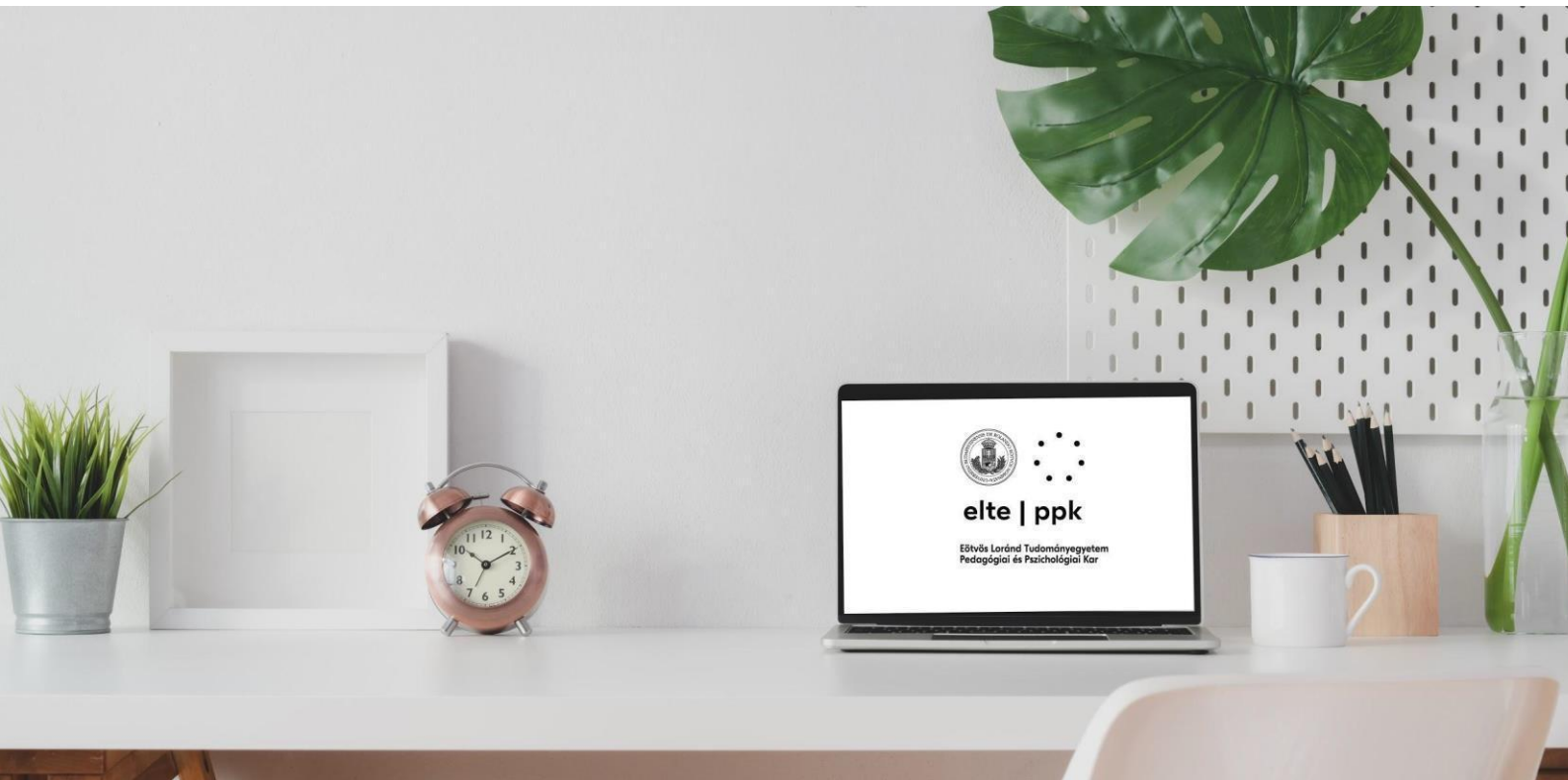# Faculty Distance Education Handbook
ELTE Faculty of Education and Psychology

Authors:

Enikő Orsolya BERECZKI
László HORVÁTH
Orsolya KÁLMÁN
Kinga KÁPLÁR-KODÁCSY
Helga MISLEY
Attila RAUSCH
Zoltán RÓNAY

Dear Colleague!

In accordance with governmental and central university decision, due to the epidemic situation, ELTE PPK is transitioning to distance learning, relying on the pedagogical and psychological expertise, as well as the accumulated digital learning know-how available at the Faculty.

In order to enable both the instructors and students at the Faculty to continue the work began at the start of the semester as smoothly as possible, surveys of students' and instructors' needs and experience in distance learning have been conducted. ELTE PPK's Faculty Distance Learning Support Working Group was founded to aid the realisation of the surveys' results and the directives of the ELTE Epidemiological Operative Coordinating Body. The Working Group created the distance learning methodological aid, bespoke to fit the needs and experience, which is now made available to all instructors at the Faculty. The Working Group also kindly asks all colleagues to design the process of distance teaching and learning based on these guidelines.

We understand that this is an exceptionally difficult situation. Thus, we would like to stress that no teaching Colleague is expected to become an expert in distance learning overnight. We would, however, encourage flexibility and openness. In addition to continuous self-learning and support from all Colleagues, we encourage reflecting on and structuring the platforms and technological solutions based on the learning goals and results defined at the beginning of the semester. What we suggest:

- Focus on learning objectives, outcomes and link these to the platforms and technological solutions of choice.
- Set priorities both in the content and the technological background/framework
- Be flexible and open-minded, take student needs and opportunities into account as much as possible. In order to see more clearly and plan accordingly, the results of the student survey will inform each instructor of the needs, preparedness and digital competency of the students in their courses, so that they can tailor the course structure appropriately.

In addition the present Handbook, the Working Group is continuously exploring further possible ways of the Faculty's distance learning strategy, which will be constantly communicated to our colleagues on all platforms, as it has been done up to now. The Handbook is subject to modifications, and will be continuously expanded and updated based on the instructors' needs and feedback.

The shared goal of the Faculty and the Working Group is to introduce measures that might serve high-quality university education in the longer term, even after the epidemiological situation has abated.

Kind regards,

the Faculty leadership and the Authors

Acknowledgements

Table of contents

Introduction – How to Read this Handbook?

The preparation of the Handbook is based on the results of the instructors' and students' surveys, international and domestic best practices, as well as our own professional capital and teaching expertise. The Handbook may be used separately or as part of a strategic plan for distance learning, designed for mentoring based on professional cooperation.

ELTE PPK established the following mentoring structure for the quick and efficacious development of distance learning at the outset of the COVID-19 outbreak (hereinafter referred to as coronavirus outbreak). We intend to support the best possible use of the Handbook by maximizing the use of internal knowledge and assigning additional resources (see the organogram).
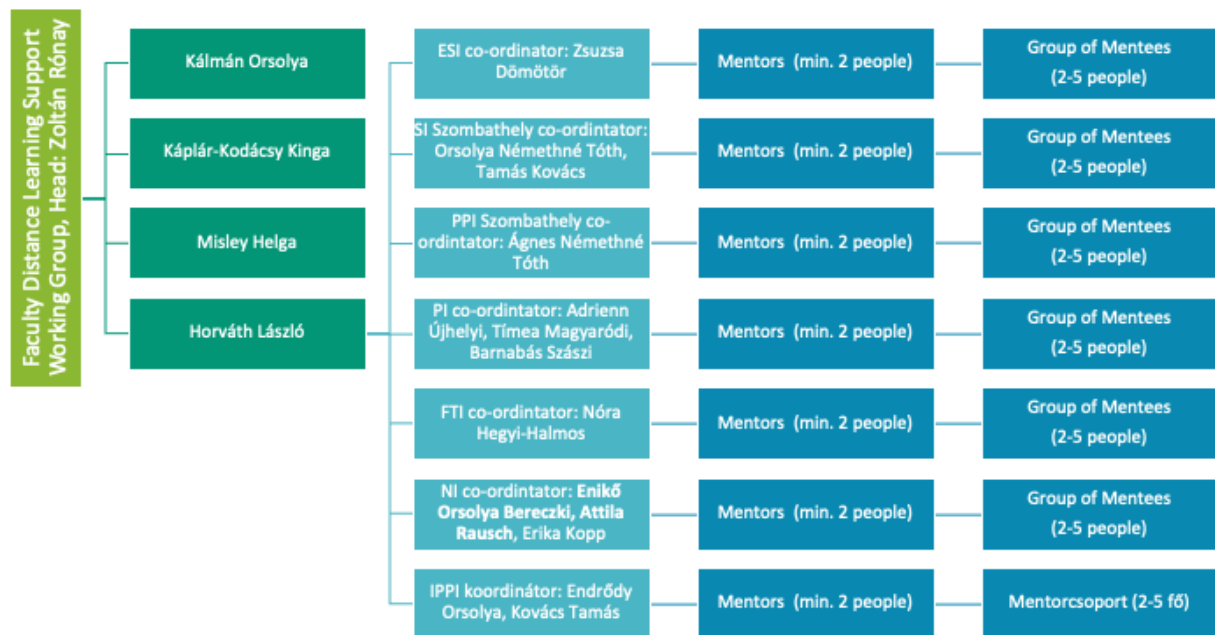
The purpose of the Handbook is to provide colleagues who are (1) **just familiarising themselves with** or (2) are **already experienced** in and conduct distance education and its tools with **a practical, easy-to-interpret and clearly structured support for the efficacious management of distance learning.**

When drafting the Handbook, we built on the following principles:

- it is necessary to provide a uniform Learning Management System (LMS) for supporting distance learning, which supports the creation of 'virtual classrooms,' which we found primarily in the Canvas platform backed by the Faculty and the University. Command of Canvas' built-in functions is necessary and maybe sufficient for managing distance learning. The present Handbook intends to provide basic guidance in this regard;

The Handbook was structured along these considerations:

1. The first section of the Handbook clarifies what we mean by distance learning, what are its possibilities and limits, as well as what rights and obligations instructors and students, respectively, have in this form of education. We further elucidate the aspects of the transitions that are worth considering by heads of programmes, persons

responsible for specialisations, courses and instructors of the courses.

2. This is followed by the chapter entitled 'From Contact to Online' where instructors can find information on the basic features and concrete solutions of the Canvas platform, as well as in-depth illustrated written help:

we demonstrate, in a manner suitable even for instructors with a beginner-level understanding of distance learning, (1) the main features of the Canvas LMS, and for more advanced users, (2) the most practical third-party application that can be integrated into or linked to the Canvas LMS;

we present asynchronous (narrated presentation, video lecture, narrated video) and synchronous (online conference, webinar) options that can be integrated into the Canvas LMS for seminars and lectures;

for quick and easy application, we summarise platforms and options available in thematic charts.

3. We compiled some links and repositories of links that may serve as useful companions to this Handbook.
4. We believe that it is important to provide our instructors with advice on the 'netiquette' as well: we present best practices for the matters to be clarified in online cooperation.
5. The questions that may arise during the instructor survey are systemised in the section on Frequently Asked Questions (FAQ). We tried to answer these questions as much as possible at this point.

The structure of the Handbook is based on the needs of the instructors as users, indicating the level of difficulty of a particular platform or functionality. The levels of use are the following:

1 star: very easy, requires basic digital competency
2 stars: intermediate difficulty, requires intermediate digital competency
3 stars: rather difficult, requires advanced digital competence

Based on these, each instructor can choose the most effective options for the specific learning goals, based on their digital competence and their students' needs.

Moreover, in each chapter, one may find methodological tips and advice indicated by a green box. These indicate the most important settings for a particular function.

What one should know about distance learning?

What exactly is distance learning? How is it different from remote learning?

Distance learning combines the elements of online and remote learning.

Online learning: the primary tool of learning and the primary source of learning content is the world wide web. The online platforms provide a teaching/learning opportunity for both the instructor and the student, no matter where or when.

Remote learning: this term characterises the process of teaching/learning with geographical distance. The student interacts with the instructor, their fellow students and the educational institution without direct contact, from a town or even continents away.

Distance learning thus aims to realise remote learning based on online learning without physical contact.

What are the opportunities that distance learning can provide, and what are its limits?

Opportunities	Limits
- flexible schedule - non-location bound - makes individualized learning paths possible - cost-effective - due to the micro contents, it supports filling in downtimes, through learnable, completable in smaller pieces - teaching material is recorded and searchable - the learning process is foreseeable and easily monitored, documented - support the break-down of the geographical barriers, the creation of virtual learning communities - after the state of emergency ends, teaching can resume at a higher level of quality	- low digital competence on the part of the teacher/student - lack of devices - lack of personal, direct contact - skills training, preparation for practical training requires more time investment on the part of the instructor

What are the rights and obligations of students and instructors in distance education?

