

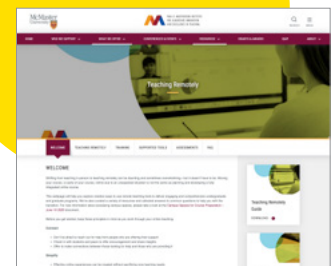


Teaching Remotely

Introduction

This guide provides an introduction to teaching remotely and shares best practices, tips and links to resources for teaching in virtual or online classrooms. It is intended to provide the information you need to quickly transition to teaching remotely.

Teaching Remotely
resource hub.



Teaching Remotely: **Modality**

During Fall 2020, McMaster University will offer two modality options for courses: The Virtual Classroom (V) and The Online Classroom (ON). These options will be clearly delineated by the Registrar's Office and will assist students' understanding of scheduling expectations with their course selections

The Virtual Classroom (V)

A Virtual Classroom is a shared online learning environment for students and instructors where there are **required synchronous elements**. Instructors lead a live lecture using video with questions and discussions with the class in a very similar way to the in-person classroom experience.

This synchronous experience does not preclude the instructor from recording and sharing the lecture to allow for the flexibility of asynchronous viewing and review and instructors are strongly encouraged to do so. The recorded lecture will be closed captioned automatically by the video recording tools.

If a class is designated as V, a day and time are scheduled for the class. Instructors should include their expectations for the scheduled times in the course outline and should communicate whether the lecture is also recorded and shared and available at other times. Students will need a strong Internet connection and a device to allow them to access and join lectures through video and/or audio.

McMaster is committed to an inclusive and respectful community free of accessibility, inclusion, harassment, discrimination or sexual violence concerns. These principles and expectations extend to all virtual/online activities including electronic chat groups, video calls and other learning platforms.

Inquiry and support is available through the [Equity and Inclusion Office \(EIO\)](#).

The Online Classroom (ON)

An Online Classroom is a course that is designed for the online environment. Learning occurs in a **completely asynchronous, self-paced manner** with instructors guiding students through the learning.

In this asynchronous classroom experience, instructors pre-record lectures and provide content and modules that may contain interactive elements including quizzing and activities. Any pre-recorded lecture modules will be closed captioned and hosted on our video streaming platforms.

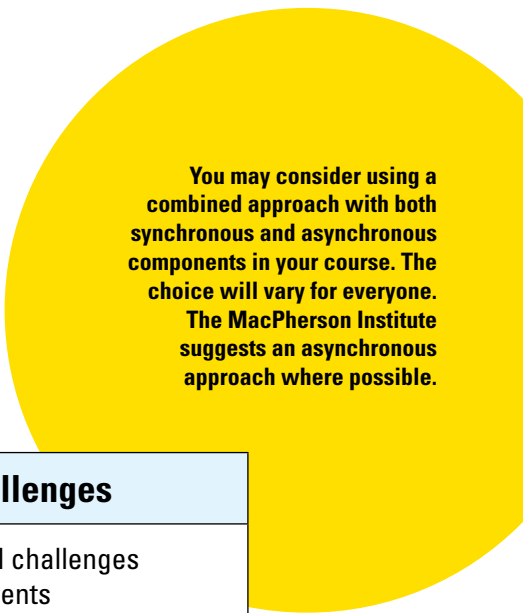
If a class is designated as ON, there are no required synchronous elements – therefore it will have no specific days and time scheduled for the class to meet live. However, there may be optional synchronous elements such as virtual student hours and review sessions. Instructors should communicate any optional timelines and checkpoints to students in the course outline. The course outline should also include expectations for accessing the pre-recorded lecture modules and content.

Students will need an Internet connection and a device that allows them to access the lecture through video and/or audio.

