

# INSTRUCTOR KIT: Converting Your Course to Remote Online Teaching



Compiled by: Fathimath Mumthaz

This compilation is based on the guiding steps to convert online courses to remote online teaching by the World Economic Forum.

This guide is developed to aid instructors in redesigning the existing programs to accommodate and facilitate university education for the upcoming six weeks with minimal changes to the existing instructional materials or resources. In the process of converting the course online, the [World Economic Forum](#), identified ten steps to be taken into consideration. The steps to convert a university course online are as follows.

Step		Description
1	Design based on your learning objectives	<p><b><u>One-to-many</u></b> Take breaks during the lecture through polling or question functions. Reinforce the information shared by follow-up readings.</p> <p><b><u>Group-to-group</u></b> For workshops, seminars share the objectives, framework (instructions) for interaction of the event and any pre-readings before the workshop to maximize time management and ownership in the interaction.</p>
2	Promote inclusivity	<p>Consider working with students who have less band-width and weaker online/ internet connections. Some considerations are as follow.</p> <ul style="list-style-type: none"> <li>- Video conferencing and audio conferencing connects students with instructors in real time but requires high band-width. Some common tools are Google Meets, Zoom, Microsoft Teams and Skype.</li> <li>- Prerecorded videos and asynchronous discussions with videos. Use screen casting(screencast-o-Matic) or add audio narration to PowerPoint slides.</li> </ul>

		<p>Prerecorded audio and asynchronous discussions with audios.</p> <ul style="list-style-type: none"> <li>- Using low-bandwidth tools for student interaction. MS Office 365 or Google Drive for collaborative activities associated with Moodle chat, common Apps (Viber, WhatsApp...etc) for group chats.</li> <li>- Using file sharing (for reading), email and discussion boards/ Moodle tools.</li> </ul>
3	Impart clear rules of interaction	<p>Ensure to send an email reminder on the expectations for students. State the new objectives and outcomes for the course, any adaptations to guidance about attendance and participation.</p> <p>Clarify whether the session will be recorded and if so, where and how it will be used.</p> <p>Include general instruction about being respectful in an online course: dress code, using student name as the user, using mute function, questioning and contributing.</p>
4	Set the stage for successful interaction	<p>Teaching online can make interpersonal interactions seem cold. Eye contact with your learners is essential. Gaze directly at the webcam and use.</p> <p>Have appropriate lightning for learners to see the instructor clearly. Ensure the condition of microphone prior to the session and be sure to slow down the pace of your intervention.</p>

		<p>Be conscious about learners with hearing difficulties.</p> <p>Make liberal use of the mute function to reduce background noise or the dreaded echo chamber, and remind your learners to do the same.</p>
5	Practice makes perfect	Run a practice class, adjusting movements between slides and videos. Check and be the expert who knows how to communicate through the chosen platform for interaction.
6	Be concise and engaging	<p>Research states student's attention span is usually limited to 10 to 15 minutes. It would be a good start to limit classes to no more than 45 minutes.</p> <p>If more time is needed, consider multiple sessions with breaks in between.</p> <p>Create a narrative for each class, use polls, virtual break-out rooms, videos and open questions to reenergize your learners and surprise them with the effectiveness of a 45-minute class.</p>
7	Take a break and get moving	<p>Incorporate breaks that allow learners to re-energize, drink water, stretch their legs and take some time to breathe and see natural light.</p> <p>You may use a physical exercise as an icebreaker at the beginning or throughout the course.</p>
8	Use peer interaction to foster community	<p>Design and plan for some human interaction outside of class to reinforce the learning and foster idea exchanges and debate.</p> <p>Prepare some guiding questions, launch a challenge to be solved or a project and convene your learners to tackle it. Consider assigning duos or small groups before the live session.</p>
9	Deploy asynchronous communication (AC) tools.	AC tools permit direct contact with learners outside of class, facilitate their class-related discussions and allow monitoring in one-to-one, one-to-many and many-to-many conversations.

		<p>Moodle tools, social media, social Apps can be considered as options.</p> <p>Its not about writing always, students may use podcasts, short video clips recorded from smart phone or it can be an audio file.</p>
10	Rethink assessment	<p>Embrace this opportunity to revisit how to assess your learners. Review your learning objectives and keep what you want to evaluate at the forefront, for instance, the learner's capacity to use the concepts learned to solve complex problems.</p>

## Recommended Strategies to Redesign Instructions for Remote Online Learning at MNU.

MNU has been offering distance education for decades. In the journey, distance learning has grown widely with the technology, managing hundreds of students and active modules or subjects through the learning management system, MNU Moodle. The LMS, MNU Moodle is an established resource package or a teaching and learning station of immense use during the pandemic. With changes in the modes of instructions and trainings, all the programs can redesign and as Remote Online Learning programs using MNU Moodle.

