

LAFAYETTE

CENTER FOR THE INTEGRATION OF TEACHING, LEARNING, AND SCHOLARSHIP

Academic Continuity During Disruption

Updated 8/20/2020

Goal

The goal of this resource is to describe recommended practices for academic continuity when a face-to-face course can no longer be held on campus due to a disruption.

Introduction

Weather-related conditions such as snowstorms, as well as power outages, viral outbreaks, and other unforeseen events can result in the disruption of a face-to-face course. However, with advance preparation faculty can continue teaching and learning activities by establishing a clear plan of action. This can involve the use of independent learning activities, online tools for remote lecture and discussion, or other pedagogical strategies.

Preparations

Teaching Plans

- Devise a plan of action early.
- Consider using [Moodle](#) as a central place for class materials, assessments, and discussion forums. Alternatively, send instructions and course materials via email.
- Hold live class sessions online using [Google Meet](#) during the regularly-scheduled class time or plan independent learning activities. Be sure to practice using the technology in advance with the students. [Getting Started with Google Meet](#)
- Communicate the plan for academic continuity to students. For instance, indicate classes will be held via Google Meet during the normal time, and/or students should read certain materials posted in [Moodle](#). Ensure that you are aware of all student accessibility needs, and in your plan, seek to accommodate students. Contact the [Academic Resource Hub](#) for consultation as needed (resourcehub@lafayette.edu).
- Ask students confidentially what technology (e.g. access to Wifi, a laptop, etc.) they have access to away from campus. Be prepared to accommodate students lacking access by offering alternative assignments (e.g. reading reflections in lieu of live online discussions, holding asynchronous online discussion opportunities, having flexible due dates for students with limited access to technology).

- Update the course syllabus to reflect changes to readings, assignments, grading policies, or the schedule, and communicate them with the class.
- The Libraries provide access to a [wide variety of digital resources](#) including ebooks, ejournals and streaming video for use in teaching. The Libraries can often arrange access to additional items, such as ebook titles, on request. Reference and consultation services can also be provided for students and faculty. Contact refdesk@lafayette.edu.
- Consider [recommended practices](#) for online teaching.

Recommendations

For department heads and program chairs or appropriate designees:

- Use a collaborative document and ask faculty to impute coverage information. [See Google Sheet example](#) and feel free to use or adapt.
- Ensure coverage for each course taught by all faculty, including full-time faculty and those with adjunct appointments.
- Provide all faculty access to the substitute instructor list in the event that the administrator or designee becomes ill.
- Gather syllabi in a shared Google Drive folder as relevant or encourage faculty pairs to share syllabi and course materials with one another as soon as possible.

For faculty:

- Grant the substitute faculty member access to the all relevant course materials and sites such as:
 - [Moodle](#)
 - [Google MyDrive](#)
 - [Google Shared Drive](#)
 - [WordPress](#)
- Debrief with the substitute instructor and provide an overview of the course syllabus including remaining learning activities and assessments.

In the event that a faculty member does become ill and can no longer fulfill teaching obligations, please be advised that the department head or program chair should also inform the Dean of the Faculty. The [Office of the Registrar](#) should also be notified to ensure that the substitute instructor is listed for the course in Banner.

Plans for Coverage

Overview

Situations beyond the control of a department or program can occur where finding coverage for a faculty member who falls ill, or is otherwise no longer able to fulfill their

teaching obligations during the semester becomes a necessity. For example, a faculty member may become sick during an infectious disease outbreak or have other health conditions for which teaching coverage plans are needed to allow time for recovery, and enable students to continue learning. In the event that there is time to plan, departments and programs can use various proactive approaches to ensure teaching coverage.

Sample Coverage Strategies

Coverage strategies typically involve identifying colleagues who can serve as substitute instructors for the course. Several examples are listed below. Departments and programs may choose variations or combinations of these approaches as appropriate.

Similar or Multi-Section Courses

Faculty teaching such courses may pair up, or work collaboratively to cover teaching responsibilities for one another in the event that one member of the group becomes too ill to fulfill teaching obligations. In this situation it may be beneficial to norm to the extent possible what each section is doing so that faculty can easily substitute.

Courses Differing in Content

Faculty teaching courses that involve topics for which their departmental or program colleagues do not have overlapping expertise can pair up with colleagues who have experience teaching courses with similar formats (e.g. lecture, discussion, laboratory, studio) regardless of content so that there is a substitute instructor. Faculty teaching specialized topics can examine course syllabi and propose current or modifications of learning activities that could still take place for the rest of the semester if the faculty member were to become ill, regardless of the expertise of the substitute faculty member. For example, students may still be able to finish course readings and responses, group projects, and writing assignments that were already discussed in class or are in process.

If the original faculty member recovers prior to the end of the semester, they may still be able to grade assignments and submit final grades.

Independent and Advanced Study Courses, Honors Theses

Faculty mentoring students in such experiences are advised to work with their mentees to develop alternate plans for finishing their projects in the event of illness, and identify another faculty mentor who could serve as a substitute mentor.

Coverage Outside of the Department or Program

For some programs or departments it may be preferable for faculty to pair with colleagues outside of the department or program who teach similar courses or have relevant expertise.

Hybrid-Flexible Course Delivery

GOALS

To describe the major elements of Hybrid-Flexible courses and provide recommendations for design and implementation.

INTRODUCTION

The Hybrid-Flexible (AKA HyFlex) course delivery modality is used to give students more choice in how they experience the class. The term “hybrid” is used to denote that there are two simultaneous modalities utilized which include face-to-face and online learning. The term “flexible” signifies that learners are able to choose their modality, meaning that each class session they can decide whether to experience the course face-to-face or online. All students enrolled in the class whether experiencing it face-to-face or online are part of the same course and interact with one another.

There is variation within how the term HyFlex has been used. For example, in a nutrition course, the “flexible” aspect differed in that students chose within the first two weeks of class in which modality to experience class for the rest of the semester (Sowell et al., 2019). There are variations with whether HyFlex classrooms involve two or three online modalities—synchronous and/or asynchronous. In mid-2020, reported implementation of this modality was not widespread and included institutions such as: Cambrian College in Sudbury, Ontario; KU Leuven; Delgado Community College; Montana State University Billings; The Ohio State University; University of Denver, Peirce College, San Francisco State University; University of Michigan; and University of St. Thomas, Minnesota. With COVID-19, more institutions have been considering or planning to implement this course modality type to provide more flexibility and access to learners. Generally, HyFlex courses have different demands to prepare given their face-to-face and online components. Instructors must consider their learning goals and align activities and assessments such that they can be implemented for both online and face-to-face students. They must also be inclusive of the online students.

