Online Education

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May 2020

Pictures

- www.freepik.com
- Unless otherwise noted, pictures are designed by Freepik

Format:

- **It is NOT a Tutorial**

Layout

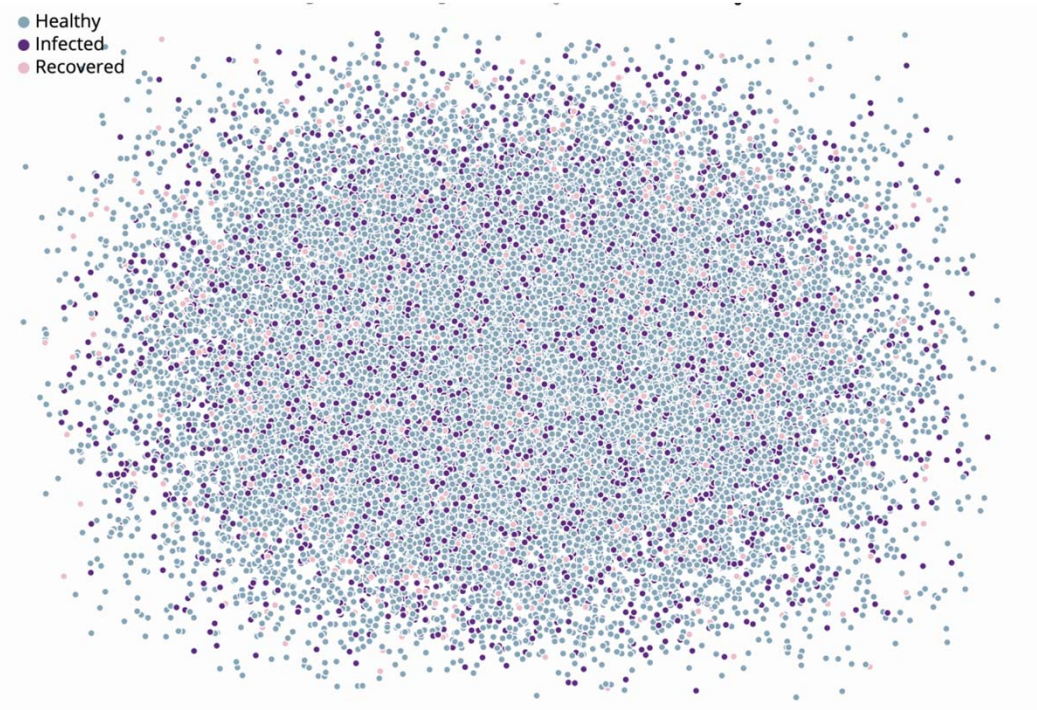
- Introduction and Definitions
- Asynchronous content
- Synchronous lectures and labs
- Labs, Exams, and Assessments
  - Hands-on Labs
  - Multiple Choice Questions
  - Long answer Questions
- Miscellaneous
- Recommendation

INTRODUCTION AND DEFINITIONS

- What just happened?
- Who can help us?
- What can we do?

What Just Happened?

- California State Universities cancel all-in person classes:
- https://abc7.com/education/csu-campuses-to-remain-closed-through-fall-semester/6176291/
- https://stack.dailybruin.com/2020/05/12/covid-model/



What Just Happened?

- UBC: “will primarily offer larger classes online with selected smaller classes conducted in-person, adhering to physical distancing and other public health requirements.”
- SFU: “we will endeavour to deliver in-person instruction in those courses whose learning objectives cannot be achieved through remote means”
- UVIC: “predominantly online for the fall term.”
- UNBC: “predominantly via alternative modes of delivery”
- Thompson Rivers University: “many of our programs will no doubt continue to be offered in alternative format – that is to say, virtually.”
- Royal Roads University: “programs, courses and residencies will continue to be delivered entirely online until December 31, 2020. Students in program areas that cannot be shifted to online work will be contacted about alternative arrangements.””
- Uof S: “combine primarily remote online learning, with limited classroom, laboratory, clinical and physical instruction only where warranted and where circumstances permit.”
- U of R: “cautious approach,” specifying that “a continuation of the remote delivery we are now using offers students in the fall term the best chance of academic success.”
- Universite de Montreal: “the fall 2020 semester will be held largely at a distance,” adding that “only certain courses or portions of courses may be given on campus.”
- McGill: ““will be offered primarily through remote delivery platforms.” As the situation evolves, the university “will examine possibilities for on-campus student life and learning activities, which will respect careful safety protocols. These may include activities such as small classroom-based seminars, conferences, tutorials, workshops, or reading groups as well as various campus life and engagement activities.”
- …….

https://www.universityaffairs.ca/news/news-article/several-universities-announce-their-fall-plans-with-instruction-primarily-online/?utm_source=University+Affairs+e-newsletter&utm_campaign=6f11f919da-EMAIL_CAMPAIGN_2020_05_07&utm_medium=email&utm_term=0_314bc2ee29-6f11f919da-425255341

What Just Happened?

Price of education covers[1] "Certification" and "Experience"

(1) https://nymag.com/intelligencer/2020/05/scott-galloway-future-of-college.html

Bag of money: Designed by studiogstock / Freepik

What Just Happened?

- Students might choose to go to a “Mega online University”(1)

(1) https://www.chronicle.com/article/Meet-the-New-Mega-University/245049?cid=rclink
Photo: Designed by starline / Freepik

What Just Happened?

- "Public universities hardly ever go bankrupt, but they can be permanently diminished." Kevin Carey [1]

(1) https://www.chronicle.com/article/How-Will-the-Pandemic-Change/248474?key=Q-8a5P7D5OHujVB3ZSRDR1GphAxyJHteTzvSQOkhcVQD5MtPBXKCPh-DWXbb-Sfhdms2YmlfdmpYbVhMdk8zdDI4aU9RVHF4ZG1QbkhwaOdxMWZaMTA2VFBHcw

(2) Debt picture: Designed by macrovector / Freepik

What Just Happened?

- "This crisis has revealed the importance of good teaching and how difficult it is" Erin Bartram(1)

(1) https://www.chronicle.com/article/How-Will-the-Pandemic-Change/248474?key=Q-8a5P7D5OHujVB3ZSRDR1GphAxyJHteTzvSQOkhcVQD5MtPBXKCPh-DWXbb-Sfhdms2YmlfdmpYbVhMdk8zdDI4aU9RVHF4ZG1QbkhwaOdxMWZaMTA2VFBHcw

Who can help us?

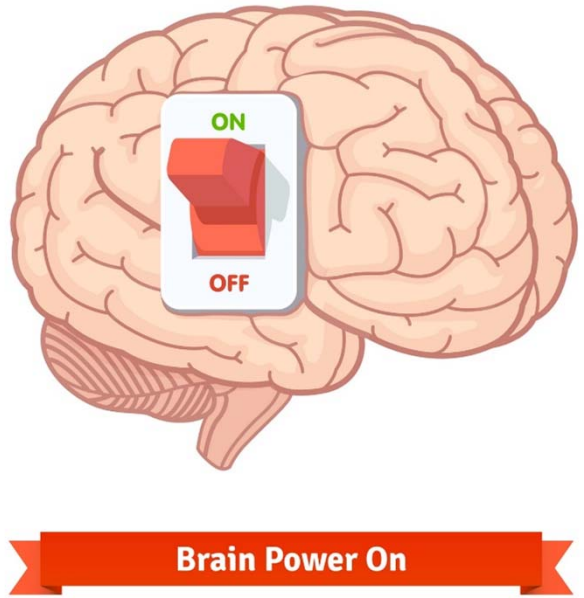
- “The managers won’t save us. No one will save us” Marc Bousquet(1)

(1) https://www.chronicle.com/article/How-Will-the-Pandemic-Change/248474?key=Q-8a5P7D5OHujVB3ZSRDR1GphAxyJHteTzvSQOkhcVQD5MtPBXKCPh-DWXbb-Sfhdms2YmlfdmpYbVhMdk8zdDI4aU9RVHF4ZG1QbkhwaOdxMWZaMTA2VFBHcw

Picture: Designed by Naulicreative / Freepik

Who can help us?

- Administrators are concerned with “narrowing the true freedom of thought in the interest of complacent obedience to status quo”(1)(2).



