

Be Tech Ready – Spring 2021

REBECCA VAN DE VORD: Welcome to our Be Tech Ready Spring 2021 webinar, and we're really glad you're here this evening to help prepare yourself for your spring academic Cougar experience. I'm Rebecca Van de Vord, and I am assistant vice president of academic outreach and innovation at Washington State University. We are also known as AOI and are the home of the Global Campus.

We have some other panelists joining me this evening. Christie Kittle is our lead instructional designer; Mary Packer, emerging technologist; Jon Manwaring, assistant director of our learning innovations team; and Rob Baker, collaborative tech support coordinator. So if you're never heard of AOI, we are a division of WSU that promotes and supports the use of academic technology and innovative pedagogy in a wide variety of teaching and learning contexts. We work with faculty, teaching in the traditional classrooms, online courses video conferencing. Really, any way that education is delivered, AOI is here to help.

A few housekeeping tips. Through the presentation, we'll refer to a number of resources as being available online. Those resources, URLs, have been collected and are listed in our Be Tech Ready resource guide, which is linked on the same student guide web page that you use to access this presentation. We'll also have a copy of the presentation slides.

We have that up there now. And we'll have a recording of the presentation if you want to go back and re-listen to something. So in addition to the panelists that I already introduced, we have several subject matter experts that are also available to answer your question in the chat, in the question and answer of the Zoom webinar here.

So if you're not quite sure of our areas of expertise or what kind of questions you might ask, we have members of our learning innovations team-- instructional designers, emerging techs, and other tech experts-- who work with faculty to support the use of academic technology in ways that enhance teaching and learning. So what technologies are faculty using, how do you know what they're using, how are they using them-- those kinds of questions.

Members of our computing team are here to answer specific questions about the technology and multi-factor authentication. We also have on hand today members of our global campus student services team, and they have a wealth of experience when it comes to supporting students learning in the online distant environment. So you may not be aware, but WSU has been delivering educational content to students at a distance via technology since the mid-1980s.

Across AOI, whether we're supporting faculty or students or the tech tools themselves, we have the experience to help make WSU's distance learning experience successful and get the students off on the right foot. So any questions about using academic technology and learning successful in a distance environment, we encourage you to put those in the Q&A. If we don't

have the answers tonight, we will figure them out and post them on our website. So let's get started.

We'll cover three basic areas today. What will instruction look like this spring? What are the primary technologies that you need to be aware of? And we'll provide a number of tips that really help support a successful virtual learning experience.

So everybody is familiar with a physical face to face classroom. You walk into the classroom. You all sit down in your chairs, get to know the people who sit around you.

That's not happening at WSU this spring in any large amount. There are a few courses, a few lab-based courses that will be meeting face to face. But most courses are meeting virtually online.

So what does that mean? In the online environment, we talk about two different delivery methods. One is synchronous, which means in real time, which is what we're doing this evening. We're presenting a synchronous virtual webinar, and people from a distance are participating.

The other is asynchronous. Asynchronous means outside of the span of time. So an asynchronous course is generally where you will be interacting in an online webspace, and we'll talk more about that. And you'll be participating in discussions, and you'll be listening to lectures. But all of that will be pre-populated in the course space. And you may do it at a time different from your peers or your faculty member, but you'll all be engaging in that same course space.

So most courses scheduled on the Pullman or on any of the physical campuses will have listed, in the schedule of classes, a meeting pattern, which is day of the week, and a meeting time. You can expect that you will need to attend class at least some of the time at that scheduled synchronous meeting time. Faculty are being asked to include synchronous components in their courses. It will vary.

Some courses, they'll meet once a week; some courses, three times a week; some maybe less often than once, but probably somewhere in there. To compensate for what's not happening synchronously that you would normally get in the classroom, there'll probably be assignments and activities, maybe recorded lectures and items you'll need to attend to through the online course space in the learning management system.

The learning management system is basically a website that houses all the components of the course-- so a place to take your exam, a place to submit your assignment, a place to participate in a discussion. It's all packaged in the learning management system.

WSU right now is using two, both Canvas and Blackboard. Christie will talk more about that and how you will know whether you should be looking at Canvas or a Blackboard for your course.

But both of these environments, synchronous and asynchronous, are engaging and active and will include activities that require students to connect with other students and require students to connect with faculty and provide opportunity for you to get to know and begin to form relationships with folks here at WSU. So to participate in these virtual classes, technology is pretty key.

