



Notes on Teaching Remotely in Art History

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Last updated 3/9/21

Find this again at <http://bit.do/remotearthistory>



Feel free to remix for your own institutional contexts!

This guide to remote teaching technologies and platforms is based on University of Chicago policies and recommendations with notes on using them within a discipline-specific context for instructors in the Department of Art History. This guide is intended to be used in tandem with the [VRC Cookbook for Remote and Hybrid Instructional Strategies in Art History](#), a pedagogical companion to this guide. Email visualresources@uchicago.edu to schedule a meeting with VRC staff to brainstorm ideas, do a dress rehearsal of synchronous remote teaching, see demos of different platforms & strategies, or discuss your questions and concerns.

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Current UChicago Policies and Recommendations

Teaching Remotely - ATS

The most up-to-date recommendations are available via the ATS guide, [Teaching Remotely](#).

- Link to register for ATS Remote Teaching Training:
<https://teachingremotely.uchicago.edu/register-for-training/>
- [Zoom Video Tutorials](#)
- Questions about remote teaching can be submitted to ATS [here](#).

[Instructor Guide for Remote and Hybrid Instructor](#) (published September 4, 2020, by CCT and ATS)

[COVID-9 Classroom Protocols Guide](#) (published October 2020)

Chicago Center for Teaching

The CCT's [Pedagogical Guidance for Remote Teaching](#) document aims to summarize good pedagogical practice for the transition to remote teaching, provides suggestions for how you might translate common face-to-face practices to remote practices, and provides a curated list of references and resources.

The CCT and ATS are also hosting a website geared towards students called Learning Remotely: <https://learningremotely.uchicago.edu/>. We invite you to share this with your students, and the VRC has included a link to this in the "Remote Resources" Module we're placing in each Art History Canvas course site.

Remote Art History

Please write to remotearthistory@uchicago.edu with any questions, concerns, or suggestions. This reaches all Art History department staff and the VRC.

Remote Humanities

Visit the Division's home for online teaching at remotehumanities.uchicago.edu to sign up for Humanities Division Online Teaching Training, best practices, reflections, and more.

For questions, concerns, or suggestions, please write to remotehumanities@uchicago.edu, which is monitored by Hannah Stark, Chris Wild, and others in the Division.

[Social Sciences Teaching](#), a set of resources compiled by SSCD, is another great resource.

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Registrar's Office

For up-to-date information, please see their new FAQ page <https://registrar.uchicago.edu/faqs/>. (Beyond deadlines, you may also be interested in the Student and Faculty/Staff Questions and answers available there.)

Survey Your Students

Many Spring 2020 instructors found it useful to reach out to your students and survey them regarding their access to and ease with remote learning platforms. We recommend using this form template developed by [Valerie Levan](#), Assistant Instructional Professor in the College & Humanities Core Pedagogy Coordinator: **PLEASE MAKE A COPY BEFORE MAKING ANY CHANGES TO THE SURVEY:**

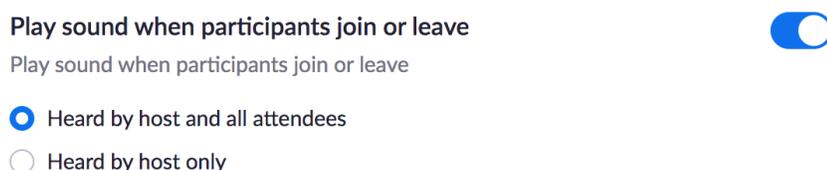
https://docs.google.com/forms/d/1kxy3QKsaZkxoTKEV-ktq-Y0O3Z29e4hLQGarANE6gq4/edit?usp=sharing&urp=gmail_link

To use Valerie Levan's form, you will need to be logged in to Google with your UChicago account, not your personal GMail account. Additionally, to use Levan's form, **please make a copy**. This will allow you to get a personal survey results page and to make any adjustments or customizations you'd like. Click on the 3 vertical dots at the upper right hand corner of the page, select "make a copy," rename, save, and modify the form as you see fit.

- To distribute the form to your students, click "send" in the upper right corner of the form, and either enter your student's emails and click send, or click the link icon and copy/paste the link into an email.
- To access the form, go to docs.google.com, login with your UCID, click the grid icon in the upper right corner, and scroll down to "forms." Click your saved survey form to open. To view students' responses, click the "response" tab.

