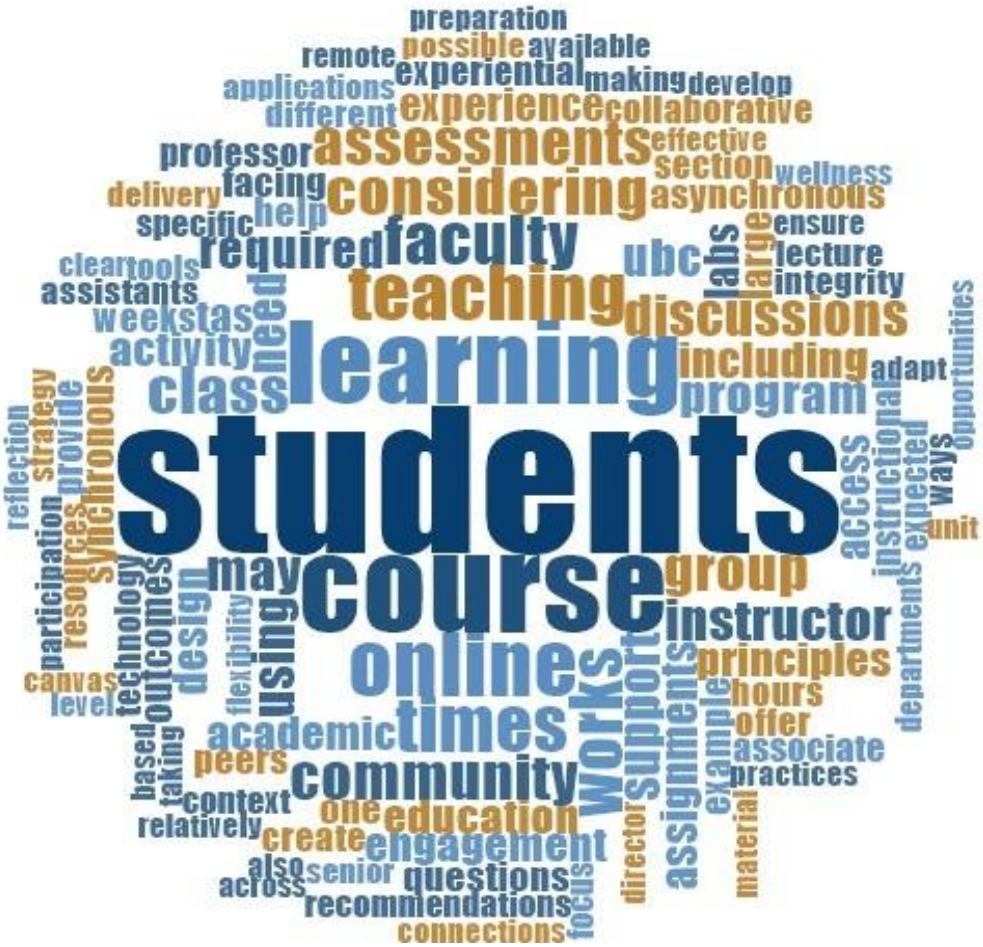
# Guiding Principles for Online Course Adaptations, Fall 2020

*Last updated: February 2021*






THE UNIVERSITY OF BRITISH COLUMBIA

# Contents

## Purpose and Intention

In mid-March 2020, UBC worked to retool our courses under the intense emergency circumstances of a global pandemic due to COVID-19. Summer courses were being reworked and launched under similar intensity, magnified by social unrest and racial violence. If you've been involved in any of this work, thank you for that tremendous effort to enable students to complete their 2019 W2 courses under difficult circumstances.

As we looked ahead to our 2020 winter term 1 courses, we began to imagine how to successfully adapt courses for online delivery, while continuing to offer learning experiences for our students that are as high quality as possible. Realistically, decisions that directly impact our teaching and our students' learning experience will be ongoing, and will be made at multiple levels. These range from federal (*when might borders open?*), provincial (*when might students be able to return to campus? when might we have reliable access to childcare?*), through institution-wide (*how will campus operations be managed appropriately?*), to individual faculty members (*what can I do to adapt my course so it works for me and my students?*). Most students — including many who are brand new to UBC — will experience entire terms fully online, from wherever they are in the world. The lines between formal study and personal/home responsibilities and commitments will be blurred for our students and for us. We need to consider these pressures and circumstances when adapting our courses.

So what can we do? **Of course, there are no easy answers, and no solutions that will work for everyone in every course in every situation.** But we can draw on our considerable collective experience and expertise to help everyone teach and learn as effectively as possible.

**Given this complex context, it is important that the institution develop some guiding principles to help all decision-makers**, including faculty members, course and program teams, departments, schools and faculties, adapt to teaching and learning in an online form this fall and beyond.

This document draws on expertise from across UBC Vancouver to offer guidance and suggestions to consider, and is lengthy as a result of the deep commitment, enthusiasm, and expertise brought by contributors (see Appendix 1 pg. 58. Some ideas will apply more for your context than others, and some may not apply at all. All are to be considered as *things to think about* when adapting for online teaching and learning. While we invite all to engage with this document, it might be helpful for one or more colleagues within a unit to dive deeply into this document, helping to parse out that which is most relevant for local colleagues and offer guidance.

We hope you find these principles helpful for adapting your course online, so it works effectively for you and your students. As always, please see sites such as keepteaching.ubc.ca for additional teaching resources, keeplearning.ubc.ca for practical advice for online learning aimed at students, and reach out to colleagues in your unit as well as to local and central learning support teams. Support and advice are available to you. Thank you for helping to ensure our students continue to be offered a high-quality education during a time of unprecedented - disruption.

## What You Will Find

First, we offer some high-level guiding principles. These were initially distilled from discussions with associate deans and faculty members, and then fleshed out and revised to incorporate feedback from a broader range of faculty and staff, as well as some students.

Next, we offer the summary reports from several thematic working groups, on relatively specific issues that are relevant across many (of course not all) disciplinary/unit/program contexts. We engaged over 100 colleagues from across campus throughout late April and May. They were invited to think through some of the widespread, pressing issues in course design and delivery, to surface some best practice advice and to consider pros and cons of various options. Expect to find some themes repeated across sections of this document, approached in different ways by different working groups. Moreover, expect to find some differences in style and tone across each working group's reports, by virtue of the short timeframe and the manner in which the working group chairs facilitated conversations in their particular areas. It may be helpful to review all of them if you can, to find the approach that resonates the most with you. There are things in here that will require additional resources: these are actively under discussion at multiple levels at the university.

An additional working group of students, faculty and staff worked on providing guidance on the appropriate use of remote invigilation tools at a later date, which has also been incorporated into this document.

The working groups are listed below, along with the person who led each group's work.

| Area of Focus | Chair | Overall Conclusion |
|---|---|---|
| Discussion/Lecture Courses (30–60 students) | Tiffany Potter, Professor of Teaching, Department of English Language and Literatures | Offering specific, road-tested strategies for course design, teaching practices, and assessment, for online teaching that prioritizes human, connected, meaningful, and collaborative learning experiences. |
| Large Enrolment Courses (>60 students) | Steven Barnes, Senior Instructor, Department of Psychology | There are many ways to 'reimagine' large-class instruction and learning. |
| Laboratory Experiences (broadly defined) | Claudia Krebs, Professor of Teaching, Department of Cellular & Physiological Sciences | We found many sources and ways of providing lab experiences from music, performance, art studios, moot court to science. |

| Area of Focus | Chair | Overall Conclusion |
|---|---|---|
| Experiential Learning | Susan Grossman, Director, Centre for Community Engaged Learning | Looking to the elements of experiential learning which are still possible in an online environment. |
| Working with TAs | Christina Hendricks, Professor of Teaching, Department of Philosophy, and Academic Director, CTLT | Ensuring TAs are given the best opportunity to develop, support faculty and increase learning for students. |
| Placements in Health Professions | Roger Wong, Clinical Professor, Geriatric Medicine, and Executive Associate Dean (Education), Faculty of Medicine | Principles and requirements in order to support safe and effective instruction in a range of diverse health professions and learning contexts. |
| Principles for Appropriate Use of Remote Invigilation Tools | Co-chairs: Christina Hendricks, Professor of Teaching, Department of Philosophy, and Academic Director, CTLT<br>Simon Bates, Associate Provost, Teaching and Learning, Office of the Vice-President, Academic | Principles and guidance on the appropriate use for remote invigilation tools, as one of several approaches to supporting academic integrity. |

We thank all participants for their valuable contributions, especially the working group chairs and associate deans. A full list of working group participants is given in Appendix 1 (pg. 58).

The guiding principles began as a discussion document with associate deans, amplified and expanded by Simon Bates, Kieran Forde and Catherine Rawn, and incorporating the deep work done by members the working groups. Please send your comments, questions, suggestions, and error reports regarding this document to Debbie.Hart@ubc.ca.

# High-Level Guiding Principles

At the broadest level, we strive to offer an equitable experience to all students enrolled in our courses, minimizing and mitigating against barriers to their access and success caused by adaptations to interim online remote teaching in response to the global pandemic. In practice, this broad goal leads us, as instructors, to prioritize flexibility and community in course design and delivery. It leads the university, faculties, and program administrators to address issues of access and support, writ large. Below, the implications of these principles often involve considering more questions, for both instructors and units. The implications are intended to prompt careful and thorough consideration, rather than prescribe specific approaches or solutions with limited applicability.

*Since we wrapped up the bulk of this work in early June 2020, systemic racism has been brought to the forefront of global consciousness — and rightly so. Our commitment to equity, diversity, and inclusion (EDI) has been embedded throughout this document from the start; there are many recommendations and implications that are explicitly aimed at and/or are consistent with EDI. Please let us know where you see additional opportunities to make explicit anti-racist and EDI-enhancing recommendations. Additionally, while we collectively work to adapt our courses, please consider taking this opportunity to critically evaluate where you can embed EDI and anti-racist policies, practices, and scholarship. If you are seeking a starting point, read "4 Ways that Scientists and Academics can effectively combat racism", InclusiveUBC's "Intentional Equity, Diversity, and Inclusion Decision-Making" guide (PDF), and the UBC Inclusive Teaching website.*

Support is available right now at the Centre for Teaching, Learning and Technology (CTLT), your faculty-level instructional support unit, and among your colleagues, to help you work through alternatives that make the most sense for you. And we will continue to offer broad decision-making support, as is possible. There is necessarily a lot to consider here. Please reach out.

## High-Level Guiding Principles

At the broadest level, we strive to offer an equitable experience to all students enrolled in our courses, minimizing and mitigating against barriers to their access and success caused by adaptations to interim online remote teaching in response to the global pandemic. To this end, we recommend:

1. Approaching course adaptation decisions with a commitment to compassion and care for everyone involved.
2. Using course and program level learning objectives to guide decisions about where to invest time and effort.
3. Accommodating the reality that access to technology, including hardware and internet access, will vary across students in your courses.
4. Exploring ways to adapt both your course design and delivery, to take advantage of the flexibility made possible by online learning while cultivating a strong, inclusive, online learning community.
5. Considering various ways to foreground and address academic integrity.
6. Considering implications for student progression.

## 1. Approach course adaptation decisions with a commitment to compassion and care for everyone involved.

We are not suddenly choosing to work from home. We are working remotely due to the global pandemic emergency. We are all contending with new concerns and anxieties, and potentially changing circumstances, while we attempt to engage in the work of teaching and learning online. Embedding flexibility is key for all of us.

### *Implications of this principle for instructors*

- Consider all decisions in light of their impact on the wellbeing of ourselves, our students, and our teaching assistants (TAs).
- Ensure required resources (e.g., textbooks) are accessible to all students. Consider using/creating open educational resources (OER) where possible and appropriate; see Open UBC for resources around open scholarship as well as information on the OER Fund and the OER Champions initiative. Domains of access include cost, logistics of shipping worldwide, offline options to accommodate eye strain, online options that accommodate screen readers.
- Build flexibility into assessment strategies. More frequent lower-stakes assessments may help students keep on track while avoiding intense stresses brought by fewer higher-stakes assessments. This recommendation applies across disciplines, including writing-based assessments (PDF), knowledge-based assessments, language learning, and skills learning.
- Design and delivery of assessment must consider the workloads of the instructor, support staff, TAs, and students. Always keep in mind the demands of students mastering material, learning skills, and dealing with multiple learning technologies in the context of a full course load.
- Build flexibility into policies for work submitted. For example, consider offering a few ‘free passes’ for late work, or count only the best 10 out of 12 quizzes.
- Structure assessments for efficient grading. Seek advice for ways to do this.
- Review your course adaptation plan with a lens of wellness. Is the strategy sustainable for you, for your students, and TAs (if applicable)? What options and safety nets are in place if you or a loved one becomes ill? What options and safety nets are in place if your students or their loved ones become ill?
- Students will have different living arrangements to contend with as they learn remotely. Synchronous attendance for long periods of time may not be possible for some. Flexibility is needed in understanding that some students will not be able to turn on a web camera, and that this will be for a variety of reasons that they are not obliged to disclose (e.g., personal safety, privacy, lack of camera, low bandwidth). Be open and flexible with students about this.
- Consider alternate ways to engage students in some course material that encourage variety in students’ interactions and the ability to complete or take lessons off-screen. For example, invite students to walk outside (at physical distance, as appropriate) and identify relevant course concepts. Offer the option to complete a corresponding reflection as an audio or video file rather than typed text.

- Ask for the support you need to do your work as well as possible under the circumstances. Caregiving and other contextual constraints will affect faculty, TAs, and students. People who are pre-tenure and who teach on contract for UBC may feel particularly vulnerable in these times. Please reach out to share your concerns and ask for help from whomever you feel comfortable approaching.

### *Implications of this principle for UBC, faculty, and programs*

- Our collective screen time is on the rise. Consider establishing norms that all synchronous activities (e.g., classes, administrative meetings) end at ten minutes before the (half) hour to enable health and wellness breaks.
- Consider showing Move UBC clips during breaks instead of a blank screen (found on the UBC Wellbeing website under 'Stretch throughout the day'). This can support students in moving more and really taking a break from being online.
- Support faculty and TAs in creating contingency plans in case of personal emergency.
- Ensure advising offices, counselling services, and related wellness resource units are fully staffed with trained professionals ready to help students.
- Communicate clearly what wellness resources are available for faculty, staff, TAs and students, and how to access them.
- Invest in sufficient TA hours, including training, to enable faculty to engage in pedagogically strong online assessment practices, regardless of class size.
- Listen to the ongoing needs of faculty, TAs, and support staff. Please reach out to these groups and take extra care to ensure they have the support they need.
- See more approaches to wellness in the Okanagan Charter.

## 2. Use course and program level learning objectives to guide decisions about where to invest time and effort.

### *Implications of this principle for instructors*

- If you do not have course learning objectives articulated already, begin by articulating these. They typically take the following format "By the end of this course, you [a successful student] will be able to …" and offer a priority list for how students are to engage in learning, and what needs to be measured. Reach out for support from the CTLT or colleagues.
- Evaluate the degree to which each of your learning objectives is achievable for students to demonstrate in your course at this time (e.g., to reach broader goals of preparation for further study or career preparation). There may be some that could be adapted, altered, removed, or deferred until later in a degree program, in light of the current conditions.

- Use your learning objectives to guide your decisions about where to invest your and your students' time (e.g., with respect to content, assessments). Backwards Design can be a helpful course design model to achieve this. Reach out for help developing creative solutions.

### *Implications of this principle for UBC, faculty, and programs*

- Use program level learning outcomes to help instructors make decisions about what learning to prioritize in their courses. Invest time and resources in figuring out ways to support students in achieving key learning goals.

