



Modul University Vienna

**Interim Report on the Spring Semester 2020
to the AQ Austria**

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1. The pre-lockdown phase

1.1. January-February 2020: Vienna campus

Even before the start of the Spring semester 2020 and the general lockdown in Austria as of March 2020, the University already took some preventive measures to limit the spread of the virus in the University. On January 31, the University informed all students about the situation and advised them to take precautionary measures. On February 13, MU Vienna for the second time informed all students about the COVID-19 situation and sent a copy of this communication to the Ministry. On February 26, Modul University Vienna sent out a third information letter to all students, and a first note to all faculty and staff. Additional communication related to COVID-19 was presented on the website of the University for its different stakeholders.

On March 9, the President asked the Deans to contact all lecturers and prepare for the online teaching scenario. On March 10, the Austrian government decided to suspend face to face teaching at all public and applied universities in Austria from March 16 until April 6, 2020. The University Board immediately decided to follow this directive.

1.2. December 2019: Nanjing campus

The first COVID-19 cases were reported in China in December 2019. When the disease developed into a pandemic in China, the country was on Chinese New Year holiday and students were back home.

2. Lockdown & Switch to online teaching

2.1. March-April 2020: Vienna campus

2.1.1. Teaching

On March 10, the University Board decided to switch to online teaching as of March 16. This meant switching all courses held face-to-face to an online format. The only courses that were not switched to the online format were the practical courses of the BBA in Tourism, Hotel Management and Operations, which were postponed to September 2020 before the start of the Fall Semester 2020. Moreover, some students in the two BBA study programs had to stop their internship, which they had already started in many cases. On a case-by-case basis, the Dean of the Undergraduate study programs allowed these students to join classes, so that they would not lose a semester.

On March 13, the University instructed all students on how to prepare for the remote teaching phase. On March 16, the University Board decided to close the campus building for all students, visitors and most employees. Students were not allowed to enter the campus until June 2020. On March 16, the University Board decided to allow remote / virtual meetings in all University committees (e.g. University Senate, School conferences, etc.) until the government lifted the restrictions related to COVID-19.

As of March 11, the Academic Office provided all the necessary technical support for the switch to the online teaching. Training sessions were organized to support all lecturers and train them in the use of available Moodle tools for online content delivery. The Academic Office also created and maintained a Moodle course for faculty, the Faculty Support Group for Hybrid and Online Teaching, a page where resources were posted regularly, and on which forum discussions took place on different online teaching issues. It was soon decided that MS Teams was to be the only tool used for meetings and online teaching. On April 2, the University Board published Guidelines for MS Teams for faculty, staff, and students. General Guidelines for online teaching were also developed for lecturers and

faculty. With the switch to the online teaching only, lecturers were asked to revise their syllabi and send them to the Deans and the ACO, who checked them and shared them with the students.

Throughout the semester, a constant communication was maintained with lecturers regarding changed guidelines, recommendations, etc. and students on academic matters.

The examination regulations were revised for the online teaching. Until the end of June 2020, online teaching was maintained, even if some examinations were organized on campus in June, with a second session of examinations in September for students not able to travel to Vienna in June.

2.1.2. Other measures

To support the students during the lock-down phase, the Student Services and Career Center organized multiple activities: 30 Live-Chats, 15 virtual breakfasts & 10 yoga sessions took place between March and June 2020. A 24/7 support was offered on Facebook to all students during the lockdown phase and regular communication with students was also guaranteed through the Studo App and weekly student updates via e-mail. Moreover, a [Virtual Student Support Group](#), created on Moodle, displayed the online activities of the different students' club, daily motivational quotes, community posts, etc.

2.2. January-May 2020: Nanjing campus

On January 15, Vice President Amreh and Prof. Zins informed the University Board that Nanjing Tech University was closed due to COVID-19. All courses for the Spring semester were taught online until May 2020. Nanjing Tech University decided to use a platform called *Chaoxing*. However, all lecturers of the Modul School Nanjing used *Dingtalk*, a platform developed by the company Alibaba. *Dingtalk* was preferred to *Chaoxing*, as the platform is in Chinese only and is relatively new. Furthermore, *Dingtalk*'s functionalities are more varied and better developed than *Chaoxing*'s.

On-campus assessments were avoided and replaced by other forms of comprehensive evaluation (e.g. reports, papers, online presentations, etc.).

Students in their sixth and last semester were supposed to complete their mandatory internship during the Spring semester 2020. Hotels offering internships to the students came on campus in the Fall semester 2019 and students were able to apply directly. All students received their offers in a timely manner. The start of the internship was agreed upon by the hotels and the students. When the pandemic started, only about half of the students had started their internships. Some students ended up staying in the hotels during the whole lockdown. For the other students, the hotels cancelled their internships when they had to close as a result of the pandemic. The Modul School Nanjing arranged interviews with other hotels that were still operating for those students who got their internship cancelled. Thus, some students could start their internships in another hotel. For those students that were still not able to complete their internships due to the special circumstances, the Academic Director, in agreement with Modul University Vienna, decided that they would submit a report instead of doing their internship.

2.3. Overview of the changes in the different study programs at Modul University

Study program	Changes during the Spring semester 2020
BSc in International Management	_Online learning as of March 16 _Some exams on campus in June and September 2020
BBA in Tourism and Hospitality Management	_Online learning as of March 16 _Switch from internships to courses for some students _Some exams on campus in June and September 2020
BBA in Tourism and Hospitality Management (Nanjing campus)	_Online learning from January to May 2020 _Switch from internships to make-up report for some students or to other internships for others _All exams online or at home

Study program	Changes during the Spring semester 2020
BBA in Tourism, Hotel Management and Operations	_Online learning as of March 16 _Switch from internships to courses for some students _Practical courses postponed to September 2020 _Some exams on campus in June and September 2020
MSc in International Tourism Management MSc in Management MSc in Sustainable Development, Policy and Management	_Online learning as of March 16 _All exams online or at home
PhD in Business and Socioeconomic Sciences	_Online learning as of March 16 _All exams online or at home

3. Evaluation of the online teaching

3.1. April-May 2020: Vienna campus

After the University Board received findings from a survey among some students by ÖH MU concerning the strengths and weaknesses of the switch to remote teaching, the UB decided to launch a university wide survey among students and faculty. 185 students participated in the student survey. Overall, students were very happy with the way the university was dealing with the situation (25,4% assessed it as "Very good" and 40,5% as "Good"). Moreover, students were positive about the communication from their instructors (almost 50% of the students assessed it as "Very Good" or "Good"). The online teaching tools were also positively reviewed (54,6% of the students assessed them as "Very Good" or "Good"). The detailed results can be found in Appendix I. Overall, the results were very positive, but the answers also included many critical comments. At the same time, a faculty survey about online teaching was conducted and demonstrated a positive opinion on the support provided by the University in terms of technical and academic support. The detailed results can be found in Appendix II.

The University Board discussed the results of both surveys and made a series of decisions to further improve the implementation of the remote teaching during the lockdown phase (e.g. use of MS Teams in all courses, trainings of faculty, support pages on Moodle for students and faculty, handling of students returning from internship and/or exchange semester, on campus examinations, etc.). The President informed all students accordingly.

