Best Practices Guide for Teaching with Technology

The CTI has composed this Best Practices Guide for you to provide important and useful information about teaching with technology at CCSU. Please contact the CTI with any questions you may have.

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Central Connecticut State University
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(860)832-2081
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CCSU recently updated its Blackboard interface to the **Ultra base navigation** (see image). If you are familiar with the original Blackboard Learn interface, this update provides a more streamlined look, a new left-side navigation panel and a more intuitive layout. CCSU still uses the Blackboard Learn course shells. Therefore, if you have built courses with Blackboard in the past, the same process still applies.

To help get you started, we suggest viewing the **Introduction to Ultra Base Navigation video** first then proceeding through the suggested documentation.

1. Introduction video  
3. FAQs about Ultra-Base Navigation  
4. Managing your Course List

We also provide introductory workshops held online:

- [Blackboard Ultra Base Navigation Workshops](#)
Blackboard Learn – what do I need to know to get started?

Are you new to Online Teaching or have minimal experience? Is this your first semester at CCSU? Are you unsure if you want to use Blackboard but would like more information? If you answered yes to any of these questions, please read below to get started quickly and easily.

Blackboard Must Knows:

- All CCSU courses automatically get a Blackboard Learn course shell whether or not you plan to use it. Instructors are added to the course once they are assigned in Banner.
- CCSU students are enrolled automatically into the course shell once they have registered for a course.
- Blackboard Learn is accessed through Central Pipeline located on CCSU’s homepage.
- Blackboard Learn is part of CCSU’s single sign-on using your Office 365 credentials* (CCSU email and password). Log-in is automatic if you are already logged-in to another CCSU system such as Outlook email. Otherwise, simply enter your Office 365 credentials to access your Blackboard Account.

*Please Note: for questions or issues related to your Office 365 Account, please contact our Information Technology Dept.

I am logged-in to Blackboard, now what?

Our Blackboard Navigation videos reference on page 4 of this guide are the best way to get you started quickly. However, here are a few tips.

Navigating Blackboard:

Once you have successfully logged-in to Blackboard, you “land” on the Institution Page (see image to the left). Navigation to different areas of Backboard is done through this panel. The blue bar indicates which page you are on. The Institution Page has specific information related to Instructors at CCSU and will change from time to time. It is good practice to review it periodically.

Where are my courses?

To access the courses that you are assigned to teach, click on Courses (notice the smaller image, the blue bar is now highlighting Courses).

This area lists all courses you are assigned to teach, or for the students their registered courses, for the upcoming semester. Courses do not disappear from this view after the semester completes.
Blackboard Learn – what do I need to know to get started, con’t.

Some or all my courses are missing, now what?
If any of your courses are missing from the list:

Check Web Central First:
- please check [Web Central- Banner Web](#) to ensure the course has been assigned to you officially. If it is not listed in Web Central, please contact your Department Chair to get the course assigned to you in Banner.
- Once the course is officially assigned, you will be automatically added as the instructor and the course will be list in Blackboard.

If Assigned in Banner:
- If the course is assigned to you, please contact the CTI at [IDTRCStaff@ccsu.edu](mailto:IDTRCStaff@ccsu.edu) and state the specific course that is not appearing in your list.

Ok, my courses are listed, what’s next?
It’s time for you to decide how you want to add content to your course shells.

How do I add Content to my Blackboard Learn Course Shell?
There are two options to get content into your Blackboard Learn course shell.

1. CCSU Designed Templates:
   - The CTI has pre-built templates that provides a framework for your course. You just add the content.
   - There are 3 levels of course templates from basic to advanced.
   - Each template contains all items from the basic template (see image) with each level building upon the previous with the addition of Blackboard tools.
   - Each template also contains “How-to Videos” and associated documentation detailing the process of adding your content into each tool.
   - For complete information, please read our Pre-built Templates Guide.

2. Instructor Design:
   - You build the course menu and add the content (see page 9 for complete details).
CCSU Checklist for Online Course Design

Below is a CTI designed checklist based on instructional design best practices. These practices help to ensure the online course is built as a successful experience for the student. This checklist is a reference tool to assist faculty with the design process.

