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Academic and Instructional Affairs, Version: 5/24/2022
Thank you for teaching with UC San Diego Extended Studies! This playbook is designed to help you write or update your *Live Online* UC San Diego Extended Studies class. We hope you will see live online instruction is an opportunity to engage students in learning experiences in new and exciting ways.

### What is Teaching Live Online?

**Live online instruction** means that scheduled class meetings are *synchronous* and *web-based*.  
**Synchronous** means class meetings happen in real time on the dates and at the times your class is scheduled to meet.  
[InstructorLink](#) and [Extended Studies’ website](#) are the best sources of the particular schedule for your course.  
**Web-based** means that digital platforms are how students engage with your class from any of their devices. These digital platforms allow instructors and students to also engage outside of the scheduled class meetings. Extended Studies has several online tools to help you deliver your content live online.
Instructor Support

The UC San Diego Extended Studies team is here to support you in reimagining your course for live online instruction success, and we designed this Teaching Live Online Playbook as a scaffolded resource. The following groups and individuals are also available to assist and support you.

Planning, delivering lessons, and assessing the work of your students:

Extended Studies Instructional Excellence
ext-instructorexcellence@ucsd.edu (copy your program representative on your email)
858-246-1185

Canvas or Kaltura:

Extended Studies Online Learning
unex-onlinelearning@ucsd.edu (copy your program representative on your email)

Your Zoom Pro account:

Extended Studies Computing Services
unex-support@ucsd.edu (copy your program representative on your email)

Scheduling or adjusting the schedule or delivery format of your courses:

Your Program Representative

Additional Resources

We also recommend the following external resources if you want to dig deeper into communications and syllabus adjustments for live online instruction:

- Quality Matters
- University of Chicago
- Online Learning Consortium
- University of Indiana
Technology

Zoom, Canvas, and Kaltura for Live Online Instruction

We encourage you to spend time learning the tools for delivering live online instruction 2-3 weeks in advance of your course start date. It is best practice to learn these tools prior to using them in your first remote class meeting. As classroom instructors, you already know the importance of developing your competence and confidence in using technology before use the technology with students.

Zoom Pro for Live Online Interactions

Zoom is a cloud-based platform for video and audio conferencing. As an Extended Studies instructor, you have access to a Zoom Pro account. Contact unex-support@ucsd.edu for Zoom Pro account support or questions (copy your program representative on your email).

Zoom Preparation Checklist

We suggest you take the following steps prior to your first class meeting.

- Set up a UC San Diego Zoom Pro account.
- Read and bookmark the Zoom Help Page.
- Learn how to...
Teaching Live Online Playbook

- Access Zoom and schedule a meeting from Canvas.
- Screen-share and use Breakout Rooms.
- Record your Zoom session and post in Canvas for students who missed the class meeting.
- Add a transcript.
- Access and use Zoom Meeting Reports to track attendance and participation.

☐ Join a free live Zoom training webinar or watch a recorded training.
☐ Configure your devices appropriately to use Zoom.
☐ Test your computer’s audio and video, and consider your location’s lighting and acoustic setup.
☐ Conduct and record multiple test meetings with friends or colleagues to ensure that the technology is working on your end. You can also test alone through a test room.

Canvas for Remote Asynchronous Interactions

Canvas is Extended Studies’ Learning Management System (LMS). The advantage of using Canvas to support remote instruction is that it provides your class with a web-based home base.

Canvas Preparation Checklist

☐ Login to your Canvas account. If you do not know your credentials, contact your Program Representative for assistance.
☐ Learn the basics in the Growing with Canvas course on your Canvas dashboard. This course also includes Zoom and Kaltura basics.
☐ Locate your course in Canvas and set up your syllabus, course introduction, and instructor bio.
☐ Post a plan for when students have technology problems during synchronous meetings so that they can easily refer to it while the class meeting is in progress.
☐ Tell your students when you will login in to Canvas to respond to student communications and submissions between class meetings.

Kaltura for Asynchronous Sharing of Videos

Kaltura is a web-based recordings service integrated in Canvas. It allows you to create, share, and play video of class announcements and screen captures of you presenting course content. Learn how to access and use this important tool by accessing: Kaltura Capture for Lecture Recording.
Remote teaching requires more communication with students. To help foster a productive, learning-focused environment, aim for a tone that is positive, respectful, and inviting of dialogue. Trust, collaboration, and inquiry should continue to be hallmarks of your communication with students.