Equipment Tips for Teaching Remotely

- Instructors and their students should consider using headphones with a microphone. To reduce background noise and distraction, instructors can recommend that participants mute themselves when they are not speaking.
- Participants should mute their notification sound, or set their device to “Do Not Disturb” to prevent notification pings during meetings.
- To deactivate the Zoom doorbell sound when participants join or leave your meeting, log on to uchicago.zoom.us and go to Settings:



- If you are using video, try to sit in a well-lit area with a blank wall behind you with a simple top. Wearing a striped shirt can create a distracting moire pattern in the video feed. Background environments with running ceiling fans, etc. can result in more information needing to be transmitted over wifi.
- Close any browser tabs or software that you do not need while on the video call to reduce the burden on your computer’s processor. We recommend the [OneTab](#) browser extension.

Teaching with Canvas

Please [claim your Fall 2020 Canvas course site](#) as soon as possible. VRC Staff are automatically added to all ARTH courses in Canvas. If your course is housed in a different department (for example, CDIN), the VRC will write to you to ask you to add Allie Scholten and Bridget Madden to your Canvas course manually so that we can help support your course and troubleshoot as necessary. There are certain Canvas functions that may be useful in a remote situation that are not automatically activated, but Allie and I can deploy these features in advance so they are ready to go should you need or want them.

For ideas about creative assignments, please see the [VRC Cookbook of Remote and Hybrid Instructional Strategies in Art History](#).

ATS has developed a robust list of documentation for each of the key tools in Canvas that can help you design your course site and manage content. We recommend that you review these guides in order to familiarize yourself with Canvas tools and how they can be used to communicate with students, organize and manage content, and in assessment and grading. The guides for both Instructors and Students can be found [here](#). For assistance with Canvas, contact Canvas Support 24/7 at (833) 564-8137. To reach the UChicago Canvas Team, email

canvas@uchicago.edu or call 773-702-9944. VRC staff are well versed in Canvas basics and can be reached at visualresources@uchicago.edu.

Recommended Language for Your Syllabus

Please see the [Instructor Guide for Remote and Hybrid Instruction](#) for more information.

UChicago Health Pact

Please include the following language in your syllabus:

All students on campus are required to adhere to the guidelines in the UChicago Health Pact in order to promote a safe environment in the classroom.

- Secure face coverings must be worn appropriately at all times at all times while in University buildings.
- Maintain a distance of 6 feet from others
- Do not attend and in-person class if you feel unwell or are experiencing COVID-19 related symptoms

The complete text of the UChicago Health Pact along with additional information about COVID-19 protocols can be found [here](#).

Reporting COVID-19 Related Concerns

Please include the following language in your syllabus:

Any concerns over inappropriate PPE usage, physical distancing, cleaning/disinfection, or other COVID-19 related public health concerns should be directed to [UCAIR](#). 10 If there is an emergency, call 773-702-8181 or dial 123 on any campus phone. Reporting COVID-19 Exposure or a Confirmed Case Please include the following language in your syllabus: If you were potentially exposed to COVID-19 or your COVID-19 test results come back positive, reach out immediately to C19HealthReport@uchicago.edu.

Reporting COVID-19 Exposure or a Confirmed Case

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If you were potentially exposed to COVID-19 or your COVID-19 test results come back positive, reach out immediately to C19HealthReport@uchicago.edu.

Recording and Deletion Policies for Academic Year 2020-1

Please include the following language in your syllabus:

The Recording and Deletion Policies for the current academic year can be found in the Student Manual under [Petitions, Audio & Video Recording on Campus](#).

- Do not record, share, or disseminate any course sessions, videos, transcripts, audio, or chats.
- Do not share links for the course to those not currently enrolled.
- Any Zoom cloud recordings will be automatically deleted 90 days after the completion of the recording.

Zoom Expectation Policy

If you are using Zoom for synchronous class meetings, you may list as an expectation that students' cameras should be on, but permit exceptions. Recommended language for Zoom expectation:

“There is an expectation that students in this course will be actively engaged and on camera while on Zoom. If a student requires an exception, they will need to reach out to the instructor directly.”

Attendance

Please include the following language with your attendance policy on your syllabus:

Students who have been exposed to or who are experiencing symptoms of COVID-19 should contact UChicago Student Wellness immediately to be tested, and reach out to their area Dean of Students to request accommodations for classes until:

- At least 10 days have passed since symptoms first appeared and;
- At least 3 days (72 hours) have passed since recovery- defined as resolution of fever without the use of fever-reducing medications and improvement in respiratory symptoms (e.g., cough, shortness of breath).

Accessibility Statement

The University of Chicago is committed to ensuring equitable access to our academic programs and services. Students with disabilities who have been approved for the use of academic accommodations by [Student Disability Services](#) (SDS) and need a reasonable accommodation(s) to participate fully in this course should follow the procedures established by SDS for using accommodations. Timely notifications are required in order to ensure that your accommodations can be implemented. Please meet with me to discuss your access needs in this class after you have completed the SDS procedures for requesting accommodations.

