Framework for Online Education at St George’s University of London

Phase 1: Design and facilitation of teaching and learning

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Background

This framework signifies a move away from the emergency remote teaching and learning we have introduced since March 2020 and presents a blueprint for online teaching, learning, and assessment delivery at St George’s, University of London. This phase of the framework does not cover the elements of experiential and practice-based teaching and learning that have been identified as essential to take place onsite at St George’s or on placements. However, it is assumed that in reviewing and designing a course for online delivery, teachers will take a holistic view of the student learning experience that includes online, onsite and placement-based education.

The framework consists of a set of overall principles for online teaching and learning, key shared terminology and guidance around enabling technologies. In addition, the framework will be supported by the following: in-person support from CTiE and CIDE, CPD based on identified needs, and opportunities for the sharing and dissemination of practice, including through a network of Online Education Leads from each programme and a Student Advisory Group.

From what staff and students have said about the experience of online teaching and learning at St George’s so far, we have learned that there is value in the following:

- Clearly articulated purpose(s) and goals for the session, including clear learning outcomes for lectures,
- Lectures that are broken down into shorter sections and interspersed with quizzes or other formative activities,
- Opportunities for live Q&A within or after lecture sessions,
- Having numbers in small groups low enough to ensure good interactivity with all students
- Breaks within long, live sessions,
- Workshops that are structured around different tasks,
- Working with scenarios or cases in groups, using breakout rooms where possible,
- Live interaction with peers and with teachers or other experts, such as clinicians or patients,
- Virtual ward rounds and the use of visual media e.g. 3D images and videos, etc.,
- Asking students how they are and for their feedback and suggestions, and
- Spending time getting practiced with the tech, find ways of checking in, knowing how to ask questions.
These experiences, as well as key pedagogical thinking, have informed the Principles set out below.

**Principles of online education at St George’s**

Studies consistently show that good online teaching, learning and assessment experiences require careful design and planning. Where this is undertaken, the use of technology has the potential to enhance student activity, to extend student learning both individually and collaboratively and to foster the creation of higher-order knowledge (Smyth et al., 2011).

To ensure that the various dimensions of providing education online are comprehensively considered and that there is a measure of consistency in the student experience across programmes, we are asking course and programme teams to work within six guiding principles.

The design and implementation of online teaching and learning should:

P1: Foster and sustain a strong learning community that is inclusive and accessible to all.
P2: Create a clear and scaffolded learning journey that is appropriate to the goals and purposes of the course.
P3: Be clear about standards and expectations of both staff and students.
P4: Balance synchronous social learning with independent self-paced study.
P5: Where possible and appropriate, develop a hybrid approach to experiential and practice-based learning, by using virtual scenarios and multi-media resources to augment on-campus and/or field-based activity.
P6: Have responsive evaluation built in, in partnership with students.

These underpinning Principles are developed in the table below as set of considerations.

