

## Guidance for Academic Instruction/ Spring 2022

Undergraduate courses in Spring 2022 are scheduled for the traditional modality (except for those courses typically offered in a distance modality for strategic reasons), and a key institutional goal is to deliver a successful in-person academic semester. Given the unpredictability of CoVid-19, however, faculty should be prepared to adapt instructional practices as conditions warrant. What follows are a few suggestions (adapted from earlier communications on instruction) regarding course delivery in these challenging times. For additional guidance on use of Moodle and distance educational methods, contact Elise Heiss, Director of CELT, consult online training at the Instructional Learning Hub (<http://wp.kings.edu/learninghub/>), or contact colleagues in Academic and Instructional Technology Services (Bill Keating, Pete Phillips, Bonnie Scutch).

1. For each undergraduate course, have a corresponding Moodle page. Optimize use of each course Moodle page, for the benefit of students (post the syllabus on it; organize it chronologically or thematically; employ it in a predictable fashion; keep it current; etc.).
2. For students in CoVid-related quarantine or isolation, provide a means to keep pace with your course. Options include the following:
  - Provide content and instruction through **synchronous** methods. Several methods are available.
    - Use of Classroom Webcams (available in most classrooms)
      - Instructor accesses the classroom PC and launches web conferencing software (ex. Zoom) or lecture capture software (ex. Panopto).
      - Instructor launches and projects Zoom within the classroom and uses screen sharing so that remote and local students can see digital documents, presentations, websites, etc.
    - Wireless Laptop with Barco System (available in selected classrooms)
      - Instructor brings a wireless laptop/tablet to the classroom.
      - Instructor accesses the classroom's wireless Barco system.
      - Instructor launches web conferencing software (ex. Zoom) or lecture capture software (ex. Panopto).
      - Instructor positions the laptop in the center of the room to allow laptop's camera to capture the instructor (and, as appropriate, the whiteboard). The laptop's microphone would capture the instructor's voice.
      - Instructor uses and projects Zoom or Panopto to share digital documents, presentations, websites, etc. so that remote and local students can see the content.
  - Provide content and instruction through **asynchronous** methods (ex. making course materials, including recorded Zoom or Panopto lectures, available on Moodle).
  - Meet with students independently via Zoom (or similar technologies) to review and discuss course-related materials.

3. For instances in which distance instruction is required (ex. an instructor must quarantine or isolate), observe institutional expectations for traditional course delivery (personal attention, encouragement, academic excellence, creative pedagogy, mentorship, reflection, engagement, collaboration, transformation). Guidance follows.
  - Consult with your chairperson about transitioning to distance instruction.
  - Post course materials through a Moodle page.
  - Make use, as much as possible, of synchronous *and* asynchronous modes, with synchronous modes delivered during regularly scheduled class meeting times.
  - Hold, as much as is possible, to the schedule and workload already established in course syllabus.
  - Employ a range of appropriate instructional technologies (ex. electronic slides and lecture notes, Panopto, discussion boards, demonstration videos, Zoom, Zoom Breakout Rooms, etc.).
  - Use Moodle-related features to facilitate instructor-student engagement (Announcements, Panopto, Zoom conferencing, etc.), student-student engagement (Zoom break-out rooms, discussion boards, etc.), and student-course engagement (posting assignments requiring research, case-studies, problem-based scenarios, inquiry-based learning, etc.).
  - When providing slides/PowerPoints, consider uploading accompanying Panopto videos that gloss the slides.
  - As warranted, record and post Zoom classes. If recording lectures with Panopto, make use of the computer's camera, as some students express appreciation for seeing the instructor speaking.
  - Communicate clearly and thoroughly the purpose of assignments and activities that are electronically presented to and completed by students. Design and administer tests with an attentiveness to the challenges of online testing (ex. use tests that require more application and problem-solving with questions and answers that are not easily looked up online, use a timing function, etc.).
  - Provide feedback to students on assignment drafts and final submissions on one assignment before students are expected to submit a subsequent assignment.
  - Address student inquiries (emails, phone messages, etc.) as soon as possible (ex. during a week, within twenty-four to forty-eight hours).