Principles and Guidance for Online Teaching, Learning and Assessment 2020/21

Please note – this document is reviewed regularly and may be subject to change
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This document is for the use of all staff involved in teaching, learning and assessment (TLA). The aim of the document is to outline a set of guiding principles designed to support staff in the transition from face to face teaching to a blended learning model that combines face to face with online delivery.

This guide has been split into the following sections:

- Principles
- Teaching, Learning & Assessment Methods – Guidance, Tips & Expectations
- TLA Checklist
- Canvas Learning Design
- Online Safety & Safeguarding
- Tips for teachers and learners for managing online sessions

Principles

The following principles apply to a blended learning model of TLA and relate specifically to the online aspects of delivery:

1) The original scheme of work and assessment plan should be maintained as far as possible; online learning should complement and align with face-to-face classroom delivery.

2) There should be a clear plan of scheduled online sessions and learners should know how to contact their tutors virtually to ask for help. Clear communication channels should be established through the Canvas VLE to ensure that learners remain engaged and supported in all aspects of their teaching, learning and assessment.

3) Online delivery will be directed through the Canvas VLE with learning and assessment reflected in structured modules to enable progress monitoring and learner participation. The online elements of a Canvas Module are included in section 2, TLA methods.

4) Regular feedback should be facilitated relating to the online assessment learners have completed, and any graded work should be recorded on Markbook to enable the relevant tracking of progress to take place.

Teaching, Learning and Assessment methods: Tips and Expectations

The methods below form a toolkit to support online TLA and to ensure that there are a range of interactive methods used to support the student learning journey.

Methods	Key Information	Top Tips	Minimum Expectation
Set clear and measurable Learning Outcomes	Include module learning outcomes, so students know exactly what they will be learning as a result of completing the online learning module.	The learning outcomes should be Canvas Module learning outcomes rather than whole unit / subject learning outcomes. The overall learning outcomes will drive the learning design of your Canvas course and the Canvas TLA Modules.	Learning Outcomes must be set for each Canvas Module.
Select appropriate and accessible Learning Materials	Setting up a Canvas Module will allow the learning materials to be accessed and revealed according to the delivery model and assessment schedule outlined in the SOW.	Ensure the Canvas Module is in a logical order. Run through it yourself or ask a colleague to check.	A Canvas Module should include: - An introductory page with module learning outcomes/aims - Clear lecture notes (e.g. PPT's) - Clear instructions to undertake tasks - Embedded resources (e.g. video links) - Participation – Quiz, survey, discussion, reflection, task (assignment)

			- Review of learning - Additional reading / homework - A discussion forum - A final summary (plenary)
Deliver professional and well-timed lectures / tutor-led sessions	Start a Canvas Module with some information that would be similar to learners having a lecture. This will enable you to build activities from this.	Remember learners will be reading or listening to this information so keep it clear and logical. Tutor-led / lecture style sessions alone will not support deep learning and will result in a poor learning experience. Practical activities will encourage learner engagement and support learning.	Use the checklist to ensure all aspects have been included in the Canvas Module.
Plan in relevant and quality Practical Activities & Embedded Resources	Using Padlet you can create an online post-it board that you can share with students. Use blogs / discussion forums to encourage both individual and class discussions. Embed external videos into your Canvas modules with an activity such as questions to	Don't forget to stretch and challenge your learners; ensure that the Canvas Module cater for all abilities within your groups.	Canvas Modules should include at least one activity that learners can complete.