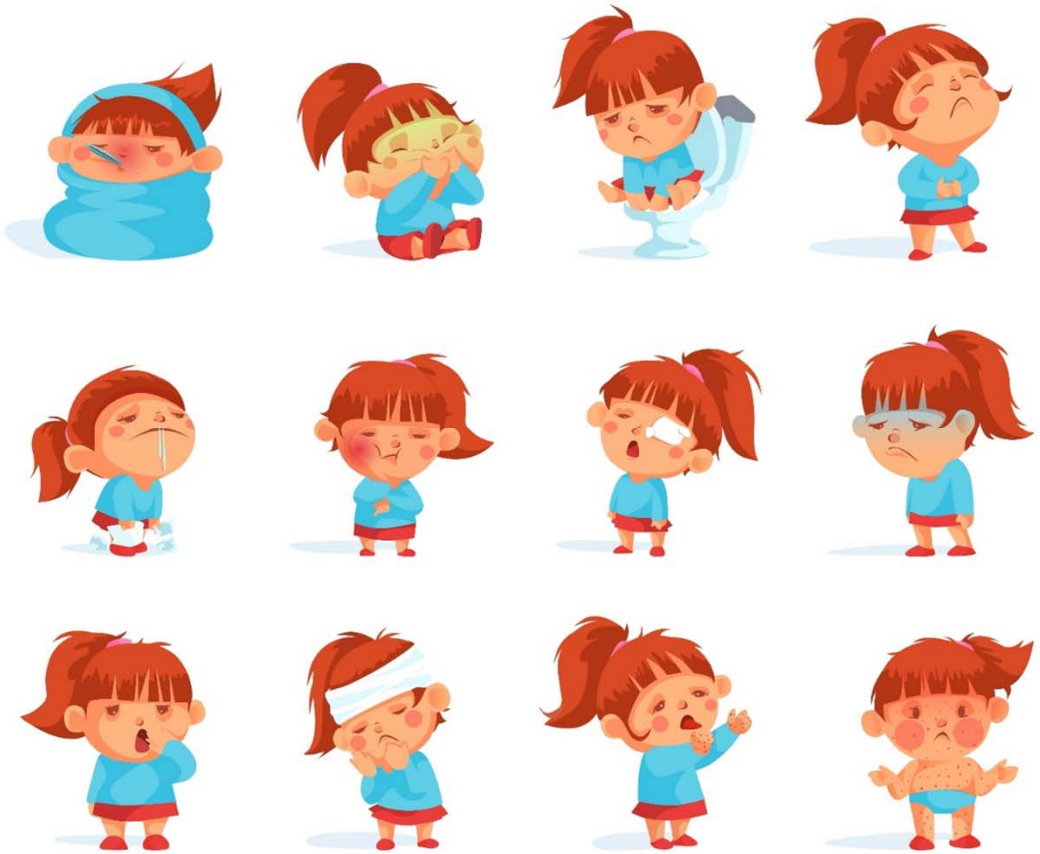
(1) Henry Rosovsky. The University: An Owner’s Manual. https://www.amazon.ca/University-Owners-Mannual-Henry-Rosovsky/dp/0393307832
(2) Interview with Noam Ghomsky. https://www.hup.harvard.edu/catalog.php?isbn=9780674002821
Picture: Designed by iconicbestiary / Freepik

Who can help us?

- “We, the tenured, must commit to making the university a better place” Aimee Morrison(1)

(1) https://www.universityaffairs.ca/opinion/in-my-opinion/we-the-tenured-must-commit-to-making-the-university-a-better-place/
Picture: Designed by pikisuperstar / Freepik

What can we do?



"Let's reclaim our moral purpose as sources of knowledge, service, and even hope". Patricia McGuire(1)

"Before we even think about a syllabus or videos or Zoom, think about what it means to be a student. Now." Cathy Davidson(2)

(1) https://www.chronicle.com/article/How-Will-the-Pandemic-Change/248474?key=Q-8a5P7D5OHujVB3ZSRDR1GphAxyJHteTzvSQOkhcVQD5MtPBXKCPh-DWXbb-Sfhdms2YmlfdmpYbVhMdk8zdDI4aU9RVHF4ZG1QbkhwA0dxMWZaMTA2VFBHcw

(2) https://www.hastac.org/blogs/cathy-davidson/2020/05/11/single-most-essential-requirement-designing-fall-online-course

Picture: Designed by macrovector / Freepik

What can we do?

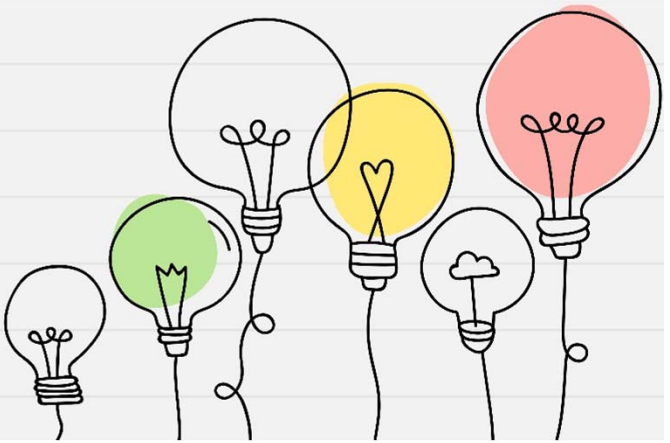
- “We can- we must –replicate online the vibrancy of campus life” [(1)]Joseph E. Aoun

(1) https://www.chronicle.com/article/How-Will-the-Pandemic-Change/248474?key=Q-8a5P7D5OHujVB3ZSRDR1GphAxyJHteTzvSQOkhcVQD5MtPBXKCPh-DWXbb-Sfhdms2YmlfdmpYbVhMdk8zdDI4aU9RVHF4ZG1QbkhwA0dxMWZaMTA2VFBHcw

Jimmy & the Roots Video: https://www.youtube.com/watch?v=d1ilvfdvrUI

What can we do?

- “. But rather than set up a false choice between online and in-person instruction, we should envision a distinctively hybrid future in which the faculty will have far more freedom to develop instructional designs using both virtual and live classes. ”Patricia McGuire (1)



(1) https://www.chronicle.com/article/How-Will-the-Pandemic-Change/248474?key=Q-8a5P7D5OHujVB3ZSRDR1GphAxyJHteTzvSQOkhcVQD5MtPBXKCPh-DWXbb-Sfhdms2YmlfdmpYbVhMdk8zdDI4aU9RVHF4ZG1QbkhwA0dxMWZaMTA2VFBHcw

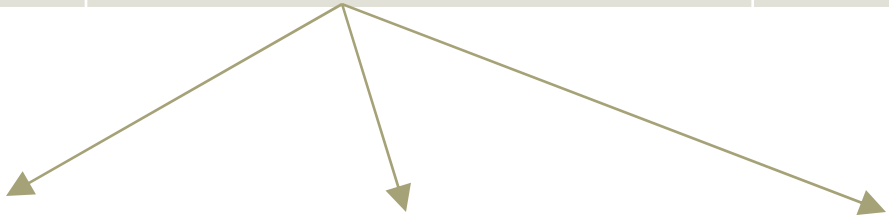
Designed by rawpixel.com / Freepik

Definitions:

- Pedagogical Forms
- Online Pedagogy Forms

Pedagogical Forms:

Traditional	Online	Blended
Traditional lecture	- Static (on-demand) - Interactive (video connection)	Combination of Traditional and online



Synchronous[1]	Asynchronous[1]	Hybrid
Real time interaction	On-demand	

(1) https://thebestschools.org/magazine/synchronous-vs-asynchronous-education/

Online Lectures

Synchronous[1]	Asynchronous[1]	Hybrid
Real time interaction Advantages: - Engagement - Dynamic - Mentorship Disadvantages: - Rigid - Technical difficulties	On-demand Advantages: - Flexible - Self-pace - Affordability Disadvantages: - Isolation - Time lag	

(1) https://thebestschools.org/magazine/synchronous-vs-asynchronous-education/

Online Lectures

Synchronous[1]	Asynchronous[1]	Hybrid
Instructor should consider: - learning pace - Technical difficulties	Instructor should consider: - Students learn from interaction with each other and with instructor	

(1) https://thebestschools.org/magazine/synchronous-vs-asynchronous-education/

CREATING ASYNCHRONOUS CONTENT

Asynchronous Content:

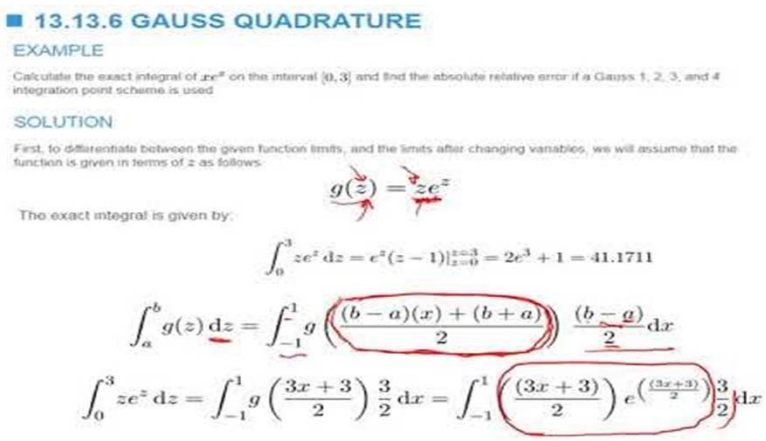
- Civil and Environmental Engineering, Youtube Channel:
  - https://www.youtube.com/channel/UCU3qMcMLT8sbaaYCY4HogWw/playlists

- CTL resources:
  - https://www.ualberta.ca/centre-for-teaching-and-learning/resources/online-teaching.html

Centre for Teaching and Learning

Asynchronous Content:

- **PowerPoint:**



13.13.6 GAUSS QUADRATURE

EXAMPLE

Calculate the exact integral of ze^z on the interval $[0, 3]$ and find the absolute relative error if a Gauss 1, 2, 3, and 4 integration point scheme is used.

