CSUSB Instructional Continuity Resources

At times, any one of an array of events (e.g., pandemics, natural disasters; human-caused disasters) can disrupt faculty's ability to teach a course via on-campus, in-class sessions. These disruptions are rare, but when they occur they are consequential for the entire campus community. CSUSB's commitment to students includes making sure that we have a capacity for students to complete their courses despite disruptions whenever possible through planning for alternative instruction that can substitute for on-campus classroom learning experiences.

The steady advancement of various communication and instructional technologies has greatly enhanced faculty's opportunities to provide quality learning experiences for students as alternatives to on-campus, in-class instruction. With advance planning, training on selected user-friendly technologies, and available mentoring on ways to use the technologies effectively for instruction, faculty will be better prepared to continue instruction through many different forms of disruption.

CSUSB's capacity to continue instruction through disruptions will generate several significant benefits for students, faculty and the entire campus. For students, they are able to maintain their progress toward their degrees, which can avoid sometimes serious financial and personal costs. For faculty, they have the peace of mind that they can complete teaching assignments. For the campus, in addition to demonstrating its commitment to student success – even in the face of disruptions – it avoids the daunting prospect of sorting out how to handle the financial and reputational fallout from an incomplete (or lost) instructional term.

Component	Alternatives to In-Class	Instructional Technologies Available to Faculty & Students
Announcements	Blackboard	Blackboard (Bb) Announcements, Slack
Syllabus	Blackboard, Google Docs	Bb Syllabus, Google Docs (with a link from Bb to the doc)
Gradebook	Blackboard	Bb Grade Center
Lectures	Recorded lectures and screencasts	Zoom in MyCoyote; Camtasia; PowerPoint*; Google Slides*, Podcasts, YouTube *, Google Hangouts Meet* *see link for on-the-fly captioning options ** Combinations of these with a discussion platform (e.g. linking a zoom lecture on Slack) can support discussions around a topic.
Discussions	Scheduled synchronous online sessions; asynchronous online sessions	- Zoom (synchronous with or without breakout groups) - VoiceThread in Bb (async) - Bb Discussions (async) - Slack (sync or async)

Assignments	Online distribution and submission, peer review	● Bb Assignments ● Google doc, may be linked from Bb ● Turnitin in Bb ● Portfolium (digital portfolio) in Bb--all faculty, students, & alumni have accounts
Labs	Take part of lab online; Provide video demonstrations of techniques; Investigate virtual labs; Provide raw data for analysis; Explore alternate software access	● Bb Content & Assignments ● PlayPosIt (in Bb) ● Merlot ● YouTube * ● Excel, JMP, Mathematica free for faculty/student download *see link for on-the-fly captioning options
Activities	Group Activities/Collaborations	● Zoom ● Google Drive (Docs, Sheets, Slides, etc.) in My Coyote--Create a Shared Drive for your Class
Guest speakers	Live and/or recorded personal guests; curated content from across the internet	● Zoom (live and recorded); stored on OneDrive in My Coyote; linked in Blackboard ● TedEd ● Online videos (e.g., Youtube, Kahn Academy; TED Talks; etc.)
Group work	Online team collaboration	● Blackboard Collaborations ● MS Teams (integrates with Office 360) ● Google docs, etc ● Slack
Projects	Online team collaboration	● Google docs ● Blackboard Collaborations ● MS Teams ● Portfolium
Presentations (group or individual)	Recorded student presentations	● Zoom (recorded); stored on OneDrive in My Coyote; linked in Blackboard ● Recorded in YouTube*, linked in Slack or Bb * Recommend setting as "unlisted" (so can't be found by a search) and "public" so anyone with the link can view
Assessments (quizzes, tests, midterms)	Online assessments	● Blackboard quiz tool** ● PlayPauseIt in Bb Tools ● GoReact in Bb Tools **Can make accommodations for individual students requiring extra time on quizzes

Office hours	Scheduled real-time online sessions	Zoom
Final exams	Timed online exam	Blackboard** **Can make accommodations for individual students requiring extra time on exams

Key technology tools and support:

Blackboard
Blackboard is the campus learning management system (LMS). It provides a powerful platform for educators to use for online instruction as well as a complement to onsite instruction. All courses automatically have an existing Blackboard course "shell."

