# Remote Course Delivery Generic Model 1

📹 Lectures are streamed online via video conferencing technologies (synchronous delivery), with recordings uploaded to Moodle

📹 Tutorials and in-class activities are streamed online via video conferencing technologies (synchronous delivery), with recordings uploaded to Moodle
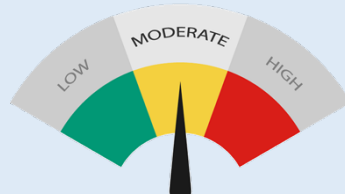
Appropriate for

✓ Lectures
✓ Seminars
✓ Live Presentations
✓ Some tutorials
✓ Live demonstrations
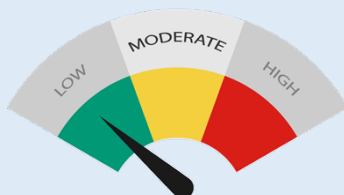✓ Some live debates or discussions

Level of Risk
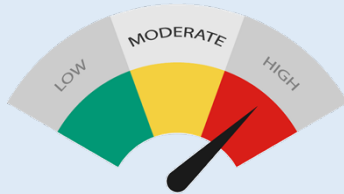
Solely dependent on video conferencing technology and good internet speed for all users
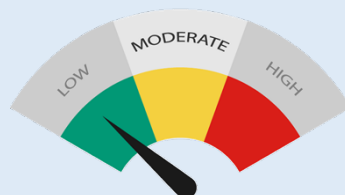
Level of Skill

Requires careful facilitation skills

Time to develop (from face-to-face delivery)

Mainly in re-adjusting tutorial delivery and online facilitation

Time to develop (from blended delivery)

Existing online activities can be leveraged for tutorials or class activities

Specific skills and/or training needed

🎙 Video conferencing technology, such as Collaborate Ultra or Teams

(((🎙))) Zoom webinar for large scale lecture delivery

💻 Online class and group facilitation for interactive lectures and tutorials

🖥 Basic Moodle (discussions, content management)

Estimated effort (in hrs)

Training, testing with video conferencing technologies — **1-2**

Training in online facilitation — **1**

Training and testing for enhancements (if needed) — **1-2**

Important Considerations

⚠ Internet Speed needs to be stable

⚠ Consider having an assistant to help moderate discussions, groupwork and questions

⚠ Starting sessions early to allow students to troubleshoot video and audio problems

⚠ Record the sessions so students can view them again, particularly if they had internet problems

Enhancements

+ Polling for interactive lectures

+ Online whiteboards for ideation or diagramming

+ Breakout rooms for group discussions (Collaborate or Zoom)

+ Additional platforms for class interactions, presentations or group work


Remote Course Delivery Generic Model 2

🕐 Pre-record lecture materials as narrated slides or talk to camera videos. Upload lecture materials to Moodle for viewing by student in their own time (asynchronous delivery)

📹 Tutorials and in-class activities are replicated online via video conferencing technologies, and delivered live to students (synchronous delivery)
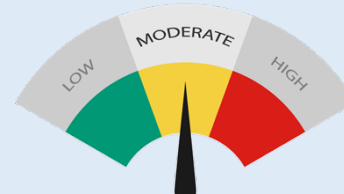
Appropriate for

✓ Pre-recorded lectures
✓ Seminars
✓ Live presentations in tutorials
✓ Some tutorials
✓ Live demonstrations
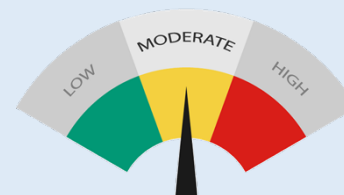✓ Some live debates or discussions

Level of Risk
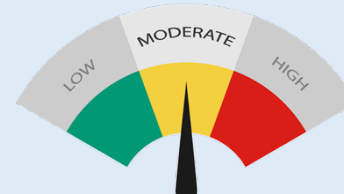
Live tutorials with large class sizes can be very unwieldy to facilitate.
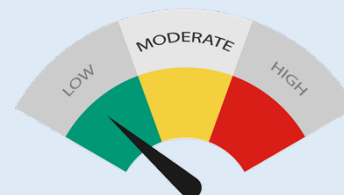
Level of Skill

Requires both technical and facilitation skills

Time to develop (from face-to-face delivery)

Mainly in pre-recording lecture materials. Requires video capture skills.