We do have on our website the minimum tech requirements that you'll want to make sure your systems meet. You can also test your computer and internet speed there, and I suggest that you go to the website, take a look at that, and do those various tests to make sure you're ready. If you don't have a computer, if you're concerned about having the right resources, WSU does have a computer loan program.

Washington state has a number of Wi-Fi hotspots through the state, and there is a map available to show you where those are. You can also get a loaner mobile hotspot from WSU, and that information is available on the same page as the WSU computer loan program. And if you need any assistance in getting all of this set up, please email crimsonservedesk@wsu.edu.

So you also will need a webcam and microphone, and faculty can require that you have your webcam on during the presentation, during class. Some students are in situations where that is challenging depending on the number of folks in your home. And so if you have concerns about that, please talk to your specific faculty members about the reasons that you're concerned and the reasons that might preclude you from having your webcam on.

Rob will talk about the webcam as one of the ways to be more engaged in the class. It's also helpful for the faculty to be able to see faces and expressions and the nonverbal kinds of behaviors and cues that they see in the classroom. So you will need a webcam.

You'll also need a webcam for exams potentially. So you may have proctored exams in your class. What does that mean. So you all know in the classroom, exam day, you go sit in your chair. Your teacher, your faculty member walks around, make sure that you're not using notes if they're not allowed, that you don't have any additional resources that other students don't have.

Really, what they're doing is making sure that the playing field is level, that everybody's got the same supports and non-supports. Everybody's starting from the same place. And the only way we can really replicate that in the online environment is through using a third party proctoring company.

So a very small percentage of WSU courses do require remote proctoring. And what that means is that you will, through your webcam, through a platform similar to Zoom, you'll connect with the proctoring company. They'll ask you to show your WSU or a government issued ID.

They'll capture a picture of the ID and your face, keep that on file for seven days, after which it's destroyed. They'll record the entire exam session, and they'll flag anything that-- these are not

with human proctors. It's with artificial intelligence. So the artificial intelligence has been programmed to flag anything that is unusual behavior during a test taking period. For example, if you get up and walk out of the room, your recording will be flagged at that session. It doesn't mean that anybody says that you were cheating.

The faculty will be able to review the exam. If they understand your reasons for getting up and walking out of the room-- if you have some sort of accommodation, if you had talked to them ahead of time-- then there is no inference of cheating. But the artificial intelligence does flag whatever seems to be unusual test-taking behavior.

So you should know if you're going to have a proctored exam within the next week or so. It should be on your syllabus, although there is no cost to students for taking a proctored exam. It's required that the syllabus indicate you will have exams, how many points those exams are worth, what part of your grade that is. It's not really required that they tell you that it's proctored.

But most faculty do that so that you can be prepared. If it's not clear, then I would just ask the question. So if you know you're going to have a proctored exam, then what you should do fairly early in the semester is go to the proctoring website, gcps@wsu.edu-- no, gcps.wsu.edu-- and read through the step-by-step instructions to prepare for your ProctorU session.

The earlier you get started with this-- you just really want to make sure you do this well before you're actually going to take an exam, because it'll walk your computer through to make sure your computer's all set up right, and it'll just help kind of alleviate any stress, because we know this is an unusual way to take an exam and can be stressful and uncomfortable. So review all the material on the website to be as comfortable as possible.

All right, so the primary tech tools that you'll be using this coming spring are the learning management system, either Blackboard or Canvas, a collaboration tool-- most likely Zoom, which we're using tonight-- and perhaps you'll be asked to create presentations. And you could use either Zoom or a tool WSU licenses, Panopto. So as soon as I finished speaking here, the other experts on this panel will talk you through each of these technologies.

In addition, faculty sometimes opt for third party tools that are provided through publishers. Might be online homework, practice exams, might be student kind of engagement, discussion kind of thing that's outside of the learning management system. So if there are other tools that are not discussed here tonight, your faculty requiring these tools should provide you information as to how you access them and where you get support.

In addition, we talk in our trainings a lot with faculty about two tools, Perusal and VoiceThread. And those are student engagement tools that we encourage faculty to use. Those resources for using those are listed on our websites. So there's quite a bit out there that would help you.

And then some faculty members may use Teams, as WSU does have a license. And again, the faculty adopting that tool would provide you with what you need to know to work within that platform. And if you need any refreshers on things like word, Excel, Outlook, anything like that, you'll find a lot of those tutorials on our global campus website. So Jon, before I turn this over to Christie to talk about learning management systems, are there any questions?

JON MANWARING: I just want to invite the people that jumped in after the start of this to post any questions they have to the chat. We have subject matter experts that will quickly address your concerns. But I do want to just ask where does somebody get started for one on one help for their situation? Is that also with the Crimson Service Desk?

