

Swinburne University Response to COVID-19

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An overview of Swinburne university

Ranked within the

top 100

universities in the world for
Civil and Design

Ranked within the

top 2-3%

universities in the world

~8,000

studying online

~25,000

students across Australia,
Malaysia, Singapore,
Vietnam, Sri Lanka and Hong
Kong

~50+

Partnerships for Research
Higher Degrees in 20
countries including India,
China, Malaysia and Europe

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UNIVERSITY OF
TECHNOLOGY

Swinburne's response roadmap to COVID-19

COVID-19 affects all key functions such as teaching, research, university administration and financial sustainability. With Semester 1 starting in March, Swinburne was able to act fast using our approach to business continuity.

January

- **Incident management group** is formed to monitor COVID-19 developments and to manage Swinburne's response.
- Staff and students are informed of COVID-19 situation and Swinburne's response through email, '**live blog**'.
- **Tailored study plans** are developed for students affected by travel restrictions and self-isolation.

March (Sem 1 begins)

- **Web based hub** is created with COVID-19 information, advice on working/ studying off-campus, useful resources and FAQs.
- Face2Face teaching is paused from 17 March to 20 March to allow staff to prepare for online delivery for full semester.
- **Online teaching begins** on Monday 23 March and staff are asked to work from home.

- **Video message** of support is created and sent to students who are unable to travel to Australia.
- Information on how to stay healthy plus details of support services are shared with students and staff.

February

- Students and staff adapt to working/ studying from home and share their experience on social media (#Swinburneathome').
- Students can move off-campus without financial penalties.

April - May

Our approach to enable continuity in teaching



Asynchronous

Provide students with access to recorded and published learning materials rather than attempting synchronous streaming. Remember you and your students will have other pressures during a period of disruption and crisis that may inhibit scheduling of learning at particular times.



Low fidelity as a baseline

Many students may only have a mobile phone or low speed internet as their connection to Canvas. Keep delivery options phone-friendly.



Use familiar and few tools

The initial period at the beginning of disruption is not a time to learn and experiment with advanced tools where use of the tool may distract from the task of learning. Introduce new tools when you are comfortable and confident in their use.



Rethinking learning approaches

Don't immediately default to just replacing all lectures and tutorials with a virtual experience – there may be other creative ways to manage and direct student learning during a period of disruption.

Our approach to Staff Training and Support

COVID-19 has seen a shift to provision of all services online

Generic support from Learning Transformation Unit



Specific support from the Faculty Associate Deans - Learning Transformation

Internet / Learning Transformations / COVID-19 Support

COVID-19: Unit Convenor Continuity Support.

For Unit Convenors who are managing and teaching a unit of study during Semester 1 2020 which may be disrupted by coronavirus (COVID-19) events.

LTU provides:

- a series of quick information and how-to guides and videos, for unit convenors
- Online workshops supporting the guides (synchronous)
- Virtual drop-in sessions for individual problem solving. At peak demand times you may be placed in a queue

GUIDANCE for TEACHING ONLINE

Guidance for Teaching Online

TOOLS FOR DELIVERY OF LECTURES

Tools for Delivery of Lectures

TOOLS FOR DELIVERY OF ALTERNATIVES TO TUTORIALS

Tools for Delivery of Alternatives to Tutorials

CALENDAR FOR SUPPORT SESSIONS

Calendar of support sessions

BEST PRACTICE NETWORKS
(CoP, Exemplars, Best Practice Guides, Workshops)

Best Practice Network

HOW-TO CATALOGUE

How-to Catalogue

Faculty of Health, Arts and Design / Our Learning Innovation

COVID-19 - FHAD Teaching and Learning Resources

As a first step, please visit the University's COVID-19 Unit Convenor Continuity Planning site for an overview of the processes guiding our approach to online delivery of units.

Changes to Assessment should be captured in the Changes to Assessment - FHAD survey. This will provide some more detailed steps and resources relevant to FHAD units. This page will be updated with more resources over the coming days. After Tim Maguire, Dean, Learning Innovation.

Planning your unit for COVID-19 disruption

Creating a Supportive Learning Environment

Part of our planning process will be to ensure that remote delivery will be effective for everyone - staff and students alike - and it will be important to work together in keeping a sense of continuity in the delivery of education to students.

