

**Millikin University
Office of the Provost**

To: All Millikin Faculty
From: Provost Jeff Aper
Subject: Planning for the Possibility of Academic Schedule Interruption
Date: March 4, 2020

Dear Colleagues:

Concerns regarding the possibility of an escalation in the numbers of individuals adversely affected by viral illness this season, most notably the concerns regarding Covid-19 or Coronavirus, has led us to prepare some basic guidelines for the still remote possibility that we would need to suspend regular meetings of classes and related group gatherings on campus. Please use the following guidelines and information to inform your planning. The situation may change considerably as the weeks go on, and we all need to be vigilant. Across the university, we are monitoring the situation and the potential impact on our students, faculty, and staff with diligence. Please read the following material carefully to help you be as prepared as possible in case the situation arises that requires us to make adjustments and to respond to questions you may receive from students or colleagues.

**Millikin University
Academic Plans in the Event of Calendar Disruption Due to Pandemic Illness**

Millikin University will continue to be guided by recommendations from the Illinois Department of Public Health (IDPH) and the assistance of our partners in providing healthcare to the campus, Decatur Memorial Hospital. Those seeking further information about the current status of Covid-19 identification and attention can visit the website of the Centers for Disease Control (<https://www.cdc.gov/coronavirus/2019-nCoV/summary.html>) or the website of the Illinois Department of Public Health

(<http://www.dph.illinois.gov/topics-services/diseases-and-conditions/diseases-a-z-list/coronavirus>).

Viruses of this type are most commonly transmitted by contact with an infected person through such means as airborne droplets introduced by coughing and sneezing, personal contact, such as shaking hands, or touching an object or surface (e.g., a doorknob) with live virus present and then touching your mouth, nose, or eyes before you thoroughly wash your hands. Individuals can help limit the spread of such illness and protect themselves by frequently washing their hands with soap and water (for at least 20 seconds), avoiding touching their eyes, nose, or mouth with unwashed hands, and avoiding close contact with people who may be sick.

Faculty

Faculty members who become ill, or whose family members become ill, or who may be subject to quarantine and cannot conduct their assignments will be guided by standing university policies pertaining to medical and related absences. Faculty who are able to do so will be relied on to continue as well as possible in seeing to their academic responsibilities even if class meetings are suspended, consistent with the academic schedule disruption policy detailed below. Faculty will be assisted in utilizing online or other appropriate distance forms of instruction and communication with students to ensure as fully as possible the continuation of appropriate academic work and to maintain the continuity and quality of instruction and student learning.

Students

Please emphasize to students that those who have the flu or flu-like symptoms should not come to class or go to work. If a student informs an instructor or work supervisor that they have the flu or flu-like symptoms, the student should be sent back to their residence. If a student is showing flu-like symptoms or thinks they may have the flu or a

bad cold, it is appropriate to ask the student about these observable symptoms and as appropriate in the best judgment of the instructor or supervisor, again ask the student to return to their residence. As an additional note, you may encounter those who wish to wear facemasks of various kinds. Generally, the CDC is not advising the use of facemasks, since they will do little to prevent the spread of illness and those who are already ill should not be allowed to attend class or work just because they are wearing a facemask. Facemasks are not particularly effective in preventing people who are sick from spreading the virus.

Please be flexible in applying attendance policies for classes or work. Strict enforcement of rigorous attendance policies may motivate students who are ill to come to class or report for work. Plan for the possibility of higher than usual levels of illness-related absenteeism this spring and try not to create incentives for sick students to come to class or work. If students are absent due to illness, please do not require a doctor's note or any kind of medical documentation. "Flu-like symptoms" should be a sufficient diagnosis to allow students additional absences or whatever other accommodation you determine appropriate. This is recommended because public health authorities are encouraging those who are ill with the flu but not in a particular risk group or suffering unusually severe symptoms to stay home rather than visit the doctor's office in hopes of reducing the spread of the virus and not overloading the capacity of the healthcare system.

