.

PRO TIP. Write in your syllabus your expectations for Twitter/online discussions. During week 1 of the term, have students and peer mentors write their expectations for online discussions. My SINQ syllabus has sample language. Don’t wait until discussions go off the track to do this: be proactive.

PRO TIP. Remind students that PSU’s Student Code of Conduct applies in all online-related classroom spaces.

PRO TIP. Don’t assume students know how to use Twitter (or any software). Much research reveals that our students are passive users of technology. Always share brief tutorials (ideal time is around 5 minutes!) about technology you use in your classroom. Share this video & make it a reading assignment, for example: https://www.wired.com/story/how-to-setup-twitter-search-hashtag-and-login-help/

A2. KEEP IT SIMPLE. What does this mean? New faculty to online learning express anxiety and believe that they have to incorporate all the bells and whistles associated with online learning software.
My take is that technology IS NOT the foundation for online teaching: the foundation is doing online what you are good at doing in face-to-face classrooms. See A1 above.

**End of topic**
TOPIC: Addressing difficult conversations centered on two of the four learning goals in University Studies (Diversity, Equity, and Social Justice; and Ethics, Agency, and Community)

Q1: How do I prevent harm when students use bigoted language or maybe they just don’t know the “right” terms?

Q2: What do I do when other students are correcting students about “right” terms?

A1. BE PROACTIVE. This question comes up the most for me as DEI Coordinator. During week 1 of the term, share the online discussion expectations & the Student Code of Conduct. Please don’t wait until the online discussion has gone off the track to do this: it may be too late--or it will require more time to rebuild/regain trust.

PRO TIP. If you have peer mentors, ask the peer mentors to create a list of online discussion expectations that the students have. Students tend to say “be respectful,” “be kind.” Ask the peer mentor to ask students how students are supposed to show “respect” and “kindness.”

A2. DON’T ASSUME BIGOTRY & PROVIDE INCLUSIVE LANGUAGE. I know that my wording is curious. I don’t always assume bigotry. Provide lists of vocabulary that students should/must use (?) when talking about various cultural groups.

For example, when I teach about challenges and aspirations of undocumented immigrants, I give students a list of words we can use. Right away, I talk about the history of pejorative terms (“wetback,” “alien,” “illegal,” “beaner,” etc.).

You don’t want the online discussion to be about students correcting other students about inclusive language. Model the behavior you seek in your lectures and preambles by providing a primer on inclusive language.

A3. RESPOND TO INCIDENTS WHEN YOU LOG ON. As soon as you get back to the online discussion, address the incident. Don’t assume that feelings surrounding the event went away because the posting took place a few hours (days?) ago.

A4. EMAIL THE STUDENT(S) PRIVATELY. If you see specific students being the target or being the instigators, email them privately and ask to meet with them (use Zoom or Google Hangouts).

A5. MAKE ONLINE DISCUSSION PROMPTS FOCUSED ON INQUIRY-BASED QUESTIONS. Unlike face-to-face classrooms where faculty members can address and diffuse difficult conversations, online discussions that go off the track tend to happen when the faculty member is not around. So, what then?
When students participate in online discussions with me and their peers, they have to follow reflection responses called “M.A.N.I.C.”

Your reflections must be guided by one (or more) of these “M.A.N.I.C.” questions:

- What was the **Most** important thing in the reading/discussion?
- What was something you **Agree** with in the reading/discussion?
- What was something you do **Not** agree with in the reading/discussion?
- What was something you found **Interesting** in the reading/discussion?
- What was something you found **Confusing** in the reading/discussion?

I am aware that this term—“manic”—is problematic in the context of mental health. Please know that “M.A.N.I.C.” is used here only as a placeholder for the types of questions you should be asking. Feel free to share a different abbreviation with me. Source: Curry, John H. and Jonene Cook. “Facilitating Online Discussions at a MANIC Pace: A New Strategy for an Old Problem.” *Quarterly Review of Distance Education* 15.3 (2014): 1-12.

**End of topic**
TOPIC: Online teaching demands (too much) time

Q1: How do I balance my time with online teaching and my other duties as faculty member? Am I expected to check email and be online 24/7? How do I reduce the number of emails I get from students in online courses?

A1. BE PROACTIVE. This question also comes up the most when I talk to faculty about their struggles with online teaching. Does the following sound familiar? “Online teaching just takes too much time—and way more time than face-to-face teaching.”

Here are some tips to help you reduce time demands.

