**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

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

- Mainly in re-adjusting tutorial delivery and online facilitation

**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
- Starting sessions early to allow students to troubleshoot video and audio problems

**Enhancements**

- Polling for interactive lectures
- Breakout rooms for group discussions (Collaborate or Zoom)

**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.

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

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

**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
- Starting sessions early to allow students to troubleshoot video and audio problems

**Enhancements**

- Embedding interactions in video captures
- Breakout rooms for group discussions (Collaborate or Zoom)
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

### 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.

### 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.
- 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.
- 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

### 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.

### 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**

<table>
<thead>
<tr>
<th>Moodle</th>
<th>Collaborate Ultra or Zoom</th>
<th>Teams</th>
<th>Office365</th>
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</thead>
<tbody>
<tr>
<td>Use Moodle groups so students can take advantage of Moodle group tools for discussion, collaboration and file sharing.</td>
<td>Set up Collaborate Ultra or Zoom sessions for live group discussions.</td>
<td>Set up Teams site for the class, with channels for each group.</td>
<td>Students can share work through OneDrive, and work on files simultaneously (such as Word, Excel spreadsheets, Powerpoint or Sway presentations, etc).</td>
</tr>
<tr>
<td>Use Moodle chatrooms for student chats.</td>
<td>Use breakout rooms for simultaneous group debates in the class.</td>
<td>Use the in-built Planner for group planning.</td>
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<tr>
<td></td>
<td>Use screen sharing for presentations.</td>
<td>Use the in-built Notebook for collaboration.</td>
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</table>

**In-Class Presentations**

<table>
<thead>
<tr>
<th>Collaborate Ultra, Teams or Zoom</th>
<th>Pre-recorded video in Moodle</th>
<th>Collaborate Ultra, Teams or Zoom</th>
<th>Discussions in Moodle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use screen sharing for live presentations.</td>
<td>Video presentations – get students to create video presentations and submit them to Moodle.</td>
<td>Use breakout rooms (Collaborate or Zoom only), chat channels and screen sharing to split class into smaller groups for discussions and presentations.</td>
<td>Set up discussion forums in Moodle and seed forums with a stimulus question for students to respond to.</td>
</tr>
<tr>
<td>Use breakout rooms (Collaborate or Zoom only) and chat channels to split class into smaller groups for file sharing and presentations.</td>
<td>Use video capture software for students to record their videos. See the Business Digital Learning team for suggestions.</td>
<td>Use polling to record participation and attendance.</td>
<td>Allocate a Satisfactory/Unsatisfactory grade to posts so its recorded in the Gradebook, or introduce peer review of posts.</td>
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**Lab-Based Exams**

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<tr>
<th>Software</th>
<th>Online Invigilation</th>
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<tr>
<td>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.</td>
<td>If your exam cannot be converted to a take-home exam or a timed quiz, online invigilated exams is possible.</td>
</tr>
<tr>
<td>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.</td>
<td>Contact the Business Digital Exam team for further information.</td>
</tr>
<tr>
<td>If the software does not have an educational license, discuss alternatives with the Business Digital Learning team or open a service ticket with IT.</td>
<td>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.</td>
</tr>
<tr>
<td>Students install software on their own computers or access the software through MyAccess.</td>
<td>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:</td>
</tr>
</tbody>
</table>
| 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. | **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

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.

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**Support provided**

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<tr>
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<th>BDL</th>
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<th>Teaching Gateway</th>
<th>LinkedIn Learning</th>
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<tr>
<td>Other systems/platforms for group work</td>
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**Keep these useful links in mind:**

- Course Delivery Options
- Digital Tools and Platforms
- Teaching with Technology
- Online Design and Delivery Guidelines
- Teaching Online