Students who have the flu or flu-like symptoms should not return to class or work until at least 24 hours after their fever lifts (without the use of fever reducing medications such as Tylenol). Please plan for ways in which students can make up assignments or other required work for class using online methods such as email or Moodle (Appendix 1 lays out a wide range of tools for conducting class business of all kinds remotely) and give students ample opportunity to make up for missed class sessions. Such assignments

should aim to allow a student to have a roughly equivalent learning experience, and should reflect a high level of accommodation for absences attributed to illness.

Suspension of Classroom Activity

In the event that Millikin University is advised by the IDPH or other public health authorities that we should temporarily stop public gatherings on campus, including in person meetings of scheduled classes, we will follow these basic steps and strategies:

1. Instructors should use online and other distance methods to continue to offer classes to the greatest degree practicable. As noted above, a list of resources to support these efforts appears as Appendix 1.
2. If classes are suspended following week 12 of the semester, instructors will be encouraged to calculate and submit final grades for the course based on the information available through the 12 weeks that have been completed. Credit for the full semester will be awarded based on these grades.
3. If classes are suspended earlier than week 12 every effort should be made to continue teaching each class using online or other distance methods. For students or faculty who do not have access to equipment necessary to continue a class online or via some other technology, alternative arrangements will be sought to allow the completion of the planned work. In the event that an instructor is unable to provide the continuing instruction, the class will be suspended and a grade of I will be entered, with the intention of planning for the resumption and completion of the class at a future time.
4. The impact of this kind of disruption of the academic calendar should be as minimal as we can make it, in order to help assure that students can continue in a timely way toward the completion of their degrees. Every effort will be made to resume the normal calendar at the earliest possible opportunity. It is conceivable that some courses would best be resumed in person during summer months. If

that is a best solution in some cases we will need to plan carefully to accommodate such needs.

General Principles for Distance Instruction

In anticipating the possibility of having to adjust course delivery using distance methods, please keep the following general principles in mind:

- Help prepare your students ahead of a possible change in delivery methods by introducing distance learning tools and practices soon.
- Communicate with your online students regularly. Cultivating a sense that you are present with the students in a meaningful sense is crucial to successful online teaching.
- Focus on key learning outcomes even if you need to adjust the specific activities that contribute to those outcomes. Plan for the best ways to keep students moving toward those outcomes in substantive and meaningful ways.
- Prioritize course activities and focus your planning on delivering the ones with the most significant impact on learning outcomes.
- If possible, maintain normal course scheduling. Synchronous activities can help promote community, which is beneficial. Keep in mind, however, that some students may not be able to participate in such sessions because of such things as illness, time zone differences, or poor internet access. If you plan synchronous activities, it's helpful to schedule them during the established class time to try to avoid conflicts between simultaneous activities for different classes.
- Also look for ways to convert synchronous activities into asynchronous activities if you can, as a way to help manage schedules.
- If it seems best to do so, rearrange the order of course activities if that can help delay until the possible resumption of on campus meetings those activities where face-to-face interaction may be particularly important. On the other hand, trying

to assure that the most critical content is addressed in as timely a way as possible may also be the most prudent strategy for a given course.

- Substitute digital resources for physical resources where possible. Students who have left campus should still have access to Staley Library, and some may not have all of their course textbooks with them. Keep in mind that Staley Library will likely be short-staffed at best, so rapid turnaround of resource requests from library faculty will probably not be possible.
- Consult your Dean about any College-specific considerations.
- To the greatest extent possible use tools that are familiar to you and the students. Do what you can to help students feel like they're a continuing part of the university community rather than individuals accessing course materials in parallel, isolated from each other.

References

Pandemic Preparedness, University of Pittsburgh at Bradford. Adapted from University of Pittsburgh plan, July 2009. ([www.upb.pitt.edu > default > files > files > Pandemic-Plan_faculty-staff](http://www.upb.pitt.edu/default/files/files/Pandemic-Plan_faculty-staff))

Keep on Teaching, Pepperdine University. Adapted from Indiana University Knowledge Base article "[Keep teaching during prolonged campus or building closures.](https://community.pepperdine.edu/seaver/center-teaching-excellence/keep-on-teaching/)" (<https://community.pepperdine.edu/seaver/center-teaching-excellence/keep-on-teaching/>).

