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Recommendations for Online Teaching

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RECOMMENDATIONS FOR ONLINE TEACHING

ST. JOHN'S
UNIVERSITY

SCHOOL OF LAW

6/26/20

Online & Hybrid Teaching Task Force

This is a collection of recommendations drawn from a variety of sources, including our colleagues, students, webinars, books, articles, podcasts, and our own experimentation. It is not our expectation that any individual professor would adopt all of these suggestions and indeed no one of us intends to. Instead, we hope that some of these are helpful to you. Some suggestions deal with the nuts and bolts of teaching online while others with how to accomplish broader goals.

The general recommendations are broadly applicable to all courses taught online, while the individual class-type recommendations are intended to complement and augment the general recommendations

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<http://law.stjohns.libguides.com/sjulawremote/pedagogy>

General Recommendations for Online Teaching

This is a collection of recommendations drawn from a variety of sources, including our colleagues, students, webinars, books, articles, podcasts, and our own experimentation. It is not our expectation that any individual professor would adopt all of these suggestions and indeed no one of us intends to. Instead, we hope that some of these are helpful to you. Some suggestions deal with the nuts and bolts of teaching online while others with how to accomplish broader goals.

Many of the suggestions are intended to deal with the same set of particularly troublesome problems for online classes: holding student attention, facilitating calling on students and discussions, increasing student engagement with the material outside of class, and making it possible for students to get to know and work with each other.

1. Class Logistics & Technology

Syllabus Language. Consider updating syllabi to include clear expectations around the following:

- *Attendance.* In addition to the standard attendance policy, explain any additional policies regarding virtual attendance. This language should clarify whether students are required to attend synchronous classes to be counted as present, or if they are permitted to view asynchronous recordings in certain circumstances.
 - *Sample Language:* Students must attend synchronous lectures in real time, rather than viewing recordings. Recordings are provided so you do not fall behind but do not count towards attendance without special permission.
 - *Sample Language:* Students must attend synchronous lectures in real time. However, under limited circumstances, students may be marked “present” if they view the recording and certify to me that they have done so by email. Please contact me in advance if you have special circumstances that may require missing more than the permitted live classes and would like to discuss this option.
- *Participation.* Inform students whether you will engage in cold-calling, selecting panels of students who are “on call,” or if you will rely primarily on volunteers. If your course will require regular small-group work, it may be useful to state that and explain what you expect from students when they participate in group work. Also, tell students whether you recommend that they be able to appear by video or audio during class. Consider that some students may not feel comfortable appearing on video because of the environment where they are taking class. And some students do not have reliable, strong internet and using video can lead to delays or gaps in the audio. Some students experienced audio problems if the professor used video, even if the student had the video turned off. We encourage you to be mindful of balancing these equity issues with the greater connection that video affords when crafting your policy.
 - *Sample Language:* Students should participate in class via video during all synchronous lectures. If you do not have access to a webcam or you are unable to participate via video for any other reason, please contact me.
 - *Sample Language:* Students are required to participate via video when they are on panel. On all other days, you are encouraged (but not required) to do so. If you do

not have access to a webcam or you are unable to participate via video, please contact me.

- *Sample Language:* Students are encouraged (but not required) to participate via video. If you do not have access to a webcam, please reach out to me.
- *Chat, audio, and video.* Identify the ways in which you would prefer students ask and answer questions. It may also be helpful to remind students of the expectation that, to the extent possible, they should minimize outside distractions (e.g. cell phones, web browsing, etc.) during class time.
- *Technology.* Add language recommending that students use computers, rather than tablets or phones, to participate in synchronous classes. By doing so, more students will have access to more WebEx features, including breakout groups in WebEx Training. Also consider giving students instructions for what to do if they experience technical difficulties and encouraging them to practice using the technology with other students.
 - *Sample Language:* Students are required to access synchronous lectures via computers rather than phones or tablets. Certain features of WebEx are unavailable on a phone or tablet, and visual aids may be difficult or impossible to see on a small screen. If you do not have regular access to a computer for class, please contact me.
 - *Sample Language:* Students are encouraged to access synchronous lectures via computers rather than phones or tablets. If you do not have regular access to a computer for class, please contact me.
- *Notifications.* Tell students how they will be notified of WebEx login information and where they can access WebEx recordings.
- *Course Materials.* Consider whether you want to recommend that students buy their course materials in hard copy or use a second screen so that they don't have to have the slides, WebEx panel, and assigned readings open at the same time on a laptop screen.
- *Social Media.* If you have a social media account, consider adding your information to your syllabus and TWEN/Canvas pages. Since students will not have the opportunity to pop in to your office, run into you in the hallway/cafeteria/elevator, this may be a good way to connect with them.
- *Recordings.* Consider telling students in the syllabus they can't record you in office hours. You probably don't want students taking recordings of what you say during office hours and posting it to social media out of context.

TWEN v. Canvas. Let students know which learning management system you will be using. The University is switching from Blackboard to Canvas sometime this year and TWEN is also available.

WebEx Meetings vs. WebEx Training. We recommend using WebEx Meetings, instead of WebEx Training, for synchronous classes, unless you plan to use breakout sessions. (WebEx Meetings does not support breakouts.) Both formats accommodate groups of any size, but the WebEx Meetings format allows for greater interaction between you and your students and among the students themselves by offering a Zoom-like grid view.

We have heard from faculty and students about the benefits of Zoom. Due to significant financial and institutional obstacles to our widespread use of Zoom, we do not recommend switching from WebEx to Zoom. We do, however, recommend that faculty experiment with the use of WebEx Meetings to achieve some of Zoom's benefits.

Note: If you are using WebEx Meetings instead of WebEx Training, WebEx will not automatically generate an invitation for you to send to your students. Rather, WebEx asks you to list the meeting participants individually when scheduling the meeting. To avoid having to do this, invite yourself and then forward the invitation you receive to students registered on TWEN or Canvas.

Standing Communications. One way to reinforce a sense of routine in the remote environment is to send a standing communication to your entire class—e.g., an email sent every (or every other) Monday morning. Though some weeks will inevitably merit a formal communication more than others, the regularity can be helpful for maintaining structure.

Teaching Assistants. If possible, have at least one TA who can assist with technical issues and class logistics, in addition to being a resource for students on substantive questions.

Student Note-Takers. If possible, arrange for at least one student to take notes on behalf of the class for large, substance-heavy instructional segments. A Teaching Assistant would most easily fill this role, but if this isn't possible, a rotating schedule is another option. Post and share the notes on TWEN or Canvas.

Accessibility Considerations. The concept of accessibility in course planning centers on ensuring that all students can participate meaningfully and fully in the course. Often, schools work to accommodate students with disabilities after the fact by providing tools to independently, retroactively make course materials accessible for *them individually*. If nothing else, organizational efficiency weighs in favor of making course materials broadly accessible in the first instance. And in practice, incorporating accessibility into course materials benefits a wide range of students in the remote environment—not just those who require reasonable accommodation. These are a few examples of steps you can take to increase accessibility:

- Minimize text overcrowding on PowerPoint slides. This helps students who are neurodivergent with conditions such as ADHD, but this strategy will also benefit students with weaker internet connections causing low-fidelity image transmission.
- Consider the colors used in slides or visuals. High-contrast, such as dark text on a light background, is best. Avoid red-green or yellow-blue combinations as contrasting colors because individuals with colorblindness are unable to differentiate the text from the background.
 - For complex visuals, consider also providing a concise text description of the content presented.
- Although the University did not purchase the technology to allow for automatic closed captioning of videos recorded with WebEx, you should inquire whether captioning or transcripts are available when using audio or video content as part of your class materials. (*We are still working with the University to determine if we will be able to get access to reliable and accurate closed captioning for recorded lectures through some other method, but do not have an answer at this time.)
- Make sure all text in a course is searchable. This allows learners to search for words or phrases within a document. If a PDF document is not searchable, an accompanying plain text version should be available.
- When you make a verbal announcement altering due dates, page assignments, or other expectations, be sure to notify students via email or in your slides as well as verbally.