Time to develop (from blended delivery)

Existing online activities can be leveraged for tutorials or class activities

Specific skills and/or training needed

🎥 Video content capture

🎙 Video conferencing technology, such as Collaborate Ultra or Teams

💻 Online class and group facilitation

🖥 Basic Moodle (discussions, content management)

Estimated effort (in hrs)

Training and video content capture for 2 lectures — **3-4**

Training, testing with video conferencing technologies — **1-2**
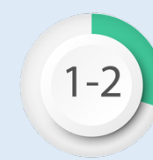
Training in online facilitation — **1**

Important Considerations

⚠ Internet Speed needs to be stable

⚠ Consider having an assistant to help moderate discussions, groupwork and questions

⚠ Starting sessions early to allow students to troubleshoot video and audio problems

⚠ Long lecture videos can be difficult to manage. Cut up the lecture into parts before recording.

Enhancements

+ Embedding interactions in video captures

+ Online whiteboards for ideation

+ Breakout rooms for group discussions (Collaborate or Zoom)

+ Additional platforms for class interactions, presentations or group work

Remote Course Delivery Generic Model 3

Lectures or seminars are replicated online via video conferencing technologies, and delivered live to students (synchronous delivery)

Tutorials and in-class activities are re-adjusted and built online in Moodle as a combination of discussion forums, group activities and/or polling. Students complete activities in their own time (asynchronous delivery)

Appropriate for

- ✓ Lectures
- ✓ Seminars
- ✓ Live presentations in lecture time, or pre-recorded in Moodle
- ✓ Tutorials
- ✓ Pre-recorded demonstrations
- ✓ Discussions

Level of Risk
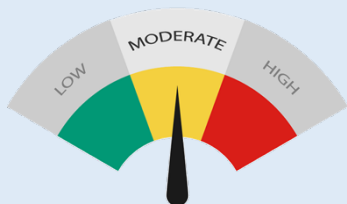
Live online lectures require good internet speed for all users, particularly if they are interactive

Level of Skill
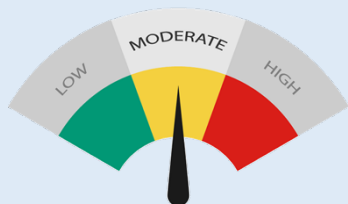
Requires technical and facilitation skills, particularly if lectures are interactive

Time to develop (from face-to-face delivery)
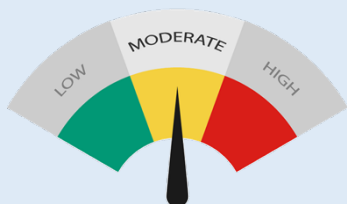
Mainly in re-adjusting tutorial delivery and materials. Requires some Moodle skills

Time to develop (from blended delivery)
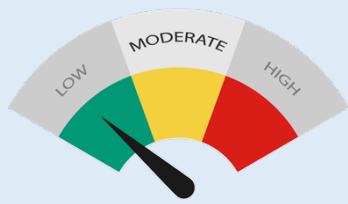
Existing online activities can be leveraged for tutorials or class activities

### Specific skills and/or training needed

- Video conferencing technology, such as Collaborate Ultra or Teams
- Online class facilitation for interactive lectures
- Intermediate Moodle (discussions, content and group management)
- Online class facilitation in Moodle

Estimated effort (in hrs)

Training, testing with video conferencing technologies
1-2

Training in Moodle group management, discussion/polling tools and facilitation
2-3

Training and testing for enhancements (if needed)
1-2

Important Considerations

- ⚠ Internet Speed needs to be stable
- ⚠ Record the sessions so students can view them again, particularly if they had internet problems
- ⚠ Starting sessions early to allow students to troubleshoot video and audio problems
- ⚠ Teacher presence in Moodle helps students keep on track

Enhancements

- ➕ Polling for interactive lectures
- ➕ Online whiteboards for annotating lectures or diagramming
- ➕ Additional platforms for online class interactions, presentations or group work
- ➕ Interactive activities and content in Moodle

Remote Course Delivery Generic Model 4

Pre-record lecture materials as narrated slides or talk to camera videos. Upload lecture materials to Moodle for viewing by student in their own time (asynchronous delivery)

Tutorials and in-class activities are re-adjusted and built online in Moodle as a combination of discussion forums, group activities and/or polling. Students complete activities in their own time (asynchronous delivery)