Technology Requirements

HyFlex courses generally take place in classrooms equipped with a camera (mobile or stationary) to provide a wide angle view of the room to learners, a microphone system with sufficient capacity to amplify classroom audio for the online learners, a screen to display the online learners and other course content, and the ability to video conference with the students experiencing the class online. Online students typically will require a

laptop with a webcam and access to reliable internet. Typically, face-to-face students have similar technology to enable their engagement with the online learners.

Recommendations for HyFlex Course Design

- Starting with learning goals, map out the assessments and activities for both face-to-face and online learners. Plan out how they will carry out each activity (e.g. using particular digital tools) and how the online learners will engage in live class sessions.
- On the syllabus, be explicit about how the course will run. Ask students to test out all technology prior to the first class session, and do the same. Demonstrate how to use any new tools that you are introducing for use in the class (i.e. how to connect, log in, or acquire a given app).

Recommendations for Implementation

- Be inclusive of online learners. This can involve:
 - At the start of every class ensuring online learners can connect. If time allows, they can be asked to log in a few minutes before to check that all of the equipment is working properly (audio and video). In some cases it may also be necessary to share course material with learners in advance by posting on the course site.
 - Making online learners aware of backups and contingencies if they fail to connect with the class and/or the equipment is not working properly. For example, if they are unable to connect or have trouble during the session they might view the recorded lesson and complete an activity posted in Moodle and/or attend virtual office hours to clarify any concepts. Uploading the recording to Moodle and sharing as a Kaltura Media Resource is recommended as this will give analytics and the ability to add quiz questions for engagement tracking. Additionally, captions can be added for accessibility.
 - Assigning a peer helper for each class session to support the participation of the online learners if they have questions or run into any issues and troubleshoot or notify the instructor.
 - Speaking to online learners as well as those who are face-to-face by looking directly at the camera.
 - Being mindful of where to stand in the classroom to ensure online learners can see and hear the instructor.
 - Using the document camera, which will be connected to the podium computer, as the “chalkboard.” Alternatively, the instructor could join the Zoom session using a tablet (e.g., an iPad) as the “chalkboard” using an app like OneNote or Notability.
 - Giving guidelines for how online learners can ask questions, and calling on them as well, for example, if they are using the raised hand feature in Zoom. Instructors can also have the chat be peer-monitored and ensure

that any questions that cannot be answered by peers are later answered by the instructor.

- Acknowledging online learners at the end of class when wrapping up and taking a few minutes to check in with them to see if they have any issues.

Raes et al. (2019) provides a few additional recommendations:

- Explain to all learners how the design of the course will help them meet learning goals.
- Create a virtual chat or discussion forum for the entire class including online learners to encourage connection and communication.

When designed carefully, the hybrid flexible classroom can be an excellent opportunity and follow [Universal Design for Learning guidelines](#) and provide choice and access for learners.

Designing and Administering Assessments for Remote and Flexible Teaching

GOAL

To describe recommended practices for designing and administering assessments in courses with remote or flexible delivery.

OVERVIEW

Assessments generally serve a few major purposes in teaching and learning—to provide both students and faculty with feedback on whether learning goals are being met and accountability. They are typically categorized as either formative or summative. [Formative assessments](#) are low-stakes and informal, and administered while learning is still occurring. [Summative assessments](#) are high-stakes and performed after learning occurs typically for a grade. Within the literature, it is widely established that formative assessments are more impactful for student learning than summative assessments (Black & Wiliam, 1998; Black et al., 2004). Regardless of type, all assessments designed for a course should align with learning outcomes and learning activities, following the basic principles of [backward design](#). Students' specific accommodations should also always be taken into account in the design and administration. The [Office of Accessibility Services](#) is a campus resource that can be contacted with any questions regarding student accommodations for assessments.

For instructors accustomed to teaching face-to-face courses, teaching in online and hybrid-flexible environments can require reimagining how formative and summative assessments are performed. However, following a few key principles, and weighing various options, online assessments can be accurate and reliable measures of student

learning. Ultimately, instructors must consider the advantages and disadvantages of each type of assessment to make the best choices for their course.

Principle #1 – Use more formative, low-stakes assessments than high-stakes assessments in a course.

As described previously not only have formative assessments been shown to be more effective in helping students learn, they are also less vulnerable to academic integrity issues compared to high-stakes assessments. Here are several [examples](#) of formative assessments shared during a Course Design Institute by instructors preparing to teach face-to-face, fully online, remote or hybrid-flexible courses. These include items such as ungraded [Moodle quizzes](#), polling through platforms like PollEverywhere, and peer feedback on drafts. If an instructor prefers to implement traditional, graded assessments, they can consider administering several smaller quizzes, and a traditional, comprehensive high-stakes test if there is a pedagogical rationale. This will allow the students will complete continuous assessments to support their learning of course material.

Principle #2 – In designing high-stakes assessments, opt first for authentic assessments.

Authentic assessments encourage deeper more meaningful learning experiences for students. They often have unique elements that allow students to produce original work, and carry out tasks that have real-world applications. Examples include podcasts, student portfolios, opt-Eds, letters to the editor, blogs, wikis, brochures, infographics, and presentations to stakeholders. Because of their originality authentic assessments are also less vulnerable to academic integrity issues. Further they typically can be submitted or viewed digitally. The [Authentic Assessment Toolbox](#) has several additional examples. Such assessments can be graded using [analytic or holistic rubrics](#).

OTHER ASSESSMENT TYPES

Take Home Assessments – If more traditional high-stakes assessments (e.g. graded quizzes, exams) are important for the course and fit better within instructor comfort level, then consider making them open-book, open-notes, open-internet.

These work better for courses with learning objectives that operate at levels of [Bloom's Taxonomy](#) higher than “remembering” or recalling information (Bengtsson, 2019). A major advantage of take-home assessments is that they can reduce student anxiety over testing. They can also be more accessible to students with accommodations, and assess higher-order thinking skills. Instructors should encourage students to study for the take-home exam as a typical exam so that they fully prepare. A disadvantage is that there can be concerns around unethical behavior in completing take-home exams. A few recommendations are included below for designing take-home exams as remedies for such concerns (p. 9).

RECOMMENDATIONS

- Design & Implementation:
 - Include primarily open-ended questions, not multiple choice questions.
 - Design questions that require students to have a comprehensive understanding of course material.
 - Ensure questions are highly contextualized.
 - Have students apply their knowledge in new contexts.
 - Ask students to justify all of their answers.
 - Have students agree to a statement such as: “I have never given nor received aid on this exam” and include a link to the [College Academic Integrity Statement](#).
 - Narrow the timeframe to complete the test.
 - Scramble the order of questions at random.
- Grading
 - Require answers to provide direct references to course material.
 - Subtract points if students do not include references.
- Instructions to Students
 - Give explicit instructions about how students should take the exam. Here is an example for a face-to-face course that can be adapted to an online environment and contextualized to Lafayette: [Example](#).