- Examine required course sequences, where outcomes achieved in one course (e.g., ABC 100) are necessary for students to progress successfully (e.g., to ABC 200). Provide spaces and outreach-based support for instructors, especially those in multi-sectioned and sequenced courses, to ensure these outcomes are met.

## 3. Accommodate the reality that access to technology, including hardware and internet access, will vary across students in your courses.

### *Implications of this principle for instructors*

- 'Keep it simple' — that is, keep your course design and delivery simple — whenever possible.

- Minimize the number of different applications required by students, especially those that go beyond the Canvas environment. Think carefully every time you add an additional tool or platform beyond Canvas. Each adds to the learning load for students (multiplied by how many courses they are taking), as well as potential additional privacy/FIPPA compliance concerns.

- Use FIPPA-compliant tools, or clearly communicate to students how to anonymize their identity for non-compliant applications that are deemed important for facilitating student learning.

- Consider alternatives to a course design that relies heavily on applications that require specific synchronous sessions of uninterrupted high-quality internet, in order to support equitable participation by all students.

- In your syllabus, be explicit about the technological requirements of the course, including hardware, software, applications, and alternative/support options.

- Check-in with your students regularly to ensure you understand if they are facing any challenges relating to bandwidth, and to help them mitigate problems (with support). Invite students to tell you if their technology/network connections are getting in the way of their ability to participate in the course so you can work with them on solutions.

    - Students can also reach out to their faculty advising office or Enrolment Services advisor to discuss access to required technology, including bursaries and other work-arounds. By advertising these options, students can avoid disclosing to you if they are not comfortable doing so.

- Offer accommodations, such as recordings, for students whose technology fails. (Likewise, consider preparing a plan for when your own technology fails.)

- Report to your unit, program and/or faculty any essential technological tools (e.g., specialized software) required by your students to succeed, and devise a plan for support options. Effectively communicate this information to students as soon as possible.

- If you, as the instructor, do not have remote access to essential technology to teach your course, please reach out to your department administration for support.

### *Implications of this principle for UBC, faculty, and programs*

- The Learning Technology (LT) Hub should continue its practice of communicating clear specifications for personal technology requirements for incoming and returning students, including baseline technology specification (i.e., minimum processor, RAM, web cam, microphone, etc.) for using common tools (e.g., Canvas) and bandwidth or Wi-Fi requirements. See the Setting Up page on the Keep Learning site.

- The LT Hub should continue to check foreign accessibility to major online tools (e.g., Canvas), and communicate any limitations to both faculty and students to aid in planning.

- The LT Hub and relevant local units should continue to clarify and advertise which applications are and are not FIPPA-compliant, and offer direction on decision-making. Although every tool on the LT Hub website and recommended on the Keep Teaching website can be used in a FIPPA-compliant manner, some adjustments must sometimes be made. Develop and clearly communicate language and processes for faculty to convey to students about how to anonymize their identity for non-compliant applications that are deemed important for facilitating student learning.

- UBC should articulate and advertise support options for students who do not have ready access to needed technology, including considerations for students abroad. Instructors should check to ensure that uploaded videos and instructional resources that are accessible everywhere in the globe.

- Faculties and programs should evaluate specific requirements, including operating systems, software packages, access to other hardware (scanners etc.). Work with faculty who teach courses to identify which are essential for student success and devise a plan for support options for students who do not have ready access to this technology. Effectively communicate this support information to students as soon as possible.

- Faculties and programs should ensure instructors who lack essential technology to teach their courses remotely know who to ask, and that they receive support quickly.

## 4. Explore ways to adapt both your course design and delivery to take advantage of the flexibility made possible by online learning while cultivating a strong, inclusive, online learning community.

### *Implications of this principle for instructors*

- Accommodate the reality that our students will likely be joining us from around the world, including some from time zones that may be completely inverted to yours. This does not mean that you need to be available in all time zones. But it does mean that requiring attendance at synchronous sessions, with no possibility to make up those points, is not fair to ask of students.

- **Consider combining both synchronous and asynchronous components.** One major decision here is determining what activities are *synchronous* (i.e., everyone is expected to be in the same virtual space at the same time to do something together) and what activities are *asynchronous* (i.e., students choose when to complete tasks, typically within an allowed window of days). Asynchronous activities may offer the most flexibility and convenience (depending on deadlines); synchronous activities may more easily build community (depending on the activity).

  - Strive for a mix of both asynchronous and synchronous activities each week, structured in a reliable pattern. Choose a mix that makes the most sense for you and your students, given the learning goals you have for your students as well as any practical limitations and the context of your unit. Provide a reliable weekly pattern of synchronous and asynchronous content.
  - Try to think of a week as a unit of time across which a regular set of activities will be scheduled, so that there is some consistency/predictability for students to know how to organize their time across the week. The flow of synchronous and asynchronous activities in a given week should be relatively consistent and always clearly indicated in the syllabus/module materials to help students stay on track and plan their time. Consider the activities that are necessary to meet learning outcomes rather than focusing on filling the allotted time.

- **For synchronous activities,** ensure you stick to your assigned course timeslots, to help your students avoid scheduling conflicts. Include breaks as appropriate. For example, if your class is scheduled for 10 a.m. on Monday, Wednesday and Friday, end at 10:50 (as you would for on-campus classes) to enable a short break. Plan how students in different time zones can participate (e.g., by adding an asynchronous option, grouping students by time zone).

- **For asynchronous activities,** consider that any move to more asynchronous material (relative to what activities or lectures you might typically teach in a synchronous way) reduces the amount of instantaneous guidance available to students. Thus, what is an acceptable student workload for a face-to-face class might actually be a lot more work remotely.

- **Explore ways to facilitate interaction.** Consider how students can engage with content, with each other, with you, with your TA (if applicable). A blend of synchronous and asynchronous opportunities has the potential to reach the most students. For example, use synchronous time to engage students in structured activities in groups, offer a drop-in virtual office hour in Collaborate Ultra or Zoom, and moderate discussion board threads in Canvas. (There are ways to set these up so they are manageable, effective, and FIPPA-compliant. Reach out for support and ideas, and find suggestions on keepteaching.ubc.ca)

  - Consider engaging students in collaboratively developing class guidelines on ways of interacting and communicating online that promote learning within an inclusive class environment.

- **Explore ways to intentionally build community in online learning activities.** Students may feel isolated and lonely, and are at greater risk of feeling invisible in an online environment compared to face-to-face. Their particular support needs may be more difficult to identify. Student isolation may manifest differently in different disciplines and learning contexts (e.g., large introductory class compared to an upper-level seminar). Some ideas to consider: Invite students to create an online (video) introduction, break up a larger class into smaller base groups for semi-private discussion and work, design structured activities or assignments to invite students to collectively share ideas to solve a problem, learn students' names, use the Canvas gradebook "message students who… did not submit" to quickly reach out to students who have stopped engaging.

- **Create spaces in Canvas for groups to do collaborative work together**, including Collaborate Ultra rooms and group-only discussion boards. Convey the expectation that these be used (rather than a social media platform, for example). Canvas is FIPPA-compliant, whereas other external tools may not be.

- **Consider your assessment strategy.** Assessments can support students in both achieving and evincing your course-level learning goals. Carefully considering how assessments are structured, weighted, and deployed within an online course can support students in a manageable, sustainable way online. For example, low-stakes (and quick to check) mini-assignments can help keep students on track for success on larger projects. Consider few (or no) high-stakes exams, alongside regular engaging low-stakes activities and a scaffolded term project.

- Consider whether there is room to offer students some choice in how to demonstrate they have achieved learning goals. A thorough consideration of assessment adaptation ideas, compiled by several faculty, is available on the UBC Wiki. Bear in mind the Senate guidelines for Principles for Digital Learning Materials Used for Assessment.

- **Consider your course policies.** Ensure they are up-to-date and align with your faculty or unit's messaging on student advising. Consider embedding some blanket flexibility, such as a certain number of no-questions-asked 'free passes' offered to everyone. Such flexibility can help students accommodate their unexpected hardships with less stress (e.g., computer failure, new COVID-19 outbreak), while minimizing your administrative load.

- **Consider accessibility, inclusivity, and wellness broadly.** Provisioning closed captioning and ensuring recordings are available offline are just some of the ways that course design and delivery can be leveraged to help students with a broad range of accessibility requirements to be able to participate fully in the course:

  - Consider using Universal Design for Learning principles when designing your course, which emphasize providing multiple options for students to access and engage with course materials and activities, as well as multiple ways to express their learning. Learn more in the online course on Equity, Diversity, and Inclusion in Teaching and Learning, developed by the CTLT and the Equity and Inclusion Office (EIO) in collaboration with Queens University. See also the UBC Wiki list of resources on Universal Design for Learning (UDL).
  - Get started with the considerations listed in Equity, Diversity and Inclusion in Online Teaching: Where to Begin? (PDF) developed by the CTLT and the EIO. Explore additional resources in the Peralta Online Equity Initiative Resources.
  - Many of the above implications can be re-visited and strengthened through the use of informal formative feedback. Mid-course feedback (MCF) is an informal survey to gather feedback of what is working well and less well for students in the course, shared only between students and instructor. MCF has long been an effective way to seek and discuss student feedback while the course is in progress, and is used widely across UBC. This year, with so much changing for student learning and course delivery, it seems even more important to collect and consider this feedback.
    - Find suggestions and information on mid-course feedback on the UBC Mid-Course Feedback website, and the CTLT's Online Teaching Program module on mid-course feedback.

- If you are teaching a section of a large multi-section course, consider reaching out to fellow instructors to explore collaborating on lessons, modules, or assessments.

- Ensure TAs (if applicable) have the training needed to fulfill their roles effectively. Include those hours in their paid time. Training opportunities include the CTLT TA Institute as well as faculty- and department-level offerings, and any specialized training you can offer for your course in particular.

- Ensure that the type and timing of work being asked of TAs is compliant with TA Union regulations (see guidelines related to TAs later in this document).

### *Implications of this principle for UBC, faculty, and programs*

- Create opportunities and secure resources for faculty to collaborate and otherwise support each other in this work of adapting their courses.

- Consider how to approach TA training to enable TAs to work effectively within the online space, and ensure sufficient training is available and used.

- Ensure that TA Union regulations are being followed with respect to what TAs are asked to do and when.

- Provide a FIPPA-compliant tool that facilitates group collaboration (with capabilities such as Slack and Google Docs) and is integrated in Canvas.

- Consider whether the piloted OnTask system can be made more widely available. It may offer a useful mechanism for providing ongoing outreach for students while keeping faculty workload manageable.

- Support faculty in pursuing other accessibility and equity features in their courses, to help students with a broad range of accessibility requirements to be able to participate fully in the course. See the above resources for Universal Design for Learning and inclusive teaching practices.

- Showcase promising practices for online experiential education as demonstrable examples of what is possible and how it can be achieved and as an indicator of the university's continued commitment to high impact learning practices.

- Consider adding an online forum for questions to the keepteaching.ubc.ca site to be populated by real-time questions and answers from instructors and practitioners.

- Repurpose a stream of funding to be allocated to students to support faculty and practitioners to deliver online experiential education; provide financial support for students to assist faculty and practitioners in the delivery on online Experiential Education.

## 5. Consider various ways to foreground and address academic integrity.

Academic integrity is often discussed in terms of what not to do, and we know from the research literature that breaches such as cheating and plagiarism are most typically the result of feelings of desperation plus opportunity. Another approach to academic integrity is to invite students into the community of scholars, as a way to discuss the values associated with a scholarly community when creating and sharing knowledge.

### *Implications of this principle for instructors*

- Consider adaptations to assessments, where possible, to minimize both student desperation and opportunity. For example, consider lower weighting or regular mini-quizzes on foundational factual knowledge (i.e., that which can be looked up easily) and reserving greater weight for multi-phase scaffolded and personalized assignments.

- Carefully weigh the pros and cons of using remote proctoring software such as Proctorio, in light of practical and ethical concerns such as hardware accessibility and student privacy (see Principles for appropriate use of remote invigilation tools in this document).

- Explicitly discuss and model how academic integrity is a crucial part of participating in an academic/scholarly community aimed at knowledge creation, including how you manifest integrity in your own work, and your expectations for them.

- Form a purposeful statement of expectations around academic integrity in an online space specific to the course. This should be presented to students in the course syllabus at the beginning, and ideally discussed with them in the first sessions of the course.

- Ask students to engage with the syllabus statement about academic integrity and commit to its principles. Revisit the statement throughout the course. Keep integrity top of mind by including a brief question on each assignment asking students to reflect on how it relates to academic integrity.

- Embed assessments of meta-cognition, which help students reflect on how they know what they know, while simultaneously revealing insufficiencies. Examples include exam wrappers and (group) oral exams, both of which have empirical support and can be adapted for medium-large classes.

- Consider carefully the implementation and use of academic misconduct detection mechanisms in online assessments. Seek clarity on Departmental/Faculty policy and procedures on reporting academic misconduct.

- See the Chapman Learning Commons resource for faculty on academic integrity for more information.

### *Implications of this principle for UBC, faculty, and programs*

- Form a purposeful statement of expectations around academic integrity in an online space, specific to the program, presented to students in a program handbook at the commencement of the program. It can include, for example, the rationale for using proctored exams in professionally-accredited programs. Connect academic integrity to the professional and academic practices of the particular program or discipline (e.g., codes of conduct, REB).

- Explicitly address how to maintain academic integrity, and why, into new student orientations.

- Clarify and reinforce how faculty should document and approach suspected cases of academic misconduct in an online environment.

- Develop and communicate policies regarding remote exam proctoring software, to support faculty decision-making and offer consistency for students.

- Update academic integrity definitions to clarify for students what is appropriate use of supports such as tutors, editors, and language translation applications.

- Examine and update guidelines and processes for detecting and reporting academic misconduct. Ensure this information is communicated to faculty members.

### 6. Consider implications for student progression.

If your course or program has been changed in a way that may impact degree progression, communicate with students clearly and regularly about the changes they are experiencing. For example, some courses that typically have a hands-on lab component may be split such that the lab component will be completed at some future time.

#### *Implications of this principle for instructors*

- If applicable, clarify for students how your course has been restructured, what degree requirements will be satisfied by your current course, and what (if any) will not. If a face-to-face component is required, relay to your students any information you receive on when and how they can expect to be able to complete that portion.

- For the remainder of the course, focus on what students can do and learn now, rather than what is missing. A tone that focuses on the missing component may cloud recognition of the learning that can and will actually take place.

#### *Implications of this principle for UBC, faculty, and programs*

- If applicable, clarify for students how course offerings (e.g., field schools, labs) have been restructured to help them plan their degree. If a face-to-face component is required, relay to students any information you receive on when and how they can expect to be able to complete that portion.

- Communicate a proposed timeline for students to complete their degree requirements if certain courses or lab components are postponed or deferred.

- Be transparent about the potential impact on progression and/or graduation timeline, and when that may be known more precisely.

- Develop and resource a communications framework that clarifies pathways, language and activities of experiential education for students during the wayfinding and development stages of their UBC experience to enable choice and to supplement their online education.

# Areas of Focus

## Active Engagement in Discussion/Lecture Courses (~30–60 students)

*Tiffany Potter, Chair. Co-contributors: Stefania Burk, James Charbonneau, Catherine Corrigall-Brown, David Gaertner, Candace Galla, Laurie McNeill, Jeff Miller, Jason Myers, Candice Rideout, Janice Stewart, Ayaka Yoshimizu.*

### How to use this document

This document employs a reflective structure: the questions our group asked, a brief critical commentary on the issue, a series of questions faculty can ask themselves, and a list of concrete examples of course design, teaching, and assessment strategies for traditional lecture/discussion courses of small- to mid-size.

