



# WISCONSIN

UNIVERSITY OF WISCONSIN-MADISON

## Spring 2020 Survey of UW-Madison Language Instructors on Experiences in Teaching Remotely

### Summary Report

April 30, 2020

*For internal distribution only*

### 1. OVERALL

This report summarizes responses from a survey of UW-Madison instructors of languages other than English (N=40) regarding the transition to remote instruction on March 23 due to the COVID-19 emergency. The survey asked instructors about the technologies they are using to deliver their language courses remotely, about major challenges they have experienced in teaching language in this format, and about strategies that seem to be working well – or not so well - in the remote teaching context. The purpose of the survey was to provide a way for instructors to share experiences and to inform future instructional practice.

The survey, administered from April 3-10, 2020, was developed by the Wisconsin Intensive Summer Language Institutes (WISLI) and the Language Institute, with input and assistance from L&S Learning Support Services.

Forty UW-Madison instructors of 22 languages<sup>1</sup> participated in the survey. (See #1, Appendix.) Many thanks to all of those colleagues for sharing their experiences in teaching language remotely this semester.

**Full survey responses, which include advice for language instructors teaching remotely for the first time, are provided in the Appendix.** Any information that would associate responses with individual instructors has been removed from those responses.

### 2. SUMMARY OF RESULTS

**2.1. Class meeting schedule:** Close to  $\frac{3}{4}$  of the respondents (n=29) are entirely (n=18) or mostly (n=11) keeping the same synchronous class meeting schedule as before the move to remote instruction. (See #2, Appendix.)

**2.2. Technologies for remote language teaching:** The two main tools being used by language instructors are Canvas and Blackboard Collaborate Ultra (BB Collaborate) (see #3, Appendix):

- Canvas for sharing online materials (n=34), posting and collecting assignments (n=32), grading assignments (n=31), etc.
- BB Collaborate for synchronous class meetings (n=32), small-group speaking activities (n=27), office hours (n=24), etc.<sup>2</sup>

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<sup>1</sup> The languages were Arabic, Chinese, Danish, French, German, Greek (Ancient), Hebrew (Modern), Hmong, Indonesian, Japanese, Kazakh, Latin, Norwegian, Persian, Polish, Portuguese, Russian, Spanish, Swedish, Turkish, Urdu, and Vietnamese. Three instructors did not indicate the language they teach because that information would have compromised their anonymity.

<sup>2</sup> No respondents indicated that they are using MS Teams or WebEx for holding synchronous classes.

### 2.3. Language instructors' main challenges and concerns in teaching language courses remotely (see Qs #4-5, Appendix).

#### Insufficient time for course redesign and for lesson planning

**Pedagogy** (free response question). Main themes were challenges or concerns related to:

- Virtual-only interactions: Over one-fourth of instructors (n=11) mentioned the loss of physical presence (including difficulties in conveying and interpreting facial expressions and gestures), which is particularly challenging in implementing a communicative approach
- Meeting course learning outcomes: Slightly more instructors (n=12) were uncertain about being able to meet course learning outcomes in the remote teaching context
- Difficulty engaging students, in improvising, and in creating fun and lively class atmosphere
- Extra time needed for learning activities in a distance vs. face-to-face class
- Assessment: Need to reconceptualize assessments, redesign exams; challenge of gauging student learning, understanding, participation, and attention in a virtual learning environment
- Lowering student anxiety and encouraging student participation
- Monitoring student engagement and participation

#### Technology

- One half of the instructors (n=20) had difficulties hearing students in synchronous learning activities; almost 40% (n=15) could not see students in synchronous learning activities
- Slightly fewer than half of instructors (n=18) had Internet connectivity problems during synchronous class
- Lack of access to user-friendly documentation for Canvas and BB Collaborate

#### Student communications

- One-quarter of instructors (n=10) experienced challenges related to the increased volume of email and other forms of communication.
- Some instructors reported difficulties in connecting with students in other time zones.

#### Concerns about student resources and well-being:

- Three-fourths of instructors (n=30) reported that students have had Internet connectivity problems
- Forty-five percent of instructors (n=18) indicated that students' personal circumstances are impacting their learning
- Concerns about student anxiety, difficult situations at home, responsibility for caring for family members, students (especially international) who are not able to go home, lack of privacy or space(s) conducive to learning, increased work obligations.

### 2.4. Teaching strategies that seem to be working well (see #6, Appendix)

- Frequent and clear communication with students. Actively soliciting student feedback.
- Keeping a regular synchronous class schedule
- Posting pre-recorded instructor presentations (e.g., narrated PowerPoints) and other materials to Canvas for students to access on their own time
- Balancing synchronous and asynchronous learning activities
- Providing explicit instructions for all learning activities
- Small-groups in BB Collaborate breakout rooms; keeping students in same small groups for a period of time
- Assigning practice activities and short quizzes in Canvas in a variety of formats
- Keeping the material relevant to students' lives and their interests
- Offering students multiple ways of participating; ensuring that students have access to basic tools and resources that they need to access the courses
- Focusing on learning a limited number of instructional technologies
- Extending grace and compassion to students

