



Remote
Teaching
Communicating
Your Ideas Online

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Remote Teaching

NETFLIX



Flexibility



Connection

Individual

Shared

Aims

Best Practices

Choosing modality

Curate/Create

Active Learning

Complementarity



DIY talking head best practice

1



2



3

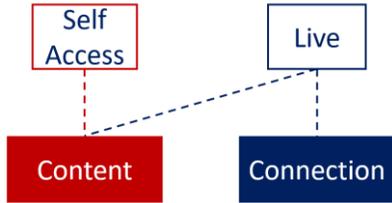


1. Remove distractions
2. Face clearly visible (light, position)
3. Head and shoulders only
4. Space for meaningful annotations
5. Don't wing it - Be spontaneous within a clear plan
6. Editing: 1 hour per finished minute

Preparation

Script your **explanatory** video and stick to it

Storyboard your videos before you turn on any cameras

Voiceover	On Screen
Leave a space blank next to you	
so that you can signal important ideas	Signal important ideas
or diagrammatically explain complex concepts	 <p>The diagram consists of four rectangular boxes. At the top left is a white box with a red border containing the text 'Self Access'. At the top right is a white box with a blue border containing the text 'Live'. At the bottom left is a solid red box containing the text 'Content'. At the bottom right is a solid dark blue box containing the text 'Connection'. A dashed red line connects the bottom of the 'Self Access' box to the top of the 'Content' box. A dashed blue line connects the bottom of the 'Live' box to the top of the 'Connection' box. A dashed black line also connects the bottom of the 'Self Access' box to the top of the 'Connection' box.</p>

Modality



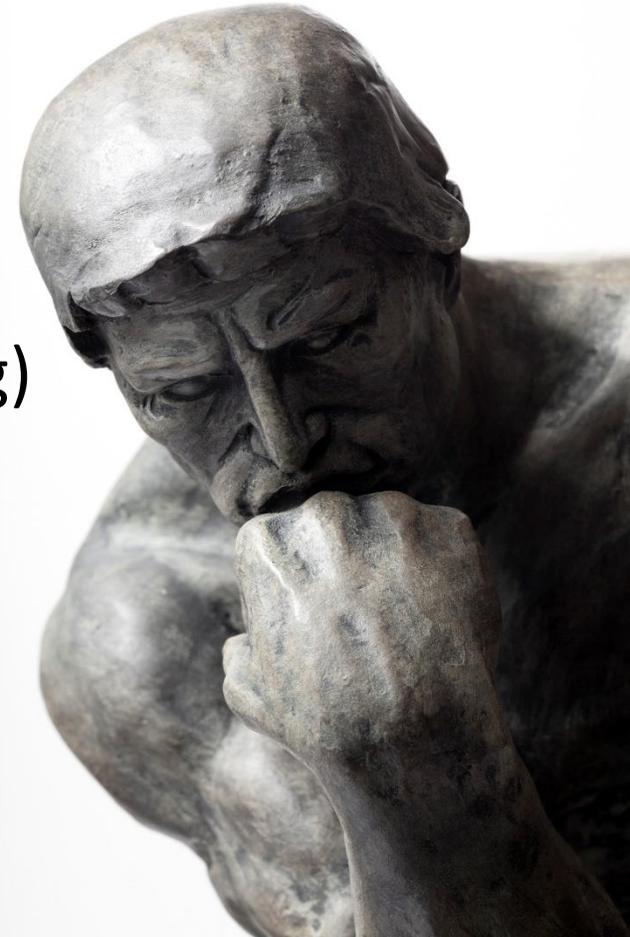
I want my students to be able to:

Appreciate the complex context of our field and start to consider the bigger questions the course addresses

I could provide:

Talking Head
(diagram signalling)

Reflective task



Modality



I want my students to be able to:

Form a critical opinion of a piece of politicised sculpture



I could provide:

High resolution digital version of the sculpture

3 articles containing conflicting critiques of the aesthetics of the piece and the artist's motives

A provocative question

Modality



I want my students to be able to:

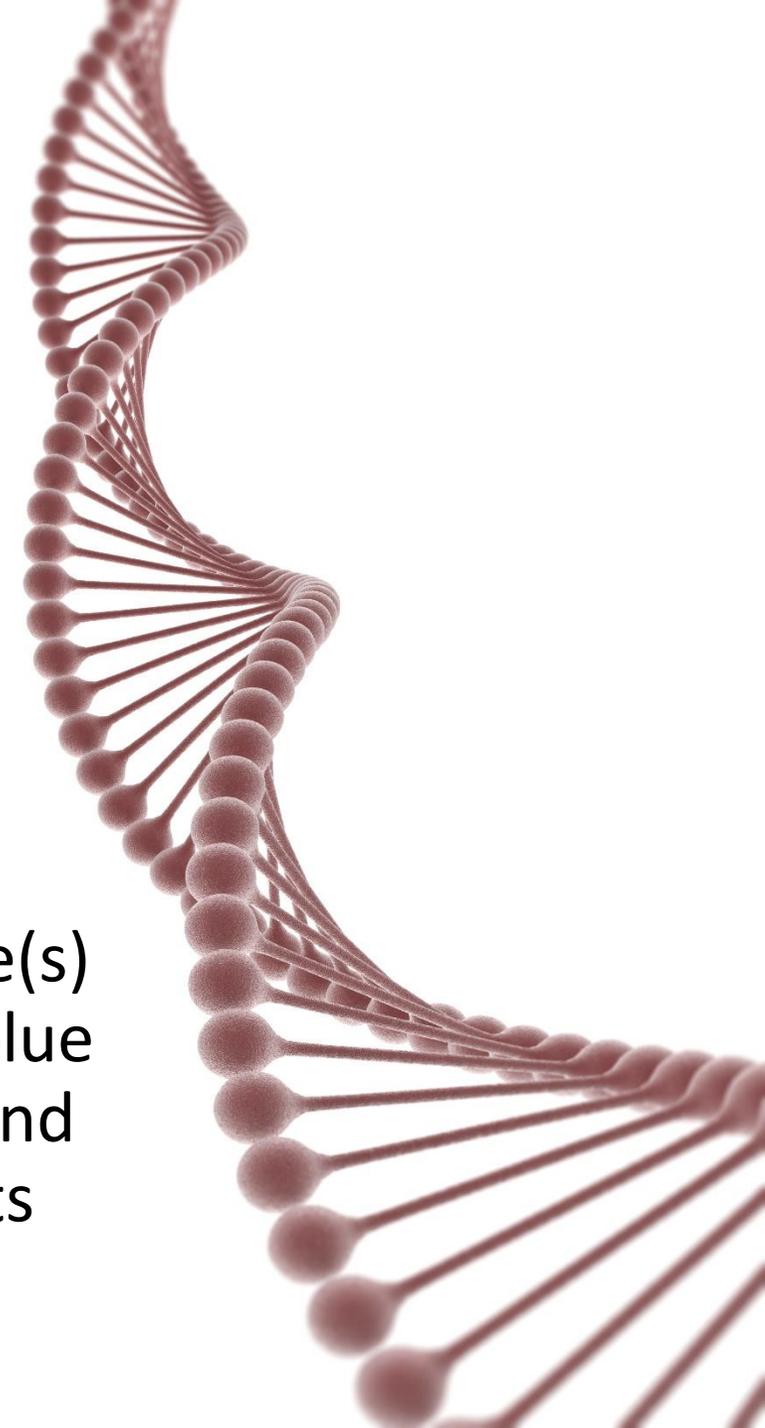
Use a genome browser (software)

I could provide:

Screencast video

Task and clues

E.g. Find the gene(s) associated with blue eyes in humans and diseases and traits linked to that phenotype.



Modality



I want my students to be able to:

Use a specific type of formula to be able to calculate the economic cost of the pandemic



I could provide:

A video of me writing out the formula, explaining the component parts as they appear.

A document/slide containing the formula and an explanation.

