

## 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**

Stay informed about the ODU closure plan	<ul style="list-style-type: none"> <li>• Campus closures or emergencies are emailed to faculty and posted on the ODU main page: <a href="https://odu.edu/">https://odu.edu/</a>.</li> </ul>
Check with your department	<ul style="list-style-type: none"> <li>• Check with your chair or coordinator for additional guidelines and expectations.</li> </ul>
Reach out to CLT	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Make your course available in Blackboard	<ul style="list-style-type: none"> <li>• Log in to <a href="https://www.blackboard.odu.edu/">https://www.blackboard.odu.edu/</a></li> <li>• Go to Courses, and search for your course</li> <li>• Create a Q&amp;A Discussion Forum for your students' questions</li> <li>• Set the course to Available – this will allow students to access your Blackboard course site</li> <li>• Create an Announcement in Blackboard, and Email a Copy to inform students that the site is available and that more details will follow.</li> </ul>
Update your syllabus	<ul style="list-style-type: none"> <li>• Include a statement that your syllabus will be modified and adjusted during the closure. Address policies, due dates, assignments, students' responsibilities, etc.</li> </ul>
Review the course schedule	<ul style="list-style-type: none"> <li>• Review your course schedule and decide how to proceed with course lectures, assignment due dates, activities, exams, etc.</li> <li>• Consider offering low-/high-tech options for content and activities</li> <li>• Think creatively about how to enable your students to complete their course objectives.</li> </ul>
Clarify your expectations	<ul style="list-style-type: none"> <li>• Adjust your policies regarding students' late and/or incomplete work, as needed</li> <li>• Be flexible, especially with any sick or quarantined students</li> <li>• Be aware that some of your students may have limited access to laptops and the internet.</li> </ul>

Create a detailed communication plan	<ul style="list-style-type: none"><li>● Prepare to communicate with students online. Ask yourself these questions:<ul style="list-style-type: none"><li>○ Will you use Blackboard email only? Will you send students to the Bb Discussion board? Another method?</li><li>○ What is your turnaround time for answering questions and giving feedback?</li><li>○ Will you hold virtual office hours? When (date/time)? Where (Zoom, Bb Collaborate)?</li><li>○ How will you share the course content (handouts, slides, documents, etc.)?</li><li>○ Are you going to deliver live lectures?</li><li>○ Are you going to record your lectures (unless you will write them)?</li><li>○ How will students submit their assignments?</li><li>○ How will students take their exams?</li><li>○ How will students ask for technical help?</li></ul></li></ul>
Share your communication plan with your students	<ul style="list-style-type: none"><li>● Post your newly-created communication plan as an Announcement in Bb.</li><li>● Use Bb email to share your communication plan with your students</li><li>● Introduce new tools, technologies, and activities slowly, and allow students to practice</li><li>● Encourage students to provide feedback on their online learning experience</li><li>● Keep a journal to reflect, revise, and update your activities every week.</li></ul>

## How to teach your course remotely?

Tasks	Description	Recommended Tool	Support
Update your syllabus with this Academic Continuity Statement	<p><i>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.</i></p> <p><i>If notified, navigate to ODU's Blackboard site, where you will find important information about how to access the class: <a href="https://www.blackboard.odu.edu/">https://www.blackboard.odu.edu/</a></i></p>	Blackboard	<p>To enroll in a self-paced workshop, please complete the following steps.</p> <ol style="list-style-type: none"> <li>1. Navigate to Blackboard using the link of the self-paced workshop you wish to enroll in below <ol style="list-style-type: none"> <li>a. <a href="#">Keep Teaching Bb Modules</a> (Available on 3/16/2020)</li> <li>b. Zoom: Online Web Conferencing [Self-Enroll]</li> </ol> </li> <li>2. Log in using your MIDAS credentials</li> <li>3. Read Welcome Announcement</li> <li>4. Select Relevant Topic(s)</li> <li>5. Select Click here to enroll</li> </ol>
Communicate with your students	<ul style="list-style-type: none"> <li>• Ask students to disclose any special needs (accessibility, limited internet, limited data plan, etc.)</li> <li>• Inform students of your communication plan via Bb announcement, Bb email</li> <li>• Inform students about changes or disruptions as soon as possible</li> <li>• Announce weekly course expectations and requirements</li> <li>• Outline any specific changes to the schedule, assignments, procedures, or course expectations</li> <li>• Develop a list of questions that students might ask (FAQs) and post them in Bb</li> </ul>	Blackboard Zoom, VoiceThread	<p>Self-paced workshop:</p> <ul style="list-style-type: none"> <li>• Enroll in Keep Teaching Bb Modules (Available 3/16/2020)</li> <li>• Read Welcome Announcement</li> <li>• Select Relevant Topic(s)</li> </ul>



