

LWI Members Tips for Online Teaching from LRWPROF¹

Topics Covered

Assignments	1
Giving Feedback Online.....	3
Office Hours	4
Oral Arguments Online	5
Recording & Preserving Class Meetings/Videos	7
Remember to Tell Students.....	8
Using a Whiteboard in Zoom	9
Webex	10
Zoom Logistics	11

Assignments

- Below is information about an online assignment that you may find helpful to use with your students. It reinforces that not all assignments are given in writing and asks them to complete a time-sensitive matter outside of class.
 - Here is how it works. Students get a link to a “voicemail” from a senior partner <https://suensemble.suffolk.edu/Watch/f5CSi3s8> that they must listen to that gives them a short research and writing (1 hour max) assignment that they must complete within 24 hours. It involves researching the relevant rule and case law to support a motion to extend the deadline to file an answer to a complaint and drafting a 1-2 page memo. The junior associate handling the case missed the deadline because he was sick with the flu and the firm is requesting an extension. Students have 24 hours to upload their memo.
 - We did a similar time-pressured research and writing assignment in the fall where students received an email from the senior partner and had 24 hours to complete the assignment. Students commented that they liked how it seemed realistic to practice. We then post several sample memos that I have attached that students review after submitting their memo. Students can then complete

¹ Compiled by Tracy Norton (tnorton@tourolaw.edu) from suggestions from lrwprof-l@iupui.edu, the listserv of the Legal Writing Institute, during the coronavirus outbreak in spring 2020. All mistakes or omissions mine. Please reach out to tnorton@tourolaw.edu for corrections/suggestions. Last update: 3/16/2020.

a self-reflection comparing their answer to the samples and noting what they learned from the assignment, etc. I'm attaching some sample memos for this assignment.

- Thanks to Dyane O'Leary at Suffolk who created the assignment as well as several colleagues and TAs for reviewing it. Hope it is helpful. (Kathleen Elliott Vinson, kvinson@suffolk.edu) (Sample memos available on listserv, message dated 3/10/2020 at 15:29)

Office Hours

- **Zoom (or any video meeting/conferencing platform) can be used for online office hours.** Just open your meeting room at the beginning of the time and close it at the end. Students can come and go. (Allison Martin, martinad@iupui.edu)
- **Zoom office hours can be recorded** and posted for students who are unable to show up. You can record if you like; just pause the video between student visits. It saves you from having to remember to tell other students things that might come up with an individual student that everyone would like to know. (Tracy Norton, tnorton@tourolaw.edu)

Feedback

- **I have been using Notability on iPad to give feedback** on memos and briefs for a few semesters now. I use my Apple Pencil to write on the papers (it's shockingly easy and clear), and I can also give audio feedback in Notability. I can easily upload those files (the paper and audio files) to TWEN, and students can easily access them.

I find that my feedback is more robust and more efficient using this method, and it has made the memo process completely paperless. It would work well with online delivery of the LRW courses. ([Kirsten K Davis, kkdavis@law.stetson.edu](mailto:kkdavis@law.stetson.edu))

- **You can also use Notability for the Mac**
<https://apps.apple.com/us/app/notability/id736189492?mt=12>.

After 5 years of using Notability on the iPad, I switched this year to using Notability on my Mac. I give both audio and typed feedback on papers. This combined feedback is popular with the students.

Notability lets you put a textbox anywhere on a page to type comments, which to me makes this tool far superior to track changes in Word. I like using the Mac better than the iPad because my typing is neater than my handwriting, and while you can type with the iPad version of the app, it's easier for me to type on the Mac.

The app creates a zip file which, as Kirsten says, is easy to upload. So my students submit and pick up their papers on TWEN, without printing anything.