REBECCA VAN DE VORD: Yes, that would be the right place to start. Contact Crimson Service Desk. If they can't walk you through whatever you need, then that they would escalate that to where you can get that support.

JON MANWARING: OK. And if the circumstances change with the health situation in the state, will students be asked to come back to campus in the middle of the semester?

REBECCA VAN DE VORD: Although no one has clearly stated that to me, I believe that the plan is to deliver courses at a distance through spring term. So I can't imagine that WSU would change directions on that mid-semester.

JON MANWARING: OK, great. Thank you. Christie, can you talk to us about the LMS?

CHRISTIE KITTLE: Gladly. Hello, all. My name is Christie Kittle.

So currently, we are using Blackboard as our LMS, or Learning Management System. But we're also piloting Canvas, just as Rebecca had mentioned. So you might have courses in both.

So we're going to discuss what is it, what's in the LMS, and how do I know what goes where. So I would encourage you all to view a sample course space. We have a link that's going to be shared in the chat.

We have a sample course space in Canvas, and we have a sample course space in Blackboard. So let's go ahead and dig in. What is an LMS?

Essentially, it's a virtual classroom where your instructors can house course materials. It's used as the hub of communication for each of your classes. And instructors are going to use the space in whatever way that helps that unique course. It can be used for all of these, but not limited to, so course materials, engaging in discussions, turning in assignments, getting feedback on those assignments, taking quizzes or tests, whether they're proctored or not, viewing grades, looking at the calendar for due dates, the syllabus, which we'll reiterate over and over again-- that's a great place to start.

Of course, schedule, links, and then you're also going to see possibly Zoom and Panopto, which Mary and Rob will be talking about later in today's presentation. I do want to let you know that if there is a lot of material or any material in these online course spaces, they are copyright protected and owned by WSU and the faculty. So that means that you're unable to take anything from those course spaces and reuse it anywhere. So please keep that in mind.

So Canvas or Blackboard? I'm going to dig into both, but how are you going to know which one is which? To determine which system each of your courses are in, as long as you're enrolled in those courses, please visit My WSU and select the tile that says Canvas or Blackboard. It's going to show you a table of all of your courses that you're enrolled in, and it will list specifically whether it's Canvas-- it might even have a link.

And then it might say Blackboard with a kind of blurb. Technically, instructors don't have to use either. Rebecca mentioned, possibly Teams. And there's some other third party things. Your instructor is going to be the best bet if you have any questions about that and you don't see anything.

So let's jump into Blackboard first. Accessing Blackboard-- go ahead and access through learn.wsu.edu. When you log in, you may see courses listed under your My Courses section. But the instructors do have the freedom when and if they activate the course space. So don't be surprised right now if you don't see any courses just yet. Since the courses don't officially start until the 19th, many instructors are still preparing and may not have enabled that course space yet.

Once you enter your Blackboard course space, you'll be able to navigate directly to your class materials by using the links on the left hand navigation. You may have a link directly to your syllabus-- again, the place we suggest that you get started, so that will be expected of you, to see what will be expected of you.

You may also see links directly to Zoom or Panopto. Reiterating again, just as you can see these two examples on the screen, the design of the course space is going to fit the specific needs of your individual course. So as soon as your course spaces are available, jump in there.

Read the syllabus. Peruse the space and get familiar. Some of the more common ways that you can interact-- aside from just viewing course content, like readings and videos-- you may engage in discussion, take a quiz or test, submit an assignment. So let's look deeper into some of those activities and what they look like.

Your instructor may have you turn in assignments. Typically in face to face, you would just hand them a piece of paper. The preferred method is uploading the file so that you've created on your computer, and you go find it and upload here. So many instructors will either type in or upload a PDF or Word document with all of the instructions so you know the how to and the expectations for that assignment.

Some will even build in rubrics. You might even see a due date or points possible associated in Blackboard. And that's automatically going to feed your Blackboard calendar if they choose to use these options.

A Blackboard discussion-- your instructor might ask you to answer a question, maybe pose a question to your classmates. This is supposed to help replicate some in-class discussion. You can type directly in here and ask for a subject line just like you're typing an email. You'll just type your response here and select Submit.

You can also view grades and feedback in your My Grades section. You can see the status of your submission. So if you turn it in, it'll say Submitted. It would show you if it's upcoming or late as long as your teacher uses the built-in date function. You can even select the name of the assignment to get overall feedback and detailed annotations if your instructor chose to do so.

