

# Best Practice

In online teaching, learning, assessment and student support

**CEG Digital and  
The Open University**

Thursday 26 March 2020

- Welcome to our webinar and thank you for joining us!
- Please make sure your audio and speakers are connected and the volume is up
- Note that only the panel of presenters have the ability to speak, but you can interact with them by submitting your questions through the Q&A box in your dashboard
- Simply click the box and type in your questions
- We'll hold a Q&A session at the end of the presentations
- We hope you enjoy our webinar!

# Hi, Every One!

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# Online Teaching

(in COVID-19 circumstances)

Dario Faniglione and Mohammed Mahayni



# Online Teaching

(in COVID-19 circumstances)

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## Challenges

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- Confidence and competence in using technology
- Creating relationships in a new environment
- Learners' engagement



## Opportunities

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- (Re)design of asynchronous learning activities
- Disrupt paradigms and co-create learning
- Personal and professional growth

# Online Teaching

(in COVID-19 circumstances)

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## Top ten tips

01

Online teaching – like face-to-face teaching - is a two-way street

02

Facial expression and body language are not always at online teachers' disposal

03

Try to encourage engagement from ghost students

04

Avoid too many guest lecturers

05

Give students an opportunity to learn from each other

06

One-to-ones should be done via webcam

07

Allow all teachers to participate in the enhancement of your module

08

Manage your time wisely

09

Establish early-on the roles and responsibilities of everyone involved on the course

10

Give positive feedback to your team

# Online Assessment

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Mark Williams and Maria Toro-Troconis



# Online Assessment

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## Assessment - general advice

- Be transparent with criteria which is used to judge assessment (assessment literacy).
- Use scaffolded tasks that prepare learners successfully and lead to assessment points.

## Online assessment

- Find ways for learners to collaborate and help each other develop skills. For example, peer feedback and communication (via online forums). This can be used for reflective parts of assessment tasks.
- Use creative assessment that enables learners to use a range of skills (finding and handling information, experiential, communicative, productive).
- Provide optionality so that learners can choose from a wider range of tasks.
- Incorporate digital platforms that enable learners to communicate to different audiences: Turnitin, blogging, wikis, infographics, mind mapping and forums.
- Consider a series of smaller online tasks to create portfolio-style assessment (patchwork assessment).

# Alternatives to Face to Face Assessment

Maria Toro-Troconis





# Alternatives to Face to Face Assessment

Face to Face Assessment	Online Alternative
Invigilated closed book exam	Open book exam/ Take away exams <b>-set period of time-</b> why time matters in this type of assessment
In class presentations	<ul style="list-style-type: none"><li>○ Submit narrated PowerPoints in groups or individual</li></ul>
Seminars – Group discussion	<ul style="list-style-type: none"><li>○ Webinars</li><li>○ Forums</li></ul>
Lab work	Simulations: <ul style="list-style-type: none"><li>○ with datasets/requiring interpretation</li><li>○ remote observation</li></ul>
Clinical work – Objectives Structured Clinical Examinations (OSCEs)	Digital portfolios (videos of students performing the task)

Brown, S. Assessment alternatives at a time of university closures: <https://sally-brown.net/2020/03/13/assessment-alternatives-at-a-time-of-university-closures/>

COVID-19: Initial Guidance for Higher Education Providers on Standards and Quality 23 March 2020: <https://www.qaa.ac.uk/docs/qaa/guidance/covid-19-initial-guidance-for-providers.pdf>

JISC (2020). Ensuring continuity of learning during enforced absence: <https://www.jisc.ac.uk/guides/ensuring-continuity-of-learning-during-enforced-absence>

