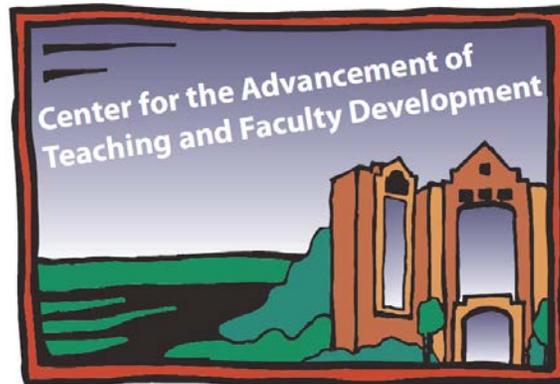


Xavier University of Louisiana

Instructional Continuity Planning Guide

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Xavier University of Louisiana

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Introduction

This document provides information and resources for faculty that will enable them to continue classroom instruction in the event of a personal or University-wide emergency. Emergency scenarios might include: instructor illness, instructor inability to reach campus, students unable to attend class, or campus shut down due to an emergency situation.

This document contains two major sections: Frequently Asked Questions (FAQ) and Guidelines for Implementing Technology Resources. The FAQ provides guidance for choosing an emergency resource. The Guidelines provide details on tools that are available, as well as capabilities, preparation, usage, training, and support.

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Frequently Asked Questions

How can I prepare?

1. Read this document.
2. Poll your students to determine what technology resources are available to them in the event that the University is closed.
3. Review academic and instructional continuity planning materials offered by Xavier University, your department, and the Center for the Advancement of Teaching and Faculty Development (CAT+FD).
4. Determine which strategies will work best in each class that you teach each semester.
5. Attend any additional training you need to be able to carry out your plan.
6. Prepare your content. Have materials for upcoming lessons that you or a substitute instructor can use in case of an emergency.
7. Prepare your students.
8. Practice your plan ahead of time, if possible. Ideally, you should test your plan to see what works.

What should I do when an emergency situation arises?

- Communicate with your students. Send basic directions using multiple methods to reach students, allowing for individual situations and communication preferences.
 - Record a greeting message on your Xavier Voice Mail with basic instructions (where to get more information, what homework to do, next class meeting) that students can listen to if they call your office telephone.
 - Send email with basic directions using an email distribution list or online class list.
- Implement your instructional continuity plan or quickly create the best plan you can using the advice in this document to guide you.

Given my technology skills, what will I be able to do?

- **I like technology and use it all the time.**

You may only need to skim the technical section for suggestions. Think about processes that might change pedagogically in time of crisis—your own illness, lack of access to normally available resources, and/or higher than normal levels of student absenteeism and plan for these changes.

- **I use some technology but am not ready to go fully online with my classes.**

If this describes you, then the plans below can provide some guidance on the available tools that match your comfort level and how you might use them for “social distance teaching” with your courses if the need arises.

- **I don't use technology...I feel comfortable with chalk boards and the telephone.**

Eventually you will need to become comfortable with using at least a minimal amount of technology. In the meantime, telephone-based communication is available. Refer to Voice Mail Notification in the Technology Implementation Guidelines section on page 11 for details.

My class is already online. How does this apply to me?

Think about how you and your students will be impacted if you are ill or a number of students are ill or the University is closed. Think about how your students may be impacted by a regional disaster like a hurricane. Do your students still have computers, Internet access, course materials, and textbooks? Are you or your students dependent on campus resources that might become inaccessible? How will you handle deadlines? How will reduced student participation impact your online learning activities?

What strategies can I use to adapt a lecture-based course?

- **Asynchronous Lectures**

Tools: Files can be shared via Blackboard, Google Docs, Dropbox, a personal webpage, or a blog.

Note: Materials posted on a web page or blog housed outside of Blackboard will be accessible to the world. If you wish to protect your intellectual property and your students' rights under FERPA, choose an option that requires your students to login with a username and password.

Techniques: Post presentations, images, or text-based documents, embed video or sound files. Those comfortable with technology may wish to use an audio recording program such as **Audacity** (for Windows) or **Garage Band** (for Mac). Record lectures or other audio material and upload it to a file sharing location (i.e. **YouTube, Vimeo**). Create a screencast using a tool like **Camtasia** or Blackboard **Collaborate** archive.

