Coronavirus/COVID-19
Online Learning and Academic Technology
Academic Continuity Guide

In response to the coronavirus/COVID-19 outbreak, Cuyahoga Community College (Tri-C®) is moving all face-to-face classes online. The College's Online Learning and Academic Technology (OLAT) department has created materials to help both faculty and students effectively transition to an exclusively online environment.

The Academic Continuity Resource Guide is a one-stop resource complete with instructions, explanations, direct web links, how-to videos, and more related to navigating the online learning environment.

This guide is subject to change as the COVID-19 situation progresses. Visit Tri-C's COVID-19 resource page for the latest information.

Faculty Resources

Remote Course Delivery Options

As we transition to online delivery for all credit-bearing CRNs, faculty will have to consider and choose one of the alternative delivery method for their previously face-to-face and hybrid courses:

1. Deliver content via a Blackboard course site

- All face-to-face credit-bearing CRNs being transitioned to online delivery now have an

associated Blackboard Course Site.

- The template provided in the Blackboard course site contains help and training information only. Faculty will need to build their own course content.

- It is recommended that you complete Blackboard Boot Camp if you have not done so previously. Blackboard Boot Camp training sessions are listed in TEC. Search for BBBC1000 and request a spot. The training takes approximately 2 1/2 hours to complete.

- Additional Blackboard materials are provided in this document under "Blackboard Training and Support".

2. **Deliver content WebEx (video/phone conferencing) or corresponding with students via email**

   • Webex training materials are provided in this document under "Webex Training and Support."

Accessing Blackboard Course Sites
1. Open Google Chrome or Mozilla Firefox (Internet Explorer is incompatible with Blackboard).
2. Log into *My Tri-C Space* using your S# and network password.
3. From the landing page, click on the Blackboard Learn logo at the top of the screen:
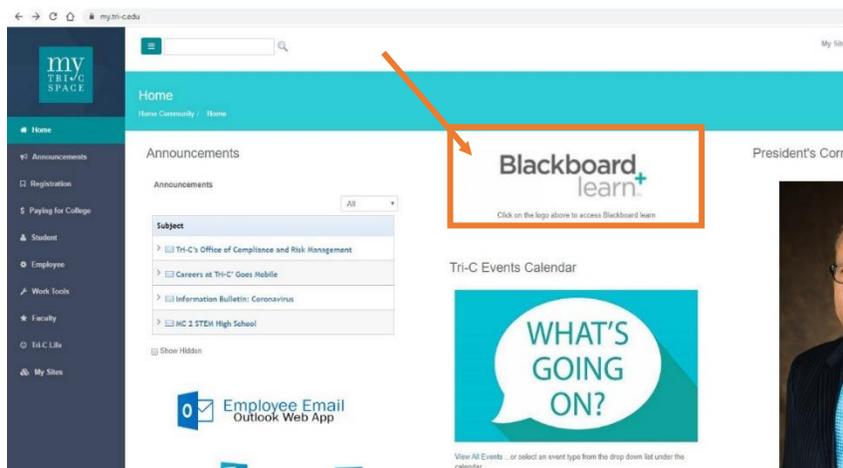
4. From the Blackboard landing page, click on courses in the left menu:

5. Click the course with the corresponding CRN to enter the site:
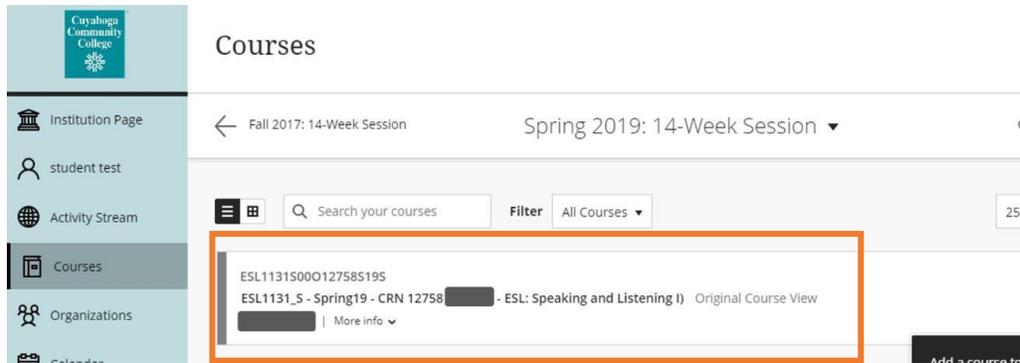
Course Conversion Strategies for Blackboard

