



# Recommendations for faculties

hybrid spring



CHARLES  
UNIVERSITY

## GENERAL, LONGER-TERM RECOMMENDATIONS

- Regularly publish current information for students and employees, preferably in one place (make sure that students and employees know this place). Don't forget about other language versions for students and employees.
- Update the contacts for all instructors and relevant administrative employees, even if they cannot be contacted on their land lines in their offices (e-mail addresses, mobile phone numbers).

## RECOMMENDATIONS FOR DEANS AND VICE-DEANS FOR STUDIES

- Consider establishing the position of study advisor/tutor (this could even be a higher-year student) who will proactively help students adapt to distance learning and motivate them with respect to their studies (help prevent them from failing in their studies).
- Ideally maintain one primary platform for distance learning for the entire faculty, or at least a whole study programme, with sufficient technical and personnel support. Too many tools complicates and the situation and makes things unclear, especially for students. When selecting a platform, make sure the licence is sufficiently available (when using university-wide supported tools, you can contact the Centre for the Support of E-Learning). Support instructors in their training relating to the methodological and technical aspects of distance learning.
- When using MS Teams, use the university tenant, which allows students from all faculties to register ([personalnumber@cuni.cz](mailto:personalnumber@cuni.cz) – i.e. registering with ID number). Using the faculty tenants complicates, among other things, transmission/communication for students.
- Consider recording lectures and seminars, especially if the students of your faculty participate in volunteer activities. When uploading these recordings, respect the legal obligations for processing and protecting personal data (the GDPR), including the appropriate tool for such publication/storage of the recording. We recommend that the records be accessible to students throughout the semester.
- Engage student associations and initiatives in supporting distance learning. Support volunteer activities aimed at communication among students and teachers.

- Monitor and regularly evaluate the quality of distance learning both in courses and as a part of the study plans for the individual programmes of study.
- If necessary, update the calendar for the academic year so that students can complete all practical instruction and have a sufficiently long examination period.

## RECOMMENDATIONS FOR THE GUARANTORS OF STUDY PROGRAMMES AND COURSES

- Pay attention to the proper completion of information in SIS – information about the form of instruction and the form of verifying knowledge, the objectives of a course (what knowledge, expertise, skills and competencies the student gains by completing the course), and study aids. The information should also include determining the instruction platform and a link to access its interface.
- Make sure the study load is reasonable – distance learning should not be more demanding than in-person instruction.
- When determining the conditions for completing a course, consider whether compulsory attendance and active participation are necessary, and if so, specify options for alternatives and substitutions if some students are unable to attend class, whether due to mandatory quarantine/isolation or because they have a respiratory illness with suspicions of a COVID-19 infection (or they have it confirmed), have required work duties, or have a problem returning to the Czech Republic, etc. For these reasons, we do not recommend placing too much emphasis on full-time attendance (e.g. zero tolerance for absences).
- In the event of exceptions from the ban on students being physically present in class, create smaller stable groups in an effort to limit their exposure to other groups.
- When switching to partial in-person instruction (hybrid instruction), take into account the time it takes students to transfer between in-person and distance courses, including the availability of technical equipment.
- Create a coordination position for employees who will help their colleagues with distance learning and who can serve as a contact point for sharing good practice and news.
- Try to minimize changes to the schedule when switching from distance to in-person instruction, and vice versa (distance learning should take at the same time, provided there is no rational reason otherwise).