To contact SDS: website: disabilities.uchicago.edu phone: (773) 702-6000 email:

disabilities@uchicago.edu

Create a Visual Identity

Create a visual identity for your Canvas site by adding your profile picture and uploading a “Course Image.” Consider recording a course intro video and saving it to Canvas.

Announcements

Please plan to communicate with your students through Canvas Announcements as much as possible. In a scenario where students could be enrolled in three online courses, threading announcements and emails and leaving breadcrumbs will be very important. Canvas Announcements keeps a copy of all correspondence easily accessible.

Modules

Modules can be used to organize course content by weeks, class, or the organizational structure of your choice. They present content in a linear structure for students to follow. You can add assignments, readings, discussion, media content, and other learning material to each Module. A comprehensive list of guides to using Modules can be found [here](#).

To create Modules

- Select **Modules** from the left-hand navigation menu in Canvas.
- Click on the red **+ Module** button at the top right of the page and give it a title such as "Week 1 - Class 1". Note that you will need to click on the grey "stop" symbol to the left of the + button in order to publish the Module and make it visible to students. When it is published, the grey symbol will be replaced with a green circle containing a check mark.

To add content in Modules

- Click on the grey **+** button to the right of the Module title in order to add content. Near the top of the window that appears, there will be a drop down menu with the default option to add an Assignment to that Module.
- Click on "Assignment" to reveal a drop down menu with different tools you can add to that Module, including a discussion, a quiz, a page, or an external tool (NB: the external tool option is how you can integrate content made in Panopto to a Module).
- If you have already created content in one of these tools, such as Assignments, those will appear in the central window below the drop down menu. Click on the item you want to add as an Assignment to that Module and click the **Add item** button at the bottom of the window. If you want to create a new assignment, click on the [new assignment] button and provide it a name in order to add it to your Module. You can always edit the assignment later.

To organize content in Modules

- Organize the order of content within your Module by hovering your mouse over the vertical dots to the left of the module content item. Drag and drop the item within the Module to adjust its order.

Canvas Assignments and SpeedGrader

We recommend asking students to submit their Assignments through Canvas rather than email to reduce confusion and email load in an all-remote scenario. For papers, we recommend the [SpeedGrader](#) as a great way to work smarter, not harder—when combined with the Canvas Assignment group function and the Gradebook, you can quickly and easily generate weighted totals for your grades.

More information on how to use and access CanvasSpeedGrader can be found [here](#).

Quizzes and Tests

The University has no fully secure remote proctoring service, so any midterm and final exams should be designed with the assumption that they are open book.

Canvas Quizzes

Canvas quizzes could be a simplified method for traditional slide exams given in some introductory art history courses. Canvas allows for time and date limits, multiple attempts, showing one question at a time and locking questions after they've been answered. Images and videos can be included in questions.

Canvas quizzes offer the following question types: Multiple choice; True/False; Fill in the Blank; Fill in Multiple Blanks; Multiple Answers; Multiple Dropdowns; Matching; Numerical Answer; Formula Question; Essay Question; File Upload Question; Text (no question)

Teaching with Zoom

Canvas-Zoom Integration

Use the Zoom-Canvas integration to schedule class meetings and office hours. If the Zoom-Canvas integration does not appear in the left-hand nav of your Canvas course site, you may need to activate it by going to their Canvas course site, clicking Settings in the left hand nav bar. Then go to Navigation, look for Zoom, and click the three dots and select "+Enable" to activate. Then press save.

Use uchicago.zoom.us to schedule private meetings. If instructors schedule a meeting through the Zoom-Canvas integration, it will email everyone in the course with the meeting invite. As such, test meetings, meetings with colleagues, or one-on-one appointments should be scheduled through uchicago.zoom.us rather than Canvas. See the Zoom Help Center's instructions for [scheduling a single meeting](#) outside of Canvas.

Please see the [ITS Guidelines for Managing Zoom Meeting Security](#) for the most up-to-date guidelines on University-recommended settings.

If Zoom crashes or is unavailable, the best back-up is Canvas Conferencing, and the back-up to that is [Google Hangouts](#) through the Institutional Google Suite.

