



# Instructor Guide for Remote and Hybrid Instruction

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## Overview

This guide was developed by the [Education Planning Group](#), a group consisting of staff and faculty from the Schools, Division, and the College, that was convened during the pandemic and continues to work in order to find the best ways to meet the challenges of teaching in a changing world. While the University of Chicago remains an in-person institution, this guide is maintained both for reference and for those limited programs that will be offering remote courses, as well as for faculty who want to experiment with online tools in their regular courses.

## Pedagogy

This section of best practices for remote and hybrid teaching is adapted and condensed from the latest version of the Chicago Center for Teaching's *Pedagogical Guidance for Remote and Hybrid Teaching*. It contains information helpful to transitioning to hybrid and remote learning, as well as a summary of lessons learned from the University's first fully remote term in Spring of 2020. The full version of the guide can be found on [Teaching Remotely](#).

## General Approach

Although all remote teaching is different from what we are used to, remote teaching may offer an opportunity to rethink certain practices, and to reimagine the design of the course and the methods for achieving your curricular goals.

### **Articulate your learning goals.**

Think in concrete terms about what you want your students to know or be able to do as a result of the course learning objectives, and what modes of teaching and learning will help achieve those objectives.

Articulate those modes at [a goal-oriented level](#) (think of “presenting content,” rather than “lecturing”) and then think about how you can translate those goals into multiple modalities online. For example, presenting content via text and images on a [page](#) in Canvas; holding a synchronous video lecture in Zoom; an asynchronous video presentation using [Panopto](#), etc.).

### **With your objectives in mind, identify a mix of asynchronous and synchronous tools.**

The advantage of synchronous tools like Zoom is that it more closely approximates a face-to-face learning experience than students consuming content on Canvas or watching a pre-recorded video from Panopto. But synchronous tools have limits, including:

- Internet bandwidth requirements for video.
- Students are more likely to get distracted in long Zoom sessions.
- Viewing a screen for long periods of time is physically and mentally taxing.
- Some students may have challenges making it to a live session due to being in different time zones.
- Other students may have varying access to high speed connection or quiet spaces.

When you do go synchronous, consider limiting it and intentionally supplementing with an asynchronous follow-up. For example, you might do a 20-minute Zoom lecture during your canonical class time, and then ask students to complete an activity on their own which they upload to Canvas. Be sure to record the session and make it available to students who could not attend at that time.

### **Balance structure and adaptability.**

Structuring courses clearly in the remote environment allows students to navigate and access the resources they need to learn and manage their time and workflow. Instructors in the Spring Quarter found the following approaches useful:

- Organize resources, tools, tasks, and assignments for each week or unit into Canvas modules.
- Include written or recorded video guidelines and explanations of how, when, and why students will use each part of the module.
- During Zoom sessions or in class, talk with students about the module and the plan for the week.

Instructors in the Spring Quarter 2020 cited adaptability as a key element in their success, and students mentioned their instructor's adaptability and flexibility when talking about their positive experiences in remote learning. Given that structures and plans don't always help students learn as expected, it is helpful to approach courses with clear plans and openness to change. To facilitate adaptability, consider the following:

- Build in opportunities to talk with students about how things are going.

- Structure regular surveys or polls of students. Ask them how the course is going, if they understand goals and expectations, and if they are able to access resources, engage with you and other students, and do the work that is expected of them.
- Talk with students about what you are hearing from them, any changes you are thinking about, and suggestions for success going forward.

### **Set and communicate expectations.**

Transparent expectations are even more important in unusual circumstances. Class policies and expectations should be listed in the syllabus and posted on Canvas. Identify the regular expectations you establish for students and think through how to adapt those to an online context. Some areas to consider:

- What are the various ways that students may participate in class, such as, verbal discussion and/or text chat during a Zoom session, posting reflections in Canvas, etc.?
  - Good practice is to identify more than one option for students to engage with you and their peers and to practice and demonstrate their understanding.
- If you are teaching an in-person class with remote aspects, what are the aims and expectations for the in-person time as it relates to the online time?
  - How will remote students be integrated into class participation and discussion?
- How might you adjust your deadlines and policy on late work?
- How can you allow for flexibility if students are in different time zones, are having difficulty accessing technology or the internet, or are otherwise facing challenging circumstances?
- What are the materials you expect for students to have access to?
  - How can you provide these materials or different options for accessing them?

