NWU® | *Centre for Teaching & Learning*

REMOTE TEACHING

How to make the shift from face-to-face to remote teaching

(Version 2 - 18 August 2020)

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PLAN
Create a plan for teaching remotely

Decide which content is suitable to present as text, or as a video or as slides. E.g. Use your lecture notes and create a narrated PPT.

STRUCTURE
Structure your content

Media e.g. podcasts, video's, screencasts, etc
Pacing of content by selective release on eFundi
Files
Web links
Learning modules

PRESENT
Present your content

Build an eFundi site.
Use the lessons tool to present some of the module content.
Announcements
Calendar to indicate upcoming events.

ENGAGE
Engage students in learning activities

eFundi offers some tools to engage with students such as:
Announcments
Chats/forums
Discussions
Old fashioned - but effective - email

ASSESS
Conduct assessments

Short quizzes worked into the lesson for the student to self test and assignments.
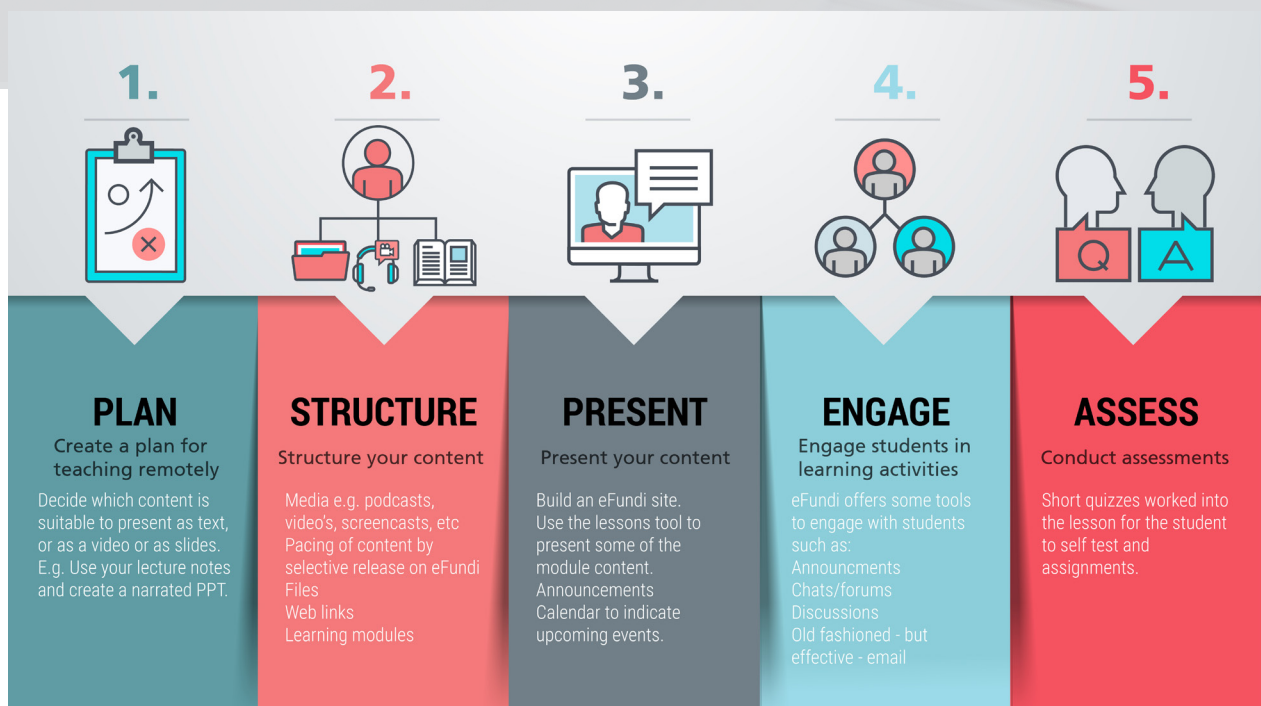
Overview

Teaching remotely will require you to rethink your face-to-face teaching and learning activities for the online learning environment. Remote teaching requires a shift from a reliance on proximity to enable learning and teaching from a distance. This guide takes you through the steps to undertake the shift to remote teaching.

It is recommended that you set up learning activities that do not require synchronous (same-time and same-place) teaching and learning. This implies learning activities and assessments that students can access and complete at a time most suitable to them.

