Education parameters

This document draws on the *SMC Departmental Update: Parameters for Planning Your Teaching* document dated Thursday 28 May 2020

We have developed a series of scenarios that illustrate how this blended approach to teaching and learning might look.

1.1   Departments are strongly encouraged, where possible, to pre-record lecture-based content. This content can then be accessed online *asynchronously* by students, wherever they are. Doing this for the full term will free up more time for fully interactive sessions as no rooms or time slots would be required for timetabling. (Please note 1.8 with regard to class sizes.)

1.2   Some departments, where they pre-record lecture material and make it available asynchronously, may wish to use the freed-up time slot for a class or smaller tutorials in which the lecture-based content is discussed (that is, adopting a 'flipped lecture' model). Alternatively, where lecture material is pre-recorded, the lecture slot in the timetable can be given up for the whole term and replaced by an *asynchronous* discussion activity, for example through a Moodle discussion forum. Standard delivery patterns (e.g. lectures plus seminars) can, in other words, be adapted, as long as this is within the constraints of the timetable.

1.3   In courses where lectures are replaced by pre-recorded content and accessed asynchronously, and when lectures are normally the only way in which students learn directly from faculty members, faculty must engage with students directly in other ways (e.g. through their interactive classes/seminars or through another session, outside normal office hours, in which faculty make themselves available to groups of students to discuss the lecture content – see 1.5).

1.4   We strongly encourage asynchronous delivery of lectures as this makes it easier for students to access the content, no matter where they are. However, Departments are allowed to offer synchronous lectures. If Departments opt for synchronous lectures, we encourage them to consider offering them twice, once in the morning, once in the afternoon to cater for different time zones. Departments are allowed to offer synchronous lectures once only - but only if they are recorded and made available to all students on the course. We will try to schedule these synchronous lectures that are offered once only to students around 2pm to maximise the chances of students around the world to participate. Where lectures *are* held synchronously, the lecturer should always plan to build in opportunities for meaningful interaction, for example by breaking the lecture into 10-15 minute sections and creating space at the end of each section for five minutes of Q and A, facilitated by the Chat function in Zoom. In addition, any students not able to attend synchronously should be reminded that office hours (online if needed) are available

1.5   All lectures must be recorded. We will make it clear to students when they register with LSE that lecture sessions will be recorded. They will also be asked to agree, if possible as a condition of registration, that other sessions may also be recorded. This requirement for recording is vital under these exceptional conditions in order to provide students who cannot attend in person equitable access to learning opportunities.

1.6   Synchronous classes/seminars will need to be run at least twice to ensure that students in different time zones can engage with them **–** *or*, where a course has several class/seminar groups delivered synchronously, the classes should be timetabled so that students in different time zones can engage with them.

1.7   It is preferable - where the number of groups permit - that there are separate face-to-face and online classes for those students who are not able to be on campus. If departments need to deliver combined (i.e., hybrid face-to-face on-campus and online) classes, which may be feasible in some teaching rooms, they should ensure there is a GTA (or equivalent) in the room to monitor the online Chat/Q&A to make sure that online students are able to participate effectively. The two types of learning experience should be as inclusive and equitable as possible.

1.8   In some programmes, students are normally taught in longer 'Harvard style' seminars. Repeating a three hour session to meet the time zone requirements would be onerous. However, we are keen to continue to support that model of delivery. Options include (subject to room availability):

(i) Splitting the notional contact time between a) timetabling students for two hours for their synchronous, face-to-face and/or online case study work and b) students watching one hour of prepared content asynchronously (e.g. a recorded presentation). Please note that if some students are working face-to-face while others are simultaneously online, GTAs (or equivalent) will need to be available to include the online students equitably (see 1.11).

(ii) Running the seminar fully online, synchronously, using Zoom and Zoom breakout rooms - as long as students have other opportunities within the course design for on-campus, face-to-face learning activities (see 1.2).

1.9   All students should be asked to work together between classes in Peer Study Groups on tasks or activities (academic and social). These are particularly helpful for core courses. Tasks and activities can be synchronous or asynchronous, face-to-face or online, as appropriate. You will be provided with information about your students' locations so that you can set up study groups in such a way that the students in each of them are working broadly within the same time zone.

1.10   Departments should plan to allocate students, preferably in their Peer Study Groups, to their Academic Mentor in time for the start of the academic year. Academic Mentors, who should establish regular office hours throughout the term, can use their office hours at the beginning of term for a first meeting with their mentees in their small groups. This meeting can be online or face-to-face.

1.11   Contact time with students should stay broadly the same overall as normally expected for students.