

General guidelines for behaviour on campus

These [general guidelines](#) (accessed from the [AU COVID-19 website for employees](#)) clarify what we – and especially those of you who teach – must do to help ensure that everyone contributes to reducing the risk of COVID-19 infection by adhering to the authorities' guidelines. The general guidelines are extended and further clarified by local guidelines to be elaborated.

Students have been informed about the guidelines by the studies administration office.

Keeping everyone safe

The safety and well-being of our employees is our top priority in these extraordinary times. By acting responsibly and following the official guidelines and directions, we minimise the risk of infection in the interest of everybody.

Employees who feel unsafe, for instance because they belong to a risk group or have infection symptoms, are asked to contact their nearest leader (typically the section head or center leader). We refer to [previous information](#) regarding the local ECON COVID-19 response team sent out via email regarding this matter.

The department has put together a set of measures to keep employees as safe as possible and urges you to:

- Keep a safe distance to others
- If you prefer, wear a face mask (available in the mail room)
- Follow the rules of each building you enter
- Regularly clean your hands (hand sanitiser is available in all shared facilities)

We also want to emphasise that in all auditoriums and teaching rooms at Campus Fuglesangs Allé, BSS Building Service has made sure that a distance of minimum two meters between the lecturer's desk and the students is maintained at all times.

As mentioned last week, teaching staff have a responsibility to – and are authorised to – cancel teaching activities if a situation arises in which you feel uncomfortable because the official [guidelines](#) are not kept. This includes, for example, inadequate ventilation or too many people gathered in the same room.

If necessary, please contact the local COVID-19 response team by sending an email to covid19@econ.au.dk, and a procedure will be initiated to assist in rectifying the situation. If you observe a lack of hand sanitizer somewhere at campus, please also send an email to this address.

Lecture rooms and lecturers' responsibility and tasks

Blocked/marked seats

In the large auditoriums at Fuglesangs Allé, every other seat is blocked to ensure adequate distance between the students. In other classrooms, every other place is marked with a green dot, so it is easier for the students to position themselves correctly if there are distance requirements. Only students attending exercise classes are not covered by the distance requirement and can therefore use all places in the lecture room.

Cleaning after a lecture

As a lecturer, you also play an important role in supporting good hygiene in lecture rooms and auditoriums. This includes making sure that classrooms and lecture halls are sanitised by the students between and after classes. I encourage you to remind the students to do so. Remember to spray your own lecture desk and anything else that you have been in physical contact with during your teaching. This also includes power outlets, cable connections and other equipment. Leave the lecture room clean, so that it is ready for your colleague who comes to teach the next class.

Information to students about cleaning

The department has prepared a slide which you are asked to display to the students at the beginning of your lecture in both auditoriums and smaller teaching rooms, see attached PP file. The slide contains information about students' consent regarding streaming and recording, start and end times, breaks, and sanitising the room. You are asked to adjust the slide to your specific course (e.g. whether the teaching is recorded or not). In addition to the slide, an A3 poster has been prepared which is displayed in all lecture rooms. The poster describes, among other things, how sanitising the room should take place. Please upload your custom slide and the A3 poster to the Blackboard page of your course, so that students have access to and have read the information before their first lesson. When teaching in the smaller lecture rooms, you are welcome to deviate from the instructions and decide for yourself how you want to organize the spray cleaning of the room. You just have to make sure to inform the students about this.

As previously said, if you have any doubts as to whether the general social distancing and hygiene guidelines are being followed, you are authorised – in fact, obligated – to interrupt a lecture. If you have had to interrupt teaching, please inform the local COVID-19 response team by email to covid19@econ.au.dk. The department will then initiate a follow-up procedure to rectify the situation where possible.

Length of lectures, breaks

Some students have challenges as regards getting from physical lectures on campus (onsite) to virtual lectures (online), and vice versa. This is the background for the joint ECON and MGMT decision that all teaching starts a quarter past and ends a quarter to the hour. This ensures that students will have 30 minutes to move to their next class (which may be a move between home and campus). At the same time, it limits the available time to 90 minutes (for 2-hour classes) including a small break (or several small breaks) and 5 minutes for sanitising and exiting the lecture room/auditorium. It is up to you to assess how you best plan your teaching within the 90 minutes; for instance, it could be 40 minutes of teaching, a 5 minute break, 40 minutes of teaching, and then 5 minutes for exit and sanitising the room. Please note that this means that the effective teaching time will be reduced to 80 minutes in the above example. Please also note that you must ask students to remain seated in the lecture room/auditorium during a break unless a student finds it absolutely necessary to leave; this is to limit traffic and contact

amongst students. In the large auditoriums, the emergency exit will be used for exit; this will be clearly marked. You are welcome to inform the students via Blackboard about the background for the decision on the model with ending classes a quarter to the hour, as some students have already addressed concerns as to how they can reach from one class to the next when switching between online and onsite teaching. If the students still have transport problems, it will be possible to attend a streamed lecture, possibly on campus in study areas, e.g. in the S-building, and there will be an option to book vacant lecture rooms via Resource Booker.