Planning Lesson-by-Lesson

Build Content
- Upload Syllabus/Calendar
- Assign textbook readings
- Upload handouts
- Record on-demand lectures in Mediasite or schedule Webex class meetings
- Add links to reliable resources on the web

Add Assessments
- Assign formative assessments to see if students understand the content (options below)
- Discussion Board
- Quiz
- Homework assignment
- Include summative assessments in appropriate lessons as previously planned

Add Interaction
- Schedule Webex Office Hours or class meetings (as listed above)
- Discussion Board as listed above

Finalize the Lesson
- Create and upload the To Do List
- Make the Lesson folder available, if needed

Delivery
- Facilitate Discussion Boards regularly throughout the week
- Communicate with students using messages, email and/or announcements
  - Utilize course updates and announcements
  - Show expressions of concern and reassurance
- Grade work in a timely manner to provide feedback and see if students need additional resources
- Host Webex class meetings

Online Teaching Strategies

Welcome students to class

- It would be helpful to include a welcome statement on the homepage to reassure students that the class will continue despite the social distancing measures and that any hurdles will be overcome as a group.

- Use the homepage to explain to students what to do or read first, where they will find what they need, and how to get their questions answered.

- Ask students to reintroduce themselves in a discussion forum created for that purpose, maybe including a photo and/or an audio pronunciation of their name. Post your own introduction, with a greeting for your students.

- Since your students are used to being able to connect with you in person, it's important to clearly explain to them how they can contact you virtually — including when and how you will hold office hours, the best ways to contact you outside of office hours and how they can get help if needed.

Course organization and materials

- Post your syllabus, course schedule, communications policy and any other pertinent information in an area of Blackboard that makes it easy for students to locate, such as the "Start Here" page or a lesson folder.

- Use lesson folders to break up course materials (readings, videos, assignments, quizzes, etc.) by week, chapter or module to help keep students organized and on track.

- Consider using announcements to communicate about upcoming lessons, due dates and other course-related information.

Set expectations

- Be clear about your expectations for activities and assignments. A key aspect of online courses is that instructions and expectations need to be **exceedingly** clear and consistent. Thoroughly explain each step in an assignment to avoid confusion about what to do, where to post, etc.

- Explain how you will handle due dates and other deadlines.

- Link to any necessary technical tutorials that students may need to complete course activities and assignments.

- Put yourselves in your students' shoes and think about what information they will need complete their coursework.

Organize, manage and foster online discussion forums

- To build an active, connected community in which students care about their peers, consider having a "social" discussion forum (sometimes called a "water cooler," "break room" or similar) for non-class-related conversation. Tri-C students may use Blackboard discussion groups, but having an option for it in the course site may also be welcome.

- A key tool in asynchronous teaching is the discussion forum, in which students can respond to

prompts, summarize their understanding, ask and answer questions, and "think in writing" about any course content. Ideally, online courses use discussion forums frequently to engage students in critical writing and analysis.

- Asynchronous discussions allow for rich interaction around course content and topics and are particularly helpful for introverted students; non-native English speakers; and those who need time to process and develop their thoughts before responding.

- Rather than having students respond only to the instructor (by answering a posted prompt, for example), ask students to read and respond to others' responses in order to build rich discussion threads.

