

Guidelines for AUC Faculty Moving to Online Modes of Instruction

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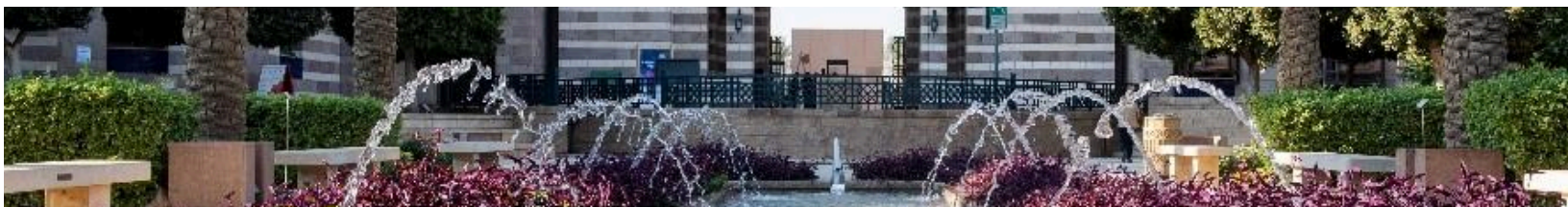
SECTION I: PREPARING TO GO ONLINE

Converting a face-to-face course to online mode in an emergency situation can be challenging for faculty and students alike. Careful planning, continuous communication and community support and collaboration are the key to managing this situation.

Clear and frequent communication between faculty and their students is essential. Flexibility with options and deadlines and providing support to students as needed can reduce students' anxiety and enable a successful transition.

CLT has determined that three basic tools within Blackboard, AUC's Learning Management System, together with the lecture-capturing tool Panopto would be the important tools to satisfy most faculty teaching and assessment needs.

These tools will allow faculty to:



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1. Communicate with students and share learning materials, and/or
2. Record lectures with video and PowerPoint presentation, and/or
3. Upload assignments, give feedback online and grade, and/or
4. Post and conduct online discussions

Faculty had the opportunity to complete training on these tools provided by the university. Faculty who have not completed the training or need a refresher may access resources [here](#) or attend CLT webinars. **See Section II** and find updated resources, guidelines, and webinars at <http://www.aucegypt.edu/online-instruction>

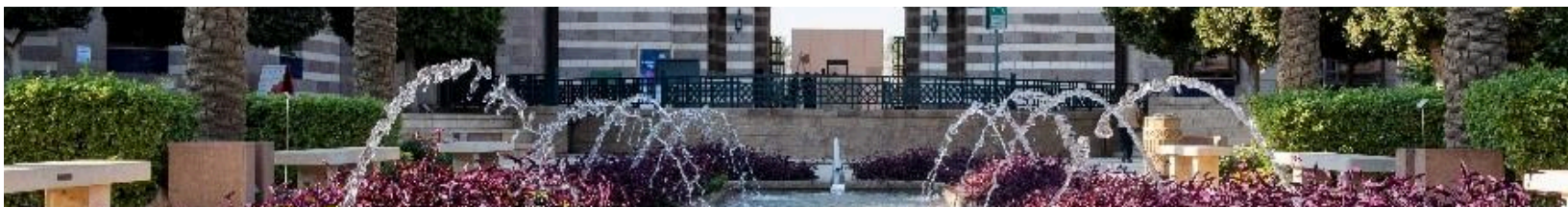
1.1 A GUIDE TO REPLACING FACE-TO-FACE CLASS TIME WITH ONLINE MODALITIES

Moving a course you have been teaching in a face-face format to an online modality presents a challenging situation to both faculty and students. Some aspects of your course may remain unchanged. However, you may need to adjust to accommodate the new ways in which students will be interacting with you and with each other in the period of migration to teaching online.

This guide is based on the use of online teaching and learning tools covered in the basic training provided by CLT. During the time of migrating classes to online modalities, basic Blackboard tools, Panopto, Turnitin and Zoom will be supported by CLT and Tech Solutions office. Unfortunately, the university will be unable to support tools outside the scope of the basic tools training provided. This guide is intended to be a simple guideline to strategies that will support faculty migrating from face-to-face to online.