Whether redesigning an existing course for online delivery or designing from scratch, it makes sense to begin with learning outcomes. Consider 'backward design' from there: revisit the steps from outcomes back to content, delivery and assessment to see what course elements are essential (and what could be re-formed for online delivery) and the kinds of assessments most likely to achieve desired outcomes. See this resource on backward design from the CTLT's Course Design Intensive for more information.

### Key considerations for faculty members and departments

- How can we teach our existing courses in online formats?
- What constitutes 'instructional time' in online delivery when so much of classroom time is typically devoted to discussion and peer-to-peer interaction? How can we actively rethink the concept of 'instructional time' for both course design and teaching practices, taking into consideration faculty and student lecturing/preparation/learning time?
- What are optimal blends of synchronous/asynchronous delivery?
- How can we foster community and cohort building in an online environment, particularly in classes of this size? What are some strategies to encourage active learning, peer-to-peer collaboration, and communication in synchronous and asynchronous contexts?
- How can we reimagine assessment, including ways to cultivate academic integrity?

#### *Rethinking instructional time, course design, practice and assessment*

Long blocks of live or recorded 'lecture' material online are ineffective for student learning, and also significantly increase the workload burden of faculty and cognitive burden of students.

Few of us lecture for three straight hours even face-to-face; rather, we use discussion, breakout groups, and peer-to-peer interactions for a significant portion of our class time. In the online environment, our designated hours per week of 'instructional time' should likely include a mix of synchronous class time, recorded material, and asynchronous activities, which may utilize a variety of learning tools (discussion boards, peer feedback tools, quizzes, wiki building,

breakout discussion groups, and other active-learning strategies). Instructional time may also include opportunities for students to do collaborative work in lieu of things that would have been done in-class, but distinct from students' 'preparation' time (e.g., doing assigned reading or completing independent assignments).

Instead of feeling pressured to 'fill the time' of an equivalent number of hours, instructors might instead be invited to undertake 'backwards design' [see Chapter 1 in Wiggins, G. and McTighe, J. (2005)], where one starts with the course Learning Outcomes, and creates designated paths to those outcomes within this online environment. Starting with a clear sense of the number of hours we expect students to spend on our course (keeping in mind a standard 5-course student load), ask yourself whether the traditional two-hours-prep-for-each-class formula is actually required to meet the learning objectives, or if learning outcomes can be met with less time spent on more meaningful forms of engagement. Requiring students to post ten times to a discussion board, for example, can feel like busywork and may not generate insightful collaboration. However, having smaller groups generate a collaborative document recording the insight from a self-scheduled 20-minute discussion group might create both more critical depth and a sense of community with less instructional time.

Under online conditions, we must recognize that not all students are in environments that can foster extended blocks of close focus. This does not mean that our courses should be less rigorous, but that instructors may rethink instructional time to include, in new forms, time that would have been spent in discussion and peer collaboration. Instead of thinking of 'cutting down' syllabi, one might 'cut up' syllabi and piece back together the elements that are critical for meeting learning outcomes. In other words, at a course-design level, it may be that four case studies work as well as five, or that 2.5 weeks for each novel rather than two will allow for highest-level critical thinking, or that removing one text or chapter from the course as a whole will allow creative rethinking of how remaining course elements fit together. Consider using one of the available tools to calculate time typically required for specific course elements.

## Course design

### *Questions to ask in course design*

1. What are the course learning outcomes, and how can they be achieved in an online context?
2. How many hours do students need to spend on my one course? Is this workload reasonable given the extra demands of online learning and students' other courses? And how am I imagining that students spend their working time in the average week in the course?
3. What elements of my course can be effectively delivered asynchronously, through recorded media or learning materials? Which ones should be synchronous, such as peer-to-peer work or work that requires immediate feedback?
4. What patterns and schedules can I establish so that students clearly understand, in advance, what they are expected to do each week? What instructions do I need to provide to students so they know how to successfully engage in planned activities in the online learning spaces/tools I am using?

5. How will students prepare for class with reading or other work in order to meet learning outcomes? Do I need to plan for extra time for students' preparation in the online environment? Can my assigned materials be obtained either digitally or through relatively simple hard copy purchase? Are innovative approaches or restructuring needed to support student preparation?

6. If students require foundational skills and/or knowledge provided by previous courses in order to succeed in your course, recognize that many students' learning experiences have recently been affected by disruptions associated with COVID-19. Consider ways you can help students assess their familiarity with concepts that form the foundation upon which your course builds (e.g., through a self-assessment quiz in Canvas) and formalizing time devoted to grounding work to affirm the foundation you may normally assume is in place and guide students who need to catch up.

### *Examples of how instructional time could be reimagined*

There are many ways that instructional time could be split for students in average class weeks. Rigor is located in learning outcomes, not in quantity of activity: in online contexts, course work can often be streamlined for focus on learning outcomes.

The following examples offer suggestions of how one might structure a week in an online version of a discussion/lecture course of 30–60 students. These samples assume the standard three hours per week of classroom time in the face-to-face model; a full-time load assumes that students take five courses at a time. Resources such as the Arts Remote Teaching Template in Canvas (usable beyond Arts) can help provide a useful supporting structure for any of these approaches.

#### Example A: First- or second-year introductory course

Each week students would be responsible for:

- Watching asynchronous instructional material, which would include a mix of short lectures (max. 15 minutes each) and videos: total = 90 minutes
- Completing an online activity using the week's material: total = 45 minutes
- Attending synchronous discussion section. Students should complete the readings and asynchronous work in advance of this discussion: total = 45 minutes
- Preparation and reading: total = 2 hours
- Preparing for assessments: avg 1–2 hours a week divided over term
- **Total time per week: 6–7 hours/week**

#### Example B: Senior lecture/discussion course

Each week students would be responsible for:

- Watching asynchronous instructional material: 4 x 15 minutes

- Attending synchronous discussion class: 60–75 minutes
- Completing asynchronous discussion/peer feedback/group collaboration: 30–45 mins
- Preparation and reading: 3 hours
- Preparing assessed assignments: avg 2 hours a week divided over term
- **Total time: ~8 hours/week**

## Instructional strategies for discussion/lecture courses

### *Questions to ask in rethinking instructional approaches in online courses*

1. What is the best use of synchronous time, and what strategies can I use to make it the most useful, inclusive, and accessible?

2. What technology will best support students in achieving the course learning outcomes? Will I need breakout groups, peer collaborative documents, a peer feedback tool or other tools? What support or instruction will students need in using this technology?

3. How should I structure asynchronous time? For example, can I use recording over slides or do I have more complex needs? Asynchronous does not have to mean passive consumption, so how can I design asynchronous time to encourage student interaction with content or with one another?

4. What can I do to foster a sense of community or cohort among the students to facilitate engagement and a human, collaborative learning environment that echoes the tone of my in-classroom teaching?

### *Examples of instructional strategies for engagement, collaboration and active learning*

Online learning can be designed to foreground human connection and collaboration that achieve the outcomes and impact of face-to-face discussion/lecture classes. We recommend that course *design* create structural predictability, but instructional *strategies* be varied (using the same basic tech toolkit), to help maintain engagement across the course.

#### Peer-to-peer engagement beyond the breakout groups tool

1. **Synchronous in-class designated respondents:** To allow discussion without either chaos or too many breakout groups that only some of the class can hear, assign a lead group of 4 to 5 designated respondents (DRs) for each class, with a schedule created at the start of term. Have DRs keep their cameras on, and ask them to be prepared to respond to questions for that class. Perhaps designate one to monitor the chat if you use it, and raise any questions that come up live as class goes on. Other students can still participate in discussion, but DRs reduce dead air, get discussion started, and give students a sense of having classmates present.

2. **Asynchronous class bloggers:** Assigning class bloggers (CBs) creates a public writing component (like a blog or paper ‘published’ on Canvas) and fosters genuine engagement with peers’ work, making someone other than the instructor be the audience. Each CB is assigned a discussion board question in the course (5

to 8 posts) and writes a summary of other students' postings that also extends the discussion (an additional example, connection, etc.). They do this once or twice a semester. It creates more reading for these students, but they don't have to come up with their own original topic/content, which they like as a bit of a break. An alternate version would be designated note-takers for a class.

3. **Asynchronous sharing of work to arrive at a larger goal:** Students share work/collected data such that they can give feedback to each other and iterate to improve. In a physics course, for example, students share the final results of their lab in a Piazza post. Because there are a lot of ways to do the lab, their results all look a little different. This sequence of labs is about how we compare measurements and how we compare our results. The hidden aspect of this lab (in which they use a very realistic simulation of a pendulum) is that in their measurement they actually discover a breakdown in one of the approximations we use to derive a formula in the course. They are trying to figure out why their experimental result is giving the 'wrong answer', when actually they have measured the real thing, and it is the formula that is wrong. This is a scientific discussion of discovery in action through online learning on Piazza.

4. **Asynchronous Canvas-based peer review:** Students submit their own assignment/analysis/answer by a deadline, and are then paired up with one or two peers for peer review (Canvas can do this automatically). They read others' works and offer meaningful feedback to each other. Peer review can also be an assessment technique. See the Peer Assessment Training Workshop site for more ideas and resources.

5. **App-based online peer review:** Especially in first year, social anxiety can be a major factor in collaborative work (fear of being criticized, fear of alienating classmates by saying something is not perfect, fear of publicly showing a misunderstanding of course material). Tools like ComPAIR help them to develop peer feedback skills and vocabulary in an anonymized (but not anonymous) collaborative, asynchronous environment. Then later they are ready to do face-to-face (even if digital) feedback if applicable. Students answer a question, then are given pairs of peer answers to rank (i.e., simply identify which is better) and to offer feedback on. Assessing both the answer given and the feedback they give to others at equal weight leads to really thoughtful feedback for the most part.

### *Creating community for engaged learning*

Quick moves:

1. **Have your class introduce themselves:** Post an introduction of yourself for students to model (see example screenshot), and make this part of the orientation/getting started assignment. Students find that they share programs or classes or interests, and study groups or sub-communities have ways to form. Be sure to give a word limit, or time frame for video introductions.

2. **Assign students into pairs to make a meme** that captures some aspect of the class (e.g., lecture, readings) — a concept, issue, lightbulb moment. Post to a Canvas thread and allow voting. These are, on the whole, brilliant and hilarious. Alternately, ask students to choose an image (instead of making a meme) that captures a concept or issue they found meaningful in a class, and post it with an explanation. Less hilarity, but often really insightful/thoughtful connections.

Cross-course community builders:

1. **Assign students to a term-long small group at the start of term**, to work with on a selection of tasks across the term: discussions on course materials, collaborative documents, presentations, co-authored written assignments, etc. Assignments can be low- or high-stakes. Managing their own asynchronous virtual meetings can be easier once they know each other, and there is time to build collaborative relationships. Groups can operate autonomously, or can have instructor/TA facilitation. Such facilitation does not necessarily increase instructor workload if one is reading and grading online discussion anyway (instead of replying to every single post, make interventions to facilitate interactions among students themselves).

2. **Create an asynchronous fan/geek forum** that is optional and ungraded, based on THEIR interests that are (even tangentially) related to the course. The instructor doesn't have to be involved at all, after general guidelines on appropriate engagement. But this can be a way to connect students and for instructors to see teachable connections we might not otherwise see. Examples: if teaching a Japanese film about a ramen shop owner, a "favourite ramen shop in Vancouver" thread; if teaching psychology, a "best tv representation of …" thread; in history, "worst ever historical film on …" Students enjoy it and build connections.

3. **'Director's circle':** Asynchronous and more formal than the forum above. Have small groups negotiate their ideal 'cast' of a film version of the play/novel/historical moment the class is studying (and then post their cast to the class at the end of the week, possibly for synchronous debate). The discussion is engaging, and having to come to agreement requires analysis of the text. To take it further, one could assign an individual low-stakes two-pager on the particular textual rationale for their casting, for any two texts across the course (5% each) so that students feel a concrete 'benefit' from the discussions. No busywork! Similar strategies would work for finding a popular culture case that exemplifies an economic theory, a scientific phenomenon, a psychological theory, etc.

4. Use a **repeating discussion activity** through the course for students to share reflections or responses to key readings in a week or module. One approach used in the Faculty of Education is to have students identify a word or phrase that they find significant from across the week's readings, and to post a short reflection where they consider the keyword's significance in relation to their own experience/conceptions, or to topics emerging in the course. This can be a relatively light structure that provides peers an opportunity to gain some different perspectives drawn from a shared set of readings/viewings, but it also provides an easy space for peer comments/responses that can lead to student-driven exploration of ideas.

## Assessment

It may be possible to maintain the assessment structure of your face-to-face course if your discipline tends to individual projects like essays or at-home research assignments that do not require collaboration, but for others, assessment may need to change in a significant way. Academic integrity is a significant topic of discussion in online learning (though some research suggests that misconduct is not actually any more frequent in online than in face-to-face instruction), but assignment and exam design can go a long way to mitigate risk and reduce opportunities. Assessing class contribution/participation without creating busywork for students and excess marking for faculty is another central area for reflection.

This section offers specific strategies on affirming academic integrity, and then focuses on examples of innovative assessment strategies that are specifically applicable to small to midsize discussion/lecture courses. For a much

larger consideration of assessment, including large-scale group projects, final exams and quiz-based assessment, see the Reimagining Assessments on the UBC Wiki.

### *Questions to ask when rethinking assessment*

1. How can I build academic integrity into the design and expectations of assessment, beyond tools such as Turnitin, Lockdown Browser and Proctorio?

2. Can I do anything to simplify/serialize/streamline assessments in my course without impacting students' ability to achieve learning outcomes?

3. Can my existing assessment structure be adjusted to increase flexibility but stay otherwise basically the same? Consider adding in some scaffolding or choose-two-of-three assignment structure to create flexibility for students. Consider relaxing time constraints to provide students with a bit more time to help mitigate potential technical problems they may be facing.

4. If I normally assign a large-scale group project, do I still want to include this assessment in my online class? If not, what could replace it? If so, which tools will let me do a version of that? How will I manage cases where students simply disappear?

5. Is a final exam necessary for my learning objectives? Are there alternate assessments that can be used to assess final student learning? Can it be "take home" or will it need to be invigilated in some way?

6. For midterms/exams, could two-stage tests or group exams work?

7. Do I want to assess class contribution (participation)? And if so, how can I do that? Am I assessing preparation, contributions to group learning or something else? Given that some students may be unable to attend synchronous sessions, can I shift from assigning grades for attendance and explicitly outline what 'contribution/participation' means in the course, and how students will be assessed?

8. How can I assess class contribution or knowledge or break down larger assessments into smaller units *without creating busywork for students and endless marking for myself?*

9. What can I do to create peer idea sharing and engage them in authentic problem solving? Things like "You must post 10 times to the Discussion Board" do not tend to generate insight and depth, so what opportunities are there for students to create meaningful work and share it with each other for feedback and reflection?

### *Confirming academic integrity beyond Proctorio and Turnitin*

Following on the general principles around academic integrity discussed in the Guiding Principles above, here are several specific strategies already in use across UBC

#### Examples of strategies for assessments designed to encourage academic integrity

1. **Require assignment 'wrappers'/reflections**: following submission of a take-home assignment, have students submit a short reflection or questionnaire in which they explain or reflect on their thinking or

process used in completing the assignment. E.g., “what was the most important point your analysis made, and why?” or “what was one thing you did while completing this assignment that worked well, and that you’ll do again, and what is one thing you will do differently?” or “how did you choose your methodology, and what did you better understand by applying it in this assignment” or “in what specific ways did you use feedback on earlier assignments in creating this one?”