- **Synchronous Lectures**

Tools: Blackboard Collaborate, Google Hangouts

Techniques: Blackboard Collaborate can be accessed via a guest link or from within your Blackboard course. Students can communicate with the presenter through voice (Internet connection or telephone), chat, and polls. In addition to fully online use, this tool can be very helpful if you are in a situation where the campus is open, but students are not able to attend face to face lectures. Your computer screen can be shared so that students see live what you see and what you are doing. Remote students can also share their desktops. You can create breakout rooms to enable participants to collaborate in

groups. Blackboard Collaborate sessions can be recorded and archived for future use. Google Hangouts allows you to talk in real time over your computer's microphone, see each other via webcam, and even share your desktop. The group video chat allows you to work with up to nine (9) others in a virtual environment. Hangouts are built into Google+ and Gmail, and mobile apps are available for iOS and Android devices. If you have a Google account, you can create a Hangout.

What strategies can I use to adapt a discussion-based course?

Technology enables you to have a synchronous discussion or an asynchronous discussion without everyone being in the same room.

- **Asynchronous discussion**

Tools: Blackboard, Blog

Techniques: For larger classes (i.e., thirty-five or more students) break the students into smaller groups (5 to 10 students each) to assure that all students can easily participate and their individual voices are heard. If you are using Blackboard, the group manager can be used to organize students into small groups. Blackboard Discussion topics can be configured as either threaded or blog style discussion. Don't be afraid to be creative with your discussions. With a little bit of planning you can use online discussions for debates, role playing, and simulations.

- **Synchronous discussion**

Tools: Blackboard Collaborate

Techniques: Blackboard Collaborate can be accessed via a guest link or from within your Blackboard course. This tool enables students to interact in real time. Breakout rooms can be used to break the students into smaller groups. Online chats/conversations do require some management. Be sure to establish ground rules and etiquette prior to an online chat. A Blackboard Collaborate chat can be archived for future reference.

How can I collect student assignments?

- **Papers**

Tools: Blackboard, Turnitin, Dropbox File Requests, Email

Techniques: The Blackboard Assignment tool can be used to distribute and assign written homework assignments for individual students. Assignments can be collected via this tool. Students can also submit files via a Journal Discussion topic. Turnitin can be used to collect assignments and/or check for plagiarism. You can use Turnitin's GradeMark feature for paperless grading and PeerMark to conduct peer reviews. The Dropbox File requests feature allows you to provide your students with a URL, and when they visit that URL they will be able to upload a file to your Dropbox account. The files cannot be more than 2 GB. Students can submit files as email attachments. The maximum email attachment size is 25MB.

- **Other assignment types (e.g. PowerPoint presentations, spreadsheets, image files)**

Tools: Blackboard, Turnitin, Dropbox File Requests, Email

Techniques: The Blackboard Assignment tool can be used to distribute and assign homework/class assignments for individual students. Assignments can also be collected via this tool. Turnitin can be used to collect assignments as it now accepts all file types. You can use Turnitin's GradeMark feature for paperless grading and PeerMark to conduct peer reviews. The Dropbox File requests feature allows you to provide your students with a URL, and when they visit that URL they will be able to upload a file to your Dropbox account. The files cannot be more than 2 GB. Depending on the size of the file, students may be able to submit files as email attachments. The maximum email attachment size is 25MB.

- **Quizzes, Exams, and Other Assessments**

Tools: Blackboard, Respondus LockDown Browser/Respondus Monitor

Techniques: The Blackboard Assessment tool provides support for administering anonymous surveys, and graded tests and quizzes. Many different question formats are available (e.g., multiple choice, true/false, short answer, essay, matching). The Assessment tool provides a number of useful options to help minimize this risk of student cheating. A pre-specified number of questions can be chosen at random from a larger question pool. Answers on individual multiple choice questions can be presented in a random order. Respondus LockDown Browser/Respondus Monitor can be used to lockdown the testing environment and record the exam session.

How can I comment on written student work?

Tools: Word, Acrobat, Blackboard Assignment tool, PDF Annotator, GradeMark

Techniques: To comment on student's papers that are collected electronically, you will need the equivalent of the ability to write on the student's paper providing comments within context of their work. For writing assignments, where significant instructor to student feedback is provided, usually with written comments throughout the student's paper, Microsoft Word and Adobe Acrobat Professional provide a mechanism for commenting and marking up documents. In Word you can use "Insert Comment" or "Track changes" or the highlighting and other formatting features. In Adobe Acrobat, use the Comments menu. Blackboard Assignment tool provides inline commenting features for Word, Excel, PowerPoint, and PDF files. "Inline" means the instructor can grade the assignments in Blackboard without downloading them to the local computer. PDF Annotator lets you add notes and annotations to any PDF document. GradeMark is a feature of Turnitin whereby you can comment on student's work, including commenting with a voice comment.