Camtasia
Camtasia is a screen recorder and video editor for both Windows and Mac. You can use Camtasia to record lectures, instructional videos ("how to's"), explainer videos, and edit them by adding various effects. You can download the software here.
- Here is a quick overview of Camtasia.

Google Drive
Google Drive (available under MyCoyote, Collaboration) allows you to store and collectively edit documents. For ease of access, you may want to create a TEAM DRIVE for each of your courses, or for each of your groups within your courses. That way, everyone in the course will have access to all the documents without having to change permissions for every document.

GoReact
GoReact is a tool to provide feedback on videos. Instructors give time-coded feedback on student videos, or embed comments on other videos to provide annotated examples. This would be a great tool for providing feedback on student presentations (instructor and peer) as well as evaluating American Sign Language performance. GoReact is available on Blackboard, under Tools.

OneDrive
OneDrive is the cloud storage solution associated with Office 365. All faculty have a corporate OneDrive account also available under MyCoyote, Collaboration.

PlayPosit
PlayPosit allows instructors to enrich video content with a variety of powerful interactions ranging from multiple choice questions to graded fill-in-the blanks. Students can also embed their own notes to share with peers and instructors and participate in threaded discussions within the PlayPosit system, promoting engagement. PlayPosit is already integrated to Blackboard (under Build Content)
- Here is an overview of PlayPosit.

Portfolium

Portfolium is a digital portfolio tool. All faculty, staff, students, and alumni have an account. You'll find Portfolium in the right-hand menu when you enter Blackboard (before navigating to a specific course), under CSUSB Online.

- [Here is an overview of Portfolium](#)

Slack

Slack is an instant messaging tool designed for the workplace, not social media. It has a single place for messaging, tools, to do lists, etc. Great for team collaboration.

VoiceThread

[VoiceThread](#) is a learning tool for enhancing student engagement and online presence. With VoiceThread, instructors and/or students can create, share, and comment on images, Microsoft PowerPoint presentations, videos, audio files, documents, and PDFs, using microphone, webcam, text, phone, and audio-file upload. VoiceThread is already integrated with Blackboard (under Build Content)

- [Here is an overview of VoiceThread](#)

Zoom

CSUSB has adopted Zoom as a multi-faceted communication tool that offers an impressive array of capacities useful for synchronous communications and asynchronous interactions. It is available in MyCoyote under the "Collaboration" tab. It is a user-friendly yet powerful way to accomplish the following:

- Videoconferences for synchronous class meetings and office hours (including video, voice only, screen sharing, chat channel, breakout rooms, closed captioning)
- Video recording of lectures or guest speakers by faculty (including video, screen sharing, closed captioning)
- Video recording of presentations or speeches by students (including video, screen sharing, closed captioning)
- [Here is a quick overview of the Zoom platform](#).

My Instructional Continuity Plan

Instructor: _____

Course(s): _____

Term(s):   _____

Plan Development Steps

1. **Key Components:** Identify key components intended for alternative instruction; insert into matrix.
   NOTE: Selection may involve judgments about what is essential to start/continue/complete a course that could include suboptimal (but workable) choices.

2. **Alternatives:** Identify intended alternatives to in-class forms of selected components.
   NOTE: Selection may involve judgments about what is essential to start/continue/complete a course that could include suboptimal (but workable) choices.

3. **Instructional Technologies:**
   a. **Identify** the instructional technologies preferred for each alternative instruction component.
      NOTE: Those relatively new to online instruction are encouraged to first leverage the LMS's many tools (Blackboard) as it is designed expressly to support online forms of instruction. Most CSUSB students are likely quite familiar and comfortable with Blackboard.
   b. **Prioritize** the most important of your selected instructional technologies (i.e., those you intend to use the most frequently and centrally) and examine user guides to build basic operational skills.
   c. **Locate** and explore guidance for effective instructional practices using the selected instructional technologies.

4. **Student Continuity Plan:** Prepare a student-oriented Instructional Continuity Plan document and make it available to all students in every course.

Component	Alternatives to In-Class	Instructional Technologies at CSUSB	Other Free Resources
Announcements			
Syllabus			
Gradebook			
Lectures			
Discussions			
Assignments			
Labs			
Activities			
Guest speakers			
Group work			
Projects			
Presentations (group or individual)			

Assessments (quizzes, tests, midterms)			
Office hours			
Final exams			