

**NET+ LEARNING  
MANAGEMENT SYSTEMS:  
TRANSITIONING TO AN  
ONLINE ENVIRONMENT 'ON  
THE FLY' DURING COVID-19**

**INTERNET**  
*2*



**JUNE 24, 2020**

**online**

**BY COMMUNITY, FOR COMMUNITY**

# Agenda

- Welcome
- Introduction to NET+ Program
- Campuses Response to COVID-19
  - Diane Butler, Rice University
  - John Fritz, University of Maryland Baltimore County
  - Wendy Lampner, The University of Akron
- Roundtable Discussion, Q&A

# Logistics

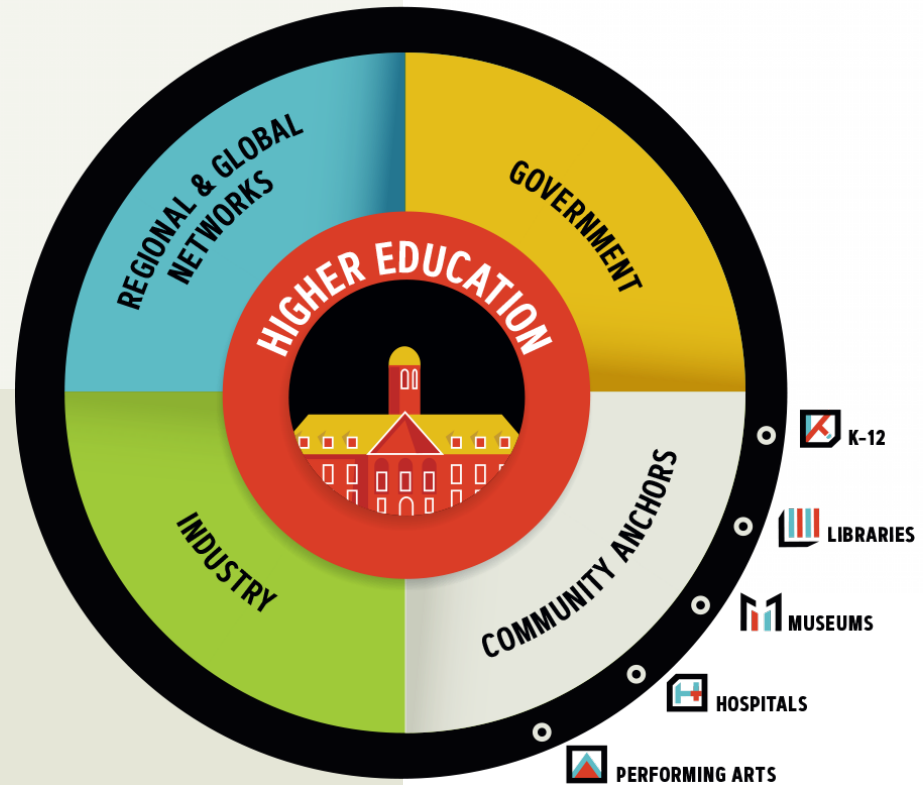
- Participants microphones and video are turned off
- Please submit your questions via the Q&A functionality
  - Questions will be moderated, but we may not have time for all
  - Limited offline follow-up afterwards
- Today's virtual event is being recorded and will be made available on the Internet2 I2 Online page: <https://www.internet2.edu/news-events/events/i2-online/>

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INTERNET2 EXISTS TO FACILITATE collaborative effort of U.S. higher education institutions to design and provide selected mission-critical services required to advance all aspects of their academic and service missions.

INTERNET2 WORKS BY ENGAGING mutual-interest collaboration across diverse communities to advance scholarship and accelerate discovery.



# Community-Driven NET+ Cloud Services



Services conceived, tested and vetted based on R&E standards

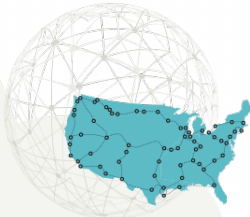


Peer-driven solution roadmaps address evolving user and enterprise needs



Services meet R&E security, compliance and accessibility standards

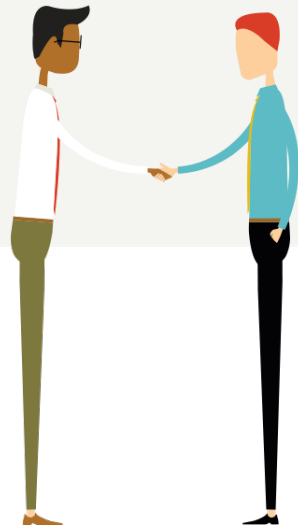
## PROVIDER PARTNERSHIPS



Architected to perform across advanced Internet2 network and global peers



Leverages R&E federated identity standards enabling seamless sign-in with campus credentials



Provides standard agreements and terms for all

# Key Elements of a NET+ Cloud Service

**I2Cloud**  
NET+



## **Developed through a community led [Service Evaluation Process](#)**

Reviewing services to ensure they meet higher education standards in areas such as functional, technical, security and compliance, business and legal, and other areas of importance.

