

PROGRAM FOR UNIVERSITETSPEDAGOGIKK

Good pedagogical practices in online teaching and assessment

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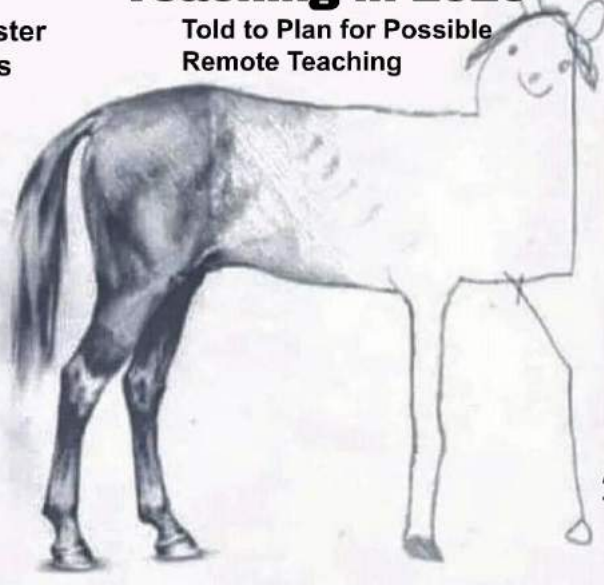
Teaching in 2020

Semester Begins

Told to Plan for Possible Remote Teaching

Making Remote Teaching Plan

Actual Teaching



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Most People's Instincts Are to...

- Deliver "live" lectures online at the regular time
- But while that may be the easiest way to keep things going...
- Our systems won't be able to handle that much traffic



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Avoid Synchronous Work

- Everyone's lives are in disarray right now.
- It may be difficult for students to reliably show up at a particular time
- Also, many students will be accessing their courses on their phones
- With limited data plans
- And they have more things to worry about than your course



(Barrett-Fox, 2020)

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Use Zoom to “Meet” with Students

- Zoom is best when students will be doing most of the talking
- If you are doing most of the talking, Kaltura is much better

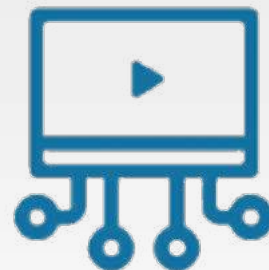


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Record Your Lectures with Studio

- But only if you must
- There are many other ways to deliver information
- Only give them the part they can't get anywhere but from your mouth...
- We do not recommend recording audio in PPT and uploading it to Canvas



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More on Online Lectures

- Be concise
- Don't try to make it perfect
- If you must do your entire 2x45 lecture, break it into multiple topics
- This is easier on you and them
- And if possible, give the students something to do between segments



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Some Video Tips

- Place the camera at eye level
- Pay attention to the lighting and background noise
- Use a microphone
- Use a tripod
- Keep the slides moving



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Consider Alternatives to Lectures

Create a Module for each week / lecture / topic

- An agenda page listing the things students need to do
- Course content
 - Things from others (readings, videos, etc.)
 - Things from you (videos, text, slides, etc.)
- Activities for students
 - Quizzes
 - Discussions
 - Writing assignments



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Rethink Your Teaching

- Virtually all information is at our students' fingertips
- Information transfer (in the form of lectures) doesn't make as much sense anymore
- We need to stop giving answers and start asking questions
- Especially in digital environments



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Some Tips



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Basic Getting Started Tips

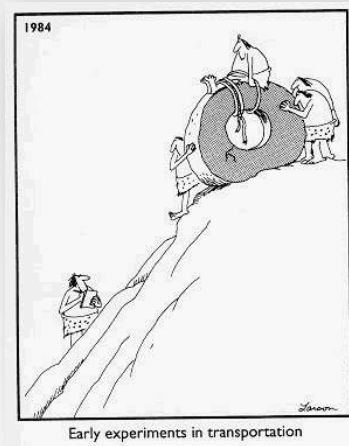
- Be realistic
- Be aware that your students aren't as tech savvy as you might think
- Introduce new tools one at a time
- Make priorities on what to cover
- Change and communicate expectations