Appropriate for

- ✓ Pre-recorded lectures
- ✓ Seminars
- ✓ Pre-recorded presentations in Moodle
- ✓ Tutorials
- ✓ Pre-recorded demonstrations
- ✓ Discussions

Level of Risk
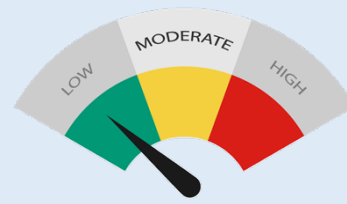
Materials are pre-prepared, leaving remaining teaching time for facilitation rather than content delivery

Level of Skill
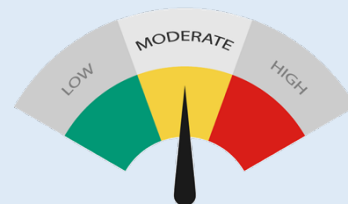
Requires technical skills on course design and build

Time to develop (from face-to-face delivery)
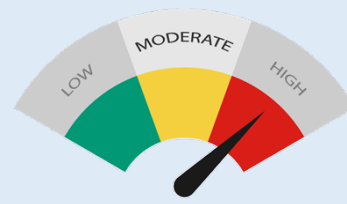
Requires video capture and Moodle skills

Time to develop (from blended delivery)
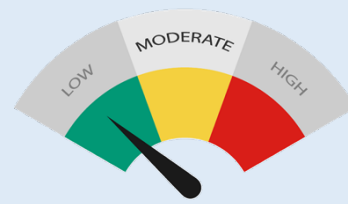
Existing online activities can be leveraged for tutorials or class activities

Specific skills and/or training needed

- Video content capture
- Intermediate Moodle (discussions, content and group management)
- Online class facilitation in Moodle

Estimated effort (in hrs)

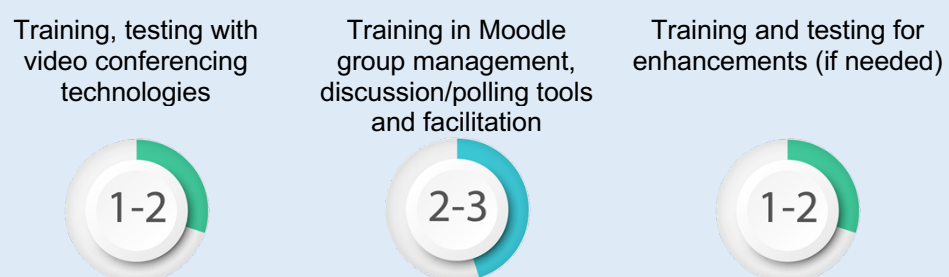Training and video content capture for 2 lectures
3-4

Training in Moodle group management, discussion/polling tools and other activities
2-3

Training in online facilitation and course design
1-2
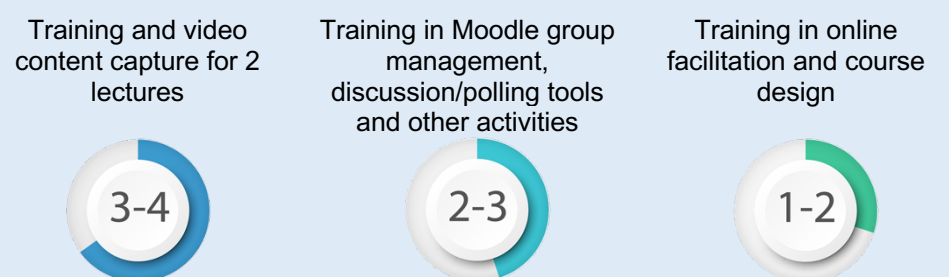
Important Considerations

- ⚠ Long lecture videos can be difficult to manage. Cut up the lecture into parts before recording.
- ⚠ Regular teacher presence and feedback is critical in an all asynchronous delivery
- ⚠ Variety of Moodle activities and content will help motivate students
- ⚠ Include a staff only area in Moodle for communications between staff

Enhancements

- ➕ Embedding questions in video for students to test knowledge
- ➕ Peer review and feedback in Moodle
- ➕ Interactive activities and content in Moodle
- ➕ Additional platforms for class interactions, presentations or group work

Assessment Delivery Options

Group Assessments

Moodle

→ Use Moodle groups so students can take advantage of Moodle group tools for discussion, collaboration and file sharing

→ Use Moodle chatrooms for student chats

Collaborate Ultra or Zoom

→ Set up Collaborate Ultra or Zoom sessions for live group discussions.