## 2.5. Advice for instructors teaching remotely for the first time: See #7, Appendix APPENDIX

### 1. Participants, languages taught and language course levels

a. Number of instructors who responded to the survey: 40

b. Number of languages taught by survey respondents: 22

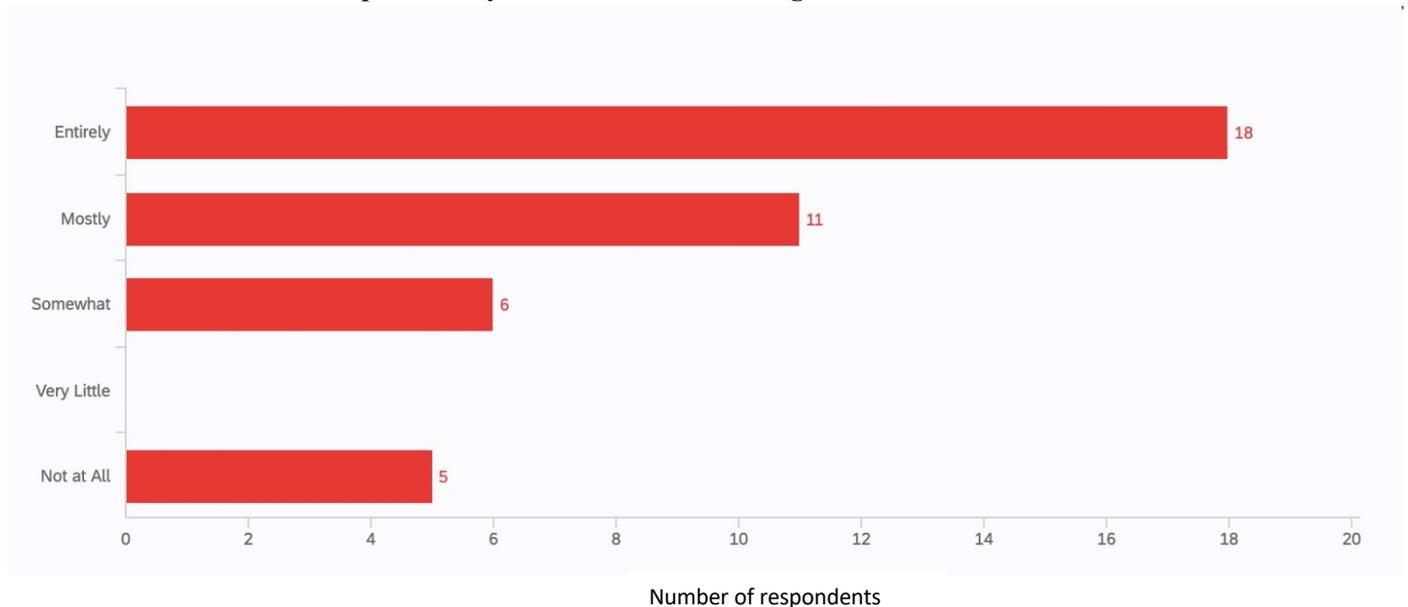
c. Languages: Arabic, Chinese, Danish, French, German, Greek (Ancient), Hebrew (Modern), Hmong, Indonesian, Japanese, Kazakh, Latin, Norwegian, Persian, Polish, Portuguese, Russian, Spanish, Swedish, Turkish, Urdu, and Vietnamese. Three instructors did not indicate the language they teach because that information would have compromised their anonymity.

d. Course levels

| Course level         | Number |
|----------------------|--------|
| Beginning            | 15     |
| Intermediate         | 32     |
| Fourth Year or Above | 11     |
| Unknown              | 1      |
| Total                | 59     |