The last page we'll look at an Blackboard is a dashboard. You might see this as a landing page for a course, or it might just be a link on a menu. This is going to auto populate from the information that your instructor has built in. If they have typed in announcements, then you would see announcements. If they've used the due date features in Blackboard, they would show up here as well.

So now let's jump to Canvas. So some of you may have all of your courses in Canvas. But more than likely, you might have some in both.

To access your Canvas course space, navigate to canvas.wsu.edu, link in the chat. Do not be alarmed again if you can't log in or if you don't see courses. If you log into Canvas but you don't see any tiles here, you may have a course on Canvas but it's not published yet.

If you can't log in at all, that's OK. We're still in pilot mode, so you wouldn't even be able to log in if you don't have any courses in Canvas. So don't be alarmed if that's the case.

Canvas will be able to generally do the same thing as Blackboard but with a different interface. I would suggest watching our Navigating the Course Space video for Canvas. It's directed towards students and will help you get acquainted with the major components.

So when you log in, you can see course tiles. Or if you only have one course, it would be a single tile. You just select the tile, and you can get into your course space. Once you enter your Canvas course space, you'll be able to navigate directly to any of your class materials by using the links in the left hand navigation just as we discussed in Blackboard.

You may have a link directly to your syllabus. Again, great place to start. In Canvas, you should be able to select modules to access your course materials. It should be organized by topic, or again, your instructor chooses to arrange these however works best for your course space. Canvas does offer the same common ways to interact-- assignments, quizzes, discussions, as well as grades and feedback.

So here's a sample assignment. For assignments, it's similar ability in Canvas, to upload files. The added capability in Canvas is your instructor can actually limit the file type they want you to upload. So make sure you read instructions carefully. In this example, it does not give any limitations. So I could upload any file, as that's the type of upload that-- that's the type of submission that they chose. Just make sure you read those instructions carefully to see if your instructor specifically wants a PDF or Word document, et cetera.

You can clearly see how many attempts you have and how many are allowed. In this example, there is one allowed attempt, and I have taken zero. If they chose to do the due dates and points, these will also popular here and the instructions and again will automatically populate in the calendar. The discussion works similarly as Blackboard.

There's not many options here that's different than Blackboard. You can select reply and reply to your classmates or reply to the question at hand. You can also select your grades by selecting Grades on the menu, and that will again allow you to see the status of your submissions, comments, feedback.

Or you can click on the assignment to do detailed annotations if your instructor chose to do so. Canvas even offers a really cool tool to test different grades on assignments to see how that would affect your final score. All right, and with that, Jon, that's our high level introduction to BlackBerry in Canvas. Again, I would suggest that y'all peruse the sample course space. Are there any questions?

JON MANWARING: Great. Thanks, Christie. Yeah, can you talk a little bit about how labs work in the online environment? Am I going to get something in the mail, or is it all going to be virtual? What does that look like?

CHRISTIE KITTLE: Great question, Jon. And again, my answer is going to be totally depends on your instructor and the needs of that class. Some you might have a lab kit that you have to purchase or that gets mailed to you that actually has materials for you to perform a lab at home. Some might possibly be a virtual simulation, where you go online, and it might be in one of your Canvas or Blackboard course spaces or online somewhere else where you get to engage with materials online.

In other classes, you may just be watching either live through Zoom or a recorded version of a lab. For instance, we had a media team help record one of our, I want to say, mechanical engineering labs. And we actually had someone record them manipulate the big equipment. So totally depends. Again, I'm going to suggest looking at the syllabus to kind of see what expectations there are for your lab.

JON MANWARING: Great. Thank you. Rob, do you want to talk to us a little bit about Zoom?

ROB BAKER: Definitely. I can do that, Jon. So let me go ahead and share my screen for everybody here and talk a little bit about Zoom.

Zoom is the officially supported web conferencing tool at WSU. And by officially supported, I mean that instructors are trained to use its tools to conduct virtual class sessions and office hours, and we have a support staff at AOI to help them and you install, use, and troubleshoot it. Also, don't be surprised if there are some special events that pop up during the year that only us WA-Zoomers will be able to attend.

That support role we offer is critical to help solve any issues that arise with Zoom. So that's why we stress you embrace it for class communication. Don't expect our support staff to know how to help if you call asking how to remove a Snapchat filter before joining office hours with your instructor or put some background music in your TikTok. You students are already experts at that anyways.

So let's talk about what you can expect with Zoom in your new Coug experience. And as I go through this, as mentioned you have that Q&A tool at the bottom to submit any questions. You likely already have a free personal Zoom account that you've used at home, but to be tech ready at WA-Zoom, you're going to want to activate your pro Zoom account at wsu.zoom.us.

