



# PEDAGOGICAL ADVICE FOR DISTANCE TEACHING

## THE BASICS FOR AUTUMN 2020

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# AFTER THE 4TH PERIOD DISTANCE TEACHING WE KNOW:

## ▪ Distance studying in the crisis context polarizes the student group

All four bachelor programmes at the Faculty accommodated:

- 1) students who progressed well, even better than in contact teaching
- 2) students who struggled to keep up
- 3) students whose studies clearly suffered from the distance teaching

## ▪ Learning is more vulnerable in the distance teaching & crisis condition

students' high level of learning is less self-evident than in our contact teaching

teachers can support learning through:

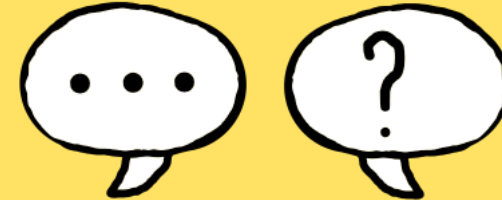
- a clear focus
- interaction
- explicit instructions & schedules
- cumulative learning assignments
- narrow enough workload



# ENABLE LEARNING



**Focus on the most relevant learning outcomes (content & competence).  
Narrow other topics & activities.**



**Plan interaction that enables students to elaborate the content you teach.  
Be present & available.**



**Support students to process learning throughout the course. Divide assignments into cumulative parts.**



**Provide clear instructions & schedules.  
Assign less work than in contact teaching.**



# ENABLE LEARNING: FOCUS



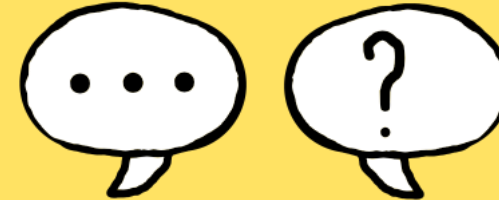
**Focus on the most relevant learning outcomes (content & competence).  
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- Clarify the intended learning outcomes to yourself and, once the teaching begins, to students
- **Focus on outcomes that students must learn on your course to proceed in their studies.** You might wish to consult the Head of the degree programme



# ENABLE LEARNING: INTERACTION

- Plan interaction between the teacher and students as well as between students
- We recommend that the teacher would teach and interact live (e.g. on Zoom) **at least** at:
  - the beginning
  - the middle and
  - the end of the course.
- The scheduled slots for lectures form the timeline also for distance teaching. Regular meetings support students to keep up with courses.



**Plan interaction that enables students to elaborate the content you teach.  
Be present & available.**

Make your lectures shorter and use the saved time for interaction.

A break is needed in every 20 minutes.



# ENABLE LEARNING: FACILITATE PROCESSING



Support students to process learning throughout the course. Divide assignments into cumulative parts.

- Divide extensive assignments, such as traditional final assignments, into narrower parts
- Assign tasks through which students progress towards learning outcomes
- If Examinariums remain closed, we won't have a chance to traditional exams at all
- Teaching assistants will help with Moodle exam tools etc



# CLARIFY & SCHEDULE, NARROW WORKLOAD

- Narrow workload to allow enough time for learning. Students' strain and distress is harder in distance teaching.

Students need clear instructions & schedules to keep up with studies

- Even when lecturing or assigning readings, support students with questions that help them navigate towards the learning outcomes



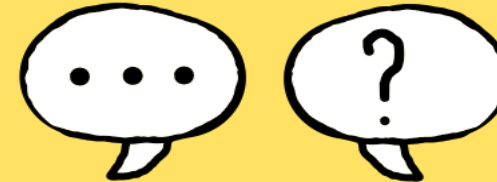
**Provide clear instructions & schedules.  
Assign less work than in contact  
teaching.**



# IN SUMMARY



**Focus on the most relevant learning outcomes (content & competence).  
Narrow other topics & activities.**



**Plan interaction that enables students to elaborate the content you teach.  
Be present & available.**



**Support students to process learning throughout the course. Divide assignments into cumulative parts.**



**Provide clear instructions and schedules. Assign less work than in contact teaching.**