e. Number of respondents teaching more than one language course: 14

### 2. Instructor's adherence to previous synchronous class meeting schedule

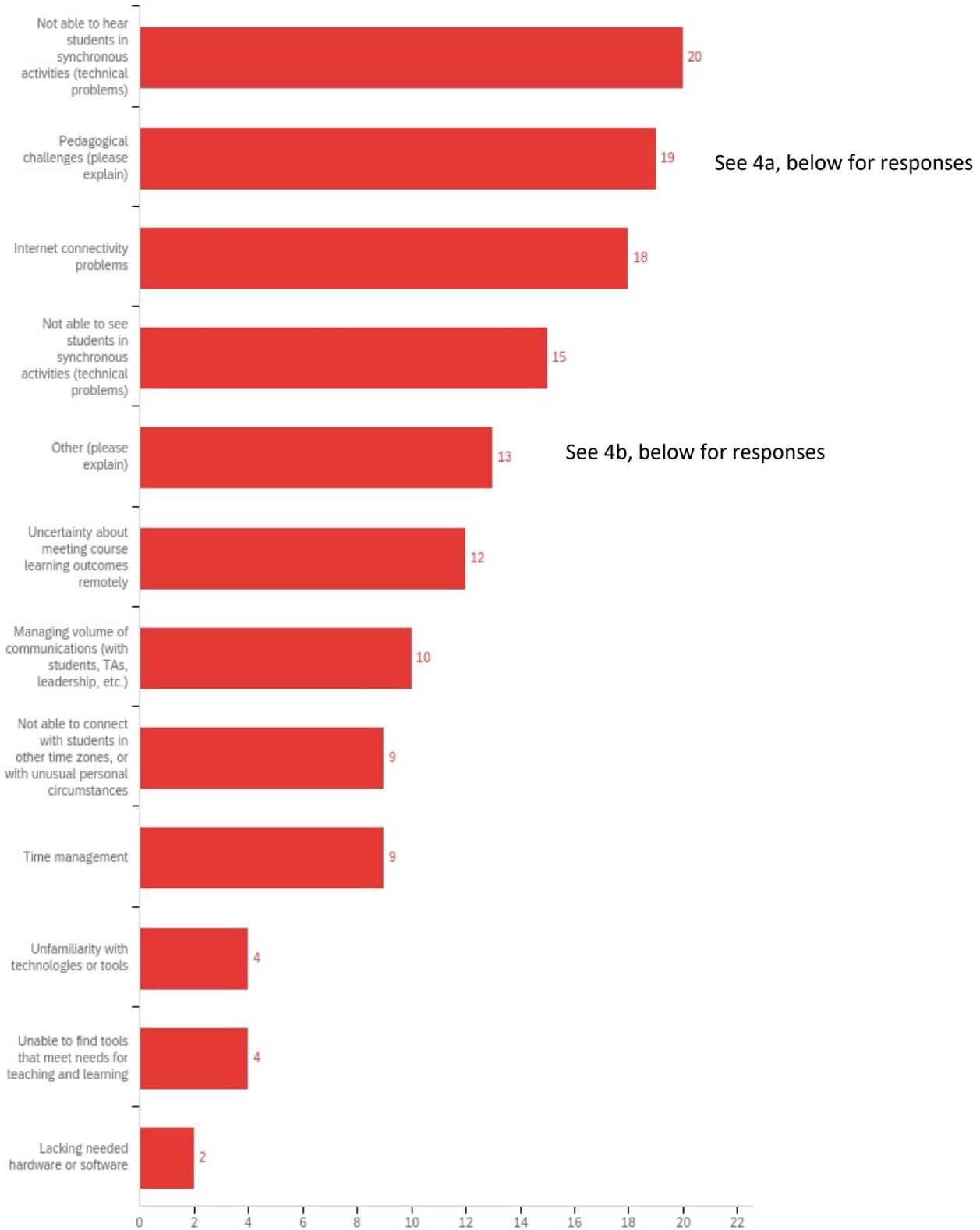


### 3. Technologies, programs, and platforms language instructors are using for remote teaching

| Technology/program/platform   | Number of instructors (N=40) |
|---|------------------------------|
| Canvas for sharing course materials (links, embedded content, uploaded files, etc.) | 34                           |
| Blackboard Collaborate Ultra for synchronous class meetings                         | 32                           |
| Canvas Assignments for posting and collecting assignments                           | 32                           |
| Canvas gradebook for grading assignments  | 31                           |
| Blackboard Collaborate Ultra for small-group speaking activities                    | 27                           |
| Blackboard Collaborate Ultra for office hours                                       | 24                           |
| Canvas Announcements for communicating with students                                | 23                           |
| Canvas Quizzes  | 21                           |
| Canvas Discussions  | 21                           |
| Google Drive for sharing documents  | 13                           |
| *Other (please, specify)  | 13                           |
| Narrated PowerPoint for recording lectures  | 12                           |
| Kaltura for streaming media   | 8                            |
| Box for sharing documents   | 6                            |
| Kaltura Capture for recording lectures  | 5                            |
| Digital Learning Lab (DLL) for streaming media                                      | 3                            |
| Microsoft Teams for synchronous class meetings                                      | 0                            |
| WebEx for synchronous class meetings  | 0                            |
| Piazza for discussions  | 0                            |

\*Other technologies that language instructors reported using were WhatsApp (n=3), Skype (n=2), Zoom (if BB Collaborate fails (n=1), and Anvill, email, Flipgrid, social media (Twitter/Facebook/Instagram), Padlet, Quizlet, Socrative, or TikTok, all mentioned by one instructor each.