I'm also happy to answer questions about Notability. ([Joan Blum, joan.blum@bc.edu](mailto:joan.blum@bc.edu))

Oral Arguments Online

- I did a quick search myself and came across **10th Circuit advice**, included [here]: <https://www.ca10.uscourts.gov/clerk/videoconferenced-arguments-guide>
 - Act Natural--The panel judges will be able to see and hear you just as if you were presenting your argument in person.
 - Make Eye Contact--Since the camera is located on top of the monitor, by looking at the judges on the monitor, you will make eye contact with them.
 - Use Your Normal Voice--The podium microphone and system speakers will pick up and transmit your voice as clearly as if you were arguing to the judges in person. There is no need to speak louder or slower than you would in a normal courtroom setting.
 - Avoid Exaggerated and Unnecessary Gestures or Movement--Remain standing behind the podium. If you move away from the podium, you may be out of camera range and not visible to the panel judges. While normal gesturing can enhance your videoconferenced argument, extreme or exaggerated hand and arm movements can be even more distracting than when arguments are presented in person.
 - Dress Conservatively--Remember you're a TV star. Just as on television, some colors are better than others (whenever practicable avoid white or vivid colors) and bold patterns may cause a strobe effect.
 - Avoid Unnecessary Noise--Noise such as caused by tapping on the podium or shuffling papers may be transmitted through the system to the panel judges, thereby making it difficult for them to hear or concentrate on your argument.
(Fiona McKenna <fmckenna@ggu.edu)
- **I taught Appellate Advocacy online** in a fully asynchronous course last summer. I'd be happy to talk about it with you in more detail, but briefly:
 - In the first weekly unit on oral advocacy, I had the students watch an argument online and use the Discussion Forum to reflect on it using a few prompt questions, then comment on others' prompts; taught them the "folder" method for structuring their arguments; and had them submit their folder outlines to me as the weekly assignment.
 - In the second weekly unit, I had them do online practice arguments with each other using their folder outlines and my feedback on those. I paired them up (and had one group of 3), then let them schedule the arguments themselves and choose to use either the Blackboard interface or any other interface - but they arguments had to be virtual. Each student had to complete a peer assessment form and give that to their partner(s), and a self-assessment to reflect on their own performance. They had to submit both forms to me as well, so I could review them and offer a few comments. They also did Discussion Forum posts

on "strengths and weaknesses" of their arguments, to assist them in revising their outlines. (Julie Baker, julie.baker@umassd.edu) (Julie's course materials are in the faculty guidance folder and labeled with her name.)

- In the third weekly unit, I did the Final arguments, scheduling them in individual slots using the Blackboard interface. I was the judge (I wore black), and each student had to stand up and deliver their arguments exactly as if we were in the same room together. I kept the time and use time cards (5, 2, 1, stop); and I gave feedback immediately after the argument and then via a grading rubric. I told them it was up to them whether to dress "like lawyers" (it was July), but reminded them that wearing a suit would probably help them to stay in role and present professionally. Every single student wore a suit for their argument. (Julie Baker, julie.baker@umassd.edu)
- **To hold multiple oral arguments at the same time**, ask one student from each team to create a Zoom meeting open to anyone and place the link for the meeting into a shared Google Sheet. Then, our Moot Court Board and I can share the links with the judges. While we certainly have some kinks to work out here, we are hopeful we're on the right path. (Stephanie Williams, stephanie.williams@pepperdine.edu)
- **Video on Using Martial Art Strategies for Oral Argument** (Bruce Ching, bmching@law.syr.edu)

<https://youtu.be/zGvPmH0EflU>

Recording & Preserving Videos/Class Meetings

- Zoom automatically creates **transcripts for videos recorded to Zoom Cloud**, although it does require an Education license, which all of our respective University accounts should have. You can use Zoom to record a video/lecture (as well as use it to teach synchronous classes) and automatically creates an audio transcript. I used this feature to record all of my students' practice oral arguments so we could all benefit from the transcription. Here is the information about enabling this setting from Zoom's website. <https://support.zoom.us/hc/en-us/articles/115004794983-Automatically-Transcribe-Cloud-Recordings-> (Jennifer Cooper, jcooper@law.du.edu)
- Zoom can be used to record videos for asynchronous delivery as well. (Allison Martin, martinad@iupui.edu)
- Camtasia is good software by TechSmith to record screencasts and greenscreen video for asynchronous delivery. (Tracy Norton, tnorton@tourolaw.edu)