<table>
<thead>
<tr>
<th>1. Set up and Organisation</th>
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<tbody>
<tr>
<td><strong>To check</strong></td>
<td><strong>Details</strong></td>
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<tr>
<td>Are all students and staff able to access and use the equipment and systems that are being employed?</td>
<td>Do not use technologies that are not supported by the University. Choose tools that will create a balance between synchronous and asynchronous activities as well as individual and collaborative/group learning experiences. Give time in your teaching to practising and ensuring that everyone is confident with the tools you use.</td>
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<tr>
<td>Does the online learning environment adhere to the SGUL Canvas Minimum</td>
<td>Summarise here the elements in the standards (TBC): explicitness about Learning</td>
</tr>
<tr>
<td>Standards for course layout and structure?</td>
<td>Outcomes, and course structure and processes, including around assessment&lt;br&gt;Aim for consistency across all the modules in a programme. A week-by-week scheduling (rather than thematic) structure enables you to scaffold the students learning throughout the term/semester.</td>
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<tr>
<td>Is there signposting to additional teaching and support, for example from the Library and Academic Success Centre.</td>
<td>Make use of existing resources by building this into your lesson plan and directing students to this. Please make contact with your liaison librarian. Visit this LibGuide for teaching staff for more information about how liaison librarians can support you. Visit the Library module in Canvas and StudyPlus</td>
</tr>
<tr>
<td>Is the way you plan to organise your online sessions reflective of students’ learning needs? Avoid expanding group sizes with the primary aim of reducing workload.</td>
<td>Decide if your student cohort will belong to smaller learning groups, how you will organise these and how you will deploy your staff? Will there be peer-led study groups? Will these group change across the module or remain constant throughout? How often will they meet? How will students know which groups they belong to and what the purpose of each is? It is important that we remain within the Staff-Student ratio that are appropriate for the activity type. Link to terminology</td>
</tr>
<tr>
<td>Is it clear to students how they will receive the schedule of teaching activities for the semester?</td>
<td>TBC: MyTimetable will be used for all onsite sessions, and these should be scheduled first. All other learning activities will be on Canvas. Dates/times given only for synchronous/live sessions. Onsite sessions listed would say “see MyTimetable”, so no need to update on Canvas if changes.</td>
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<tr>
<td>What teaching and learning resources do you have access to and how can you make good use of them? Using</td>
<td>Resources might be found internally at St George’s or from external sources. They could include lecture material Visit the library’s list of online teaching and learning resources and subject LibGuides.</td>
</tr>
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</table>
| curated material will give you more time to interact with students to build and sustain community, developing their applied and higher-level thinking, and giving feedback on learning. | in library resources, MOOCS, YouTube videos. Direct links to these can be made on Canvas | Please make contact with your liaison librarian for further information on digitisation of texts and workshops or guidance on trusted information sources...

| How will your staff team communicate? | How can you make sure that guest lecturers are aware of the overall course structure and approach and are included in problem-solving and developmental discussions as they occur? Are there opportunities for collaborative teaching? Will students have the continuity of a single tutor across a number of weeks? |

<table>
<thead>
<tr>
<th>2. Form a Learning Community</th>
<th>You should</th>
<th>Details</th>
<th>Links and Examples</th>
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<tbody>
<tr>
<td>Think through and reduce barriers to learning, ensuring that you take an inclusive approach from the outset. Be mindful to make content diverse, representative and relevant to all learners.</td>
<td>Barriers might include access to appropriate hardware/software, regular Wi-Fi or unlimited internet downloads, a lack of flexibility in how, and for how long students are able to engage in learning (particularly if they do not have access to a personal study space), and content not designed to be inclusive to a range of learning needs (e.g. dyslexia friendly). Consider how students might engage with learning tasks if they face any of these issues.</td>
<td>Details of technology requirements are provided later in this document under Guidance for links with technology and key considerations.</td>
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<tr>
<td>Find ways actively to build, sustain and refresh relationships between the teacher(s) and the student(s), and between students.</td>
<td>Good rapport cannot be expected to develop naturally; it must be planned for, deliberately fostered and given time.</td>
<td>Curated list of resources for staff on how to deliver an engaging online class</td>
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<td>Plan some social and fun activities. This is particularly important in the initial stages, but helping your students feel good about their learning community should be a consideration throughout.</td>
<td>These activities may also double as ways for students to try out the technological tools you plan to use. “Icebreaker” activities that aim to help students get to know each other can be used</td>
<td>Examples can be found here</td>
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<tr>
<td>Take time to establish your (friendly) presence and that of your team</td>
<td>Consider recording a short introductory video of yourself and your team before the first session so that your students can know you (remember that they may not get to meet you face-to-face for some time).</td>
<td>Visit <a href="#">here</a> for how to do this using Panopto</td>
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<tr>
<td>Model friendly, social and clear ways of interacting.</td>
<td>Be conscious of the language you use.</td>
<td>Further guidance on creating opportunities or tasks that ask students to reflect regularly on their learning – to maintain motivation and engagement (metacognition) is available <a href="#">here</a></td>
<td></td>
</tr>
<tr>
<td>Think about ways in which students can interact with each other informally and without a teacher present.</td>
<td>Time to socialise before and after scheduled formal learning can be very valuable in allowing students to connect with each other</td>
<td>Use online breakout rooms as ‘have a break rooms’</td>
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<td>Consider the role of the personal tutor in building a social community.</td>
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3. **Make standards and expectations clear**