Teaching Remotely: **Modality**

Synchronous and Asynchronous Classrooms

One of the most significant factors to consider when preparing to teach remotely is whether you will be teaching in a virtual or online classroom. As noted, a virtual classroom is primarily synchronous, while an online classroom is generally asynchronous. At McMaster, virtual/online courses are typically conducted on Avenue to Learn. Avenue to Learn is McMaster’s Learning Management System (LMS). The following table offers a comparison of the two modalities.



You may consider using a combined approach with both synchronous and asynchronous components in your course. The choice will vary for everyone. The MacPherson Institute suggests an asynchronous approach where possible.

	Benefits	Challenges
Synchronous	<ul style="list-style-type: none"> • Active learning environment. • Immediate feedback for students. • Fosters social connections between instructors and students 	<ul style="list-style-type: none"> • Technical challenges with students simultaneously accessing tools, internet. • Often creates accessibility challenges or barriers to learning. • Inflexible schedule for people across different time zones, or with caregiver and other responsibilities.
Asynchronous	<ul style="list-style-type: none"> • Students have more flexibility and can participate at their discretion. • Can be a more engaging learning experience. • Can better facilitate learning activities that are not possible in the synchronous environment. • Can accommodate diverse student learning needs and proactively meet accessibility requirements. 	<ul style="list-style-type: none"> • Requires students to be more self-regulated or organized to meet deadlines. • Students may feel isolated. • Instructors often underestimate the time required for students to complete all required content and activities.

Teaching Remotely: **Modality**

As you explore the differences in modality, you will also need to consider what tools will help you achieve your goals. One of the determining factors to consider is class size as not all tools can accommodate sessions with large groups of students. This comparison of the supported tools may help you determine the best tool for your purpose. See the [Institutionally Supported Tools](#) section for more information about each tool.

	WebEx Meetings	WebEx Training	Microsoft Teams	Zoom	Echo360	MacVideo
Main Purpose	Present information, share applications, and collaborate on projects in a centralized space	Deliver online training and eLearning	Digital communication, collaboration and learning spaces and tools	Online video conferencing, break-out rooms	Live-streaming and Creation/Streaming of Video/Media	Video/Media streaming
Maximum users/session	1000 (100 max video devices)	1000	300 in video meetings, 5000 in a team	300	No limit	N/A
Supports guests/anonymous users	Yes	Yes	Guests	Yes	Share recordings by public link	Share public links and collaborate on media creation
Session recording	Yes	Yes	Yes	Yes	Yes	Screen recording with personal capture app.
Share recording	Yes	Yes	Yes	Yes	Yes	Yes
Live closed captioning	No, but can obtain transcripts automatically after recorded session is saved. Only in English	No	Yes. Can also edit transcripts after video is saved in Microsoft Stream. Can share link with anyone. English only	No, but can obtain transcripts automatically after recorded session is saved in the cloud	No, automatic captioning upon upload	No, automatic captioning upon upload
Edit video recordings	Yes, using WebEx editor (Windows only)	Yes, using WebEx editor (Windows only)	Yes	No	Yes	Yes
Break out or virtual rooms	No	Yes	Yes Set up private channels (30/team possible)	Yes, up to 50 different sessions	Can set up Q&A to be used as break-out rooms – not private	No
Send invites in Avenue	Yes	Yes	Users can schedule a call in Avenue, only those with access to the course can access the call	Yes	Fully integrated into Avenue to Learn	No, but integrated in Avenue to Learn
Other engagement features	Screen/application share/whiteboard/participant reactions	Screen/application share/whiteboard/raise hands/polling	Screen/application share, real-time collaborative work and text/video/audio conversation possible around any website or file shared	Screen/application share, polling, participant reactions	Online discussions, note taking, student study guides, analytics	Interactive features (in-video quiz, hot spots, picture in picture), analytics, branching

Teaching Remotely: **Considerations**

When transitioning to teach remotely, it is important to consider yourself and your students as you shift to a new modality. It is also important to consider best practices for building community, communication and compliance when teaching remotely. This section explores each of these considerations.