It is also important to also be aware that there will be a lot of external factors that may influence an individual professional's ability to consistently provide/engage in learning.

- staff/students may not have sufficient resources/connections to support their learning
- staff/students may not have sufficient computing/IT resources - this might particularly affect those who require access to specialised software/apps
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Engaging students remotely / asynchronously

It will also be important to develop your social presence online so for many staff and students, asynchronous learning via Canvas will be new and it can be difficult to build a connection. You will be providing some training materials to support the aspect, however, in the meantime there are a few options you can try:

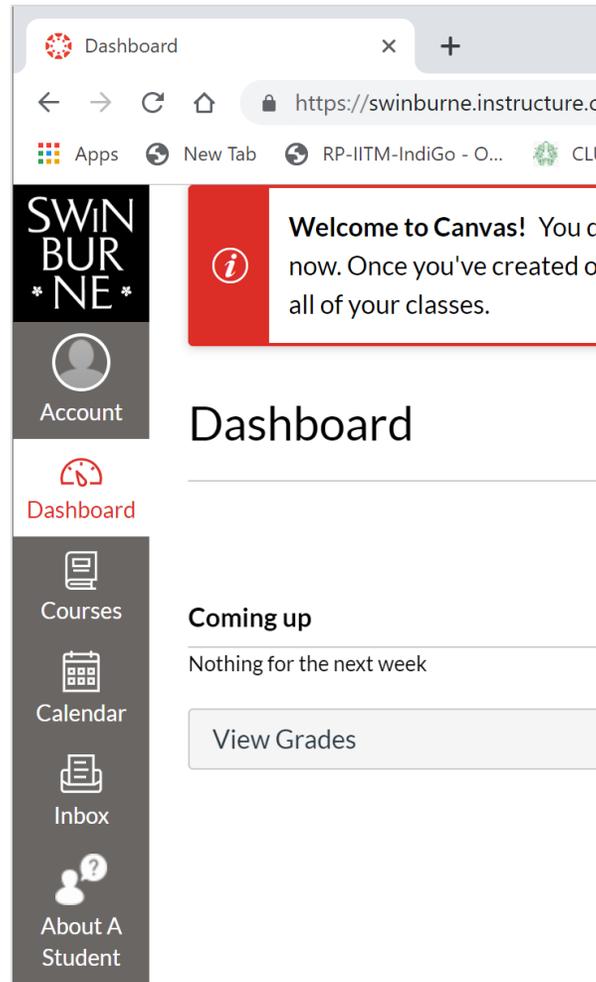
- Make sure you upload a photo of yourself to your Canvas account
- Encourage students to upload a photo or avatar
- Use a discussion board to post a video (uploading your own and invite them to do the same or if they are not comfortable with a video, they could upload a picture of their pet or their 'favourite study space' or explain the project they are doing - anything to get the conversation going