#### 4. Instructor challenges in teaching language remotely



#### 4.a. Pedagogical challenges in teaching language remotely (free response)

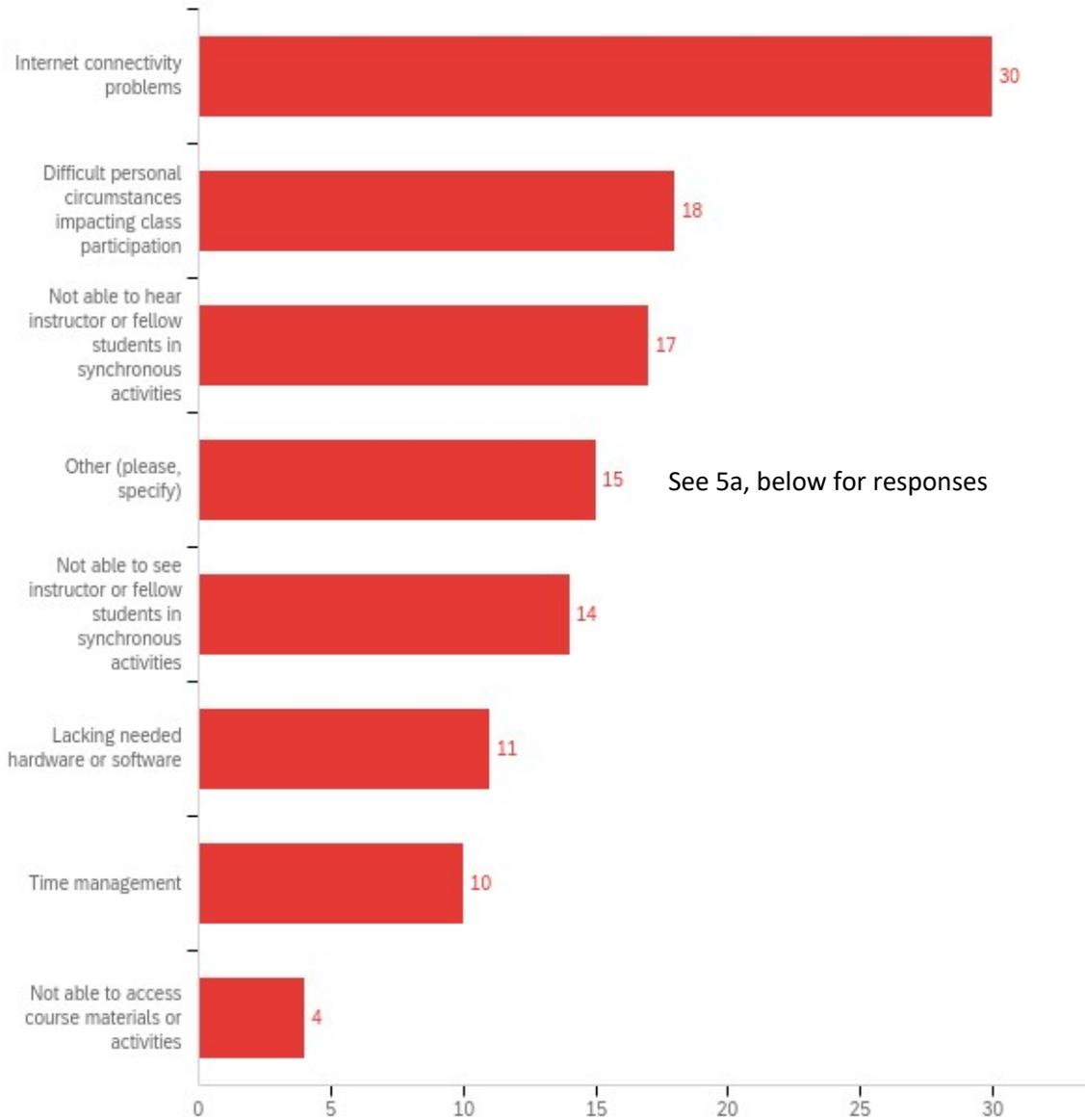
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| Not sure how much homework to give and how many formal assessments to have- trying to find the balance between making progress and not giving them too much work; just adapting to the new format took some time and I'm still using how to best use the synchronous time, but loving the break-out groups  |
| Students have responded positively, but all agree that this is not the same as meeting in person. They study languages to communicate with others, and virtual communication is a lesser form of the real thing.  |
| It is difficult to do activities that involve physical movement.  |
| <ul style="list-style-type: none"> <li>-not being able to use gestures as effectively as in regular classes</li> <li>-not being able to use the physical environment</li> <li>-effective communication takes longer and takes valuable time away from actual classroom activities</li> <li>-group&amp;pair activities take longer time to enact</li> </ul>  |
| <ol style="list-style-type: none"> <li>1. Some individual students are having local connectivity and wifi and other tech problems (bad microphones, laptops less able to handle the task), nothing I can do about it.</li> <li>2. I want to respect students' psychological reasons for sometimes wanting to keep their cameras off (my undergrads mostly do this, my grad students mostly want to be visible), but I ask them to show themselves to say hi when we start, but talking to each other over a "wall" is rough. Not being seen discourages participation of most types, even "raising a hand" (to say Yes, I understand that) is something some of the invisible members have a hard time doing. They seem to be not there at all. Asking them by name a question seems to only way to keep them going (they respond well to that), and Breakout groups that are small seem to encourage them to turn out their cameras for the others--in those small groups.</li> </ol>  |
| we have never been trained to implement a communicative-based approach in an online format  |
| How to best assess students online  |
| Nothing in particular except arranging the material for synchronous teaching.   |
| My face-to-face classroom is heavily based on communication with a lot of games, competitions and other activities. It's hard to use these types of activities virtually and have students engaged online as they were in face-to-face instruction.   |
| The biggest challenge has been moving to on-line exams and having to redesign exams in essay format. This does not allow for the same kind of evaluation as exams based on direct supervision by me of multiple choice and fill-in-the-blank exercises.   |
| It's not an "uncertainty" that course learning outcomes will not be met remotely -- it's an absolute certainty. Language experts like to say that communication is only, at most, 10% spoken language ... We have no way to gauge student understanding, no way to measure student attention, no way to encourage shy or struggling students. I can't guide students through a presentation in real time and solicit questions as I move through the material; I can't create a class atmosphere that is lively and fun. The large lecture BBC is awkward, clunky and slow. No one wants to raise their hand or chat a question because it takes forever and there's feedback on the mic; if you're allowing video, the lag slows down and disconnects participants. When we break into groups, we can't share material with all groups at once, and if we share with one group and visit another the shared material disappears. We can't monitor student participation in groups we are not currently in, so that everyone sits in silence if we're moving from group to group until we get there. It took about two sessions for students to figure out that they don't have to attend class and about one for us to realize that they'd be better off purchasing Rosetta Stone. |
| everything is going great.  |
| From time to time a student has a problem with microphone but this is his/her end   |
| I understand completely the need for such distance teaching, but the lack of personal face-to-face contact is disheartening to me, and cannot be inspiring to the students.   |
| This is a language course designed to be taught face-to-face, in which real, in person communication and exchange between students and instructor is essential. The circumstances are extraordinary and the shift had to be made, but this kind of course will never be the same if taught on-line, let alone if the transition had to be done this quick.  |
| not to see the students gestures / mimics   |
| Physical presence is crucial to my teaching style, as body language and facial expressions convey meaning and assist in demonstrating concepts such as prepositions and motion verbs. I find I am having to use much more   |

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| English in explaining grammar. It's also much harder to improvise activities and promote engagement in a way that students are actually comfortable with and which doesn't just add to their anxiety.                |
| Everything seems to take longer during synchronous classes; I don't feel comfortable with the options we have for assessments (mainly tests).  |
| face to face interaction; no facial expressions from students with indication of understanding or non-understanding; awkward moments of having no response from students who might be distracted with something else |