A task to calculate that cost, taking into account the various elements they are already familiar with

Curate vs Create

Don't reinvent
the wheel



Focus
on the axel

Active Learning

- Focus on learning outcomes
- Set tasks that actively work towards developing the desired competency
- Quizzes
- Word your instructions carefully
- Data and responses

Provocative
Question

Task & Clues

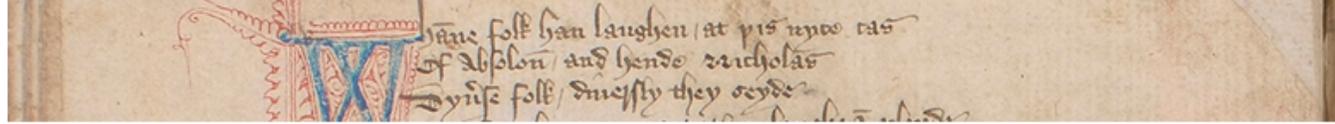
Reflection
Prompt

A Puzzle

Low Tech

Text on screen

1.1 Preparation



Introduction to content

Watch the video below to see an example of how we would describe Cambridge University Library (CUL) MS Dd.4.24.

1. As you watch, consider and take notes on the following:

- What are the traditional practices of cataloguing manuscripts?
- What are the similarities between MS Dd.4.24 and your own manuscript?

Topic 1: Content



Topic 1 Content video transcription

2. Now, consider and make notes on the following questions. These will be used to aid discussion in the class:

- What do think you could learn from the tagging process?

Further reading

John Matthews Manly, and Edith Rickert, eds., *The Text of the Canterbury Tales: Studied on the Basis of All Known Manuscripts*. 8 vols (Chicago: The University of Chicago Press, 1940), vol. 1, pp.

‘High’ Tech

Quizzes

H5P

Quizzes: Multiple Choice Questions

Calculate the economic cost of the pandemic.

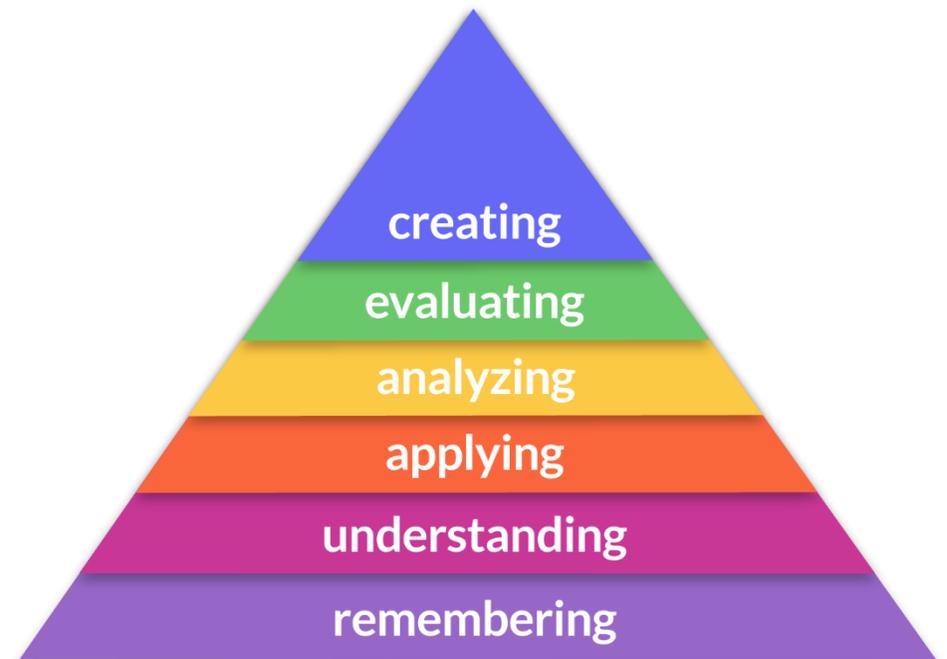
Loss of tax revenue due to business closures

