

What remote work practices are helping you keep sane and motivated?

Activity type	Open ended
Total responses	16
Unique participants	14
Responses	

built in breaks to lecture, exercise, setting up my desk to where I can see out the window. Being able to look outside helps I walk my dogs at lunch - EVERY DAY Taking breaks to play with my dogs. That is something I could not do when working in the office.

Regular breaks (at least in theory; practice is more difficult than it seems).

Love Math!

Request student messaging occur through Canvas to have a focused inbox of student questions

I try to get outside every day and walk or work in the yard (weather permitting). I also try to take lots of breaks and eat small meals throughout the day so I'm not just stuck at my desk for hours staring at my computer screen. daily walks

Taking a break every hour to do laundry!

Making time to talk to colleagues about what is working and not working

When I'm sitting at this desk, at this computer, I'm at work. When I'm not at this desk, I'm *not* at work. The family knows it too.

10 minute yoga breaks and lunch time walks

Holding daily class sessions to simulate the traditional lecture

Reaching out and talking to colleagues, sharing ideas of what is and is not working.

Being authentic & prepared with activities that are interactive,.

How would you organize your canvas content so that the students can find information easily?

Activity type	Open ended
Total responses	17
Unique participants	13
Responses	

Modules contain instructional and assessment content (PDF chapters, PowerPoint slides, links to Canvas exercises and assignments, other HTML learning resources and links to off-site optional free exercises)

Content/assignments posted as they occur by Unit. Resources are in a "Resource Folder" HS students don't seem to do well with ALL the info being posted, they get overwhelmed.

When an assignment is structured and requires filling in various fields (a kind of form), the Canvas Quiz mechanism can be used to divide it into the pieces and will prompt the student to enter everything. The Survey mechanism can assign automatic points when the filled in form is submitted.

We go through the resources together
Section headings that stand out, grouping related information together, organizing the information in a way that the most important pieces are at the top or eye catching in some way.

Videos recorded in Zoom then uploaded into Panopto which adds searchable captions
Make sure each lecture video is clearly marked with the date it was recorded
clearly labeled modules with most pertinent content first on modules page

I do my modules by unit, and post recordings into each assignment after we go over them during class.

I link every word.

Weekly structure

Generally speaking, less is more, both for the students AND the instructor.

Modules, Interactive exercises auto graded by the quiz mechanism, No direct access to files.
by date

In units with everything they need IN that unit.
 Weekly structure
 Canvas formula quizzes can be set up to test for "What would the following code output/return", ask to "Write a function f to solve MyProblemHere and output the result of evaluating $f(a) + x*f(b) + y*f(c) + z*f(d)$ ", or using an interactive environment that generates a numeric code to submit when the program passes all tests

Do you have any tips for lecture videos?

Activity type	Open ended
Total responses	2
Unique participants	2
Responses	

Upload Zoom videos to Panopto which provides searchable captions (allows for longer sessions to engage students in class sessions but still provides access to small pieces of content)
 Make them short, record your lesson, record where and what the assignment is and directions on the assignment.

I did something in my class for years as an icebreaker - Your name, which quarter at UW Tacoma (if junior class) or when are they graduating (if senior class) and what they did during quarter break. Is there anything wrong with this ice breaker?

Activity type	Open ended
Total responses	9
Unique participants	9
Responses	

Students might be hesitant to share if they were not productive over break. My students are very afraid of any judgement.
 You are assuming they had a break, and asking them their class standing can be an uncomfortable "calling out"
 I don't see anything wrong

Perhaps some students would be able to fly to Cancun while others have to suffer a power outage, which could reveal inequities.

Yes and no. I understand that some students don't have the chance to do anything during breaks while others take trips and vacations

I like that. Some students may not know when they will graduate. I asked what is their major. It's boring... sorry :(

asking for personal info -- some students might not feel comfortable with stating their standing or maybe break was not good for them (illness, family problems) -- maybe better to let them choose something they would like to say? Quarter break may have been rough for the student, and now they feel forced to share?

As an instructor, list some strategies to build a sense of community in the classroom

Activity type

Open ended

Total responses

4

Unique participants

4

Responses

Although my class is asynchronous, I still hold optional attendance, recorded daily class sessions to help build a community.

Discord has worked really well as this is a tool students use a lot more than anything else.

breakout room with small groups

breakout rooms where they solve a brain-teaser problem