On April 20, Modul University Vienna made additional IT investments with the outsourcing of some IT services to an external company (Itarex GmbH) to further improve the online teaching experience and to prepare the hybrid teaching for the Fall semester 2020.

Coordinated by the Academic Office, the Deans developed comprehensive Guidelines and Recommendations for Hybrid and Online Teaching during the pandemic crises (Appendix IV) and prepared Temporary Amendments to the Examination Regulations and Student Code of Conduct during the COVID-19 Crises (Appendix V). These two documents were approved by the University Board and by the University Senate.

On May 3, six weeks after the governmental lockdown, Modul University Vienna, relaunched face-to-face services on campus (SSCC, Library). Cafeteria reopened on June 1, and students returned for examinations on campus on June 4. 80% of all students decided to participate in these examinations, the remaining 20% were able to complete their missing exams in September.

On May 12, the University Board decided to allow applications for retake fee waivers for students with financial difficulties because of the COVID-19 situation. Applications need to be submitted to the Semester Conference and must include evidence that a student is in financial needs.

From a research perspective, Prof. Ivo Ponocny and Dr. Christian Weismayer, both from the Department of Sustainability, Governance, and Methods, conducted an internal survey on coping with the Corona crisis and compiled [some advice](#) on how to best deal with the Corona crisis.

3.2. May 2020: Nanjing campus

In Nanjing, the teaching on campus resumed in May 2020. The safety procedures were still quite strict: Before entering the campus, students had to get their temperature checked and go through a health code and travel path check. Hence, only safe students were allowed into the campus. Once back on campus, they were required to stay there until the end of the semester. Until the end of the semester, faculty and staff had to report on their health status daily.

4. Optimization and preparation of hybrid teaching

4.1. Vienna campus

In a letter dated of May 28 as well as in several information (online) meetings (School Meetings, extraordinary joint School Meeting, Deans Meeting), the President discussed and finally informed all stakeholders that the fall 2020 semester would be delivered through a mix of hybrid and online instruction, accessible on campus but also from anywhere else in the world. This decision assumed that the physical distancing would prevail in Vienna until the end of the fall semester 2020. Physical distancing requires large lecture courses (interactive lectures, lecture component of combined courses) to be delivered remotely through MS Teams in order to create enough space in classrooms for delivering seminars, exercises, and practical trainings through hybrid teaching (with students in class and students online). Courses taking place on campus have been allocated in rooms minimum double their usual size; one-meter distance between the students is guaranteed.

All courses taught face-to-face are offered on campus but are also delivered online for those students unable to sit in the classroom for health reasons, visa issues or mobility restrictions. All rooms used for hybrid teaching have been equipped with MS Teams, cameras and microphones to enable collaboration and interaction with students joining remotely. For catering to the variety of didactic concepts, providing access to sessions across the globe (i.e. time differences), and improving the service quality for students, recording of sessions are enabled and were considered when designing a course. Lecturers were strongly encouraged to include comprehensive, written exams only when no alternative combination of assessments was considered feasible. As a general guideline, it was required that the amount of individual assessments is 50% or even higher.

Students could declare if they want to follow courses on campus or remotely prior to the semester. They may change their choice once during the semester. All lecturers were encouraged to consider remote teaching compatible formats of assessments for their courses, such as blended and online activities, also in the perspective that a full online teaching might be necessary again.

As some courses need a comprehensive, written exam, an exam week is scheduled from February 1-5, 2021 in which written exams will be conducted on campus. Information on the courses affected by a written-on campus exam have been made available in September. Unless other instructions are provided by the government, all University services (Cafeteria, Library, Academic Office, Student Services and Career Center, etc.) are to offer regular office hours for students studying on campus as of Fall semester 2020.

On July 8-10, the Modul University Vienna recruiting team organized Virtual Open Days at Modul University Vienna. On-campus information evenings for interested applicants and parents took place on July 23 and August 18.

On July 10, the Academic Office (ACO) organized a virtual information day for students and faculty regarding hybrid/online instruction in fall 2020. The ACO also organized a series of trainings for

lecturers to better prepare them for the hybrid teaching and provided recordings and supporting material.

On August 12, the University Board asked the Student Services and Career Center to send a note concerning an amendment to the study contracts of all students. In response to the ongoing COVID-19 situation, the University made several changes to its operations. Significant among them is the introduction of a hybrid online teaching model, which allows students affected by frequently changing travel and safety guidelines to take courses while preserving the high level of quality Modul University Vienna strives to offer in its classrooms. To remain compliant with European privacy laws, the University asked all students to agree to several amendments to their study contracts.