<table>
<thead>
<tr>
<th>Standard and Sub-categories</th>
<th>Exemplary Standard</th>
<th>Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Course Communication</td>
<td>Communication is sent to the students prior to the start of class to establish how and when they are expected to participate online. The method of course meetings is clearly defined and the links with the schedule is provided. Links to tutorials and online resources for students are provided.</td>
<td>☐</td>
</tr>
</tbody>
</table>

1.0 Course Design

1.1 Content Composition and Structure

A Blackboard course menu is built for students to navigate through a course. The menu should be clearly labeled with the important elements of the course listed. The course menu contains the following items that are visible to the students from the start of the course:

1. Start Here or Welcome Module
2. Syllabus
3. Announcements
4. Course Content
5. Synchronous meeting link (if applicable)
6. My Grades
7. Student Services
8. Institutional Policies
9. Library Resources

1.2 The items on the course menu are available or set on a timed release schedule and “chunked” in manageable segments (i.e., presented in distinct learning units or modules).

1.3 The Start Here or Welcome module contains an introductory video from the instructor. This video should contain important details of the course that you would cover on the first day of an on-ground course. Specific details related to the online course should be included such as a brief course menu overview to help students familiarize themselves with the course layout, expectations for learner interaction with the course, instructor availability, method of contact and timing of responses, schedule and site for synchronous meetings (if applicable), communication of grading feedback, and where to go for assistance.
### CCSU Checklist for Online Course Design, cont.

<table>
<thead>
<tr>
<th>Standard and Sub-categories</th>
<th>Exemplary Standard</th>
<th>Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.0 Course Design, cont.</strong></td>
<td>1.4 Contact Information for the instructor is contained in a visible and obvious location (can be the syllabus). Contact information includes best method of contact, office hours, method of office hours (online or on-ground), technology used for online hours, and estimated response time.</td>
<td>☐</td>
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<tr>
<td></td>
<td>1.5 Student resources such as technical support, institutional polices and library resources are visible (can be the resource links provided through the CCSU template).</td>
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<tr>
<td></td>
<td>1.6 Important/due dates are on the course calendar, listed in a chart or are easily accessible to students.</td>
<td>☐</td>
</tr>
<tr>
<td><strong>For synchronous only</strong></td>
<td>1.7 The synchronous (or live) course meeting link is on the course menu and is obvious to students as the location to attend the sessions live.</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Goals and Objectives</strong></td>
<td>1.8 Course and module goals and objectives are clearly written, appropriate for the course level, measurable and aligned to desired outcomes.</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>1.9 Course and module goals and objectives show a clear relationship to each other, are easily located within the course and visible in a variety of areas (i.e., within the syllabus and each individual learning unit).</td>
<td>☐</td>
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<tr>
<td><strong>2.0 Interaction and Collaboration</strong></td>
<td><strong>Interaction</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.1 There are opportunities for synchronous (e.g., live meetings, chat) and/or asynchronous (e.g., discussion board, email) interaction, as appropriate.</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>2.2 Interaction expectations are clearly defined (e.g., quantity of interactions, levels of participation, etc.) and presented online.</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Online Learning Community Opportunities</strong></td>
<td>2.3 Opportunities exist in the course for student to student and student to faculty interactions that build a sense of community and enhance engagement. The opportunities allow discussion, reflection, and collaborative teamwork. (e.g. discussion board forums, online study groups, use of break-out rooms and synchronous meetings with time for question and answer, etc.).</td>
<td>☐</td>
</tr>
<tr>
<td><strong>3.0 Assessments</strong></td>
<td>3.1 Multiple types of assessment activities occur frequently throughout the duration of the course.</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>3.2 Assessment feedback is given in a reasonable amount of time.</td>
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<tr>
<td></td>
<td>3.3 A rubric or equivalent grading document is included for assignments where appropriate.</td>
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<td></td>
<td>3.4 The instructor’s method of collected and returning assignments are clearly defined.</td>
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<tr>
<td><strong>Student Self-Assessment</strong></td>
<td>3.5 Opportunities for student self-assessment are provided (e.g., practice test, journal, self-reflection, pre-quiz). These provide constructive meaningful feedback.</td>
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</tbody>
</table>
## CCSU Checklist for Online Course Design, cont.

<table>
<thead>
<tr>
<th>Standard and Sub-categories</th>
<th>Exemplary Standard</th>
<th>Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.0 Accessibility</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The CSCU system has established an Accessibility Policy to be implemented over a 3-year span. The items below are some of the requirements that will need to be put in place for online, hybrid or web enhanced courses at CCSU. We have started with the easier items and will add additional requirements as time goes on. For complete details, please review the <a href="#">CSCU Accessibility Policy</a>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4.1</strong> Alternative resources* <em>(e.g. ePub, electronic braille, audio file, html, etc.) are provided.</em></td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td><strong>4.2</strong> Uploaded content (files, images, etc.) in Blackboard has been reviewed using the built-in accessibility checker. Any issues have been rectified and a green indicator* appears next to the content item.</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td><strong>4.3</strong> Multimedia (pictures, videos, presentations) and course materials provided are in a standard format (i.e. MP4 or MOV) that is of good quality.</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td><strong>4.4</strong> Closed Captions are provided for all video content.</td>
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</tbody>
</table>