REVISED CALENDAR FOR SEM 1

September	October	November	December	January	February
Week beginning	Week	Week	Week	Week	Week
01 Sep	Week 1				
08 Sep	Week 2				
15 Sep	Week 3				
22 Sep	Week 4				
29 Sep	Week 5				
06 Oct	Week 1				
13 Oct	Week 2				
20 Oct	Week 3				
27 Oct	Week 4				
03 Nov	Week 5				
10 Nov	Week 1				
17 Nov	Week 2				
24 Nov	Week 3				
01 Dec	Week 4				
08 Dec	Week 5				
15 Dec	Week 1				
22 Dec	Week 2				
29 Dec	Week 3				
05 Jan	Week 4				
12 Jan	Week 5				
19 Jan	Week 1				
26 Jan	Week 2				
02 Feb	Week 3				
09 Feb	Week 4				
16 Feb	Week 5				
23 Feb	Week 1				
01 Mar	Week 2				
08 Mar	Week 3				
15 Mar	Week 4				
22 Mar	Week 5				
29 Mar	Week 1				
05 Apr	Week 2				
12 Apr	Week 3				
19 Apr	Week 4				
26 Apr	Week 5				
03 May	Week 1				
10 May	Week 2				
17 May	Week 3				
24 May	Week 4				
31 May	Week 5				
07 Jun	Week 1				
14 Jun	Week 2				
21 Jun	Week 3				
28 Jun	Week 4				
05 Jul	Week 5				
12 Jul	Week 1				
19 Jul	Week 2				
26 Jul	Week 3				
02 Aug	Week 4				
09 Aug	Week 5				
16 Aug	Week 1				
23 Aug	Week 2				
30 Aug	Week 3				
06 Sep	Week 4				
13 Sep	Week 5				
20 Sep	Week 1				
27 Sep	Week 2				
04 Oct	Week 3				
11 Oct	Week 4				
18 Oct	Week 5				
25 Oct	Week 1				
01 Nov	Week 2				
08 Nov	Week 3				
15 Nov	Week 4				
22 Nov	Week 5				
29 Nov	Week 1				
06 Dec	Week 2				
13 Dec	Week 3				
20 Dec	Week 4				
27 Dec	Week 5				
03 Jan	Week 1				
10 Jan	Week 2				
17 Jan	Week 3				
24 Jan	Week 4				
31 Jan	Week 5				
07 Feb	Week 1				
14 Feb	Week 2				
21 Feb	Week 3				
28 Feb	Week 4				
06 Mar	Week 5				
13 Mar	Week 1				
20 Mar	Week 2				
27 Mar	Week 3				
03 Apr	Week 4				
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07 Aug	Week 2				
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28 Aug	Week 5				
04 Sep	Week 1				
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25 Sep	Week 4				
02 Oct	Week 5				
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Our approach to Student Support

COVID-19 has seen a shift to provision of all services online



Swinburne uses CANVAS as our Learning Management System

New Students

- Orientation week
- Strategies for Success
- Peer Mentor programs.
- Professional Purpose Program.

All Students

- 24/7 study support via Studiosity.
- Individual support from Academic Skills Centre.
- Assistance with Maths and Stats from MASH team.
- Study advice and support from Academic Development Advisors.

Other Support

- Laptop loan program from the Library.
- Swinburne Student Emergency Fund to help students in financial distress.
- Census date extended to provide students with additional time to confirm their enrolment decisions.

Our approach to Work Integrated Learning / Placements

COVID-19 has seen a shift to provisional of all services online



Professional degrees & placements

- Nearly all of paid professional placements have continued with the students working from home.
- Consideration of an alternative teaching period for students with cancelled placements and for those with placements scheduled to commence in Semester 2.