That's right, you're getting a pro account. No more meeting length restrictions or 100-participant limit. You can invite your 300 favorite classmates to an all-day Zoomathon. So once your Zoom account is activated, make sure you sign out of that old Gmail Zoom account and swap over to your WSU credentials using the process on screen.

Whether you're on desktop or mobile, you'll see a button that looks similar to this where it says Sign In with SSO. And then after clicking that for the company domain information, you'll put WSU and continue. This works on both desktop and mobile, just a little bit of a different layout. If you're heavily invested in your old free Zoom account, you can definitely swap back and forth between them. Just make sure you're using your WSU one for WSU classes.

Using your WSU Zoom account is going to allow your instructor to recognize who you are when you sign into class. That will help with things such as being preassigned to breakout rooms and attendance reports. If you log into a huge class session as pokemontrainer@gmail.com, don't be surprised if you don't get credit for attending class that day.

We covered computer recommendations a bit earlier, but specific to Zoom, even though you can use an iPad or other tablet to join your class, you're really limiting yourself from the full experience try to get yourself set up with a full PC or Mac so you can see the presentation and your instructor and fellow classmates as big as possible. Many of you may also have Chromebooks, and while they'll get to participate in the majority of Zoom features, you will be unable to do some advanced features like share a whiteboard, annotate on shared content, or launch a poll. Let your instructor know if they ask you to do any of these and you encounter a technical limitation.

All right, you've got your account. You got your hardware. Time to start Zooming.

Go ahead and invite a friend or family member to join you in a session so you can start familiarizing yourself with the interface. Once you get the basics down, start digging a little deeper into options like the Advanced Screen Sharing tab and Annotation and, yes, even virtual backgrounds like I have here. More on that later too.

You can use your Zoom account whenever you'd like to chat with classmates. It doesn't have to be just during a class session your instructor has set up. You have your own account. And you can even communicate with friends and family back home. But what you're really going to want to be comfortable with is how to join your class session.

So as mentioned earlier, we're currently utilizing two learning management systems here on campus, Canvas and Blackboard Learn. So I have a couple of screenshots here that would show you the navigation panels on the left for Canvas and in the Center for Learn, Blackboard Learn. So whatever way you are joining class, though, what's good is once you click that Zoom link and either of those navigation panels, the screenshot on the right will show you what the end Zoom toolbar looks like for your class.

So Zoom or Canvas, once you're in the Zoom tool, you'll see your upcoming meetings, which will be your class sessions-- Monday, Wednesday, Friday, something like that-- with a big Join button right next to it. You'll also have tabs to be able to access cloud recordings of previous class sessions if your instructor has decided to share that. So yep, whether you're Canvas or Learn, once you're into that Zoom tool, you'll know what to do.

OK, this is it, the moment of truth-- time to join your class. Now, this is not the time to sleepily grab your laptop from under your bed, crack open the screen, and think you're ready to make the most of your new Cougar experience. This is the big leagues, so give yourself the opportunity to make the most out of it.

Every instructor will run their class a little differently. Some may only allow chat questions others full mic control. And you'll definitely have some that will require your camera on. So make sure that you look your best, at least from the top up. As long as you don't stand up, no one will know if you're in khakis or cargo shorts.

To build on that wardrobe recommendation, here's a few more best practices to follow. This is your time, your new Cougar experience, and you're going to make the most of it.

Take notes. Don't multitask. Make friends. Get to know your instructors. These Zoom relationships will carry over to the real world when you need help with a presentation or a lead on an internship. So keep your focus on your goals. Thank you for your time learning a little bit about Zoom with me. So Jon, I'd like to ask if there are any Zoom-centric questions I can help answer.

JON MANWARING: Thanks, Rob. I've got a couple of questions for you. I just wanted to go back to what you're mentioning about where Zoom links are posted.

There was a question about that in the Q&A. Are those in the syllabus? Are they posted daily? Where would a student typically expect to see those links posted as they get ready to start class for the day?

ROB BAKER: We have hundreds of instructors here at WSU, so I can't promise that everyone will do it exactly the same. But what we are really hoping they do, and what we're asking the instructors to do, is to create a recurring meeting schedule that would align with that Monday, Wednesday, Friday or the Tuesday, Thursday, or that one-day-a-week schedule, and then post that in the Zoom tool in the LMS that they're using, whether that's Canvas or Learn.