* Ally is a built-in accessibility tool for Blackboard Learn. Ally provides the following:

1. **Alternative content** such as e-Pub, electronic braille, MP3 audio file, html and BeeLine Reader.
2. **Automatic Content Checker** - checks course materials for common accessibility issues, including many WCAG 2.1 AA rules. Delivers in-context feedback and guidance to help instructors improve the accessibility of their content.
Instructor Designed Course – building a course menu and adding content

In just 5 easy steps you can build a course menu and add content to your Blackboard Course Shell.

The key to a successful Blackboard course is to start with the Course Menu (see image). You must build a course menu so that your students can VIEW and ACCESS your content.

How to build your course menu and add a file:
1. Access your course by logging into https://ccsu.blackboard.com/
2. Make sure Edit mode is ON
3. Add a Content Area to the left Course Menu
4. Upload a file
5. Make sure the content is visible to your students

Need help building your course shell? please watch or read the materials below to get started building:

Videos:
1. How to Add a Content area to Course Menu
2. How to Upload Files to a Content Area

Documents:
1. How to Add a Content area to Course Menu
2. How to Upload Files to a Content Area
Best Practices When Using Blackboard

Whether teaching entirely online, hybrid, or an on-ground course, these Blackboard Best Practices can help you have a successful kick-off to a great academic year.

✱ Use CCSU provided pre-built templates: How To Access Pre Built Templates

✱ Upload your syllabus! – even if you don’t plan on using Blackboard, it’s a good practice to upload for student reference.

✱ Remember Accessibility, one way is to use Blackboard Ally

✱ Use Kaltura Media to upload and closed caption videos

✱ View your course as a student—Student preview mode

✱ Use Google Chrome as your Blackboard browser—Blackboard is 100% compatible with Chrome

✱ Take an introductory or refresher to Blackboard Course through the IDTRC see available classes at: Training Calendar

✱ Read the Start of Semester checklist: Start of Semester Checklist

✱ If you use the grade center, Add the My Grades tool link to your course menu

✱ Call Us! — We are here to help you with all your Blackboard needs.
Blackboard Communication Tools:

**Communication:** Blackboard makes communication with your students quick, convenient, and flexible. Below are the most popular communication tools available.

**Announcements** a mainstay of most Blackboard courses
- Announcements provide a quick and easy way to share information with your students.
- Announcements will appear on your student’s main Blackboard page and on the Course Menu if you have selected it as a course tool.
- You can even send your announcements directly to your student’s in-box!
- For a step-by-step guide please see the IDTRC walk-through for Announcements.

**Course Messages and Email** are essential communication tools that allows you to easily send e-mails or course messages to your students.

**Course Messages:**
- Course Messages stay within the Blackboard Learn course shell in a Course Messages Inbox.
- Both students and instructors can send and receive course messages to members of a course.
- The benefit of using the Course Messages tool is to provide one location for all course related communication.

**Email:**
- The Email tool is an interface to send CCSU email from the Blackboard Learn course to the student’s CCSU email account.
- When a student responds, that email will go to your CCSU email account.
- You will receive a copy of all e-mails sent and can move these messages to your sent folder for easy tracking.

- For step-by-step instructions, please see our Blackboard Course Messages and Course Email guides.
Blackboard Communication Tools, cont.

**Discussion Boards** a great way to have a threaded conversation about any topic of interest with your students.

- These conversations can take place at a scheduled time or held asynchronously.
- You can control the flow of conversation, grade posts, and determine whether students can start new threads or only reply to threads you have started.
- For a step-by-step guide please see the IDTRC walk-through for Discussion Board.

**My Grades Tools** is an essential tool to add on your course menu. This tool allows the students to view their posted grades for your course. Learn how to Add the My Grades Tool to your course menu!
Blackboard Assignments

Are you looking for an online submission area for student papers?

Then Blackboard Assignments are for you! (see image).

Adding an Assignment to a Course
1. Access your course
2. Create a Content Area
3. Click the Assessments Menu and choose Assignment

See below for more information and videos

Assignments: If you would like your students to submit their papers online, the Blackboard Assignment tool can help! You can create, and grade assignments directly through Blackboard.