	answer or a summary to complete. Try an online polling, to engage learners. **This is not an exhaustive list**		
Carry out timely Progress Checks / Formative Assessment (assessment for learning)	Include a quiz or some Q&A for learners to complete which enables you to check their progress.	This will be similar to a face-to-face session where you are checking your learners' understanding and the progress they have made.	Each Canvas Module should include some formative assessment; also, each topic should include a progress check to assess distance travelled.
Set Additional Reading / Homework to connect sessions and achieve efficiency (flip learning)	Set some additional reading / homework that learners will bring to their next session. This will enable you to gage engagement levels.	Guide learners to what you want them to read / review rather than merely signposting them to a Google search.	Learners should have some additional reading / homework set at least once a week for each module / subject / topic.
Explore opportunities for Collaboration	Consider learners collaborating on some of the activities you set.	If you are asking learners to collaborate, guide them on how and where.	This is not an essential aspect although it will support the learners' online experience.
Maintain high quality Communication including meaningful 1-1 Tutorial Sessions	Communication is key when learners are working online. Increase your Canvas announcements where possible and use the Canvas email function. Use Teams for 1-1 tutorial meetings with learners where appropriate, in the absence of a face to face opportunity.	Encourage learners to keep in touch with each other.	Ensure you are posting Canvas announcements at least once a week. Keep a virtual drop-in slot available for additional help & support.

Check Engagement and levels of Participation	Check your students can access all the learning materials and activities, run through the Canvas Module to check all embedded activities are working, videos, Padlets etc.	Use student view to view Canvas modules from a student perspective.	Check learning activities have been accessed and completed before your next face-to-face session.

Online TLA Delivery Checklist

Aspect for Checking	Yes	No – what else do I need to do?
The Canvas Module has a range of learning materials and is engaging for my learners		
My Canvas Module includes: An introductory page with learning outcomes/aims Clear lecture notes (PPT's) Embedded resources (e.g. video links) Participation – Quiz, survey, discussion, reflection, task (assignment) A final summary (plenary)		
The online learning materials are student friendly, easy to navigate and the instructions are clear and concise		
I have proof read all the online learning materials and they are error free		
I have set learners some additional reading / homework and they are aware when & how they will use it		
My learners know how they will receive feedback from the online learning modules		
Learners have been made aware of the quality of engagement required		
Learners know how to get in touch if they need further help or support.		

Canvas Course Checklist

Please use this Canvas checklist to ensure that all aspects of your VLE provision have been created, configured and published.

Course & Level	
HoC	
Canvas Champion	
	Canvas Champions and Heads of Curriculum will be allocated the role of Course Controller to administer staff and student accounts on each Canvas course. Contact Adrian Emerson to be allocated the account role of Course Controller

Canvas Feature	Created and Configured and Published?	Notes
All students enrolled		Student enrolments onto a Canvas course are done automatically through MIS, on a regular basis to accommodate late enrollers and transfers. Later enrolments or transfers must be added manually to a Canvas course.
All teaching staff enrolled		Teacher enrolments are based on ProSolution timetabling and are automatic in the early weeks of the year. Later teacher enrolments must be added manually to a Canvas course.
Previous content imported (where applicable)		Where course content is required from one year to the next, the Canvas course resources can be copied from one academic year to the next. Care must be taken here to ensure that content including dates are updated accordingly for the new year.
Initial course settings configured		Course settings must be checked and configured to ensure that dates (start and end) are correct, course sections are correct, and course announcements are added to the Homepage.
Course published		Students can only participate in a course once it has been published. As enrolments progress on a published course, learners will be able to access resources, depending on the start and end dates configured in the settings.
Folder structure and files		As resource content on a Canvas course builds over (many) years, the list on resources can grow very long. A series of folders can be created to organise images, Word documents, PowerPoints, videos etc.
Course Homepage with clear navigation		To allow learners to navigate around the Canvas course easily, a suitable Homepage signposting access to course information, modules/units, assignments, announcements etc.
Course Information for students		Learners will require access to information about the course of study. Units/modules to be studied, assessment plans, tutors, Canvas student guide, use of announcements and discussions, access to and use of Canvas app etc.
Course (module) pages		Pages are used across a Canvas course to provide information, introduce modules, links to resources etc. Pages need to be published to allow learner access.
Announcements		Announcements can be configured in course settings to appear on the Homepage to keep learners informed of important information and updates.
Canvas Teaching & Learning Modules		Course units can be delivered online using Canvas Modules. This is a linear approach to allow learners to actively participate in the TLA of a topic. Notes, chat, discussions, assignments, quizzes etc. Completion and participation progress can be monitored for each module for each learner.
Staff & Student Notifications		Notifications are used to keep staff and students informed of any new posts, assignments, discussions etc. They are primarily configured in a person by person method, but some course notifications can also be configured.

