Helpful Ideas

Basic Course Delivery

Here are a number of simple strategies to help you deliver your course online. There is no one approach that is right for everyone. You want to select strategies that both are doable and achieve your educational objectives. We do recommend against a totally asynchronous delivery with only recorded lectures. Students have expressed a strong preference for the immediacy and engagement of live sessions.

- ✔ Use a mix of sync and async activities in your course
- ✔ Use the familiar Chalk and Talk, if you want
- ✔ Add some interaction with polling

Recording Lectures

You can pre-record your lectures. You do lose some of the immediacies of live sessions. If you want to create these, we recommend using **Camtasia** software that is free to all students, staff, and faculty at UBC.

Live Sessions

For live sessions, we use Zoom*. There is a nice immediacy of live performance and gives you better opportunities to seek and respond to student questions in real-time. Students have been commenting that it is easier to watch an hour-long live session than an hour-long recording. You can have some moments of silence at the end of a didactic segment to give students time to think and then post some pertinent questions in the chat window. These live sessions can also be easily recorded and shared with your students.

Chalk and Talk

If you are a "chalk and talk" teacher there are a few options to consider to help your teaching online, whether it is synchronous or asynchronous.

The **ELMO document cameras** in most UBC classrooms you can record straight to the SD port or USB port. Once you have captured the videos on an SD card or USB key, you can transfer them to your computer and edit them in Camtasia, and then post them in Canvas.

A number of interesting "hacks" have surfaced where teachers have used their smartphone camera to build an **ad hoc document camera**. People are live streaming into Zoom using this kind of setup. It is often as simple as joining the session from your phone and laptop at the same time. Using the laptop to send audio and the phone to capture video. All that is then required is a method to hold the phone above the document you are writing on. People use a variety of objects from tripods, to lamps, to stacks of tins to hold their phone. There are lots of videos that show you how to do this on YouTube [just search "smart phone doc camera"].

You can also use an **iPad** to annotate existing documents or do whiteboard sessions using the Zoom iPad App. You application-share the iPad screen and then you can annotate PDFs directly. An Apple pencil makes the annotation the easiest.

There is a **lightboard** at UBC studios. It lets you create quite compelling chalk and talk videos. The downside is that the process is complicated with the need to book access, it requires a dedicated camera operator, only short segments can be recorded before the board must be carefully cleaned, and all of this creates multiple video bits that must be stitched together in a video editing software later.

Adding More Interaction

Using Chat to gather Questions
Students to type their questions into the chat window and then you periodically review them (or have a TA monitor) and answer a few of the most pertinent questions. If a student has a burning question, they can always raise their hand in the participant window.

Zoom Polling
Zoom has a built-in polling function. This lets you create simple multiple-choice questions, then share with students to complete, and once everyone has responded, display the results. This can be useful for a prior knowledge probe, getting feedback on learning progress, or as a great starting point for a discussion.

Using other Online Polling Applications
You can use other online polling applications and use screen sharing to display to students. This works great with tools like Mentimeter, Poll Anywhere, Slide.io, and many others.