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<tbody>
<tr>
<td>Set and maintain high expectations of student engagement and performance and give clarity about what forms of engagement are expected; for example, looking at preparatory materials prior to a discussion, when to have camera on etc..pppppp;;;;</td>
<td>Clarify expectations at outset and throughout but remember that flexibility will also be important as expectations may need to change as you work out with your students what works well and what needs adjusting.</td>
<td>See the <a href="#">Key terminologies used in the framework to describe teaching and learning activities</a> set out in this document.</td>
</tr>
<tr>
<td>Design for variety in activities so that students can engage in different ways.</td>
<td>Make clear what is core and absolutely necessary so that if students have to prioritise, they have some guidance.</td>
<td>Resource on ways of checking that students are engaging plus example.</td>
</tr>
<tr>
<td>Be clear to students about what they can expect from you.</td>
<td>When will you put up preparatory materials? What feedback can they expect on their work and by when.? What will your moderating role in discussions be? How will you respond to email queries and so on?</td>
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</tbody>
</table>
Ensure that platforms and/or systems being used to deliver teaching and supporting students’ learning adheres to the principles of data protection by which St George’s is governed.

See here for Information Governance at St George’s.

<p>| 4. Create a clear learning journey and scaffold the learning |
|---|---|---|
| <strong>You should</strong> | <strong>Details</strong> | <strong>Links and Examples</strong> |
| Design around the intended Learning Outcomes for the course. What do students need to know, what they need to be able to do, and what options do you have to create a process, through which they will meet the intended Learning Outcomes of the course? | Particularly for ‘taught content’ rather than practice-based learning, it is good practice to articulate the intended LOs for each session and/or week. The PBL approach is a recognised exception to this, although the purpose of engaging in PBL should still be made explicit to students | Resource: How to formulate Learning Outcomes for a session and a course |
| Consider the modes of learning that students need to do and how you can actively engage them, for example: acquisition, inquiry, discussion, practice, collaboration and production | Should students be experiencing all of these types of learning in order to meet the Learning Outcomes for the course? Are there other modes of learning that students need to engage in? What balance is needed between them? | ABC Learning Design is one method that can help you design for the range of different learning modes. This resource explains the 6 learning types while this video by Diana Laurillard introduces the six learning types in less than 3 minutes. |
| Consider how you can support experiential or practice-based learning. | Multimedia resources | There are a range of good practice across St George’s on this so please contact CIDE and CTIE for further details. |
| Think about the Affective and Social Domains of learning as well as the Cognitive and Psychomotor Domains | These can strongly affect motivation and engagement and should be an explicit part of course design. | See Section 2 above. |
| Take an ‘assessment for learning’ approach | This involves building towards summative assessment through formative opportunities for students to practice and build confidence in what they are learning. They should also have opportunities to give and receive feedback as the course progresses. | Visit this KCL resource for details |</p>
<table>
<thead>
<tr>
<th><strong>Enable students to monitor their own progress on the module.</strong></th>
<th><strong>Consider using the Canvas feature where students can mark off the activities, they have undertaken.</strong></th>
<th><strong>See this page in Canvas for further details</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Create opportunities or tasks that ask students to reflect regularly on their learning – to maintain motivation and engagement (metacognition).</strong></td>
<td><strong>Make this discussable, not just individual reflection</strong></td>
<td><strong>Resource and example</strong></td>
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### 5. **Balance synchronous social learning with independent self-paced study**

