Faculty Meeting

Questions & Answers

June 19, 2020

Questions answered in Meeting

1. Will the professor have to be looking at the screen in the classroom to see someone "raising their hand" remotely?
    - The instructor does not need to look at the projection screen in the classroom for any reason other than to see that the projector is functioning. However, the instructor should form a habit of looking at chat on either the desktop computer monitor or a separate laptop that the instructor brings to class. The ability to multi-task and monitor activity of remote students is a critical skill to develop. With BB Collaborate, the notification settings on the desktop computer can be set to emit a chime when a student raises his/her hand, which alerts the instructor to look at the screen. Enlisting a specific student near the front of the room to let you know when online activity requires attention is helpful.

2. If you are F2F, will exams still be conventional?

    - Plan on online exams for the following reasons:
        i. If you will have a final exam during exam week, it must be online.
        ii. While your course may be listed as F2F, it is likely that your classroom capacity is significantly reduced and only half or fewer of registered students can be in the room at one time. Thus, you will need an online exam for remote students unless you want to burn two or more class periods for an exam.
        iii. Even if you can fit all students in a classroom, some registered students may have elected to attend all classes remotely. Or, some students might be in quarantine due to exposure to infected individuals. You will need an online exam for these students.
        iv. An online exam does not require any handling of paper. This reduces the likelihood of contact transmission of the COVID-19 virus.

3. How do you arrange different versions of the test to students during the online testing in Blackboard?
    - One technique that you can use is to create question pools in Blackboard and have the system randomly select a subset of questions from the pool for each exam. Additionally, you can have Blackboard scramble the order of questions and scramble the order of answers in multiple choice questions. This makes each exam unique. Additional strategies are discussed in the document discussion online exams at My Moore School > Faculty and Staff Resources > Faculty Teaching Resources > Remote Teaching Resources tab and in the training that will be provided by departmental exam coaches.

4. Do all exams have to be online?
    - See (2).

5. Do we have permission to record the room with students or are there forms to distribute for signatures?
    - Our current understanding is that this is not necessary if the recorded lecture is NOT posted on an open forum like YouTube. However, we are looking into this for definitive

guidance. We encourage all instructors to state in the syllabus that classes will be recorded for subsequent viewing by students.

6. How will the students type in math expressions?
   - With both exams and assignments on Blackboard, one can use File Response questions where students upload files. This file could be a pdf from a scan or a gif file from a cell phone picture of handwritten work. Short answer style questions might also be useful. Note that exam security options like Respondus Lockdown Browser would probably conflict with the requirement to upload files like this.
   - For essay questions in a Blackboard Quiz, students can insert super or subscripts as easily as in Word. For more complex math, students can click "f_x" and open a LaTeX equation editor. Writing a long mathematical proof would probably be too time consuming on a test, but short mathematical expressions should be okay. Students would need to practice this in advance of taking the test.

7. Did we address the student objection on the Respondus monitor if we are DWEBS – 100% remote?
   - With Respondus Monitor, you can enable a password feature. Students that have the password do not need to use Monitor to take the exam. You would have to decide on the policy to allow exceptions. Professors in the Moore School that have used Respondus Monitor as well as Proctor U have not reported significant objections to being recorded so the concern may be less widespread than you anticipate. It is important to disclose requirements like this in your syllabus.

8. Does Blackboard have an automatic captioning feature like YouTube? Concerned about accessibility issues.
   - Blackboard Collaborate allows for a participant to record captions as the class proceeds but does not add them automatically. The current best practice for captions is to record the class, download the video, and feed the video into a program that provides captions; many people use YouTube but other alternatives exist. Once the recording is captioned, it can be stored somewhere that students can access. Contact the Office of Distributed Learning for more details on captioning services.

9. In what circumstances are we required to provide transcripts of lectures?
   - If a student needs an accommodation when attending a F2F class, then they probably need the same accommodation for a livestreamed class. In some cases, the accommodation is to allow the student to record the lectures; granting the student access to the recorded the livestreamed lectures would be an appropriate accommodation. In other cases, the Office of Disability Services will need to be involved. In most cases we have seen, the student must document his/her need to ODS, and then ODS will work with the faculty member to determine the accommodation.

