Center for Learning and Teaching

Keep teaching during a prolonged campus closure

How to develop a contingency plan to enable students to complete your course

**Getting ready to teach remotely**

<table>
<thead>
<tr>
<th>Task</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stay informed about the ODU closure plan</td>
<td>• Campus closures or emergencies are emailed to faculty and posted on the ODU main page: <a href="https://odu.edu/">https://odu.edu/</a>.</td>
</tr>
<tr>
<td>Check with your department</td>
<td>• Check with your chair or coordinator for additional guidelines and expectations.</td>
</tr>
<tr>
<td>Reach out to CLT</td>
<td>• Reach out to ODU’s Center for Learning and Teaching (CLT) by email at <a href="mailto:clt@odu.edu">clt@odu.edu</a> or call 757-683-3172 for guidance on ways to leverage Blackboard (Bb) and Zoom to accomplish your course objectives.</td>
</tr>
</tbody>
</table>
| Make your course available in Blackboard | • Log in to [https://www.blackboard.odu.edu/](https://www.blackboard.odu.edu/)  
  • Go to Courses, and search for your course  
  • Create a Q&A Discussion Forum for your students’ questions  
  • Set the course to Available – this will allow students to access your Blackboard course site  
  • Create an Announcement in Blackboard, and Email a Copy to inform students that the site is available and that more details will follow. |
| Update your syllabus                     | • Include a statement that your syllabus will be modified and adjusted during the closure. Address policies, due dates, assignments, students’ responsibilities, etc. |
| Review the course schedule               | • Review your course schedule and decide how to proceed with course lectures, assignment due dates, activities, exams, etc.  
  • Consider offering low-/high-tech options for content and activities  
  • Think creatively about how to enable your students to complete their course objectives. |
| Clarify your expectations                 | • Adjust your policies regarding students’ late and/or incomplete work, as needed  
  • Be flexible, especially with any sick or quarantined students  
  • Be aware that some of your students may have limited access to laptops and the internet. |
| Create a detailed communication plan | • Prepare to communicate with students online. Ask yourself these questions:
  o Will you use Blackboard email only? Will you send students to the Bb Discussion board? Another method?
  o What is your turnaround time for answering questions and giving feedback?
  o Will you hold virtual office hours? When (date/time)? Where (Zoom, Bb Collaborate)?
  o How will you share the course content (handouts, slides, documents, etc.)?
  o Are you going to deliver live lectures?
  o Are you going to record your lectures (unless you will write them)?
  o How will students submit their assignments?
  o How will students take their exams?
  o How will students ask for technical help? |
| Share your communication plan with your students | • Post your newly-created communication plan as an Announcement in Bb.  
• Use Bb email to share your communication plan with your students  
• Introduce new tools, technologies, and activities slowly, and allow students to practice  
• Encourage students to provide feedback on their online learning experience  
• Keep a journal to reflect, revise, and update your activities every week. |
How to teach your course remotely?

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Description</th>
<th>Recommended Tool</th>
<th>Support</th>
</tr>
</thead>
</table>
| Update your syllabus with this Academic Continuity Statement         | In the event of a prolonged university closure, as determined by the University’s administration, the class will be conducted online using Blackboard. The University will issue official disruption notifications through email/www/text notification/social media. If notified, navigate to ODU’s Blackboard site, where you will find important information about how to access the class: [https://www.blackboard.odu.edu/](https://www.blackboard.odu.edu/) | Blackboard       | To enroll in a self-paced workshop, please complete the following steps.                                                                 | 1. Navigate to Blackboard using the link of the self-paced workshop you wish to enroll in below  
   a. [Keep Teaching Bb Modules](Available on 3/16/2020)  
   b. Zoom: Online Web Conferencing [Self-Enroll]  
   2. Log in using your MIDAS credentials  
   3. Read Welcome Announcement  
   4. Select Relevant Topic(s)  
   5. Select Click here to enroll |
| Communicate with your students                                       | • Ask students to disclose any special needs (accessibility, limited internet, limited data plan, etc.)  
                             • Inform students of your communication plan via Bb announcement, Bb email  
                             • Inform students about changes or disruptions as soon as possible  
                             • Announce weekly course expectations and requirements  
                             • Outline any specific changes to the schedule, assignments, procedures, or course expectations  
                             • Develop a list of questions that students might ask (FAQs) and post them in Bb | Blackboard, Zoom, VoiceThread | Self-paced workshop:  
   • Enroll in Keep Teaching Bb Modules (Available 3/16/2020)  
   • Read Welcome Announcement  
   • Select Relevant Topic(s) |
| Conduct online office hours | • Schedule Zoom virtual office hours.  
• Post/announce your office hours schedule in Bb.  
• Record and publish your Zoom video for students who can’t attend in real-time. | **Zoom** | Self-paced workshop:  
• Enroll in Zoom: Online Web Conferencing [Self-Enroll] |
| Share course materials and readings | • Add content onto Bb pages; don’t just upload PDFs or attachments  
• Post course readings, assignment instructions, PowerPoint slides, handouts, etc.  
• Organize your lecture materials or videos by week or by topic  
• Contact your ODU Libraries Subject Liaison if you need digital copies of journal articles or media | **Blackboard** | Self-paced workshop:  
• Enroll in Keep Teaching Bb Modules (Available 3/16/2020)  
• Read Welcome Announcement  
• Select Relevant Topic(s)  

