

## 5 Top Recommendations from the Physics Undergraduate Committee

Begin planning online courses by completing the self-paced planning module from DTEI, [4-Step Approach to Remote Teaching Training](#). Then, try to implement the following recommendations:

### A. Reduce student anxiety about exams and accommodate an uncertain future

- reduce Final Exam weighting in favor of multiple smaller assessments; having more, smaller assignments will facilitate giving grades in case a serious disruption occurs at the time of finals (e.g. increase of COVID -19 cases), when some students might require additional accommodations.
- consider alternatives to timed, proctored exams for assessment (see links below)
- use a fixed grading scale (use historic data to replace curved grading).

### B. Reduce student isolation by actively encouraging communication

- employ multiple tools for adding communication to a course (e.g. Zoom, Chat, Canvas Announcements, and Canvas or Piazza discussion forums)
- encourage informal, asynchronous discussion among students by being a frequent contributor and by offering small credits for contributions

Additional resources:

<https://sites.uci.edu/teachanywhere/home/assessment/remote-assessment-considerations/> and its sidebar document [Academic Integrity and Assessment](#) provide good advice on assessment and testing.

Evaluate course design and implementation with the suggestions and tools at <https://www.olrc.us/improving-online-courses.html> and <https://www.olrc.us/reflecting-on-course-design.html>.

Refer to the revised TeachAnywhere site <https://sites.uci.edu/teachanywhere/>, UCI's one-stop-shop of instructions and advice for Canvas and all other UCI-licenced software.