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What is your greatest challenge in preparing for the new academic year?

time

Lack of clarity

Adapting courses

Teaching that works for students

Online lecturing

Academic integrity in online assessment

Uncertainty

Being effective

student

Tools

social distancing

live

unknown

engagement

Digital skills

Blended environment

Synchronous vs Asynchronous

Adjusting

Upskilling staff

New Tech

Access to relevant training

expectations

Internet

accessibility

Practicals /Labs

Workload

Developing alternatives

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Planning for effective remote teaching during Covid-19: **The EDTL Approach for Modules**

The Enhancing Digital Teaching and Learning (EDTL) project is funded under:

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Enhancing Digital Teaching and Learning
Irish Universities Association

The EDTL Approach has been developed to support effective remote teaching in the context of COVID-19 and outlines a pathway with key considerations for those who are adapting a **module** that is normally taught, wholly or partly, face-to-face.

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Reflect on the **Emergency Pivot:**

- What worked well?
- What didn't?
- What was the student feedback?

Consider your **Students:**

- Is online learning new to your students?
- Who are your students?
- What digital access do they have?
- What digital skills do they have?
- What size is the student group?

Consider **Communication & Engagement:**

- Set and communicate clear, unambiguous expectations
- Make module information clear and easy to find
- Select appropriate tools for class communications
- Plan for engagement and community building

Consider **Content & Activities:**

- Review learning outcomes
- Identify existing content that is reusable
- Balance asynchronous and synchronous activities
- How will students engage with content and activities?
- Make sure content is accessible
- Use and adapt VLE templates to provide consistent structure

Consider **Assessment & Feedback:**

- Consider alternative assessment activities to allow students meet learning outcomes
- Consider a variety of continuous assessment formats
- Provide opportunities to practice online assessment
- Consider opportunities for peer and self-assessment

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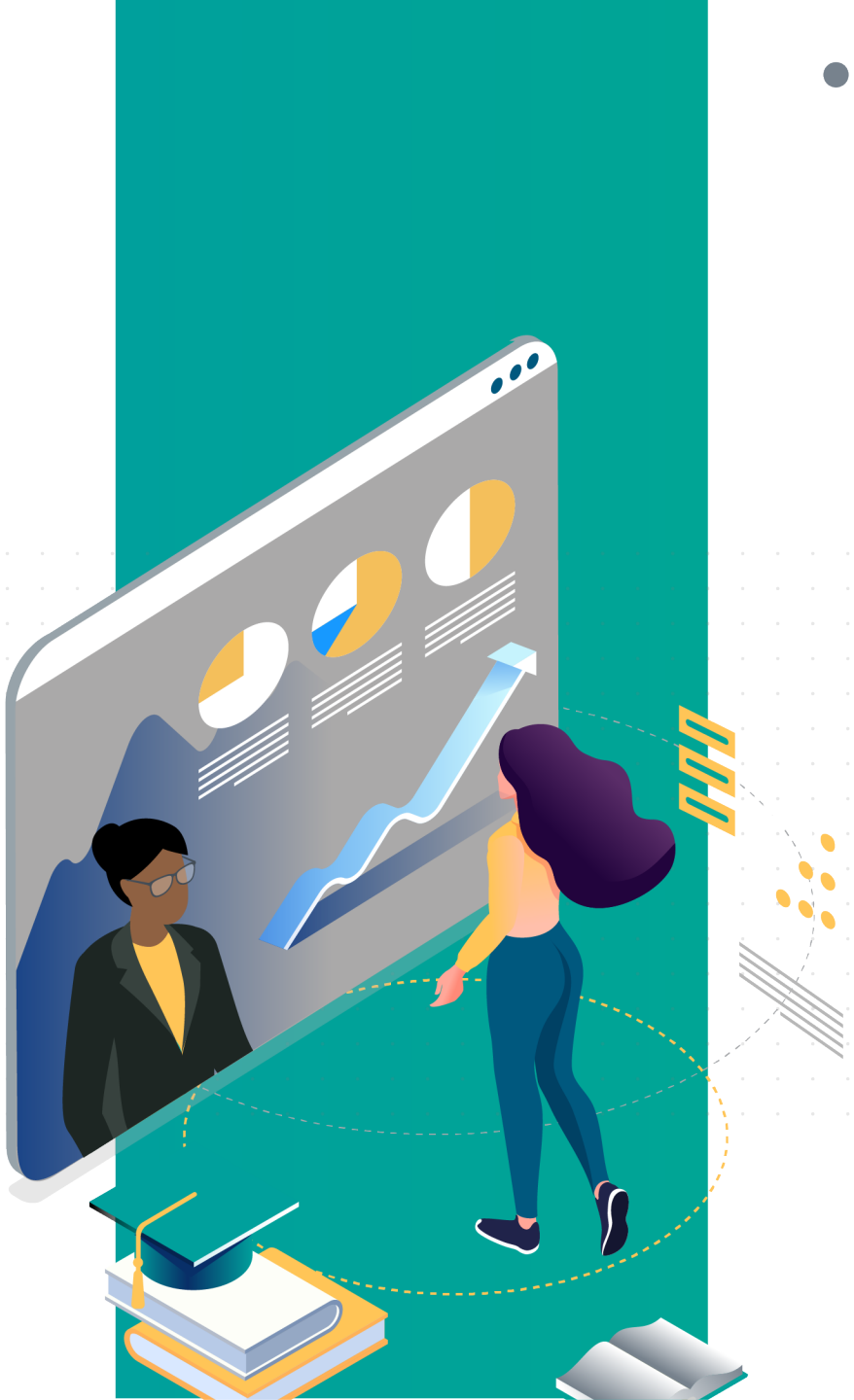

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Reflect on the **Emergency Pivot:**

- What worked well?
- What didn't?
- What was the student feedback?
- What was the staff feedback?
- What staff development or training will be needed?

Consider your **Students:**

- Is online learning new to your students?
- Who are your students?
- What digital access do they have?
- What digital skills do they have?
- What size is the student group?

Consider the **Curriculum:**

- Review learning outcomes, particularly practical elements
- Review requirements for professional accreditation
- Is it possible to reschedule or redistribute the timetable to maximise any campus-based activity?
- Talk to your T&L centre about learning design
- Ensure a balance of synchronous and asynchronous activities across the programme
- Make sure all content is accessible
- Agree and roll out VLE templates to provide consistent structure

Consider **Technology:**

- Agree a common and consistent set of tools to be used across modules
- Consider and communicate a minimal set of technical requirements for your students

Consider **Communication:**

- Make programme information clear and easy to find
- Give clear guidelines about communications, who to contact in what situation and how
- Ensure mechanisms for formal and informal student feedback are in place
- Provide opportunities for students to form a learning community

Consider **Assessment & Feedback:**

- Map out expected student workload over a semester and support flexibility where possible
- Aim for a mix of assessment types, including group and individual work
- Agree a programme level approach to assessment OF/FOR/AS learning
- Review assessment plans in the context of academic integrity

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