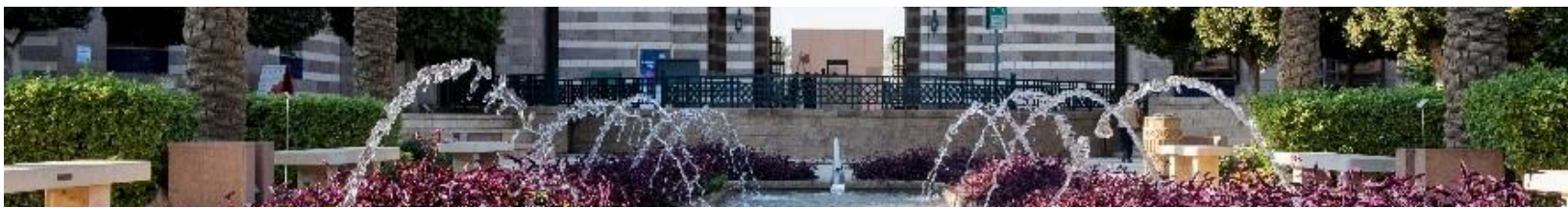
If you record videos for students, please refer to the [video production guidelines here](#)

Types of Classroom Teaching Modalities	Suggested Online Alternative(s)
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<p>Lecture-type Class Modality:</p> <p>Lecturing using PowerPoint slides or other visuals on the screen.</p>	<ol style="list-style-type: none"> 1. Send a Blackboard announcement or email communicating the task to your students 2. Record your lecture using Panopto lecture capture and post a link to Blackboard in the relevant folder. 3. Create an assignment or activity to check understanding 4. Set your deadline 5. Provide feedback and grade (Bb) <p>See video production guidelines here</p>
<p>Seminar-style Class Modality:</p> <p>Facilitating in class discussions around assigned texts, media etc.</p>	<ol style="list-style-type: none"> 1. Create an online discussion forum on Blackboard, include the media and discussion prompt in the description, create student groups (recommended if you have much more than 15 students) and facilitate the discussion. Guidelines for designing and facilitating online discussions can be found here. 2. If online discussions do not meet your particular needs, see other options for interaction here.*
<p>Project/Group-work Class Modality:</p> <p>Student-Student Interaction</p>	<ol style="list-style-type: none"> 1. Create groups of students on Blackboard and assign them separate Discussion forums 2. Encourage students to collaborate on Blackboard and/or Google docs/slides
<p>Questions and Answers about Assignments</p>	<ol style="list-style-type: none"> 1. Create a Discussion forum on Blackboard (this will allow students to see the responses to common questions)



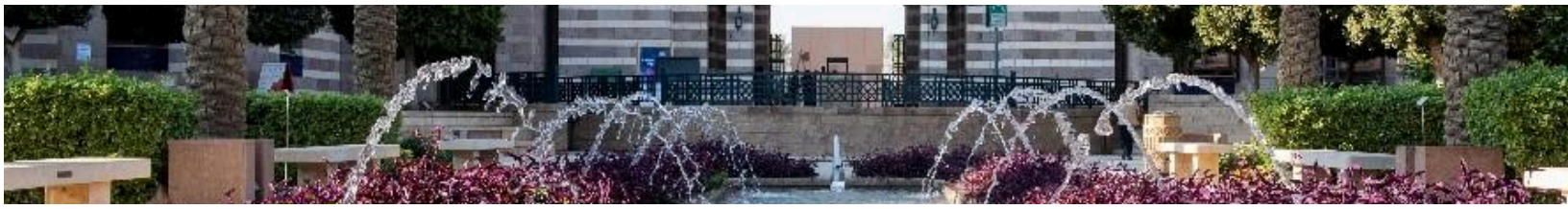
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Ungraded Formative Quizzes for checking Student Understanding	<ol style="list-style-type: none"> 1. Send a Blackboard announcement or email communicating the task to your students 2. Share your quiz questions and ask students to complete by a deadline 3. After the deadline, share model answers with students in a separate document 4. Students will self grade to check their understanding
Student Presentations	<ol style="list-style-type: none"> 1. Ask students to pre-record videos, post them to online discussion board on Blackboard, and respond to audience questions there <p style="text-align: center;">or</p> <ol style="list-style-type: none"> 2. Meet using live video conferencing tool (e.g. Zoom) and students can share their screens while presenting. These sessions can also be recorded and shared on Blackboard later. <p>See video production guidelines here (guidelines specific to student group presentations included)</p>

Contingency Plan For Labs And Lab Components

Missed labs will be covered through online/videotaped resources where applicable. Please refer to your chair for department specific directions