Student rights and obligations

The primary reason for the introduction of distance education is the requirement for students to stay away from the University. **Thus, all teaching and related activities may only be performed remotely:**

- the University's students are forbidden entering the University premises and institutions from 12 March 2020

- no course organised by the University may be delivered with the personal attendance of students, regardless of the location.

- educational or other events that require personal attendance are not allowed to be held for students even outside of the University buildings,

- until further notice, students are not allowed to do their professional internship and the work placement part of their education in the dual learning system,

- assessment of educational progress (including especially the thesis defence, final exams, complex exams, doctoral comprehensive exams, workshop debates, doctoral thesis defence) that require personal attendance of students are not allowed to be held in person, regardless of the location.

Based on the above, the University continues all of its courses in the form of distance education from 23 March 2020, until further notice.

Students are obligated to take part in the distance education starting from 23 March 2020 and in other activities related to students (e.g. exams, reports, consultations) in accordance with the general regulations.

Students are called upon to follow the briefings of the respective Faculty, Institute, instructors, and courses with regard to digital study materials.

Students are obligated to be ready to receive digital study materials and services of related activities from 23 March 2020 on, and to fulfil the required technical criteria. Consequently, students are entitled to ask the University to provide alternative ways of course completion, should technical difficulties arise.

In close cooperation with the Academic Directorate, and in line with its guidelines, all teaching material to be provided to students electronically for distance learning from 23 March 2020 is to be updated.

All University instructors are called upon to develop the course methodology and materials required for transitioning their courses to distance learning in the Rector's recess and the spring break, based on the relevant faculty's task allocation. In practice, this means that the instructor has to have a general understanding of their teaching activity during the emergency. Specifying the minute details of the course material is therefore not required, only that the course requirements, content, tasks, methods etc. are defined. Constant support is provided by the mentor network and the present document.

During distance learning, the University is operating as usual; thus, all instructors, researchers, and staff **are obligated to work.**

The instructor is entitled to receive the necessary assistance support for transitioning to distance learning and distance teaching itself. In this regard, ELTE PPK operates a support system, coordinated by the Faculty Distance Learning Support Working Group.

Academic and educational considerations for persons responsible for programmes, specialisations, courses, and instructors

Below, you can find academic and educational considerations in planning, teaching and learning activities, and evaluation that may be helpful when overviewing distance education, which may serve as an important starting point for all stakeholders. To further cooperation and transparency, each line contains the recommended academic and educational considerations for persons responsible for programmes, specialisations, courses, and instructors, respectively. The role of the person responsible for the course in the curriculum becomes essential when multiple instructors teach the same course. The table below helps clarifying the duties linked to the various supporting roles, as well as how one can reflect on pedagogical and academic questions related to distance education coordinated on programme level.

	Persons responsible for the programme, specialisation (programme directors)	Person responsible for the course in the curriculum	Instructors
Planning: where should you start?	The following courses in a programme ought to be prioritised • Senior year students • Pivotal subjects: large credit value, practical courses, which focus on the programme's key learning objectives. • Courses with a multitude of instructors (at least 4-5)	Start at reconsidering the requirements, aiming to realistically achieve the programme's learning objectives, cooperating with instructors teaching the same subject: • Paying special attention to the requirements of developing student skills • Achieving the main learning outcomes, even if this means decreasing/modifying/amending the course requirements	When planning, try to keep the learning outcomes, not transitioning contact hours to distance learning. It is advisable first to consider the main requirements, and envisage how practical requirements can be realised through distance learning. Then, establish the content and activities of each class.
Planning: is it worthwhile to cooperate amongst courses?	It is worth considering if there is a possibility for connecting the practical requirements of different courses to ease student loads. If the courses need to be connected in the Canvas (or Moodle) system, this can be done with the administrator's help.	It is worth considering if there is a possibility for disseminating shared course content amongst instructors (e.g. online sources, videos, examples, quizzes).	It is worth considering whether there is another instructor in the specific course with whom one may use common materials, assignments. Review if cooperating with the person responsible for the course or the programme is necessary to be involved.

Planning: rethinking courses which seem problematic in distance education framework	The basic tenet is to realise all courses by distance learning, especially if they involve students in their last year of studies. The person responsible for the programme should, by all means, facilitate the cooperation of the person responsible for the course, instructors, and distance learning mentors. If needed, contact the vice dean for education. If the course does not involve senior students, and, after coordinating with the aforementioned, the course does not seem feasible in distance learning, it will be a relinquished course for students that they can take in the next semester.	In case of subjects that are not realistically transitioned to distance learning (e.g. professional internship, institutional visit, training), should first review with the instructors whether modified, eased requirements would make the course possible. As for professional internship, it is advised to involve students in preparing for distance learning, if this is relevant for their professional activities. Share your ideas with your mentor, rethink it with the person responsible for the programme.	If the main requirements, learning outcomes are deemed unfeasible by distance learning, request the advice of your mentor, the person responsible for the course, or the programme.
Planning: informing and supporting students	Handle the special requests (e.g. accessibility, special needs) of the course's students within the programme-level framework if possible. Discuss solutions with the mentor, coordinator, and the Faculty's special needs coordinator.		Strive for clear and supportive communication to reduce student stress and uncertainty in the present situation. It is worth informing students in advance about the means of communication, its frequency, the possibility of consultation, and how to contact instructors. • Build on the results of the faculty-wide survey on student distance learning readiness when designing student

			assignments. • Recommend that students help each other and, if possible, cooperate in their assignments. • If there is a special learning problem, notify the person responsible for the programme.
Cooperation with the mentor	The instructors responsible for the programme can discuss the questions and issues of distance learning with their mentors, mentor group. If necessary, institutional coordinators can be involved. The mentor groups try to enable instructors of the same programme to cooperate.	The instructor responsible for the course can coordinate and receive advice on the questions and issues of distance learning with their mentor, mentor group. The mentor network is the faculty-level distance learning support made available to all by the Faculty.	The instructor can coordinate and receive advice on the questions and issues of distance learning with their mentor, mentor group. The mentor network is the faculty-level distance learning support made available to all by the Faculty.
Cooperation within the programme	It is recommended to provide supportive cooperation in academic-educational question, e.g. jointly interpret the programme-wide expectations for distance learning, frequently review the newly arisen questions. The programme director can rely on their mentor for advice on these questions.	Facilitate the academic-educational coordination among the course's instructors.	Forward the academic-educational questions to the person responsible for the programme, specialisation, or course.

	• Supporting guest instructors is especially important.		
Ways of organising learning	If the programme allows, it is worth surveying the course assignments of students in the same year, to eliminate excessive overlaps.		• If possible, try to create assignments that require interpretation and application of knowledge individually, in pairs or in group assignments. • It is recommended to use the methods that both you and the students are familiar with.
Organising learning and student assignments	If the programme allows, it is worth monitoring the academic burdens of students in the same year, review these in cooperation with the instructors.		Request student feedback during the semester (e.g. with a forum or a quiz) on the success of the distance learning classes, assignments, and the time they take up. This enables fine-tuning further learning organising. If needed, students may be offered different, alternative assignments.
Evaluation, reflection	2-3 weeks after the start of distance learning, review if there are any courses in the programme that pose significant problems and may require more or different help. Later, before the exam period, review, together with the instructors, what common criteria to take into account in case of vis-à-vis exam requirements or theses.	2-3 weeks after the start of distance learning, review if there are content or learning organisation problems that needs to be solved.	Rethinking course evaluation is fundamental for distance learning: changing objectives, learning outcomes, requirements, as well as students' digital competences and tools available must be taken into account. It is recommended to provide multiple ways of feedback and evaluation opportunities during the course to better support students' learning progress.

Transitioning from face-to-face to online teaching: the contents of distance education[1]

In online courses, you need to find other ways of delivering content than in face-to-face teaching.

In physical attendance-based education, usually textual content dominates, which students prefer to print, outline, take notes on, etc. When talking about online content, you should not think of these printer-friendly texts or documents, but of **content specifically designed for this unusual learning environment**. Instead of text-dominated learning materials, there are rather videos, pictures and graphics, digital and interactive learning materials that will be used. In Canvas, for example, the "Page / Content Page" feature is a great way to implement and create these audio-visual materials.

The contents of distance education materials should be "split up" into several micro learning units that are sequenced in a logical order.

A critical feature of the online learning material is the characteristic to be split it up, i.e. "the material should be made up of suitable bricks and other materials rather than being placed in a large monolithic block" (ELTE MOOC, 2019. 1.). It is worth to include so-called capstones in between the elements of the learning material, which help to check comprehension and can also help to move on. **It is essential to emphasize the recurring nature of the materials**: for example, a video should be able to be watched again, and all content pages seen and browsed during the course should be accessible to the students.

A clear and understandable definition of goals and related activities and tasks is essential for the successful completion of the course.

Without a clear and explicit definition of goals and activities, there is no successful course. What exactly does a student need to do and why to complete a given task/activity? It is not necessary to present this question to the student because the instructor may want to make it explicitly clear when giving the assignment.

Learning can not only take place on an individual level: online space also offers opportunities for interaction.

In face-to-face education, besides the individual tasks, there are pair and teamwork activities to be performed as well. As for online courses, students may also be asked to comment, for example, in discussion forums, posts, or responses to others' posts. But again, the instructor needs to keep the learning objectives of the course in mind through communicating clear, well-defined problems to the students, giving clear instructions.

---

[1] Prepared on the basis of ELTE "Designing Open Courses" metamooc "Methodological Questions: What Makes Our Curriculum MOOC Compatible?" chapter. Source: https://mooc.elte.hu/courses/451/pages/modszertani-kerdesek-mitol-lesz-a-tananyagunk-mooc-kompatibilis?module_item_id=14108 Last download: 15 March, 2020

Recommendations for using basic software you may need during distance education

Below, we would like to suggest some general software that may be useful in distance education too. Of course, there is countless additional software in each category, so everyone is free to choose from these as well. The software recommended here work reliably based on our experience:

- **General office software package** (word processing, handling charts, preparing presentations): Office365 is free to download and use for ELTE citizens, but a good alternative is to use Google's online solutions. You will find the instructions of ELTE IIG here: http://iig.elte.hu/file/2019_o365_hu.pdf
- **Play media** (video, voice recording): VLC media player is a versatile software, which is open source and cross-platform, plays most known video and music formats, does not require complicated codecs to download. Downloadable from https://www.videolan.org .
- **Picture viewer program**: XnView is a versatile program with many useful features. It is also cross-platform. Basic operations can also be performed with this program (e.g. cropping, brightness adjustment, etc.). You can download it for different platforms at the link below: https://www.xnview.com/en/xnviewmp/#downloads
- **PDF operations**: Office programs can save your files in PDFformat. The PDF format can be easily opened with various reading software on any computer without distortion of the content/formatting, so it is worth transmitting non-editable content this way.
    - **PDF-reader:** Foxitreader is a versatile pdf reader. It is easy to save a screenshot, highlight text, annotate it. The software can install a "virtual printer" that integrates with different word processors to save files as pdfs. The program appears as a new printer, and if you send the print job to this printer you can save the result as a pdf file. Downloadable from: https://www.foxitsoftware.com/pdf-reader/
    - **Splitting and mergingPDFs**: You can download PDFsam Basic for different platforms. The program allows you to split a pdf file into several different pieces or to merge several different pdf files into one. Downloadable from: https://pdfsam.org/download-pdfsam- basic/
- **Antivirus and firewall:** Because of distance education, you are likely to spend more time browsing different sites, so you must provide your machine with adequate protection. The IT Directorate of ELTE recommends Sophos AV for home use, which is downloadable from: https://home.sophos.com/en-us.aspx. For general use, we recommend ZoneAlarm firewall, which protects your pc from most of the spy programs or attacks. Downloadable from: https://www.zonealarm.com/software/free-firewall
- **Remote access:** You can have access to the ELTE network via a home Internet connection (as if you were connected to an ELTE Wi-Fi network). This way, content restricted to the ELTE-IP address (e.g. Literature databases, internal ELTE content, etc.) will be available. The Stunnel program allows you to do this. It takes several steps to set it up, but ELTE IIG has provided detailed instructions, which is available from: https://iig.elte.hu/file/Stunnel_leiras.pdf

What is exactly the Canvas LMS system and why do we need it for distance education?

Apart from face-to-face education, you can talk about blended and purely online learning environments. Online learning environment is space- and time-independent and provides the opportunity to establish and sustain online collaborations. Collaborative work can be based on online frameworks (LMSs such as Canvas and Moodle) or/and consist of online tools that make it easier for students to get information, communicate, collaborate, and support productivity (*Tóth-Mózer and Misley*, 2019).