Consider Yourself and Your Students

As you begin to teach remotely, it is important to think about your, and your students, capacity, time and aptitude.

Try to keep course design flexible and accessible, and avoid adding complexity. Students will also have varied levels of comfort and experience learning remotely. They may have competing educational demands (e.g. balancing multiple courses, learning new tools/technologies) and personal responsibilities (e.g. care giving responsibilities, housing or food insecurity).

Prioritizing flexibility and accessibility in virtual or online teaching will translate to a better teaching and learning experience.

Resources:

[Doing an OK Job at Teaching in Crisis by McMaster History Instructor Mary Chaktsiris](#)

[Keep Teaching \(Curated by the Society for Teaching & Learning in Higher Education\)](#)

[Contact North - latest trends, best practices, training opportunities, and teaching resources in online and distance learning](#)

[Learning Online and The Student Experience by George Veletsianos](#)

[Research reports on Covid-19 and emergency remote learning/online learning by Tony Bates](#)

Building and Sustaining Community

Building community is an important part of creating an engaging experience for both you and your students. At the beginning of your course, consider posting a short video or note and provide an introduction to yourself (and, if appropriate, members of the teaching team) and the course. This allows students to meet you virtually and to prepare accordingly.

You could also share how to access content in Avenue to Learn, your expectations about technology use, and how and when you will share announcements or important information about the course. You could ask students to introduce themselves by posting on discussion boards or sharing videos of their own.

Being present throughout the course (responding promptly, engaging with students, answering questions, comments, concerns) can help ensure students feel connected.

Resources:

[Building Online Community e-Learning Kit](#)



NEW! Learning to Teach Online Course

Now available for self-enrollment under the Discover tab when logged into Avenue to Learn.

Teaching Remotely: **Considerations**

Communication

Teaching remotely requires frequent communication. Whether it is through the Avenue course shell, videos or email, it is important to routinely communicate with students. You might post weekly announcements, host virtual group drop-ins or individual office hours, or encourage students to post questions about the course on discussion boards.

As you establish your routine, it is also important to consider communication barriers. Some students may be taking courses remotely in countries that engage in internet censorship or surveillance, including limitations to accessing content (YouTube), and violations of user rights. Ask that students contact you if they have any concerns about participating in online or virtual classrooms, accessing research, or completing assignments.

Instructors should be aware that some services, including Gmail, which is currently used for all McMaster student email accounts, are blocked in some locations (e.g., mainland China) by local firewalls. McMaster is investigating options for International students and information will be available on the [**Student Success international students website**](#).

If a student is already in China and does not have access to McMaster email, they can use Avenue Mail to communicate with instructors and TAs. Instructors should consider posting important information to their course homepage or other channel (e.g., Avenue Mail) in addition to sending messages to students' McMaster email, and should monitor their Avenue Mail inboxes in case students are contacting them there.

Intellectual Property and Copyright Considerations

As you transition to teaching remotely please review McMaster's [**intellectual property**](#) and [**copyright policies**](#).

As you develop content for your course, it is important to note that according to "The University affirms that copyright of Instructional Materials belongs to the Author(s)..." Consult [**Copyright Ownership and a Policy Framework for Licensing Instructional Material**](#) for exceptions and further information.

McMaster's Office of Legal Services has a detailed resource about [**copyright considerations when shifting to teaching remotely**](#). In particular, the document notes that "most of the legal issues are the same whether the teaching is done in person or online (via a learning management system such as Avenue to Learn" and that "if it was okay to do in class, it is often okay to do online – especially when your online access is limited to the same enrolled students (for example via a learning management system such as Avenue to Learn)." If you have questions about copyright or the material you would like to share does not fall within the Fair Dealing Policy, please email [**copyright@mcmaster.ca**](mailto:copyright@mcmaster.ca).

Students in your course may also create intellectual property (e.g., patents, copyright). [**McMaster's Policy on Ownership of Student Work**](#) provides information about different protections for various types of student work.