**TIP. USE A BOOKING APP FOR VIRTUAL OR FACE-TO-FACE APPOINTMENTS.** To minimize time spent scheduling students (and faculty?), consider using a free app like this: https://youcanbook.me.

In fact, if you have any 1:1 questions about this resource, you can book me!

*To make an individual appointment, please book me here: the dates connect directly to my Google Calendar.*

**TIP. CREATE AN FAQ JUST FOR YOUR ONLINE COURSES.** Tired of answering the same email question over and over again?

Trust me when I say this: online students will be emailing you regarding information that already appears in the syllabus, in D2L, and in your lecture videos. Online students do not have peers to have those hallway moments when they get quick answers from us and their classmates about assignments and readings.

Creating an FAQ for a course may also relieve stress for your students. They will have a place to turn to when they have questions and the faculty partner is not logged in.

Feel free to use my FAQ for Healthy People/Healthy Places SINQ FAQ as a model: https://docs.google.com/document/d/1_FVgJglMdleFxRThl-0YY0VDGjejt2bDLfDfbJOL-X_Y/edit?usp=sharing

**TIP. STATE AVAILABILITY IN YOUR SYLLABUS.** In your syllabus, clarify for students when you are going to be available for the online lecture/online discussions and when you are going to be available to check email. Share with students how many days (hours?) it takes for you to answer their email.

In my syllabus, I have a statement that I take a “spiritual break” from email on Saturdays and Sundays and that I check email in a staggered way before 5:00 PM Mondays through Thursdays.
TIP. CREATE SCREEN RECORDINGS ABOUT USING D2L, EMAIL, INTERPRETING YOUR SYLLABUS, ETC. Don’t assume students know how to use software. Let me share some of the tutorials I created for my courses. Feel free to share the links.

REMINDER: KEEP IT SIMPLE. You may feel overwhelmed by how much content I have for an online course. I have been teaching an online SINQ course for a few years.

If you are new to online teaching, keep it simple.

Want to create your own screen recordings? Check this tutorial about how to create screen recordings: [https://www.techsmith.com/blog/record-your-desktop/](https://www.techsmith.com/blog/record-your-desktop/)

PRO TIP. I ONLY HAVE TIME FOR ONE SCREEN RECORDING. If you only have time to create ONE video or screen recording, create a personal/academic/biographical video. Even though the course is online, students tend to respond to our images and our voices. I don’t want to be known as just “osf@pdx.edu,” for example. As a Latinx immigrant scholar, it is important to share my immigrant story with students with similar and different backgrounds.

Here’s how I introduce myself to my online students.

[https://media.pdx.edu/media/Fernandez-About-Me-Introduction-to-Online-Learners/0_2myb9oh](https://media.pdx.edu/media/Fernandez-About-Me-Introduction-to-Online-Learners/0_2myb9oh)

Other screen recordings I have created:

[https://media.pdx.edu/media/Using-D2L-Calendar/0_ffqol2hm](https://media.pdx.edu/media/Using-D2L-Calendar/0_ffqol2hm)

[https://media.pdx.edu/media/Showing-Resources-in-D2L/0_q66f3f43](https://media.pdx.edu/media/Showing-Resources-in-D2L/0_q66f3f43)

[https://media.pdx.edu/media/Finding-My-Grades/0_yzur8y3u](https://media.pdx.edu/media/Finding-My-Grades/0_yzur8y3u)

[https://media.pdx.edu/media/Downloading-Assignments-to-Gradebook/0_uq6wms8k](https://media.pdx.edu/media/Downloading-Assignments-to-Gradebook/0_uq6wms8k)

[https://media.pdx.edu/media/Explaining-Fernandez-ePortfolio-Template/0_go54o7sm](https://media.pdx.edu/media/Explaining-Fernandez-ePortfolio-Template/0_go54o7sm)

[https://media.pdx.edu/media/Sharing-Showcase-by-EmmanuelMacias-Summer2017/0_jknk6cek](https://media.pdx.edu/media/Sharing-Showcase-by-EmmanuelMacias-Summer2017/0_jknk6cek)

[https://media.pdx.edu/media/Explaining-the-Showcase-ePortfolio/0_t8g4mi90](https://media.pdx.edu/media/Explaining-the-Showcase-ePortfolio/0_t8g4mi90)

[https://media.pdx.edu/media/Sharing-PebblePad-Page-by-LINK-Only/0_yc5696ll](https://media.pdx.edu/media/Sharing-PebblePad-Page-by-LINK-Only/0_yc5696ll)

**End of topic**
TOPIC: Cheating on quizzes, exams, and essays

Q1: How do I deal with academic dishonesty in online courses?