In order not to get lost in the plethora of digital devices and interfaces, you must commit to a single secure "base" framework that guides learning and teaching. **For this we recommend Canvas LMS!**

Six arguments for using the Canvas LMS system as an instructor

We collected the methodological and practical arguments for using the Canvas interface as a "baseline" LMS (based on *Tóth-Mózer and Misley*, 2019**)[2]:**

1. All in one place

Educators use online interfaces and services, such as email, to inform students, and to collect submissions and homework. In addition to emails, you often use Google Drive or Dropbox to store and share files. Canvas combines these features and offers much more. Students are able to find all relevant materials, assignments and deadlines in a single, structured system, not only for each topic or lesson but for all the topics/courses of the semester. If students spend less time collecting and systematizing materials, they can spend more time on active learning.

2. Constructed, logical structure

The forms of content that can be uploaded to Canvas is diverse. You can upload text-based items, videos, create assignments, forums, tests, etc. and organize them into well-structured modules. Modules (blocks) allow you to arrange activities and materials so that they appear sequentially, logically following each other, which helps them to be processed and interpreted. Modules can have set prerequisites and requirements to make sure when they can be considered complete.

The visibility of the modules/blocks can gradually be enabled during the semester so that the learning materials and assignments can be seen by the students along the instructor's aim.

---

[2] Tóth-Mózer Szilvia és Misley Helga (2019): Digitális eszközök integrálása az oktatásba. Jó gyakorlatokkal, tantárgyi példákkal, modern eszközlistával. Eötvös Loránd Tudományegyetem, Budapest. URL: http://mindenkiiskolaja.elte.hu/wp-content/uploads/2019/09/Digitális-eszközök-integrálása-az- oktatásba_INTERA.pdf Last download: 15 March 2020

3. Systematic homework, essays, assignments

Managing homework and submissions is often a challenging task for instructors, especially when requested via email. However, if you use Canvas, you no longer need to ask students to choose the same subject for their email in which they send their assignments. No notice of the submission deadline is necessary to send as the system sends out reminders included as a default setting. What's more, you can choose to send messages only to students who have not yet submitted their assignments or who have not achieved a specific score in a test.

4. Track student activity

Canvas can also track when a student last visited the platform or how much time (s)he spent logged in. Thus you can tell whether a student saw the latest assignment post, completed their tasks, or used the uploaded series of exercises to prepare for a test. These settings enable the instructor to reflect on the preparation phase, the learning process itself after a possible poor performance.

5. Evaluation criteria

Instructors can help students prepare for assignments, complete end-term projects, submit practice tests, essays by clarifying the evaluation criteria in advance. The Canvas Scoreboard section is built into Canvas Grades so as to facilitates and structures the learning and evaluation process. The Scoreboard is a tool for formative assessment, as students can foresee what they should prepare for. It also enables students to self-assess before submitting a paper, and they can even estimate how many points their solution will be worth.

6. Transparent grading and points

In Canvas, you do not need notes, notebook or Excel files to see student and group performance together. The administration is facilitated by the fact that points are automatically added up, even weighted by assignment groups, and easily converted into grades according to manually set grading rules and scores.

How much are you familiar with distance learning?

The following chart structures the further content units of the handbook, from simple to complex, providing specific, detailed information and help with the use of the relevant interfaces. Choose the statement that applies to you and jump right to the content that is relevant to you, or scroll on to see the whole process and its related contents.

Level 0

Have you been using the Canvas LMS by ELTE in the present spring semester (2019/20/2)?

Yes, I've been using Canvas.

I need some review and assistance:

A quick reference for using Canvas LMS (page 25, click here)

No, I haven't used Canvas.

Explore the Canvas interface.

A quick reference for using Canvas LMS (page 25, click here)

I already know this, I need further assistance.

Level 1

I would like to know more about what functions Canvas has and what exactly it can be used for.

A detailed description of the main features of Canvas built into LMS (page 32, click here)

I already know this, I need further assistance.

Level 2

What are my options for integrating/engaging third-party applications with Canvas and how could I exactly use them?

A detailed description of external applications that can be integrated or included in Canvas LMS (page 40, click here)

I already know this, I need further assistance.

Level 3
Do you want to use live, simultaneous interaction (synchronous) or scheduled recorded/non-live simultaneous interaction (asynchronous) activities in your courses? (If you plan to use both, we encourage you to review both.)

External solutions supporting non-live communication and collaboration (asynchronous)	**External solutions supporting live communication and collaboration (synchronous)**
A detailed description of *asynchronous* capabilities and applications that can be integrated or included in Canvas LMS (page 51, click here)	A detailed description of *synchronous* capabilities and applications that can be integrated or included in Canvas LMS (page 60, click here)

What online solutions are available that can trigger contact activity with the Canvas LMS system and its accessories?

From contact to online (page 19, click here)

A quick reference for using Canvas LMS

For the use of the Canvas system, the Department of Education Development and Talent Management of the Directorate of Education of ELTE has produced several resources, which can be found on the following link: https://www.elte.hu/elearning (only in Hungarian).

These resources try to give you a brief overview that can be a practical guide how to set up a "virtual classroom" where distance learning can take place.

Recommendations of the Epidemiological Operative Coordinating Body of ELTE:

- presentations cannot be streamed live, but pre-recorded videos can be shared;
- practical classes may be held in real-time according to the original schedule of the course;
- it has to be ensured that courses can be completed even in case technological problems occur;
- following the above, the ways and means of distance education are optional, but the University provides technical and methodological support solely for implementation in Canvas, Moodle, Neptun Meet Street and Microsoft Teams.

When following these recommendations, please keep to the faculty guidelines.

How to create a Canvas interface through Neptun?

The first step is to connect your Neptun course with Canvas. This ensures that all instructors and students assigned to the course at Neptun are automatically assigned to your Canvas-based course. To do this, follow the steps below: (extract from ELTE guidelines - only in Hungarian):

1. First, sign in the Teacher's Interface of Neptun (https://oktato.neptun.elte.hu/) with your Neptun code and password.
2. List your courses of the relevant semester within Instruction / Courses (setting Terms: 2019/20/2 then List).
3. Click on your subject's name you want to add to Canvas.
4. In the pop-up „Course details" window, you can choose Canvas from the scroll-down menu within the „Extra fields" block / "Additional e-learning system".
5. Then you can save your changes by clicking on the Save option on the bottom of the window.
6. The algorithm required to create the Canvas interface runs every night on the server so your course will be available the next morning on the Canvas interface: https://canvas.elte.hu/belepes/ (Log in with your Neptun code and password).

You can also follow the steps above in the next video: Apply for Canvas course interface (only in Hungarian)

What functions does Canvas have?

The Canvas interface of ELTE can be accessed at canvas.elte.hu and you can log in with your Neptun code and password. After logging in, the main screen will welcome you, where you will see your courses in the form of so-called cards.

A general introduction of the interface

Setting up notifications

You are not able to meet students face-to-face during distance education, which makes collaboration particularly tricky. That is why it is crucial to be regularly and consistently

available on the various online platforms. It would help if you were up-to-date on what happens on the Canvas interface, but wouldn't get lost in the stream of notifications. Canvas gives you control over when, how, and what you get notified of.

Click on the "Account" button in the left bar and then the "Notifications" tab. You will see a list of all the possible events that Canvas can notify you in some ways. You can select from the following options by using the relevant icons:

✓ Notify me right away   ⏱ Send daily summary   📰 Send weekly summary   ✕ Do not send me anything

Notification options.

Review the list and set what you want to be notified about. We recommend the following settings for some important items:

- **All submissions**: any time students complete a task (e.g. upload a file except for quiz solutions). If you require your students to be continuously active by solving different tasks during distance learning, you may want to set this to "Send daily summary".
- **Discussion post**: you can subscribe to each forum separately. Depending on the type of forums you run on the interface, we recommend different solutions. If you want to initiate a content discussion among students in a forum where there are likely to be more posts, ask for a daily or weekly summary. If you only have a forum where students can write their current questions or problems, then it's a good idea to request an immediate or daily summary.
- **Conversation Message**: We recommend that you request immediate notification of messages sent through Canvas's internal messenger.

General settings for courses

After a course is created, it is not yet visible to the students, you must first design the interface. If you click on the course card, you will enter the course interface. On the left, you can see the following options:

- **Home**: Jumps to a block defined as the homepage, which can be set according to your purpose (for example, the syllabus, any page or list of modules).
- **Announcements**: Teachers can publish so-called announcements (for example, posting a piece of news on a bulletin board) in which they share course-related information with the students. For effective communication, it's crucial to alert students to set prompt notification of announcements in their notification settings. Announcements can also be scheduled to appear at a specific time.
- **Assignments**: The list of tasks that you have assigned in the course. . You can give students a variety of tasks, which will be discussed in the next chapter.
- **Discussions**: Forums created within a course can be found here. These can be general course forums, content discussions or graded/scored assignments (see next block).
- **Grades**: Use this tab to view student scores for each assignment and summary of scores.
- **People**: In this interface, Canvas lists students enrolled in a course. It also shows, for example, when each user last logged in and the total amount of time they spent on the page.
- **Pages**: The "Page"-type contents (text pages) created during a course can be found here.
- **Files**: This is the storage of course files. Here you can upload files for a course, which can be displayed elsewhere in Canvas. Uploaded files can also be organized into folders, just like in traditional file managers.
- **Syllabus**: Here you can edit and insert the syllabus of the course. At the bottom of the

page, Canvas collects deadlines for each task and schedules them for students. A video prepared by the Directorate of Education of ELTE provides further technical assistance in the preparation of a syllabus: https://www.youtube.com/watch?v=P47NmsKNm3c (in Hungarian)

- **Outcomes**: The learning outcomes of a course can be given here. See the next section for details.
- **Quizzes**: Quizzes created within a course can be found here, see the next section for details.
- **Modules**: Your course can be organized into different blocks (e.g. by weekly breakdown or by topic). In this interface you can group various other contents into clear categories (e.g. Tasks, Pages, Files, Quizzes). For more details, see the "How do I upload content to my Canvas course?" section.
- **Settings**: You can make basic course settings, which you will need to consider before publishing a course. You can switch here to student view (see how students view the course), check course statistics (e.g. how many forum posts were added, etc.), export and import course content, etc. For a detailed description of the settings, please refer to Canvas guidelines: https://guides.instructure.com/m/4152
  - o **Course details**: Here you can make the basic settings of the course, e.g. you can set an image for the card displayed on the main page, make other permission settings (for example, whether students can attach files to forums, edit their forum posts, etc.), etc.
  - o **Navigation**: You can edit the left sidebar of a course and set what should be visible and what should not.
  - o **Feature options**: Other settings that you can experiment with based on the descriptions.

How to add content to your Canvas course?

When planning a learning activity, it is recommended to take the learning goals as the starting point, that is to say, the learning outcomes. In every course description, for every course, you find statements concerning learning outcomes based on the training and outcome requirements (in the form of knowledge, skills and attitudes). During the transition to distance learning, it is recommended to reflect on how the given courses' learning outcomes can be achieved in this form. Therefore, we suggest that instead of thinking about the content, take the learning objectives as the starting point. Besides, reflect on what kind of activities can lead to the given learning outcomes and how you can assess their completion. This is what higher education literature calls constructive alignment.
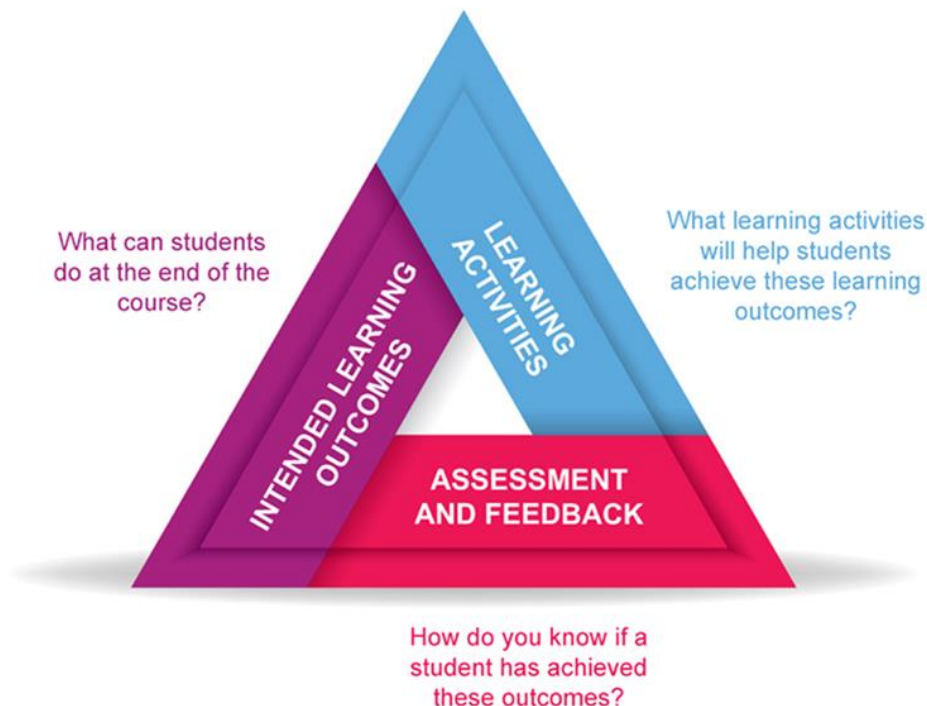
Source: Biggs, J. (2003): Aligning Teaching and Assessment to Curriculum Objectives. (Imaginative Curriculum Project, LTSN Generic Centre)

The main questions of the constructive alignment

With the help of Canvas, different contents can be created, and different elements can be uploaded/inserted as links. These should be considered according to their functions. Thus, your possibilities are only limited by your creativity. The basic content-elements used in Canvas are:

- **Pages**: an empty page that can be edited and where you can add content freely. You can insert and format text-based content, but you can also integrate image or video. Furthermore, you can place links redirecting to other parts of the Canvas or you can also link files. When creating a page, you can save it (at this phase student do not see it) or publish it (save and publish). In the baseline scenario, the created page can be found under the tab „Pages". The created page can be added to one of the sections in the modules tab. For further assistance on creating pages, please watch the video created by the Educational Directorate of ELTE. https://www.youtube.com/watch?v=BYXt_Y1DE-k (in Hungarian)

Tip!
When creating a page, you can modify the settings so that students as well can edit the content of the page. This way, you can create a co-edited platform where students can collect ideas together in the form of a brainstorming for example. Other solutions may be applied for this purpose (see in the following chapters).