To help your students learn and demonstrate they are able to achieve specific learning outcomes and assess whether the outcome was reached, considering constructive alignment, you will also need to provide students with with the following:
- the learning activity to reach the outcome,
- the learning resources needed to complete the learning activities, and
- learning support; learning can be supported by scaffolding tasks, giving clear instructions, adding context, and offering practical examples.

	Face-to-face teaching conditions		Remote Teaching conditions	
	In class	Out of class	Synchronous (avoid these during lockdown)	Asynchronous (preferable during lockdown)
Present content	• Lecture • Demonstrations	• Readings	• Virtual lectures • Virtual Demonstrations	• Readings • Recorded lectures (audio only or voice over PowerPoint), videos, screencasts, simulations
Engage students in Learning Activities	• Lectures • Tutorials • Practicals • White board sessions	• Group work • Projects • Assignments	• Live presentations • Virtual group discussions • Virtual break out rooms	• Online discussion forums • Student Pages, Assignments tool
Build Communication & Community	• Groups • Discussion	• Email • Office hours/ consultations	• Online chat & live discussions • Virtual office hours • Twitter chat, social media	• Announcements, • E-mail, • Online discussion forums • Online Q&A Forum
Conduct Assessment	• Quizzes • Exams • Presentations	• Essays • Reflection journals • Projects	• Virtual presentations	• Tests & Quizzes, Reflection journals (via Blog or Student Pages tools), Assignments, Forum discussions

Keep the students' prior knowledge as well as their current skill level and year of study in mind. Students who are new to the online learning environment need more guidance and support at first, to make the transition to online learning. See the **eFundi Tips and Suggestions** for on how to create a Communication Strategy.
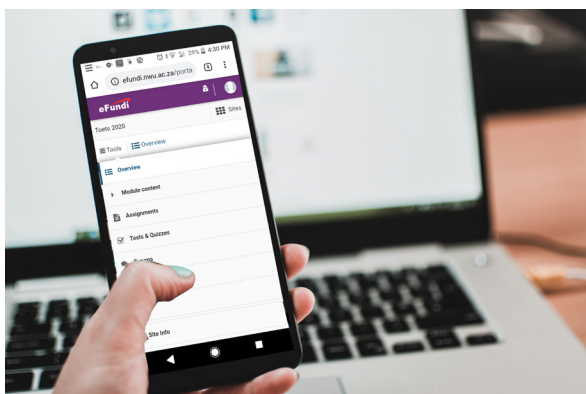

Mobile first-approach principles

Data indicate that at least 50% of NWU students access eFundi on their mobile phones. This implies that we need to think mobile first when delivering content. The good news is that eFundi is already designed to automatically rescale when viewed on a mobile device. You can built your site on an ordinary computer and then just check the content of your site on your phone, to see how the site will be displayed to students. Here are a few general tips to keep in mind:

- Minimal content per page, chunk your information.
- Less is more; rather use fewer images per page, this will increase visibility on a small screen.
- Do not use text font sizes that are smaller than 12 pt, also use San Serif fonts such as Verdana and Arial. Use the provided Text styles in the eFundi's Text Editor; for example, use Normal for body copy and Heading 1 to 3 for headings.

In the South African context, with unstable access to WiFi and load shedding, asynchronous teaching approaches enable the widest possible access for remote teaching. Asynchronous (low immediacy) strategies refer to engagements that do not require students to interact with lecturers in real time; for example, a narrated slide presentation as opposed to a live virtual meeting.

Think in terms of guided chunks of information. For instance, a reading followed by short assessments; for example, five questions in a quiz that will allow students to test their understanding. Include a forum where students can ask questions.

Adhere to the **guiding principles for online remote teaching.**

Step 1. Create a plan for teaching remotely

When you plan activities, always keep the learning outcomes in mind as well as how you plan to assess the achievement of the learning outcomes. Do not overwhelm students with work that is not directly related to set learning outcomes.

You have already planned what you wanted to cover during the face-to-face sessions. Now you will need to review your module schedule and activities as well as assessment instruments:
- Identify what can be taught remotely and what can not be taught remotely. Liaise with subject heads and programme leaders as well as colleagues in aligned modules about activities that may need to be removed temporarily.
- List all teaching and learning activities that can be achieved remotely.
- Identify materials that you have access to, or can create, in order to teach remotely.

Share your new or updated module schedule with students to guide students through the learning activities of the semester. Use the Calendar tool from eFundi to guide your students to focus on important due dates and reminders for the completion of specific learning activities. Communicate any changes clearly.

Keep within the module's notional hours. When planning activities, use different assessment instruments. For instance, create rubrics to make marking easier and to provide the necessary guidance to the students. See the example on the next page.