PDF Accessibility (converting from Word and PPT) (WebAIM website) |

- Create a Q&A discussion forum in Bb for students  
- Subscribe, and ask students to subscribe, to the Q&A forum  
- Direct students to check Bb and the Q&A forum before emailing you  
- Dedicate time in your first live session to logistics: checking microphones, webcams, and chats; delineating netiquette and acceptable online behavior; seeking tech support  
- Clarify your course objectives and define what course participation looks like now  
- Involve your students in the transition online and describe how the classroom dynamics will translate from F2F to online. If they’re engaged, they’re invested.
• Do not scan textbook chapters or course readings; scanned documents are not screen-reader accessible
• Check for open educational resources (OER): https://www.oercommons.org/ https://search.creativecommons.org/ http://www.merlot.org/merlot/index.htm
• Ask colleagues to share or recommend discipline-specific resources.

Lecture live from off-campus

To plan to deliver lectures with Zoom:
• Use the Zoom Tool within Bb to schedule course meetings and provide the meeting links to your students
• Organize your lecture into 7 to 12-minute segments/topics
• Draft a script or outline to guide delivery
• Leave time for logistics and student engagement
• Assign the Zoom for Students tutorial(s) beforehand
• Publish Zoom meetings in Bb for students to review

When delivering live lectures with Zoom:
• Use headphones with a microphone to minimize the surrounding noise
• Mute/unmute participants
• Turn on Breakout Rooms, polling, and whiteboard in Zoom settings. Use breakout rooms for small-group discussions.
• Share your screen in Zoom

Pre-record a lecture and

• Draft a script or outline to guide delivery

How do I record my PowerPoint slides for the Web? Using PowerPoint
| Manage lab activities | • Review your lab objectives and think creatively about how students can accomplish them  
• Consider lab alternatives  
• Check online for existing resources to replace your labs:  
  o [https://virtuallabs.merlot.org/index.html](https://virtuallabs.merlot.org/index.html)  
  o [https://nsdl.oercommons.org/](https://nsdl.oercommons.org/)  
  o [https://www.jove.com/search](https://www.jove.com/search)  
  o [https://phet.colorado.edu/](https://phet.colorado.edu/)  
  o [https://www.labxchange.org/](https://www.labxchange.org/) |
|----------------------|---------------------------------------------------------------|
| Foster communication and | • Foster communication among students to maintain course interaction and sense of community:  
  • Clarify your expectations about students’ participation |
| Share with students | • Organize your lecture into 7- to 12-minute segments/topics  
• Record your screen and/or narrate your PowerPoints  
• Record yourself with a webcam  
• Include questions, quizzes, or prompts after each segment to engage your students  
• Use headphones with a microphone to minimize the surrounding noise  
• Share your videos with your students using the Kaltura Media tool. |
| Zoom Kaltura | Self-paced workshop:  
  • Enroll in Zoom: Online Web Conferencing [Self-Enroll]  
  Kaltura Media tool  
If you prefer to work with CLT to record your lecture, please contact clt@odu.edu or call 757-683-3172 |
<p>| Manage students’ presentations | • Ask students to use Zoom to record or to offer their live presentation. Alternatively, ask your students to submit a written script of their presentations. |
| Zoom | Zoom for Students (PDF) (ODU) |</p>
<table>
<thead>
<tr>
<th><strong>collaboration among students</strong></th>
<th><strong>Receive assignments and students’ submissions</strong></th>
<th><strong>Share documents</strong></th>
</tr>
</thead>
</table>
| - Post your expectations of what is appropriate to students to discuss  
- Remind students about netiquette  
- Encourage your students to keep a learning journal  
- Encourage your students to post their reflections on Bb discussion boards  
Encourage discussions:  
Asynchronous discussions:  
  o Use the Bb discussion board to have your students participate in online discussion  
  o VoiceThread  
Synchronous discussions:  
  o Zoom  
- Invite your students to join in live Zoom sessions |  
- Use Bb to collect your assignments  
- Avoid using email to collect homework  
- Require students to submit their assignments in Bb  
- Require specific file formats and filenames, ex. FirstnameLastname_Essay1.docx  
- Add clear instructions regarding how to submit assignments  
- Tell students to use Box for large files  
- Use Bb to provide Feedback on their assignments |  
- Use Google Docs to allow students to work collaboratively, to share/edit content over the web, and to complete group projects and assignments  
* Blackboard Box  
* Self-paced workshop:  
  - Enroll in Keep Teaching Bb Modules (Available 3/16/2020)  
  - Read Welcome Announcement  
  - Select Relevant Topic(s)  
  