SOLUTION

First, to differentiate between the given function limits, and the limits after changing variables, we will assume that the function is given in terms of z as follows:

$$g(z) = ze^z$$

The exact integral is given by:

$$\int_0^3 ze^z\,dz = e^z(z-1)\Big|_{z=0}^{z=3} = 2e^3 + 1 = 41.1711$$

$$\int_a^b g(z)\,dz = \int_{-1}^{1} g\left(\frac{(b-a)(x)+(b+a)}{2}\right)\frac{(b-a)}{2}dx$$

$$\int_0^3 ze^z\,dz = \int_{-1}^{1} g\left(\frac{3x+3}{2}\right)\frac{3}{2}\,dx = \int_{-1}^{1}\left(\frac{(3x+3)}{2}\right)e^{\left(\frac{(3x+3)}{2}\right)}\frac{3}{2}dx$$

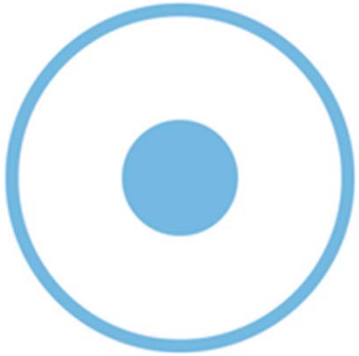
- E.g.:https://www.youtube.com/playlist?list=PLWlJvChadvVyrGBXh7ThvFskJIOO1fnNI
- Advantages:
  - Narrate each slide at your own pace
  - Export the video without the need of any other software
- Disadvantages:
  - Limited by PPT capabilities

Asynchronous Content:

- **Screen Capturing Software:**

Camtasia($250)
(~$50 onthehub)

Camstudio



Screencast-o-matic(1)

E.g.:https://www.youtube.com/playlist?list=PLWlJvChadvVwSrn6irdxZ_TwTuz5A6DtW

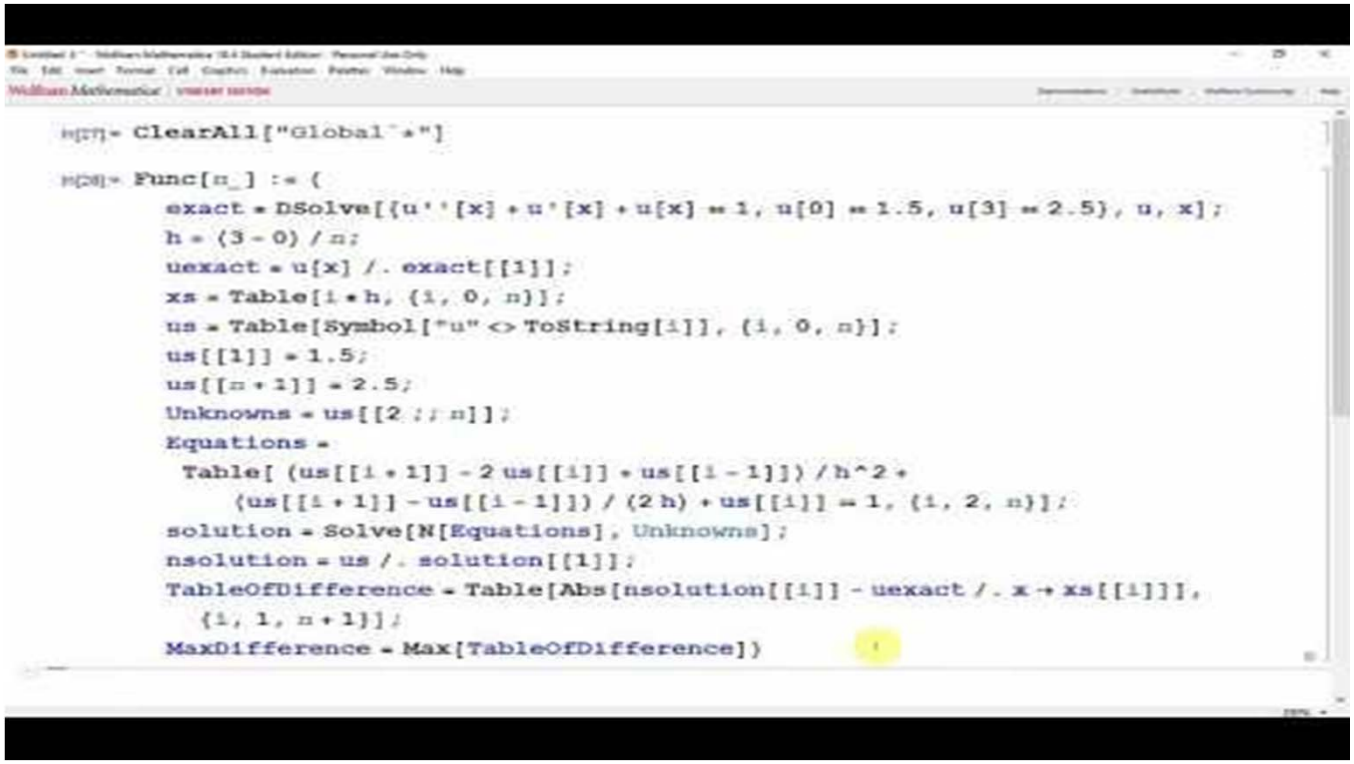
E.g.: https://www.youtube.com/playlist?list=PL9491E4BCFC7CE63A

- Advantages:
  - Free to run anything on the screen.
  - With the right tools, you can provide vibrant content
- Disadvantages:
  - Technically demanding

(1) https://screencast-o-matic.com/education

Asynchronous Content:

- **Screen Capturing Software:**



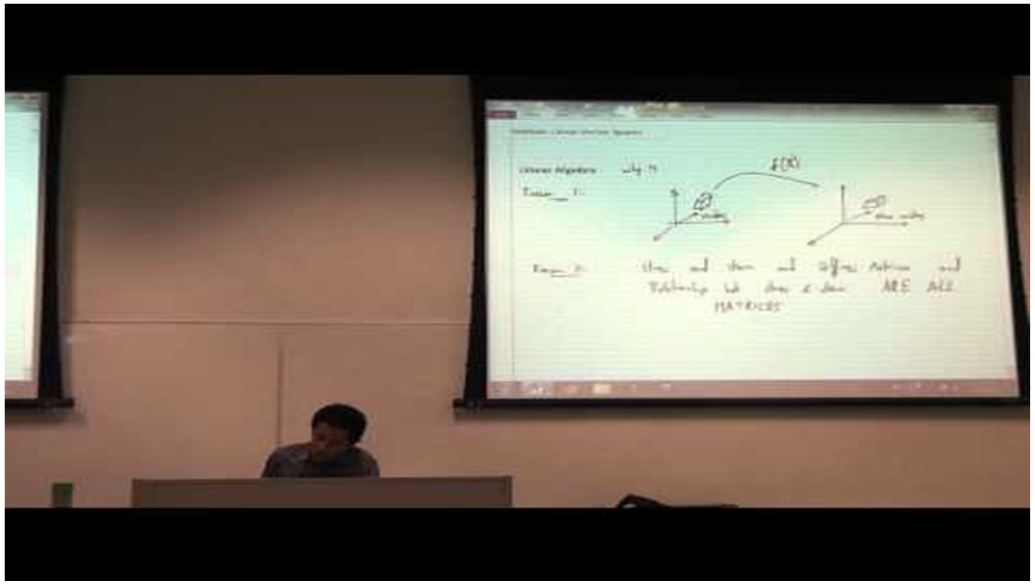
```
ClearAll["Global`*"]

Func[n_] := (
  exact = DSolve[{u''[x] + u'[x] + u[x] == 1, u[0] == 1.5, u[3] == 2.5}, u, x];
  h = (3 - 0) / n;
  uexact = u[x] /. exact[[1]];
  xs = Table[i * h, {i, 0, n}];
  us = Table[Symbol["u" <> ToString[i]], {i, 0, n}];
  us[[1]] = 1.5;
  us[[n + 1]] = 2.5;
  Unknowns = us[[2 ;; n]];
  Equations =
   Table[ (us[[i + 1]] - 2 us[[i]] + us[[i - 1]]) / h^2 +
       (us[[i + 1]] - us[[i - 1]]) / (2 h) + us[[i]] == 1, {i, 2, n}];
  solution = Solve[N[Equations], Unknowns];
  nsolution = us /. solution[[1]];
  TableOfDifference = Table[Abs[nsolution[[i]] - uexact /. x → xs[[i]]],
    {i, 1, n + 1}];
  MaxDifference = Max[TableOfDifference])
```

https://youtu.be/4QLyIct9Dfc

Asynchronous Content:

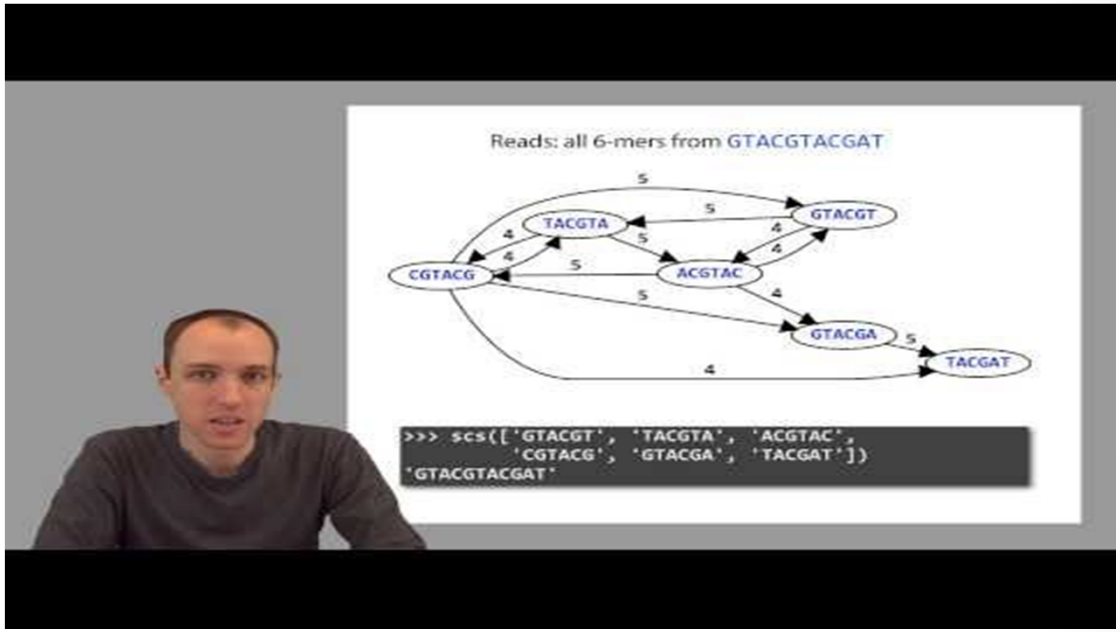
- **Good old Video Camera:**
- E.g.: https://www.youtube.com/playlist?list=PLWlJvChadvVxot0R2xLTTalmnVwva41ET



- Advantages:
  - Replicate your actual lectures
  - Students can see you
- Disadvantages:
  - Will require video editing
  - Requires some resources
  - Might be less engaging

Asynchronous Content:

- **Split Screen / switch between your face and slides:**
  - Google meets
  - Zoom
  - screen capture
  - (@1.26



- Advantages:
  - Replicate your actual lectures
  - Students can see you
- Disadvantages:
  - Will require video editing
  - Time consuming
  - https://www.youtube.com/watch?v=QykgNu0vdos&feature=emb_logo

Asynchronous Content:

- **Split Screen / switch between your face and slides:**
  - Gaming tools:
  - Nvidia Gforce
  - Fraps
  - Xsplit
  - OBS

- Expert:
  - Dr. Japan Trivedi
  - https://www.youtube.com/watch?v=h2nr7UDEQgU&feature=emb_logo

Asynchronous Content:

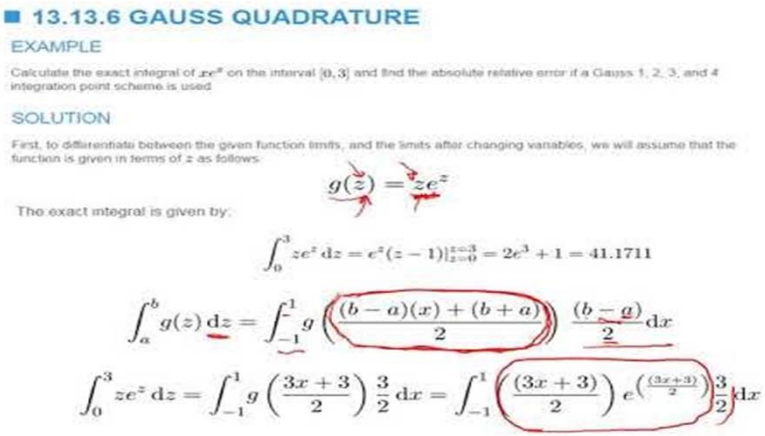
- Tips:
  - Short duration of clips
  - Use visual elements[1] [2]
  - Test knowledge with quizzes and self assessments [2]
  - Do not constrain yourself with lecture length. Sooner or later the concept of Credit Hours will have to be revised. [3]
  - New tools are popping up by the minute. Use whichever makes you most comfortable. ***The quality of the lecture depends on the layout, design, and content, not the tool.***

(1) https://myemail.constantcontact.com/One-Thought-to-Start-Your-Day--Credit-Hours.html?soid=1103080520043&aid=lrVtBOPssRs
(2) https://teaching.temple.edu/edvice-exchange/2016/03/6-tips-creating-engaging-video-lectures-students-will-actually-watch
(3) https://medium.com/@didolores/tips-for-creating-effective-video-lectures-for-online-courses-8413e32d297b

Asynchronous Content:

- Invest in a good microphone: (~$70).

E.g. blue Snowball iCE [1]



13.13.6 GAUSS QUADRATURE

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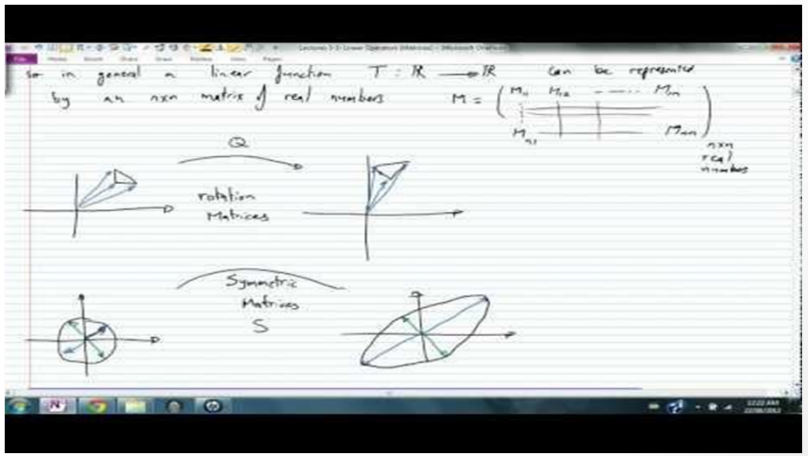


With: https://youtu.be/44ak8dAxzLI

Without: https://youtu.be/44ak8dAxzLI

(1) https://www.bestbuy.ca/en-ca/product/blue-microphones-blue-microphones-snowball-condenser-mic-black-1929-snowball-blk/10425172?cmp=knc-s-71700000061237381&gclid=EAIaIQobChMIoffj5ee76QIV4wl9Ch1j1QTsEAYYASABEgKuJvD_BwE&gclsrc=aw.ds

Asynchronous Content:

- Asynchronous content is **essential**, but **not sufficient**
  - Majority of students learn through interaction
  - Engineering Accreditation stipulates “contact hours”

