



Please consult the Program Co-ordinator when making changes to ensure you are following program expectations and maintaining consistency.

Use master shells! Risk free area for development with no students enrolled, allows for collaborative development environment with CLIPP, colleagues and other support services, can make changes as you become aware they're necessary, allows for 'back up' of what is in the delivery shell, can automatically be copied into delivery shell via CYOM (remember delivery shells only trigger 4 weeks before delivery).

Switch your role to student view in the master shell to ensure the course appears the way you have envisaged it. You can also seek CLIPP assistance to check over items before they go live to reduce the chances of things not going as expected and the barrage of student complaints that tend to accompany it.

Keep a running document of suggested changes. You can add to this throughout the semester when you are too time-poor to make the changes, and revisit it at the end of semester to ensure the course is ready for the next iteration.

DEVELOPING CONTENT

Utilise current resources. Check what is available through the library, Equella, Open Education Resources etc. Talk to others in your program as they may have taught similar content before and have resources they are willing to share. Remember to give credit to the source, but there is no need to reinvent the wheel if a perfectly good resource already exists!

Plan ahead with readings. Compile your reading list and send to the library as soon as possible so that they can ensure your readings are ready to go.

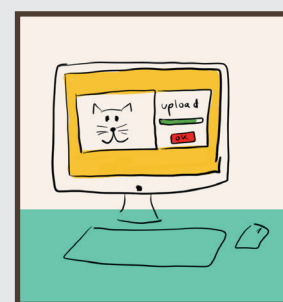
When creating videos

Chunk information. Break videos into sub-topics (10 minutes max). This encourages engagement and also allows for movement if topic sequence changes.

Avoid details that may change. Course codes, dates, weeks, and current affairs all change.

To improve the longevity of your videos, avoid saying these or having them written on slides that you're speaking to. You can add these details in text which can be easily altered if need be. For example, when giving the content context, instead of saying in a video 'Last week we looked at the heart...', include this as text in a book, label etc. This way, if the sequence of topics changes, you don't have to edit the video. The same goes with dates, especially when creating videos for assessment items.

Consider breaking the content into historical, contemporary, and current matters related to the content as this will also improve the longevity of videos (historical information will not change, contemporary will but not frequently, current affairs can change every year)



COMMUNICATING WITH STUDENTS

Make expectations of communication clear from the beginning.

This is generally within normal business hours, and within 48 hours (Monday – Friday) of the query. This should be made clear to students during orientation and remain consistent. This reduces unreal expectations of students and ensures they receive the same experience across courses, decreasing pressure on academics. Also clarify the best points of contact (dependent on what the enquiry is), and when learning materials will be available.

Weekly introduction videos/text. These can be used to summarise ideas/questions that arose from the previous week, inform them of what they will be doing this week, and where they are expected to be at by this point (any activities/assessment items they are required to complete). This can help reduce queries in emails/phone calls/forums and builds your online presence.

Have an Adobe Connect schedule. Make explicit to students what sessions will be focused on so that it is clear what they can expect, as this provides them with an opportunity to ask questions instead of posting in a forum, and allows you to prepare materials ahead of time.

Advise students what time/day you will check the forums.

This will give them a general timeframe of when they can expect a response, and will reduce anxiety. You may wish to add this into your Outlook calendar as a reminder.

Reduce individual responses, post to the entire group.

When appropriate, respond with a 'summary of ideas', 'weekly responses', 'FAQs of the week' post etc. This will save you time, as well as reduce the amount of emails users receive.

Encourage students to respond to one another's posts.

This increases student to student interaction, helps build an online community, and saves you time. Make sure you check that the answers are correct and address misconceptions as they arise.

Use separate groups for multi-campus course forums that are available to all students. This will help you target the correct group and avoid students receiving emails regarding forum posts that don't affect them.

Need assistance?

Contact your School's CLIPP Learning Designer for clarification or assistance with any of the above.



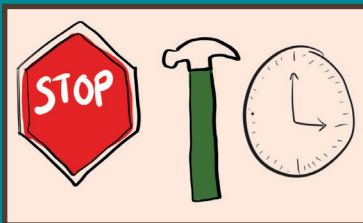
ASSESSMENT ITEMS

Ask for a second set of eyes. Invite a colleague, CLIPP Learning Designer or Learning Skills Advisor to look over your assessment tasks and ensure that instructions are clear, and organisation of materials is appropriate. This will help reduce student enquiries regarding what they are supposed to do, where they submit etc.

Consider using Moodle/Turnitin marking guides and rubrics, and frequently used comments. Although these will take some time to set up initially, they make marking a lot faster in the long run as they reduce double-handling and rewriting the same thing many times. You can seek assistance from CLIPP when developing rubrics and marking guides to help ensure the expectations are clear to students.

General feedback for assessments. After grading assessments, you may find that many students have similar areas of strength and/or areas for improvement. If this is the case, you can create written, audio or video feedback that you make available to all students. When grading individual student assessments, you can give them specific feedback but point them to the general feedback and instruct them to read/listen to/watch particular parts.

Set up question banks for quizzes. This is best practice rather than adding them directly into a quiz. It makes it easier to mix and match and have control over the order if content changes in sequence. Set up categories based on topic (not 'Week #') and avoid question names such as 'Question 1' 'Question 2' etc. to allow for randomised questions without confusion.



When the workload seems unmanageable, the key thing is to prioritise your workload by organising your tasks into the following:

01 - What MUST I do?

What urgently needs fixing right now to address immediate learning or teaching issues?

02 - What SHOULD I do?

What needs to be addressed within the next few days or weeks? It is still a priority for this cohort of students, but you have a little time up your sleeve.

03 - What COULD I do?

Whilst it is still on the 'list of things to do' and it is still your intention to address it or introduce it for this cohort of students, it wouldn't be detrimental if you didn't get a chance until next time.

04 - What WOULD I do?

There isn't time to implement the idea or resource this time around, but it needs to be addressed for the next re-iteration of the course.

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