Resources:

[**Faculty of Engineering Guidelines on Intellectual Property and Student Mentoring**](#)
[**McMaster Joint Intellectual Property Policy**](#)

Teaching Remotely: Accessibility

In keeping with the [McMaster University Policy on Accessibility, the Accessibility for Ontarians with Disabilities Act](#), and the [Ontario Human Rights Commission](#), all virtual and online classrooms must be accessible.

When teaching remotely there may be additional considerations to ensure your content and course are accessible to all. The more you understand about creating accessible content prior to developing your course and lecture content, the easier it will be to ensure you are developing an inclusive and equitable learning experience. In many cases, our institutionally supported tools assist with ensuring accessible online teaching environments.

[McMaster's Accessibility Hub](#) is a central resource that shares how McMaster can support you in creating and distribute accessible content. It also includes resources and instruction for [Digital Media Accessibility](#) requirements.

If you are an instructor who is concerned about encountering barriers that may affect your ability to teach in a virtual or online classroom, please consult your Chair or Director. You may also contact the MacPherson Institute at our [support request page](#) or by [contacting your Faculty liaison](#).

Resources:

[Accessibility in eLearning](#)

[Tips for Accessibility When Teaching Remotely](#)

[McMaster's Workplace Accommodation Policy and Process](#)

Some important strategies to promote accessibility include:

- Create and/or share videos and web conferencing recordings with captions and transcripts - see chart on Pg.4.
- Use sans-serif fonts and avoid using colour to convey information.
- Provide students with enough time to read and engage with your course content.
- Consider how you will plan for interruptions due to internet connectivity and how this will be reflected in online tests or quizzes.
- Ensure the course is easy to navigate. Section content into modules, use headings and labels to organize text, and explain the purpose of any linked content in-text so that it is accessible with a screen reader.
- Ensure all documents are tagged and checked for compliance.

Resources:

[Accessibility Hub: COVID Response w/Instructor Supports](#)

[McMaster's Remote Teaching and Captioning Guide](#)

Learning outcomes are often phrased as:

“by the end of this course, you will be able to [verb] + [noun].”

Teaching Remotely: **Course Design**

As you begin to teach remotely, a good first step is to review your existing course and evaluate how each component may need to be adapted to accommodate the shift in modality. Designing a course to be taught remotely is similar to designing one for the face-to-face classroom, as it is equally important to ensure that there is alignment between your learning outcomes (course goals), your teaching and learning activities (discussions, case studies) and your assessment methods (quizzes/tests). This is also a good time to consider a universal design for learning approach to the course to ensure it is designed with all students in mind.

Learning Outcomes, Assessments, and Activities

Learning Outcomes:

As you assess your learning outcomes to ensure they apply as you teach remotely you can think about them like planning a trip - start with the end in mind and determine how you will get there. You may need to consider a detour to get to your new destination. In the course context, clarify the main knowledge or skills that you want your students to know or be able to do by the end of the course/ lesson and ensure the course provides the required learning to be successful.

As you consider and refine the learning outcomes, ensure they are achievable when teaching remotely. For example, a learning outcome that asks students to “describe the metaphors in *Wide Sargasso Sea*” can be achieved in a variety of ways, regardless of modality. However, in some cases where outcomes are tied to applied skills or physical infrastructure (e.g., working in a lab), you may need to consider how this may need to be adapted to better suit learning remotely (e.g. Virtual lab/simulator).

Teaching and Learning Activities:

Many institutionally-supported tools, such as Avenue to Learn, Microsoft Teams, Zoom, WebEx, Echo360 and MacVideo enable students to engage in learning activities. In some cases, these tools can enhance the accessibility of the activities by providing different options for engagement. For example, if you run a discussion-based activity, you could offer students the option to participate in a synchronous video call with Microsoft Teams, Zoom, or WebEx or create a post on an Avenue discussion board for asynchronous interaction. Group work can be a particularly effective way to encourage active learning.

