

Alternative Learning and Teaching Delivery

Fact Sheet to Support Continuation of Learning and Teaching

In the event that Federation University is required to temporarily teach in a fully online capacity, here are some practical alternative learning and teaching strategies that **Course Coordinators** and **Lecturers** may find useful. Student engagement, inclusivity and positive learning interactions is central to developing sustainable online learning environments. Please check that you have updated software for Skype for Business, Kaltura and Adobe Connect as a matter of priority.

1. Alternative Learning Design Considerations (Written by Von Button – Manager, Learning Design)

- **How can this be helpful?**
 - Many courses have already been designed and developed to cater for a range of delivery/study modes e.g. On-campus (face to face), Off-campus (block or flexible) or Wholly Online (One of the benefits of the CLIPP BOLD Learning and Teaching Practices). This means that a lot of the online activities and resources already exist.
 - If you already have your course setup for delivery to multiple delivery modes, you can move all students to the online mode by ensuring this content is visible to them. If you have group/groupings and restrictions set up in Moodle this may be as simple as changing one group setting (see your Learning Designer for advice).
 - Even if your course is setup for an online cohort with many asynchronous activities (Discussion forums, Kaltura videos etc.) when moving on-campus students to an online mode, think about adding more synchronous opportunities (Virtual classroom, skype sessions etc.) for all students.
 - Focus on being present in the online environment, communicating and engaging with your students regularly and frequently, both synchronously (via skype or Virtual Classroom sessions) and asynchronously (through announcements and discussion forums).
 - For courses (or aspects of courses) which may need to be redesigned/ redeveloped for Off-campus (block or flexible) or wholly online learning, consider what students can learn independently and/or collaboratively and what order students experience the curriculum (perhaps you could swap topics around?).
- **How can you trial this?**
 - The best place to start is to review your Moodle course in relation to the BOLD Learning and Teaching Practices, and particularly Focus Area 2: Online Presence, Communication and Facilitation. This should help identify any gaps in relation to delivering your course wholly online.
 - Also, consider prioritising any learning design/development changes, if any are required. A good model to follow is the [MoSCoW model](#). What Must, Should as well as Could and Would you consider changing? Focus on **Must and Should priorities first**.
- **Who can offer you additional support?**
 - Your [Schools CLIPP Learning Designer or L&T Technology Support Liaison](#) can assist you in getting started.
- **Helpful links:**
 - [BOLD Learning and Teaching Practices](#)

2. Recommendations for rapid shift to Online delivery (Written by Adam Barbary – Manager Learning and Teaching Technology Support)

- **How can this be helpful?**
 - Maximise the impact of the Learning Technology Systems by implementing a [flipped approach](#) and carefully selecting the right technology for the job.
 - View the video [Online communication in Moodle](#) that outlines all Moodle communication features
 - Allow for the management of what could potentially be limited resources.
 - Provide flexibility for student learning.
- **How can you trial this?**
 - Download and install the latest Kaltura Capture software (see section 4). Only current versions will be supported. For more information on how to do this go here: [Install Capture Space](#)
 - [Pre-record](#) your lecture presentations using Capture Space and [add your recording](#) to your Moodle course Page.
 - Use the Adobe Connect virtual classroom to deliver live tutorial sessions, utilising existing timing where possible, to your students (see section 6).
 - For those with no or limited Adobe Connect experience, and small tutorial groups, it may be possible to utilise Skype for Business TEAMS as an alternative. Please do not use other external products as support will not be available.
 - Record online sessions where appropriate and share recording links for students who may not be able to attend live.
- **Who can offer you additional support?**
 - Your [Schools CLIPP Learning Designer or L&T Technology Support Liaison](#) can assist you in getting started.
 - BOLDTech@federation.edu.au for technical support requests.
- **Helpful links:**
 - [Adobe Connect Virtual Classroom general information and “how-to’s”](#)
 - [Adobe Connect Student Test Room](#)
 - [eLearning Hub \(Kaltura section\)](#)
 - [eLearning Hub \(Flipped Classroom\)](#)
 - [CLIPP Professional Development Booking Page](#)
 - [Online communication in Moodle](#)
 - External Links: <https://learn.flglobal.org/courses/rtol7-rapid-transition-to-online-learning-1>

