

Preparing Your Course for HyFlex – July 23, 2020

Zoom Chat Transcript

12:57:19 From Doug James (CFE) : Welcome to Preparing your Course for HyFlex, we will get started around 1pm.

13:03:06 From Doug James (CFE) : Hybrid-Flexible Course Design (Beatty)
<https://edtechbooks.org/hyflex>

13:03:25 From Doug James (CFE) : <https://kepteaching.unc.edu/>

13:05:06 From Doug James (CFE) : Campus updates at: <https://carolinatogether.unc.edu>

13:05:20 From Thao Nghi Tu : Help guides on Sakai Sign-Up tool:
https://sakai.screenstepslive.com/s/sakai_help/m/68426/c/209455

13:06:42 From Doug James (CFE) : Facilitating Asynchronous Student Interaction workshop
<https://unc.warppwire.com/w/8ZABAA/> (log in with your ONYEN)

13:08:40 From Doug James (CFE) : Welcome Gina Reitz! (with Vaughn Booker)

13:08:50 From Bob Henshaw : If you want a better view of the classroom camera shots they'll be demonstrating, you might consider getting out of gallery view in Zoom and into the Active Speaker view if you're not already.

13:09:58 From Jen WW (she/her/hers) : Are you using a microphone under your mask?

13:10:38 From Jen WW (she/her/hers) : Sound quality is great!

13:10:49 From Charles Wilcher : Microphones are working great.

13:10:59 From Bob Henshaw : The hope is that all HyFlex courses will be scheduled in classrooms with ceiling mics and additional cameras.

13:11:14 From Julieta Gruszko : Will we be able to check what technology the classroom we're assigned is equipped with ahead of time?

13:11:19 From Jen WW (she/her/hers) : Is there a list of those classrooms that have been updated?

13:12:44 From Aiya Williams (She/Her/Hers) : For people who are working in professional school classrooms, your screen interfaces will look different than this and you may have difference microphone capabilities in your classrooms. Reach out to your local IT team to learn more about the classroom you'll be teaching in

13:13:40 From Julieta Gruszko : Just a note, I'm not able to see the video feed from the camera on the shared screen, just what buttons are being pressed. Not sure if that's the same for others (I think you need to have Zoom's video sharing settings enabled to see it)

13:14:12 From Bob Henshaw : At <https://hotline.unc.edu/public/?classroom> , select HyFlex Classrooms and submit to get the list of HyFlex classrooms.

13:14:36 From Corinne Dauber : How do I launch Zoom if my slides are off a different device I've got off an HDMI cable?

13:14:42 From Rosa Li : Do we have to use the classroom computer to use these controls, or can we bring our own laptops?

13:15:26 From Charles Wilcher : The room microphones and cameras are set up to work with the classroom computer.

13:15:46 From Kim Nelson : You can bring your laptop and mute the sound

13:16:42 From Corinne Dauber : You just said I need your computer, when I loop in my Apple device it takes your screen out, which is it?

13:16:45 From Aiya Williams (She/Her/Hers) : Just another reminder, if you're teaching in a professional school classroom your technology options may be different. Reach out to the professional school's IT organization for more information.

13:18:33 From Rosa Li : I think it's that you can host the Zoom on your laptop

13:18:53 From Rosa Li : but the classroom computer controls the equipment?

13:18:58 From Bob Henshaw : To request a demo in a HyFlex classroom (general purpose classrooms only) visit <https://hotline.unc.edu/public/?schedule> .

13:19:01 From Ashley Marx : And the zoom seems to stay on whatever window you selected, even if you toggle back and forth

13:20:45 From Geoffrey Bell : would using OneDrive or Dropbox work for those that want to be able to use their laptops? Then you would have access to all of your files you want to show

13:21:41 From Vaughn Booker : whenever you log into the classroom computer with your onyen, you're OneDrive space is automatically paired so you can access your files that way

13:28:59 From Rosa Li : Can you share your thoughts on the value of having in-person asynchronous when students aren't really interacting in-person (vs remote synchronous which is safer for health)?

13:31:20 From Bob Henshaw : It may depend on what other activities are taking place in the classroom. That said, some students and instructors simply want to be in the classroom to leverage presence and social interaction.

13:32:47 From Geoffrey Sayre-McCord : Can you point us to a reasonable model for sets of expectations?

13:35:37 From Seema Agrawal : use a Google Doc for chats

13:35:39 From Corinne Dauber : I'd love a chat monitoring plan — what's the U's plan for getting us assistants???

13:36:12 From Vaughn Booker : think of the classroom computer, the ceiling mics and the cameras as a single unit. anything you add to it has to be added in Zoom (just don't add the audio from the other sources as their mics create a feedback loop)

13:36:22 From Doug James (CFE) : Inclusive Teaching tips and expectations are addressed here. 8 Ways to be more Inclusive in your Zoom teaching, K. Hogan and V. Sathy
<http://libproxy.lib.unc.edu/login?url=https://www.chronicle.com/article/8-Ways-to-Be-More-Inclusive-in/248460>

13:36:47 From Geoffrey Bell : is it better for remote students working synchronously that have questions/comments to use the chat function or break in through their Zoom video/audio?