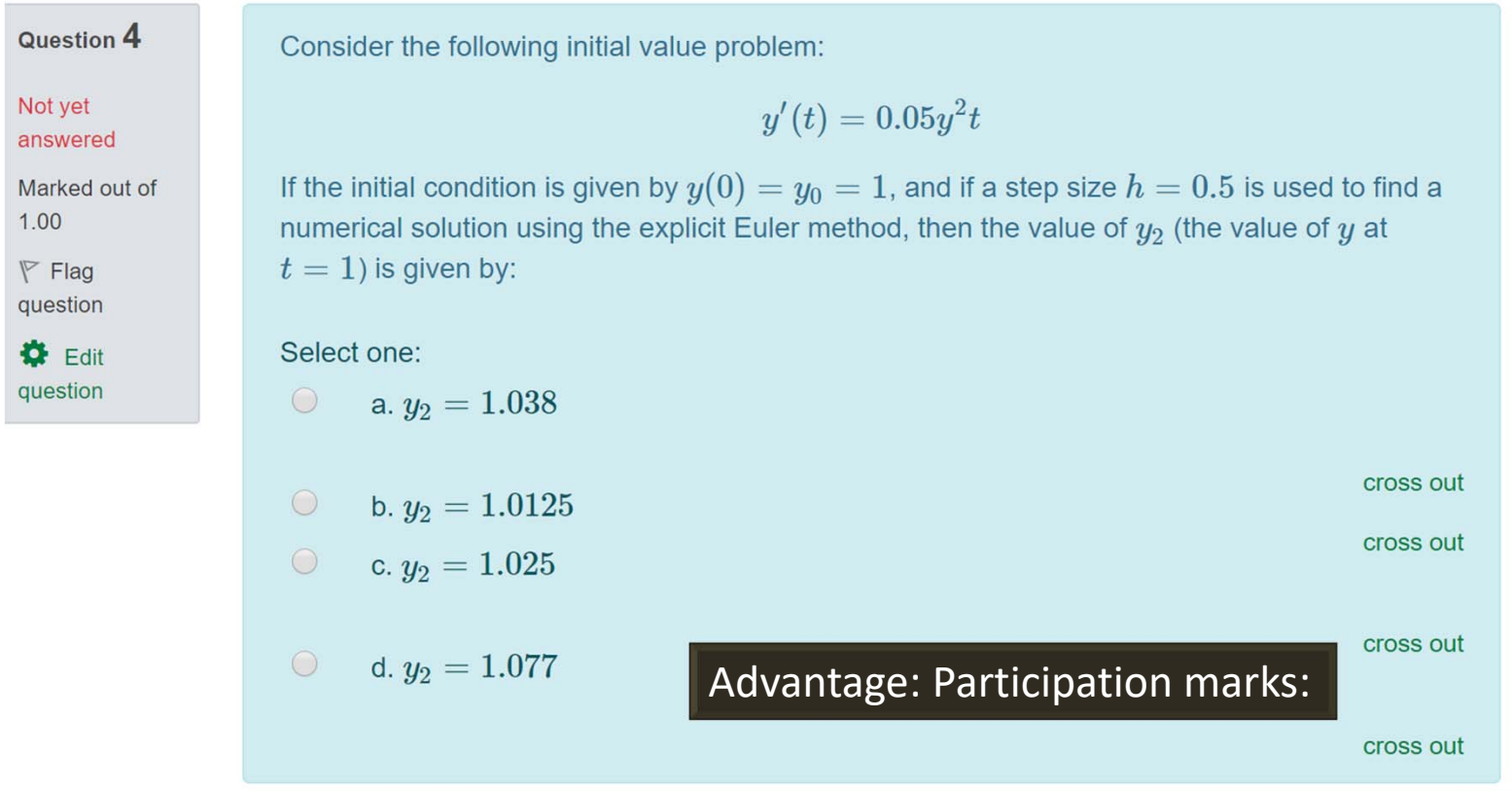
SYNCHRONOUS LECTURES

Synchronous Lectures:

- Simple synchronous lecture:
  - Google meet
  - Zoom
- Tips:
  - Students should **mute** their **mics**
  - Consider turning off your video camera for slow connections
  - **Record** the session and have it available online later
  - Students should use the **chat area** to ask questions.
  - Use **share screen** to share your slides.
  - Use a **headphone set**.

Synchronous Lectures:

- Multiple Choice Questions or Lecture Exercises:



Question 4

Not yet answered

Marked out of 1.00

Flag question

Edit question

Consider the following initial value problem:

$$y'(t) = 0.05y^2t$$

If the initial condition is given by $y(0) = y_0 = 1$, and if a step size $h = 0.5$ is used to find a numerical solution using the explicit Euler method, then the value of y_2 (the value of y at $t = 1$) is given by:

Select one:

a. $y_2 = 1.038$ cross out

b. $y_2 = 1.0125$ cross out

c. $y_2 = 1.025$ cross out

d. $y_2 = 1.077$ cross out

Advantage: Participation marks:

- eclass: MCQ questions: https://support.ctl.ualberta.ca/index.php?/Knowledgebase/Article/View/286/13/adding-and-managing-quiz-questions

Synchronous Lectures:

- Multiple Choice Questions or Lecture Exercises:

Question 17

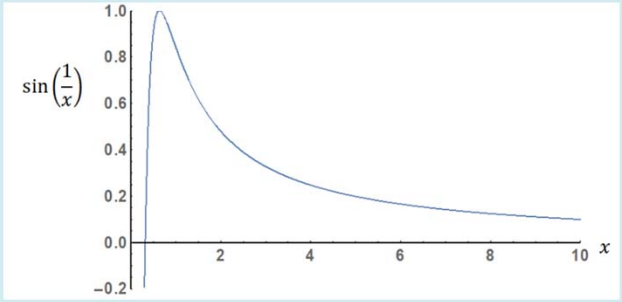
Not yet answered

Marked out of 1.00

Flag question

Edit question

The function $f : [0.3, \infty) \to \mathbb{R}$ is defined as $f(x) = \sin(1/x)$. If f has one root in the specified interval (see graph below) and if the Newton Raphson method is used then the following is true:



Select one:

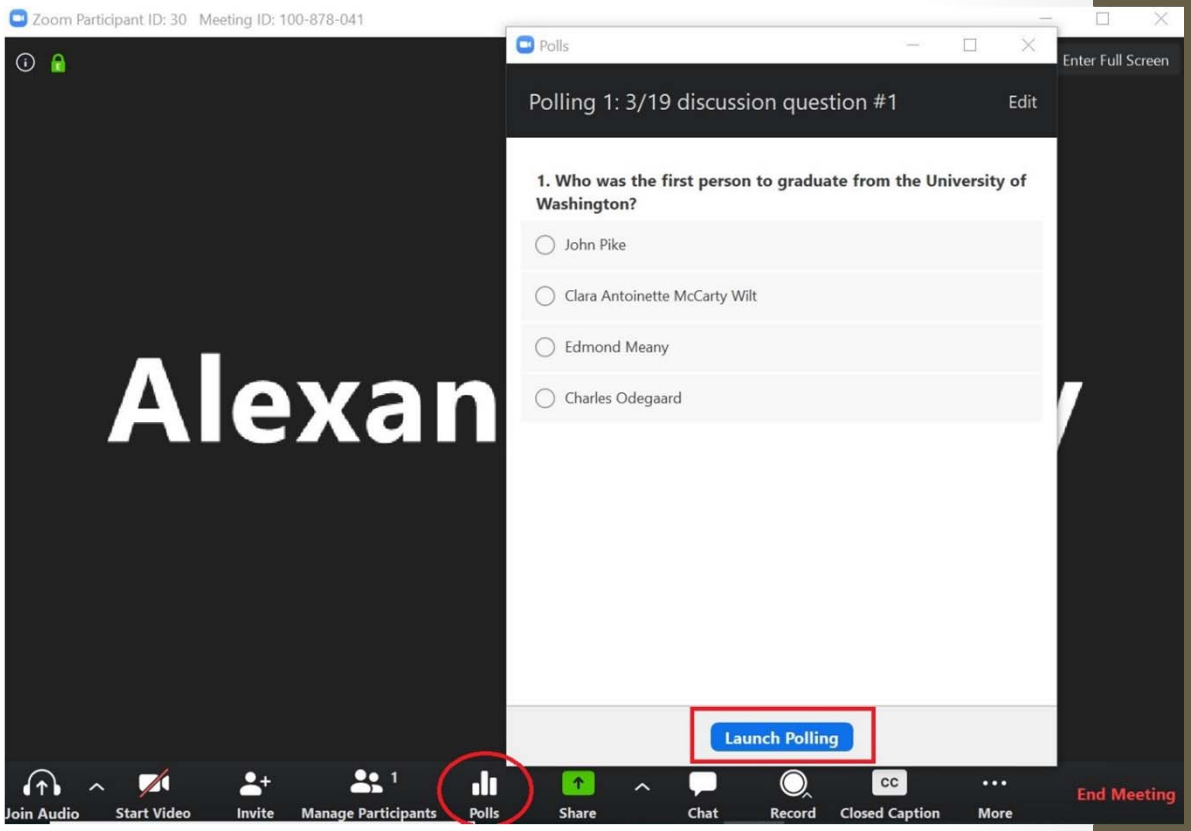
- a. The Newton Raphson method will never converge no matter what the initial guess is. cross out
- b. The Newton Raphson method will converge for all values of initial guess equal to or less than 2 cross out
- c. The Newton Raphson method will always converge no matter what the initial guess is. cross out
- d. The Newton Raphson method will never converge if the initial guess is greater than 2 cross out

- eclass: MCQ questions: https://support.ctl.ualberta.ca/index.php?/Knowledgebase/Article/View/286/13/adding-and-managing-quiz-questions

Synchronous Lectures:

- MCQ

or Lecture Exercises:
(Zoom Polls)



- Tutorial: https://www.youtube.com/watch?v=HDHRmvpUVXw
- Zoom session polls: https://support.zoom.us/hc/en-us/articles/213756303-Polling-for-meetings