3. Alternative Lecture Lesson Plans (Written by Kate Roberts – Lecturer, BOLD Learning and Teaching and Kellie Macneil – Learning Designer)

- **How can this be helpful?**
 - Changing the format of how we deliver course content could allow for some courses and programs to continue delivery should the university face a temporary closure. Already many courses are delivered fully online in an interactive and meaningful way, giving students and staff the opportunity to work from home or other locations.
 - While the simple recording of lecturers is an option, it is not the most engaging one for students, meaning that they may miss important learning. There is also limited opportunity for student to teacher engagement and student to student engagement.

- One option might be to deliver your lectures/tutorial sessions via a virtual classroom (Adobe Connect). Using this tool you can present your lecture and engage with students in real time as you would in a classroom. You can also record sessions for students who can't attend.
- Another option would be to record your lecture using Kaltura (preferably re-designing to smaller 'chunks' with engagement/reflection points), and then run smaller group Virtual Classroom tutorial sessions to better utilise the engagement opportunities a synchronous session provides.
- Lecturers are highly encouraged to discuss pedagogical change options with support staff and peers.

- **How can you trial this?**
 - **Option A: running a face-to-face lecture as a virtual classroom (synchronous delivery):**
 - Using Adobe Connect you can use your existing PowerPoints and present them online as you would in a face-to-face lecture.
 - In doing this, think about how you will engage with your students in the session. If you have small class sizes and run fairly interactive lectures/tutorials, running this as a virtual classroom will be ideal.
 - If you have large class sizes, the opportunities for meaningful engagement in a virtual classroom are less. In this scenario you may want to consider option B, pre-recording lecture content then using the Virtual Classroom to run more interactive smaller-group tutorial sessions.
 - **Option B: Re-designing face-to-face lectures as asynchronous content, with synchronous tutorial sessions:**
 - It is best to use synchronous online time for meaningful interactions with students. If you have lecture material you can pre-record this for students to watch prior to a virtual classroom, or discussion forum activity.
 - Consider breaking your lecture up into smaller videos segments. Shorter 'chunked' information allows students to manage their own learning by concentrating on areas they need to focus on. For example, if the concept they are struggling with is in the middle of a 2 hour recorded lecture, it is very hard for them to find it to review. If the concept is isolated into a 10 minute video, they can easily find it, review it multiple times and construct a better understanding.
 - Develop short 5-15 minute presentations, breaking larger topics down into manageable 'chunks' of information. These can then be interspersed with readings, online activities, other content, or opportunities with students to interact through online tools like Forums or in synchronous virtual classroom tutorial sessions.
 - **(See Section 4 – Kaltura)**
 - You can also use the Moodle Books or Lesson tools to create online content with added videos, audio recordings, readings and activities.
 - You do not need to make it all yourself! There is a huge array of rich digital learning media already available through both the internet and the library. Just make sure that you check the whole resource for accuracy and quality.

- **Who can offer you additional support?**
 - The [Federation University Learning and Teaching website](#) is a great place to start.
 - Your [Schools CLIPP Learning Designer or L&T Technology Support Liaison](#) can assist you in starting.
 - Library staff are also experts in helping you find suitable learning resources for your course. You can make an appointment with your [Schools Liaison Librarian here](#).

- **Helpful links:**
 - [Open Education Resources Commons](#) is a great place to look for additional resources to add to your course.

4. Using Kaltura to create short videos (DIY Video) (Written by Heath Diwell – BOLD Learning and Teaching Support Officer and Kellie Macneil – Learning Designer)

- **How can this be helpful?**
 - Kaltura videos allow students to view course content in their own time. It assists students to review topics in an engaging format which they can review multiple times. Kaltura provides bookmarks for each slide title to allow students to easily locate specific topics within the video.
 - Kaltura videos may be a combination of audio, video and webcam.
 - Video quizzes are possible to reflect students' knowledge of a topic by applying questions onto an existing video.
 - Students can also use Kaltura to create their own video for added engagement in a forum, or as assessment pieces. (Moodle integrates with Kaltura allowing students to easily upload these videos).

