Quick Guide: Teachers

Teacher	Student
What should I do to prepare for my "class"?	
1. Ensure <u>key information</u> about Term 2 online is <u>available</u> on the first page of your LEARN site	Get a study space set up and check your course Learn sites
2. Provide key course information and a <u>weekly overview</u> of what is required in the course	Know the weekly requirements/structure for each course
3. Confirm <u>assessment requirements</u> upfront in LEARN (even if not changed)	Check assessment information. It may have changed
4. Make sure you know how to <u>record or pre-record</u> a course class/lecture/workshop	Make sure you are set up to watch/listen/participate in sessions (e.g. headset, mic, screen)
What do I need to do during "class"?	
5. Give students a clear guide/ overview of the content you will cover	Be prepared before class. Make sure you have revised previous week's content
6. Don't rush through content – pause and ask questions or recap as you would in a normal class	Take notes as you process the information during your class. Write down any questions you may have.
7. Let students know where / how they can ask <u>questions</u>	Review your questions after the class. Is there content on Learn that might help you answer your question? Has anyone else asked it? If not post your question to the relevant place.
What should I do after the "class"?	
8. Set up a regular time to <u>engage</u> with your students in real time each week	Avoid emailing your lecturer directly. Join office hours, real-time ZOOM classes or ask questions on Learn
9. Ensure there is a <u>discussion space</u> and questions forum for students online	Learning from others is valuable. Use discussion spaces to interact with your class
10. Check in on <u>student interaction</u> spaces (e.g. learn forums) regularly	Participate and collaborate with others in your class

Teaching Online

How do I help my students adjust to learning online?

One of our first priorities is to reassure students and provide clear directions for their courses.

Suggestions

- Post a clear message in your LEARN site outlining how your course is structured for online learning and reassure students that they will be able to continue their studies. Download these Word templates (and customise for your course) Course Info template; Course map template

- Set up a Forum on LEARN that you can use for frequently asked questions (FAQs) so you can answer questions and concerns for the whole group at once (rather than individual emails).

Watch **Erik** and **Susan's** video suggestions on how to use LEARN to achieve this amongst other things. [Video – 14 mins]

Please add your ideas to our UC TopTips

Please add your ideas to our UC TopTips https://flipgrid.com/3a9addbb and or email them to Cheryl Brown. Top Tips Mixtape compilation version https://flipgrid.com/+uconline

- Students also need advice about learning online. Students also need advice about learning online. Direct them to the moving online guide and video for and the e-learning help for students pages.

How do I adjust to teaching online?

- You are not on your own.

- The library is here to support you. If you need help accessing alternative resources ask your subject librarian.

See **Fiona's** Top Tip on ways libraries are helping open up access to materials

- The e-Learning Support team is here to support you.

  » All current information is being put together on the e-learning help for staff page. Make this your "go to" place for current information

- Academic colleagues across the world are there to support you. There are many guides and resources available online but one that is simple, clear and realistic are these Eight Steps for a Smoother Transition to Online Teaching.

Online Content

UC has developed a course requirement checklist that will help guide you through the essentials for your Learn course, depending on how you want to use it.

Don't overload students with information, rather locate key information in one place.

Here are two templates **Nicki** uses to provide key information to students on LEARN.

- Key course information for going online
- Course map example and template

What's the best way for me to do my lectures online?

How do I do an asynchronous recording if I don't need a real-time class?

Creating a narrated PowerPoint is the simplest option if video is not required. Alternatively, you can use **Universal Capture** which can upload a recording directly to Echo360.

This can be downloaded via the Software Centre on a UC machine or through Echo360s website. The following resources will help you with this scenario:

- Create a narrated PowerPoint with Office 2016
- Using universal capture
- Download for universal capture on a non-UC machine
  - » Watch Valerie's experiences with Echo Universal Capture (Video – 12 mins).
  - » Use/Reuse existing recordings (Zoom and/or previous Echo recordings) – see Manipulating Recordings here

See **Ekant's** Top Tip about connecting with your students on video

See **Tim's** Top Tip on creating your own document camera

See **David's** Top Tip about just giving it a go and connecting with your students.

