


PREPARING FOR ONLINE TEACHING: DESIGNING LEARNING

ACTIVITY	TEACHERS SAY ...
 <ul style="list-style-type: none"><input checked="" type="checkbox"/> Designing learning<input checked="" type="checkbox"/> Choosing technologies<input checked="" type="checkbox"/> Upskilling<input checked="" type="checkbox"/> Monitoring workload<input checked="" type="checkbox"/> Organising materials	<p>SELECT THE BEST TOOLS FOR THE JOB</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Ask yourself: “<i>How can students best learn in a way that is human, humorous and flexible?</i>” (Erin Gallagher, UQBS, BEL Teaching Conversation webinar, June 2020)<input checked="" type="checkbox"/> Decide which learning experiences must be delivered synchronously, and which can be delivered asynchronously<input checked="" type="checkbox"/> Choose technologies that best suit what you are teaching and the learning experiences you plan to deliver <p>DEVELOP YOURSELF, YOUR TEACHING TEAM AND YOUR STUDENTS</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Upskill yourself (and your teaching team) to become confident and competent users of the technologies selected - we know students understand that teachers had to rapidly upskill in S1, but they have made it clear they expect more of us now (ie, they won't be as understanding or forgiving in S2 as they were in S1)<input checked="" type="checkbox"/> Ensure students know how to use the technologies – we know that not all students are as tech-savvy as we think, so if you swap tools frequently and/or don't train your students in their use, you risk students disengaging <p>MONITOR YOUR TIME AND WORKLOAD</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> “Less is more” – accept that you will NOT be able to cover the same amount of work/activities in Zoom classes as you would in F2F classes (TIP: Reduce your activities to half of what you would normally deliver - some teachers suggest 1/3 - and build in time to debrief activities properly to assure achievement of intended learning outcomes)<input checked="" type="checkbox"/> Like you, students get Zoom-fatigued – if you are planning on delivering a long session (more than 1 hour), build in time for stretches and breaks (just as you would if on campus in a F2F class)



- ☑ A well-scripted lecture can be delivered in 15-20 minutes (instead of 1 hour) - this still counts as 1 hour of contact time as it will still take students time to 'digest' the lecture, pause and replay, etc
- ☑ 'Chunk' longer lectures into 10-15 minute mini-presentations, followed by an activity – we know that students struggle to listen to 1-2 hour lectures, so smaller 'chunks' (packaged well) will help sustain engagement
- ☑ When you're ready, record once, edit once – you need to monitor your workload, and not over-obsess/waste time here
- ☑ Do not spend more than 3 minutes 'talking to' any one slide - this is the engagement limit for EAL students (ie, they need you to move onto another image/information within 3 minutes)

CONSIDER PRESENTATION

- ☑ Students tell us they want to see their teacher (just as they would in class) – when recording your presentations, position yourself on screen (eg, top or bottom right hand corner) so that students can see you talking (NOTE: check that you're not blocking information on the slides or 'looking down' on students)
- ☑ Students do not like looking at 'old' lectures as the teacher often points at something they can't see or examples are out of date - if you intend using 'old' lecture recordings, check and edit carefully
- ☑ Listen to your own recorded lectures – how interesting are they?
- ☑ Have a well-organised BB site – curate relevant content in a way that makes sense to students, is easily accessible and quickly found
- ☑ Teachers using a lot of images and videos in their courses like using [Articulate](#) or [AdobeSpark](#) to present and archive their course materials (like BB) – set up a link from BB to direct students to where course materials are displayed (NOTE: Teachers have found these platforms 'intuitive' to use, ie, they haven't needed any special training to establish these course sites)

MONITOR ENGAGEMENT

- ☑ Use video tracking to regularly check student engagement with recorded course materials – if they're not engaging, change how you present information

ATTENTION: Do you have another '*Designing Learning*' tip to share? Please add it [here](#).