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<tbody>
<tr>
<td>Use combinations of synchronous (happening at a scheduled real time) and asynchronous (can be done independently) activities.</td>
<td>Make use of chat and forum functions to allow discussion asynchronously.</td>
<td>Templates to help get the balance (Future Learn)</td>
</tr>
<tr>
<td>Consider the need for balance between synchronous and asynchronous activities so that students are able to access their learning (refer Principle 1)</td>
<td>Synchronous learning has advantages such as live engagement, dynamic learning, and depth of instruction. However, its drawbacks include rigid schedule for students and potential for technical difficulties. Asynchronous learning offers students flexibility and self-paced learning but there is a risk of isolation and reduced engagement.</td>
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<tr>
<td>Avoid simple replication of face-to-face methods</td>
<td>Lectures should be reviewed and reconsidered – can the material be conveyed in a sequence of shorter chunks (e.g. 10-minute bite-size videos). Are there resources that students can use to learn about a concept? There may be some exceptions e.g. Live Lectures may be appropriate where the use of Pre-Recorded Lectures (PRL) may hinder students from conceptualising complex information sometimes due to technical challenges (Rose, 2009).</td>
<td>Visit this resource on “chunking” for further details.</td>
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<tr>
<td>Record any synchronous events so that they can be reviewed later by students and available to students unable to be present.</td>
<td>This is an important part of an inclusive approach</td>
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<tr>
<td>Give consideration to students with disabilities</td>
<td>Do they have opportunities to engage? Are the files you are sharing meeting accessibility good practice?</td>
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<td>Limit the length of teacher discourse (a lecture) to a maximum of 45 minutes. Within this students shouldn’t be listening for longer than 20 minutes without a break or switch of focus. Consider a max length of a session at 120 mins for non-lecture activities and 1 hour for lecture activities.</td>
<td>Consider what are students doing in a synchronous session: listening? discussing? Answering questions, etc. Consider that ‘less is more’ - a ten-minute mini-lecture can take 20 minutes for a student to watch.</td>
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<tr>
<td>In a PBL or similar long session consider combining a decent length break (20 minutes) with other techniques for maintaining engagement with the learning</td>
<td>Use breakout rooms etc. so that students are engaging with each other, possibly creating something that can be shared.</td>
<td></td>
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<tr>
<td>Devise activities for students to undertake pre- and post-synchronous activities.</td>
<td>This is part of thinking about the learning journey and is also part of the basic design template for Canvas. Where are the students before the session? How should they prepare? What do they do next?</td>
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### 6. Evaluate as you go along

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<tr>
<th>You should</th>
<th>Details</th>
<th>Links and examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seek to understand how your students engage in the activities you have designed and scheduled for them and involve them in making suggestions.</td>
<td>This should strengthen the social and collaborative engagement elements of your module/course – and also allowing you to enhance things as you go along. Keep your polling short and succinct or students will get fatigued and engagement will drop off.</td>
<td>Use quick online poll or sticky notes in Canvas to get students’ feedback so you can respond and improve.</td>
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</table>

*Further information on accessibility can be found later in this document under the section entitled Accessibility tools and resources.*
Key terminologies used in the framework to describe teaching and learning activities

This set of terms is intended to help establish a common way of referring to the types of teaching and learning activities we will use as part of online education at St Georges, with benefits for students’ experience as well as exchange amongst staff.

a) **Synchronous and Asynchronous**: These terms are important in online education and crop up a lot. The first refers to activity that occurs in real scheduled time or ‘live’. The second refers to activity that can take place at any time or in the students’ (or teacher’s) ‘own time’, albeit within the overall structure of the course e.g. the weekly asynchronous activity (some background reading, say) must happen before the next weekly synchronous event (an online discussion of the reading). Designing an online course usually requires planning for a mixture of synchronous and asynchronous activities and making productive relationships between them.

b) **Large Group Live Online teaching**: Synchronous large group teaching and learning (>35 participants) organised in a live virtual meeting room e.g. Teams or Big Blue Button where students and teacher(s) meet together to communicate with voice, video and whiteboard. Live Online Lectures fall into this category, but also some other activities like virtual ward rounds, where being in a large group does not adversely affect the student’s learning experience. We recommend that such sessions should not be longer than 2 hours and that there should be breaks after 20 minutes.

