

Guidelines and Recommendations for Hybrid and Online Teaching in Fall 2020

Mode of Instruction

Principle 1: The majority of courses (seminars, exercises, practical trainings¹) with up to 60 participants will be conducted through hybrid teaching (§ 3 C19-ER).

- ✓ Hybrid instruction encompasses that face-to-face (F2F) on-campus teaching will be delivered simultaneously online through synchronous, virtual instruction by use of Microsoft (MS) Teams.
- ✓ There are students participating in the courses F2F and remotely. Physical presence in the traditional classroom is not required for participation. Students joining these courses remotely will also participate in collaborative and interactive activities during scheduled sessions.
- ✓ Attendance is not to be confused with participation. Attendance rules apply for all students that have opted for the in-class teaching format, but they do not apply for students who have opted for the remote teaching format (§ 4 (1) C19-ER).
- ✓ In case there are no students joining courses remotely, F2F teaching is sufficient.

Principle 2: Interactive lectures / the lecture component of combined courses will be delivered fully online and remotely via MS Teams² (§ 3 C19-ER).

- ✓ Course sessions delivered fully online have to be held at the scheduled meeting times and lecturers have to make themselves available for interaction during those times.
- ✓ Interactive lectures and lectures of combined courses are taught remotely; no physical presence in the traditional classroom setting is neither required for faculty nor students.
- ✓ Interactive lectures (=lectures without any on campus / F2F sessions) and lecture sessions of combined courses must make use of synchronous instruction by allowing interactive and collaborative activities through MS Teams for minimum 50% of the entire duration of the scheduled session. The remaining 50% must be dedicated to asynchronous forms of delivery (e.g. recording presentations with voiceover, Moodle activities, etc.).
- ✓ Deviations from these requirements are possible, however, they need to be documented in the syllabus and require approval by the Dean of the respective program.
- ✓ MS Teams is the tool students are familiar to use and therefore should be used for live sessions. Lecturers should avoid the use of other technology such as Zoom, Webex, Google Hangouts, Jitsi, etc.

Possibility to Shift All Courses Online

- ✓ The possibility to shift all courses **entirely online** again cannot be excluded (§ 3 (6) C19-ER).

¹ Principle 1 also pertains to the seminar (S) and exercise (X) parts of combined courses (i.e., LS, LX). The courses 1302 CTP I, 1302 CTP II, 1304 RSM I and 1305 RSM II are exempt from this rule and participation can only be F2F due to the practical nature of these courses. Students not being able to take these courses in AY 2020/21 will take the entire 1st and 2nd semester courses at a later time during their studies.

² Principle 2 also pertains to the lecture (L) part of combined courses (i.e., LS, LX).

- ✓ Lecturers are therefore recommended to think about a scenario where hybrid courses would need to be taught fully online so they are not caught off guard should a rapid shift to teaching courses fully remotely again be necessary.

Blended and web-based activities

- All courses should be enhanced through additional synchronous or asynchronous web-based, online activities (MS Teams, Moodle). As a bare minimum, lecturers must set up their Moodle courses reflecting the topics of each course unit by adding content. Templates will be available for voluntary use to support lecturers with the set-up of their Moodle course.
- Lecturers are strongly encouraged to use Moodle for blended learning activities to enhance the learning experience of students in both online and hybrid sessions. In addition, Moodle serves as the primary platform for file upload.
- Lecturers are strongly encouraged to use MS Teams for additional collaborative activities in addition to scheduled hybrid or online sessions.

Choosing a Mode of Instruction and Attendance Rules

- For various reasons (i.e. visa issues, travel restrictions, health concerns, etc.), students may opt out to attend F2F teaching on campus and conduct all courses the whole semester remotely.
- Students must declare this prior to the beginning of the semester by submitting a *Study Format Declaration Form*. **The deadline to submit this form is 14 September 2020.** This declaration is valid for all courses and for the whole duration of the semester. Not submitting a declaration will mean that a student signs up for face-to-face sessions.
- Lecturers will receive a consolidated list of students that have declared to opt out from face-to-face teaching and that will join all courses remotely.
- Students are free to change their chosen study format only once during the semester by submitting a *Study Format Change Form* to the Academic Office. The application must be submitted at least seven days before the change is intended.
- Students who have opted for the remote study format will not be allowed to participate in courses on campus unless special permission by a lecturer (special consideration).
- If a student must change her/his chosen study format for extraordinary reasons permanently more than once during the semester, then he/she must provide an additional justification and hand in a request for special consideration to the Dean.
- Students who have opted for the face to face study format must follow the standard MU attendance rules unless special permission by a lecturer. In case students switch their mode of instruction in the middle of the semester, attendance will be counted until and from this point onward.

- Students joining courses remotely for the entire semester will be exempt from MU's attendance policy.