*Due to Egypt internet infrastructure being unevenly distributed, the university strategy is to ensure learning is equitably accessible to all students, and recommends that faculty try as much as possible to use asynchronous tools. Real-time (synchronous) interaction requires high bandwidth and should be kept to a minimum (e.g. video conferencing especially in large groups). Asynchronous tools (e.g. email, online discussions) are superior in this situation as they allow students to access content, recordings, etc, at their own pace and allow more flexibility. If you choose to use videoconferencing (e.g. Zoom), where possible, record the videos to share with students who are not present. [If you plan to use Zoom, refer to guidance here.](#)



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1.2 ALTERNATIVE ASSESSMENT STRATEGIES FOR GOING ONLINE

Converting a face-to-face course to online mode in an emergency situation can be challenging for faculty and students alike. Careful planning, continuous communication and community support and collaboration are the key to managing this situation.

Clear and frequent communication between faculty and their students is essential. Flexibility with options and deadlines and providing support to students as needed can reduce students' anxiety and enable a successful transition.

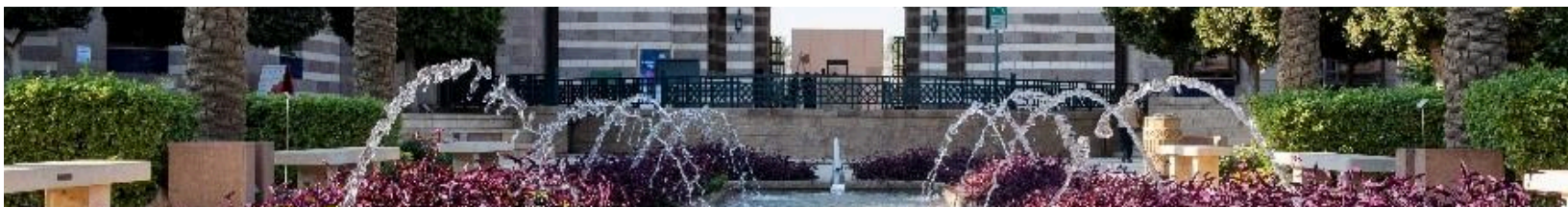
How to ensure continuity of course assessment during the transition to online instruction?

Regarding assessment, remember that what is important is to assess that **students have achieved your learning outcome(s)**. *How* you do so can change, as long as you have evidence students have achieved the learning outcome, if needed via online learning methods.

Different Types of Assessment During Online Instruction

To replace proctored assessments with alternative assessment strategies, see the resources below.**

All material communicated to students should always include **clear directions, descriptors** etc.



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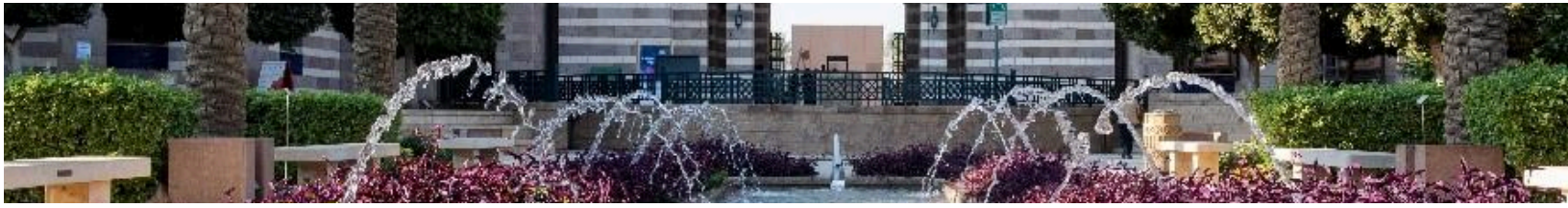
Current Assessment Strategy	Possible Alternative Assessment Strategies
Exams	<ul style="list-style-type: none"> • Convert to multiple smaller assignments • Convert to an oral exam. Small classes can do oral one-on-one exams for each student using live videoconferencing • Convert to project, paper, presentation etc. • Convert to take-home open-book exam (see links below)
Written papers with multiple drafts	<ul style="list-style-type: none"> • Submit via Bb Assignment Tool, feedback and grading • Submit on Turnitin, feedback and grading • Submit via email, professor downloads and gives feedback via comments on Word then emails back.
Presentations	<ul style="list-style-type: none"> • Ask students to pre-record (e.g. on Zoom) and upload recording for feedback on Google drive • Conduct live video conferencing (Zoom) with screen-sharing <p>See video production guidelines here (guidelines specific to student group presentations included)</p>
Group Project Work	<ul style="list-style-type: none"> • Create Blackboard groups and encourage students to use their own tools for collaboration (messaging apps) • Students can meet each other virtually • Students can work on Google Docs and Google Slides together
Student-led Discussions	<ul style="list-style-type: none"> • Create Blackboard online discussions and encourage students to lead discussions asynchronously over a period of time • Class meets on a video conferencing tool (Zoom)
Graded Assignments: Eg: problem sets, case studies, guided questions	<ul style="list-style-type: none"> • Submit via Bb Assignment Tool, feedback and grading • Submit on Turnitin, feedback and grading • Submit via email, professor downloads and gives