To improve the chances the student themselves submits the reflection:

- randomly assign different questions to different students in the course;
- require submission within a short time frame of the original assignment submission (indicate in the assignment instructions that a question will be asked so that they can plan, and think about time zones);
- allow a short period for response (the Canvas quiz function lets you assign a designated answering period after the student opens the question).

These reflections foster meta-cognition for all students, and can also be helpful in discussions with students when you think there might be a misconduct situation. Alternatively (and depending on class size), have students do this reflection in short 1:1 meetings, without specific questions in advance.

2. **Make assignments very course-specific,** with strategies like:

- requiring comparison of two texts from the course readings or the application of a particular concept or methodology discussed in this course;
- asking for response to, or extension of, discussions or activities done in class;
- building or designing something (a website, a wiki, a model) in which they apply the specific learning of the course.

As disciplinarily appropriate, options that allow connections to students’ own experiences in relation to the course, such as auto-ethnographic methodologies, are more difficult to farm out (and increase buy-in, see #3).

3. **Allow choice in assignment topic and including required proposal or ‘pitch’:** students have more investment in work they tailor to their own interests, and therefore are less likely to use something ‘canned’, though it is ideal to require that the individual topic relates in some very specific/clear way to the particular course. Including a required proposal (even if only for feedback) ‘scaffolds’ the assignments and provides comparison of proposed and finished topics. Alternatively, require students to ‘pitch’ or propose paper topics in short 1:1 appointments.

4. **Incorporate peer-to-peer feedback requirements:** peer-review (e.g., through Canvas) with academic integrity as an explicit component of the feedback rubric, helps students by helping them avoid doing the assignment last-minute and by reminding them to check that work is being done ethically.

5. **Include explicit evaluation criteria (in assignment instructions, rubrics, etc.) about academic integrity:** Consider something like “This assignment meets the expectation of ethical knowledge production, through its citation, etc.” Provide course time/space for explanations on and questions about how to do the required work of the particular assignment with integrity. (Don’t expect that they all know, particularly if it’s not a typical assignment for your discipline.)

6. **Individual or group oral quizzes, presentations, projects:**

- Group quizzes: 1 group, 15 mins, each person answers a question, can have time before to prep (like a 2-stage quiz).
- Round-tables, presentations, projects: Have groups discuss at the outset what 'academic integrity' means or how it will be upheld in collaborative contexts.
- Oral exams: short, open-ended, with focus on 'how they know' instead of 'what they know', ideally with as much variety as possible in questions so that it will not be useful or possible to share questions in advance.
- Circulating in advance a long list of potential essay questions. If an ambitious student prepares all 20, they will definitely have met the learning outcomes!

### Examples of assessment strategies that encourage flexibility and connection

1. **'Discussion day' (DD) assignment** enables meaningful collaborative learning plus flexibility. Three times in term, divide students into groups for a full hour of discussion of (any of all of) a list of 6–8 specific topics. Following ONE of those days, they will submit an essay, but they choose which one (topics are different for each DD option, so one can't just procrastinate an essay from DD 1 for DD 3 deadline). The second element is that, to encourage early attempts, every DD topic is also an eligible term paper topic, so if a student attempts DD 2 but is not happy with the product, they can choose to use that as the first draft of their term paper instead (so the work does not feel 'wasted').

   This approach avoids peer-editing nitpickery and focuses on ideas and high-level discussion that feeds into essays, but is not about essays.

2. **Big Picture Questions**: The whole class works together to solve a large problem or tackle a general theme over the course of a few weeks. Aspects of the assignment have student interaction and requirements to get grades. Participation can be graded on quality and rubrics can be designed that encourage quality discussion. After the class 'solves the problem', have everyone write their individual synthesis of the solution and use ComPAIR to have students' learn from each other's work.

3. **Collaborative blog/wiki activities**: Get students to collaborate on knowledge creation in a way that is assessable and visible to students in the course, but which can also lead to a form of publication that emerges from the work of the cohort, and which can become part of a more public work if it is shared beyond the learning management system. Students are often quite motivated to build out such a resource as they have a strong sense of ownership and agency over the final production. Students can play roles of authors/editors and commenters in such spaces. (See examples from GEOG352 and LAST100.)

4. The **photo essay** is a particularly strong assignment for an online class, insofar as the piece has to speak for itself. While the student/group turns in a short summary/explanation of their assignment to the instructor, their peers only see the finished product, which has to demonstrate a clear point of view and build an argument using visuals, formatting, and short captions. Final format is tech-flexible: whatever format they think best suits the content (Instagram, WordPress, Adobe Spark, Twitter, etc.) After the projects are posted online, the other students in the class assess the work using a simple rubric. I compile the feedback and return it, after student names have been removed, with my commentary and a grade.

### *Strategies for quizzes and exams*

Strategies for quizzes and exams are outlined in detail on the Reimagining Assessments page on the UBC Wiki and won't be repeated here, but for discussion/lecture classes, there are questions that can help one to decide on what we want quizzes or an arc of quizzes or tests to do:

1. Do I mostly want students to learn material week by week, or make connections between weekly materials?
   - If the focus is on learning material week-to-week, consider shorter assessments at the end of each week or chapter.
   - If the focus is on making connections between weeks of material, consider making assessments that are at the end of a section (perhaps 3–4 weeks of class).
2. Are quiz/test assessments intended to gauge knowledge and are a core assessment tool or are they intended to make sure students are keeping up with material and are not core assessment tools?
   - If quizzes/tests are intended to gauge knowledge and you are using quizzes/tests as a core assessment tool, consider having them be graded, make up a larger portion of the overall course grade, and be taken at the end of a section or unit.
   - If quizzes/tests are intended to make sure that students are on track and keeping up with the material and are not a core assessment tool, consider making them worth fewer points, allowing students to retake them until they pass, and requiring students to complete them before class sessions.
   - To keep marking manageable, if questions are short-answer or narrative, consider creating a coarse grade scale of 0–4
3. Can the Canvas Quiz tool (plus or minus the Lockdown Browser) support the kind of quiz/test I want? See more on the Canvas quizzes page by UBCO Centre for Teaching and Learning.

### *Assessing class contribution/participation in online teaching*

Finally, it is class contribution (participation) that for many students is the hallmark of small discussion/lecture courses. Using straightforward 'attendance' is complex online and potentially unfair for students with time zone issues. Including several very small activities (see examples below) requires little marking time, but ensures that students are not overly stressed about any single activity.

Here are some ways to assess contributions to the class learning environment without creating busywork for students or excess work for faculty:

1. Do a short reading/preparation quiz at the start of one class a week, and set Canvas to auto-grade.
2. Require an online version of a classroom 'exit ticket' system: give them five minutes of 'class time' at the end of a synchronous session and ask them to submit one question that they have or one idea they would like to hear more about. The same can be done for certain recorded content, where students submit a 50-word note (or image or calculation) in response to a question that appears part way through the slides. These can be assessed quickly on a coarse grade 1–3 system (weak, good, excellent).

3. Document student participation during synchronous sessions (including their turns in roles like Designated Respondent or Class Blogger), but also create an option for asynchronous contribution for those who are unable to attend synchronous sessions. This can be done by creating weekly open discussion pages on Canvas. Not only does it enable students living in different time zones to contribute to class discussions, but it also allows anybody to continue engaged in conversation following the synchronous discussion.

4. For synchronous or asynchronous group annotation or text markup exercises (like CLAS), require a note listing all participants, and maybe letter-grade peer evaluations of contribution.

5. For larger projects, invite peer review of preparation and contribution, submitted privately with just a letter grade. Brief confidential peer evaluations (including self-assessment) of longer small-group discussions are similarly valuable and only take a few minutes for instructors to collate.

6. At the end of a week or unit, set up a 'self-reflection' as a quiz ("what I understood easily", "what was challenging", "what I could have done to be more effective", "if I could change one thing about this unit it would be", etc.). This sort of reflection is very fast to assess (1–3 on effort/insight) but guides students to think about their responsibility for their learning. It also can signal students who are in trouble and may need support or early alert.

## General resources on online teaching and learning:

- Using the Blended Learning model to think about course design and teaching: Blended Online Learning — research and resources (Google doc)

- Vaughan N., Cleveland-Innes, and Garrison, R. (2013). Teaching in Blended Learning Environments (PDF). (Though focussed on blended teaching, there are some good chapters outlining concepts/approaches that speak to synchronous/asynchronous aspects of learning, strategies for adapting courses beyond the physical classroom, and strategies for design and assessment).

- Using digital humanities in online teaching: Digital Pedagogy in the Humanities: Concepts, Models, and Experiments. Includes resources/activities that can be easily reused.

- The Guide to Fostering Asynchronous Online Discussion in Higher Education (PDF)

## Reimagining Large-Class Instruction

*Steven Barnes, Chair. Co-contributors: Meghan Allen, Neil Armitage, Sylvia Bartolic, Judy Chan, Sunita Chowrira, Fred Cutler, Jonathan Graves, Marcia Graves, Maja Krzic, Neil Leveridge, Katheryn Lyon, Barry Mason, Siobhan McPhee, Patrick Pennefather, John Ries, Lindsay Rogers, Amber Shaw, Janice Stewart, Qinshi Tu, Greg Werker.*

The primary goal of this working group was to 'reimagine' large-class instruction and learning. We use the term reimagine because, through the course of our work, it became abundantly clear that our findings and recommendations are not only applicable to online teaching during the current pandemic crisis. They are also applicable to large-class teaching in general. Accordingly, our current adaptation to online-only teaching need not merely be viewed as a reaction to the pandemic, but also as an opportunity to transform large-class teaching at UBC for the long-term.

The working group, which was composed of 22 members, divided our efforts amongst six key aspects of large-class teaching:

1. Reimagining large single-section courses.
2. Reimagining large multi-section courses.
3. Reimaging the first-year experience in large classes.
4. Reimagining assessments in large classes.
5. Principles for effective online communication.
6. Consideration related to academic assistants, teaching assistants, and markers.

Accordingly, we formed smaller groups to delve into each of the above. Although this section is framed with respect to large classes, many ideas may apply usefully to many teaching contexts.

Before delving into more details of our work, we would like to highlight four overarching themes that emerged (and that echo the guiding principles presented previously):

1. Being mindful of student, staff, and faculty wellbeing as we transition to online-only teaching.
2. Being mindful of the social and academic transitions that will be associated with our move online.
3. Striking the right balance between synchronous and asynchronous class activities.
4. Maintaining equity amongst students (e.g., as related to academic integrity and accessibility) and amongst teaching staff (e.g., workload).

Finally, it should be noted that our work was heavily influenced by the results of the student survey that was conducted by Dr. Siobhán McPhee and Dr. Katherine Lyon.

## Reimagining large single-section courses

*Group members were: Marcia Graves, Barry Mason, John Ries, and Lindsay Rogers.*

This group laid out some ground principles and specific recommendations that can be generalized to many different large-class settings.

### *Principles*

1. Self-reflection: Instructors to reflect on what they are bringing to the class that is 'value-added' over a textbook or internet video. Once identified, the course can be adjusted to emphasize that/those value-added components.

2. Flexibility: Online learning needs to be flexible to meet the needs of learners (e.g., balance of synchronous/asynchronous delivery to accommodate learner preferences and time zones)

3. Engagement: Strategies to optimize student engagement in online learning need to be implemented (e.g., breakout groups with defined deliverables, interactive 'live' tutorials, problem/case-based learning). Associated with this is the need to manage student cognitive load.

4. Teacher support: Learners need consistent access to their teachers to guide their learning.

### *Specific recommendations*

#### Course structure:

- A combination of asynchronous and synchronous content is ideal. The ideal balance between the two should be a function of the course-level learning outcomes, student needs, and the workload of the teaching team.

- Asynchronous content is best delivered as 'micro-lectures' (i.e., 10–20 minutes). Following each micro-lecture, quizzes and other tools can serve as self-checks for student learning[1].

- Asynchronous content provides students with more flexibility, but it is best paired with opportunities for synchronous discussion.

- When developing content for online learning, consider how this content will continue to support teaching when we return to in-person learning in the future (e.g., a blended model).

[1] Tools like Camtasia and H5P interactive videos allow quizzes and other interactive activities to be embedded directly in pre-recorded lectures.

Class community and engagement:

- Student-student and instructor-student interactions should be incorporated into the course, such as synchronous class discussions and online video-based office hours.
- Breakout room activities (as are possible in Collaborate Ultra) can be used to facilitate interactions between students (e.g., Think-Pair-Share activities, case study work, problem sets, or data analysis).
- Discussion amongst groups of five students or fewer is more likely to be inclusive and engaging; larger discussion groups are best supported by a facilitator (i.e., the instructor or a TA).
- Consider using 'learning communities'[2] by creating groups in Canvas. In courses: divide the class into small cohorts according to student time zones. This will increase the likelihood that students will engage with each other.

Supports and resources:

- Single-section large classes will require additional supports for course development prior to the course start date.
- Teaching assistants can help facilitate breakout rooms and field questions during large lectures or discussions.
- A document camera, whiteboard or chalkboard can be simulated using a drawing tablet.

Student access:

- Online pedagogies are built to respect student's workload and not exceed 7–10 hours/week for a 3-credit course.
- Instructors should consider the challenges faced by students in different time zones and accommodate those whenever possible. For example, consider reducing the amount of synchronous delivery or offer multiple synchronous sessions to accommodate students in different time zones.

## Reimagining large multi-section courses

*Group members were: Meghan Allen, Greg Werker, and Neil Armitage.*

This group produced a graphical summary of their work, which can be found in the Large Classes Appendix. The figure includes a summary of base teaching principles. In general, their recommendations related to large multi-section courses were focussed on coordinating and integrating the learning outcomes, course syllabi, course resources, and readings across sections of these courses.

This recommendation comes with the caveat that a full transition away from largely independently-taught multi-section courses is not something that can happen in a short time frame. This group proposed that the ideal scenario

[2] Canvas supports the formation of learning communities

for a large multi-section course is one where there is standardization of all course materials across sections, and ongoing coordination amongst instructors (e.g., via a course coordinator). Moreover, they emphasized that the time needed for a transition to an ideal state would depend on the extent to which the large multi-section course is currently coordinated.

In light of the time needed to reach the pinnacle, one potential solution for fall instruction of large multi-section courses would be team-teaching a large multi-section course. For example, each of the course instructors would take turns producing weekly asynchronous content (e.g., several short pre-recorded high-quality lectures) that would be shared across sections, and all of the instructors would offer weekly synchronous activities in their sections (e.g., small group discussions, activities) for the duration of the course.

An additional recommendation has to do with section scheduling: Ideally, sections of the same course are offered at different times of day to accommodate students in different time zones.

### Reimagining the first-year experience in large classes

*Group members were: Siobhán McPhee, Katherine Lyon and Steven Barnes.*

This group began its work by reviewing and formulating the student learning goals for the first-year experience (which are closely aligned with those of UBC's Jumpstart program), which currently includes many large-class experiences. Students should be able to:

1. Confidently engage in student-student, student-instructor, and student-TA interactions.
2. Feel like they are part of a larger learning community:
    - membership in the academy;
    - networks and relationships;
    - UBC learning supports and resources.
3. Understand the importance of academic integrity.
4. Understand what online learning looks like.
5. Understand why particular technologies are used (for a particular course, or set of courses).
6. Start to develop metacognitive skills, learning strategies, and self-directed learning.
7. Be aware of additional implications for wellbeing in a predominantly digital learning environment.
8. Understand how to collaborate in an academic setting.

