University of Helsinki
Centre for University Teaching and Learning (HYPE)

Leena Ripatti-Torniainen, Minna Lakkala, Auli Toom (14 March 2020)
Version updated for the autumn: Leena Ripatti-Torniainen, Heini Lehtonen, Viivi Virtanen, Tarja Tuononen and Henrika Anttila (15 June 2020)

How to implement remote and online instruction in autumn 2020: Basic pedagogical instructions for University teachers

These instructions are intended for situations where teachers utilise, at least to a certain degree, technical solutions that enable real-time video connections, such as Zoom, as well as the Moodle platform in support of teaching.

When starting to plan online teaching, **clarify the key learning outcomes of the course** and pay particular attention to **interaction** and **workload**. Interaction, groupwork and assignments are more straining online than in contact teaching. Take into account the needs of the target group. In terms of integrating into the University community, group assignments and interaction as well as seeing the teacher are particularly important for first-year students, and for students of international degree programmes who may be studying across several time zones.

0. Clarify for yourself the key learning outcomes which students must achieve by completing the course.

- Read the course description and intended learning outcomes in the curriculum, if necessary.
- What are the most important knowledge and skills that students should have gained after completing the course to progress in their studies?
- Attend an event where the remote teaching-focused autumn of the faculty and/or degree programme will be discussed together. Being familiar with the pedagogical solutions that your colleagues in the programme are planning will support your decision-making.
- Already in the early stages of planning, draw up an overview of the course as a whole, including its assessment practices. These instructions support you in considering all the elements of teaching.

1. Choose the content, material and online platforms that support the achievement of the key learning outcomes and that are accessible by students online.

Online platforms include Moodle, Teams, Zoom, YouTube, Flinga and Presemo. Further details on using online platforms can be found below.

2. Plan how your teaching and students' independent work will alternate during the course. Support students' learning throughout the course with questions and smaller assignments that help them focus on learning and understanding the essentials.

- The teaching schedule designed for contact teaching functions well as a timetable for implementing the course online. Consider whether the course could be held according to the original teaching hours, for example, via Zoom, with shorter sessions (at least in the case of lecture-based teaching) than in contact teaching.

- Design smaller assignments especially for the beginning of the course that will evoke students' earlier experiences, observations and notions pertaining to the topic. This way, both the teacher and students will gain information on the starting level and be oriented to the topic. The assignments will also support students in getting to know each other. The Poll feature in Zoom can also be utilised to examine the starting level and get students tuned in, on a smaller scale, to the course topic.

- Divide a large final assignment into smaller assignments to be completed during the course. Create a timetable for the small assignments, as it will support students in achieving the learning outcomes in stressful circumstances.

- Favour clear solutions when designing assignments. Students' workload must be manageable in the current exceptional circumstances, while also ensuring the achievement of the key learning outcomes. For more details on the workload, please see below.

Match assignment types to learning outcomes:

- **Preliminary assignment** before video contact sessions or online lectures (e.g., a sufficiently easy-to-understand article to read, a video to watch, questions to consider, a comment or question to be posted on the Moodle discussion forum, a small individual written reflection)

- **Real-time discussion via Zoom in teaching situations**

       - Group discussion for the group as a whole
       - Group and pair discussion (using the Breakout Rooms feature)
       - Presentations prepared by students
       - Ideas by the group, small groups and conversation partners located at different sites can be compiled into one place, for example, through Flinga

- **Assignments completed at students' own pace and at a time of their choosing, which provide in-depth knowledge of the issues discussed in contact teaching**

3. Plan students' groupwork for remote teaching

In Moodle:

- Divide the students into small groups. Enter the groups into Moodle and create a discussion forum in Moodle for each group. The small groups can primarily conduct discussions in their dedicated threads.

- Give clear assignments to the discussion groups throughout the course, so that students can write about related observations and thoughts in the groups.

- Give clear instructions: how many messages each student is required to read and write, as well as the timetable for each assignment.

- Ask students to send you messages and questions if something is unclear.

- As a teacher, contribute to the discussions at regular intervals and clarify unclear matters.

Via Zoom:

- Using the Breakout Rooms feature, divide the students into small groups for discussion. You can let the program decide on the division or group the students yourself. In the case of large groups, forming them randomly promotes familiarisation among the group members.

- Give clear instructions before splitting students up into different rooms. In the Breakout Rooms, students can no longer see the teacher view, such as the assignment or questions to be considered in the groups.

- However, the teacher can send a chat message or talk to all of the rooms simultaneously. You can also visit individual rooms to listen to and take part in the discussions.

- When the teacher closes the Breakout Rooms, all students will be returned to the shared session.

Other tools:

- As a platform for group discussions, Teams functions similarly to Zoom. You can divide participants into smaller groups for discussion.

- Among other tools, Flinga and Presemo can be used to compile ideas collaboratively, also when the participants are physically or virtually separated or in different time zones. Presemo enables interaction and, for example, questions directed at the teacher even in the case of large groups.

4. Establish a clear course structure in Moodle. Create a timetable and determine the due dates for assignments.

Establish a consistent course area in Moodle, which adheres to the course timetable and topics. Moodle is the students' base camp for everything to be learned and completed during the course. A clear Moodle area supports students throughout the course.

- **Moodle areas should contain at least the following:**

  Clear details and instructions on all course assignments and their due dates

  Link all instructions to the relevant materials. Students must be able to locate instructions and materials easily. Give clear instructions for each assignment. Determine the timetable and due date for each assignment.