	<ul style="list-style-type: none"> <li>Do not scan textbook chapters or course readings; scanned documents are not screen-reader accessible</li> <li>Check for open educational resources (OER):  <a href="https://www.oercommons.org/">https://www.oercommons.org/</a>  <a href="https://search.creativecommons.org/">https://search.creativecommons.org/</a>  <a href="http://www.merlot.org/merlot/index.htm">http://www.merlot.org/merlot/index.htm</a></li> <li>Ask colleagues to share or recommend discipline-specific resources.</li> </ul>		
Lecture live from off-campus	<p>To plan to deliver lectures with <a href="#">Zoom</a>:</p> <ul style="list-style-type: none"> <li>Use the Zoom Tool within Bb to schedule course meetings and provide the meeting links to your students</li> <li>Organize your lecture into 7 to 12-minute segments/topics</li> <li>Draft a script or outline to guide delivery</li> <li>Leave time for logistics and student engagement</li> <li>Assign the <a href="#">Zoom for Students</a> tutorial(s) beforehand</li> <li>Publish Zoom meetings in Bb for students to review</li> </ul> <p>When delivering live lectures with Zoom:</p> <ul style="list-style-type: none"> <li>Use headphones with a microphone to minimize the surrounding noise</li> <li>Mute/unmute participants</li> <li>Turn on Breakout Rooms, polling, and whiteboard in Zoom settings. Use breakout rooms for small-group discussions.</li> <li>Share your screen in Zoom</li> </ul>	<i>Zoom and Bb</i>	<p>Self-paced workshop:</p> <ul style="list-style-type: none"> <li>Enroll in Zoom: Online Web Conferencing [Self-Enroll]</li> </ul>
Pre-record a lecture and	<ul style="list-style-type: none"> <li>Draft a script or outline to guide delivery</li> </ul>		<p><a href="#">How do I record my PowerPoint slides for the Web?</a> Using PowerPoint</p>

share with students	<ul style="list-style-type: none"> <li>Organize your lecture into 7- to 12-minute segments/topics</li> <li>Record your screen and/or narrate your PowerPoints</li> <li>Record yourself with a webcam</li> <li>Include questions, quizzes, or prompts after each segment to engage your students</li> <li>Use headphones with a microphone to minimize the surrounding noise</li> <li>Share your videos with your students using the <a href="#">Kaltura Media tool</a>.</li> </ul>	Zoom Kaltura	<p>Self-paced workshop:</p> <ul style="list-style-type: none"> <li>Enroll in Zoom: Online Web Conferencing [Self-Enroll]</li> </ul> <p><a href="#">Kaltura Media tool</a></p> <p>If you prefer to work with CLT to record your lecture, please contact <a href="mailto:clt@odu.edu">clt@odu.edu</a> or call 757-683-3172</p>
Manage students' presentations	<ul style="list-style-type: none"> <li>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.</li> </ul>	Zoom	<a href="#">Zoom for Students (PDF)</a> (ODU)
Manage lab activities	<ul style="list-style-type: none"> <li>Review your lab objectives and think creatively about how students can accomplish them</li> <li>Consider lab alternatives</li> <li>Check online for existing resources to replace your labs: <ul style="list-style-type: none"> <li><a href="https://www.theedadvocate.org/13-must-virtual-science-lab-apps-tools-resources/">https://www.theedadvocate.org/13-must-virtual-science-lab-apps-tools-resources/</a></li> <li><a href="https://virtuallabs.merlot.org/index.html">https://virtuallabs.merlot.org/index.html</a></li> <li><a href="https://nsdl.oercommons.org/">https://nsdl.oercommons.org/</a></li> <li><a href="https://www.jove.com/search">https://www.jove.com/search</a></li> <li><a href="https://phet.colorado.edu/">https://phet.colorado.edu/</a></li> <li><a href="https://www.labxchange.org/">https://www.labxchange.org/</a></li> </ul> </li> </ul>		
Foster communication and	<p>Foster communication among students to maintain course interaction and sense of community:</p> <ul style="list-style-type: none"> <li>Clarify your expectations about students' participation</li> </ul>	Blackboard	<p>Self-paced workshop:</p> <ul style="list-style-type: none"> <li>Enroll in Keep Teaching Bb Modules (Available 3/16/2020)</li> <li>Read Welcome Announcement</li> </ul>

