Te Puna Ako News

Updates on Learning and Teaching at Unitec

Events, resources and news

Workshops at Unitec on Inclusivity
4D Workshop (A rerun) on Zoom Please book here
Friday, 8 October, 1.00-3.00pm Focus is on:
- Focusing on how to support students with specific learning difficulties:
- Dyslexia, Dyspraxia, Dyscalculia and Dysgraphia.

Accommodations, Inclusive Assessments, and Maximising Memory
Workshop (New) Please book here
Friday, 22 October, 1.00-3.00pm on Zoom. Focus is on:
- Ensuring your assessments are inclusive,
- What accommodations are and how to enable them,
- How to develop memory skills in our students and making our teaching stick.

Conference: Te Puna Aurei LearnFest
University of Waikato's annual 1 day conference with a learning/teaching focus)
- When: Wednesday 24 November 10am - 3pm
- Where: online via Zoom
- Who: they have a record number of submissions
If you are interested in attending, find out more and register here.

Resources
Reminder that there are ideas for what you can do online with your students during lockdown on the Staff Covid19 Remote Teaching Moodle.

The Asynchronous Cookbook
Recipes for engaged and active online learning

News
New Teacher Induction dates for Feb 2022 Wed 9th Feb - Fri 11th Feb.
If you are a new teacher, register now by emailing jking@unitec.ac.nz

At a glance

- Teaching in hybrid mode
- Tips for teaching a hybrid class
- Value of asynchronous learning
- Teaching with Moodle
- Good practice during lockdown
- Retrieval Practice

Te Puna Ako News gives you a quick update of learning and teaching news, good practice at Unitec and practical ideas on how you can create better learning .

The TPA liaison for your school can be found on the Nest. Click on this link here.

Teaching in hybrid mode at Covid Levels 1 and 2

Managing a hybrid class

Rob Gambolati (Diploma of Sport) found that at Level 2 last year, not all his students came back on campus. Rob says in his class, there were usually only a handful online – not more than three students. He describes how he made things work for his students balancing dual modes – f2f and online.

TPA: What worked for you doing a hybrid class from a technical perspective?
Rob: I would set up Zoom on my laptop and connect it to the main teaching computer display. This allowed those in the room to see people online and vice versa. I did warn my students online that if they messaged me privately on chat, the rest of the f2f classroom would be able to see this in the screen. I would share my powerpoint slides through the laptop, and everyone could see the slides. Having the boundary mic in the room was invaluable as it meant I could move round the classroom without my laptop and all students (online and f2f) could hear me.

TPA: Was there anything else that helped with managing the class?
Rob: Having a tutorial assistant or another teacher with me was really helpful. They could also log into Zoom on their laptop, and respond immediately to chat, or remind me that someone wanted to ask a question from online.

TPA: Did you use the whiteboard in the classroom? How could your online students see that?
Rob: I use the whiteboard all the time in class, so I would wheel it round and make sure it was visible from the camera on my laptop. Some colours and angles were a bit hard for students, so I would check in with the online students to make sure they could see. And you can always check on the recordings.

TPA: So you did keep recording the classes, even though most of your students were there live?
Rob: For sure. Students seemed to really appreciate having the recordings, especially those who couldn't be present during the class session for whatever reason.

TPA: Did you have to change the kind of activities that you did in the classroom?
Rob: Actually, I didn't have to change much because my classroom is usually pretty interactive. Sometimes I get my f2f students to get up and move to a line or a spot in the classroom to show their opinion about something). Obviously the online students couldn't do this, so I would check in on their opinion, and then carry my laptop to the appropriate place in line, so they could chat to the students with the same opinion.

TPA: What about small group interactions?
Rob: Yep, that was similar. I would move the laptop so that the online student(s) could engage with a small group and have a say.

TPA: Did you have any assessments that happened online?
Rob: Yes, last year we had a debate assessment where each student had to debate a specific topic with a peer. In a few of the debates, one students was in the classroom and the other was on Zoom. It worked well.