## **Backed by a group negotiated [Facilitation Agreement](#)**

Ensuring standard and differentiated higher education contract terms and conditions, and discounting for qualified institutions.

## **Supported and maintained by a [Service Advisory Board](#) and [Program Manager](#)**

Convening the community in meaningful ways around cloud services while supporting ongoing management of the service offering.

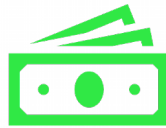
# How NET+ contracts help speed up access to the cloud for research and education:



## Reduce time

Pre-negotiated terms and conditions developed by peer higher education institutions

Service providers are required to complete and provide standard compliance documentation



## Reduce cost

Volume discounting based on the size of the Internet2 membership  
Legal negotiation costs supported by community participation in the negotiation



## Reduce risk

Contracts capture important compliance and legal requirements for higher education

Pricing backed by a Facilitation Agreement with Internet2 – typically with a multi-year term and capped price increases



## NET+ Key Metrics - Updated May 2020

351 institutions subscribe to at least one NET+ service

84 institutions subscribe to 3 or more NET+ services

117 institutions have contributed to at least one NET+ service evaluation

21 NET+ cloud services in the portfolio

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## **Diane Butler**

Associate Vice President, Office of Information  
Technology  
Rice University

## **John Fritz**

Associate Vice President, Instructional Technology  
University of Maryland Baltimore County

## **Wendy Lampner**

Director of Design & Development Services  
The University of Akron

## **Tom Lewis**

Director, Academic Experience Design & Delivery  
University of Washington

## **Matthew Buss & Dana Voss**

Program Managers  
Internet2



# **SPEAKERS**



RICE

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# Diane Butler

Associate Vice President

Rice University

7200 students  
900 FT and PT faculty



Boasting a 300-acre tree-lined campus in Houston, Rice University is ranked among the nation's top 20 universities by U.S. News & World Report. Rice has a 6-to-1 undergraduate student-to-faculty ratio, and a residential college system, which supports students intellectually, emotionally and culturally through social events, intramural sports, student plays, lectures series, courses and student government. Developing close-knit, diverse college communities is a strong campus tradition, which is why Rice is highly ranked for best quality of life and best value among private universities.

- Sent our students home one week early for spring break so that they had 2 weeks off. We had planned for them to return after spring break, **so they took nothing with them. <= lesson learned**
- Faculty had 2 weeks to shift their courses to remote teaching. Be innovative. Apprx. 1900 courses had to be shifted.
- Partnered with our Center for Teaching Excellence and Rice Online Learning to triage and assist faculty
- Assessed the technology needs of our students and mailed laptops, mifis, headsets, etc. to students

- We had training sessions (pre social distance) and office hours for each school. A few days after these sessions, Houston went on lockdown.
- We taught 100+ one-on-one sessions on Zoom, Canvas and Kaltura in 2 weeks time.



- All courses get a course shell created for them in Canvas with the students populated into it whether they use it or not
- 24x7 support from Canvas
- All our assets migrated from Ensemble to Kaltura
- A small usage of Zoom on campus
- Documentation



- Using our LMS, Canvas, is not a requirement at Rice
- We did not have a site license for Zoom (although we acquired one quickly) so only a small percentage of faculty had used it before
- We were just starting to roll out Kaltura so only faculty that had participated in the pilot knew the software
- Procuring equipment like webcams, headsets, laptops as we were competing with everyone else that was going remote
- Vetting LTIs on the fly
- Fluid situation
- Communication
- Staffing

- Disparity of technology among students and faculty
- Vendor Challenges
  - Canvas - ramp up to handle the capacity, held back feature releases
  - Kaltura - ramp up to handle unlimited storage accounts
  - Zoom – where to even start. Very time consuming to keep up with constant updates to the software as well as security issues, Zoombombing, etc.