### **Build Accessible Courses.**

The University of Chicago is committed to providing an accessible and inclusive environment. Digital accessibility is the ability of a website, mobile application or electronic document to be easily navigated and understood by a wide range of users, including those users who have visual, auditory, motor or cognitive disabilities.

Here are some initial ways instructors can create more accessible courses, for additional information and resources, please visit [Student Disability Services](#) or the [Center for Digital Accessibility](#) for specific guidelines and standards.

- Create accessible course content:
  - [Create accessible PDFs](#) by Microsoft.
  - [Create and verify PDF accessibility using Acrobat Pro](#) by Adobe.
- Use sufficient [color contrast](#). For hyperlinks, keep in mind that the color must have sufficient color contrast not only with the background, but with the surrounding text.
- Use [meaningful link text](#). Eradicate ambiguous link text such as “click here” and “learn more.” Link text should be specific, clear, and ideally should match the title of the page to which you’re linking.
- For multimedia content, provide appropriate [captions and transcripts](#).
- Additional UChicago Resources:
  - [Planning Accessible Course Materials](#).
  - [Creating Accessible Courses](#).
  - [Zoom Considerations for Teaching Students with Disabilities](#).

### **Focus on Inclusivity.**

Inclusive teaching aims to ensure that all students are included and are fully able to participate in all course activities, regardless of their background, and sets the tone for civil and respectful engagement with the academic material. It is important to be intentional with inclusive teaching, and to consider ways to draw in and engage students of all kinds.

- Set norms for discussion. Remind students to treat classmates with respect, to post with care, and to ask clarifying questions when necessary.
- Help students create study groups, understanding that learning from each other helps with inclusion and connection.
- Encourage students to come to you regarding behaviors or comments that may make the classroom less inclusive, and hinder participation of other students.

For more information on inclusive pedagogy, please visit [Teaching Remotely](#) and review the Chicago Center for Teaching’s *Considerations for Inclusive Teaching in Remote Environments*.

## Other Considerations from Spring Quarter 2020

Through surveys, faculty panels, and student focus groups, we learned a lot about practices that allow UChicago students to engage and learn while taking classes remotely. To hear what UChicago faculty had to say about their remote teaching, [click here](#).

## Syllabus Guidance

**All instructors** should have a syllabus with policies and classroom expectations available to students on the course Canvas page in an accessible format. This section contains specific policies and recommended language to include on your syllabus.

Starting in the Spring of 2020, all syllabus tabs on Canvas courses were made available to anyone in the academic community with a CNET ID. The University plans to continue this practice going forward to allow students to more easily make decisions during shopping periods, as well as to plan their courses for the next quarters or year. No other course information is available publicly, but students will be able to view syllabi from all previous years a course was posted to Canvas.

## Course Expectations

In addition to going over what you expect students to learn over the course of the quarter, it is highly recommended instructors provide students with a brief overview of classroom protocols and behavioral expectations as well.

- Courses with an in-person aspect may wish to go over how remote students will engage with those in person. Consider laying out how questions will be asked during a hybrid lecture section or ways in which remote students can engage with their in-person peers.
- Remote courses can go over how discussions will work, cell phone and internet usage during lectures, and expected Zoom etiquette.
  - Please be mindful that some students may not be in a situation where they feel comfortable turning their camera on or are unable to find a quiet space to have their microphone on and actively participate outside of the chat feature. You may list as an expectation that students' cameras should be on, but permit exceptions. Recommended language for Zoom expectation:
    - "There is an expectation that students in this course will be actively engaged and on camera while on Zoom. If a student requires an exception, they will need to reach out to the instructor directly."

## Recording and Deletion Policies

Please include the following language in your syllabus:

The Recording and Deletion Policies for the current academic year can be found in the Student Manual under [Petitions, Audio & Video Recording on Campus](#).

- Do not record, share, or disseminate any course sessions, videos, transcripts, audio, or chats.
- Do not share links for the course to those not currently enrolled.
- Any Zoom cloud recordings will be automatically deleted 90 days after the completion of the recording.

## Attendance

Instructors may wish to offer students the ability to complete their coursework remotely if they are unable to attend class. Students may reach out to the instructor directly to coordinate any absences. Any student who is unable to attend or complete their work, should be referred to their area Dean of Students and make arrangements.