Advantage: Anonymous polling and quick

Synchronous Lectures:

- Breakout Rooms / Groups

- Zoom:
  - Tutorial: https://www.youtube.com/watch?v=fIJJLtanyxk
  - Breakout rooms: https://support.zoom.us/hc/en-us/articles/206476093-Enabling-breakout-rooms
- Tip:
  - You need a moderator for each “group”

Synchronous Lectures:

- Breakout Rooms / Groups

- Google meets:
  - Will have to be done manually!
- Tip:
  - You need a moderator for each “group”

Synchronous Lectures:

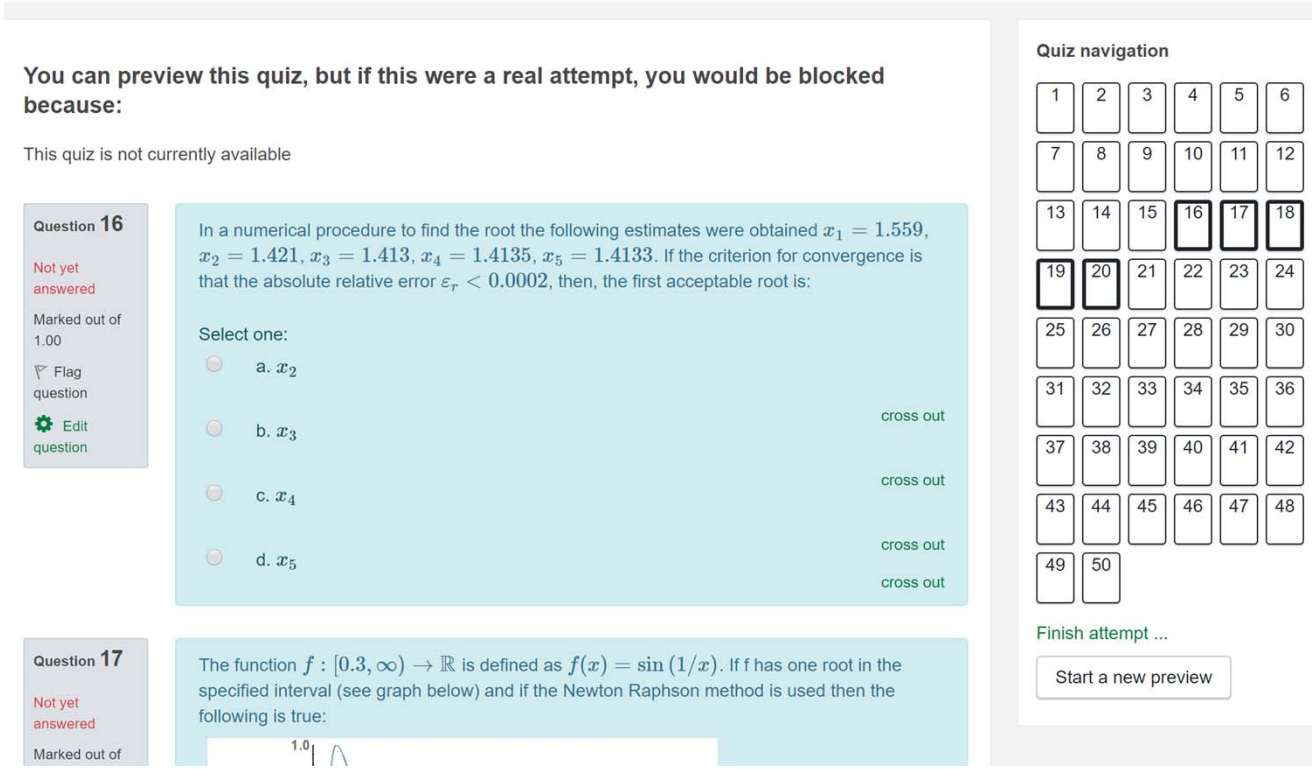
- Poll tools:
  - https://www.mentimeter.com/
  - https://www.polleverywhere.com/
  - Kahoot https://kahoot.com/
  - Zoom polls
  - Eclass quizzes
  - IST E-Poll
    - free tool available to UAlberta instructors called ePoll.
      https://ist.ualberta.ca/index.php/blog/news/epoll-replaces-iclicker-student-response-tool
      knowledgebase articles on ePoll
      https://support.ctl.ualberta.ca/index.php?/IST/Knowledgebase/List/Index/17/iclicker

LABS, EXAMS, AND ASSESSMENTS

Hands-on Labs

- E.G.: CivE 270 labs: https://www.youtube.com/playlist?list=PLt2e1W5DyEIRneafRNTU16XKw9qQ3c7FO
- Suggestions:
  - Video-tape lab
  - Use a video-editing software to highlight intricacies.
  - Provide data for students to perform calculations

Multiple Choice Assessments



You can preview this quiz, but if this were a real attempt, you would be blocked because:

This quiz is not currently available

Question 16

Not yet answered

Marked out of 1.00

Flag question

Edit question

In a numerical procedure to find the root the following estimates were obtained $x_1 = 1.559$, $x_2 = 1.421$, $x_3 = 1.413$, $x_4 = 1.4135$, $x_5 = 1.4133$. If the criterion for convergence is that the absolute relative error $\varepsilon_r < 0.0002$, then, the first acceptable root is:

Select one:

a. x_2

b. x_3 cross out

c. x_4 cross out

d. x_5 cross out

cross out

Question 17

Not yet answered

Marked out of

The function $f : [0.3, \infty) \to \mathbb{R}$ is defined as $f(x) = \sin(1/x)$. If f has one root in the specified interval (see graph below) and if the Newton Raphson method is used then the following is true:

1.0

Quiz navigation

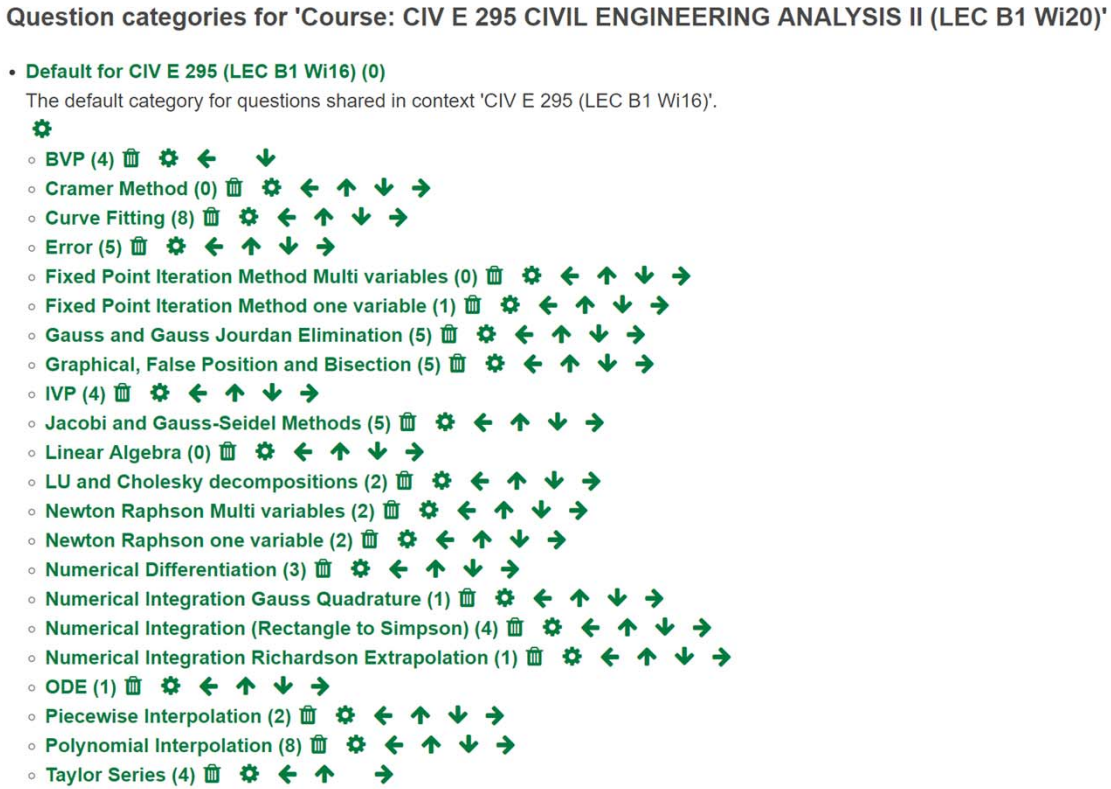
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36
37	38	39	40	41	42
43	44	45	46	47	48
49	50				

Finish attempt ...

