



American University of Beirut
Faculty of Agricultural and Food Sciences
Department of Landscape Design and
Ecosystem Management

DEPARTMENT OF LANDSCAPE DESIGN AND ECOSYSTEM MANAGEMENT

CONTINUE TEACHING IN TIMES OF CRISIS

Compiled by Rim Hazimeh and Yaser Abunnasr

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Dear LDEM Faculty,

The following document compiles virtual learning resources and tips from several sources (IT, other departments, FAFS Dean's Office, Science Library, Office of Student Affairs, and Office of Protection), with the aim of facilitating this process on all LDEM teaching faculty.

As such, please make sure to adhere as much as possible to the following:

- All faculty members are expected to cover all material via online or web based applications.
- Record your presentations (audio and/or video)
- Share and store digital lectures, preferably on Moodle
- Submission of assignments shall be online
- Provide feedback using Skype or other communication
- Correction of assignments by hand and scanning and returning to students via email
- Use Google drive or AUB One Drive cloud option
- All organized activities on and outside campus (field visits, lectures, etc.) should be coordinated with the chairperson

We need to be creative as much as we can to make sure that material is covered. Please inform your students that all online submissions, discussions, and tests will be assessed. It is up to the instructor how to proceed with assessment. The challenge here is to make sure students do not get the wrong message that this is a holiday.

Note that students were informed by an email from LDEM Chairperson that this is **not a vacation** and every student is expected to deliver and respond to what is requested by their instructors.

As part of enriching students' online learning process, **LDEM Libguide** was initiated by the Science Library and contains very helpful resources related to Landscape Architecture (*This section was compiled from a link received from the **Science Library***)

LDEM Libguide contains LDEM related resources that might interest students especially now during lock-down. The guide, that may be accessed [here](#), contains a wealth of information on reference sources, print and online books, journals and databases, capstone projects and theses, internet links, in addition to citing sources.

Featured AUB Databases

[AUB Landscape Plant Database](#)

Developed by AUB's LDEM Department, this database focuses on native, naturalized, and ecologically suitable plant species for the Middle East. The database may be searched by name (common or scientific) or by criteria such as geographical location, climate, and plant type. It contains a rich image gallery and a helpful glossary.

[Nature Conservation Center Plant Database](#)

AUB's Nature Conservation Center Plant Database is a culmination of more than ten years of effort in research by experts in agriculture, biology, chemistry, economics, medicine, nutrition and other fields. It provides information (taxonomy, cultivation, nutritional facts, location, nomenclature, experiments, etc.) about native plants that may be searched by scientific name or common name (English, Arabic, and French).

Landscape Architecture Magazine News

<https://landscapearchitecturemagazine.org/>

Capstone Project 2017

<http://aub.edu.lb/libguides.com/c.php?g=1007479&p=7298983>

Capstone Projects 2016

<http://aub.edu.lb/libguides.com/c.php?g=1007479&p=7298953>

LA Journals and Databases

<http://aub.edu.lb/libguides.com/c.php?g=1007479&p=7298951>

Books and e-Books

<http://aub.edu.lb/libguides.com/c.php?g=1007479&p=7301952>

Reference Resources (Selected dictionaries, encyclopedias, handbooks, and standards)

<http://aub.edu.lb/libguides.com/c.php?g=1007479&p=7298950>

Internet Links (Case studies, digital images, governmental data, online maps and atlases, and professional associations and organizations)

<http://aub.edu.lb/libguides.com/c.php?g=1007479&p=7298945>

As part of the **Science Library** continuous efforts to support online education, a [research guide](#) that contains various types of educational materials for online teaching and learning targeted to FAFS was prepared. In addition to useful library resources, this guide lists a wide array of Open Access resources related to FAFS topics, including courses, textbooks, videos, and teaching tools.

Below you can also find a very helpful **webinar on online education from the LAAB accreditation board** that may give you some insight on improving your online teaching.

[Landscape Architecture Online Education Webinar](#)

If you require any assistance, please feel free to contact LDEM Department:

Dr. Yaser Abunnasr, Chairperson

ya20@aub.edu.lb | 03 669 840

Nadine Modad, Administrative Officer

nm54@aub.edu.lb | 03 886 017

Rim Hazimeh, Departmental Research Assistant

rh186@aub.edu.lb

Recommendations from Office of Information Technology

During the on-going lockdown that might extend until the fall 2020 semester, and in anticipation of carrying out online sessions during the term, FAFS Dean's office is keen on making sure all IT needs are adequately met. To that effect, the Dean's office have asked IT to have at least one representative physically present at all times at the Faculty (during working hours). Until the request is approved, faculty members and staff are kindly requested to clearly specify the need for physical support whenever justifiable, by specifying the need for onsite presence and mentioning the justification.