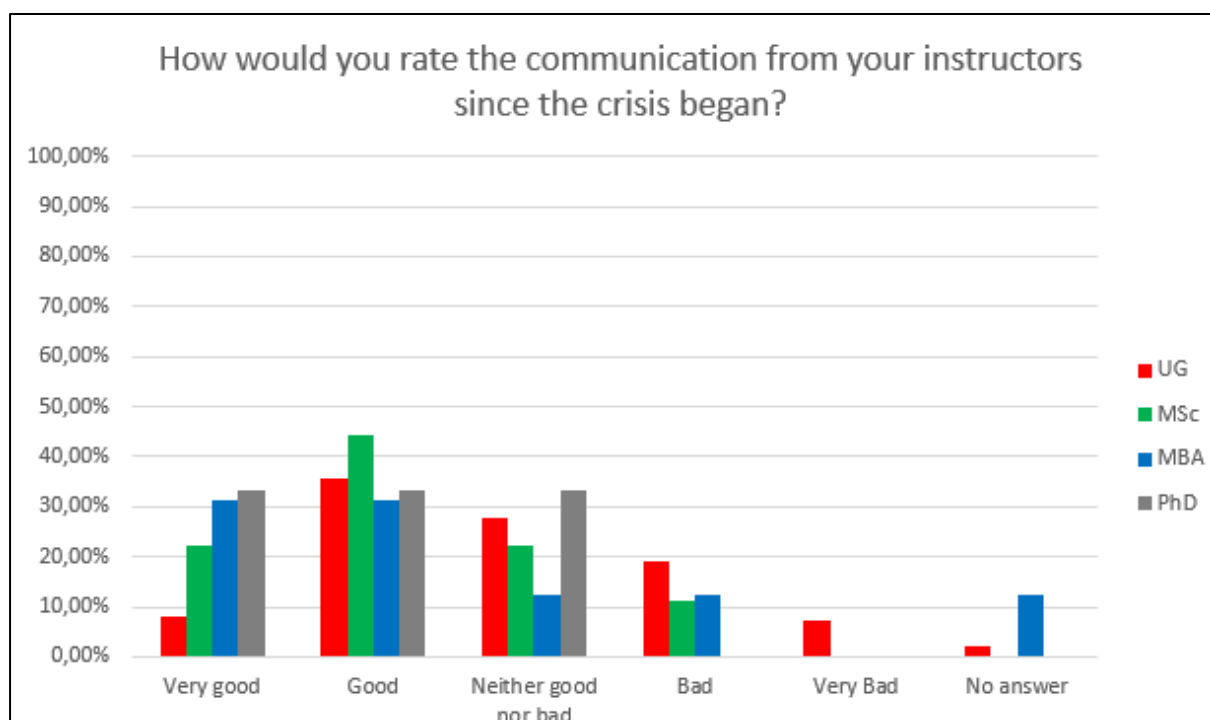
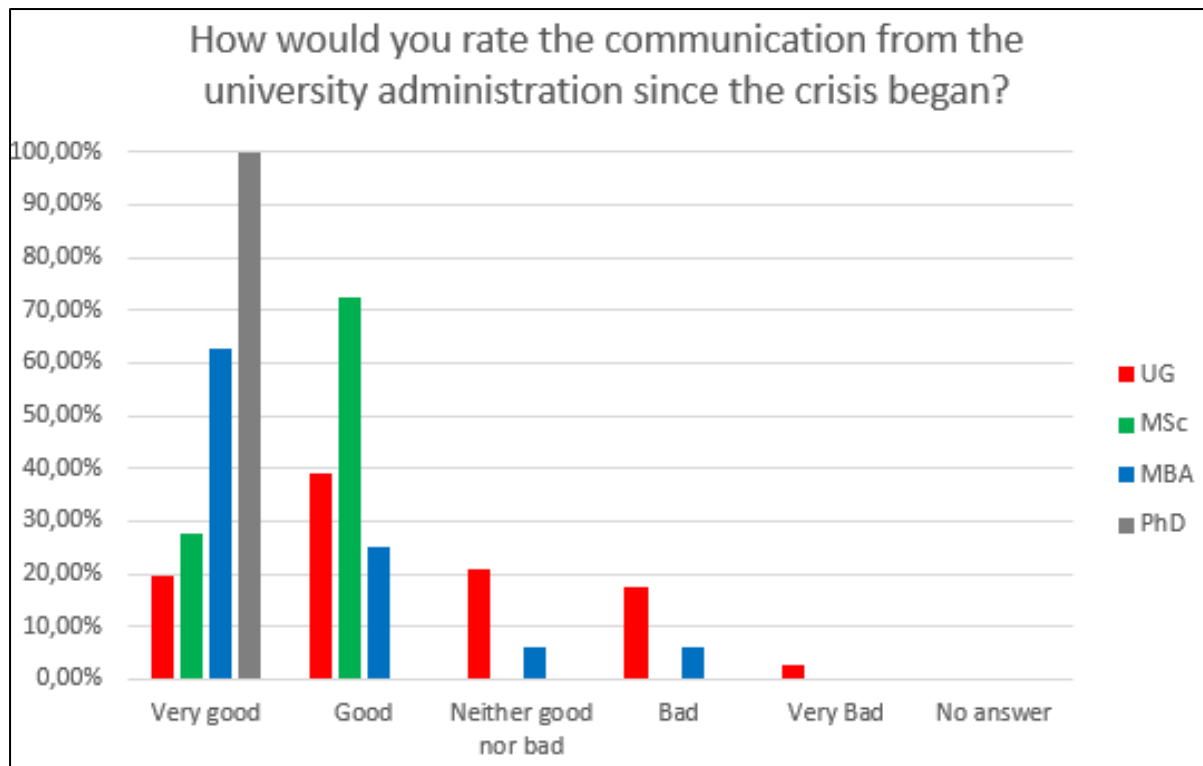
4.2. Nanjing campus

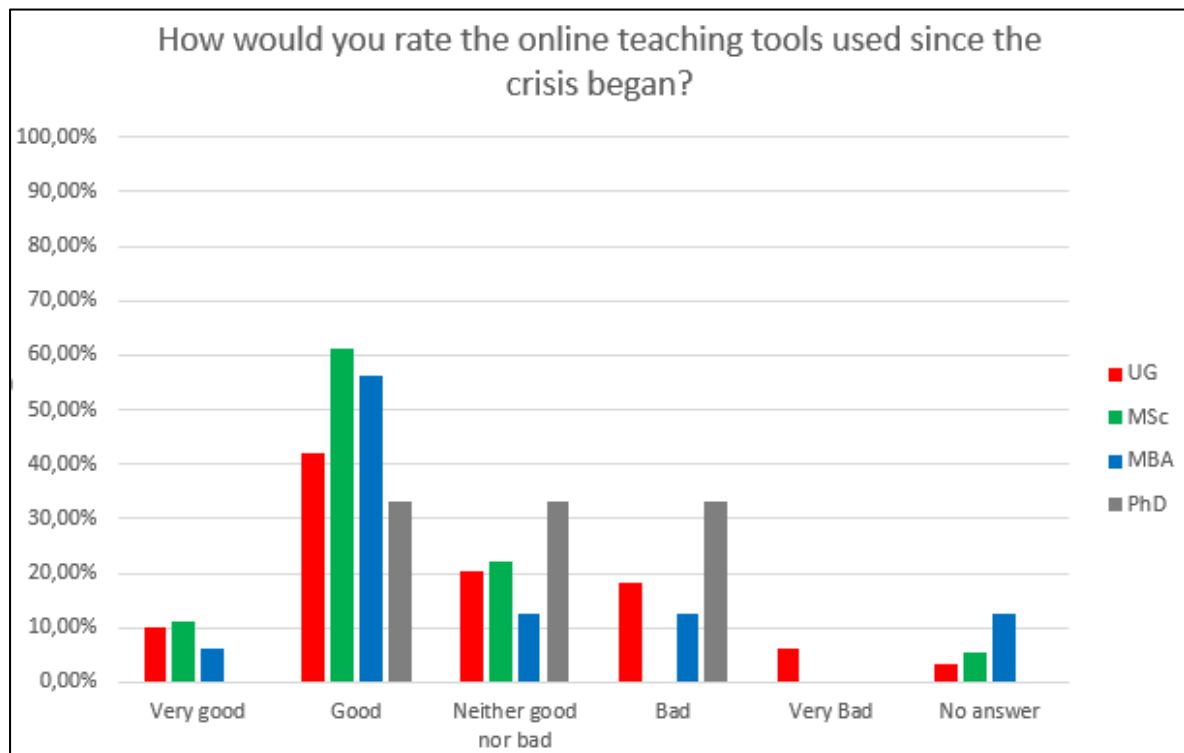
As of September 2020, the situation is almost back to normal in China, as the risk was very reduced. Students are residing on campus again and on campus teaching has resumed. Wearing masks and social distancing are still recommended. Faculty and staff still need to report their temperature daily to Nanjing Tech University. Two weeks before the semester started, they were requested to report their current health status and their location to the HR of Nanjing Tech University. Unnecessary travel is to be avoided. Nanjing Tech University currently conducts daily temperature checks of students.