Use **this template** to plan how to present the module and facilitate learning (Click on *Copy* to open the template). A new copy of the template will be saved to your own Google Drive so that you can start planning on your own document immediately.

Week / Date	Teaching and learning activity	Possible to teach remotely?	Plan of action
Week 6	Lecture	Yes	Record narrated slide presentation
	Lecture	Yes	Use lecture recordings from the previous year
	Small group discussion tutorial	Yes	Set up an eFundi forum
	Site visit	No	Postpone site visit

Step 2. Structure your content

Create a module site on eFundi. Use the **eFundi Lessons tool** to provide content in shorter chunks with clear learning activities and assessment outcomes. To set up a Lessons Structure see this **Video** & **Cheat Sheet.**
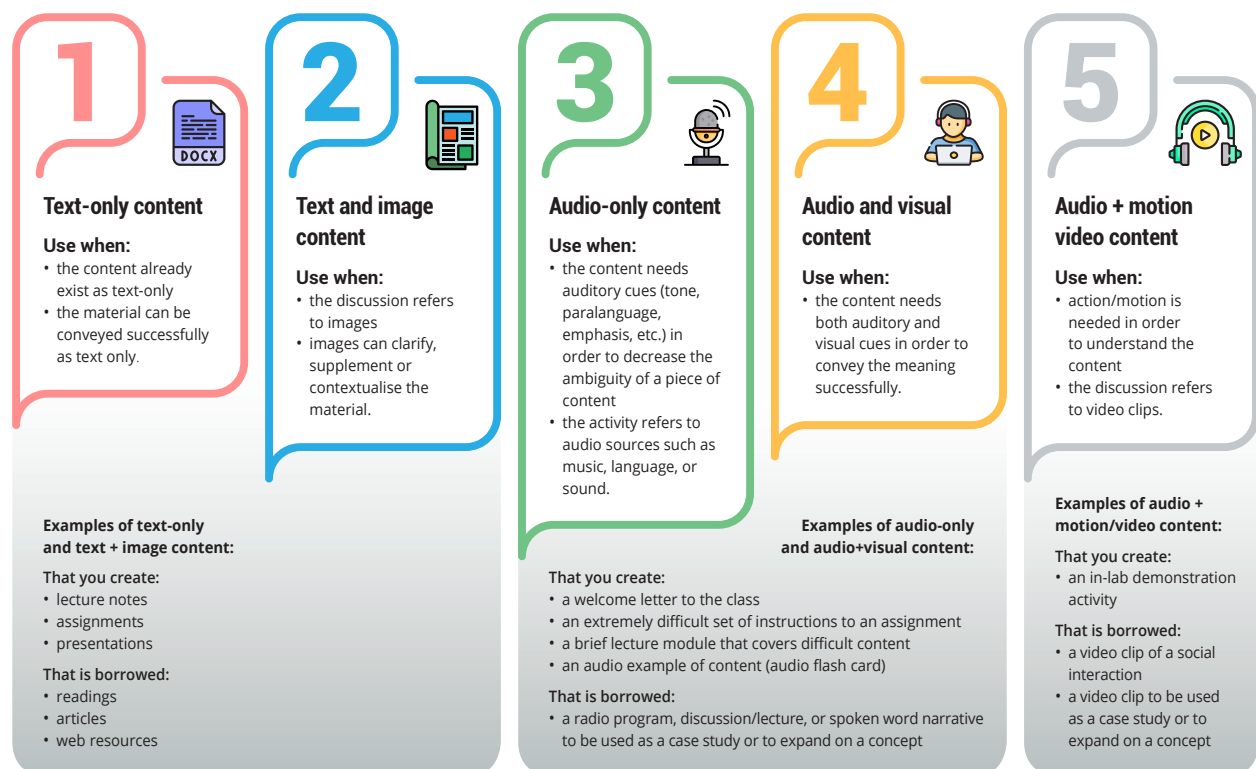
Gagne's nine events of instruction is a good way to structure your lesson. Make use of visual organisers to draw attention to important facts and instructions (e.g. headings, highlights, bold, etc.). When developing a resource, begin by establishing the tasks. What are you trying to communicate? The Centre for Teaching and Learning (CTL) can assist you to optimise your content structure, enhance study material with graphic and multimedia design and help design effective activities. Fill in this **request form** if you require assistance.

Keep your presentation choices as low tech as possible or always provide low tech options for students with access constraints.

