Online Teaching and Learning Guidance

2020-21

Index

Overview

This document is intended for students and staff at Bloomsbury Institute.

Due to Covid-19, many teaching activities in academic year 2020-21 will be taking place online.

The aim of this document is to facilitate the transition to online learning and to ensure that all Bloomsbury Institute students are provided with a consistent and high-quality learning experience. The Guidance sets out the principles of online delivery of modules and academic support, and provides guidelines with links to further resources for each principle.

Online Delivery Principles

The following principles underpin our provision of online delivery of modules and academic support in academic year 2020-21. Online delivery should:

1. Encourage and develop an **inclusive** student learning experience

2. Build **motivation and engagement** by making students want to learn through:

   - Encouraging active learning

   - Encouraging collaborative learning

   - Building a sense of belonging and community

3. Be clearly **structured**, coherent and follow established patterns of lesson activities

4. Be **accessible and easy to use**

1. Inclusivity

Advance HE describes inclusive learning and teaching as provision that:

> *…recognises all student's entitlement to a learning experience that respects diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences.*[1]
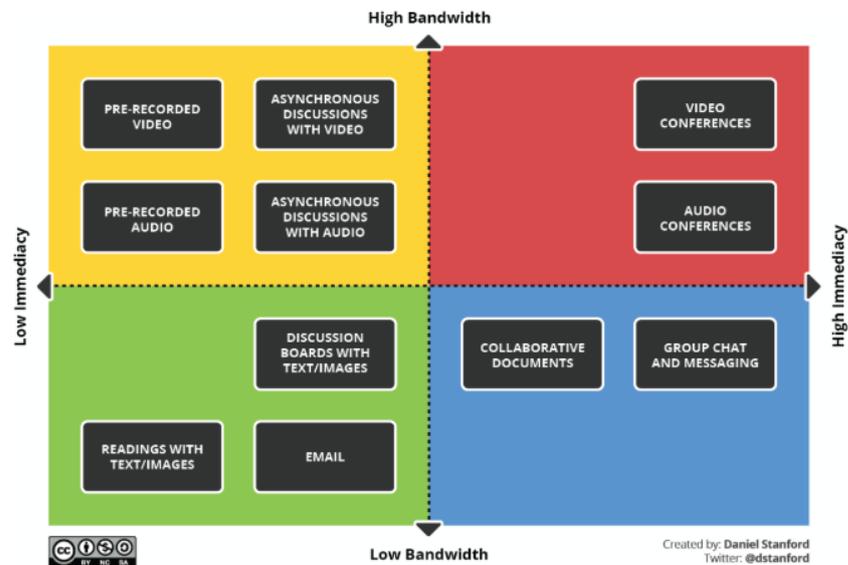
Inclusive practices will benefit all students in terms of enhancing their learning and improving their assessment performance. Examples of inclusive practices in online teaching and learning are:

- Thinking about your learners, their prior experiences with online learning, and their needs when designing online classes[2]

- Keeping students informed

- Teaching digital skills (especially when using a new tool/activity/learning application) before or alongside teaching course contents

---

[1] Advance HE (2016) *Framework for Student Access, Retention, Attainment and Progression in Higher Education.* [online] Available at: https://www.heacademy.ac.uk/download/framework-student-access-retention-attainment-and-progression-higher-education [Accessed 23 June 2020].

[2] Columbia University Centre for Teaching and Learning (2020) *Inclusive Teaching and Learning Online.* [online] Available at: https://ctl.columbia.edu/resources-and-technology/teaching-with-technology/teaching-online/inclusive-teaching/ [Accessed 22 June 2020].

- (Co-)creating agreements and/or guidelines for online activities and discussion with students and model expected online behaviour

- Creating multiple, low-stakes opportunities for students to demonstrate their learning (e.g. online quizzes, discussion boards, shared documents)

- Selecting course content that recognizes diversity and acknowledges barriers to inclusion

- Applying varieties of effective teaching methods to cater to different students' learning needs and strengths

- Considering students' access to the internet and software[3], e.g.