## Contingency Planning

Classes that meet in person or have an in-person component may want to be prepared to shift online in the event of inclement weather or an emergency. Consider developing a plan that includes the following:

- How will you communicate the shift: email, Canvas notification, etc.?
- How will the class work remotely?
  - What parts will be synchronous? What will be asynchronous?

## Accessibility

Please include the following on your syllabus:

The University of Chicago is committed to ensuring equitable access to our academic programs and services. Students with disabilities who have been approved for the use of academic accommodations by [Student Disability Services](#) (SDS) and need a reasonable accommodation(s) to participate fully in this course should follow the procedures established by SDS for using accommodations. Timely notifications are required in order to ensure that your accommodations can be implemented. Please meet with me to discuss your access needs in this class after you have completed the SDS procedures for requesting accommodations.



Phone: (773) 702-6000  
Email: [disabilities@uchicago.edu](mailto:disabilities@uchicago.edu)

## Teaching Formats

Although the University of Chicago is not currently offering remote options, in the future there may be space for innovation in teaching and such proposals would be appropriate to bring to the relevant dean.

### Lecture Courses

If a course plans to use online lectures, we recommend that each pre-recorded and online lecture consist of segments of no more than 20 minutes (ideal length is around 10 minutes). Typical longer lectures can usually be advantageously broken down into shorter 20-minute segments.

- Weekly discussion sections for lecture courses should be arranged based on the needs and preferences of participants. They can be held online, either synchronously via Zoom or asynchronously via discussion boards, or in person.
- In order to facilitate the creation of social and intellectual connections among students and the instructor, it may be advisable to meet face-to-face at least every other week, or to meet in person several times at the beginning of the quarter and then move discussion sections online for its remainder.

### Discussion-Based Courses

#### Full Class Model

- The full class meets face-to-face. An instructor may elect to hold all class meetings in person, meet in person only a few weeks out of the quarter, or meet in person once a week and the other times remotely via Zoom.
- This option is least onerous for instructors in terms of retooling their teaching, since the remote synchronous session via Zoom could be conducted very much like a face-to-face session.
- Other options for the remote part, which have proven effective, are to split the class into two groups for shorter Zoom sessions or to combine asynchronous components (such as recorded lectures and/or robust and sophisticated Canvas assignments) with a shorter Zoom discussion.

#### Half Class Model (or staggered meeting pattern)

- This model is designed to place students in smaller groups, so they have more of an opportunity to interact with the instructor and the material.

- For classes that meet twice a week: the class is divided into two groups, and the instructor meets with each of them one day per week in two subsequent face-to-face sessions of approximately 40 minutes each.
- For classes that meet three times a week: the class is divided into two groups, and the instructor meets each of them once a week in two subsequent sessions of 40–50 minutes.
  - The second third of “contact” time is held as a discussion via Zoom.
  - The final third is conducted through asynchronous instruction.
    - Instead of conducting a third of the instruction asynchronously instructors could choose to hold it as another Zoom session, giving them greater flexibility.
- In both cases, the rest of the contact time is a mix of synchronous and asynchronous instruction, such as Zoom discussion, prerecorded materials, and Canvas discussion.
- The least onerous option is to hold a Zoom session for the entire class. However, if your class time is longer than 50 minutes, we recommend limiting the Zoom discussion to approximately 50 minutes to avoid Zoom fatigue and combining it with asynchronous components such as pre-recorded lectures of 15-25 minutes and robust and sophisticated Canvas assignments.

## Laboratory, Studio Arts, Field, and Clinical Courses

Instructors teaching laboratory, studio arts, field, or clinical courses, should seek further instructions from their program or department.

## Teaching Modalities

Below we describe a few teaching modalities and some examples on how they may be realized in a course. The sketches are not meant to be prescriptive but to offer guidance for how instruction might be designed, based on best pedagogical practices. We expect that individual instructors will adapt them to their specific learning goals and pedagogical preferences.

We highly recommend reviewing the potential models and examining Information Technology Services’ list of supported digital tools in the following section, to make decisions about how you want to structure your class and what workshops you should attend.

## Entirely Remote

### Synchronous Online Instruction

Instructors could hold class meetings synchronously via Zoom, analogous to in-person class meetings. They can use Zoom's screen sharing function to share slides, multimedia, Google Docs, and other digital learning tools without the extra time required for connecting to a media cabinet. Zoom's built-in whiteboard can be utilized to hand write or draw figures, symbols, equations, foreign letters or characters, and illustrations.

