

Learn *from* Anywhere at SPH

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LfA at SPH

This fall, returning and incoming SPH students will have a choice of attending in-person classes or taking classes remotely under a new hybrid teaching format that Boston University is calling Learn *from* Anywhere (LfA). This guide is designed for faculty and educational staff at SPH and contains:

- public health requirements,
- logistical information on classrooms,
- plans for managing student preferences for in-class versus remote learning,
- links to training on educational technology,
- pedagogical guidance,
- resources for supporting students,
- assessment and evaluation options,
- links to return to work FAQs, and more.

I. What is LfA?

Learn *from* Anywhere (LfA) is a blended modality for remote and/or in-person learning for Boston University students. This new modality enables students to participate in the classroom or remotely whenever necessary. The aim of LfA is to present the same academic content to all students, whether they are in the classroom or joining class remotely, and to allow all students to take part in equivalent learning activities.

II. Public health protocols

Residential education is core to the mission of Boston University for both undergraduate and graduate and professional students. The University has a long-standing commitment to residential education and to the in-person engagement of faculty, students, and staff. In partnership with our Medical Advisory Group, subject-matter experts across BU, other similarly situated universities, and local public health authorities, we are developing wide-ranging measures to help protect the health of our community on our campuses and in our classrooms. Key components of our health and safety plan include:

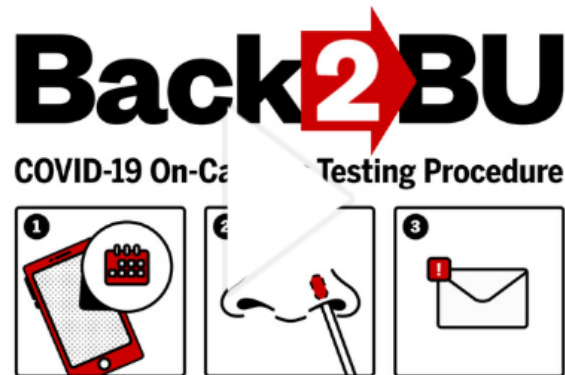
- An on-campus COVID-19 testing facility with the capacity to test all BU students, faculty, and staff. Details about testing frequency and locations are still being finalized and will be shared with the community as soon as they are available
- A symptom-monitoring daily screening website to encourage all community members to actively monitor themselves for COVID-19 symptoms
- Required use of face coverings and physical distancing at all campus locations
- Building-specific reopening plans that include signage, visual cues, and dedensification where necessary
- A systematic plan to dedensify class sizes, which includes furniture removal/rearrangement and technology installation, to conform to safe social and physical distancing guidelines
- A comprehensive review of all HVAC systems, upgrading filters as needed; and

- A planning effort, currently underway, to establish new maximum occupancies for all classrooms and appropriate physical distancing for faculty and students

Excerpt from [Back2BU](#) guide to [New Campus Life: Graduate Students](#)

Testing

The Covid-19 screening, testing and tracing protocols are described in detail [here](#), and as part of the protocol, all students must affirm their commitment to following all health requirements, including all symptom attestations, tests, isolation procedures, if required, and so on. A copy of what students are affirming is available [here](#). Watch the video below to see a demonstration of the on-campus testing procedures.



Dean Lazic also provided an update on screening, testing and tracing in her July 28 SAFER update, and outlined below:

- A protocol is being developed for faculty and staff to help ensure compliance with mandatory campus safety and health requirements (daily attestation, lab testing, facial coverings). All students returning to campus will be required, through a digital agreement, to agree to a set of Health Commitments and Expectations, including face coverings, symptom attestation, testing, contact tracing, quarantine, and isolation. The agreement makes clear that compliance will be a condition of being a member of our on-campus community—attending classes; studying; utilizing campus dining, recreation, and library facilities; working; and participating in activities. BU will soon issue guidance to faculty and staff about how to inform proper BU entities of non-compliant behavior by a student. BU is also planning comprehensive public campaigns to inform the community about compliance requirements. Further, compliance will be mandatory for all faculty and staff returning to campus. Staff and faculty should report non-compliant behavior to their immediate supervisor, department chair, or to the dean. Additional information on this will be forthcoming.