#### 4.b. Other challenges in teaching language remotely (free response)

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| The time I am now spending on lesson planning, communicating & problem solving with students outside of class, grading, administrative work with Canvas, and teaching has increased significantly and has had a detrimental effect on my abilities to complete my own coursework and greatly added to my stress level.  |
| the class continues as if we were in the same room - no challenges. I use the chat function as I would use the blackboard, and so do the students when they have questions  |
| I am sure students use unauthorized material during exams. Suddenly their grades are much better. I added oral exams because of this issue.   |
| To be honest my main problem is that I can't see all of my students when I use blackboard specially when I share a file with them, I can only see the student who talks.  |
| Not being able to look at students and make eye contact with them I find to be bothersome. When addressing the whole class, I can't see them (they can see me), but it feels like I'm talking into a vacuum.  |
| I think my favorite experience this far is the message we received from our department mere *days* after being told we were going to move the remainder of the semester online, to ask if we could shift the entire course online in a matter of weeks. As is, I am responsible for multiple sections of one course, plus an additional course, and I am spending upwards of five to six hours per day to create a single meaningful lesson with explanatory presentations plus audio, video, speaking, writing and reading activities to complement the standard textbook material -- which itself is online and integrated into Canvas! To make an online course even excusably viable is an enormous undertaking that yet pales in quality and productivity in comparison to a face to face class with only a chalkboard and a dedicated teacher. This feels like the University is seeking to offset budget concerns and turn a challenge into an opportunity, as the administration likes to say, by offering more cheaply designed and delivered classes for the same exorbitant tuition fees, while the most teaching-intensive courses, and therefore the most difficult to deliver online, are dumped on the usual academic staff and teaching assistants. |
| I have one student who does not have internet at home. With no accommodations offered by the university, it became an easy choice to move to an asynchronous class.   |
| In addition, my own internet struggles at times the more people in my building are using it. If this continues, I hope that the university steps up and compensates us for using our own resources to do this job.  |
| Limited functions of BBCU, including lack of visuals in breakout groups, inability to easily drop in and out of breakout groups, not recalling previously assigned groups   |
| 1) Students' lack of motivation - many describe feeling unmotivated and are struggling to keep up with work; I am concerned about their well-being.<br>2) How to manage students in small breakout groups on Canvas BBC Ultra; students say that it feels awkward to work in small groups, and I can only be in one place at a time. I am developing strategies for managing this but it is a challenge.<br>3) Lack of time on my part to develop engaging lessons, keep in touch with students outside of class, and stay on top of grading, especially with the regular tasks I am assigning to help students stay on track and accountable for their work.<br>4) Not wanting to overload students, especially for asynchronous sessions, which according to students seems to be a problem in other courses.<br>5) Getting quicker at moving students in and out of breakout groups; putting them back into the SAME breakout groups on BBC Ultra<br>6) How to have students make up synchronous class periods without causing the instructor a lot of extra work  |
| -BBCUltra's white board isn't user friendly without a tablet and a smart pen. It doesn't have a save option.<br>-For the lower level, it's hard for students and for me to see each other's lip movements for pronunciation.<br>-I've difficulty with motivating them during a pandemic   |
| I was given technical assistance using Blackboard. Valuable advice was to avoid using Safari. After that, I began to use Google Chrome on MacOS.  |
| Still learning some of the technology- the fancier things you can do on BBc and Canvas.   |

### 5. Instructor perceptions of student challenges in learning language remotely



### 5.a. Other challenges that students in language courses are experiencing, according to instructors

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| Some students have additional work hours now that they are home (one works at a grocery store, for example); also, some students are in different time zones or can't keep to normal class times because of their living situations; hence my approach to teach the class with partial (and optional) synchronicity and creating asynchronous opportunities (Discussion, CANVAS boxes, etc. & email) for participation.               |
| Some students have had to pick up jobs. I have an international student who is in limbo with regards to returning home and thus extremely stressed out. Another student is now required to take care of family members. Yet another is from a large family and has to compete with siblings who are also students for internet access. Frankly, nearly everyone is anxious, overloaded, and frustrated at having to meet 5x per week. |
| Other household members disturbed/feeling disturbed by the noise. E.g., dogs barking in the background while students were speaking, housemates felt that student was too loud in speaking in foreign language.   |
| they express great contentment with the classes   |
| sometimes they have problem with microphone and I cannot hear them. But rarely  |
| stressful home environments that make it difficult to participate synchronously   |
| They miss human connection and say they aren't able to practice their language skills as well remotely.   |
| No internet at home.  |
| Anxiety regarding life outside of class creating issues with learning and time management.  |
| <ul style="list-style-type: none"> <li>* Lack of motivation</li> <li>* Lack of privacy or a quiet workspace</li> <li>* Anxiety and uncertainty about everything</li> <li>* Missing synchronous class periods (and making them up)</li> </ul>  |
| One of my students is in a rural area where there's no internet connection to carry a synchronous learning. My other student also has weak internet connection and the system constantly kicks them out of the online classroom even with video turned off.   |
| -there're personal issues arising with the pandemic. pretending as if everything is fine is getting more difficult for the students.  |
| -they say their other courses are much more difficult now that they're online, which seems to negatively affect their mental and emotional well-being.  |
| There are always two or three in each group that consistently lose the connection, which creates stress for everyone.   |
| In the first lesson, students had difficulty getting into class. Now there is no such problem.  |
| One student moved home to his parents and didn't have good internet connection there so was calling in. BBc wouldn't let him join a breakout group when calling in. Other students seem to loose connectivity during sessions and come in and out. One didn't have a web cam but that was fine.   |
| Some of the students are having internet issues, hard to hear, sometime voices are too echo.  |