It gets a little tricky if they're just making them one-off, one at a time, and there's no promise that they might put it in the syllabus. And you don't necessarily want to have to access that syllabus every time you want to click that link. We want you to go to that LMS, Canvas or Learn, and feel comfortable with it and know where your assignments are, where your grades are, where your Zoom links are, where your Panopto tool-- which Mary will talk about in just a little bit-- are.

So hopefully, your instructor has posted those links to join in the Zoom tool. And if not, tell them that they should. They can definitely ask AOI for any help getting that going for them.

JON MANWARING: Yeah, that makes sense. I think we've talked a lot about engaging with your instructor and to check into the LMS and practice with it. So I think that that sounds like the best approach since not every class is identical, and it shouldn't be that way.

So that makes sense. Thanks, Rob. Can I ask you a little bit more about virtual backgrounds? You mentioned you were going to talk a little bit more about that. Tell us what you think about virtual backgrounds.

ROB BAKER: Definitely. So you can see, Jon and, myself we have some nice virtual backgrounds, very WSU-centric. And those are nice and good ways to show it.

And you can definitely show, if your instructor is allowing it, which we don't have virtual backgrounds of, if you can show something that's your little piece of flair. But what I would definitely caution against is not getting overzealous with your Coug spirit. So I've seen ones that end up looking like this used in class.

And this is awesome. This is Butch leading us in the fight song. But when it comes down to it, you don't want to see this on a loop for a 50 minute class period.

Your fellow students don't want to see it. Your instructor doesn't want to see it. So it might be a good fun icebreaker to start the class up. But once you really get going, you really think about what that virtual background says about yourself. And it's something that's not going to get people annoyed. So yeah, definitely switch it up and have something nice, fun to always hide that messy room you might have behind you, but keep that background under control.

JON MANWARING: Hey, Rob. I see a lot of people with kind of official looking virtual backgrounds. Is there a place where you can go to get the cool ones.

ROB BAKER: So there's a couple of options to get some of these official-looking WSU backgrounds. Just recently, our main information technology team has loaded up about a dozen or so virtual backgrounds that you can automatically get on your pro-Zoom account. If you click the little embedded arrow in the start-stop video button on your Zoom toolbar, and then there's an option for virtual backgrounds.

And you'll see, besides the two or three that Zoom gives you that we're all used to, there's about a dozen or so WSU ones. I've also found that the WSU Alumni Center has posted some great ones over the past year or so. So just to give WSU Alumni Center a Google, and you can find some good ones from there as well. I can't remember, but I believe athletics possibly has some good ones up. Once we get closer to football season, I always like to put a Martin stadium one up.

JON MANWARING: Great. Thanks, Rob. Hey, Mary, can you talk to us about Panopto?

MARY PACKER: Yes, I would love to. Well, hello, everybody. My name is Mary, and like Jon had mentioned, I'm going to be talking to you about Panopto.

So where Rob just spoke to us about Zoom, which is the tool that we're using tonight and you'll be using it in your class to connect live with your instructors and classmates, I'm going to tell you a little bit about Panopto, which is the tool that you will use for viewing and creating recorded videos. So with Panopto, for example, your instructor is able to create a video using their webcam and a screen capture of their computer. And then you can watch that video at a later date.

We have a lot of instructors who do use Panopto on campus. Not every instructor does, but many do. And they use it for different reasons in class.

Some might use it to record lectures or create short videos for you to watch. Some might want to use a video for a comprehension quiz. If instructors do choose to use this feature of Panopto, Panopto has the ability, too-- you'll be watching the video, and then a quiz will pop up. And once you take the quiz and submit your answers, you'll just continue on watching the video from where it stopped.

Some instructors might also want you to get creative and use Panopto to create your own video for a student presentation or if you're in speech class. But no matter how your instructor chooses to incorporate Panopto into your course, you'll interact with it in one of two ways. You'll either be using Panopto to view a video that your instructor has created for you, or you will be using Panopto to create your own video.

And a majority of the time, you will just be using Panopto to view a video. And when you are viewing the video, you'll be using the Panopto player. It's very simple.

There's nothing to download. The Panopto player is a web-based tool. So you will select a video link, for example, that your instructor gives you, that Panopto video link. And that Panopto player will just automatically open in a new tab of your web browser.

I do like to mention, though, that the Panopto player works best in the Chrome or Firefox browsers. So if you have any Mac users out there, I know that Safari is the default web browser. But you'll just want to make sure that when you're going to view that Panopto video, you use either Chrome or Firefox so that all of the Panopto player features are enabled for you.