Schedule Synchronous Class Meetings through the Zoom-Canvas Integration

1. First, open your Canvas course site and click on “Zoom - University of Chicago Main Account”
2. Then press the blue “Schedule a New Meeting” button
3. The Meeting Topic (or title) will automatically be the name of your course. If you wish, you could append it to say “Class Meeting” at the end.
4. Enter the date and time of the first class meeting, and indicate the duration. Click recurring meeting to repeat the class each week based on your class plans and schedule. Make sure to set the Time Zone to GMT-05:00 Central Time (US and Canada) if you are located outside the Central Time zone. You do not need to require registration unless you want to.
5. Set Video to off for both the Host and Participants. Attendees can choose to turn on their video after they enter the meeting. Allow Participants to join the call by both Telephone or Computer Audio.
6. Fill out the Meeting Options:
 - a. Require a meeting password
 - b. Deactivate “join before host”
 - c. Mute participants upon entry
 - d. Do NOT activate the waiting room for regular class meetings
 - e. Record the meeting automatically **in the cloud**
7. If you’d like, you can add your CA as an alternative host to the meeting settings. (Notes below about the benefits to [Adding a Co-Host to a Zoom Meeting.](#))
8. Press Save.
9. When it’s time to start class, go to your Canvas course site, click on Zoom in the left hand nav, and press “Start” next to the class session.

Adding a Co-Host to a Zoom Meeting

If your course has a TA, they can be made an “alternative host” for Zoom lectures and meetings. This would permit them to access co-host features, like starting breakout rooms, conducting polls, or managing waiting rooms. Alternative hosts are limited to people within your network, to add an outside co-host, assign them within the meeting:

- In the meeting settings, add the individual under alternative host by their email
- If you are in a meeting, go to “Manage Participants” > hover over a name, and click make host

Please note: if you deputize your TA to be the co-host, you as the instructor will cede polling control and cede control of launching the breakout rooms.

See the Zoom Help Center's in-depth instructions for [creating a co-host](#).

Registration and Attendance for Zoom Meetings

See ATS's [Using Zoom for Remote Teaching FAQ](#) for instructions

Recording Zoom Meetings

Recordings can be automatically set in the meeting's settings, or after the meeting has started by clicking "Record" in the black menu bar. Participants will be alerted that the meeting is being recorded. After the meeting has ended Zoom will convert the recording to be accessed. We recommend that you use the Record to Cloud option, which will allow students to access the recording via Canvas after the Cloud recording has processed. **Cloud recordings are available for 90 days, after which they are deleted according to the [University's Spring 2020 Recording Deletion Policy](#).**

If you choose to save the recording to the local computer, the recordings will initially be saved to a default folder that will open after the file is converted - the location can be changed in settings.

1. All recordings will automatically be placed in a Zoom folder found in the following file path on these devices:
 - PC: C:\Users\User Name\Documents\Zoom
 - Mac: /Users/User Name/Documents/Zoom
2. To change the location of your saved recordings, log in to the Zoom web portal and click your profile picture, then click Settings. This will open some options: click "Recording," then choose your new default location.
 - Saving to a cloud-syncing folder (such as Dropbox or Google Drive), an external drive, or network storage device may cause issues with saving and converting the local recording. Zoom recommends saving to a local default location.
 - Storage considerations: recordings of screen-sharing uses about 20MB of storage per hour. Video recording uses about 200MB of storage an hour
 - The maximum storage space available on a Canvas course site is 2 GB

Establishing Zoom Etiquette for Students in Your Course

Consider sharing an agenda with your students for each event, whether you're meeting synchronously or asking students to watch a pre-recorded lecture. Please also let students know your expectations for how to engage with you and each other during synchronous Zoom sessions. Depending on the structure of each session, the etiquette guidelines you wish to use may vary. Some questions to consider: Should students utilize the chat or hand-raise functions of Zoom to let you know they have a question? Or would you prefer they unmute themselves to interrupt and ask their question at any time? You will likely need to moderate synchronous discussion more actively than in a classroom setting. Students will appreciate this 1) because it's harder to "read the room" remotely and 2) because their other remote courses may have different expectations or protocols for participation.

Participant Reactions

Zoom features include several “participant reactions” such as hand-raising and chat. These can be hard to monitor while also managing discussion or presenting from a shared PowerPoint slide deck, so if you have a TA you could consider deputizing them to monitor. Many instructors found that students were more willing to participate in discussions when they were not muted and the section was not recorded.

- Hand raising and chat: students can signal a raised hand within Zoom so you can call on those wishing to comment, or they can type questions into a chat box.
- Chat messages can be sent to everyone or an individual. Private chat can be deactivated by the host in the meeting settings.

