Best Practices Guidelines for MDLL Content Courses

1. How much synchronous and asynchronous teaching to pursue will vary by course and instructor. For those students able to participate, retaining a synchronous structure may help them conserve a sense of regularity and of community, especially at a time when many may feel isolated. In all cases, however, flexibility is the name of the game, as access (for students, but also some faculty) cannot be guaranteed.
2. Provide students with back-up asynchronous options for synchronous activities.
3. Consider recording zoom class sessions and making these available to all students via BlackBoard. If recording zoom sessions, we suggest the following:
   a. Prior to recording for the first time, share your intention to do so with the students and provide alternatives to those students not willing to be recorded. These options can include: turning their camera off and muting their microphone, but participating in the discussion via the chat option (to the whole class or only to the instructor); or participating in another agreed upon way.
   b. Add wording to your revised syllabi regarding recording protocols and permissions:

      In accordance with the honor code, please remember your pledge not to lie, cheat, or steal, either in your academic or personal life. Such acts violate the Honor Code and undermine the community of trust, of which we are all stewards. This pledge extends to video and audio recordings of our class. No portion of class audio or video recordings may be reproduced or shared beyond our classroom community, unless express permission to do so has been granted as an accommodation by Student Accessibility Services.

4. Reduce stakes for assignments by converting some of them to complete/incomplete.
5. If moving to asynchronous teaching, include weekly assignments and/or requirements to check in, consistent with your regular meeting schedule (bi-weekly or tri-weekly) in the first part of the semester.
6. Re-conceptualize exams, as virtual proctoring might not be feasible.
7. Given the range of teaching styles with which we are comfortable, each instructor should choose the combination of strategies that works best for a given course. In cases where multiple sections of the same content course are offered, the same practices should be adopted for all sections.
8. Be mindful of the number of tech tools used in class; while technology facilitates student engagement in general, too much of it could overwhelm some students.
9. Material covered. We've lost 1 full week of instruction and are entering unfamiliar territory. We will cover less this semester than we normally do. No one should feel pressured to cram everything into the next few weeks.
10. We should assume our students left their course materials on campus. To the best of our abilities we should make these materials available to students on Bb.
11. If changes in evaluation of student performance are necessary, these should be implemented in a way that is consistent with the grading scales and rubrics established at the beginning of the semester. Faculty should consider learning objectives for the course and adapt requirements to meet those objectives.