Creating Assignments
a. If you have assignments already prepared, as a Word or .pdf file you can upload them as assignments, set your due date, and allow students to submit their work directly through Blackboard.
b. You can also create new assignments directly in Blackboard and link to content from many popular publishers.
c. As a bonus, creating Blackboard assignments will simultaneously create a column in your Blackboard gradebook!
d. To see how, please watch this short Video or consult our quick reference guide.

How to Grade an Assignment
e. Assignments are gradable items in Blackboard, you can also leave comments on your students work, and record the overall score in one screen.
f. To see how, please watch this short video or consult our quick reference guide.
Blackboard Tests

Need to have an online assessment?

The Test Tool can help you get your quizzes and tests online (see image).

Adding a Test to a course:
1. Access your course
2. Create a Content Area
3. Click the Assessments Menu and choose Test

See below for more information and videos

Tests: is a versatile Blackboard tool providing ease of grading for the instructor and a simple interface for students.

Benefits of using Blackboard Tests

- There are multiple question types in Tests such as true/false, multiple choice and multiple answer, fill-in-the-blank, short answer, and essay to name a few.
- Questions can be randomized to prevent cheating
- Tests can be timed
- Multiple attempts can be given
- Exceptions can be made for students needed more time or special accommodations

Grading Tests

- Once you create a test, a Grade Center column is automatically created
- Auto-grading occurs for most question types (exceptions short answer and essay)
- You can view when your students accessed and submitted the test
- You can reset the test for a retake if needed

For more information you can attend an Online Test training session, view video tutorials or access step-by-step directions.
Start of Semester Blackboard Checklist

Below is a checklist with instructions and videos for some of the most common tasks that instructors should perform at the beginning of every term.

☐ Blackboard Learn Course Merge:
  o Combines two or more Blackboard Learn course shells into one main shell, eliminating the need to upload the same content to multiple shells.
  o Useful if you have more than one section of the same course.
  o This process also combines student enrollments into one main grade book.
  o For more information on Course Merges and to request a merge for your course, please visit https://www.ccsu.edu/idtrc/requests.html

☐ Blackboard Learn Course Copy:
  o Copy contents from one course shell to another
  o For step-by-step instructions on the Course Copy feature of Blackboard, please see the Course Copy Guide

☐ Add and Update Content
If you choose to add your content manually, without use of a template, please follow these instructions IDTRC BBL FAQ’s to:
  o Create Content Area Folders
  o Add Content
  o Create Assignments
  o Set-up Discussion Boards

☐ Use a Template
Alternatively, you can use a template. Templates are pre-built Blackboard course shells. They provide a structure for your course, so you don't have to start from scratch.
  o For more information and a step-by-step guide please see the Access Prebuilt Templates Guide

☐ Uploading Documents as a PDF
  o We recommend uploading documents as a PDF to ensure they can't be edited by students
  o The pdf file type is also more universal opening on multiple device types without issue.
  o For instructions on how to save your Microsoft Office files as PDF documents, please see Saving Your Office Documents as PDF Files

☐ Setting up Your Grade Center
  o Blackboard’s built-in gradebook
  o Please view our workshop calendar and sign-up for a grade center session, https://www.ccsu.edu/idtrc/calendar.html

☐ Contact Us for Additional Help or Questions
  o Contact the CTI at IDTRC@ccsu.edu or 860-832-2081
  o Sign-up for an exciting workshop that will help you build new Blackboard Skills
Start of Semester HyFlex Checklist

Below is a checklist with instructions and videos for some of the most common tasks that instructors should perform at the beginning of every semester if teaching HyFlex.

- **Blackboard Learn Course Merge:**
  Combines two or more Blackboard Learn course shells into one main shell, eliminating the need to upload the same content to multiple shells.
  - Useful if you have more than one section of the same course.
  - This process also combines student enrollments into one main grade book.
  - Submit a merge request for your course.

- **Blackboard Learn Course Copy:**
  Copy contents from one course shell to another
  - For step-by-step instructions on the Course Copy feature of Blackboard, please see the Course Copy Guide.

- **Use a Template**
  Templates are pre-built Blackboard course shells. They provide a structure for your course, so you don't have to start from scratch.
  - For more information and a step-by-step guide please see the Prebuilt Templates Guide.

- **Add and Update Content**
  If you choose to add your content manually, without use of a template, please follow these instructions IDTRC BBL FAQ’s to:
  - Create Content Area Folders
  - Add Content
  - Create Assignments
  - Set-up Discussion Boards

- **Include a Course Schedule in your Syllabus**
  A course schedule provides a structure for students to track the required readings, assignments, submitted homework and exams over the course of a semester.
  - Please see page 23 of this guide for a sample course schedule.