ONLINE + On Campus
=HYBRID
A HYBRID COURSE COMBINES THE ONLINE & FACE-TO-FACE FORMATS
https://www.canyons.edu/_resources/images/academics/onlineeducation/WhatIsHybrid.jpg

https://www.viewsonic.com/library/wp-content/uploads/2020/07/What-Is-Hybrid-Learning-e1602141374945.jpg

We know that working with students in a mixed mode (Zoom and face to face) at the same time in a classroom can be difficult! However, while we are in level 1 and 2 this may well be your context. The ideas below are suggestions to consider as you negotiate this new evolving learning space.

Tips for managing a hybrid class

- Open your class in the Zoom space (created in Moodle) on your laptop or desktop. Link to the classroom computer.
- Share the load. Appoint an in-classroom chat moderator, a tutorial assistant or a student, who is in the classroom but keeps an eye on the chat and participants' panel to see if anyone wants to ask a question or make a live contribution
- If you use the whiteboard in the classroom, appoint a student to take appropriate photo(s) of the board as you go. The student sends photos to you, which you then add to Moodle for all to have access.
- Use Moodle for asynchronous access that is similar for everyone
- Deliberately check in regularly with your online students during a class session

Activities in a hybrid classroom

- Encourage students to comment or ask questions during your (or a student's) presentation. Use questions from the chat first, then ask for questions from the floor. Add questions from the floor into the chat.
- Collaborate as a class on a Powerpoint, where classroom groups and Zoom groups in breakout rooms have different slides that they discuss together and contribute their ideas. This works well if each slide has a different question, problem or scenario to comment on.
- Use generic apps like Socrative, Kahoot or Mentimeter – where all students can contribute on their device, no matter where they are
  - Socrative – exit ticket, group responses in detail
  - Kahoot – quizzes (multiple choice)
  - Mentimeter – get feedback eg. wordcloud
  - Miro – whiteboard with sticky notes

The value of asynchronous learning

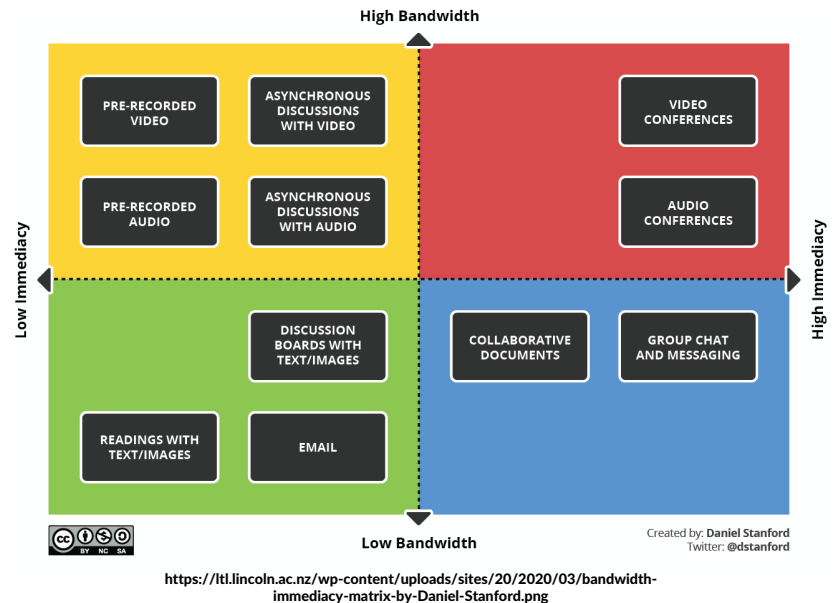**Synchronous learning** is what happens in the classroom face to face or when you are on Zoom.
Asynchronous learning relates to tasks that are not immediate, but that take place over time in the online space, with peer and teacher interaction.

Ideally, the two modes are used to give the most effective student experience.

The diagram on the right demonstrates how both modes are useful when you are teaching online. It comes from The Asynchronous Cookbook

Why is asynchronous learning useful?