It is recommended to:

- Submit your support requests to it.helpdesk@aub.edu.lb . Any escalation, or urgent matters can be channeled to **Mr. Bassel Baker** or **Mrs. Dania Al-Ashi**.
- Fill ticket surveys once you receive it following a service to reflect your level of satisfaction to enable monitoring of the IT service being provided.

*This section was compiled from a PowerPoint presentation received from the **Office of IT** and included in Appendix 1.*

General Guidelines from IT Team

- Communicate more often with your students through Moodle Announcements
- Try to include a small assessment for every resource you place
- Offer prompt feedback to avoid isolation
- Start thinking about how to conduct quizzes and exams
- Think of a long term plan. Be proactive in creating your future lectures

A list of tools for working from home, along with instructions on how to use them is available through the link below:

<https://www.aub.edu.lb/it/pages/HomeOffice.aspx>

The **Continue Teaching in Times of Crisis** page provides relevant information and resources on best practices, tips for revisiting assessment, tips for working from home and more!

You can contact the IT Service Desk team for support by [visiting their portal](#), sending an email to it.helpdesk@aub.edu.lb or calling extension 4000.

IT support team will be available to help you get set up and answer any questions during regular working hours **Monday through Friday, 8 AM to 5 PM.**

You can contact for assistance:

- **Rana Al-Ghazzi**

ra226@aub.edu.lb | 70 916 232

- **Dania El Ashi**

de21@aub.edu.lb

- **Wael Zaaroura**

wz05@aub.edu.lb

When to Use What

You can check the released video “**Bits of Knowledge**: When to Use What” through the link below to gain knowledge on which online teaching tools to use at the right time.

<https://servicedesk.aub.edu.lb/TDClient/1398/Portal/KB/ArticleDet?ID=66418>

Another set of **6 additional videos** was also released to help you with your online teaching:

[Bits of Knowledge: Recording VOP](#)

[Bits of Knowledge: Live Session on WebEx Meetings](#)

[Bits of Knowledge: Basic Moodle Uses](#)

[Bits of Knowledge: Virtual Labs](#)

[Bits of Knowledge: Uplift your Lectures](#)

[Bits of Knowledge: Useful Moodle Tips](#)

Below are few options for online teaching, with their advantages and how to get started with each.

Option 1: Voice Recorded Lecture (Audio Only)

Advantages	Effective for common lectures
	Could be integrated with an annotation tool
	Available for students to watch anytime
	Reusable

How to get started?

- Setup a microphone

- Break long lectures into smaller chunks
- Use your lecture notes to guide your recording or write a script (Optional)
- Record and Save as a video
- Share the video

Option 2: Video Recorded Lecture

For your vide-recorded lectures, you can reserve **room 102** in FAFS for a full class-like experience by contacting [Office of IT](#) or [FAFS Dean’s Office](#).

Advantages	Clearer for students when writing on the board is essential for teaching
	Can be used for demonstrating experiments

You can fill in the form available on the [Continue Teaching In Times of Crisis](#) page to book your recording session.

- There will be a setup in your faculty to record your lecture using a webcam
- Audio/Video team can film you

Option 3: Live Session using WebEx

Advantages	Allows input from the students
	Useful for student presentations

Why WebEx?

- No need to install, license, or configure anything
- WebEx adds to the logs that we use to generate the usage reports, and that we use for continuous improvement
- Fully supported by IT
- Will be integrated with Moodle

How to Get Started with Cisco Webex Meetings?

WebEx Web experience:

Sign in to [AUB WebEx web portal](#) using your AUB email and password. This allows you to schedule and run your meetings from the web portal <https://aub.webex.com/>.

WebEx App experience:

Alternatively, you may choose to do so from your computer or your smartphone or tablet. As such, please refer to the Downloads section on the [portal](#) to download the apps which best fit your requirements.

Guidelines:

You can refer to the following online resources as guidelines for you as meeting hosts and for your students as attendees:

[Get Started with Cisco Webex Meetings for Hosts](#)

[Get Started with Cisco Webex Meetings for Attendees](#)

It is recommended that you test things out prior to the session.

