**Humanities Teaching and Learning Continuity Plan**

**in response to disruption to our on-campus activities by the Covid-19 virus**

This document defines the actions to be taken by Course Unit Leads, Lecturers, Programme Directors and Directors of Teaching and Learning to deliver teaching and learning in response to disruption to our on-campus TLSE activities by the Covid-19 virus.

The document defines the timescales and the minimum requirements for the on-line delivery of lectures and tutorials, and the mitigations that need consideration for laboratory and project work.

This document should be read in conjunction with the guidance on how to deliver online:

<https://www.staffnet.manchester.ac.uk/humanities/teaching-support/elearning/coronavirus/remote-teaching/>

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# **Introduction**

It is becoming apparent that we are facing a national and international COVID-19 (Coronavirus) crisis over the coming weeks and months. The University is in regular contact with Public Health England to ensure we are accessing the best available information but that, too, is subject to frequent change.

This guidance relates specifically to building emergency resilience into our teaching, learning and assessment by making the best possible use of our existing digital tools, resources and teaching content. Given this is a new and very concerning situation, none of us is an expert! We will get through this situation best by working together, pooling our considerable professional expertise, thinking differently, and supporting each other and our students. We recognise this online provision can never fully replace our normal provision, but we should prioritise the availability of *essential* online provision that is optimally resilient, flexible and accessible. It is particularly important that colleagues read the information as it is updated as we further pool expertise across the Faculty and the University.

Our overall aim is to allow as many students as possible to continue to progress through their studies, albeit in different ways to our normal provision. We recognise this is not ideal, and that we may have to put in place further mitigations later in the calendar year once normal activity can resume.

Guidance on examinations and assessment will be provided in due course.

If we take action now, whilst campus is fully operational, we have the opportunity to ensure we are fully prepared should the campus be closed or partially closed at a later date.

# **Overarching principles**

As we face this difficult time, it is important to appropriately prioritise the learning and welfare of our students.

**To the fullest extent possible we should be working to make sure that:**

1. **students are not disadvantaged by what has occurred;**
2. **module (course unit) and programme level intended learning outcomes are met.**

Moving teaching online will present numerous challenges at a local level and the Faculty cannot prescribe a course of action for every module (course unit) or eventuality; School level Teaching and Learning Directors will have the responsibility for making, delegating and supporting local decisions in line with these principles.

# **Timeframe for actions**

We will transfer our teaching activities to online provision, transitioning from 16th March 2020, week 8 in our teaching semester. We will use week 8 as a transition week to prepare more fully for a virtual education. The campus remains open, including the library and other services. We are, however, giving students the choice on how to engage with their programmes.

The University’s guidance makes a distinction between “teaching with a registered cohort of 100 or more students” and that with fewer than 100 students. The Faculty of Humanities recommends that, as far as possible, from Monday March 16th March (week 8 in our teaching semester) colleagues work towards making ALL of their teaching online, with ALL teaching being online in week 9.

# **What do you need to do in the transition week?**

We recognise that the move to online teaching is a significant challenge. The transition week is intended to facilitate this move. There will be opportunities to deliver your teaching in ways which are similar to ‘normal’ for this week. It will allow time for you to familiarise yourself with the tools we are recommending you to use and to get support from the e-learning team if it is required.

During the transition week, in week 8, you can

* Opt to move to fully online teaching (although we ask that you attend the timetabled lecture session to alert students who have not picked up the message that delivery will now be online). This might be through the release of a previous year’s podcast, if appropriate.
* Deliver your normal teaching activities in the timetabled teaching spaces. All lectures in equipped venues will be recorded via the podcast system. Students who wish to attend in person may do so, however they should be informed what online content will be available.

# **What do you need to do from week 9?**

From week 9, colleagues are required to move to fully online delivery for all units with more than 100 students enrolled. This will ensure that those students who are self-isolating, have returned home etc can still participate in their classes and continue their learning. Additionally, the Faculty of Humanities recommends that ALL teaching (not just that in large groups) is moved online in this week.

# **What tools should I use to deliver online material?**

The Faculty has developed [guidance to support to colleagues](https://www.staffnet.manchester.ac.uk/humanities/teaching-support/elearning/coronavirus/remote-teaching/) who have previously had limited experience of teaching remotely. The main tool that we recommend you to use is [Blackboard Collaborate](https://www.staffnet.manchester.ac.uk/humanities/teaching-support/elearning/resources/collaborate_ultra) which will allow you to deliver and record your lectures at your desk, either on campus or from home, and to interact with participants via audio, webcam, screen sharing and/or written text chat if you wish.

Should you encounter any problems with the guidance on Blackboard Collaborate or wish to ask questions, the Humanities eLearning Team will be able to help. Please contact the Team via the [Support Centre](http://www.itservices.manchester.ac.uk/help/elearning/). During week 8, the eLearning team will continue to offer on-campus drop in sessions for colleagues who would like face to face support. Online support will be available during week 8 and thereafter:

<https://www.staffnet.manchester.ac.uk/humanities/teaching-support/elearning/coronavirus/>

# **What do you need to do from week 9?**

This section outlines common teaching activities and what colleagues will need to have in place from week 9. In some cases, delivery online will be similar to face to face delivery. In some instances, we have suggested a framework of alternative activities. Where we have not listed a specific teaching activity, we will expect Schools to make a decision as to how best to deliver teaching online. We are not trying to be prescriptive as the implementation details of each activity must reside in the disciplines and will be overseen by the Directors of Teaching and Learning.

# **Lectures / large group teaching**

Theprinciple is to adopt a flipped lecture[[1]](#footnote-1) approach to delivery, where materials are made available to students in advance of timetabled lecture periods, and the lecturer then uses online collaboration tools (e.g. Blackboard *Collaborate*, online discussion board) to promote active student learning. Livestreaming is not required and **is not recommended** given that students in different parts of the world will require access at different times, and some may not have the bandwidth to access the streamed material.

