



## Election Day Asynchronous Instruction Guidance

The Faculty Senate revision to [Student Policy 42-27 Class Attendance](#) states that instructors "should provide, within reason, pedagogical and curricular necessity, the opportunity for a day consisting solely of remote asynchronous instruction on a November election day ... to enable students to participate in local, state or federal governmental elections," as voters and/or as poll workers. This includes offering remote asynchronous instruction on election day, as well as the opportunity to make up work for those who are unable to complete their coursework on that day. As always, students should make every effort to inform their instructors in advance of their ability to complete such work within the given timeframe, and reasonable accommodations are to be granted when appropriate.

This policy does not apply to accelerated courses for which one week constitutes a significant portion of the course period or courses that meet synchronously only once a week (e.g., lab, studio, or clinical experience).

We offer the following guidance in preparation for election day remote, asynchronous instruction.

### General Recommendations

- Conduct your asynchronous instruction as much as possible in [Canvas](#) to ensure students can readily access course materials, to protect your students' personal data, and to avoid [FERPA](#) violations.
- Communicate election day expectations with students well in advance of the asynchronous remote instruction period.
- Post a "Vote!" reminder in Canvas or make a verbal announcement in class. Refer to [Penn State Voting Resources](#) for more ideas on how to speak to your students about voting and the Schreyer Institute for Teaching Excellence's [Brief Guide to Teaching through the Election](#).
- Anticipate varying degrees of internet access on election day. Allow a 24- to 48-hour window of availability for students to complete any tasks assigned for election day.
- It is highly recommended *not* to schedule exams, presentations, or other high stakes assessments on election day.
- It is also recommended *not* to schedule group activities on that day, unless you have already assigned student groups and their work can be completed asynchronously.
- Provide your students with options for reading/viewing course content and demonstrating having done so during the asynchronous remote instruction period. Refer to the [Anthology Ally Instructor Quickstart Guide](#) to discover how your students can select alternative media formats in Canvas.
- If applicable to your course, assign a discussion, blog, or journal entry in Canvas.
  - Ask students to think more deeply about the course topics covered thus far and to post a reflection stating their muddiest point and how they can improve their knowledge of that topic/concept.
  - Ask students reflect on their experience voting or serving as a poll worker.
  - Ask students to connect their election day experiences to course content, if applicable.
- Ensure that whatever you post or share online meets [accessibility standards](#). In Canvas, use [Anthology Ally](#) to locate and revise inaccessible content.
- To grade participation in Canvas, save time by using the [complete/uncomplete grading option](#).
- Consider ways that you can leverage online platforms, materials, and resources to augment your usual in-person instruction.

## Format Specific Recommendations

If in person, you use ...	For asynchronous remote, in Canvas do this ...
Lecture	<ul style="list-style-type: none"> <li>• Post your lecture notes and/or PowerPoints.</li> <li>• Record audio or video of your lecture and post with your lecture notes and/or PowerPoints.</li> <li>• Consider building natural pauses or reflection time into recordings every 10-15 minutes.</li> <li>• Add an interactive component to recorded lecture, like an <a href="#">embedded quiz</a>.</li> </ul>
Discussion	<ul style="list-style-type: none"> <li>• Create a discussion based on assigned readings or other course materials with clearly articulated objectives and expectations for the number and quality of student posts. Consider creating student groups for large enrollment courses.</li> <li>• Encourage discussion posts in written, audio, or visual formats.</li> <li>• Engage with students' posts to the best of your ability.</li> </ul>
Problem sets, projects, worksheets	<ul style="list-style-type: none"> <li>• Convert the file to an accessible digital format (Word, Excel, jpeg) and upload to Canvas.</li> <li>• Have students complete the task by hand, scan or photograph their work, and upload it to Canvas.</li> <li>• Have students <a href="#">annotate the file and submit as an assignment</a>.</li> </ul>
Formative assessments (e.g., muddiest point, burning questions, sticking points)	<ul style="list-style-type: none"> <li>• Ask students to reflect upon course content and to post their questions about it to a discussion.</li> <li>• Encourage students to respond to each other.</li> <li>• Review student questions and address at a future class meeting, in a (singular) response to the discussion, or in a Canvas announcement.</li> </ul>
Video or audio recordings	<ul style="list-style-type: none"> <li>• Work with the libraries for <a href="#">podcasts</a>, <a href="#">online access to video</a> or <a href="#">audio recordings</a> either through the libraries or locate other venues through which students can access the material (e. g., YouTube, Netflix).</li> <li>• Alternatively, place the material on reserve in the library and allow students to complete the task within a few weeks.</li> </ul>