It is also important devote time and space to having your students connect with each other (and you) at the outset. For example, you might ask students to post brief reflections introducing themselves, describing where they are, and explaining how they plan to study while learning remotely. Students actively interacting in the class community is important to their learning; identify the ways students need to demonstrate participation and grade that work to incentivize participation.

When you clearly articulate your expectations to students in a way that conveys enthusiasm about the material and students' engagement with it, you convey that you care about your students' learning. Your syllabus is the first of many written communications about expectations, directions, and policies, and next section will help you adjust your syllabus to remote instruction.
**Adjust Your Syllabus**

Here is a checklist designed to support you in adjusting your syllabus for live online instruction:

- Establish **student participation** expectations. It is good practice to identify more than one option for students to engage with you and their peers. Allow them to demonstrate their understanding and practice new skills/competencies with others.
- Provide **alternative means of participation** for students who experience technical difficulties when accessing live online meetings.
- Consider new and improved ways to **assess how student are achieving the learning outcomes**. For example, have students record a short video of themselves explaining a key concept rather than requiring a conventional paper, report or exam. Reflection papers and final projects are also alternatives to exams.
- Adjust assignment due dates and reconsider your **policy for accepting late work**.
- Consider **adjusting your schedule** during the first week of live online instruction, to allow students time to familiarize themselves with remote learning. Extended Studies suggests you might have no graded assignments due in Week 1.
- Clearly **identify the location of course components**.
- Demonstrate **how to prepare for the first class meeting**.
- Provide **information about the technologies** required.
- **Adjust your assessments**: 

<table>
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<tr>
<td>Students will work in teams in class to simulate business meetings and develop a final marketing presentation to be delivered before the class.</td>
<td>Students will <strong>work in teams in Zoom breakout rooms</strong> to develop a final marketing presentation and <strong>present it to the class via Zoom</strong>.</td>
</tr>
</tbody>
</table>
| Students will take an in-person 100-question multiple-choice final exam to demonstrate their knowledge of internal auditing best practices and policies. | Students will take **ten cumulative 10-question Canvas quizzes** that will demonstrate their knowledge of internal auditing best practices and policies.  
  OR  
  Students will write **short reflective papers** on how they will use key concepts in their work. |
If your assessments included:

| Students will submit a term paper that details U.S. foreign policy in the 20th century and provide observations and recommendations based on their interpretation of policies and events. |
|---|---|

Revised assessments might look like this:

| Students will submit five short papers that detail U.S. foreign policy in the 20th century. Each paper will address a 20-year period and include the student’s observations and recommendations based on each period’s policies and events. |
| Students will write clinical site visit reports suitable for the profession based on virtual visits or video recordings of clinical work. |

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Create a Web-Based Structure

To support students in navigating through the course, you can create modules in Canvas. Modules provide a clear and simple outline that establishes a pattern of how the meetings/weeks of your course are organized.

Here is a sample of how you can organize meeting content into modules in Canvas:

- Meeting/Week 1
  - syllabus BUSA40000_SU20.docx
  - Agenda for Remote Meeting 1
  - Handouts for Remote Meeting 1
  - Introductions: Week 1 Discussion
  - Recording of Micro Lesson 1: Zoom + Transcript + Lecture Slides
  - Micro Lesson 1 Quiz: 10 multiple choice questions
  - Recording of Micro Lesson 2: Zoom + Transcript + Lecture Slides
  - Micro Lesson 2 Quiz: 5 short answer questions
  - Recording of Micro Lesson 3: Zoom + Transcript + Lecture Slides
  - Micro Lesson 3 Quiz: 10 true/false questions short questions
Reimagine Your Presentation and Engagement Sequence

Consider shorter, synchronous presentation chunks during live online class meetings, 10-15 minutes, to ease cognitive demand and to accommodate technical difficulties. In between presentation time, build in the following:

- Build interactive learning activities between presentation chunks. Provide a variety of interactional opportunities using:
  - Zoom Tools: Zoom Chat (Q&A), Polling, Annotation of Screen Share, Breakout rooms
- Build individual reflection/processing time into your slide deck
- Schedule short brain breaks so that students can stand up and look away from the screen

Consider recording your presentations for asynchronous viewing, and spending more of your live online meeting time engaging in interaction and learning activities. Also consider supplementing your content presentations with activities for students to complete asynchronously outside of remote meetings.

Modify Simulation and Performance Activities for the Live Online Environment

For applied activities like simulations and performances, you will need to modify them so that students can asynchronously complete the activities, capture the action or data, and report back to the class.

