



## Teaching & Learning Continuity Guidelines, March 2020

COVID-19 means that things are changing quickly.

Notre Dame can adapt to this change and will continue providing excellent educational experiences for its students.

In the document that follows, we have offered guidance regarding the different scenarios we might find ourselves facing ranging from self-isolation for one or two students, to a complete shut-down.

Each scenario requires some form of Technology Enhanced Learning (TEL). For each of these, including the need to go fully online, our Learning Management System (Blackboard) has all the functionality we need to allow us to do this.

Depending on the scenario, there are ideas about how to teach lectures, tutorials, laboratories, seminars etc. It also explains some of the different learning strategies and tools that are available to us. To assist you further, each one is linked to a set of resources on the [Learning and Teaching Webpage](#).

For those not yet familiar with how to navigate the webpage, [here](#) is a video on how to navigate it.

We also have the 'Learning & Teaching Guide for Academics', which was especially created for those new to Blackboard [https://www.notredame.edu.au/\\_data/assets/pdf\\_file/0011/101108/Learning-and-Teaching-Guide-for-Academics.pdf](https://www.notredame.edu.au/_data/assets/pdf_file/0011/101108/Learning-and-Teaching-Guide-for-Academics.pdf)

If there is something specific that you need our assistance with, and it's not in this Guideline, please don't hesitate to let the LTO know.

**The LTO Learning Technologies developers ([Alison](#) and [Inna](#)) and Academic Developers ([Kathie](#) and [Jenny](#)) are available to help you.**

[LTO Website](#) \* [LTO Twitter](#) \* [LTO Facebook](#) \* [LTO LinkedIn](#)

**Table 1: Scenarios, Strategies and Resources**

Scenario	Learning Strategy	Lecture	Tutorial/Seminar/Workshop/Lab	Resources
Campus shutdown	<ul style="list-style-type: none"> <li>Course content files MUST be saved on a shared drive to enable remote access</li> <li>Both lectures and tutorials are <a href="#">moved online</a>;</li> <li>Critical pathway for students in Blackboard (step by step instructions, such as read this, post your reflection in such and such discussion, join Collaborate session at such time etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Short <b>pre-recorded videos</b> (flipped classroom): using <a href="#">Collaborate</a>, narrated <a href="#">PowerPoint</a>, <a href="#">Microsoft Photo</a>, <a href="#">BB Instructor Apps</a> or <a href="#">Podcasts</a></li> <li><a href="#">Live Collaborate</a> (via computer or <a href="#">smartphone</a>)</li> <li>Blackboard activities e.g., quizzes, live Discussion Boards</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard activities: asynchronous (not everyone has to participate at the same time (Discussion Board) and synchronous (everyone participates at the same time) (Collaborate in small groups)</li> <li>Makeup intensives after crisis has passed (e.g., 3 tutorials in 1 day)</li> <li>Course compression</li> <li>Self-guided activities</li> <li>Reflective journals</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Shared drives</a> and <a href="#">how to access them remotely</a> (e.g., from home)</li> <li>Recording <a href="#">PPT presentation in Collaborate</a></li> <li>Recording a <a href="#">narrated PPT presentation</a></li> <li>How to <a href="#">make a Podcast</a></li> <li>How to <a href="#">set up your Blackboard course</a></li> <li>Creating <a href="#">Journals</a></li> <li><a href="#">Discussion Board</a></li> <li><a href="#">Tests and Quizzes</a></li> <li><a href="#">General discussion</a></li> </ul>
Student quarantined/class on	Student joins the session online (e.g., via Collaborate, on their smart phone or laptop)	Recorded lecture (through <a href="#">phone</a> if no other technology available) made available on Blackboard	Asynchronous materials made available, notes taken by a student who is present	<ul style="list-style-type: none"> <li><a href="#">Join Collaborate session for Students</a></li> <li>Where to find <a href="#">Collaborate recordings for Students</a></li> </ul>
Student unwell/class on	Student watches a recording of the lecture or tutorial once feeling better	Recorded lecture (through <a href="#">phone</a> if no other technology available)	<ul style="list-style-type: none"> <li>As normal for unwell students, asynchronous materials made available</li> <li>Notes taken by a student who is present</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Using Blackboard for students</a></li> </ul>
Lecturer unwell/class off	Front loading - add PowerPoints, texts, videos and instructions on what to do with these (e.g., "Read the attached article and post your answer to the following question in Tutorial 5 Discussion Board...")	As normal for unwell lecturer: someone else cover/postponed/slides put up etc.	<ul style="list-style-type: none"> <li>As normal for unwell lecturer: tutorial postponed/someone else covers</li> <li>Course compression (e.g. 1 day of intensive in semester break for 4 weeks missed sessions)</li> </ul>	<ul style="list-style-type: none"> <li>Add an <a href="#">Item</a> in Blackboard</li> <li>Add a <a href="#">Folder</a></li> <li>Add a <a href="#">File</a></li> <li>Add <a href="#">Multiple Files</a></li> <li>Add <a href="#">YouTube Videos</a></li> <li><a href="#">Managing Media Uploads</a></li> </ul>
Lecturer quarantined/class on	<ul style="list-style-type: none"> <li>Flipped Classroom</li> <li>Lectures and tutorials are moved online</li> </ul>	Lecturer beamed in on a <a href="#">Collaborate</a> link to lecture theatre screen by other staff member	Lecturer beamed in/ tutorial replaced by Collaborate session	<ul style="list-style-type: none"> <li><a href="#">Collaborate guides</a></li> <li></li> </ul>