- **How can you trial this?**
 - Kaltura videos can be used for welcome and informative instructional videos within courses to introduce students to content or to the Moodle shell.
 - Kaltura videos can also be used for short 5-15 minute videos summarising topics allowing students to grasp basics which they can further explore.
 - Create a summary outline covering key topics from your lecture slides broken into separate short videos if needed.
 - Use an existing video and apply quiz questions to reinforce students understanding is clear through a series of multiple choice questions in formative assessment.
 - Explore offering transcripts to videos where possible to reduce IT bandwidth load.

- **Who can offer you additional support?**
 - Via BOLDTech@federation.edu.au for technical support requests.
 - Your [Schools CLIPP Learning Designer or L&T Technology Support Liaison](#) can assist you in getting started.

- **Helpful links:**
 - [eLearning Hub \(Kaltura section\)](#)

5. Reconsider your Assessment (Written by Kate Roberts – Lecturer, BOLD Learning and Teaching)

- **How can this be helpful?**
 - Moving traditionally face-to-face assessments to an online space can sometimes be challenging, but definitely not impossible!
 - Moving assessments online allows students to continue working and receiving both formative feedback (how they are doing during the learning period) and summative feedback (how they performed in the end). Both forms of feedback are important for student progress and achievement.
 - It is important to ensure that changes to assessment are in alignment with the university [Higher Education Assessment Policy and Procedure](#). If you have any enquiries regarding assessment changes, it is important to refer to your Associate Dean (Teaching Quality) and/or Program Coordinator for advice.

- **How can you trial this?**
 - Consider whether the assessment focus can be changed.
 - Consider if group work can be changed to individual work with some accommodations.

- If continuing with group work consider the online tools that can be used to help manage this, particularly group work platform like Moodle and Teams.
 - For live 'skills', some tasks can be altered so the students record themselves and post the video for assessment.
 - Group work can be managed online with Virtual Classroom Technology used for both working and presenting.
 - Document alternative assessments, where and how they have been changed from that specified in the course outline, in course coordinator reports.
 - As a last option, can the assessment be postponed to another semester?
- **Who can offer you additional support?**
 - Your [Schools CLIPP Learning Designer or L&T Technology Support Liaison](#) can assist you in considering the options to move assessment online.
 - Your Schools Associate Dean (Teaching Quality) may be able to provide you guidance on school decisions around online assessments (like eExams).
 - **Helpful links:**
 - More information on how technology can be used to enhance you assessment can be found [here](#).

6. Virtual Classroom Technology – Adobe Connect (Written by Charlie Duddridge – Learning Designer)

- **How can this be helpful?**
 - Federation University's virtual classroom is web-based technology that supports the delivery of synchronous (real time) teaching and learning via Moodle for up to 300 students across the university. *(The university is increasing Adobe Connect licences to ensure adequate staff and students can access this service.)* Staff are encouraged to continue to book classes as per normal instructions and preferably use Adobe Connect for tutorial-like.
 - Adobe Connect allows hosts to select and use pre-configured virtual classroom layouts or customise your own.
 - Adobe Connect allows hosts to integrate group-based activities using the virtual break-out feature.
 - Other key features include the ability to share; screens, documents, virtual whiteboards, webcam and audio (for presenters & participants), live chat, real-time surveys/polling, web links, files and notes.
 - Adobe Connect supports guest access for non-FedUni staff/students allowing you to invite external guest lecturers etc.
 - Sessions can also be recorded for viewing asynchronously.
- **How can you trial this?**
 - Students can access and trial this technology during scheduled times with CLIPP facilitators via the [Adobe Connect Student Test Room](#) on Moodle where they will also find a range of self-help resources.
 - Staff can also view and trial the technology via the [Adobe Connect Student Test Room](#) to get a sense of the student experience.
 - Staff can either register and attend a scheduled professional development session via the [CLIPP PD Booking Page on Moodle](#) or book an appointment with a [CLIPP Learning Designer](#).
- **Who can offer you additional support?**
 - For learning and teaching technology support email the BOLDTech@federation.edu.au team.

