UVA SCHOOL OF ARCHITECTURE
ONLINE TEACHING GUIDELINES

ISSUED: MARCH 13, 2020 (V.1)
The purpose of this document is to provide our faculty with a resource—guidelines and first steps to transition the School of Architecture’s curriculum to an online format. The document compiles information about best practices; where and ways to seek additional assistance; approaches to ensure we are maintaining our educational mission and utilizing our robust technologies to deliver content.

TRANSITIONING TO ONLINE TEACHING AT THE SCHOOL OF ARCHITECTURE
The School of Architecture is moving all coursework online for this semester and it is expected that faculty will not be physically meeting with students for classes, studio desk crits and pin-ups, or office hours but rather handling these interactions virtually.

As a reminder, all faculty should adhere to the original teaching schedule for the semester.

RECOMMENDED TEACHING LOCATIONS
The default is that all classes will be taught in your regular location (Campbell Hall, etc.) and at the regular time, primarily because the delivery of content for courses will not be compromised by lack of technology. The classrooms are equipped with the software and platforms that you use, are used to, and that will be consistently maintained by our IT staff. The ease of transitioning to an online teaching format will be facilitated by high speed connections to the network and upgraded software. If you use alternate tools or alternate locations, direct IT support will not be available.

The University expects that faculty and staff remain on Grounds and utilize its facilities and resources for teaching and research—while maintaining health safety standards. During this unusual situation, many other factors will impact decisions about where you teach (childcare or school closings, your individual health safety, etc.). Use informed judgment and adaptability.

TRAINING SESSIONS FOR FACULTY: MARCH 16 + MARCH 17
Eric Field will host a series of training / workshop sessions with Q&A for faculty on Monday, March 16 and Tuesday, March 17.

A schedule for these will be sent out separately.

Prior to these training sessions, all faculty should consult the UVA Teaching Continuity website for helpful information on getting started. All faculty will need to:

1. Setup your Collab site
2. Download and install Zoom (Online Meetings in Collab)
HELP + SUPPORT
Teaching and technical support will follow the same model as in-person.

- A-Tech help desk: Submit an IT Request; Almost all things, non-emergency
- A-Tech Classroom Support: 434-924-4300; “I’m in the classroom” emergencies
- Collab support: collab-support@virginia.edu; They’re very good
- ITS Help Desk: 4help@virginia.edu, 434-924-4357; Email, Log ins, VPN, etc.
- Online Reference: UVA Teaching Continuity website

Please keep in mind that non-standard technologies will have limited, if any, support.

TECHNOLOGY – THINGS YOU’LL NEED TO DOWNLOAD AND/OR SETUP

- Collab: http://collab.its.virginia.edu/ Online Course Platform
- Zoom: https://virginia.zoom.us/signin Online Meeting Platform
- UVA Anywhere VPN https://in.virginia.edu/vpn To connect to On Grounds resources remotely
ONLINE STUDIO TEACHING

The School of Architecture is moving all coursework online for this semester and it is expected that faculty will not be physically meeting with students for classes, studio desk crits and pin-ups, or office hours but rather handling these interactions virtually. Faculty should use the resources listed in this document as a starting point to deliver their courses in an online format.

To facilitate the delivery of studio content it is important to focus on presentation, communication, and interaction. This is an ongoing process and will require refinement as the shift to online tools is being addressed in real-time. Faculty may use different software based on their experience and comfort level. The University has created a website for Teaching Continuity to help temporarily teach courses online. You should review the information there. It has tips on how to get started, best practices, and where to find help.

As a reminder, all faculty should adhere to the original teaching schedule for the semester.

SOFTWARE

This will be accomplished using Collab, with Zoom and possibly Panopto for video and recordings.

- **Collab**: Platform for the transfer and sharing of files and information; Also serves as the “hub” for classroom content and vehicle for sharing notifications and schedules with students.
  - **Adding Collab Tools**: All tools can be added to Collab by clicking Site Info while on your course site. Choose the Manage Tools tab at the top.
  - **Online Meetings (Zoom)**: Lectures, Presentations, Discussions and other forms of student interaction that are primarily synchronous. This can also be used for Virtual Classroom interaction, including video, screen-sharing, and whiteboarding for feedback sessions, teaching team meetings, or critique with two or more participants. Sessions can also be recorded for later reference or playback. This can also be used for lecture recordings (similar to Panopto below)
- **Resources**: Upload your syllabus, assignments, or other resources for distribution
- **Assignments**: A repository for student submissions (can be used as progress reports as well - not just ‘assignments’)
- **Lecture Capture (Panopto)**: Record lectures and workshops, and make them available for students to view on their own schedules (asynchronous).

