<div align="center">CC-GS Committee on Instruction</div>

Guidance on Active Learning and Course Planning for Classes with Online Content

 In these extraordinary and difficult times, the COI recognizes that much is being asked of faculty members, many of whom are now engaged in redesigning their classes for an unprecedented academic year. We are very grateful to you for the energy and ingenuity you bring to this endeavor. Though remote instruction is not our habitual mode for pedagogy, we recognize that it will figure significantly in our fall offerings, and we encourage you to make the most of this platform and look for innovative ways to engage your students. We recognize that there is no single best approach to planning courses with online content, and anticipate that much invention will arise from current necessities.

Supporting Active Learning Online

The COI would like to encourage faculty to promote active student learning and foster class community. Students can find it difficult to feel connected in online classrooms, and establishing expectations for student engagement at the beginning of the term can build such community. Designed peer interactions (*e.g.,* collaborative assignments, breakout groups, class chat) can help students connect while they are learning. Frequent, low-stakes assessment will also help students stay on track and feel engaged.

As faculty think about redesigning their courses for online modalities, questions may arise concerning the relationship between the synchronous and asynchronous elements of a course.

Blending Synchronous and Asynchronous Instruction

The Columbia undergraduate program is based in live, synchronous instruction. However, during the current period when public health requires that some instruction be offered remotely, faculty may wish to offer instructor-led course content outside of class meeting times for students to interact with (*i.e.,* asynchronous instruction). Asynchronous instruction can be an effective supplement to live teaching, allowing students to learn at their own pace. Such content is typically best delivered in shorter "chunks," which can be introduced live or posted in Courseworks.

For in-person instruction, for each course credit in a 15-week semester, students should expect to spend at least one hour in class (based on a 50-minute hour), and at least two hours on out-of-class work. Courses with online content follow the same guidelines, but different pedagogical opportunities (and regulations) are introduced by online instructional modes. Content that is delivered synchronously online counts 100% toward course contact hours. This content can include instructor presentations, discussions, q&a, polling, and more. (Office hours cannot form part of class contact hours.)

Asynchronous instruction can count 100% toward out-of-class work, or up to 50% toward course contact hours. Asynchronous activities can include lectures, discussion boards, assessments, case studies, and more. Bear in mind that no more than 50% of contact hours should be delivered asynchronously. This limit is intended to protect the centrality of live faculty engagement with students, which remains the cornerstone of our undergraduate pedagogy.

Additional Resources for Faculty

The Columbia Center for Teaching and Learning has created online resources and workshops to help faculty prepare for the coming year. Faculty can find guidance on how to migrate their courses to an online or blended format, and how to teach with tools including CourseWorks (Canvas), Zoom, and Panopto. For more information, see: https://ctl.columbia.edu/teachingonline.

More information for faculty on credit hours and course points can be found at
https://www.college.columbia.edu/coursepoints

Credit hour guidance for online and hybrid courses
from the Office of the Vice Provost for Academic Programs
(which serves as the basis for the COI guidance above)

Columbia University Credit Hour Policy – On-campus Courses

Columbia uses credit hours to measure the amount of work required in order to complete its courses. Each unit of credit represents at least three hours of work per week for approximately 15 weeks. This standard complies with the regulatory requirements of the federal and New York State governments and with the accreditation requirements of the Middle States Commission on Higher Education.

In an in-person course, one credit is expected to require at least 50 minutes in class and at least two hours of preparation and study outside of class. Schools may modify the ratio between the students' work in and outside the classroom as long as the total expectation remains at least three hours. Classroom hours include time spent in lecture, colloquia, seminars, laboratory sections, discussion sections and studios. The full policy on credit hours is available here:
https://provost.columbia.edu/sites/default/files/content/Academic%20Programs/Credit_Hours_Policy_Statement.pdf

Credit Hour Guidance – Online and Hybrid Courses

Columbia uses the same standard in assigning credits to its online and hybrid courses where students progress through the lectures and other class activities with components that are both inside and outside:
- the virtual classroom in the case of online courses, or
- the physical and virtual classrooms in the case of hybrid courses.

For each credit, students are expected to spend a minimum of three hours per week on course requirements including completion of assignments (with one credit representing approximately 45 hours over the term).