Remember to Tell Students

- **If you want to say something click on the “raise your hand” button.** Then unmute your microphone to talk, and mute it again when you are done. ([Ben Fernandez, fernandez@law.ufl.edu](mailto:fernandez@law.ufl.edu))
- **I ask my students to remember that this is a regular class and they must treat it as such,** not as a Facetime session with a friend. I also ask them to avoid distracting dress (such as t-shirts with political or offensive messages) and backgrounds (such as rock or swimsuit posters, etc.). I ask that they self-mute when they join a meeting and whenever they are done speaking during the meeting. I ask that, if a TV is playing somewhere close to them, they move to another room. In addition, I remind them (some of these come from the Zoom web site):
 - use desktop or laptop computer, if possible.
 - while several tablets and smartphones are supported (see the Zoom web site for a list of supported devices), I do not recommend them. They will suffice as a backup to a desktop or laptop that has lost its power or internet connection.
 - have a strong, reliable internet connection – broadband wired or wireless or cell service plan. **(Be aware that participating in a Zoom session using cellular service will consume considerable amounts of data.)**
 - they need speakers and a microphone, either built-in or USB plug-in or wireless Bluetooth. Many people find that earbuds work quite nicely.
 - they need some sort of camera, either a webcam or HD webcam (built-in or USB plug-in).
 - if they are operating on a device using only battery power, they need enough battery power for the length of the class.
 - finally, log on a few minutes early.
-

Using a Whiteboard in Zoom

- **Surface Pen & Word Doc** ([Katheen Burch, kburch@johnmarshall.edu](mailto:kburch@johnmarshall.edu))
- **Ipad as Whiteboard**
 - It looks like you can use the following set up for Zoom:
 1. A desktop computer with a separate webcam on top of the screen (or one inside the screen) for the video; and, at the same time,
 2. An Ipad with an Apple pencil for the white board.
 - I noticed when you are in a zoom meeting there is a button to "share" a document. If you click on the share button, you will see an option for connecting your Ipad (when you click on that option you will see the instructions). So I guess you can connect your Ipad to your computer via the internet and use the Ipad and the computer for a Zoom session!
 - Disconnect any screen related hardware from your regular computer before you start. I had a screen splitter hooked up to mine, and I think that may have caused the initial problem I was having. Also, if you have an at home router that puts out multiple wifi signals, like mine does, make sure the regular computer and the iPad are both getting on line with the same signal.
 - I also noticed Ipad prices have come down since the last time I checked. You can get a 7th Generation Ipad for about \$300 plus a pencil for another \$100. ([Ben Fernandez, fernandez@law.ufl.edu](mailto:fernandez@law.ufl.edu))
- **On-screen pencil with Share Screen.** I used the pencil icon with share screen. I posted a paragraph and the students and I all used the pencil icon to highlight various issues with the writing. I just had to remember to clear all and exit the pencil task bar before moving on to the next screen. ([Deb Weiss, dweiss@rwlaw.net](mailto:dweiss@rwlaw.net))

Webex

- I used WebEx last year when we closed during Cal fires. I'm not yet familiar with Zoom so can't compare them.

I did a synchronous live class as well as office hours through WebEx from my laptop at home and it worked really well for me. I had no headphones or mic either and just used the laptop mic; I had no problems. Students were a little nervous about how effective it would be but were pleasantly surprised and gave very favorable feedback. I can pull up documents and PPTs just like in class and whatever I put on my desktop students also see. They can ask live questions or can type through the chat feature. Also I recorded the session and posted it for later reference. In office hours I could pull up their drafts or other materials and review with them. It was all quite effective.

I use Canvas and can link them through Canvas or they can access through our university portal.

I was very pleased with how it all worked out. I will be checking out Zoom as well, but I'm not sure what it does that WebEx doesn't, except I'm informed Zoom can create a transcript where WebEx cannot. If you have accommodated students that may be important. ([Adrienne Brungess, abrungess@PACIFIC.EDU](#))

- We were told that WebEx will record, with one click. And ours is set up to create a transcript, too. ([Sue Liemer, sliemer@elon.edu](#))

