

In response to the changing COVID-19 situation, Sampoerna University provides technology resources so faculty members have the ability to continue their courses online. Below are some guidelines to assist instructors to use in preparing for this transition. Recommended tools are supported by the Center for Excellence in Teaching and Learning (CETL) under the direction of Manoharan Karthigasu. Additional support is provided by the Office of Information Technology. Please review these guidelines step-by-step as you make preparations to move your course online. Pay special attention to the sections that address updating your course syllabus and creating a teaching plan.

First Steps and Guiding Principles

- **Evaluate and revise your current course syllabus**
 - Update any instructions around participation, assignments/deadlines, more instructional details on Modules and other topics.
 - Consider postponing high-stakes exams, if possible.
 - Consider the option of written take-home exams if assessments must go forward during a campus closure.
 - Find alternatives for activities, materials, or assignments that cannot be moved online.
 - Identify options for finishing the semester online in the event of a prolonged campus closure.
- **Develop a Course Plan for Instructional Continuity for each class you teach.**

This must be documented for accreditation and other compliance purposes. At a minimum, please briefly document how you will:

 - Engage in weekly email communication (Canvas Inbox) to all students in the course to coordinate instruction and support.
 - Respond to student communication within 48 hours on business days..
 - Provide activities, classwork, homework and assessment focused on stimulating student involvement and encouraging critical thinking.
 - Maintain online office hours.
 - Host group chats or other synchronous activities (Canvas Conference, Hangouts Meet).

- Provide course support for each course you teach equivalent to approximately 10 hours per week.
- **Create a communication plan** for how to share changes with students and address their questions. Canvas Announcements/Discussions is the best way to keep students informed.
- **Upload your revised syllabus to Canvas and send an announcement to your class no later than 18 March 2020** notifying them of the changes and pointing them to the updated syllabus and Modules with more detailed instructions (using Pages)
- For additional help, contact CETL or the appointed Canvas teaching champion for your Faculty for advice, support and training.

As you plan to transition your course plan and materials for online instruction, please pay close attention to the following:

- **Focus on learning outcomes** even if you need to adjust the specific activities that contribute to those outcomes. Keep students moving toward those goals.
- **Maintain normal course scheduling** as much as possible. Try to hold synchronous activities to promote community.
- **Replace physical resources with digital resources** when possible.
- **Use tools that are familiar** to you and your students when possible.
- **Communicate with your students** frequently. Continue to hold office hours (virtually as required), send email, and post updates on Canvas.
- **Give special consideration for students in their final semester** who intend to graduate this year.

Instructional Activities

Think carefully about the activities that make up your class, not just class time, but over the entire semester.

- **Communication**
 - For any communication, you will want to inform and set expectations with your students via Canvas Announcements.

- **Lecture Content**
 - Regardless of the methods you use, you will need to upload content materials to Canvas.
 - The easiest option is to make your annotated and/or narrated lecture notes or PowerPoint slides available to your students in Canvas.
 - Pre-record content/lectures using Conference in Canvas to make available in Canvas.

- **Student Engagement**
 - Use Canvas Chat for real-time communication with students in your course.

- **Assessments**
 - You will want to consider the structure and delivery of your assessments to online students who will not be attending campus.
 - Consult your syllabus and consider changing the format of assessments so that students can receive and submit assignments remotely.
 - Take note of both low-stakes and high-stakes assessment in your course and consider changing the ration in favor of more low-stakes assessments. Delivering frequent low-stakes assessments helps students stay engaged and connected to the course. High-stakes assessments should be delayed, if possible, until students return to campus.

- Canvas Assignments allows for students to submit assignments and faculty to return graded feedback remotely.

- For quizzes and exams, use the Canvas Quiz tool. This tool allows faculty to create a graded assignment that can be multiple-choice, short answer, or file upload for essays.

Small Group Discussions and Study Groups

Faculty and students have a few options for creating small group, interactive discussions.

- Use Canvas Conferences/Hangouts Meet to hold group discussions.
- Canvas Discussions allows for threaded, text-based discussions as well as inclusion of other multimedia.

Labs

Lab activities typically require specific equipment and supplies and are therefore difficult to fully translate into an online space in a short period of time. If you require a physical lab, investigate virtual labs, online demos, and other options. If possible, reschedule physical labs later in the term after the campus re-opens.

Office Hours

In order to support students as they adapt to changes in course delivery, faculty must schedule virtual office hours each week.