a. **Pre-Recorded Lectures**: Asynchronous delivery to a large group where the lecturer records a lecture outside of class and shares with students in a digital format e.g. via Panopto, often breaking the content down into smaller chunks and interspersing these with quizzes and other activities to maintain student engagement and consolidate learning. This type also includes the use of curated online content from trusted sources to explain specific concepts. Pre-Recorded Lectures can be accessed remotely from anywhere. We recommend that students should not be asked to listen to pre-recorded lectures of longer than 45 mins and note that a break after 20 mins is advisable. Breaking content into 10-minute chunks is often best practice. An example of a bite-size lecture is available [here](#).

b. **Self-directed and self-paced learning**: In its broadest meaning, self-directed learning describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes (Knowles, 1975, p. 18). Self-paced learning is learning that students can undertake in their own time, asynchronously.

c. **Small Group Teaching (including tutorial and workshop)**: Synchronous activity (up to c 35 students) via Teams or Big Blue Button where you can talk to students, share materials, use polls, and get students to contribute their thoughts and ideas in discussions and sometimes work in smaller groups with other students. Activities can include students making a presentation on set topics/issue, lecturers giving mini lectures which require high-level interactivity from the students, discussions around assignment questions, and so on. Can also take the form of a practical workshop with
more hands-on learning (around clinical or communications skills for example). Group size can vary but it may be harder to manage and provide a good learning experience where numbers are larger. Break-out rooms can be effectively used to maximise interaction.

d. **Group work**: Can take place synchronously within small group teaching; and can be student-led or lecturer-led. Can also be a project that students undertake collaboratively over some time.

e. **Problem-Based Learning (PBL), Case-Based Learning and variants (including virtual labs)**: Synchronous activity which can be delivered within a small group teaching setting; this can be student-led or lecturer-led. PBL consists of problems designed to challenge students to use problem-solving techniques, self-directed learning strategies, team participation skills, and disciplinary knowledge. This can be unstructured open-ended problems used to drive learning. CBL presents students with specific scenarios that are inspired by real-world examples that students may experience.

f. **Team-Based Learning (TBL)**: Synchronous activity which can be delivered within a tutorial or workshop setting. Team-Based Learning (TBL) is a prescribed version of Problem-Based Learning that is highly engaging for students because it confronts them with real-world problems and forces them to work in teams to make a decision; TBL flips the classroom so that students must come to class armed with the knowledge that they will then use to grapple with the problems presented to them.

**Student involvement**

A group of Student Curriculum Advisors are being recruited to support the implementation, monitoring and review of the Framework by working in partnership with staff to create and influence teaching for the 2020-21 academic year. This group will play a key role in the review and evaluation of efforts to embed the principles set out in this framework into teaching and learning practices.

The role will be split in to three phases: July-September 2020, October-December 2020 and January-May 2021. Student Curriculum Advisors have been recruited for the June-September 2020 phase. Further details will be released for future recruitment cycles.

Existing channels in which students can feedback on learning and teaching will continued to be monitored as part of the review and evaluation process. This include SOLTs module feedback, Unitu, liaison to Year Reps, and programme drop-in sessions.

**Dissemination and quality assurance**

**Dissemination**

A dedicated website area has been launched which consist of the framework and detail of the implementation plan and support available through the Online Education Exchange programme.

**Responsibilities**

The implementation of the Framework follows the [St George’s Quality Manual](#).

**Version and Release**: Version 2, 20th July 2020
This states that it is the role of the Course Director to ensure that programmes are delivered in accordance with St George’s policies and procedures and that Course Directors are expected to liaise with module teams or their equivalent to achieve this. It is possible therefore to view responsibility as existing at three levels; that of the Course Director, the Module Lead and the individual teachers who make up the module team. The objective is to ensure that students receive a high quality of educational experience at St George’s.

The Centre for Innovation and Development in Education (CIDE), the Centre for Technology in Education (CTiE), the Deputy Principal (Education), and Dean of Faculty have a remit/responsibility to support and guide the above parties in implementing the framework and assuring its quality.