Appendices

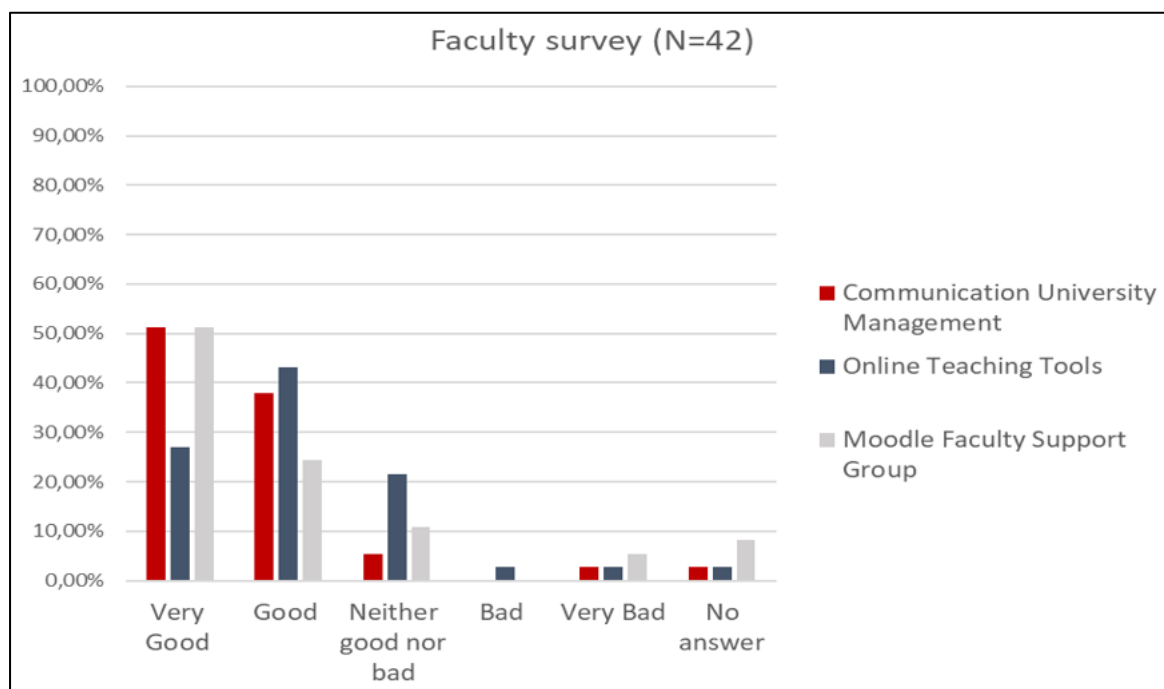
Appendix I: Student survey (April 2020)

185 students participated in the survey: 148 undergraduate students, 18 MSc students, 16 MBA students and 3 PhD students.



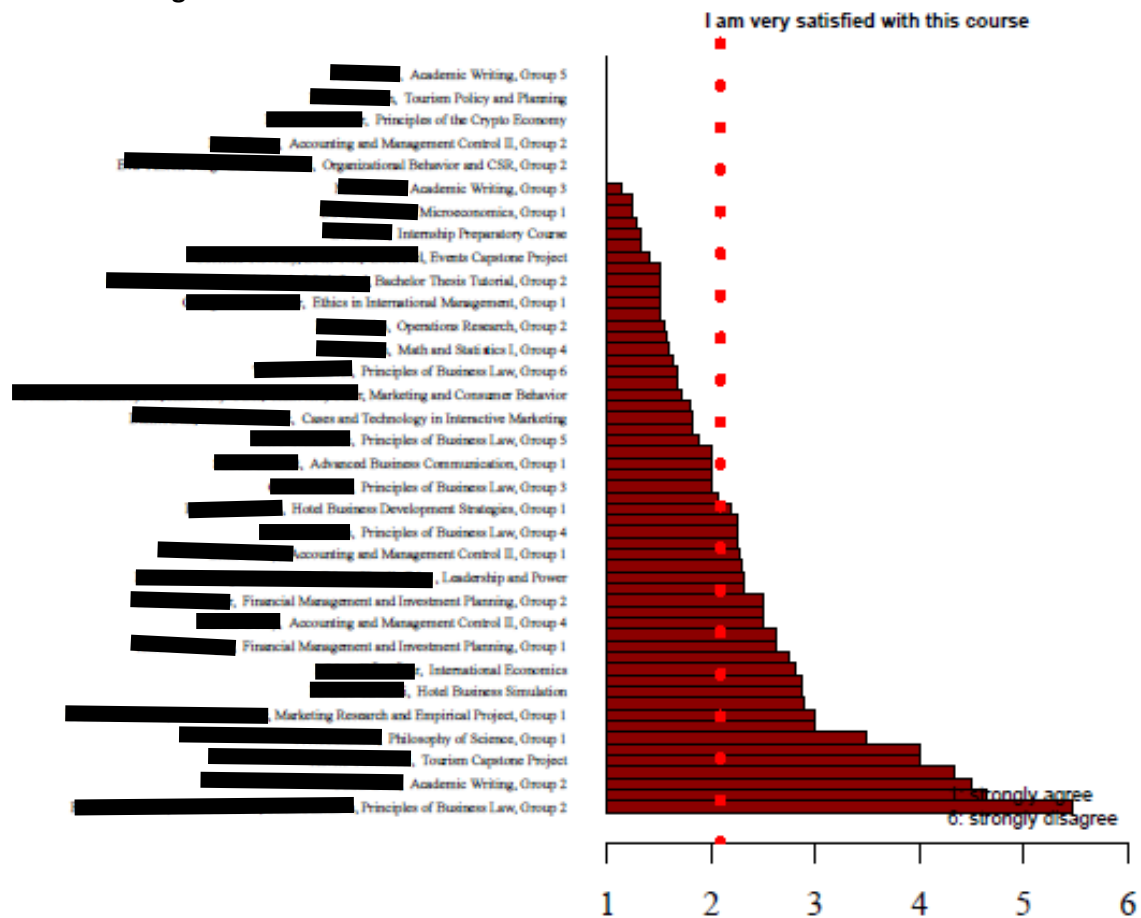


Appendix II: Faculty survey (April 2020)