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etc.)

feedback via comments on Word then emails back.



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Notes

- Labs - see specific directions for labs (please refer to your chair)
- Blackboard quiz tool is deemed inappropriate for high stakes assessments because connectivity issues can create interruptions and cause unnecessary stress for students.

****Resources To Get You Started On Alternatives to Proctored Assessments**

This list will be updated regularly

- Open book exams:
 - [Open Book Assessments](#)
 - [Open books exams](#) with [guidance for students](#)
- [Unproctored Online Assessments](#)
- [Specifications Grading](#) used in Math Classes
- [Oral Exams](#)
- A useful selection of alternatives to traditional exams
 - [Alternatives to Traditional Exams and Papers, Indiana University Bloomington](#)
 - [Using Alternative Assessments, Brigham Young University](#)
 - [Alternatives to Traditional Testing, Berkeley University](#)
 - [Best Practices in Alternative Assessments, Ryerson University](#)

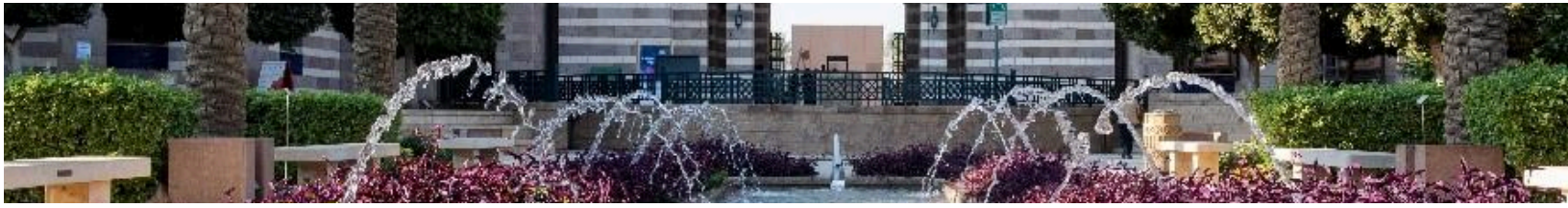
Note on monitored online assessments: Individual instructors will need to decide on whether they **require** a monitored online assessment. If so, monitored assessments may be conducted through Respondus Monitor.

How are assessments administered in online classes?

Many different types of assessments are suitable to the online learning environment. Faculty have received extensive training and clear guidelines on a range of alternative assessment models. For proctored exams, AUC is using a system called Respondus Monitor that includes a specialized browser that enables monitored exams.

Best practices for the use of Respondus Lockdown Browser and Monitor can be found [here](#).

Guidelines for students on taking online monitored assessments using Respondus Monitor are available [here](#).



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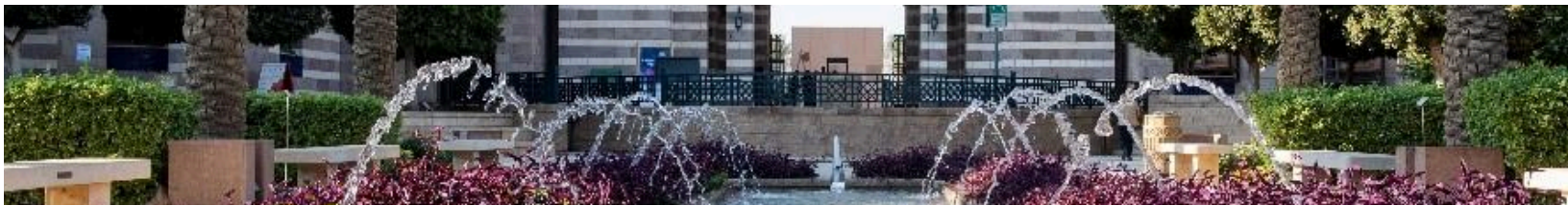
1.3 GOING ONLINE: COMMUNICATING YOUR PLAN TO STUDENTS