Process
In line with this model, CIDE and CTiE will engage with programme leaders at three stages of implementation:

**Stage 1: Early development (June and early July, 2020)**
- Department/Centre level meetings with Heads of School or Institute, Head of Department, Chair of Monitoring Committee and Programme Leads.
- Self-evaluation document sent in advance, using ‘traffic lights’ to answer a series of questions around level of preparedness to implement the Framework. The document prompts identification of necessary action, person(s) responsible and timeframe. *Completion of the document is evidence of engagement with the Framework and is a requirement. Completed documents should be lodged with the appropriate Monitoring Committee.*
- Meetings are also a chance to discuss areas of practice and identify support and development needs that CIDE and CTiE can help to meet.
- Meetings x 6: Radiography Department, Centre for Biomedical Education, Graduate School, Centre for Clinical Education, Department of Rehabilitation Sciences, Department of Paramedic Science

Drawing from these meetings, we will develop and disseminate a set of minimum expectations or threshold standards for the implementation of the Framework in programmes, modules, and for individuals that will be supported by implementation guides. This will be ready by early August 2020. Examples that go beyond the minimum and show the ‘direction of travel’ towards high quality, sustainable design and practice (see Roadmap for implementation) will continue to be disseminated.

**Stage 2: Readiness prior to start of Semester 1 (September 2020)**
- The six meeting groupings as above will be asked to review progress, confirm readiness with regard to the minimum expectations in particular, and identify any areas that may need troubleshooting, or particular monitoring and/or support during implementation

**Stage 3: Evaluation during Semester 1 (November 2020)**
- Evaluation at the level of the individual session/module will be under the auspice of the teaching team. The Framework encourages on-going evaluation in partnership with students as an integral part of the pedagogical approach.

- As part of a review of the existing PORT scheme and the development of a sustainable QA approach for online/hybrid education, a number of online sessions will be part of a pilot of online teaching observation.

- For evaluation at the level of programme, a plan and questions will be developed (in conjunction with Student Curriculum Advisors, Dean for Student Experience and Programmes Forum) for surveying students on the quality of their online education experience.

- The results will form the basis of a 3rd meeting with the six meeting groupings set out above, with a focus on evidence-based review and revised actions where necessary.
Guidance for links with technology and key considerations

Technology hardware requirements for the lecturer:
- High-speed internet connection; PC or Laptop; Headphones (with audio playback and microphone), Webcam. *Newer laptops have audio playback, microphone and webcams built-in.*

Technology hardware requirements for the student:
- Internet connection; Web-enabled device (PC/laptop/tablet/phone); Headphones (with audio playback and microphone), Webcam (optional). *Newer laptops have audio playback, microphone and webcams built-in.*

Support for using technology in the delivery of teaching and learning is available on [here](#) (there is no log-in required)

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<thead>
<tr>
<th>Activity</th>
<th>Recommended approach</th>
<th>Enabling technology</th>
<th>To do</th>
<th>To avoid</th>
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<tbody>
<tr>
<td>Lecture (Teacher-led)</td>
<td>Pre-Recorded Lectures (PRL) using bite-sized recordings</td>
<td><strong>Panopto</strong> is the default technology for recording lectures.</td>
<td><em>Pre-session:</em></td>
<td>• Documents that do not meet the <a href="#">digital accessibility criteria</a> and <strong>copyright requirements</strong></td>
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<td></td>
<td>Discussion forum on Canvas</td>
<td>Staff are encouraged to record new bite-sized lectures (10 minutes max per recording). Where it is not possible to record a new lecture, a previously recorded lecture can be used provided there has not been a material change in the content. Also, consider the use of curated online content from trusted sources. Pre-recorded lectures are less complex than live streaming a lecture to students. You also have</td>
<td>• Use the discussion forum on Canvas to update students on timelines. This will help establish your presence. • Ensure students know how to contact you.</td>
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<td>Live Q&amp;A with students – this can be a very short Q&amp;A session scheduled once students have consumed the PRL.</td>
<td><strong>Panopto</strong> is the default technology for recording lectures.</td>
<td><em>Delivery:</em></td>
<td>• Long recordings</td>
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*Version and Release:* Version 2, 20th July 2020
flexibility over when and how you record the session while you can make an adjustment after the recording if necessary. Your students will have flexibility over when and how they view the recording.

