

Due to the recent events involved with the CoVid19 outbreak a strategy for rapid online conversion has been implemented. The basic recommendations and guidance given in Feburary 2020 was to form a baseline for online delivery .

The initial baseline requirements are as follows:

Each weekly module should contain the following elements as a minimum.

1. A brief (under 2 minutes) intro video that explains the topics covered.
2. Narrated powerpoint presentation (PPT) slides or the equivalent. Further specifics: Do not read what's on the slide the narration should add value to the slide. Be careful about a long narration on a single slide. Vary what type of assets are on the slide. Keep each PPT to 15 to 20 slides max – 10 minutes in length as a guide. Divide a hour PPT into multiple PPTs with some type of segue between or within a presentation (reflection, quiz, video, news article to read etc.)
3. A weekly discussion and/or interactional activity ideally in groups using a synchronous and/or asynchronous tools like Ultra –Collabotare and the CANVS discussion forum.
4. Some sort of final deliverable assessment that can give instructors a sense of student comprehension/CLO achievement.
5. General feedback to the class as a whole by the course facilitator regarding students learning.
6. Use the [Rule of Thirds](#) as a guideline when developing/curating course materials

The significance of each element in the baseline.

The **introduction** addresses the need to provide students clarity around the purpose of the lesson, what they will get out of the lesson but also what they specifically need to do in order to successfully achieve the desired outcomes of the lesson. This approach of “sign-posting” learning is commonly used in instructional settings.

- Davis, B. G. (1993). Preparing to teach the large lecture course. Tools for Teaching.
- McKeachie, W. J., & Svinicki, M. (2014). Teaching tips: Strategies, research, and theory for college and university teachers (14th ed.). Boston: Houghton Mifflin.

Narrated PPT slides and interactive activities is about providing instruction but in a manner where information is divided into parts that chunked and then processed by students to facilitate understanding. The theory of chunking is that information is more easily remembered if small bits of information are organised into larger stores or chunks of information. By segueing to interactive activities students become more active in processing the information and in doing so start to relate new information to their prior knowledge leading to the development of personal meaning of the new information.

- Bodie, G. D., Powers, W. G., & Fitch-Hauser, M. (2006). Chunking, priming and active learning: Toward an innovative and blended approach to teaching communication-related skills. Interactive learning environments, 14(2), 119-135.
- McTighe, J., Seif, E., & Wiggins, G. (2004). You can teach for meaning. Educational Leadership, 62(1), 26-30.

A weekly discussion and/or interactional activity, ideally in groups, is because research overwhelmingly shows student processes for activating prior knowledge, engaging in developing a personal meaning for new information and the capacity to remember and apply new knowledge is triggered by working with others.

- Dolmans, D. H., & Schmidt, H. G. (2006). What do we know about cognitive and motivational effects of small group tutorials in problem-based learning?. *Advances in Health Sciences Education*, 11(4), 321.
- Dillenbourg, P. (1999). What do you mean by collaborative learning? <https://telearn.archives-ouvertes.fr/hal-00190240/document> accessed 5 April 2020.

A deliverable **assessment** is based on the idea that asking students to demonstrate their understanding of new information or concepts or asking them to demonstrate a skill they have started to acquire is critical to the learning process. The assessment provides a critical opportunity for students and the teacher to assess and elicit feedback.

- Rowntree, D. (1987) *Assessing Students – how shall we know them?* London: Kogan Page.
- Rust, C., Price, M. & O'Donovan, B. (2003) Improving students' learning by developing their understanding of assessment criteria and processes. *Teaching in Higher Education* 28(2), 147-164.

Feedback is a critical component of learning. Feedback not only provides a basis for correcting, improving and acknowledging the quality of students work it can also help to improve a student's confidence, self-awareness and enthusiasm for learning. On a weekly basis the feedback may be focussed at an aggregated class level (individual feedback will given out with the formal assessment tasks of the course) identifying common mistakes or elaborating on points that were underdeveloped in students work. Ideally this feedback should draw upon students' work as exemplars.

- Yorke, M. (2002) *Academic Failure: a Retrospective View from Non-Completing Students*. In: *Failing Students in Higher Education* (eds Peelo, M & Wareham, T). SRHE and Open University Press, Maidenhead.
- Race, P. (2001) *Using feedback to help students learn*. Higher Education Academy.

The [Rule of Thirds](#) is a principle that encourages diversity in the way teachers seek to engage students. Knowing that students will approach learning in different ways dependant upon their prior knowledge and experience and how they interpret the context and modalities of instruction it is important that curriculum is designed.

- Ginsberg, M. & Wlodkowski, R. (2009) *Diversity and Motivation: Culturally Responsive Teaching in College*. San Francisco: Jossey-Bass.
- Gross, B.G. (2009) *Tools for Teaching*. San Francisco: Jossey Bass.

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