- **File**: You can also upload different files to Canvas. Folders can also be created under the Files tab in order to organise content more efficiently. It is recommended to give an informative title to the files after the upload so that students can also identify its content.
- **Discussion**: The discussion is a simple platform for messaging where the participants of the course can share messages, or even upload files. The discussions can either be used as assessed assignments or as a course discussion for technical matters. When

creating the discussion, you can set answers to be gathered in threads (this way you can answer to a discussion post, so your post will be displayed under the given discussion post), or you can set the possibility to like.

- **Assignment**: A general platform where you can ask for certain activities from students. After the detailed description of the assignment, you can choose the assessment type (points, percentage, complete/incomplete), submission type (file upload or submitting text at assignment submission) Assignments can be given as group assignments, you can ask for peer-review as well, moreover, you can also set deadlines. More information on creating assignments will come later.
- **Quiz**: Here you can create explicitly test-based assignments that can include varied assignment types (e.g fill in the gap, multiple-choice, open-ended etc.). More information on this will come in the next section.
- **External URL**: You can insert any external link to the Canvas platform (e.g a link redirecting to a video if you do not intend to embed it in a page on the platform) or a link redirecting to a reading (in case you do not want to upload it in a file).

You can see that the Canvas platform can be uploaded with numerous content-and activity-based elements. In order to simplify overview and structure these elements, you can organise the contents into different modules and different sections. This can be done under the tab "Modules". Here, you can add a new module (a section) to which you can fill the content previously created, or you can start creating them on this platform. The next image shows an example of the layout and structure of a section.

A possible structure of a module

Always watch the sign to see which contents are available/visible for students. Visibility can be checked by changing to the student view in settings as previously mentioned.

Other built-in Canvas features: scheduling events, creating assignments, assessing student work

Overview

In this chapter you will find resources to help you create assignments, quizzes, and share learning materials in t*Canvas*. These built-in features are easy to use and reliable resources for distance learning.

Topics covered:

- *Calendar* overview, scheduling events
- Creating *Assignments*
- *Assessment rubrics* for instructor- and peer-assessment
- *SpeedGrader* features
- Creating and managing *Quizzes*

What you need to consider, before you start…

Technology skills
- The special features presented in this chapter may further increase the efficiency of teaching and learning through *Canvas LMS* and their set-up is relatively easy.

Pedagogical issues
- Keeping course materials, assignments organized using built-in features help students to find all information at one place.
- Using assignments, quizzes within *Canvas* make learning outcomes more transparent for students, while for the instructor it is easier to monitor student progress.

Technical requirements
- You will need a computer or a laptop with an Internet connection.

Calendar overview, scheduling events

Canvas Calendar screen
Source: https://community.canvaslms.com

Calendar overview and scheduling of events	
Tools	**Canvas' Calendar feature allows you to create and manage deadlines, office hour dates for your students as well as and other events previously arranged for during synchronous communication.**
Purpose of use	**Calendar is primarily recommended for seminars use. Besides publishing deadlines for assignments, you may want to consider setting up and featuring your virtual office hours in Canvas Calendar.**
Difficulty	⭐
User guides and tutorials	**The Calendar icon is under the course list on the left-hand sidebar. After opening Calendar, you can add a new event by clicking on the + button in the upper right-hand corner. You can set the subject, date and time of the event, and choose your course from the drop-down menu. You should include more information within the „further possibilities" option, which allows you to give a detailed description of the event**

	scheduled. **Instead of giving the location, we recommend writing the name of the platform, e.g. Teams, Cisco Webex, Zoom you will use. This way students will know which platform they need to access for the event you created. Remember that students may need to use other online platforms for other courses. Insert the meeting link and/or code in the description of the event.**
	Official Canvas guide - Calendar*:* *https://community.canvaslms.com*

Creating assignments in Canvas LMS
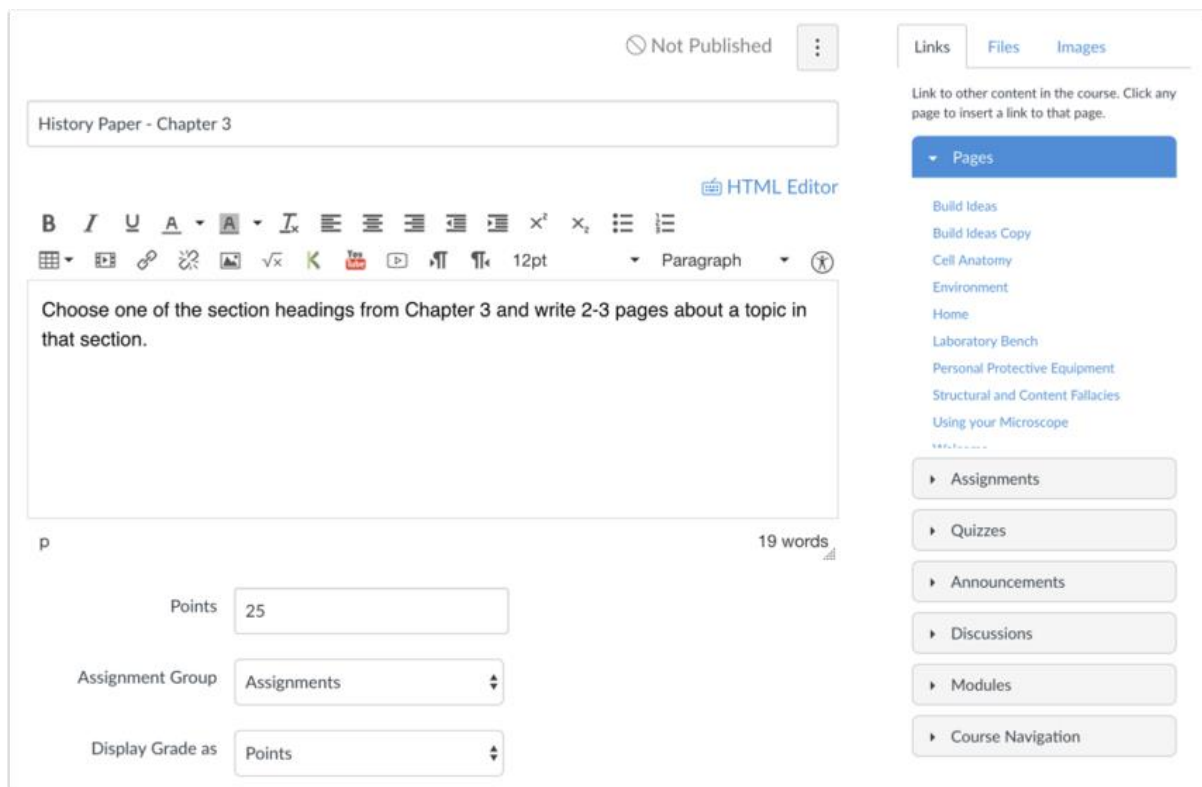
Canvas Add Assignment screen
Source: https://community.canvaslms.com

Assignments in Canvas LMS	
Tools	**It is recommended to create assignments for each activity in order to follow-up students' progress precisely.**
Purpose of use	**Primarily, it is recommended to seminars. Assignments that can be completed by file or text upload or by a Google Drive Documents or Slides that can be edited in a group. If you would like to evaluate any kind of online activity, you can create assignment without any submission required. It helps to keep student progress at one place in Canvas. Assignments can be created with peer-assessment as well, before we create peer-reviewed assignment it is necessary to publish assessment requirements and create a Rubric in Canvas.** **(Attention, one student assignment can only be assessed by one student!) We recommend linking assignments to your modules as well.**

Difficulty	
User guides and tutorials	**Tutorial of Elkhart Instructional Tech:** *https://youtu.be/PumWy3d7tvg* **Official Canvas guide - Assignments**: *https://community.canvaslms.com*
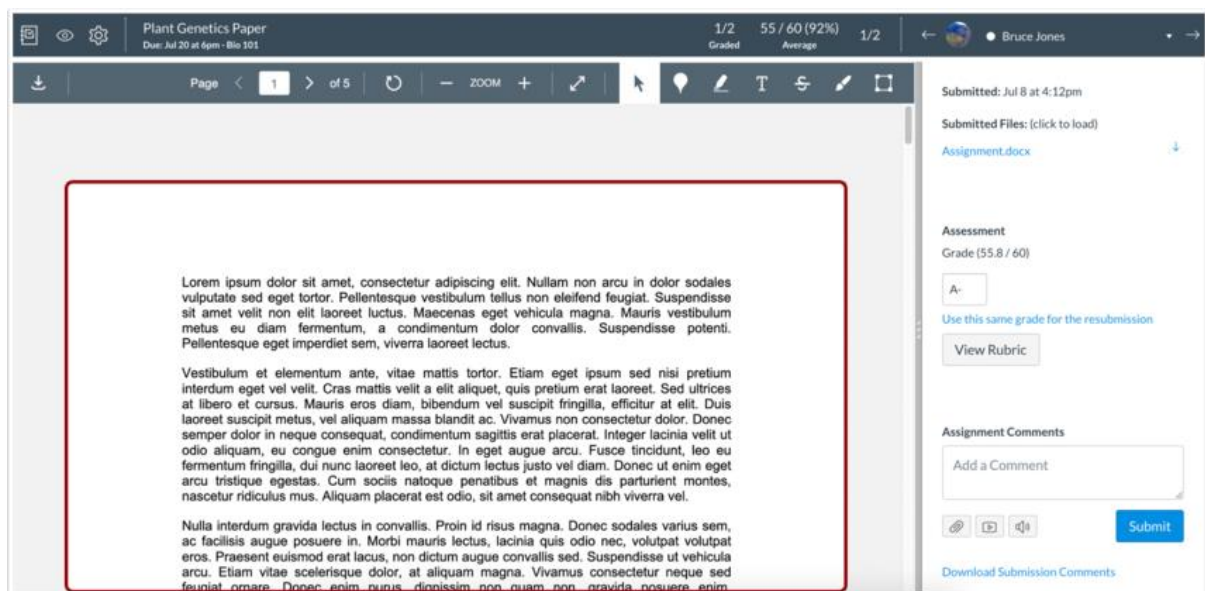
Rubrics

Canvas Rubrics screen
Source: https://community.canvaslms.com

Rubrics in Canvas LMS	
Tools	**Assessment rubrics allow instructors to share course assignment requirements and desired learning outcomes with their students as well as to grade student submissions based on these.**
Purpose of use	**Rubrics especially valuable with large number of assignments or with tasks that require peer-assessment. Once you have created an assignment in Canvas you can add a Rubric by clicking on +Rubrics button. Here you can create and add the criteria, labels, and scores. It is important to note that the system does not automatically save your work! To**

	save your rubric you need to click on the „create rubric" button. Created rubrics are searchable and re-usable.
Difficulty	
	⭐ ⭐
User guides and tutorials	**Tutorial of Elkhart Instructional Tech:** *https://youtu.be/PumWy3d7tvg* **Official Canvas guide - Rubrics***:* *https://community.canvaslms.com*

SpeedGrader

Canvas SpeedGrader
Source: https://community.canvaslms.com

SpeedGrader in Canvas LMS	
Tools	**SpeedGrader allows you to assess students' work easily and time efficiently by letting you add comments and grade submitted assignments without downloading these to your computer.**
Purpose of use	**You can use SpeedGrader to review and assess student submissions without downloading them to your computer, and thus provide much quicker feedback. SpeedGrader also shows you the number of assignments you need to assess as**

	well as students' submission status, and allows you to use the Rubrics you created for given assignments.
Difficulty	
User guides and tutorials	**Official Canvas guide - SpeedGrader***: *https://community.canvaslms.com*

Quizzes

Creating a Canvas Quiz
Source: https://community.canvaslms.com

Quizzes in Canvas LMS	
Tools	**This simple feature of Canvas allows you to create forms, graded assessments or practice quizzes by which you can easily monitor student progress.**
Purpose of use	**Canvas LMS allows a variety of assessment forms into your course: diagnostic, formative and summative. In the Quiz settings, you can choose the assignment to be graded or not graded. You can give the description of the test and instructions, then, using a different tab, you can formulate and edit questions. Question types in Quzzes include multiple choice, true/false, short answer, multiple selection, pairing, essay, and file uploads. You can save your questions to the Question Bank and re-use them later at any time.**
Difficulty	⭐
User guides and tutorials	**Official Canvas guide - Quizzes***:* *https://community.canvaslms.com*

Canvas-integrated third-party applications for assessment and collaboration

Overview
In this chapter we will review several third-party applications that can easily be integrated in Canvas with special focus on assessment and collaboration. The chapter also offers you ideas on how to implement these tools with a view to specific learning objectives.   **Topics covered:**   ● Online assessment tools   ● Interactive assignments for seminars   ● Sharing and organising content during group-work   ● Google Drive applications for collaborative work

What you need to consider before you start…
Technology skills   ● Online technology tools are relatively easy to use and offer a variety of additional

options to Canvas' built-in assessment features. In addition, since online collaboration is limited within Canvas, these applications provide further opportunities to replace face-to-face group work in seminars.
- Note that third-party applications are to be used if you do not appropriate built-in Canvas features suited for your objectives. Remember it is better to limit external applications, since your students need to get familiar with the applications and platforms.