10. Can students be required to bring their laptops to the classroom?
    - Because undergraduate business students are not required to own a laptop and the School does not give students laptops, it seems unwise to penalize a student for not bringing a laptop to class. However, to livestream the class, students will need access to a device capable of running Blackboard Collaborate that can access the internet. This device need not be a laptop owned by the student.
    - We expect F2F students to participate in class discussion verbally. Online students will hear the F2F students via the classroom microphone. As demonstrated during the faculty meeting, the microphone can pick up questions asked by students as long as they are

using their "outside voice". Instructors may have to repeat F2F student responses for the benefit of the online audience if students use their "inside voice". F2F students would not need laptops in the class room unless the class session includes an online quiz or exam, (b) individual students would need to perform some sort of real time web search during class time, (c) students are required to work on problems during class that realistically could only be completed using software like Excel or R.

11. Any information on the President's message today regarding furloughed faculty – who does this impact? How does this affect faculty resources/class prep? Will some sections ultimately be cancelled as a result?
    - Please see recent emails from the President and from Dean Brews.

12. Can the Moore School give more Academic Integrity training in a virtual environment?
    - The Online Teaching Task Force will coordinate with the Office of Academic Integrity to provide training to students regarding Netiquette and Academic Integrity in an online environment.

13. Does Zoom offer captioning?
    - Zoom does not include closed captioning. However, third party closed captioning services can be integrated into Zoom. We do not have information on costs or accuracy of those third party services at this time.

14. Are there any special provisions in terms of the ADA that we need to be aware of with virtual classes?
    - If a student documents a need to the Office of Disability Services, then faculty must work with ODS to develop a reasonable accommodation for that student. See #9 above. For fully asynchronous classes offered outside of the pandemic, it is our understanding that the University requires closed captioning or a transcript for all recorded lectures; faculty should contact the Office of Distributed Learning for help making such an accommodation. For materials posted to Blackboard, it is always a good idea to consider accessibility, and Blackboard now has some tools for gauging and enhancing accessibility. But we know of no specific way in which the ADA requirements for a F2F class changes because that class is also being livestreamed in the Fall.
    - Students with disabilities should provide instructors with a written notice of any accommodations they need.
    - Please see: https://www.sc.edu/about/offices_and_divisions/student_disability_resource_center/

15. Do we have a requirement that all Moore School students have a laptop with certain minimum requirements?
    - No, we do not.

16. How do we handle possible student objections with Respondus if we are 100% online? Also, what if student technology is lacking and they do not have a webcam?
    - With Respondus Monitor, you can enable a password feature. Students that have the password do not need to use Monitor to take the exam. You would have to decide on the policy to allow exceptions. Those that do not have a webcam would be the people that could take an online exam in the classroom where the professor, rather than the webcam, provides the monitoring. Professors in the Moore School that have used Respondus Monitor or Proctor U have not reported significant objections to being recorded so the concern may be less widespread than you anticipate.

17. Does Blackboard allow for student teams to make presentations to the class? (PowerPoint + voiceover)
    - Yes. Any participant can be upgraded to a presenter by the instructor. With a little bit of training prior to class, students have successfully presented in several classes this past Spring and Summer.

18. If a student viewing the stream has a question, can all of the students in-person see and hear the question asker?
    - For Blackboard Collaborate, the answer is entirely dependent on the settings selected by the instructor and the technology capability of the student. If the instructor sets his/her virtual classroom to allow participants to share audio and video, and if the student has a functioning microphone and webcam with sufficient upload bandwidth, then yes, everyone will see and hear the person asking the question. The size of the student's image will depend on whether the professor is sharing content at that time.
    - If the instructor allows audio but not video, then everyone can hear the student's question but will not see the student. If the instructor does not allow audio or video, as is common in a class with large enrollment, then everyone can see the question a student types in chat. In cases where audio and video are not allowed for participants in general, the instructor can promote a particular student to "Presenter" status, and that student can talk and share video and files from their computer.

