**MINIMUM STANDARDS FOR ONLINE TEACHING DURING SUSPENSION OF FACE-TO-FACE CLASSES**

As advised by Senior Management, there will be no face-to-face teaching organized by the University from the 9th to the 16th February, 2020 and teaching arrangements from the 17th February onwards will be announced in due course. To ensure an appropriate quality of online teaching is provided to students during this time, the following minimum requirements have been set for all online teaching conducted by the University and its staff.

**From now till 9th February, 2020,** at minimum, teachers should do the following on their subject’s Blackboard course:

* Provide:
  + A welcome message to students using the announcement function
  + Information about the structure of the Blackboard site and how students are expected to use the materials and learning activities and interact with the instructors, teachers and other students
  + Information about the subject including:
    - Subject intended learning outcomes
    - Learning and teaching schedule
    - assessment information
    - key dates
* Conduct at least one online activity to ensure that all students can access the Blackboard site and the learning materials provided

Teachers should also prepare online teaching materials for delivery from 10th to 17th February, 2020, making reference to the requirements shown in Table 1 for minimum quality standards for online learning activities and materials. The following principles should also be followed with any online materials or learning activities:

1. Make sure the learning materials:
   1. are presented in a logical and consistent manner by checking that:
      1. all links work
      2. naming, navigation and file structure are consistent
   2. have appropriate copyright attribution where required
   3. are of an adequate quality:
      1. videos are clear and the audio easy to hear
      2. pdfs and other files can be opened and are readable
2. Use the selective release function to control when students see the material and learning activities
3. Use the Gradebook to:
   1. record students’ learning progress
   2. inform students of any assessment results so they can monitor their own learning
4. Provide regular announcements to students to keep them up to date with what they are required to do and by when
5. Monitor students’ online participation to make sure that all students are active on in the Blackboard course.

Table 1. Minimum quality standards for online learning activities and materials

|  |  |  |
| --- | --- | --- |
| **ACTIVITY/MATERIALS** | **REQUIREMENT** | **POSSIBLE PLATFORM** |
| Synchronous online session | * check that students are able to access the session and address any technical issues * clearly explain the purpose of the session, how it relates to the learning outcomes for the subject and what participants are expected to do during the session * encourage student participation and do not let a few students dominate * make the session interactive by asking questions or giving participants things to do * split students into groups if needed to manage large classes | Blackboard Collaborate  Microsoft Teams |
| Asynchronous online discussion | * check that students are able to access the discussion and understand the use of threads etc. * clearly explain the purpose of the discussion, how it relates to the learning outcomes for the subject and what participants are expected to do and by when * encourage student participation and do not let a few students dominate * make the discussion engaging by asking questions or giving participants things to do, such as find resources and post links to them in the discussion forum * split students into groups to manage large classes | Blackboard discussion forum |
| Recorded presentation | * explain how the presentation relates to the learning outcomes for the subject * limit each presentation to less than 10 minutes – 3-5 minutes is ideal * intersperse videos with other learning activities such as quizzes, questions * record the presentation in a quiet room using a microphone headset to ensure good audio quality * check that the link works for all students who need to access it | Panopto |
| Online written assessment (summative) | * provide information about the assessment, including the due date, the assessment format, how it is to be submitted and the marking criteria as a rubric * explain to students what to do if they have technical difficulties with the assessment * use Turnitin to check for plagiarism | Submission via Blackboard |
| Online tests (summative) | * provide information about the assessment, including the due date, the assessment format (e.g., multiple choice, True/False, matching), how it is to be submitted and the marking criteria * explain to students what to do if they have technical difficulties with the assessment * create several versions of the test so that students don’t all complete the same test * vary the order of the questions (and response stems for multiple-choice tests) * restrict the time when the test can be taken * put a time limit on the test | Blackboard |
| Online quiz (formative) | * provide information about the purpose of the quiz – for example whether it is a practice test, a knowledge check etc. * explain to students what the format of the quiz is – for example, short answer, multiple choice etc. * create several versions of the quiz so that students don’t all complete the same test and can attempt the quiz more than once * provide feedback to students on their responses so that they can follow up on questions that they answered incorrectly. | Blackboard |

The Quick Start on eLearning website (<https://www.polyu.edu.hk/eLearning/elearning/blog/learning-and-teaching-online-quickstart-guide/>) is a useful resource for online teaching which covers all of the above and more. Videos on functions and features in Blackboard are available at <https://www.polyu.edu.hk/elearning/teacher-support/bbseries/>.