- Zoom does not work at all for music classes. Faculty had to get creative for how to have one-on-one lessons with students (FaceTime and YouTube). And Music faculty don't really use Canvas.
- Communications and support for graduate students that teach were inconsistent.
- The Canvas/Zoom LTI was great but if faculty tried to access Zoom outside Canvas, it was confusing to them.
- Have course templates available for faculty to use to help with course creation

- Survey of students at end of Spring semester (Response rate 37% undergrads)
  - Remote course delivery hindered my communication w/my instructors
    - 64% strongly or somewhat agreed
  - I felt connected to other students in my courses
    - 72% somewhat or strongly disagreed
  - Remote learning hindered my motivation to engage w/my classes
    - 83% somewhat or strongly agreed
  - Rice has shown care and concern for me with changes in response to COVID 19
    - 88% somewhat or strongly agreed

- The following aspects of remote learning made a significant difference in student experience:
  - Communication and responsiveness of instructors
  - Modification to course expectations and workload
  - Making course materials easily accessible in a variety of modalities
  - Good organization of the course in Canvas
  - Fairness in grading and assessments

- The following themes emerged from students regarding remote instruction:
  - Students found the breakout rooms in Zoom effective for discussion with other students, TA's, and professors
  - Live lectures in Zoom are preferred over pre-recorded lectures
  - Students found group projects hard to manage and organize with other remote students
  - Partial credit, academic honesty, and variability in how professors reorganized classes and used Canvas for remote learning were among the biggest obstacles for students.



RICE

Thank you!  
Onward to Fall

Questions? [dianeb@rice.edu](mailto:dianeb@rice.edu)

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# COVID-19 Lessons Learned

John Fritz

Assoc. VP, Instructional Technology

# Internet Access

This is the new “student laptop requirement” for 2020.

Nothing like a global pandemic to render moot our investments in ubiquitous campus WiFi.

[doit.umbc.edu/getting-online/](https://doit.umbc.edu/getting-online/)

## Division of Information Technology

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### Getting Online

#### Free public WiFi in BCPL parking lots

Ten participating Baltimore County Public Library (BCPL) branches (including Catonsville) are now offering free wifi in their parking lots. Patrons must stay in their automobiles to observe social distancing guidelines. [More Info](#).



#### Enabling mobile hotspots and other resources for connectivity from providers:

Right now most carriers have made mobile hotspots free for existing customers. Please follow these instructions for either [Apple IOS](#) or [Android](#). There are also a number of other resources related to getting online:

- [FCC agreement](#) stating that providers will waive late fees, not cutoff service for lack of payment, and open hot-spots.
- [Comcast COVID-19 response](#): offers free WiFi for 2 months to low income families plus all Xfinity hot-spots are free to the public during this time
- [Charter Free Internet offer for 2 months](#)
- [AT&T COVID-19 response](#): offers open hot-spots, unlimited data to existing customers, and \$10/month plans to low income families
- [Verizon COVID-19 response](#): no special offers, but following the FCC agreement.
- [Sprint COVID-19 response](#): follows FCC agreement, provides unlimited data to existing customers, and, starting Tuesday, 3/17/2020, will allow all handsets to enable hot-spots for 60 days at no extra charge (I expect others will follow).
- [T-Mobile COVID-19 response](#): follows FCC agreement, plus unlimited data to existing customers, and, coming soon, will allow all handsets to enable hot-spots for 60 days at no extra charge (I expect others will follow).

#### Utilizing UMBC wireless safely:

UMBC has made part of the Admin parking lot wifi-enabled; you can drive up and connect to the UMBC wireless networks from either the upper or lower parking deck, on the side closest to the admin circle.

#### Using eduroam wireless throughout the state:

UMBC is part of the eduroam wireless network which allows you to access wireless for free at various museums, universities and other venues. The same wifi network that we have at UMBC, if you have connected eduroam at UMBC, you can find the full list of locations at the [US eduroam site](#).

UMBC has instructions for connecting to eduroam available for all types of devices through the [UMBC Eduroam FAQ](#)

# Asynchronous Learning Anyone?

How many Zoom meetings do you want to attend in a day? And your students?

[umbc.edu/go/urcadonline-faq](http://umbc.edu/go/urcadonline-faq)

## How do I participate in SP2020 URCAD Online via VoiceThread?

Created by Mariann Hawken, last modified by John Fritz on May 05, 2020

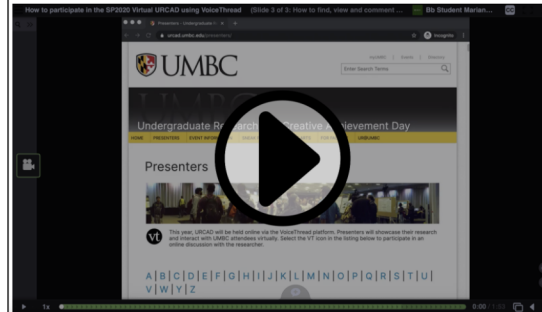
**UPDATE:** Now that URCAD 2020 is over, this site is retained for archival purposes only. See the following for more info:

- Virtual URCAD puts student research on broad display (5/1/20 *UMBC Magazine*)
- Week-long digital celebration of undergrad creative achievement to begin 4/22 (4/20/20 *The Retriever*)
- URCAD 2020 showcases UMBC student researchers and artists in a new, interactive online format (4/15/20 *UMBC News*)

Use the [URCAD Presenter's site](#) to find student presentations, indicated with the VoiceThread (VT) logo like this . For help, please use the "Visitor's Guide" (below) or contact DoIT's [Technology Support Center \(TSC\)](#).