Resources:

[Simple Techniques for Applying Active Learning](#)

[Facilitating online discussion](#)

[Teaching Online Video Resources](#)

[Learning to Teach Online course](#)

Teaching Remotely: **Course Design**

Assessment Methods:

Remote teaching environments offer many options for online assessment. Avenue to Learn allows students to submit assignments in an Assignments Folder and to complete quizzes, tests or online exams using the Quiz tool.

It is important to remember that assessments should be equitable and accessible. Asynchronous assessment options enable students in different circumstances to complete the work to the best of their abilities.

Resources:

[UDL Assessment resource](#)

[Should I Move My Exam Online?](#)

[Queen's University Webinar on Remote Exams](#)

[Humber College Assessment Decision Flowchart](#)

Universal Design for Learning (UDL)

Universal Design for Learning (UDL) recognizes the diverse ways that students learn and provides a framework for instructors to purposefully incorporate learner variability into curricula from the outset. In practice, this means providing different options for engagement, expression, and representation, such as holding asynchronous tests or exams, offering flexible deadlines, giving students choice in assignment types, offering regular formative feedback, and creating accessible media. Embedding universal design strategies in each stage of course design can facilitate barrier-free learning for all students which can reduce the number of individual accommodation requests you may receive.

Resources:

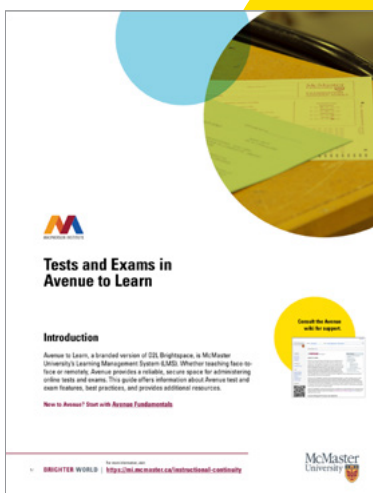
[McMaster's Flex Forward Accessible Teaching and Learning Resource](#)

[Universal Design for Learning Resources and Tips \(CAST\)](#)

[Universal Design in Higher Education: Promising Practices \(University of Washington\)](#)

[Universal Design - Best Practices for Online Learning](#)

This guide offers guidance and resources for planning assessments in Avenue to Learn



Teaching Remotely: **Developing Content**

As you shift to teaching remotely you will need to consider your content and determine if you need to adapt it or add new content to meet the new modality.

Preparing to Teach Remotely

Teaching remotely offers different ways to share your subject matter expertise. Regardless of modality, using these strategies may improve the teaching and learning experience.

- Provide/Produce media content that is less than 10 minutes. Presenting information in smaller “chunks” makes it easier to process, remember, and apply.
- Begin each lecture segment with a question/hook to generate student interest and active engagement. End each segment with a question that students can use for self-assessment.
- Connect lecture content to participation opportunities and assignments. For example, you can encourage students to use Avenue discussion boards to share their thoughts about a topic or to ask questions about content.

The Campus Store provides content sourced and supplied that has obtained Digital Rights Managed (DRM), copyright, royalties and secure transaction processing (including content from a large number of Canadian Publishers) through their [digital delivery platform](#).

[Contact The Campus Store](#)

Using PowerPoint:

A common way to share content is in the form of a presentation, typically using PowerPoint.

Tips for PowerPoint lectures:

- Minimize the amount of information on one slide and avoid including text or graphs that are not described.
- Use large, purposeful images and animations. Minimize the number of fonts and keep colours consistent and comply with colour contrast standards.
- Ensure presentations comply with accessibility requirements.
[Consult Accessible Presentations](#)

In addition to creating slides with visuals and text, PowerPoint can be used for teaching remotely. Use slide notes to create a script and capture audio by recording your lecture in PowerPoint or by [recording your presentation using Camtasia](#). Camtasia is a screen recording and video editing software and is [free for all McMaster instructors](#). Once finished, you can upload, caption, and share your content in your Avenue shell.