Getting started:
https://uvacollab.screenstepslive.com/s/help/m/integrations/l/1214518-tips-for-teaching-online-in-zoom

ONLINE STUDIO PROCEDURES

For the purpose of simplicity, we ask all faculty and students to use Zoom for in-class virtual presentations and Collab for file collection (250mb file size limit), alternatively Classes or Scantemp can also be used. Collab is integrated with Zoom and you can organize Zoom meetings directly from Collab.
For studio teaching, there will be a few general modes of exchange between faculty and students:

**STUDIO LECTURES**
All scheduled studio lectures should be delivered via Zoom or pre-recorded using Panopto. For lectures, all students should sign into the session, mute the microphone and listen to the lecture. Instructors can share their screen and deliver the presentation, followed by a discussion session. Ideally, faculty should circulate lecture files (PDF or Powerpoint) beforehand so that students have the original files to review.

**DESK CRITS**
Desk crits will happen at assigned times during regular studio hours. Faculty should ask students to submit assignments in PDF format one to two hours before the start of studio. This allows faculty members to review the material beforehand, mark up the pdf, and have a productive discussion with students. While not mandatory other students should be encouraged to join in their peers’ desk crits as appropriate. Desk crits in Zoom can also take advantage of live on-screen annotation, including the student sharing their own laptop screen (and applications), and drawing directly on it.

**PIN-UPS**
Pin-ups will also happen in Zoom and all students will be required to join the session from the start. Each student will then be asked to share the screen and present their work while the instructor and other students listen with their microphone muted in Zoom. During the review and comment period, the instructors and students should unmute their microphones and participate in the discussion. The chat feature can also be used to collect questions during presentations. It is also recommended that students submit their material via Collab in advance of the pin-up.

**EXTERNAL CRITICS**
We encourage studio instructors to invite other faculty to studio reviews by extending a Zoom invite.

**INTERNAL FEEDBACK + DIALOGUE**
It is important that studio faculty setup regular Zoom meetings with their colleagues and TAs in order to discuss student progress and the effectiveness of the pedagogy.

**GROUP WORK**
Students who are doing studio work in groups are responsible for their own virtual working groups and submitting a unified presentation in Collab and presenting in Zoom. All students have access to Zoom on their own, using their NetBadge login (SSO). Students can initiate their own meetings and invitations. Faculty do not need to directly facilitate these.

**VPN**
To have access to resources such as Classes, Scantemp, or certain software it will be necessary to connect using the Cisco AnyConnect VPN software. The software and instructions can be found on the UVA Software Gateway.
NON-STUDIO ONLINE TEACHING

The most effective solution to deliver your course virtually is Zoom (also referred to as Online Meetings in Collab), and we recommend that you conduct your virtual teaching sessions from either your office or your classroom on Grounds. This ensures reliable broadband internet access and allows for readily accessible technical support. Zoom will support both lectures and seminar-style teaching.

To begin:

- Create a Collab site for your course (if you have not already done so)
  Instructions for setting up a Collab course site
- Enable “Online Meetings” tool in your Collab course (go to Site Settings to change the tools that you have activated)
- Ensure you can access Zoom, take a moment to become familiar with its basic functionality, and give it a test run
  Instructions for Setting up Zoom in your Collab course site
  General Information on Zoom

Note:
If you run Zoom through the Online Meetings function in Collab, this is an embedded version of Zoom for which UVA has a Pro License (which can accommodate up to 300 participants).

SETTING UP ONLINE CLASS SESSIONS

1. Schedule a new meeting.
2. Require registration – for participation tracking & to see the names of students in a list of session participants; students don’t have to pay anything.
3. Enable video for host (you) but not participants (if you have lots of people in the class, you don’t want to see scores of screens in your presentation). For a smaller seminar, you will likely want to keep those cameras on.
4. Audio: both tel and computer audio – people can use their phones to dial in and still look at the presentation screen in case the audio doesn’t work.
5. Enable join before host, mute participants on entry (you don’t want background noises from scores of participants; see below for options to answer questions)
6. Record the meeting automatically – this can either be done locally (in which case you control access to the meeting after the fact) or to the cloud (which allows everyone invited to the meeting to access it afterwards). Remember that some of our students may have SDAC sanctioned recording privileges for our courses anyway.