Screen Share

To share your screen in Zoom, click the green Share Screen button in your Zoom toolbar. Zoom will show you a series of open windows, including your desktop. If you would like to share a PowerPoint or Keynote file, make sure it is open before you press the Screen Share button. If you have too many windows open, selecting which window to share may be overwhelming. For Mac Users: screen share is best on Mac system 10.13+

Using Speaker Notes in Your PowerPoint/Keynote Presentation While Screen Sharing

To use Speaker Notes in your PowerPoint, Google Slides, Keynote, or other slidedeck while sharing your screen, there are a few options for viewing your presenter notes while sharing:

Using an external monitor:

If you have a second monitor along with your computer, you can extend the display, putting the display view of the presentation on the external monitor while viewing the speaker notes on your machine. Select the external monitor view when sharing your screen. If you have a Mac and an iPad, with [Sidecar](#), you can use your iPad as a second display for your Mac (if your equipment meets the [Sidecar system requirements](#)).

Using one screen:

Open your Powerpoint/Keynote file and present so you can view your notes. In Zoom, click “Share Screen” and then select the PPT/Keynote window. Then, click the “New Share” button, where the green “Share Screen” icon previously was (usually at the top of the screen). At the top of the pop-up window, you’ll be under “basic”, but click on “advanced” next to it. Then select “portion of screen” and click Share. A green box will appear, and you can drag it and readjust to enclose just the slide portion of Keynote that you want the audience to view. While you move through the slides, viewers will only see what is contained in the new green box.

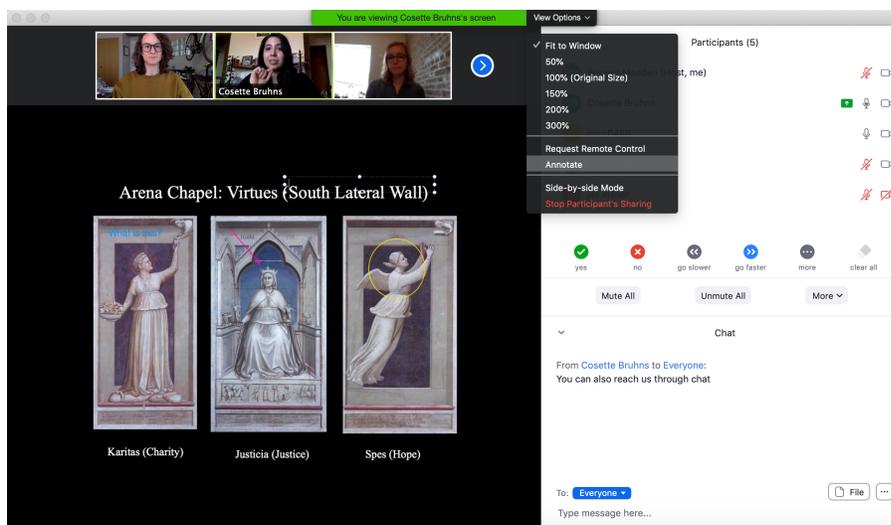
Screen Share from a Tablet

You can share a variety of windows during a Zoom call, or pre-recorded lecture made in Zoom. For example, you can connect a phone, iPad, or drawing tablet (such as a Wacom) via Apple Airplay or cable to draw on the tablet and share what you're drawing with your students.

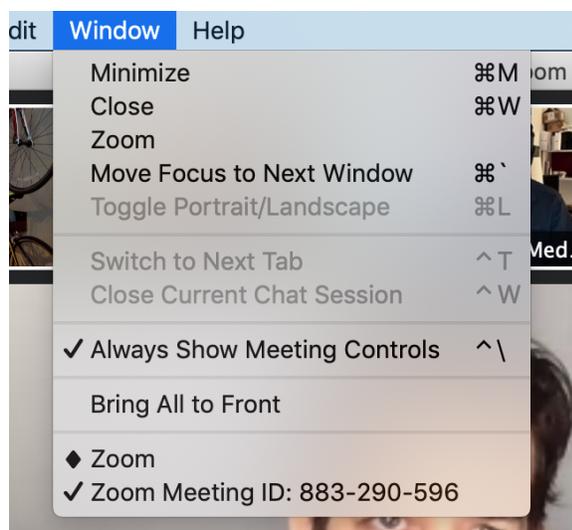
Zoom Annotations

To access Zoom annotations as an attendee while someone is sharing their screen, go to View Options > Annotate

- Annotations can include text boxes, drawings, highlights, and shapes.
- Annotations live on a different “plane” than the shared screen, they will need to be cleared before moving to the next slide. Attendees can clear their personal annotations, hosts can clear all.