- Testing protocols have been established with the goal of detecting cases of COVID-19 in our community and quickly moving individuals who test positive into environments where they can get the appropriate medical attention and prevent the spread of disease. BU will also have prioritized RT-PCR testing available on demand for those who exhibit symptoms; this testing is distinct from the community testing. RT-PCR testing is the most accurate method currently available for detecting the virus that causes COVID-19. The sensitivity of the test for detecting someone with the virus is between 80 and 90 percent, depending on the method of sample collection and the viral load of the individual. We will use the anterior nares collection method using self-collection under observation. RT-PCR tests also have an extremely low false positive rate; the possibility of a false positive result is essentially removed by administering a second test to anyone testing positive. Our testing laboratory will be capable of processing very large numbers of tests daily. Our goal is to return results within 24 hours for every test.

- Testing frequencies are based on accepted models of COVID-19 spread and simulations of transmission that take into account specific details of our classroom and residential environment. They are determined by the four categories to which faculty and staff will be/have been assigned. All graduate students will be tested weekly, commencing with their return to campus. Further:
 - All graduate students are subject to quarantine guidelines.
 - Students coming from outside the United States must quarantine for 14 days. For students living on-campus, the University will provide spaces for quarantine. Students living off-campus must follow quarantine practices at their places of residence.
 - Students living on-campus and coming from states for which Massachusetts health authorities strongly recommend quarantining for 14 days will observe special “stay in place” protocols and will be tested accordingly.
 - Students living off-campus and coming from states for which Massachusetts health authorities strongly recommend quarantining for 14 days must follow quarantine practices at their places of residence.

- With regards to testing for faculty and staff returning to campus, all those in categories 1, 2, and 3 must be tested upon return to campus. For this purpose, testing will commence on August 15th, unless otherwise notified. The faculty and staff who fall in category 4, which includes those receiving accommodations/workplace adjustments to work from home, will not be tested. All those in categories 1 and 2 will be tested weekly, whereas those in category 3 will be tested at the beginning of the semester. On the BU Medical Campus, the testing center will be at 72 East Concord Street. Additional details will be forthcoming regarding test administration, completing daily self-attestation symptom reports, scheduling testing, checking test results, displaying health compliance status, and more.

Classroom cleaning

Every classroom will have a disinfectant kiosk, pictured below. This allows instructors, teaching assistants, course moderators, and students to wipe down their workspace before and after class. The kiosks have a disposal built in to the bottom for easy cleanup.



Visitor policy and guest speakers

In order to decrease density and increase the safety of our community, Boston University adopted a new interim [visitor policy](#), restricting visitors to campus. As a result, SPH has instituted new guidelines regarding guest speakers:

- If guest speakers are members of the SPH community and following BU testing protocols, they can deliver a guest lecture on campus if there is room in the classroom (i.e., if a seat is not being taken from a student interested in joining the class on campus).
- All other guest speaker will be required to join the class remotely.

III. Managing student preferences for in-class versus remote learning

The capacity of every BUMC classroom has been updated to ensure proper social distancing. Updated classroom capacities can be found [here](#)

The student cohort app manages student preferences for on campus versus remote learning on a course by course basis. Students input their preferences for each course in two-week periods and based on preferences and classroom capacities, the app selects students for on-campus seats. If a selected student is unable to take the seat, they can release it and the app will select another based on an algorithm. The faculty member can generate reports of who will be in the classroom and view preferences for their courses throughout the semester. **Insert finalized details regarding student cohort app**

IV. Medical campus classroom configurations

The videos below provide an introduction to the classroom technology on the Medical Campus. Instructors can schedule an LfA classroom practice session in one of the demonstration classrooms (Keefer, L206, R108) by completing Ed Media's [request form](#).

Introduction to classroom technology



Using a classroom wacom monitor



Adjusted classroom capacities

BUMC classrooms are now included on BU's [Find a Classroom](#) site. Faculty and educational staff may search by building, room number, capacity or equipment and room details which include the LfA adjusted capacity seating plans, classroom images, room features and available technology equipment will be displayed. Additional images and other information is still being added to the site.

V. Educational technology

BUMC IT [Educational Media](#) has mapped their instructional technology staff to specific courses (by departmental prefix), should you need to reach out for questions/help. The staff members assigned to SPH courses are outlined below.