- If you're unsure whether this technology is the appropriate learning and teaching solution for you - contact a [CLIPP Learning Designer](#) for advice.

- **Helpful links:**

- [Adobe Connect Virtual Classroom general information and "how-to's"](#).
- [Adobe Connect Student Test Room](#)
- [CLIPP Professional Development Booking Page](#)

7. Video Production/Graphic Design (Written by Jaimee Westin – Senior Digital Designer and Eammon Jones – Senior Digital Designer)

- **How can this be helpful?**

- Advanced and high-end video production services are available for projects that can't be adequately captured by Kaltura or Virtual Classroom technologies.
- Creating instructional video and high quality graphical content can enhance student engagement and improve learning in online and blended courses.
- Videos allow learners to revisit and review content in their own time, or study material off-campus in the case of University closure.

- **What support can we provide:**

- Courses that contribute to the twenty high volume programs based on student enrolments, will be prioritised with access to these services.
- A range of video and/or audio equipment is available for DIY productions via the Mt Helen and Gippsland Libraries. CLIPP Digital Production staff can support users with familiarising with equipment and/or providing advice to plan their productions.
- Assist recording audio in the MTH Media Studio to add to PowerPoint slides.
- Assist recording audio in the MTH Media Studio to create podcasts.
- "Fast" turnaround short video recording in the MTH Media and/or Gippsland Studios (for those unable to use Kaltura Capture or requiring higher quality).
- High quality graphic illustrations/pdf/handouts to explain complex learning concepts.
- Downloadable/editable PDF or printable activity book development to assist in student course work.

- **Who can offer you additional support?**

- MTH Campus – Video/Audio/Graphic Design:
 - [Eammon Jones](#) – Senior Digital Producer / CLIPP - Ph: 03 5327 9317
 - [Jaimee Westin](#) – Senior Digital Producer / CLIPP - Ph: 03 5327 6208
- Gippsland Campus – Video/Audio/Learning Design:
 - [Charlie Duddridge](#) – Learning Designer & Digital Producer / CLIPP – Ph: 03 5122 8228

- **Helpful links:**

- [Digital Production Services Website](#)
- [Create videos using Kaltura Capture](#)
- [Creating a Basic Video \(including script template\)](#)

8. Library Liaison Support (Written by Kate Roberts – Lecturer, BOLD Learning and Teaching and Marion Slawson - Associate Librarian, Client Services)

- **How can this be helpful?**
 - Specialised Liaison Librarians can provide teaching staff support on learning and teaching resources including eReadings, online books and journal articles, databases, digital learning resources and a huge range of quality videos and television recordings. They can also support staff with transformation to the online environment via Skype, Teams and virtual classrooms.
 - The Liaison Librarians offer 1:1 support to students and staff via Chat, Ask the Library, email and phone.
 - They can also provide advice on maintaining correct copyright compliance and correctly embedding resources into Moodle shells.
- **How can you trial this?**
 - When adding resources into the online component of your course, start by seeing if anything suitable already exists. Think smarter, not harder!
 - Video resources can be found by searching through the [Database tab of the Library homepage](#). Select the Video filter to explore all 21 of the video databases.
- **Who can offer you additional support?**
 - Contact your campus library in person or virtually
 - You can make an appointment with your [Schools Liaison Librarian here](#).
 - Visit the Library website, particularly the Staff Resources tab on the homepage.
- **Helpful links:**
 - Visit the [Library homepage](#) to get started

9. Re-scheduling classes (where feasible)

- **Practical and field trip classes**
 - Delivery of practical laboratory sessions and field trips will require either rescheduling to a later time in the semester or potentially alternative course.
 - Please discuss this with your Program Coordinators, Discipline Lead / Associate Dean (Teaching Quality) and Dean.
- **Practical Placements**
 - Managing practical placements will require additional planning. Discuss your situation with your School Senior Leadership Team.

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