

# Instructions for Remote Course Delivery

In the event that face-to-face instruction is disrupted, there are several activities that you can initiate for academic continuity and there is minimal lost to class time.

The key concept in remote instruction is to maintain substantive communication with your students, individually or collectively and on a regular basis. These methods do not have to be elaborate. Hampton University provides all faculty with access to the Blackboard Learning Management System.

Review your planned in-class face-to-face activities and consider comparable online activities. This list should help you find the closest parallels between your in person class activity and the online equivalent.

## COMMUNICATION AND CLASS PARTICIPATION

### Office hours: in-person questions

- [Blackboard Collaborate Ultra](#) for video conferencing;
- Provides a virtual face-to-face environment;
- Has the ability to share one's computer screen for sharing of ideas and resources
- Where applicable, meeting recordings can be used for future review.

### Whole class or small group discussion

#### [Online Discussion forums in Blackboard](#)

#### [FlipGrid](#) (via videos).

- Visual discussion forum. Students upload recorded responses from a computer or phone to a discussion topic posted by the instructor.
- Work can be shared with the instructor and/or in a public class forum. Instructors can provide feedback to students using text, video, or graded rubrics.

## LEARNING ACTIVITIES

### Collaboration among students (Group Projects)

- [Google Docs](#) and [Google slides for](#) writing projects and presentations;
- Editing can be done online synchronously and asynchronously;
- Documents can be shared within student groups and with the instructor, so the instructor can see the group progress and check who contribute to the project specifically;
- Instructors may grade the project based on individual contribution and group project achievement.
- [Youtube](#) videos for demonstrations.

- [TedEd Lessons](#) – Build a lesson around any TED-Ed Animation, TED Talk or YouTube video
- [EdPuzzle](#) – Interactive video platform that allows faculty to insert questions into videos to track student comprehension.

## COLLABORATION & PEER REVIEW

### In-class discussion about projects

- Video conferencing tools, such as [Blackboard Collaborate Ultra](#) for small group discussion;
- [Google docs/slides/sheets](#) for collaborative group work;
- [Google docs](#) commenting feature for instructors providing instant feedback.
- Students collaborate online to research, analyze, synthesize, and prepare projects;
- Instructors receive immediate updates and provide guidance to groups.
- Email comments on an assignment using Microsoft Word

### In class small group discussion (in the context of a synchronous course session)

- Synchronous virtual discussion tools within Google and/or Blackboard allow students to discuss in real time in smaller groups akin to small group discussions in class.
- [Blackboard Collaborate Ultra](#) allows students to automatically be assigned to “[break-out groups](#)” within the same Collaborate Session. After a set amount of time determined by the instructor, students are returned to the main room. This can be done in conjunction with a [Google Slides presentation](#) where each student group works on a slide in a collaboratively shared document.

### Individual student projects/in-class presentations

- Asynchronous options provide electronic substitutions for in-class presentation time.
- Synchronous options give the class an opportunity for participation and direct feedback.
- Students can [export their narrated PowerPoint presentations to video](#) (Windows version only) or record them using [Quicktime Player](#) (for Mac), [Screencast Matic](#), [Screencastify](#) or [www.loom.com](#)
- Projects can be shared asynchronously in a discussion forum or uploaded to [Youtube](#) to enable peer feedback.
- The free version of [VoiceThread](#) allows users to create up to three voice threads. Students can upload a paper or presentation to VoiceThread, record narration, and share it with the class via email or discussion forum. Feedback can be left directly on a VoiceThread using text, voice, or video.
- Synchronous student presentations can be done via web conferencing such as
- Keep in mind that synchronous class meetings require robust internet access by all students at the same time. Consider asynchronous activities if you worry about that being an issue.

## DIRECT INSTRUCTION

### In class lectures or guest speakers

- Students can join you synchronously in [Blackboard Collaborate Ultra](#).
- Lectures can be recorded with [Blackboard Collaborate Ultra](#).
- [Screencastify](#), [Screencast-o-matic](#), [Loom](#) and [Quicktime Player](#) (for Mac) allow you to record your screen as you narrate your slides.
- [Powerpoint](#) (Windows version only) allows you to save your narrated slides as a video file.
- View instructor-shared Powerpoint or Google Slides without recordings.

\*\*\*NOTE: Recorded lectures should be broken up – so that each topic video is shorter than 10 minutes- this helps keep students engaged and on track.

## ASSESSMENT RELATED EXAMPLES

### In class writing practice or reflective writing

- Reflective writing using Blackboard's [journals](#), [wikis](#), or [discussion board](#).
- [Google docs](#) allow students to share writing drafts with instructors for formative assessment and/or with peers for feedback and further reflection

### In-class quizzes or exams

#### Blackboard

- [Online tests/quizzes may be created in within your Blackboard course-](#)
- You can set available time/date, and allowed duration of the test in the settings
- You can set quizzes to be automatically graded and added to the Grade Center;
- Instructors can retrieve quiz analysis on the Blackboard.
- By their nature, all online quizzes and tests are open book- but various mechanisms can be employed to stop cheating including limiting the amount of time the student is allowed to spend on the test.
- Alternatively, one can choose to allow students to take the test multiple times, learning from their mistakes.

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