

## Themes and suggestions for improvement

### 1. Lecturer presence and interactivity with students

**Theme:** One particularly prominent theme was that students miss the “presence” of and interaction with the lecturer and their fellow students that they get when attending on campus face-to-face classes.

**Improvement:** *The course design needs to explicitly create the opportunities for these social interactions.* Social and teaching presence can certainly be incorporated into a remote learning experience. The affordances of teaching face-to-face are different to the affordances of teaching online or remotely, and with some attention to these differences the same end goal can be reached of valuable/valued teacher presence and social interaction.

Issue or positive experience	Suggestions for improvement, or how the positive experience could be leveraged
<b><i>Missing the social interaction available in lectures, where students can ask their peers questions to clarify things like course requirements, assignments, or interpreting aspects of the lecture</i></b>	<ul style="list-style-type: none"><li>- Create "Watch Parties" for recorded and streamed lectures, where students meet in small groups online and watch together with the ability to chat/discuss in real time.</li><li>- This could be implemented in Teams, Zoom or another suitable platform</li></ul>
<b><i>Live streamed lectures enabled students to engage and to ask questions in real time</i></b>	<ul style="list-style-type: none"><li>- Fully utilise the Echo360 ALP interactive tools, PollEverywhere, etc, to enable real-time interaction in lectures</li><li>- See <i>Deep and Interactive Learning in Lectures</i>: <a href="https://anuonline.weblogs.anu.edu.au/projects/deep-and-interactive-learning/">https://anuonline.weblogs.anu.edu.au/projects/deep-and-interactive-learning/</a></li><li>- See <i>Enhancing your lecture: strategies for student engagement</i>: <a href="https://anuonline.weblogs.anu.edu.au/projects/strategies-for-student-engagement/">https://anuonline.weblogs.anu.edu.au/projects/strategies-for-student-engagement/</a></li></ul>
<b><i>Feeling bored or overwhelmed by long pre-recorded or live-streamed lectures with no or little opportunity for meaningful interaction</i></b>	<ul style="list-style-type: none"><li>- Chunk pre-recorded lectures into smaller bites</li><li>- Create engaging activities to accompany pre-recorded and live-streamed lectures</li><li>- Use the affordances of the Echo360 Active Learning Platform to have students complete tasks and discuss in groups – there are also other digital tools that could be used for this</li><li>- Use pre- and post- lecture quizzes, for example get students to list the things they know/understand vs what they don't know/understand, link this to discussion and peer support</li><li>- Have students create summaries to share with each other, or get them to do tasks around the lecture content: this could be done synchronously or asynchronously</li></ul>

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<p><b><i>Pre-recorded lectures are a familiar format to students</i></b></p>	<ul style="list-style-type: none"> <li>- Ensure these are available in a timely way, and are edited into shorter segments accompanied by activities and quizzes</li> <li>- See <i>Video in teaching and learning (part 1): Why video?</i> <a href="https://anuonline.weblogs.anu.edu.au/projects/video-in-teaching-and-learning-part-1-why-video/">https://anuonline.weblogs.anu.edu.au/projects/video-in-teaching-and-learning-part-1-why-video/</a></li> <li>- See <i>Video in teaching and learning (part 2): Creating your own videos:</i> <a href="https://anuonline.weblogs.anu.edu.au/projects/video-in-teaching-learning-part-2-creating-videos/">https://anuonline.weblogs.anu.edu.au/projects/video-in-teaching-learning-part-2-creating-videos/</a></li> </ul>
<p><b><i>Having only one main way to learn through pre-recorded lectures, studying from another country and only involvement with course being the lecture recordings, reading, and writing essays</i></b></p>	<ul style="list-style-type: none"> <li>- Use live Zoom sessions, but be mindful of time differences</li> <li>- Break up recorded lectures (see above) and add interactions and discussions, put students into groups to work together and support each other.</li> </ul>
<p><b><i>Zoom sessions were difficult, awkward, did not allow deep and meaningful discussion, interruptions due to tech issues</i></b></p>	<ul style="list-style-type: none"> <li>- Zoom session practice is really important: familiarization with a digital teaching space is equally or <i>more</i> important than with a physical space</li> <li>- Structure your sessions, use groups and break-out rooms; student feedback shows that keeping these breakout groups small works well</li> <li>- Ensure there is a plan B for when there may be tech issues; it is safe to assume this might happen and have a plan, which may involve text-based or asynchronous interaction/activity</li> <li>- Encourage the use of chat in Zoom sessions; feedback shows that students like the Zoom chat feature, especially for those uncomfortable with speaking in larger groups</li> </ul>
<p><b><i>Conversely, some feedback indicated that Zoom tutorials were as good as in-person tutorials, zoom sessions in small groups worked well with facilitated group work and exchange of ideas, use of breakout rooms. Small groups</i></b></p>	<ul style="list-style-type: none"> <li>- Structure Zoom tutorials with small groups and tasks</li> <li>- Enable students to meet in small peer groups to assist each other</li> </ul>

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<b><i>worked well for peer support and sharing info.</i></b>	
<b><i>Lack of lecturer presence online, which was sometimes felt by students as a lack of support, reassurance or a sense of feeling being left alone with no help or answers, feeling they can't ask questions</i></b>	<ul style="list-style-type: none"><li>- Strategically increase lecture presence without being “always on”, eg use of podcasts and video, targeted participation in forums</li><li>- A welcome video – “talking head” can give the lecturer a level of “visibility” and presence without having to always “be there”</li><li>- Develop a community of inquiry, encourage peer support</li><li>- If possible have assistant tutors who can moderate and help with communication in all of the different channels, including discussion forums</li><li>- Create an FAQ forum or a Dialogue tool to answer student questions on content and also on admin/organisational issues such as dates and deadlines – answering once can save repeated responses</li></ul>