Appendix 1

Academic Continuity during Disruptions due to Natural Disasters, Pandemics, and Other Emergencies

In the event of an emergency, you should be prepared to continue offering your courses to your students. However, you likely will not be able to offer the course(s) in the manner you had originally planned. This guide is designed to help you transition your course to the online environment in an emergency scenario. It is *not* meant as a guide to design or develop a course specifically for the online environment.

The following are specific strategies you can use to keep your courses going during an emergency closure.

Keep in mind that this guide may not cover needs in every course. If you have a course that requires access to specific, expensive software (e.g. Final Cut Pro, Logic Pro, SPSS) or equipment (e.g. kiln, fume hood, 3D printer) that students will not be able to access at home, you will need to come up with alternative ways to approach the course content that do not require students to access these tools.

Before an Emergency: Be Prepared

- Have copies of all your class rosters, with student contact information. You can download these from MU Online. Print your rosters – do not include any roster information in an e-mail (to yourself or anyone else), as this could potentially violate FERPA.
- Download and save a copy of the Moodle Faculty & Staff User Guide from http://millikin.libguides.com/ld.php?content_id=4353982. You may also wish to obtain a printed copy from the Educational Technology department at Staley Library and take it home in the event that coming to campus is prohibited.
- Make sure your students know how to reach you. Remind them of your contact information on the syllabus.
- Discuss potential approaches to specific, difficult-to-transition courses with your department colleagues, department chair, and dean.

Communication with Students

While the University will issue general communications regarding closure dates and other policy-related matters, many students will look to their instructors, with whom they have a closer relationship, to help them stay informed, make academic progress, and even calm their fears.

What to do:

- **Communicate Early and Often.**
 - Let students know about changes as soon as you know about them, even if details are still being put in place. Don't overload them with messages, but your students are likely to be anxious, and regular communication with them will help them feel more at ease.
- **Set Expectations.**
 - Remind students that they should be checking Moodle and their e-mail frequently. Let them know often they should be checking in with you and how quickly you are able to respond to them.

- Manage your own time and load.
 - If a student asks you a question that may be beneficial to the whole class, consider sharing the response with the whole class and/or setting up a general questions/FAQ forum in Moodle. Remind students they can check the FAQ before contacting you with questions.
- Ask / make referrals for help.
 - Pandemics and disasters can trigger anxiety and other mental health issues in both students and faculty. Be compassionate, but don't be afraid to bring in the professionals. If you need assistance responding to a particular student or feel that it would be better if they spoke with a professional, please reach out to:
 - Student Health Services at 217-424-6360.
 - Center for Academic & Professional Performance at 217-362-6424 or capp@millikin.edu.
 - If you need assistance yourself, please contact the University's Employee Assistance Plan (EAP) by calling 877-234-5151.

How to do it:

- Moodle: Moodle allows you to send e-mails to your students in two ways, and because the class list is already populated, you do not need add each student's address individually.
 - Instructions for Moodle's Quickmail can be found on pp. 48-51 in the Moodle Faculty / Staff User Guide, which can be found at http://millikin.libguides.com/ld.php?content_id=4353982.
 - You can also email students by posting a message to the Announcements forum in your Moodle course. This will both post the message in the course and e-mail each student.
 - If a student responds to your email, you will receive this email through Outlook, not through Moodle.
- E-mail: Access your Millikin e-mail frequently, and try to respond to student messages as quickly and efficiently as you can.
 - You can access Outlook remotely by logging in to myMILLIKIN and clicking the e-mail icon in fast access.
 - You can also download the Outlook client (as well as all other Microsoft Office 365 apps) to a personal computer by going to <https://portal.office.com> and login with your Millikin credentials. Click *Install Office* in the upper right-hand corner and then choose *Office 365 apps*. Follow the prompts on your screen.

