Teaching in Multiple Locations – Quick Checks and Tips

Planning…*Organising*…Developing…

THE OVERRIDING QUESTIONS

What do you want to achieve? - Course goals, learning outcomes, learning objectives

For whom? – Needs, characteristics of your target group(s) including access.

With what resources? – Existing resources, resources that need to developed, available staff, available technologies, gaps in what is available.
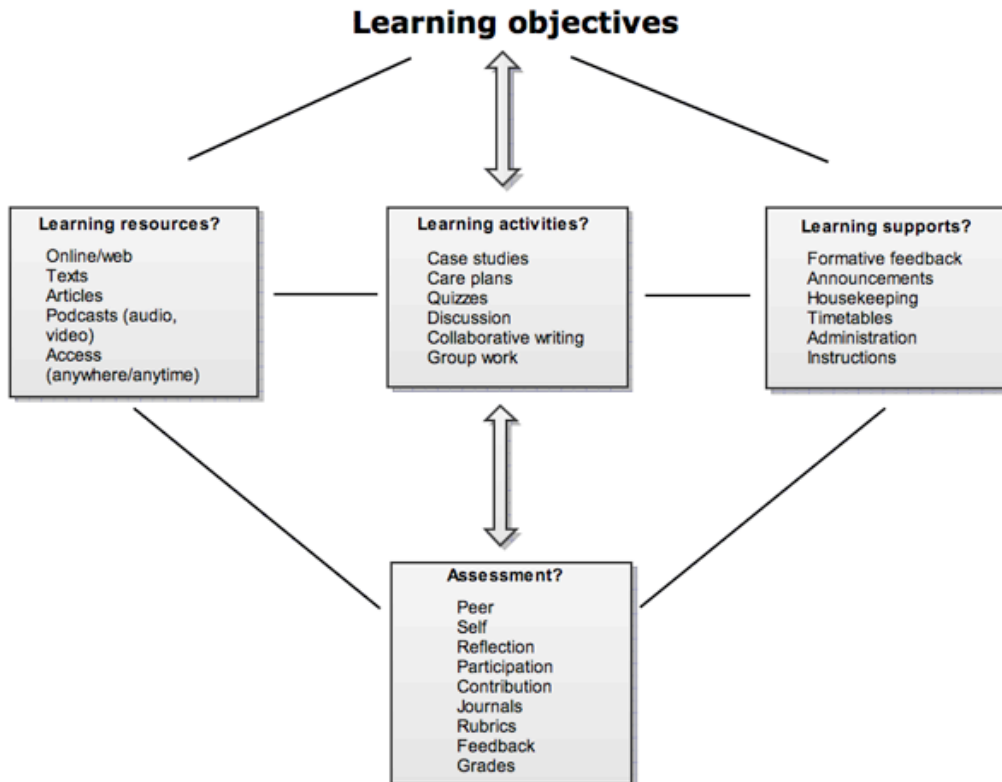
To what end? – Assessment strategies,

With what support? - Support for learners, support for staff, administration.

HOW CAN TECHNOLOGIES HELP?

Again, ensuring purposeful use of technologies to facilitate teaching and learning in multiple locations means asking how they can be used to support learners to achieve objectives:

How might I use technologies to enhance or improve learning?

Learning objectives

Learning resources?
Online/web
Texts
Articles
Podcasts (audio, video)
Access (anywhere/anytime)

Learning activities?
Case studies
Care plans
Quizzes
Discussion
Collaborative writing
Group work

Learning supports?
Formative feedback
Announcements
Housekeeping
Timetables
Administration
Instructions

Assessment?
Peer
Self
Reflection
Participation
Contribution
Journals
Rubrics
Feedback
Grades

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A LENS THROUGH WHICH TO PLAN AND EVALUATE

Chickering and Gamson's (1987) seven principles for good teaching practice continue to provide sound principles for planning and evaluating good teaching practice – including teaching across multiple locations. Technologies can facilitate each of the principles:

> **Seven principles of good practice in undergraduate education**
>
> **1.** Encourage contact between students and faculty
> **2.** Develop reciprocity and cooperation among students, rather than competition
> **3.** Encourage active learning
> **4.** Give prompt feedback
> **5.** Emphasize time on task
> **6.** Communicate high expectations
> **7.** Respect diverse talents and ways of learning
>
> A good collection of ideas for using technology to implement each principle can be viewed at: http://www.tltgroup.org/programs/seven.html
>
> Chickering, A., & Gamson, Z. (1987). **Seven principles of good practice in undergraduate education.** AAHE Bulletin, 39, 3-7.

eLEARNING READINESS

- What access to computers do learners have? What are the issues?
- Who are your students? How will they cope with self-directed learning?
- What support do students need?
- What are the workload expectations?
- What parts of the teaching and learning can be best or only achieved face-face?
- What parts suit collaboration, working in pairs, groups, the whole class?
- What needs to done intensely in real time – synchronous delivery?
- What would benefit from more reflection and therefore asynchronous delivery?
- What can be led by students?
- What needs to be led by a staff member?
- What needs to be discussed?
- What needs to be shown/observed/heard?
- What requires standardized presentation across locations?
- What are the hard parts – where do students typically get stuck?
- What textbooks, library resources need to be accessed?
- What are the non-teaching administrative requirements? Who will do this?

PROFESSIONAL DEVELOPMENT

Teaching students in multiple locations using a variety of media means staff often need to learn new skills. Support and courses are offered by:

The Centre for Academic Development
The Faculty's Centre for Medical and Health Sciences Education
The Faculty's Learning Technology Unit