High Bandwidth

Low Immediacy				High Immediacy
PRE-RECORDED VIDEO	ASYNCHRONOUS DISCUSSIONS WITH VIDEO		VIDEO CONFERENCES	
PRE-RECORDED AUDIO	ASYNCHRONOUS DISCUSSIONS WITH AUDIO		AUDIO CONFERENCES	
	DISCUSSION BOARDS WITH TEXT/IMAGES	COLLABORATIVE DOCUMENTS	GROUP CHAT AND MESSAGING	
READINGS WITH TEXT/IMAGES	EMAIL			

Low Bandwidth

Created by: **Daniel Stanford**
Twitter: @dstanford

Bandwidth Immediacy Matrix

2. Motivation and engagement

Effective online classes build and maintain student motivation and encourage engagement. The following strategies will help you support students as they participate in online learning experiences.

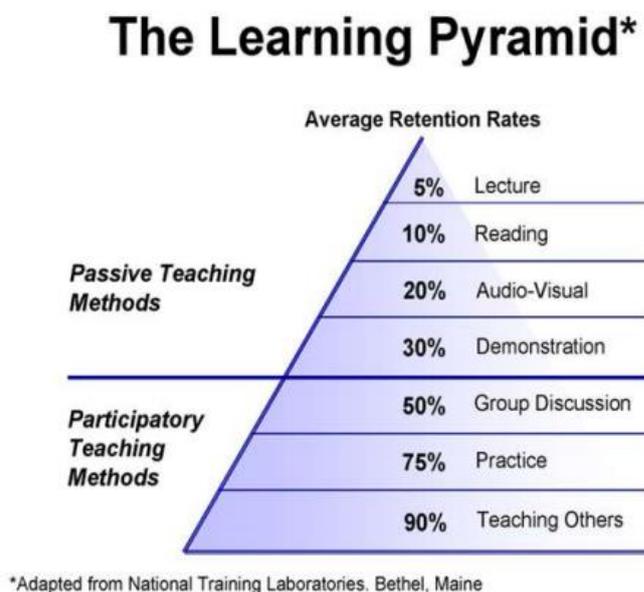## 2.1. Active learning

Active learning is defined as:

> *… a process that has student learning at its centre. Active learning focuses on how students learn, not just on what they learn. Students are encouraged to 'think hard', rather than passively receive information from the teacher.*
>
> *Research shows us that it is not possible to transmit understanding to students by simply telling them what they need to know. Instead, teachers need to make sure that they challenge their students' thinking. With active learning, students play an important part in their own learning*

---

[3] Stanford D. (2020) *Videoconferencing Alternatives: How Low-Bandwidth Teaching Will Save Us All* [online] Available at: https://www.iddblog.org/videoconferencing-alternatives-how-low-bandwidth-teaching-will-save-us-all/ [Accessed 22 June 2020].

process. They build knowledge and understanding in response to opportunities provided by their teacher.[4]

The following pyramid indicates the importance of using different teaching methods for delivering the best student learning outcomes[5]:

The Learning Pyramid*

Average Retention Rates

5%	Lecture	
10%	Reading	**Passive Teaching Methods**
20%	Audio-Visual	
30%	Demonstration	
50%	Group Discussion	**Participatory Teaching Methods**
75%	Practice	
90%	Teaching Others	

*Adapted from National Training Laboratories. Bethel, Maine

The following are examples of active learning tasks and activities that can be used in online teaching and learning:

- Reflective tasks (e.g. journals, blogs, social media posts)

- Synchronous or asynchronous projects, discussions or debates (documented in shared files, discussion boards, learning applications, such as Padlet)[6]

- Online activities in a variety of forms with automated or tutor feedback, for example:

    o multiple choice or true/false quizzes (Canvas quizzes, Kahoot, Socrative)

    o fill the blanks activities or open-ended questions (Canvas quizzes, Socrative)

    o matching pairs, ordering/ranking, app matrix, crosswords, puzzles, pairing game, timeline games (LearningApps)

    o video/audio with embedded comprehension questions (LearningApps or EdPuzzle)

---

[4] Cambridge International Education Teaching and Learning Team (n.d.) *Getting started with Active Learning* [online] Available at: https://www.cambridge-community.org.uk/professional-development/gswal/index.html [Accessed 23 June 2020].

[5] Cable, J., Cheung C. (2017) Eight Principles of Effective Online Teaching: A Decade-Long Lessons Learned in Project Management Education. *PM World Journal Eight Principles of Effective Online Teaching*, VI(VII). Available at: https://pmworldlibrary.net/wp-content/uploads/2017/07/pmwj60-Jul2017-Cable-Cheung-Eight-Principles-of-Effective-Online-Teaching-featured-paper.pdf [Accessed 22 June 2020].