Because the View Options menu can be hard to find in Zoom as it disappears when you haven't moved your cursor in a while, you and your students may wish to always have the meeting controls visible. To activate this feature, go to Window > Select "Always Show Meeting Controls"



To save *Annotations:

The screenshots will be saved as .png files to Documents > Zoom > a dated folder for that Zoom session

Breakout Rooms

- You can assign (or randomly select) students to be broken out into small group discussions. The instructor can float through the breakout rooms and observe or participate in discussion. Students can additionally “request assistance,” alerting the host to move to a different breakout room



- To create breakouts in a meeting, click “Breakout Rooms” and select the number of ‘rooms,’ or groups, you would like to create. Participants can be assigned to a room automatically or manually.
- Meeting hosts can broadcast messages to all participants while in breakout rooms
- See the Zoom Help Center’s in-depth guide to [Managing Breakout Rooms](#)

Note: If the lecture is being automatically recorded, the breakout rooms will not be recorded with it. If you allow recording in the host settings, participants can request permission from you during the session to record their individual breakout room to their local harddrive.

Teaching with Panopto

From UChicago IT Services: Panopto can record, organize, embed, and live stream video. It integrates with Canvas for video/audio course content and can be used for DIY lecture capture and screencasts. It also includes a suite of web-based video editing tools.

- Panopto can simultaneously record a video from a webcam and a main screen or powerpoint.
- Panopto provides [in-video quizzing](#) and [automatic closed captioning](#)
- Both instructors and students can record videos through Panopto

[Download Panopto](#) through your course canvas site and activate it for viewing

Panopto is not easily collaborative between students. To record group student presentations discussions, Zoom is recommended.

See ATS's [Learn Panopto](#) page for in-depth guides. See the [VRC Notes on Using Panopto](#) for supplementary instructions.

Panopto requires a minimum of Mac OSX 10.13 and Windows 7 to operate. If your machines are unable to update to these versions, you will need to use a different platform to record videos, such as Zoom (see [Recording Zoom Meetings](#) for more instructions).

Lectures

If you're teaching a lecture class, we recommend pre-recording your lectures and loading them on to Canvas or linking through Panopto for students to watch asynchronously. ATS encourages instructors to consider capturing their lectures in smaller chunks of around 8-15 minutes a piece in Panopto, which is integrated into Canvas. The shorter videos are designed to be easier on you and your students, especially when students may have less than stellar internet access. You and the students could then come together at an appointed time to discuss together.

- If your lecture isn't slide-heavy, you could opt to record your spoken lecture as an audio file using your phone's voice message or voice recording app (iPhone: Voice Memos), indicating which slide students should be referencing when. The separate audio recording and PowerPoint files could be uploaded into Canvas for students to engage with, similar to a podcast.
- The laser pointer feature in PowerPoint can be used to highlight specific slides during a recorded lecture. See Microsoft Office's full instructions for [turning your mouse into a laser pointer](#).

Seminars and Discussion-Based Courses

If you're teaching a seminar class or hosting discussion sections, you could meet synchronously in Zoom. If you are hosting a fully synchronous session, **please record** the entire session and save to the cloud. If a student needs an accessibility accommodation for Zoom video transcripts, you can run the Zoom recording through Panopto in Canvas to produce a video with closed-captioning that is ADA-compliant and post to your students via Canvas. The recording will allow students to fill in any gaps if their internet connection is lost momentarily or if they are sick themselves.

- Some notes on best practices for creating ADA compliant captions [here](#)
- Panopto uses automatic speech recognition. Any videos uploaded, recorded in Panopto or not, can be automatically captioned.

Remote Office Hours

Office Hour Sign-Up Platforms

Canvas

Instructors can schedule appointment slots for [office hours in the Canvas Calendar](#), though this method is not recommended for instructors working with multiple groups of students. Note that Canvas scheduling is not accessible to students outside of a course. Consider using one of the platforms listed below:

Calendly

[Calendly](#) is a web platform that allows you to create a block of time divided into appointments and send them via link for others to sign up. Appointments remain anonymous, except to the host. It has the option for individual or group meetings. You will need to create an account with your UChicago email, it will prompt you to create a URL to share sign-ups.

- Calendly can integrate with Google Calendar/Outlook. To integrate with Zoom, select Integrations from the top Nav bar and click the Zoom icon. It will automatically create Zoom meetings once an event is scheduled and share the meeting details.
Note: disregard the required Premium account. It will work with your UChicago account through September 2020
- Each type of office hours (if you have different for separate classes/groups) can be created as a new event. Each event has a link for sign-up, which could be emailed or posted somewhere. Individuals can then select the time and it will be added to both your calendar and theirs.