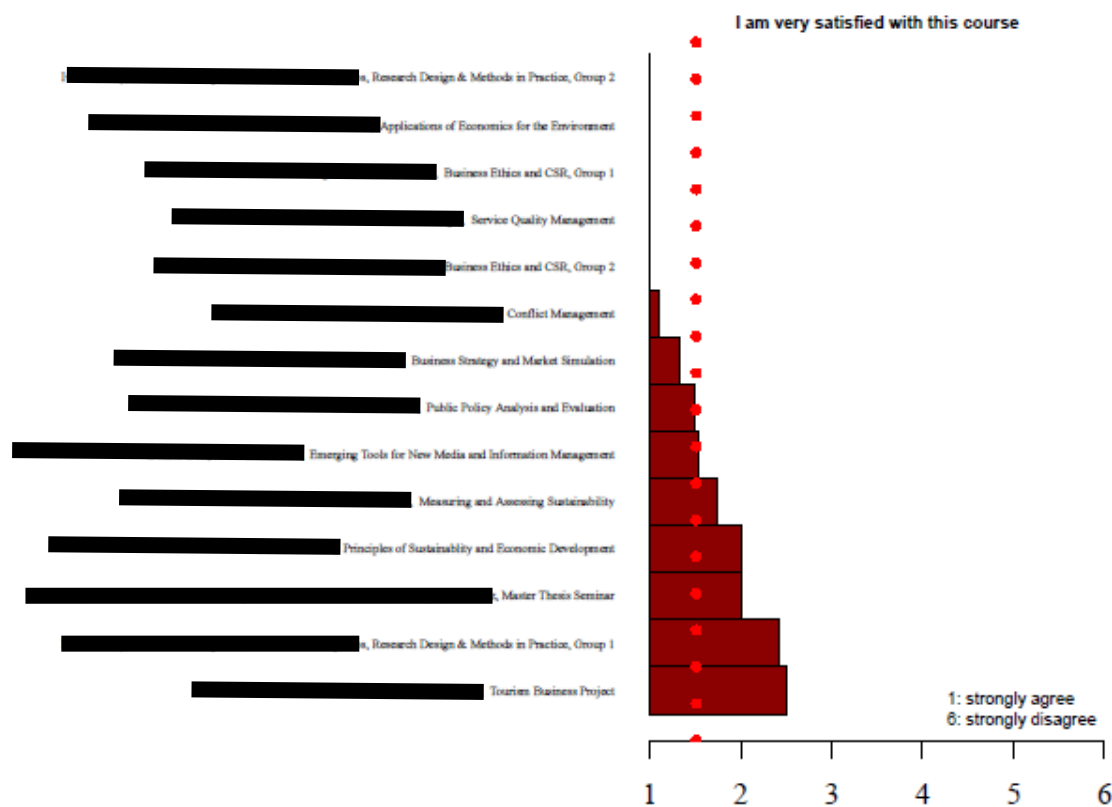


Appendix III: Course evaluations of the Spring Semester 2020

- Undergraduate course evaluations

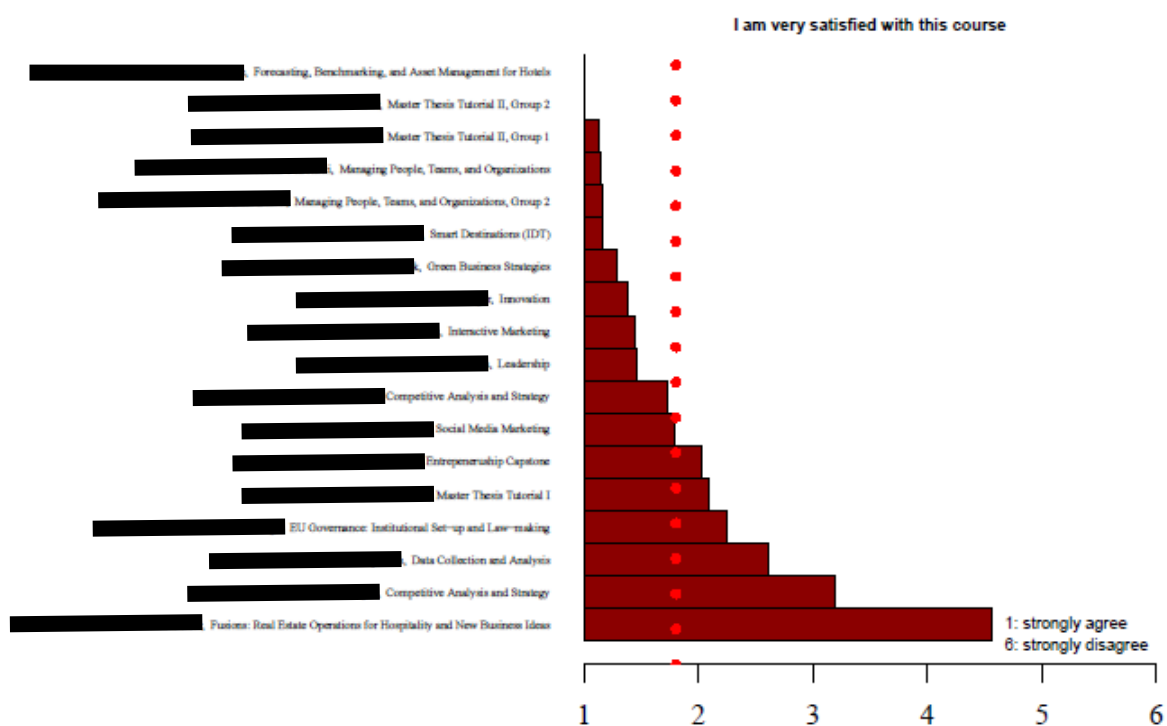


- MSc course evaluations:



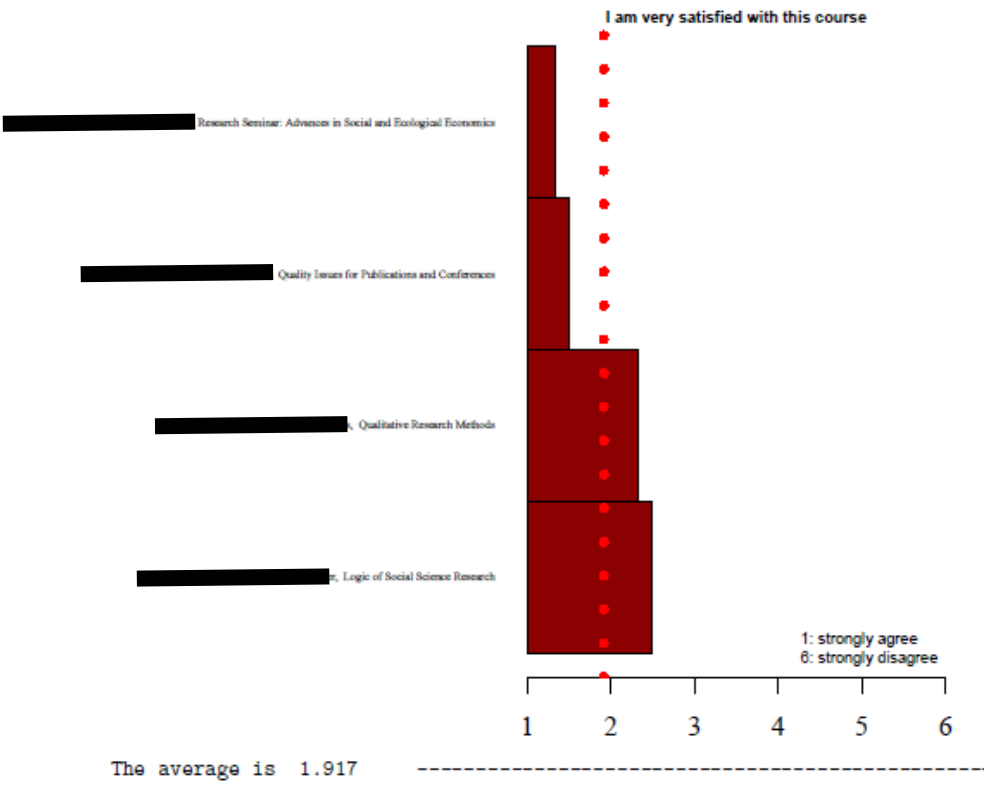
The average is 1.51

- MBA course evaluations



The average is 1.805

• PhD course evaluations:



Appendix IV: Guidelines and Recommendations for Hybrid and Online Teaching in Fall 2020

Mode of Instruction

Principle 1: The majority of courses (seminars, exercises, practical trainings¹) with up to 60 participants will be conducted through hybrid teaching (§ 3 C19-ER).