Give clear and detailed text instructions to indicate what the students are expected to do, the amount of data the resources will require as well as the time the learning activity would take to complete. This information could accompany each resource to guide students to prepare and achieve the outcome. After you have structured your content, use a **rubric** to evaluate your site. Text with explanatory images created in MS Word is sometimes the best option. The document can be saved as a PDF file, viewed and downloaded on any digital device. Current slide presentations can be adapted to add lecture notes in a narrated MS PowerPoint and then exported as both a video and as a PDF file (see this **tutorial**). Refer to Table 1.1 is a diagram explaining content delivery
(Table 1.1 is excluded from the CC license and used with permission.)

Table 1.1: Diagram explaining content delivery*
* 2012, Joosten, T. Social media for educators: Strategies and best practices. Wiley & Sons, Inc. 144p.

1

Text-only content

Use when:
• the content already exist as text-only
• the material can be conveyed successfully as text only.

Examples of text-only and text + image content:

That you create:
• lecture notes
• assignments
• presentations

That is borrowed:
• readings
• articles
• web resources

2

Text and image content

Use when:
• the discussion refers to images
• images can clarify, supplement or contextualise the material.

3

Audio-only content

Use when:
• the content needs auditory cues (tone, paralanguage, emphasis, etc.) in order to decrease the ambiguity of a piece of content
• the activity refers to audio sources such as music, language, or sound.

That you create:
• a welcome letter to the class
• an extremely difficult set of instructions to an assignment
• a brief lecture module that covers difficult content
• an audio example of content (audio flash card)

That is borrowed:
• a radio program, discussion/lecture, or spoken word narrative to be used as a case study or to expand on a concept

4

Audio and visual content

Use when:
• the content needs both auditory and visual cues in order to convey the meaning successfully.

Examples of audio-only and audio+visual content:

5

Audio + motion video content

Use when:
• action/motion is needed in order to understand the content
• the discussion refers to video clips.

Examples of audio + motion/video content:

That you create:
• an in-lab demonstration activity

That is borrowed:
• a video clip of a social interaction
• a video clip to be used as a case study or to expand on a concept

Step 3. Present content

Be present in the online environment and interact with your students continuously. Set clear expectations and goals from the start. Keep your students updated on a regular basis. Use active voice, a conversational tone, and personal pronouns (e.g. 'you' instead of 'the student', 'I' instead of 'the lecturer').
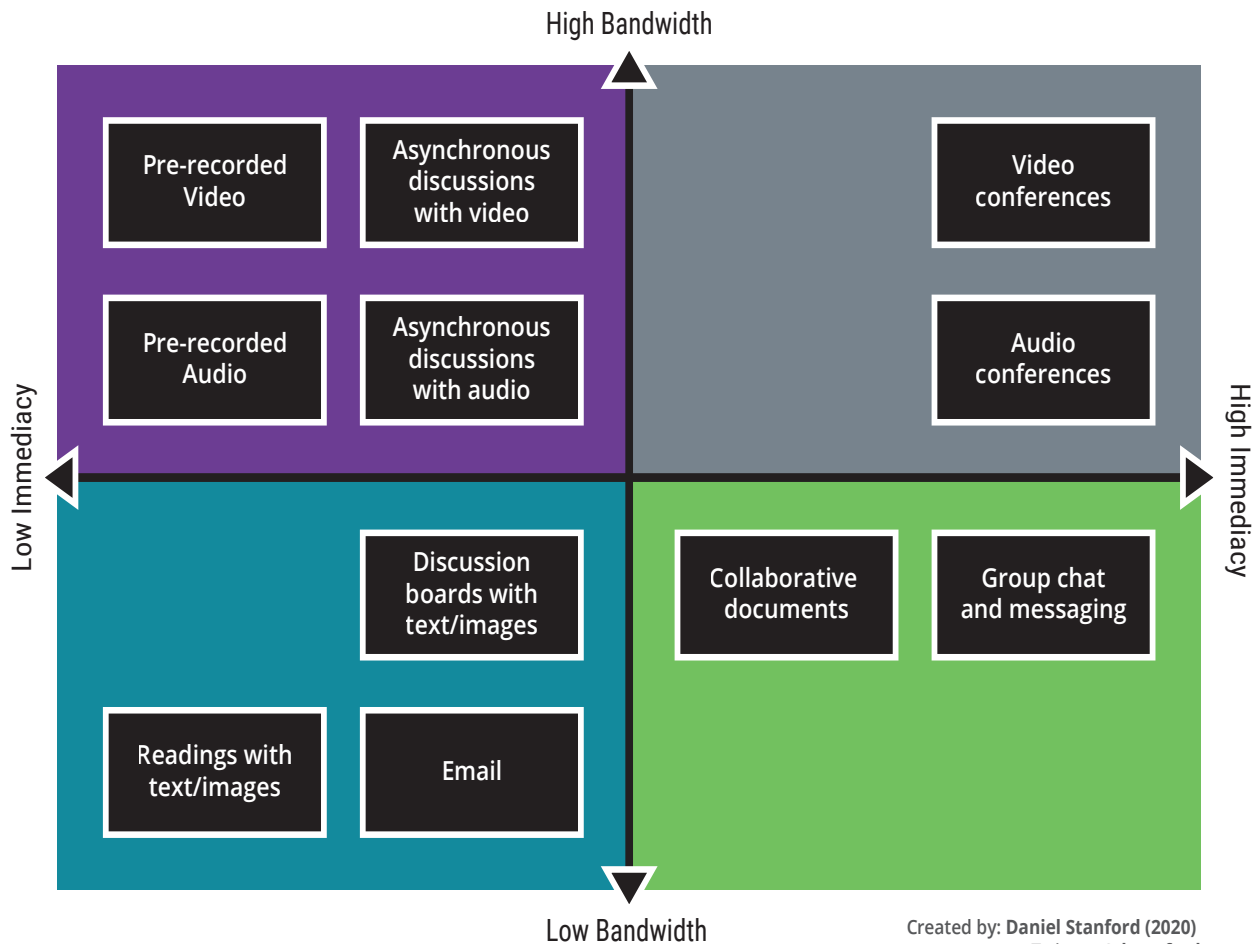
Pace students through **announcements** and the Calendar Tool. Hold virtual office hours to give students the opportunity to ask questions in real time. Communicate, communicate, and... communicate! See the **eFundi Tips and Suggestions** for ideas how to create a Communication Strategy.