In the normal practice, instructors had four hours of face to face in class interaction per week for a single subject. The four hours were split into two hours of lecture facilitated with PowerPoint presentation, videos, two to three interactive activities and two hours of tutorial respectively. For larger groups of students, it was mass lecturer with PowerPoint presentation, videos and breaks in between and tutorial sessions. In the process of converting the contact hours of learning it is suggested to implement the design as follows.

- A.** Identify the content that needs to be covered to complete the semester.
  
- B.** Based on the content, reallocate the content to fit into six weeks.
  - This will vary from one subject to the other.
  - Combine and re-design the objectives for each week.
  
- C.** Identify the existing resources (Ppt, videos, handouts, worksheets, case studies quizzes...etc)

- D. When going online for remote learning, some prefer to duplicate and take the same mass lecture online sessions which is costly, not enough bandwidth and might not be possible for all the students and many instructors. Therefore, variations are required by reorganizing the content and activities to achieve objectives in the conversion to remote online learning. Thus, to redesign the pedagogy for remote online learning, the following are some suggested examples for instructors.

### Example 1: Lecture with interactive activities and Tutorial

Scenario: For the topic *Instructional Management* to be covered in week 6, the existing resources could be a PowerPoint presentation, one worksheet and a group task for the lecture session (two hrs.), when it was designed to discuss case studies from instructional management during the tutorial (two hrs.) session. These four hours will be spread to five days of the week with synchronous and asynchronous interactions. Students will be given a short instructional message on the plan and procedure to the completion of the work from Moodle and G-Suite.

#### Conversion Design 1

This design can be considered if majority students had internet with lower bandwidth.

Day	Activity Distribution	Estimated Time
Sunday - Monday	Self-Study: Audio narrated PowerPoint presentation	10-15mins
	Online Activity OR Discuss in forum OR Article review (60- 80 words)	20 mins

Tuesday	<p>Online Chat</p> <ul style="list-style-type: none"> <li>- Highlight main points from ppt.</li> <li>- Overall feedback to online activity.</li> <li>- Brief on Group Activity (G-Drive)</li> <li>- Brief on Tutorial 6</li> </ul>	60 mins
Wednesday	<p>Group Activity(G-Drive) OR Watch a video (5-10 mins) and write a reflection. OR Online quiz (20 questions)</p>	60 mins
Thursday	<p>Tutorial 6 (Case Study / Theory based application questions / All the existing tutorial activities)</p>	60 mins
<p><b>Online support:</b></p> <ul style="list-style-type: none"> <li>- Queries Forum/ Moodle Message / Viber groups/ WhatsApp</li> <li>- Overall feedback to the online activity, forum.</li> <li>- Tutorial Feedback: <ul style="list-style-type: none"> <li>a) Expected answers can be uploaded to Moodle for self-marking.</li> </ul> </li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>b) Arrange an online chat to discuss Tutorial answers.</li> </ul>		30- 60 mins / Day



## Conversion Design 2

This design can be considered if majority students were with average bandwidth.

Day	Activity Distribution	Estimated Time
Sunday	Synchronous Session - Google Meets <ul style="list-style-type: none"> <li>- PowerPoint presentation led by the instructor.</li> <li>- Brief on Group Activity (G-Drive)</li> <li>- Brief on Tutorial 6</li> </ul> <p><b>Note:</b> Recommend a break or an interactive activity within the session.</p>	30-45mins
Monday	Online Activity OR Discuss in forum OR Article review (60- 80 words)	30 mins
Tuesday	Group Activity(G-Drive) OR Watch a video (5-10 mins) and write a reflection. OR Online quiz (20 questions)	45 mins
Wednesday	Tutorial 6 (Case Study / Theory based application questions / All the existing tutorial activities)	60 mins
Thursday		
<b>Online support:</b> <ul style="list-style-type: none"> <li>- Queries Forum/ Moodle Message / Viber groups/ WhatsApp</li> <li>- Overall feedback to the online activity, forum.</li> <li>- Tutorial Feedback:               <ul style="list-style-type: none"> <li>a) Expected answers can be uploaded to Moodle for self-marking. OR</li> <li>b) Arrange an online chat to discuss Tutorial answers.</li> </ul> </li> </ul>		30- 60 mins / Day

### Example 2: Mass Lecture and Tutorial

Scenario: For the topic *Instructional Management* to be covered in week 6, the existing resources could be a PowerPoint presentation and a video based on Instructional Management for the lecture session (two hrs.), when tutorial (two hrs) session was designed to discuss case studies or theory based scenarios or from instructional management during the. Usually, Mass Lecturers were held for large student numbers (>100).