- ✓ Hybrid instruction encompasses that face-to-face (F2F) on-campus teaching will be delivered simultaneously online through synchronous, virtual instruction by use of Microsoft (MS) Teams.
- ✓ There are students participating in the courses F2F and remotely. Physical presence in the traditional classroom is not required for participation. Students joining these courses remotely will also participate in collaborative and interactive activities during scheduled sessions.
- ✓ Attendance is not to be confused with participation. Attendance rules apply for all students that have opted for the in-class teaching format, but they do not apply for students who have opted for the remote teaching format (§ 4 (1) C19-ER).

Principle 2: Interactive lectures / the lecture component of combined courses will be delivered fully online and remotely via MS Teams² (§ 3 C19-ER).

- ✓ Course sessions delivered fully online have to be held at the scheduled meeting times and lecturers have to make themselves available for interaction during those times.
- ✓ Interactive lecturers and lectures of combined courses are taught remotely; no physical presence in the traditional classroom setting is neither required for faculty nor students.
- ✓ **Interactive lectures** (=lectures without any on campus / F2F sessions) must make use of synchronous instruction by allowing interactive and collaborative activities through MS Teams for the entire duration of the scheduled session.
- ✓ **Lecture** sessions of combined courses are strongly encouraged to be delivered through synchronous instruction as well, although up to 50% of the scheduled session can also be dedicated to asynchronous forms of delivery (e.g. recording presentations with voiceover, Moodle activities, etc.).
- ✓ Deviations from these requirements are possible, however, they need to be documented in the syllabus and require approval by the Dean of the respective program.
- ✓ MS Teams is the tool students are familiar to use and therefore should be used for live sessions. Lecturers should avoid the use of other technology such as Zoom, Webex, Google Hangouts, Jitsi, etc.

Possibility to Shift All Courses Online

- ✓ The possibility to shift all courses **entirely online** again cannot be excluded (§ 3 (6) C19-ER).
- ✓ Lecturers are therefore recommended to think about a scenario where hybrid courses would need to be taught fully online so they are not caught off guard should a rapid shift to teaching courses fully remotely again be necessary.

Blended and web-based activities

¹ Principle 1 also pertains to the seminar (S) and exercise (X) parts of combined courses (i.e., LS, LX). The courses 1302 CTP I, 1302 CTP II, 1304 RSM I and 1305 RSM II are exempt from this rule and participation can only be F2F due to the practical nature of these courses. Students not being able to take these courses in AY 2020/21 will take the entire 1st and 2nd semester courses at a later time during their studies.

² Principle 2 also pertains to the lecture (L) part of combined courses (i.e., LS, LX).

- a. All courses should be enhanced through additional synchronous or asynchronous web-based, online activities (MS Teams, Moodle). As a bare minimum, lecturers must set up their Moodle courses reflecting the topics of each course unit by adding content. Templates will be available for voluntary use to support lecturers with the set-up of their Moodle course.
- b. Lecturers are strongly encouraged to use Moodle for blended learning activities to enhance the learning experience of students in both online and hybrid sessions. In addition, Moodle serves as the primary platform for file upload.
- c. Lecturers are strongly encouraged to use MS Teams for additional collaborative activities in addition to scheduled hybrid or online sessions.

Choosing a Mode of Instruction and Attendance Rules

- For various reasons (i.e. visa issues, travel restrictions, health concerns, etc.), students may opt out to attend F2F teaching on campus and conduct all courses the whole semester remotely.
- Students must declare this prior to the beginning of the semester by submitting a *Study Format Declaration Form*. **The deadline to submit this form is 14 September 2020.** This declaration is valid for all courses and for the whole duration of the semester. Not submitting a declaration will mean that a student signs up for face-to-face sessions.
- Lecturers will receive a consolidated list of students that have declared to opt out from face-to-face teaching and that will join all courses remotely.
- Students are free to change their chosen study format only once during the semester by submitting a *Study Format Change Form* to the Academic Office. The application must be submitted at least seven days before the change is intended.
- Students who have opted for the remote study format will not be allowed to participate in courses on campus unless special permission by a lecturer. If a student must change her/his chosen study format for important reasons more than once during the semester, then he/she must provide an additional justification (e.g. doctor's note;) and hand in a request for special consideration to the lecturer.
- Students who have opted for the face to face study format must follow the standard MU attendance rules unless special permission by a lecturer. In case students switch their mode of instruction in the middle of the semester, attendance will be counted until and from this point onward.
- Students joining courses remotely for the entire semester will be exempt from MU's attendance policy.

Physical Distancing on Campus

- Courses taking place on campus have been allocated in rooms minimum double their usual size; one metre distance between the students will be guaranteed.
- Rooms used for courses and their capacity:
 - ✓ Library – 55
 - ✓ Ballsaal – 48
 - ✓ 208/209 – 60
 - ✓ 109/110 – 50
 - ✓ 108, 207, 306 – 18
 - ✓ 313 – 14
- Traditional PC Lab courses will be moved to the Library room, which will be set up with additional electronic installations (i.e. plugs, etc.).
- Rooms 405, 403 and the student lounge will be designated study spaces for students that might need to attend both an online lecture and an on-campus session on the same day, or that need to spend some waiting time on campus in between courses. These rooms will be redesigned (i.e. single tables, next to wall, separated with barriers, electronic plugs, etc.).

- Other rooms (i.e. social room, or rooms used for courses such as 313, 207, 108, 109/110, 208/209, Library room) may be booked by faculty, external lecturers and staff for meetings or work-related purposes during available hours. Lecturers can make such reservations by themselves through the room booking system MUVIS.
- The operations of the cafeteria, the Library, and social life on campus remain to be determined and will be communicated in a timely fashion.

Technology

- All rooms used for hybrid teaching (Library, Ballsaal, 208/209, 109/110, 207, 108, 306 and 313) will be equipped with MS Teams, cameras and microphones to enable collaboration and interaction with students joining remotely.
- Online students will join F2F sessions through a live session via Teams turned on at the main workstation by the lecturer.
- Online students will be able to view the front area of the room as well as whiteboard / screen when the camera is turned on.
- Through audio in / out and installation of microphones, online students will be able to hear all sounds in the F2F room and be heard by students sitting in the classroom.
- Introductory sessions on how to use this equipment is planned for September (date to be determined).
- Students should bring their own electronic devices (i.e. laptop, tablet or smartphone) for F2F teaching on campus to enable interaction and collaboration with students joining courses remotely. This will be particularly important for group work, or other projects involving collaborative activities.
- For courses requiring access to a PC and special software mandatorily, students should especially be encouraged to bring their own laptop. Back-up devices will be available to borrow at the reception. Any need for special software is currently being determined and will be made available for students' use (i.e. cloud, open source, Citrix).
- Recording equipment will be available to record presentations or short lectures in rooms 108 and the Social Room to enhance online and hybrid instruction. Technical assistance on how to use this equipment will be provided in a timely manner before the beginning of the next semester.
- For online lectures, internal faculty members can either use their office space, work remotely, or book an available room that is properly equipped for online instruction.
- External lecturers are encouraged to use their private electronic devices but also have the possibility to a) use a room on campus to deliver online lectures or make recordings; b) borrow a laptop at the reception.