  Chronological links to materials which students must study during the course (e.g., e-articles, videos)

  Assignment submission areas

- **Depending on the nature of your course, the Moodle area can also include:**

  Lecture slides (you can consider recording an audio track for PowerPoint slides, as enabled by the software)

  Lecture recordings

  Discussion groups for small groups, or by theme

5. Teaching begins: clarify the course learning outcomes and be present

- Discuss the key learning outcomes of the course with the students right at the beginning.

- Without delay, publish information on what is assessed on the course and how. Clearly explain which assignments must be completed to pass the course. Demonstrate to students that the assessment is focused on the achievement of the key learning outcomes of the course. Introduce the course assessment criteria. For further details on assessment, please see below.

- A teaching schedule designed for contact teaching functions well as a timetable for implementing the course online. Consider whether the course could be held according to the original teaching hours, for example, via Zoom, with shorter sessions (at least in the case of lecture-based teaching) than in contact teaching. Be there for students, for example, via Zoom instruction at least in the beginning, middle and end of the course.

- In the beginning of the course, explain to students how and when you can be reached:

- You can have appointments in a personal Zoom room or on Teams, or you can announce that you can be contacted at 'virtual coffee breaks' held at specific weekly hours. Adhering to the original course teaching hours also promotes the teacher's accessibility.

- In Moodle you can be present when student groups are engaging in discussion in written form in Moodle's group discussions and when they are submitting their completed assignments. The importance of being present in Moodle is even greater if real-time interaction is limited or if Moodle discussion assignments play a key role in the course.

- Getting to know the teacher only through written messages differs from making contact through audio and video: You can record audio or video messages to students and share them, for example, by email or in Moodle. (Please remember that Moodle does not support video; videos must be uploaded, for example, to UniTube and the link shared with students.)

- Feedback can be given both in written form and as audio recordings. Research has shown that recordings are considered more personal and encouraging compared to written feedback.

6. Check your original plan for course assessment drawn up for contact teaching, including final assignments and examinations.

- Make sure that the course's original assessment plan and criteria align with the modified course. Is the assessment focused on the key learning outcomes, which students are supposed to achieve during the course? Do your chosen assignments support students in achieving the outcomes?

- Consider what kind of assignments and examination questions give students the chance to demonstrate their learning in a fit-for-purpose way. Take into account that organising traditional invigilated examinations requires a decision by the University and faculty to allow the use of Examinarium facilities. If the facilities are closed, all examinations will be held in Moodle, by email or through applied assignments.

Assessment can be based, <u>for example</u>, on the following assignments or combinations thereof. What remains essential is that assignments and assessment stem from the key learning outcomes of the course:

- Learning journal (based on, for example, lectures, the material studied and small group discussion)

- Learning report (a summary of the key points of the learning journal)

- Video presentation or blog entry (Moodle does not directly support video. Instead, videos have to be uploaded to, for example, YouTube, and a link shared in Moodle.)

- Material-based assignment completed independently or in groups

- Final essay or another piece of written work

- Constructive peer assessment of an assignment completed by another student, based on assessment criteria provided by the teacher

- Examination held in Moodle, by email or in an Examinarium facility

7. Check the course workload. Collect interim feedback from students and take it into account.

- The exceptional circumstances and remote learning cause strain on students. Interaction, independent work and groupwork cause more strain in remote learning compared to following an on-site lecture. You can assume that, in remote teaching, students may need as much as double the time to complete assignments given by the teacher compared to contact teaching. When planning assignments, concentrate on supporting students in achieving the key learning outcomes of the course. You can use the workload indicator found on the Instructions for Teaching website.

- Shorten the duration of your lectures compared to contact teaching. If you provided three hours of contact instruction at a time, a session lasting only an hour is already a long time online. Teachers should have a break in their lectures every 20 minutes, for example, by using individual assignments: for example, students can be asked to consider three matters central to the topic at hand or write about what they have heard for one minute. Breaks that divide online sessions into distinct sections are also needed. Keep this in mind: shorten your lectures and dedicate the time saved to interaction.

- During the course, be open to students' opinions on your remote course. You can, for example, ask for interim feedback anonymously via Flinga or conduct a poll in Zoom. Feedback discussions can also be held publicly: face-to-face in Zoom, in a chat or in Moodle's group discussions. People's experiences from spring 2020 show that students do not have identical experiences of remote teaching: for some, remote learning may be easy, while others may find it more challenging than studying on site and others still may find it very difficult. As a teacher, feedback provides you with important information on students' circumstances.

8. Follow instructions given by the degree programme, Faculty and University

- Follow updates on Flamma and Faculty communications.

- University-level instructions are updated on the Instructions for Teaching website, with relevant links included:

https://teaching.helsinki.fi/en

Instructions for teaching are always published in Finnish, Swedish and English.

Read especially the instructions pertaining to examinations:

https://docs.moodle.org/3x/fi/Millainen_on_hyv%C3%A4_et%C3%A4tentti%3F

https://docs.moodle.org/3x/fi/HU-Hurdan_%C3%A4r_en_bra_distanstentamen%3F

https://docs.moodle.org/3x/fi/UH-What_makes_a_good_remote_examination%3F

A senior lecturer in university pedagogy from the Centre for University Teaching and Learning (HYPE) works at each faculty. The entire staff of HYPE (senior lecturers, professors) are listed here: https://www.helsinki.fi/en/centre-for-university-teaching-and-learning-hype/staff*.*

Technical instructions for Moodle:

Moodle: Moodle manual for teachers:

https://docs.moodle.org/39/en/Main_page

Moodle quick guide for teachers:

https://docs.moodle.org/39/en/Teacher_quick_guide

Instructions for streaming educational videos and lectures:

https://teaching.helsinki.fi/en/article/instruction-videos-and-streaming-your-lectures

Other support tools for teaching activities:

https://teaching.helsinki.fi/instructions/article/other-supporting-tools-teaching-activities