Public Virtual Computer Labs

IT have rolled out Virtual Labs – **providing students and faculty members off campus access to common computer lab software** as SPSS, R and R Studio, Matlab, MS Visual Studio, Eclipse, Python, Processing, Android Studio, Atom + anaconda, Autodesk and more. The aim of this service is to provide our students with access to software applications they need to successfully complete the semester.

Students can now **access this virtual lab** by going to <https://vlabs.aub.edu.lb/> and logging in with their existing AUB credentials.

Advantages	Using an Internet browser, any AUB student can now use AUB's virtual computer labs, anytime, anywhere and from any device.
	Just like computer labs on campus, this lab provides students with software ready to be used for learning, without the hassle of installing and activating the software on personal devices.
	Software available includes SPSS, R and R Studio, Matlab, MS Visual Studio, Eclipse, Python, Processing, Android Studio, Atom + anaconda, Autodesk and more . Depending on major, a student may have access to other virtual labs with more specialized software installed.
	For technical support or to request the installation of a software please contact the IT Service Desk at it.helpdesk@aub.edu.lb .
	Link to this utility is also available in Moodle left menu.

More information about this service can be found on <https://tinyurl.com/AUBvLabs>

Below you can find a list of **webinars** organized to assist you in taking your courses online in the easiest and fastest way possible:

Designing a Curriculum for Online and Hybrid Classes

This year brought to us unprecedented changes that affected everybody's way of doing things and motivated creative solutions to continue carrying AUB's mission forward. Information Technology was key in this shift towards virtual continuity by issuing **TechTunes** that provides you with the main highlights of this journey. New solutions rolled out, leading practices, security tips, events and some food for the mind.

Access the link below to know more about issue 8 of TechTunes:

<https://sway.office.com/zPAqVFOt04g1lhLG?ref=Link>

The office of Information Technology is also glad to share with you the [Accessibility Checklist](#) for electronic content. This summary guide helps all content authors to produce electronic material that is equally accessible for people with and without disabilities (including: hearing impairments, visual impairments, physical impairments, cognitive / neurological). This guide also provides useful accessibility tools and additional information about E-mail Accessibility, Documents Accessibility, Accessible Web Pages and Accessible Online Applications.

Sharing Technology-Enhanced Teaching Experiences

Students and faculty have a lot to share from their experience with technology-enhanced ways to continue teaching and learning in time of crisis. Below are few examples of how instructors used different technologies to engage their students.

- **Ms. Heba Hodeib, CSP writing instructor at the English Department**
 - Use of **flipped learning** by sharing material with her students ahead of the WebEx live session time.
 - Organization of her modules in **units of learning materials** (resources, short video tutorials, voice over PowerPoint, and selected YouTube links). Each of her modules includes the goals and step-by-step Instructions, which guides the students to navigating the class material.
 - The resources are followed by a **"Q & A" forum** that prompts students to reflect on their learning to prepare for efficient live discussions on WebEx.
 - Use of **"Collaborative Writing"** space on [Google Docs](#) for synchronous or asynchronous teamwork.

- Provision of feedback over Moodle or live on WebEx one-on-one sessions. When a class live session ends, students are sent a post-class message via **Moodle**.
 - Use of the **progress bar** on Moodle for students to check their progress.
- **Dr. Fouad Zablith, Assistant Professor at Suliman S Olayan School of Business**
 - Running team-based activities by **performing several group meetings in parallel** during the class session. This allowed every team to have its private channel, with the ability for him to concurrently join the different ongoing discussions, which replicates a regular classroom session.
 - Use of **Google Slides & Docs** for collaborative document development and WordPress for students to share some of their course work online.
 - Use of **Moodle** for material sharing, class activities submission, and forum discussions.
- **Dr. Marco Bardus, Department of Health Promotion and Community Health**
 - Delivery of live lectures using **Zoom or WebEx Meetings**, which he held during the regular class hours, following the regular calendar.
 - Recording of all the sessions and uploading them on his **YouTube channel**, then posting them on **Moodle** for students to watch again and understand the content better.
 - Use of **Prezi Video** to enhance the look and feel of the live presentations.
 - Experimental use of **FlipGrid** to integrate the lectures with a **video Q&A forum**.
- **Dr. Najla Jarkas, Senior Lecturer, Department of English**
 - Delivery of content asynchronously through lecture slides supported by **scholarly articles** and **library resources**.
 - Student engagement with **video tutorials and interactive online open-source Digital Humanities tools**, followed up with small, live and highly interactive group sessions conducted through **WebEx, Zoom or Google Hangouts**.
 - Tracing of students' contribution to their projects through the history and updates to their **shared online Docs and Spreadsheets** to see each student's contribution to the assignments and their revisions.