The sign-up options will appear as below, with blue marking available and gray unavailable:

Further instructions can be found on the [Calendly Help Center](#).

You Can Book Me

[You Can Book Me](#) operates similarly to Calendly. This option is anonymous for those signing up, integrates with your calendar and Zoom, automatically creating Zoom meetings for booked appointments. The free plan cannot do group meetings. Embed your sign-up page into Canvas.

Google Sheets

Another option is creating a sign-up on Google Sheets available to all the students and adding the link to the Sheet as an external URL under Modules. Students could edit within the Canvas site. This option would not keep office hour meetings anonymous, and would be able to be edited by anyone with the link.

Google Calendar

You can set a block of time divided into appointments for others to sign up for in Google Calendar. When creating a new event, choose “Appointment Slots.” To share the appointment times with others, go to the appointment page and share the link from your browser. Students can then click the slot of their choice and choose > Save.

See [Google Support's page](#) for further instructions.

Scheduling Office Hours in the Zoom-Canvas Integration

See ATS' [Using Zoom for Remote Teaching FAQ](#): What are the recommended settings for office hours? page for instructions.

See the Zoom Help Center's in-depth notes on [Waiting Rooms](#)

Zoom's Whiteboard feature will be especially helpful for collaborating, or students could share writing samples via Google Docs or Office 365.

Images and Close-Looking in a Remote Environment

While the VRC's Digitization Lab is currently closed and image digitization requests are temporarily suspended, VRC staff are still available to help you source, locate, and collate images from online sources. We can also [purchase images from vendors](#) on your behalf. Please write to visualresources@uchicago.edu to get started!

[Google Arts and Culture](#): video tours through museum galleries, exhibitions, and architecture, as well as high-resolution images of objects.

Embed a LUNA Media Group into Canvas as a Module

Consider embedding a LUNA media group of images into Canvas modules and ask students to familiarize themselves with the images and do some close-looking before watching a lecture or participating in an online group discussion. VRC staff can help prepare these media groups based on your PowerPoint slide decks if we're given enough lead time. This blog post on the VRC's website contains step-by-step instructions:

<https://lucian.uchicago.edu/blogs/vrc/2020/01/10/how-to-create-a-luna-module-in-canvas/>

Alternatively, if you're teaching from mostly non-Luna images, you could make your PowerPoints available in advance or upload your photographs to a Box folder and ask students to review those.

Smart Museum Digital Collections

A full listing of the Smart's permanent collection is available here: smartcollection.uchicago.edu/
Note that if an image is missing, there might be a reference photo available.

You can also access thousands of images from the Smart's collection directly in LUNA, for easy integration into your PowerPoints and Media Groups, via this link:

<https://luna.lib.uchicago.edu/luna/servlet/UCHICAGO~5~5>

Additionally, the Smart and VRC recently collaborated to host selections of the Smart Museum's Exhibition Archive in LUNA. That material is available here:

<https://luna.lib.uchicago.edu/luna/servlet/UCHICAGO~16~16>

Digital Collections and Virtual Museums

[Art Institute Library Resources](#)

[Artnet article](#) on [Google Arts and Culture](#) virtual museum tours

[MCN Guide to Virtual Museum Resources, E-Learning, and Online Collections](#)

[Virtual Visits to the Arts at UChicago](#)

Accessibility and Inclusivity

Student Disability Services

See the UChicago SDS guide on [Creating Accessible Course Materials](#)

Creating an Inclusive Course, Remotely

Students and instructors can consider updating their Zoom profile names to display their [pronouns of reference](#).

For more ideas, see Rice University's Center for Teaching Excellence's post, "[Inclusion, Equity, and Access While Teaching Remotely](#)."

Getting started with [Zoom Closed Captioning](#)

Hosting CAS Workshops Remotely

Please see the VRC's [guide to hosting remote Council on Advance Studies workshops](#)

Media Software

LinkedIn Learning

The University subscribes to [LinkedIn Learning](#) (formerly Lynda.com), which provides free online and on demand technical training to all students, faculty, and staff.

Free Software for Media and Digital Art Creation

David Wolf and his colleagues in Arts Technologies have compiled a [detailed list of free or inexpensive software for media production and design](#).

Other Collaboration/Interactivity Tools

For Teaching

- Canvas Discussion Board: good for asynchronous discussion
- Canvas Course Chat or Google Docs: good for synchronous discussion, chat, or collaborative note-taking
- [Perusall](#): a social app for course readings, can be integrated into Canvas under Settings > Navigation

Microsoft Office 365

Office 365 is a cloud-based suite of collaboration tools available for free to all faculty and students. Login with CNetID and [access applications](#). Word, PowerPoint and Excel are available to create, edit and share projects online.

