

Online Education FAQ Topics for Faculty

Am I required to use Canvas for my online courses?

Canvas is the official learning management system (LMS) of the District, and faculty are required to use Canvas as the primary platform for teaching their online courses. Faculty may also use various Canvas tools (e.g., discussions, gradebook, assignment submissions, announcements, attendance), and may choose to supplement their instruction with the pedagogical methodologies of their choice (e.g., Zoom).

Even if faculty use live scheduled Zoom sessions to deliver some of the content for their course, they should still be using Canvas for discussions, gradebook, submitting assignments, announcements and other tools.

When should I start communicating with my students?

You are required to “publish” your Canvas shell no later than the first day of instruction listed in the class schedule for your course. “Publishing” your course means that it will become visible to students and students will be able to access the content in that course shell. As a best practice, also consider the following:

- Publish your Canvas course a week or a few days before classes start so that students may explore the various sections, read the syllabus, etc.
- Post a Canvas announcement and/or send a welcome email to your class before classes
-
- start, providing them with a copy of the syllabus, letting them know when the Canvas site will be published, and giving them an idea of what they can expect for the first week.

What is the difference between asynchronous and synchronous online teaching?

Courses listed in the class schedule have several different modes, including:

- **Asynchronous online:** This is an online class with all course requirements completed via Canvas. There are *no required scheduled live stream meetings*. Optional live-stream meetings may be held, such as for extra credit or office hours.
- **Fully Synchronous online:** This is an online class with all course requirements completed via Canvas. There are *required live-stream meetings* during all of the days/times that are on the course schedule.
- **Hybrid options:** On- campus meetings, paired with synchronous and/or asynchronous online teaching.

I’m new to teaching online. Where can I go to learn the basics or improve my skills?

The [Faculty Center website](#) is a great place to start. They offer self-paced Canvas courses to teach you the basics, in addition to tutorial videos and how-to guides on a variety of topics to get your courses online. Check your email for announcements about future training certificates/workshops or contact Kim d’Arcy (kdarcy@saddleback.edu) for more information.

Is someone available to work with me on my Canvas course shell and answer some of my specific questions about online design?

The Faculty Center team, with instructional technologists Vivian (vnguyen89@saddleback.edu), Valerie (vsenior@saddleback.edu) and Thomas (tmackenzie@saddleback.edu), offers one-on-one appointments to go over your specific needs about course design and instructional technology. For help on content-specific issues, curriculum, or pedagogy, please reach out to your department chair or dean.

How can I help students who do not have laptops or devices to access the online course?

Studies tell us that many students attempt to take online courses using only their mobile devices (phones). This is not an ideal situation because Canvas has limited functionality on mobile devices, and some content is not even visible. As such, you should discourage students from taking the course using their phones, and encourage them to borrow a Chromebook from the Saddleback College library. They may come in at any time to the third floor and check out a device for use during the fall semester.

I used to place copies of my textbook on reserve at the library for my students to use. Is this service and the library still available for students?

Faculty have the option of placing a copy of their required or recommended textbook(s) on reserve in the library for students to check out for a few hours at a time. Students may check out these resources for the day, for two hours or other increments of time. Please check with a librarian to see what options may be available to you and your students. This is also a great time to consider adopting a Zero Textbook Cost resource to replace your textbook. [Learn more about ZTC here](#). Lastly, students can also [chat with a librarian](#), and use thousands of articles and eBooks through our online [databases](#).

Are there other resources for online students?

The [Student Support Hub](#) is a great place for students to find many of the available resources, including Student Tech Support, [online tutoring](#) available 24/7, counseling, and [live help from Librarians](#) for students who need support with research and services. The Student Support Hub is already linked to all of your Canvas classes, in the left hand menu.

How can I know if a student is a “no show” for an online course?

Each faculty member will need to establish the expectations for online “attendance” for class, along with what indicates inactivity. Be sure to include these expectations in your syllabus. Here is an example of some language that may be used in your syllabi for an *asynchronous* online course:

Online participation, meeting our class deadlines, interacting with your instructor, and collaborating with your classmates are all important aspects of your learning in our online class; I'll be using several indicators to check that you are involved and active in our course. In order to be considered “present” in our online course, you must post in the discussions section no later than Friday at 11:59pm during our first week AND complete the syllabus quiz by Sunday at 11:59pm. Students who miss these Week 1 deadlines may be dropped and marked as a “no show”. After the first week, missing 3 or more deadlines means you have become “inactive” or stopped attending our online course; therefore, missing multiple assessments or assignments may lead to a drop from the course and/or a failing grade.