# Student Support

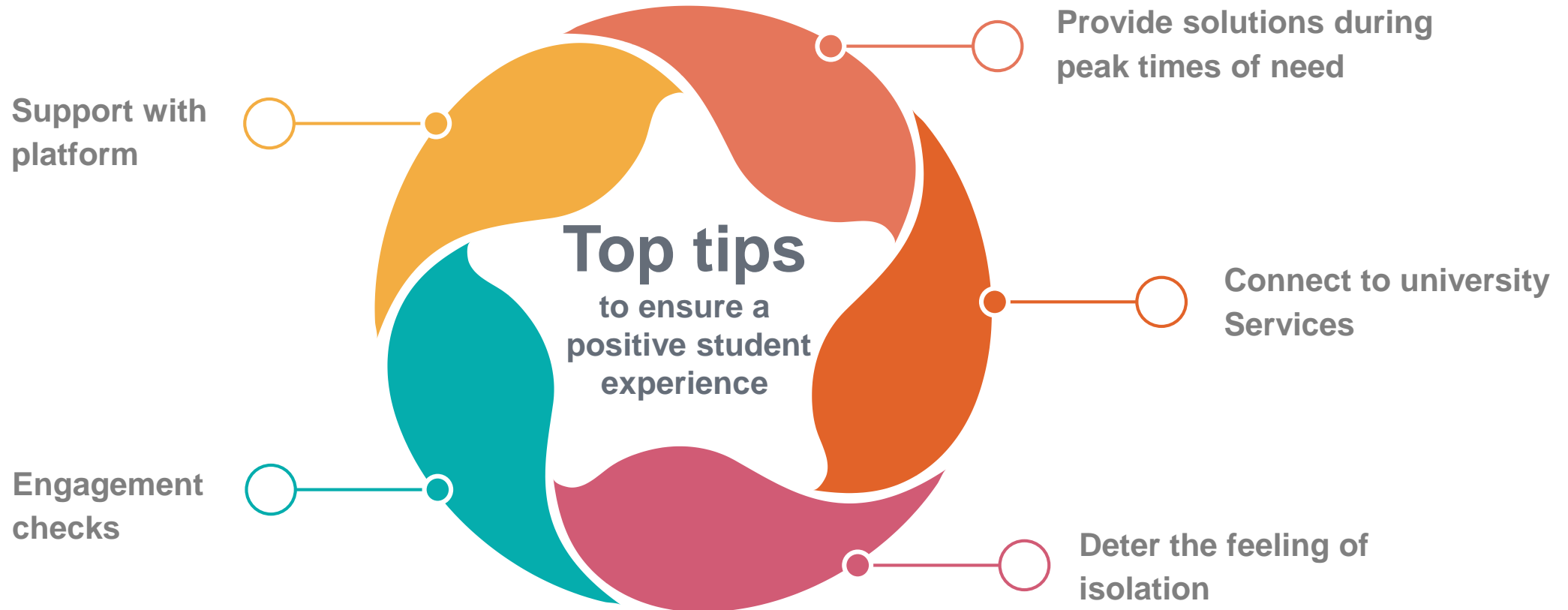
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Annie Priddey and Gill Macmillan



# Student Support

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# Student Support

Considerations	Top tips to help you prepare
<p>Students are new to online learning and will need guidance and support with new platform</p>	<ul style="list-style-type: none"> <li>○ Guided platform demo sessions</li> <li>○ 'At-a-glance' guides on certain need to know tasks (e.g. how to join a webinar, where to submit an assignment, etc.)</li> </ul>
<p>Are your university services prepared to support students online (wellbeing, learning support, study skills, library, etc.)?</p>	<ul style="list-style-type: none"> <li>○ Establish which services are available on campus</li> <li>○ Do they have online services?</li> <li>○ Establish a key contact point for each service</li> <li>○ Signpost contacts and resources in central location</li> </ul>
<p>There will be certain times that queries peak. Anticipate and prepare (assignment submission, beginning/end of term, grade release, graduation)</p>	<ul style="list-style-type: none"> <li>○ Identify when these times will be</li> <li>○ Prepare comms to answer queries or pre-emptively answer queries</li> <li>○ When possible schedule comms around key points in calendar</li> </ul>
<p>Students may feel isolated from the course and from others on the course</p>	<ul style="list-style-type: none"> <li>○ Contact is upheld even when no issues are present (check-ins, holiday messages, regular info)</li> <li>○ Quick response time (within 24 hours)</li> <li>○ Encourage students to socialise with one another</li> <li>○ Post general announcements to keep connected</li> </ul>
<p>Engagement</p>	<ul style="list-style-type: none"> <li>○ Recognise the variety of types of engagement students can participate in (forum, webinar, office hours)</li> <li>○ Contact students with 'low engagement' or 'no engagement'</li> <li>○ Establish what is low/no engagement</li> <li>○ Draft engagement message, but tailor to student needs</li> </ul>

# Student Support

Tips for short-term – build confidence and reduce potential sense of isolation

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- Consider **different types of peer-to-peer support** e.g. buddying, small e-groups, informal as well as more structured forums
- Provide a **variety of tutor-to-student(s) support** mechanisms e.g. 1-1 (phone/email), synchronous tutorials (up to 20 per group), asynchronous forums; 'check in' regularly
- Develop a **sense of community** e.g. Twitter feed, live events (& recordings)
- Build in '**checkpoints**' e.g. short 'How are you getting on?' surveys at key points
- Help maintain **motivation and sense of progress & achievement** e.g. use of formative quizzes
- Support students with **digital skills & online research skills** e.g. 'Chat to a librarian' (web chat), programme of training & events, FaceBook & Twitter channel
- Provide **IT support** – 'quick start' guides, HelpDesk (phone/email/web chat)
- Have **central point of contact** for student queries to be triaged to appropriate team e.g. disability support
- **Support tutors** to support students – weekly online drop-in sessions for tutors to share issues & practice, online coordination sessions around assessment time, teach in pairs (especially when using new tech)

# Student Support

Course in design – plan with support in mind

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- **Plan adequate time for induction** e.g. clear signposting (assessment, accessibility), short 'user tours' / screencast demos, manage student expectations re: workload but also re: working hours (& response times) of tutors
- **Scaffold the use of technology** – start with exemplars & short low-stakes activities; ensure new tool/tech is used more than once to justify time investment
- **Embed online study skills development** into activities
- **Design with inclusion and wellbeing in mind** e.g. use student personas to plan how best to support a range of students – roughly map out the student learning & support journey. Embed choice, flexibility & opportunities to promote a sense of achievement wherever possible.