- Consider the volume of posts that students are asked to read. If you have a class with 20 students, each of whom is asked to write a half-page to a page in response to a prompt, which can be a lot of additional reading and thoughtful commentary. Consider limiting responses to a certain number of posts.

Hold office hours, and reach out

- Schedule online office hours once or twice a week at different times of day. Tri-C faculty can use Webex for live office hours. OLAT is working on simplified Webex training, which will be made available in the coming weeks at tri-c.edu/online.

- If you find that you're not hearing from some students frequently in class discussions, you can ask students to sign up for short, reserved time slots so you can get a better sense of how they are doing and what they need.

- Some students feel disconnected in an online learning environment, so encourage as much student-student and student-instructor interaction as possible. Consider more frequent announcements with reminders, check-ins and updates.

- A number of Tri-C's online students use the Online Learning @ Tri-C Facebook page to stay connected and feel supported. (You are welcome to suggest guidelines to your students for the types of information to be posted here). It is administered and monitored jointly through OLAT and the Integrated Communications department.

Use synchronous class sessions for interaction

- Synchronous class time, in which students and faculty participate at the same time, is often reduced or eliminated in the online environment. That's why it's important to use virtual class meeting time for interaction rather than just content presentation.

- Instead of lecturing in your virtual class meeting, assign readings or prerecorded videos that cover your usual lecture content, along with problems or prompts based on the material for students to work through on their own. Students can read or view ahead of time and be ready to discuss or ask questions when the class meets live (this "flipped" mode works well online — students can absorb their first exposure to the course content at their own pace prior to "class," and then dive deeper during the live sessions.

- If you decide to include synchronous sessions as part of your online class, have students submit questions ahead of time so that you can use the time to guide your students through the assigned material rather than lecturing.

Design online courses for student learning

- When faculty first transition traditional classes online, they may find it difficult to conceptualize what the class will be like. Remember that, even in traditional face-to-face courses, most of students' engagement with the course materials and activities is asynchronous.

- When moving a class online, start by focusing on the learning objectives. Think creatively about how these same learning objectives could be accomplished in an online, mostly asynchronous environment. You might be surprised by how little your planned course activities need to change!

- Use individual assignments as an opportunity for students to engage with your topic, rather than just asking them to read or work through problems.

- Give your students a case study or experiment to carry out or a multistep problem to solve by reading material or watching videos that show the stages and steps involved.

- Group projects are a great way for students to work together via chat, Webex, email or other tools. Ask the groups to briefly report on their results at the next synchronous session or in a discussion forum.

OLAT can support all of the methods and ideas referenced above, along with many others. If you have suggestions of your own, or to find out more, email olat@tri-c.edu or visit the OLAT Faculty Resources page.
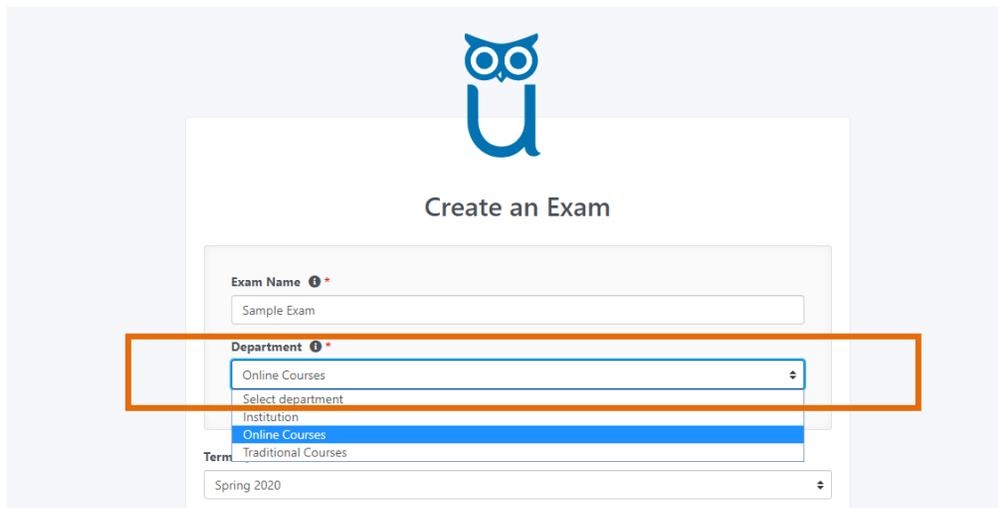
Testing and Proctoring