- Contact the [Office of Disability Services](#) if you have specific questions about the best way to provide accessible content.

Practice. We recommend practicing each technological element that you plan to use in class in advance, with real participants using a variety of technology (tablets, phones, Macs, PCs, etc.). Students working as RAs in the library research pool are available to be practice students over the summer. Contact Saadia Iqbal at iqbals@stjohns.edu to set up a time.

Online Teaching Groups and Liaisons. Remember that your Online Teaching Liaison is a knowledgeable resource for specific questions about planning your online course. Other faculty members may also be open to collaborating, testing out new ideas, trying new WebEx functions, etc.

Record and Watch Yourself. If you haven't already, we recommend watching a WebEx recording of yourself to check your audio, video, lighting, etc. By doing so, you may identify ways you could improve your set up for teaching online classes. Consider, for example, whether you could adjust your webcam to be at eye level (instead of from below).

Patience and Empathy Along the Way. Like us, our students will have occasional issues that interfere with remote learning but that are beyond their control, such as internet connectivity problems, technology malfunctions, and unanticipated distractions in their home environments. Meeting such occasional obstacles with compassion and understanding can establish a welcoming learning environment.

2. Synchronous Classes

Distribute Materials Before Class. We recommend posting any class materials in advance of synchronous class meetings. Many students wrote in their evals that they want the opportunity to review materials before class. If you plan to use breakouts, it is particularly important to distribute any discussion questions in advance because students will not be able to see your shared screen once they are in the breakout room. Consider organizing posted materials using modules/folders for each class session. For online classes, the organization of the TWEN/Canvas page is important because students access the materials more often.

Starting Class. Consider posting an introductory image or slide (even if you will not be using PowerPoint during class) to greet students as they log on to let them know that class will begin at the scheduled time and to provide any reminders that will be helpful for the start of class (e.g., "Please have your notes from the assigned reading available for the discussion that we will have in the first half-hour of class today"). An image or slide providing the class agenda and expected timing of each item during class can also help students stay engaged and focused.

Routine. Develop a consistent rhythm or routine for synchronous classes so students understand the flow of activities.

PowerPoint Display. Slides are popular with students. If you do use slides, try to set up the presentation before class begins so it displays as a discrete window, as opposed to filling up the entire screen. (Otherwise, you won't be able to access WebEx features, such as the Participant and

Chat screens, while you're presenting the PowerPoint without creating yellow boxes that cover the slides and can be distracting.) To do so, open your Power Point presentation and do the following:

1. Click the Slide Show tab;
2. Click the Set Up Slide Show button; and
3. In the Set Up Show dialog box, choose Browsed by an Individual (Window); and
4. Click OK. Slide the PowerPoint slides to one side so that they can be displayed without blocking the WebEx features.
5. Once you've set up the presentation in Individual mode, share the PowerPoint application on WebEx.

PowerPoint's animation feature may not work in WebEx, but you can simulate it by putting information on multiple slides. For example, if you want to show a list of three items, put only the first item on the first slide, then on the second slide put the first two items, and so on.

We have heard of professors using multiple screens or even multiple computers and using one to see the slides and another to see the students.

Pausing/Slowing Down. Virtual classes can end up covering material much more quickly than in-person classes, often because the professor cannot see visual clues that students are confused or because the professor is more likely to be seated, looking directly at class notes, instead of walking around. Consider building pauses into your class to let students catch up and ask questions. One way to do this is to intentionally pause and read what students have typed in the chat box, telling them that this is what you're doing. Another way is to consciously repeat the most important information. You might also consider doing a short re-cap in the middle of class and inviting questions at that time.

Narrate, Narrate, Narrate. Students very much appreciate knowing what will be happening next during online classes. If you are going to start breakout sessions, for example, alert students that you are about to do so. If you are moving to a new document that you will be sharing with them, tell them that you are making this transition and confirm with them once it is viewable. If you are reviewing the chat to see if there are questions, tell the students that is what you are doing. If you are going to unmute a student in response to a raised hand, let the student know and give the student several seconds to prepare.

Discussion. During class discussions, we recommend that you stop sharing the PowerPoint presentation or other visual. This will free up screen space and allow students to see you and each other.

Breaks. Students expressed a desire to have breaks during online classes the way they would in face-to-face classes. Consider whether a break midway through a synchronous class would be effective.

Class Recordings. WebEx does not automatically record classes. You must remember to record each class. Consider having a TA or student remind you at the beginning of class to hit record.

Disruptions. Consider having a plan if you should suddenly need to mute your audio/video, including perhaps a post-it note to cover your webcam.

3. Student Engagement

Cold Calling and Panels. Professors had great success with both cold calling and panels in the spring. The choice between them will depend largely on the professor. Cold calling has the benefit of keeping all students engaged, but it can also lead to delays if students are not immediately able to be heard. One way to mitigate the effects of these delays is to plan in advance for a “back up” person so you can immediately move on if the first student is having technical issues. Creating pre-assigned panels of students who will be on call on a given day can be a helpful practice to ensure that students can prepare not just substantively, but also their home environments. Panels can also ensure that, should any one student encounter difficulties during the class, there will be other students available to engage with the assigned material.

Some students felt very strongly that professors should not un-mute a student without permission because students do not control their environments and this can be invasive or embarrassing. This can be avoided by giving students a short heads-up that you are about to unmute them or asking for a green check as acknowledgement.

Visual Aids. Giving students something to look at besides a talking head may help. Many of us already use PowerPoint slides. It might be useful to use even more, such as outlines, audio files, videos, images, and Prezis. (Though one of us gets motion sickness from Prezi and some students may as well.) You can even distribute an old-fashioned handout in advance. Videos can add context to rules and can elicit emotional responses from students, which can help them remember and engage with material.

The Chat Feature. Some professors successfully used the chat box as another form of student engagement during class; others found it impossible to monitor the chat while teaching. We suggest that you make clear to students in advance how you intend to use the chat box. If you do use it, be sure to regularly check the chat box. Asking a Teaching Assistant to monitor the chat and to alert you with important notes or questions is another way to streamline this process.

Polling. WebEx includes two polling functions. We are all familiar with the green checkmark/red X function. But WebEx also includes the ability to ask multiple choice questions or seek a written response. As with PollEverywhere, when students respond to “yes/no” or multiple-choice questions, WebEx calculates the response by number and percentage of students.