A1. JUST LIKE YOU HAVE DONE IN BRICK AND MORTAR COURSES?

The question mark here is intentional. I will be asking faculty who give quizzes and exams in online courses about their strategies and what technologies they use for minimizing academic dishonesty.

EXAMINATIONS & ACADEMIC DISHONESTY. I do get this question a lot, especially from international scholars and faculty who assess students with quizzes and exams.

*Please note.* I don’t use examinations in my University Studies courses. Therefore, I don’t have recent direct experience with cheating when it comes to quizzes and exams in University Studies.

For more information about academic dishonesty, go here:

https://www.pdx.edu/dos/academic-misconduct

ESSAYS & ACADEMIC DISHONESTY. When it comes to academic dishonesty in essay assignments, all my essay assignments are scaffolded. I don’t just have a final essay. Having a final essay without any prewriting may open the doors to plagiarism.

For more information about how scaffolding helps students develop their writing practice, go here:

https://www.pdx.edu/writing-center/for-teachers-and-tutors

A2. REDESIGN THE STRUCTURE OF THE QUIZ/TEST? One way to answer this question about academic dishonesty is to redesign the exam or even to do away with quizzes and exams. And yes: I realize I am entering polemical ground here.

The flowchart below may help you rethink how your exams connect with your course’s learning goals.

- Based on your learning goals, are there other types of work that students can submit that showcases knowledge that would be tested in a quiz or exam? SEE NEXT PAGE.

**End of topic**
TOPIC: Addressing concerns about student isolation in “brick and mortar” and online courses and building community.

Q1: How do I reduce concerns I have about student isolation in online courses?

A1. JUST LIKE YOU HAVE DONE IN BRICK AND MORTAR COURSES. Addressing student isolation in “brick and mortar” and online courses is a concern I hear often from faculty. Here’s what I do in my online SINQ course.

TIP. CREATE AN ONLINE ABOUT ME PAGE. Students create an about-me-page and share it with the entire online class. They also share these bios with their Success Teams. (More on Success Teams later.) Do this during week 1 of the term.

- A copy of my assignment:
  https://docs.google.com/document/d/1efEkOoNCUTT2VvOZAЕW31gASoBDOsoVQgympaV8ynaY/edit?usp=sharing

- Here’s an example from a student (used with permission; I obscured their face with permission):
  https://docs.google.com/presentation/d/1oqZNi_pZmWYPhNcuhghnN6GLtWe3LO1wPo mwY00wflHM/edit?usp=sharing

TIP. CREATE A GROUP ASSIGNMENT AMONG X NUMBER OF STUDENT. I try to limit the size of group work to two or three students in online groups. Here’s an assignment called “Online Gallery Walk”:

- A copy of the assignment, “Online Gallery Walk”:
  https://docs.google.com/presentation/d/1cUwsvZi4XRWohTpNotypmljyo9Gcqcw1nbbk_Gde4/edit?usp=sharing

- A screen recording explaining the assignment:
  https://media.pdx.edu/media/Explaining-eGallery-Walks/0_7ohl8brq

TIP. ORGANIZE SUCCESS TEAMS FOR EACH COURSE. Some faculty call these teams “study groups.” I prefer calling them Success Teams. The teams are there to support the success of the students: they are not just there to study for an exam. Organize the teams during week 1 of the term.

- My Success Teams are composed of 3-4 students. Students exchange their PDX emails and any contact information they feel it is important. They don’t have to share cell phone numbers.
- During week 1, they share their About Me Pages.

Why is it important?
For the students . . . I started using Success Teams back in 2014. My students share with me that they tend to keep in touch with their Success Team members way past their courses.

For the faculty . . . I rarely get emails about the syllabus. I encourage students to turn to their Success Teams first for questions. If they did not find the answer as a Success Team, then turn to the peer mentor. Finally, they can email me.

Summarizing additional community-building activities from PSU faculty, Office of Academic Innovation’s 2020 Remote @ PSU (a two-week summer course for faculty)

- **TIP. CONSISTENCY.** Whatever your community-building activity is, make sure it is consistent. For example, PSU’s Recreation Centers sends a newsletter every week reminding subscribers about their programs.

- **TIP. BE ON ZOOM 15 MINUTES BEFORE AND AFTER CLASS.** Similar to oncampus courses, students tend to reach out to faculty and their classmates before or after class.