The group identified general challenges and presented some high-level suggested changes required to support a positive and rewarding first-year experience. A more detailed analysis can be found in the Large Classes Appendix.

*Challenges:*

- First-year students may not have much experience with self-directed learning.
- First-year students may not have used Canvas or other technologies used at UBC.
- Additional time will be required of faculty and teaching assistants to meet the course-level learning outcomes.

*Suggested changes:*

- Assessments should ideally be low-stakes, and also offer students different options to meet the course-level learning outcomes. The larger working group has termed this approach to assessments (which is also applicable in upper-year courses) 'structured flexibility'.
- The teaching team should consider efficient methods to provide first-year students with comprehensive and — if possible — personalized feedback, recognizing the constraints of a large class size. Examples of technology assisting tools are outlined in 'Effective Online Communication' in the Large Classes Appendix.
- Ensure that synchronous class time is utilized differently from asynchronous class time, as each has its own affordances.
- Consider deploying a survey, ideally delivered to students before the course begins, to identify accessibility issues related to computer hardware, internet bandwidth, Canvas access (e.g., students in US-embargoed countries will not be able to access Canvas, Wikipedia, YouTube, Facebook, etc.), and time-zone differences, to name a few. When necessary, consider other tools for delivering course content to those students with identified accessibility issues.

## Reimagining assessments in large classes

*Group members were: Amber Shaw, Fred Cutler, Patrick Pennefather, Jonathan Graves, and Sunita Chowrira.*

This group produced a comprehensive wiki page related to assessment strategies. This page provides an extensive analysis of various assessment strategies (not just limited to those used in a large class) and their relative ease of implementation.

## Principles for effective online communication

*Group members were: Silvia Bartolic, Maja Krzic, Jonathan Graves, and Janice Stewart.*

The major goal of this group was to address how to enable effective communication in large classes. They provide recommendations for faculty-student modes of communication and methods to facilitate student-student communication in large classes. Their specific recommendations are presented in the Large Classes Appendix. Presented below are the major themes and challenges that arose from their work. This group also created a comprehensive wiki page Reimagining Online Communication.

### *General themes:*

- It is important to help students feel that they do matter as individuals.
- Effective communication should aim to create a supportive and safe classroom climate.
- Students and faculty should be provided with the necessary supports and technologies so to enable communication that supports their learning and facilitates relationship building.
- Align the modes of communication with the learning goals for the course.

### *Challenges:*

- There should be careful consideration of both the type and number of communication platforms used in classes.
- As is true for all technology recommendations from the larger working group, the number of online platforms used for communication with students should be limited and ideally coordinated across programs, faculties, or UBC as a whole.
- Large online classes may require additional TA support to facilitate and manage course communication channels.
- Certain platforms for communication might raise accessibility issues; for instance, technology, access from other countries, bandwidth, etc.

## Considerations related to teaching assistants and markers

*Group members were: Neil Leveridge, Qingshi Tu, and Judy Chan.*

This group did a careful analysis of issues specific to teaching assistants and markers. Presented below are some identified themes and challenges. A more detailed analysis can be found in the Large Classes Appendix and within the Guidelines for the Role of Teaching Assistants section of this document.

### *General themes:*

- Teaching assistants (TAs) and markers are invaluable contributors to education at UBC.
- Graduate and undergraduate TAs with first-hand experience of online learning may be particularly valuable contributors as we shift to online teaching.
- Every effort should be made to facilitate a smooth transition from course planning with academic assistants to teaching/implementation with TAs and markers.
- Instructors should ideally share their rationales for course instructional design decisions with their TAs and markers.

- More frequent meetings of the teaching team will probably be necessary in the context of an online-only environment.
- Clear expectations should be laid out by the instructor for both the TAs and markers.
- Students should be given clear instructions about when they should be contacting their TAs vs. their instructors.
- Students need to be provided with information related to expected response times to emails and other modes of communication with their TAs (e.g., within 24–48 hours, excepting weekends and holidays).
- Instructors, departments, and UBC as a whole need to be mindful of union regulations around work hours for TAs (e.g., according to current regulations, teaching assistants should not be working after 9 p.m.) in light of the fact that the university will want to be accommodating students in different time zones. See also the Guidelines for the Role of Teaching Assistants section of this document as well as the CUPE 2278 website for more detailed regulations.

### *Potential challenges for TAs and markers:*

- Additional workload resulting from:
  - preparing novel course materials and activities;
  - new modes of assessment which could increase grading time;
  - synchronous class facilitation (e.g., managing breakout rooms, managing questions);
  - synchronous activities with students in different time zones;
  - a potentially greater volume of emails from students;
  - a need for more frequent solicitation of feedback from students;
  - check-ins with students who may be experiencing difficulties with online learning and/or wellbeing issues.
- Different expectations for online courses.
- Needs for a good working computer with a high-speed internet connection, webcam, microphone, and a suitable work space.

Charts and additional information can be found in the Large Classes Appendix.

# Recommendations for Laboratory Education during Interim Remote Teaching Due to COVID-19

*Claudia Krebs, Chair. Co-contributors: Joseph Anthony, Mercedes Chan, Brett Couch, Christine D'Onofrio, Jon Festinger, Gillian Gerhard, Kathryn Gretsinger, Patricia Hingston, Joss Ives, Paul Kennedy, Maya Kopylova, Agnes Lacombe, Suzie Lavallee, Stephen Michaud, Dave Oliver, Patrick Pennefather, Manuel Pina, Gabriel Potvin, Lindsay Rogers, Navid Shahnaz, Rachel Wilson, Matt Yedlin.*

These recommendations are the result of discussions with representatives from across faculties at UBC to guide decision making for the continuity of laboratory education during public health restrictions due to COVID-19. We included consideration of a large variety of labs, including science-based laboratories, music performance, art studios, and moot court in our discussions and recommendations below.

## Statement of principles

1. Laboratory teaching provides experiential, hands-on, team-based and community-based learning which is critical for a full education, and in some cases subsequent professional accreditation. UBC remains committed to providing these experiences to students.

2. UBC is committed to providing a world class educational experience to students regardless of mode of delivery.

3. In the long term, online delivery should not replace in person teaching in labs, except where it can be empirically established that on-line teaching of labs produces better student learning.

4. At the present time and with current technologies, the transition to online will result in loss of some learning experiences as some lab experiences cannot be replicated virtually.

5. Face-to-face teaching in labs preserves the human experience of learning, including peer-to-peer interactions among students, and immediate mentorship by instructors. Ultimately, these components are important to student mental health and they are key drivers for creating a sense of academic and scholarly identity for our students. We need to be mindful of the impact that this loss of experience will have on our students' sense of identity, academic development, and wellbeing.

6. The transition to interim remote learning has and will continue to result in an increase in workload for faculty and staff; this has implications for their wellbeing and puts them at risk for burnout.

7. Attendance policies, the decision whether sessions are synchronous or asynchronous, and lab deliverables should be communicated clearly in the syllabus. They should be informed by an approach of flexibility and compassion, taking into account the individual circumstances learners may find themselves in, including different time zones, changed personal responsibilities, and mental health challenges.

## Recommendations

### *1. Transition to online and remote learning:*

Elements of a lab experience that can be moved into an online and remote setting need to be transitioned to this.

- A **return to teaching plan** will need to include access to UBC facilities for faculty and staff so that learning materials can be created for the online and virtual lab experiences.
- Ensure the centralized **support hub** and support hubs within faculties are established to help transition lab experiences online and including the UBC Library, UBC Studios and the Emerging Media Lab.
- Where possible, **cloud computing** applications are available to allow for equal access to computing power and software packages as well as additional support for:
    - robust VPN for remote access to the UBC network;
    - upgrades of the IT infrastructure at UBC (e.g. servers) to improve capacity;
    - bursaries need to be made available to students for computer hardware.
- Evaluation of new commercial tools need to be explored in collaboration with faculty end users and students.
    - Include on the LT Hub website the products available together with faculty and student reviews.
    - Consideration of additional funding requirements for the purchase of products as necessary to deliver comprehensive online teaching.
- At home experiential packages (course package or lab kits) may be considered as alternatives to online or virtual labs.
    - These could include objects/specimens that can be mailed, or perhaps taking turns with certain objects? Alternately, using things found outside your door, in-depth use of everyday materials, i.e., found in your kitchen, etc. (might be interesting considering some students might be abroad so their collections will be of a different geography)
    - Additional funding may be required to create these packages and send them to students.
- An outline of simulation resources for a broad range of labs is available at Lab/Simulation Resources.
- A breakdown of the session by learning outcomes and learning objectives can be a helpful tool to find appropriate approaches and media. See the Labs Appendix.
- Video-conferenced labs where students interact with faculty and TAs who are in the lab and interact with them as they perform live experiments.
- Consideration should be given to the development of horizontal channels of student-to-student communication within UBC course contexts. As important as professor/TA/student communications along a vertical axis may be, student-to-student communication is arguably even more important to learning, and is also potentially helpful in a student mental health context.

### *2. Criteria for face-to-face labs:*

Some components of lab teaching cannot be moved to a remote and online setting. In person face-to-face labs may be necessary to meet required learning objectives for programs and professional accreditation.

- In-person labs may be run in small sections following provincial guidelines with PPE and social/physical distancing. UBC may need to provide sufficient PPE for all students, faculty and staff. This could require, at a minimum, gloves, eye protection and masks, as well as administrative measures such as increased cleaning schedules in labs, and sign-in/sign-out forms for rooms.
- Criteria for exemptions to include:
    - lab is critical for accreditation and/or graduation requirements;
    - equity of access — all students have access to the lab;
    - physical distancing can be maintained at all times;
    - where physical distancing cannot be maintained, PPE is available for all students, TAs, faculty, staff;
    - clear communication that only a small subset of labs will meet rigid criteria for in-person meetings.
- We may be able to offer lab bootcamps when provincial guidelines permit for face-to-face teaching conditions at a future time. Provisions will need to be made for those students who will graduate before the end of the pandemic.
    - Developed around a set of 2–3 standalone modules delivered a few times over the summer, to teach specific skills. Allowing students to choose modules based on their schedules and needs rather than having to progress sequentially.
    - Modules could cross disciplines where skills are similar in requirement, i.e., microscope use.
    - Bootcamps will be offered with no additional tuition as short intense sessions covering skills that can only be accomplished in person.
- Instructors need to develop a contingency plan, and clearly communicate this to students in the event a student is unable to attend or there is a change in provincial guidelines. For example, decoupling lab and lecture components combined with bootcamp option.

### *3. Clarity around funding:*

There needs to be clear, transparent and consistent information about funding sources, allocations, and distribution to support delivery of online and any face-to-face laboratory components.

### *4. Support for teaching assistants:*

Mentorship and guidance of students is critical for all remote and online experiences — the TA budget will need to be robust and TAs need to be hired earlier in the summer so that they can have the necessary training in this new setting. For more information and consideration refer to the section on Guidelines for TAs.

- Teaching assistants are an essential component of the teaching teams for lab and lecture courses. TA workload, duties and hours allocated to duties must be clear to prevent TAs being overworked and to abide by the terms of the collective agreement with CUPE 2278.
- The CTLT can help to develop online professional development courses for TAs specific for experiential lab teaching, similar to courses being run in the May TA Institute.
- Departments will need to offer clear guidance and support to TAs for course specific outcomes.
- TA-led lab groups or class sizes should be smaller than their normal capacity, as they take more work and time to conduct online. The number of TAs per student will need to be increased.

### *5. Support for faculty:*

Learning from the working group that supportive collaboration across disciplines will be key to ensure the exchange of knowledge and experience across the institution. We recommend the creation of a community of practice for different kinds of online and remote lab instruction.

## Concrete examples of what has worked:

- **Lab/Simulation Resources:** See an outline of simulation resources for a broad range of labs.
- Remote Lab success in Electrical and Computer Engineering: Senior Instructor, Jesus Calvino-Fraga, in March 2020, successfully implemented a remote lab for **ELEC291/292**.They needed oscilloscopes, so he suggested an $80 USB oscilloscope. For those who could not he created a device they could build at home using their parts kit. **RESULTS:** The vast majority of students finished their project work successfully.
- Use of three-dimensional virtual objects to provide interactions with items normally found in labs. These 3D assets can be found on openly accessible websites such as eSkeleton, Morphosource, TurboSquid, or SketchFab.
- UBC examples include:
  - UBC MedIT Educational Media Sketchfab
  - Bear skull and rat
- Search on 3D asset websites will give access to models available for use in education.
- Augmented reality (AR) and virtual reality (VR) to provide interactive experiences with objects and environments, for example:
  - Faculty of Arts:
    - KAMBE project
    - An augmented reality app about the Syrian Civil War
  - Faculty of Medicine: Holobrain project
  - Faculty of Forestry: How Virtual Reality Can Aid Forest Operations

- Here are examples of labs that were created in March 2020 that incorporate various media to meet the learning objectives:
    - Upper Airways Lab
    - Neuroanatomy Syllabus

## UBC and other resources

- Labs Appendix
- Student Facing Videos for Multimodal Projects (further updates taking place over the summer)
- BCcampus curated online lab options

## Experiential Education Online: Orienting Questions, Themes, Principles, and Recommendations

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Experiential education[3] is a philosophy and methodology in which "educators purposely engage learners in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values" (Association for Experiential Education, as cited in Grain & Gerhard, 2020). Experiential education at UBC is inclusive of a number of discrete activity types covering a broad range of examples, from research capstone seminars, to problem-based learning, to community engaged learning, to international educational experiences. The Experiential Education Appendix illustrates a (non-exhaustive) overview of different clusters of experiential education at UBC. To situate this work at UBC, in a 2019 survey of fourth-year UBC students, 36% reported participation in a research-intensive experience while at UBC; 23% reported participation in work-learn; 22% in community service learning; and 19% in an international educational experience (UES 2019). While other working groups are focussing on specific forms of experiential education such as practicums and labs, this working group has been tasked with covering experiential education more broadly.

As we consider the current adaptation to online experiential education, various opportunities emerge in how we conceptualize, design, and deliver these experiences such as greater access for learners to engage in both domestic and international partnerships; expanded learning outcomes; collaborative learning spaces for faculty, students, and community/industry partners; and innovative programming. Just as we can imagine these opportunities, at the same time, many students will lose access to situated experiences, on campus and in the surrounding communities that lean heavily into embodied experiences including personal interaction, observation, and real-time application.

Although the loss cannot be fully overcome, there are many opportunities for online experiential education that do emerge including a few listed here: virtual tours aided by multimedia increase site/location access, the UBC qeqən house posts and the Vancouver Art Gallery Virtual Walking Tour are two examples; the "Choose your own adventure" simulations in Labster's virtual reality platform; analyzing local community issues and visually mapping community-based resources; developing surveys and analyzing data to inform or evaluate programming; discussion rooms in Collaborate Ultra; and others. Experiential education for online courses may happen through the computer,

[3] Experiential education is used here (as opposed to experiential learning) to describe our broad campus practice. Experiential education can be distinguished from experiential learning because it is teleological and is carried out with a purpose, a learning outcome, or an end in mind (see Biesta, 2013). Experiential learning happens throughout one's life, irrespective of an institution's role. Additionally, at a provincial level, the British Columbia Council on Admissions and Transfer (BCCAT) use the language of EE, citing that that EE programs "have experience at their core, and are intentionally linked to the learner's academic and professional goals, and are directed and monitored by the institutions so as to develop the learner's knowledge, skills, and values" (Johnston & Sator, 2017, p. 1).

or may include guided activities in which learners engage beyond the computer — with space, place, embodiment, and their unique local contexts.