collaboration among students	<ul style="list-style-type: none"> <li>• Post your expectations of what is appropriate to students to discuss</li> <li>• Remind students about netiquette</li> <li>• Encourage your students to keep a learning journal</li> <li>• Encourage your students to post their reflections on Bb discussion boards</li> </ul> <p>Encourage discussions:</p> <p>Asynchronous discussions:</p> <ul style="list-style-type: none"> <li>○ Use the Bb discussion board to have your students participate in online discussion</li> <li>○ VoiceThread</li> </ul> <p>Synchronous discussions:</p> <ul style="list-style-type: none"> <li>○ Zoom</li> </ul> <ul style="list-style-type: none"> <li>• Invite your students to join in live Zoom sessions</li> </ul>		<ul style="list-style-type: none"> <li>• Select Relevant Topic(s)</li> </ul>
Receive assignments and students' submissions	<ul style="list-style-type: none"> <li>• Use Bb to collect your assignments</li> <li>• Avoid using email to collect homework</li> <li>• Require students to submit their assignments in Bb</li> <li>• Require specific file formats and filenames, ex. <code>FirstnameLastname_Essay1.docx</code></li> <li>• Add clear instructions regarding how to submit assignments</li> <li>• Tell students to use Box for large files</li> <li>• Use Bb to provide Feedback on their assignments</li> </ul>	<i>Blackboard</i> <i>Box</i>	<p>Self-paced workshop:</p> <ul style="list-style-type: none"> <li>• Enroll in Keep Teaching Bb Modules (Available 3/16/2020)</li> <li>• Read Welcome Announcement</li> <li>• Select Relevant Topic(s)</li> </ul> <p>Box cloud-based file sharing can be used to share large files and/or videos.</p> <p><a href="#">Box at ODU</a></p>
Share documents	<ul style="list-style-type: none"> <li>• Use Google Docs to allow students to work collaboratively, to share/edit content over the web, and to complete group projects and assignments</li> </ul>	<i>Google Drive</i>	<p><a href="#">ODU G Suite</a>  <a href="#">Google Drive: Uploading Files</a>  <a href="#">Share with others in Drive, Docs, Sheets, and Slides</a>  <a href="#">Google Drive: Add, edit, reply, or delete comments</a></p>

	<ul style="list-style-type: none"> <li>• Encourage students to use the commenting feature to clarify issues and to ask questions about their writing</li> <li>• Refer your students to the ODU Writing Center's resources</li> </ul>		<a href="https://www.odu.edu/al/centers/writing-center">https://www.odu.edu/al/centers/writing-center</a>
Offer real-time feedback to students	<ul style="list-style-type: none"> <li>• Use Zoom to schedule live sessions, as needed</li> </ul>		Self-paced workshop: <ul style="list-style-type: none"> <li>• Enroll in Zoom: Online Web Conferencing [Self-Enroll]</li> </ul>
Assess your students' learning	<ul style="list-style-type: none"> <li>• Use Bb to administer your exams, tests, and quizzes (multiple-choice, multiple answer, short answer, etc.)</li> <li>• Provide alternative assessments (papers, reflection, etc.)</li> <li>• Have students use proctors for high-stakes online tests or exams</li> </ul>		Self-paced workshop: <ul style="list-style-type: none"> <li>• Enroll in Keep Teaching Bb Modules (Available 3/16/2020)</li> <li>• Read Welcome Announcement</li> <li>• Select Relevant Topic(s)</li> </ul> <a href="#">Exams and Proctors</a>
Prepare your exam/test for online offering	<ul style="list-style-type: none"> <li>• Provide clear guidelines on exam time duration, number of questions, number of attempts, and how to request help</li> <li>• Clarify your course expectations on how to cite work in papers, assignments, discussion board threads, and other academic work</li> <li>• Assess frequently and use periodic ungraded self-assessments</li> <li>• Break large assignments into smaller parts with low stakes "milestone" deadlines; ask students to submit the paper in stages, such as topic and outline</li> <li>• Calculate the number of questions for the allotted time; for example, for a 30-minute exam, prepare 45 questions. Remind students</li> </ul>		



	<p>that it takes 30 minutes – 45 seconds per multiple-choice question</p> <ul style="list-style-type: none"> <li>• Make your online exams short; use 30-45 minutes instead of the typical 60/120 minutes for each test</li> <li>• Schedule the exam/test to be taken at a set time rather than having it open for a 24-48hour window</li> <li>• Keep exams/tests brief (e.g., 15-30 min.) but more frequent</li> <li>• Randomize exam questions and answer choices</li> <li>• Use a bank of questions and give each student a different exam</li> <li>• Present one question per page</li> <li>• Add a practice quiz with unlimited attempts so students can experience an online exam</li> <li>• Schedule the exam/test to be taken during ITS Help Desk Support hours.</li> </ul>		
<p>Encourage academic integrity</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Ask your students to run their similarity check in Bb</li> <li>• Refer your students to the ODU libraries plagiarism website.</li> </ul>		<p><a href="#">ODU Policies and Student Responsibilities page</a></p> <p><a href="#">SafeAssign</a></p> <p><a href="#">ODU Plagiarism website</a></p>

Resources

- List of mini-workshops

- 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 toolLink to CLT QAs
- Links to ITS/ATS resources
- Links to Bb Help