## This can be achieved by colleagues in a number of ways:

* Colleagues may, if appropriate, use podcasts from the 2018/19 academic session and make them available to current students. Use Bb *Collaborate* (or your preferred web conferencing tool) during the timetabled lecture periods to answer student questions on the pre-studied lecture material and to engage in interactive discussions.
* Where 2018/19 podcasts do not exist, or lecture material is new or significantly updated, staff will need to generate material equivalent to what would have been captured in the lecture podcast.
  + Make readings or teaching materials e.g. PowerPoint presentation with a voice-over commentary available in Blackboard ahead of the scheduled lecture time. Then, during the timetabled lecture session, use a web conferencing / webinar tool (e.g. Bb Collaborate) to answer questions and engage in interactive discussions.
  + Record your lecture using Bb Collaborate and create a Bb discussion forum to provide opportunities to ask questions or engage in discussion asynchronously.

In all cases use a Bb announcement to inform students of the flipped lecture arrangements for the unit and the materials that should be studied for the forthcoming timetabled lecture period.

## Message to students:

Staff may wish to consider the following list of points when writing to students to inform them of the new arrangements for the delivery of T&L.

* You will be informed via a Blackboard announcement of the materials to study in advance of each timetabled lecture period.
* You will find the materials to study on Blackboard
* Please use the Discussion Forum in Blackboard to send me your questions on the study materials.
* During the timetabled lecture period I will use the Blackboard *Collaborate* web conferencing / webinar tool to answer your questions and engage in discussions.

# **Small group teaching**

We recognise that there are many formats for the delivery of small group teaching, and the following is a generic approach. Delivery of small group teaching can be achieved in a number of ways.

## Actions for Staff:

* Use Bb Collaborate during the timetabled teaching periods for delivery of small group teaching to engage in interactive discussions.
* Create an online discussion forum in Blackboard and pro-actively encourage and monitor student participation

In all cases use a Bb announcement to inform students how they will participate in the small group teaching session.

## Message to students:

Staff may wish to consider the following list of points when writing to students to inform them of the new arrangements for the delivery of T&L.

* Please use the Discussion Forum in Blackboard to send me your questions
* During the timetabled teaching period I will use the Blackboard *Collaborate* web conferencing / webinar tool to answer your questions and engage in discussions.

# **Laboratories**

Colleagues across the faculty who teach laboratory classes will be best placed to decide on how to deliver teaching online. Theprinciple that should be followed is that lab classes should be modified so that it can be carried out without the need to access on-campus facilities. Practical sessions can be demonstrated online if this is appropriate. Colleagues can use the Blackboard *Collaborate* web conferencing / webinar tool during the timetabled laboratory period to answer questions submitted by the students and to engage in interactive discussions.

## Actions for Staff (delivery method):

Unit leaders must review the delivery of their laboratory activities and decide:

* If there is a way to carry out the laboratory activity on-line, then this is the preferred approach.
* If a laboratory activity cannot be carried out on-line, then explore whether students can be provided with a sample set of data sets that would enable the assessment of ILOs around analysis / synthesis.
* If none of the above are suitable for the laboratory exercise, then consider alternative assessments that will address as many as possible of the ILOs covered by the existing laboratory activity.
* It is the responsibility of the Director of Teaching and Learning to approve and record changes to delivery and assessment.

## Message to students:

Staff may wish to consider the following list of points when writing to students to inform them of the new arrangements for the delivery of T&L.

* Please use the Discussion Forum in Blackboard to send me your questions regarding the laboratory exercise.
* During the timetabled laboratory period I will use the Blackboard *Collaborate* web conferencing / webinar tool to answer your questions and engage in discussions.

# **Academic Advising**

Maintaining communication with our students at this time is absolutely vital, and Academic Advisors have a pivotal role to play.

## Actions for Staff:

* Contact your advisees to remind them how to contact you. Contact by email is the default, but you are also able to offer alternatives such as Bb Collaborate, GoToMeeting, Skype online.
* Advisees should also be reminded of the using the departmental generic student support email addresses and general administrative queries email addresses <https://www.staffnet.manchester.ac.uk/humanities/teaching-support/elearning/coronavirus/>
* You should aim to respond to emails from your advisees within 3 working days during the working week.
* Do not give out your personal telephone number.

# **Dissertation Supervisions (UGT and PGT)**

* Dissertation supervision arrangements will follow the guidelines above for small group teaching (group supervisions) or academic advising (individual supervisions). For example, group supervision meetings will be delivered using Bb *Collaborate*, with the dissertation students and advisors agreeing on on-line meeting times.
* Dissertation advisors should ensure that dissertation projects can be undertaken remotely by students using their own IT equipment. We need to be prepared to be flexible and make adjustments as required, encouraging use of literature based projects where possible. Careful consideration should be given before students embark on dissertations that require research abroad.
* Students should be reminded that the library will remain open and students will be able to continue to access the library in person or remotely**.**

# **Field Trips**

* Overseas field trips are cancelled.
* Departments will need to provide a risk assessment to support cancelling a field trip, and share this with the students. Departments must decide locally on what alternatives can be offered (e.g. virtual field trip or postponement for non-final year students?)**.**

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Faculty of Humanities Teaching and Learning

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1. The term ‘flipped lecture’ describes the process of requiring students to prepare for timetabled contact through directed but independent study in advance. You will then be able to set activities to be undertaken during the timetabled contact that maximise engagement probe understanding and ensure students are able to apply the knowledge effectively. [↑](#footnote-ref-1)