Assignments		Assignments are an effective way for learners to participate in a Canvas course by submitting assignment work for teacher assessment. Marks, grades and feedback can be given to learners through SpeedGrader or TurnItIn QuickMarks.
Marking Rubrics		To help to standardise the marking and feedback of Canvas submitted assignment, a marking rubric can be used. This is a marking grid populated with the assignment criteria used to grade and provide feedback and comments

Initial Canvas Objectives

- All students enrolled on a programme of study at Bury College have access to the correct Canvas courses
- All students access and actively participate on their Canvas courses during the induction and first 2 weeks of study
- Promote and encourage online design and delivery of curriculum course content
- To ensure strong communication channels are created and maintained to support all elements of learners' TLA, progress and development
- Utilise Canvas modules where possible to monitor student participation and progress across online delivered content
- To promote the use of Teams meetings to deliver online teaching, learning and assessment
- To ensure that learner assessments, where possible, are submitted and marked online using SpeedGrader or TurnItIn QuickMarks, to help meet the college's sustainability targets of reducing paper usage.
- To use marking rubrics across all higher Education programme assessments
- To have a phased introduction of marking rubrics for all vocational programmes for online assessment.
- To integrate Office 365 applications into Canvas course delivery models to enhance blended learning.

RISK ASSESSMENT – Online Teaching, Learning & Assessment

Location/Dept: Cross college use of teams for remote teaching	Date Assessed: 23/08/20		Assessed by: Sarah Walton		
Task/ Activity: Using Microsoft Teams for remote learning, assessments and 1-1's	Review Date: 23/10/20		Reference Number: Corona COVID-19 Teams Classrooms		

Activity/ Task	Hazard/Risk	Persons at Risk	Controls in Place	Severity (1-5)	Likelihood (1-5)	Risk/ Priority	Additional Controls Required
	Access to the online meeting	Students, staff.	Teams classrooms to be set up as an online meeting through canvas for full time learners and classes and through Outlook meetings for Apprentices and ALS 1-1's. Student college accounts can access the meetings and staff must use only college email addresses. Pre-sets in teams allow teachers to admit students to the rooms through the Lobby.	3	1	3	- For Courses that have groups. The Canvas calendar should indicate which groups should attend. The invitation will invite all students from that course code - Where 1-1's are taking place or assessments with apprentices, prior approval needs to be sought form the Director and Head. Heads should also receive an invitation through outlook - Students that do not have computer or internet access at home to be provided a space within the college to access their sessions. - The Lobby measures are in place to control who enter the classroom, if teachers do not recognise the names they should not let them in. - Tutorial induction for students around measures to access

	Environment/ Risk of inappropriate sharing	Students, staff.	Tutors, LSC's and ALS staff should deliver online meetings or classes from the college site. Students cameras are pre-set to be turned off.	4	1	4	• Teachers should ensure that prior to starting a session that all other apps and software are turned off. Only the session presentation should be visible on screen. • Teacher should ensure prior to the session starting, check that their own background is blurred with the white screen or be against a plain background.
	Classroom management	Students, staff.	Microphones are pre-set to be turned off for students. Students can turn these on and off.	3	1	3	• It should be made very clear to students as part of the classroom management instruction that students should not take screen shots or photos, videos of the teacher or the session in the classroom. This is expressly forbidden and will result in disciplinary action under gross misconduct • Classroom expectations should be reiterated. Students should be clear about how they can ask questions and when microphones should be turned on and off. • Etiquette should be that microphones are off and only turned following tutor direction. • The disciplinary behaviour process should be followed for any breach

	Safeguarding		The safeguarding of students still applies whilst remote learning is taking place. Remember the student is in their home and therefore you may hear things that maybe of concerns or notice changes in the student that present a concern.	3	1	3	Follow the same safeguarding procedures and report any concerns. Remember if you are not sure please report then the safeguarding team can follow up.