And then with creating, you won't necessarily be using Panopto to create a video as much as you will to view a video. But if your instructor does ask you to create a Panopto video, you'll just need to do a simple download of the Panopto recorder. It's a free download. It's a free and easy download, and I'll talk a little bit more about that in just a few minutes.

So again, like most everything we've been talking about today, your instructors will share the Panopto videos through your LMS-- so either in Blackboard or Canvas. And as Christie had mentioned before, instructors will design or lay out their course space in slightly different ways. And they can share a Panopto video in different ways.

Some might just use hyperlink text. Some may embed that Panopto video. Some may just use a web link. But either way, you have the ability to open these links in the Panopto player. So for example, if it was this weblink, you would just select the weblink, and it would open in a tab in your web browser.

If you had the embedded video, you do have the option to just view the video embedded in the course space. Or there is an icon at the bottom of the video thumbnail, and it just says, open in Panopto player. And then once you select that, it will do the same as if you were clicking on this link and just open in a new tab in your browser.

Now why might you want to do that? The Panopto player does have some features that you have available to you. So I just wanted to go over those or do an overview of those for you.

So in the Panopto player, you have the ability to search the Panopto recording. When you type a key word or phrase in here, it will search not only the words that are being spoken in the video but also text on slides. You also have these options here, these menu items. And the first one that we'll look at is contents.

In Panopto, your instructors do have the ability to create a table of contents for the video. And you can't really see it here because this is a screen shot, but when you're viewing a video in a web browser, each of the entries in the table of contents are hyperlinked. So you can select whichever of table of contents entry you want, and you will jump to that point automatically in

the video. So it's nice if you are looking to go back and rewatch a video or review a certain portion.

Next down is captions. And again, if your instructor chooses to include captions in their video, when you select this menu item, a transcript of the video and of those captions will appear in this window here. You also have the ability to turn on closed captioning so that those captions appear underneath the video as it's playing.

These last two are notes and bookmarks, and I like to point those out because these are tools that are just for you to use. Unless you decide to make them public, notes and bookmarks are just yours to view. So as you're watching the video, you can feel free to take notes of anything you might not want to forget. And you can also bookmark places in the video and easily return to those again for if you wanted to review at a later time.

You can also increase the playback speed of your video, and Panopto gives you the option to make any video full screen as well. So lastly, again, if you are asked to create a video using Panopto, we have some great tutorials available for you. There's a tutorial for how to download the recorder, how to actually create a recording, and then how to edit that if you need to.

And I know a lot of people sometimes like to download applications ahead of time to practice, but it's best with Panopto if you wait until your instructor assigns you the video to create. And then you'll be able to go into the course space and go into that folder and easily download the recorder following the tutorial instructions. So that's kind of an overview of Panopto. Jon, do we have any other specific questions I can answer?

JON MANWARING: Mary, I was just going to ask. Are there any recommendations on how to set up my environment for best recording, and is that in the links that are provided here?

MARY PACKER: We do have some information on some video best practices. Fortunately, some of those tips that Rob mentioned before, those carry right over into Panopto, as well. You'll be using that same webcam that you would use to connect with Zoom. It will just be recorded with Panopto. So lighting background, things like that, everything he mentioned applies to Panopto as well.

JON MANWARING: OK, great. Thank you.

MARY PACKER: Thank you.

JON MANWARING: I'm going to turn the time back over to Rebecca to talk to us about student success.

REBECCA VAN DE VORD: All right. Thanks, Jon. So we're just wrapping up here.

I do want to point out that knowing the technology, having access to technology, is just part of what's going to make you successful this spring. There are several resources online. Learning in this distance learning environment, particularly where your courses, maybe some are meeting once a week, some are asynchronous, some are meeting three times a week. It can be a little confusing and maybe a little harder to keep track of things and stay on top of things.

So the Cougar guide to Academic Success has been put together by folks in the provost office and Academic Career and Success Center. The global campus has a Skills for Success, which we've put together to support our fully asynchronous global campus students. And then, of course, we have the guide that we put together from this presentation with the resources that we've talked about today.

So you've got a week until classes start. I'd suggest taking some time to look through each of those and figure out how to be most successful. But I'm going to emphasize a couple of things today that I think are really important in a virtual environment. Create a calendar and a daily plan for yourself.

So schedule time for every course every week. Even if something's not going to be due for a while, it's really important just to keep up with things. Avoid procrastinating.

Chart all your due dates on a single calendar so you can see where it is you're really going to be busy, and you can plan for that. We do have a video online, Pro Tips for Time Management. So you might want to take some time to watch that if time management is something that you struggle with.

