

# REMOTE TEACHING BASICS

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# LET'S BEGIN WITH FLINGA, ONE OF OUR EASY PEDAGOGICAL TOOLS:

<https://edu.flinga.fi/s/E27J6F5>



# 1. YEAR STUDENT SURVEYS IN APRIL 2020:

- **Distance studying in the crisis context polarizes the student group**

All four Bachelor's Programmes at the Faculty accommodated:

- 1) students who progressed well, even better than in contact teaching
- 2) students who struggled yet managed to keep up
- 3) students whose studies clearly suffered from the crisis condition/ distance teaching
- 4) students who had struggled but were already coping better



- **Learning is more vulnerable in the distance teaching & crisis condition**

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

- **There is no social element of learning nor any strengthening sense of belonging without the teacher's intentional work to support these aims**

-important for emotional as well as cognitive reasons

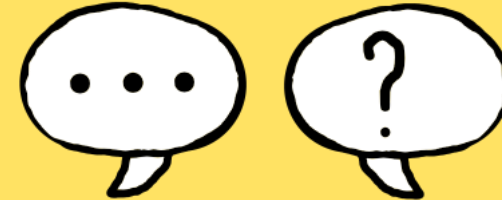




# OUR BASIC INSTRUCTIONS AIM AT PREVENTING THE MOST OBVIOUS RISKS



**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.**



# FOCUS. NARROW, IF NEEDED.

**Our task is to guarantee that students can achieve the intended learning outcomes of their degree.**

- What are the intended learning outcomes of your course?

Which are the most relevant ones?

- How can you enable students to achieve them remotely?

**The teacher should draw all choices from answers to these questions.**



# THE TIMETABLE AND THE FLOW OF THE COURSE

- **Design a clear outline for the course.**
- Choose 2-3 elements that will characterize your course. Prevent chaos.

## **For example:**

- 1) teacher's short lectures on zoom
- 2) weekly reading of an e-book
- 3) an assignment that students will process both individually and in a peer group.

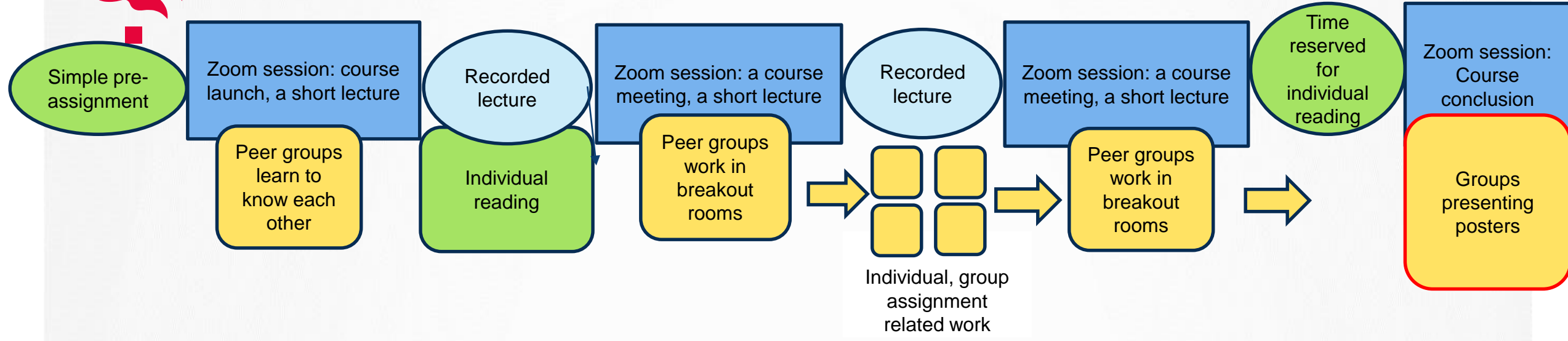
**Support students to process learning throughout the course. Divide assignments into cumulative parts.**

Small cumulative assignments help students to focus on the most important issues.

Students' ability to concentrate may get weaker due to the crisis. Small enough tasks support them in staying on your course.



# AN EXAMPLE OF THE COURSE FLOW



Individual learning diary



Learning diary submission



# ZOOM LECTURES OR PRE-RECORDED VIDEOS?

**What do you think?**

**Please write  
on chat.**





# THE REAL TIME ZOOM IS IMPORTANT

Why?

- There is a weekly schedule for your course in the Study Guide. The schedule constitutes the skeleton also for your remote course.
- **Meet with students on zoom either weekly or at least 3-4 times.**

- Zoom lectures must be short. Consider using the real time zoom mostly for interaction.
- Student small groups can work in zoom breakout rooms, either in random groups or in pre-assigned groups.
- The scheduled, weekly time can be used e.g. for 1) a teacher-students meeting + 2) a short, interactive lecture + 3) group work.

This way, students don't have to look for group time themselves.



# REMEMBER THE VALUE OF INTERACTION

- There are new students at the Faculty who tell they have not seen anyone nor made friends during the 1. period weeks.
- Students who sit in front of computers at home lack the stimulating and enriching effect of their peers.
- We teachers now create the sense of belonging and support the peer learning remotely.

- **Make group work to serve both social networking and intended learning outcomes:**
- Zoom random groups (automatic groups) serve social networking
- Pre-assigned, permanent groups serve learning-related outcomes

**Students need a clear assignment whenever you submit them to zoom groups.**

How to do that?



# REQUEST A TEACHING ASSISTANT, ESPECIALLY ON MASS COURSES

- E-mail [valt-avustajat@helsinki.fi](mailto:valt-avustajat@helsinki.fi)
- Assistants build Moodle areas and support you with zoom-related tasks. They may be with you on zoom during the first real time meetings.

- A clear Moodle area is a must for every remote course.
- The Moodle serves as the anchor: containing all course-related information.



# LINKS TO INSTRUCTIONS:

<https://teaching.helsinki.fi/instructions/article/how-implement-remote-teaching-exceptional-situation-pedagogical-instructions>

**Same instructions more easily accessible on the Faculty blog where you also find additional material:**

<https://blogs.helsinki.fi/etaopetus-valt/>

Advice and material on remote exams:

[https://docs.moodle.org/3x/fi/UH-What\\_makes\\_a\\_good\\_remote\\_examination%3F](https://docs.moodle.org/3x/fi/UH-What_makes_a_good_remote_examination%3F)