The Testing Centers at Tri-C are currently open from 10a.m – 2p.m. Monday – Friday, but this is subject to change along with the measures taken to slow the spread of COVID-19. Therefore, **we encourage faculty to consider alternative options below beyond on-campus testing.**

The College has funded ProctorU, an online proctoring services for the rest of the semester for use for all students and faculty. This is an online, remote proctoring service that maintains the academic integrity of the test while monitoring the student remotely. The Tri-C ProctorU page includes detailed information for both faculty and students on how to use Proctor U, including creating accounts and setting up exams.

ProctorU Quick Facts:

- Short quizzes can be timed in Blackboard, but longer (those lasting for an hour or more) and high stake assessments can be proctored using ProctorU
- ProctorU must be used in conjunction with quizzes and tests in Blackboard Learn.
- Faculty can create and account and have it verified within about 1-4 hours.
- Students can create accounts immediately.
- In order for students to use ProctorU service, they must have Access to a USB WebCam or on-board laptop camera that also has a microphone.
- The current wait time for student to take a test is about roughly about a week from the time they make an appointment. For that reason, please keep your tests available longer than normal (one weeks if possible) to accommodate the increased wait times.
- When adding exams and quizzes, select **"Online Courses"** in the dropdown option it is automatically free to the students.

Alternatives to traditional proctored testing (in person or remote proctoring) may include:

- Alternative assessment methods, if appropriate for the learning objectives (i.e. project, written assignments)
- Adjusting test design and set-up for un-proctored exams Blackboard. Strategies can include:
  - Consider questions that offer longer-form responses, such as short-answer or essay questions to higher-order thinking skills and require students to showcase a greater depth of knowledge.
  - Create open book/open notes tests – Use items that require higher order thinking but cannot be easily copied and pasted.
  - Setting timer (1 minute per question for multipole choice items is sufficient for student who are prepared).
  - Vary the order of answers for multiple-choice questions, change the order of test question
  - Use question pools, and randomize so only gives a subset of this pool to each student.

Guidance for Assessing Student Learning for Final Exams

As we prepare for the end of the semester, we recognize many questions about final exams still linger.

A few quick reminders:

- All final exams and final projects will be conducted remotely.
- On-campus Testing Centers **will not** be available for final exams, regardless of whether the College reopens as planned after May 1st.
- If you are giving final assessment that requires computer or webcam access, consider having an alternative submission plan for students who do not have access, such as scanning via a phone app or a phone screenshot.

Support: If you need support or would like to discuss assessment options appropriate for your course and discipline, reach out to your faculty colleagues, faculty coordinator, or your associate dean for ideas and

suggestions. The CLE teams on each campus are also available to support you in the design of assessments and building them into Blackboard.

If you are planning on giving a final summative assessment in your course, here are some options you may want to consider as appropriate for your discipline.

1. Consider authentic assessments other than final exams. Other ways to assess student learning:

- Projects, written assignments, videos, etc. may all be appropriate alternative methods. Ask students to apply their learning and cite sources. Focus on higher level or conceptual activities.
- Use formative assessments over the next few weeks to "chop up" the final.
- Projects and/or presentations: Students synthesize what they learned (and can present via WebEx or students can record in Mediasite). These can be group or individual projects/presentations.
- Portfolios: Students collect assignment artifacts from the semester and write a reflection.
- Multimodal: Create multiple activities throughout the week with questions and open-ended tasks.
- If handwritten work is required, provide an assignment worksheet that students can use as a template or print, then they can scan and submit.   Downloadable scanning aps include Scannable or Adobe Scan.
- Present word problems or scenarios and ask that students describe what formula they would use and why as well as the presentation of the answer.