Additional government spending

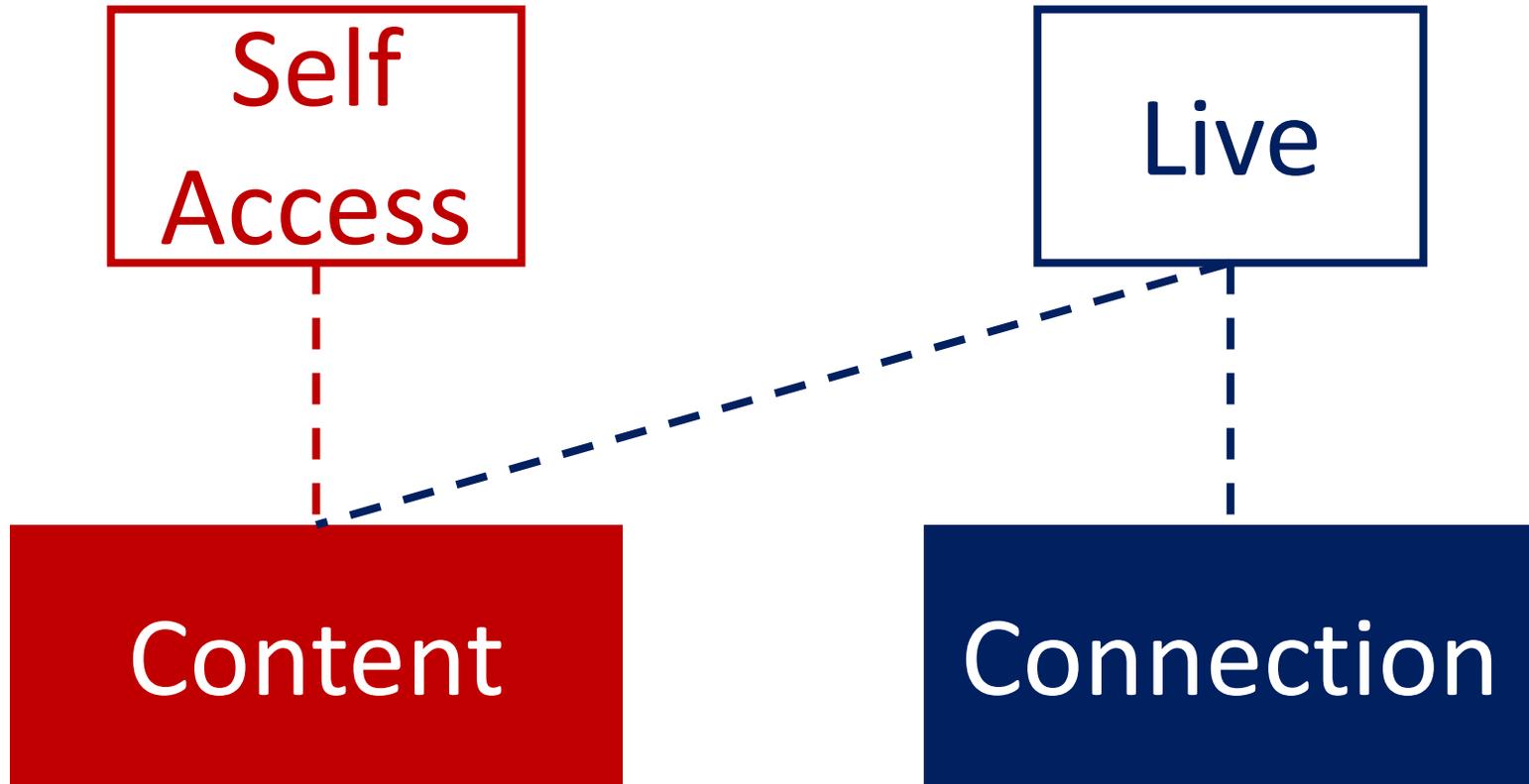
$$\text{Cost} = (\text{Loss}) + (\text{spend})$$

Answers:

- A. 50 Correct
- B. 100 Wrong because...
- C. 150 Wrong because...



Making Choices



Making choices

Preparation

Lecture

Concept 1

Concept 2

Concept 3

Focus on Learning Outcomes



Making choices

Preparation

Lecture 1

Lecture 2

Concept
1

Concept
2

Concept
3

Concept
4

Concept
5

Concept
6



Building connections

This isn't Vegas.



What happens online, comes back to the classroom.

Complementarity

Self study

Takeaways for learners
Content **exploration**
Analysis of examples

Webinar

Takeaways for learners
Content **extension**
Check interpretations
Interaction and connection

Pitch the next section

Self study

Think forward

Implications for Planning



Ask yourself:

- What do you want to discuss in your live online lecture?
- What will the learners get out of it?
- What do learners need to have learned and considered before they arrive?
- What active learning, not just reading might they have done before they got here?
- How does what they do in the live session extend what went before?

Thank you!

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