- Skype for Business: Millikin’s campus agreement with Microsoft includes Skype for Business, which will allow you to hold virtual office hours, as well as record videos or hold a group discussion. (Please note that Skype for Business is *not* the same as the free version of Skype. This version has additional tools and is also pre-populated with the Millikin address book, making it easier for you to find and add your students.)
 - Skype for Business should be installed on all Millikin-owned devices.
 - Hint: Add all of your students to your contacts list and group them by course. This way you won’t have to search for each student every time.
- Zoom: In the event of a campus closure, IT will have temporary licenses available for Zoom. You must request a license by e-mailing abrilley@millikin.edu.
 - Instructions for activating your Zoom account once Information Technology has created a Zoom account for you:
 - You will get a “Zoom account invitation” email from Zoom (Note: if you did not request it directly from IT you will not get an email)
 - The email will state that someone in IT has setup an account for you
 - Click on the “Activate Your Zoom Account button” in the email
 - This will take you to the Zoom login page and allow you to setup a Zoom account using your Millikin email address
 - DO NOT USE THE SAME OR A SIMILAR PASSWORD THAT YOU USE FOR MILLIKIN, USE SOMETHING COMPLETELY DIFFERENT
 - Once your account is setup you can download the Outlook plugin so you can automatically setup meetings from Outlook
 - See https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials?_ga=2.138718451.152869877.1583866088-2106895013.1579799812 for adding the plugin and creating a meeting in Outlook or creating a meeting from the Zoom website.
 - For additional tutorials on using Zoom, click here: https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials?_ga=2.138718451.152869877.1583866088-2106895013.1579799812
 - Students do not need a license to join or view a Zoom meeting. You can post the following YouTube video in Moodle to explain how to join a meeting: <https://www.youtube.com/watch?v=vFhAEoCF7jg>

Distribute Course Materials and Readings

In an emergency situation, your goal is not to teach your class in exactly the same manner that you would in the classroom, but rather to ensure that the course learning objectives are still being met. One option that will save you time and reduce the amount

of technology products you need to engage is to lessen time spent on faculty-led activities such as lecture and replace them with tasks students can complete independently, such as reading. Readings also require a great deal less bandwidth than streaming videos, making them easier for students to complete.

What to do:

- Post readings for the course as links or PDF files in Moodle. Do *NOT* post copyrighted materials on a personal webpage or blog that is publicly accessible, as this does not fall under Fair Use. Moodle limits access to those enrolled in a specific course, which is compliant.
- Use the resources that Staley Library has available. Online library content includes journal articles, eBooks, video, and audio. With only a few password-protected exceptions, this content is available off campus 24/7.
 - Contact your library liaison (see the current list at <https://millikin.edu/staley/services/collection-development>) if you need assistance.
- Remember that many of our students may not have access to high-speed Internet and/or a device larger than a phone if they are accessing the course from home. Use mobile-friendly formats such as PDFs, which can be downloaded and then read offline, and will also resize to fit the screen of any device. Documents created in Microsoft Word or PowerPoint do not maintain their formatting on a mobile device.
- Whatever changes you make, make sure to update the syllabus and course schedule and communicate these changes with students. Do not assume they will just figure things out without your guidance. The first few times you upload things, you may need to email them to let them know that new materials have been posted and they need to login, especially if you weren't a regular Moodle user before the crisis began and they aren't used to accessing Moodle for your specific course.
- Follow-up on reading assignments with written work, discussions, and/or exams (see below).

How to do it:

- For instructions on how to upload a file to Moodle, refer to pp. 14-19 in the Moodle Faculty & Staff User Guide (http://millikin.libguides.com/ld.php?content_id=4353982.)

- For instructions on how to link content from the web to your Moodle course, refer to pp. 27 in the Moodle Faculty & Staff User Guide.
- For instructions on how to link content from the Staley Library databases to your Moodle course, refer to pp. 28-29 in the Moodle Faculty & Staff User Guide, and/or the *Linking to Database Content in Moodle* LibGuide, found at <https://http://millikin.libguides.com/permalinks>.
- If you need to convert a Word document or PowerPoint into a PDF before uploading it, open the document in the appropriate program, click the file tab, and then select Save as Adobe PDF in the left-hand column.