IN THE VIRTUAL CLASSROOM

As the host, you won’t see some options, but students will have the ability to “raise their hands” and can be unmuted by you selectively to ask a question. They can also use like and dislike buttons, which you can also use to gauge if people can hear or see you, etc.
To project a PowerPoint/PDF from your desktop, share your screen, like you would in Skype, then go to presentation mode on your local machine.

**POWERPOINT RECORDING**

Another, and very simple, option for posting your lectures on Collab is to use the Narrations feature of Powerpoint. Here is a link that walks you through it step-by-step:

https://support.office.com/en-us/article/record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c

Note that the Narration feature on Powerpoint (creating voice-enabled files) creates very large file sizes which may be difficult or take additional time to post.

**OTHER TOOLS FOR LECTURE-BASED COURSES**

You may record or livestream a lecture. Apps such as Otter.ai or Thisten can help generate transcripts from audio. They can also be integrated with Zoom conferencing.

You may consider assigning a student to take notes for the class in Google docs or similar platforms. This will help others focus while one person documents what was said.

Consider alternatives to video as Zoom may not be able to handle the extra load of so many more users. Alternatives could be discussion boards, small group discussions on Google docs with report-backs, small groups with text chains and report backs.

**USE A QUESTIONNAIRE TO CHECK IN WITH STUDENTS (SAMPLE QUESTIONS):**

- Do you have reliable internet and a computer at home in case we need to shift online? Does your computer have a camera in case we need to do Zoom or another video conferencing option?
- Do you have any accessibility requests for me regarding online teaching (for example, readings available in a different format, transcription of conversations, specific approaches to discussion boards, or a preference of video discussion vs. discussion boards)?
- Please let me know if you need help accessing any resources, including basic needs (food, shelter, medical care), psychological care and counseling, childcare, a ride, or access to technology.

**ONLINE TEACHING AND ACCESSIBILITY**

Shifting courses online is an opportunity to build in accessibility from the beginning: https://www.mapping-access.com/blog-1/2020/3/10/accessible-teaching-in-the-time-of-covid-19

**RESOURCES**

- Review UVA’s new Teaching Continuity website
- For technical assistance on Collab or Zoom, you may contact collab-support@virginia.edu
- For a comprehensive explanation of the Online Meetings Tool, see: https://uvacollab.screensstepslive.com/s/help/m/communication/l/1110964-what-is-the-online-meetings-tool
**IT REFERENCE GUIDE**

**HOW TO THINK ABOUT THIS—“BE PREPARED TO BE PREPARED”**

- Keep it basically the same as you would in person.
  Same schedule, same approaches, same content (mostly)

- How can you use a camera / screenshare / shared whiteboard to discuss?
  Is it really that different? How and why?

- Look for opportunities to innovate.

- Have a plan and a backup plan.
  Record ALL sessions, in case someone cannot connect.
  Post lectures and other content in Collab ahead of class time.

- Setup parallel approaches – more than one way to get at the content.
  Combine synchronous with asynchronous approaches into teaching online.

- Setup communication and feedback mechanisms such as discussions, chat, email, …

- Schedule online office hours and extra help sessions through Zoom.

- Build TOLERANCE into your plan.
  Expect that things won’t always work perfectly.
  Add a little extra time for this.
  Step back, take a breath, don’t panic.

**Note:** An exclusively synchronous model is very high-risk and has low tolerance for hiccups.
Including asynchronous approaches can smooth over unforeseen issues, and provide a backstop for content, access, and frustration. They are far less risky, and far more tolerant.

USE BOTH at the same time.

Record the synchronous lecture too.
Consider pre-recording if it’s just delivery, not interaction.
Post your lecture slides.
Rely on OBJECTS which are static:
  - lecture slides, PDF readings
  - Student file uploads, Classes folders
  - Sketch and scan, take photos of models using Adobe Scan, phone camera
  - Work the way they do?

Fall back on EMAIL as necessary. Everyone knows it and uses it.
Online Teaching approaches framework

- **Synchronous** - everyone present at the same time
  - Live video, audio, chat
- **Asynchronous** - produce content ahead, students consume on their own
  - Recording, posting, flipped classroom

- **Seminar**
  - Same as above or below depending on needs

- **Special Equipment**
  - Limited building access
  - Alternate facilities - at home, backyard, public library, etc.
  - 3rd party production services
  - Loan out our equipment (limited, but doable for some)

- **Studio**
  - **Lecture**
  - see above
  - **Workshop**
  - Hands-on tutorials, software walkthroughs, etc.