## 6. Instructional strategies that are and aren't working well in remote language classes

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| Breaking the students into groups and moving between the groups to monitor class activities and participation. Some students come to virtual class unprepared and as a result we spend time explaining things instead of practicing communication.   |
| Everything are working well. I am having some issue with the blackboard while students are writing. The writing seem to disappear. We are having issue to save the writings. Still working on it, needs more practice or to navigate this function.  |
| Break out groups are working really well! I think I've gotten them to speak a lot during synchronous sessions. I don't like how on BBC Ultra, unlike on Zoom, you can't view everyone at once. Students also mentioned they prefer to be able to see everyone. Using google docs has worked well for me- they can collaborate on a document and I can edit their work. Still working on the best way to have them present.   |
| Of course, there are many differences between a traditional class and an online class. One good thing is I record my classes so they can review my classes and watch them if they miss one. I can't see their nonverbal reactions so I can't tell whether they are paying attention or don't understand something. When explaining the material, visual contact with students is necessary: seeing their reactions and understanding. It's more difficult to accomplish this because my students have poor internet and do not turn on the videos. I do not see their faces. I can't tell whether they are able to accurately see my face when I'm explaining pronunciation differences. |
| Narrating PowerPoints work well, but not everyone has PowerPoint installed on their devices, so I had to learn to convert it to a MP4 file that I could post on Youtube or Canvas to make sure everyone could hear and see it. In one class, I have a student who is seeing impaired and even chat functions that are technically accessible are not working well.   |
| Working well --- Put students into pair work or small group. Not working so well --- Regular in class biweekly quiz takes longer to finish.  |
| It is WAY too early to talk about what works and what doesn't work well. I would caution whoever is reading and making sense of these responses to take most of what you read with a grain of salt. What works one day definitely does not work every day, or with every batch of students. There are far more factors that will over time emerge as mediational to working/not working well.  |
| Students like seeing each other and talking to each other in group activities perhaps more than before due to isolation. They also like peer-review assignments and real-world assignments outside Canvas. Scavenger hunt in social media and creating videos on TikTok can be fun during this grave moment.   |
| Breakout groups work well. Telling them that I'll alert them a minute before bringing them back to the "main room" works well--it gives them a chance to wrap up their small-group discussions before I bring them back to the large group.  |
| I can make and share power points with grammar topics, but synchronous meetings always feel slow and less engaged.   |
| I have conducted two surveys to find out what is and what is not working well for my students so I can address what is not working so well. * Not moving students in and out of breakout groups frequently seems to work better for my class. * Having students stay in the same small group for an entire week allows them to feel more comfortable with each other and reduce awkwardness. * Not having too many documents or technologies that students need to access during class. * Being explicit about the lesson plan and sharing it in advance with students so they can follow along and not wonder what is coming up. * Lesson planning with a colleague!                    |
| Being accommodating to students with internet issues and giving them extra time. Frequent and in time communication with students is essential.  |
| Working well: online Canvas quizzes and activities. Not working well: Low student attendance in synchronous meetings.  |
| I'm using an asynchronous approach. I record my lectures and post them the morning of our regularly scheduled class meetings MWF (so 3 recorded lectures a week). Thus far, students seem to be adjusting to it just fine and appreciate the flexibility it affords.   |
| Blackboard Collaborate is working well to facilitate discussion with students and to allow me to present PowerPoints to them, inviting feedback in real time.  |
| The classes have been successful overall and there have been very few problems. Some of the limitations of the tools that we use, e.g. BBC Ultra, have required some minor changes in how our class works. The biggest problem is that students that were already hesitant to participate are doing so even less than before. This has required more   |

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| substantial feedback for those individuals. We have not completed an exam online yet but we are aware that there will be limitations in ensuring that students are not cheating (although we have worked to limit this as much as possible).  |
| Having students upload record responses to a news podcast every day.  |
| Having a weekly rhythm, fragmenting narrated lectures, requiring online activities to check on the content. I still do not know how much engagement there is.   |
| I am proud of and our students like our complementary activities in Canvas that include embedded audio and video clips to illustrate the grammar and vocabulary points discussed in our textbook. Audiolingua is a great source, as is YouTube, if you know where to look. I wish LSS would subscribe to "News in Slow – "language" ", it would be an amazing feature. I'm also embedding lots of Wisconsin and Madison references, background music etc. because our students miss campus life. We include single-day lessons in Canvas with links to all assignments and post all lectures for easy student reference and send out quick daily reminders via Announcements. Students say they appreciate one-stop learning.   |
| My upper level class is actually going really well, better than I expected. We are reading and I make (rather detailed) reading guides for them and mark items that will be for class discussion. They are in break-out groups 40 of the 50 minutes and are able to maintain TL conversations. I visit the groups in a rotation or respond to the raise hand feature and so far so good. The one day we don't meet synchronously, I have them do a Discussion board activity, either whole class or small groups.   |
| The 2XX course, those students don't have the language skills to maintain TL conversations and they will resort to English, and of course I can't hear all groups at the same time. But at least they are interacting and talking about the reading and I'm not going to play language police with them.  |
| I think things are working quite well. Canvas as a whole is such a powerful and useful tool. The most challenging is the oral work. The new version of Blackboard is a huge improvement over the old one that I could not get to work. I had not used the new version before, but I am quite impressed. Still . . . large groups of language students do not work well. I imagine it is great for lecturing or showing a PowerPoint or holding a workshop, but back and forth in a language classroom is quite tedious. I find the smaller the group the better. Yes, you can have students leave off their cameras, but not seeing each other is no fun in a language classroom. I find we get much less done. I have broken up my larger class into smaller groups and that works well. Not as effective as the classroom, but ok. I think it would work well with advanced classrooms and confident speakers. The hardest is the intermediate level where speakers are not so confident and having to mess with cameras and mics is tedious. I have not found a perfect solution for groups. In terms of other things. . I find it easy, but time consuming, to record my grammar lectures and make Canvas exercises to go with them. Students really like this. Kaltura is an amazing tool that I have taken advantage of for a long time now. It enriches the classroom, but especially the online environment now. Streaming video and movies is also great for students. |
| Everything is slower , so I had to change my syllabus but in general - no problems  |
| The teaching is working well enough in the circumstances. I believe that allowing the students to access my contribution to each session when they find it convenient is a consolatory bonus to this distance teaching.   |
| Reading, talking, grammar, presentations, discussions - all work well quizzes work less well because they take up time.   |
| I think splitting the class into two groups and having the students "attend" class twice a week has worked well. We reserve in-class time for speaking activities, and they do writing, recording, and quizzes when they aren't in class.   |
| GREAT: group work in breakout groups (on BBC Ultra) + talking and reacting to other students' comments  |
| For weak internet connection, it helps if we turn off the video and audio when not speaking, use file sharing instead of screen/app sharing.  |
| I really like BBC Collaborate Ultra. I works well for my virtual office hours.  |
| Students appreciate narrated Power Points which they can peruse on their own time. I have also extended deadlines for quizzes and other assignments, which seems to work well for them. In addition, I am being as flexible with attendance as possible, and allowing other avenues for participation if they are unable to meet online.  |
| Small groups and shorter sessions for speaking practice Google docs for grammar, when students work in split rooms (instantaneous feedback)   |

Presentation and discussion on Blackboard are working well. Flipgrid and Padlet for collaboration work well, too. However, when working in breaking group, I cannot control if students exchange gap information in target or not. The echo effects the pronunciation. I need to turn my laptop volume to under 80% and have the students turn off their microphone and only turn it on when they speak to avoid echo.