How can I address academic dishonesty in my online class?

Bridget Hoida outlined an [array of strategies](#) during a past Online Education Committee meeting to address and minimize cheating and encourage academic integrity in online classes. As we uncover increasingly sophisticated methods for cheating ([Quillbot](#), [ghost students](#), [Course Hero](#), [paper mills](#), and [bidding services](#)), it is important to stay educated about the enormous and lucrative [global marketplace](#) that operates outside of our classrooms, both physical and virtual. While it may be impossible to eliminate cheating completely, faculty can adopt some simple yet effective methods for diminishing it.

Also, there are online tools that work inside of Canvas that are available for faculty to use to help:

- Proctorio (online proctoring): [A short video on using Proctorio](#)
- Kathy Damm, department chair and professor of Psychology here at Saddleback, has created a [helpful guide](#) --for both Faculty and students-- on how to successfully implement and use Proctorio.
- Turnitin (plagiarism deterrent): Resources for using [Turnitin](#) and a [tutorial video](#) for faculty, as well as one [for students](#).

Depending on the situation, you may also file a [Student Discipline Report](#) for any confirmed/intentional acts of plagiarism or academic dishonesty.

My student needs DSPS accommodations in my online class. Where can I go for help?

Per the law, qualified academic accommodations for students with disabilities may not be denied. Whether your class meets live online (synchronously) or asynchronously, you must provide DSPS accommodations.

- [DSPS has created a helpful accessibility guide](#) for remote and online learning during a pandemic.
- Alternative strategies for online classes can be planned with the help of a [DSPS counselor](#).
- Please [contact DSPS](#) to work with a counselor if you are unsure how to provide an accommodation in an online class.

Where can my students go if they run into a technical issue in my online course?

- For Student Technical Support: [Student Technical Support](#), where students can get support via email, phone and Zoom.

Where can I go for technical issues?

- For Instructional Technology, Canvas, Online Education issues: Email Faculty Center instructional technologists: Vivian (vnguyen89@saddleback.edu), Valerie (vsenior@saddleback.edu) and Thomas (tmackenzie@saddleback.edu)
- For Technical issues with browser, college laptop, login issues for you (not your students): [College Technology Services](#) 949-582-4600

What are the [Family Educational Rights and Privacy Act](#) (FERPA) concerns to keep in mind for teaching online?

Some FERPA guidelines that impact online learning include the following:

- a. Students do not have the right to be anonymous in a classroom setting; faculty may ask them to identify themselves for live activities and proctored exams. Faculty may also call on them during live meetings, and share email addresses on Canvas.
- b. Faculty may ask students to turn on/use cameras during live Zoom meetings. FERPA does not prohibit the College from requiring students in an online class to use their computer cameras as part of the class participation and identification requirements. Such an action essentially serves as a substitute for their sitting in a campus classroom where they also do not have the right to be anonymous. However, note that requiring use of cameras may present an equity issue. [This article](#) sums up some good recommendations about why they should be made optional, rather than required.
- c. FERPA does still apply to and require more personal aspects of information, such as the students' privacy for grades, personal information, etc. to be protected.
- d. Parents, friends or family members should not be taking classes for students; faculty may ask for identification if there are concerns.
- e. AR 5610 prohibits auditing of classes by non-students (meaning family or friends may not enroll or take classes for students at any point).

Am I allowed to record my Zoom sessions for future use by students?

You are permitted to record your live class Zoom sessions, but note that they become an educational record and then need to be maintained and secured the same as any other education record. If recordings have identifying information about students, handle it the same way you would any other educational record (like a class roster). [Here is some additional information](#) on FERPA guidelines governing student records. Also, *you are required to notify the students that they are being recorded*, so be sure to include a note in your syllabus that should be aware that "all Zoom sessions may be recorded."