How do I do a synchronous real-time class online in Zoom?

The best technology to do this is **Zoom** where students can join you in your virtual classroom, you can display a PowerPoint, use audio and video, students can ask questions and you can record the session. A Zoom meeting can be created as an activity in your LEARN course for easy access for you and your students. If you are recording in Zoom to the cloud, it will automatically appear in your 'My Content' list in Echo360.

The following resources will assist you in using Zoom: on this page

- Set up your Zoom account (Scroll down to 'Getting Started' on this page)
- Create a single Zoom meeting in LEARN (Video 2 mins). Select 'Recurring' if you want to continue using the same meeting room.
- Zoom support centre for one minute instructional videos and more
- Publish the Zoom link to your online class via your LEARN site.

> Watch **Kathryn's** helpful hints for using Zoom (Video 12 mins and ppt)

> See **Chris and Des's** Top Tip about how they use zoom.

> See **Christoph's** Top Tip about ensuring ectures are available so students can watch later.

- » Remember to press the "record button" for your meeting
- » Remember to publish the link (see the section on "manipulating video" for how to make recorded content available in LEARN)

> See **Roger's** Top Tip on common Zoom questions.

- Timetable Zoom/ Adobe Connect meetings (you can do this by request through timetabling so meeting times will show on your students' MyTimetable).

What's the best way to structure my LEARN site?

- Provide a clear structure and naming in the course Learn site
  - » An easy to navigate, clear and consistent structure in the LEARN site is key to students being able to quickly access the relevant information and activities. A simple structure, with each week, module or clearly identified theme as a separate section, generally works well.
- Have a separate section with a focus on assessment information.
- Name documents and links clearly and indicate their purpose.
- Using 'labels' in LEARN can be a good way to 'chunk' information into bites. If you want to add extra material, make it very clear to students what is required and what is optional.

Send out a short overview for your course at the start of the week via LEARN news: this could be written or a video. Let your personal voice show, just as it would at the start of a face to face session.

> See **Sue's** Top Tip on how she uses newsletters to help guide students with weekly activities.

Online Interaction

How do I create a connection with my students online?

- Increase your presence and 'voice' with the students...via **weekly news posts** as well as recorded delivery. Our presence and voice REALLY help to reassure students.

- Live video also helps as we can be physically present...even if just a short pre-recorded video clip!

> See **Annelies's** Top Tip on using video to motivate students and create a connection.

- Consider a virtual drop in tea/coffee chat session (like **office hours**) and let students know you are there just to chat informally. Zoom would be great for this and it's nice to see everyone's faces.

> See **Mel's** Top Tip on connecting with students informally.

» Publish your 'office hours' or consider an open 'Zoom' session for an hour...you can be working on other things and will hear the doorbell when people enter...then pop in. We suggest you use add the Zoom meeting activity (select the recurring option) in your LEARN course.

» Try an interactive tool like Padlet (UC has a pro license . It is not Single Sign On so request an account from e-Learning Support through Assyst Self service) or Kahoot for asking questions during live stream or questions at end of the session. Other free public tools for live questions during lectures could be Sli.do or Poll Everywhere (although free versions do have limitations).

> See **Dave's** Top Tip on interacting with students during a live-streamed lecture

How do I get my students asking questions online?

- Set up a LEARN forum and call it Q&A or FAQ's

» Request that ALL students ask a) course and b) course assessment related questions in an associated LEARN site forum. This will enable all students to gain clarity from the answers, and reduce the amount of 1–1 emails you will receive with questions. If you do get an email question and answer it, copy it and add it to the question forum, or better redirect students to the forum (with an explanation of why...that everybody will benefit).
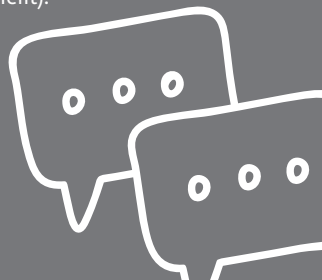
» Encourage questions! Respond as soon as you can with answers- ensure you have 'subscribed' to these LEARN forums and they will go directly to your email box... that serves as a good alert!