Polling can serve several relevant purposes. First, it forces students, including students who might otherwise be inclined to tune out, to answer a question. Second, once students have answered the question, they have a stake in paying attention to see if they were right, which can increase student engagement. Third, you can use the polling function to ask questions to see if students understand what you have covered, which can give you useful feedback about student learning. Fourth, it is a way of breaking the class up. Formative assessment generates emotion in students and if they then carry that emotion over to the idea you are asking about, they are more likely to remember that idea. If you are in WebEx Meetings format, you must first [enable the polling panel](#).

If you plan to use polling, please note the following:

1. Set up your polling questions before class.

2. Polling is most effective when WebEx immediately calculates student responses to each question, rather than making the calculations after all questions have been answered. To have WebEx calculate responses one question at a time, you must create a separate poll for each question, as opposed to creating a single poll with multiple questions.
3. You need not enter the text of each question into the polling panel. For example, if you want the class to respond to a multiple-choice question, you can present the question on a PowerPoint slide (or other document) and create a “bare-bones” multiple-choice question on WebEx.
4. WebEx gives you the option of recording individual student responses. We recommend that you let students know in advance whether you are doing so.
5. If available, you should consider assigning the task of creating and launching WebEx polls to a Teaching Assistant.

Breakouts. If you decide to use WebEx Training, the breakout sessions feature allows the instructor to instantly create small groups with either pre-assigned or random rosters. Many student evaluations from the spring semester expressed an interest in breakout sessions but the students in classes that actually tried them had a lower opinion of them, possibly for technical reasons and because not all students were engaged. Accordingly, if you plan to use breakout sessions with online students, we recommend that you practice the technical side of things in advance and consider incorporating some element of student accountability. An advantage of breakouts is that they require all students to engage instead of just one or two you may be calling on. Note that video is not supported during breakout sessions, only audio. If you are recording your class session, during the period when breakout sessions are activated the recording will continue but will play back a silent period until the sessions are ended and participants return to the main Training.

Asynchronous content: Many students in the spring appreciated having some asynchronous content. The ABA has not issued any new guidance regarding how to apportion asynchronous minutes between instruction and out-of-class work. ABA Standard 306(d)(1)-(2) provide that distance education instruction can count toward the required number of instructional minutes if “there is an opportunity for regular and substantive interaction between faculty member and student and among students” and “there is regular monitoring of student effort by the faculty member and opportunity for communication about that effort.” We have heard that law schools have interpreted this to mean that asynchronous activities can count as instruction, as long as they have interactive components that allow students to engage with each other and the professor and they tie into synchronous aspects of the course.

Asynchronous content can be a helpful way to break up a long class, maximizing student engagement during the synchronous portions. Consider preparing short lectures for asynchronous viewing or assigning small group projects to be worked on asynchronously. Students have also indicated enthusiasm and willingness to engage with assignments outside of traditional readings, such as podcasts, videos, and other media. Showing short videos during WebEx Meetings and Training can be difficult because students often cannot hear the audio. For this reason, videos are better for asynchronous viewing, rather than during synchronous online class.

Tools Beyond WebEx. There are many freely accessible web-based tools that can help with instruction—particularly with sharing information or gathering feedback in real time. These include Google Documents, Microsoft OneDrive, and Panopto, all of which St. John’s professors can

access and seek additional support and guidance from the University. Other freely-available tools include PollEverywhere, CALI Quizwright, a digital whiteboard at Whiteboardfox.com, and Kahoot (at kahoot.com), which supports interactive quizzing and other features.

Discussion boards. Discussion boards serve several purposes including increasing student engagement with the course and causing students to think about the course even on days when it isn't meeting. In posing discussion board questions, it is generally best to think about how the particular question will help achieve your goals for the course (e.g., if you want to give students practice in solving problems, post a problem; if you want them to think about policies underlying a rule, post a question that will cause them to do so). You can also use a discussion board to address substantive questions. One of us found that students were much more likely to email many long detailed doctrinal questions once we switched to virtual teaching. Normally these questions would be quickly answered during office hours, but they took up increasingly large amounts of time and it seemed unfair to give some students detailed, written answers that were not available to everyone. You might tell students that if they email you a substantive question, you will post it to an online discussion board, if that seems appropriate, where you or other students can answer it. Veterans of online teaching report that if you want increased student participation in discussion boards, you should give a small amount of credit for participation (e.g., lump it in with consideration you give for class participation).

“Chunking” to Maintain Engagement. During synchronous classes, professors have fewer sensory cues that students' attention is drifting. Minimizing long stretches of time focused on one topic, one slide, one activity, etc. can help keep students involved in class sessions. In addition to building in regular actual breaks, a better practice that many online educators employ is switching sequentially among different visual tools or activities.

Facilitating Feedback. In addition to soliciting feedback informally during office hours and at other points, consider providing the students with a way to provide feedback once the class is several weeks in. This can be done through a simple Google Form or other free survey. Students will be more likely to be candid if they can complete it anonymously.

4. Assessment

Formative Assessment. Consider providing students with low-stakes opportunities for practice and improvement. Formative assessments are useful both for their own value and to increase the likelihood that students pay attention. Formative assessments can include quizzes, application problems, and short writing assignments.

5. Social Presence & Building Community

Use Your Web Cam. To make connections with your students, give them at least one opportunity to see you during each class. While you may not want to lecture on-camera the entire time, sharing your camera can help them feel connected to you and may encourage them to use their own cameras if asked.

Get to Know Your Students. Build time at the beginning of the semester to get to know the students, and to let them get to know you. Consider creating a brief video introducing yourself and your approach to the course and making this video accessible in the web course prior to the first day of class. You can ask students to fill out an intro survey before the first day of class. Among other questions, that survey could ask students what helps them learn best in online classes, what they find challenging in online classes, and whether they are facing any challenges that they would like for you to know about. You may also choose to engage students with icebreaker activities during the first synchronous session. You might also consider requiring students to come to office hours in small groups just to chat. You might set aside one hour per week for these group chats.

Pre- or Post-Class Community Building. Consider opening your class session 10-15 minutes early (or keeping it open 10-15 minutes after the end time) so that students can easily engage with you and each other informally, in the way that they would in the minutes before or after class in the physical classroom. Advise students ahead of time for their planning if you decide to implement this practice.

Use Student Names Frequently. As simple as it sounds, repeating students' preferred names regularly throughout your class helps foster a sense of community. It reminds students that even if we are not all in the same room at the same time, they are still being seen.

Cultural Inclusion: Design your course and teach for cultural inclusion. How to do this specifically should be part of a broader faculty discussion, but at a minimum, we suggest flexibility, compassion, and understanding.

Office Hours. Consider using WebEx Meetings for office hours. Students can drop-in to your Personal Meeting Room and you can “lock” the meeting and control which students are let into the room and which students remain in the waiting room. Consider sending summary emails to the class to share what was discussed during office hours with the whole class or posting summaries to a blog-like running document on TWEN or Canvas. Students also expressed appreciation for efforts made by professors to schedule opportunities to come together on non-academic topics. TAs can also conduct office hours. The TAs can set up their own WebEx Personal Meeting Rooms to use for office hours.

Recommendations for Online Teaching

Large 1L Classes

1. Class Logistics & Technology

WebEx Meetings. We strongly recommend using Webex Meetings, instead of Training, even for larger groups, unless you plan to use breakout sessions. The WebEx Meetings format allows for greater interaction between you and your students and among the students themselves.

