

# 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 in-person 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.

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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, Keep Calm and Go Online, 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	<ul style="list-style-type: none"> <li>Entrance tickets: Ask students to write down what they already know about the topic</li> <li>Have a conversation about what students may know</li> <li>Review earlier content/connections</li> </ul>	<ul style="list-style-type: none"> <li>Screen share a prompt or question while you wait for students to log in</li> <li>Ask about previous knowledge in chat, for students to respond to</li> </ul>	<ul style="list-style-type: none"> <li>Create a guiding question or prompt before the content to help student contextualize</li> <li>Create a checklist or a short video or text reminder of what was previously covered</li> </ul>
Introduce students to content	<ul style="list-style-type: none"> <li>Lecture</li> <li>Presentation</li> <li>Demonstration or whiteboard work</li> <li>Reading</li> </ul>	<ul style="list-style-type: none"> <li>Lecture via Zoom</li> <li>Screen share to present your PowerPoint</li> <li>Use white boarding in Zoom</li> </ul>	<ul style="list-style-type: none"> <li>Record an audio recording in 5-10 minute increments</li> <li>Post written lecture notes</li> <li>Create a presentation</li> </ul>

If you have an instructional purpose in mind and are not sure which tool to use, see the General Teaching Tools table.

## HOW CAN I USE ZOOM FOR TEACHING REMOTELY?

The TLS [Zoom for Remote Teaching](#) page has all the information you need, such as how to access Zoom, prevent “Zoom-bombing,” view your Zoom-recorded sessions in myCourses, use screensharing and breakout room tools, and much more. 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.



## HOW CAN MYCOURSES HELP ME WITH TEACHING REMOTELY?

The TLS [myCourses and Other Tools](#) page addresses FAQs about which tools readily support remote learning. Especially useful myCourses tools are 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](#).

## 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. Two statements that can be posted in your myCourses site to remind students about intellectual property rights and copyright are on [this page](#).

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

Get started with [Principles and Examples for Shifting Your Teaching and Assessments to a Remote Teaching Environment](#). The principles are followed by example evaluation schemes that illustrate the application of the principles.

If you have an assessment purpose in mind and are not sure which tool to use, see the [Assessment Tools](#) table.

## 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.

## WHAT'S THE DIFFERENCE BETWEEN OPEN-BOOK EXAMS AND TAKE-HOME EXAMS?

Open-book exams have a set time limit for completion. For example, students start the exam at a specific time and have 3 hours to complete it. Given that students may now be in different time zones and some students



registered with the OSD may require a time accommodation, it is recommended that open-book exams be available to students for a minimum 48-hour period. Students choose their start time, and once the exam is underway, they have 3 hours (or any designated time period) to complete it. Times can be set in myCourses. See [Overview of Quizzes, Surveys and Self Assessments in myCourses](#) and [Best Practices: The Quiz Tool](#). For more information on open-book exams, see the University of Newcastle's [Guide For Academics - Open Book Exams](#).

Take-home exams allow more flexibility. For example, a take-home exam can be open for 48 hours and students can take as much time as they need within that time to complete the exam. Some students registered with the OSD may require a time accommodation; it is therefore recommended that take-home exams be available to students for a minimum 48-hour period.

Both take-home and open-book exams are unsupervised and allow students free access to resources, such as their textbooks, course notes, and internet sources while completing them. Let students know before exams and with an exam cover page which resources you permit them to consult. Download a customizable Exam Cover Page [here](#).

## HOW CAN I MINIMIZE CHEATING ON EXAMS AND ENCOURAGE STUDENTS TO RESPECT ACADEMIC INTEGRITY?

Easy-to-implement suggestions for fostering academic integrity, such as preparing an Exam Cover Page, are on [this page](#).

## HOW CAN I RANDOMIZE QUIZ/EXAM QUESTIONS IN MYCOURSES?

See this video: [Create a New Quiz with a Randomized Set of Questions](#).

## CAN I HAVE MY STUDENTS DO ONLINE PROCTORED EXAMS?

In the current context, McGill does not recommend the use of online proctored exams, for example, using tools such as Respondus Lockdown, Respondus Monitor or Zoom. Read about [issues with using online proctored exams](#).

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

Check out the Library's [Teaching Services](#) page, and 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](#).

## WHAT “LEARNING REMOTELY” RESOURCES ARE AVAILABLE FOR STUDENTS?

TLS' [Remote Learning Resources](#) page has ideas that can help students stay on track while continuing their studies remotely. Add the link to your myCourses sites!

## WHAT IF MY TAS HAVE QUESTIONS ABOUT TEACHING REMOTELY?

Direct them to the Skillsets [Remote Teaching and Learning: FAQs for Teaching Assistants](#) page.