When determining the amount of in-class v. out-of-class work in an online course, faculty are encouraged to think of instructor-led activities versus student-led activities. Instructor-led activities can be conducted by faculty as well as graduate students who are appointed by their schools and programs to assist in the instructional programs of their units.

Our guidance is:
- Activities that are facilitated or led by the instructor synchronously (i.e. live) will count 100% toward contact or classroom hours. These activities should include live engagement with students (e.g. course discussions, real-time questions and answers by audio/video, utilization of chat function, and polling). Please note that while live lectures and recitations count towards contact or classroom hours, office hours (whether led by the instructor or TA) only count toward out-of-class work.
- Activities that are facilitated or led by the instructor asynchronously (i.e. pre-recorded) can either count as:
  - 100% toward out-of-class work, or
  - A certain conversion percentage (not to exceed 50%) toward contact or classroom hours.

- This conversion percentage (between 0% and 50%) will be determined by each school based on the school's pedagogical needs and regulatory/accreditation requirements.
    - In schools where the conversion percentage is not 0%, these instructor-led asynchronous activities may not exceed 50% of the contact or classroom hours of the course (i.e. instructor-led synchronous activities need to constitute at least 50% of the contact or classroom hours of the course).
- Activities that are student-led will count 100% toward out-of-class work.
- Just as with in-person class time or lecture, instructors should strive for approximately 50 minutes of 'contact' hours, and at least another two hours of out-of-class activities for each unit of credit the students will earn in a course.

Approximate hours of teaching and learning per week for a standard 15-week semester				
# of Credits	In-class	Out of class	Weekly Total	Term Total
1	1 (50 minutes)	2	3	45
3	3 (150 minutes)	6	9	135

Moving your class sessions to a virtual space, such as Zoom video conferencing, brings new opportunities for active learning and student engagement. This resource by the Columbia Center for Teaching and Learning (CTL) (https://ctl.columbia.edu/resources-and- technology/teaching-with-technology/teaching-online/active-learning/) provides simple strategies that combine active learning principles with online tools so students can encounter and engage with information and ideas, and reflect on their learning. These strategies apply to both small and large class sizes, subject to the participant limit of your video conferencing program and license.

Instructor-led Asynchronous Activities

Instructors can use a combination of asynchronous instructor-led activities that include but are not limited to the following:
- Multimedia content created or curated by instructors to guide lessons. This can include short videos scaffolded with quizzes, polls, or other vehicles that support active learning.
- Peer and faculty-led interactions -- e.g. discussion boards, collaborative assignments/case study discussions, and breakout groups – or,
- Formative and Summative assessments to check learning. (Exams, quizzes, or other projects that would normally be proctored by the instructor or TA in-class can count towards instructor-led hours).

Asynchronous learning gives students the flexibility to access course information, demonstrate their learning, and communicate from anywhere and at any time. The following CTL resource provides tips for setting up an online course that allows students to engage effectively with course material, activities, each other, and the instructor at different times: https://ctl.columbia.edu/resources-and-

technology/teaching-with-technology/teaching- online/asynchronous-learning/

Student-led Activities (Out-of-class work)

Expectations of preparation and study outside of class will be similar in an online course as in an in-person course. The out-of-class work that was assigned in an in-person course will remain the same. Examples of student-led activities include, but are not limited to, readings, group projects, individual homework assignments, and reflection essays.

To calculate how student-led activities should be weighted in the calculation of course credit, you can use the Rice Course Workload Calculator method for calibrating according to difficulty and purpose and includes reading and writing assignments, discussion board prompts and other collaborative writing assignments. The calculator also has a standard for quizzes and exams.

Additional Resources

The CTL offers many useful resources, including guides and programs ranging from standalone workshops and workshop series to immersive multi-day institutes and semester-long seminar programs. The CTL recently introduced the Hybrid and Online Teaching Institute, that guides faculty through adapting their courses from an in-person to an online or hybrid format (see https://ctl.columbia.edu/faculty/offerings/seminars-institutes-for-faculty/hybrid-online-teaching/for more details).

As you plan for Fall 2020, the CTL has created online resources and workshops to help instructors adapt to teaching online and best prepare for the upcoming semester. Resources and workshops provide guidance on adapting courses to an online or blended format, teaching with technology such as CourseWorks (Canvas), Zoom, and Panopto, and pedagogical strategies for teaching and engaging students online. For more information, see:https://ctl.columbia.edu/teachingonline.