Provide guidance with a short pre-activity video you record using Kaltura. Include any contextualizing information that will help support students in understanding what they need to do, when they need to do it, and how they need to submit their work. Be sure to modify the directions, materials, and samples to align with the remote environment. If you require students to submit their work online, create a Canvas module with a Canvas assignment.
Prepare

For the First Class Meeting

Once you have adjusted your course for the live online environment, then you must ensure that both you and your students are prepared for the first meeting.

Student Communication Prior to 1st Meeting

Send your welcome message and syllabus to all enrolled students through the InstructorLink email feature 48-hours prior to the first live online class meeting.

In addition to what you would normally send students prior to the class start date, be sure to include:

- Schedule information
- Information on technology required (Zoom/Canvas)
- Agenda and handouts for the first meeting
Planning for Your First Live Online Meeting

The first class meeting should allow time for students to adjust to and learn how to engage with the remote learning environment and the technology. Think about what students will need to know and when they will need to know it. In advance of each live online meeting, ask yourself what students need from you to be prepared to spend time together engaging with the content.

Sample Agenda for a First Live Online Meeting

This sample is designed for a class that meets from 6:00 PM to 9:00 PM.

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:45 – 6:00</td>
<td>Allow small talk; facilitate socializing for five minutes before the start of class</td>
</tr>
<tr>
<td>6:00 – 6:05</td>
<td>Announce you are starting to record the class meeting</td>
</tr>
<tr>
<td></td>
<td>Share your plan for students who have technology problems during a lesson. Tell them where they can find this information in Canvas</td>
</tr>
<tr>
<td></td>
<td>Share your plan for dealing with hostile visitors. You will verbally announce that the class meeting is being ended, and that you will send directions through Canvas on how the meeting will be reconvened</td>
</tr>
<tr>
<td>6:05 – 6:15</td>
<td>Lead a QA session on live online meeting logistics - Zoom</td>
</tr>
<tr>
<td>6:15 – 6:45</td>
<td>Conduct a formal icebreaker with a meet-and-greet using Zoom breakout rooms</td>
</tr>
<tr>
<td>6:45 – 6:55</td>
<td>Break</td>
</tr>
<tr>
<td>6:55 – 7:25</td>
<td>Micro lesson (30 minutes)</td>
</tr>
<tr>
<td>7:25 – 7:35</td>
<td>Break</td>
</tr>
<tr>
<td>7:35 – 8:05</td>
<td>Micro lesson (30 minutes)</td>
</tr>
<tr>
<td>8:05 – 8:15</td>
<td>Break</td>
</tr>
<tr>
<td>8:15 – 8:45</td>
<td>Micro lesson (30 minutes)</td>
</tr>
<tr>
<td>8:45 – 9:00</td>
<td>Conclude the meeting</td>
</tr>
<tr>
<td></td>
<td>Explain what to do in Canvas between now and the next live online meeting</td>
</tr>
</tbody>
</table>
Establish Your Live Online Meeting Routine

For each class, create a set of routines and expectations to take advantage of the remote environment. We suggest a course opening, several micro lessons, and a closing phase, all separated by short breaks. Below, you will find first a sample 3-hour class meeting agenda and second a sample micro lesson sequence.

Sample 3-Hour Course Meeting Agenda

<table>
<thead>
<tr>
<th>Phase</th>
<th>Time</th>
<th>Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>5:45 – 5:55</td>
<td>Allow small talk by allowing students in the meeting (unmute students)</td>
</tr>
<tr>
<td>Greeting</td>
<td>5:55 – 6:00</td>
<td>Facilitate socializing for five minutes before the start</td>
</tr>
<tr>
<td>Opening</td>
<td>6:00 – 6:10</td>
<td>Announce you are starting to record the class meeting (mute students)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Share your plan for students who have technology problems during a lesson. Tell them where they can find this information in Canvas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Share your plan for dealing with hostile visitors. You will verbally announce that the class meeting is being ended, and that you will send directions through Canvas on how the meeting will be reconvened</td>
</tr>
<tr>
<td>Micro Lesson 1</td>
<td>6:10 – 6:50</td>
<td>Preview Presentation Student engagement Practice Sharing</td>
</tr>
<tr>
<td>Break</td>
<td>6:50 – 7:00</td>
<td>Advise students to take their eyes off screens for the full 10 min</td>
</tr>
<tr>
<td>Micro Lesson 2</td>
<td>7:00 – 7:40</td>
<td>Preview Presentation Student engagement (with a quick stretch with eyes off screens) Practice Sharing</td>
</tr>
<tr>
<td>Break</td>
<td>7:40 – 7:50</td>
<td>Advise students to take their eyes off screens for the full 10 min</td>
</tr>
<tr>
<td>Micro Lesson 3</td>
<td>7:50 – 8:30</td>
<td>Preview Presentation Student engagement (with a quick stretch with eyes off screens) Practice Sharing</td>
</tr>
<tr>
<td>Break</td>
<td>8:30 – 8:40</td>
<td>Advise students to take their eyes off screens for the full 10 min</td>
</tr>
</tbody>
</table>
### Teaching Live Online Playbook