Streaming Links. We recommend that you post streaming links to your classes on TWEN or Canvas. TWEN has a section on each course page called “Web Links” (which can be renamed “Streaming Links for Class Recording” if you wish).

2. Synchronous Classes

Class Materials. We recommend posting any class materials in advance of class to the extent feasible. Distributing these materials beforehand gives students the opportunity to review them and annotate them during class. It also minimizes the impact of technical disruptions. If there is material on your slides that you do not wish students to see in advance, consider distributing a scrubbed version in advance and then uploading the complete slides after class.

PowerPoint. Remember, you can always edit your PowerPoint presentation during class. To do so, exit presentation mode and make your edits or additions. If the addition is substantial, consider inserting a new slide and adding it there. More advanced users might consider using PowerPoint as a substitute for a whiteboard. You can access an instructional video [here](#). Writing on a PowerPoint or whiteboard is easier if you use a Wacom Bamboo tablet, which costs about \$100. You can access an instructional video [here](#).

Teaching Assistants. Consider having a Teaching Assistant attending your classes in real time. The Teaching Assistant’s responsibilities should include: (i) ensuring that student panel discussions are efficiently launched and managed (*e.g.*, making sure videos and microphones are on for panel participants and off for others); (ii) reviewing questions posed by students on chat and bringing them to the professor’s attention; (iii) launching polling questions; and (iv) giving real time feedback to the professor regarding technical aspects of the class (*e.g.*, whether presentation is being recorded, whether the professor’s microphone is working, whether a presentation is readable by students, etc.).

Student Engagement. Engaging students is a challenge even in an in-person class. Some research indicates that students listen for eight to ten minutes before tuning out. In an online class, it is more difficult for students to stay focused on the class because many students face more distractions at home. For example, one of us heard from a student who said that during online classes, she sometimes answered phone calls. Similarly, a professor is likely to feel less “present”

to students when students watch the professor on part of a computer screen. Accordingly, it would be useful to adopt strategies to increase student engagement during classes.

Calling on students. Calling on students has two relevant effects. First, it gives students something to focus on besides a professor lecturing. Second, it incentivizes students to prepare and pay attention. But if you call on students for extended periods, other students may feel safe in tuning out. Accordingly, it may be helpful to switch the student you are calling on every five minutes or so. Because calling on students requires unmuting them, which can take time, professors may be tempted to lecture more. We think this is a mistake both for all the reasons professors have used the Socratic method since the Langdell era and because in online teaching, lengthy lectures tend to cause students to stop paying attention.

Polling. You need not enter the text of each question into the polling panel. For example, if you want the class to respond to a multiple-choice question, you can present the question on a PowerPoint slide (or other document) and create a “bare-bones” multiple-choice question on WebEx that looks something like this:

Question 1

- A. Your Answer
- B. Your Answer
- C. Your Answer
- D. Your Answer

Chat. Some professors successfully used the chat box as another form of student engagement during class; others found it impossible to monitor the chat while teaching. Presenters in the CALI online-teaching class disabled chat because, they claim, neuroscience shows that you use the same part of your brain to listen and read, and they didn’t want participants to be distracted from what the speakers were saying. Moreover, there is nothing corresponding to chat in all in-person classes.

Breakouts. We have heard of a professor at another school who used breakout sessions once a class session, had students discuss a hypothetical for two or three minutes, and then reassembled the class and asked students to report on their conclusions. An advantage of breakouts is that they require all students to engage instead of just one or two you may be calling on.

3. Student Engagement

Discussion Boards. Some of us have used discussion board for years on TWEN or Blackboard. In its simplest form, you simply post a question or statement and invite comments or answers. Discussion boards serve several purposes including increasing student engagement with the course and causing students to think about the course even on days when it isn’t meeting. One-L students often participate early in the semester but their contributions peter out after a while (one student told one of us late in the semester that she posted answers only because she felt sorry for her professors if no one posted anything).

One of us, who uses discussion boards, posts questions that will be taken up in the next class to get students working on the answers and commenting on each other's posts. That professor encourages students to post responses by pointing out that if you are going to make a mistake, it is better to do it on the board and get useful feedback there than to make the mistake in class. Questions that don't have a single answer are better for this purpose. For example, a question like "Was the holding in *Pennoy* based on the 14th Amendment?" might elicit many answers saying the same thing. More open-ended questions tend to generate better discussions. You might, for instance, ask "Should the scope of discovery be expanded? Curtailed? How so?" Or you can ask students to summarize what they have learned in a particular class or week and post that to TWEN or Canvas. Or what they found to be the most unclear or confusing point or the most important points in a particular session or if they see any patterns or connections in the rules they are studying. Another option is to ask students to post comments about other students' posts from time to time to encourage students to learn from each other. Still another option is to ask students to draft quiz questions and then ask other students to respond to them. You can also combine various tools by having groups work on an answer together.

Asynchronous Content.

Prerecorded short lecture. If you plan to open class with a short lecture, consider prerecording it and then beginning class a little later. Some say that such videos should be short, no longer than 6 minutes, ideally 3-5. You can use Panopto, WebEx, PowerPoint, and other programs to make videos. Prerecording allows you to use video, which might not be possible in all large classes due to student internet connections. An option to make the recording less like a lecture and more engaging is to have someone interview you with questions you have prepared for them in advance. Students reported that it took them longer to watch a video because they stopped it to take notes, so it might take them 15-20 minutes to watch a 10-minute video. If you're lecturing, students might be better with a recording that they can stop for precisely that purpose than rushing to take notes in class. You might want to suggest that students allow extra time if they plan to watch the video just before class starts. As a general matter, think about what type of delivery is best for the content you are delivering.

Small group work: Instead of using breakout sessions, you might assign small groups of students to meet and discuss a problem. If you do so, we suggest incorporating some element of accountability, such as posting to a discussion board or giving an oral presentation—or the possibility of being cold called to present the group's conclusion in the following class. You might want to assign semi-permanent "sections" of 4-5 students so students can get to know each other over the semester.

4. Assessment

Formative Assessment. The Law School has access to BARBRI multiple choice questions and CALI lessons. The CALI lessons branch, meaning that students who get easy questions wrong may next see remedial instruction while students who get hard questions right might see follow-up questions that explore whether they got the question correct for the right reasons.

One way to leverage the value of formative assessment is to assign group projects. That will also enable the first-semester students to get to know their classmates better (this is especially a recommendation for fully remote courses). This will require TAs in large classes to review written work. Because students will produce a group project, less TA time would be required than if students produced individual work.

You can also use quizzes to guide class content. For example, you can conduct a quiz before class to see what the students understand and then use class time to discuss what they don't understand. TWEN and Canvas have built in quizzing tools. You can also use the CALI quiz function. Quizizz is another platform that includes many quiz functions.

5. Social Presence & Building Community

Office Hours. Consider having targeted office hours. For example, in a Civil Procedure class you might announce that from 3:00 to 3:30, you will answer questions only about subject matter jurisdiction, and from 3:30 to 4:00, only about personal jurisdiction, and from 4:00 to 4:30, any questions. That way, students who have questions about the designated subjects will know when to join your office hours.

You might also consider requiring students to come to office hours in small groups just to chat. You might set aside one hour per week for these group chats. If you meet with students in groups of 3 or 4 for 15 or 20 minutes, you'll be able to touch base with everyone once during the semester.