2. Adjust test design for un-proctored exams Blackboard, assume this is an "open book" exam. Strategies can include:

- Considering questions that offer longer-form responses, such as short-answer or essay questions to higher-order thinking skills and require students to showcase a greater depth of knowledge. Creating and including rubrics so students know the grading criteria.
- Creating open book/open notes tests – Using items that require higher order thinking but cannot be easily copied and pasted.
- Setting timer (1 minute per question for multiple choice items is sufficient for student who are prepared).
- Randomizing the order of answers for multiple-choice questions, randomizing the order of test questions.
- Using question pools, and randomizing the test questions so it only gives a subset of this pool to each student.
- Setting "auto-submit" at the end of the time limit and do not let students view their test immediately afterwards to prevent printing and sharing with classmates.
- Using Respondus to transfer your tests from MS Word files.
- Utilizing publisher resources that are often available to create, generate, and administer randomized tests.
- Utilizing the Respondus Test Bank Network for test questions from the publisher.

3. When appropriate, use Proctor U to administer proctored exams.

- If learning objectives cannot be assessed in other ways, exams can be administered by Proctor U free of charge for students this semester.
- Students will need to schedule an appointment with ProctorU, currently (as of 4/7/20) an 8-day wait time for live proctor, a 3-day wait time for an artificial intelligence proctor. These wait times will only get longer as the last week of the semester approaches.

- Consider that if students do not have a computer with a webcam, you will need an alternative option to allow them to complete the exam.
- Over the past couple of weeks, we have moved the College online by working together. Final assessments are no different. Continue to work together and support each other as you plan for assessing student learning in your course.

Training & Support

Blackboard

Training

- [Blackboard Training Videos](#)
- **Blackboard Boot Camp Training:** Search in TEC for **BBBC1001**
- [Blackboard Boot Camp User Guide](#)
- [Blackboard Faculty Help Website](#)

Support

As the situation with coronavirus (COVID-19) continues to develop, we have greatly expanded our Help Desk Team to include Online Learning & Academic Technology (OLAT), Information Technology Services (ITS), Blackboard Representatives, Faculty Development, Transfer, Center for Learning Excellence (CLE), faculty, and staff. As you transition your courses to the online environment, we appreciate your patience and are here to help you at every step of the way!

If you need assistance, please reach out to the Help Desk by email, phone or live chat which is **available 24/7:**

- 216-987-HELP (4357)
- [email](mailto:helpdesk@tri-c.edu) (helpdesk@tri-c.edu)
- [Chat live](#) with the Tri-C Help Desk.

Once the Help Desk receives your ticket, they will do the best to resolve your issue. However, if the issue cannot be resolved by level 1, they will escalate it to level 2 where we have added an additional 50+ team members to support the Help Desk including administrators, faculty, and staff to be at your service. The hours for the extended help desk staff are:

- *M-TH: 8:30 a.m. – 7:30 p.m.*
- *Fri: 8:30 a.m. – 5:00 p.m.*
- *Sat: 10 a.m. – 2 p.m.*

Faculty Development

- [Faculty Forums: March 30-April 3](#)

ITS Resources

- [ITS COVID-19 Resources](#)

Library

The Tri-C Libraries are closed as of Wednesday, March 18, 2020. However, Faculty Librarians are available to provide virtual library research instruction via WebEx and other streaming tools and research assistance to your students via phone and chat. Please refer to the Tri-C Library's COVID-19 Research Guide https://libguides.tri-c.edu/COVID19 for schedules and phone numbers for phone reference, schedules and links for chat reference, and more. This guide will be updated with additional information as it becomes available.

Mediasite Lecture Capture and Presentation Streaming

Mediasite is best used to record lectures or presentations to be streamed for on-demand viewing. Create lecture videos for students to watch on their own or have students use Mediasite to stream their presentations for other students to peer-review for credit.