Oral Assessments – If there are concerns about designing take-home exams fairly and student collaboration, and there are a manageable number of students in the course, consider implementing oral exams.

Oral assessments can provide a good sense of how much students have learned. A caveat is the time investment for conducting oral exams, however grading can be finished as soon as the last student completes their oral exam if the process is carefully designed.

RECOMMENDATIONS FOR IMPLEMENTATION:

- Oral exams can be scheduled online as one-on-one sessions (e.g. 15 – 20 minutes) for students on Zoom. Students can be admitted into the main room from the waiting room during their scheduled time and moved back in when they are finished with their exam. Sessions can be recorded for the faculty member’s usage so that they can be returned to later by the faculty member if needed for review. Some faculty may choose to perform group exams where each student takes a turn being the primary one to answer various questions.
- During oral exams students can be asked questions about particular course concepts and then probed for deeper understanding. Some faculty may choose to provide students with general prompts in advance of the exam and either indicate they will ask all questions or randomly choose a few by rolling a die.
- Prior to the exam the faculty member can create an answer key/rubric that can be used to score students during the assessment.

Unproctored, Traditional Assessments – If neither of the options above seem comfortable or feasible for a course, design an unproctored assessment with a few simple strategies as noted below.

The advantages of these assessments is that because they are typically traditional in format they may feel similar to an on-ground exam. The disadvantages are that they can sometimes cause students to have more anxiety, and students and faculty may have some concerns around academic integrity.

RECOMMENDATIONS FOR DESIGN AND IMPLEMENTATION

- Incorporate more open-ended questions.
- Use multiple forms of a test by randomizing questions and answers.
- Administer the exam to the entire class at a scheduled time.
- Limit the amount of time that students have to complete the exam.
- Ensure that questions are presented one at a time.
- Have students agree to the statement, “I have neither given nor received aid on this exam” and include a link to the [College Academic Integrity Statement](#).

Timed, Proctored, Online Traditional Assessment – If it is most comfortable and feasible to hold a traditional proctored assessment, then this can be carried out following some basic principles.

These assessments require more effort for instructors and students to perform in an online setting. Students should be encouraged to contact the Help Desk at help@lafayette.edu if they don't have access to a laptop with a webcam or reliable internet. A few minutes should be devoted prior to class to allow students to practice taking the exam, review procedures, and troubleshoot issues. Instructors should be aware that students may choose to turn off their webcams and may feel using them is an invasion of their privacy. There have been a number of [reported concerns on this issue](#).

PAPER AND PENCIL TESTS (E.G., TESTS INVOLVING PROBLEM SOLVING)

- Using a [Moodle Assignment](#), students can upload pictures of their answers or they could use a scanning app (e.g., JotNot, Evernote Scannable) on their phone to upload multiple pages as a single PDF. Instructors can configure the assignment to remain hidden until a specific time and day, or unhide it manually. It's also possible to enable a cut-off time, after which students would be unable to submit anything, though instructors may consider adding extra time for students to complete the upload process. Within the Assignment, an instructor might also consider including the exam as an attachment (PDF, Word, etc.) for students to download.
- To observe students taking the exam, instructors can schedule a Zoom or Google Meet session during the exam period asking students to arrive a few

minutes early. For Zoom, [set chat permissions](#) so students can only chat with the host (i.e., the instructor).

ONLINE TESTS

- Design the assessment using a [Moodle Quiz](#), making it available to students at a date and time designated by the instructor. Also, [Test time can be extended](#) for students with accommodations. Start times in Moodle are based on Eastern time, so if an exam is scheduled to start at 9:00 a.m. EDT, a student on the West Coast would be required to start at 6:00 a.m. PDT.
- To observe students taking the exam, instructors can schedule a Zoom or Google Meet session during the exam period asking students to arrive a few minutes early. For Zoom, [set chat permissions](#) so that students can only chat with the host (i.e., the instructor).

[Sample Lafayette Student Perspectives](#)

[Additional Student Recommendations](#)

Recommended Teaching Practices

Course Lectures

Live

Using your regularly scheduled class time with students, meet online via Google Meet. See [Getting Started with Google Meet](#).

Here are resources for online whiteboard options:

[Padlet](#)

[Google Jamboard](#)

Pre-recorded, Self-created

Use video recording software like [Kaltura Capture](#) to record mini lectures (e.g. 10-15 minutes) and post them to Moodle. Mini-lectures can accompany other activities that engage students in learning the material.

Videos on how to use Kaltura Capture

[Getting Started with Kaltura Capture](#)

[How to set and create a Presentation Recording](#)

Instructional Resources

Consider posting pre-made, high-quality videos and epublications already available online instead of creating them from scratch. Some resources include:

- [Academic Video Online](#) (wide-range of documentaries, informational videos and film)
- [edX Courses](#)
- [JOVE Science Education](#)
- [Lafayette Libraries Research Tools](#)
- [LinkedIn Learning](#)
- [MERLOT](#) (Online Courses, Online Modules)
- [MLA Digital Pedagogy Commons](#) (online course modules for Humanities)
- [National Science Digital Library](#)

Discussions

Live Video

Hold live class discussions via Google Meet during course time that use active learning strategies. See [Getting Started with Google Meet](#).

Here are Google Meet Tutorial Videos:

<https://youtu.be/2jhTTzFMZkY>

<https://youtu.be/rLn2pF9UU3U>

Live Chat

[Add a Chat activity](#) to Moodle for [the class to engage with one another](#) in real-time.

Online Discussion Forums

[Post a discussion forum](#) to Moodle for [students to engage](#) with a variety of topics. Consider using the CITLS resource on [classroom discussion](#) to generate questions and protocols that ensure students come to the discussion prepared, are reaching higher order thinking, and listening to one another.

Independent Learning Activities

Independent projects are a great way for students to engage with course concepts in times of academic disruption. If instructors want to assign low-tech projects in lieu of meeting online for class, it is recommended that the projects are well-defined and short enough for the time frame that students and instructors are not on campus. [This](#)

[resource](#) describes independent assignments such as mini research papers, literature reviews, reading responses and other engaging projects.

Laboratory Courses

Consider using online simulations or virtual laboratories if they are available, or simulated data. There are various sites that contain simulations and virtual laboratories such as:

- [Ben Portal \(Simulations\)](#)
- [LabXChange](#)
- [PHET: Interactive Simulations for Science & Math](#)
- [Virtual Chemistry & Simulations](#)
- [Learn Genetics](#)
- [MERLOT Simulations](#)
- [National Science Digital Library](#)
- [Virtual Labs & Simulations Curated by Members of the POD Network](#)

Studio Courses

To the extent feasible, consider whether students can bring materials with them to work on projects. Additionally, projects may be assigned that utilize easily acquired materials.