• If you are doing a synchronous event eg Zoom encourage students to use the Chat for questions

See **Chris and Des's** Top Tip on how they deal with Chats on Zoom

What are some easy activities to set up online that will engage my students?

• If you have a large class then you can put the students into smaller online discussion groups in LEARN (suggest 20 is a good number per group). Holding a discussion with 100 people can be chaotic.

» Define focus questions for discussions and then ask them to thread the posts together (by hitting 'reply' when adding their ideas...this makes them easier for them to read.

» Be present in these forums, by adding a thought or a comment about their ideas... and let students know how great it is to see them learning together. This also helps to foster the community.

» Don't feel that as a lecturer you always need to be in control of the content. Involve students (maybe as a research task?) in developing/ identifying/ sharing/ creating/ rating content.

See **Susan's** Top Tip on how she deals with Forums and Assessment.

See **Cheryl's** Top Tip on crowdsourcing resources from students

How do I get my students to collaborate online?

- Design into your course delivery plenty of opportunities for students to work together...sharing ideas and activities and talking in forums/ working collaboratively on shared documents using Google Docs and using Zoom (so they can actually see one another). This helps to foster and maintain the community. It also enables students to become co-constructors as well as participants.

  See **Arin's** Top Tip (and link) about collaborating online

- Provide starter questions for all discussions and pin these (so they stay in the same place). You could just have one thread (so they all discuss all ideas together) or multiple threads (so they might choose to post in a thread of interest but still then read the other threads). Ask students to hit 'reply' when they add a post...this ensures they are easy to read as a whole thread.

- As you can see from our Flipgrid TopTips, video is not hard for us or our students to do. It is also nice to be able to change the modality of how we interact together.

  See **Chris's** Top Tip for how he is using outdoor video presentations from his students in place of his fieldwork.

What do I need to know about online assessment?

- The e-Learning Support team have pulled together all the current information on online assessment on the e-learning help for staff page.

  » Students are anxious about changes. Be sure to communicate these clearly, under a LEARN Section heading called Assessment or on your Course Information page on LEARN.
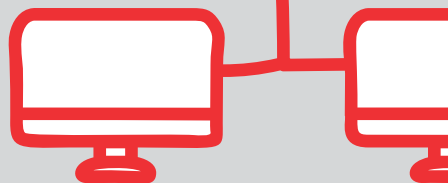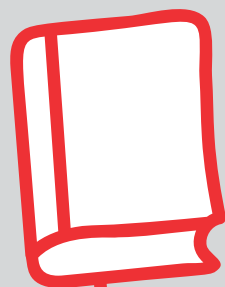
Staying Well

Many of you may be doing a great deal more online and remote teaching in the coming weeks. This is likely to be a new experience for some people although Cantabrians may well remember the creative ways we had to respond to keep learning after the earthquakes. Whether going online is something you are comfortable with or something new to you, the current circumstances will be stressful. See our Staying well Online Top Tips from UC colleagues, the UC Health wellbeing tips and UC RecCentre online fitness sessions.

A recent statement on social media "You are not working from home; you are at home during a crisis trying to work" reminds us that

"Nobody signed up for this. Not for the sickness, not for the social distancing, not for the sudden end of our collective lives together on campus. Not for an online class, not for teaching remotely, not for learning from home, not for mastering new technologies, not for varied access to learning materials." (Brandon Bayne, University of Carolina).

Whilst this is not a choice, Going Online right now is our best way to keep learning and teaching going forward.

UC – Let's get online ready

Advice from UC academics Ekant Veer and Cheryl Brown, Vice-Chancellor Cheryl de la Rey and UCSA VP Katie Mills.

View here