### Visitor's Guide

#### Show Me



96813/87666677



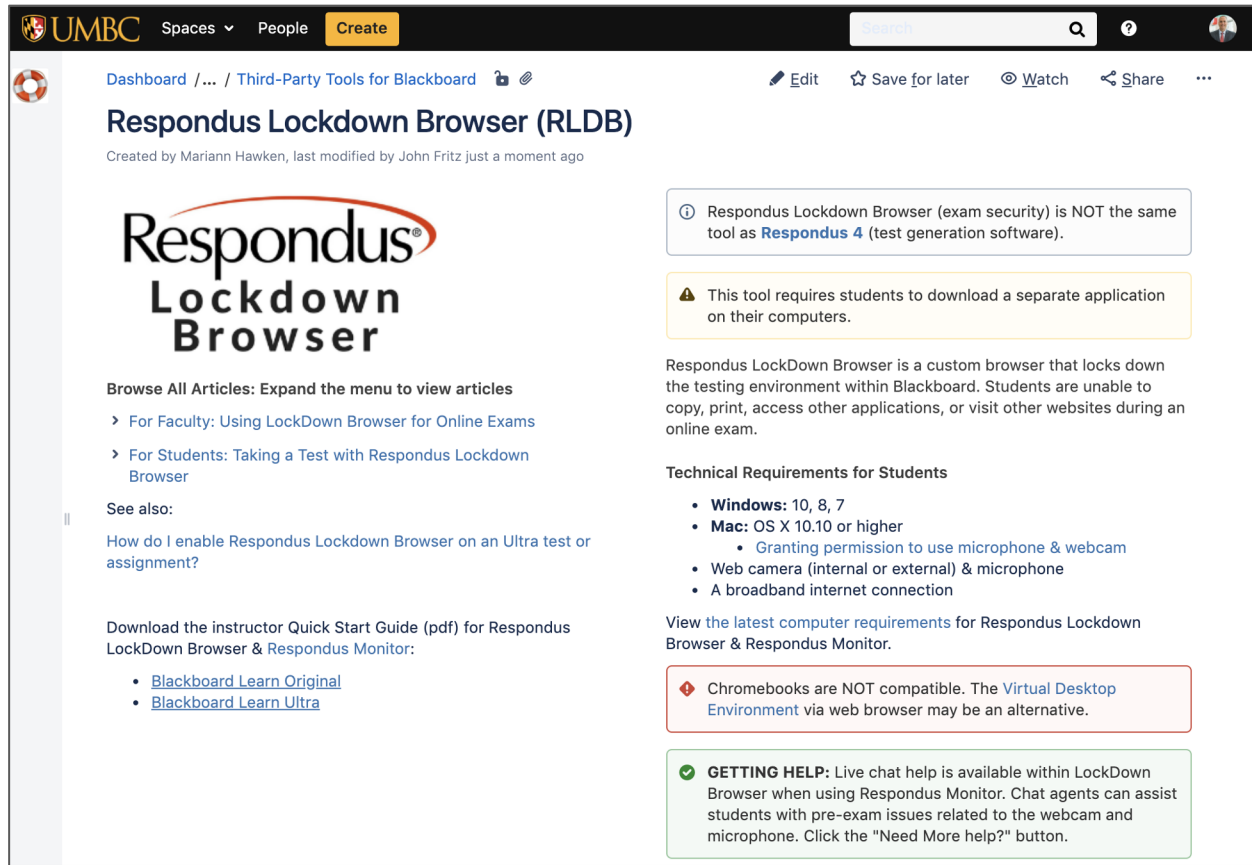
# F2F Labs

Hmm, Yeah . . . . 🙄

Piloting Labster this summer  
Waving our hands?

# Academic Integrity

Faculty DID want to make cheating harder, but DID NOT want to invade students privacy (webcam monitoring).