- **TIP. MULTI-MEDIA CONNECTIONS.**
  - Have students share their favorite songs with you and you play part of the song as students come into the Zoom space.
  - Have educators share pictures of their daily lives. [If you ask students to share the same, make this optional and set up boundaries for what images you want to see.]
  - Have educators and students share their favorite dances, their favorite recipes. Make

- **TIP. SET UP BOUNDARIES.** Whatever your community-building activity, set up boundaries that make sense for you and the students. Ask the students to generate the boundaries. For example, a boundary might look like this: not requiring all students to participate in an activity where students display an important object in their home & explain its personal and cultural significance.

- **TIP. ASK STUDENTS.**
  1. What digital communities are you involved in?
  2. What do you like about them when it comes to community building?
  3. What elements of that digital community should we try in our course, if relevant and appropriate?

- **TIP. BODY & MIND.** Build community by doing mindfulness exercises. Jaime Wood, from OAI, for example, likes to say that “we are on machines but we are not machines.” Take a break from the Zoom activity and do a mindfulness activity with students. Here are some examples: [https://sites.google.com/pdx.edu/virtual-mindspa/home](https://sites.google.com/pdx.edu/virtual-mindspa/home)

McGill’s University eLearning Kit: Building Community

- [https://libraryguides.mcgill.ca/eLkit/community](https://libraryguides.mcgill.ca/eLkit/community)
**End of topic**
TOPIC: Keeping track of online discussions or chats and demands on our time.

Q1: For online discussions, am I supposed to be online 24/7? How do I keep track of all the postings?

ANSWERS:

A1. KEEP IT SIMPLE. I have made the mistake of assigning TOO many discussion posts and I don’t get to read them all. My advice is to only generate the number of discussion topics that you can read and that can meet the contractual expectations of our teaching/research contracts. (*Nota bene*: I am not giving any legal advice here. This is not a legal clinic.)

Students will notice if you assign a bunch of discussion questions and you are not present in the chat. When it comes to online discussions, my strategy is simple: *LESS is MORE*.

Of course, if you are using Zoom as your lecture and online discussion space, you may have solved the questions above.

**End of topic**
TOPIC: Safeguarding audiovisual privacy (faculty and student voices and images).

Q1: For online classrooms, how do I safeguard my privacy? I am concerned that students may later troll me and use my image and my voice from classroom-related material.

ANSWERS:

A1. INCLUDE COPYRIGHT INFORMATION IN RECORDINGS AND SYLLABUS.
May I be honest with you? TBH (to be honest), this question gives me the most anxiety about online teaching. In an age of social media, will my image and voice be trolled around the web? If I make a mistake in an online lecture, for example, will that mistake live on outside of the confines of the classroom? As Latinx scholar, I have already faced bigotry in face-to-face classrooms. What kind of bigotry-related trolling will I face in online worlds after the online course ends?

Obviously, the advice below does not guarantee privacy & I am not giving legal advice here. You may want to read language from AAUP--the information does not directly cover online lectures, though: [https://www(aaup.org/report/statement-copyright](https://www.aaup.org/report/statement-copyright)

- Include copyright information in your syllabus.
- Add the copyright language in ALL screen recordings. See how I do it by going here: [https://media.pdx.edu/media/Fernandez-OAI-Sharing-my-FAQ-Teaching-Online-COVID-19/0_pxyhg5e](https://media.pdx.edu/media/Fernandez-OAI-Sharing-my-FAQ-Teaching-Online-COVID-19/0_pxyhg5e)
- Make sure you explain the information about copyright in one of your initial online lectures or online classroom posts or discussion chats.

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Audio & Video Recording Agreement & Written Work Agreement

PSU faculty members have the right to protect intellectual property, and to ensure that the use of recordings and their written work are for the sole use of the student. I agree that I will NOT engage in any of the following actions throughout the term:

- Allow anyone else to listen to or use the audio & video recording & written work, except the instructor and members of the class.
- Copy, broadcast, transcribe or share any part of the audio & video recordings & written work.
- Release the recording, profit financially, or allow others to benefit personally from these audio & video recordings & written work.
- Publish or otherwise quote dialogue from the audio & video recordings & written work without the faculty member’s explicit written consent and without properly identifying and crediting the faculty member.
- Violate the rights of my faculty and members of the class by using the audio & video recording & written work in any manner other than for my personal study in this course. I (the student) understand that a violation of this agreement may subject me to discipline under the PSU Code of Student Conduct or subject me to liability under copyright laws.

**End of topic**