Resources:

[WebAim Colour Contrast](#)

[LinkedIn Learning: Recording PowerPoint](#)

[Upload content to MacVideo](#)

[Captioning content in MacVideo](#)

Teaching Remotely: Developing Content

Recording Audio

One of the key components to a quality virtual/online learning experience is good audio. You can use the headphones, earbuds, and mic that came with your phone to get much better audio than the mic on your computer.

Ensuring students can hear and understand the content is essential for a positive learning experience.

Tips for recording audio:

- Record in a quiet room with soft features (e.g., avoid concrete walls and hard surfaces).
- Keep the mic close your mouth (approximately 6").
- Turn off notifications, cell phones, and minimize distractions.
- Create a script (and stick to it).
- Speak at a natural, quick pace of approximately 150-160 words per minute.
- Check the quality and volume before recording.



The McMaster Library has licensed access to more than 90,000 e-journals and 600,000 e-books which are available for use in teaching, learning and research. **Durable links** to specific resources provide secure local and remote access for use in McMaster courses.

Curate Existing Content

You may wish to supplement content that you regularly use in your teaching with other already-existing resources. Creating an engaging learning experience can be done by combining your materials (e.g., PowerPoint lectures) with existing texts, videos, podcasts, or other media to deliver instructional content. Consider browsing the repositories featured in McMaster's Open Educational Resources (OER) LibGuide, and the OER by Discipline Guide that lists resources by subject area and discipline.

Resources:

[McMaster's Open Educational Resources LibGuide](#)

[McMaster's OER by Discipline Guidebook](#)

[LinkedIn Learning](#)

Access to Equipment, Tools, and Resources

Depending on the type and complexity of the content you want to create, there may be considerations for required physical resources. Creating video of any type may require a newer desktop, laptop, or tablet with sufficient storage space, memory and processing power. Many of the computers purchased in the last several years are compatible with most software used to develop online content.

Resources:

[Science - Hardware Recommendations for Teaching Remotely](#)

Teaching Remotely: **Delivering the course**

Once you have all of your content in order, you will need to share it with students. To do this, McMaster University uses Avenue to Learn. The Learning Management System is a robust platform to manage and share your learning outcomes, activities, assessments and content.

Syllabus Information

The syllabus is an important document that communicates goals and expectations for your course. To review syllabus requirements please review **Undergraduate Course Management Policies**. Instructors should also check with their Chairs or Directors about Faculty-specific requirements.

When teaching remotely, it is important to clarify what type of equipment, software, or other technological requirements will be required. You may consider linking instructional resources that support the technology or create a discussion board section for students to ask questions or troubleshoot challenges. Your syllabus should also contain information about how students should proceed if they are unable to access the necessary resources or if they encounter challenges during timed assessments.

Using Avenue to Learn

Whether teaching face-to-face or remotely, Avenue provides a reliable, secure space to facilitate your course. We encourage instructors to **request an Avenue course shell** well before the course begins. When your shell is created, it will automatically enroll registered students. The shell will not be visible to students until you activate it by going to Course Admin > Course Offering Information and checking "Course is active."

Organizing Content in Avenue

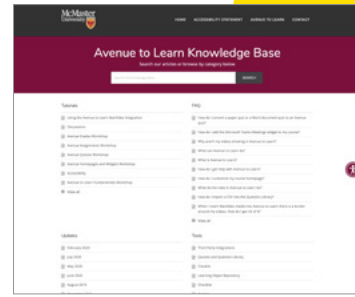
Learning modules, weeks or units of study, are sequenced collections of content and activities. These can be organized by time (week) or by content (topic, unit). Consistency in design can help learners better understand expectations. Here is an example of a typical module design organized by week:

- Week #: Title of the Module.
- Summary of previous module (if applicable).
- Introduction to the module: state learning outcomes and checklist/summary of content/activities in order of completion.
- Content Items (1-4 - videos, readings, case study with estimated time commitment and references).
- Activity (1-2 e.g., Asynchronous and synchronous discussions, independent/small group active learning).
- Assessment (Individual/Group Assignment, Weekly Quiz).
- Summary of module with key takeaways and prep for next week, and reminder of upcoming, ongoing, long-term assessments.