- **Desk Crits**
- **Zoom Office Hours**
- **Reviews**
- **Digital Presentation**

- **Laptop + Phone**
  - Camera
  - Whiteboard
  - Screen Sharing
  - Annotation

- **Zoom video & audio**
  - Shared room, all present, remote critics

- **Peer Review**

- **UVA COLLAB**
  - [collab.its.virginia.edu](http://collab.its.virginia.edu)

- **Zoom**
  - [collab.its.virginia.edu](http://collab.its.virginia.edu)
TEACHING CONTINUITY

Are you prepared?  What tools should I use?  How do I get help?

A READINESS CHECKLIST
- discussions
- chat
- assignments
- gradebook
- post lectures
- readings
- file sharing (Resources)

TEACHING TECHNOLOGIES
- video, audio, chat
- all present at once
- simultaneous two-way
- raised hands, interact

FIND A RESOURCE IN YOUR SCHOOL
- video, audio
- record and deliver
- one-way (deliver)

PRIMARY TOOLS

COLLAB
- discussions
- chat
- assignments
- gradebook
- post lectures
- readings
- file sharing (Resources)

ZOOM
- video, audio, chat
- all present at once
- simultaneous two-way
- raised hands, interact

PANOPO
- video, audio
- record and deliver
- one-way (deliver)
FIRST STEPS

1. Setup your Collab site
   collab.its.virginia.edu

How do I create a course or collaboration site in Worksite Setup?

If you have the appropriate permissions to create new course or collaboration sites in UVACollab, you may get started in:

- Worksite Setup,
- My Sites, or
- Your Account Profile menu.

You will be taken to the same site creation workflow from all starting points.

2. Add Lecture Capture (Panopto) and/or Online Meetings (Zoom) to your Collab site

   ![Lecture Capture](image1)

   ![Online Meetings](image2)

   SITE SETTINGS

   ![Schedule a New Meeting](image3)

   Lecture Capture (formerly Panopto)
   Upload, view, and share media recorded with Panopto or other software.

   Online Meetings
   Schedule and join online meetings with Zoom.

3. Test these, and download the tools onto your computer
   - Schedule an Online Meeting (Zoom) in Collab. (see next page)
   - Start it
   - Download and Run Zoom
   - Try to share your screen, audio, video.
   - Test with a friend
   - Get into Lecture Capture (Panopto) from Collab.
     - Create button (top, orange)
     - Test a recording.
     - Finish, Upload, watch.
SCHEDULING ZOOM SESSIONS

**OPTIONAL: MAKE THE MEETING RECURRING**

- **Recurring meeting**

  - Every week on Tue, Thu, until Apr 28, 2020, 13 occurrence(s)

  - **Recurrence**
    - Weekly

  - **Repeat every**
    - 1 week

  - **Occurs on**
    - Sun, Mon, Tue, Wed, Thu, Fri, Sat

  - **End date**
    - By 04/28/2020

**OPTIONAL: REQUIRE REGISTRATION TO BE ABLE TO ACCESS (TRACK ATTENDANCE)**

- **Registration**
  - Required
    - Attendees register once and can attend any of the occurrences
    - Attendees need to register for each occurrence to attend
    - Attendees register once and can choose one or more occurrences to attend
ADDITIONAL OPTIONS FOR A ZOOM SESSION
These are good general options to default to. Modify to suit your needs.

- Video
  - Host: on
  - Participant: off

- Audio
  - Telephone: off
  - Computer Audio: on
  - Both: off

- Meeting Options
  - Require meeting password: off
  - Enable join before host: on
  - Mute participants upon entry: on
  - Enable waiting room: off
  - Record the meeting automatically: on
    - On the local computer: off
    - In the cloud: on

SCREEN SHARING, WHITEBOARDING + INTERACTIONS BEYOND VIDEO AND AUDIO IN ZOOM
Your entire screen or a window on your screen, or theirs, can be shared. This includes annotation directly on top of it for discussion. See the Annotate + Screen Share tools in the diagrams on the previous page.

From Me to Everyone: 01:09 PM
Hello everyone. We’re online for today’s desk crits. I’ll get to you one by one and we’ll meet here. Be ready to show your work in Rhino or PDF. You can also share your physical model with the camera, or a sketch from your sketchbook. Ready for the first desk-crit.

This can be combined with a text chat session, right inside of Zoom, to talk to the whole group, and provide other feedback, flow control, and management. Text chat can be useful for office hours also.

You can also use a Shared Whiteboard to sketch and draw and share it via Zoom.