If we have enough TA hours in the fall, have the TAs conduct office hours, either online or in person. Some students are intimidated by the prospect of asking professors questions but are more comfortable asking TAs. These sessions might also enable the 1Ls to become more a part of the law school community by making it easier for them to interact with upper-year students. The TAs can set up their own WebEx Personal Meeting Rooms to use for office hours.

Introductions: You can also help students get to know each other better and foster a sense of community by having them complete short questionnaires accessible to all (maybe on Google docs?). Questions like where are you from; where did you get your undergrad or other degree(s); what type of law do you want to practice, if you know; what kind of experience, if any, have you had with litigation or other aspects of the law; have you ever been an unnamed party to a class action, if you know; favorite sports team, if any; what is your best tip for learning online; an interesting fact about you.

Student Feedback. We suggest soliciting student feedback during the semester. It may be desirable to address the feedback in class, noting which suggestions you will adopt and which ones you won't, and why. You might consider a format that prompts students to reflect on how they could improve their own learning such as asking:

What is going well in this class?

What strategies are you using to maximize your learning goals?

What could I do to further your learning?

Study Groups. Many 1Ls learn a great deal from their peers in study groups or just conversations about their classes. This fall, it may be harder for students to meet each other and the result may be that students don't discuss what they are learning as much as is desirable. Professors can help this process along by assigning group projects and assigning the students to groups. Professors can change the membership of the groups with each assignment to expose students to different classmates. Eventually, students will be able to create their own groups. Consider a regular time for students to "meet" with other students to discuss group projects, upcoming assignments, or even get to know each other better.

Recommendations for Online Teaching

Legal Writing

1. Class Logistics & Technology

Syllabus. Add language to your syllabus regarding how students are expected to participate to earn participation credit. Consider framing participation in terms of engagement, rather than participation. For example, inform students whether submitting questions or responses via chat will count as participation/engagement. If students get credit for using chat, make sure to download the chat records after every class.

Introductions. Consider making an introductory video of yourself to welcome students to the class.

Especially if you are not going to ask students to appear on camera during class, set up introductory one-on-one meetings with students and/or ask students to send you or post to a discussion board short introductory writings or videos about themselves.

WebEx Profile. Add a photo or avatar to your WebEx profile.

Class Zero. Schedule a “class zero” where you meet students, do a “tech check,” and explain the structure and purpose of the class. By doing so, you can then have a substantive first class and will have worked out the logistics ahead of time.

2. Synchronous Classes

Pre-Class Connection. Consider not muting students upon entry or, if you do, as students enter the class, unmute them to say hello and check in. Students are looking for ways to connect and interact with you and their classmates.

Breaks. Add intentional pauses and check-ins to slides/lectures. Students still like to have breaks during online classes. So consider building in short breaks during synchronous classes.

Flipped Classes. Consider prioritizing active learning during synchronous class time and using a flipped classroom approach where lectures and information delivery happens asynchronously and active learning happens during synchronous class time.

Voluntary Panels. Consider assigning or asking for volunteers in advance for students to be on camera for a particular class meeting, similar to being “on call” in a non-skills course.

Short Lectures. Try to limit lecture to no more than 10 minutes.

Visuals. Add visual interest to slides and consider playing audio/video to keep students engaged.

Checks/Emojis/Raised Hands. If using slides, periodically unshare your screen to monitor checks, emojis, hand raise features as you may not be able to see them when slides are shared.

Polling. Use WebEx polling to get student feedback. Consider both substantive and non-substantive questions: What are the elements of our client's cause of action? How are you feeling today?

Breakouts. Students want work that is done in breakout groups to be meaningful to the course and to have professor involvement. Consider strategically placing TAs in groups as it will be difficult for professor to visit each group.

Collaborative Group Work. Have students edit/critique/write/rewrite together, using Google Docs (or similar).

TA Sessions. Consider using the second class meeting each week for small group meetings where students are encouraged to appear on camera with the professor or TAs or for asynchronous learning activities.

3. Student Engagement

Discussion Boards. Consider using a discussion board as a method for students to “report out” their breakout group discussions and to collect questions about asynchronous course content and individual, in-class (short) assignments.

Shared Asynchronous Materials. Consider sharing videos and freely available materials on research, citation, punctuation, and grammar among Legal Writing faculty.

4. Assessment

Ungraded Assignments. Consider using ungraded assignments as opportunities for students to interact with TAs. TAs can host short sessions on WebEx to review application problems with students. They can also provide written/voice feedback if problems are submitted on TWEN/Canvas.

Feedback. Spend some time talking with students about how they can expect to receive feedback from you while we are remote. Since we will not be able to return hand-written comments or review printed work, become familiar methods of providing digital comments, including Canvas. Consider using audio/video comments to build a connection/presence with students.

5. Social Presence & Building Community

Office Hours. Hold open office hours with your camera on so that students can drop in and ask questions and see you and each other. Send summary emails to the whole class describing the

office hours discussions so that all students benefit have access to what was discussed. Have TAs register with WebEx so they can hold office hours on camera in their personal WebEx meeting rooms.

Conferences. Host conferences via WebEx with your camera on and consider using screen share to discuss a graded assignment (if applicable). Use TWEN/Canvas scheduling features for conferences. Avoid over booking and consider appointments during nontraditional (evening and weekend) hours to accommodate various student obligations. On WebEx Meetings, you can “lock” the meeting, which will allow you to control who is in the Meeting and who is in the waiting room.

Recommendations for Online Teaching

Large Upper-Level Classes

1. Class Logistics & Technology

WebEx Meetings. We strongly recommend using WebEx Meetings, instead of Training, even for larger groups, unless you plan to use breakout sessions. The WebEx Meetings format allows for greater interaction between you and your students and among the students themselves.

Streaming Links. We recommend that you post streaming links to your classes on TWEN or Canvas. TWEN has a section on each course page called “Web Links” (which can be renamed “Streaming Links for Class Recording” if you wish).

2. Synchronous Classes

Class Materials. We recommend posting any class materials in advance of class to the extent feasible. Distributing these materials beforehand gives students the opportunity to review them and annotate them during class. It also minimizes the impact of technical disruptions. If there is material on your slides that you do not wish students to see in advance, consider distributing a scrubbed version in advance and then uploading the complete slides after class.

PowerPoint. Remember, you can always edit your PowerPoint presentation during class. To do so, exit presentation mode and make your edits or additions. If the addition is substantial, consider inserting a new slide and adding it there. More advanced users might consider using PowerPoint as a substitute for a whiteboard. You can access an instructional video [here](#). Writing on a PowerPoint or whiteboard is easier if you use a Wacom Bamboo tablet, which costs about \$100. You can access an instructional video [here](#).

Student Engagement. Engaging students is a challenge even in an in-person class. Some research indicates that students listen for eight to ten minutes before tuning out. In an online class, it is more difficult for students to stay focused on the class because many students face more distractions at home. For example, one of us heard from a student who said that during online classes, she sometimes answered phone calls. Similarly, a professor is likely to feel less “present” to students when students watch the professor on part of a computer screen. Accordingly, it would be useful to adopt strategies to increase student engagement during classes.