How can I facilitate a lab/performance/activity based class?

Determine in advance activities that you can assign to your students to be completed virtually or with readily available materials. For example, virtual science lab activities for your students may be available through your textbook publisher's website or online. Alternatively, if designed with safety in mind, students may be able to conduct an experiment in their own home or dorm room. Students in a performance class could watch and critique broadcast or recorded performances.

Guidelines for Implementing Technology Resources

Various options for delivering instruction and course materials are available depending upon the course and your experience with technology tools. Xavier University has four readily available technology assisted alternatives to on site, face-to-face course delivery. These alternatives are listed below in order of increasing capability and technical complexity:

1. Voice Mail Notification
2. Banner Web Email Distribution Lists
3. Blackboard Learning Management System
4. Blackboard Collaborate for online class meetings and virtual office hours

1. Cisco Unity Voice Mail Notification

Xavier's Voice Mail system has limited capability for you to be able to communicate with your students. Your office telephone is setup with a Voice Mail box that allows you to receive incoming telephone messages. You can record a greeting message that will play when callers dial your office telephone. Each Voice Mail box is created with a default capacity of storing up 15 MB of new, unopened, and/or old messages. Messages are stored as .wav files.

Capabilities

- Faculty -- Record a greeting message that includes class assignments, instructions and/or directions for your students.
- Students -- Leave private voice messages for faculty.

Resources and preparation required

- Cisco Telephone
- Prior to emergency, announce to students that in the event you are unable conduct class due to a serious campus emergency they should call your University office phone for course assignments, instructions and/or directions.

Procedures for setting up and using Voice Mail

- Cisco Unity Voice Mail Quick Reference Guide
http://cat.xula.edu/food/wp-content/uploads/XULA_Cisco_Unity_Voice_Mail_Quick_Reference.pdf

Voice Mail message retention

- You should routinely check your Voice Mail box for saved messages that you no longer need to keep because once your Voice Mail box is full, you will not be able to receive any new messages.
- At this time there is no policy for automatically deleting new, unopened or old messages. It is up to the individual to delete messages from their Voice Mail box.

Help and Support for the Voice Mail system

- Contact the Help Desk at (504) 520-7449 or email helpdesk@xula.edu
- Online documentation is available on the Information Technology Center's website

Voicemail Cheat Sheet

<http://www.xula.edu/itc/documents/XULA%20-%20VoicemailCheatsheet.pdf>

Cisco 7000 Series Telephone Feature Guide

<http://www.xula.edu/itc/documents/XULA%20-%20IPT%20User%20Training%20Class%20v2.pdf>

Cisco 8800 Series Telephone Feature Guide

http://www.cisco.com/c/dam/assets/swa/flash/ip_phone_88xx/index.html

2. Banner Web Email Distribution Lists

Email distribution lists are available in Banner Web for each of your course sections.

Capabilities

- Email students course materials
- Conduct follow up communications to a class via email

Note: Students do not have access to these email lists; only the instructor may send email through Banner Web.

Resources and preparation needed

- Computer and Internet access
- Course materials in a standard format (i.e. RTF, Word document, PDF). PDF is preferable, as most students have Acrobat Reader installed on their computer.
- Prepare your students – Direct your students to login to Xavier’s Webmail system (<http://webmail.xula.edu/>) to check their email for course assignments and other information should an emergency arise.

Procedure for using email distribution lists in Banner Web

1) ACCESS BANNER WEB

- Login to Banner Web
 - Access the following URL: <http://www.xula.edu/other/bannerweb.php>
 - Click on the key to Login to the Secure Area.
 - Enter your **User ID** and **PIN**.

2) ACCESS A CLASS LIST

- Click on the **Faculty Services** tab to access the list of tasks.
- Click on **Summary Class List**.
- Click on the down arrow next to Select a Term and **select the term** for which you would like to view the summary class list, and then click on the **Submit** button.
- Click on the down arrow next to Select a CRN and **select the course** for which you would like to view the summary class list, and then click on the **Submit** button. Your Summary Class List will be displayed.

3) EMAIL INDIVIDUAL STUDENTS OR THE ENTIRE CLASS FROM THE CLASS LIST

- To send email to an individual student:
 - From the class list, click on the @ icon located to the right of the student's name.
 - A new email message will open and will be addressed to the student. Compose and send your email message with course materials attached.