[For a downloadable resource for Moving Production Courses Online click here.](#)

[For a downloadable resource for Teaching Theatre Online click here.](#)

Assessments

Various assessments can also be completed online. Keep in mind that because students will be completing assessments online they will likely have access to course materials and can potentially collaborate with fellow classmates. If students require accommodations for exams or quizzes, consider using online features that allow for extended time, or, alternatively, holding exams when the classes resume on campus. If you have any questions regarding accommodations for exams and quizzes, please contact the [Academic Resource Hub](#) (resourcehub@lafayette.edu).

Below are several tools that can be used to design online assessments.

- [Moodle Quizzes](#)
Design and present quizzes or exams consisting of multiple choice, true-false, or short answer questions.
- [Moodle Assignments](#)
Students can upload files (e.g., papers) to satisfy an assignment that can be graded. Instructors can leave feedback through multiple means (e.g., written feedback, audio feedback).

- [Google Assignments](#)
Students can upload native Google Docs to satisfy an assignment and can be graded. Google Assignments allow instructors to leave feedback using comments native to Google Docs. Other file types can be submitted too.

Office Hours

Online office hours can be held using a web conferencing tool like Google Meet. Scheduling of office hours could be managed by leveraging [Appointments in Google Calendar](#).

Here is a video on how to use Google Calendar as well: <https://youtu.be/tNPw4-7mj0Q>

Resources for Quickly Converting a Face-to-Face Class Online

Stacey Johnson's ["Putting some of your course content online in a hurry? We have resources for you?"](#)

The Chronicle of Higher Education's Michelle D. Miller's ["Going Online in a Hurry: What to Do and Where to Start"](#)

Implementing Active Learning When Masked and Social Distancing

GOAL

To provide strategies for implementing active learning exercises during COVID-19.

OVERVIEW

The precautions that will need to be taken for COVID-19 this fall present some new obstacles for face-to-face and remote instruction. This includes rethinking how to implement [active learning](#) which is well-known to support student learning. Specifically, given the necessity of masks and social distancing, [classroom discussions](#) and interactions will need to be reimagined. Below are a few strategies that faculty can utilize to still facilitate experiences where students actively engage in their learning.

RECOMMENDATIONS

Use Digital Tools During Class to Facilitate Active Learning

One approach is to utilize digital tools that facilitate student-content, student-instructor, and student-student engagement.

Interactive Polls, Surveys, or Gaming During Lecture

When delivering a lesson in class, engage students in their learning using tools such as Moodle Choice, Moodle Feedback, Google Web Forms, Poll Everywhere, or Kahoot.

Using these tools requires students to have a laptop, tablet or mobile phone and reliable WiFi. Therefore, prior to implementing any of the tools, it's best to ensure that all learners have access to the necessary technology.

Polls

- [Poll Everywhere](#) allows instructors to ask a variety of questions such as multiple choice, open-ended (including a word cloud option), clickable images, and rank order, plus share results in real-time. Polls can be designed in advance of class and administered throughout the lesson. Links to the polls can be included in the presentation slides—these same polls can be embedded into the slides using integrations with both PowerPoint and Google Slides. Live polls can be implemented in hybrid-flexible classes with face-to-face students as well as online, synchronous learners. Poll Everywhere offers a mobile app.
- [Moodle Choice](#) allows instructors to present a single question with multiple responses. Choice activities can be useful as a quick way to poll students to learn which readings they want to discuss further in class.

Surveys

- [Google Web Forms](#) and [Qualtrics](#) are two survey platforms supported at Lafayette that allow instructors to quickly create surveys. Surveys include a variety of all question types, and can either collect results anonymously, or can require one to log into the survey to limit access to specific groups or individuals.
- [Moodle Feedback](#) allows instructors to create surveys within Moodle. Results can be collected anonymously and can be made viewable to students.

Gaming

- [Kahoot](#) can be played either live or self-paced. Playing live is an option for hybrid-flexible classrooms with online, synchronous students. Asynchronous students can complete self-paced versions of the game. Questions can also be asked via Kahoot in a more gamified manner. Kahoot offers a mobile app.

Socially Distanced Group Work

Group work presents new challenges in a socially-distanced classroom, however there are possibilities.

- Directions for projects can be provided in class or on Moodle.
- Students (face-to-face and online) can communicate with group members using collaborative tools such as [Moodle Discussion Forums](#), [Google+](#), [Yammer](#),

or [Slack](#), or hold video chats using [Zoom](#) or [Google Meet](#) with headphones for planning and discussions.

- G Suite apps like Google Docs, Google Slides, and Google Sheets enable students to work collaboratively while socially-distanced or participating remotely. Each of these Google apps allows students to edit documents in real time, suggest edits, add comments, and even chat within the app. For assignments where the faculty member desires to monitor group progress, they may consider creating the Google documents, or ensure the documents are saved in a shared folder in Google Drive, so they can see how student work is coming along and give feedback along the way.

Active Problem-Solving

Students can still engage in independent active problem-solving in a socially distanced classroom. Worksheets can be posted to Moodle or problems displayed in lecture presentations and students can work at their seats. It's possible also to create live polls with PollEverywhere to check whether students came up with the correct answers. These strategies can also work in a hybrid-flexible classroom.

Peer Review Workshop

In order for students to provide feedback on assignments in class such as through peer review of papers, students can use Google Docs for peer review. Google Docs provides the ability for a peer reviewer to add comments, suggest edits in real time, and even assign tasks to the author or other peer reviewers. Peer review with Google Docs can be performed during a class session as well as outside of class. This activity can be inclusive of both face-to-face and online students and they can be placed in the same groups. Students may also hold a video call with their partner after class using Zoom or Google Meet.

Employ Active Learning Exercises Mostly Online

A second approach is to emphasize active learning online and to devote face-to-face or live, synchronous class time to presenting new material and clarifying concepts. Viewing microlectures, engaging in readings through Moodle discussion forums or social annotation tools, completing problem-solving activities, and more may occur online within a reasonable class workload and the following done in class:

- Q&A to clarify concepts. Questions can be submitted via an anonymous Moodle Discussion Forum, Moodle Feedback, a Google Form, or software such as [Slido](#) in advance or during class. The instructor can answer these questions during the in-class session.
- Group projects. Students can work on group projects during the scheduled class time and obtain help as needed from their professor. This can be especially helpful for classes that involve students within different time zones.

Test Out Small Group Discussion in the Classroom

Here is a [document](#) shared through the Professional and Organizational Development Network in Higher Education with highlights from a trial run of using masks and face shields in the classroom while social distancing. They found that group discussion was still possible with some limitations.