Calling on students. Calling on students has two relevant effects. First, it gives students something to focus on besides a professor lecturing. Second, it incentivizes students to prepare and pay attention. But if you call on students for extended periods, other students may feel safe in tuning out. Accordingly, it may be helpful to switch the student you are calling on every five minutes or so. Because calling on students requires unmuting them, which can take time, professors may be tempted to lecture more. We think this is a mistake both for all the reasons professors have used the Socratic method since the Langdell era and because in online teaching, lengthy lectures tend to cause students to stop paying attention.

Polling. Polling is an effective way to quickly engage the entire class. You need not enter the text of each question into the polling panel. For example, if you want the class to respond to a multiple-choice question, you can present the question on a PowerPoint slide (or other document) and create a “bare-bones” multiple-choice question on WebEx that looks something like this:

Question 1

- A. Your Answer
- B. Your Answer
- C. Your Answer
- D. Your Answer

Chat. Some professors successfully used the chat box as another form of student engagement during class; others found it impossible to monitor the chat while teaching. Presenters in one online teaching class offered by CALI disabled chat because, they claim, neuroscience shows that you use the same part of your brain to listen and read, and they didn’t want participants to be distracted from what the speakers were saying. Moreover, there is nothing corresponding to chat in all in-person classes.

Breakouts. We have heard of a professor at another school who used breakout sessions once a class session, had students discuss a hypothetical for two or three minutes, and then reassembled the class and asked students to report on their conclusions. An advantage of breakouts is that they require all students to engage instead of just one or two you may be calling on.

3. Student Engagement

Discussion Boards. Some of us have used discussion board for years on TWEN or Blackboard. In its simplest form, you simply post a question or statement and invite comments or answers. Discussion boards serve several purposes including increasing student engagement with the course and causing students to think about the course even on days when it isn’t meeting. One of us who uses discussion boards posts questions that will be taken up in the next class to get students working on the answers and commenting on each other’s posts. That one encourages students to post responses by pointing out that if you are going to make a mistake, it is better to do it on the board and get useful feedback there than to make the mistake in class. Questions that don’t have a single answer are better for this purpose. For example, a question like “Was the holding in *Pennoy* based on the 14th Amendment” might elicit many answers saying the same thing. More open-ended questions tend to generate better discussions. You might, for instance, ask “Should the scope of discovery be expanded? Curtailed? How so?” Or you can ask students to summarize what they have learned in a particular class or week and post that to TWEN or Canvas. Or what they found to be the most unclear or confusing point or the most important points in a particular session or if they see any patterns or connections in the rules they are studying. Another option is to ask students to post comments about other students’ posts from time to time to encourage students to learn from each other. You can also combine various tools by having groups work on an answer together.

Asynchronous Content.

Prerecorded short lecture. If you plan to open class with a short lecture, consider prerecording it and then beginning class a little later. Some say that such videos should be short, no longer than 6

minutes, ideally 3-5. You can use Panopto, WebEx, PowerPoint, and other programs to make videos. Prerecording allows you to use video, which might not be possible in all large classes due to student internet connections. An option to make the recording less like a lecture and more engaging is to have someone interview you with questions you have prepared for them in advance. Students reported that it took them longer to watch a video because they stopped it to take notes, so it might take them 15-20 minutes to watch a 10-minute video. If you're lecturing, students might be better with a recording that they can stop for precisely that purpose than rushing to take notes in class. You might want to suggest that students allow extra time if they plan to watch the video just before class starts. As a general matter, think about what type of delivery is best for the content.

Small group work: Instead of using breakout sessions, you might assign small groups of students to meet and discuss a problem. If you do so, we suggest incorporating some element of accountability, such as posting to a discussion board or giving an oral presentation—or the possibility of being cold called to present the group's conclusion in the following class. You might want to assign semi-permanent “sections” of 4-5 students so students can get to know each other over the semester.

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You can also use quizzes to guide class content. For example, you can conduct a quiz before class to see what the students understand and then use class time to discuss what they don't understand. TWEN and Canvas have built in quizzing tools. You can also use the CALI quiz function. Quizizz is another platform that includes many quiz functions.

5. Social Presence & Building Community

Office Hours. Consider having targeted office hours, with specific time periods devoted to particular topics. You might also consider requiring students to come to office hours in small groups just to chat. You might set aside one hour per week for these group chats. If you meet with students in groups of 3 or 4 for 15 or 20 minutes, you'll be able to touch base with everyone during the semester.

If we have enough TA hours in the fall, have the TAs conduct office hours, either online or in person. Some students are intimidated by the prospect of asking professors questions but are

more comfortable asking TAs. The TAs can set up their own WebEx Personal Meeting Rooms to use for office hours.

Introductions: You can also help students get to know each other better by having them complete short questionnaires accessible to all or filming a short introductory video.

Student Feedback. We suggest soliciting student feedback during the semester. It may be desirable to address the feedback in class, noting which suggestions you will adopt and which ones you won't, and why. You might consider a format that prompts students to reflect on how they could improve their own learning such as asking:

What is going well in this class?

What strategies are you using to maximize your learning goals?

What could I do to further your learning?

Recommendations for Online Teaching

Upper-Level Seminars

1. Synchronous Classes

Student Attention. Students have more distractions when they are following classes at home. In a seminar-style class where students do the majority of the speaking, some students may have even more difficulty deeply concentrating on their classmates' contributions. You may wish to introduce more structure and/or different elements to hold student attention. Here are a few to consider:

- *Videos, podcasts, recordings.* Incorporating short videos or sound files can be a marvelous way to engage students throughout a long seminar. These can be a good way to begin discussion, but also consider using them in the middle of class when attention might start lagging.
- *Visual Aids.* Giving students something to look at besides a talking head may help. Many of us don't use PowerPoint slides in discussion-based classes, but a few images can help focus students. You might also consider posting a few discussion questions, either on a slide or in the chat, to anchor class discussion.

Student Participation: Anecdotally, some professors found that a free-flowing discussion worked well virtually; others found that students went silent. Different strategies will work for different professors and course material, but it may help to make expectations clear up front. If you expect students to participate at least once each class session, consider telling them that this is a requirement. Or consider having a few students present the readings each class; this de-centers the professor and may encourage more student participation. You might also try distributing discussion questions in advance, and letting students know that you may call on them to address those. One of us found it particularly helpful to keep a queue, like we do at faculty workshops, so students could keep track of who was next. This also facilitated a smooth transition from student to student, without the faculty member having to intervene.

Polling: We may think of polling as more appropriate in larger classes, but it can be beneficial in smaller classes too. Poll results can spark class discussion. They can serve as an easy way to encourage quiet students to speak. ("I see so-and-so was not persuaded by this argument. Tell us why not?") They also keep students engaged in class and break up the class session.

Group Work/Breakouts. Anecdotally, breakout sessions seemed to work best in small classes. In a small class, you may be able to visit each group, which would likely increase student participation. You might also consider other forms of accountability, such as having each group share its conclusions with the larger class or posting on a discussion board. (And remember, breakouts only work in WebEx Training, not Meetings.)

Class Recordings. For smaller classes, you may wish to record class only when students are absent or only when a student has contacted you in advance. In discussion-based classes,

students may feel inhibited if they are being recorded. You may wish to address your policy on recording class in advance on the syllabus.

