

## **Educational Procedures for the 2022-2023 Academic Year**

The University of Padua will deliver teaching activities in person and without the implementation of emergency procedures for the 2022-2023 Academic Year.

### **Standard academic courses**

All standard academic courses are held in person. They may provide - for activities other than practical and laboratory activities - a limited amount of educational activities delivered online (dual, live, or recorded), as far as it does not exceed one-tenth of the total amount stated in the requirement of annex 4 of the Ministerial Decree 289/2021<sup>1</sup>. Exceptions include international students enrolled in the first semester of the first year of first and second-level courses who must hold a study visa to stay in Italy and who have submitted their request but who have not yet received their visa and have informed the appropriate academic representative.

International students who have enrolled in a course and who have not yet received a valid study visa and arrived in Italy may access alternative teaching methods, according to availability offered by the relative academic structure, including:

1. Lessons delivered in the classroom via the Zoom platform
2. Recording of the lesson taken by the teacher made available on the Moodle platform
3. Access to multimedia material equivalent to the recording of the lesson made available on the Moodle platform

To this end, a feature of the Moodle platform allows for the reservation of part of the published material to a subset of enrolled students. The International Relations Area will send a list of these students to the teaching facilities.

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#### <sup>1</sup>**Standard and online courses**

Without prejudice to the provisions that allow online learning to cope with the epidemiological emergency from COVID-19, universities can establish, upon initial accreditation, the following types of study courses:

- a) Standard study courses. These are courses of study delivered entirely in person, that is, which provide - for activities other than practical and laboratory activities - a limited amount of educational activities delivered online, as far as it does not exceed one-tenth of the total required lesson.
- b) Mixed modality study courses. These are study courses that provide for - for activities other than practical and laboratory activities - the provision of a significant share of the training activities online, in any case not exceeding two two-thirds of the total required lesson.
- c) Online study courses. These are courses of study mainly delivered electronically, with more than two-thirds of the training activities required.
- d) Completely remote study courses of training activities carried out exclusively through electronic communication; including final exams and discussion of the final exams remain as is.

## **Distance Learning**

The specific rules set out in attachment 4 of Ministerial Decree 289/2021 apply to study courses delivered in mixed mode, mainly or completely at a distance. The Ministry according to the specific category they belong to (mixed, mainly remote, and completely remote) must have accredited these courses.

## **Innovation of teaching**

Due to sudden changes, various modes of conducting educational activities during the emergency represented an unprecedented and sometimes critical situation, but it was also an opportunity for many educators to make use and learn more about the potential use of digital resources.

Educators may continue to prepare and share teaching materials and supplementary material of an innovative nature (video synthesis, slides, teaching material, etc.) with students on the Moodle platform. Allowing all parties to improve acquired skills learned in these two years through new digital resources that have driven a wealth of multimedia knowledge.

To maintain a complete transition to in-person lessons, it will be equally essential that teachers encourage students to participate in classroom lessons and interact with fellow students. Video recordings of the lessons from previous years will become a useful aid and supplementary material in preparing for the exam, as far as they do not replace classroom lessons and in-person participation.

Finally, the return to in-person lessons may constitute a favourable context for adopting innovative teaching CdS models on a voluntary, shared, and organized basis as permitted by law and stated in the provision of blended teaching methods within specified amounts of credits and hours provided for a maximum of 10% of the total (Ministerial Decree 289/2021). Useful information for this purpose is contained in the *"Guidelines for the provision of 10% of online teaching in conventional study courses"* sent to degree program presidents and attached to these guidelines.

## **Inclusion**

In-person classroom attendance remains one of the main vehicles of inclusion, guaranteeing a sharing of spaces and opportunities for the exchange of ideas and developing relationships with teachers and classmates. This is particularly relevant for students with disabilities or learning disabilities. For students with serious health issues preventing them from attending classes in person, all useful and necessary customizations will be considered, provided for by the laws 17/1999 and 170/2010, including video recordings of the lessons and forms of dual teaching. As in the past, the Student Services Office of Inclusion shall contact individual teachers and educational facilities to determine the optimal form of aid for each individual while encouraging participation in relative activities.