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Online Resources Tips

- Don't reinvent the wheel
- Take advantage of what's already out there
- See if your textbook has online resources
- Organize everything in time-based Modules
- Make a link to each new Module on the Home page



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Discussion Tips

- Live Zoom conversations are fine for those who are there and who speak
- But only one student can speak at a time
- Asynchronous discussions have time for everybody to "speak"
- And even think before they speak
- Ask questions that drive students deeper into the material
- Consider using cases to prompt discussion
- Don't just ask for questions from students

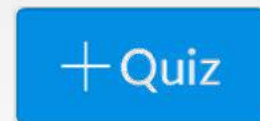


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Quiz Tips

- Use Quizzes after lecture videos or reading assignments to improve long-term retention
- Consider “interleaving” to encourage links between different parts of the curriculum
- Allow multiple attempts on quizzes
- Use the quiz feature in Kaltura



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Assignments Tips

- Ask students to write reflections or responses
- Have the peer-review each other's texts
- Put reading assignments in Assignments so they'll appear in the students' To-Do lists
- Let students practice the kinds of tasks they will do on the final assessment

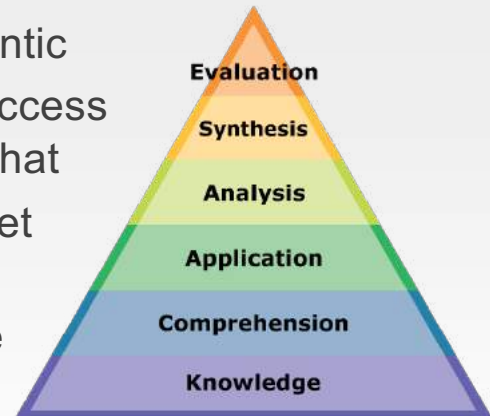


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Assessment Tips

- Make your exams more authentic
- Since the students will have access to the net, take advantage of that
- Ask them questions the internet (and pensum) can't answer
- Have them apply what they've learned, not just repeat it



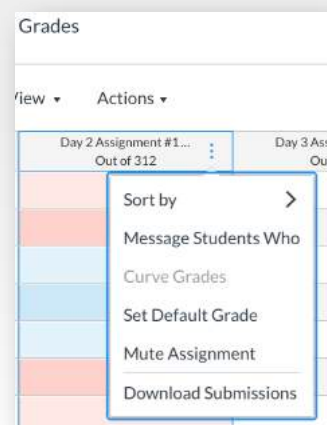
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Online Class Management Tips

Stay in touch with your students

- Communicate early and often
- Set “netiquette” expectations
- Give reminders
- Contact students who haven't submitted
- Let them know you are there
- Help them feel connected



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What does it all mean?



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Learning from Lectures



- Learning is not an act of recording.
- But rather an act of interpretation.
- An act of (re)writing



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(Re)Theorizing Interaction

I do not know which to prefer,
The beauty of inflections
Or the beauty of innuendoes,
The blackbird whistling
Or just after.



Wallace Stevens
Thirteen Ways of Looking at a Blackbird

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In conclusion...

Teaching shouldn't be about covering the material, but rather about opening it up...

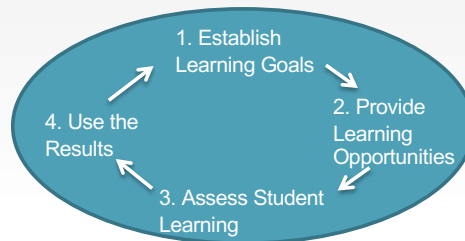


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We have to get over ourselves...

- It's not so much about our teaching
- It's about their learning
- Therefore, it's not so much about what we do
- It's about what they do



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