



# Faculty of Education Guidance for Term 1 In-person Teaching

Dear faculty and instructors,

The University has a dual obligation to both ensure a high-quality face-to-face and on-campus academic experience for our students and to safeguard the health and wellness of our entire community. Carrying out an educational mission as complex as UBC's with rapidly shifting circumstances and regulations in the current pandemic will never be easy and nor will it be free of anxieties and even conflicts. But we are committed to working with our entire community to chart a course that prioritizes wellbeing and safety, as well as to being sensitive to the varying needs of our faculty, instructors, staff, and students.

Please find information below that will help to:

- interpret to the best of our ability the various Provincial orders and University policies for addressing the ongoing pandemic while returning to classroom instruction;
- provide helpful suggestions for classroom management and student concessions during the pandemic; and
- offer possible language to include in syllabi so that faculty and students clearly understand what is expected.

We will provide updates as new information becomes available. We thank every faculty member, sessional instructor, TA and other supporting course instruction for the diligence, commitment and compassion you have demonstrated throughout the last year and a half.

- Jan Hare, Dean of the Faculty of Education

## Navigating 2021W1: Faculty of Education Guidance for Term 1 In-person Teaching (September 1, 2021)

Given the evolving nature of Public Health orders, it is important that you lay out the expectations and requirements of your courses clearly on your syllabi and explain that Public Health orders may change over the course of the term, which in turn may affect the way the course is delivered, as well as safety measures that are required in class. As you are flexible and ask students to be flexible in turn, please be transparent about how that flexibility will be put into practice.



This document offers some context, guidance, and language that is responsive to public health orders and guidelines for teaching and learning. It also includes some language for potential incorporation into course syllabi (these are suggestions only, to be modified as appropriate according to the nature and details of the course context). This document is a collaborative effort of several UBC faculties, and covers the following:

1. COVID-19 Return-to-Campus Guidelines
2. Course Structure and Attendance
3. In-term Concessions
4. Recording and Lecture Capture
5. Support for teaching in Fall 2021
6. Key Dates

## 1. COVID 19 Return-to-Campus Guidelines: Masks and Vaccines

This is what we know as of **September 1:**

**1. Masking.** Medical or non-medical masks will be required in all public spaces, including classrooms, hallways, laboratories, gyms, etc. There may be students who have obtained accommodations (exemptions from wearing masks, generally for medical reasons). We are working on a process to make sure instructors know this information so as to avoid unnecessary confrontations with students.

Masking unknowns (awaiting updated PHO Return to Campus Guidelines):

- Are instructors exempt from the requirement if they can maintain social distance (is this true also for students presenting)?

**2. Vaccinations.** The Province will implement a system (BC Vaccine Card) to provide vaccination status on a website and on cell phones. Vaccinations will be required for all dorm residents and also to access all non-academically-essential events and services, including: sit-down restaurants, coffee houses, and bars; dance clubs, events, and parties; conferences and symposia; movies and concerts; gymnasiums and sporting events. We understand that UBC will also ask faculty, staff and students to document their vaccination status - details of the process remain unclear.

Vaccination unknowns:

- Will the BC vaccine card system be in place by the start of the semester (Sept. 7)?
- There has been some confusion around dates for one and two vaccines.
- What will the process and procedure for testing be for those who do not have the card?



**Mask management in class:** (This guidance may change depending on Public Health orders)

**Example syllabus language:** "COVID-19 Safety: You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. Please eat or drink between classes. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment. [UBC Respectful Environment Statement.](#)"

**\*\*What if a student arrives at class without a mask on?**

- Ask them to put on a mask and remind them of the provincial mandate.
- If they have forgotten their mask, we understand there will be disposable masks available throughout campus. More information about the location of such stations is forthcoming from the Provost's Office.
- There may be students who have medical accommodations for not wearing a mask. (We are confirming the process for sharing this information with instructors).
- If a student without an accommodation refuses to wear a mask, please ask them to leave. Bring the matter to the attention of the Teacher Education Office in the case of BEd courses, and to the program coordinator or unit graduate advisor in the case of other FoE courses, before the next scheduled class. BEd students can be directed to speak to a program manager in the TEO Office immediately.

## 2. Course Structure and Attendance for In-Person or Blended Courses

**Breaks between classes:** *Never exceed the time allowed for your class in the Calendar. That is, allow the full time, or more, for students to transition between classes.* Note that public spaces, including washrooms and eating spaces, may be difficult to negotiate this Fall. (For example, as of 1 September, every second stall is closed in washrooms in the Scarfe building.) Students will need ample time to negotiate such spaces in breaks between classes. Additionally, students will need time to eat between classes, and some may have health conditions that will require them to leave a class to eat or drink. Students should not eat or drink in classes where masks are required. Please be flexible in allowing students to leave the class as necessary to use the washroom or eat.