The screenshot shows a Blackboard course page for 'Respondus Lockdown Browser (RLDB)'. The page header includes the UMBC logo, navigation tabs for 'Spaces', 'People', and 'Create', and a search bar. The main content area features the title 'Respondus Lockdown Browser (RLDB)' and a sub-header 'Created by Mariann Hawken, last modified by John Fritz just a moment ago'. Below this is the Respondus Lockdown Browser logo. The page is organized into several sections: 'Browse All Articles' with links for faculty and students; 'See also' with a link to a help article; 'Download the instructor Quick Start Guide (pdf) for Respondus LockDown Browser & Respondus Monitor' with links to 'Blackboard Learn Original' and 'Blackboard Learn Ultra'; and 'Technical Requirements for Students' with a list of requirements including Windows 10, Mac OS X 10.10 or higher, a web camera, and a broadband internet connection. A sidebar on the right contains several informational boxes: a blue box stating that RLDB is not the same as Respondus 4; a yellow box warning that a separate application is required; a red box stating that Chromebooks are not compatible; and a green box providing information on getting help.

UMBC Spaces People Create

Search

Dashboard / ... / Third-Party Tools for Blackboard

Respondus Lockdown Browser (RLDB)

Created by Mariann Hawken, last modified by John Fritz just a moment ago

**Respondus®  
Lockdown  
Browser**

Browse All Articles: Expand the menu to view articles

- > For Faculty: [Using LockDown Browser for Online Exams](#)
- > For Students: [Taking a Test with Respondus Lockdown Browser](#)

See also:

[How do I enable Respondus Lockdown Browser on an Ultra test or assignment?](#)

Download the instructor Quick Start Guide (pdf) for Respondus LockDown Browser & Respondus Monitor:

- [Blackboard Learn Original](#)
- [Blackboard Learn Ultra](#)

**Technical Requirements for Students**

- **Windows:** 10, 8, 7
- **Mac:** OS X 10.10 or higher
  - [Granting permission to use microphone & webcam](#)
- Web camera (internal or external) & microphone
- A broadband internet connection

View [the latest computer requirements](#) for Respondus Lockdown Browser & Respondus Monitor.

Respondus Lockdown Browser (exam security) is NOT the same tool as [Respondus 4](#) (test generation software).

This tool requires students to download a separate application on their computers.

Respondus LockDown Browser is a custom browser that locks down the testing environment within Blackboard. Students are unable to copy, print, access other applications, or visit other websites during an online exam.

Chromebooks are NOT compatible. The [Virtual Desktop Environment](#) via web browser may be an alternative.

**GETTING HELP:** Live chat help is available within LockDown Browser when using Respondus Monitor. Chat agents can assist students with pre-exam issues related to the webcam and microphone. Click the "Need More help?" button.



# Remote Instruction v. Online Learning

“Coping” in SP20 won’t suffice as a strategy for FA20 and beyond.

[umbc.edu/go/pivot](http://umbc.edu/go/pivot)

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- PIVOT** ▶
- Web & Video ▶

### PIVOT

#### WHAT’S NEW

#### [DoIT Offers Monthly PIVOT Live Webinars During SU20](#)

Launched in SP2020, **Planning Instructional Variety for Online Teaching (PIVOT)** is a new professional development program for instructors who wish to take a more deliberate and holistic approach to preparing their courses for remote, synchronous and asynchronous, online instruction.

#### PIVOT Tracks

Delivered in [five 60-minute webinars](#) over five days, **PIVOT** topics focus on helping instructors achieve competency in areas related to pedagogy, course design and development as well as technical and administrative skills.

Two additional tracks are in development:

**PIVOT+** will be a facilitated, cohort-based online workshop available to faculty who are preparing for FA2020 courses. **PIVOT Solo** will provide a self-directed experience using the PIVOT webinar recordings, complemented by DoIT’s [Academic Continuity](#) and the [Faculty Development Center’s \(FDC\) Keep on Teaching](#) sites, as well as select FAQs for a robust reference collection.

#### About PIVOT

Inspired by nearly 90 faculty participating in the [Alternate Delivery Program \(ADP\)](#), which focuses on redesigning select courses for winter and summer delivery in online or hybrid format, PIVOT is grounded in the evidence-based principles for how people learn and shares many of the best practices of teaching in face-to-face classrooms, but leverages those principles and adapts the practices to the online environment. Like the ADP, PIVOT leverages the highly-regarded [Quality Matters \(QM\)](#) standards for effective online course design, and is ideal for participants who found themselves thrust into online teaching in response to COVID-19, but would like to be more proactive and intentional about their future online course design and instruction.



# The Rise of Empathy Spam

Really?!!

“As a mother of two teenagers, I know well the many daily challenges that families across the nation are facing right now as they balance work, school, and home life. . . .”

A Personal Message from Kate [REDACTED] CEO of [REDACTED] ▷ Inbox x



Kate [REDACTED] [Unsubscribe](#)  
to me ▾

Thu, May 21, 7:32 AM ★ ↶ ⋮

Dear John,

In the midst of the confusion and uncertainty surrounding the current pandemic, I wanted to take a moment to let you know that our [REDACTED] family is here for you, and we are working hard to ensure you are supported during this time.

