

Approaches for COVID-normal teaching

Lessons from 2020 surveys, experiences, and evidence

Seven key pandemic pedagogy principles that have underscored the Sydney approach to date	2
Key takeaways from semester 1 experiences of students and staff	2
University-wide Unit of Study Survey semester 1	2
Faculty of Arts and Social Sciences student survey semester 1	3
Staff perceptions survey semester 1	4
Quick-reference 'cheat sheets' for large and small class COVID-19 teaching and assessment	6
Table 1: Large group teaching (online 'by design')	6
Example 1.1: Live online interactive lecture	8
Example 1.2: Asynchronous online content supported by live Q&A drop-in	9
Table 2: Regular live small group teaching (primarily face-to-face but 'online by design')	9
Example 2.1: Face to face tutorial with a handful of Zooming students under self-isolation	12
Example 2.2: Fully online scheduled live tutorial via Zoom	12
Table 3: Experiential small group classes	12
Table 4: You and your unit's Canvas site (online presence)	14
Table 5: Assessment and feedback	16
Comparing synchronous (face-to-face or online) with asynchronous online teaching and learning	19
Table A1: Affordances and constraints of modes of learning for each pedagogic principle	19
Further resources	21

Seven key pandemic pedagogy principles that have underscored the Sydney approach to date

1. Build teacher-student relationships
2. Foster sense of belonging and community
3. Have clear communications and expectations
4. Measure and support engagement
5. Engaging content delivery
6. Meaningful assessment, feedback, and academic integrity
7. Be human

Key takeaways from semester 1 experiences of students and staff

University-wide Unit of Study Survey semester 1

The following was based on an analysis of topic modelling performed on 61,000+ free-text responses to the two open-ended USS questions, "What have been the best aspects of this unit of study?" and "What aspects of this unit of study most need improvement?".

- Overall best aspects about learning in semester 1
 - Largest cluster reflected students' **appreciation** for the work in transitioning to online teaching
 - Large clusters also found around **good approaches to teaching** (e.g. teachers being supportive, content being clear and well explained, and online learning being engaging)
 - Smaller clusters around **experiential learning** (e.g. through practicals, case studies, group projects, labs)
- Overall aspects in need of improvement in semester 1
 - **Too much content** was the largest issue identified
 - The **structure and delivery** of teaching (e.g. issues with tutorial discussions, the online learning environment, assessment feedback)
 - **Lack of communication and support** between the university and unit and the students
- Particularly important aspects for first-year units (1000 and 5000 levels)
 - Assisting with **transition** to university (e.g. teacher guidance)
 - Having clear weekly **structures** (e.g. regular, clear, consistent materials and activities)

- **Interactivity, connection, and personalisation** (e.g. engagement between peers and with teachers)
- Ensuring there isn't **too much content** (e.g. being mindful of student workload, spacing out content)
- **Assessment clarity, guidance, and feedback** (e.g. examples and feedback to support learning)
- **Opportunities to practice** (e.g. formative assessments, quizzes, etc)
- Summary findings
 - In many cases, good teaching and learning is good teaching and learning **regardless of medium**
 - However, **online teaching can amplify existing problems** (e.g. poor assessment design, excess content, unstructured groupwork)
 - **Human connections**, interactions, relationships are key for positive learning experiences, especially **teacher-student relationships**
 - Care and compassion for students has to be **visible and actionable** (e.g. consistent and frequent communication, higher teacher presence, over-communication and over-instruction)
 - There is **no one-size fits all**, so make sure to adapt any of this advice based on your unique context

Faculty of Arts and Social Sciences student survey semester 1

- Top benefits of synchronous learning
 - **Social** e.g. just having human interaction, reduce isolation [1, 2]
 - **Organisational** or structural e.g. routine, normalcy [2]
 - **Conversational** e.g. ask questions, see what others are thinking, discussing, learning from classmates [1, 2, 3, 4, 5]
- Top benefits of asynchronous learning
 - **Flexibility** e.g. other life commitments, timezones [3, 7]
 - **Self pacing** and revision [5]
 - **Alleviate stress** of live delivery e.g. technology reliance and failures, not live awkward [7]
- Improvements to online learning experience
 - **More and better synchronous tutorials** (as opposed to lectures) interaction and discussion, better facilitated [perhaps simple patterns/approaches that people could use – over-structuring is probably better] [1, 2, 4, 5]
 - **Better organised** – more structure, coherence, consistency, expectations [3, 4]
 - **Be more sympathetic** – e.g. assessment due dates, marking stringency [1, 6, 7]
 - **Better communications** – e.g. more timely, faster responses, more proactive [3]