Risk/Priority Indicator Key

Severity (Consequence)

Severity (Consequence)
1. Negligible (delay only)
2. Slight (minor injury / damage / interruption)
3. Moderate (lost time injury, illness, damage, lost business)
4. High (major injury / damage, lost time business interruption, disablement)
5. Very High (fatality / business closure)

Likelihood

Likelihood
1. Improbable / very unlikely
2. Unlikely
3. Even chance / may happen
4. Likely
5. Almost certain / imminent

RISK / PRIORITY INDICATOR MATRIX

LIKELIHOOD		1	2	3	4	5
	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5

SEVERITY (CONSEQUENCE)

Summary		Suggested Timeframe
12-25	High	As soon as possible
6-11	Medium	Within next 3-6 months
1-5	Low	Whenever viable to do so

- It is important to note that the **only** approved online meeting platform for Online Teaching/Tutorial is **Microsoft Teams**.

- Start the meeting slightly before the allotted time so that when students join, you can admit them from the lobby

- Any students that appear as 'Guests' must not be admitted to the meeting. If they have signed into Teams using their BC email address, they will appear in the lobby as their name

- Set clear expectations for the meeting/lesson (first slide is the rules for the session)

- Because student video is turned off by default, you may wish to verbally greet the students as they enter the virtual classroom, but ensure that all students are muted for the start of the lesson delivery

- Students can use the Hand up feature if they want to ask a question and need only to unmute themselves when you respond to the hands up.

- Use the participants list to keep track of who is in the meeting

- Use the Attendance lists (produced as downloadable csv files)

- Enable the chat so that students can ask questions, clarify points etc. Ask them to use this only when really necessary as responding to all questions can distract from the session. Some questions can be answered when there is a suitable pause in the session. (build in Q&A during the lesson)

- Narrate your actions throughout the session – talk students through what you are doing. Check in with students if you think they are hiding

- Mix up the lesson delivery / activities (Blended learning). Further Canvas/Teams training sessions will follow to help with this.

- Verbalise the end of the session (objectives covered, and next session, Canvas work to complete etc.)

How students can get the most from your Teaching and Learning

Some things you need to do in advance:

- The code of conduct and expectations around behaviour is as the same as those within the classroom.

- Time keeping is really important in live sessions so that you don't miss the introduction to the session and explanation of how it will unfold. Make sure you have made a note of the start time and aim to log in 10 minutes beforehand in case your device suddenly needs a 'restart' for some reason

- Timekeeping for recorded and offline sessions is also important so you can manage your workload around other commitments and access to devices you may be sharing with others in your household. Each session will typically have a task attached to it which may have a deadline. The deadline will be there to support you in making sense of the topic and for other good reasons. Try to avoid leaving work to build up and then binging as that will cause you avoidable stress

- For live sessions, your camera will be turned off. The tutor and your peers cannot see you.

- We fully appreciate you may have children, pets and other things happening in the background. Try to minimise background noise if possible. Always mute yourself until you want (or are asked) to talk

- Not all devices have the same functionality – let your tutors know in advance of the module starting what devices you are likely to be using so they can plan for this

- Your tutors will build in breaks in sessions to give you time to stretch and have a comfort break

- Keep your device charged up and know where your charger is at all times

- Keep an open mind throughout all of your sessions; respect other's opinions and remember that participating will help you and others get more out of the session