Pedagogical issues
- The main advantage of using Google applications lies in is their capability to allow co-editing, online collaboration and communication among students and instructor. Please note that for monitoring individual student contributions to group work, you will need share content via email addresses.

Technical requirements
- You will need a computer or a laptop with a stable Internet connection.
- You will need a Google account.

Creating online tests with third-party apps and their Canvas integration

Online assessment applications	Google Forms	Redmenta	socrative by MasteryConnect
Website	https://docs.google.c om/forms/u/0/	https://www.redmenta.com/	https://b.socrative.com/login/teacher/
Purpose of use	• provide automatic (detailed) feedback • create tests with partial essay-based assignments	• transfer paper-based test to online assessment • create your own item bank	• assess individual practice, self-checking • playful quizzes during synchronous presentations in small groups
Short review	Every *Google Form* can be transformed into tests in the settings: in editing mode you can find scoring options for each question. Scoring features include automatic feedback, link, video to both correct and wrong answers. Question types include multiple-choice, matrix, short and long text entry, file upload.	*Redmenta* is an online testing application to create assessments similar to traditional paper-based forms. Besides the common closed-ended questions (e.g. short answer or multiple choice), paring and sequencing options are also available.	Students join a virtual classroom on the *Socrative* website and can fill out multiple-choice, correct/wrong, short text-based tests. You can set feedback to be provided after each individual question or at the end of the test. You can attach explanations or links to every question.
More information	If you have students' email addresses, you can do corrections manually, with the essay-based assignments for example.	You can edit, save your items separately, you can create your own item bank that helps you create tests later.	Note that you have only one virtual classroom in the free version in which you can run only one test at a time by having students join with a classroom code.
Broadcasting	Clicking the send button: through email, via link or by embedding code	Link, „Jumper", embedding code. Student *Redmenta* account is recommended.	Students can join the teacher's individual classroom through the following page: https://b.socrative.com/the login/ student/

User guides and tutorials	Tutorial: https://youtu.be/QKIU5 zcwS4A	Demo: https://www.redmenta.com/?ref=homepage	Overview and tutorial: https://www.youtube.com/watch?v=upY8uG3NFfY https://www.youtube.com/watch?v=11O7Nwsn1Pc

Creating interactive learning tasks

LearningApps.org – App view
Source: https://learningapps.org/

Interactive learning tasks – LearningApps.org	
Tools	LearningApps is a web-based platform which allows you to create interactive tasks with automatic feedback.
Purpose of use	With LearningApps you can quickly and easily create different practice tasks to support your students' learning .You can add these components to your Canvas course via link or by embedding the to a course Canvas Page. Free templates allow you to create new task in minutes.
Difficulty	⭐ ⭐
User guides and tutorials	Detailed description and examples: https://learningapps.org/about.php

Creating online whiteboards to collect, organise and share student-ideas and content

Platforms to share content and collaborate	
Tools	Platforms for sharing and collaborating on various contents (e.g. images, links, files): Padlet, Scrumblr, Flinga
Purpose of use	To share content with your students, create mind maps, visualization, organization.
Difficulty	⭐
User guides and tutorials	Scrumblr tutorial video: https://www.youtube.com/watch?v=RWGMOkxaofc Flinga tutorial video: https://www.youtube.com/watch?v=w0_vj5WucLc

Padlet
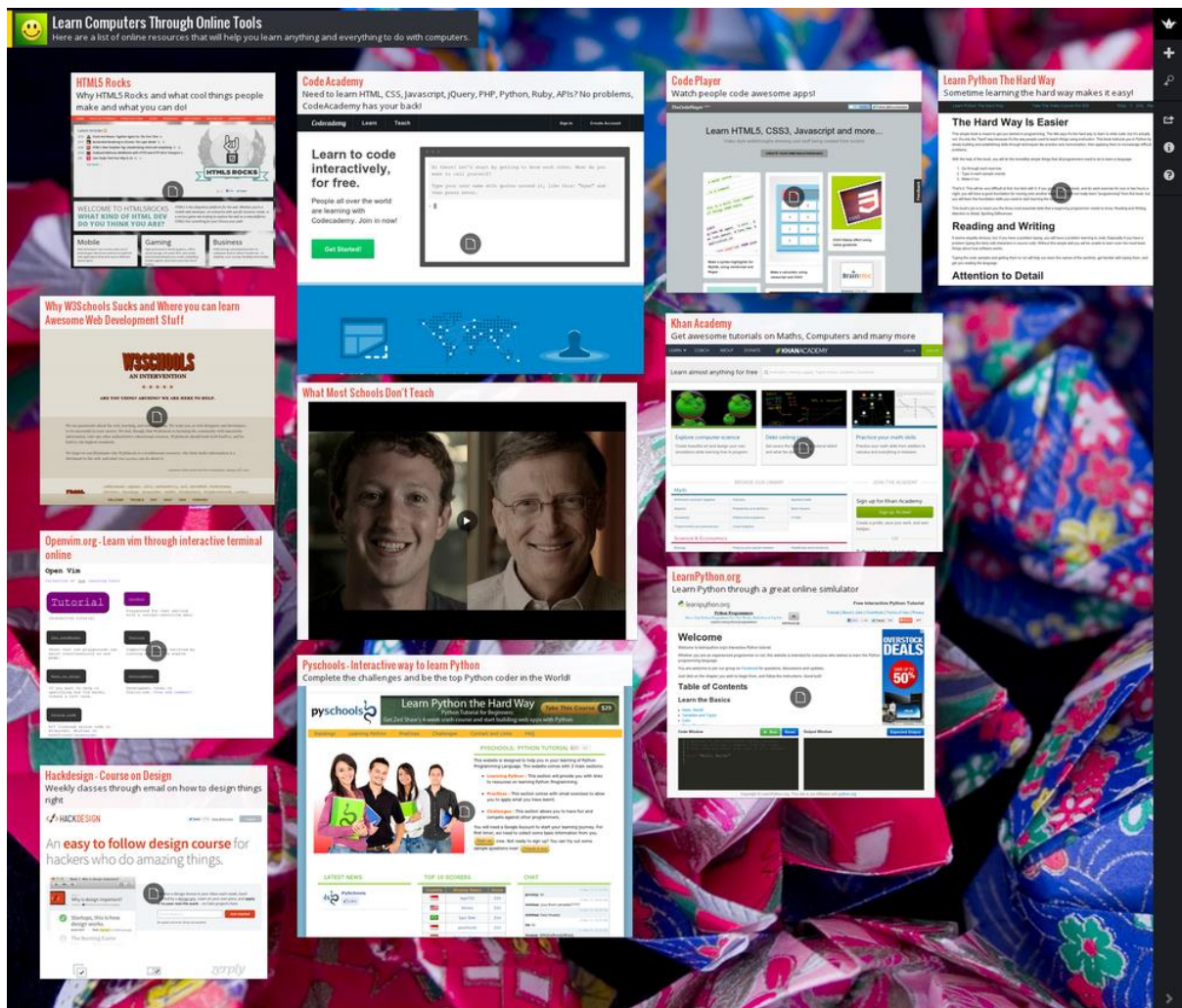
Padlet wall
Source: wordpress.com

You can create a custom wall on your *Padlet* that allows you and your students to post different content, such as text, images, photos, links, or files. Sharing the *Padlet* wall is easy either via a link or by embedding it in the *Canvas Page* of your course. Since you can create only 3 walls for free, you can save the content of the page you no longer use.

You can register to Padlet via the following link: https://padlet.com/referrals/edtech_elte.

Scrumblr
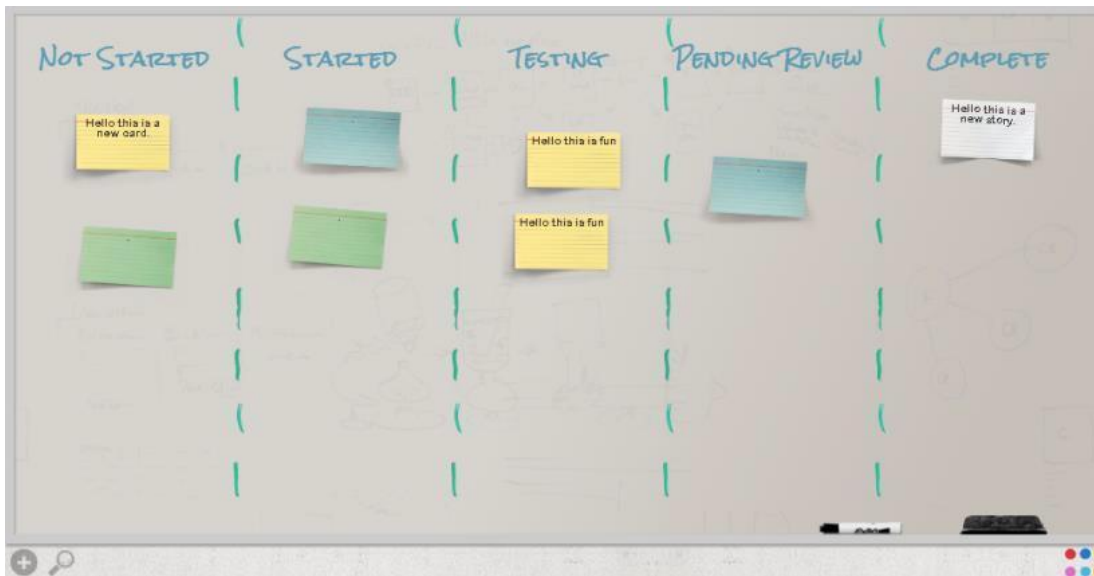
Scrumblr whiteboard
Source: softstribe.com

Scrumblr is a free whiteboard application that allows you to place and organise simple text notes on a board. Students can connect and post via a link.

No registration is required; the platform is accessible via http://scrumblr.ca/ and can be created instantly.