2. Student Engagement

Asynchronous Content: Many students appreciated having some asynchronous content. Asynchronous content can be a helpful way to break up a long class, maximizing student engagement during the synchronous portions. Here are a few ideas:

- *Prerecorded short lecture:* If you plan to open class with a short lecture, consider prerecording it and then beginning class a little later. Students reported that it took them longer to watch a video because they stopped it to take notes, so it might take them 15-20 minutes to watch a 10-minute video. You might want to suggest that students allow extra time if they plan to watch the video just before class starts. As a general matter, think about what type of delivery is best for the content you are delivering.
- *Small group work:* Instead of using breakout sessions, you might assign small groups of students to meet outside of class and discuss a question or prepare a short presentation. If you do so, we suggest incorporating some element of accountability. You might want to assign semi-permanent “sections” of 4-5 students so students can get to know each other over the semester. (This can, of course, be done synchronously as well.)
- *Writing assignments:* A virtual class provides an excellent opportunity to focus on developing student writing skills because the work (and feedback) can be done virtually and asynchronously. Consider having students post writing on a discussion board or, if appropriate, critique each other’s writing through a structured feedback session.

3. Social Presence & Building Community

Connection. With many classes exclusively or primarily online, small upper division classes may be students’ primary way of connecting with faculty members and fellow students. These connections will prove even more important than usual in fostering learning and community.

Office Hours. You might consider requiring students to come to office hours in small groups just to chat. You might set aside one hour per week for these group chats. If you meet with students in groups of three or four for 15 or 20 minutes, you’ll be able to touch base with everyone quickly.

Introductions. You can also help students get to know each other better by having them introduce themselves with their webcam on. You may want to incorporate different short introductions in the second and third class as well, since students won’t be meeting each other in the hallways.

Recommendations for Online Teaching

Upper-Level Skills Classes

1. Synchronous Classes

“Flipping” Where Possible. A “flipped classroom” approach is one in which students initially learn material individually outside of class time, and then come together during scheduled class sessions not for direct instruction, but rather for discussing, practicing, and mastering course material. Many of us already implement this method. Consider reserving as much scheduled class time as possible for “flipped” activities, while expecting students to use their remote environments for learning in the first instance.

Breakouts. If you decide to use WebEx Training, the Breakout Sessions feature allows the instructor to instantly create small groups with either pre-assigned or random rosters. The instructor can move freely between sessions in progress. Breakout sessions can be incredibly useful for facilitating small-group discussions, planning sessions, and negotiations. Note, one limitation of breakout sessions is that webcam video is not supported (only audio) during the breakouts.

Tools Beyond WebEx. For smaller courses focused on skill development, instructors may want to consider non-WebEx tools that facilitate live document editing, video sharing, polling, and other interactive functionalities. These include Google Documents, Microsoft OneDrive, and Panopto, all of which St. John’s professors can access and seek additional support and guidance from the University. Other free tools include PollEverywhere, CALI Quizwright, a digital whiteboard at Whiteboardfox.com, and Kahoot (at kahoot.com), which supports interactive quizzing and other features.

2. Assessment

Low-stakes Opportunities for Practice & Improvement. Students may respond positively to smaller, discrete assignments that they can complete individually or in groups that will not be graded, but that are purely an opportunity for them to use skills they are learning in your course without concern for perfection. These could be optional assignments or, if required, credit given for good faith completion.

Projects and Other Non-Exam Assessments. Consider giving students assignments that incorporate use of the tools of the remote environment (e.g., WebEx). For example, if students give final presentations in your course, provide them with instructions for setting up a WebEx Meeting or Training during which to present, and give them the opportunity to practice using these tools either during class time or during office hours. If this work requires students to be in contact with one another outside of class, make sure to facilitate the sharing of contact information and preferences (email, text, etc.).

3. Social Presence & Building Community

Getting to Know One Another. Build in time across several classes at the beginning of the semester to get to know the students, and to let them get to know you. Consider creating a brief video introducing yourself and your approach to the course and making this video accessible in the web course prior to the first day of class. You can engage them with icebreaker type activities directly, or in smaller groups (e.g., where did you grow up; what type of law do you want to practice, previous education; an interesting fact about them, favorite vacation, etc.).

Recommendations for Online Teaching In-House Clinics

1. Setting clear expectations will make the clinic experience more online-friendly.
 - a. Clinicians should set clear, written expectations for every class, meeting, and project, so that students, most of whom will be working from home and independently for most of their office hours, understand what is expected of them this semester and do not feel adrift or abandoned.
 - b. Clinics should review their student handbooks and syllabi over the summer and eliminate or update any instructions that may now be inconsistent with online/hybrid teaching, teamwork, and case handling (i.e., checking physical mailboxes, sign-in sheets at the front of the office, and other procedures that won't be possible on WFH days).
 - c. Clinicians should consider not just how they will interact with students online, but how students will interact with each other, and with clients and others, online. Clinicians should consider that students may be teamed with partners and/or clients:
 - i. whose tech skills and preferences (Teams, Atlassian, OneDrive, etc.) differ;
 - ii. whose conditions of quarantine and access to privacy during office hours differ;
 - iii. whose preferences or abilities for video/phone/email, etc. communication vary by student/client, or by day of the week or hour of the day.
 - d. Plans for engaging in public activities (court, community service projects, know your rights presentations, etc.), should take into account individual students' availability and personal circumstances. Clinicians should inform students as early in the semester as possible of dates and times for any expected public appearances and what technology might be necessary, so that students can plan accordingly.
 - i. Clinicians should explain to students in detail exactly what each public appearance will entail:
 1. If online, what platform?
 2. If in person, what social distancing or other safety protocols will be in place? What transportation will be used? What PPE must be used, and who will provide it?
 - ii. To the extent possible, Clinicians should try to avoid springing public appearances—whether online or in-person—on students with little notice, and they should provide an opportunity for students to decline based on individual need (criteria to be determined by individual clinic).
 - e. Clinicians should strive to make as much of a client's case file as is reasonably possible, available online.
 - i. If paper documents need scanning, Clinicians should consider requesting RAs over the summer to help scan the material in.
 1. An alternative might be to request that a scanner be moved to the home of the clinic administrative assistants, so that large numbers of documents could be scanned in before the semester begins.
 - ii. If updated or different case management software is needed, Clinicians should identify the needed product and request it as soon as possible.