As a mother of two teenagers, I know well the many daily challenges that families across the nation are facing right now as they balance work, school, and home life. I am especially familiar with the uncertainty and frustration that our high school juniors and seniors are feeling as they consider what comes next after graduation. My daughter finishes her junior year this month, and we've been unable to visit any of her prospective colleges and universities. So, I recognize the unique position of both students and higher education institutions.

For more than 16 years, colleges and universities have trusted us as a strategic partner in ensuring student success from recruitment to graduation. We currently support nearly 800 higher education institutions through Intersect, helping them reach and connect with highly engaged Naviance students. Through Starfish, we help over 500 colleges and universities support the 'whole' student, enabling them to thrive and graduate.

During these uncertain times, our mission remains as steady as always. We hope you continue to look to us as the industry leader in recruitment, enrollment, and student success solutions. As we all navigate this new normal, our team has and will continue to stay focused on providing resources for you and your institution, some of which include:

- **Free Webinars.** During the COVID-19 pandemic, our experts share practical advice and best practices to recruit students and to support them once they've enrolled. View our webinars [here](#).
- **Helpful Videos.** Coming soon to YouTube, our "Chats with Colleges" series has been designed with the student in mind, helping them with the college search process while in-person college visits are off the table.
- **Compass Community.** Our team created a dedicated 'COVID-19 Response Group' for our client institutions to share best practices, ideas, and ask questions of their peers on how to support students during this time.
- **Timely, Practical Help.** Our team of consultants continue to help our clients as they support students in the transition to remote instruction, offering one-on-one support, and leading webinars for the entire community.
- **Virtual CollegeTours.** We've updated our platforms to highlight virtual events, including campus tours. These events are now displayed more prominently on the college's enhanced profile page, and when viewing events, prospective students can filter by virtual events.

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# UAKRON ONLINE

## Town Hall Session

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Wendy Lampner  
Director of Design & Development  
Services

June 24, 2020

The  
University  
of Akron



Steve Kaufman, Sr. Instructional Designer



Patrick Tabatcher, Sr. Multimedia Producer



Scot Uhl, Instructional Designer



Wendy Lampner, Director



Ling Qian, Instructional Designer



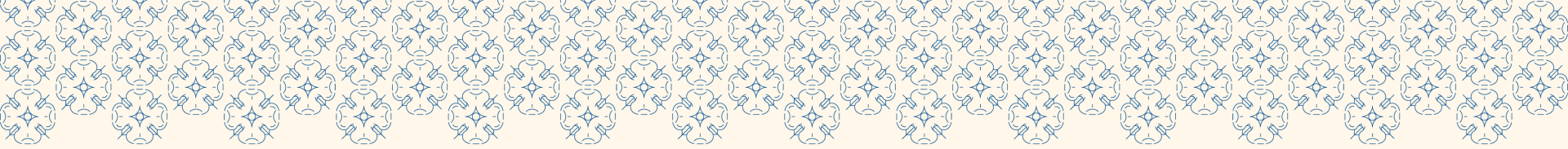
Rene Molenaar, Instructional Designer



Jamie Newhall, Sr. Multimedia Producer



Design +  
Development  
Services



“

“On the bright side, at least my family understands what an instructional designer does now”



# WE WERE SUDDENLY FAMOUS

Akron Beacon Journal

Subscribe Now



nski  
t,  
l...



GOP Ohio state senator wonders if "colored" people get COVID-19 from not washing their hands as...



Apparent suicide investigated in Barberton City Jail

Royal Docks opening new Plain Township brewpub Friday



Crews work to restore power after storm tears through Northeast Ohio

## University of Akron pros head back to school to prepare for virtual classrooms

### MOST POPULAR

- 1 Suspect charged in Akron double homicide: 14-year-old girl among victims  
Jun 5 at 7:01 PM
- 2 Gov. DeWine says Ohio National Guard member suspended for expressing white supremacist views  
Jun 5 at 2:31 PM
- 3 Canal Fulton woman dies after Jackson Twp. crash  
Jun 9 at 2:25 PM
- 4 Tens of thousands of Ohioans are being told to repay unemployment benefits  
Jun 10 at 9:06 AM