In the event that a live large group teaching is required, Teams Live is the recommended technology for this. Please contact LTS for further information.

- Set students specific tasks to undertake after watching the lecture recordings e.g. ask students to summarise key concepts, critique a model, debate a point online. You can ask students to post their responses via the discussion forum and prompt them to respond to at least one other student’s comments on the forum.

- Bear in mind that pre-recorded lectures can help address many issues associated with live lectures such as different learning styles of students, students not being able to ask all the questions they want to ask due to the large numbers. Also pre-recorded lectures address students not having a stable internet connection, different time zones, and the reinforcement of the lectures being the start of the learning process rather than the key learning activity.

**Content:**

- Link content to formative assessment activity and provide automated feedback for students on the key concepts, theories or ideas. An example of this include embedding a quiz question in PowerPoint.
| Small group teaching (Teacher-led) | Run a webinar from home. **NB: Webinars are live events** | **BigBlueButton** is the preferred choice if the nature of your session requires:  
- Break-out rooms  
- Digital whiteboard  
- Does not require an external speaker  

A **BigBlueButton** conference can be created within a Canvas and automatically distributed to all students. The maximum number of participants in a conference is 100. There is a limit on the number of simultaneous conferences that can run so this may not always be available.  

**Teams** is the preferred option if the nature of your session requires:  
- Continuity throughout the term/semester  
- mixed groups (e.g. shared teaching) | • Ensure you understand both **consent** and **copyright requirements** when uploading content to your online site  
**Supporting resources:**  
- Visit [here](#) for tips for preparing and recording lectures by Cornell University. | • Wherever possible, upload learning materials at least 24 hours in advance to allow those with accessibility or connectivity issues time to review them.  
• Consider short synchronous sessions using BigBlueButton or Teams as appropriate. No synchronous session should last more than 2 hours.  
• Encourage students to create their own virtual learning classrooms in Teams for group discussions and peer learning.  
• In Teams, encourage the use of “Posts” for students and tutors to post questions and responses in-between sessions.  
• Use the chat function to have individual check-ins with a student that you want to have an individual dialogue with.  
• Set students specific tasks to undertake and ask students to summarise key concepts, critique a model, debate a point online.  
• Provide adequate opportunity to engage with each student. | • Documents that do not meet the **accessibility criteria**.  
• Absence of formative opportunities for students to receive feedback. |
### Group work, Team-Based Learning (TBL), Problem Based Learning (PBL) and Case-Based Learning (CBL)

**Run TBL or PBL session**

- **Tutorials where the personal tutor might not be enrolled on the same modules as the tutee.**
- **Guest/external lecturers**

A *Teams* meeting can be created within Canvas. The lecturer can communicate details to students via the module announcement. The current maximum number of participants in a meeting is 250. There is no limit on the number of simultaneous conferences that can run.

- A *Teams* meeting can be created within Canvas or set up for small groups either by the lecturer or by each team.
- TBL can be delivered using [BigBlueButton](https://www.bigbluebutton.org) if using a form of TBL where students will have group work during the session and outcomes are discussed and compared with the whole cohort.

Wherever possible, upload learning materials at least 24 hours in advance to allow those with accessibility or connectivity issues time to review them.

**Problem-Based Learning (PBL) and Case-Based Learning (CBL):**

- One student member of each PBL group (using a laptop rather than a tablet) should access the PBL case through Canvas and share their screen (it is recommended that students only share the window they want others to engage with), making the PBL case visible to all group members on the Teams call. Other group members should not attempt to access the PBL case simultaneously, instead, they should rely on the shared screen.