Course prefix	Ed Media staff assigned	Email address	Phone number
BS	Chris Romagna	cromagna@bu.edu	617-312-5821
EH	Tristan Crane	tcrane@bu.edu	617-512-1036
EP	Merhawi Wells-Bogue	mwbogue@bu.edu	617-275-3531
GH	David King	dwking@bu.edu	617-512-7463
LW	Anthony Swenson	swensona@bu.edu	857-324-2421
MC	Anthony Swenson	swensona@bu.edu	857-324-2421
PH	David King	dwking@bu.edu	617-512-7463
PM	Kevin Harrington	kiharr@bu.edu	617-519-7610
SB	Chris Romagna	cromagna@bu.edu	617-312-5821

Zoom

Zoom provides a robust platform for online collaboration and meetings, pairing full video and audio conferencing capabilities with content sharing and cloud recording. There are features in Zoom that allow instructors to replicate the classroom experience including:

- [annotation](#)
- [assigning students to breakout rooms](#)
- [polling to increase student engagement](#)
- [screen sharing](#)
- [sharing videos with sound](#)
- [sharing a virtual whiteboard](#)
- [taking attendance](#)

Quick links to Zoom resources

- Boston University Zoom portal: bostonu.zoom.us
- [Advanced Zoom features for educators](#)
- [Uploading Zoom videos to Blackboard via Kaltura MyMedia](#)
- [Zoom Help Center](#)
- [Zoom Help videos](#)
- [Zoom FAQs](#)

Blackboard

Blackboard is the course management system used at Boston University. Instructors request the creation of a Blackboard site for their course and are responsible for creating and populating their Blackboard site. Requests for new sites are made through the Help function at learn.bu.edu. Instructors need a BU email address and Kerberos password to access Blackboard.

Course information, assignments, and syllabi are posted on a Blackboard site and faculty can add materials during the semester or communicate easily with students and teaching assistants through the email functions in Blackboard. The [instructor guide](#) provides detailed instructions for setting up a Blackboard site and utilizing the software effectively.

Quick links to Blackboard resources

- [Sign up for a Blackboard Learn training](#)
- [Blackboard Learn introductory video](#)
- [Assessments](#), includes:
 - Adding an assignment
 - Student assignment submissions
 - Adding a test
 - Creating a rubric
 - Adding a rubric to an assignment
- [Collaboration tools](#) – Blogs, Wikis, and Journals

- [Grade center](#), includes
 - Creating a grade center column
 - Organizing columns
 - Grading assignments
 - Grading assignments with a rubric
 - Working offline with the grade center
- Technical support: bu.edu/help/blackboard

Quick links to educational technology resources

- [Get answers](#) to commonly asked questions about a variety of BU-sponsored technologies and learn more about a variety of platforms including Zoom, Blackboard, and MyMedia.
- [Sign up](#) for upcoming trainings
- Review [previously recorded trainings](#) or other [quick help videos](#)
- [Working & Teaching Remotely](#) outlines the variety of services BU IS&T provides to connect you with colleagues and students remotely so that work and learning can continue uninterrupted.

VI. Instructional support

In order to deliver the highest quality educational program using the LfA approach, SPH will support faculty in the following ways. First, there will be teaching assistants for every 20 students enrolled in a course. Second, we will hire course moderators for courses that have a sole instructor and fewer than 20 students to ensure that faculty can effectively engage and monitor the remote cohort.

Teaching Assistants

All teaching assistants (TA) are expected to have successfully completed the course or its equivalent. Full time TAs are expected to work 10 hours per week. Additional TA expectations include:

- Attending on-campus class sessions
- Reviewing each student's BU Healthway confirmation before every class session
- Assisting instructor with course management (Blackboard, preparing presentations, copying, distributing and collecting course materials, etc.)
- Assisting instructor with development or editing of course materials
- Holding weekly office hours and/or review sessions remotely
- Arranging for outside speakers and guest lecturers
- Responding promptly and professionally to e-mail requests
- Evaluating student performance on homework sets, quizzes, examinations and papers
- Referring students to SPH Tutoring and Writing Programs
- Communicating regularly with instructor
- Maintaining confidentiality of student records and performance in accordance with FERPA
- Performing other tasks as assigned by faculty

Moderators

The IT Help Center is hiring, training and managing graduate students to act as LfA classroom moderators on the Medical Campus. The primary role of the moderator is to ensure that remote students who have questions and comments can get the faculty's attention and the opportunity to voice them in class. The secondary role is to assist faculty with any classroom technology issues.

The moderator WILL be expected to:

- Discuss with Faculty prior to the start of the semester how the Faculty would like to be alerted when remote students have questions or comments.
- Arrive 5 minutes early to class.
- Attend the Zoom class as a co-host.
- Assist remote students with accessing and engaging with the course remotely.
- Assess and resolve classroom technology issues during class time as they arise and escalate to the appropriate support group if necessary.
- Follow University safety guidelines in accordance with the Back2BU website.
- Make sure their computers are fully charged before any class they moderate in case they are not sitting near a power source.
- Make sure they bring the power source for their computer

The moderator will NOT be expected to:

- Have knowledge of the course material.
- Provide advanced technical troubleshooting.
- Assist in any teaching or grading.
- Assist the Faculty member in scheduling Zoom meetings or developing course content online.
- Clean or sanitize classrooms.
- Assist in proctoring exams

The moderator may be from any school within the University and is not guaranteed to be multilingual.

