DUT Remote Teaching Quick Guide:
Curriculum, Pedagogies and Assessments

Please note: This is a <u>live doc</u> and will change from time to time. You can access this document from http://bit.ly/cilt-remote-teaching This guide is a derivative of the UCT Remote Teaching Guide created by the Centre for Innovation in Learning and Teaching.

*** During the National Lockdown, academic staff support (training and development, self-help videos and recordings) aligned with this guide will be advertised on DUT PINBOARD, Microsoft Teams and on other platforms.

For real time **ASSISTANCE** with your e-Learning concern please click on this link **DUT Staff e-Learning Support** .
e-Learning Volunteers will be available weekdays from 10H00-12H00 and 13H00-15H00

Extraordinary times > extraordinary measures

This Guide will assist lecturers, to transition from face to face teaching to remote teaching as part of the University's continuity plans for the academic programme during the Covid-19 National Lockdown. These are uncharted territories that require emergency planning and prompt decision making on issues of curriculum, pedagogies and assessments for remote teaching.

Teach face-to-face > Teach remotely

Being a contact university meant that most of the learning, teaching and assessment activities at the DUT have been face to face. The practices involved in terms of the design and implementation of face to face teaching and assessment are very different to that suited to remote teaching, where the student and teacher are separated in terms of time and distance. **Table 1** below outlines these changes.

Table 1: Face-face and virtual teaching conditions

	Face-to-face teaching conditions		Virtual teaching conditions	
	In class (in real time)	**Out of class (At your own pace)**	**Synchronous (In real time)**	**Asynchronous (at your own pace)**
Present content	Lecture Demonstrations	Readings	Virtual Lectures Virtual Demonstrations	Readings Recorded lectures, videos, screencasts, simulations
Engage students in Learning Activities	Tutorials Practical's White board sessions	Group work Projects Assignments	Live presentations Virtual group discussions Virtual break-out rooms	Online discussion forums Online annotation tools Google docs, blogs
Build Communication & Community	Groups Discussion	Email Office hours/ consults	Online chat & live discussions Virtual office hours Twitter chat, social media	Email Online discussion forums Online Q&A
Conduct Assessment	Quizzes Exams Presentations	Essays Reflection journals Projects	Virtual presentations	Quizzes, Assignments, Reflection journals, Projects

Remote learning and teaching involves not just acquainting with the online platforms but making decisions and choices about the planned curriculum and how/what will be enacted in the online platform. This involves making decisions about **what knowledge** is **selected** and **how it will be sequenced and paced** for remote teaching. It also involves choices about pedagogies and assessments and their alignment to the intended learning outcomes for modules within the UoT context.

This document provides guidelines in respect of the following four activities as you plan for remote teaching:

Step 1: Create a Plan to teach remotely

Step 2: Pedagogies for teaching remotely

Step 3: Engage students in Learning Activities

Step 4: Conduct Assessments

Step 1. Create a plan to teach remotely

This will require that you review your learning outcomes, learning and teaching strategies and assessment plans   as outlined in the Scheme of Work in the Study Guide. Based on this you may decide to prepare a revised Scheme of Work that outlines the intended learning outcomes, main topics, content and possible assessments.

- **Selection of module content:** Review the outcomes of modules and identify which can be taught remotely. Identify the main topics and content for the outcomes that you have selected. Determine how you would Sequence and Pace the content as you introduce the different sections and develop a revised Scheme of work.
- Next determine what **learning and teaching strategies** would be best suited for the remote learning and teaching mode (See below on Pedagogies for teaching remotely)
- Are there particular **threshold concepts or knowledge** that students will need to engage with?
- Identify which of the **DUT Graduate attributes** will be developed in the module and how this will be done.
- Reflect on how knowledge is built and advanced in your module, (for example, is it important to have a particular sequence because knowledge is built from previous content, or can certain sections be taught before others although it was not part of the original plan?)
- Revisit the **Assessment Plan** and identify alternative assessment strategies for the virtual mode. Determine whether you are able to conduct summative assessments (assessment OF learning, which makes a judgement on student performance) or formative assessments only (assessment FOR learning, which is more developmental).
- What type of **feedback** will be provided and how often?
- Remember that your lectures allow for 40% contact and 60% **self-directed learning** and students will now be expected to engage in more self-directed learning.
    - Are there sections of your content that is possible to provide "directed" self-study?
    - Which sections allow for more engagement without extensive use of digital "tools"?
    - How will you foster collaborative learning among students?

You can use **Table 2**, **Plan of Action** below to work through this process.

Table 2: Plan of Action

Week/ Date	Teaching and learning activity	Possible to teach remotely?	Plan of Action
Week 6	Lecture	Yes	Record lecture
	Lecture	Yes	Use lecture recordings from previous years (created by you or others)
	Small group discussion tutorial	Yes	Set up a discussion forum on Moodle/MS Teams

	Site visit	No	Cancel site visit. Direct students to, for example, a drone video of a plant.

