

# TIPS FOR ONLINE / HYBRID TEACHING



# Synchronous/Live



1. Use live synchronous sessions only to 'deliver content', i.e., broadcast lectures.

2. Start live session by loading your slides as this might take a few minutes, depending on file size.

3. Forget to check your microphone and other equipment.

4. Forget to record the session on Panopto.

5. Have visual and audible notifications from other websites (Outlook, Webmail, Whatsapp Desktop etc.) interrupting the session.

6. Disable students' ability to use text chat, microphone and video throughout the whole session.

7. Expect students to passively absorb all the information provided in a live session.



1. Use live sessions to motivate, consolidate, support, foster cohesion, and to discuss questions.



2. Upload slides in advance of the session and, if using PowerPoint, check if they are displaying correctly. Alternatively export your PowerPoint to PDF and upload this file instead.



3. Do a test recording beforehand with the equipment you are planning to use and check the audio quality in particular.



4. Record the live session but be aware that a recording is not a perfect substitute for students attending a live interactive session in person.



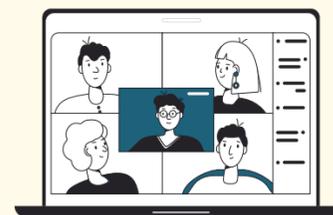
5. Close/turn off all applications and websites that are not related to the session.



6. If possible, arrive early and chat with the students whilst waiting for the session to begin, this encourages them to speak and engage with you and the course.



7. Encourage as much interactivity as possible in your sessions. Consider using polls, breakout rooms, Google Slides and Google Jamboard etc. Have students use their microphones and webcams. Set clearly defined tasks to help students make sense of the information provided and to develop their knowledge and skills. When suitable, break longer sessions into group activities and allow for comfort breaks too.



# Asynchronous / Homework



WRONG

1. Give students only passive work to do, e.g., 'read this text' or 'watch this video'.
2. Create excessive work for yourself in setting and responding to asynchronous work.
3. Expect students not to have done the asynchronous work set and cover all the same ground in a subsequent session.
4. Expect students to understand the benefit of asynchronous work or to be fully aware of how learning happens without being told.
5. Set up an online discussion and expect it to spontaneously result in student engagement and appropriate behavior. Expect students to know how much and how often to contribute to online discussions without being told.



RIGHT

- ➔ 1. Give students active and passive work to do, e.g., 'read X and draw a diagram to explain Y' or 'watch X and complete the quiz, submit two paragraphs explaining Z'.
- ➔ 2. Use online quizzes/tests that can be used multiple times to provide automated opportunities for retrieval practice (using practice tests to review information) and distributed practice (spread over time). Return to and expand on topics (spiral learning) throughout the course, drawing on 'pools' of questions created earlier in the course.
- ➔ 3. Set expectations for completion of asynchronous work and draw on.
- ➔ 4. Help students learn (how) to learn. Be explicit about the purpose/benefit of asynchronous work – the skills and understanding they can develop, language they should use, how it benefits their learning and which learning objectives it contributes to. Ask students to reflect on their asynchronous work and consider what/how/where they learnt.
- ➔ 5. Set up an online discussion and model good practice. Explain when you will respond to discussion board posts and stick to it. Try to build an atmosphere of mutual respect and remind students.



# Engagement



1. Confuse engagement with learning. Students may be engaged (e.g. by listening and taking notes) but not actually understanding or learning anything. Or they may be learning without appearing to be engaged.

2. Simply ask students, 'do you understand?' or 'are you following?' They may be unaware they don't understand or may be embarrassed to admit they don't.

3. Only ever direct questions to the whole class, e.g. ask 'does anyone have any questions?'

4. Expect students to listen attentively for long periods, whether in live sessions or when watching recorded videos. Concentration drops off very quickly and most people cannot retain more than 3 or 4 new things in their working memory.

5. Focus only on new information without also checking students' existing knowledge. It's hard to stay engaged when you don't understand the underlying ideas.

6. Provide no opportunities to practice newly created knowledge. New knowledge is easily forgotten without the chance to practice and embed it.

7. Avoid using the digital tools available that may help increase student engagement.



1. Check for engagement in live sessions by asking students to actively respond via text chat or by making use of emojis, for example.



2. Check for understanding continually throughout live sessions, every few minutes or after every significant point.



3. Ask concept-checking questions that can be answered quickly (so the flow of the session is not disrupted) that allow students to demonstrate they understand. Make it okay for students to say they don't understand.



4. Direct questions to the whole class sometimes but also choose several non-volunteers to individually answer concept-checking questions. Select different non-volunteers each time. Tell students beforehand you will do this to help set expectations for engagement.



5. Allow some questions to be asked/answered anonymously. Anonymity can help to elicit awkward questions/answers and encourages students to be honest about their own (mis)understanding.



6. Use activities to enable students to demonstrate and practice newly formed knowledge.



7. Use a range of digital tools (polls, quizzes, text chat, flashcards, mind maps, virtual flip charts etc.) to provide synchronous and asynchronous activities to maintain student engagement.