Find or make suitable written, video, and audio content and upload the content to eFundi. To find Open Educational Resource (OER) repositories please click **here.**

All module content and resources should be on **eFundi**. Remember, when students are introduced to new tools, they need support and guidance when using them. Direct your students to the tutorials avaiable on the **CTL eFundi Student Support** page. Keep it simple. Different formats must be provided to cater for different student needs. This implies that for a video, for instance, consider a PDF text document and audio be made available. It is important that the size of the files, documents and videos be kept small in order to use less data.

Mode	Tools & tool guides	Advice
Text-based content	• Notes, journal articles, book chapters, etc. • MS Word, Excel or PDFs • Google docs, spreadsheets or slides	• Export as PDF and upload to eFundi
Audio content	• Create audio recordings. Use your phone's recording app to make a recording then upload to eFundi. • (Look at some **tutorials**)	• Keep audio short. Edit a single lecture down to 10 to 15 minute clips.
Video content	• Make a narrated slide presentation. • Film a video, e.g. using screencasting software (Look at some **tutorials**), your cellphone or laptop; DIY document camera using your cellphone and laptop with Zoom (Look at some **tutorials**)	• Keep videos short. "Cut up" a single lecture into four-minute clips. • Consider data - reduce file size where possible, limit the file size to a maximum of 100MB. • Consider accessibility, have notes available. • Include a PDF transcript of all videos.

BANDWIDTH IMMEDIACY MATRIX

High Bandwidth

Pre-recorded Video	Asynchronous discussions with video
Pre-recorded Audio	Asynchronous discussions with audio

Video conferences

Audio conferences

Low Immediacy

High Immediacy

	Discussion boards with text/images
Readings with text/images	Email

Collaborative documents

Group chat and messaging

Low Bandwidth

Created by: **Daniel Stanford (2020)**
Twitter: **@dstanford**

Created by Daniel Stanford (2020), Director of Faculty Development and Technology Innovation at DePaul University's Center for Teaching and Learning, Chicago, USA, has provided a **useful mapping** of student engagement activities showing multiple methods of interaction for low bandwidth teaching.

Make sure your content adheres to the guiding principles for enhancing **accessibility during COVID-19.**

Step 4. Engage students in learning activities

Strive for **active learning.** In a face-to-face context, engagement is encouraged through in-class questions, tutorials, classroom polls, and many other activities. Ensuring student engagement with remote teaching requires that you translate our usual activities, and plan for, and communicate, regular student activities.