Recordings

- For catering to the variety of didactic concepts, providing access to sessions across the globe (i.e. time differences), and improving our service quality for students in general recording in sessions will be enabled and should be considered when designing a course.
- Recordings will be facilitated for live sessions with MS Teams, as well as through dedicated recording rooms for producing pre-recorded content.
- In case it may not be sufficient to enable participation of remote students, in particular those in different time zones, by recording live sessions, additional study activities should be provided by the lecturer.
- Content will be generally managed and distributed via Moodle. This will ensure that students from anywhere in the world can successfully participate in a course.

Assessments

Modul University Vienna announces the following with regards to choosing forms of assessments, and conducting exams and online quizzes³ for hybrid and online instruction:

1. Proctoring exams or quizzes via online tools offered by e-learning platforms like Moodle may not be fully reliable with respect to identity verification of students during the exam and ensuring academic honesty and integrity.
2. Online quizzes may support students to check their advancements in learning (self-assessment) or as an assessment criterium contributing not more than 30% to the final grade.
3. As a general guideline, it is required that the amount of individual assessments is 50% or even higher. Online quizzes do not count as individual assessment (as we cannot ensure that online quizzes are shared).
4. Lecturers are strongly encouraged to include comprehensive, written exams only when no alternative combination of assessments or form of assessment is considered feasible. You may consult with the Dean of the respective study program to find suitable alternatives to replace comprehensive, written exams. Alternatives may include but are not limited to oral examinations, written essays, videos of presentations or open book exams / take-home exams.
5. Open-book / take-home (OBTH) exams are allowed under following conditions:
 - a. All students participating in an OBTH exam must receive individual questions.
 - b. The number of minutes for an OBTH exam must not exceed 6 hours. Failure in submitting the exam in time results in a negative assessment.
 - c. OBTH exams must be handwritten. Students must either scan or photoshoot their exams, when they submit them electronically.
 - d. Given that groups are predefined, group work in OBTH exams is allowed.
 - e. The variation of the questions must be provided by the lecturer.
 - f. Lecturers should verify with their students that they are prepared to scan and/or photoshoot the papers before participating in the exam.
6. Comprehensive, written exams cannot take place throughout the semester, but can only be held during an announced exam week following the end of the semester (for fall this will be from February 1 – 5, 2021). This ensures that students taking courses remotely for the whole fall semester, will have no disadvantage compared to other students consuming F2F instruction. Students must be physically present on campus to complete a comprehensive, written exam.
7. Lecturers must announce the need to organize a comprehensive, written exam on campus by a deadline stipulated by the Academic Office. The Academic Office will assign a time slot on stipulated dates and inform students and lecturers accordingly in September. A second exam date organized by the Academic Office is not planned; any student that is not able to attend the exam in February will need to be handled via the use of a special consideration form to request a make-up assignment.
8. Thesis defences may take place on campus in designated meeting rooms or be delivered online via MS Teams.
9. Please consider the following for oral exams in accordance with § 5 (4) of MU's Examination Regulations and Student Code of Conduct:
 - a. The duration can be between 15 and 30 minutes per student.
 - b. The presence of a second assessor or the recording of the examination by the assessor is mandatory (the student must give consent to the recording of the examination at the time the examination is scheduled).
 - c. The examiner must take minutes of the oral examination; a template for taking minutes during an oral exam is available for your use.
 - d. Oral exams can be done in a group of up to four candidates.

It is required that the student and the assessor are connected via a video call to allow the assessor to determine the identity of the student during the entire examination. In case regular examination

³ A quiz is a short test, which does not have much impact on the grade. In contrast, exams contribute to a large part to the final grade and usually covers all the materials a course has covered that far.

conditions cannot be ensured in remote oral exams, the examiner can stop the exam or declare it invalid. The reason for this decision has to be reported in the examination's minutes.

10. When choosing your forms of assessment, the following questions might be helpful to ask:

- a. What can you just drop because students need less stress?
- b. What is essential to assess, and what can be set aside?
- c. Are there other forms of assessment that would work – like discussions, projects, portfolios, papers, etc?
- d. Would it be possible to have longer term projects that focus on applying course topics to real life?
- e. Can you set up smaller check points for assessment rather than just one big, stressful test at the end?
- f. How can I focus on knowledge / skills that can be applied outside the classroom?
- g. How can students take part in the learning / assessment process?
- h. How can I tell what students are learning during the process, not just at the end?
- i. How can I get students off the computer to learn by doing, or by learning by reflecting on doing?

11. Examples of Combinations of Assessments

EXAMPLE 1

- One online quiz – 20%
- Presentation video (Group) * – 30%
- Written project report (Group) * – 30%
- Quality of the forecasting project (Group) * – 20%

* all group works require that the authors of the different parts can be identified (e.g., in the header line, or by adding a footnote).

Note: This option allows you to check if every group member contributed to the group work and gives you the opportunity to assign a group grade but to vary in the point allocation if the different parts vary considerably in their quality.

EXAMPLE 2

- One online quiz – 10%
- Writing an abstract – 10%
- Course participation – 20%
- Written essay – 60%

EXAMPLE 3

- One online quiz – 15%
- Contribution to online database – 15%
- Seminar paper – 30%
- Presentation – 20%
- Course participation – 20%

EXAMPLE 4

- Online quiz – 10%
- Case study – 30%
- In-class assignments – 20%
- Written project report (Individual) – 40%

EXAMPLE 5

- Online quiz – 30%
- Written assignment (individual) – 20%
- Poster – 20%
- Written exam (individual)- ON-CAMPUS – 30%

EXAMPLE 6

- Homework assignments (individual) – 40%
- Online quiz – 20%
- Written exam (Individual) ON-CAMPUS – 40%

EXAMPLE 7

- Contribution to question bank (individual) – 40%
- Online quiz – 20%
- Short answer questions – 20%
- Reflection on key learnings – 20%

EXAMPLE 8

- Creation of a video – 40%
- Online quiz – 20%
- Contribution to live discussions – 20%
- Contribution to Wiki – 20%

EXAMPLE 9 (blocked MBA core and MBA/MSc enrichment courses)

- pre-module 30% (submission of 3 articles to online forum, discussion contribution to these articles of min. 3 other students; reflection paper on pre-reading 15%)
- Core module: Contribution to discussion forum 5%, In class exercise day 1 15%, in class exercise day 2 15%, discussion contribution day 2 5%
- Post module 30% (take home exam, seminar paper, essay, case study etc.)