## **FAQ: What percentage of the contact hours of an in-person class must be face-to-face?**

The BEd program is approved by the BC Ministry of Education, which has stipulated that instruction must be in person. Contact the Associate Dean Teacher Education (Dr. Marianne McTavish) if you are considering any form of blended instruction. BEd students are at risk of not receiving a teaching licence in the Province of British Columbia if program delivery is not in person.

Beyond the BEd program, Faculty of Education students who enrolled in in-person courses, many of whom traveled to BC at significant person cost to attend in-person classes, will expect a significant amount of in-person instruction. Instructional hours can be a combination of in-person or online (blended/hybrid) that suits the instructor's pedagogy. We propose that classes should meet at least once per week in person if they have been listed in the SSC as "in person."

In the case of courses that will combine in-person and online-instruction (blended), the syllabus should outline the schedule and expectations for in-person and online participation. If changes become necessary to your class structure or content, these need to be communicated to students in accordance with Policy V-130, section 9 (see: [SENATE POLICY: V-130](#)).

For in-person instruction, the section of the syllabus that details the structure of the course should include information on how a student who is not able to attend class(es) for a period can keep up with coursework and participation requirements. (See below for more information about In-term Concessions.)

Please indicate on your syllabus whether assessments such as presentations or exams will be in-person only or whether online options will be available, and what circumstances would qualify students for such online options. This will vary from discipline to discipline, and we rely on your expertise to determine what is appropriate for each of your courses.

**OFFICE HOURS:** Students have told us that they really appreciated the flexibility of online office hours last year, so you may want to consider holding some office hours online.

**SEATING PLANS:** The Provincial Health Officer has suggested using assigned seating. We recognize this is difficult in post-secondary settings. If assigned seating is not feasible, we suggest that you may ask students to sit in roughly the same place for each meeting.

## **POSSIBLE LANGUAGE FOR SYLLABI AROUND ABSENCES:**

[Note for instructors: these are examples, not required statements.]

**If you are sick, it is important that you stay home.** Complete a self-assessment for COVID-19 symptoms here: <https://bc.thrive.health/covid19/en>. In this class, the marking scheme is intended to provide flexibility so that you can prioritize your health and still succeed.



**For instructors in the BEd program, this language is required:** “If you are sick and need to be absent, please refer to the “Attendance Policy” section of the BEd program policies, and submit an absence report form <https://teach.educ.ubc.ca/students/forms/absence/>, a copy of which should be forwarded to the instructor. We can then discuss how you may need to make up for the missed time. If you need to be absent more than one class, please discuss this with a program manager/coordinator from TEO.”

**If you miss class because of illness:** [Again, these are only examples. Any flexibility you wish to incorporate should suit the content and pedagogy of your course]

- Make a connection early in the term with another student or a group of students in the class. You can help each other by sharing notes. If you don't yet know anyone in the class, post on the discussion forum to connect with other students.
- Consult the class resources on Canvas. [Insert your policy for the online availability of class time recordings or other materials and/or assessment options for re-weighting or dropping, etc.]
- Use the discussion forum for help.
- Attend office hours (if they're online).
- If you are concerned that you will miss a key activity due to illness, contact the instructor [or Teaching Assistant?] to discuss.

**If you are feeling ill and cannot attend class for an in-class assessment,** please email the instructor right away. If you arrive for an in-class assessment and you are clearly ill, we will make alternate arrangements with you. It is better to email ahead of time and not attend.

**If you are feeling ill at the time of a final assessment,** do not attend. You must apply for deferred standing (an academic concession) through your instructor. Students who are granted deferred standing (SD) will be able to complete assignments at a later date.

**If I (the instructor) am feeling ill:** If I am unwell, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible (by email, on Canvas, etc.). Our classroom will still be available for you to sit in and attend an online session. In this instance:

- My colleague XX will substitute
- One of the TAs will substitute
- I may ask you to do an activity or read something in place of class time
- If I am well enough to teach, but am taking precautions to avoid infecting others, we may hold the class online. If this happens, you will receive [an email, an announcement in Canvas...] informing you how to join the class.



### 3. In-Term Concessions

There may be increased requests for in-term academic concession (ITC), particularly related to any classes that have in-person attendance requirements. Please develop a plan that aligns with the learning objectives of your course for concession requests from students who need to miss classes, assignments, presentations, or exams due to illness.