Frequently surveying students' needs and making adjustments for our plans. We were thinking about meeting less, but the majority of students in class indicated that they prefer to have the opportunity to check in every day. And so that is why we are making us available. International students who returned to their home countries are experiencing difficult time, of course. We are trying to be in touch with them via email and offering office hours at times that are more manageable for them, but traveling and being quarantined there certainly make their lives difficult to be in touch with us.

Graded quizzes in Canvas work well. As for the negative side, we have lots of technical problems -students have trouble joining class, we can't hear one student (this has been going on for a week), another has to use her cell phone to join the class, and she can't see the power points or the board, there are delays and the usual internet issues. When students submit handwritten work, sometimes it's even harder than usual to read. Giving feedback online is tedious and slow.

We are mostly working in BBC Ultra. There are connectivity issues, but it is just patience that gets us through. I had no training on it and, therefore, have been figuring things out as I go. The students are also helpful as they are learning in their other courses.

Pre-recorded lectures that students can watch at their own pace work; individual sessions for Q & A do not work well because some students don't ask questions or don't come at all.

## 7. Instructors' advice for other language instructors who are teaching remotely for the first time

First and foremost, see the virtual teaching as a new challenge and an opportunity to learn as both an instructor and a learner. Prepare all the materials needed for teaching and learning on canvas and have a weekly study schedule uploaded in advance.

My advice for language instructors who will be teaching language remotely for the first time is to practice using the tools provided in advanced before class begins.

I wish I had had more time to play with BBC Ultra and with the aspects of Canvas that are newer to me. I would have liked a "mentor" who had taught online/ blended before. Language Institute workshops were super helpful!

It is better to study all the technical capabilities of the Blackboard and canvas.

You cannot do your class as normal. You need to start from a different point and utilize the time you are in a virtual classroom very wisely. Plan limited time speaking to the entire group, then break them out into smaller groups, but you have to have written out all the instructions for that group time in advance.

Be kind, extra extra kind to the students. Don't incorporate many different tools/technologies because students can get overwhelmed.

That there are some people in positions of power who are wildly incompetent yet spam you with endless emails that help nobody, and that you ought to trust your gut and do what feels comfortable. Reach out to trusted colleagues rather than supervisors because truly what this crisis has exposed is how absolutely pointless they are at supporting those in need. I've been fine because I know technology. Older colleagues have often been adrift.

I wish I had a tablet and a smart pen which I believe would really work well with BBC Ultra white board and Canvas assignments. I think we should be realistic and not call this only a remote teaching but emergency remote teaching without actual preparation. So I'd advise them to cool down and try to build empathy with students who may not have a good home environment, access to technology, and might have actually lost loved ones during this pandemic. Once a week, they should let their students speak in their first language / English for five minutes to share their experiences. They should not assume every student has reliable internet connection.

Students seem, informally, bummed out by having had to do the course remotely. Every one of them I have asked prefers face-to-face formats. They have grown up with screens, use them constantly, and--I think--see class time as a bit of a respite from the all-screens-always world we seem to have chosen. Online pedagogies can be inclusive, great for folks who really can't get to a physical location for class, or attend at a particular time. But so far the only people around me who genuinely glow about remote learning, as a stand-alone "next phase" of higher education, are my age or older.

I wish we had more notice to prepare and that the burden of responsibility for redesigning courses was not placed on the TAs who did not even write the syllabus or design the course. Everything is very ad hoc and thrown together. Some supervisory expectations are still burdensome. In my opinion, compassion and understanding should be the most important thing to convey to students right now, not worrying about their attendance, etc. My students and I are doing the best that we can under the circumstances, but departmental support feels like little more than lip service.

I'm not sure that anything other than having already taught online would have prepared me for this situation. That said, knowing how to use BBC Ultra beforehand would have been useful. Also, practicing these techniques with students and having had time to prepare WITH our students would have been helpful. Best practices for online assessment would have been helpful. I am still unsure how to handle this. And for supervisors, how to supervise TAs and instructors teaching online!

It is better to tailor your material for synchronous teaching well before teaching.

Make synchronous meetings mandatory (to encourage attendance). If some students are unable to attend due to their personal circumstances, have them communicate it to you and make alternative arrangements with them. Assign practice activities and short quizzes in Canvas to practice daily homework in a variety of formats (writing, reading, listening, oral activities). Most students are completing them in a timely manner.

Don't be a perfectionist, especially given the current circumstances. Streamline materials in order to best meet your course's learning goals. Trying to get too fancy or elaborate may actually be detrimental to students, as it could cause more confusion. Also, allocate a LOT of time to preparation of materials. This is the one thing I didn't realize before we switch, just how long it would take to prepare and record lectures.

The main problem I had in transitioning over spring break was the dispersal and redundancy of support materials for BBC Ultra and other Canvas functions such as SpeedGrader. I appreciated very much how fast support staff set up the web-conference workshops, but I found the essential pre-existing online materials difficult to locate. When I first started searching for information about Collaborate, I arrived at the UW System KnowledgeBase pages, which contained outdated information and dead links. So I needed figure out what was no longer applicable and reconcile the rest of that information with what was provided on Blackboard's own support pages and parts of the Canvas Guides. I couldn't initially find information about Collaborate in the Canvas Course Guides. Just now I did a regular Google search for the UW Madison Canvas Guides to check whether I can now find the Collaborate information there. But after a couple of minutes I can't even find the Canvas Guides using a regular Google search or the Help icon in Canvas, which leads me into a forest of other links. I tried previously to download the compilation of Canvas Guides as a single document, but it's a dyspeptic 2742 pages long. The way support documents are set up in Canvas Guides was not conducive to learning a function like Collaborate or SpeedGrader for the first time and as fast as possible. Approaching SpeedGrader for the first time I was dismayed to encounter a list of links for 27 "How to..." questions, rather than a single integrated document written in efficient prose and ordered from generality to specificity of information. For Canvas's "Assignments" function, there were 44 links, and trying to figure out which ones are essential by clicking on 44 is not an efficient way to learn a feature for a novice. Videos are also not efficient for conveying basic information in that I cannot scan and search them as I can do with a clearly ordered text manual for a given function. Even if a text manual is 100 pages long, it allows me to highlight or copy and paste essential information for my future reference. And again, I very much appreciated having the Collaborate and Canvas training webinars prepared for us at short notice, but those also are no substitute for a single concise, clearly ordered manual document since the various webinars needed to cover the same basics again and again (due to shifting enrollment) and digressed to talk about whatever issues individual participants raised, which were rarely issues I was concerned with. My view as a member of a generation raised reading books is that, again, is that neither lists of dozens of "how-to" questions, nor bite-size videos, nor webinars with 70 participants can substitute for providing a comprehensive manual as a single text document, rationally ordered from generality to specificity of information, and including screen captures as appropriate.