- **Uploading Documents as a PDF**
  We recommend uploading documents as a PDF to ensure they can’t be edited by students
  - The pdf file type is also more universal opening on multiple device types without issue.
  - For instructions on how to save your Microsoft Office files as PDF documents, please see Saving Your Office Documents as PDF Files.
Start of Semester HyFlex Checklist, cont.

- **Student Preview Mode**
  Allows the instructor to view the course as a student.
  - Read our instructions on how to access and use the Student Preview Mode.

- **Grade Center**
  If you are not familiar with the Blackboard Grade Center and would like to utilize this powerful feature, we have several options to help you:
  - Please view our workshop schedule and sign-up for a grade center session, or
  - Contact the IDTRC at IDTRC@ccsu.edu to set up a one-on-one appointment, or
  - For a quick start, please visit the Blackboard Help pages.

- **HyFlex Workshops**
  It is very strongly recommended that you attend a HyFlex Training session to determine what HyFlex platform best supports your course design.
  - To sign up for a training session, please visit our workshop schedule.

- **HyFlex classroom Trial**
  Visit your HyFlex classroom before your classes begin to ensure you are prepared to use the components of the room.
  - Verify you can log-in to the PC and start a meeting on your preferred platform (e.g., Blackboard Collaborate, WebEx, Microsoft Teams or Kaltura)
  - Familiarize yourself with the Crestron panel for the instructor workstation by using the camera controls and powering cycling the projector.

- **Create a Backup Plan**
  It is recommended you have a secondary platform to use if the primary platform is down.
  - As an example, your primary platform may be Blackboard Collaborate. Decide on a secondary platform should an issue arise with Collaborate. This will provide your students with an alternative method of connecting to class. A secondary platform can be WebEx or Teams for instance.
  - Incorporate the backup plan in your course syllabus. Choosing a backup platform and communicating it in your syllabus can prevent significant loss of class time.
  - View a comparison of the different HyFlex platforms here, https://www2.ccsu.edu/servicecatalog/?id=344
Start of Semester HyFlex Checklist, cont.

☐ Class Attendance
   Once you have selected your HyFlex platform, you will want to identify how you will be recording your class attendance.
   - Microsoft Teams - Microsoft Teams - View Attendance Report
   - WebEx - WebEx - View Attendance Report
   - Blackboard Collaborate - View Attendance Reports
   - Kaltura Classroom - Whichever platform that you are using to conduct chat can be used to take attendance

☐ Contact Your Students
   Email and/or create an Announcement in Blackboard (no later than 48 hours before your first-class meeting) sharing information with your students on how to access your live sessions and recorded lectures before the first day of class. It may be helpful to include this link to the Student Technology Resources Page, https://www.ccsu.edu/ttr/students.html.
   - How to Send Emails & Course Messages from Blackboard
   - How to Create Announcements

☐ Create Meeting Links for Web Conferencing Platform of Your Choice (as needed)
   - Microsoft Teams - Scheduling Sessions
   - WebEx - Scheduling Sessions (Slide 5)
   - Blackboard Collaborate - Scheduling Sessions

☐ For Those Using Kaltura in the HyFlex Classroom:
   - Add the Media Gallery tool and Blackboard Collaborate Ultra (chat) tool to the course menu.

☐ Post Links in Blackboard (as needed)
   - Add the Blackboard Collaborate Ultra Tool Link
   - Add the Microsoft Teams Meeting Link
   - Add the WebEx Meeting Link
Sample of a course schedule to include in your Syllabus

**AC 312 Intermediate Accounting II: Checklist**

Below is a sample of an actual course schedule for an online course. The checklist provides a structure for students to track the required readings, assignments, and submitted homework and exams over the course of a semester.

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Due Date</th>
<th>Check When Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 10: (Mar. 23 – Mar. 29)</td>
<td>Review material and study for Examination II</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Post to Discussion Board (and reply to at least one other participant)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Complete and Submit Examination II</strong></td>
<td></td>
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<tr>
<td>Week 11: (Mar. 30 – Apr. 5)</td>
<td>Read Chapter 13: Current Liabilities and Contingencies</td>
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<td></td>
<td>View Chapter 13 - “Module 1” and “Module 2” and complete practice exercises listed on syllabus</td>
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<td></td>
<td><strong>Complete the “End of Chapter 13 Assignment”</strong></td>
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<td><strong>Complete the “Chapter 13 CONNECT HW”</strong></td>
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<tr>
<td>Week 12: (Apr. 6 – Apr. 12)</td>
<td>Read Chapter 14: Bonds and Long-term Notes, pages 773-785</td>
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<td>View Chapter 14 - “Module 1” and complete practice exercises</td>
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<td></td>
<td><strong>Complete and submit “Excel Project II”</strong></td>
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<tr>
<td>Week 13: (Apr. 13 – Apr. 19)</td>
<td>Read Chapter 14: Bonds and Long-term Notes, pages 786-795 and pages 801-803</td>
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<td>View Chapter 14 - “Module 2” and complete practice exercises listed on syllabus</td>
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<td></td>
<td><strong>Complete the “End of Chapter 14 Assignment”</strong></td>
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<td><strong>Complete the “Chapter 14 CONNECT HW”</strong></td>
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<tr>
<td>Week 14: (Apr. 20 – Apr. 26)</td>
<td>Review and study for Examination III</td>
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<td></td>
<td><strong>Complete and submit Examination III</strong></td>
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</table>

