**Guidelines for the course administration at NAT and TECH – autumn semester 2020**

**June 12, 2020 / Vice-dean for Education Finn Borchsenius**

The following is written on the basis of the AU general guidelines for teaching activities in E20, which was discussed in the emergency response group and UFU on May 14, 2020 (see attachment) and furthermore, the expectation that in Autumn 2020, we will still be subject to the restrictions that currently applies to [teaching activities on campus](https://medarbejdere.au.dk/en/corona/for-staff-members/rules-for-teaching-and-exam-acitivities/). In specific, the requirement of 1-meter distance causes challenges with room capacity, which means that parts of the teaching must be conducted digitally.

In relation to teaching activities in E20, there are three main principles that we have to adhere to:

1. Teaching must be conducted within the time frame set out in the course catalogue and the room allocation in the timetabling. This is because it will not be possible, in terms of resources, to significantly expand the room consumption, as required by, for example, a general duplication of activities. In addition, given the temporal horizon, it will not be possible to carry out a whole new timetabling based on the stated wishes of the individual programmes / courses.

2. The learning objectives that apply to the course must be fulfilled, unless very unusual circumstances exist. This should be possible within the current framework for educational activities, including distance requirements. We will not conduct a session of individual adjustments to learning objectives, as happened during the emergency planning in Spring.

3. The precise planning of teaching activities in the individual courses adjusted freely by the individual course coordinator, in consultation with the head of degree programme / degree programme director, within the above-mentioned framework and in accordance with the AU general guidelines. For example, this gives an opportunity to make adjustments to the room capacity within the planned framework: e.g. if lectures are converted to a digital format, which can be accessed asynchronically (i.e. the students can organise when they work with the material – e.g. video plus reflection questions, quiz or similar), it releases space in an auditorium that can be used to increase the capacity for theoretical exercises.

A process for communicating any changes to the students will be planned in consultation with the study administration and the degree programme management.

In general, we encourage you to give special attention to new students to ensure a structured schedule with as much physical attendance as possible. If this requires adjustment to local planning, then it is recommended primarily to use rooms that are allocated at the same time as another course (e.g. 3rd year or master) on the same education - by agreement with head of degree programme / degree programme director and the course coordinator. If it requires an extension of the teaching period or that other changes are made to the timetabling, contact the Vice-dean / study administration.

In addition, it will require a professional estimate as to which activities can be converted to a digital format, within the framework of AU's general guidelines. The semester team is available to be included in the prioritisation of which parts of E20 can be digitized advantageously and which parts must continue to be attended physically. STLL is also available and prepared to provide advice and sparring on rescheduling.

General suggestions for prioritization could be:

• Lectures given primarily on textbook material are converted to a digital format - while perspectival lectures are conducted, if possible, by duplicating them.

• Theory and practical exercises and other classroom instruction can be conducted through the involvement of auditoriums released by digitizing lectures. Possibly, part of Theory and practical exercises is converted to online group work so that the group size can be reduced for the remaining Theory and practical exercises.

• Special efforts will be made to organise online study groups for both the new first-year students and for the third semester students who have been particularly affected by the spring lockdown.

• The academic and social integration of first-year students can also be promoted by prioritizing study space on campus for this group of individuals and making extra efforts to organise well-functioning study groups.

Laboratory teaching is a special issue. Plans for the implementation of laboratory teaching are being prepared at the departmental level in dialogue with the Dean’s Office, Faculty management and work environment organization.

Finally, it should be emphasized that the current situation, and the extensive experience from online teaching that has been gathered in the spring, give us a unique opportunity to take a big step towards blended learning, including all the opportunities for an even higher quality of education within this field.