Instructors can ask students to use Zoom's annotation feature to mark over a shared screen. Breakout rooms have been used successfully for think-pair-share activities and small group discussions. In addition to text chat, instructors can ask students to use non-verbal cues such as raised hand and applaud to ameliorate the problem of communicating without being able to see body language.

### Engagement

Zoom breakout rooms are highly efficient for arranging group and partner work and are relatively easy to manage. This may be useful to those who conduct group or partner work during regular class time.

- A few ways to build rapport between students include asking them to post a Canvas Discussion post introducing themselves before the first class. This can be a text post with a picture of themselves or a [Panopto](#) video post. The idea is to put a face to a name.
- Another method that has been effective is to put groups of 3 or 4 students into Zoom breakout rooms at the beginning of each class meeting so that they can meet each other and chat about things important to them.
- For class discussion, consider using Google Doc to keep track of breakout room discussions and as a way for each discussion group to share out.

### Pros

This option is least onerous for instructors in terms of retooling their teaching, since the remote synchronous session via Zoom could be conducted very much like the face-to-face session. Using the Gallery View, instructors can see up to 49 students' videos at one time.

### Cons

Online synchronous meetings can put students with slow internet connection at a disadvantage. [Zoom meetings can also become exhausting](#) quickly, especially if the Zoom meetings are long or if they are scheduled back-to-back without break.

- Discussion via Zoom proceeds more slowly than in-person discussion because turn-taking is less natural, and has to be managed more explicitly.

- Managing screen sharing, audio discussion, and text chat can be challenging to do simultaneously without assistance.

## **Asynchronous Online Instruction**

In asynchronous online instruction, instructors make course content such as readings and pre-recorded lectures available through Canvas. Course activities are designed so that students can complete them within a given time frame at their own pace. All discussions take place online either on [Canvas discussion boards or course blogs](#). Collaborative activities such as collaborative annotation via [Hypothesis](#) or [collaborative concept mapping](#) are still possible via digital collaborative tools.

## **Engagement**

Frequent communications and clear expectations are essential for keeping students engaged in fully asynchronous online instruction. Be sure to build in a weekly course structure with clear assignment due dates (e.g., discussion a post is always due by Wednesday, short writing is always due on Thursdays) to help students stay on track.

- Instructors need to pay special attention in guiding students' interaction with each other in the absence of synchronous class meetings where students can meet and get to know each other.
- Have students introduce themselves via a [Panopto](#) post in a Canvas Discussion within the first week of class. Encourage students to form study groups or meet synchronously on their own. Assign peer review assignments or small group work.

## **Pros**

Asynchronous online instruction has the pedagogical advantage of giving students time to process or repeat information, particularly if they do not inhabit the same time zone.

- For example, students responding to a written online discussion via Canvas or a class blog can take time that they might not have during a faster-paced face-to-face discussion to look for relevant passages to support claims and to reread before offering an interpretation of those passages.
- With pre-recorded lectures or podcasts, students have the opportunity to pause to take breaks or make more extensive notes, and instructors can embed quizzes in prerecorded materials to test students' recall and comprehension. Students' internet speed becomes less of a barrier to their participation.

## **Cons**

The instructor needs to be very intentional about building rapport with and among students. For students to succeed and stay engaged, both they and the instructor will need

to maintain a strong social presence. Further, some students may need help with managing their time so that they make regular and consistent progress in their learning.

## In-Person or Face-to-Face Instruction

### Engagement

Consider using [Poll Everywhere](#) to gather student responses as a way to jump start discussion or check students' understanding, and utilize active learning techniques, such as Think-Pair-Share to keep students engaged.

### Pros

Of the available teaching modalities, it is the most familiar one for developing students' ability to follow and learn to participate in an academic conversation. Lateral relations among students may also arise more spontaneously and comfortably than when students interact with one another in Zoom discussions.

### Cons

At any given time, you might have students who cannot attend face-to-face meetings for various reasons. You will need to accommodate them synchronously via Zoom in a blended synchronous learning fashion (see below) or asynchronously by creating additional assignments and resources.

- Consider having the class use a shared digital document or collaborative whiteboard (e.g. Google Doc or Google Jamboard) to facilitate discussions.