It's important to know that each three-credit class requires, generally, six hours of work in a classroom and nine hours of work outside of the classroom. So remember, even if you're not meeting synchronously, you still have to allow for the time that you normally would be sitting in the classroom to be reading your text and to be watching any videos or lectures.

So essentially, if you are a full-time student, if you're taking 12 to 15 credits, that's like working full time. You're working 40 to 45 hours on your classes. So don't think that just because they're asynchronous that they're going to take less time, that they're going to be easier. You need to allocate six to nine hours a week for each of your three-credit courses.

So I put together this little cheat sheet so that you can remember the steps that I'm going to tell you. It's important that you log into your course space even if you're meeting synchronously. If the faculty member is using an online course space, you want to log in there often.

You want to make sure that they haven't posted something new or made an announcement, added something to the discussion. Log in early and often to your courses. Engage in the course content and the activities. Really be present in the course.

Rob talked about this a little bit. Be ready. Turn on your camera. Ask questions. Look alert. In the asynchronous course, you want to participate in discussions in all environments. You can engage with the faculty, as I talked about. You can engage with other students. And part of that engaging is asking questions.

So all faculty members set aside at least an hour a week for what they call office hours, and office hours are the time that they have allocated for students to come visit them. That's the time they're not working on research, not working on anything else. They are ready and willing and waiting for your questions, concerns.

So take advantage of that even if it's just using their office hours to get to know them a little bit, let them get to know you. So be sure and ask questions either through office hours, through your Zoom meetings, through discussion boards, or chat features. Let them know what you're not understanding, what you're not following, what doesn't seem to be clear because other students will have those same questions and asking questions is a part of engaging in your learning process.

And that also relates to reaching out-- reaching out to faculty, reaching out to other students just like you would if you were in a classroom and Christie's sitting next to me every day. And finally one day, I say to Christie, hey, why don't we go have a cup of coffee and study this math problem? Because I just don't understand it, and you seem to get it.

You can build those same kind of relationships in your virtual courses. So reach out to your faculty members. Reach out to other students. Build study groups. Put an email or a note to the class that you're going to be online. Here's a Zoom link. You're going to study at a certain time. You invite others to join you. And take care of yourself.

So we know this is a stressful time, everybody-- students, staff, faculty. And I have some resources on the next slide that really speak more to you personally. Take care of yourself. Notice and know what's expected. Read the syllabus. Read the course calendar. Log in early and often and watch for changes. Watch for new notices. Watch for discussion boards. Know what's going on in your courses. So you do those things, I think you'll be successful.

Here are some resources. If you need any kind of accommodations to support you through your course, contact the Access Center. There's the student care network and Cougar Health Services. And those links can also be found in our Tech Ready resource guide.

So I know we've covered a lot of stuff here. I would say in sum, make sure your technology is ready. View the technical requirements. Do the tests for your Wi-Fi and your computer speed. Set up your Zoom pro account like Rob talked about and practice. Conduct a Zoom meeting with your friends or family. Explore the sample course spaces that Christie referred to. Go into the Blackboard course space, and I think it's in probably the Canvas space as well, and watch the Panopto recording and learn the Cougar fight song. And go, Cougs.

Jon, are there any additional questions?

JON MANWARING: There are no additional questions. I would just maybe ask you to comment a little bit on what your observations are about building a backup plan for success in your semester.

REBECCA VAN DE VORD: So I think a couple of things are important. One, I do think it's important to get to know your faculty members. I think if you're engaged and involved in the class, if you talk to them during office hours, then if something comes up along the way and you miss an assignment or your technology breaks and you can't participate in class, they know you are already an engaged student. You're involved. It's going to be much easier to navigate that situation than if they've not heard a word from you.

And that's the other thing. We're all dependent on technology these days, and technology does not always work. Don't procrastinate. Don't wait till the very last minute because you might find that the internet's down and you can't get your assignment in on time. So planning ahead, I think, is really important.

JON MANWARING: All right, great. I see one question from the Q&A asking if the PowerPoint is available for download. And I'll ask one of our subject matter experts to jump on that.

REBECCA VAN DE VORD: It's up on the website. So it's successful there.

JON MANWARING: So great. Thanks, Jim. It'll be posted shortly in the chat, or Q&A, sorry.

SPEAKER 6: It's also posted in the chat.

REBECCA VAN DE VORD: Yeah, it is posted. Thanks, Wendy.

JON MANWARING: Fantastic.

AUDIENCE: Thank you.

JON MANWARING: No other questions. So I say, go Cougs?

REBECCA VAN DE VORD: Thank you for being here. Go Cougs. And thanks to the panel and the chat moderators.