- **Adaptation of the syllabus and due dates** to accommodate the uncertainties students were going through.
- **Dr. May Massoud, Associate Professor, Department of Environmental Health**
 - Use of **discussion forums** for students to interact with the instructor and their classmates through a series of posts or threads.
 - Formulation of thoughtful asynchronous discussion questions, provide clear expectations and requirements, and create a learner-centered environment.
- **Basma Hajri, Lecturer at MSFEA**
 - **vLabs** allow anyone with an AUBnet account to access lab software via a web browser on their devices, on or off campus. vLabs provide students with software ready to be used for learning, without the hassle of installing and activating the software on personal devices.
 - Students enrolled in her course were able to access **vLabs** simultaneously for three hours during the usual scheduled class time.
 - Explanation of the main concepts through a **WebEx live session** by sharing her screen with students.
 - Filling the in-lab activity by logging in to **Moodle**.
- **Aram Yeretian, Assistant Professor at MSFEA**
 - Engagement of students in **interactive learning modules** by combining interactive lectures with **live follow-up sessions**.
 - **Packaging the lecture** in such a way that allows students to interact with the content and answer questions related to the topic.
 - Students go through the interactive learning module and understanding it. Then, Assistant Professor Yeretian discusses the content through a follow-up **WebEx live session**. This approach allowed him to effectively measure student **engagement and progress** by tracking the **learning modules completion on Moodle**.

*This section was compiled from information received from the **Office of Student Affairs**.*

As a result of the suspension of all in-person classes until further notice, faculty members will be adopting technology-enhanced learning to replace physical classes. While most of the points enlisted in the letter of accommodations are applicable regardless of type of instruction, some of them typically apply for in-person sessions and written examinations. In an effort to keep up with AUB's mission to promoting diversity, equity and inclusion in education, and following a consultation with the IT office, it is important to clarify the applicability of the below accommodations within the E-learning platforms (instruction and assessment):

- **Extended Time Testing:** Moodle has a feature to “selectively” allocate extended testing time for students. As such, students who usually receive additional time on written examinations should also receive the same extension time for online tests.
- **Extended Time for Assignments / projects/ papers:** Similarly, Moodle has a feature to specify the date of assignment submission. Please take extensions into consideration when individually allocating deadlines on Moodle.
- **Modified exams (different format/ more exams covering less material each):** can still be applied for online exams without any issues.
- **Use of a computer or assistive technology (voice dictation, text reader, Zoomtext) & material adaptation for students with visual, hearing, speech and cognitive impairment:** Moodle has all accessibility standards and tools, suitable for the accommodation of students with special needs both during instruction and assessment.

The section below is a set of instructions for live sessions and some tools and digital platforms for online teaching received from the **Department of Architecture and Design**.

These suggestions might be of use especially for studio courses, which are probably a challenge to both instructors and students.

Instructions for Online Teaching Tools

YouTube Live Stream we recommend this tool especially for lecture and seminar courses. By using YouTube, you create live streaming sessions through your laptop/desktop computer. (So you will need a webcam). Students will be able to type their questions in real time using the chat feature. You will see their questions on the screen and can address them right away. Please note that the activation of live stream takes about 24 hours, so if you are considering using this tool, please begin taking the first steps immediately. Students need to have a YouTube account to attend your online lectures and will also need to become a member to your channel. Both Chrome and Firefox work fine, but their latest editions are required.

For the steps to follow (“Introduction to live streaming”), please visit the link below: https://support.google.com/youtube/answer/2474026?hl=en&ref_topic=9257984

“Live chat is enabled by default and will appear to the right of the video player when your live stream is active”: https://support.google.com/youtube/answer/2524549?hl=en&ref_topic=9257792

This link explains “how to live stream on YouTube”? <https://www.youtube.com/watch?v=YE4xwkIJtWA>

Slack is a helpful tool/application for communication and sending files. It connects by email and allows professors to create sub-channels in the same “Course” workspace, so students and professors can stay connected and use the platform to share files - work in progress and others. It is sort of like WhatsApp for business and makes sharing info and data more helpful in these circumstances. It can be used both through an app on a mobile phone or through a website link (URL) on laptops. We can set up several channels under the same Course workspace: General (for general info and updates), Random (for sharing or chatting for random issues), and Project or sub-group channels to share info, files, and feedback with each of the studio professors.