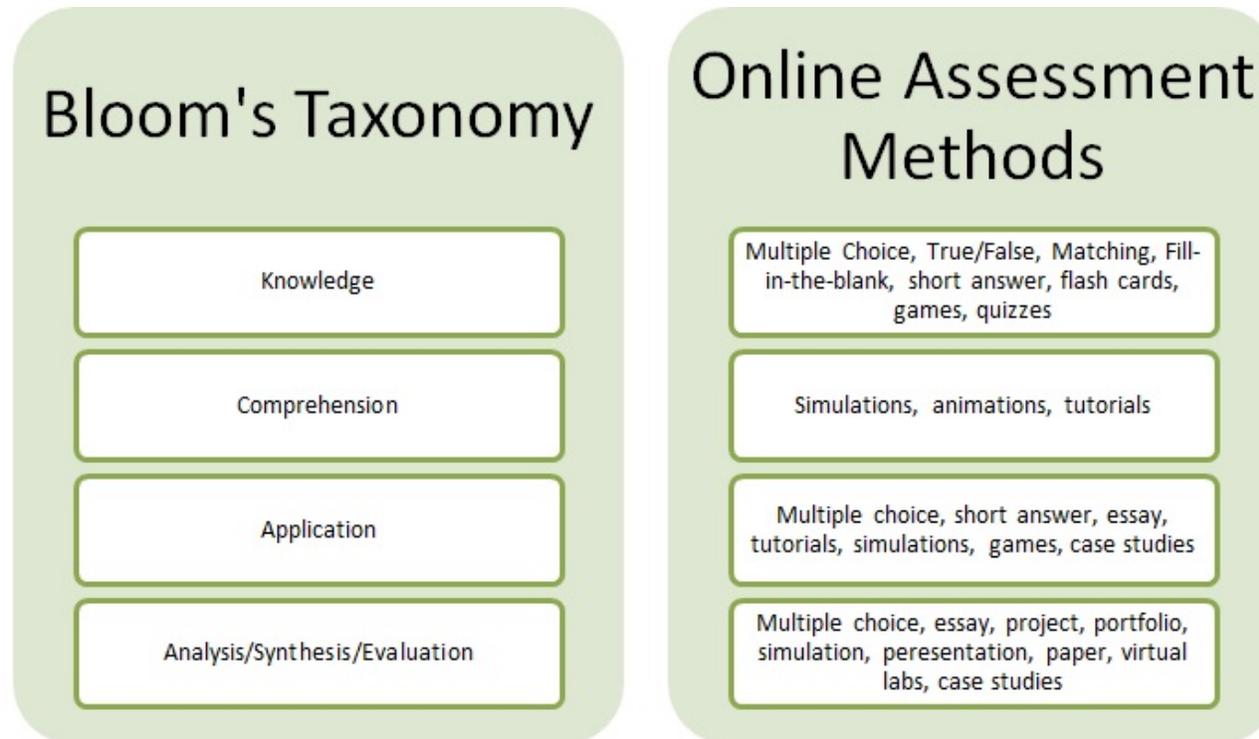


International exchange & study abroad students

- Majority returned to Melbourne with some remaining in host country.
- Most resumed Swinburne studies or continued remote studies from their host university.

Our approach to Final Exams and Assessments

- All formal end-of-semester exams have been replaced by **alternative assessment** tasks meaning that Final Exam Period is now Final Assessment Period.
- All alternative assessments have been **reconfigured** for online assessment methods in accordance with university **policy and regulations**.



Our approach to assessing Academic Progress

We have made the following key adaptations:

-  Results for affected teaching periods will not disadvantage merit-based honours calculations, nor affect the GPA
-  A fail result will not be recorded in official transcript
-  The standard Academic Progress process will continue
-  Students at-risk and with unsatisfactory progress will continue with conditions e.g. engage with support services

Alongside this, we will retain and evolve best-practices of recent learning and assessment changes, for example:

- Use of virtual or simulated laboratory exercises.
- Use of Canvas features, such as analytics, discussions and groups.
- Blended learning approaches with digital alternatives to lectures.
- Replacement of final exams with alternative assessment approaches.
- Continued use of technologies such as EchoCapture, Collaborate, and others