Lectures

Use lecture sparingly. In addition to requiring a good deal of technological knowledge and effort on your part, it may be difficult for students to connect to and view videos, particularly if they do not have high speed internet access at home or are relying on a phone to access everything.

What to do:

- Reduce the amount.
 - Lectures are time consuming to record and edit, and can be difficult for faculty to learn how to do on the fly. A crisis situation is not the best time to learn a new software suite.
 - Lecture should take less time online than the same lecture would in class. You're not waiting for students to settle at the beginning of class, or responding to questions, body language, and feedback as you go along. Don't be surprised if the lecture that takes 45 minutes in the classroom suddenly takes 25 minutes (or less!) as a series of recordings.
- Use the "chunking" method.
 - No recording should be more than 10 minutes in length. This is both a technological and psychological consideration.
 - The longer the video is, the longer it takes to load, particularly on slower connections.
 - The longer the video is, the less likely students are to watch it to completion.
 - When you offer videos in smaller "chunks," they will load more quickly, and students can choose how much or how little to consume at any one time.

- For example, a 25-minute lecture should be split into a minimum of 3 videos (this is yet another incentive to reduce the amount of time spent lecturing).
- Record in a quiet environment with as few distractions as possible.
- Use what's already out there. There are millions of videos on YouTube. Chances are there are some you can use to spark discussion about or demonstrate a particular topic. Also consider Ted Talks (<http://www.ted.com>), news sites such as CNN, etc. Don't reinvent the wheel if a sufficient one already exists.
- Ask your library liaison if they're willing to record a short lecture or two on using the library's electronic resources to do research, or to create an online guide for your students.
- Make sure students have a way to ask questions.
 - Provide a discussion forum (see section below on Discussion and Collaboration) or alternative method (such as email) for students to ask you questions about the lecture content.

How to do it:

- For any recordings, you will need a microphone to capture sound and speakers or a headset to review and edit your video.
 - Most laptops that were constructed in the last decade have these built in. While they aren't ideal and laptop microphones in particular will pick up a lot of room sound, they are sufficient in a crisis situation.
 - Record a short "test" video before recording an actual lecture to check the audio and visual quality.
- Options include:
 - Obtain a Zoom license from IT. See directions above.
 - Use Skype for Business. See directions above.
 - Choose a free online tool such as Screencast-o-matic (<https://screencast-o-matic.com/>).
 - Built-in software on your computer, such as Quicktime on a Mac or the Windows Camera App.
 - MediaSite. Allows you to capture videos with a desktop recorder, make small edits, and then upload them to Moodle.
 - myMILLIKIN > Employees > Faculty Toolkit > MediaSite
- When you save and export your video, save it as an .mp4 file, which will play on all types of computers and devices.
- The easiest way to ensure good playback is to host the videos on a private YouTube channel. Login to YouTube, and upload your video, and then link them to Moodle using the URL resource (see pg. 27 in the Faculty/Staff User Guide. If

you don't want your videos to be discoverable by the general public, mark them as "unlisted" (not "private," which means only you can see them) when you upload them to YouTube.

- If you choose to use content that already exists on the web, follow the instructions for linking URLs in Moodle on pg. 27 of the Faculty/Staff User Guide.

Lab Activities, Music Lessons, Studio Art Courses, and other Hands-on Experiences

For obvious reasons, labs, private lessons, and other hands-on experiences are among the most difficult to translate to the online environment.

What to do:

- Accept that whatever you do is likely going to be sub-optimal in some way. Remember, this is an emergency, so there is no time to secure home use lab kits or other materials that would be used in a regular online course.
- Look for already created virtual learning tools that can be substituted for in person labs.
 - In some cases, you may be able to salvage at least part of a lab by providing students with a sample or theoretical data set and asking them to run the analysis themselves. While they won't get the experience of collecting the data, they can at least complete the analysis portion.
- For music lessons, consider video conferencing or having the student record themselves practicing and forwarding that video to you.
- Some courses may simply not be salvageable online (e.g. studio art, music organizations), so make sure to discuss a plan with your chair and dean before an emergency happens.

