

# Guidelines for Synchronous and Asynchronous Teaching

## Moodle Course Guidelines

### *Planning*

Moodle course pages should be completed for the entire semester before the start of the of the first day of class.

1. All materials or links to material should be posted on Moodle.
2. The best interest of the students should be considered when planning the course's scope and sequence.
  - a. Adjustments can be made throughout the semester if students agree and are given ample notification of any changes to assignments, rubrics, grading scale, due dates, etc...
3. Instructor presence should include Zoom office hours 2 hours a week.
  - a. Office hours are set by the professor and should be in the syllabus.
  - b. The process for accessing office hours should be in the syllabus.
  - c. The option for "by appointment" should also be available within reason for private matters and concerns.
  - d. Group office hours, where everyone is invited, can provide an opportunity for group discussions or class questions.
  - e. Meeting one on one during office hours can be done through a Zoom waiting room.

### *Instruction*

To enhance learning, there should be a variety of learning tools or modes of assessment for the student to interact with to ensure student success if the course qualifies.

1. Class lecture recordings should be posted within 48 hours of recorded class.
  - a. There are accessibility concerns regarding the accuracy of recording transcription.
2. Assignments should be designed in a manner that allow for students to receive feedback in a timely manner.
  - a. Student grades should be accessible on Moodle or another method outlined in the syllabus without asking.
  - b. Grades should be updated throughout the semester rather than at the end.
  - c. Dates should be provided to the student when assignments will be graded.
  - d. Assignments that build upon each other should not progress until the previous assignment is graded and feedback provided to the student.
  - e. It is suggested to help lessen the amount of emails received on the weekend, assignments should be due on a Friday rather than over the weekend.
3. Discussion boards should be meaningful, appropriate for subject.
  - a. The use of the boards should not be overwhelming.

- b. The discussion should meet a goal that is a foundation of the class.

### **Administration of Exams**

1. Moodle may be used to administered test for free.
2. Cheating concerns can be addressed in Moodle by using tab locks, timed tests, reordered questions, and IP address comparisons.
3. Proctoring services that are for profit such as ProctorU, Examity, Mercer-Mett, Pearson, Proctortrack, Proctorio, and Talview, have an associated cost that is passed to the student. Price can vary depending upon the length of the proctoring appointment, later scheduling, or a scheduling change.
4. Testing procedures need to be in the syllabus.
  - a. It is suggested that how testing difficulties should be addressed in the syllabus, including a list of all contacts and their email addresses (this could include graduate assistants) that should be copied on the email.
  - b. Also, times that emails will be answered on exam days in case of technical issues should be supplied to the students.
  - c. If there is a shortened testing time window, then response times should be during the testing window.
  - d. For testing windows that could cover days or extended lengths of hours, response times should be posted accordingly.
  - e. Prior to the test, students should be reminded of the class's testing emergency contact list with emails and the time window that responses can be expected.
5. Professors should be available for emergencies on exam days when using remote or proctored testing. This will allow immediate response for student testing difficulties.

### **Email Communication**

Emails should be answered within a 24-hour period and it is suggested that Emails should be checked several times a day during normal business hours.

1. Some departments across campus already have established requirements for responding to students' emails.
2. Many students need assistance to continue with assignments. This allows for better management of emails from students who have questions about upcoming assignments. *(It is suggested to help lessen the amount of emails received on the weekend, assignments should be due on a Friday rather than over the weekend.)*
3. It can be determined by the individual professor if emails will be answered on the weekend.