In this case, the class can be divided into two groups and instructional activities can be practiced for the two groups separately. These four hours will be spread to four days of the week with synchronous and asynchronous interactions. Students will be given a short instructional message on the completion of the work from Moodle.

### Conversion Design 3

This design can be considered if majority students had internet with lower bandwidth.

Day	Activity Distribution	Estimated Time
Sunday - Monday	Self-Study: Audio narrated PowerPoint presentation	10-15mins
	Online Activity OR Discuss in forum OR Article review (60- 80 words)	30 mins
Tuesday	Online Chat <ul style="list-style-type: none"> <li>- Highlight main points from ppt.</li> <li>- Overall feedback to online activity.</li> <li>- Brief on Group Activity (G-Drive)</li> <li>- Brief on Tutorial 6</li> </ul>	45 mins

	<p><b>Note:</b></p> <ul style="list-style-type: none"> <li>• Number of chat sessions will vary depending on the number of students.</li> <li>• Parallel sessions by different instructors are advisable instead of the same instructor conducting a series of sessions.</li> </ul>	
Wednesday	<p>Group Activity(G-Drive) OR Watch a video (5-10 mins) and write a reflection. OR Online quiz (20 questions)</p>	60 mins
Thursday	<p>Tutorial 6 (Case Study / Theory based application questions / All the existing tutorial activities)</p>	60 mins
<p><b>Online support:</b></p> <ul style="list-style-type: none"> <li>- Queries Forum/ Moodle Message / Viber groups/ WhatsApp</li> <li>- Overall feedback to the online activity (Synchronous chat).</li> <li>- Tutorial Feedback: <ul style="list-style-type: none"> <li>a) Expected answers can be uploaded to Moodle for self-marking. OR</li> <li>b) Arrange an online chat to discuss Tutorial answers.</li> </ul> </li> </ul>		30- 60 mins / Day

### Conversion Design 4

This design can be considered if the majority students had internet with average bandwidth.

Day	Activity Distribution	Estimated Time
Sunday	<p>Synchronous Session - Google Meets</p> <ul style="list-style-type: none"> <li>- PowerPoint presentation, led by the instructor.</li> <li>- Brief on Group Activity (G-Drive)</li> <li>- Brief on Tutorial 6</li> </ul> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>● Number of chat sessions will vary depending on the number of students.</li> <li>● Parallel sessions by different instructors are advisable instead of the same instructor conducting a series of sessions.</li> <li>● Recommend a break or an interactive activity within the session</li> </ul>	30-45mins
Monday	<p>Online Activity OR Discuss in forum OR Article review (60- 80 words)</p>	30 mins
Tuesday	<p>Group Activity(G-Drive) OR Watch a video (5-10 mins) and write a reflection. OR Online quiz (20 questions)</p>	45 mins
Wednesday Thursday	<p>Tutorial 6 (Case Study / Theory based application questions / All the existing tutorial activities)</p>	60 mins

<p><b>Online support:</b></p> <ul style="list-style-type: none"> <li>- Queries Forum/ Moodle Message / Viber groups/ WhatsApp</li> <li>- Overall feed back to the online activity, forum.</li> <li>- Tutorial Feedback: <ul style="list-style-type: none"> <li>a) Expected answers can be uploaded to Moodle for self-marking. OR</li> <li>b) Arrange an online chat to discuss Tutorial answers.</li> </ul> </li> </ul>	30- 60 mins / Day
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### **Conversion Design 5**