- **learners can work in their own time**
- **they don't have to be on campus**
- **gives learners time to think**

High Bandwidth

PRE-RECORDED VIDEO	ASYNCHRONOUS DISCUSSIONS WITH VIDEO
PRE-RECORDED AUDIO	ASYNCHRONOUS DISCUSSIONS WITH AUDIO

	VIDEO CONFERENCES
	AUDIO CONFERENCES

Low Immediacy / **High Immediacy**

	DISCUSSION BOARDS WITH TEXT/IMAGES
READINGS WITH TEXT/IMAGES	EMAIL

COLLABORATIVE DOCUMENTS	GROUP CHAT AND MESSAGING

Low Bandwidth

Created by: **Daniel Stanford**
Twitter: **@dstanford**

https://ltl.lincoln.ac.nz/wp-content/uploads/sites/20/2020/03/bandwidth-immediacy-matrix-by-Daniel-Stanford.png

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Examples of curating a resource

Which of the two resources below would you choose, based on the 'teaser' description? Click on the link to view.

Teaching with Moodle: Activities Overview
For those just starting out, this video is only 4 minutes, and steps you through how to add assignments, forums and quizzes to Moodle.

Making good use of Discussion Boards
If you don't think that discussion forums work, this webpage explains the advantages and gives tips for making them happen.

How to add your 'teaser' on Moodle -:

Making good use of Discussion Boards

| https://kpcrossacademy.org/making-good-use-of-online-discuss | Choose a link. |

If you don't think that Moodle forums work, this webpage explains their advantages discussions.

☑ Display description on course page ❓

Don't forget to click on the Display button.

Teaching with Moodle

Start using Moodle as a teaching tool rather than just a storage place for your Powerpoints.

Use Activities
Set asynchronous activities then **use** them in your f2f class
- Add a Choice activity in Moodle. Give a scenario and ask students to vote on the next step of action during the week before class. Pick up on the choices in class and discuss them.
- Give a task to go with a video or reading. Examples below:
  Before: write three things that you think this article might inform you based on the title.
  During: as you watch/read, answer these questions
  After: come to class with a summary/opinion/filled-in graphic based on what you read/watched

Encourage collaboration
- Add a link to a Powerpoint with set questions to Moodle. When you do collaborative work in Zoom/classroom, ask different groups to work on different slides.
- Set up a discussion forum and encourage learners to discuss several hot topics, that they will then debate in your Zoom class.

Curate resources (links, documents, videos, podcasts)
- When they access a video on Moodle, students want to know
  - What's in it?
  - How long is it?
  - Do I have to watch the whole thing?
  - Why is it important?
- If it's an article, they might ask
  - Do I have to read the whole thing?
  - Is this relevant to our assessment?
  - Why should I read this?

Curation is how you respond to these questions, explaining the purpose and any tasks that you want users to do with the resource. Read more on curation.

Examples of good practice during lockdown

Adapting assessment to an online environment

Unitec's Nursing team have become practiced in adapting assessments to the online environment and ensuring that the students are at the centre of decision-making. They take a collaborative approach, talking through possibilities with team members aiming to stay as authentic as possible to the intended assessment of the learning outcomes and to ensure as much assessment security as possible.

Sarah Gray's process is given as an example. Sarah needed to move an in-class test to the online environment. She wanted to ensure assessment security AND allow for students' current learning environments.

1. Practice tests were organised and run to check that students could undertake the test in a different environment and to also check how much time students would need to complete it.
1. Students were asked to provide feedback about the practice test experience. Much of the feedback was that it took longer to complete the test than anyone expected.

What took so long? Reasons students gave included:
- slow typing
- time taken to scroll from the question information and back to the answer section
- moving from page to page
- the impact of the student environment.

All of the above contributed to a final decision about how long to allow for timing of the test and when a students could start it.

And what about academic integrity?

3. An academic integrity statement was set up as a "choice" question. However, there was only one option to click on: "I agree".
4. The test was only available to the students AFTER they had agreed to the integrity statement. Students knew about the statement beforehand, and also knew that the assessment started after they read and agreed to the statement.

Further information about academic integrity can be found on the Academic Integrity Moodle course.

Setting up for a visiting speaker

Michelle Johnson (Early Childhood Education) invited a senior ECE teacher to join her teaching session via Zoom. Her students were unable to attend their scheduled practicum placements due to Covid-19 restrictions, and this was a great opportunity to engage in professional discussion about teaching strategies. Students were asked to add their questions to a Moodle Forum in the week leading up to the session.