- Each week will begin on a Monday beginning of day and end on Sunday end of day.
- All assignments, examinations, and projects are due by 11:59 p.m. on the assigned due date.
  - Note: end of chapter assignments are due on Fridays and CONNECT homework is due on Sundays.
- Insert the required due dates on the checklist to stay on track.
Web Conferencing Tools

Instructors can use web conferencing to meet with their students virtually. Web-conferencing can be used to meet as a class, hold virtual office hours or invite a guest speaker into the class. Web Conferencing sessions can always be recorded.

CSU offers multiple web conferencing tools. If you are interested in using a web conferencing platform, read below to find the most optimal web conferencing platform for your classroom needs. You can also refer to this comparison grid which compares the different features of each tool.

Please visit the CTI Web Conferencing Services Page for helpful guides that support each of these web conferencing tools. Below is a brief explanation of each tool.

Blackboard Collaborate Ultra
Blackboard Collaborate Ultra is an online conferencing and collaboration tool that is integrated with Blackboard Learn. Collaborate can be used to host virtual class sessions, office hours and web conferences, etc. Collaborate offers tools such as a whiteboard, breakout groups, chat, file sharing and polls. There is also a built-in attendance feature which can automatically communicate with your Blackboard grade book. Student access to recorded sessions is easy because the recordings are automatically made available to students in Blackboard until an instructor wants to make them private. Collaborate allows you to see 25 video feeds (participant webcams) at once. To start using Collaborate, first add the tool link to your Blackboard course menu then refer to our help guides for further assistance.

Microsoft Teams
Microsoft Teams is an online conferencing and collaboration tool that is included with Office 365. In addition to tools such as breakout groups, white board, chat, and polls, Teams also makes it easy to store and share files. Teams offers live captions unlike the other web conferencing tools and has capacity for 45 video feeds (participant webcams). Recordings are saved to your One Drive account. Teams can be accessed via the desktop application or the online web application. All CCSU computers have the Teams desktop application installed. Refer to these help guides compiled by IT to get started.

WebEx Meetings
WebEx is an online conferencing tool that offers tools such as breakout groups, a white board, chat, and polls. WebEx allows you to see up to 200 video feeds (participant webcams). All CCSU computers have the WebEx desktop application installed. To start using WebEx, ccsu.webex.com you must first request a WebEx account then refer to our help guides for further assistance.
Accessibility at CCSU and the Ally Tool

The Connecticut State Colleges and Universities (CSCU) is committed to ensuring equal access to information, programs, and activities through its information technologies, web pages, web-based applications, operating system-based applications, digital instructional content, services, and resources (“electronic information and technology” or “EIT”). Therefore, digital information, websites, technology, coursework, and email need to be accessible by all in an understandable way. This is in accordance with federal and state laws.

The CSCU is in the initial stages of implementing an Accessibility Policy. The purpose of the CSCU Accessibility Policy for EIT is to establish standards for the accessibility of EIT considered necessary to ensure compliance with applicable local, state and federal regulations and laws.

To help faculty get started with implementing the policy, we would like to highlight the availability of the built-in accessibility tool in Blackboard Learn, Ally.

What is Ally?

Ally is an accessibility tool built-in to all Blackboard courses that focuses on making digital course content more accessible using the WCAG 2.1 Guidelines (Web Content Accessibility Guidelines). WCAG are part of a series of web accessibility guidelines published by the Web Accessibility Initiative (WAI) of the World Wide Web Consortium (W3C), the main international standards organization for the internet.

Alternative Formats for Students

Ally creates alternative formats of your course files for your students (see images). These formats are made available with the original file so students can find everything in one convenient location.

You don’t need to do anything. The alternative formats are created for you automatically once you upload a file.
Ally Accessibility Tool, Cont.