**Academic and Instructional Affairs, Version: 5/24/2022**

#### Phase | Time | Agenda
--- | --- | ---
**Wrap Up** | 8:40 – 8:50 | Students share their findings with the whole class.  
Instructor provides feedback on the meeting.  
Connects learning experience to upcoming assignment(s), asynchronous learning activities.

**Preparing for the next meeting** | 8:50 – 9:00 | Enhance retention of learning with meaningful assignments (For example, students might now apply their learning in wider contexts.)
Tell students what they need to do between the end of this meeting and the beginning of the next meeting. Be sure to tell them what needs to be done by email, what needs to be done in Canvas, and when they can expect feedback from you.

### Sample Micro-Lesson Sequence

<table>
<thead>
<tr>
<th>Phase</th>
<th>Instructional Events</th>
</tr>
</thead>
</table>
| **Micro 1**  
(Main Instructional Point) |  |
| **Preview Activity**  
5 minutes | Gain attention (hook), introduce the topic, activate prior learning/knowledge, warm up  
*Examples: Questions, quick-write, KWL chart* |
| **Presentation**  
10 minutes | Instructor Centered Content / Lecture / Presentation  
*Examples: Define/demonstrate the content, provide examples, clarify expectations* |
| **Student Engagement**  
10 minutes | Conduct comprehension checks and give students opportunities to ask questions, respond to polling questions, and annotate the screen  
*Examples: Students solve problems and share ideas* |
| **Practice**  
10 minutes | Structure active learning/processing opportunities for students, individual or in groups  
*Examples: Students create and collaborate, stop and reflect, discuss, quick write, take a quiz, receive guidance* |
| **Sharing**  
5 minutes | Provide feedback as students share their findings  
*Example: Students present/submit work and are assessed* |
| **Break** |  |
| **Micro 2**  
(Main Instructional Point) |  |
| **Preview Activity**  
5 minutes | Gain attention (hook), introduce the topic, activate prior learning/knowledge, warm up  
*Examples: Questions, quick-write, KWL chart* |
| **Presentation**  
10 minutes | Instructor Centered Content / Lecture / Presentation  
*Examples: Define/demonstrate the content, provide examples, clarify expectations* |
### Teaching Live Online Playbook

<table>
<thead>
<tr>
<th>Micro 3 (Main Instructional Point)</th>
<th>Break</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Engagement</strong> 10 minutes</td>
<td><strong>Preview Activity</strong> 5 minutes</td>
</tr>
</tbody>
</table>
| Conduct comprehension checks and give students opportunities to ask questions, respond to polling questions, and annotate the screen  
*Examples: Students solve problems and share ideas* | Gain attention (hook), introduce the topic, activate prior learning/knowledge, warm up  
*Examples: Questions, quick-write, KWL chart* |
| **Practice** 10 minutes | **Presentation** 10 minutes |
| Structure active learning/processing opportunities for students, individual or in groups  
*Examples: Students create and collaborate, stop and reflect, discuss, quick write, take a quiz, receive guidance* | Instructor Centered Content / Lecture / Presentation  
*Examples: Define/demonstrate the content, provide examples, clarify expectations* |
| **Sharing** 5 minutes | **Student Engagement** 10 minutes |
| Provide feedback as students share their findings  
*Example: Students present/submit work and are assessed* | Conduct comprehension checks and give students opportunities to ask questions, respond to polling questions, and annotate the screen  
*Examples: Students solve problems and share ideas* |
| **Practice** 10 minutes | **Sharing** 5 minutes |
| Structure active learning/processing opportunities for students, individual or in groups  
*Examples: Students create and collaborate, stop and reflect, discuss, quick write, take a quiz, receive guidance* | Provide feedback as students share their findings  
*Example: Students present/submit work and are assessed* |

### Conclusion

We hope this guide has been helpful and has provided you with some clear steps you can take to adapt your course for the live online classroom.
## Appendices

In this section, you can find some suggestions for other ways you may consider revising your lesson plan segments for live online instruction.