Physical Distancing on Campus

- Courses taking place on campus have been allocated in rooms minimum double their usual size; one metre distance between the students will be guaranteed.
- Rooms used for courses and their capacity:
 - ✓ Library – 55
 - ✓ Ballsaal – 48
 - ✓ 208/209 – 60
 - ✓ 109/110 – 50
 - ✓ 108, 207, 306 – 18
 - ✓ 313 – 14
- Traditional PC Lab courses will be moved to the Library room, which will be set up with additional electronic installations (i.e. plugs, etc.).
- Rooms 405, 403 and the student lounge will be designated study spaces for students that might need to attend both an online lecture and an on-campus session on the same day, or that need to spend some waiting time on campus in between courses. These rooms will be redesigned (i.e. single tables, next to wall, separated with barriers, electronic plugs, etc.).
- Other rooms (i.e. social room, or rooms used for courses such as 313, 207, 108, 109/110, 208/209, Library room) may be booked by faculty, external lecturers and staff for meetings or work-related purposes during available hours. Lecturers can make such reservations by themselves through the room booking system MUVIS via <https://msmuv.modul.ac.at>.
- The operations of the cafeteria, the Library, and social life on campus remain to be determined and will be communicated in a timely fashion.

Technology

- All rooms used for hybrid teaching (Library, Ballsaal, 208/209, 109/110, 207, 108, 306 and 313) will be equipped with MS Teams, cameras and microphones to enable collaboration and interaction with students joining remotely.
 - Online students will join F2F sessions through a live session via Teams turned on at the main workstation by the lecturer.
 - Online students will be able to view the front area of the room as well as whiteboard / screen when the camera is turned on.
 - Through audio in / out and installation of microphones, online students will be able to hear all sounds in the F2F room and be heard by students sitting in the classroom.

- Introductory sessions on how to use this equipment is planned for September (date to be determined).
- Students should bring their own electronic devices (i.e. laptop, tablet or smartphone) for F2F teaching on campus to enable interaction and collaboration with students joining courses remotely. This will be particularly important for group work, or other projects involving collaborative activities.
- For courses requiring access to a PC and special software mandatorily, students should especially be encouraged to bring their own laptop. Back-up devices will be available to borrow at the reception. Any need for special software is currently being determined and will be made available for students' use (i.e. cloud, open source, Citrix).
- Recording equipment will be available to record presentations or short lecturers in rooms 108 and the Social Room to enhance online and hybrid instruction. Technical assistance on how to use this equipment will be provided in a timely manner before the beginning of the next semester.
- For online lectures, internal faculty members can either use their office space, work remotely, or book an available room that is properly equipped for online instruction.
- External lecturers are encouraged to use their private electronic devices but also have the possibility to a) use a room on campus to deliver online lectures or make recordings; b) borrow a laptop at the reception.

Recordings

- For catering to the variety of didactic concepts, providing access to sessions across the globe (i.e. time differences), and improving our service quality for students in general recording in sessions will be enabled and should be considered when designing a course.
- Recordings will be facilitated for live sessions with MS Teams, as well as through dedicated recording rooms for producing pre-recorded content.
- In case it may not be sufficient to enable participation of remote students, in particular those in different time zones, by recording live sessions, additional study activities should be provided by the lecturer.
- Content will be generally managed and distributed via Moodle. This will ensure that students from anywhere in the world can successfully participate in a course.
- Additional information will be provided by management.

Assessments

Modul University Vienna announces the following with regards to choosing forms of assessments, and conducting exams and online quizzes³ for hybrid and online instruction:

1. Proctoring exams or quizzes via online tools offered by e-learning platforms like Moodle may not be fully reliable with respect to identity verification of students during the exam and ensuring academic honesty and integrity.
2. Online quizzes may support students to check their advancements in learning (self-assessment) or as an assessment criterium contributing not more than 30% of the final grade and should fulfill the following criteria:
 - a. Lecturers must use a question bank and each student must receive a random sampling of questions. Each these questions must be of equal difficulty and reward the same number of points. The number of questions in the bank should be at least double the number of questions given to the student.
 - b. Lecturers must limit the time available to complete the online quiz in an appropriate manner. The time limit starts the moment the student initiates the quiz and cannot be paused. The quiz must be submitted within this time limit and a submission is final. The overall time limit can be shorter than the individual time limit on each question.
 - c. The recommended format for online quizzes is multiple choice. In this case, the order of the choices is randomized.
 - d. Students should not be able to return to a previously answered question, nor see the following question without answering the current one.
3. As a general guideline, it is required that the amount of individual assessments is 50% or even higher.
4. Lecturers are strongly encouraged to include comprehensive, written exams only when no alternative combination of assessments or form of assessment is considered feasible. You may consult with the Dean of the respective study program to find suitable alternatives to replace comprehensive, written exams. Alternatives may include but are not limited to oral examinations, written essays, videos of presentations or open book exams / take-home exams.
5. Open-book / take-home (OBTH) exams are allowed under following conditions:
 - a. All students participating in an OBTH exam must receive a set of individual questions.
 - b. The number of minutes for an OBTH exam must not exceed 6 hours. Failure in submitting the exam in time results in a negative assessment.
 - c. OBTH exams can be handwritten or submitted in electronic format. Lecturers must run OBTH exams submitted in electronic format through a plagiarism check such as Turnitin. Students must either scan or photoshoot their exams when they submit them electronically.
 - d. Given that groups are predefined, group work in OBTH exams is allowed.

