

Low-Tech Solutions for Remote Teaching

To help ensure a trouble-free session:

1. Mute your microphone.
2. Turn off your video.
3. Close all other computer applications.

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Land Acknowledgement

We respectfully acknowledge the territory in which we gather as the ancestral homelands of the Beothuk, and the island of Newfoundland as the ancestral homelands of the Mi'kmaq and Beothuk.

We would also like to recognize the Inuit of Nunatsiavut and NunatuKavut and the Innu of Nitassinan, and their ancestors, as the original peoples of Labrador. We strive for respectful relationships with all the peoples of this province as we search for collective healing and true reconciliation and honour this beautiful land together.

Wording courtesy of the Aboriginal Resource Office, Memorial University

Agenda

1. Teaching in a Pandemic
2. Why would you choose low-tech?
3. What does low-tech mean?
4. Which low-tech activities could you use for:
 - (1) Lecturing;
 - (2) Providing accessible course materials;
 - (3) Assessments
 - (4) Students communicating with you
 - (5) Students engaging with one another
6. What other low-tech activities have you tried?
7. MUN Resources/External Resources

Teaching in a Pandemic

Focus on creating activities that meet your
course goals,
NOT on attempting to replicate
in-class instruction.

Why would you choose
low-tech?

Equity, Accessibility, and Inclusion

There are wide differences in students' and instructors' access to:

- WiFi
- Bandwidth
- Computer
- WebCam/Microphone/Printer, and other technology

There are also wide differences in the ways this pandemic impacts students' and instructors':

- Cognitive overload
- Mental Health
- Parenting/caregiving workload
- Private/Quiet Space

Equity, Accessibility, and Inclusion

Learners are diverse and so are their learning conditions.

Providing **multiple options** helps meet the needs of ALL our learners.

What does low-tech mean?

Low-Tech can still include lecture videos

- ❑ If you do want to create lecture videos, you do not need your own recording studio or special technology.
- ❑ In Brightspace, you can use your computer or phone camera to record yourself lecturing at home. Using the 'Video Note' feature, you can record videos up to 30 minutes in length, and you can use the automatic closed-captioning option.
- ❑ If you prefer, **you do not need to create videos** at all. There are many low-tech activities you can use to meet the goals of your course.

Which low-tech activities could you use for:

1. Lecturing
2. Providing accessible course materials
3. Assessments
4. Students communicating with you
5. Students engaging with one another

Lecturing

- ❑ Record short captioned videos of your lectures with the Video Note or Video Uploader in Brightspace, or upload to Youtube (10 minutes at a time is recommended).
- ❑ Use a physical **whiteboard** for visual notes or diagrams as you video your lecture.
- ❑ Include transcripts for all audio or video lectures OR choose the closed-captioning option in Video Note on Brightspace or on Youtube.
- ❑ If you need to do synchronous lectures, consider phone conferences. A phone-in option is available for students to dial into Web-Ex.

Lecturing

- ❑ Create a blog-post summary of your lectures
- ❑ Podcasts
- ❑ Narrate your Powerpoint slides using “Record Slideshow” feature. It is recommended to break up your slideshow into 10-minute parts. Remember to allow sufficient time for students to read the slides as well.
- ❑ Series of images with text-based explanation

Providing accessible course materials

- ❑ Reduce file sizes
 - Documents: using “docx” is automatically smaller than “doc”; “Reduce file size”
 - Videos: HandBrake app
 - Images: Preview in Mac; TinyJPG or TinyPNG
 - Powerpoint: avoid animations and transitions
- ❑ Brightspace upload
- ❑ E-mail
- ❑ Consult MUN’s guidelines for creating accessible documents, etc.

Assessments

- ❑ Students can use a phone or scanning app (e.g Adobe Scan) to take a picture of handwritten work, journal entries, diagrams, or concept maps and send via Brightspace Assignments tool or by e-mail. Students who lack internet may have to submit assessments by mail.
- ❑ Upload or e-mail your slide deck and ask students to annotate to show their understanding, and e-mail back
- ❑ Non-timed, non-credit quizzes via Brightspace
- ❑ Open-book assessments to synthesize or apply learning
- ❑ Micro-blogs, tweet-like reflections on learnings

Students communicating with you

- ❑ Office hours by phone or text (with limited hours)
- ❑ Brightspace chat feature
- ❑ Create a Discussion Forum on Brightspace for student questions
- ❑ E-mail or Course mail

Students engaging with one another

- ❑ Discussion Forums
- ❑ Chat feature in Online Rooms
- ❑ Twitter
- ❑ Ask students to collaborate in groups (via e-mail, text, or an online space of their choosing) to summarize readings or to create a final exam review guide.
- ❑ Send out discussion prompts and students can have discussions in online chat spaces of their choosing. They can submit the transcript of the discussion.

Providing guidance remotely

In class, we provide a lot of guidance and nudging. This can continue remotely:

- point out important elements,
- highlight things to focus on,
- provide questions to guide their learning,
- explain how content builds,
- pop in to facilitate discussion forums

What other low-tech strategies
have you tried?

MUN Resources

Self-Service Video Hosting

<https://blog.citl.mun.ca/technologyresources/other-edtech/self-service-video-hosting/>

CITL Online Rooms Videos:

<https://blog.citl.mun.ca/technologyresources/brightspace-how-tos/communication/online-roomsvideo-assignments/>

MUN Accessible Document Guidelines

<https://www.mun.ca/student/equity/accessibility/creating.php>

External Resources

<https://wwwctl.upenn.edu/whiteboarding-tools-work-remote-teaching-technologies>

<https://scholarblogs.emory.edu/digitalmatters/2020/03/20/low-tech-remote-teaching-solutions/>

<https://keep-teaching.duke.edu/strategies/low-tech-options/>