Google Classroom is a free platform that allows to streamline the process of sharing files between students and teachers. This tool is efficient and very easy to use. Students are assigned classwork and can upload their sketches or projects while having private (written) conversations with their instructors. Google classroom allows users to take photos and attach to assignments. Teachers can monitor the progress of each student and return the works along with comments. Recommended especially for 1st and 2nd year studios.

Google Jamboard enables students to create or upload images of drawings and share it with the instructor. Feedback is synchronous. So, the instructors can share their computer screen with the

students, view and edit the drawing(s), and add sticky notes to provide written feedback. Changes will be saved and reflected in the students' drawings simultaneously. Drawings can also be downloaded. (Sketches can be made using a mouse, but for full efficiency, a pen/tablet computer is needed).

Zoom Hold remote sessions via Zoom. The process would be: 1) Creating a Zoom meeting and sending the link to students, 2) The instructor would launch the meeting as host and Students access the meeting as attendees, 3) Zoom has the features of screen sharing and Annotation. These are helpful when students share their screens to display their drawings, and the instructor can view these live and draw over them (as they give written or verbal feedback) and give oral feedback as well. There is a 'share screen' option as well as image editing. But the drawings are simplistic. For longer sessions than 40 minutes we need to borrow the password from the IT who has the license (1 course instructor can use it at one time). This tool provides a real time and interactive session. Sound is transmitted as well.

PowerPoint has a feature that enables inserting sound recordings or video clips in presentations. It is also possible to create a PowerPoint presentation in which a single slide contains a series of scenes with continuous sound recording. (For instance, the instructor can be demonstrating stages of a technical drawing like a manual). This way, students can follow the presentations as a set of brief lectures.

Moodle provides the opportunity for having discussion forums. The advantage of this tool is that our students are familiar with Moodle, they are already participants of your course and all discussion is archived. You can upload sound recording on Moodle as well as readings and presentations.

Skype is also an option for group meetings and enables you to share your screen with participants.

We would like to thank colleagues at ArD for their suggestions and pooling our resources together. Please let us know if you have any questions or would like further clarification. Also, please contact the Office of Information Technology (IT) to seek help with using any one of the options listed above.

As part of the Mental Health Support initiative that is in collaboration with the Employee Health Unit, the Department of Psychiatry launched weekly online support group sessions.

The first part of each session covered different mental health issues related to the current environment and ways to cope with the ongoing situation. The second part was open to participants to ask questions and share experiences.

The below sessions were open to **members of the AUB community (faculty and staff)** and were run by two mental health providers.

Session One:

Title: Promoting resilience and dealing with stressful situations

Session two:

Title: Coping with isolation and uncertainty in COVID times

Following the several Zoom attacks that occurred globally, the below is a **guide on how to protect Zoom classes and meetings from zoom bombings attacks**:

<https://www.bleepingcomputer.com/news/software/how-to-secure-your-zoom-meetings-from-zoom-bombing-attacks/>

Due to the warning issued by FBI earlier, the NY attorney general is looking into Zoom privacy practices. The link below highlights **the dark side of Zoom**:

<https://www.npr.org/2020/04/03/826129520/a-must-for-millions-zoom-has-a-dark-side-and-an-fbi-warning>

Regarding limiting the numbers of people on campus in response to the COVID-19 pandemic, please be advised that the following measures will be implemented by the Office of Protection starting Saturday, March 14, 2020:

Pedestrian access will be restricted to:

- The Main Gate, Corporation Yard, and the Medical Gate
- Faculty and staff
- Students with special permission by e-mail from their deans

Access to Reynolds Hall: contact the Office of Protection **Ext. 2400/1/2**, ten minutes before your arrival to send one of their staff to open for you.

As of beginning of July, the new **ID card access system** has been installed next to Reynolds main gate and allows access to staff and students. Guests can use the phone extension to either call the respective office or the protection office to access the building.

Vehicular access will be limited to:

- Bliss Parking for the upper campus
- OSB parking for the lower campus
- Sea Gate will be restricted for campus residents and their guests after resident's approval

Also note that you will be required to **present a valid AUB ID** in order to enter campus.