Start a new preview

- eclass: MCQ questions: https://support.ctl.ualberta.ca/index.php?/Knowledgebase/Article/View/286/13/adding-and-managing-quiz-questions
- Tips:
  - Shuffle questions / shuffle answers
  - 5 questions per page
  - Use question banks for future delivery of course

Multiple Choice Assessments



- eclass: MCQ questions: https://support.ctl.ualberta.ca/index.php?/Knowledgebase/Article/View/286/13/adding-and-managing-quiz-questions
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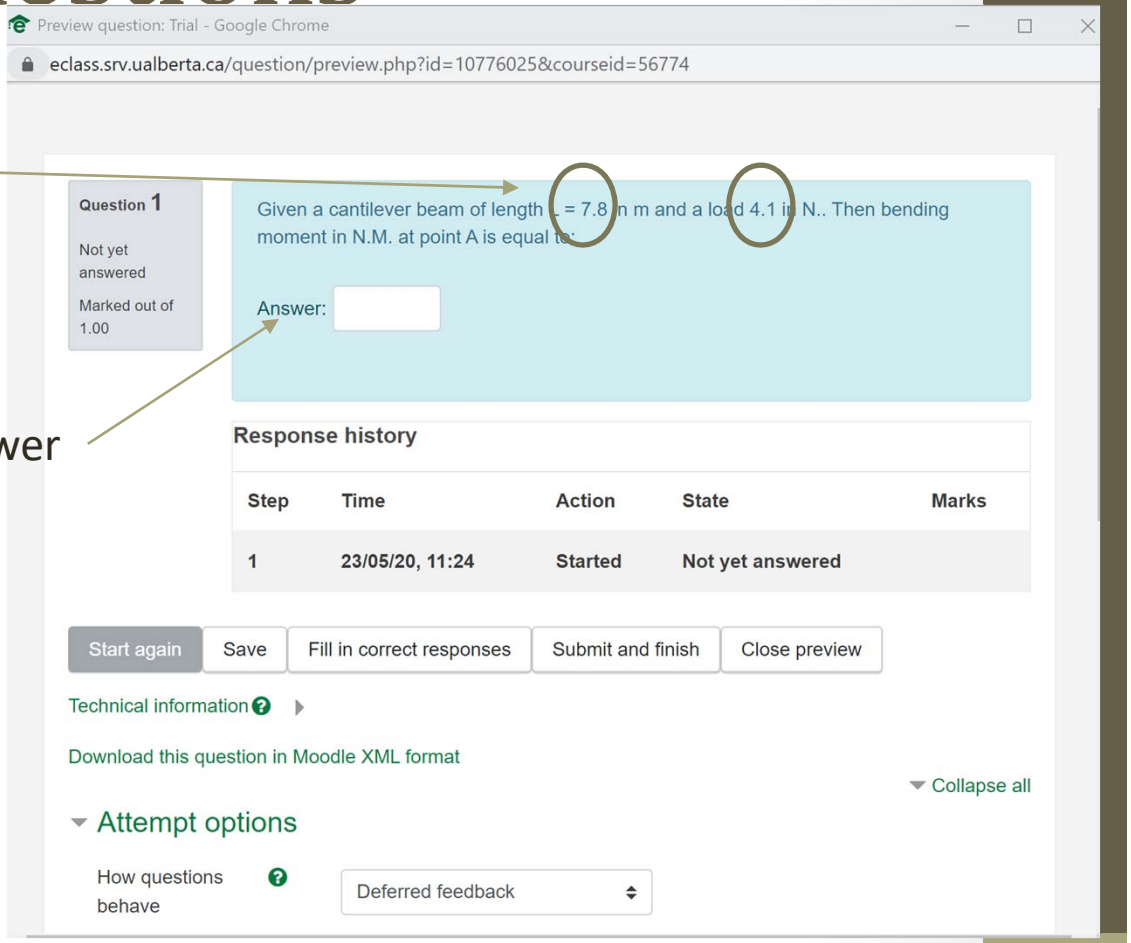
Calculated Questions

Variable inputs

Formula +/- tolerance for the answer



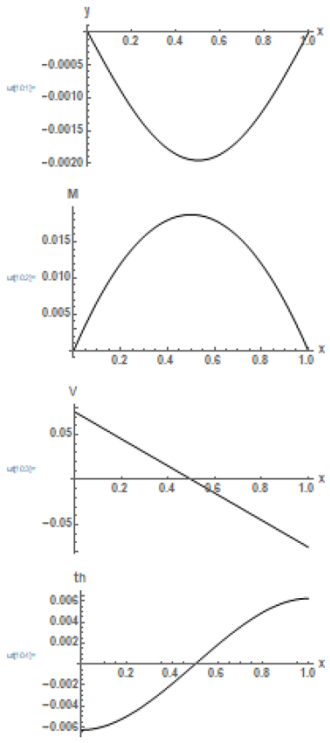
- https://support.ctl.ualberta.ca/index.php?/Knowledgebase/Article/View/326/45/adding-calculated-quiz-questions

Long Answer Assessments

- Tips:
  - Students should upload their work. (use **camscanner**) https://www.camscanner.com/
  - Questions should be different among students
  - **Trust** your students
  - **Don't curve**

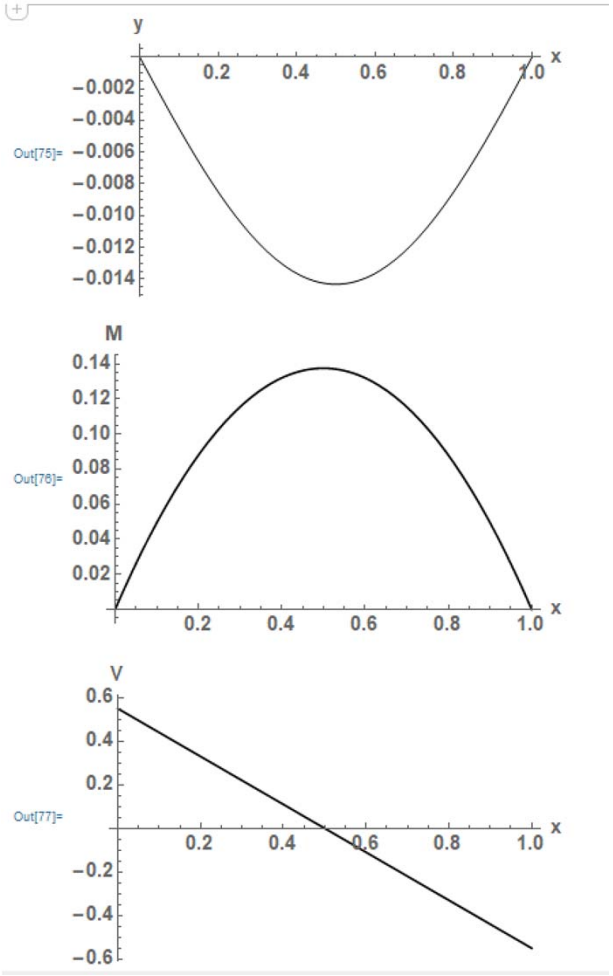
```
V1 = V /. x → 0;
V2 = V /. x → L;
y1 = y[x] /. x → 0;
y2 = y[x] /. x → L;
th1 = th /. x → 0;
th2 = th /. x → L;
s = DSolve[{EI y''''[x] == q, M1 == 0, M2 == 0, y1 == 0, y2 == 0}, y, x];
y = y[x] /. s[[1]];
th = D[y, x];
M = EI D[y, {x, 2}];
V = EI D[y, {x, 3}];
y /. x → L/2
EI = 1;
a = 0.15;
L = 1;
Plot[y, {x, 0, L}, BaseStyle → Directive[Bold, 15], PlotRange → All, AxesLabel → {"x", "y"}, PlotStyle → {Black, Thickness[0.005]}]
Plot[M, {x, 0, L}, PlotRange → All, BaseStyle → Directive[Bold, 15], AxesLabel → {"x", "M"}, PlotStyle → {Black, Thickness[0.005]}]
Plot[V, {x, 0, L}, BaseStyle → Directive[Bold, 15], PlotRange → All, AxesLabel → {"x", "V"}, PlotStyle → {Black, Thickness[0.005]}]
Plot[th, {x, 0, L}, PlotRange → All, BaseStyle → Directive[Bold, 15], AxesLabel → {"x", "th"}, PlotStyle → {Black, Thickness[0.005]}]
```