Step 2. Pedagogies for teaching remotely

At DUT we have two options for remote teaching and each offers different tools to share content and engage students:

- **Moodle**
- **Microsoft Teams**

Whichever platform is selected for use, will require that students be oriented to this new way of engaging. Remote teaching must start with explicit explanations of the shifts made in the programme and delivery, why and how this does not comprise the intended learning outcomes for the module.

This orientation message should include what students and the lecturer/s will be expected to do in terms of new practices to engage with, the ethics around presence and participation and allow opportunities for negotiated virtual "contact times"
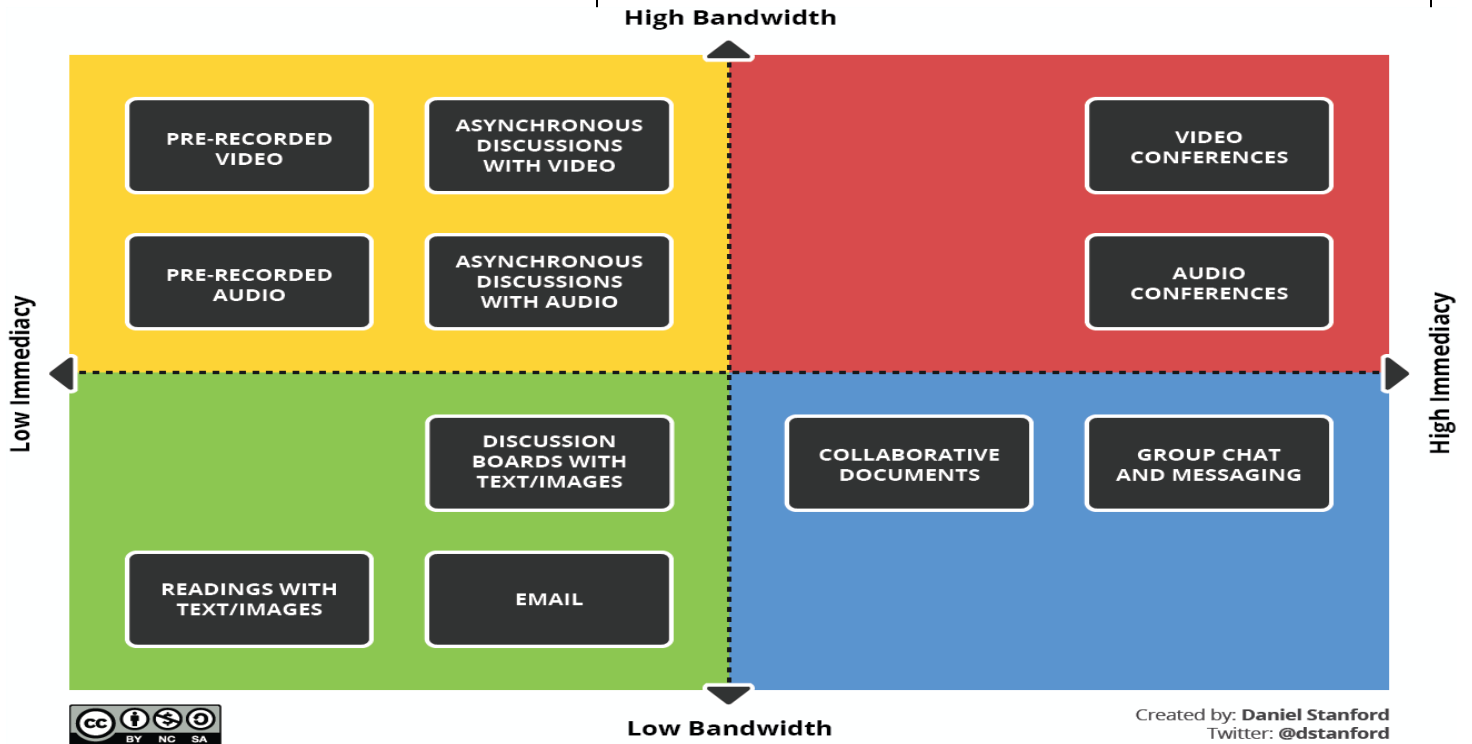
In preparing your online materials use existing content or adapt/find/create suitable written, audio and video content.

If you are creating content, decide which mode you will be using: video, audio, or text, then choose a suitable tool for making such content, Please see the hyperlinks in **Table 3** below:

Table 3: Online Spaces and Tools

Moodle Essentials	*User friendly approach to getting started on the primary LMS for the institution. Moodle serves as a hub of powerful tools to communicate, teach and assess learning*
Microsoft Teams for Education QuickGuide_EN-US.pdf	*User friendly approach to getting started with MS Teams.* *A single digital hub that brings together in a single space, conversations, content, and other applications*
PodcastsAudiocasts & **Audiocasts**	*Offers academics the opportunity to broadcast engaging audio content, which students can listen to anytime and anywhere. They are easy to create, distribute and can enhance students' learning experiences due to flexibility and retention*
Narrated PowerPoint	*It adds a personal touch to your slides. Record a narration (audio clip) for each slide. Export narrated presentation as a video file for easy & convenient playback. **DUT PP 2016 Guide.***