How to do it:

- First and foremost, discuss potential approaches with your colleagues, chair, and dean *before* a pandemic or emergency occurs. It will be easier on students, and on you, if everyone in the department is taking a similar approach.
- For virtual labs, good places to start are the ChemCollective (<http://chemcollective.org/vlabs>) and ComPADRE (<https://www.compadre.org/portal/Collections.cfm>).

- To distribute a data set in Moodle, upload the file (in Excel format or whatever else would be appropriate) following the instructions on pp. 14-19 of the Faculty & Staff User Guide.
- To videoconference with students, Millikin offers Skype for Business or Zoom. See above for instructions.
 - Both the student and the faculty member will need a device with a camera and microphone.

Discussions and Collaboration

Discussion forums are a necessity for just about every online course. Whether you're translating a discussion-based seminar to the online format, or just setting up a space where students can ask questions about your lecture, or asking students to do group work at a distance, the forum is the tool that gets the job done.

What to do:

- Give the students something to discuss – often a reading or series of readings, a video, etc.
- Make discussion prompts open-ended. If one student can answer the question succinctly and then there's nothing else to say about the topic, discussion isn't going to happen. At the same time, make sure there is some direction indicated in the question. Asking "so, what did you think of the reading" is too vague and will likely send students in too many different directions to be productive.
- Clearly lay out requirements for discussion. Are students required to make an initial post that responds to the content without reference to their classmates' posts? Or can they join in an already-in-progress discussion? Are they required to make a certain number of posts each day/week? When are posts due? Are you expecting carefully proofread work? Citations? Or are you looking for more casual, on-the-spot reactions?
- Explain how forum posts will be graded. Remind students that an online forum is a classroom, not an internet message board or comments section. Also consider that tone is difficult to interpret online when tone of voice and body language aren't accessible to the listener. Ask students to further explain themselves when things are not clear.
- You should be present in the discussion, but you *do not* have to respond to every post. In fact, doing so will often discourage students from posting responses until they see what you have to say first. Obviously, you should correct posts that are factually incorrect or inflammatory, and get the discussion back on track if it

wanders too far from the question at hand, but try to allow the discussion to grow and shift organically.

How to do it?

- Add discussion forums to Moodle following the instructions on pp. 30-32 of the Faculty/Staff User Guide.
 - The icons for forums and chats are similar. Make sure you are choosing forum and not chat (which is intended for live chats, not for prolonged discussion).
- Make a new forum for each week/topic/module. This makes it easier to grade and keep track of student participation levels.
- Forums can also be set up to facilitate group work. Set up *one* forum and then choose either separate groups (groups discuss things only among themselves and their work is private) or visible groups (groups discussion things among themselves but can view the discussions of the other groups) under Common Module Settings when setting up the forum, and then go to the Participant list and put the students in groups. Group forums do not work unless you actively assign the students to groups in Moodle.

Assignments: Papers and Projects

Moodle can facilitate the collection of a variety of different assignment types.

What to do:

- Most assignments can be given, and the student papers/projects collected via the Assignment activity in Moodle.
 - Moodle can collect papers, photos, PowerPoint files, PDF files, and audio/visual files under 1 GB.
 - For artwork or other hand-drawn or hand-written work, students can use their phone to take a photograph, and then submit that. You may wish to ask them to submit several photographs in case the lighting is poor and/or some of the photographs turn out blurred on screen.
- If the original version of an assignment required specialized software that a student is unlikely to be able to access at home, you will need to come up with an alternate assignment.
- Consider asking your library liaison to prepare a short overview of the library's electronic resources and the research process. Even in an upper division course, unusual circumstances may result in students forgetting to use the library and relying on Google and other web searches.