See Kate Lister's [TEDx talk](#) on mental wellbeing in the curriculum.

# Learning Design

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Gerald Evans and Maria Toro-Troconis



# Learning Design

## Live course

- Focus on **communication**
- Encouraging peer to peer collaboration (Rienties & Toetenel, 2016)
- Being visible to the students
- Communication between team members

## Course in design

- We use design for **retention** principles – “iceberg” (van Ameijde et al., 2018)
- **Balance**
- Activity types – communicative, finding and handling info
- Workload – spikes in workload and over length are negative
- Draw on **help** from local learning technologist, designer

Rienties, B. & Toetenel, L. (2016). The impact of learning design on student behaviour, satisfaction and performance: a cross-institutional comparison across 151 modules. *Computers in Human Behavior*, vol. 60, pp. 333-341.

Weller, M., van Ameijde, J. & Cross, S. (2018). Learning Design for Student Retention. *Journal of Perspectives in Applied Academic Practice*, vol. 6(2), pp. 41-50.



# Learning Design

Cambridge Education Group Pedagogic Framework



**CODESIGNS**  
DESIGN, PRODUCE, SHARE



## Cambridge Education Group Pedagogic Framework

The CEG Pedagogic Framework is a method for designing and developing online and blended learning activities through design, prototyping, and testing ideas with academics, course developers and learning designers in an experimental way.

The pedagogic composition of this framework is based on the Course Design Sprint Framework (CoDesignS) developed at the University of Liverpool and the Blended Learning Design Framework (BLEnDT®) developed at Imperial College London (Toro-Troconis 2016).



CoDesignS: codesignsite.wordpress.com by Maria Toro-Troconis - University of Liverpool is licensed under a CC BY-NC 4.0



## Cambridge Education Group Pedagogic Framework

### GREEN CARDS

The learning activities in Green are associated with the acquisition of knowledge and the development of lower order cognitive skills (Toro-Troconis, 2015; Toro-Troconis *et al.* 2016). This means factual and procedural knowledge.

The cards provide examples of learning activities that can be customised to suit the learning objectives.

Discuss the learning activities suggested and explore other options along the lines of the activities provided in the Green cards keeping in mind the learners' needs and learning context highlighted in Phase I.



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## Cambridge Education Group Pedagogic Framework

### BLUE CARDS

The learning activities in Blue are associated with the development of higher order cognitive skills (Toro-Troconis, 2015; Toro-Troconis *et al.* 2016) encouraging to design and implement learning activities driven by dialogue, collaboration, discussion and reflection.

The cards provide examples of learning activities that can be customised to suit the learning objectives.

Discuss the learning activities suggested and explore other options along the lines of the activities provided in the Blue cards keeping in mind the learners' needs and learning context highlighted in Phase I.