Classroom moderator training

The moderator training is available through Blackboard. Note, a few small additional modules may be added, and if that happens, IT will send an announcement via Blackboard to all the students in the course. The training is about 3 hours long and is titled LfA - Classroom Moderator training.

How to access:

1. Go to https://learn.bu.edu/webapps/blackboard/execute/courseMain?course_id= 67945 1
2. Log in if prompted
3. Will be brought to "User is not enrolled in course." (this is normal)
4. Click "Click here to enroll."
5. Click "+ Enroll" (to the left) 6) Click "Submit"

If you have any questions about how to navigate Blackboard Learn, go to <https://www.bu.edu/tech/services/teaching/lms/blackboard/students/>

These modules have been designed to help moderators with a "Getting Started" module which include guidelines with our "Code of Conduct, FERPA, Moderator "Do's & Don'ts" before moving into "Soft Skills" and "Hardware" training to name a few. Please remember to click on the "reviewed" button or complete the quiz at the end of each module. If you have any questions accessing the training, please email ithelp@bu.edu.

VII. Community expectations

The following community expectations can be added to a course syllabus or Blackboard site. It is recommended that instructors review expectations on the first day of class.

We are all in this brave new world together.

As instructors, we are committed to offering the best possible pedagogical approaches to our course material given the complexities of Learn *from* Anywhere (LfA). In order to offer this flexibility, we need your help.

We all have to be responsible and respectful. Faculty and educational support staff commit to wearing masks during class and other meetings to protect students; all students are expected to do the same.

If any student shows up without a mask and refuses to leave, the class or meeting will be dismissed in order to protect everyone.

We also commit to sensible social practices outside the classroom, including mask-wearing and social distancing when not with members of our own households. [All students are expected to do the same](#). This means following all state and university guidelines regarding testing, quarantining, social contacts, and gatherings.

Any student can choose not to follow these guidelines. But if they make that choice, they must be responsible and respectful enough not to show up for on-campus learning, so as not to put their classmates or instructors in danger. They may do their learning remotely to make it possible for faculty and educational support staff to safely offer on-campus learning to others.

Academic integrity

Boston University's [Academic Conduct Code](#) is designed to assist in the development of a supportive and productive learning environment. It is both a description of the University's ethical expectations of students as well as a guarantee of students' rights and responsibilities as members of a learning community. Students will be held responsible for any violations to the Academic Code of Conduct.

Class expectations

Class sessions will be held on regularly scheduled days and times and the time together will be used to engage, interact and discuss the course material. The faculty member will be in class along with a

teaching assistant or course moderator who will assist the faculty member with managing both the on-campus and remote student cohorts.

Students in the class will wear masks and take seats in designated spaces that ensure physical distancing. We ask that all students in the classroom also bring a fully-charged laptop, tablet or phone to each class along with a headset/earbuds (more on this below). Students joining remotely will join via Zoom. It is important that all students sign in to Zoom using their BU Kerberos username and password (i.e., using BU's Zoom Pro account and not the Zoom app as a guest, which limits functionality). Students joining remotely should also use a headset or earbuds, if possible, as they facilitate clearer sound.

The faculty member will deliver the course content to the on-campus students in the classroom while projecting to the remote students, simultaneously. For example, if the faculty member gives a Powerpoint presentation, the slides will show in the classroom and also be projected to students joining remotely, via Zoom. In the classroom, the faculty member may enable the Zoom gallery to show on the screen or use the web camera in the classroom to project a visual of the classroom to students joining remotely. Classrooms have been outfitted with additional speakers and microphones to ensure that all students can engage in discussions. Students joining remotely can use the chat function to ask a question, raise their (virtual) hand or speak into their microphone to add a comment to a discussion. The TA or course moderator will assist the faculty member to create space for all students to engage. This may be a bit awkward to start but we will surely get into a rhythm.

Many classes use small group discussions to promote active learning. This too will be different in the LfA approach, but it is an important learning tool that we will continue to use. And specifically, we will mix students from the two different cohorts in discussions and activities using break out rooms in Zoom. For example, a faculty member may ask the on-campus students to log into Zoom in the classroom so that they can engage with their peers who might be in class or joining remotely. Students in the classroom will log into Zoom with a headset or earbuds which will make it easier to engage in conversation with group members.

