

## Principles (*online*) education FGGA academic year 2022-2023

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### *Introduction*

The active participation of students within the lectures currently leaves much room for improvement, because of the online opportunities. The show-up for on campus education is low. Teachers notice that students focus too much solely on passing tests, where they gain too little, because they avoid on campus classes (too often). The reason is that online education is still too often offered. It is important to get students back into the classroom through clear communication and clear rules.

That is why physical presence on campus for the lectures, working groups and exams of our programmes will become the norm as of academic year 2022-2023.

### *Added value of on-campus education*

The intended learning outcomes, as included in the OER, require students to participate interactively in education for the duration of the entire program. Education includes more than what can be subjected to an exam. Education includes joint and individual exercises, presentations, negotiations, discussions, problem-solving assignments and *serious games* for which presence on campus is necessary. In addition, FGGA believes that students benefit from active participation in the community on and around the campus in The Hague. The targets of a programme are not compatible with *the online* and remote monitoring of the entire programme, as long as we cannot guarantee the quality of the education set up for interaction and participation in the classroom for students who withdraw from that participation and interaction for a long time or entirely. For fully *online* and distance learning, other types of programs are more appropriate.

### *Online education for specific groups*

*Online* education will be limited to students who, due to a disability, chronic illness or pregnancy, are prevented from participating in on campus education for at least an entire course (7 weeks). Students who fall under the Topsport scheme are also eligible. This is in line with Leiden University's policy for special groups (<https://www.student.universiteitleiden.nl/studie-en-studeren/bijzondere-situatie>).

Target group students are invited to contact the study advisors for a required recommendation from the student counsellor and a request to the Board of Examiners for *online* education.

The limited scope of this principles protect the lecturer and programmes from questions from individual students who request to be allowed to follow a (few) lecture(s) *online*. That is not the intention. Students who have to miss a lecture due to a short illness, work or private circumstances will not be eligible for an *online* alternative.

### Implementation

1. Students who are not able to come to campus for at least an entire educational block should contact study advice.
2. Study advice advises whether it makes sense to make an appointment with Student Counsellors.
3. The Student Counsellors determine on the basis of the 'protocol studying with a disability' whether there is a disability or a chronic illness in which the programme can reasonably be requested.
  - a. remove barriers to presence
  - b. or relieve the student of attendance during a specific period of time
  - c. where the adjustments are necessary: that is, it is not possible to solve the problem in any other way
4. Some study components have an attendance obligation. In that case, the Board of Examiners will determine whether the attainment targets of the programme give rise to any refusal of exemption from the attendance requirement for the requested period.

The exemption for physical education can be granted by both Student Counsellors and Board of Examiners (the distinction lies in the attendance obligation). After this decision, or in the meantime, the lecturers of the relevant courses will be requested to offer an online alternative (for example, a live stream of the lecture or working group). The student in question will receive a personal link for online participation in the course.

For *on-site* exams, as usual, separate arrangements will be made.

### Optimal mix of offline and online education

An *online* lecture pre-Corona was already common pre-Corona for various courses (via a livestream or Weblecture). Other *online* elements have also been incorporated into education. This policy will not change. It is up to the programmes to determine an optimal mix of *offline* and *online* education. That was also the case pre-Corona, but recent experiences may result in another mix. Programmes are encouraged to incorporate the learning effects of the Corona period into their education.

The pilots on *blended* education (*Learn Anywhere*) will be continued.

### Follow-up route

1. Discussion with the ED's & PD's, OIC and Faculty Board. If agreed, then
2. Study advice contacts the student counsellors
3. The PD will take care of the communication via email, website and BrightSpace.
4. Study advice advises the students whether it makes sense to appeal to this exemption option.
5. The Board of Examiners makes a form to be able to help students quickly in some cases
6. The OIC provides a technical tool using the *Future Learning Office* to provide an individual link for online participation where appropriate
7. Discussion with the Faculty Council