Student Resource for Remote Learning and Collaboration

Sometimes unforeseen circumstances occur during the semester and necessitate a change in the way classes are delivered. In the event that classes need to be held remotely, a variety of digital tools can be used to ensure that learning still occurs. This resource is specifically for students whose professors are using remote teaching methods and practices to support teaching and learning activities, in addition to students who collaborate with their peers remotely on coursework.

Tips for Students Learning Remotely

OVERVIEW

Unanticipated situations such as viral outbreaks or weather-related cancellations can necessitate abruptly shifting face-to-face courses to remote learning environments. This resource provides a number of tips for you, as a student, to effectively continue learning in a remote environment.

PREPARING FOR LEARNING

- *As feasible, identify a dedicated remote workspace* – Having a space that you use when connecting with your classes during live class sessions as well as when working on class assignments can be very helpful. If possible, include all needed materials in the space (e.g. laptop, course textbooks, etc.). Optimally, the space should be quiet and have minimal distractions. However, finding a space may pose a challenge given various home situations. A set of inexpensive headphones coupled with a white noise app or music may help in less ideal settings, as well as keeping a notebook to log time spent on learning activities to get actual time spent. You may also consider placing a sign on your door or near the space that indicates you are in a class session or other meeting. Contact your professor to make them aware if you are facing obstacles with finding a dedicated workspace.
- *Prepare for live sessions and asynchronous discussions* – To get ready for live class sessions using Google Meet, please see the following resource: [Remote Learning & Collaboration](#). Do the best that you can to use good practices for

video conferencing such as testing out software and equipment in advance, having good lighting, and muting your microphone upon entry. Exhibit student presence and use the [Core Rules of Netiquette](#) when engaging with others in an online environment. If you prefer not to display your background, Zoom has options for posting an alternative image. Zoom with Pard pride, using these [images](#) provided by the college. Unless your cell phone is needed to complete course activities, keep it on vibrate and store it outside of your learning space to ensure a focused learning mode.

TIME MANAGEMENT

- *Create a routine with embedded markers* – Each day, set up a schedule as best as you can and that works for you so that course work becomes a routine. You may have to negotiate this with family members. You can try to emulate what you might do on campus. For example, wake up, eat breakfast, shower, start course work, do something enjoyable, etc. Once you get a routine down, each task you complete becomes an embedded marker that leads you to your next task.
- *Use one simple tool to keep track of assignments* – As much as possible, take the time to document what each class requires over the course of a semester before the class begins. Write or type out the tasks using whatever works for you. This could mean using a big desk calendar, a paper planner, google calendar or an application. Whatever you choose, make sure that it makes sense for you and try to keep it as simple as possible. As the semester continues, take the time at the beginning of each week to address what is coming up so that you can manage your time effectively.
- *Do the hardest work at your most productive time* – It may be that the mornings are your best time for writing or doing more intensive work like problem solving or class projects. The afternoon may be a better time to watch lectures, take notes or read. Depending on your preference, and the limitations you may have in your own household, consider mapping out the day so that you do your most difficult tasks when you have the most energy.
- *Be realistic about the time it takes to do a task* – It can be easy to say that you will get something done in a quick one-night session. However, this may leave you with an unfinished task. Try to be as realistic as possible with the time it will take to get your coursework finished and divide up the time across the week accordingly. Give yourself a buffer as much as you can.

ENSURING SELF-CARE

- *Utilize the Lafayette's Counseling Center resources* – Lafayette's counseling center has an excellent [COVID 19 page](#) and [Healthy Behaviors](#) page that lists ways to ensure that you are giving yourself self-care. You can also call the counseling center for remote appointments or [look for a provider](#) in your area.
- *Think about your course load before the semester begins* – As much as possible, talk with your advisor, dean and professors to consider how your current courses

relate to your overall goals. Try as best as you can to balance your courses so that you are not taking all your hardest courses at once.

- *Celebrate your accomplishments* – Remote learning is difficult, after you finish a task, be sure to celebrate your accomplishment by doing something that nourishes you.
- *Take breaks and get fresh air* – As much as possible, take breaks that soothe your mind and that actually feel like breaks. This may mean limiting screens or doing something passive like watching a show. If you have access to the outside, take a walk or get some fresh air to refuel your body.
- *Take a short nap to recharge* – Getting rest can support productivity.
- *Make connections with peers, family and friends* – As much as possible, find ways to connect with people safely. That may mean virtual meetings, talking on the phone or outdoor activities.
- *Utilize virtual opportunities through Lafayette College* – Stay connected to campus by finding an extracurricular group that has virtual meetings or utilizing the Lafayette College Recreational Services' [virtual opportunities](#).
- *Release frustrations* – It is totally normal to feel more frustrated by situations. To help you cope, find a positive outlet to release some of the tension. Whether it be going for a run, blasting virtual aliens, or cooking a favorite meal, make sure it is something that you enjoy without feelings of pressure.

COMMUNICATING WITH PROFESSORS AND ADVOCATING NEEDS

Effective and professional communication between students and professors is incredibly important.

- Professors will provide their preferred method of communication. This is typically email and/or meetings via Zoom or Google.
- Don't hesitate to introduce yourself to the professor during the first class or first offered virtual office hour. You do not need to have anything prepared, just a simple introduction and possible reasoning behind your interest in taking their class is sufficient. This will help during the semester as you build that relationship and find yourself seeking advice or assistance as the class progresses.
- Office hours are a great way to build a relationship with your professors. Many students are under the misconception that you have to be over prepared to attend a professor's office hours. While this is definitely an option, it is not necessary. Office hours are meant to be put in place to assist the student in a number of different ways. For example, review a recent exam, request help with a current assignment or clarify a writing prompt.
- In general please contact your professor to make them aware if you are facing any obstacles in your courses.

Tips from Other Students

Below are several tips gathered from students who learned remotely during the Spring 2020 semester that complement much of wh

at is presented above.

- Have a study space, a place to focus and get work done, that, if feasible, is separate from the casual spaces that you use.
 - Set boundaries with family and manage other commitments that come up when learning remotely.
 - Establish a daily routine such as when you wake up and set work hours. Ensure that you are getting enough rest.
 - Advocate for the resources that you need from your professors. You can utilize the learning management system/email/apps that professors utilize to communicate. You can download any calendars off of Moodle and sync to your Google Calendar or use your Google Calendar in general to keep track of work. There are apps such as MyHomework app that sync to computers and mobile phones.
 - Stay on top of the work so that you do not fall behind. You can do this by setting self-imposed deadlines and using the deadlines from the professor for rough drafts, outlines before a final paper is due and utilizing office hours for feedback.
 - Connect with other students through Facetime or other programs while studying to simulate a study group. If you are part of an extracurricular activity, linking up online may be a way to find community.
 - Self-care is important. Consider group fitness programs, counseling center programs, and others.
-

Conducting Peer Observations of Teaching

Face-to-Face and Online Courses

Goal

To discuss recommended practices for performing peer observations of teaching for evaluative purposes.