General classroom principles

- During class time, all electronic devices should be turned off unless they are being used for course-based activities purposes. Working on assignments for other classes, checking email, personal internet use, playing games, updating social media, and any other use unrelated to the course is not allowed and is distracting to others.
- Loaner laptops are available for use during class on a first come, first served basis. Replacement earbuds are also available if a student forgets them or has a malfunction.
- It is always nice to see faces when using Zoom, if students are comfortable and able to do so, we request that they have their cameras on when joining class remotely or engaging with classmates in group activities. We also understand that there may be times when this is not possible.
- We request that everyone participates actively in class, is a respectful and engaged listener of colleagues, and tries to limit distractions on or in the background of Zoom screens.

- Class sessions will be recorded and archived. Recordings are for personal academic use only, where personal academic use is restricted to the personal study use of the individual. Students may not share, replicate, or publish the recording, in whole or in part, or use the recording for any other purpose,
- We fully appreciate that long stretches on Zoom can be difficult, so we will pace ourselves, take breaks, and structure class time accordingly.

The LfA approach is meant to be a flexible option that offers students the opportunity to participate in class on campus or to join remotely. It is a new model for all of us and we will do our best to ensure that it is the best learning experience possible. Suggestions for improvements are always welcome and if we can make adjustments we will, if not, we will offer explanations and other possibilities. We are in this together, and only together, can we make it the teaching and learning experience that we have all come to expect at BUSPH.

VIII. Pedagogical approaches

Many of the strategies used for student engagement in face-to-face classes can be modified to use in the online environment, whether synchronous or asynchronous. Student engagement will be more focused when they are asked to do something relevant to the course learning objectives, so always communicate the purpose of the activity to students. The online environment also facilitates group production of knowledge so take advantage of the many ways students can create a product (such as a slide or slide-set; shared whiteboard notes; quick audio or video recording; or shared document) that demonstrates their knowledge. Remember, too, that activities may take longer to set up in the synchronous online environment, so allow for these delays in your class schedule. (BU Center for Teaching and Learning)

Some common classroom techniques are outlined below, with suggestions for their modification for online environments.

Approach used in face-to-face classroom	Adapting to synchronous online classroom	Adapting to asynchronous online classroom
Introductions around the room (for seminar and classes with less than 35 students); learning student names	Students take turns introducing themselves through the camera/audio; they can also contribute a slide to a shared class slide set that lists everyone; In Zoom, participant names are shown (students may change how their names are shown for security, if needed)	Students can contribute a slide to a shared class slide-set that lists everyone; use discussion forum or similar posting thread for introductions; utilize video/audio tools to post to introduction space; social media tools such as Slack or a class Twitter can also provide good platforms
Introductions for large classes	Students may contribute a slide to a series of shared class PPTs that list everyone in the class; In Zoom,	As above, although Slack may be difficult to manage unless large

Approach used in face-to-face classroom	Adapting to synchronous online classroom	Adapting to asynchronous online classroom
	participant names are shown (students may change how their names are shown for security, if needed)	classes are divided into teams/sections through “channels”
Visual presence in every session and throughout class	Visual presence should be maintained unless there are bandwidth or data access issues; students may then turn off their video but maintain audio contact, as needed (check in with these students periodically to make sure they are still present!)	Visual presence is not necessary in asynchronous classes, but participatory presence can be established through forums and social media platforms
Lecture	Instructor may share slides and use annotation or whiteboard function (in Zoom) for synchronous notes; additional techniques for sharing notes or text are described in this video ; remember that mini-lectures (up to 10 minutes) are preferred in online environment, so provide activities to create mini-breaks	Instructor may pre-record lectures with slides and annotation tools as for synchronous lecture; chunk lectures into sections of up to 10 minutes and intersperse with activity
Brainstorming	Students may write text simultaneously on a shared whiteboard or prepared PPT slide, using annotation function (Zoom) or use the Chat function to write down ideas (Note: Annotation is anonymous in Zoom)	The “live” aspects of brainstorming are more difficult to capture in asynchronous classes, but threads in forums can focus ideas; social media platforms may also highlight focused attention to specific participation;
Small group discussion and reporting out	Students work in breakout rooms with video and audio; they may record ideas on whiteboard to share with larger group	Groups can be formed in Blackboard, Google or social media such as Slack to focus on topic for timed period (e.g. 1-3 days) and then report back to larger group through whole-class forum through text, audio, or video
Case studies or extended problem-based discussion	Case study can be screen-shared with the students, who may work in small groups (breakout rooms) or as whole class to answer questions. Responses can be made through the chat function, through a whole class google doc, through annotations (depending on size of class – works best in small group), or through video/audio discussion	Pose questions in Discussion Board or social media platform for initial written/voice/video responses and then ask for follow-up responses – either to instructor-posed questions or to peer comments and questions; schedule windows of time for each of these activities; Blackboard groups may also be set up as needed
Think-Pair-Share	Students work in breakout rooms with video/audio enabled; they can record their ideas on breakout room	Less applicable as an immediate feedback technique in asynchronous setting, though see small group work