- When possible, avoid collecting papers via e-mail. While this will work for a smaller course, it will quickly overwhelm your inbox if you have a larger course or are collecting weekly journals or reflection papers, even in a small course.
- Do *not* return graded work via e-mail. It is not considered secure for FERPA purposes. Do not post grades or any comments which could lead a reader to discern the grade on any public site such as a blog or personal website. Grades are to be password-protected at all times.

How to do it:

- Instructions for setting up a Moodle Assignment are found on pp. 20-26 of the Faculty/Staff User Guide.
- To grade assignments once they have been submitted to Moodle, click on the assignment, and then click *view all submissions*. Then click *grade* for whichever student you'd like to begin with.
 - It is possible to download all of the papers at once, if you want to mark them up in a word processor. If you plan on doing this, ask students to name their files something like Firstname-Lastname-essay1.docx. Otherwise, you're going to end up downloading a bunch of files named essay.docx and things will get confusing very quickly.
 - Grade the Assignment activity – do not attempt to enter the grades directly to the Moodle gradebook. The Assignment activity module will automatically transmit the grades to the Moodle gradebook.
- If you need to collect files larger than 1 GB from students:
 - For videos, ask students to put them on YouTube (they can make them unlisted if they don't want people outside the course to see them)
 - You can also share large files via software like Microsoft's OneDrive or Google Drive.

Exams, Quizzes, and Tests

Administering a high-stakes exam during a campus closure is not recommended. In most cases, the safest and clearest way forward here is to change the assignment to a paper or project of some sort. However, you can proceed with lower-stakes assignments such as reading quizzes.

What to do:

- Focus on low-stakes quizzes where possible.

- Unless it is absolutely necessary to have a proctored, closed-book exam, allow students to take the quiz or exam open-book. This is less stressful on them and eliminates the need for proctored appointments.
- If you absolutely must give a proctored exam, you'll want to use Examity[®], the proctoring service Millikin has contracted.
- Give students multiple days to take a quiz or exam, but give them a time limit (e.g. you have from Thursday – Sunday to take a quiz, but once you choose to begin the quiz, you have 15 minutes to complete it). This keeps students on track and helps prevent excessive reliance on the open book, but also provides flexibility in the event that the crisis in question is limiting their Internet access in some way.

How to do it:

- Instructions for using the Moodle Quiz activity can be found on pp. 33-42 of the Faculty/Staff User Guide. (Note that Moodle refers to all forms of assessment in this category as a quiz, but you can name the activity whatever you like (e.g. quiz, test, exam, midterm, final).
- If you need to use Examity[®], you *must* contact the Educational Technology staff. Courses need to be activated with Examity before the proctoring service will work.
 - The Educational Technology staff will provide you with directions for you and a guide for your students once your course is activated.

Assess Student Learning

The most important thing to do in a crisis situation is to keep your students informed. They're likely to be anxious already, and not knowing where they stand in their courses will add to that anxiety. The Moodle gradebook provides a secure location for you to post grades and feedback.

What to do:

- Remember grades are protected by FERPA. Do not share grades via email or on any public website, blog, or forum.
- If applicable, remind students that you are learning a new set of electronic tools, too, and that it may take you additional time to provide them with grades and feedback. Communication is key.

- Midterm and Final grades must be submitted directly to MU Online. Moodle is not set up to transmit grades directly.

How to do it:

- Instructions for a basic Moodle gradebook using a points-based grading method are found on pp. 55-57.
- For percent-based grading, use the weighted mean of grades aggregation method in Moodle. Because every percent-based gradebook is unique, steps to organize your gradebook will vary. Contact the Educational technology staff for help.

Need more help?

Assuming that the Educational Technology Coordinator and Specialist are not ill/incapacitated by the crisis, they will be regularly responding to e-mails and can also be available by pre-scheduled web conference. Remember that they will not be in the office to answer their phones. Get in contact:

Option 1: Put in a Jira request and set the item type to *Educational Technology*.

Option 2: Direct contact via e-mail. Currently rbicicchi@millikin.edu and emckinney@millikin.edu.

Bibliography

We are indebted to our colleagues at Dartmouth College, Indiana University, and Pepperdine University for their important work in this area, which has informed much of the work you see here.

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