“A combination of both. For some subjects (Arabic) I prefer synchronous learning, but for others Politics, history) I think discussion boards are better because I am forced to contribute and do the materials and come up with my own opinion about them as opposed to just loafing through class” (page 26 FASS survey)

That is, context is king.

Staff perceptions survey semester 1

- Challenges and overcoming them
 - **Lack of teacher-student connection, support, and community** – similar to what students are saying, and re-emphasises principles of connection, sense of belonging, being human
 - **Workload, burnout, stress, pace**, etc.
 - **Perception that students were more disengaged online** and feeling sadness, frustration at this.
 - **Internet and technical issues and access**, primarily for students e.g. not having stable internet or adequate hardware.
- What people feel they still need to develop/learn
 - **AV and IT skills** – e.g. Canvas, Zoom, Padlet, SRES, etc.
 - **Engaging students online** - e.g. helping students learn more actively; encouraging and maintaining interactivity etc
 - **More intentional design for online** - e.g. knowing what's possible and works; better melding of pedagogy with technology etc
 - **Approaches to assessment** - e.g. effective redesign of assessment; online tests and exams etc
- Most enjoyed or were encouraged by
 - **Teacher-student connections and engagement**; teachers found that they were still able to connect, and in many situations better than F2F (e.g. students being less guarded online, also opening up living situations)
 - **Technology working well and also the joy in learning how to use it**. The 'forced' upskilling and subsequent empowerment were positively received.
 - **Opportunity to rethink how they taught and to do it differently**
 - **Resilience of students** and the **collegiality of staff** e.g. support for staff from students, student empathy and appreciation, the feeling that everyone was in it together.

“Being forced into a situation in which all the face-to-face content had to be delivered online, I actually learned a whole lot about teaching online and how to maximise its potential. I've learned so much that I think quite a bit of it would be very beneficial even when we return to the physical classroom. I was

encouraged by seeing many of the students gradually get accustomed to, and even recognise and appreciate the effort our teaching team was putting into making the activities as interactive, engaging and enjoyable as possible." (Staff perceptions survey, semester 1 2020)

"To me, the biggest, and perhaps least discussed challenge was the profound impact of the digital divide on student learning experiences this semester. A number of my students, including domestic students, were having issues with housing security and basic internet access. Revising my assessments so not to further disadvantage the already impacted students, and providing pastoral support to those who needed it were the two challenges that I prioritised this semester." (Staff perceptions survey, semester 1 2020)

Quick-reference 'cheat sheets' for large and small class COVID-19 teaching and assessment

- In online learning, **try to think beyond 'lectures' and 'tutorials'** - these aren't the primary ways to learn and teach online. Instead, consider the two ways¹ as 'synchronous' (live, real-time) and 'asynchronous' (students' and teachers' own timing), with different class sizes.
- We can dig down even further. **What are the key benefits and affordances of asynchronous learning, and the key benefits and affordances of synchronous learning**, and how can we reimagine education processes and resources and activities to take advantage of both? That is, try to think less about it as being 'sync or async', but rather as about the different kinds of learning activities and learning environments that students experience. See [Table A1 for an expansion of this](#).

Table 1: Large group teaching (online 'by design')

Start here:

1. My unit only has large classes
 - a. Yes, we don't have sessions with smaller groups like tutorials - go to (2)
 - b. No, there are a number of smaller classes too - go to (3)
2. Run synchronous online large class (see **1A** below), and also go to (4)
3. Consider not running synchronous online large sessions, and hold regular synchronous small classes (online and/or F2F) - go to (4)
4. Provide asynchronous resources and activities to cover the material from the original synchronous session (see **1B** below)

Strategy	Sequence	Approach	Best for
1A: Synchronous large class	Before the session: online	• Set your session to be recorded so students can follow up anytime and you don't forget to press record • Try to make class material available online at least 24 hours before scheduled class • Consider providing resources and activities (e.g. links, videos, readings, questions, quizzes, discussions, etc) to help students prepare for class • Provide a way for students to contribute ideas, questions, opinions and use these during the session to launch discussion	Supporting engagement; Fostering community; Setting expectations

¹ Most units should have a mix of these. In terms of structure and timing, some asynchronous elements must be designed to be pre and post the synchronous activities.