13:36:48 From Andrea Jost Ashdown : @Geoffrey, this link has a downloadable doc called Student Communication Template <https://sph.unc.edu/iis/sakai-and-instructional-technology/> from Gillings

13:37:37 From Doug James (CFE) : in addition to KeepTeaching, you may want to be aware of UNC's Student Care Hub at <https://keeplearning.unc.edu/>

13:37:43 From Vaughn Booker : training videos can be found here :
https://hotline.unc.edu/public/?classroom_training

13:37:57 From Aiya Williams (She/Her/Hers) : Available on the KeepTeaching website:
<https://keepteaching.unc.edu/resources/campus-resources/>, we have three links for you related to HyFlex:

13:38:11 From Aiya Williams (She/Her/Hers) : 1.
<https://courses.sph.unc.edu/keepteaching/StudentCommunicationTemplates.docx>

13:38:22 From Aiya Williams (She/Her/Hers) : 2. <https://sph.unc.edu/iis/getting-zoom-recordings-into-sakai/>

13:38:33 From Aiya Williams (She/Her/Hers) : 3. <https://sph.unc.edu/iis/strategies-and-resources-for-teaching/>

13:41:02 From Aiya Williams (She/Her/Hers) : @Rosa - I included in-person asynchronous because it may be challenging to have students work in groups while 6 feet apart with masks.

13:42:05 From Rosa Li : right - I've just been thinking about the risk:benefit calculation of bringing some students in person if they're mostly going to be interacting via tech anyway, when they could more safely do the latter at home

13:42:31 From Aiya Williams (She/Her/Hers) : @Geoffrey I think it depends on the size of your class. I'd check the chat and also break to give online (and in-person) students to ask questions

13:43:26 From Aiya Williams (She/Her/Hers) : @Rosa I agree that there seem to be few benefits.

13:46:10 From Rosa Li : Can we have Zoom students speak through our computer audio, or would that not play nicely with the ceiling mics? In other words, can we let Zoom students share by unmuting, or should we stick to having them share in the chat and reading what they wrote out loud?

13:47:01 From Vaughn Booker : @rosa li - the ceiling mics are here to capture the local student discussion for the remote students

13:48:58 From Bob Henshaw : @Rosa Li. Agreed, depending what instructors and students want out of the F2F experience, there certainly may be advantages to moving some interaction online. Per the

ceiling mics, they are there to capture the voices of in-class students. In-class students should not have any problems hearing the voices of online students via the class AV system.

13:49:46 From Rosa Li : Thanks! Just making sure it wouldn't create a feedback loop to have Zoom attendees broadcast audio on occasion

13:50:00 From Victoria Martin : <https://www.youtube.com/watch?v=C7VScPdhMvY>

13:50:30 From Kim Nelson : Just for clarification...online students will have audio on, yet should stay muted most of the time to avoid background noise. That should be an expectation.

13:50:51 From Patrick Vernon : I'm curious if any others have some specific experience with breakout rooms and trying to connect online and in-person folks.

13:51:40 From Vaughn Booker : @rosa li - they can certainly verbalize comments utilizing the ceiling mics, if there's multimedia from a website there's an option when sharing the classroom computer screen to include audio <https://support.zoom.us/hc/en-us/articles/201362643-Sharing-Computer-Sound-During-Screen-Sharing>

13:51:46 From Malinda Lowery : I will have the opposite—2 in person and 16 remote, any ideas?

13:52:34 From Julieta Gruszko : Having Zoom chats and participant list (to see raised hands) visible on the classroom screen might be the way to go, for that case

13:52:35 From Patrick Vernon : Seems like breakout rooms are really important and that it might be good idea to train instructors to mute the classroom so that in-person and online students can be combined. Of course, one live mic and you'll have a screaming feedback loop. Maybe big red stickers pointing to the "emergency" mute button?

13:52:35 From Aiya Williams (She/Her/Hers) : @Patrick - I have not done this in a classroom, but have done it in a large meeting. Each person in the room had a laptop and a headset and joined the Zoom meeting. And, of course, online participants joined Zoom the same way. Once everyone is in Zoom, breakouts can be a mix of in-person and online people.

13:52:38 From Rosa Li : Tip for preset breakout rooms - you'll need the students to check which email address is associated with their Zoom accounts. It may be different for what's associated with their Sakai accounts.

13:52:59 From Jennifer Smith : One of my students just told me that on registering for my HyFlex class, she had to choose remote vs in-person attendance. I wasn't expecting students to have to choose this officially. Can we hear more about this part of the process, what it's for, and how it works?

13:53:05 From Victoria Martin : Yes, students must sign in with their unc zoom and not their personal

13:53:27 From Aiya Williams (She/Her/Hers) : Seconding muting the room if using Zoom on student laptops

13:54:14 From Aiya Williams (She/Her/Hers) : @Jennifer All I know is that this indication is to be used to help instructors plan for different modes of attendance.