The University of Akron

# IN 2.5 WEEKS

• 3197

Courses



• 722

Training attendees



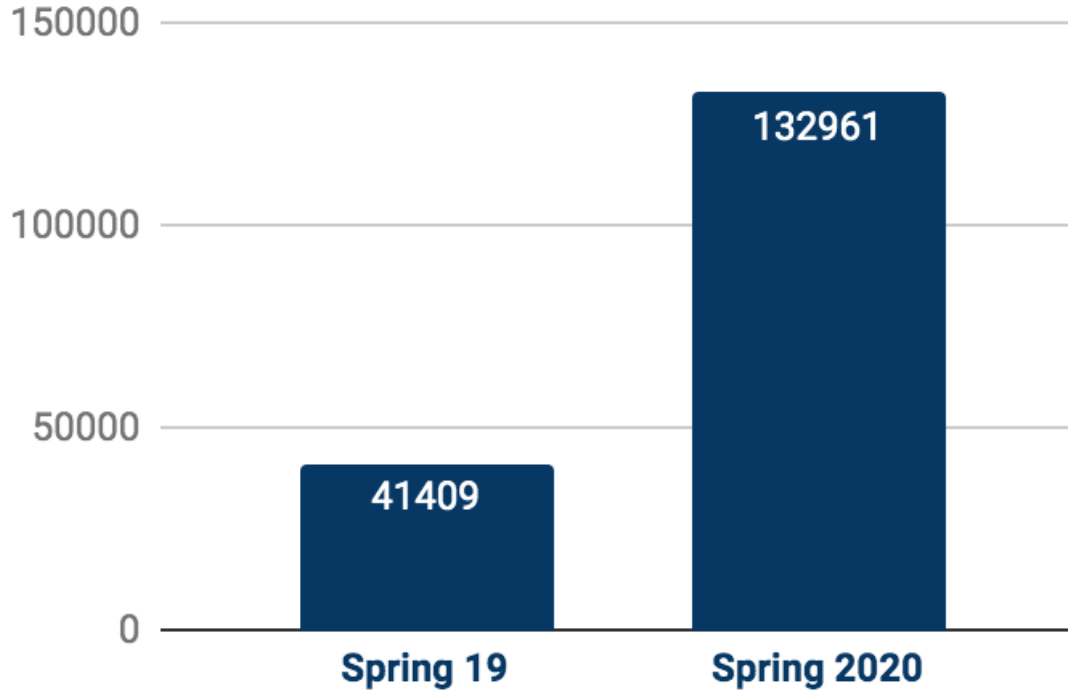
• 74

Office Hours



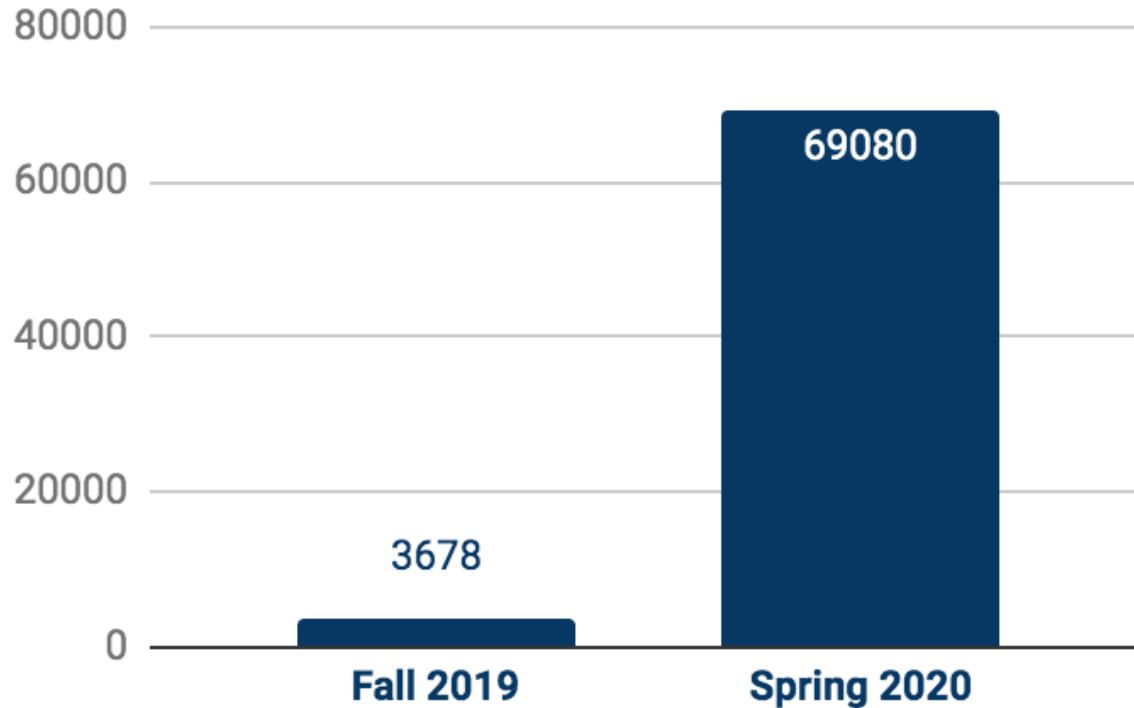
# Panopto Lectures Viewed

**221% increase in one year**



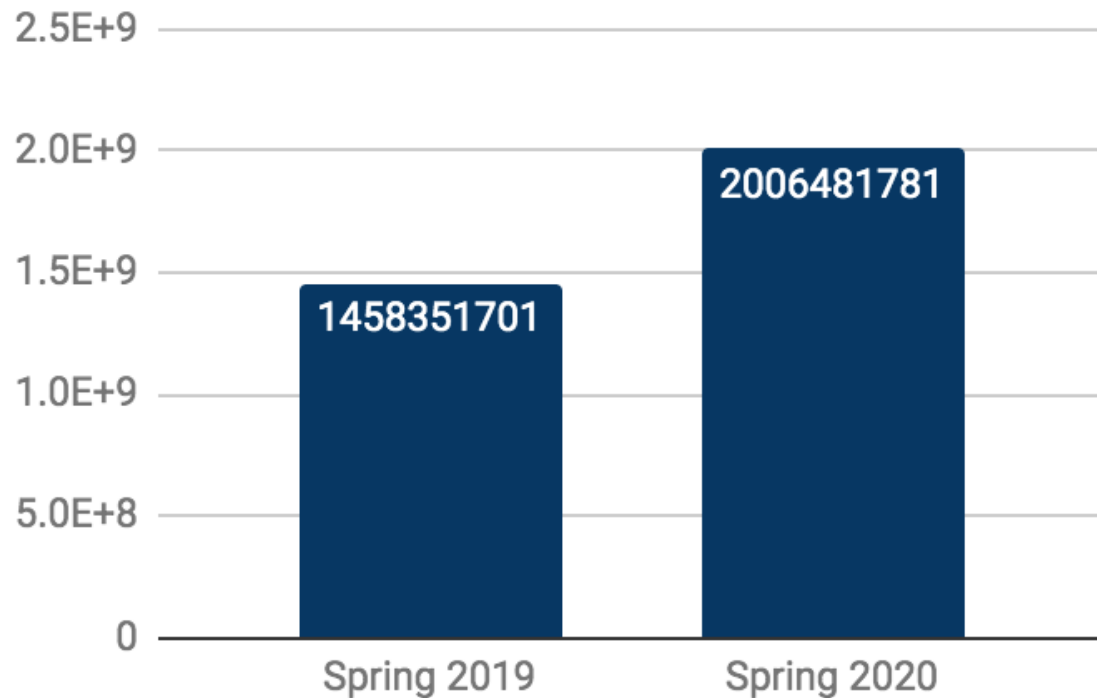
# WebEx Lectures Attended

**1800% Increase in one term**



# Brightspace Learner Time

**38% increase in one year**





W1 All day open  
labs

W2 Topic-specific  
classes (F2F)

W3 Virtual sessions  
(recorded)



W1 monitored  
phone calls

W2 All calls to  
dedicated email

W3 Developed  
**Keep Teaching  
Community** in  
Brightspace

# **WE HAD VOLUNTEERS!**

Faculty simply walked in and started helping colleagues in open labs

Faculty responded to posts in the Keep Teaching Community in Brightspace. This included recording and sharing step-by-step videos

Library staff helped with logistics

UCM helped broadcast training schedules and post content online

# DON'T FORGET THE **STUDENTS** (KEEP LEARNING)



## Get started

We will do everything that we can to help you continue your coursework. This guide will help you take the first steps.



## Strategies

New to online learning? No problem. Here are some tips to succeed in an online course.



## Resources

This page offers tips and advice for Brightspace, WebEx, Office365 and Panopto — software we use to teach remotely.



## Campus services and more

The library, Career Services and more are still available remotely. Visit our coronavirus page for details.

# AND ACCESSIBILITY!



- Deaf faculty members attended our drop-in labs
- Verbit Real-Time Transcription & Captioning (CART) Service for synchronous classes
- Delivered good quality microphones to faculty with a hearing-impaired student enrolled.

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## Please tell us how we did today!

- Take our survey:
  - <https://bit.ly/LMSTownHall1>

## Want to follow up with one of our speakers?

**Diane Butler, [diane@rice.edu](mailto:diane@rice.edu)**

Associate Vice President, Office of Information Technology  
Rice University

**John Fritz, [fritz@umbc.edu](mailto:fritz@umbc.edu)**

Associate Vice President, Instructional Technology  
University of Maryland Baltimore County

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Program Managers, NET+ Services LMS  
Internet2