		● Over-communicate schedules, resources, and expectations ○ Send regular and timely reminders of class schedules and links and how to access these ●	
	Right before the session: <u>online</u>	● Right before starting, make the wait-time productive by showing an open-ended question on the screen and inviting students to respond on Zoom chat, Zoom whiteboard, Padlet, etc (e.g. We! Connect cards, "draw a picture of a turtle") ●	Building relationships; Fostering community; Being human
	During the session: <u>online</u>	● Set expectations and protocols for communication during the class - it is better to over-communicate and over-instruct in the online space e.g. "I will be talking to the camera and also to the room, so this might mean I don't answer immediately, but post this question in chat etc." ● Chunk your session so that content delivery is interspersed with meaningful individual or whole-class activities² ● Use polling approaches to enhance and gauge student engagement at key intervals and to encourage whole-class discussion ● Convert any in-class formative assessment activities (e.g. worksheets, hand-out questions) to online format ●	Content delivery; Measuring and supporting engagement
	After the session: <u>online</u>	● If you can, stick around online for 15 minutes straight after class for students to ask questions ● Refer students to an online discussion area where they can follow up with questions ● Consider providing pre-prepared resources and activities (e.g. links, videos, readings, questions, quizzes, discussions, etc) for students to follow up ●	Building relationships; Supporting engagement

² In a large class, starting breakout rooms may be prohibitive in terms of time, technology, and split teacher presence. However, if your unit only has large-class gatherings, consider leaving time for one breakout room per session to give students a chance to socially connect.

1B: Asynchronous large class	Before the main chunk of learning material: <u>online</u>	● Provide rationale for the asynchronous nature (e.g. more flexible, allows deep-dives, responding to student needs, more equitable, etc) ● Suggest approaches for how students might study (e.g. half a module on one day) ● Consider using (flexible) deadlines and/or Canvas module completions to give students structure	Setting expectations; Being human
	During the main chunk of learning material: <u>online</u>	● Provide timing guides and progress markers (e.g. how long each page might take to work through, how far through they are) ● Try to use a range of resources and activities (e.g. links, videos, readings, questions, quizzes, discussions, etc) ● If you can, record some videos yourself as well as curating resources available on the internet ● Provide opportunities for students to discuss with peers so that the social connection is not lost (e.g. comments on a Canvas Studio video, posting to a Padlet, posting to discussion forums, enforced replies to peers, etc) ●	Fostering community; Engaging content delivery; Supporting engagement; Being human
	After: <u>online</u>	● Consider running a time-limited and scheduled semi-synchronous session (e.g. 4 hours on a Tuesday where you dip in and out) that could be text-based (e.g. using Canvas Chat, or Canvas Discussions) to address student Q&A and maintain teacher presence ●	Building relationships; Supporting engagement

Example 1.1: Live online interactive lecture

1. A Padlet is opened ahead of time, where students are asked to post an answer to a prompt (e.g. "What does X mean to you?")
2. At the beginning of the live online session, the lecturer shows an introductory slide which says "Before we get started, open Zoom chat and tell us the most boring thing that happened to you this week."
3. First 5 minutes spent reviewing Padlet posts and highlighting controversies, misconceptions, important points that will be covered today. Reminds class to write questions in Zoom chat.
4. Next 10 minutes is content delivery, looping in key examples from Padlet.
5. Lecturer pauses and addresses any questions raised in Zoom chat.
6. Students are asked to answer a conceptual MCQ 'clicker question' by using [yes/no/slower/faster](#) as a quick A/B/C/D response system. Lecturer spends time covering misconceptions

7. Next 15 minutes for content delivery.
8. Pause to address Zoom chat questions.
9. Ask students to apply new knowledge to a case study. Students post short responses to a new Padlet and upvote and comment on peers' ideas.
10. Spend time reviewing contributions and pointing out key ideas and misconceptions.
11. Final 10 minutes content delivery.