Resources:

[MacPherson Institute Course design support](https://mi.mcmaster.ca/teaching-remotely)

Teaching Remotely: Delivering the course



Consult the Avenue to Learn Knowledge Base for support.

Adding Content to Avenue to Learn

Content can come in a number of forms – videos, PowerPoint, Text, PDFs, or links to existing content. Depending on the type of content the process to add it to the course may vary slightly but the [Avenue to Learn Knowledge Base](#) has instructions to assist.

Adding Video - often YouTube or recorded lectures/presentations:

- In your course shell, click Content.
- Below the Welcome heading is a blue button labeled “Upload/Create” .
- Click the button and choose “Video or Audio” from the list .
- If it is a YouTube or video from a website you can paste the link where it says “Enter URL or Embed Code”.
- Avoid uploading video directly into Avenue (not accessible), instead, use [Macvideo.ca](#) or other supported tool. Everyone with a MacId has access to MacVideo.
- All multimedia (audio/video) must have captions - See Additional Resources Section.

Resources:

[Uploading MacVideo Content to Avenue](#)

[Learning to Teach Online course](#)

[Uploading Echo360 Content to Avenue](#)

[Ensure Videos are Downloadable for Offline Viewing](#)

Importing Other Content and Existing Resources into Avenue

In addition to video you can easily add existing content – Word Docs, PDFs, websites, Open Educational Resources, PowerPoint files, etc. The process is similar to adding video:

- Below the Welcome heading is a blue button labeled “Upload/Create” .
- Click the button and choose “Upload files” from the list then Click “My Computer” and locate the file on your computer – you can either drop the file where it says “Drop files Here” or click below where it says “Upload” .
- When you see your file listed in blue, click the “Add” button. The content will be added to the course shell.

Once you have your content added to the course shell you can explore how Avenue to Learn makes teaching remotely easy.

Resources:

[Avenue communication tools \(announcements, calendars, forums, email\)](#)

[Information about class lists](#)

[Creating groups or sections](#)

[Assessment tools](#)

[Adding a grade book](#)

[Online assignment submission and Turnitin](#)

[Avenue to Learn Learning Object Repository](#)

Teaching Remotely: **Institutionally Supported Tools**

Avenue to Learn

McMaster University's Learning Management System (LMS). It is a secure online platform for instructors to share course content, administer quizzes, collect assignment submissions, and facilitate asynchronous discussions with and between students.

Echo360

McMaster's institutional online video course delivery and student engagement platform integrated into Avenue to Learn. Whether in the classroom or on your own device at home, Echo360 enables an instructor to deliver their lecture content (live or asynchronously) to students and uses simple and effective features for enhanced engagement like polling, enhanced analytics, automatic searchable transcriptions, and student study guides.

Mac Video

McMaster's own video portal similar to "YouTube". It's a tool that McMaster uses through our Kaltura media hosting license which allows you to make and upload video and other media available to anyone you choose online. MacVideo also provides automatic captioning and connects directly to Avenue to Learn with your MacId.

Microsoft Teams

An online communication and collaborative work platform that allows users to engage in channel-based conversations, share and synchronously work on Word and other Microsoft-formatted files, and connect via videoconferencing.

PebblePad

An online platform that provides the space and tools for students to create learning portfolios to demonstrate their learning achievements and abilities.

WebEx

A videoconferencing tool that allows users to connect using video and audio, a text-based 'chat', and screen-sharing.

Zoom

Much like WebEx, Zoom is an online videoconferencing tool that allows users to communicate via audio, video, and text, and also allows users to set scheduled and repeated meetings in one-step.