19. The more that I learn about our limitations for F2F instruction, the more I want to withdraw from F2F instruction. How do we change our course modality designation and is there a deadline for when we can make those changes?
    - Please let your department chair know. Your department chair will tell our scheduler and Academic Programs Liaison, Amy Lantz to make the change. **Please make changes by July 6.**

20. Will we be using the same broadcast and remote type class formats in Spring 2021?
    - Not known. However, if we return to normal in Spring, faculty will now have a wider array of teaching formats to choose from.

21. Is it the instructor's responsibility to decide which students show up to the classroom on a particular day?
    - For a class that is F2F with live-stream due to seat capacity constraints, the Registrar is splitting the class into two or more sections with the same scheduled time and room. Students will be assigned to these sections alphabetically and F2F will rotate across these sections. The Moore School is investigating more flexible methods which would allow students to sign up for F2F seats so that students can optimize their schedules.

22. When will room assignments be finalized? Will any classroom be outside of the DMSB building?
    - We were able to move all non-DMSB classrooms back to the DMSB. Finalizing may not take place for several weeks.

23. Can we hand things out in class or is that going to be an issue as that is a possible transfer of the virus back to them or back to the professor?
    - We strongly recommend shifting to posting material on Blackboard for students to download and either view electronically or print out themselves. Assignments that used to be collected in hard copy can easily be set up in Blackboard where students upload a pdf, spreadsheet, or any other file. An additional benefit of this is that you no longer have

to worry about losing the hard copy that was handed in – it is always available via the Blackboard gradebook.

24. Should we use Zoom for classes? Do we have departmental license access for larger classes or should we shift to Blackboard Collaborate for that?
    - The preference, especially for large classes > ~ 30 is to use BB Collaborate. However, you may use Zoom if you prefer, but the DMSB training and support may be more limited. We are securing more licenses for Zoom.

25. DWEBM doesn't seem to have scheduled times. Will the instructor be able to find a common time for all students to attend the sync meetings?
    - The Registrar's Office says that the scheduled course times for DWEBM courses (Mix of Asynchronous and Synchronous content) will appear in a student's schedule.
    - If you plan to live-stream class during each regularly-scheduled class meeting day/time, then you should switch to DWEBS designation. This is an "virtual-F2F" format, that differs from the traditional format of Fall 2019 only in that the meetings are "electronic" and not in the classroom.

26. After the delivery mode of a course has been agreed, is there a repository for us to upload an updated PDF of syllabus where students can see it whether they are enrolled or not?
    - In Self-Service Carolina (my.sc.edu), you can log in and click on the tab "Faculty Additional Links." There you can open the "Syllabus" page form. The form has a place where you can post a URL linking to your syllabus. Or, you can put the content into the form.

27. Is the classroom streaming supposed to be performed through Zoom or Blackboard Collaborate?
    - The preference is for Blackboard Collaborate because the instructor will have more support. However Zoom is acceptable. See #24 above.

28. What is the preferred streaming protocol? Collaborate or Zoom? And if it's Zoom, is there a departmental login? Or are we allowed/expected to use personal accounts?
    - See #24 above.
    - The DMSB is purchasing more Zoom accounts in bulk for faculty who may want to use one.

29. If we have small group debates with face-to-face students in room and have another half viewing synchronously, will the camera be able to capture the students in the room? That is, can we move the camera?
    - No. The camera is in the back of the room and is positioned to capture the front of the room. While it can rotate and zoom via a remote, it is slow and this would be very cumbersome. If this is a big issue, some work-arounds are possible, but none are easy and they will require the instructor to supply some additional equipment.