- To send email to the entire class:
 - From the class list, **scroll down to the bottom** of the list and click on the Email Class link ([Email class @](#))
 - A new email message will open and will be addressed to the entire class (the names are automatically added to the BCC field). Compose and send your email message with course materials attached.

Help and Support for Banner Web

- Contact the Help Desk at (504) 520-7449 or email helpdesk@xula.edu

3. Blackboard Learning Management System

The Blackboard Learning Management System provides a web-based environment for instruction. The tools and features available allow for full course delivery.

Capabilities

- Post course material for students
- Post announcements
- Conduct electronic discussions
- Conduct electronic chats
- Email or course-based messages to students
- Create and post quizzes, tests, and surveys
- Create and post assignments
- Assess and grade students
- Integrate web resources

Resources and preparation needed

- Computer and Internet access
- Course materials in a standard format (i.e. rtf, Word document, PDF). PDF is preferable, as most students have Acrobat Reader installed on their computer.
- Announce to your students that in the event you are unable to conduct class due to a campus emergency they should sign in to the Blackboard Learning Management System (<http://blackboard.xula.edu/>)
- Learn how to use Blackboard.
- Load course materials into Blackboard.

Procedure for using Blackboard

- Blackboard training prior to an emergency is strongly recommended.
- Center for the Advancement of Teaching and Faculty Development has FAQs, Blackboard Tips, and Blackboard How-to documents for faculty at <http://cat.xula.edu/food/>
- Blackboard provides detailed documentation at <http://help.blackboard.com> and instructional videos at <http://ondemand.blackboard.com>
- Help for students can be found at:
<http://cat.xula.edu/food/blackboard-documents/#students>
<http://help.blackboard.com/>
<http://ondemand.blackboard.com/students.htm> (instructional videos)

Help, Training, and Support for Blackboard

- A variety of Blackboard workshops are available. A link to the training schedule is available on the Center for the Advancement of Teaching and Faculty Development web page at <http://cat.xula.edu/events/>.
- One-to-one Blackboard help for faculty is available. Contact Janice Florent to schedule a one-to-one training session <http://jflorent.youcanbook.me/>, email jflorent@xula.edu, or call (504) 520-7418.
- Technical Assistance: Contact the Help Desk at (504) 520-7449 or email helpdesk@xula.edu
- Help for students can be found at:
<http://cat.xula.edu/food/blackboard-documents/#students>
<http://help.blackboard.com/>
<http://ondemand.blackboard.com/students.htm> (instructional videos)

4. Blackboard Collaborate

Blackboard Collaborate provides an online meeting space for live class lectures online and virtual office hours. Presentations can also be archived for later viewing.

Capabilities

- Presentations with audio and video narration
- Multi-way audio and video chat
- Public and private text chat
- Electronic whiteboard
- Polls, quizzes, and surveys
- Desktop sharing/application sharing
- Breakout rooms
- Full-featured archives
- Telephone access

Resources and preparation needed

Computer and Internet Access.

Headphone and webcam (recommended).

Information for first-time users can be found at:

<http://cat.xula.edu/food/wp-content/uploads/CollaborateSystemCheck.pdf>

Training in advance of use

- Collaborate is enabled on a course-by-course basis. **Training is a prerequisite** in order for faculty to be able to use Collaborate.

Procedure for using Blackboard Collaborate

- Blackboard Collaborate is a robust web conferencing system and is enabled on a course-by-course basis. Faculty **must** attend Collaborate training prior to using it. Therefore faculty should plan to attend a Collaborate training session well in advance of an emergency.
- Center for the Advancement of Teaching and Faculty Development has Bb Collaborate How-to documents at <http://cat.xula.edu/food/blackboard-documents/collaborate/>
- Blackboard provides detailed documentation at <http://www.blackboard.com/Platforms/Collaborate/Services/On-Demand-Learning-Center/Web-Conferencing.aspx>

Help, Training, and Support for Blackboard

- Collaborate Workshops are routinely scheduled. A link to the training schedule is available on the Center for the Advancement of Teaching and Faculty Development web page at <http://cat.xula.edu/events/>
- One-to-one Blackboard help is available. Contact Janice Florent to schedule a one-to-one training session <http://jflorent.youcanbook.me/>, email jflorent@xula.edu, or call (504) 520-7418.
- Technical Assistance: Contact the Help Desk at (504) 520-7449 or email helpdesk@xula.edu