Codex for Responsible Online Learning (RoLe)
FINAL DRAFT 24 AUGUST 2020

Background

In any classroom situation, no less the online classroom, both learners and teachers have the responsibility to create an educational atmosphere that is conducive for teaching and learning. Everyone has a role that comes with its own tasks and obligations to fulfil. For some, online education may create new forms of psychological distance in the classroom as compared to physical classroom lectures, making it more challenging to meaningfully act, observe, respond and interact. In the online classroom, it therefore becomes a joint responsibility to be aware of those challenges and to overcome them. This is especially true for a diverse learning space like CBS where people and norms from around the world meet.

Purpose

For a teaching and learning community to function effectively online, certain forms of mutual responsibility must be upheld by all. The guidelines presented in the following paper serve to offer a structure for learners and teachers to reach a shared understanding of their responsibilities when meeting online. It is recommended that all new (online) courses begin with a presentation of this codes and where necessary, deliberation of RoLe (responsible online learning).

Mutual responsibility in the online learning space

1.1. **General:** Mutually responsible learners and teachers promote learning-oriented online exchanges and effective communication that involves others. A learning community is formed when students are motivated to be participative in the online teaching and learning environment.

1.2. **Mutual visibility**: All cameras are recommended to be turned on during a learning session.

1.3. **Speaking in turn**: When participating in online discussions, a lack of social cues can make it hard to understand who wishes to speak. It is recommended that the teacher states how the discussion is steered, including how students can comment and raise questions.

1.4. **Participate**: Although we must be more vigilant in waiting our turn, it is still important that everyone engages actively in the classes both online and offline

1.5. **Mutual clarity**: Online learning adds a layer of technology, which may distract from the actual interaction. Hence, learners and teachers should give extra thought into the clarity of their communication.

1.6. **Inclusivity**: Side-conversations are discouraged during the learning session. Communication should intend to include all those participating in the learning situation.

1.7. **On life**: Although online means always on, respect should be given to normal working hours, no one can expect to receive feedback outside of these hours.

1.8. Breaks: if online lectures are live, it is recommended to include breaks, for example a 10-minute break every 45 minutes.

1.9. Respect: Online as well as offline, we must always respect each other's opinions, beliefs, and disagreements.

Responsible online communication

2.1. Tone: All discussions at CBS are recommended to be learning oriented, constructive, well-meaning, and well-articulated. Remember to conduct online discussions in a respectful tone, and to consider your choice of wording.

2.2. Ethics: Be careful not to post comments which can be interpreted as insulting, demeaning, or harassing.

2.3. Respect: Avoid off-topic messages that disturb or annoy others in the learning community. Do not post advertisements or commercial messages.

2.4. Confidentiality: Please respect the level of confidentiality as if it were a physical class. Do not post personal information related to yourself or others.

Responsible online teaching and learning

3.1. Prudence: Online learners are expected to be independent, self-paced, and self-directed. Personal motivation, self-discipline, and commitment are essential.

3.2. Routine. It is recommended that recorded lectures are released on a set schedule that is equally kept by both teachers and learners.

3.3. Platform: All classes should use **CBS' platforms for teaching and learning** as the method to communicate.

3.4. Structure of online lectures: It is recommended to make the structure of the online lectures as transparent as possible and make explicit distinctions between different learning take-aways.

3.5. Questions: Teachers are recommended to make space for questions, either in direct relation to the online lecture or in a separate session.

3.6. Accessibility: The accessibility when conducting blended learning varies between participants. This is important to consider when planning and participating in an online course.

3.7. Consultation: teachers are asked to actively offer hours for consultation; learners are encouraged to make use of them.

Academic integrity

4.1. Integrity: All rules, norms and expectations of academic integrity are carried over to the virtual classroom.

4.2. Mutual obligation: If one individual' academic integrity suffers, our common reputation suffers. Academic honesty therefore remains a mutual obligation.

4.3. Exams: Students are recommended to regularly study any new exam regulations and clarify any doubts in order to avoid the appearance of flawed academic integrity

4.4. Exam format: Not all exam formats created for offline education are applicable to online exam formats (e.g. the closed book exam). Hence, exam formats need to be

suitable for online learning and for avoiding the appearance of flawed academic integrity.

Responsible student collaboration

5.1. **Study Group:** Study groups are a constitutive part of online learning and its discussions and academic interactions are essential.

5.2. **Peer to Peer:** Peer to peer support is most effective when the majority of students contribute. Students are encouraged to catch up, to take care of themselves and of others.