In recognition of both the challenges and the opportunities, what follows are orienting questions, themes, principles, and recommendations that serve as a guide for faculties, faculty members, educators, and staff to understand and make decisions about how to reimagine and support experiential pedagogy and practice online that results in meaningful learning and inclusive practice. As the circumstances of every course and program are context specific, we offer these ideas as ones to consider and implement if appropriate and helpful to do so.

## Key principles and recommendations

The following principles were collaboratively generated in an effort to guide decision makers and educators to effectively navigate the challenge of experiential education through online delivery.

### *1. Reimagining experiential education involves clarifying the desirable and achievable learning outcomes and building experiences around those outcomes.*

Core questions to consider:

- What is your motivation for using experiential education as a pedagogy?
- What outcomes are achievable given this transition to online/remote teaching and learning? What activities are best suited to help students achieve the desired outcomes?
- What is not possible? What may cause more harm or risk to learners or learning partners (e.g., community partners, employers, other stakeholders)?

Recommendations for practice:

***Be explicit:*** Clearly communicate with students the learning outcomes, the approach you are taking to achieve them, and expectations around digital etiquette. Consider how students can be brought into the conversation about meaningful learning experiences in a remote environment.

***Identify methods of learner engagement:*** Identify which learning outcomes require face-to-face interaction between students; students and external partners; students and instructors/TAs. Consider also providing the students with project prompts, including the outputs expected, and set aside time during the synchronous course delivery for students to self-organize.

***Articulate expectations for online engagement:*** Communicate with students before the class or program, introduce self, clarify expectations, and begin building community; host interactive welcome sessions clarifying expectations and facilitating connections between students; build expectations together to increase peer-to-peer connections and accountability to one another; leverage support from staff leading co-curricular programs familiar with creating group norms.

***Redesign conventional 'in person' placements:*** Consider how outcomes (and thereby curricula) can be redesigned in the absence of a conventional internship, practica, or applied learning format. This may require rethinking and re-conceptualizing expectations with faculty/unit leadership, community partners, employers, and/or accreditation boards. For example, could you include a case study focused on similar issues to those the placement would have highlighted, but decouples the work from an organization?

***Engage in discussions with key decision makers:*** Critical consideration of the learning outcomes associated with an experiential education opportunity may result in the realization that some outcomes are easily shifted to a virtual environment, some are doable with creativity/re-working, and others may not be ideally suited to our current context. Having these conversations early with key decision makers will enable course/program designers to most effectively prepare for the fall term.

### *2. Appropriately scope the experiential education opportunity/activities in recognition of possible constraints for students and partners (e.g., workload, equity and access to critical technology, family obligations).*

#### Core questions to consider:

- What is the expected commitment for students (i.e., time, duration, frequency)?
- How can you articulate the skill-based, technological, temporal, and other prerequisites for students to effectively participate in an experiential learning opportunity?
- What accommodations might you be able to make for students coming into this opportunity with varying access to these resources?
- To what extent can students be afforded autonomy in shaping their experiential education?

#### Recommendations for practice:

***Clearly communicate expectations:*** Proactively communicate to students the intended outcomes; key attributes expected of students; length, time, and frequency of the experiential component; technology required; prerequisite skills required; the extent to which students can build their networks; and the proportion of synchronous to asynchronous activity.

***Make a contingency plan:*** Proactively consider the alternatives available to students participating in your course/program. What elements of your course/program are non-negotiable in order to ensure a meaningful, safe, productive educational experience? Where can you be flexible and adapt to mitigate students' specific constraints and limitations?

***Highlight learner autonomy***: Consider allowing students to take responsibility, and thus drive the agenda of their own learning by articulating for themselves a learning outcome that honours their current constraints. Additionally, learner autonomy can be fostered through appropriately designed self-assessments and peer-assessments as a means to reflect on learning outcomes.

***Simulate place-based and contextual understanding:*** Students who do not reside in Vancouver lose immediate access to the place-based contexts vitally important for some experiential education. Consider providing context at the start of the course through first personal narrative accounts; augmented reality; virtual reality; videos; etc. Place based education can also expand to include the 'places' where students are situated globally (e.g., asking students to create virtual maps of meaningful locations in their region).

***Leverage students' contexts:*** Many engaging forms of experiential education are carried out in spaces beyond the classroom.[4] Educators can consider how space, time, and place might enhance student learning beyond the computer, in the physical and temporal location in which they find themselves. What can students learn about a given subject/topic in the physical environment that they are currently in? What can students learn about a given subject/topic from the people with whom they share physical or social spaces?

### *3. Recognizing the need for more flexibility, align appropriate assessment strategies to achievable outcomes.*

#### Core questions to consider:

- What types of assessment strategies are best suited to each individual learning outcome?
- When/how/how often will students be assessed?
- To what extent is it possible for students to be more involved in determining assessment criteria?

#### Recommendations for practice:

***Integrate choice into learning plans:*** Consider allowing students to 'choose their own adventure' based on their personal circumstance. For example, if you choose to integrate experiential education into the course or program, you might opt to create multiple course streams: a community research stream and a traditional research stream. In this example the final assignment could be either an action project or a traditional academic paper.

***Allow students to participate in determining the criteria by which their work will be evaluated:*** Consider the critical outcomes you require of all participants and whether flexibility is possible in the path students take to demonstrate those outcomes. Consider creating some latitude, within parameters of the learning outcomes, for students to identify and shape appropriate indicators/measures of academic success within an experiential education experience.

***Focus on the process rather than (only) the product:*** Consider a process-oriented assessment framework that evaluates student progress and performance at various stages of the experiential education experience, where emphasis is balanced between learning process, product, and outcomes.

[4] For more information, additional questions, and specific examples of experiential education beyond the computer, see module 4 of the CTLT's Online Teaching Program.

***Nurture a culture of learning:*** Consider how best to guide students toward deep learning. Leverage online workshops focused on preparing students for experiential education and reflective practice; create and provide students with clear rubrics at first-year level to standardize expectations and enhance self-regulated learning; online video conferencing sessions for students to connect on different issues around teaching and learning; host sessions on the protocols of online communication.

### *4. Cultivate a strong, inclusive, online learning community that attends to the circumstances of all participants.*

Core questions to consider:

- How will the students engage in dialogue, discussion, community building, and collaborative learning with each other? Community/industry partners?
- When/how will students engage in meaningful critical reflection? How with those reflection questions advance student learning about self, and/or discipline?
- How can we mitigate the danger of leaving certain students behind based on our pedagogical choices?

Recommendations for practice:

***Leverage institutional learning supports:*** Draw upon university-wide resources to support instructional design, partnership identification and sustainment, and the integration of experiential education into courses or programs.

***Facilitate collaboration and co-creation:*** Craft assignments that provide an opportunity for students to contribute and co-create knowledge with external partners, to connect students to one another, to lessen the absence of physical connections, and to contribute meaningful to a collective regional, national, international, and societal efforts.

***Set up third spaces for learning:*** Consider creating online structures that can be made available outside of dedicated course/program times, for the student to access when they are needed. These can serve as informal spaces otherwise missing through virtual engagement and may include peer groups; digital group work ‘rooms’; TA-led conversations; tutorials; etc.

***Be flexible:*** Students may require more accommodations and/or flexibility in participating in these types of experiential learning opportunities. Considerations for alternate criteria for student participation may need to be discussed with the appropriate departmental/faculty/unit leaders and/or external partners prior to student participation.

### *5. Given the reduced human resource capacity, funding, and staffing that may affect external partners, take action to ensure strong and reciprocal relationships.*

Core questions to consider:

- What are the operational and technological needs of external partners that support this opportunity?

- How do UBC's commitments to equity and community engagement inform what reciprocal relationships look like with external partners?
- What are the ways to guide external partners in supporting student learning, considering the context and circumstance of each student?
- How can you continue to maintain and sustain a quality relationship and effective communication with your external partners? How can you facilitate effective connection points between partners and students?

### Recommendations for practice:

***Allocate resources and funding:*** Consider leveraging programs like the Partnership Recognition Fund to help offset costs incurred by external partners working with UBC.

***Begin with an offer:*** Consider how to frame the discussion so that the partner needs can drive the collaboration. Try to be flexible and adaptive to those needs by modifying assignments, student projects, and the agreed upon outputs resulting.

***Steward relationships:*** Given the time and resources required to develop strong and sustained relationships, consider how to honor existing relationships even if those organizations are unable to partner due to current limitations. Consider how to maintain communication and be ready for a return to in-person engagement in the future.

For further information, see the Experiential Education Appendix.

## Academic Delivery in the Health Professional Programs for the 2020 Winter Session

*Dr. Roger Wong, Chair. Co-contributors: Dr. Simon Bates, Dr. Robert Boushel, Dr. Tamara Cohen, Dr. Michael Coughtrie, Dr. Sandra Jarvis-Selinger, Dr. Mary MacDougall, Dr. Elizabeth Saewyc, Dr. Zhaoming Xu.*

The deans, associate deans academic, and directors of the health professional programs at UBC Vancouver have met as they plan for students' clinical learning activities moving forward amid COVID-19. As a result, a set of principles and key considerations have been adopted that are commonly applicable to all health programs at UBC, while allowing for appropriate customization to meet program requirements, external accreditation and regulatory needs.

At the high level, these principles include but are not limited to:

- Patient safety: Would the presence of students in the clinical environment jeopardize or promote optimal patient care and population safety?
- Student safety: Can students be protected from, or excluded from, excessive risk?
- Safety of teaching faculty and hospital staff: Would student placements jeopardize the safety or wellness of teaching faculty or other hospital staff?
- Clinical capacity: Is there sufficient clinical capacity available to support student learning?
- Learning: Can a valuable learning experience be provided?
- Supervision: Is there sufficient clinical teaching faculty available to provide student supervision?

With the above principles in mind, a number of tactical requirements that are specific to the health programs are necessary for successful implementation. These requirements include but are not limited to:

- approval (e.g., by health authorities or the relevant oversight clinical/public/private organizations) to allow clinical placements and related academic activities to take place on premise;
- availability of the appropriate personal protective equipment in the UBC campus and community clinical settings;
- access to virtual care (e.g., tele-health) as applicable in selected campus and community clinical settings as new learning opportunities for students.

A blended delivery option would work based on pedagogy, that is, to deliver non-didactic curricular components with face-to-face interactions, while didactic academic learning can be delivered online and with the use of modalities such as simulation. There is a limitation to the practicality of a blended delivery option: the non-didactic sessions that run face-to-face would require scheduling the learning activities over multiple sessions in order to maintain safe physical distancing. In addition, the health programs would also encounter the same considerations when designing a high-quality online learning experience as outlined for non-health programs.

# Guidelines for the Role of Teaching Assistants in the COVID-19 Context

*Co-contributors: Christina Hendricks, Theresa Rogers, Nicolas Romualdi.*

Teaching assistants are invaluable contributors to education at the University of British Columbia, and their roles change in the context of online teaching and learning. The purpose of this document is to identify areas of potential concern, and to provide recommendations to consider for teaching assistant appointments in the context of COVID-19.

There are several teaching assistant roles covered by the Collective Agreement between UBC and CUPE 2278 (PDF): Senior TA (STA), Grad TA I (GTA I), Grad TAII (GTA II), Undergrad TA I (UTA I), Undergrad TA II (UTA II), and Markers. See also "Hiring a student employee" on the HR website, and a summary of changes to the collective agreement that will begin September 1, 2020 (PDF)[5].

Most of the principles below will hold for all undergraduate teaching assistant (UTA) and graduate teaching assistant (GTA) roles; where there are differences, they are noted in what follows. Because markers are only assigned to mark tests or exams of an objective nature, many principles will not be applicable to them (e.g., principles having to do with doing synchronous class meetings).

The vast majority of TAs are graduate students; for GTAs the teaching assistant role needs to be compatible with research and learning commitments that these students may have, which are widely variable depending on the faculty and stage in graduate school (between early Masters and PhD candidacy).

The principles are grouped by three topics: general guidelines, training in online course design and preparation, and course delivery conditions and invigilation. A number of these guidelines hold in all contexts, but they reflect issues that have been raised in the current context where many courses will be delivered in an online format for the near future.

## General guidelines in the COVID-19 context

- Units must hire students into the correct role for the duties assigned. For example:
  - Graduate academic assistants (GAAs) may be hired to support course and curriculum design, and may work on several courses within a unit. GAAs should not be hired to engage in duties that fall under the roles of a UTA or GTA, such as teaching activities within courses, interactions with students, or marking (see a list of TA duties on UBC HR's "Hiring a student employee" page).

5 There are references throughout this document to the Collective Agreement between UBC and CUPE 2278, and links to an agreement that held from 2014–2019. A new agreement has been ratified but a full text is not yet available; there is only a summary of key changes (PDF). We indicate in the document where information can be found in that summary, and where it cannot we refer to the old agreement, lacking any other document to refer to. Please contact UBC HR if you have specific questions about what is or is not changed in the new agreement.

- Recent changes to the collective agreement between the university and CUPE 2278 (PDF) have expanded the senior teaching assistant (STA) role, effective September 1, 2020. If a unit is hiring students after September 1 with duties that fall under the new STA role, they should be hired as STAs. STAs may work on design and development of new curricular materials along with other TA duties, but generally do so in connection with a course for which they are hired as a TA.

- TAs may be paid before the official start date of their contracts (September 1 for winter term 1), such as compensation for hours they spend in training related to online courses. However, those hours may not be considered as part of the TAs' contract during the term that follows; i.e., TAs must be paid for the extra hours on top of their work during the term, at a pro-rated amount (see the Collective Agreement (PDF) section 14.01).

- Ensure that TAs can be paid for work assigned to them in a timely manner, keeping in mind that students need to satisfy visa, SIN, and Canadian bank account criteria in order to be employed as TAs by UBC, and current WorkSafe BC and taxation rules do not allow for TAs to perform their work outside Canada. Please contact UBC HR for further details.

- TAs may need to take extra time for new tasks in an online environment that need to be taken into account in allocation of hours, such as facilitating chats in video meetings, running breakout rooms, preparing to invigilate online exams, and more. They may also receive an increased amount of online queries from students (e.g., through discussion boards and emails).

  - Plan as well as possible the expected workload and duties for TA positions and advertise accordingly. Remember that a list of duties, including expected hours connected to each duty, must be provided to TAs in writing (see the Collective Agreement (PDF) section 12.02).

  - Adhere to the advertised, expected and contracted total workload for TA positions, or compensate for necessary extra hours, while being mindful of students' need to manage other aspects of their programs.

- Consider various priorities when assigning TA positions (e.g., need for completion of program, loss of other opportunities, seniority, etc.), while also following appointment and reappointment provisions in the collective agreement between UBC and CUPE 2278 (PDF), Article 13.01.

- Consider partial TA appointments if the number of TA slots are significantly reduced.

- In circumstances where there may be a shortage of available TAs, a teaching assistant may be appointed to multiple assignments as long as the total hours they are required to work per week do not exceed twenty-four.

  - Be sure to adhere to the maximum total hours that TAs may be required to work per academic year, as explained in Article 14.01(a) of the Collective Agreement between UBC and CUPE 2278 (PDF): "A full Teaching Assistantship involves an average of twelve (12) hours per week for the Winter Session (September 1 to April 30), for a total of 384 hours. The average applies to exclusive quadruples of adjacent months, commencing in September (September - October - November - December, January - February - March - April)." Note that 12 hours is an average, and workload my differ on a week-to-week basis.