Overview

A recommended practice for evaluating teaching is to use multiple measures. At Lafayette College there are procedures in place to use several different measures to evaluate teaching--self-evaluations, teaching portfolios, peer observations of teaching, student course evaluations, and letters of support. Common themes arising from these assessments where feedback originates from different lenses - the instructor, the students, and outside observers, enable more accurate interpretations and can lessen, although not eliminate, the effects of bias. This resource focuses on classroom

observations of teaching in which an instructor obtains feedback from an outside observer. Such observations can be formative with feedback only given to the instructor being observed, or evaluative and shared for promotion, tenure, review and reappointment processes.

For any peer observation of teaching there should be a critical framework underlying what is considered distinctive or excellent teaching. In their historical article, Chickering and Gamson (1987) define such elements of good undergraduate education as: encouraging contact between students and faculty, developing reciprocity and cooperation among students, using active learning techniques, giving prompt feedback, emphasizing time on task, communicating high expectations, and respecting diverse talents and ways of learning. At Lafayette, the criteria for distinction in teaching in the [Faculty Handbook](#) provide this framework and align with Chickering and Gamson's principles. Peer observers should be sure to review the criteria for distinctive teaching prior to conducting the observation so that they can be mindful to focus on the underlying framework rather than their own teaching approaches or biases around what constitutes effective teaching.

Procedures to Follow

Section 4.2.1 of the [Faculty Handbook](#) is a main resource for departments and programs for procedures for conducting evaluative peer observations of teaching. Departments and programs may also have their own additional guidelines. Prior to obtaining an evaluative peer observation, a faculty member may request a confidential, formative classroom observation with a staff member from the Center from the Integration of Teaching, Learning and Scholarship (citls@lafayette.edu) or a trusted colleague to obtain informal, low-stakes feedback prior to an evaluative peer observation.

All peer observations of teaching whether formative or evaluative should consist of a pre-observation discussion, the observation, as well as a post-observation discussion. For the purposes of evaluative observations at Lafayette as described in the Faculty Handbook, a preliminary step, "pre-observation consultation" is also a key component. During the pre-observation discussion, important information about the course should be exchanged with the observer. The post-observation should involve giving feedback to the instructor about their teaching in a constructive, respectful manner. Because a single classroom observation provides a limited snapshot view of instruction, performing more than one observation is advisable with more than one observer and also reduces the influence of bias.

Recommendations

Pre-observation Discussion

- Observed -. Share the syllabus, and course materials such as syllabi, presentation files, lesson plans and pre-class assignments with the observer.

Discuss the course and learning objectives for the upcoming class sessions. Provide some context as to how the class session fits into the current unit as applicable, the teaching approaches that will be implemented, students' prior knowledge of the forthcoming material, and any other observations from previous class sessions. Identify specific teaching practices for which feedback is desired from the observer. Discuss the classroom layout and where the observer can sit unobtrusively in the classroom. Describe any preferences for using particular classroom observation instruments if applicable.

- Observer - Ask questions to obtain contextual information about the course and in which areas the instructor is looking for feedback. Carefully review all materials presented by the faculty member being observed.

Special Considerations for Online Courses

The learning management system (e.g. Moodle) or other course sites or software applications (e.g. Perusall, Piazza, etc.) can play an increasingly important role in online courses and therefore should be considered a critical aspect of the observation whether the course is held synchronously only and if it includes asynchronous elements. The observer should be granted temporary access to such sites while still complying with FERPA laws and use such information when assessing student-student, student-instructor and student-content engagement. In observations of synchronous online courses the faculty member being observed should discuss how the observer can be unobtrusive when visiting the class virtually. This may involve the observer turning off their video and muting their microphone during the session. See examples below of instruments that may be used in peers observations of teaching for online courses.

Observation

- Observed - Announce to the class that there is an observer and the reasons for the observation.
- Observer - Actively take notes during the observation focusing on areas defined in the criteria for distinctive teaching and other areas highlighted by the instructor. Focus on being an observer rather than a participant in the class session. Make note of examples of observed teaching or learning behaviors. For example, if students mostly engage in dialogue in a seminar course, or in an online class engage in dialogue through the usage of the chat box or within breakout rooms, take note of this in addition to the quality of their interaction. For example, did they stay on task and meet the intended outcomes? Were most in the group members engaged in the discussion? What is the evidence that they were engaged or not? Form any conclusions based on the observed behaviors. One sample conclusion is that the activity was successfully designed to promote high student-student engagement as evidenced by students being in dialogue with one another the majority of the class, and students accomplishing learning outcomes. Drawing observational conclusions based on evidence

lessens any tendencies to judge teaching practices based on extraneous information.

Special Considerations for Online Courses

- In the case of an online course the faculty member being observed should ensure that the observer has access to any breakout rooms utilized. For example, if the instructor uses Zoom as a platform, the observer can be assigned as a co-host allowing them to move into different rooms to observe discussions in an unobtrusive manner. The observer should also look for engagement through multiple modes rather than solely focusing on whether or not students have their videos turned on. Students can demonstrate engagement in other ways such as by using the chat function, speaking during the discussion, through discussion boards or other pre- or post-class assignments.

Post-Observation Discussion

- Observers should prioritize holding the post-observation discussion soon after the observation. This step should not be missed as providing feedback is a critical component of peer observation of teaching. For this meeting, a good practice is for the observer to first ask open-ended questions to the instructor prior to giving their own feedback. Examples include: “How do you feel the class went?”; “What do you feel worked well?”; “What could be improved?” Asking these types of questions gives the faculty member being observed the opportunity to reflect on their teaching first prior to receiving feedback.

Special Considerations for Online Courses

- For online courses, the post-observation discussion will likely need to occur remotely through video conferencing software. Even though the feedback may not be face-to-face, a live, online discussion where both the observer and observed can see facial expressions and engage in back-and-forth dialogue is recommended over sending an email message with the feedback.

Sample Instruments for Assessing Online Teaching

Faculty may consider using or referring to available tools when conducting formative or evaluative classroom observations of online teaching. A few notable examples of instruments are below.

- Peer Review Guide for Online Teaching at Penn State - Based on Chickering and Gamson’s principles, a comprehensive tool that includes examples of teaching evidence to look for when conducting a peer observation of teaching for an online course, where to look for it as well as additional resources. Includes an [Instructor Input Form](#) and [Peer Review Guide](#).