- iii. If privacy concerns are an issue with the document management platform, clinicians should consult their school's IT department, the Clinic Listserv, ABA resources, etc.
- 2. Supervision Meetings With Students. Clinicians should state expectations for supervision meetings in the syllabus, noting whether WFH supervision will take place by phone call, video conference, document exchange, all or none of the above, etc. If the method of communication may vary during the semester, set expectations by noting that in the syllabus or student handbook.
 - a. For recurring team and student video conferences, Clinicians should consider posting standing instructions and log in credentials to TWEN, Canvas, Teams, OneDrive, etc., and using a reusable meeting link for simplicity and convenience. A reusable meeting link will also make it easier to have spontaneous meetings by saying, "meet me in my online office."
 - b. In addition to regular team meetings, Clinicians should consider holding frequent periodic check-ins with *individual* students, to gauge student well-being and further a sense of inclusion and connection to the clinic, and the law school.
 - c. As incidental/casual interactions with students in the physical clinic setting ("water cooler" conversations, brief supervision questions) are no longer taking place, Clinicians could consider replacing mid-semester evaluations with shorter but more frequent feedback every two or four weeks, to keep students engaged, motivated, and truly connected.
- 3. Meetings Among Students (no faculty present). Students will be isolated from each other unless faculty intentionally design opportunities for meaningful, synchronous student-to-student interaction. Faculty might consider using team building or group ice-breaker exercises for students only, to encourage students to interact with each other.
 - a. Student teams could practice interviewing each other, using the interviewing skills learned in the clinic. The teams could then be challenged to draft a direct or cross examination, and conduct and record it through video conferencing, for eventual faculty feedback.
 - b. Teams could be responsible for a column in a monthly internal or external clinic newsletter or blog/vlog. Student contributions could include a (redacted) Case Developments column, an op-ed, an advice column such as "Dear Student Attorney," practice pointers, interviews with lawyers or other faculty, etc.
- 4. Confidentiality.
 - a. As we do every semester, Clinicians will need to instruct students, many of them for the first time, on the core principles of confidentiality. But this year's WFH students are burdened with new privacy concerns and limitations, and Clinicians *must* address WFH confidentiality. Clinicians should consider setting expectations from the outset by adding to, or creating, a WFH confidentiality module for boot camp. Clinicians should also consider adding formative assessment in WFH confidentiality to the beginning of the semester, to help students understand their obligations and remain in compliance throughout the semester (and beyond, as they enter their next professional placement). This could be done by developing simulations, quizzes/ tests, online games, student mini-presentations, or other active learning exercises, around confidentiality while working from home.

- i. The clinics might consider having a separate, mandatory all-clinic WFH Confidentiality Boot Camp for students to reinforce that all lawyers agree on at least this one area.
 - ii. The clinics should post the Rules of Professional Responsibility, and any other ethics authority or guidance applicable to the particular practice area, to TWEN/Canvas, or other platform, and ensure that students know how to use it (by creating an exercise or assessment around that authority).
 - b. Client Files
 - i. Clinicians must consider whether the online platform they use to house client files is sufficiently confidential. A full treatment of document confidentiality is beyond the scope of this recommendation, but could be developed this summer. Partners/advisors might include Law School IT, University IT, non-clinical SJU faculty, the clinic listserv, IT support from law firm and alumni partners, a clinic's legal partners, etc.
 - ii. Whatever platform is used to access client files, it must allow for terminating access at the end of the semester.
 - iii. To the extent that students are permitted to download confidential documents to their own personal computers to work on offline (which is sometimes necessary to avoiding formatting problems), Clinicians should advise students to house all client-related documents under one umbrella "clinic" folder (and any subfolders), that can be deleted with just one or two clicks when the student is done working in the clinic. This will prevent the need for students to hunt in multiple places for documents to delete.
 - iv. Clinicians will need to advise students who back up their work automatically (such as to Time Machine, or to an external hard drive, etc.) that client documents must be removed from these sources, as well.
 - v. Clinics should re-evaluate the use of flash drives and other portable media to determine whether additional protocols for protecting client documents is needed. All flash drives should be password protected.
 - vi. The clinics should develop a policy concerning destruction/disposal of confidential papers (i.e., if student prints out a document at home).
 - 1. Shredding? If so, how and where? (Delivering to shredding service at Staples? Delivering to campus?)
 - 2. Other?
 - c. Conversations with, and about, clients.
 - i. While students face real privacy challenges during WFH, the ethical rules do not allow room for compromise here. Ideally, Clinicians could raise the need for confidential conversations with students prior to registration, but this conversation could also be had with students already registered for the fall. This conversation should not be raised for the first time after the semester begins.
 - ii. Using spaced repetition, the clinics can use a variety of methods (simulations/role play, demonstrations, and other active and engaging learning techniques) to revisit confidentiality throughout the semester.
5. Professionalism. Clinicians should consider developing/adding an "online professionalism" module to boot camp or the syllabus. The module could be developed across the clinics and taught jointly, if desired. It might address video conferencing/phone/email etiquette, attire,

video backgrounds, communication with faculty and teammates, online file maintenance, device back ups (cloud, versus hard drive, versus vendor such as Clio), etc.

6. Clinic Seminars. All of the tools described in the General Recommendations, as well as the recommendations for specific classes (skills, upper-level seminars, etc.), could be used in a clinic seminar setting according to professor preference. Clinicians should consider whether and how their prior exercises, classes, events, projects, etc. can or should be adapted for the online environment. In considering adaptations to online learning, Clinicians should balance the benefits of new technology with the convenience and comfort (both to faculty and students) of familiar tools such as TWEN, WebEx, and email.
 - a. Keeping it interesting, keeping it moving: As technology improves, the opportunities to enhance our clinical teaching techniques only grow. Clinicians can all but create virtual worlds for their clinics, including (but definitely not limited to):
 - i. Using Canvas to create modules for particular skills and areas of substantive law;
 - ii. Creating “flipped classrooms” in which students teach themselves through their reading assignment, and professors use the classroom to practice and do what used to be thought of as homework. Flipping the classroom can be made more dynamic by creating short, reusable (from semester to semester) narrated PowerPoints/Prezis, videos, etc. The classroom can be used for practice, discussion, and problem solving.
 - iii. Creating a “liquid syllabus” – essentially an interactive hub for course materials including readings, videos, discussion boards, etc.
 - iv. Facilitating brainstorming through breakout rooms: teams can work out a problem in a breakout room and share when the class reconvenes. Clinicians could “break out” teams by case assignment, or could assign members of different teams to a room; they could assign each room a specific task or goal, or different aspects of one problem, or different sides of one argument or mediation, expanding the students’ access to each other and increasing synergistic creativity. Note: anecdotally, students have reported increased interest in interacting with each other, including in breakout rooms.
 - v. Other methods of student engagement, such as PollEverywhere (the University provides access), TWEN/Canvas polling, digital whiteboards, Statute (or case law) Scavenger Hunts, and ice breaker type exercises throughout the semester, can also be used.
7. Assessment.
 - a. Clinicians may want to re-think (eliminate? Add to?) the traditional mid- and end-of-semester evaluation process.
 - b. Clinicians may wish to revise their grading rubrics to specifically address WFH and the potential lack of access to court and certain in-person lawyering activities (client interviews, etc.). If new activities and lawyering skills are added to the students’ semester (i.e., video conferencing), the rubric should potentially evaluate those skills.
 - c. More frequent feedback can be considered (written, phone, video), including faculty assessments and student self-assessments, to avoid “losing” students along the way, and also to make up for all of the missing incidental interpersonal interactions that

used to take place in the office (water cooler conversations, “quickie” supervision meetings, etc.)

- d. Facilitated student-to-student feedback can be considered, if not already in use.
- e. Clinicians might re-evaluate the use of one-way reflection memos by adding a feedback component. (Grading the memos or responding to them? Sending students rubric feedback on memos? Other?). This would avoid the need for additional assignments while increasing opportunities for meaningful feedback.
- f. Discussion boards could be used to examine lawyering problems and developments on active cases (assuming there are no confidentiality concerns with the platform, or assuming that the conversation can take place in a redacted manner).
- g. Weekly or biweekly structured case rounds might be added to office hours or common hours (if not already in place).
- h. 360 feedback during this time can provide Clinicians with valuable information about what is working and what isn't. The feedback could be anonymous (through Survey Monkey, etc.) to avoid students' grading concerns.