Develop an online FAQ discussion forum where students can answer each other's questions. It is important that there is a moderator for this forum, it can be either yourself, a tutor or your SI leader. Write thought-provoking posts that encourage questions, discussions, and responses. Reflect on topics from multiple perspectives. Allow student-led or moderated discussions. Give students self-assessment tasks to track their own understanding and progress. Keep encouraging your students.

Activity	Tools & tool	Advice
Classroom questions	• Questions / Polls in the Lessons tool. View this **video tutorial.**	• When providing content in Lessons, participation can be stimulated by posing a related question afterwards (Hint: Add content >> Add Question).
Demonstrations	• Consider demonstrations, and give data to students for further analysis.	• Some practical sessions may need to be rescheduled until students return to campus
Discussions	• Small-group discussions: Forums or Student pages with comment tool • **eFundi Forums Tutorial** • View a webinar recording on how to use Forums and Student pages **here**.	Use small group Forums for: • In-depth topic specific discussions - students learn from one another's perspectives. • Pre-activities - students answer questions, do research and share sources. • Case-study work - students apply theory to practice and learn from one another's thinking patterns • Post-class commentaries - students learn from one another's reflections. • Create one forum per discussion but a topic for each small-group (6-12 students per forum is considered optimal). • Take part in the conversation to stimulate participation and social pressence. • Highlight the best contributions to increase learning.
Group work	• Collaborative writing: Lessons Student pages. View a webinar recording on how to use Student pages **here**.	• Groupwork can be text-based or students can build a repository of content just like a Wiki. Students can add images, video, audio, links to sources, pdfs, uploaded text documents, spreadsheets, and slide presentations to Student pages.

Step 5. Conduct assessment

Assessments pose particular challenges. Consider the type of assessment you want to use first, and then, choose the appropriate eFundi tool. Please note that the table below pirovides ideas for formative assessment tools in eFundi. **For more detail see the guide for taking Assessment online.** Also see the **Assessment FAQs** for emerging questions about assessment at the NWU.

Assessment	Tools & tool guides	Advice
MCQs & short answer questions	• **Test and Quizzes** (Online, unproctored exam (i.e., open book, open notes).	• The eFundi Tests & Quizzes tool minimises your marking time and administrative load. If you use Google forms, you will need to do the administrative part manually. • MCQs can be used to provide quick feedback but they require time to answer. Carefully constructed MCQs encourage application of concepts to scenarios.
Demonstration and verbal presentations	• Video/audio attachment to assignments	• Student to video him/herself or make an audio recording on his/her phone, and submit as attachment to eFundi. Give alternative options given that all students may not have access to smart phones during lockdown
Long answers	• **Assignments**	• e.g. Essays, reports, projects, etc. • Lecturer to consider a draft submission and Turnitin.
Calculations	• **Assignments** • **Test and Quizzes**	• Student to take a photograph and submit as attachment to eFundi. Depending on the type of calculations, Tests & Quizzes also has a calculation question-type that works with variables. The file upload question-type that works well for spreadsheet-type work.
Drawings & graphics	• **Assignments**	• Student to convert to pdf and submit as attachment to eFundi.

Summary

- Lower expectations, reduce load on lecturers and students.
- Especially during the transition phase: Do not discourage students.
- Focus on minimal prescriptive requirements — allow for gradual development, instead of aiming high and reaping despondency.
- First, build confidence!

Additional resources and checklists:

Faculty Focus: Free Reports: **https://www.facultyfocus.com/free-reports/**

A Resource Guide for Transitioning Your Class Online - SPECIAL REPORT:
https://www.facultyfocus.com/wp-content/uploads/2020/03/Resource-Guide-for-Transitioning-Your-Class-Online.pdf

Handbook-on-Facilitating-Flexible-Learning-in-COVID-19-Outbreak:
https://iite.unesco.org/wp-content/uploads/2020/03/Handbook-on-Facilitating-Flexible-Learning-in-COVID-19-Outbreak-SLIBNU-V1.2-20200315.pdf

Gilly Salmon's **E-tivities**

University of Cape Town Low Tech Remote Teaching Principles:
https://docs.google.com/document/d/1zPN7XUitOCw75FW6UeqrYAcWl41UqgKoZ_HRoYTKFZI/edit

ePortfolios Explained: Theory and Practice. University of Waterloo, Centre for Teaching excellence.
https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/educational-technologies/all/eportfolios##targetText=ePortfolios%20generate%20learning%20because%20they,%2C%20volunteering%20opportunities%2C%20and%20more

This open educational resource guide was adapted from **http://bit.ly/cilt-remote-teaching**