## Classroom Protocols

### Setting Classroom Expectations

- Proactively define expectations for students by including language about what is expected of them in the course syllabus. See the section entitled Syllabus Guidance for the University's approved language surrounding classroom expectations.
- Take time on the first day of class to incorporate discussion of appropriate classroom behavior. Model these behaviors.
- Discuss your attendance policy, and be clear about your expectations for students who are unable to attend class.
  - Any student who is unable to attend or complete their work remotely, should be referred to their area Dean of Students and make arrangements.
- Continue to reinforce expectations throughout the quarter through ongoing announcements or reminders, particularly if the class is required to shift to remote

and then back to in person. Do periodic pulse checks to see if the group feels comfortable or if there are things that should be adjusted.

## Hybrid Instruction

### **Blended Synchronous Learning**

Blended Synchronous Learning combines in-person and remote students in one synchronous environment. The instructor meets with remote and in-person students simultaneously.

On one end there is usually a fairly traditional classroom--an instructor and students gathered around tables or desks, a surface for the instructor to write on--with the addition of Zoom that allows remote students on the other end to participate in the class. This would require the instructor or a TA to operate Zoom, while addressing the in-person students. In-person students would be able to see the remote students via a display in the classroom projector (if not sharing content), but what remote students see will depend on available classroom technology and the activity.

### **Engagement**

[Poll Everywhere](#) allows instructors to gather responses from in-person and remote students simultaneously and jump start discussion or check students' understanding. Collaborative document or whiteboard tools (e.g., Google Doc, Jamboard) allow in-person and online students to participate equally.

### **Pros**

This is a viable way to enable students who are quarantined or cannot otherwise attend class in-person to participate in class synchronously.

- As long as instructors are very intentional about bringing in-person and remote students together and help them develop a protocol for interacting across modalities, discussion among all class members can take place organically.

### **Cons**

- Instructors must plan student interactions very carefully in advance.
- Operating classroom audiovisual equipment and engaging in-person and remote students' simultaneously and equally can be difficult for the instructor, especially if they don't have a TA to assist them.
- The remote students' experience is highly dependent on available classroom audio-visual technology, internet speed, and in-person participants being mindful to be inclusive of them.

- In classrooms outfitted with microphones, speakers, and video cameras that can autofocus on class members or the blackboards, discussion between in-person and remote students can occur spontaneously.
- Even so, expect a delay in remote students' reaction, because it takes time for Zoom to transmit the happenings in a classroom to them and they will always hear the in-person conversation with a lag.
  - Furthermore, if managed poorly, remotely participating students can be reduced to passive observers who will be able to follow only part of the classroom interactions.
- It may be tempting to ask students to all log in to the class Zoom meeting to facilitate discussion between in-person and remote students, especially for small group discussions. However, audio feedback can become an issue when multiple people log in to Zoom in the same room.
  - In classrooms that have built-in speakers, microphones and cameras, students must not connect to Zoom audio on their own device, or they must use headsets with a microphone.

## Flipped Model

In a flipped classroom, the instructor records lectures in advance and posts them to Canvas, and devotes class time to going over the material and other instructional exercises. Students tackle the new material on their own first, and then focus on other kinds of engagement with the material, such as application and analysis, during synchronous class meetings, often in the form of small group work or instructor-led discussion. During synchronous meetings, students in the in-person and remote groups may be further divided into groups of approximately four for collaborative group work.

**Engagement:** If you will be recording video lectures, note that shorter videos (of 8-12 minutes' length) may make it easier for students to review and stay focused.

- Consider including in-video quizzes via Panopto to help students check their understanding and stay engaged.
- Design activities such as problem-solving, concept mapping, case analysis, writing, collaborative annotation, designing, etc., that students need to work together to solve.
- You may find that you need to discuss with students the value of collaborative learning and how to do it well. Each group should document their progress and be able to share out with the entire class.
- Consider creating a shared document that everyone can edit (such as Google Doc) where each group has their own space for working out ideas. This allows you to monitor progress and jump in as appropriate.

## Pros

When done well, the flipped model can offer a very interactive and engaging experience with authentic application of course content. It can also shift easily directly to fully online. Take care when forming student groups to ensure students get to work with more than a handful of their classmates.

## Cons

This model requires a good deal of preparation and organization for course content.

- Activities for synchronous meetings need to be well-thought through, challenging, and require collaboration among students to succeed.