- [OneDrive](#): acts similar to Google Drive, upload files to store and share on the cloud
- [Teams](#): a customizable workspace where group members can upload files, chat, videoconference, and collaborate on documents. Integrate [Planner](#) to visually organize and assign tasks to members. Has a mobile app that could be used for chatting via phone.
- [Video](#): share videos to a central location here, recorded or live videos can additionally be uploaded to [Stream](#).

More information on [IT Services' Guide](#) to Microsoft Office 365

Google Suite for Education

The University of Chicago makes G Suite for Education available to faculty, students, and staff. 25 Gigabytes of storage for email and unlimited storage for documents. It includes the following services:

- [Gmail](#) for email
- [Google Docs](#) for online document creation and collaboration, including spreadsheets and presentations
- [Google Drive](#) for file storage in the cloud
- [Google Calendar](#) for event scheduling and coordination
- [Google Sites](#) for simplified website creation
- [Google Jamboard](#): interactive whiteboard, can display images
- [Google LucidChart](#): visual whiteboard and workspace, collaborative data visualization

More information on [IT Services' Guide](#) to Google Suite for Education

Box Capture: Making PDFs with Your Phone Camera

If you need to make a PDF of a reading from a book that is in your possession, the [Box Capture](#) phone app can create multi-page PDFs directly into your UChicago Box account.

Note: Box can be integrated into your Canvas site by going into Settings > Navigation, and dragging the Box tab up into the viewable items.

Unsupported Platforms

For unsupported collaboration platforms, please consider whether there will be any FERPA restrictions on the use of the tool. Please remember to advise your students not to create a separate login for the platform and not to re-use their CNetID and password. Finally, non-University platforms may not create a backup of data or products created, so please plan to

archive or export any important projects into a University supported system at the conclusion of the course.

When students need to make accounts for non-UChicago platforms, you may wish to confirm your intended use with the registrar. Best practices mandate that your students are aware by the time the class starts, certainly by the end of the first class session, that part of their required class work will involve them working as a group, both submitting and receiving material to and from their fellow classmates, in a [public] platform. In effect, your students should consent to this agreement up front.

- [Miro](#): free online collaborative mind-mapping software with an [Education Plan](#) (tax exempt form required)
- [Kahoot!](#): networked quizzing
- [Meeting Planner App](#): calculates aligned, ideal meeting hours across multiple locations and time zones. Schedule and share meetings via email or your calendar app.

Staying in Touch with Colleagues and Students

Call Forwarding to Your Mobile

Request call forwarding from your campus phone number to your mobile via the [Single Number Reach Service](#) form.

Non-Class Meetings with Zoom

You can use your [UChicago Zoom](#) account for more than just hosting class sessions and office hours via Canvas. Your Zoom account can be used to meet with colleagues from any institution, chat with friends and family, whatever you want to do! ITS will be in touch after the need for widespread remote teaching is over to inquire which faculty would like to keep their Zoom accounts.

We recommend this [Zoom Scheduler](#) browser extension for easily creating Zoom meetings right within your online calendar.

Resources to Learn More

Other Guides

[Art History Teaching Resources](#)

[Teaching Effectively During Times of Disruption, for SIS and PWR](#)

[NYU Shanghai Digital Teaching Toolkit Case Studies](#)

[CAA Resources for Teaching Remotely](#)

Facebook Groups

[Pandemic Pedagogy](#)

[Material Collective](#)

[Art History Teaching Resources](#)

[Decolonial and Anti-Racist Art Curriculum](#)

About this Doc

Bridget Madden and Allie Scholten of the [VRC](#), in collaboration with Cecilia Lo, Instructional Designer with [ATS](#), and [Cosette Bruhns](#), PhD student in Romance Languages and Literature and VRC PhD Fellow, began writing this on March 10, 2020 in response to initial Covid-19 contingency planning and was overhauled in July 2020 in preparation for Autumn 2020 courses. It's geared towards the specific instructor needs in the University of Chicago Art History program, and to the tech already licensed on our campus, including Zoom and Canvas. This doc is intended to supplement, not supplant, the [Teaching Remotely](#) documentation from the University's Academic Technology Solutions and [Chicago Center for Teaching](#).

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We are grateful to the doc [Teaching Effectively During Times of Disruption, for SIS and PWR](#), written by [Jenae Cohn](#) and [Beth Seltzer](#), both Academic Tech Specialists at Stanford, which was made available to us by a CC-BY-NC-SA license.