Camtasia

Camtasia is software that enables both screen recording and video editing. With Camtasia you can easily record your screen (web pages, camera feeds, etc.) and then edit using a simplified video editor. It also provides picture-in-picture recording.

Microsoft 365 Applications

Microsoft Office 365 is available for free McMaster students, staff, and faculty, and includes access to leading productivity and collaboration tools for everyone in the community.

Accessibility

Student Accessibility Services Q&A for Educators

Accessibility in WebEx (Meeting Centre only)

Accessibility in Microsoft Teams

Accessibility in Zoom

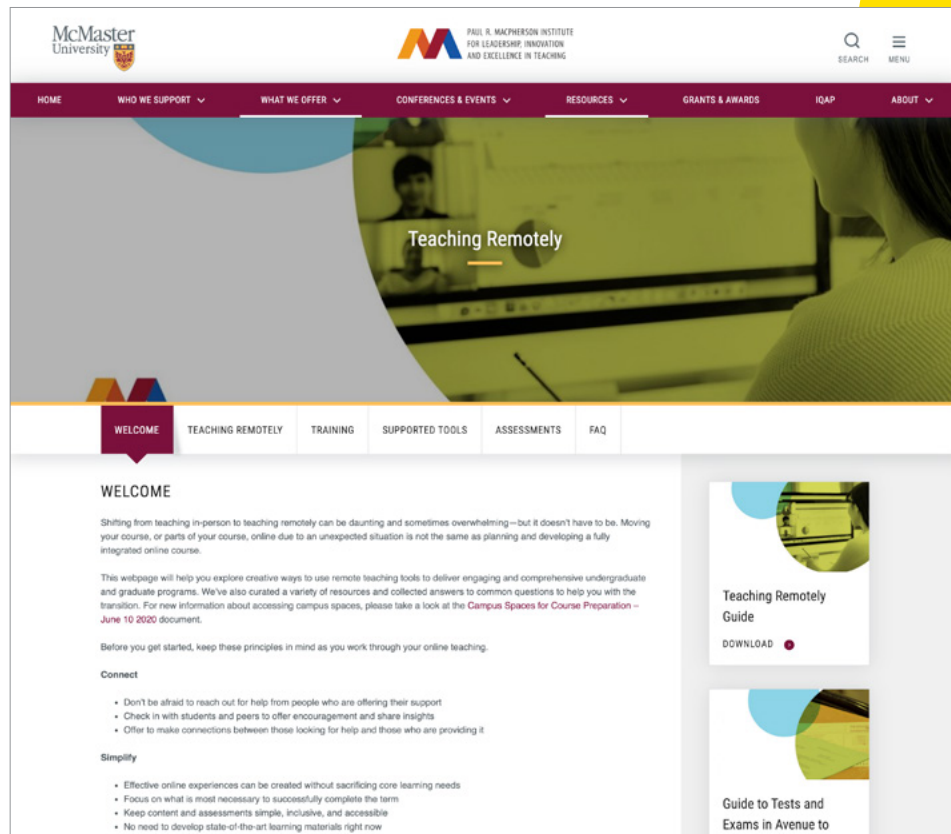
Accessibility in Echo360

Accessibility in MacVideo (Kaltura)

Accessibility Check Resources

Accessibility Hub: COVID-19 Response Support for Instructors

Check this page for updated information, supports, and services.



Teaching Remotely: **Support**

While this guide is intended to get you started quickly, we understand more information may be required.

The Teaching Remotely Page is a hub on the MacPherson Institute website which contains the most up-to-date information, supports and services. These include virtual training events, just-in-time resources, and supports created by our Campus Partners (including UTS, McMaster Libraries, Bookstore and Student Success among others).

If you experience technical challenges with Avenue, you can submit a support request by visiting the **Avenue Support web page**. If you have pedagogical questions about Avenue features or require other support, please submit a request for **MacPherson Institute Support**.