In the case of BEd courses, instructors should ask students to contact a program coordinator (Bette Shippam, Secondary; Keith McPherson, Elementary) for assistance.

#### **Developing your in-term concession approach**

Syllabi should include information about how you will handle in-term concessions. You may find some of these ideas below helpful when planning your own approach to ITC this Winter Session.

For example, you might consider:

1. For assessments that repeat (e.g., discussion posts, reflections, etc.), consider allowing students to drop one or two (e.g., 4 out of 6 chapter summaries, 3 out of 4 presentations).
2. Be flexible with paper submission deadlines without late penalties. Offer this option to all students once per term or with every assignment, depending on feedback timelines and other academic considerations.
3. Depending on the learning objectives of the course, consider giving students options for the balance of individual and group work, so that an absence/illness will not unduly impact the absent student or their classmates.
4. Re-weighting options. If a student misses an in-class assessment or project deadline, provide them the option to place more weight on another assessment.
5. For in-class discussion and small quizzes, allow students to submit brief written reflections or discussion comments that allow for assessment of material but do not require in-person attendance.

**Note:** The Senate policy on Academic Concession allows each Faculty to establish their own practice for adjudicating in-term concession (ITC) requests. Faculty of Education instructors can determine ITCs themselves, or, in the case of BEd courses, refer them to the Teacher Education Office.



If you receive multiple requests from a single student, we recommend you refer that student to the Teacher Education Office (in the case of the BEd program), the unit Graduate Advisor (in the case of graduate courses), or the program coordinator in the case of other programs. Students making multiple requests may have underlying conditions or circumstances that are having an effect in all of their academics. Advising can help make appropriate referrals for support, and communicate requirements for end-of-term concessions.

### **Documentation practice for in-term concession**

Generally, we recommend not requesting documentation (e.g., a doctor's note). Instead, track the number of concession requests you receive, and refer students who make more than one request to the program coordinator or the unit Graduate Advisor (in the case of a graduate course). In the case of BEd students, the TEO will gather any required documentation. If you intend to review documentation, it is necessary to take "[Privacy & Information Security - Fundamentals 1 and 2](#)" training to prevent risk of a privacy breach. [Academic Concession - Campus-wide Policies and Regulations - Vancouver Academic Calendar 2021/22 - UBC Student Services](#)

### **In-term concession practices by Faculty**

While academic concession policy is consistent across all Faculties, academic concession practices are determined by a student's home Faculty. The policy provides each Faculty with latitude regarding decisions for in-term concessions. In the case of the BEd program, seek advice from the Teacher Education Office; in the case of other programs, seek advice from the program coordinator or the unit Graduate Advisor, who will refer the case as necessary. (Note: The "home faculty" in the case of Graduate Students is Graduate and Postdoctoral Studies.)

## **4. Recordings and Lecture Capture**

\*\*For a detailed discussion of **recording, intellectual property, privacy, and consent**, as well as storage and distribution of class recordings, see "Principles for Recording Classroom Activities" appended below. (Please note that this is a draft from the Provost's office and has not been finalized.)

You may choose to record (audio or video) your class to share with students. You are not obligated to do so. Notwithstanding the flexibility and benefits for students noted above, instructors may have many valid reasons for not wanting to record lectures or other classes, including (but not limited to) the nature of the material and discussion topics (and how recording may constrain these), a concern that it would change the classroom environment, a concern about its impact on participation, and/or workload considerations.



Recording seminars, studio-based, or discussion-based classes may not be pedagogically appropriate. Recording a lecture may be more feasible but again you may choose not to. The choice is with the instructor; whatever you determine, we do ask that you make your position on recording very clear in the syllabus and explain to the students whether the class will or will not be recorded or otherwise “available” if they are unable to be present.

If you do choose to record your class sessions, the following options are available:

1. **Existing lectern PCs in these classrooms** have been augmented with recording peripherals (cameras, mics, etc.) and software to provide schedulable recording/streaming capacity. You can have recording pre-scheduled by sending a request to UBC AV or contacting UBC AV helpdesk. The lecture can be recorded and/or live streamed, but there is no live discussion involved (Asynchronous). These systems are installed in the following classrooms:
  - a. Neville Scarfe Building, rooms 100 and 209 (rooms 1007 and 1006 under consideration by UBC AV)
  - b. Ponderosa Commons North (PCN), rooms 1001, 1002, 1003 and 1008
2. **Drop-in recording kit.** For rooms without built-in lecture capture, you may borrow a “drop-in recording kit.” Like the above, this is an asynchronous option without capacity for live discussion.
3. **Mobile Zoom cart.** Finally, you can request/reserve a “mobile Zoom cart” unit. The Zoom carts play a “meeting” mode (Synchronous) role, to be recorded and/or live streamed with live discussions.