Approach used in face-to-face classroom	Adapting to synchronous online classroom	Adapting to asynchronous online classroom
	whiteboard, and then share with larger group in a report-out session	for ideas for a slow “think-pair-share”; Padlet boards could also be used to highlight pair interaction; Blackboard groups can also be set up
Jigsaw discussion (assigning parts of reading or problem to students to discuss and report back)	Students may work in breakout rooms on their assigned part of reading or problem; report back verbally, through whiteboard, google doc, or shared slide set	Use group functions in Blackboard or social media platforms and create whole class space for reporting back (e.g. Discussion Board)
Large group discussion	Students share with whole group using video and audio. Establish organization for participation: raise hands visually; raise hands through icons (remind students to remove icon after speaking); or use “Stack” approach in Chat – that is, students can write their name followed by “on Stack” and instructor can follow the order posted to Chat	Students respond to prompts on discussion threads; these can be designed with initial post with follow up post within scheduled timeframes; they can be instructor-student or student-student responses; instructors/TFs should regularly post as well to give feedback, keep discussion focused, and to model posting style and content
1-minute paper or “muddiest point” notes	Student feedback/questions can be contributed to live shared slides or google docs; added to Chat window; posted to screen-shared PPT or whiteboard through annotating tool	Create space (discussion forum or social media channels) for focused feedback
Question and answer	Allow time for students to respond; consider writing time before answering question; see also notes for large group discussion	Use quizzes or targeted discussion forums with delayed posting times
Clickers or polling for quick feedback	Students can respond to simple polling questions (this Zoom post gives examples). Answers may be displayed as students respond or delayed; Blackboard surveys can also be used	Use Blackboard surveys for anonymous feedback on specific questions
Student presentations	Students may share slides through screen-share or provide simple video/audio presentation	Student can post slides with voice-over or simple video/audio presentations to Blackboard
Peer review	Students can work in breakout rooms to share drafts and give feedback; or they can complete review outside of class and then use breakout rooms to provide feedback; or they can work through	Peer feedback can be organized through multiple means, including google docs; Blackboard groups; Slack; or Padlet

Approach used in face-to-face classroom	Adapting to synchronous online classroom	Adapting to asynchronous online classroom
	google docs to comment, without live feedback	
Quick check-ins	Students can use the emoticons for quick feedback on simple questions about pace of class or comprehension of activities. This is not anonymous.	Blackboard surveys can give anonymous feedback; social media channels can provide informal feedback through icons and comments

Acknowledgements

BU Center for Teaching and Learning developed these ideas with significant inspiration from the synchronous activities table in:

McDaniels, Melissa, Christine Pfund, and Katherine Barnicle. [“Creating Dynamic Learning Communities in Synchronous Online Courses: One Approach From the Center for the Integration of Research, Teaching and Learning \(CIRTL\).”](#) *Online Learning* Issue 20 Volume 1 (March 2016).

Assessments

Creating and administering assessments for the LfA model is a challenge, but also an opportunity to evaluate how to meet the learning objectives in your class. The options outlined by the Center for Teaching and Learning (CTL) in their [assessment guide](#) will help instructors think about their decisions for assessment tasks

A few options and opportunities recommended by CTL to help instructors decide on how to manage assessment tasks during this period are outlined below. This information will be updated, as needed, on the CTL [website](#). If you have feedback or additional questions, please contact ctl@bu.edu.