## Note

It is possible to flip only a few class sessions instead of the entire quarter as long as it is transparent to students what to expect and what is expected of them.

# Digital Learning Resources

## Essential Tools

### Canvas

Canvas is the University's learning management system. It is integrated with many of the learning tools offered by the University and can serve as the central hub for information and communications for your course. Instructors can upload course documents, link to course reserves, start discussions, create and grade tests and assignments, and communicate with students via announcements and emails.

**All instructors are required to have a Canvas account and to set-up a Canvas site for each of their courses where students may access all their course materials including accessible versions of the syllabus, readings, recorded lectures, etc.**

### Zoom

Zoom is the University's video and audio-conferencing tool. Zoom's engagement features allow you to do much more than sharing your screen or slides with your students, have them take turns to speak up, or enter their questions in Chat.

You can have students annotate on a shared screen, use the built-in whiteboard, provide non-verbal feedback, and use breakout rooms for small group discussions. Zoom is integrated with Canvas, which allows you and your students to access meetings and cloud recordings all in one place.



## **Panopto**

Panopto is the University's video management platform. It is a tool for recording, organizing, embedding, and live streaming video. It seamlessly integrates with Canvas for video/audio course content and in-video quizzes, and it can be used for DIY lecture capture and screencasts. Panopto also includes a suite of web-based video editing tools. While Canvas has its own audio and video tools, Panopto offers more robust features and analytics.

## **Other Collaborative, Engagement, & Digital Learning Tools**

**Class Blog** can be an effective [write-to-learn assignment](#). It is often used as an alternative for Canvas Discussions, or a platform for collaborative glossary or keyword exercise, student ePortfolio, and digital exhibition assignment.

**Digital Exhibition Platforms** supported by the University include Omeka, UChicago Voices, and Wiki. In a [digital exhibition assignment](#), students create a digital mock-up representing a physical display space and populate the space with carefully chosen text and images, which work in conjunction to argue for a central thesis.

- [Omeka](#), supported by the Library, is designed specifically for building digital collections. It has a higher learning curve than UChicago Voices and Wiki. UChicago Voices and Wiki are easier to learn and use, however they do not support meta-data for images and digital files.

**Google Suite** includes tools such as Google Docs, Forms, Maps, Sheets, Slides, Jamboard. The advantages of Google's collaborative tools are that they allow up to 50 users to edit and 200 users to view simultaneously. Document owners can grant specific users editing, viewing, or commenting privileges. Users have the ability to track changes, and chat while working together. Anyone with a CNetID can access the UChicago Google Suite by logging in through our single-sign on with Shibboleth. Google Doc is integrated with Canvas under Collaboration.

**Hypothesis** (Pilot) allows for collaborative annotation down to the sentence level on online documents such as websites and PDFs. Students can label their annotations with tags and reply to each other's annotations. Annotations can be public, private, or shared with members of a group, such as among class members. When used properly, Hypothesis can help make reading visible, active, and social. It can be a great way to help students learn close reading, and prepare them for in class discussions. *Hypothesis is not yet integrated with Canvas, and the University's temporary license expired in December 2020. Please email your local ITS partner if you are interested.*

**LUNA** is the main database for art images for teaching at UChicago. Supported by the [Visual Resources Center](#), it allows users to search image collections, manipulate images, and create image-based presentations that are ideal for classroom and professional use.

Zoom in to see details of high-resolution images, create groups of images for later reference, and quickly share your content with others. Individual images can be exported for use in presentation software and entire groups of images can be exported directly into PowerPoint.

**Personal Image Archiving Tools** can help students and faculty organize and log metadata as they build increasingly larger personal collections of images, audio, and video files for their research.

- The [Visual Resources Center](#) supports the use of ARIES, Airtables, and Tropy.

**Poll Everywhere** is a student response system that replaces physical clickers in the classroom. Poll Everywhere can facilitate quick polls, feedback, or quizzes in the classroom to promote better engagement from students and give instant insights into student understanding for instructors. Poll Everywhere can be integrated into Canvas for grading purposes.

**Wiki** can be a good tool for collaboratively editing a glossary, peer-editing group projects, or for creating an open forum for brainstorming and problem-solving. It is sometimes used as a platform for digital exhibition assignments (see above).

- Instructors can create class wiki sites in [UChicago Wikis](#), or they can create wiki pages in Canvas. UChicago Wiki has a minimalist aesthetic and is better suited for primarily text-focused assignments.