- Identify the courses that cannot be held remotely so that students acquire sufficient knowledge or skills corresponding to the profile of a graduate.
- In particular, one should identify the practical courses. The scope and nature of these courses are defined by the requirements for the relevant regulated professions, for the preparation of which the specific study programme is intended. If the nature of the practice permits, we recommend trying to implement it in distance form (e.g. the use of video recordings, etc.) or individually (instead of group practice). If, due to external circumstances, it is not possible to carry out the practice to the full extent required, the guarantor will inform the Department for the Quality of Education and Accreditation of these circumstances, which will arrange possible cooperation with the relevant regulatory body regarding possible modifications to its requirements.
- Take into account the results of past surveys and try to target any deficiencies.
- Support collaboration with the Centre for the Support of E-Learning at the university or faculty level.
- Establish the rules of communication for instructors with students and among students themselves (e.g. assigning and grading homework, individual consultation, student group work, etc.).
- Pay attention to the quality of study materials and the clarity of instructions; do not overwhelm students with unnecessary materials. Use the (university) platforms for sharing instructional materials. Verify, more than during in-person instruction, that students understand the material and that the study conditions are clear to them.
- Be consistent – do not change platforms, do not change the type of instruction.
- Maintain interaction according to the type of instruction.
- Provide your office hours online (e.g. at specific times in a virtual room of the platform).
- Consider adjusting student evaluation appropriately in cooperation with colleagues.
- Take care of students who do not have equipment for distance learning or who have health, personal, or work problems. Information about borrowing equipment is available at the following link [here](#) and [here](#).
- Share experiences (positive, even those that don't lead to anything), inspire, continue educating, and do not be afraid to ask for advice.
- Adapt the time schedule for lectures and seminars to students' perceptions in the online environment. Provide space for questions, discussions, divide the lecture into shorter sections followed by discussions, verify knowledge. Use, for example, the method of an "inverted class", where pre-assigned literature is verified and discussed during a lecture.
- Respect the specific needs of students.
- Monitor the training offered and the web pages [www.karlovkaonline.cz](http://www.karlovkaonline.cz) (tips for instruction and methods of distance testing).
- Verify the availability of study materials, and do not hesitate to give suggestions to the faculty library for acquiring resources. When digitizing study materials, consult librarians about the technical parameters of digitization and the possibility of storing them in the Kramerius digital library at Charles University.

## RECOMMENDATIONS FOR INSTRUCTORS

- Make sure the study load is adequate (no course should be significantly more difficult in its distance form).
- Make sure students are sufficiently informed (conditions for completing courses, the platform of instruction, how communication is set up). Verify that students are engaged in distance learning; and if not, try to engage them again.
- Set up an appropriate method for communication with students and among students themselves (MS Teams groups, discussion forums in Moodle). Support cooperation among students, even on an informal level; encourage them to support each other.

	Form	
	IN-PERSON	DISTANCE/ONLINE
Student role	<b>ACTIVE</b>	E.g. seminars (discussion), practical instruction (in laboratories, field work, etc.), internships → Webinars (discussion), consultation, interactive applications (quality)
	<b>PASSIVE</b>	Especially lectures → Video-lectures, self-study, e-learning

## RECOMMENDATIONS FOR FACULTY IT SUPPORT

- Monitor the pages of the central library – Centre for the Support of E-Learning
- Set up a distance learning contact point for students and instructors

## BASIC RECOMMENDATIONS FOR DISTANCING TESTING:

- Consider the use of both in-person and distance testing.
- Monitor the web pages [karlovkaonline.cz](http://karlovkaonline.cz), where you can find methodology for distance testing (including methodology for state examinations).

Click [here](#) for the current academic calendar.



## UNIVERSITY-LEVEL CONTACTS

- **Emergency contact for students and employees:** [emergency@cuni.cz](mailto:emergency@cuni.cz), +420 224 491 850 (Monday to Friday, 9 a.m. to 4 p.m.)
- **Prof. MUDr. Milena Králíčková, Ph.D.**  
Vice-Rector for Education  
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- **MUDr. Josef Fontana**  
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- **Student Affairs Department:**  
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- **Karlovkaonline web pages**  
Mgr. Tatiana Ďuricová  
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- **Centre for Lifelong Learning – Distance testing methodology**  
Mgr. Pavla Satrapová  
[pavla.satrapova@ruk.cuni.cz](mailto:pavla.satrapova@ruk.cuni.cz)
- **CU Central Library – Centre for the Support of E-Learning:** <https://dl.cuni.cz/en>  
PhDr. Radka Římanová, Ph.D.,  
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- **MS Teams support**  
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- **ZOOM support**  
[zoom@lfp.cuni.cz](mailto:zoom@lfp.cuni.cz)

Prepared by the Student Affairs Department in cooperation with the above-mentioned departments and units

## RESOURCES

- <https://nadalku.msmt.cz/cs/vysoke-skoly>
- <https://sdv.msmt.cz/vzdelavani/vysoke-skolstvi/faq-pandemie>