Accessibility Score Indicators
Ally measures the accessibility of each file attached to your course and shows you at-a-glance how it scores. Scores range from Low to Perfect. The higher the score the fewer the issues.

- **Low**: File is not accessible and needs immediate attention.
- **Medium**: File is somewhat accessible and could use improvement.
- **High**: File is accessible but could be improved.
- **Perfect**: File is accessible. No improvement needed.

For files with Low to High scores, Ally shows you the issues and gives a step-by-step guide on how to fix them.

Instructor Feedback
Ally provides you detailed feedback and support (see image) to help you become an accessibility pro. Learn about accessibility issues, why they matter, and how to fix them. Green is the goal!
Ensuring Academy Integrity at CCSU
CCSU uses Proctorio through Blackboard Learn for online test monitoring.

What is Proctorio?
A comprehensive learning integrity platform that ensures academic integrity in online exams while protecting the privacy of test takers. Proctoring software, such as Proctorio, provides identity verification that is required by the University to meet accreditation standards.

Why use Proctorio?
- Verifies test-taker’s identity before an exam begins
- Scans the test-taker’s room before an exam begins
- Automatically scans for plagiarism
- Alerts for suspicious behavior
- Instant gradebook results

What are the advantages of Proctorio?
- Installation: Proctorio can be installed in 30 seconds with a single click of a button
- Compatibility: Integrated into Blackboard Learn
- Automation: During an exam, fully automated proctoring is available
- Privacy: Test-taker’s data is secure and goes through 3-layers of encryption. Proctorio has zero access to the encrypted data.
- Customization: Various settings provide instructors with flexible and customizable levels of exam proctoring.

More Information:
- Instructions for both instructor and student are available on the IDTRC Service Catalog
- Read more about privacy and any concerns: https://proctorio.com/about/privacy
## Guidelines to Reduce the Risk of Cheating in Online Examinations

<table>
<thead>
<tr>
<th>Mode of Cheating</th>
<th>Method(s) to Reduce it</th>
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<tbody>
<tr>
<td>Students obtain old exams</td>
<td>• Do not send out electronic files of the exam</td>
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<td>• Change your exams regularly</td>
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<tr>
<td>Students obtain answers to the exams before taking the exam</td>
<td>• Do not post the answers to the exam until the exam deadline is over</td>
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<tr>
<td>Students copy the exam while they are taking it (copy and paste into a word doc or make a screenshot) and then distribute to others in class</td>
<td>• Do not keep your exams available or open for extended periods of time so that students don’t have time to look up answers to questions before they take the exam.</td>
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<td></td>
<td>• Present exam questions one at a time as opposed to having all questions posted. This makes it more difficult to make a screenshot. Students would still be able to copy and paste each question into a word doc or screenshot every question individually.</td>
</tr>
<tr>
<td>Students have a web browser open in another page and look up answers to questions while taking an exam</td>
<td>• Do not allow students that much time. The exam should be timed and only allow enough time for students who know the material to answer the questions without looking up answers online or in notes.</td>
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<td>• Do not allow backtracking so that students cannot quickly go through the exam and then start looking up the answers to all of the questions.</td>
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<tr>
<td>Students have all their notes open in another window and do a search (i.e. find) in their notes to look up answers as they are taking the exam</td>
<td>• Time the exam more stringently. Only keep the exam open long enough for students who know the material to answer the questions based on what they know and not by looking up answers.</td>
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<tr>
<td>Students who are friends can be taking the exam together either at the same time in the same room or on the phone together or one takes it while another looks up answers and then the other takes it.</td>
<td>• Randomize the questions and answers</td>
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<td>• Have a pool of exam questions so that students will not have the exact same exam</td>
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<td></td>
<td>• Stringent time limits so that students don’t have enough time to look up answers</td>
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</table>
## Guidelines to Reduce the Risk of Cheating in Online Examinations, cont.

<table>
<thead>
<tr>
<th>Mode of Cheating</th>
<th>Method(s) to Reduce it</th>
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</table>
| Students consistently have “computer issues” and ask for you to re-open their examination after they either spent 20 minutes in the exam reviewing every question or they submitted the exam and then received all of the answers to each question (if you have it set up where they get the correct answer when the exam is submitted) | • Make suggestions in the syllabus that students should not use wireless internet connections to take their exams  
• Suggest that students take the exam at a local or university library  
• Have a rule stated in the syllabus that you will not re-open exams |
Guidelines to Reduce the Risk of Cheating in Online Examinations, con’t

Online Exam Control Procedures (OECPs).