³ A quiz is a short test, which does not have much impact on the grade. In contrast, exams contribute to a large part to the final grade and usually covers all the materials a course has covered that far.

- e. The variation of the questions must be provided by the lecturer.
 - f. Lecturers should verify with their students that they are prepared to scan and/or photoshoot the papers before participating in the exam.
6. Comprehensive, written exams cannot take place throughout the semester, but can only be held during an announced exam week following the end of the semester (for fall this will be from February 1 – 5, 2021). This ensures that students taking courses remotely for the whole fall semester, will have no disadvantage compared to other students consuming F2F instruction. Students must be physically present on campus to complete a comprehensive, written exam.
 7. Lecturers must announce the need to organize a comprehensive, written exam on campus by a deadline stipulated by the Academic Office. The Academic Office will assign a time slot on stipulated dates and inform students and lecturers accordingly in September. A second exam date organized by the Academic Office is not planned; any student that is not able to attend the exam in February will need to be handled via the use of a special consideration form to request a make-up assignment.
 8. Thesis defences may take place on campus in designated meeting rooms or be delivered online via MS Teams.
 9. Please consider the following for oral exams in accordance with § 5 (4) of MU's Examination Regulations and Student Code of Conduct:
 - a. The duration can be between 15 and 30 minutes per student.
 - b. The presence of a second assessor or the recording of the examination by the assessor is mandatory (the student must give consent to the recording of the examination at the time the examination is scheduled).
 - c. The examiner must take minutes of the oral examination; a template for taking minutes during an oral exam is available for your use.
 - d. Oral exams can be done in a group of up to four candidates.

It is required that the student and the assessor are connected via a video call to allow the assessor to determine the identity of the student during the entire examination. In case regular examination conditions cannot be ensured in remote oral exams, the examiner can stop the exam or declare it invalid. The reason for this decision has to be reported in the examination's minutes.

10. When choosing your forms of assessment, the following questions might be helpful to ask:
 - a. What can you just drop because students need less stress?
 - b. What is essential to assess, and what can be set aside?
 - c. Are there other forms of assessment that would work – like discussions, projects, portfolios, papers, etc?
 - d. Would it be possible to have longer term projects that focus on applying course topics to real life?
 - e. Can you set up smaller check points for assessment rather than just one big, stressful test at the end?
 - f. How can I focus on knowledge / skills that can be applied outside the classroom?
 - g. How can students take part in the learning / assessment process?

- h. How can I tell what students are learning during the process, not just at the end?
- i. How can I get students off the computer to learn by doing, or by learning by reflecting on doing?

11. Examples of Combinations of Assessments

EXAMPLE 1

- One online quiz – 20%
- Presentation video (Group) * – 30%
- Written project report (Group) * – 30%
- Quality of the forecasting project (Group) * – 20%

* all group works require that the authors of the different parts can be identified (e.g., in the header line, or by adding a footnote).

Note: This option allows you to check if every group member contributed to the group work and gives you the opportunity to assign a group grade but to vary in the point allocation if the different parts vary considerably in their quality.

EXAMPLE 2

- One online quiz – 10%
- Writing an abstract – 10%
- Course participation – 20%
- Written essay – 60%

EXAMPLE 3

- One online quiz – 15%
- Contribution to online database – 15%
- Seminar paper – 30%
- Presentation – 20%
- Course participation – 20%

EXAMPLE 4

- Online quiz – 10%
- Case study – 30%
- In-class assignments – 20%
- Written project report (Individual) – 40%

EXAMPLE 5

- Online quiz – 30%
- Written assignment (individual) – 20%
- Poster – 20%
- Written exam (individual)- ON-CAMPUS – 30%

EXAMPLE 6

- Homework assignments (individual) – 40%
- Online quiz – 20%
- Written exam (Individual) ON-CAMPUS – 40%

EXAMPLE 7

- Contribution to question bank (individual) – 40%
- Online quiz – 20%
- Short answer questions – 20%
- Reflection on key learnings – 20%

EXAMPLE 8

- Creation of a video – 40%
- Online quiz – 20%
- Contribution to live discussions – 20%
- Contribution to Wiki – 20%

EXAMPLE 9 (blocked MBA core and MBA/MSc enrichment courses)

- pre-module 30% (submission of 3 articles to online forum, discussion contribution to these articles of min. 3 other students; reflection paper on pre-reading 15%)
- Core module: Contribution to discussion forum 5%, In class exercise day 1 15%, in class exercise day 2 15%, discussion contribution day 2 5%
- Post module 30% (take home exam, seminar paper, essay, case study etc.)