- Documents that do not meet the [accessibility criteria](https://www.accessibilitycriteria.org).
- Absence of formative opportunities for students to receive feedback.
Team-Based Learning (TBL):

- Team-Based Learning sets out four principles for implementation: Groups are formed by the teacher and are fixed for the module; Students have responsibility and accountability for their pre-learning and team working as set out by the teacher; Assessments (both formative and summative) promotes both learning and team development; Students receive frequent and immediate feedback from the teacher. See the Michaelsen & Richards 2005 for further details.

- See [this short video](#) on Team-Based Learning:

Notetaking:

- Collaborative real-time notetaking can be achieved through Word Online – one group member should create a Word document online through Office 365 and share this with all PBL group members and the PBL tutor. All group members will then be able to access and edit notes concurrently.

| One-to-one meetings, Personal Tutoring (Teacher-led) | Hold an internet-based video call; Hold an internet-based audio call; Run a webinar from home | Teams is the preferred option for all forms of one-to-ones | It’s best to schedule a time with your student so that they are active when you place the call. You can schedule a "Teams" meeting from your Outlook: Go into Calendar and schedule an appointment with your recipient(s) as you would normally do; before you finish you will notice the “Teams Meeting” icon in the menu, just click this | Not giving your student(s) enough notice like you would normally give a colleague. Not providing details in advance so that your student(s) understands the purpose of the call. |
| Distribution of content to students | Add files and other resources to Canvas as per current use. | **Canvas** (within your learning module area) | Use Canvas for content relating to the module.  
Ensure that you follow good practice highlighted in this document and the resources available to you.  
Sending content via direct emails as you risk omitting some students.  
Documents that do not meet the accessibility criteria. |
|------------------------------------|------------------------------------------------------------|-----------------------------------------------|--------------------------------------------------------------------------------------------------|
| Learning resources                 | Online resources                                           | **Hunter for all Library resources**  
**Hunter**, the library search system, for e-books and online articles.  
**Library LibGuides** to point students to appropriate trusted sources.  
Find links to key online teaching and learning resources | Contact [your liaison librarian](#) to identify trusted sources and advice on how to integrate them into Canvas.  
Direct students to specific resources relevant to the session(s) you are delivering.  
Provide students with details of how to engage with the resource.  
Not prompting students towards additional resources to support their independent learning. |
| Summative assessments              | These are set out in the principles for assessment.         |                                               |                                                                                                |
Accessibility tools and resources

The new Digital Accessibility Regulations came into effect in September 2018. The legislation covers websites, mobile applications and documents on websites; this includes internal facing websites such as intranets, and third-party applications where St George’s has some control over content. It is important that the learning resources being made available to students via Canvas and other educational technologies in use within the University are accessible for students by being:

• Perceivable – *e.g. mindful of sensory needs*
• Operable – *e.g. easily operated*
• Understandable – *e.g. language appropriate*
• Robust – *e.g. functional on all platforms*

The following tools and resources are available to support colleagues and students:

• **Apple accessibility Guide**: a written guide about the accessibility features built into Apple devices
• **AT BAR**: a free Browser toolbar which changes the look and feel of web pages, read text aloud or check your spelling.
• **Microsoft Accessibility**: a written guide about the accessibility features built into Microsoft devices
• Microsoft Office Speech: Text to speech: Listen to Microsoft documents read aloud. You can activate Speak in Word, Outlook, PowerPoint or OneNote by:
  o Clicking 'Customize Quick Access Toolbar' (usually next to the undo and redo buttons in the top left corner)
  o Choose More Commands > All Commands
  o Scroll down to the Speak command, select it and click Add
  o Once you have activated Speak, you can highlight text and click the Speak icon in your Quick Access toolbar to hear text read aloud

Products/resources referred to in this document:

1. Canvas Minimum Standards
2. StudyPlus
3. Process for digitisation of materials
4. Guidance on group sizes
5. Statement on inclusive approach within the context of teaching and learning
6. Learning design development template
7. Curated list of resources on how to deliver an engaging online class
8. ABC Learning design
9. Teaching planning template
10. Established process for auto and human captioning of video recordings

A web version of this framework is available here. This site consists of the framework and detail of the implementation plan and support available through the Online Education Exchange programme.