[6] Indiana University (n.d.) *Teaching online* [MOOC] Available at: https://canvas.ucdavis.edu/courses/34528 [Accessed 23 June 2020].

2.2.   Collaborative learning

Collaborative learning helps students develop their knowledge while developing a range of soft skills:

Research shows that educational experiences that are active, social, contextual, engaging, and student-owned lead to deeper learning. The benefits of collaborative learning include:

- *Development of higher-level thinking, oral communication, self-management, and leadership skills.*
- *Increase in student retention, self-esteem, and responsibility.*
- *Exposure to and an increase in understanding of diverse perspectives.*
- *Preparation for real life social and employment situations.[7]*

The following are examples of activities which promote collaborative learning:

- Synchronous or asynchronous group projects documented in:

  o shared files

  o discussion boards

  o learning applications,

  o recorded video/audio files

- Role playing (e.g. exploring case studies, authentic work situations, negotiations)

- Collaborative brainstorming (e.g. using digital whiteboards or mind mapping applications, such as Padlet)

- Peer instruction / teach-back activities

- Peer review of formative or summative assessments

- Preparation for collaborative assessments

2.3.   Sense of belonging and community

Online delivery of courses presents unique challenges, particularly with regards to building a sense of belonging and community where students and staff feel:

a sense of comfort; when we can be ourselves; when we feel confident; when we know we can make mistakes and that is okay; when we feel supported and valued.[8]

The following strategies will help in developing a welcoming online learning community:

- Provide carefully planned generic induction material

- Record an introductory video

---

[7] Cornel University Centre for Teaching Innovation (n.d.) *Collaborative Learning* [online] Available at: https://teaching.cornell.edu/teaching-resources/engaging-students/collaborative-learning [Accessed 23 June 2020].

[8] Enhancement Themes (n.d.) Developing a Sense of Belonging in online distance learning [MOOC] Available at https://www.open.edu/openlearncreate/course/view.php?id=4183 [Accessed 23 June 2020].

- Create a safe space for learner communications (e.g. designated discussion boards, OneNote folders in MS Teams, anonymous Padlet Q&A board)

- Ask the students to share their hopes for the module and worries at the beginning of the term and revisit these at the end

- (Co-)define expectations

- Co-create guidance around use of discussion boards

- Give students an opportunity to introduce themselves

- Introduce a sense of place[9]

- Have a presence in the discussion boards and create a designated area for assessment discussion

- Encourage student – lecturer contact, especially any opportunities for 1-to-1 contact

- Be present and responsive (let students see you and remind students how quickly you will respond to emails, discussion posts etc.)

- Be supportive, not judgmental

- Be a 'connector' first, an expert second[10]

- Provide timely feedback on student performance

- The informal matters – include some light-hearted elements and stay authentic regardless of the teaching medium you use.

- Apply the Tone of Voice Guidance in your interactions with students

3.   Structure

For online learning to be effective, just as in the case of face-to-face classes, it needs to be structured clearly and logically. Although online learning platforms offer a lot of flexibility, establishing and following patterns in the design of lessons is beneficial for students and lecturers, and help alleviate stress or confusion related to online learning.[11]
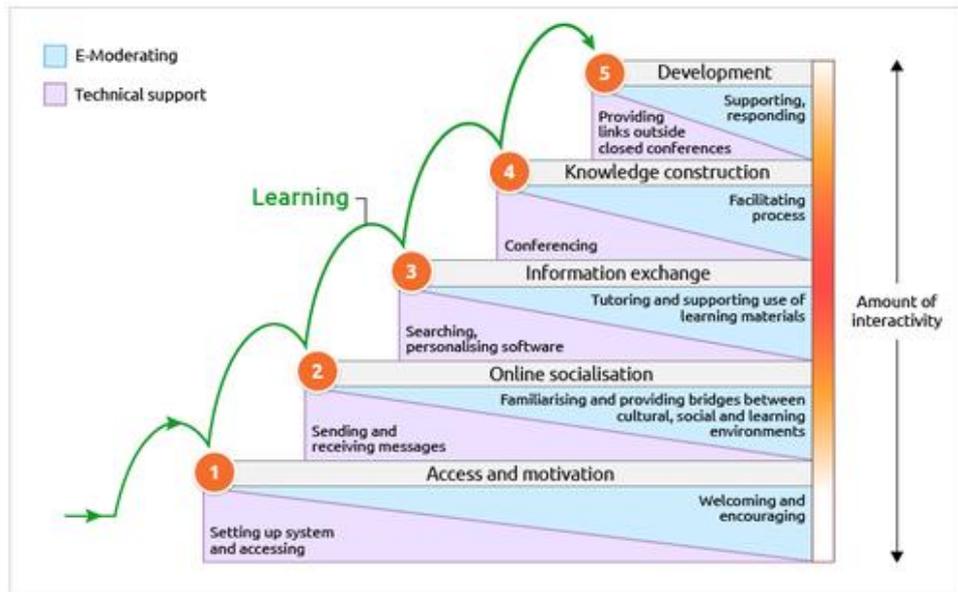
There are two widely adopted in HE models for stages of online learning experiences:

---

[9] *Ibid.*

[10] Riedel C. (2014) *9 Tips for Creating a Sense of Community for Distance Learners* [online] Available at: https://thejournal.com/articles/2014/02/12/9-tips-for-creating-a-sense-of-community-for-distance-learners.aspx [Accessed 23 June 2020].

[11] Facultyfocus.com. (2009) *10 Principles Of Effective Online Teaching: Best Practices In Distance Education*. [online] Available at: https://www.facultyfocus.com/wp-content/uploads/2015/02/10-Principles-of-Effective-Online-Teaching.pdf [Accessed 23 June 2020].

- The Five Stage Model by Prof. Gilly Salmon:[12]

- The ICARE model:[13]

I = **Introduction**: the unit or lesson is introduced, with context, objectives, and/or prerequisites provided.
C = **Content or Connect**: contains most learning materials and content.
A = **Apply**: asks students to apply lesson content in activities, exercises, or projects.
R = **Reflect**: students reflect upon their learning process and knowledge gained through discussion topics, journals, or self-tests.
E = **Extend or Evaluate**: provides an opportunity for additional learning with links to more information or evaluations.

The Canvas Pages template for the academic year 2020-21 will be designed to reflect the models of best practice and ensure that Bloomsbury Institute students receive a consistent and high-quality learning experience.

4. Accessibility and ease of use

The following strategies will help you ensure that the learning experiences you design are accessible and easy to use to all students:

- Keep things simple

- Use clear, literal and unambiguous language in your instructions and explanations

- Use familiar learning technology solutions when possible

- Provide guidance and support when using a new tool for the first time

- Make use of the built-in accessibility options (e.g. captioning or transcript on video and audio) and select accessible external resources

- If you send images to your students, include descriptions.

---

[12] Salmon G. (n.d.) *The Five Stage Model* [online] Available at: https://www.gillysalmon.com/five-stage-model.html [Accessed 23 June 2020].

[13] Eastern Oregon University (n.d.) *Course Design Essentials* [MOOC] Available at: https://eou.instructure.com/courses/6/pages/the-icare-model [Accessed 23 June 2020].

5.   Resources and related documents

The following is a list of related documents and resources:

- Building a Taxonomy for Digital Learning, QAA:
  https://www.qaa.ac.uk/docs/qaa/guidance/building-a-taxonomy-for-digital-learning.pdf

- Focus On: Technology Enhanced Learning, QAA Resource Hub:
  https://www.qaa.ac.uk/scotland/focus-on/technology-enhanced-learning

- Creating Socially Distanced Campuses and Education project, AdvanceHE:
  https://www.advance-he.ac.uk/consultancy-and-enhancement-services/creating-socially-distanced-campuses-and-education-project

- Active Learning while Physical Distancing (SEDA Jiscmail collaboration):
  https://docs.google.com/document/d/16PpcXB5Z9e8WiFwYcIMfFLv2BQidY-GzC22VXttzonk/edit?usp=drivesdk

- Inclusive Learning Environment Checklist (including Accessibility Checklist)

- Tone of Voice Guidance

This guidance will be accompanied by the following:

- A list of recommended learning technology applications

- Recommended lesson plan template for the online delivery of lectures, seminars and workshops

- Teaching face to face in a 'socially distant classroom' guidance

- Online course and training for lecturers