

PREPARING FOR ONLINE TEACHING: RETHINKING ‘CONTACT’ TIME

ACTIVITY	TEACHERS SAY ...
<div data-bbox="170 699 461 893" data-label="Image"> </div> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Use time wisely <input checked="" type="checkbox"/> Avoid online teaching fatigue 	<p>RE-IMAGINE THE SEMESTER</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 12 weeks does not have to equate to 12 topics (eg, could be 4 topics x 3 weeks) – ‘break the time mould’ <input checked="" type="checkbox"/> Some teachers successfully experimented with ‘front loading’ their courses with theory lectures (eg, covered all major topics in the first 5-6 weeks) before transitioning to team projects (NOTE: common class times were still in place for the entire semester but instead of delivering lectures in the second half of the semester, teachers were available to help guide learning, answer team questions, observe teams working, etc) <p>RETHINK CONTACT TIME</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Recognise that Zoom teaching can be exhausting, with energy more easily depleted in an online environment compared to a F2F one – decide which aspects of your course are better (or more easily) delivered asynchronously so that any synchronous time is dedicated to ‘high value’ (and more interactive) learning experiences <input checked="" type="checkbox"/> To avoid online learning and teaching fatigue, aim for quality of time, not quantity of time <input checked="" type="checkbox"/> Given the flexibility of online learning, you can reframe how contact time is used – for example, reduce a 3-hour Zoom seminar to a 1 or 1.5-hour session and use the remaining time for small group drop-in sessions, eg, 4-6 students per session x 15 minute consultations per week (NOTE: You will need to create a schedule for smaller group meetings) <input checked="" type="checkbox"/> 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 take students time to ‘digest’ the lecture, pause and replay, complete small learning tasks, etc <input checked="" type="checkbox"/> Some teachers reduced their lecture times (1 hour) but extended tutorial times (to 1.5 hours), with any remaining time used for small group or individual Zoom consultations/meetings



- ☑ If you usually deliver a 2-hour lecture, and feel you still need this amount of time, split your lecture in 2 x 1 hour blocks – it will be easier for you to edit videos, and easier for students to navigate through materials
- ☑ Teachers noticed that students were reluctant to ask questions in full class sessions, but were more willing to do so in small group consultations – this encouraged them to rethink how they used their contact time
- ☑ Not all activities have to be completed in class time – for example, have students report back after class via a discussion board or Facebook site
- ☑ For smaller classes (eg, MBA class), there's the opportunity to be more flexible with timing – for example, start the class later or earlier if this suits everyone (6.30 pm instead of 5.30 pm), and stay on afterwards to answer further questions

MANAGE YOUR TIME

- ☑ Consider the extra time needed to manage your offline work, eg, creating and uploading new resources, curating content, [upskilling in use of technologies](#), training tutors - instead of increasing your workload, rethink your workload redistribution

FOOTNOTE:

In every teaching conversation held this semester, where use of time was mentioned, all teachers recommended rethinking and redistributing the use of contact time. [Online fatigue](#) is very real, for both students and teachers. Therefore, "less is more" is best when it comes to online teaching and learning – for example, don't 'pad' classes with unnecessary information, remove the extra examples and stories you'd usually have time for in a F2F class, streamline the number of activities you would usually facilitate, cut down on the number of readings and case studies, choose shorter readings/case studies, allow more time for the reduced number of activities in class, and remain focused on key learnings (linked to [your course learning objectives](#)).

ATTENTION: Do you have another 'Rethinking Contact Time' tip to share? Please add it [here](#).