Streaming lectures

As mentioned earlier, BSS-IT has prepared a set of [guides](#) to assist you in streaming (and possibly recording) your lectures. These guides will be updated on a regular basis as BSS-IT learns about potential technical issues that need to be addressed. Early next week, a guide on how to use an iPad Pro as virtual whiteboard should be ready. In addition to these general guides, the local IT-support on Campus Fuglesangs Allé has prepared an extended version on streaming, including pictures of the camera presets in all auditoriums as well as other relevant information, e.g. on how to share a PowerPoint presentation. We attach this extended guide and it will also be available in the individual auditoriums. Note that the camera presets in Fuglesangssalen is not yet included, but the streaming equipment is ready in the auditorium. We expect the IT-support to have the guide ready for Fuglesangssalen early next week.

Giving lectures via Zoom and in front of cameras

[In previous emails](#), we have mentioned a few things that are relevant for you to consider in connection with your teaching this autumn. This includes:

- The lecture must take place via a Zoom session, where you show your slides, software program etc. via the 'share screen' option. This enables students following the lecture online to participate.
- Since some students attend via Zoom, you should pay attention to the use of cameras. As a lecturer you can toggle between two or three (depending on the auditorium) presets that display e.g. a specific blackboard or give a broader overview of the auditorium (useful if you make little use of the blackboard).
- Regarding the use of microphone, the general advice is: If you teach in a midsize (e.g. M1) or smaller (e.g. E1) auditorium and usually teach without a microphone since you speak loud and with a clear voice, you can continue to do so. You should just be aware that the system microphone is located on the desk (in M3 in the middle of the first row), which implies that you should be careful not to talk into the blackboard or place yourself in the sides of the auditorium. For the larger auditoriums (e.g. M3) and if you normally speak with a relatively low voice, then you should use the microphone.
- Consider including a few more things on your slides than usual and use the blackboard a little less.
- Try to avoid using the visualizer. The camera does not have a preset pointed on the screen (you show your slides through Zoom). You can manually point the camera on the screen, but due to the angle of the camera, it is not easy to see what is shown through the visualizer. Instead, you can copy the relevant material into your slides.

About streaming and consent from the students

Students must be informed that the teaching will be streamed (and maybe recorded) via Blackboard and is only accessible for the associated students and teaching staff.

When students participate in on-site teaching, this is considered an expression of consent to participate in streaming and possibly recording on their part. If a student orally raise questions or comment on questions and answers during the streamed or recorded teaching, this will also be considered an expression of consent to participate in streaming and possibly recording.

You must distribute this information to the students by uploading your custom slide (and the A3 poster) to the Blackboard page of the relevant course and via your PowerPoint slides before the lesson starts.

Technical malfunctions

With additional teaching equipment, it goes without saying that we expose ourselves to an increased risk of technical malfunctions. Consequently, it is important that you as a lecturer in advance have a plan if you experience such malfunctions, such that you are well-prepared and have a plan B in case this occurs. Below, we will elaborate on possible technical malfunctions and how the department management team suggests you handle this; of course you are free to come up with alternative solutions.

- In case of technical malfunctions during your lecture, first contact the IT-support.
- If the IT-support cannot solve the problem:
 - The camera malfunctions but the rest of the equipment works properly.
Consider finishing your lecture as planned since the students will still be able to see your slides through Zoom and hear your voice through the microphone in the streaming equipment. If you make extensive use of the blackboard during such a malfunction, consider making your notes available to the students participating online. This could e.g. be by taking a picture of the blackboard and uploading this to the Blackboard system. You can also upload your notes directly or make a small video of the things you write on the blackboard after your lecture.
 - The internet breaks down or the microphone in the streaming equipment malfunctions.
Consider whether it makes sense to complete the lecture for the students participating on-site and subsequently to give the students participating online an online replacement lecture. Alternatively, consider cancelling the lecture also for the on-site students and giving an online replacement lecture for all students. For online replacement lectures, consider using pre-recorded videos if possible. Otherwise, make sure to pay attention to the students' other courses such that there is no overlap.

We should not cancel the lectures if individual students experience problems with their internet connection; it is their own responsibility that this works properly. However, we should of course always be ready to answer questions from the students, and especially in this situation, where some of them might miss parts of the lectures due to a fall-out in their internet connection.

Collegial assistance

In these difficult times, it is very important that we do our utmost to help each other to adjust to this new way of teaching. This includes:

- Teaming up as colleagues to test the equipment and possibly to help getting started in the first couple of lectures.
- Inform your colleagues about positive experiences with this way of teaching. The department management team will try to arrange a platform for the exchange of tips and tricks related to this way of teaching.

On behalf of the ECON management team

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