1. **Offer Exam at a Set Time** – this prevents students from forming a team to take the exam sequentially (the first person likely getting the lowest score and others getting an A).

2. **Open the exam for a stringent period** - If you are giving a multiple-choice exam, it has been shown that approximately 45 seconds per question is more than enough time for students who know the material to be able to answer the question. Preventing students from doing a Google search or searching their notes to find the answer.

3. **Randomize Exam Questions and Answer Choices** – This prevents students who may be taking the exam together from asking, “what did you get for question 10?”

4. **Present Exam Questions One at a Time** - This strategy makes taking a screen shot of the exam more difficult.

5. **Do Not Allow Back Tracking** - This will reduce the ability of students to finish the exam early and then go back to questions and do a web search or note search to find the answers.

6. **Question Banks** – Create question banks with more questions than are given in the exam. The online exam can then be set to use a percentage of the total questions. This strategy provides each student a different set of questions in a different order.

7. **One Time Access to the Exam** - Students should only be allowed to access the exam ONCE. You can establish a policy that there are NO EXAM RESETS. In addition, suggest that students not use a wireless internet connection to take their exam. This may reduce calls and emails from students who report that the exam crashed in the middle of taking it.

   **Note:** If a student does have a problem, you can see how long they spent in the exam and which questions they already answered. You can open the exam again but give them a new time limit allowing only the unanswered questions to be completed.

8. **Showing Exam Results to Students** – Is it suggested that the exam answers are only shared when all exam attempts have been graded. The student can see their grade but after they submit the exam but will only be able to see the answers after the all attempts have been graded.

9. **Changing Multiple Choice Questions** - Instructors should change at least 1/3 of the multiple-choice questions on each exam every time the course is taught.

10. **Question Types** - Include more than just simple recall questions, which can be easy to search for in a browser or notes while taking the exam. Include “higher-level thinking” questions, such as application questions. This strategy will prevent students from finding the answer through a quick Google search, etc. They will need to understand the material to answer the question thwarting most typical cheating methods.
What is GoReact?

GoReact is an interactive cloud-based platform that allows instructors to create, critique and grade student video assignments. Students can use GoReact with ease to record and upload their video submissions. Video submissions can then be critiqued and reviewed by instructors and/or peers.

- **Record**: Instructors create the video assignments. Students record using any camera, including computer or smartphone cameras, then upload their video submissions.
- **Feedback**: Instructors and/or peers can then leave time-coded text, video, or audio feedback.
- **Grading**: Assignments are graded using easily customized rubrics or points.
- **Reports**: Download reports to track and measure student progress.

What is GoReact used for?

GoReact can be used for improving any skill that can be captured on video or audio! It is frequently used for ASL (American Sign Language), Public Speaking, Communications, Teacher Development, Clinical Training, and Performing Arts courses. GoReact also allows for group presentations.

Using GoReact with Blackboard

At CCSU, GoReact is integrated through Blackboard. Instructions on how to use GoReact with Blackboard can be found on the CTI Service Catalog.

- GoReact for Faculty
- GoReact for Students
What is Kaltura?

Kaltura is a cloud-based, multi-media tool that allows instructors to easily record, upload, and publish videos to their Blackboard courses.

- **Record**: Instructors can use **Kaltura Capture** to record any content from their computer screens with or without a camera.
- **Upload**: Instructors can upload videos to **Kaltura Media Space** to save space on personal computers, as well as allow easy sharing. **Kaltura Media Space** acts as an instructor’s online video library.
- **Post**: Instructors can post their videos quickly and easily to their Blackboard Course page using integrated Kaltura/Blackboard tools. Captions can also be added to any video.

What is Kaltura used for?

- **Kaltura Capture** is a recording software used to record videos from the computer. Instructors can use Kaltura Capture to create engaging lecture videos (e.g. PowerPoint presentations, demonstrations, and welcome videos).
- **Kaltura Media Space** is CCSU’s hub for online video storage. Visit [https://mediaspace.ccsu.edu/](https://mediaspace.ccsu.edu/) to see how it works.

Using Kaltura with Blackboard

Kaltura is integrated into Blackboard so you can easily upload any video content into your course shells. Instructions on how to download Kaltura Capture and use Kaltura tools with Blackboard can be found on the **CTI Service Catalog** (link below).

- **Kaltura Multimedia Tool**
Helpful resources to explore and bookmark

Visit the CTI Service Catalog for instructional documents and videos!

Visit the Blackboard Training Organization, you are already enrolled! Here, you will find instructional documents and videos for Blackboard.

Register for a training workshop on the CTI Training Calendar!