Tutorial video: https://www.youtube.com/watch?v=RWGMOkxaofc.
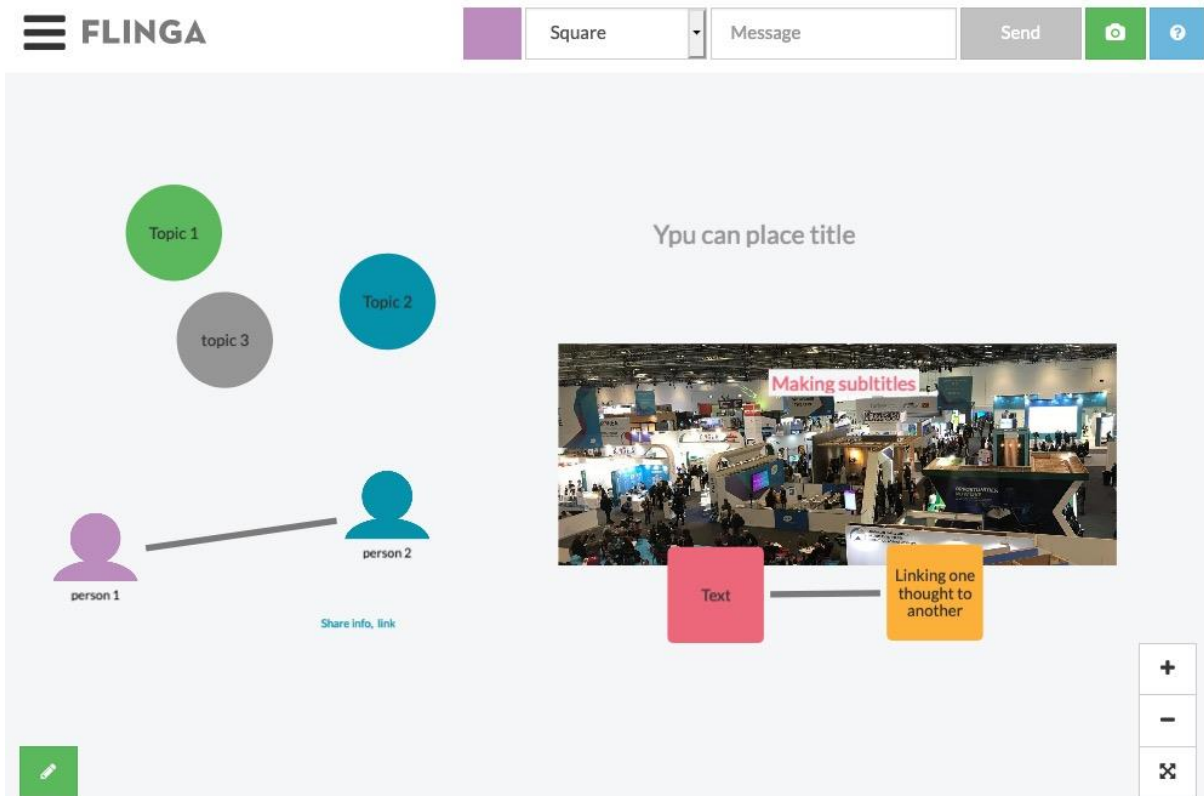
Flinga

Flinga whiteboard

Flinga is a free Finnish whiteboard application for creating mind maps, organizing text, pictures, ideas. The wall is well-structured and easy to use and share.
You can log in via email registration at https://flinga.fi/.

Students access the platform via a link or through the *Flinga* webpage after introducing the login code for the specific whiteboard. Editing permissions are modifiable by the instructor.
Tutorial video: https://www.youtube.com/watch?v=w0_vj5WucLc.

Creating collaborative documents, spreadsheets, slides

Documents, spreadsheets, slides for collaboration – Google Drive applications	
Tools	**You can easily integrate Google applications into Canvas. Docs, Sheets, and Slides offer students opportunities to collaborate online, can easily be shared and are supported across various devices (e.g. laptops, tablets, mobile phones)**
Purpose of use	**You can use Google Drive applications to track individual and group work. Links to external Google documents can be shared in Canvas assignments or embedded in Canvas Pages.**
Difficulty	⭐
User guides and tutorials	**Google in the Teacher Center Tutorial video library:** https://teachercenter.withgoogle.com/resources/general?tags=gettin%20gstarted

Google offers a wide range of free cloud-based applications accessible through your Google Drive account. It is recommended to store your Google documents for your courses in separate Drive folders and share them with your students. Each application can be edited together, making it an excellent choice for both synchronous and asynchronous activities.

Google Docs
Source: googleusercontent.com

Facilitating asynchronous learning in lectures and seminars through additional Canvas-supported resources: creating voice-over narrated presentations and lecture videos

Overview

In this chapter you will find additional resources to facilitate your students' learning using asynchronous (i.e. non-real time) teaching methods. Specifically, the chapter provides you with assistance to create voice-over narrated presentations and videos for your lectures, explanations, demonstrations etc. Your students can also use this section of the handbook to create narrated video material for their own presentations.

In addition, this section will offer you guidance on how to share voice-over narrated presentations and lecture videos via *Canvas* as well as will give you ideas on how to use these together with discussions, and collaborative and creative work.

Topics covered: Five resources to facilitate asynchronous learning
1. *Creating and using voice-over narrated PowerPoint presentations*
2. *Creating and using video recorded Prezi presentations*
3. *Creating interactive lecture videos in EdPuzzle*
4. *Creating lecture videos containing multiple windows with web conferencing tools*
5. *Creating lecture videos with other screen capturing tools*

What you need to consider, before you start…

Technology skills
- Applications for creating voice-over presentations and video lectures range in their complexity from relatively easy-to-use tools to those which require more advanced technological skills (and which in addition to narrated presentation slides may include videos of applications run on your desktop).

Pedagogical issues
- Take into account students' typical attention-span (about 15 minutes) and chunk your videos accordingly.
- Engage your students with interactive and creative activities to help them master the content using questioning, discussion, and debate techniques, as well as other creative activities.

Technical requirements
- You will need a computer or a laptop with internal or external microphone, speaker (optionally a web camera).

Creating and using voice-over narrated PowerPoint presentations

Creating voice-over narrated *PowerPoint* presentations	
Tool	**Built-in *PowerPoint* presentation recorder**
Purpose of use	**To create voice-over narrated presentations and videos for lectures, seminars.**
Difficulty	
User guides and tutorials	**User guide and tutorial from the official Microsoft Support page:** https://support.office.com/en-us/article/record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c

If you have an internal or external soundcard, speaker, and optionally a web camera, you can easily record your PowerPoint presentation and capture narrations, slide timings, and ink gestures (which allow you, for example, to underline important information on the slides during the presentation) along with it. The presentation recorded this way is like any other presentation and can be played in Slide Show. When playing the Slide Show, your students will be able to see your slides with ink gestures and listen to your voice-over narration. The

narrated presentation can be saved as a regular PowerPoint presentation and also as a video file, either of which you can then share with your students.
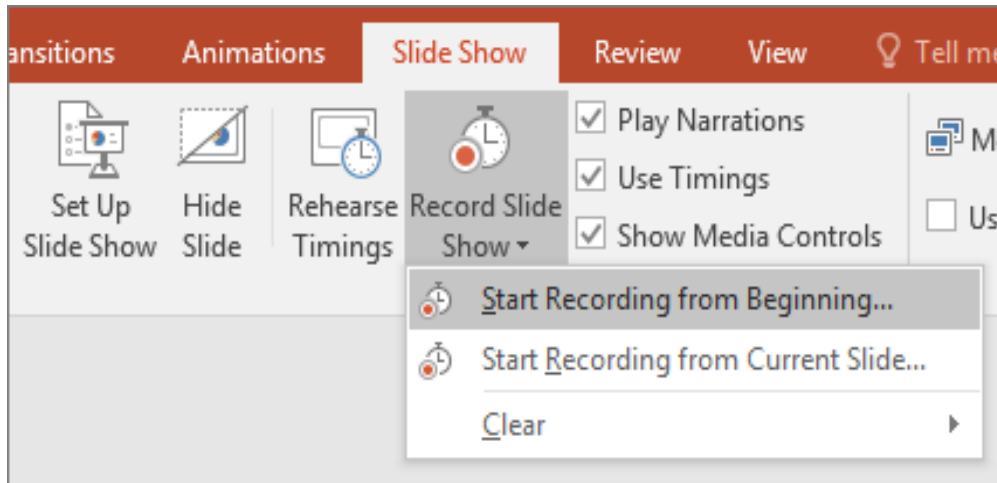
Voice-over narrated PowerPoint Slide Show recording
Source: https://support.office.com/

How to use voice-over narrated PowerPoint presentations in interactive student assignments?

Canvas
Voice-over narrated PowerPoint presentations or presentation videos can be uploaded to the Canvas site of your courses and then linked into different student assignments (see Canvas Assignments on p. X). Alternatively, you can share the presentation on a Canvas Page in the course and provide a link to it in a Canvas assignment.

Edpuzzle
If you save the voice-over narrated PowerPoint presentation as video file, you can upload it to *EdPuzzle*, a platform which allows you to embed open-ended, multiple choice questions and notes to existing videos. When students watch the video in *EdPuzzle*, this will pause in the sections in which you inserted questions and continues only when students have answered them. Students' responses are recorded in *EdPuzzle*, while the instructor can follow the individual student progress on the platform (see *EdPuzzle* on p. X). The links to the *EdPuzzle* videos you create can be shared on *Canvas*. *EdPuzzle* videos can also be embedded into *Canvas* Pages.

How to use voice-over narrated PowerPoint presentations with creative student activities?

You can share this brief description of creating voice-over narrated *PowerPoint* presentations and videos with your students and ask them to create their own narrated presentations and *PowerPoint* videos.

Creating and using voice-over narrated presentations and lecture videos in Prezi

Voice-over narrated presentations and lecture videos in *Prezi*	
Tool	*Prezi* creation tool
Purpose of use	**To create voice-over narrated presentations and lecture videos.**
Difficulty	
User guides and tutorials	*Prezi video* **website:** https://prezi.com/video/ **Tutorial:** https://www.youtube.com/watch?v=thAjivBDStc

If you have an internal or external soundcard, speaker (and optionally a web camera), you can create *Prezi* videos for you lectures. To do so, you will need to create an account in *Prezi*.
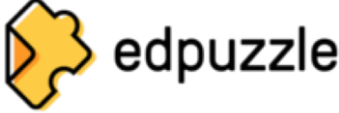
How to use Prezi lecture videos in interactive student assignments?

Prezi lecture videos can be uploaded to the course *Canvas* site and then linked into different student assignments (see *Canvas* Assignments on p. X). Alternatively, you can embed the Prezi lecture video in a course *Canvas* Page and refer to it in a *Canvas* Assignment.

How to use Prezi videos with creative student activities?

You can share this brief description of creating *Prezi* videos with your students and ask them to create their own videos in a given topic.

Creating interactive lecture videos in EdPuzzle

Interactive lecture videos in *EdPuzzle*	
Tool	Interactive video lesson creator
Purpose of use	**To create interactive videos for your lectures and seminars.**
Difficulty	
User guides and tutorials	***EdPuzzle* website:** https://edpuzzle.com/ **Video overview of *EdPuzzle*** https://www.youtube.com/watch?v=-L62wAxCzEM **Video tutorial to *EdPuzzle*:** https://www.youtube.com/watch?v=eWRseaT7-9U&t=244s

EdPuzzle is an online platform which allows you to turn existing videos into interactive lesson videos by embedding questions and quizzes into selected video segments. In addition to multiple choice quizzes and open-ended questions, you can also insert notes to draw students' attention to specific information in the content. Interactive video lessons created with EdPuzzle can be shared with students via a link or they can be embedded in Canvas Assignments or Pages. Students' responses are recorded in EdPuzzle, while the instructor can follow the individual student progress on the platform.

How to use EdPuzzle videos with creative student activities?

You can share this brief description of creating EdPuzzle videos with your students and ask them to create their own videos in a given topic.

Viewing student responses in EdPuzzle
Source: https://catlintucker.com/

Creating lecture videos containing multiple windows using web conferencing tools	
Tools	**Web conferencing tools that allow recording without participants:** *Zoom, Cisco Webex, MS Teams*
Purpose of use	**To capture multiple windows of a lecture including narrated presentations and videos of applications running from your desktop.**
Difficulty	
User guides and tutorials	**The use of these three web conferencing tools will be detailed in the next chapter of this handbook.** **Tutorial video on using *Zoom* as a multiple window lecture capture tool:** https://www.youtube.com/watch?v=Y7X3QFstjNM

Web conferencing applications, such as Zoom, Cisco Webex, and Microsoft Teams, allow you to record webinar videos without actual participants and can, therefore, be used as lecture video caption tools. The advantage of using web conferencing tools to create lecture videos is that in addition to narrated presentation slides these can seamlessly capture narrated videos of applications running from your desktop (e.g. webpages and software, such as SPSS, MPlus, Atlas.ti).

How to use lecture videos created with web conferencing tools in interactive student assignments?

Lecture videos created with web conferencing tools can be uploaded to a cloud-based service (e.g. Google Drive, YouTube) and shared via a link in Canvas. Alternatively, you may embed the videos created in a course Canvas Page and refer to them in Canvas Assignments.

Creating lecture videos with other screen capturing tools

Other screen capturing tools	
Tools	Screen capturing tools: *QuickTime Player* (MacOS), *Screencast-O-Matic.*
Purpose of use	To capture narrated videos of applications running on your desktop.
Difficulty	
User guides and tutorials	*QuickTime Player* (MacOS) tutorial: https://support.apple.com/en-us/HT201066 *Screencast-O-Matic* website: https://screencast-o-matic.com/ *Screencast-O-Matic* tutorial: https://www.youtube.com/watch?v=s1jIPo1bWCo

You may want to capture and record desktop and web applications running on your computer for your lectures or seminars (e.g. SPSS, MPlus, Atlas.ti). In such cases you can create narrated screen capture videos for your students.