  Box cloud-based file sharing can be used to share large files and/or videos.  
  
  Box at ODU  
* Google Drive  
  - ODU G Suite  
  - Google Drive: Uploading Files  
  - Share with others in Drive, Docs, Sheets, and Slides  
  - Google Drive: Add, edit, reply, or delete comments
| Offer real-time feedback to students | Encourage students to use the commenting feature to clarify issues and to ask questions about their writing  
Refer your students to the ODU Writing Center’s resources | https://www.odu.edu/al/centers/writing-center |
|--------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------|
| Offer real-time feedback to students | Use Zoom to schedule live sessions, as needed | Self-paced workshop:  
- Enroll in Zoom: Online Web Conferencing [Self-Enroll] |
| Assess your students’ learning      | Use Bb to administer your exams, tests, and quizzes (multiple-choice, multiple answer, short answer, etc.)  
Provide alternative assessments (papers, reflection, etc.)  
Have students use proctors for high-stakes online tests or exams | Self-paced workshop:  
- Enroll in Keep Teaching Bb Modules (Available 3/16/2020)  
- Read Welcome Announcement  
- Select Relevant Topic(s)  
[Exams and Proctors](#) |
| Prepare your exam/test for online offering | Provide clear guidelines on exam time duration, number of questions, number of attempts, and how to request help  
Clarify your course expectations on how to cite work in papers, assignments, discussion board threads, and other academic work  
Assess frequently and use periodic ungraded self-assessments  
Break large assignments into smaller parts with low stakes “milestone” deadlines; ask students to submit the paper in stages, such as topic and outline  
Calculate the number of questions for the allotted time; for example, for a 30-minute exam, prepare 45 questions. Remind students |
|                                          |                                                                                           |                                                                                           |                                                                                           |
|                                          | that it takes 30 minutes – 45 seconds per multiple-choice question                         |                                                                                           |                                                                                           |
| Make your online exams short; use 30-45 minutes instead of the typical 60/120 minutes for each test | Schedule the exam/test to be taken at a set time rather than having it open for a 24-48hour window |                                                                                           |                                                                                           |
| Keep exams/tests brief (e.g., 15-30 min.) but more frequent                                | Randomize exam questions and answer choices                                               |                                                                                           |                                                                                           |
| Use a bank of questions and give each student a different exam                            | Present one question per page                                                             |                                                                                           |                                                                                           |
| Present one question per page                                                           | Add a practice quiz with unlimited attempts so students can experience an online exam    |                                                                                           |                                                                                           |
| Schedule the exam/test to be taken during ITS Help Desk Support hours.                    |                                                                                           |                                                                                           |                                                                                           |

**Encourage academic integrity**

- Include in your syllabus specific information about Academic Integrity and the consequences of violations; add the ODU Honor Code to your Bb exams and assignments
- Ask your students to run their similarity check in Bb
- Refer your students to the ODU libraries plagiarism website.

**Resources**

- List of mini-workshops

**ODU Policies and Student Responsibilities page**

**SafeAssign**

**ODU Plagiarism website**
- Bb: Essentials (How to: Announcements, Add Content, Discussion threads, Emails)
- Bb: Assignments, Tests, and Grading
- Bb: Publish Online tests with Respondus
- Zoom: Web Conferencing Basics
- Zoom: Web conferencing beyond basics
- Bb: using Kaltura My media tool
- Link to CLT QAs

• Links to ITS/ATS resources
• Links to Bb Help