13:54:16 From Doug James (CFE) : Always encourage them to login via <https://unc.zoom.us/>

13:54:20 From Rosa Li : Even for UNC zoom accounts, they have different variations (sometimes @live.unc.edu, @email.unc.edu, etc.). I had students look up their email addresses at unc.zoom.us, under Profile

13:54:23 From Malinda Lowery : Any good microphone headset recommendations?

13:54:53 From Vaughn Booker : everyone in the main unc zoom account follows the onyen@email.unc.edu cadence

13:55:09 From Vaughn Booker : that is not the case for the sub accounts held by the professional schools

13:55:13 From Jordan Adams : If you're using a Mac, the iPhone headphones (as well as AirPods) work very well

13:55:36 From Aiya Williams (She/Her/Hers) : @Malinda Here is what we have available for headset and webcam recommendations at Gillings:
https://courses.sph.unc.edu/keepeteaching/Gillings_Video_Equipment_Recommendations.pdf?_ga=2.127097805.1197825685.1595169823-625231424.1592239863

13:55:43 From Malinda Lowery : Yes that makes sense

13:55:51 From Jordan Adams : Otherwise, many, many brands of headphones these days come with a microphone on them, as they are frequently used with phones.

13:58:09 From Doug James (CFE) : ICYMI- UNC Zoom backgrounds via:
<https://identity.unc.edu/resources/downloads/>

13:58:47 From Rosa Li : Google Slides and the latest PowerPoint will live caption

13:59:09 From Doug James (CFE) : Key Accessibility Considerations for Remote Learning including Sample Syllabus Statement
See <https://ars.unc.edu/faculty-staff/key-accessibility-considerations-remote-learning>

13:59:55 From Victoria Martin : REMOTE: The connected faculty summit hosted by ASU
<https://onlinexperiences.com/scripts/Server.nxp?LASCmd=L:0&AI=1&ShowKey=97610&LoginType=0&InitialDisplay=1&ClientBrowser=0&DisplayItem=NULL&LangLocaleID=0&SSO=1&RFR=https://onlinexperiences.com/Launch/Event.htm?ShowKey=97610>

14:00:49 From Ashley Marx : Totally different topic: the asynchronous segments will be new for my course. What is the best way to set expectations so that students will not ignore the asynchronous content? I often hear that if not covered in class, students do not think it is important. Asynchronous will be new for students too.

14:01:13 From Kim Nelson : Include it in class participation

14:01:23 From Kim Nelson : Be sure that it directly relates to what you'll do synch

14:01:36 From Aiya Williams (She/Her/Hers) : @Ashley Can you do a low-stakes assessment based on that content?

14:02:56 From Victoria Martin : You can also add apps like Quizlet for asynch

14:03:45 From Ashley Marx : I am going to try Kahoot self-paced (vs Sakai so I can see who completed) for quiz based on asynch content.

14:04:08 From Doug James (CFE) : Thanks everyone; a reminder of Implementation Guides at <https://keep-teaching.unc.edu/modes-of-teaching/#implementation>

14:04:19 From Bob Henshaw : At the very least, record your synchronous sessions via Zoom and make them easy for asynchronous students to access. More on recording in Zoom at <https://keep-teaching.unc.edu/>.

14:05:31 From Victoria Martin : Voicethread

14:05:36 From Victoria Martin : on Sakai

14:06:18 From Bob Henshaw : VoiceThread is available at no cost to all instructors and students: <https://unc.voicethread.com/>

14:08:50 From Aiya Williams (She/Her/Hers) : You can put Zoom recordings into Warpwire and embed in Sakai - this limits access: <https://sph.unc.edu/iis/getting-zoom-recordings-into-sakai/>

14:08:55 From Ashley Marx : I have a weekly class--90 min synch, 60 min asynchronous on 1 theme per week. I have lesson plans with mix of activities, short videos, etc. Is best strategy mix asynchronous content of review/extension of last week and a preview of next week (since this creates max flexibility for creating direct links for content)?

14:10:32 From Ashley Marx : And thank you for these personal consults! New for all of us!! Great session.

14:10:52 From Aiya Williams (She/Her/Hers) : @Ashley Make a ton of asynch content - it'll give you dividends for many terms to come

14:10:56 From Victoria Martin : vdm@email.unc.edu

14:11:08 From Doug James (CFE) : <https://keep-teaching.unc.edu/>

14:11:18 From Aiya Williams (She/Her/Hers) : I'd use synchronous sessions for interaction, in addition to th asynch content

14:11:24 From Bob Henshaw : Thanks Victoria!

14:12:46 From Charles Wilcher : If schedule a demo with ITS Classroom Hotline we will do a test Zoom with you with one of our colleagues back in the office.

14:16:42 From Aiya Williams (She/Her/Hers) : <https://keep-teaching.unc.edu/resources/campus-resources/>