## Grading and Online Proctoring Tools

### **Gradescope**

Gradescope is a pilot tool that facilitates the grading of hand-written work in an easier, more efficient, and more consistent way. It also allows better feedback for students, which reduces regrade requests. This is especially useful when assignments and exams are graded by a team of faculty and/or TAs.

### **Turnitin**

Turnitin is a site that allows instructors to scan student assignments for signs of plagiarism.

- This application is only available to Law School faculty and instructors at this time.

## Library Resources

**Course reserves** may be requested via Canvas in the “Library Reserves” section. Library staff can scan chapters of books or articles to place on e-reserve and create links to the Library’s online collections. If the Library does not have a particular item that you need for your course, they will check to see if a version is available online.

**Library research guides** suggest starting points for conducting research in various fields, as well as tips for finding **specific types of sources** such as newspapers, data, and more.

- Research guides may also be **integrated into Canvas courses** to provide easy access for students.

**Library Orientation** is available in Canvas to introduce students to the University of Chicago Library. Students can self-enroll and review several modules to learn about Library collections and services.

**Instruction for courses** is available covering topics such as finding scholarly resources, locating primary sources, constructing effective search strategies, and research methodologies and practices. Training can be provided synchronously or asynchronously, and customized for your specific assignments.

**Library experts** are online and ready to help you. Librarians can purchase items for our collections, meet online with students about assignments, and provide support for research projects (including GIS, data use and management, and digital scholarship).

- Immediate assistance is available via live-chat, text or email by visiting **Ask a Librarian**.

## Software Access & Training

**UChicago Virtual Lab (vLab)** is an online equivalent to a computer lab. Students can use it to access certain course **software** from their own laptops or desktops on the university network. (Please use **cVPN** when accessing vLab from off-campus.)

**LinkedIn Learning** offers thousands of self-paced online courses that can be used as supplemental instructional material or tutorials for specific skills needed for a given course. Browse popular courses on topics such as Python, R, Excel, and more. This tool is free across UChicago to anyone with an active CNetID.

## Which Training to Attend?

These workshops provided by Academic Technology Solutions, the Chicago Center for Teaching, and the University of Chicago Library are designed to help you prepare to teach remotely. This list will be updated as more trainings are launched. Consider what workshops may be beneficial for teaching this year, and also connect with your department to learn if there are any area specific training they may be offering as well. Register for training online through **Teaching Remotely**.

## Current Workshops

- New and Updated Tools for Remote and Hybrid Teaching

- Workshops on Canvas, Zoom, and Panopto

## **Forthcoming Workshops**

- Pedagogical Considerations for Remote and Hybrid Teaching
- Library Services for Remote and Hybrid Teaching
- Creating Inclusive and Accessible Environments
- Student Engagement
- Assessment and Assignments Options

## **Troubleshooting Resources**

### Academic Technology Services Virtual Office Hours

[Check our schedule](#) for our virtual walk-in hours and to get the link to join.

### Course Building Assistance

If you require additional help with building a course or would like to better understand your options, consider scheduling a consultation with one of the advisors at the Chicago Center for Teaching. They can assist with building a course, and also with directing you to the appropriate training.

You can [schedule a consultation](#) or reach out via email at [teaching@college.uchicago.edu](mailto:teaching@college.uchicago.edu) for questions or additional information.

### Resources for Canvas

Resources for learning Canvas including online documentation, video guides, and a self-paced course—are available on Academic Technology Solutions' [Resources page](#).

If you need assistance using Canvas you can use [Live Chat](#) or call Canvas Support at 833-564-8137; available 24 hours a day. For UChicago-specific questions (e.g., course creation, content migration, splitting/combining course sections, all-sections course requests, access/enrollment issues) or to set up individual appointments, email [canvas@uchicago.edu](mailto:canvas@uchicago.edu).

### Resources for Panopto

If you need assistance using Panopto you can email [support@panopto.com](mailto:support@panopto.com) or call the 24/7 helpline at 855-765-2341. Resources are also available on our [Panopto service site](#).

## Resources for the Library

If you need help with library resources the [Ask a Librarian](#) page will direct your queries to the appropriate staff.

## Work-Life Resources

As more of our programs are finalized for the new academic year, they will be added to the guide. Please visit the [Office of the Provost's website](#) for a list of current work-life offerings.