Opportunity: Test the content in a different way

Instead of in-class exams here are some other ideas for students to demonstrate their knowledge of content:

- a written assignment with short-answer questions submitted via Blackboard or email
- several small quizzes to replace a larger exam
- student presentations through PPT (with voiceover), podcast, or video
- electronic portfolio with discussion of key topics (using Digication or Adobe Spark)
- digital poster on key topics
- consider using Turnitin or a plagiarism checker for written assignments and PPTs

Option: Offer exam mode with minor rather than major changes

If you prefer to keep the exam mode but would like to adapt it to the online environment, one way is to convert it from an in-class exam to a take-home exam:

- Take-home exam with possibilities for short-answer and more developed analytical questions (asynchronous: that is, you can set it for a different time to your regular class time – more like a homework assignment)
- These can be submitted online (through Blackboard) or via email

Option: When the traditional exam is the preferred mode

If you do not want to make changes to your exam mode, you can still create this assessment task through Blackboard

- If this is new mode of delivery for your class, offer practice exams/quizzes so students can test their technology/access as well as get used to timed-tests in the online environment
- You can offer multiple-choice (automatically graded through Blackboard), short-answer, or essay questions, depending on your preferred mode

Maintaining integrity in an online exam

Maintaining academic integrity in an online environment is challenging! Blackboard has some ability to create secure exam conditions (consult with EdTech for further information at askedtech@bu.edu), but you can also try some of these options to encourage academic integrity:

- Ask students to submit a signed Academic Conduct statement; this can be developed ahead of time or students can be asked to visit the [Academic Conduct Code](#) site to develop their own statement
- For multiple-choice exams, have a large question bank so that specific questions can be randomized
- Randomize order of questions within tests/exams and have only one question per page; this cuts down on students' ability to share answers
- Use Turnitin or plagiarism checker for longer exam questions

Accessibility

- Check with [Disability Services](#) on specific accommodations, but bear in mind typical options such as extended time for exams
- Consider, too, laptop, software and Wifi access for your students, and be willing to be flexible if students will find it difficult to take an online, timed test at a specific time – consider if there are other ways you can ask them to demonstrate their knowledge of the material.

Plan and facilitate effective discussions

The video below, with [additional downloadable text guides](#), presents tips for discussion, including preparing rubrics, from Dr. Flower Darby.



Maintaining an inclusive environment

The Society for Public Health Education (SOPHE) and the editors of *Pedagogy in Health Promotion* have curated a [special collection](#) of previously published peer-reviewed articles discussing pedagogical approaches for addressing racism and health equity.

Additional resources

- [Accessible teaching in the time of COVID-19](#)
- [COVID-19 Racial Equity & Social Justice Resources](#)
- [How to Create Accessible PowerPoints](#)
- [Inclusion, Equity, and Access While Teaching Remotely](#)
- [Maintaining Equity and Inclusion in Virtual Learning Environments](#)
- [Remote Teaching at BU: A Guide to Disability & Access Services](#)
- [Tips for Maintaining Equity and Inclusion in a Virtual Space](#)
- [Tips for Maintaining Equity and Inclusion when Teaching Remotely](#)

Quick links to pedagogical resources

- [How to be a Better Online Teacher](#) – advice guide from *The Chronicle of Higher Education*
- [Learn from Anywhere Resources](#) – faculty resources compiled by BU Digital Learning and Innovation
- [Pedagogical Partnerships at BU 2020](#) – Blackboard site created by the BU Center for Teaching and Learning with a lot of resources on pedagogical frameworks for the LfA approach, student-centered learning, assignments and assessments, providing feedback, and more.
- [Trauma-Informed Teaching and Learning Online](#) – principles and practices during a global health crisis
- [Trauma Responsive Teaching](#) – Professor Carol Dolan’s July 22 LfA teaching presentation

IX. Supporting students

Each SPH educational administrative unit is prepared to fully support the SPH community.

Office	Email	Overview
Admissions	asksph@bu.edu	<ul style="list-style-type: none"> • Help prospective students navigate the application process, from step one of exploring our programs, all the way to accepting their offer of admission and joining the SPH community. • Learn more about the Admissions Office
Career & Practicum Office	sphcareeroffice@bu.edu sphpract@bu.edu	<ul style="list-style-type: none"> • Help students secure a practicum placement • Advise students on career paths and understanding the public health job market • Cultivate and maintain relationships with practicum sites and employers • Learn more about the Career & Practicum Office
Graduate Student Life	sphgsl@bu.edu	<ul style="list-style-type: none"> • Support students in need of academic accommodations and Disability Services • Work with students who are looking to access resources, including behavioral health, core course tutoring, and peer coaching • Organize student programming and manage student organizations • Learn more about Graduate Student Life
Registrar's Office	sphregr@bu.edu	<ul style="list-style-type: none"> • Support instructional and student progress by supervising registration and the evaluation of transfer credit, maintaining student academic records and recording grades • Manage course scheduling process including planning, room scheduling, and AV support • Learn more about the Registrar's Office

Health and wellness

SPH's [Wellness Program](#) is designed to help support students in their graduate school journey, so that they can care for their mind and body during this busy and potentially very stressful period of their life. All member of the community (student, faculty, and staff) are invited to check in the Wellness Coordinator, Illana (sphwell@bu.edu), to self-care plan, find out about resources, or just chat.