Here are some suggested steps you could take to ensure your students are aware of how you plan to conduct class online:

- Explain to your students how you plan to continue the course online.
- Ensure your students know how to log in and access Blackboard. If you don't use it regularly, show them how to log in. They probably know how to already.
- Blackboard is a suggested solution for the following reasons
 - All students in your course have access to all course materials.
 - You can send regular announcements to all course participants
 - Your students can upload their assignments and have discussions
 - Blackboard is supported by AUC Technology Solutions Office
- Inform the students on what steps to take for any final presentations, and projects in case they are due during dates classes are suspended.
- Clarify how and how often you will communicate with your students, how they will communicate with you. Stress that students should only use either Blackboard or their AUC email for official communication.
- Since not all of your students will be technologically savvy, select the simplest possible solution and tools that meet your student learning outcomes. This will reduce anxiety and frustration.
- If you choose to use a tool not supported by AUC, you may do so, but AUC will not be able to offer training or troubleshooting support.
- Make sure that any solution you choose is accessible to all students. Check that all your students have reliable internet access and their own device. If some of them will be mainly using a mobile device, check that the tool you are using works smoothly on mobile and 4G. If you have students with special accommodations, contact the office of student wellbeing for advice.

SAMPLE EMAIL TEXT YOU CAN ADAPT AND USE WITH YOUR STUDENTS:

Dear Students,



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Please be reassured in this upcoming period, our course will continue online. In preparation, I am sharing our class communication plan with you. Most of our communication online will take place through Blackboard.

I am suggesting you do the following to be sure that you are ready in case of an interruption:

- Practice logging into Blackboard and find our course. Email me using Blackboard, and confirm that you have logged in and found our course.
- Check your AUC email regularly for updates from me and from AUC. These updates will include specific directions about course content, assignments, Final Exam, and the Final Project/s and any adjustments in the syllabus if the need arises.
- Please know that I will be checking my email every <<insert days and response time>>
- I also want to reassure you that our course learning outcomes will be met and that I will make allowances for any technical difficulties that you may experience.
- Please email me at <<xxxxxxx>> with any questions.

Sincerely,

SECTION II: TECHNOLOGY SUPPORT FOR GOING ONLINE

2.1 ONLINE TECHNOLOGY RESOURCES FOR GOING ONLINE

This document (<http://bit.ly/AUCtech>) includes recorded training sessions on Basic Blackboard tools supported by the university and Panopto Lecture Capture, slides and optional resources with simple instructions. You will also find guidelines for online discussion, online interaction, and how to run live sessions via [Zoom](#).

2.2 REMOTE SUPPORT FOR FACULTY FOR ONLINE INSTRUCTION

Note: Sign up information will be posted to the [CLT website](#).

CLT Small Group Webinars: Scheduled Live Webinars on various topics related to going online

CLT Remote Consultations

The Center for Learning and Teaching (CLT) will continue to offer support to faculty remotely during the period of migrating to online teaching via Zoom (online platform for live calls, training sessions



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and meetings). CLT has created a process by which faculty can sign up for these online consultations in 30-minute slots, including Turnitin support. These consultations will cover a variety of services including one-one consultations and small group forums. For **Pedagogy/Teaching consultation**, fill in the [form](#).

2.3 CONTACT INFORMATION FOR TECHNOLOGY SUPPORT

Blackboard: Tech support hotline and LMS email address for queries

Hot Line: **BLACKBOARD ONLY** 0122 900 5544 or blackboard@aucegypt.edu

For Queries, submit a [ticket](#)

1. Login into the System with AUC email credentials
2. Under Submit A ticket --> Report IT problem
3. Fill the online form
4. Under Category -> click the magnifier icon --> Choose Learning Systems --> Blackboard

Panopto: [Request a consultation](#) (response within one working day)

Turnitin: Fill in the [form](#) (response within one working day)

Zoom: Email support@aucegypt.edu or submit a ticket to IT or call 1200

IT Solutions in Response to COVID-19: [Digital Innovation Website](#)