### Collaborative Lesson Plan

<table>
<thead>
<tr>
<th>If your lesson plan included:</th>
<th>Revised lesson plan segments might look like:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students take notes while the instructor reviews the instructions for the day’s group work, has four volunteer students come to sit at the front in order to model the instructions, and asks students to describe what the volunteers have done correctly to confirm and reinforce comprehension.</td>
<td>Students listen and respond as the instructor reviews the instructions for the day’s group work, plays a short recording demonstrating the instructions, and asks students to answer Zoom poll questions to confirm comprehension.</td>
</tr>
<tr>
<td>Students break into pre-assigned groups to work on their pre-assigned tasks with the materials they have brought. Group reporters prepare to present.</td>
<td>The instructor breaks the students into pre-assigned Zoom breakout rooms to work on their pre-assigned group tasks with the materials they have brought. Student group reporters prepare to present with visual aids that they can screen share when the class returns to the main meeting.</td>
</tr>
</tbody>
</table>
## Expository Lesson Plan

<table>
<thead>
<tr>
<th>If your minute lesson plan included:</th>
<th>Revised lesson plan segments might look like:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students listen to the instructor tell an opening anecdote.</td>
<td>Before class: Students watch a recording of the opening anecdote and then post a summary and reaction in Canvas discussion.</td>
</tr>
<tr>
<td>Students listen to the instructor deliver the main lecture.</td>
<td>Students greet each other and discuss their summary and response homework. The instructor randomly places students into breakout rooms in Zoom at the start of class.</td>
</tr>
<tr>
<td>Students participate in a question-and-answer session and listen to the instructor explain the homework.</td>
<td>Students listen as the instructor delivers the first part of the main lecture, and students type questions in the Zoom chat so they can be cataloged and answered later by the instructor.</td>
</tr>
<tr>
<td></td>
<td>The students write what they ideas or questions they have.</td>
</tr>
<tr>
<td></td>
<td>The students listen and take notes as the instructor delivers the second part of the main lecture, with students recording questions in chat.</td>
</tr>
<tr>
<td></td>
<td>Students take a break.</td>
</tr>
<tr>
<td></td>
<td>Students listen to the instructor deliver the third part of the main lecture, with students recording questions in chat.</td>
</tr>
</tbody>
</table>
### If your minute lesson plan included: | Revised lesson plan segments might look like:
--- | ---
Students discuss a point for reflection and in instructor-assigned break-out rooms.  
Students take notes on the fourth part of the main lecture. Students enter questions in the chat.  
The homework directions, sample submissions, and assessment criteria are all clearly posted on Canvas.

## Practice Lesson Plan

<table>
<thead>
<tr>
<th>If your lesson plan included:</th>
<th>Revised lesson plan segments might look like:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor reviews the previous week’s work and homework and quizzes students on key points.</td>
<td>Before class, students watch a video recording of the instructor going over the previous week, and students take a Canvas quiz on key learning points.</td>
</tr>
<tr>
<td>The instructor asks the students to set up at their lab/group stations and alert her/him about any missing instructions or components.</td>
<td>The instructor asks the students to set up at their home stations for observing the lab or doing the group work at home, and students are to alert the instructor about any missing instructions or components.</td>
</tr>
<tr>
<td>The instructor demonstrates the lab or shows a sample of how the live exercise should take place.</td>
<td>The instructor plays a video of the simulation or practice exercise for the whole class.</td>
</tr>
<tr>
<td>The instructor sends students to groups and asks if there are any questions before groups begin the exercise/lab.</td>
<td>The instructor sends students to breakout rooms in Zoom to complete their exercises.</td>
</tr>
<tr>
<td>The instructor monitors the groups at their stations.</td>
<td>The instructor visits breakout rooms and answers questions, pulling all the groups back to the main meeting if there are updates or announcements for the whole class.</td>
</tr>
<tr>
<td>The instructor provides feedback to the class and reviews the main points. Any out-of-class work for the next meeting is explained.</td>
<td>The instructor facilitates the groups reporting back to the whole class in the main meeting.</td>
</tr>
<tr>
<td></td>
<td>The instructor provides feedback to the class and reviews the main points. Any out-of-class work for the next meeting is explained.</td>
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# Assessments Modified for Live Online Instruction

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<tr>
<td>Students will submit a term paper that details U.S. foreign policy in the 20th century and provides observations and recommendations based on the student’s interpretation of policies and events.</td>
<td>Students will submit five papers that detail U.S. foreign policy in the 20th century. Each paper will address a 20-year period and include the student’s observations and recommendations based on each period’s policies and events.</td>
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<td>Students will write clinical site visit reports suitable for the profession.</td>
<td>Students will write clinical practice reports suitable for the profession based on virtual visits or video recordings of clinical work.</td>
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</table>