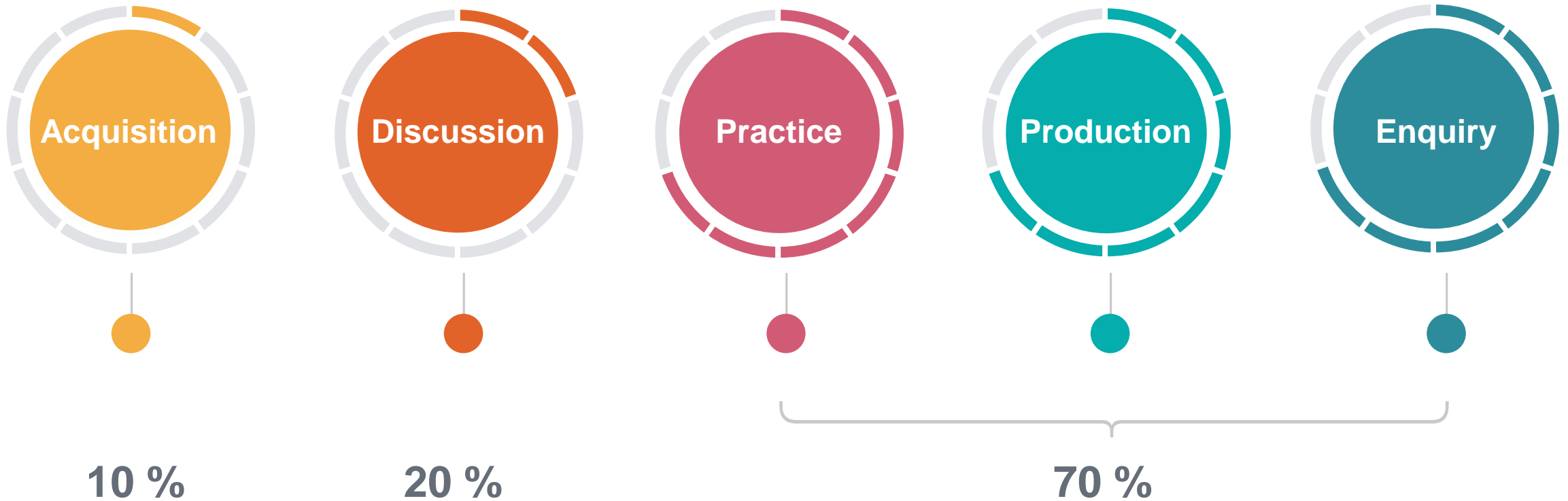


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<https://codesignsframework.com/>

# Learning Design

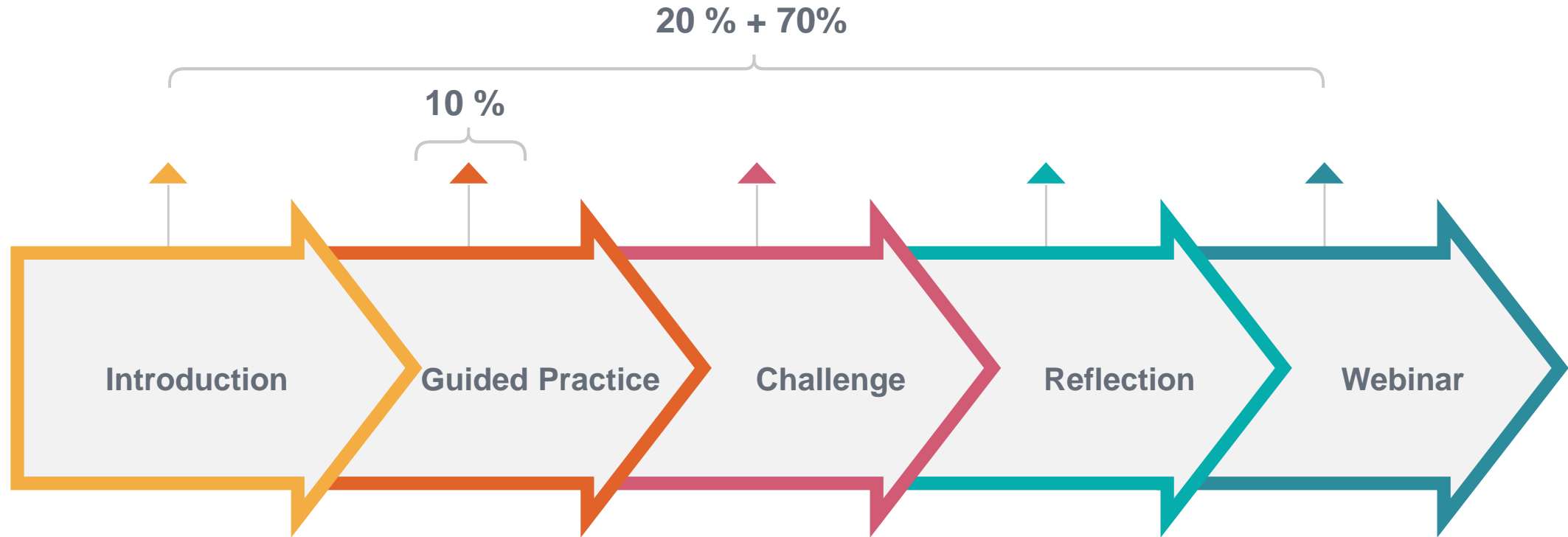
Pedagogic Framework & Learning Pattern



Laurillard (2012); Jennings (2013)

# Learning Design

Weekly Structure



Toro-Troconis, M., Alexander, J., Frutos-Perez, M., (2019). 'Assessing Student Engagement in Online Programmes: Using Learning Design and Learning Analytics'. *International Journal of Higher Education*; 8:6, pp 171-183. DOI: <https://doi.org/10.5430/ijhe.v8n6p171>

The image features a dark blue background with a repeating pattern of light blue question marks. A large, solid orange arrow points downwards from the top center of the frame. The text 'Q&A' is centered within the orange arrow in a white, bold, sans-serif font.

**Q&A**



# Thank you!

Please complete the exit survey.  
Recordings will become available after the webinar.