Zoom Logistics

- **Either the professor will have to mute and un-mute students** when they ask questions, or the students will have to remember to mute and un-mute themselves.
 - Here are some links that include things Zoom participants should not to do during a Zoom meeting:
 - <https://support.zoom.us/hc/en-us/articles/115005759423-Managing-participants-in-a-meeting>
 - <https://support.zoom.us/hc/en-us/articles/200941109-Attendee-Controls-in-a-Meeting>
 - <https://blog.zoom.us/wordpress/2015/04/21/9-oft-forgot-meeting-tips/> (Amanda Peters, apeters@stcl.edu)
- **These training catalogues** will also make it easier to share the information with students, rather than trying to explain it yourself.
 - Microsoft: <https://support.office.com/en-us/office-training-center>
 - Zoom: <https://support.zoom.us/hc/en-us/articles/217214286-Watch-Recorded-Training-Sessions>
 - Canvas: <https://community.canvaslms.com/community/answers/guides/video-guide>
 - Blackboard: <https://trainingcenter.blackboard.com/Public/Course/Browse>
 - Adobe: <https://learning.adobe.com/> (Joshua Jones, joshuaajones@gmail.com)
- Zoom has bandwidth requirements for PC, Mac, and Linux:
 - <https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux> (Suzanne Nathanson, Suzanne.nathanson@quinnipiac.edu)
- **Get a second screen**, even a cheap one. (Curtis Nettet, nettet@uga.edu)
- **Following is a follow-up to the online Q & A about Zoom** (Tracy Norton, tnorton@tourolaw.edu)
 - **Q: If I choose Speaker View for a meeting, can I lock the camera on a single speaker?**
 - A: Yes, you can! (And, man, am I glad. That has always driven me nuts.) What you experienced when we were all on together was the Active Speaker function, which I've just learned how to turn off! To spotlight your video when you speak, go to the Settings (either in the app or through the web site, zoom.us). Choose Video, and then choose Spotlight my video when I speak. I'll try it out in class Sunday and let y'all know. To spotlight someone else, Zoom has instructions explaining how to do that: <https://support.zoom.us/hc/en-us/articles/201362653-Spotlight-Video>.

- **Q: With a single monitor, can I see the full speaker view/gallery view PLUS the screen share?**
 - A: Yes, you can! (I was dead wrong about this one.) Go to the Settings menu, and choose General. Under Content Sharing, choose Side-by-Side Mode: <https://support.zoom.us/hc/en-us/articles/115004802843-Side-by-Side-Mode-for-Screen-Sharing>
- **Q: At your session this week, only about 20 people could be on the screen at one time. I have more students than that in my course. Is there any way to get them all on the screen?**
 - A: Yes, there is! Make sure that you are in full-screen mode and that your window is large enough to display the thumbnails. Zoom supports up to 49 thumbnails on a single screen: <https://support.zoom.us/hc/en-us/articles/360000005883-Displaying-participants-in-gallery-view>
- **Q: How do I pre-assign a team or group of students to breakout rooms?**
 - A: I put together a quick 5-minute video [see the list of videos in the folder] showing where to find the settings for this. There's also a video about breakout rooms generally along with some written instructions on Zoom. <https://support.zoom.us/hc/en-us/articles/206476313-Managing-Video-Breakout-Rooms>
- **To use Keynote and PowerPoint with a Mac:**
 - On a Mac, Powerpoint and Keynote each take over both displays when playing a slide show—even when not in presenter mode. At least during my tests, trying to share a presentation that way meant not being able to see the gallery view (or any other view of the participants). I know of three solutions, two of which are more hack-ish than the first:
 1. In Powerpoint, go to "Slide Show" > "Set Up Show..." and choose either "Browsed by an individual (window)" or "Browsed at a kiosk (full screen)" as the show type. Then slide show mode will use only a window or one display, which you can then share while seeing the Zoom gallery view.
 2. I don't know of any way to make Keynote use only one display. But you can share Keynote's window without playing the presentation. Your students will see the slides as if you are editing them. Animations and transitions won't display, however, unless you create them using separate slides. Use Page Up and Page down to move between the slides. To make this look more like a real presentation, you could use View > "Slide Only"; View > "Hide Presenter Notes"; and View > "Hide Toolbar" to make the slides use up as much of the window as possible.
 3. Print your presentation to a PDF and present the PDF.

If anyone knows of another solution (especially one that uses Keynote, which I favor), I'd love to hear it. ([Jim Graves <james.graves+lrwprof@georgetown.edu>](mailto:james.graves+lrwprof@georgetown.edu))