Example 1.2: Asynchronous online content supported by live Q&A drop-in

1. Unit coordinator records a short video for students, outlining topic, activities, and assessments for the week.
2. Content delivery for first part through curated and newly recorded videos, online readings, and prompts for thought.
3. Students post to Padlet an example of the concept in their life e.g. by taking a photo. Heart and comment on others.
4. Next part of online content delivery.
5. Short canvas quiz with immediate feedback to check understanding so far. Redirected to earlier content if struggling.
6. Final part of content delivery.
7. Students post to a discussion board any outstanding queries against content and a provided relevant previous exam question.
8. Teacher hosts a live informal Q&A Zoom session at a scheduled time to address discussion posts and makes recording available afterwards.

Table 2: Regular live small group teaching (primarily face-to-face but 'online by design')

Start here:

1. If your small class an 'experiential' class (e.g. must involve physical manipulation, observation, contact)
 - a. Yes - see [table 3](#).
 - b. No - go to (2).
2. Are you planning for a class where all students are on campus?
 - a. Yes - go to (3).
 - b. Mostly on campus with some Zooming in - go to (3) and also see **2C** below.
 - c. Partly on campus with most Zooming in - consider running as a completely online class otherwise student experience may be degraded - go to (2d).
 - d. No, my class will be completely online - go to (3) and also focus on elements of **2B** below that foster connection and community.

3. What usually happens during a live class?

- a. Most of the time the teacher is talking or students are working individually - consider moving most of the content delivery to asynchronous online (see **2A** below) so that live class time can be spent discussing and fostering teacher-student and student-student connections (see **2B** below).
- b. Most of the time is spent with students working in small groups or individually - consider how these class activities could be made 'online by design' so that they are easier to translate to/from face-to-face and online if needed; see **2B** below.
- c. Time is split fairly evenly between teacher talking and student small group work - consider moving some content delivery to asynchronous online (see **2A** below); see **2B** below.

Strategy	Approach	Best for
2A: Content delivery and regular communication <u>online</u> <u>asynchronous</u>	- Consider moving content delivery to Canvas since live class time is now more precious than ever before Explain that students should learn some content independently to make the most of being together in class - Curate or produce short videos or readings to deliver content - If you can, assign nominal summative marks to completion of online activities such as posting questions to a Canvas discussion board or answering a short Canvas quiz Over-communicate schedules, resources, and expectations - Send regular and timely reminders of class schedules and venues and how to access these (e.g. physical and virtual), as well as upcoming classes, tasks, and assessments - Provide a space and prompt(s) for continuous engagement such as a discussion board, Padlet, Canvas chat, etc	Setting expectations; Clear comms; Helping students learn by acquiring ³ , practicing ⁴ , and producing ⁵
2B: Discussion and	Redesign as many activities to be 'online by design' as possible using key technologies - see some practical ideas	Learning by inquiry ⁷ , discussion ⁸ ,

³ Where students play a fairly passive role in receiving (e.g. listening, watching, reading) information through videos, readings, websites, podcasts, etc.

⁴ Students learning by undertaking set tasks and adapting their subsequent actions to achieve a goal based on feedback - e.g. quizzes, practice exercises.

⁵ Where students consolidate what they have learned by producing an artefact that shows how they have applied their understanding - e.g. creating reports, performances, videos.

⁷ Learning through finding, exploring, comparing, and critiquing texts and other media that are related to class concepts.

⁸ Students articulating their ideas and questions, and challenging and responding to peers' and teachers' ideas and questions.