Our approach to adapting our physical space to comply with Social Distancing

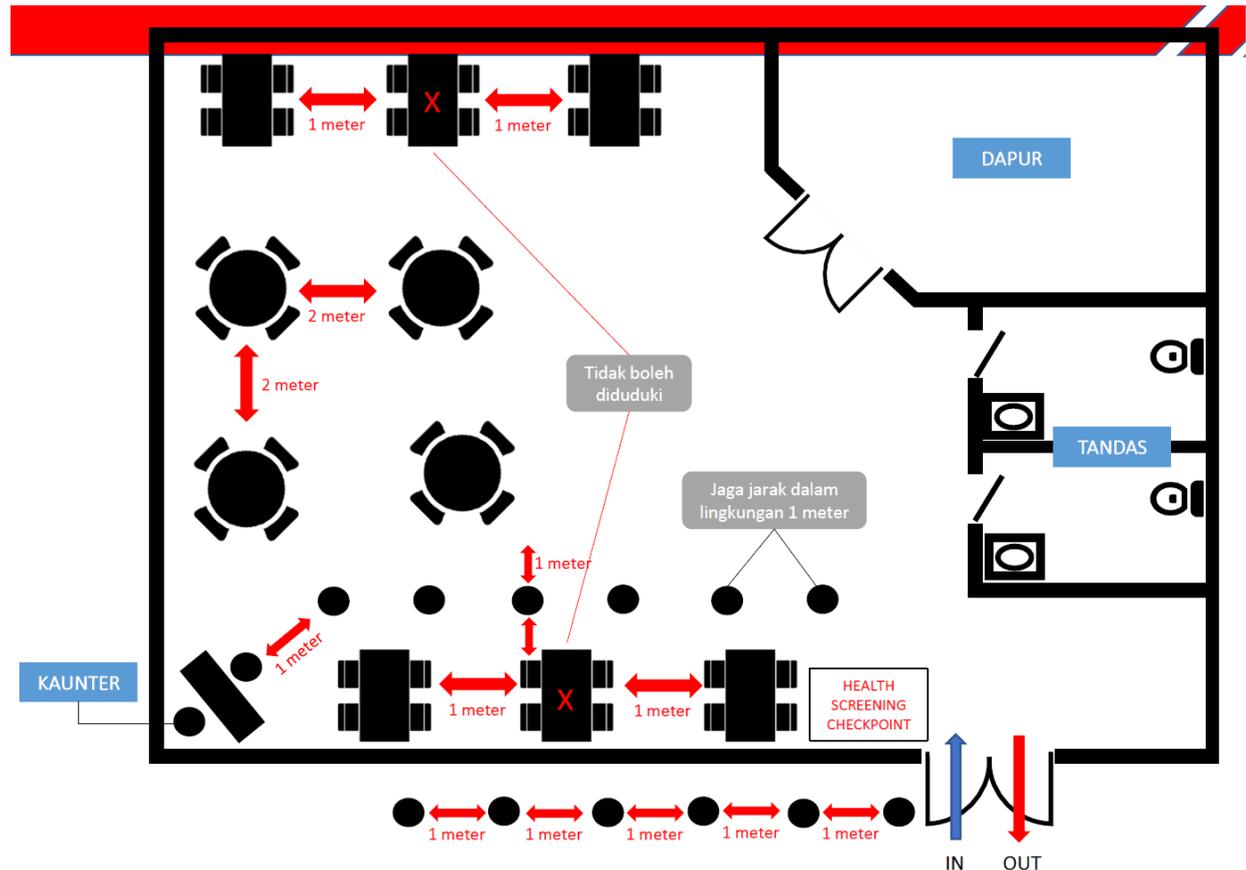
We have planned changes to our campuses including to offices, labs, classrooms, meeting rooms, lifts, food areas and hostels.

SOPs have been developed for:

- Regular and random temperature taking.
- Daily monitoring and reporting of COVID-19 cases.
- Flow charts for “what to do”, if symptoms are spotted.
- Quarantine after travel or infection (an area in hostel reserved for students to stay in isolation with food provided).

All incidences are reported to COVID-19 Task Force for further actions.

Malaysian Government Advice for Sarawak Campus



A pragmatic approach to COVID-19

Rather than creating a rigid and detailed plan, focus on developing agile decision making and implementation system

Steps to creating an Agile Decision Making and Implementation system

- Form a **COVID-19 Task Force**, which meets frequently (daily in the beginning) and as required (even on weekends).
- Develop **decision making principles** considering vulnerability of people, systems: WHO, HOW, TIMELY.
- Pass decisions for implementation on to Enterprise Leaders.
- Create a **single source of truth** for all information (web-page, WIKI for staff) which includes a weekly message from VC.
- Provision for **online support**.



Use this system and government advice at the time to determine immediate and mid-term next steps

Teaching: Staff are to assign a deputy; all materials must be stored in an accessible location.

PhDs, MRes: Guide students to update their research plans and make recommendations for students best use of time (write a paper/thesis, and/or learn).

Delivery Channels: Plan for system crashes, slow internet, no/old device. Use only a few and well-known systems.

Training & Support: Ensure this is provisioned online for all staff & students.

Research: Plan for labs being inaccessible, procurement problems and delays in deliverables, effect on payments, etc.

Space: Plan for effect of social distancing on capacity of class rooms, labs, offices, and also availability of staff.

The logo for Swinburne University of Technology, featuring the name 'SWINBURNE' in a stylized, stacked font with small asterisks on either side of the word 'NE'.

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TECHNOLOGY

A low-angle photograph of a modern, curved building with a metallic, reflective facade. The word 'SWINBURNE' is visible on the upper part of the building. The sky is clear blue.

Professor Ajay Kapoor

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