30. Is there any reason to use Zoom versus Blackboard Collaborate?
    - Zoom and Collaborate functionalities are more similar than they are different. If the instructor selects the proper settings in either platform, everyone can see the person who is talking, the instructor or student or guest speaker can share content, the students can be split into breakout groups, etc.
    - The key differences:
        i. Collaborate is free to UofSC faculty and students and there is plenty of training available for folks who have not streamed a class before. To use Zoom, someone

must pay for the license, and the instructor will need to find training and support on their own. While many instructors might be familiar with holding small mostly social meetings in Zoom, running a class in Zoom requires some different tools and techniques that will need to be learned.

 ii. For social settings, people like Zoom because for groups of 20 or so people, you can see everyone's webcam on the computer at once when no content is being shared. Collaborate will show webcams from at most 4 people at a time; those 4 are usually the 4 who spoke most recently. For a class setting, some instructors like the idea of seeing all the webcams at once while other instructors view the things that may happen in each student's home during class to be disruptive to the class experience.

 iii. From a security standpoint, no system is ever fool-proof. Collaborate can be set so that only students enrolled in the class can enter the room using their Blackboard ID and password, and each ID and password can only be in the room once. Zoom has some security features for limiting unwanted participants, but I do not believe any of those rise to the level of Collaborate, and some of them, such as using a Zoom waiting room for a large class, may be quite inconvenient.

 iv. Assuming that DMSB policy requires posting class recordings for students to watch, Zoom will require more effort than Collaborate. My understanding is that Zoom accounts have a limited amount of storage for video files. If the faculty meeting generating these questions is any indicator, Zoom classroom recording files are enormous. Thus, faculty will need to download the recordings after each class and post them for students to access, most likely to Microsoft Stream. With Collaborate, the recording files reside inside of Blackboard and the students can access them directly; the faculty member does not need to download the files or find some place to host them.

 v. Collaborate sessions are very transitory, meaning that some features like breakout rooms or polling cannot be set up in advance; it must all be done during class once everyone is in the classroom. Some of these same features in a Zoom session seem to have more permanency and can be either arranged in advance or, once set during the meeting, can be recalled later.

31. Eric and Bob seem to have a fancy microphone at their podium, and I can understand them well despite the mask. Are all of the 1st floor classrooms being equipped with these?
    - An OMNI microphone with the same capabilities as the one used by Bob and Eric will be installed in each classroom.

32. Was Bob using a microphone behind the mask?
    - No

33. Can we offer all exams online and not give a face-to-face option?
    - Yes. However, there may be students that require an exception.

34. 80% subsidy for undergraduate assistants? Is there a pool of trained undergraduates? Or do we train?
    - I would recommend contacting your best students from previous classes.

35. Can you not display yourself and a screen cast simultaneously in Blackboard Ultra?
    - When you or a student is sharing screen content, the video of the active speaker is reduced to a thumbnail at the bottom of user screens. However, users have the ability to flip their displays so that the active speaker video becomes the large component and content is the thumbnail. Don't overestimate the need for users to see you continuously.

Your voice and how you modulate it as well as your ability to interact with students that are using the chat feature or the raise hand feature are much more important for active engagement than is a picture of your face. You can also periodically stop sharing content, and then the participants will see your video along with video from the last three students who spoke. This can be a useful technique for answering questions or gauging student comprehension. Just remember to reshare your screen before moving to the next slide.

36. How can we host a virtual guest lecturer in a face-to-face class?
    - In Blackboard Collaborate you would send them the guest link for whatever meeting room you are using. They can join via the Chrome browser without being part of your class. If they will be need to share content on their screens then you can upgrade their status to presenter once they have joined the session. You follow a similar process with Zoom.
    - You should always conduct a test with any guest speaker by both of you logging into the virtual classroom with the at least 24 hours before your class. During this time, make sure they know how to share content, monitor chat, etc. This is especially true of Blackboard Collaborate, as the guest speaker may not have used this system before and there are several nuances that can cause problems. If you experience problems during the pre-session test using Collaborate, contact your streaming coach for help.

37. Adjunct professors lose their Blackboard access over the summer (they are not teaching summer.) How can we get their accounts reactivated so they can spend time in the sandbox?
    - Please email HelpDesk@moore.sc.edu and request that you be given Blackboard access.