**NOTE: Videos in Blackboard:**

- Collaborate generates its own videos, so all you need is to [record](#) and each recording will automatically appear in Blackboard
- Although video files (such as narrated PowerPoints, videos filmed with your smartphone, etc.) can be loaded directly into Blackboard, loading large files may slow down your course. The LTO can advise workarounds in these instances so please call Alison or Inna.

**Table 2: How to Run an Online Course**

Principle	Description/Example	Tools/Resources
<b>1. Communicate</b>	<ul style="list-style-type: none"> <li>• Give your students <b>frequent updates</b> on what is happening in the course</li> <li>• Make sure they know <b>what to expect</b> from you and what you expect from them</li> <li>• Be an active and vocal participant throughout the course</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Blackboard Announcement with email</a>;</li> <li>• <a href="#">General discussion board for ongoing communications</a></li> </ul>
<b>2. Explain</b>	<ul style="list-style-type: none"> <li>• Students with some resources on Blackboard is a good start. However they might not be great at self-directed learning</li> <li>• <b>Explain</b> what students should do in each of your course modules, maybe with a week by week guide to activities and time on task expectations, e.g., what are the learning outcomes for the week; what should they be thinking about when listening/watching/reading a resource</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Good practice in course design</a></li> </ul>
<b>3. Be selective</b>	<ul style="list-style-type: none"> <li>• Your time is limited. Students' attention span for content lectures is limited. Start recording mini-lectures (or podcasts) on the most important points of the course and go from there. The maximum time for video/podcast is 15 minutes</li> <li>• Text-based &amp; audio resources are as good, just remember to tell the students what to do with them</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">General guide to making a YouTube video</a></li> <li>• <a href="#">Collaborate</a>, narrated <a href="#">PowerPoint</a> and <a href="#">Podcast</a></li> </ul>
<b>4. Establish patterns</b>	<ul style="list-style-type: none"> <li>• Think, plan and design one week in Blackboard. Make sure that it includes materials (ideally a combination of text and video), engaging activities and a narrative that guides the students</li> <li>• Now replicate for the other weeks. This helps reduce student cognitive load if the format is similar.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Good practice in course design</a></li> </ul>
<b>5. Be visible</b>	<ul style="list-style-type: none"> <li>• Publish your availability (e.g., every Monday and Thursday) and book it into your calendar as you would a face to face class</li> <li>• Students do not know you are in the online course unless you speak to them. Make it a rule to post something, even very small, into a Discussion board every time you log into your course online e.g., something from the media, an interesting fact, a tweet</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Discussion Board</a></li> </ul>
<b>6. Encourage engagement</b>	<ul style="list-style-type: none"> <li>• Set up regular Collaborate sessions. Send out an agenda that explains the expectations of the work students need to do to be prepared for the session, and send out a reminder on the day of the session.</li> <li>• Discussions that would have been held in class can be held online, either in Discussion Boards, or in a live Collaborate session</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Blackboard Engagement resources</a></li> </ul>