  - When assigning workloads for particular weeks, be mindful of TAs' other duties and responsibilities as students in their programs, as well as the extra workload that may come with doing their TA roles in online courses (as noted above).

- The hiring unit (department, school, or faculty) should ensure that TAs have access to necessary equipment and technologies to complete their duties in online courses.

- Where possible, TAs should have access to a quiet space for instruction, particularly for synchronous instruction (given many TAs live in shared housing, many have children, and generally live in smaller apartments without separate individual rooms). When public health authorities, transit, and space considerations allow, departments should consider allocating designated spaces on campus for TAs to carry out their teaching duties, where necessary and feasible.

## Training in online course design and preparation

Teaching assistants should have access to training (or retraining), as needed to do their work in an online setting. This training could be through department or faculty TA training programs, through CTLT workshops, or other professional development offerings. Further, where possible, ongoing mentorship from lead instructors or senior TAs is recommended.

If units require TAs to participate in training as part of their work, this time must be compensated by including the hours spent on training in the total number of hours TAs are contracted to work. As noted above, if TAs are required to undergo training before their official start date, this work must be paid for separately rather than counting the hours as part of their contract for that term.

Topics such as the following would be useful, depending on what TAs will be doing in the courses they support:

- Understanding and applying principles and best practices of online teaching.

- Effectively using a variety of appropriate tools/media to enhance online teaching and learning.

- Leading online class meetings as relevant to their role, such as tutorials or virtual labs.

- Organizing and directing group activities in an online setting.

- Designing online activities consistent with desired learning outcomes (note that this would fall under the Sr. TA role as of September 1, 2020, as per the summary of changes to the Collective Agreement between UBC and CUPE 2278 [PDF]).

- Engaging in online assessment effectively, including using evaluation tools to grade student work

## Online course delivery and invigilation

- Regular TA hours as specified by the collective agreement between UBC and CUPE 2278 (PDF) need to be considered when TA duties and teaching times are assigned, particularly since units can choose to schedule class meetings in an augmented evening schedule for the fall term. TAs may be assigned to courses that are scheduled to run in the evening as per Section 14.01(g) of the Collective Agreement, but if they are required to participate in activities that take place outside of the regularly scheduled hours for the course, they need to be informed and have to have agreed in advance.

- Section 14.01(g): “Any scheduled teaching duties, online or in person, outside of the hours of 7:30 a.m. to 8:00 p.m. are contingent upon the advance consent of the employee. In the event that a Teaching Assistant is assigned to a course that includes evening classes that end at 8:00 p.m. or later, the employee may be scheduled for teaching duties up to sixty (60) minutes after the end of the scheduled class.”

- Provide students with clear information about TA availability, as many courses do for faculty. Students in different time zones may have unrealistic expectations about TA availability and turnaround time for queries.

- Invigilation procedures and requirements should be provided by the instructor, and not be left to individual TAs to decide and communicate to students. TAs should be provided guidelines on how to address students’ connectivity issues during exams, since students may ask those questions. For example, they should know where students could go for help with troubleshooting, and what to do if connectivity problems mean students have trouble completing exams on time.

- It is recommended that back up plans are in place in case a TA experiences connectivity issues at the time of invigilation.

# Principles for Appropriate Use of Remote Invigilation Tools

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## Preamble

With the move to (mostly) online teaching and learning, a number of courses have begun to use software that can support the invigilation of exams remotely. The principles in this document were developed by a working group of students, faculty, and staff to provide guidance on the appropriate use of such tools as one of several approaches to supporting academic integrity.

As with the high-level guiding principles in this document, we start from the foundation that decisions about how to adapt courses for an online environment should be grounded in care and compassion for everyone involved in teaching and learning, including students, faculty, TAs, and staff. The principles below also focus on transparency, keeping students informed about the purpose and functionality of remote invigilation tools. They emphasize that accessibility and flexibility are key, and are about more than access to tools but also the capacity of individual students to use them. Due to varying situations, including health issues, family circumstances, geographical location, and more, some students will face more barriers to using these tools than others. Making fair decisions does not mean treating everyone in the same way; fairness requires flexibility, and individual circumstances must be considered to make fair decisions.

**Students have expressed significant and reasonable concerns about some forms of remote invigilation, especially the use of Proctorio**.[6] Due to technical difficulties and concerns about equity, privacy, ethics and more (as discussed below), students have experienced additional levels of stress when writing examinations. These concerns should be taken seriously and addressed to the greatest extent possible in decisions about whether and how to use such tools. Keep in mind the broad and system-wide commitments that UBC has made to supporting an equitable and inclusive learning environment, including the Inclusion Action Plan, the Indigenous Strategic Plan, the Respectful Environment Statement (PDF), and the UBC Wellbeing Strategic Framework.

At the same time, there are important reasons for using remote invigilation tools in some courses and programs, such as for accreditation requirements, and to promote academic integrity. Academic integrity is for the collective benefit: It supports the value and integrity of a UBC degree for students, the university, and those outside the institution. Though academic integrity can be supported in multiple ways, some of which are discussed below, invigilation of exams taken online can, in some cases, be a necessary part of a suite of efforts. **We recommend considering other approaches to academic integrity first, however, and limiting the use of remote invigilation tools where possible.**

**Note that the university has some legal duties that are relevant to online invigilation tools.** For students who are registered with the Centre for Accessibility and eligible for exam accommodations, the university has a legal duty

[6] *The Ubyssey* (July 2020); Facing student privacy concerns, UBC maintains relationship with Proctorio

to provide those accommodations. If students have concerns about the use of remote invigilation tools that may be related to a disability, please refer them to the Centre for Accessibility (CfA). It is also helpful to remind students more broadly about the support options available, such as the CfA, so that they do not need to self-disclose their particular health or wellbeing issues to the instructor or TA if they prefer not to. In addition, where a request for an academic concession has been found to be based on a protected grounds[7] covered by the BC Human Rights Code, the University has a duty to grant an academic concession.[8]

There are three centrally-supported software tools for remote invigilation at UBC:

- Proctorio
- Respondus Lockdown Browser
- Invigilation through Zoom

The principles below apply to all of these tools (as well as others that may be used in particular faculties), but most are related to Proctorio. Proctorio is one approach to addressing concerns around identity verification, preventing the use of prohibited materials, the receipt of unauthorized assistance, and unauthorized duplication of exam materials. However, it is important to recognize that Proctorio, like any other tool, cannot entirely solve these issues; there are ways to get around the controls of any tool. While recognizing that the vast majority of students will not resort to such measures, raising student awareness of academic integrity in the context of remote exams can help to inhibit low-effort, and possibly unintentional, breaches.

## Principles

The foundation of these principles is the same as the first high-level guiding principle: **"Approach course adaptation decisions with a commitment to compassion and care for everyone involved."** This includes focusing on how decisions impact wellness, equity and inclusion, including that of students, TAs, faculty, and staff. With that in mind, we offer the following principles:

### *1. Take students' concerns about remote invigilation seriously.*

Weigh student concerns carefully in the decision of whether to use these tools or not, which tools to use, and how they are implemented (e.g., through instructor-controlled settings).

- Consider how remote invigilation tools may create additional barriers and introduce inequities in the online learning atmosphere. Algorithmic remote proctoring software may disproportionately flag students with disabilities, those with invisible physical and mental health needs that may not have been discussed with the instructor, and students with dependents. In addition, there may be access issues for students in rural

[7] The BC Human Rights code prohibits discrimination based on "race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age."

[8] Where a request for an academic concession has been found to be based on a protected ground covered by the BC Human Rights Code, the University has a duty to grant an academic concession unless doing so will create undue hardship (as that term has been interpreted under BC law) for the university. Other university policies may apply in these circumstances (see Related Board Policies SC7 and SC17; Joint Board and Senate Policy LR7; Senate Policy J-136).

communities with limited internet access, and students of ethnic backgrounds that differ from the data set the algorithm is based off of may face difficulties entering exams. Refer to principle 10 regarding supporting students who are not able to use the tool due to accessibility issues. Take students' concerns seriously to foreground equitable and accessible assessment methods.

- Having cameras (and sometimes microphones) on during an exam, while students are in their living spaces, also raises privacy concerns since instructors and other students wouldn't otherwise be able to see these spaces or hear what is happening in them.

- Remote invigilation tools can lead to added stress for students beyond what they might otherwise experience in an in-person exam, which can affect their performance. For example, with Proctorio (or tools with similar functionality), worries about being 'flagged' for behavior that may be acceptable in an in-person exam (e.g., looking away to think or use scratch paper, going to the washroom), or that aren't under one's control (e.g., students having to work in spaces where family members are making noise in the background or technical problems during timed exams) can add significant additional stress during an exam.

- It is best for student concerns to be addressed at the most local level (i.e., the instructor), so consider having a 'virtual open door' practice in which you encourage students to reach out early with concerns and be open to listening to them carefully so that students will not be afraid to raise them. Addressing and attempting to resolve issues early can help avoid further complications that could be more difficult to resolve later.

### *2. Take a balanced approach to maintaining academic integrity rather than only focusing on enforcement.*

This includes:

- Have meaningful conversations with students around the importance of academic integrity, recognizing that terms such as 'academic integrity', 'plagiarism' and 'cheating' can be understood and learned differently across educational systems in the world.

- Always assume learning is the key goal rather than that students will make every attempt to engage in academic misconduct when they can.

- Learn about ways to re-design courses and assessments to promote integrity and reduce or eliminate the need for remote invigilation. One-on-one consultations with learning designers at the CTLT are available through the Online Teaching Program, and they can help provide suggestions and advice for redesigning assessments for specific courses. See also:

  - High-level principle 5 in this document
  - Alternatives to remotely proctored exams on the *Keep Teaching* website, including a longer guide to Alternatives to In-Person Exams (PDF).
  - The CTLT's Online Teaching Program module on assessment, and resources from the OTP workshop 'Cultivating Students' Understanding of Academic Integrity'
  - Video of workshop from UBC Skylight on academic integrity
  - Suggestions from the Remote Assessment Guidebook (Peter Ostafichuk, UBC)
  - Academic Integrity Faculty Resources (multiple UBC authors, UBCV Learning Commons)

- E-CORE Guide to Academic Integrity in Remote, Un-proctored Exams (PDF) (Engineering Collaboration for Online and Remote Education, Canadian Engineering Education Association)

### *3. Explore alternatives to remote invigilation tools.*

Carefully consider whether any alternatives for promoting academic integrity can meet the needs of your course before deciding to use tools for remote invigilation. While such tools may be used to fulfill accreditation requirements in some programs, where this is not the case, prioritize using alternatives where possible. Consider asking students for suggestions on how to promote academic integrity, and see principle 2 above for resources that discuss alternatives, such as:

- redesigning assessments so that students must synthesize and apply information rather than only recall it; this may allow for exams to be 'open book';
- reducing reliance on high-stakes exams in favour of multiple smaller-stakes assessments;
- discussing with students why academic and scholarly integrity is important, how it works in your discipline, and how they are joining a scholarly community that is guided by integrity principles;
- sharing with your students a new UBC module on Canvas, Introduction to Academic Integrity (a UBC Campus-Wide Login is required to enrol).

### *4. The decision to use remote invigilation tools should not be left to TAs.*

Nor should the responsibility to communicate the rationale for doing so and how they work be left to TAs. This must be done by the instructor(s), course coordinator(s), department heads, or others responsible for the design and/or delivery of the course.

### *5. If remote invigilation tools are used, this should be stated in the syllabus.*

The syllabus should also include a rationale for why that approach and tool was chosen. An explanation of pedagogical choices is always valuable, and this allows students who do not wish to use tools like Proctorio to drop the course if they can. Be sure to return to this rationale in communications to students throughout the term, particularly shortly before exams.

Some example language is provided below, with further examples in Appendix 2.

#### Sample paragraph for syllabus:

> This course uses Proctorio for Midterm #1, Midterm #2, and the final exam. This tool was chosen in order to address accreditation requirements and maintain academic integrity for tracking academic progress of individual students. For more information, please refer to the *UBC Proctorio Student Guide*. If you require accommodations for accessibility needs or technical/connectivity issues, please contact the Centre for Accessibility or your Enrolment Services Advisor.

### *6. Schedule a practice test using the tool before the drop deadline.*

This will allow students a chance to test whether they have the necessary equipment and network capability and to get familiar with the process. See the UBC Proctorio Instructor Guide for more suggestions on practice exams using Proctorio.

### *7. Schedule additional time.*

Be sure to schedule enough time for setup and possible technical issues during an exam with remote invigilation tools. As noted on the UBC Proctorio Instructor Guide, let students know that you will add extra time to the 'time limit' setting (the amount of time students will have to complete the exam once they start), and at least 30 minutes to the 'available from/until' setting (the amount of time the exam will be open until it auto-submits).

- Include language about how students can get support outside of Proctorio or Lockdown Browser, such as if they have questions about interpretation of exam content or an impactful typo in a test question, for which students may need real-time support. Who do students contact and how quickly can they get the answers they need?

### *8. Identity checks must consider student privacy.*

For remote invigilation through videoconference (e.g., Zoom), students must not be asked to show their ID card with their full student number in a session with other students present, although this could be done in a private breakout room with only a teaching assistant or instructor present.

UBC Skylight has detailed guidance for invigilating exams using Zoom, including several options for identity checks.

### *9. Explain which tools you are using, and why.*

Explain to students as clearly as possible what the tool does and what that means for them during and after an exam. Focus on providing information in order to reduce stress where possible.

For example, for Proctorio:

- Share with students the UBC Proctorio Student Guide, and information and instructions in the Instructor template in the UBC Proctorio Instructor Guide (which covers some of the suggestions below).
- Proctorio offers a range of settings; choose the least restrictive settings that will fulfill the needs of the course. Be sure to follow the recommendations listed in the UBC Proctorio Instructor Guide for settings to disable, as enabling these settings can cause technical issues for students during exams.
    - NB: Ensure 'Re-entry' is allowed in settings. If technical or connectivity issues disrupt a student's ability to complete the exam (e.g., connection drops, computer shuts down), only Proctorio staff (and only if 're-entry with agent' has been selected by the instructor) can reset the exam and allow a new attempt. Prepare to provide support if a student encounters difficulty re-entering the exam, and be sure to let students know whom to contact and how to help them re-enter if needed.
- Explain to students:

- Proctorio is FIPPA compliant, all recordings are stored in Canada, and the encrypted recordings will be deleted after two years.
- Only instructors (and/or TAs, depending on what is the case for your course) have access to watch the video; as noted on the UBC Proctorio Instructor Guide, "no person at Proctorio can access the recordings or data, as they are stored using zero-knowledge encryption, meaning Proctorio does not have the key to decode the encryption."
- What a 'flag' on the video means, and that any flags must be reviewed by the instructor (and/or TA) before any interpretation is made of the flagged behaviour. Remind your students that, even if their file is flagged as suspicious, it doesn't mean suspicious in terms of cheating; it just means suspicions in terms of the enabled Proctorio settings (e.g., unusual sound, movement). Assure students that Proctorio does not make determinations of academic misconduct. If the course instructor suspects there is sufficient information that academic misconduct has been committed (e.g., using prohibited materials or discussing the exam with another person), the normal UBC policies apply and an investigation is initiated before any determination is made.
- As noted in the UBC Proctorio Instructor Guide, "Share your expectations with students about what usual behavioural activities you will anticipate and accept..., such as fidgeting, stretching, not looking directly at the exam the whole time, etc."; and "Clarify procedures around washroom breaks, using scratch paper, or any other needs specific to your course." Many students are understandably worried that they will be flagged for behaviours that appear suspicious but are actually incidental to writing the exam or out of their conscious control. It is important that you explain to them how Proctorio works and reassure them by explaining the post-exam review process.
- Note that when students log into Proctorio, they may get a message from the software that is not necessarily aligned with what the instructor has told them about what they can and cannot do during the exam. Explain to students that where there is conflicting guidance between the instructions provided by the instructor and Proctorio, the instructor's instructions/requirements take precedence.

