

Communicating your ideas online

Pre-Sessional material

At the moment, person to person contact time is extremely valuable given our isolation from others so timetabled time should have a strong emphasis on connecting with your students and allowing them to connect with each other around the ideas they are learning about.

As we discussed **last week**, this has implications for the quantity of content you'll be able to cover in what used to be lecture time. In order to achieve your learning outcomes by exam time, you still need to get that information across, so what do you do about it? Make it available beforehand by either creating your own resources or curating those of others.

	Create	Curate
Pro	Bespoke, specific to your students, subject and context	Faster and still related to your learning outcomes
Con	Time intensive	Generic, not as focussed on
Remember	Create accessible documentation and video	Check with your subject librarian that all your key texts are available

Communicating your ideas

Take a look at your notes and slides for an upcoming lecture. Identify how many distinct concepts are covered. Some will remain in your contact time. Which ones? Choose the themes that bring the others together. For the rest, you will have to explain in advance. Once you have decided which concepts to move out of your contact time, you will then need to decide how best to communicate those ideas. Take a look at [Web Accessibility Perspectives](#) to get some inspiration on how materials might be accessed by your students.

How to deliver content

What	Why	How
Talking head video	Teacher 'presence' Create connection Talk about bigger picture, set big questions	Use your phone/ Panopto / Teams
Annotated talking head	As above plus: Signal important information Explain complex information	As above plus: Video editing software: Panopto Camtasia Adobe Premier Pro Free options
Animation	Explain complex concepts succinctly	Powerpoint (very basic) Vyond
Screencast	Show how to do something on screen, e.g. use a genome browser	Camtasia Windows + G (PC) Shift + Command 5 (Mac) Panopto
Writing on tablet (or lightboard filming)	Explain complex concepts, elaborate formulae or relationships between ideas. Mimics using whiteboard	Tablet and stylus Sketchbook

Video with integrated questions	Vary question types to generate interest, activate schemata and check understanding	Panopto H5P
Voice over slides	Easy to do Mimics familiar experience	Powerpoint (in Add-in tab, press record for audio) Panopto Storyline Create slides then record audio for each one
Slides with notes	Easy to do Useful for highly visual information Good for reference later	Powerpoint If there are no accompanying notes, consider why these are slides and not a more accessible word document
'Article' Word pdf	Easy to do Best for primarily textual information Collate links to lots of things together Accessible	Turn Word Headings into Bookmarks in pdf for easier navigation and accessibility
Moodle(or other LMS) page	Easy to create Share your resources (created or curated) in one place Incorporate interactivity Track what students do	Create a page in Moodle Create a page in Canvas Create a page in Blackboard

[Watch this 4 minute video](#) to see some educational video types in action. Which concepts in your lecture would be best suited to which kind of video? The bigger question – is video the right option at all?

Active Learning

Watch this [one minute active learning video](#) to find one active learning tactic.

1. Embed questions in your videos using H5P or Panopto.
2. Pose pre-, during, and post-watching questions to focus your students' minds on what is important either to the topic or to them personally and give them a chance to reflect more broadly.
3. You could write an essay on your lecture topic and share it via your institution's LMS. This will take time. Why not spend that time identifying existing resources and writing a rationale or creating activities around the resources to promote critical thinking and help build understanding so that students can cope with more demanding topics in your live session.
4. For articles or other reading you link to, ask questions before and after either in the blurb or in the form of quizzes. Never send students off to a link without explaining what they will get out of it and asking a question to help guide their thinking. [Add external resources to Moodle](#). You can also do this by adding a hyperlink when you [create a label](#). [Add external url on Canvas](#), and [add external urls on Blackboard](#). All of the guidance says you can add a description if you wish. Always add a description. This is where you can ask your more reflective questions.
5. Create quizzes to ask those questions and get data back that you can act on. Follow the links to find out step by step how to [create quizzes in Moodle](#), [create quizzes in Canvas](#), and [create quizzes and surveys in Blackboard](#).

6. Create surveys to ask for opinion, uncover difficulty, elicit needs before you meet your students in real time. Search for 'create survey in [platform]' to find the relevant support page. If the platform support is too technical/much, repeat your search but choose a university's page which will have a simplified version for teaching staff.
7. Create Directed Reading lists (not alphabetical) that guide students to the most important resources first and give time estimations so that students can easily decide where they can best spend their time. Make sure your resources are all available online!

Inclusive Teaching

Meaningful Hyperlinks

The links in point 5 above might make the sentence awkward to read, but for a user of [screen reading software](#), the wording of each individual hyperlink is important. It should meaningfully describe what the reader will find when they follow the link independently of the surrounding text. Screen readers can scan the document for just the links if someone is trying to find something specific. If all the links say 'click here', they'll have to go back and read the whole document from start to finish to find what they're looking for.

Creating accessible word documents

Check the bookmarks for this document. These allow a user to scan the document for the sections that are relevant to them, rather than having to read the whole thing. This is useful for anyone who finds reading a challenge, including screen reader users. To make this happen, in Word where you create the document, make sure to use the Styles ribbon to denote Headings as this will mark up the text with information to say it is different to the rest. If you just use formatting show headings, people will only be able to see the difference, not find it in any other way. [Make sure your marked up headings are imported to pdf.](#)

Time

Be aware of how much time students might be able to spend on your resources before your session. This is especially important now when our lives are less structured than usual but still applies when the 'new normal' takes hold.

Pre-Reading

<https://www.edugeekjournal.com/2020/03/10/an-emergency-guide-of-sorts-to-getting-this-weeks-class-online-in-about-an-hour-or-so/>

This is a 10 minute read with a lot of advice in it. What 3 things can you take away and use in your teaching this week?

Pre-Session Survey

Please fill in the [pre-session survey](#) before you come to the session.