Health and wellness resources

- [Wellness Amidst Black Lives Matter Movement](#)
- [Wellness Amidst Coronavirus](#)
- [Grief Resources Amidst Coronavirus](#)

Public health writing

The [Public Health Writing Program](#) offers many resources to help you build your research, writing, and oral communication skills.

- The [Peer Writing Coach Program](#) offers student-directed writing appointments facilitated by trained peer coaches. Peer coaches can assist at any point in the writing process. We strongly encourage everyone to make an appointment with a peer coach as you work on your writing assignments. You can make up to two appointments per assignment. Peer coaches are available to work with individuals and teams.
- The [Public Health Presentation Skills Program](#) can help you strengthen your oral communication skills. Appointments are available for students looking to practice presentations and receive feedback from a peer coach on slides, posters presentations, speech outlines, and/or oral communication skills.

Both programs are open to students enrolled in an SPH class. Students can make appointments for both individual and team sessions. You can book writing and presentation appointments by visiting <https://bu.mywconline.net>. Contact Ryann Monteiro at sphcoach@bu.edu if you have questions.

The [Public Health Writing Guide](#) provides concrete strategies for improving your prose, increasing your productivity, and meeting the specific needs of your readers. It offers strategies and best practices that can be useful to you while you are a student, over the course of your career. Take a look at it when you need encouragement, structure, or advice about how to get started.

Library resources

Librarians from the [BU Alumni Medical Library](#) have created an array of YouTube [tutorials](#) for SPH students that offer clear guidance on how to execute advanced searches using PubMed, Web of Science, Google, and other online resources. They have also created tutorials on using Mendeley and Zotero reference managers, properly citing sources, and avoiding plagiarism.

If you would like to make an appointment to meet with a librarian to get personalized assistance with a search you can contact them directly by email (refquest@bu.edu) or phone (617 638-4228).

Quick links to resources for supporting students

- [Coping with Coronavirus](#)— how faculty members can support students in traumatic times
- [Mentoring and Advising Remotely in Times of Disruption](#) – guidance from the BU Office of Professional Development and Postdoctoral Affairs
- [Learning Remotely](#) – outlines the variety of services BU IS&T provides to support students

X. Collecting student feedback

Around the semester midpoint, we recommend soliciting feedback from students about how the course is going. Mid-semester feedback:

- Provides an opportunity to show that you're listening to student concerns.
- Provides an opportunity for you to refocus, if necessary.

Start-stop-continue

Asking “how’s it going?” doesn’t usually get much concrete, actionable feedback. You’re more likely to get some focused answers if you ask focused questions. One approach is the start-stop-continue. Ask students to tell you:

- What you should start doing.
- What you should stop doing.
- What you should continue doing.

Collect the responses and organize them into a table or spreadsheet, then take a few minutes during the next class to discuss the feedback with your students. During the discussion, point out:

- Conflicting messages. Students often believe that everyone in the class thinks the same way about the way a class is going, but the feedback may show that there are conflicting recommendations. For example, some students may want you to slow down, others to speed up. Pointing these out helps students to understand the needs of others in the class—as well as the instructor’s need to satisfy different groups.
- Things you are willing to do or change. Some student requests are very reasonable and you may be very willing to accommodate them. For example, students may request that you provide additional practice problems.
- Things you are not willing to do or change. Students may request some changes that you are not willing to accommodate. For example, students may ask you to provide a structured approach to analyzing a case, but you may prefer that they deal with the uncertainty because it helps them to learn to formulate solutions to complex problems rather than following a “recipe,” which they would be unlikely to have in a real situation. Explaining why you have chosen a particular approach helps students to better understand that approach—and perhaps to appreciate it more.

Excerpt from BU Center for Teaching and Learning guide to [Getting Feedback from Students](#).

XI. Return to Work Q&A

This is a [living document](#), updated regularly, intended to be a summary of information being communicated by the School around our return to campus plans for the fall. All of this material is communicated via SPH Today and many of the answers below are based on efforts by BU summarized in the Back2BU [website](#). We, as a school, through the SAFER committee are working on implementing these guidelines, but the website represents a useful, and definitive, repository of resources that we also contribute to, that is central to our collective understanding of testing and safety measures being implemented around the epidemic.