MS Team recording	*Record a meeting by yourself in Teams to capture audio, video, and screen sharing activity. The recording happens in the cloud, and is saved to Microsoft Stream.*
Screencast-O-Matic	*A widely used screencasting tool to support lecture capture, flipped classrooms, student generated video assignments, etc.*
LOW TECH COMMUNICATION:	
Moodle Announcements	*A special forum for general news and announcements, which is automatically created in a new course. It has a forced subscription, which means that every post will be disseminated to students via email.*
MS Teams Announcements	*An announcement instead of a conversation alerts members to an important message, by making it stand out in the Channel.*
WhatsApp	*Allows you communicate with students via text and voice messages, make voice and video calls, and share images, documents, etc.*

Diagram 1: Bandwidth Immediacy

Please remember to keep your presentation choices as low tech as possible or always provide low tech options for students with access constraints. Daniel Stanford from the DePaul University's

Center for Teaching and Learning has provided a [useful mapping](#) of student engagement activities showing multiple methods of interaction for low bandwidth teaching

Step 3. Engage students in Learning Activities

Strive for **Active learning** in a face to face context, student engagement is encouraged through in classquestions, tutorials, classroom polls, and many other activities. Ensuring student engagement with remote teaching requires that we translate our usual activities and plan for and communicate regular student activities.

Table 4: Activities, Tools and Tool guides

Activity	Tools & Tool guides	Advice
Classroom questions	● Survey/Polls ● Forums	● You can add questions after inputs using Surveys/Polls. Keep questions short and clear. Avoid negatives.
Demonstrations	●Consider virtual simulations and demonstrations, and giving data to students for further analysis.	● Some practical sessions may need to be rescheduled. There are also online resources, e.g.. Merlot, SIMS
Discussion	● Forum ● Journal ● Backchannel	● Using anonymous chat spaces (Blackchannel) requires preparation.
Questions	● Create a Q&A Forum	

Step 4. Conduct assessment

- eAssessment poses particular challenges. Consider the type of eAssessment you want to use first, and then make a choice of tool.
  - o Determine whether your focus is on **Assessment FOR Learning** (Formative assessment) or **Assessment OF Learning** (Summative assessments)
- Summative assessments: Consider alternative strategies to high-stake online assessments, such as take-home assignments and portfolio submissions**.**
- Determine how you will be providing feedback to students on their learning
- Will assessments be done individually or with peers?

For more information please refer to the [Assessment Policy](#) and the [eAssessment Recommendations during the Corona Crisis](#)

Table 5: Assessment, Tools and Tool Guides

Assessment	Tools & Tool guides	Advice
MCQs & Short Answer questions	• Quiz • Google Forms	• If you use Google forms, you will have to do the admin manually. • MCQs can be used to provide quick feedback, but require time to write. Carefully constructed MCQs encourage application of concepts to scenarios.
Demonstration and Verbal presentations	• Video & Attachment to submitted as an assignment or • Shared on Google Drive/ MS Teams/Moodle	dent to video, and submit as attachment to Moodle /MS teams/Google Drive
Long answers	• Assignment	• e.g. essays, reports, projects etc. • Lecturer to consider a draft submission and Turnitin
Calculations	• Assignment	●Student to take a photograph, and submit as attachment to Moodle/MS Teams
Drawings & graphics	• Assignment	●Student to convert to pdf and submit as attachment to Moodle/MS Teams

Step 5. Organise and communicate

- Should you not have a Moodle /MS Teams classroom , please contact **DUT Staff e-Learning Support**

- Use the sections in this Guide to structure your content and student activities.

- **Communication guidelines:**
  - Communicate early and regularly, using the Announcements tool on Moodle/MS teams **(see Table 3)**, Outlook emails, or communication tool of your choice.
  - Consider a weekly or semi-weekly update email to keep students on track. Even if you are still planning, communicate those updates to students.
  - Establish how students can contact you, and when they should expect a response.

- o Create online consultation times and inform students about these
- o Set up an FAQ and refer to it.
- If your system has a Tracking facility you can see at a glance who has not been online recently –you can then send a message to the student to engage.

  Please note:

- All permanent staff will have access to the [MS Teams SANDBOX](#) that contains further online resources to assist staff with the Remote teaching.
- **CELT** will also host online workshops, webinars, seminars etc. These will be communicated to all staff via the DUT PINBOARD.
- Follow DUT's social media sites for sharing and collaborating with other colleagues on Remote Teaching:
  - o Twitter: @[DutRemoteLearn](#)
  - o Facebook: [DUT Remote Learning](#)

"We have an opportunity to use our teaching personas, philosophies, and practices to both help our students understand and manage the gravity of this current crisis and reassure them that we have some control, even in this uncertain situation, to create positive personal and professional experiences through our continuing academic connections."

Saucier, D.A & Jones L.T. (2020, Faculty Focus)

Last edited:

Rosaline Govender, Marí Peté
Shoba Rathilal ,Nalini Chitanand ,
Roshnee Sunder (16/4/2020)