### *10. Communicate alternatives.*

Be sure students know what to do if they cannot use a remote invigilation tool because of technical, geographical, accessibility, or other reasons. Pay attention to the Assignments and Assessments page on the *Keep Teaching* website for details and updates on technical and other requirements for using these tools.

- Students who are having trouble meeting the hardware or network requirements for the invigilation tool should discuss possible alternative assessment options with their instructors
- Students experiencing financial barriers to meeting requirements can speak to an Enrolment Services Advisor
- Students with disabilities should contact the Centre for Accessibility to find out if they are eligible for online exam accommodations or to review their current eligibility for accommodations
- Students needing some assistance or support in communicating with their instructors/university or in understanding university policies/procedures can contact the Office of the Ombudsperson for Students
- Tool-specific help resources:

- Proctorio: see the UBC Proctorio Student Guide, which provides information on how to get real-time help during an exam, as well as outside of exam times.
- Lockdown Browser: See the Lockdown Browser Instructor Guide on the LT Hub website
- Zoom: UBC's Zoom Instructor Guide and Zoom Student Guide; see also UBC Skylight's instructions for using Zoom for exam invigilation

### *11. Understand good practices for reviewing flagged videos.*

Those who are going to be reviewing videos from Proctorio should be aware of good practices for doing so, including recognizing that some students may be flagged more than others due to things such as their home situations (e.g., living with young children) or health considerations (e.g., needing to get up to use the washroom often).

Support and arrangements for disseminating these good practices will vary but can include local expertise (faculty and staff who have used proctored assessments), faculty-based or central support, university guidelines or policies (such as the UBC Vancouver Senate student mental health framework [PDF]), or resources such as the Office of the Ombudsperson for Students and the Centre for Accessibility. If TAs are reviewing the videos, instructors should ensure they have this information as well.

## Additional resources

See Appendix 2: Additional Materials for Appropriate Use of Remote Invigilation.

# Appendices

## Appendix 1: Working Group Membership

### Discussion/Lecture Courses (30-60 students)

| Members | Area |
|---|---|
| Tiffany Potter **(Chair)** | Professor of Teaching, Associate Head, Curriculum, Department of English |
| Stefania Burk | Associate Dean, Academic, Faculty of Arts<br>Senior Instructor Asian Studies Department |
| James Charbonneau | Associate Director, Physics Instructor, Science One Program, Coordinated Science Program |
| Catherine Corrigall-Brown | Associate Head, Associate Professor, Department of Sociology |
| David Gaertner | Instructor, First Nations and Indigenous Studies Program |
| Candace Galla | Associate Professor, Centre for Critical Indigenous Studies Language and Literacy Education |
| Laurie McNeill | Director, Arts First-Year & Interdisciplinary Programs and Chair, Arts Studies in Research & Writing<br>Senior Instructor, Department of English Language and Literatures and School of Journalism, Writing, and Media |
| Jeff Miller | Senior Associate Director, Projects & Faculty Partnerships, Centre for Teaching, Learning and Technology |
| Jason Myers | Faculty Liaison, Centre for Teaching, Learning and Technology<br>Arts Instructional Support and Information Technology (ARTS ISIT) |
| Candice Rideout | Senior Instructor, Food, Nutrition and Health, Faculty of Land and Food Systems |
| Janice Stewart | Undergraduate Program Chair, Institute for Gender, Race, Sexuality and Social Justice |
| Ayaka Yoshimizu | Instructor, UBC Ritsumeikan Programs & Department of Asian Studies |

### Large Enrolment Courses (>60 students)

| Members | Area |
|---|---|
| Steven Barnes **(Chair)** | Senior Instructor, Associate Head, Undergraduate Affairs, Department of Psychology |

| Members | Area |
|---|---|
| Meghan Allen | Senior Instructor, Computer Science, Vantage College |
| Neil Armitage | Lecturer, Sociology |
| Sylvia Bartolic | Senior Instructor, Department of Sociology |
| Judy Chan | Educational Developer, Centre for Teaching, Learning and Technology<br>Faculty/CTLT Liaison, Faculty of Land and Food Systems |
| Sunita Chowrira | Professor of Teaching, Botany |
| Fred Cutler | Associate Professor, UG Program Director, Political Science |
| Jonathan Graves | Instructor, Vancouver School of Economics |
| Marcia Graves | Instructor, Department of Microbiology and Immunology |
| Maja Krzic | Associate Professor, Land and Food Systems and Forestry, Associate Professor, Applied Biology/Forest and Conservation Sciences |
| Neil Leveridge | Assistant Professor of Teaching, Faculty of Forestry, Department of Wood Science |
| Katherine Lyon | Instructor, Sociology & Vantage One |
| Barry Mason | Department of Cellular and Physiological Sciences<br>Associate Director of Curriculum Years 1&2, MD UG Program |
| Siobhan McPhee | Senior Instructor, Geography, Vantage One program |
| Patrick Pennefather | Assistant Professor, Theatre and Film |
| John Ries | Senior Associate Dean, Research<br>Professor, Strategy & Business Economics Division |
| Lindsay Rogers | Lecturer, Biochemistry and Molecular Biology |
| Amber Shaw | Lecturer, Academic English Program, UBC Vantage College |
| Janice Stewart | Undergraduate Program Chair, Institute for Gender, Race, Sexuality and Social Justice |
| Qinshi Tu | Assistant Professor, Faculty of Forestry, Department of Wood Science |
| Greg Werker | Lecturer, Operations & Logistics Division, Sauder School of Business |

## Laboratory Education

| Members | Area |
|---|---|
| Claudia Krebs **(Chair)** | Professor of Teaching, Department of Cellular & Physiological Sciences |
| Joseph Anthony | Clinical Professor, Associate Dean, Health Professions, Physiotherapy |
| Mercedes Chan | Pediatric Rheumatologist, BC Children's Hospital<br>Program Director, Pediatric Rheumatology |
| Brett Couch | Senior Instructor, Departments of Botany and Zoology |
| Christine D'Onofrio | Senior Instructor, Department of Art History, Visual Art and Theory<br>Chair, Media Studies Program, Faculty of Arts |
| Jon Festinger | Adjunct Professor, Allard School of Law, Centre for Digital Media |
| Gillian Gerhard | Senior Manager, Teaching & Learning, Centre for Teaching, Learning and Technology |
| Kathryn Gretsinger | Instructor, School of Journalism |
| Patricia Hingston | Instructor, Faculty of Land and Food Systems |
| Joss Ives | Instructor, Physics and Astronomy, Vantage College |
| Paul Kennedy | Senior Instructor & Associate Director, School of Kinesiology |
| Maya Kopylova | Professor, Earth and Ocean Sciences |
| Agnes Lacombe | Senior Instructor, Zoology |
| Suzie Lavallee | Senior Instructor, Department of Forest and Conservation Sciences |
| Stephen Michaud | Senior Manager, Learning Applications Integrations & Analytics, Centre for Teaching, Learning and Technology |
| Dave Oliver | Microbiology & Immunology, critical lab instructor |
| Patrick Pennefather | Assistant Professor, Theatre and Film |
| Manuel Pina | Assistant Professor, Art History & Visual Art History |
| Gabriel Potvin | Instructor, Chemical and Biological Engineering, Vantage College |
| Lindsay Rogers | Department, Biochemistry and Molecular Biology |
| Navid Shahnaz | Associate Professor, School of Audiology & Speech Sciences |
| Rachel Wilson | Lecturer, Department of Botany |
| Matt Yedlin | Associate Professor, Electrical and Computer Engineering |

## Experiential Education Online

| Members | Area |
|---|---|
| Susan Grossman **(Chair)** | Director, Centre for Community Engaged Learning |
| Richard Arias-Hernandez | Assistant Professor of Teaching, School of Information<br>Assistant Professor of Teaching, Bachelor of Media Studies |
| Tamara Baldwin | Director, Office of Regional and International Community Engagement |
| Heather Campbell | Professor and Director, SCARP |
| Taryn Cigagna | Director, Go Global |
| Zsuzsi Fodor | Engagement Strategist, Community Engagement |
| Cassie Gilpin | Manager, Canaccord Learning Commons (CLC), David Lam Library/Canaccord Learning Commons |
| Kari Grain | Analyst, Experiential & Integrated Learning, Centre for Teaching, Learning and Technology |
| Tara Ivanchko | Senior Instructor, EOAS teaching many community engaged courses |
| Carrie Krekoski | Clinical Assistant Professor, Faculty of Dentistry |
| Suzie Lavallee | Senior Instructor, Department of Forest and Conservation Sciences |
| Chris Lee | Director, Asian Canadian and Asian Migration Studies Program<br>Associate Principal, St. John's College<br>Associate Professor of English |
| Robyn Leuty | Manager, Workplace Learning, Centre for Student Involvement & Careers |
| Katherine Lyon | Instructor, Sociology & Vantage One |
| Emma MacFarlane | Learning Commons Coordinator |
| Evan Mauro | Lecturer, Coordinated Arts Program |
| Janet Mee | Director, Centre for Accessibility |
| Jason Min | Lecturer, Faculty of Pharmaceutical Sciences |
| Dory Nason | Acting Director, Institute for Critical Indigenous Studies (CIS)<br>Associate Professor of Teaching, Arts, CIS & GRSJ |
| Susan Nesbit | Professor of Teaching, Civil Engineering |
| Alison Taylor | Professor, Department of Educational Studies |
| Hanae Tsukada | Educational Strategist, Equity and Inclusion Office |
| Will Valley | Senior Instructor, Applied Biology, Faculty of Land and Food Systems |
| Su-Jan Yeo | Lecturer, School of Community and Regional Planning |

## Health Professional Practicum Education

| Members | Area |
|---|---|
| Roger Wong **(Chair)** | Clinical Professor, Geriatric Medicine<br>Executive Associate Dean, Education Faculty of Medicine |
| Simon Bates | Associate Provost, Teaching and Learning, Office of the Vice-President, Academic |
| Robert Boushel | Director, School of Kinesiology, Professor School of Kinesiology |
| Tamara Cohen | Director, Dietetics Program<br>Assistant Professor Faculty of Land and Food Systems |
| Michael Coughtrie | Dean, Faculty of Pharmaceutical Sciences |
| Sandra Jarvis-Selinger | Professor, Associate Dean, Academic, Faculty of Pharmaceutical Sciences |
| Mary MacDougall | Dean, Faculty of Dentistry |
| Elizabeth Saewyc | Director, School of Nursing |
| Zhaoming Xu | Program Director, FNH<br>Associate Professor<br>Associate Dean, Academic, Faculty of Land and Food Systems |

## Guidelines for the Role of Teaching Assistants

| Members | Area |
|---|---|
| Christina Hendricks | Professor of Teaching, Department of Philosophy<br>Academic Director, Centre for Teaching, Learning and Technology |
| Theresa Rogers | Professor, Language & Literacy Education<br>Associate Dean, Faculty of Graduate and Postdoctoral Studies |
| Nicolas Romualdi | Vice-President University & Academic Affairs, Graduate Student Society UBC Vancouver |

## Appropriate Use of Remote Invigilation

| Members | Area |
|---|---|
| Dante Agosti-Moro | Member of the UBC Vancouver Senate<br>Co-Chairperson, Student Senate Caucus |
| Steven Barnes | Associate Professor of Teaching, Associate Head, Undergraduate Affairs, |

| | |
|---|---|
| | Department of Psychology |
| Simon Bates | Associate Provost, Teaching and Learning, Office of the Vice-President, Academic |
| Kieran Forde | Provost Office Fellow in Online Learning, Students, Office of the Vice-President, Academic |
| Christina Hendricks | Professor of Teaching, Department of Philosophy<br>Academic Director, Centre for Teaching, Learning and Technology |
| Shivani Mehta | Associate Vice-President, Academic Affairs, Alma Mater Society UBC Vancouver |
| Stephen Michaud | Senior Manager, Learning Applications Integrations & Analytics, Centre for Teaching, Learning and Technology |
| Peter Ostafichuk | Professor of Teaching, Department of Mechanical Engineering |
| Catherine Rawn | Provost Office Fellow in Online Learning, Faculty, Office of the Vice-President, Academic<br>Professor of Teaching, Department of Psychology |
| Chanel Soo | Vice-President, Academic, Land and Food Systems Undergraduate Society |
| Qian Wang | Associate Professor, Chinese Language Program Director, Department of Asian Studies |
| Greg Werker | Lecturer, Operations & Logistics Division, Sauder School of Business<br>Scientist |
| Georgia Yee | Vice-President, Academic and University Affairs, Alma Mater Society UBC Vancouver |
| Justin Zheng | Arts Student Senator, Arts Undergraduate Society |

# Appendix 2: Additional Materials for Appropriate Use of Remote Invigilation

## Resources

- AMS of UBC (July 2020); Open Letter Regarding the Usage of Proctorio
- Office of the Provost and Vice-President Academic, UBC Vancouver (July 2020); Letter to the Community Regarding Proctorio

## Sample syllabus language regarding remote invigilation

- Utilize wording/information from the UBC Proctorio Instructor Guide
- The UBC Sauder School of Business has provided information at three different points for their PMBA program:

1. Program Opening/Orientation: the school gives verbal introduction to online exams and Proctorio.
2. When first courses begin, the program office posts an 'Introduction to Proctorio' announcement on the cohort's Canvas site:

   As mentioned at Residency 1, your PMBA final exams will be proctored online by a service called Proctorio Secure Exam, embedded in Canvas. Proctorio is used across UBC to proctor online exams, and is fully compliant with BC's Freedom of Information and Protection of Privacy Act (FIPPA). During exams, it will record your screen, webcam, and microphone, and produce a report for RHL to review following the exam.

   Please be aware that prior to taking the exam, Proctorio will ask for permission to access your webcam and microphone, and that you will need to disable firewalls/malware detection programs on your computer. You may also notice high CPU usage while Proctorio is running – this is normal. *After each exam, you may uninstall Proctorio if you wish.* In order to prepare to take your exam, you must complete a Technical Check practice exam located here, so that you can test your equipment to ensure that it is ready for the exam day, and so that you can get the full experience of taking the exam (instructions are below).

3. Prior to an exam, the instructor posts on their Canvas course site a reminder about Proctorio:

   As you know, the BABS 550 final exam will take place on <date & time>. The exam will be 125 minutes long. You will be taking this exam remotely from a location of your choice, and your exam will be proctored online by a service called Proctorio Secure Exam. Proctorio is embedded in Canvas, and will record your screen, webcam, and microphone.

   Here are the exam rules:

   - This exam is open book: multiple monitors will be allowed. Blank sheets of paper, pen/pencil, calculators, physical notes, textbooks, and external websites are all allowed. You may not communicate with anyone during this exam. Proctorio will also enforce a room scan, where you will need to rotate your webcam 360 degrees to record your testing environment. Note: the room scan

will occur at the beginning of the exam, and we have provided an additional 5 minutes of exam time to account for this.

- You may take bathroom breaks during the exam. Please announce (by speaking out loud) your intention to take a bathroom break before leaving the room and be aware that time spent outside of the examination room should not exceed 5 minutes.