- [Mediasite Training videos](#)*
- [Mediasite Training Manual](#)

*Please note that:
1. Mac OS Catalina is not compatible with the current version of the Mediasite Desktop Recorder. Our recommendation is to use the Mac's built-in recording feature and then uploading the file directly to Mediasite.
2. Mediasite Desktop Recorder is not compatible with all devices. If you encounter an issue, please reach out to the [help desk](#) immediately to find an alternative way to record your content for your students.
3. Mediasite does not work while using VDI.

Office 365
- [Create a Class Roster in Office 365](#)

OLAT Resources
- [OLAT Faculty Resources](#)
- [Faculty Training and Resource Videos](#)

Respondus Resources
- [Respondus Training Videos](#)

Webex

Use Webex for connecting with your students synchronously, in real time. This is a great tool to use for class meetings or virtual office house. Participants are expected to be on the Webex call at the same time to talk and share live.

- [Tri-C Faculty User Guide for Webex Modern View](#)
- [Webex Training Videos](#)
- [ITS Services Webex Training and Information for Faculty & Staff](#)
- [Options for Connecting to Webex Meetings](#)
- [Teaching with Webex Meetings, Accessibility Practices](#)

 * Webex does not work while using VDI.

∗∗Due to the storage capacity limits of our Webex cloud, you may share the link provided in Webex to your recording for 1 term/semester. You can put this as a web link content item in Blackboard to share with your students as an on-demand review of the session. If you wish to use this session recording for longer than 1 term/semester, it is recommended that you download the recording from Webex and upload it to Mediasite, request captions and share with your students via a Mediasite Mashup in Blackboard.

OLAT Endorsed Distance Learning APPS

One Drive

Students and Instructors can save their files and photos to OneDrive and access them from any device, anywhere. Get work done anywhere with a mobile device, tablet, or PC. Files will be updated on all of them. Work can be completed offline as well, although work will need to be saved if working offline.

Office 365 – Microsoft Office Online

With Office 365, free for all students and instructors at Tri-C, individuals get Microsoft Word, Excel, PowerPoint, Outlook and more. Use Microsoft Word for writing tasks, Excel for spreadsheet needs and PowerPoint for presentations.

Webex

Webex is the Tri-C's solution for video conferencing, online meetings, screen share, and webinars. The WebEx app allows students to join WebEx meetings and visit personal rooms from a mobile device. Instructors can use WebEx meetings to hold virtual class sessions and WebEx personal rooms to hold virtual office hours.

Blackboard Mobile

Students can engage in their digital learning experience on their mobile devices. The Blackboard App gives students the information they want, the connections they crave, and the personalization they demand, on the go. With the Blackboard app, students can view updates to their courses and content, complete assignments and tests, and view grades.

Tri-C Mobile

Tri-C Mobile lets students and instructors link to interactive campus maps, Blackboard courses, financial aid information, campus news, and the campus directory directly from their mobile phones. Get the latest Tri-C headlines with News. Call to report an emergency or get information from the Tri-C Alert Emergency Information Hotline. Note: Android users must be connected to the FireFox browser.

www.tri-c.edu/tri-c-mobile/index.html

Kahoot

Instructors and students can design games to help with learning. Instructors can assign the games remotely for students using this app. Instructors, share student-paced challenges and dive into game reports to assess learning. Students can play Kahoot anywhere, anytime on their computer or in the app. Questions and answers will be displayed on their screens.

Remind

Using Remind allows instructors to text students without exchanging phone numbers. Students receive text messages on their mobile phones and do not need to download the app. They can receive the messages via email as an alternative. Teaching is about students, not tracking down handouts or playing phone tag. Remind makes it easy to reach people.

(To date, Remind has removed class limits so that faculty and administrators are not capped on the number of classes or users per class for Remind messaging. If we can help in any way, please know we are here to help support you).