How to use screen capture videos in interactive student assignments?

Screen capture videos can be uploaded to the course Canvas site and then linked into different student assignments (see Canvas Assignments on p. X). Alternatively, you can embed screen capture videos in a course Canvas Page and refer to them in Canvas Assignments.

How to use screen capture videos with creative student activities?

You can share this brief description of creating screen capture videos with your students and ask them to create their own videos in a given topic.

Hints

Share your videos using cloud-based services (e.g. YouTube, Google Drive)

The maximum upload size of a file in ELTE Canvas is 500 MB, while the total size of uploaded files may not exceed 1GB. To share larger videos you may want to use cloud-based file sharing services, such as *YouTube* or *Google Drive*.

YouTube
Create a *YouTube* channel where you can upload your lecture videos. Set the visibility of the uploaded videos to "unlisted", which allows you to share them in *Canvas* via a link or to embed them in a course *Canvas Page*.

- *YouTube* **video upload:**
  https://creatoracademy.youtube.com/page/course/bootcampfoundations?hl=en
- **Embedding a *YouTube* video into *Canvas*:**
  https://www.youtube.com/watch?v=S1e_Cwjk9ng

Note that the videos uploaded this way are not private, anyone with a link can watch them, yet they do not appear in searches and are not featured on *YouTube*.

Google Drive
After uploading your video to *Google Drive*, set the sharing options to "share with anyone with a link". This allows you to share the link of your video in *Canvas* or to embed it in a course *Canvas Page*.

- **Embedding videos from *Google Drive* into *Canvas*:**
  https://www.youtube.com/watch?v=yKf-ZSiH_4E

Facilitating synchronous learning through web conferencing tools: Online real-time lectures and webinars, online faculty meetings and virtual office hours

Zoom, Cisco Webex, MS Teams	
Tools	**Web conferencing tools: Zoom, Cisco Webex, MS Teams**
Purpose of use	**To deliver live online lectures and seminars, online meetings, virtual office hours sharing voice, video, and other content.**
Difficulty	⭐⭐
User guides and tutorials	***Zoom*** **Website:** https://zoom.us/ **User guide and tutorial videos:** https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials?flash_digest=19f9b88cf702f735f8cacb90fe091919a89edb92 ***Cisco Webex*** **Website:** https://www.webex.com/ **User guide and tutorial videos:** https://help.webex.com/en-us/nrebr3c/Get-Started-with-Cisco-Webex-Meetings-for-Hosts ***MS Teams*** **Available through ELTE at:** http://iig.elte.hu/hir?id=NW-294 **User guide and tutorial videos:** https://support.office.com/en-us/article/get-started-with-microsoft-teams-live-events-d077fec2-a058-483e-9ab5-1494afda578a

Overview

In this chapter you will find resources to help you conduct online webinars, meetings, and virtual office hours.

Webinars held through web conferencing tools provide a viable solution to deliver your lectures and seminars online in real time. In addition, you may want to consider using web conferencing tools for online faculty meetings and virtual office hours.

- You and your students/colleagues can communicate through voice and video online in real time using web conferencing tools. These applications allow participants to talk and see each other through their screens, share presentation slide shows or particular desktop and web applications running on their computers. Web conferencing tools also offer parallel chat functions as well as whiteboarding and polling tools to engage participants.

- You can use web conferencing tools to deliver whole lectures and seminars if technical requirements on your and your students' side are met. Web conferencing tools are generally reliable even when conducting meetings with many participants since they were optimised for large multinational companies with employees collaborating across different locations. Yet, given the present situation connectivity issues may arise. Therefore, ELTE JOKT recommends synchronous teaching using web conferencing tools for courses with up 30 students enrolled!

- As an instructor you can set up a webinar and invite students to join using their own computers or laptops, mobile devices, or even phones. Webinars can be video recorded and made available for those participants who were not able to attend the meeting due to technical issues or other problems.

Topics covered

1. *Webinars in Zoom*
2. *Webinars in Cisco Webex*
3. *Webinars in Microsoft Teams*

What you need to consider, before you start…

Technology skills
- Web conferencing tools range from those relatively easy-to-use to ones which require more advanced technological skills.
- Preparing, delivering, and recording webinars do not necessarily need extremely advanced technology skills either from you or your students, but you will need some time to get used to the system and discover its functionalities. Online mock meetings with your colleagues may speed up your learning process.

Pedagogical issues

To raise and preserve students' attention and keep them engaged during the webinar you can do the following:
- Call your students by their names at the beginning of the webinar.
- Limit your presentations and speaking to 10-15-minute-periods.
- Ask students questions frequently and give them time to answer these.
- Give students opportunities to ask questions themselves and let them participate in discussions and debates with their colleagues.
- Use cold calling during the webinar.
- Catalyse discussion among students in the chat window by asking thoughtful questions that connect them with the content.
- Use polling and whiteboarding tools to engage your students.
- Engage your students in pair and group work (*Zoom* offers *Break out rooms* for such activities, but it is possible to initiate parallel calls in *MS Teams*, too.)
- Plan activities which offer students the opportunity to share their own presentations and screens.

Technical requirements
- You will need a computer or a laptop with internal or external microphone, speaker (optionally a web camera).
- You will need reliable Internet connection and appropriate bandwidth (For particular system requirements for each web conferencing tool see Table on p. 57).

Webinars in Zoom, Cisco Webex, and Microsoft Teams

Zoom meeting screen
Source: https://blogs.iu.edu/

Cisco Webex meeting screen
Source:
https://www.cisco.com/
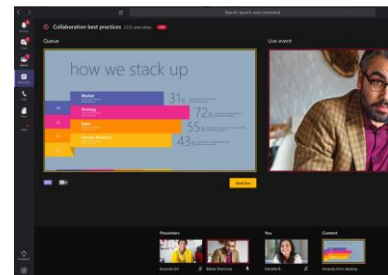
MS Teams meeting screen
Source:
https://techcommunity.microsoft.com

Irrespective of the web conferencing tool used, you will need to take the following steps to prepare and deliver your webinar.

1. *Register to the web conferencing service (MS Teams* is the official ELTE supported web conferencing tool and as such requires no registration. To access the institutional MS Teams sign in to Office 365 with your ELTE email address and password: https://login.microsoftonline.com/
2. *Download and installing the desktop application of the chosen web conferencing tool (For MS Teams* you will need to download the desktop application through your ELTE *Office 365 account.*)
3. Schedule the webinar and invite participants to the webinar via a shareable link (It is not possible to schedule meetings in advance with ELTE's MS Teams at the moment.) **Note that webinars can only be delivered in the official course hours!**
4. *Prepare for the webinar*
   - Make a list with main points regarding the webinar etiquette for your students. These may include the following:
     o Make sure everything works before the session begins; give yourself time before the session starts to do this.
     o Use a headset so that other participants do not hear themselves through your speakers.
     o Keep your microphone on mute if you do not talk.
     o Try not to talk over others, wait your turn.
     o If using a web camera, ensure that you have the appropriate lighting and wear appropriate attire, and try to limit distractions (pets, roommates, kids).
     o If you are sharing your desktop, ensure only relevant (and appropriate) windows are open.
     o Do not use the whiteboard tools unless directed to do so by the webinar presenter or moderator.
   - Prepare the presentation you want to show during the webinar.
   - Plan what websites and applications you will show during the webinar.
   - Plan the interactive webinar activities you will engage your students in: think of questions you will ask, create polls, plan whiteboard activities and chat use.
5. *15 minutes before the webinar*
   - Start the webinar, so that students can join earlier and check whether everything works on their side before the meeting.
   - Open the presentation you will show.
   - Open the websites and applications you will show.
   - If you have an extra computer or laptop, join your own meeting as a participant. This will help you follow your webinar from a participants' perspective.

6. *During the webinar*
   - Set permission for participants to share content (voice, video, presentation, screen) according to your needs. (Note that setting permission options before meetings is limited in ELTE *MS Teams*). In a presenter role you can usually share all types of content, while as an attendee your options are more limited. Check for the specifics in the platform use!
   - Ask students to consent to the recording of the webinar. Once you acquire student consents start recording the webinar.
   - Keep an eye on the chat window during your presentation for student questions.
   - Manage and moderate the interactive activities (discussions, polls, whiteboarding).
7. *After the webinar*
   - Share the webinar recording with your students. Upload the video to a cloud-based service (e.g. *YouTube* or *Goggle Drive*). Share the link with your students on Canvas or embed the webinar video in course *Canvas Page*.
   - Upload the presentation slides and other content presented to *Canvas*.
   - Zoom, Cisco Webex, and MS Teams web conferencing tool functionalities compared
   - In this section we will provide a comparison of three widely used web conferencing tools to help you select the one which best align with your technology skills, pedagogical goals, and the technology available for you. At the end of this section you will find links to related user guides and tutorials.

Zoom, Cisco Webex, and *MS Teams* web conferencing tool functionalities compared

In this section we will provide a comparison of three widely used web conferencing tools to help you select the one which best align with your technology skills, pedagogical goals, and the technology available for you. At the end of this section you will find links to related user guides and tutorials.

	Zoom	Cisco Webex	Microsoft Teams
Pricing	Free for an unlimited number of up to 40-minute meetings with a maximum number of 100. (After the 40 minutes in session the system asks whether you would like to continue for free due to the Covid-19 situation). Basic plan for unlimited session duration is 14.99$ (Free for attendees.)	Basic plan free due to the Covid-19 situation.	Free for the ELTE community. To access the institutional *MS Teams* sign in to *Office 365* with your ELTE email address and password: https://login.microsoftonline.com/ Download the *MS Teams* desktop application through your ELTE *Office 365* account.
User interface	Easy-to-use interface designed specifically for education purposes.	More complex than *Zoom*, requires more time to master. Designed primarily for business use.	*MS Teams* is an online collaboration platform with several other functions in addition to web conferencing. Web conferencing in *MS Teams* can be therefore at times somewhat confusing.

Maximum number of participants	100 in the free and basic plans	100 in the free plan.	250
Bandwith (depending on the sharing settings and connection options)	*For content sharing* Upload: min. 800 kps Download: min. 1.0 Mps *For attendees* 50 kps - 150 kps For more details see: https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux	*For content sharing* Upload: min. 500 kps Download: min. 500 Mps *For attendees* Upload: min. 300 kps Download: min. 245 kps For more details see: https://help.webex.com/en-us/WBX22158/What-are-the-Minimum-Bandwidth-Requirements-for-Sending-and-Receiving-Video-in-Cisco-Webex-Meetings	*For content sharing* Upload: min. 500 kps Download: min. 1 Mps *For attendees* No data For more details see: https://docs.microsoft.com/en-us/microsoftteams/prepare-network
Shareable content			
Slideshows	yes	yes	yes
Webpages	yes	yes	yes
Desktop screens and applications	yes	yes	yes
Other interactive functions			

Chat	yes	yes	yes
Poll	yes	yes	yes
Whiteboard	yes	yes	yes
Splitting meeting into smaller sessions for group work	Using Zoom's *Breakout Rooms* function you can split the meeting into separate small meetings (sessions). Students in *Breakout Rooms* can work in small groups sharing audio, video and content, while you may as an instructor (meeting host) can join these groups one by one to supervise students' work. For more details see: https://support.zoom.us/hc/en-us/articles/206476093-Getting-Started-with-Breakout-Rooms	Not available.	Not available.
Video visibility !	25 participants are visible with videos at a time in *Gallery View*. In the Participants Window you can see the names of all attendees and their video and voice sharing status at all times.	6 participants are visible with videos at a time. You can chose who to feature. In the Participants Window you can see the names of all attendees and their video and voice sharing status at all times.	5 participants are visible with videos at a time. You can chose who to feature. In the Participants Window you can see the names of all attendees and their video and voice sharing status at all times.

| **Meeting recording** | yes | yes | yes |

Zoom
Available from: https://zoom.us/
User guides and tutorials:
https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials?flash_digest=19f9b88cf702f735f8cacb90fe091919a89edb92

Cisco Webex
Available from: https://www.webex.com
User guides and tutorials:
https://help.webex.com/en-us/nrebr3c/Get-Started-with-Cisco-Webex-Meetings-for-Hosts

MS Teams
Available for download through ELTE MS Office 365:
https://login.microsoftonline.com/
General user guides and tutorials to conference calls (not specific to the ELTE institutional MS Teams):
https://support.office.com/en-us/article/video-plan-and-schedule-a-live-event-f92363a0-6d98-46d2-bdd9-f2248075e502