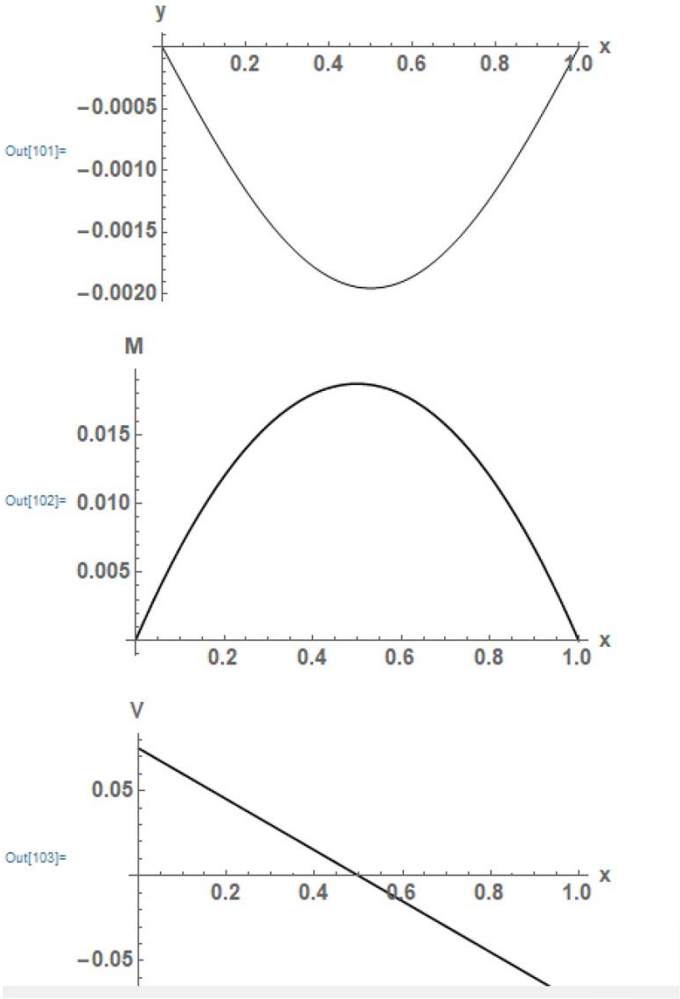
Out[67]= $\frac{5\,a\,L^4}{384\,EI}$



E.g.: Find y, M, V for a simply supported beam

Long Answer Assessments





Long Answer Assessments

- Mobius system: https://www.digitaled.com/demo
- ($30.00 per student)

i.e., $\omega_0^2 = 2.56$, $\zeta = 0$, $f_0 = 5$, and $\omega = 2$.

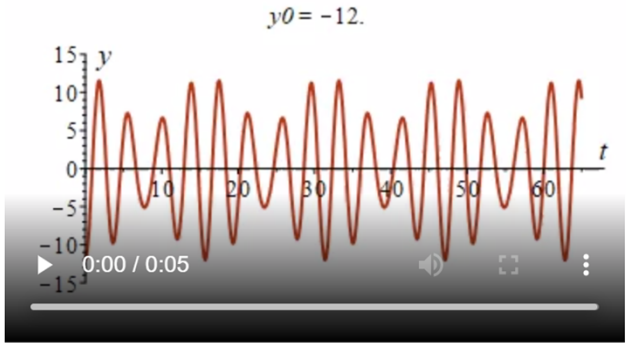


Figure 4.5.6a: Varying initial displacement $y_0, (v_0 = 1)$

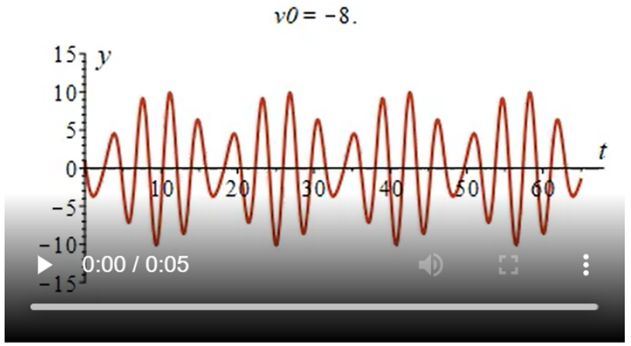


Figure 4.5.6b: Varying initial velocity $v_0, (y_0 = 1)$

Decide whether the statements below are true or false.

1. The graph of $y(t)$ for v_0 is the refection of the graph for $-v_0$.
   (a) True (b) False
2. The phase angle ϕ is only zero when the initial condition y_0 is zero.
   (a) True (b) False
3. The solutions have greater amplitudes for larger magnitudes of y_0 and v_0.
   (a) True (b) False

Marking Assessments

- Mobius does automatic marking (See previous slide)
- Crowmark is a great tool for assignment marking through eclass:
  - https://crowdmark.com/

MISCELLANEOUS

Camscanner

- Tool for students to scan their assignments and convert them into PDF with their phones:
- https://www.camscanner.com/

Privacy and Security

- https://www.ualberta.ca/chief-information-security-officer/online-meetings-and-classes/index.html

Copyright Issues

- https://www.ualberta.ca/faculty-and-staff/copyright/intro-to-copyright-law/substantiality.html

A decision to be indecisive

- https://www.mcsweeneys.net/articles/a-note-from-your-university-about-its-plans-for-next-semester

RECOMMENDATION

5 Low-Tech, Time-Saving Ways to Teach Online(1)

- 1: Post static content for students to read and watch.
- 2: Use the quiz and assignment functions in your campus LMS to make sure they're doing the reading.
- 3: Wake up to the learning potential of asynchronous text discussions.
- 4: Create a routine, reliable weekly schedule.
- 5: Make frequent, strategic, and highly visible appearances online.

(1) https://www.chronicle.com/article/5-Low-Tech-Time-Saving-Ways/248519

My Recommendation

- (Re)Design the layout of the course in advance including:
  - Lectures asynchronous and synchronous content
  - Seminar and Lab content and layout
  - Assignments and labs.

- My recommended layout (applicable to lectures, labs, and seminars):
  - Pre-record asynchronous lecture
  - Setup Zoom synchronous lecture with the following layout:
    - Quick summary of main concepts
    - Quizzes to assess students
    - Presentation of the model answers of quizzes

Success in any Pedagogical Form:

- Organization
- Conspicuity
- Perspicuity

Possible Tutorials

- Dr. Japan Trivedi: Asynchronous content using advanced tools
- Samer Adeeb: Asynchronous content using PPT and screen capture software
- Samer Adeeb: Assessments using eclass

Available Tutorials from CTL

- Tips when lecturing live using Zoom (Updated April 2, 2020)
- https://www.youtube.com/watch?v=Y3cb-hKwimM&feature=youtu.be

- Creating community remotely
- https://drive.google.com/file/d/18kYd3FyVUftWpCU8cLg2O0VuFyhYgYf4/view

Experience from CivE 381 Summer 2020

- Dr. Elena Zabalotnii provided her experience with teaching this summer.
- A PDF is posted but the key highlights:
  - Enforce using Camscanner
  - Some eclass bugs
  - Interactive components are a must

FINAL THOUGHTS

Death of the Brick and Mortar University/Office?

- *"Traditional students have overwhelmingly made clear that they prefer the brick-and-mortar educational experience, in which schedules are set, they can see professors in person both inside and outside of class, and they have more opportunities to engage with other students. These students want to get out of the family home (and for some moms and dads, I am sure, the feeling is mutual)."*(1)
- *"The desire of bright young people from all over the world for an on-campus education remains strong. Unless you have been drinking the disruptors' Kool-Aid (or is it now hydroxychloroquine?), it should be clear that the disappointment of students this spring isn't because the features of Zoom aren't cool enough. It's because they recognize that carving out a space and time for learning together in a setting that amplifies understanding and inquiry is deeply satisfying."*

(1) https://www.chronicle.com/article/A-Fall-Unlike-Any-I-Have/248772?key=3nPk8ajeoU0Dy8ZoVQauE-kW5LFDnkYnPFPXbkDhkMUEJ9PjAp0kHCmA6FnhINTNYmw2UHoycVVmUFd0ZU9ISlhnZk1TLWRsdlFuR1pYUnZYcmkyYlVta20wdw

(2) https://www.chronicle.com/article/Beware-the-Doyens-of/248868?key=LwO6j3K0mIGHYkT3aRWpxL8AQxHIUsVz-x1FFO3NL9j3G3muwCTodM4k7MmiOZF5MGg5V0Fnd2F2RTNkb2wtV2xZbHVIeXpjdTJKQ2laU1AtQXYzUnRWQmluaw

Death of the Brick and Mortar University/Office?

(1) https://www.1843magazine.com/features/death-of-the-office

Attendees

- Rick Chalaturnyk
- Yang Liu
- Karim El-Basyouny
- Hassan Dehghanpour
- Tae Kwon
- Yuxiang Chen
- Carlos Cruz Noguez
- Chui
- Thian Gan
- Mustafa Gul
- Ania Ulrich (Torrey Dance)
- Wei Victor Liu
- Yaman Boluk.
- Yong Li
- Zaher hashisho
- Jeff Boisvert
- Yashar Pourrahimian
- Ergun Kuru
- Ahmed Hammad
- Ian Buchanan
- Leila Hashemian
- Douglas Tomlinson
- Maricor Arlos
- Tong Yu
- Japan Trivedi
- Robert Hall
- Mark Loewen
- Andy Li