

preserving interactions.

New hybrid formats with an emphasis on adaptability and flexibility

- Designing courses to accommodate remote, asynchronous learners.
- Emphasizing in-person lectures where possible with respect to social distancing guidelines with flexibility to change with guideline changes or providing students with choice for lecture type (in-person, recorded, or combination of these options, as needed).
- Developing hybrid lecture formats that combine in-person, synchronously streamed, and asynchronous recorded lectures.
- Providing synchronous components of courses are being emphasized as a way to increase person-to-person interactions for remote learners (e.g., virtual office hours, group work, check-ins, etc.)
- Providing recorded lectures that have chapters or are broken up into smaller chunks are being emphasized to support all learning needs.
- Providing students the autonomy to decide what format they need, noting that some students need to be able to move between face-to-face and online environments.
- Providing instructors the autonomy to decide what formats work best for their courses and their risk level. Note that fully online can still utilize dual synchronous/asynchronous approaches.

Assessments of student's performance designed to be adaptable to an online environment

- Encouraging more low-stakes assessments to reduce student pressure and issues with academic integrity.
- Encouraging bringing exams online with large windows of time (24-48 hours) within which exams can be taken to provide flexibility for students and enable more time for technical support or other issues that may arise.
- Establishing clear methods of communication with students to ask questions, provide clarifications, or address exam issues in the online environment.
- Encouraging randomly varying questions from a larger pool to reduce issues with academic integrity.
- Encouraging questions to focus on applications and examples relevant to the course and/or created by students to reduce issues with academic integrity.
- Providing examples specific to the course that would be familiar format to what students have worked on and more difficult to answer external websites. For example, consider providing a picture of lab apparatus or case studies used in the course and changing variables or data sets to solve.