Summary of online tools to facilitate asynchronous and synchronous learning

Lectures/seminars		
Instruction method	**Instruction mode**	
	Asynchronous	**Synchronous**
Instructor delivered course presentations and demonstrations	● PowerPoint (voice-over narrated presentation or video) ● Prezi (voice-over narrated video) ● EdPuzzle interactive video ● QuickTime Player (screen capture) ● Screencast-O-Matic (screen capture)	● Zoom ● Cisco Webex ● MS Teams
Student delivered presentations and demonstrations	● PowerPoint (voice-over narrated presentation or video) ● Prezi (voice-over narrated video) ● EdPuzzle ● Google Slides	● Zoom ● Cisco Webex ● MS Teams
Questioning, discussions, debates	● Canvas Discussions ● Google Docs ● Padlet	● Zoom ● Cisco Webex ● MS Teams ● Google Docs ● Padlet
Collaborative learning	● Canvas ● Google Docs ● Padlet ● Flinga ● Scrumblr	● Zoom (Breakout Rooms) ● Cisco Webex ● MS Teams ● Flinga ● Padlet ● Scrumblr
Assessment and evaluation	● Canvas assessment: ● Quizzes ● Speed Grader ● Rubrics ● Peer Review ● Google Forms/Test ● Redmenta ● Socrative	● Socrative

Homework assignments	● PowerPoint (voice-over narrated presentation or video)
	● Prezi (voice-over narrated video)
	● EdPuzzle
	● Canvas assignments:
	   o Speed Grader
	   o Rubrics
	   o Peer Review
		● Padlet

National and international best practices, online resource collections

- **Amazing Educational Resources:** Q&A, glossary of terms, best practices of distance education from around the world. Available from: http://www.amazingeducationalresources.com/?fbclid=IwAR0vnJ58kCU5G4kfkWS1Y4mIqyA5IXraJIcflQDeGKz4wOsy5mjgVpONfIU
- **Dundee & Angus College:** Organizational digital strategy (https://rise.articulate.com/share/nvVgvt743yC1sWzQ-BrBXVqoa9oKxSSJ#/) and a collection of recommended technology tools (https://rise.articulate.com/share/4-flxjCh_85T7ZnCyvHJ-N1-ZlefbGP_#/).
- **Edmodo:** How to create and manage a virtual classroom? Available from: https://go.edmodo.com/distancelearning/?utm_source=fatbird_mktg&utm_medium=email&utm_campaign=2020-q1-teacher-distance-learning&utm_content=cta-button-primary
- **Harvard University:** Best practices and tools to facilitate online learning. Available from: https://teachremotely.harvard.edu/?fbclid=IwAR03pwNH5QU3M3ZKrCObnfYqKfcqF3LYZQr1k8dxZjZu-9w3GDtd3wURAuI
- **Inside Higher Ed:** Four expert strategies for designing online learning in higher education. Available from: 4 Expert Strategies for Designing an Online Course
- **Remote teaching resource collection:** Editable, searchable remote teaching resource collection for various education levels from experts. Available from: Creating an Online Class or Conference - Quick Tech Guide
- **Stanford University:** Guide to teaching effectively during times of disruption. Link: Teaching Effectively During Times of Disruption
- **The Chronicle of Higher Education:** A step-by-step guide to teaching during university closure. What to do and where to start when going online in a hurry? Available from: https://www.chronicle.com/article/Going-Online-in-a-Hurry-What/248207?fbclid=IwAR0nZc8uNWkvhMSU3MCv6wyG4eSL14DuNFQRZb6h8qkWD93aYLWCrizCjn8
- **UNESCO:** Remote teaching guidelines, solutions and considerations. Available from: https://en.unesco.org/themes/education-emergencies/coronavirus-school-closures/solutions?fbclid=IwAR3gp4v7Bn4z6sEA50Rtmc1ZYclHJ3Ab7970LbN_IM5Pf3Ge2BkYZSx0gcQ
- **University of Washington:** A step-by-step guide to teaching remotely: technological and pedagogical considerations. Available from: Teaching and grading during the coronavirus outbreak | Center for Teaching and Learning
- **Vanderbilt University:** Useful resources for just-in-time online teaching. Available from: Resources for Just-in-Time Online Teaching

Distance learning netiquette - Community rules and guidelines for online coursework

If you expect your students to interact online, it is necessary to clarify the rules and guidelines of online behaviour connected to your course. All participants must avoid potentially offensive comments as well as inconsistent or unclear communication which may cause tension due to lack of information.

> ### Hints!
>
> **Establish rules for your own online Canvas courses**
> Develop your own community rules and policies when designing an online course! Communicate these rules and polices to your students and make sure they observe them!

The policy developed for MOOCs (Massive Online Open Course) at ELTE might serve you as a model and basis for creating your own community guidelines and rules.

> ### ELTE „Open Course Design" MOOC community guidelines[3]
>
> The role of Community Guidelines is to provide guidance to course participants (both instructors and students) on the principles of online interaction and communication to be followed in distance education. Community guidelines should be established and communicated to students at the beginning of the course, and need to be observed by the instructor, too. Participants who do not comply with the rules need to be warned, and in some severe cases, have to be excluded from the course, as they may discourage other motivated participants from engaging in online interactions and communication.
>
> You can find several community guidelines on the Internet, however, many are quite lengthy and filled with legal terms, which may prevent users from reading and consulting them. For this reason, we advise you to the keep your list of guidelines short with clearly formulated comprehendible rules. Here are some examples:
>
> - Don't do anything illegal! Don't do anything you don't want others do to you!
> - Don't be hateful!
> - Don't harass others!
> - Respect other's privacy, do not share personal information without consent!
> - Take responsibility for your own opinion! Don't use other identities or fake profiles!
> - Don't spam! Don't share harmful, malicious content!
> - Respect intellectual property rights! Reference the source whenever you post content (e.g. image, text, multimedia) other than your own!
> - If you have an issue with a classmate, notify your instructor and ask for their help. Don't make personal remarks to other participants!
> - You are responsible for discussions generated by the content you share. Assume good faith, but if a post is offensive, let the person who shared it know.

---

[3] ELTE „Nyílt kurzusok tervezése" metamooc. Retrieved May 15, 2020 from: https://mooc.elte.hu/courses/451/pages/modszertani-kerdesek-mitol-lesz-a-tananyagunk-mooc-kompatibilis?module_item_id=14108.

Frequently Asked Questions

Based on the questions emerged in the questionnaires sent to instructors on 12 March 2020

General questions related to the development of distance education

How many hours of online activity can replace a course with two academic lessons per week?

Firstly, it is not worth taking the number of contact hours as a starting point, rather the student study time, which can be calculated based on the credits. One credit counts as 30 student study hours (1 student study hour = 45 minutes), including all individual (e.g. reading, preparation, doing assignments), small groups (e.g. group assignments, discussions) and online synchronous activities, as well as assessment, exam, preparing for the exam also count.

Is it necessary to synchronize the requirements of distance education for those instructors who teach the same subject?

Yes, on the one hand, it helps not only the instructors' preparation but also synchronises the student requirements. We definitely recommend professional collaboration and support on the subject; that is why we have created a mentoring network.

Why is it worth using Canvas (Moodle) as an LMS (Learning Management System)?

These are the LMS systems that are connected to Neptun so all students registered on the course can see it automatically. If any issues or questions come up, later on, it can be easily trace back. Furthermore, it is more transparent and convenient for students if the instructors do not use different online support systems for the courses.

Is it possible to use other software or online solutions apart from the ones suggested by this Handbook?

Yes, of course. Anything you know well fits into the content of your course and is easy for your students to use, especially if you have already been using it during this semester.

Is it an expectation to provide students with synchronous, real-time online support?

The Working Group recommends real-time online classes according to the class schedule for less than 30 people based on university recommendations. At the same time, it should be considered primarily whether students can meet the requirements of the course and receive appropriate tutor support. If you feel that you can successfully support student learning with shared lectures and pre-published assignments, and find it difficult to provide real-time synchronous online learning support, no further action is required. The Faculty does not have such a unified requirement.

What shall I do if, in my opinion, it is not possible to implement my course in the frame of distance education?

First, please, consult with your mentor and colleagues in your assigned mentor group. If there is no solution for the implementation, please, contact the Faculty Coordinator and/or the members of the Faculty's Working Group at tavolleti.oktatas@ppk.elte.hu

Do we have to work in the frame of distance education during the exam period, too?

It is still uncertain, but the exam-related support materials will be ready soon.

Student-related questions

What shall I do as an instructor with the inequalities in students' digital competences and access options?

In order to prevent your students from getting stuck in the learning process, it is worth creating a forum in the LMS where students might raise their problems that either their classmates or you as their instructor can respond to. If you feel that you are struggling to solve a student's request or question, please, first contact your mentor or the Institutional Coordinator for Distance Education.

If your student requests assistance due to their special needs, please, guide them to the Faculty Disability Coordinator of the University's Disability Center, Katalin Solymosi (equal.opp@ppk.elte.hu).

Learning Management Systems (LMS) –related questions

How reliable are these systems?

The license of systems we recommend was purchased by the University. ELTE citizens have been used these systems by for many years. Based on feedback, they are stable, transparent and safe systems.

In what way is it possible to share certain online contents that contain personal data or items only available for educational goals (e.g. psychological case descriptions)?

For sharing confidential content, we recommend the LMS systems' individual or group assignment and upload option, where only the instructor and students can individually access or upload confidential contents. Assignments can be submitted by uploading a file, filling in a text box or inserting a link.

Shall I use Neptun Meet Street for online learning support?

Although Meet Street allows instructors to upload certain resources, information and study materials to the Neptun interface, based on students' and instructors' feedback, Meet Street is difficult to navigate and static and is less suitable for creating interaction between students and instructors. Therefore, we highly recommend moving to Canvas.

In what way is it possible/worth/supported to hold conference halls, video conferences in the case of many people being involved?

See the related section: Synchronization Options that can be integrated into Canvas LMS: Online Conferences, Webinars (page 60)

In what way is it possible to verify whether the students viewed, listened to or downloaded the asynchronous study material from Canvas / Moodle?

In Canvas, under the Participants section, it is possible to check the student's last login date and the total time spent on the interface. However, from a pedagogical point of view, it is recommended to connect the study material to a (short) task (e.g. a quiz, completing and uploading an assignment, obligatory contributions to a forum that has been launched, etc.) and to check the students' active participation in the learning process this way.

In what way can two instructors conduct a conference call or a video conference (e.g. co-teaching with a guest instructor) at the same time?

In Microsoft Teams and other webinar or video conferencing systems, the video conferencing manager can grant (e.g. screen sharing, speaking, or performance) or remove (e.g. mute everyone to avoid a lot of noise during the speech) different permissions to participants.

How can resources that are often used without reference in traditional education be used in distance education?

First and foremost, it is necessary to clarify that in accordance with applicable legislation what is protected by copyright at all (Act LXXVI of 1999 on Copyright).

The following does not belong here and therefore not a subject to the citation rules: laws, other legal instruments of state administration, court or regulatory decisions, authorities' or other official communications and files, and standards made mandatory by law and other statutory provisions. Therefore, it is incorrect to use quotation marks when inserting some of these into a text. However, it is expedient to indicate the source, as it serves both to support your claim and to provide a more detailed search (cf. academic purposes). It also does not cover the facts or daily news or folklore expressions on which press releases are based – but not including folk-inspired, individual, original works.

In all other cases, reference can only be made concerning copyright. As this is for educational and scientific use (within the scope of the Higher Education Act, higher education takes place according to the curriculum and education requirements), in all such cases the references are free to use.

Free use means that
- usage is free,
- the author's permission is not required.

It is important that only published works can be used for free.

Please note that free use is only permitted under the applicable provisions in the case it is not prejudicial to the regular use of the work and does not prejudice the legitimate interests of the author unreasonably, and also, has to comply with the requirements of integrity, not serving a purpose that is incompatible with the purpose of the use for free. It means that e.g. a complete work may be used only with the specific permission of the rightsholder (cf. open access works).

Even in the case of free use, it is a top priority to indicate the source (with the name of the author). It applies not only to the written work but to any audiovisual product (e.g. film, photo, etc.).

Questions about learning distance education and personal issues

Who can I contact for help?

Your institutional coordinator assigned you to a group of mentors based on your responses to the readiness questionnaire. Each mentor group has one mentor, so first please, contact your mentor and other members of the mentor group for help if you have any questions regarding either the learning management system or methodological or technical issues. If you cannot find the answer to the question within the group, please, contact the faculty coordinators or the members of the Task Force at tavolleti.oktatas@ppk.elte.hu.

Questions about technical conditions

What can I do if I do not have the proper device (e.g. PC / laptop, microphone, speaker, webcam) or internet access for distance education?

The faculty surveyed these needs in the Readiness Questionnaire and is trying to provide all instructors, civil servants or instructors with PhD student status with a device. If you have any further requests, please contact tavolleti.oktatas@ppk.elte.hu However, please only choose this solution if you do not have any other opportunities to obtain a laptop or PC because our supplies are limited.