More information about the above three options, instructions and FAQ are available on [UBC's Recording and Streaming in Classroom](#) page.

If you are teaching in a room without built-in recording equipment, or are not able to check out a mobile recording kit from UBC AV, you can still use your own laptop and microphone to record your in-person class using Zoom, to capture slides, audio, and possibly video.

ETS, in partnership with UBC AV, will provide guidance on how to use the technology in General Teaching Spaces (GTS) with dedicated recording and streaming capacity. ETS will provide consultation on what to do and how to adapt your instruction in other classrooms that do not have this capacity. Additional ETS co-op student staff will be dedicated to assist with increased ad-hoc in-person support requests. To request ETS support in the classroom please [fill out the form](#).





## 5. Support for Teaching in Fall 2021

ETS provides [suggestions for inclusive instruction](#) when both in-class and remote students are present. The page is accessible through the [ETS home page](#). Remember to check the frequently updated list of [workshops and sessions](#). ETS will also coordinate technical support in classrooms.

As well, the Faculty of Education has assigned funding to each unit to hire GAAs to support inclusive instruction, particularly inclusion of remote students who cannot attend in-person classes for various reasons. Contact your unit head for information about how to access such support.

Also see CTLT's [Strategies for Supporting Temporarily Remote Students](#).

## 6. Key Dates in Term 1

September 6:	KIN: Campus Orientation
September 7:	First Day of Classes, excluding KIN; KIN: Imagine Day
September 8:	KIN: First Day of Classes
September 20:	Add/Drop Day (Last day to drop without a W standing through SSC)
September 30:	National Day for Truth and Reconciliation (Orange Shirt Day). No classes. UBC closed.
October 11:	Thanksgiving. No classes. UBC closed.
October 29:	Last Day to Drop (W standing)
<i>NOTE: Practicum DATES for BEd courses will fall in this window (check the TEO website); there is no midterm break for BEd students.</i>	
November 10-12:	Midterm Break. No classes for Graduate Students.
December 7:	Last Day of Classes for Graduate and Undergraduate (not BEd) Courses
December 17:	Last Day of Classes for BEd Courses

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For ETS related questions, please contact Dr. Natasha Boskic ([natasha.boskic@ubc.ca](mailto:natasha.boskic@ubc.ca)).

For TEO related questions, please contact Dr. Marianne McTavish ([marianne.mctavish@ubc.ca](mailto:marianne.mctavish@ubc.ca)).

For questions related to all other Academic programs, please contact the Office of the Associate Dean, Academic at [tasnim.al-obaidi@ubc.ca](mailto:tasnim.al-obaidi@ubc.ca).

# Principles for Recording Classroom Activities

Note: The following is a [draft](#) from the Office of the Provost and Vice-President Academic and has not been finalized.

# Principles for recording classroom activities (“class recordings”)

## Preamble

For the purposes of this document, class recording is defined as the recording of lectures (‘lecture capture’) and / or other live classroom activities. Class recordings may include audio or video of instructors and/or students, as well as digital materials projected on a screen such as PowerPoint slides. They may involve contributions from third parties beyond the teaching team (e.g. guest lecturers and / or students).

Class recording may be accomplished using a variety of different equipment. UBC has significant in-room recording and streaming capabilities in [teaching spaces](#), as well as provisioned mobile recording kits for other locations. Class recording is also possible directly by instructors using their own equipment (e.g. [using Zoom to record slides and audio during a class meeting](#)).

Class recording can be a valuable component of the design and delivery of a course: it provides flexibility for students, together with the opportunity to review materials after the class or for revision purposes; it can also provide greater accessibility of learning materials in a course (e.g. through automated closed captioning, which is possible in Zoom, Kaltura, and Panopto).

Some programs / units have implemented requirements around class recordings. In other cases, whether and how a class is recorded is a matter of instructor choice. Notwithstanding the flexibility and benefits for students, instructors may have valid reasons for not wanting to record lectures or other classes, including (but not limited to) the nature of the material and discussion topics (and how recording may constrain these), or workload considerations.

The following principles are proposed to inform and guide class recordings. This document focusses mainly on class recordings by instructors; for recordings by students, refer to paragraphs 14 and 15.