38. Are faculty required to teach in masks 100% of the time?
    - According to p. 17 of the June 2020 UofSC Risk Mitigation Plan, while masks are required in the classroom, an instructor can choose not to wear one if they maintain 6 ft of social distancing. Faculty are required to wear a mask as they enter and exit the room or if they are interacting with students.

39. If teaching DWEBM (mixed), why is there no scheduled time and left open for the professor to schedule? With 50 student schedules (just an example), it will be very difficult to find times to meet live.
    - *See #25 above*

40. How about Microsoft Teams? Is that supported by IT? Does this have a recording feature?
    - Consistent with the Dean's email regarding livestreaming, DMSB has decided to limit the number platforms used for streaming to Zoom and Collaborate. Allowing faculty to use other platforms (Teams, Adobe Connect, Google, etc.) would become too confusing for students.
    - Teams is supported by IT. It is very useful for small meetings.
    - Teams does have a recording feature.
    - I have not seen anyone use Teams for streaming a class, and in brief testing, the classroom type meeting seems to be missing some important functionalities that Collaborate and Zoom possess. Also, securing your class sessions in Teams seems more complicated.

41. What percentage of students plan to come back to the traditional classroom? Do we have that statistic for the fall yet?
    - No, not yet.

42. Are we going to be supplied equipment for home recording?
    - If you request it. Please let your department chair know.

43. What level of Blackboard Collaborate training will we expect students to have coming into classes this fall?
    - Bob and Eric will prepare instructions for students. UofSC DoIT also supports Collaborate and will respond to students who request help.

44. If a course is 100% synchronous, will the students have a regular classroom to attend the class? Since the instructor will be teaching remotely, how will the instructor ensure that students wear masks?
    - Presumably, you are asking about DWEBS classes where the instructor will be streaming class sessions from home or office. For these classes, there is no classroom allocated for students. They will all be remote too.

45. I was told we would not have to wear a mask when teaching. They are wearing masks, can you please clarify?
    - See #38 above.

46. From my perspective, it seems that if the instructor's back is to the microphone, the sound is not clear or loud enough to understand what is being said can the microphone be put in a more central place and not behind the podium?
    - Instructors will need to be aware of where they are standing. Instructors should stand facing the podium / monitor for best sound.

47. Is voice picked up through the Yeti microphone projected through the classroom's speakers? And also, can we use the Shure wireless mic packs in the classroom for livestreaming?
    - The Shure wireless mic packs cannot be effectively used for livestreaming as they do not route through the computer – it is computer inputs that are shared by Blackboard Collaborate and Zoom. Some classes will be held in the large lecture halls. While the number of students in these large halls will be significantly reduced, it still might be difficult for some instructors to speak loudly enough to be clearly heard without amplification. We are investigating whether the Yeti microphone and the wireless microphones can be used simultaneously.

48. For exam questions, what formats can be hosted on Blackboard? I ask because I normally use analytic problems and require students to show intermediate steps.
    - A useful question format in Blackboard is a File Response question where students upload a file as their answer. This could suit your needs.

49. There are two cameras in the classroom now. Are both of them installed in the classroom? Where are the cameras mounted?
    - Each classroom will have a camera in the back of the room that captures video for streaming. The second camera that you saw was the webcam from Bob's laptop that sat in the second row and was turned towards the front of the room.
    - Classrooms have been outfitted with a single camera and a video-capture box placed on the podium so that any content on the desktop monitor or on the doc camera is shared with students who are remote.

50. Do we have to wear a mask while teaching in the classroom?
    - See # 38 above.

51. There has been a lot of negative press on using monitored exams – like Respondus Monitor. How do we address student objections and possible refusals?
    - See #16 above

52. Will we have tech help in the fall?
    - We anticipate providing a lot of help to faculty. You will be able to ask questions of your coaches, you can submit a request to the helpdesk@moore.sc.edu, and you can contact central DoIT help. If you need help when your class is in session, we expect to have Student Ambassadors trained and available on the First Floor at a HelpDesk to assist faculty.