A small group of students conducted the interview and led the discussion with the visiting speaker during the session. Students collated and added what they had learned from the discussions to their practicum portfolios, and presented these as evidence of their personal learning.

Feedback on online tests
Students said: We needed more time!
Students said: It made us feel less nervous having a practice test!

A number of teachers in the Nursing Programme are providing students with opportunities to practice in new assessment environments and then give feedback to their lecturers BEFORE the actual assessment. Coupled with clear and ongoing communication with students, this provides a supportive environment in which to complete their assessment.

Read Sarah's story on the left for more details about the process.

# More good practice examples

Takeaway Videos

Samantha Heath has started experimenting during lockdown with providing the students with short 3-minute videos of what they should have taken onboard from each week of the course as well as preparation for a change in topic. The content is drawn from weekly teacher-directed input on Moodle (independent mode), online Zoom classes and topic glossaries.

Sam: Finding a way to keep students on track was my mission with this idea. Sometimes with human biology there is so much to learn even with clear learning objectives it can get overwhelming at times. I thought that because we are off campus I might replicate some of those conversations teachers have at the end of a session where there is an opportunity to build students' confidence with our mahi. The 3 minute summary videos hone in on the priorities.

I figured that if there was a post zoom 3 minute wonder, I might try and make it work for preparation too. We recently changed topics and I find that getting students used to the new terms is so important for their developing vocabulary.

So, I just picked 10 words from the glossary we've made and put them in context. I have to confess this was a 4-minute version!

Making the videos was a challenge but earlier in lockdown, I had to make a virtual presentation for an abstract I had accepted for a conference. The requirements were for PowerPoint in an MP4 format which was easy to do. However, with the conference abstract I had a portal to upload to but with my teaching I didn't so I came a bit unstuck because of the file size. In the end, I solved the problem and I've now got a YouTube channel. I just make the video available to anyone with the link inside YouTube and use the link activity function in Moodle to share. I will do some evaluation nearer to the end of the course but I currently have likes and subscribers so I think I am on the right track.
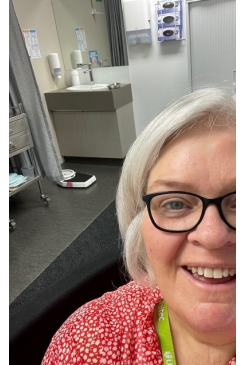
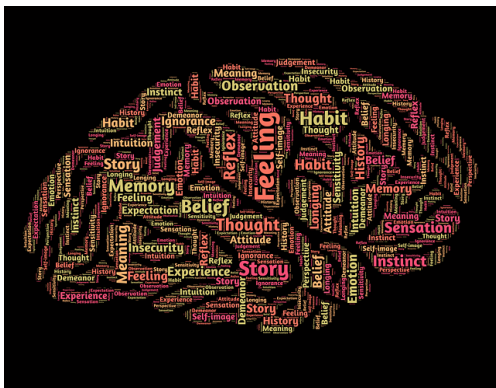## Retrieval practice and why it is important

Image by John Hain from Pixabay

'Our memories are strengthened when we generate information from our memory, not simply restating it but using our own words. If we tell someone what we've learned, we can improve our memory by 30-50%.' Shimamura

Retrieval practice is an important part of learners being able to maintain knowledge/skills over time. As they rehearse information they have learned previously, the brain continues to integrate the info into long-term memory.

Retrieval practice is generative ie. **doing** something with the information, rather than a passive re-reading of it.

Ways to encourage retrieval practice

- Use fun quizzes like Kahoot, or Socrative teams
- One minute paper - students write everything they know about a topic for one minute
- Create a mind map, that connects ideas together
- Students make and share flashcards (eg. Quizlet) to practice facts or vocabulary or diagrams
- Students test each other - encourage them to use questions like: Why does this happen? How does it work? Why does it work? Why is that the most important reason? How do you know?
- Ask students to summarise at the end of a class - What were the main ideas today?
- Get students to explain an important process/diagram/mindmap of content to each other.

Some websites relating to retrieval practice, with suggestions for practice
The Benefits of Retrieval Practice in Learning   Retrieval Wheel
10 Techniques for Retrieval Practice   Online Retrieval ideas