Appendix V: Temporary Amendments to the Examination Regulations and Student Code of Conduct during the COVID-19 Crises (C19-ER)

1 July 2020

§ 1 General Issues

- (1) The amendments to the MU Examination Regulations and Student Code of Conduct are valid for all study programs offered at Modul University (MU) for the duration of online and hybrid teaching.
- (2) The duration of online and hybrid teaching starts on the day these regulations take effect and ends on 28 February 2021.
- (3) All members of the University as well as visitors and guests have to follow the MU health and safety instructions as announced by the University Board.
- (4) Hybrid courses are courses in which some students participate on campus and remotely.
- (5) Synchronous form of remote teaching is defined as remote teaching where the content is delivered in real-time to students.
- (6) Asynchronous form of remote teaching is defined as remote teaching where the content is recorded (e.g. recorded presentations with voiceover, Moodle activities, etc.) and made available to students independent from the scheduled course hours.

§ 2 Study Format Declaration

- (1) For courses offered in hybrid study format, students will have to inform the Academic Office of their chosen study format prior to the start of the semester. Students may opt for remote teaching by submitting the *Study Format Declaration Form* by an indicated deadline to the Academic Office. Not submitting the *Study Format Declaration Form* will mean that a student participates in all hybrid courses face-to-face on campus.
- (2) Students who have opted for the remote study format will not be allowed to participate in courses on campus unless special permission by a lecturer. The declaration for remote teaching is valid for all courses offered in hybrid teaching format and for the whole duration of the semester.
- (3) Students who have opted for the face to face study format must follow the standard MU attendance rules unless special permission by a lecturer.
- (4) Students may change their chosen study format only once during the semester by submitting the *Study Format Change Form* to the Academic Office. Such change will come into effect seven days after submitting a request.
- (5) If a student must change her/his chosen study format for extraordinary reasons more than once during the semester, then he/she must follow the procedure outlined in (2), but provide additional justification by handing in a request for special consideration to the Dean.

§ 3 Course Formats

- (1) The format of **Interactive Lecture (IL)**, as outlined in § 3 (1) ER, will be amended: Interactive lectures will be delivered remotely. No physical presence on campus is neither required for students nor faculty. Interactive lecture sessions will be delivered through synchronous and asynchronous instruction, where a minimum of 50% of the scheduled session must be delivered synchronously and allow interactive and collaborative activities.
- (2) The format of **Interactive Lecture and Exercise (LX)**, as outlined in § 3 (2) ER, will be amended: Lectures will be delivered remotely, while exercises will be delivered through face-to-face instruction on campus teaching and delivered simultaneously online through synchronous, virtual instruction for students participating remotely. Lecture sessions of LX combined courses will be delivered through synchronous and asynchronous instruction, where a minimum of 50% of the scheduled session must be delivered synchronously. Exercise sessions will be delivered face-to-face to all students studying on campus and simultaneously via synchronous online delivery of

instruction to all students participating remotely. Students joining exercises remotely will also participate in collaborative and interactive activities during scheduled sessions. In case there are no students joining an exercise session remotely, lecturers may use face-to-face teaching only.

- (3) The format of **Interactive Lecture and Seminar (LS)**, as outlined in § 3 (3) ER, will be amended: Lectures will be delivered remotely, while seminars will be delivered through face-to-face instruction on campus teaching and delivered simultaneously online through synchronous, virtual instruction for students participating remotely. Lecture sessions of LS combined courses will be delivered through synchronous and asynchronous instruction, where a minimum of 50% of the scheduled session must be delivered synchronously. Seminar sessions will be delivered face-to-face to all students studying on campus and simultaneously via synchronous online delivery of instruction to all students participating remotely. Students joining seminars remotely will also participate in collaborative and interactive activities during scheduled sessions. In case there are no students joining a seminar session remotely, lecturers may use face-to-face teaching only.
- (4) The format of **Seminar (S)**, as outlined in § 3 (4) ER, will be amended: Seminars will be delivered through face-to-face instruction on campus teaching and delivered simultaneously online through synchronous, virtual instruction for students participating remotely. Students joining seminars remotely will also participate in collaborative and interactive activities during scheduled sessions. In case there are no students joining a seminar session remotely, lecturers may use face-to-face teaching only.
- (5) The format of **Practical Training (PT)**, as outlined in § 3 (5) ER, will be amended: Practical Training sessions will be delivered through face-to-face instruction on campus teaching and delivered simultaneously online through synchronous, virtual instruction for students participating remotely. Students joining practical trainings remotely will also participate in collaborative and interactive activities during scheduled sessions. In case there are no students joining a practical training session remotely, lecturers may use face-to-face teaching only. The courses 1302 CTP I, 1302 CTP II, 1304 RSM I and 1305 RSM II are exempt from this rule.
- (6) If necessary, the University Board of Modul University Vienna may decide at any time that all courses must be switched to an online teaching format.

§ 4 Attendance in Courses

- (1) Students who have opted for the remote teaching are exempt from the attendance obligation when stipulated in courses.
- (2) If a student joins the on-campus classes during the semester, attendance, when applicable, will be tracked as soon as the student starts to take the classes on campus.

§ 5 Academic Assessment and Grading of Courses

- (1) For online and hybrid teaching, lecturers are encouraged to include comprehensive, written exams only when no alternative combination of assessments or form of assessment is considered feasible.
- (2) Comprehensive, written exams must not take place throughout the semester, but can only be held during the exam week following the end of the semester as announced by the Academic Office.
- (3) The amount of individual assessments should be at least 50% of the final grade.
- (4) Online quizzes may support students to check their advancements in learning. As an assessment criterium online quizzes should contribute not more than 30% of the final grade.
- (5) Open-book take-home (OBTH) exams are allowed under following conditions:
 - a. All students participating in an OBTH exam must receive an individual set of questions.
 - b. The number of minutes for an OBTH exam must not exceed 6 hours. Failure in submitting the exam in time results in a negative assessment.
 - c. OBTH exams can be handwritten or submitted in electronic format. Lecturers must run OBTH exams submitted in electronic format through a plagiarism check such as Turnitin. Students must either scan or photoshoot their exams when they submit them electronically.

§ 6 Conduct of Oral Examinations

- (1) During online oral examinations, the student and the assessor must be connected via a video call to allow the assessor to determine the identity of the student during the entire examination. Further technical or organizational measures may be taken to guarantee the independent provision of examination requirements. During oral online examinations, the examiner has to take minutes.
- (2) In case regular examination conditions cannot be ensured or technical problems occur which are not the fault of the student, the examiner must stop the exam or declare it invalid. The reason for this decision must be reported in the examination's minutes.
- (3) In case of fraud or academic misconduct during an oral online examination, the examiner can stop the exam and declare it as negatively graded (0%). The reason for this decision must be reported in the examination's minutes and the incidence must be reported to the Academic Office.
- (4) The presence of a second assessor can be replaced by the recording of the examination by the first assessor. Students must give their written consent to the recording of the examination prior or latest at the time the examination is scheduled.
- (5) Observers can join oral examinations on-campus if they respect the applicable safety guidelines.

§ 7 Effectiveness and Public Announcement

The University Board of Modul University Vienna publicly announces these amendments to the Examination Regulations which take effect on 28 September 2020.

The University Senate
July 1, 2020