



SEPT
2020

Advancing Further
Education EdTech
& Blended
Learning

Considerations



TRAINING

Consider digital capabilities of staff and learners – what additional training is required?

Who will deliver the training?
How will it be delivered?
When will it be delivered?

Consider a 'just in time' approach to training to avoid overwhelming users

Can peer to peer support be offered or communities of practice be developed?

Are all staff aware and compliant of accessibility regulations before preparing and posting online content?

CONNECTIVITY

Do all learners have access to devices and hardware and have connectivity?

Do staff have access to all of the above?

Are you currently using free licences that are due to expire?
If so, what can you replace them with?

Consider when most learners will be able to access synchronous activity and ensure content is made available for those who are unable to access live sessions

Ensure no-one is left behind

STRUCTURE

Learners will appreciate having a consistent structure to follow.

Use the same structure across subject areas to ensure learners know how and where to access learning materials.

Consider setting a minimum content specification for each course/programme area for a consistent approach.

Ensure each topic has an introduction and clear objectives.

Provide guidance for staff on expectations of how much or how little should be posted online .

Can synchronous delivery start/finish times be adapted to accommodate learners? i.e no 9am starts/4pm finishes.

ACTIVITIES

Could you build a bank of activities for staff to utilise and share?

Keep the range of activities used varied to keep learners engaged.

Consider learner engagement - online is different to that in a classroom.

The length of activities may need to be reduced and the number of activities increased.

Active engagement is key – try to avoid using passive content. If using video – set a supporting task.

Include regular knowledge checks.

Look online for activity ideas – Pinterest is a good place to start.

LIVE LESSONS

Is there a video and recording policy in place for safeguarding?
Blur background, cameras on or off?

Could you set learners ground rules for online etiquette?
Mute mics, use the chat box/raise hand feature?

Important to maintain the social aspect of learning communities - allow time at the beginning of sessions for learners to get settled.

Always record sessions for learners to refer back to or for those who were unable to attend.

Include aspects of classroom delivery – introduction, objectives, knowledge checks, plenary.

Engage, question, curate, collaborate and create together!

CONTACT POINTS

Manage learner/staff expectations. Be clear on when and how frequently staff will communicate with learners.

Consider staff workload and set boundaries as to when staff can be contacted by learners. An 'always available' approach is not the most conducive to staff wellbeing.

Ensure vulnerable learners have clear contact mechanisms in place.

Be clear on safeguarding protocols when working remotely – ensure learners can easily make contact if necessary.

Could there be an allocated 'stop the clock' period each week where no delivery is taking place and staff are able to consolidate?

ASSESSMENT

Consider submission and marking approaches.

Does there need to be an online marking policy?

Which types of assessment would lend themselves well to online teaching and learning?

Consider what to use for diagnostic/initial, formative and summative assessment.

Consider reasonable adjustment for those who require it in assessment plans.

Use a variety of assessment methods – presentations, posters, vodcast/podcasts, online demonstration, written, analytic, quizzes.

FEEDBACK

Feedback should continue to be timely and meaningful.

More regular feedback can help to sustain motivation when offering blended learning.

Ensure feedback is personalised.

Consider using video/audio feedback.

Remember to include what can be done to improve.

Ensure learners are aware of how and where to find their feedback.

WORK EXPERIENCE

What can be done to accommodate those learners who are unable to go out on placement?

Consider collaborating with employers on live remote projects.

Invite industry experts/guest speakers in to deliver a live online session.

Collaborate with groups from other colleges/institutions to initiate peer learning and develop professional networks.

Explore using industry relevant virtual tours.

FINALLY

This is not a competition – try not to compare what you are doing with others’.

Do what is right for your students and staff.

Focus on the pedagogy – technology is simply the tool to support and enhance

This is a great opportunity for learners to get more involved – set more collaborative tasks and think about co-delivery with learners.

Online and blended learning is the chance to shift towards the 21st century skills of communication, collaboration and problem solving.

COLLABORATION

COMMUNICATION

CREATION

CURATION

