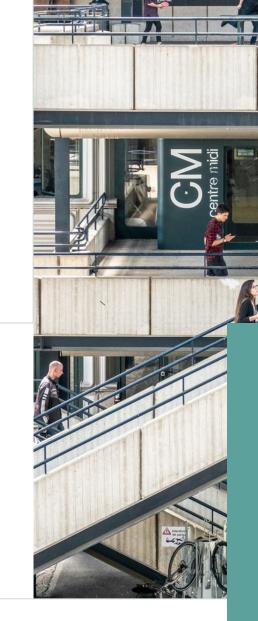roadmap

Transforming Lectures

When thinking about transforming your on-campus lectures **there are two things that you need to consider**

1.
Making your course content available

2.
Creating opportunities for Questions and Answers

How to transform your on-campus teaching to an online or blended format

Lectures

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Making your course content available

Sorting
the resources

Text:
· for advanced learners
· for content that would take too long to explain
· for specific detailed procedures that students will need to refer to often.

What
you will make available?

- Video lectures
- Slide presentations
- Textbooks
- Including video?

Better short videos

A series of short pre-recorded videos is preferred to a single long video (difficult to keep the students' attention)
Short videos also make it more practical to record your classes (less stress, less risk of data loss). Suitable to being interspersed with various other activities (quizzes, readings) that offer students the opportunity to integrate and digest the content.

"Video" can benefit learning if:

Discussing dynamic systems, explaining difficult concepts or procedures where your verbal explanation complements the graphical representation of the procedure.

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Making your course content available

Basic
configuration

- Record short video-lectures (ideally around 10 mins)
- Provide a clearly structured Moodle page with:
  - Description and objectives of each week
  - Practical course information (including submission deadlines)
  - Course slides as (downloadable) PDF handout for students' note-taking
  - Links to assigned readings (downloadable)

Advanced
configuration

- Include a variety of pre-recorded videos:
  - Hands-on demos or tutorials
  - Expert video-interview
  - External video resources (colleague's lectures, YouTube videos, etc.)
- In each week, alternate videos with short quizzes, tests or exercises to keep students active and engaged
- In addition, make sure your Moodle course page includes:
  - Video transcripts
  - Links to external activities (online labs, simulations, slideshows)
  - Weekly points to remember (abstract of the week)
  - A forum and
  - Schedule for live Questions and Answer sessions

Additional resources:

- Setting up a home studio
- Video editing tutorials

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Facilitating Questions & Answers

As a teacher, getting questions from your students is a key source of feedback on what they have understood and what is challenging. When some of your students are participating from remote locations, it is particularly important to create opportunities for all students to interact with you in order to support their learning.

Discussing course material is an excellent way for students to process and learn, to feel connected, to stay up-to-date, and understand what is expected of them. Does your course offer opportunities for each of the 3 kinds of interactions?

- Students Asking **questions to the teaching team**

- Students Asking **each other questions**

- Students **Discussing and collaborating as they learn**

These interactions will give you feedback from students, and also help build community that will motivate students to engage and learn.

Lectures

Facilitating Questions & Answers

Basic
configuration

Advanced
configuration

- Use MOODLE Forums or Piazza to post information & manage questions in a structured way
  - Organize by topic: exercises, course logistics. etc.
  - Task a member of your teaching team to monitor and contribute to the forums at least once a week

  - Schedule weekly live sessions for students to ask their questions, both from a distance and in class
  - Use a live feed (ie. Zoom chat, SpeakUp, Piazza Live Q&A, etc.) to enable everyone to ask their questions and to see other students' questions
  - Assign a TA to act as speaker for students not physically in the room

- Stimulate participation with activities that give students feedback on their learning, like creating polls in SpeakUp or Zoom
- Make participation less intimidating for students by creating small groups in Zoom break out rooms
  - Assign students a task to work on together, such as solving a quantitative problem or comparing 2 solutions.
  - Breakout rooms are not recorded, so they often increase students' willingness to participate by lowering the exposure
  - Use these tips for implementing group work for guidance on structuring collaborative tasks

- Organise online "Office hours"
  - Use set-up meetings in Moodle for students to book a time slot with you
  - Organise individual or small group meetings
- Make students' activity the focus of a session by using Harvard's Peer Instruction or other highly interactive strategies that provide you with rich feedback on what students have understood and where they struggle.

Additional resources:

- Read these EPFL use cases on how to combine pre-recorded lectures and live Q&A sessions
- Attend a teaching development workshop https://bookwhen.com/epfl
- Consult the Teaching Methods section of the EPFL teaching portal for Active Learning strategies
- Watch this EPFL video on interactive teaching
- Read this EPFL guide for example of how to use Zoom functions to increase opportunities for interaction (polling, raising hand, comments, etc.) and this EPFL guide to get more technical details.

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