- [A Checklist for Online Interactive Learning \(COIL\)](#) - Focuses on four major categories of teaching and learning: Student Behaviors Meet Criterion, Faculty-Student Interactions, Technology Support and Learning Environment.
- [Quality Online Course Initiative \(QOCI\)](#) - Assess five major areas of teaching and learning - Instructional design, Communication, interaction, and collaboration; Student Evaluation and Assessment; and Accreditation Compliance; and Credit Hour Policy and Equivalency.
- [Quality Matters \(QM\) Rubrics](#) - Member institutions have access to these rubrics for a fee. More information can be found on their website.

References

Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. AAHE bulletin, 3, 7.

Tobin, T.J., Mandernach, B.J., Taylor, A.H. (2015). Evaluating online teaching: implementing best practices. San Francisco: Jossey-Bass.

Guidance for End-of-Semester Course Evaluations During Remote Instruction

OVERVIEW

End-of-semester course evaluations can provide insights into student perceptions of a course, and how the teaching strategies and tools utilized supported learning. Typically at Lafayette there is a formal, centralized process for conducting end-of-semester course evaluations using a paper form. During the Spring 2020 semester formal course evaluations will not be administered due to the atypical semester and abrupt shift to remote teaching and learning. Please view the correspondence from the Provost on March 21st for more information on the suspension of formal course evaluations during the Spring 2020 Semester. Despite this unconventional semester, informal online student course evaluations may still be conducted on each individual faculty members' own accord for formative purposes.

To obtain feedback from students this semester, some faculty who wish to conduct an informal evaluation of their courses during the Spring 2020 semester may prefer to administer the current formal course evaluation form as is, supplement the current form with additional questions related to remote teaching or other aspects of instruction, or design their own forms. Please note that while they can provide useful feedback, course evaluations should not be used as a sole measure of teaching effectiveness as described in the resource [Reviewing Student Course Evaluations](#).

Below is information on how to access the current course evaluation form online and other items to consider when designing end-of-semester course evaluations.

ADMINISTERING THE CURRENT LAFAYETTE COURSE EVALUATION FORM

During the Spring 2020 Semester, the current Lafayette College course evaluation form is available in Qualtrics for those who would like to administer it to their classes. To access the form in Qualtrics:

Creating the evaluation form

1. Open [Qualtrics](#)
2. Click the blue “Create new project” button
3. Choose “Survey” under “Create your own”
4. Click “From Library” and from the “Select library” drop-down, select “Lafayette College”

The screenshot shows the Qualtrics 'Survey' creation page. At the top right is a blue 'Get Started' button. Below it is a 'Features' section with a 'Survey' icon. The 'Project Name' field contains 'Untitled Project'. There are two buttons: 'From Library' (circled in orange) and 'From a File'. A dropdown menu is open under 'From Library', showing options: 'ITSM', 'TechGroup', 'Lafayette College' (selected and circled in orange), and 'Qualtrics Library'. Below the dropdown is a search bar containing 'Lafayette College'. At the bottom, the 'Source project' dropdown shows 'Course Evaluation Form for Spring 2020' (circled in orange).

- From the “Select survey” drop-down, choose “Uncategorized” then select “Course Evaluation Form for Spring 2020”

The screenshot shows the 'Survey' creation page. At the top left, there is a logo with the text 'CREATE YOUR OWN'. Below it, the word 'Survey' is followed by a star icon. A blue 'Get Started' button is in the top right corner. The main area has a 'Project Name' field containing 'Untitled Project'. Below this are four tabs: 'Blank Project', 'From a Copy', 'From Library', and 'From a File'. A dropdown menu is open, showing a list of survey categories: 'Uncategorized', 'Assessment', 'Dropdown Lists', 'Feature Examples', 'Personal Information', and 'Specialty Buttons'. The 'Uncategorized' category is selected, and a sub-menu is open showing 'Course Evaluation Form for Spring 2020', 'Persuasive Rating System', and 'Student Evaluations- Spring 2018'. The 'Course Evaluation Form for Spring 2020' option is highlighted. At the bottom of the dropdown, there is a search bar containing 'Course Evaluation Form for Spring 2020'.

- Click the blue “Get Started” button

Modifying the evaluation form

- The evaluation form should already be set to be anonymous, but it’s important to double-check by clicking “Survey Options,” scrolling the screen, and selecting

“Anonymize Response” under “Survey termination.” Survey Options

Survey Protection

- Open Access.** Allow anyone to take this survey.
- By Invitation Only.** Prevent people from taking the survey using an anonymous survey link.
- Password Protection.** This password must be entered to take this survey:
- Prevent Ballot Box Stuffing.** Keep people from taking this survey more than once.
- HTTP Referrer Verification.** The user must come from this URL to take the survey:
- Prevent Indexing.** A tag will be added to the survey to prevent search engines from indexing it.
- Secure Participants' Files.** Files uploaded as responses can only be viewed by users with permission to view responses.
- Show a **custom message** when a respondent revisits a **previously completed link**.
- Survey Expiration.** The survey will only be available for a specified date range.

Survey Termination

- Default end of survey message.**
- Custom end of survey message...**
- Show Response Summary.
- Redirect to a full URL, ex. "https://www.qualtrics.com"**
- Send additional thank you **email** from a library... When distributed via the Survey Mailer.
- Anonymize Response.** Do NOT record any personal information and remove contact association.

Inactive Surveys

- Default inactive survey message.**
- Custom inactive survey message...**

Close

- In the introductory paragraph of the evaluation, add your course name and your name beside “Course:” and “Professor:” by selecting the box

XM Untitled Project ▾ Projects Contacts Library Admin Help

Survey Actions Distributions Data & Analysis Reports

Look & Feel Survey Flow **Survey Options** Tools ▾ Search

Untitled Project ▾ IQ Score: Fair

Default Question Block Block Options ▾

Q1

Lafayette College Course Evaluation Form

Spring 2020

Course:

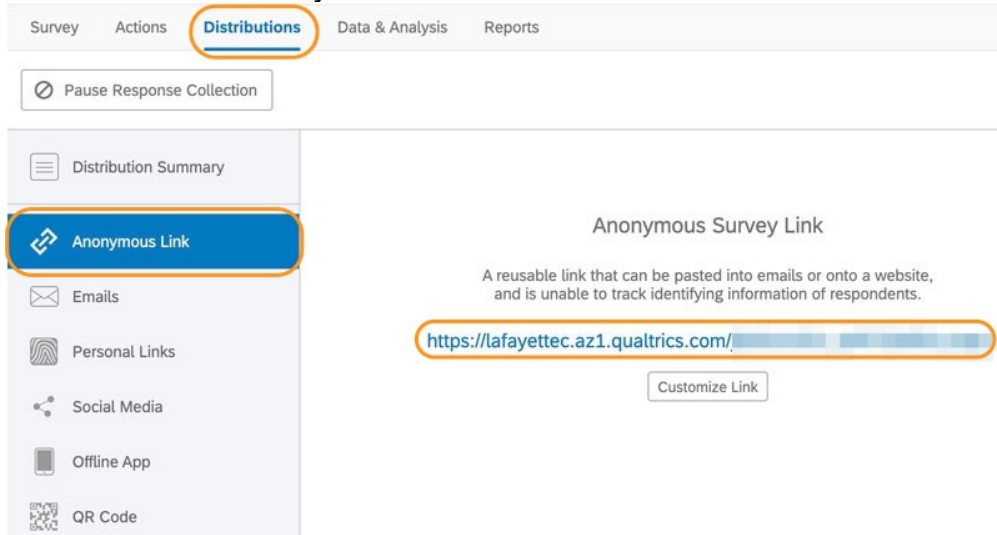
Professor:

You are being asked to complete an anonymous evaluation of this course. Your evaluation is important because it will provide me with valuable input for developing and revising this course. I will be able to consider the evaluation in judging the effectiveness of my teaching. Please use serious and careful consideration in evaluating this course. Please do not collaborate with your fellow students in answering the evaluation questions. Thank you for your time and input.

Q2 LEARNING: What have you learned from this course? Consider, as appropriate, how the course deepened your critical or analytical abilities, factual knowledge, understanding of concepts, creativity, communication skills, and ability to pursue further work in the subject.

- Title the evaluation form by clicking “Untitled Project” and renaming it to the name of your choice
- Click the green “Publish” button to make the survey viewable

- To obtain an anonymous link to distribute the survey click “Distributions” on the menu and click “Anonymous Link” from the left



- Right-click on the link to copy it
- Share the link by emailing the class and/or [by posting it to Moodle](#)

See [Creating from the Survey Library](#) on the Qualtrics support website for additional information.

OTHER QUESTIONS TO CONSIDER

Some instructors may wish to include additional questions on the course evaluation form or design their own survey from scratch. For example, some instructors may want student feedback on specific teaching strategies and digital tools utilized during the remote period. In general a good practice for designing such questions is to ensure to the extent possible that they mostly focus on *student progress towards meeting course learning objectives* and aspects of the course that helped them reach such objectives. Doing so can enhance the amount of useful feedback provided on the course.

Here are a few examples of open-ended items which in Qualtrics can be set up as text entry questions:

Course & Student Learning Strategies

- Describe any teaching strategies used by your instructor that helped you learn during remote instruction.
- Describe any digital tools used by your instructor that helped you learn during remote instruction.
- Which study strategies helped you learn during remote instruction?

Student Effort

- How would you assess your effort in the course during the remote instruction period? Discuss whether the amount of effort that you expended during remote instruction differed from when the course was held on campus.

Inclusive Teaching

- Describe any class activities that helped you maintain a sense of community with the class during remote instruction.
- Discuss any course activities used during remote instruction that were inclusive of diverse learners.

Questions about specific tools or pedagogical strategies in the course may also be asked using open-ended questions as illustrated in the questions above, or Likert-scale items. In Qualtrics, questions with Likert scales can be set up as Net Promoter Score or multiple choice questions. Here are a few examples to use, as applicable:

To what extent do you agree with the following statements (scale: strongly agree to strongly disagree):

- Having the option of both asynchronous and synchronous class sessions supported my learning in this course.
- The small group sessions held via Zoom breakout rooms supported my learning in this course.
- Using the Moodle Q&A Forum enabled productive class discussions.
- The virtual office hours held via Google Meet supported my learning in this course.

Instructions for adding questions in Qualtrics surveys can be found in [Qualtrics Help Documentation](#). Sample course evaluation questions from other institutions can also be viewed in Appendix B of the [Student Course Evaluations: Research, Models and Trends Report developed by the Higher Education Quality Council of Ontario](#). Additional sample validated and reliable items may be viewed on the [IDEA Diagnostic Feedback Sample Student Survey](#), including questions that focus on student progress towards learning objectives.

INSTRUCTOR REFLECTIONS

In addition to the student feedback, it is highly recommended that instructors reflect upon their own teaching practices during the course, and later review their reflections with the student feedback to obtain a broader perspective about the course. Some instructors may choose to utilize a physical or digital journal for writing their reflections. Such notes need not be extensive, and may focus on items such as instructor perceptions of the learning activities, the usage of particular tools, as well as major takeaways and surprises from remote teaching. [The University of Oregon](#) administers a reflective survey to their instructors with questions that might also be useful to review for more ideas.

RECOMMENDATIONS

- Survey fatigue is a reality. Be mindful of the total length of the course evaluation form and include only those questions for which feedback is most desired so that students will be willing to complete the instrument in its entirety.
- Administer the online survey by sending out the anonymous link and announcing that it is available during an open window the last week or two of classes prior to when final grades are submitted.
- Make and uphold an agreement with the students that their responses will not be reviewed until after final grades are submitted so that they feel comfortable responding honestly and have fewer concerns about whether their responses could impact their grades. Not reviewing course evaluations until grades are submitted will also prevent grading from being influenced by student evaluations of the course.
- Increase student response rates by indicating the value of the student feedback, and how it will be considered when designing future courses. Also send a reminder a few days later to encourage students to complete the form. In the case of synchronous classes, instructors may consider emulating the course evaluation process by administering the course evaluation at the beginning of the class, exiting the call completely while it is being completed and returning in 15 minutes to finish class. Instructors can assure the students that the evaluation form is anonymous and that it should be individually completed and that they should not collaborate on responses. The instructor can also ask a student volunteer to email them if the class finishes the evaluation early so that they can rejoin the call sooner.
- As indicated above, ensure that the Qualtrics survey is set to “Anonymized Response” and will not collect any information that will identify students.
- When it is time to review the responses in Qualtrics select the “Report” feature and view the “[Results](#).” A [Report](#) can also be generated and downloaded as a .pdf file as well as a .csv or .xls file.

ADDITIONAL RESOURCES

- [A New Twist of End-of-Semester Evaluations \(Faculty Focus\)](#)
- [Three Steps to Better Course Evaluations \(Faculty Focus\)](#)
- [Who Participates in End-of-Course Ratings? \(Faculty Focus\)](#)

Accessibility

If you have any questions regarding accessibility, please contact the [Academic Resource Hub](#) (resourcehub@lafayette.edu) or [read this recommended resource](#).

Student Resource for Remote Learning and Collaboration

[This resource](#) is specifically for students whose professors are using remote teaching methods and practices to support teaching and learning activities, in addition to students who collaborate with their peers remotely on coursework.

Additional Support

Contact CITLS (citls@lafayette.edu) or Learning Research & Technologies (help@lafayette.edu) with any questions related to continuing teaching and learning activities online in the event of an academic disruption.