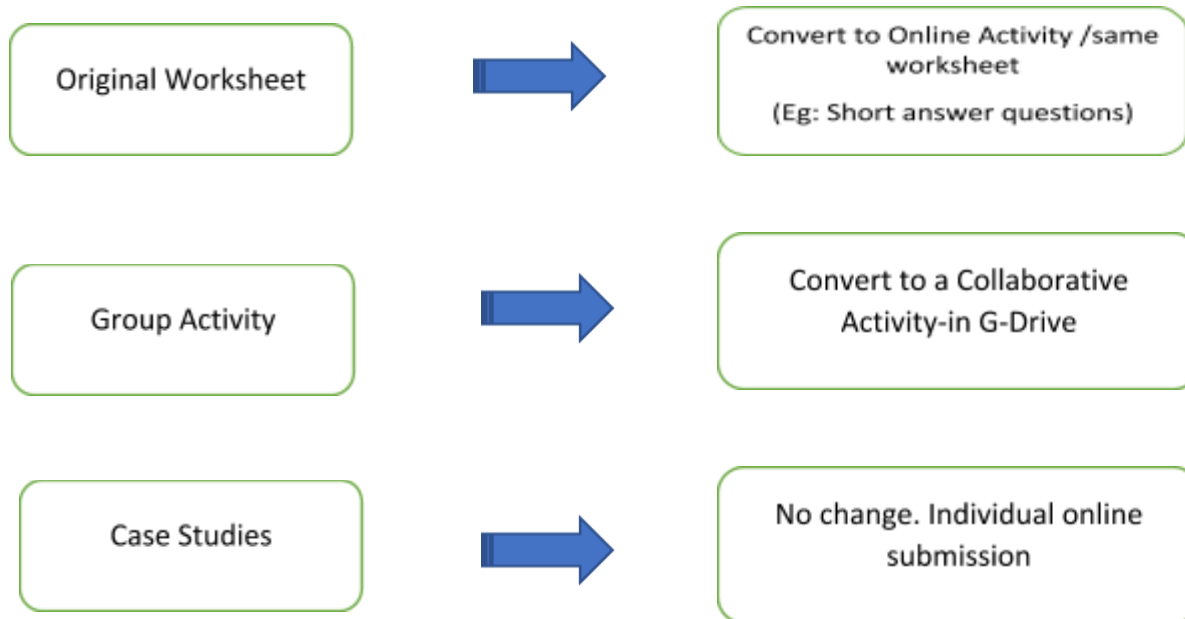
**In the Worst-Case Scenario:** When there is no access to MNU Moodle, send instructional guidance to student email. Upload instructional materials (Audio narrated PowerPoint presentation Or Recorded audio of the presentation, worksheets and details of other interactive activities) to G-Drive, create quiz using Google forms and link student with the materials using student email.

Day	Activity Distribution	Estimated Time
Sunday	<p>Send an email message to student including</p> <ul style="list-style-type: none"> <li>a. Link to audio narrated PowerPoint presentation Or Recorded audio of the presentation.</li> <li>b. A brief plan with sequence of instructions to be completed during the five days' period.</li> </ul>	30-45mins

Monday	Online Activity OR Discuss in forum OR Article review (60- 80 words)  Upload to G-Drive folder allocated and shared with individual student to showcase their submission.	30 mins
Tuesday	Group Activity(G-Drive) OR Watch a video (5-10 mins) and write a reflection. OR Online quiz (20 questions)	45 mins
Wednesday - Thursday	Tutorial 6 (Case Study / Theory based application questions / All the existing tutorial activities)	60 mins
<b>Online support:</b> <ul style="list-style-type: none"> <li>- Google Hangouts (individual queries) / Viber groups/ WhatsApp</li> <li>- Overall feedback to the online activity, provided on the submitted document.</li> <li>- Quiz records will be collectively downloaded for reference.</li> <li>- Tutorial Feedback: Expected answers can be given to students for self-marking.</li> </ul>		

E. In the process of conversion, instructors are recommended to make use of the maximum training opportunities. Instructors could follow instructional guides from CETE website (<http://cete.ref.mv>) or request for individual assistance in the conversion designs and redesigning materials to online instructional materials.





- F. Develop a brief instructional plan for students to be shared every week from Moodle or through email.
- G. Vary student work submission format. Allow students to submit work through short audio/ videos.
- H. Confirm student contribution (submissions report and online session participation) with assistance from admin support for attendance.
- I. Send an official email to the student informing the new changes, university stand and expectations from the students. This includes changes in rules and regulations during the six weeks of the remote online learning using MNU Moodle and other online applications such as G-Suite. Include general instruction about being respectful in an online course: dress code, using student name as the user, using mute function, questioning and contributing.

**Note:** This guide was developed based on the guiding steps to convert online course to remote online teaching by the World Economic Forum.

(<https://www.weforum.org/agenda/2020/03/covid-19-10-steps-online-learning/>)