Contrary to what was discussed at the outset of our first brownbag, I would tell instructors to continue to lead their regular class sessions. The students in our classes were not expecting to take an online course and many of them need that daily positive input in a foreign language. If they lack the ability to communicate with speakers of the language under study, they will be successful in completing the course and will likely struggle if they continue to take more advanced courses. Students that are planning to take an online course already struggle in many instances with time management and the ability to learn independently. This is only enhanced in our situation given the abruptness of the transition to online learning. Unlike other disciplines, foreign language requires real-time

communication to be efficient and effective. There is nothing that can take the place of face-to-face/real-time communication when learning a foreign language.

This is not remote teaching. This is crisis teaching. I fear that we are too easily assuming that this is how online teaching goes. Instructors trying it for the first time will be turned off. Administration will see it as a cheap fix that was quickly implemented.

Create a schedule and rhythm for the class. Communicate with students frequently. Make things predictable.

First, breathe. Don't try to tackle all the e-features and materials and online tools at once. Don't sign up for a million training sessions, meetings and brownbags right now. If you just know Canvas, use Canvas. If you just know PowerPoint, use PowerPoint. As you grow more confident, you'll explore on your own and decide what kind of further training interests and can help you. Second, the material is what matters. Everything in your course, from the textbook to your Kaltura collection, should serve to explain and illustrate the material. All activities should permit students to practice the material and all graded exercises should gauge students' understanding of the material. This is not the time to share your favorite cat memes or stream a movie that changed your life just because you can. Third, keep it real. Include references to the lives of your students in your online course even as you try to broaden their horizons. Send each student a hello message occasionally. Incorporate their interests in your topics. And put Bucky images in your slideshows. Everybody loves Bucky. Fourth, don't assume that students understand the content you've included. Be sure to add a practice quiz to accompany that TV series, or to assign a short review of the movie you've asked them to watch. Their responses will give you an idea of their comprehension, as well as give you more personalized references to include in future lessons. Last, schedule BBC Ultra sessions with sign ups limited to no more than four students at a time. That's the limit for viewing on a standard screen and will allow you and your students a better, more in-depth opportunity to practice speaking and listening. A ten minute intensive BBC session is better than forty minutes of interrupted, disconnected lectures.

I think there is a lot that can be done on the front end and one can use the synchronous sessions as strictly for interaction with each other. It's time consuming to go from main room to break out groups, because each time people are "reconnecting". I start with whole group/greeting and then break out groups (3-4 students), and then all together in the last 5-10 minutes. Any handouts or grammar content can be delivered outside the synchronous session. I might highlight something at the beginning or end of class, but really try to keep it to a minimum.

Since I had already blended my classes, the transition was easier. Successfully blending takes hundreds of hours and you cannot possibly do it overnight. I would suggest not trying to do too much, but focus on one tool at a time. Since I had not used the new version of Blackboard before, I set up practice sessions with someone who was not my student and tried out the different features. Time consuming, but it is better than fumbling when you are working with students. I think instructors would benefit from just having a workshop where someone very good with the tool demonstrates and instructors actually practice the skill (not just see it demonstrated).

Life is great, keep trying. If I could learn- you can learn too!!!

We are going through an inevitably difficult and anomalous period. If I thought it was going to continue much longer, I would seriously reevaluate my role as a teacher, and maybe even retire

I cannot give advice since my class is so small that it is easy to transform it to an online-class

I would tell language instructors to keep it simple and to be flexible. I think the adjustment was the most difficult part, but being understanding and flexible with the students has made it easier for the class to progress.

Meet with the students as often as possible (synchronously), have them talk a lot

Start slowly, learn one new feature at a time, not feeling pressured to try out too many new features or new apps (especially when hearing that colleagues have used this and that apps in their teaching). My main wish: everyone has strong internet connection. But we didn't have time to ensure this before having to plunge into remote teaching so we just have to make do. But for summer classes, we still have time to prepare summer students to make arrangement for this? Aside from that, of course, it would be great if we have the time and resources to develop/convert some of the teaching materials into asynchronous online format.

Put the mental and emotional health of students first, even when it conflicts with course requirements. Offer multiple means of participating to allow for those with different time constraints, financial worries, and technological access. Expect remote teaching to consume more time and energy and know that your own coursework will have to become a lesser priority.

Plan carefully, put ALL the instructions in power point and share the screen with the students. Find a way to indicate that you are about to split students into groups AND bring them back to the main room. Have a clear schedule, set several BBC sessions (Grammar, Group 1, Group 2, Office hour, Equipment check session as "no end" - this will allow for just one stable link).

Organize materials and check emails more frequently

We somehow managed to convert the in-person class to the remote delivery format. But I do not think the current arrangement is the best format of the online delivery. If we had been able to spend more time to prepare for this, I would have changed some of the activities more thoroughly and modify the balance of synchronous and asynchronous activities.

I grapple with the advice I heard - don't try to spend the entire class online, instead aim for targeted, shorter synchronous sessions - and yet we meet only 3 times a week as it is, and get through so little. It almost seems as if the continuity and reliability of meeting the same amount as usual during our regular class time is reassuring for students.

Be patient and forgiving, but in my experience most language teachers are.

Advice: take more time to design a class online before actually teaching it; ask students for feedback about what they want for online learning