# Feedback



1. Only provide feedback on summative assessments.
2. Provide no feedback at all on students' weekly asynchronous work during the course.
3. Make excessive and repetitive work for yourself providing feedback.
4. Say, "you don't understand X".
5. Focus on feedback (what students did well/badly) to the detriment of feedforward.
6. Just give marks, not feedback.
7. Only provide written feedback or feedback in a single format.



- ➔ 1. Make feedback an explicit part of the learning process. Tell students when you are providing feedback. Make students go through the feedback you provide and get them to do something with it.
- ➔ 2. Provide timely feedback throughout the course, including on formative assessments. Feedback on summative assessments is often too late to be of use within the current module.
- ➔ 3. Provide feedback on students' weekly asynchronous work. If not individual feedback (which can be time-consuming) then generic feedback for the whole class – common problems encountered, model answers etc.
- ➔ 4. Be positive. Say, "you don't understand X yet. Here's how you can improve".
- ➔ 5. When students do not perform as expected, let them know and tell them how to improve (feedforward).
- ➔ 6. Ideally, if providing marks and feedback, get students to engage with the feedback before providing marks. Or don't provide marks at all on formative work, give feedback only.
- ➔ 7. Take advantage of automated feedback in online quizzes/tests or by using Adaptive Release in Blackboard. Make a bank of feedback statements you can use repeatedly. Facilitate students providing peer feedback for each other.



# Video



1. Record all your 1-hour (or longer) lectures for the whole module.
2. Put too much text onto slides or distract students with unnecessary imagery or background music.
3. Speak as if lecturing to a large group in a lecture theatre.
4. Worry too much about creating professional 'broadcast quality' recordings.
5. Expect students to watch recordings without you first describing and the recording.
6. Record your synchronous/face-to-face session videos without adding any titles to the recording names.



- ➔ 1. Record short videos (maximum 15 minutes) that make a small number of important points, reinforce key ideas, or demonstrate a method/technique. Focus on identifiable learning objectives and tell students what they are.
- ➔ 2. Prioritize the quality of the audio and clarity of your slides.
- ➔ 3. Speak as though you are conversing with an individual student sat in front of you.
- ➔ 4. Link to an existing recording produced by someone else (e.g., from YouTube) if it adequately expresses the ideas and content already. Use your time to help students understand and reflect on information rather than recording everything yourself.
- ➔ 5. Give students reasons to watch recordings. Set tasks such as 'look out for X', 'reflect on Y' or 'draw a diagram to explain Z'.
- ➔ 6. Add a brief title to the name (before the default date info) of your session videos recorded through Panopto.



# Learning Management System



1. Upload a jumble of files, folders, links etc. and expect students to know how to navigate the site.
2. Keep adding content to the bottom of a page rather than finding the best location for it.
3. Add things to the Course Menu with confusingly similar terms like 'resources', 'documents' or 'course materials' without explaining the difference, if there is any.
4. Upload bulky files such as videos on your course site.



- ➔ 1. Use a clear and consistent structure to organize content within your LMS page. Explain the structure to students and ensure colleagues editing the site follow the same structure.
- ➔ 2. Move content up/down the page to present it in a logical order. New content added to a page appears at the bottom of the page by default, but this is not always the best location for it.
- ➔ 3. Decide on an organizational structure of your course page. If necessary, create folders in the content area and add all related items/materials in the same folder.
- ➔ 4. Use cloud storage software (Dropbox, OneDrive, GDrive) to share bulky files; only share the drive links in of those files in your course site.



# Accessibility

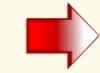


WRONG

1. Think that making content accessible helps only people with disabilities.
2. Use lots of different colors, fonts, sizes and layouts to organize and add emphasis to your content. Underline text for emphasis.
3. Only show information in an image or video.
4. Write uninformative links (e.g., click here) and headings (e.g. Topic 1).
5. Assume that students don't have accessibility issues. They may be undeclared or unknown by the students themselves.



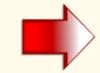
RIGHT



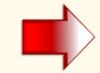
1. Focus on accessibility as it helps everyone – including those who don't use the latest tech, have slow internet, have temporarily broken limbs, are on public transport, or speak another language.



2. Use the pre-formatted styles (Title, Heading 1, Subheading, numbered list etc.) provided in the software you are using. Use bold for emphasis and avoid underlining as it looks like a hyperlink. Avoid using too many colors and pay attention to color contrasts.



3. Describe images and provide transcript/captions for video.



4. Write descriptive links (e.g., Download document) and headings (Topic 1 – earth science).



5. Ask students if they find your content accessible and how it can be improved.



# Communication



1. Be permanently 'on call' and cause student dissatisfaction and/or staff burnout by setting up unrealistic expectations about your availability and response times.

2. Use non-IUE email accounts.



1. Set up office hours explaining when/if you are available to be contacted and for what purpose. Explain which methods students can use to contact you (e.g., email, or discussion boards).



2. Use IUE email accounts for students and encourage them to use their university email accounts..

