

PRACTICAL & PEDAGOGICAL GUIDELINES FOR LEARNING, TEACHING & ASSESSMENT IN SEMESTER ONE 2020/2021¹

<p>1. A temporary online pivot is not the same as purposely designed online distance learning</p> <ul style="list-style-type: none"> • Be realistic about what will necessarily be fundamentally imperfect; most of our modules & programmes were not designed to be taught online • Consider what practical components can and must be taught remotely, and what can't & should be postponed • Be pragmatic: strike a balance between workload, pedagogy and practicalities until life returns to "normal" 	<p>2. Provide asynchronous content</p> <ul style="list-style-type: none"> • Record & provide content asynchronously to allow students to study when & where they are able to • Repackage traditional lectures into discrete c.15 minute videos using QMU's new lecture recording software (Panopto) • Consider what lecture material might be better consolidated as post-lecture reading, formative activities, small peer group discussion, facilitated discussion etc.
<p>3. Provide synchronous and asynchronous contact and communication</p> <ul style="list-style-type: none"> • Provide a few channels of communication e.g. email, Hub discussion boards, Collaborate, and Microsoft Teams • Make the purpose of each communication channel clear e.g. clarification of module material or assessments; social & academic networking; development of collaborative/group working skills 	<p>4. Set and communicate clear expectations about engagement</p> <p>Explain at the beginning of the module/programme:</p> <ul style="list-style-type: none"> • When you expect students to have viewed lecture content/completed reading • How often they should participate in synchronous events • How much time you expect them to spend on 'independent learning' • Your own availability e.g. online office hours, email response time, alternative forms of support
<p>5. Design appropriate assessments and communicate expectations clearly</p> <ul style="list-style-type: none"> • Provide guidance on assessment marking criteria from the start of the module • Explain what is meant by an 'open-book' exam and what you expect from students in such assessments 	<p>6. Monitor and support student engagement</p> <ul style="list-style-type: none"> • Ensure students' engagement with the module/programme is regular & sustained • Monitor engagement e.g. through Hub data and/or student self-reporting
<p>7. Review the use and format of recorded content</p> <ul style="list-style-type: none"> • Record a short introductory video for your module to help foster a connection between you and your students • Be visible in recorded content if possible to enhance the social aspects of learning 	<p>8. Focus on achievable learning outcomes for online field, clinical & laboratory work</p> <ul style="list-style-type: none"> • Delay practical work to Semester Two if possible • Use videos &/or virtual labs to develop student' understanding of technical processes • Break practical skills down into manageable, observable steps
<p>9. Ensure that course content is available, accessible, and signposted</p> <ul style="list-style-type: none"> • Ensure reading lists don't require physical access to the LRC • Ensure your module's Hub site is clearly organised & signposts resources 	<p>10. Create a community for staff and students</p> <ul style="list-style-type: none"> • Increase the regularity of your communication with your students, particularly at the start of the semester • Provide an equitable, equivalent experience for those students only able to attend online

For further resources & support for semester one, including details of training for the Hub, Collaborate and Panopto: <http://www.gmu.ac.uk/online-pivot>

¹ An adapted summary of: [Nordmann, E. et al. \(2020, April 27\). 10 simple rules for supporting a temporary online pivot in higher education.](#)