## Intellectual property, privacy and consent

1. Recordings made of lectures and other classroom activities are considered to be the intellectual property (‘IP’) of the instructor who makes those recordings. However, it is important to keep in mind that the recordings may contain third party copyrighted material. For example, presentation slides may contain images that are copyrighted by third parties. Also, if the recording includes presentations made by students and/or guest lecturers, they own the copyright in these presentations. Before recording this copyrighted material, the instructor must ensure they have permission to do so.

2. Permission to include excerpts of copyrighted material (e.g. slides containing copyrighted images) is generally granted by the “fair dealing” exception in the Copyright Act. See the [UBC Copyright Website](#) for more information.
3. Individuals appearing in class recordings also have a right to privacy under the *Freedom of Information and Protection of Privacy Act*. Permission to disclose personal information is generally granted through a combination of notification and consent (see paragraphs 5-9 below).
4. Reuse or revision of recordings requires permission from the IP owner, unless:
  - a. the recording is licensed with an open license that permits reuse (e.g. Creative Commons), or
  - b. there is other permission to reuse indicated in the recording, or
  - c. the reuse falls under the provisions of [UBC Teaching Materials Policy \(LR12\)](#)

Notification/consent of third parties

5. Third parties in class sessions include guest lecturers, students or other observers. The requirements for notification and consent are summarized in the following table.

	Receive notification of recording?	Sign consent for use of image form?
<b>Individuals who can choose whether to appear in a class recording ('passive participants')</b>	Required	Not required
<b>Individuals who are obliged to appear in recording ('active participants')</b>	Required	Required (except for recordings that are only posted in that year's Canvas course shell)

6. Guest lecturers must be notified that the class will be recorded and must sign a [consent for use of image form](#) to provide a license for the recording of their presentation, and to address privacy concerns. Here is an [example](#) of a form for use by a visiting speaker.
7. Students must be notified that the class will be recorded. Ideally, such notification will be in writing (for example, in the course syllabus) but it is acceptable to provide oral notification before the recording starts.

8. Students who are not required to appear in the recording should be given the option to sit where their image will not be recorded (in the case of recording of in person session) or turn off their cameras (online session). If they choose to sit in a location of the room that is recorded, or leave their cameras on, they are deemed to consent to recording of their image.
9. Students who are obliged to appear in the recording (e.g. to make a presentation) are not required to sign a consent form if the recording is only made available through Canvas to other students enrolled in the same course instance. However, if the instructor wishes to make a recording more widely available (e.g. by posting it openly on YouTube or making it available to another class, or a subsequent year of the same class), and student images are recorded, then the students should be asked to sign a [consent for use of image form](#) that specifies how the recording will be used and disclosed. If they do not wish to sign this form, their images must be removed or obscured before the recording is posted.

#### Storage and distribution of class recordings

10. Recordings must be stored in a secure location, either on a UBC-maintained server or in a secure (Canadian) cloud service that has received approval under a UBC Privacy Impact Assessment (PIA). It is acceptable to store recordings on UBC's instances of Zoom, Kaltura, or Panopto, which have received PIA approval.
11. Instructors must notify students in advance about which meetings they will record and how they plan to distribute the recordings. The normal approach is distribution via Canvas, such that only students enrolled in the course during the same term as the course recording can access; please see [instructions for setting up and recording a Zoom section through Canvas](#), and [instructions on recording and/or uploading through Kaltura](#) for sharing in Canvas. This is the recommended option as it is the least privacy-intrusive.

#### Analytics and data from class recordings

12. Analytics on recording views or other such metrics cannot be used to evaluate the instructor's teaching. The instructor may choose to use this information as evidence of impact in a teaching dossier but is not be required to do so.
13. Data about student use of class recordings is considered Learning Data and can be used / accessed in accordance with [principles and procedures established by the Learning Data Committee](#).

## Class recording by students

14. Students who wish to record a lecture themselves must seek permission to do so, either from the instructor or through the academic accommodation process. If a student is permitted to create a personal recording of a class, the instructor should notify other students in the class that a recording of the class is being made together with what will be recorded, without revealing the individual making the recording. Such recordings are made for personal academic use, and are not for distribution (within or beyond the course) or copying without explicit permission of the instructor (and/or others who own the copyright in the recording).
15. Similarly, recordings made available through Canvas (or other system where there is a defined cohort of students with permissions to view the material) should not be distributed beyond the course or reposted elsewhere, without the explicit permission of the instructor (and/or others who own the copyright in the recording).

V4 August 2021. Prepared by Simon Bates, Christina Hendricks, Paul Hancock.

DRAFT