



College of Engineering Remote Teaching Guidelines for FL2020¹

During Spring 2020, we “rapidly” transitioned to Emergency Remote Teaching (ERT), and despite been taken by surprise the College did well. Most (if not all) our courses in Fall2020 will be online. This document will serve as a guideline for our teaching and assessment in our Remote Teaching (RT) during F2020.

Engaging Students in Online Learning

- Communication with the students is very important and needed, to share information, to let them aware of what is expected from them, and to give them feedback on their performance, and to give them a sense of community. The communication should be effective, timely and relevant. The following points might be considered by instructors for effective and fruitful communication experience:
 - (a) **Be concise and clear** : Make your message to your students concise and clear and leave no room for confusion.
 - (b) **Students’ responsibilities**: Emphasize to students through course outline and during live sessions about their responsibility to follow course updates regularly.
 - (c) Online office hour: Inform students about timing to communicate and expect a reply. Students should not expect instructors to reply to their emails outside working hours. Instructors may use BBB (or other platforms for private discussion with students) as a tool for a weekly online office hour to answer any queries.
 - (d) Weekly summary: **Faculty may** send a weekly group email to students about the video lecture contents, emphasizing a concept or listing the learning objectives of the week in terms of Bloom’s taxonomy verbs, such as: understand, calculate, evaluate, design, create, simulate, formulate, etc. Use short sentenced bullets, students will not read long emails.
 - (e) **Activity on Moodle**: Regularly check students last login to course page. Send email to students who are not active, say those who did not login for two weeks.
 - (f) **Accumulative Feedback**: Send updated marks to student individually after assessment of each component to keep the students aware about their performance and progress in the course. This can be automated easily using Mail Merge.
- **For prerecorded videos it is recommended to** have some simple online assessment (Short MCQs or short Qs) to ensure that students will be watching the videos.
- It is very important to engage students as they learn independently as well as during their live sessions (polling, short quizzes, breakup groups during the live session,)
Each department can have faculty mentors who can volunteer to provide support to faculty in need of support when moving their courses to remote teaching (support on using Moodle, recording a video, using specific software,).
- **For the synchronous lectures**, instructors are requested to record the lectures and upload them to the online course webpage. For Asynchronous lectures, they are requested to provide lectures with at least audio narration. It is not acceptable to provide only PPT slides as lectures to the students.

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- Using the attendance system is mandatory in F2020. For the synchronous lectures, attendance is taken for those who joined the online session. For asynchronous lectures, attendance shall be taken by checking the viewers of the lecture in the online platform (Moodle or Google classroom)

e- Assessment

- Distribute students' effort evenly across topics and weeks.
- Communicate clearly the expectations and the deliverables.
- Require students to agree to an honor statement, and make them aware of the academic integrity policy and procedures.
- Use online quizzes and exams for low stake assessment (low percentage of overall grade)
- When using online quizzes the instructor should not give more time than needed, randomize the order of the questions, choose questions randomly from a question bank that include more questions than what you need for a given quiz, have one question per page (Up to Five questions in case of MCQs), design your overall assessment with an open-book format in mind.
- In online exams you can consider (in some exams high stake ones especially) having the questions appear sequentially and do not allow students to move back to questions which were already solved.
- Since students have notes and their book to use, as an instructor do not hesitate to challenge them to demonstrate a higher level of mastery of the material.
- Use alternative assessment² for high stake exams if the in-person exam is not possible. Alternative assessment include opened ended type of exams, Projects, Term paper, Oral Exam, Discussion Boards, Self and Peer review, ...
- When using alternative assessment clear rubrics for assessment should be made and discussed with other faculty before using the rubrics for assessment.
- Peer review (faculty-faculty) of the assessment and teaching materials is highly recommended.

² <https://ctl.byu.edu/using-alternative-assessments>