→ Use breakout rooms for simultaneous group debates in the class.

→ Use screen sharing for presentations

Teams

→ Set up Teams site for the class, with channels for each group.

→ Use the in-built Planner for group planning

→ Use the in-built Notebook for collaboration

Office365

→ Students can share work through OneDrive, and work on files simultaneously (such as Word, Excel spreadsheets, Powerpoint or Sway presentations, etc)

In-Class Presentations

Collaborate Ultra, Teams or Zoom

→ Use screen sharing for live presentations

→ Use breakout rooms (Collaborate or Zoom only) and chat channels to split class into smaller groups for file sharing and presentations

Pre-recorded video in Moodle

→ Video presentations – get students to create video presentations and submit them to Moodle

→ Use video capture software for students to record their videos. See the Business Digital Learning team for suggestions.

In-class Participation

Collaborate Ultra, Teams or Zoom

→ Use breakout rooms (Collaborate or Zoom only), chat channels and screen sharing to split class into smaller groups for discussions and presentations

→ Use polling to record participation and attendance

Discussions in Moodle

→ Set up discussion forums in Moodle and seed forums with a stimulus question for students to respond to

→ Allocate a Satisfactory/Unsatisfactory grade to posts so its recorded in the Gradebook, or introduce peer review of posts

Lab-Based

Software

→ Check that the software is on MyAccess application list. If the software is on the list, staff and students can access it via MyAccess portal. Log in using your zID and zPass

→ If the software is not on the list, check that there is a free educational license for students and staff. If you need help with this, contact the Business Digital Learning team.

→ If the software does not have an educational license, discuss alternatives with the Business Digital Learning team or open a service ticket with IT.

Assessment Submission

→ Students install software on their own computers or access the software through MyAccess.

→ Convert the assessment to a take-home assessment for completion within a timeframe. Release assessment details in Moodle at a set time and submit output in Moodle through Moodle Assignment tool.

Exams

Online Invigilation

→ If your exam cannot be converted to a take-home exam or a timed quiz, online invigilated exams is possible.

→ Contact the Business Digital Exam team for further information.

→ You can also read up on the online exam process in the Online Exam Information Module for students. This should not be distributed to students unless your exam is approved for an online format. Enrolment key is **businessonlineexams**

→ If you would like to understand the end-to-end process of online exams, or would like to request online invigilated for your assessments, please see the following primary points of contact in your School:

Accounting
Banking and Finance
Economics
Information Systems and Technology
Management
Marketing
Risk and Actuarial Studies
Taxation and Business Law

Next Steps

1

Have an initial consultation with the Business Digital Learning (BDL) team. There are a range of consultation sessions available – use the BDL booking site to book a session that best suits your availability.

2

Attend the training sessions available or read up on the resources:
Upcoming training sessions with the BDL team
Training sessions with the PVCE Educational Technology Services (ETS) team

Resources on Connect, which includes how-to video guides, cheat sheets and FAQs:
Tools and Platforms
Teaching with Technology

Resources on the Teaching Gateway
Teaching Approaches
Teaching Online

Resources on LinkedIn Learning
Access
Once you have access, search for the training resource you are after.

Support provided	BDL	ETS	IT	Teaching Gateway	LinkedIn Learning
Collaborate Ultra	✔	✔		✔	
Teams	✔	✔	✔	✔	✔
Zoom Webinar	✔				✔
Online class facilitation	✔			✔	✔
Moodle	✔	✔		✔	✔
Other systems/platforms for group work	✔	✔		✔	

3

Do tests before you deliver to students, and make sure it works in the way it is intended. If you run into problems, please contact the Business Digital Learning team: busdigitallearning@unsw.edu.au

4

In your first delivery (lecture or tutorial), book class delivery/moderation assistance with the Business Digital Learning team. A member of the team will accompany your first delivery online to make sure things go smoothly.

Use the BDL booking site to book a session that best suits your availability.

5

Continue to take advantage of the ongoing support available to you across the Faculty and University to refine and improve your online teaching.

You can contact:
Business Digital Learning team: busdigitallearning@unsw.edu.au

Or visit the Connect Resource Centre or Teaching Gateway sites for further resources.

Keep these useful links in mind:

Course Delivery Options

Digital Tools and Platforms

Teaching with Technology

Online Design and Delivery Guidelines

Teaching Online