Quick Start Guide for Teaching Online

This guide can serve as a decision-support tool to assist you to effectively teach online.

Content and Resources

The following categories are not discipline-specific and may not have all the range of activities/content types you have.

Start here

What do my students need to learn in my course?

How are they getting this information?

Theory – based content

What you start with (this is for current state/ physical class)

- PDF/PPT lecture slides
- Lecture recordings (Echo360)
- Handouts/Guides
- YouTube/video links
- Articles/Journals
- Podcasts

When you're pressed for time, *theory-based content is easiest to drop into Moodle as it is. Be clear, consistent, and organised with your placement & instructions for these resources.*

Possible online solutions

What you can turn them into:

- ***Most basic:*** Static slides with explicit instructions.
- ***Most popular:*** Live Online lecture (with slide sharing or screen sharing)
- ***More advanced:*** Static content with (asynchronous) interactivities
- ***Most advanced:*** Flipped learning: fully interactive online lessons with drop-in sessions for questions only

How do I start?

Helpful info to get you started (Click on links to access)

- Tools for Running Lectures Online
- Microsoft PowerPoint: Record narrated slideshow
- Microsoft Teams: Record meetings*
- H5P activities

Group – based activities

What you may have now:

- Tutorial
- Seminars/Class discussions

Using various techniques, you can facilitate similar interactions in an online space. How much control do you want? Is this part of an assessment?

Possible online solutions

What you can turn them into:

Webinars (with live moderated discussions)

Pros: *more authentic, gives a sense of teacher presence*

Cons: *challenging to prepare and moderate large numbers online. Won't work for asynchronous*

Online forum

Pros: *You have more control over the activity*

Cons: *If asynchronous, will need regular monitoring*

Moderating and setting up online group-based activities will take a little more time.

How do I start?

Helpful info to get you started

- BB Collaborate Ultra
- Microsoft Teams – online meetings*
- Moodle forums

****may require UNSW IT assistance for enrolment of cohort***

Skills/practice – based

What you may have now:

- Lab-based activities
- Technical demo
- Clinical practices
- Simulations
- Site visits

Possible online solutions

What you can turn them into:

Video of a Technical Demonstration

Video of a Simulation Demo example: online Arduino simulator

These types of content are most time-consuming to move online and will likely require careful planning (step-by-step instructions) and filming/screen recording.

How do I start?

Helpful info to get you started

Consider searching UNSW library for existing resources/videos and consult with your Faculty support team for faculty-based guidelines

Additional support from UNSW Library

Technology Considerations

Always consider your hardware and connections in your decision-making. For more information, see infographic here

Assessments

Online assessment will be a critical step in moving your content and activities online.

What are the different types of assessments in my course?

Possible online solutions

Summative Assessment (for a final grade)

- Assignment submission (written essay, portfolio submission, demonstrations (competency-based)) → Turnitin assignment submission
- Work-shop (peer review/group work) → Video demo submission
- Exam or Quiz → Moodle Quiz and Stack
- Digital Assessment Pilot for low stakes assessments:
  - Online exams in Safe Exam Browser (SEB) forMoodle Quiz and STACK
  - Remote online Invigilator services

Consider providing:

- an exemplar of a previous cohort's work
- a marking criteria to communicate standards to students
- opportunities for Formative feedback

Formative Assessment (feedback provided to guide progress)

- Peer assessments/ feedback → Moodle online forums; Moodle OU Blogs / OU Wiki (individual and group)
- Group activities → Moodle OU Blogs / OU Wiki (individual and group)
- Class discussions → Moodle OU Blogs / OU Wiki (individual and group)
- Short Quizzes → Moodle quiz (Available in SEB); H5P lessons

Assessment Feedback

How can I give good constructive feedback?

Your feedback ought to be specific and is time-critical for students.

- Interpreting and grading learning
- Peer assessments
- Self-Assessment
- Rubric

Bringing them all together (Your Moodle site)

Your Moodle site will be the main place for students and teachers to communicate.

Start here

How can I ensure my students can find what they need?

How can I make my lesson sequences clear?

Think about the structure of your Moodle site.

Students need to be able to navigate and find information easily.

Clear signposting is key.

Moodle overview and quick tips

- ASCILITE checklist: key information required in an online course
- Quick Guide: Moodle tool guide for teachers
- Examples of good Moodle sites
- Good signposting example

Helpful Moodle site set-up guides

- Importing activities from other Moodle sites
- Adding course content
- Activity completion (help students track their online progress)

Tips and support for your students to study online

- A strong Teacher Presence is crucial (See "Engaging Students Online")
- Student orientation for online study
- Tips for online study
- General student social wellbeing tips and support