53. Will the instructor be able to move around the room and be seen by everyone online?
    - The instructor should stay near the podium for three reasons: (a) if the students are going to actually see the professor's facial expressions, the camera needs to be zoomed in on the podium area, which means the instructor will be out of the camera shot if he/she walks away from the podium area; (b) the audio quality picked up by the Yeti microphone deteriorates as the instructor moves away from the podium; (c) if the professor is monitoring chat on his/her laptop, he/she needs to be near the podium to see chat.

54. In Zoom, you can see 25 students on one page. It is great for class discussion when students see one another in the same window. I heard Blackboard is kind of restricted in how many faces to show on the same screen. Is that right?
    - See #30 above for detailed differences between Collaborate and Zoom. When content is not being shared, Blackboard Collaborate can display up to 4 video feeds. These will generally be the last 4 people (other than the user him/her-self) who talked. When content is being shared, Collaborate will show video of whoever is speaking. The number of videos shown in Zoom when content is being shared depends on several factors; some participants may only see the person speaking. If you have a class of 20 or smaller and engage in class discussions more than you share content, then Zoom might be a better platform. Our experience, however, is that the benefit of being able to see everyone tails off as class size increases. Once you get to 30 students or larger, seeing the active speaker along with the prior speaker and a list of students who have raised their hands wanting to speak is as effective as watching a grid of 30 thumbnail videos. The raise hand and chat features in Collaborate make it easy to moderate your online discussion. Otherwise, either too many people try to talk and you get a garbled mess or too few talk because they don't want to create a garbled mess.
    - As in #29 above, distance students will not be able to see the faces of students in the classroom using Collaborate or Zoom.

55. Would it be possible to prepare a handout for using the technology to all students?
    - It's in the works.

56. What is the policy? Do instructors have to wear a mask during presentation even though they are two rows away from the students?
    - See #38 above.

57. Since all exams will be online and not face-to-face, are we not expecting grade averages to go up substantially?
- What you seem to be alluding to is that student cheating will go up significantly and that test scores will increase as a result. There are several strategies to deal with this and they are discussed in the Online Teaching Task Force Report. Below is a list of strategies:
  i. Use Respondus Lockdown Browser + Respondus Monitor. Browser makes it so that students cannot use the computer on which they are taking the exam for anything other than the exam (unless questions are specifically set up to pull in other resources). With Monitor (webcam) you can ensure that test takers are the actual student, are not collaborating with others, and are not using unauthorized material.
  ii. Use Proctor U – this is a live web-based monitoring service. The biggest downside is that students have to pay per exam for the service.
  iii. Create question pools with multiple versions of the same or similar questions. Blackboard will randomly select a subset of questions for each exam, making each exam unique.
  iv. Have Blackboard scramble the order of questions for each exam and the order of answers for multiple choice questions.
  v. Limit the amount of time that students have to complete the exam to 75 minutes – i.e. one class period.
  vi. Have a shorter window during which students can sit for the exam. Note that if your window is only 75 minutes, you don't have much flexibility for dealing with technical difficulties. However, if your window is five days, leakage of information amongst students will increase.
  vii. Use short answer questions that require insight….but that will have to be individually-graded. These answers can be automatically checked by plagiarism software.

58. Is OneNote installed on the computers of floor 1?
- Yes

59. How will students who have a question be able to notify the professor that they have a question?
- See #1 above. Both Blackboard Collaborate and Zoom have Raise Hand and chat functions. Collaborate settings allow the instructor to choose how he/she is notified of a hand being raised or chat being posted. These include both audible and visual cues. We recommend the instructor bring a laptop to effectively follow chat and raised hands while sharing content. As noted earlier, being able to multitask and monitor online activity while simultaneously teaching live will be an important learned skill. Enlisting a student in the class to help with monitoring online activity can be helpful.

60. Zoom has breakout rooms for small group interaction, does Blackboard have that option?
- Yes.