**Table 3: Assessment options: how to ensure that your students meet the learning outcomes using Blackboard**

Assessment type	Suitable Tools	Learning Strategies	Resources
Essay, report, literature review, research paper, case analysis, thesis	Turnitin in Blackboard	<ul style="list-style-type: none"> <li>• Works best for Word or converted (not scanned) PDFs</li> <li>• Set up Turnitin to allow multiple submissions before due date to educate students about Academic Integrity (AI)</li> <li>• Use Notre Dame AI Rubric in selected courses</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Turnitin</a></li> <li>• <a href="#">AI Rubric in Turnitin</a></li> <li>• <a href="#">Turnitin</a> for students</li> </ul>
Reflection, learning journal, discussion participation, portfolio	Journals, blogs, discussions in Blackboard	<ul style="list-style-type: none"> <li>• Use journals to keep reflective writing private between the student and the teacher</li> <li>• Use blogs if you would like other students to read and comment</li> <li>• Use discussion settings requiring students to post own contribution first before they can see the work of others</li> <li>• Journals, blogs and discussions can be conveniently marked within</li> <li>• Allocating even low mark ensures student participation</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Journal</a></li> <li>• <a href="#">Blog</a></li> <li>• <a href="#">Discussion</a></li> </ul>
Video Assessment	Discussion, journal, blog, Blackboard assignment	<ul style="list-style-type: none"> <li>• Use for individual or group work</li> <li>• Could be used for many types of assessment, including presentations, reports, creative performance, demonstrations, peer assessment, performance tasks</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Peer Assessment	Discussion, blog	<ul style="list-style-type: none"> <li>• Clear requirements must be in place (e.g., the students are required to post their own work by set time and then comment on the work of so many of their peers by set time)</li> <li>• Assign at least one peer for a compulsory comment to ensure that every student gets at least one peer review</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Discussion</a></li> <li>• <a href="#">Blog</a></li> </ul>
Presentation	Live (Collaborate); pre-recorded (discussion)	<ul style="list-style-type: none"> <li>• Use for individual or group work</li> <li>• Use as <b>live online event</b> via Collaborate or a recording posted into a discussion for comments</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Collaborate guides</a></li> </ul>
Group project	Blackboard assignment or Turnitin	<ul style="list-style-type: none"> <li>• Use self-enrolling student groups with fixed member numbers</li> <li>• Offer Group tools to work on a project, incl. recordable Group Collaborate for live meetings</li> <li>• Use Blackboard assignment so that there is only one submission per group; it automatically distributes mark/feedback to all group members if marked in the Grade Centre</li> <li>• Use Turnitin if checking for text similarities is a priority (Word or PDF files)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Creating groups</a></li> <li>• <a href="#">Self-enrolling in a group</a> for students</li> </ul>
Test	Tests in Blackboard	<ul style="list-style-type: none"> <li>• Use as formative or summative</li> <li>• Sequence so that students must achieve a set result to see further materials</li> <li>• Available questions types include multiple choice, fill in the blank, fill in multiple blanks, ordering, matching, hot spot, short essay questions: all types could be used in the same test</li> <li>• Could be written in Excel and loaded into Blackboard</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Tests and Quizzes</a></li> </ul>
Exam	Tests in Blackboard	<ul style="list-style-type: none"> <li>• Features as above</li> <li>• Could be thought of as an open-book exam where time restrictions and randomisation serve to protect the test integrity</li> <li>• Use question pools to generate unique personalised exam for each student</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Tests and Quizzes</a></li> </ul>

Table 4: Software choices

Available Software	Uses	Advantages	Additional Considerations
<b>Blackboard Collaborate Ultra - Pre-recording</b>	<ul style="list-style-type: none"> <li>• Pre-recording Lectures</li> <li>• Self-led tutorials</li> </ul>	<ul style="list-style-type: none"> <li>• Already set up</li> <li>• Automatically published by Blackboard</li> <li>• All courses have it</li> <li>• Very easy to use</li> <li>• All students can access through their phones (Bb app)</li> <li>• Academics can use it through their own smart phones</li> </ul>	Must have access to microphone on their PC (and, ideally, a camera too)
<b>Blackboard Collaborate Ultra - Live Use</b>	Recording Lectures, interactive tutorials	<ul style="list-style-type: none"> <li>• Already set up - all courses have it</li> <li>• All students can access through their phones (Bb app)</li> <li>• Attendance is automatically marked</li> <li>• Great for interaction with small numbers (less than twenty)</li> <li>• Academics can use it through their own smart phones</li> </ul>	Stability with large numbers of students (over 40) not guaranteed, if video and voice enabled
<b>Academics' own phones</b>	Record anywhere (think flipped classroom)	Easy to use anywhere at any time for any type of presentation	Have to publish in YouTube and provide link to Bb
<b>Power Point</b>	Pre-recording narration	Lecturers already feel comfortable with PPT (although not necessarily with narration, but it's not hard)	<ul style="list-style-type: none"> <li>• Have to publish in YouTube and provide link to Bb</li> <li>• Must have access to a microphone on their PC</li> </ul>
<b>Microsoft Photo</b>	Recording short videos (flipped classroom)	Loaded on all institution PCs	Must have access to a camera/microphone on their office PC
<b>Bb Instructor/Student Smartphone Apps</b>	Recording Lectures, interactive tutorials	Already have them	Stability issues with large numbers of students, especially if video and voice enabled
<b>Podcasts (Audacity, it's free)</b>	Supplement to lecture notes/readings	<ul style="list-style-type: none"> <li>• Easy to use and free</li> <li>• Quick to produce</li> </ul>	<ul style="list-style-type: none"> <li>• Only on PCs/laptops (IT has to individually install)</li> <li>• Not on smartphones</li> </ul>