collaboration <u>face-to-face</u> <u>synchronous</u> (or <u>online</u> <u>synchronous</u>)	○ Consider using a backchannel as a safe environment for student questions ○ Use key online tools to facilitate practice, discussion, and collaboration in class ○ Create resources that can be shared, accessed and adapted ● Take advantage of the benefits of face-to-face time ○ Immediacy of interaction and feedback from the teacher - e.g. run Q&A ○ Physicality of space - e.g. have students move around the classroom for groupwork ○ Working with tangible artefacts - e.g. flipcharts, post-its, physical models ○ ● Provide a lot of structure for class activities ○ Provide students with an online⁶ resource (e.g. a Canvas page) that outlines the tasks to complete, the timeframe to complete them, how you suggest discussion should happen (e.g. nominate a leader, go alphabetically, 5 minutes each, etc) ○ Be explicit about the time that small-group activities will end so that students can stay on track If teaching live online classes: ● Use breakout rooms sparingly, only if the online group is large; otherwise keep students in the main Zoom room ○ Only use breakout rooms for a substantive activity ○ Limit the number of times you need to start breakout rooms (since this eats up valuable class time with technology fiddling) ● Set expectations and protocols for communication - it is better to over-communicate and over-instruct with such a complex teaching arrangement e.g. "I will be talking to the camera and also to the room so this might mean I don't answer immediately, but post your question in chat etc." ●	collaboration⁹
2C: Considerations	● Bridge the face-to-face and Zooming students ○ Reserve some work for the students on Zoom (e.g. ask the Zoom group to examine one	Fostering community

⁶ This reduces the need for physical contact and is easily used by any online students.

⁹ A group of students working together to build a shared output - e.g. making a shared document, group poster, group video.

for hybrid ¹⁰ classes	- topic while the face-to-face group examines another two) - Regularly dedicate some classroom tasks to students on Zoom (e.g. ask them to select key questions from the Zoom chat to discuss)	
---	--	--

Example 2.1: Face to face tutorial with a handful of Zooming students under self-isolation

- 10 minutes worth of material is placed online and students asked to post a tweet sized comment to summarise their key takeaways.
- At the start of class, students share their an example of xx relevant to content from their week, in pairs. Zooming students do this via private chat or breakout room if time.
- In class, tutor spends 10 minutes reviewing the posts and asks for any clarifications and further insights. Make clarifications and address misconceptions.
- Groups of 4 work on annotating a case study xx some tech also zoomers main room
- Representative from each group presents from lectern their groups doc. Tutor gives immediate feedback. Zoomers also present.
- Tutor addresses any final outstanding questions posted to zoom chat or other backchannel.

Example 2.2: Fully online scheduled live tutorial via Zoom

-

Table 3: Experiential small group classes

Start here:

- Does your class involve doing something and reflecting on the process of doing it (e.g. physical manipulation, observation, or contact)?
 - Yes, students need to be able to undertake hands-on activities - go to (2).
 - No, go to [Table 2](#).
- Are most of your students able to attend a face-to-face class?

¹⁰ Where there are face-to-face students at the same time as students Zooming in.

a. Yes, I only have a few students unable to attend, go to (3) b. No, I have a large proportion of my students unable to attend (3B) 3. Does the available space accommodate the groups' size?¹¹ a. Yes, the space is large enough to accommodate the usual group size (3A) b. No, the space is too small to accommodate usual group size, go to (4) 4. What does “experiential learning” involve? a. Students practicing physical skills (eg. physical examinations), go to (3C) b. Students accessing equipment or observing others carry out a process (3D)	
Strategy	Approach
3A The efficiency strategy	● Consider which aspects work well online in advance of F2F classes reframe this as pre-work ○ Where possible create short videos demonstrating what the class will involve ○ Give students an opportunity to practice before F2F classes ○ Give students an opportunity to identify the gaps in understanding before class (e.g. MCQ, reflection statements) ○ ● Highlight and over-communicate the value of F2F time for students ○ Set clear goals and expectations for before class, during class and after class ○ Consider option for students unable to complete pre-work ○
3B The substitution strategy	● Be intentional about what is covered online and what is not covered until F2F classes resume ○ Clearly identify the outcomes/skills/experiences that are substituted by online activities and ones that are intentionally left for a later date ○ ● Where possible suggest to students how they might practice skills (or part of the skills) out of class ○ Show an authentic example and suggest ways to practice parts of this at home (e.g. building models, constructing replicas, practicing fine motor skills) ○ Schedule students an opportunity to share their product/process with peers or teachers ■ Synchronously in breakout rooms

¹¹ If trying to maintain social distancing in class.

	■ Asynchronously with short video explanations and discussion board posts
3C The alternating rotations/time chunking strategy	● Consider restructuring the activity into chunks where groups can be rotated and alternate in the space ○ Anchor in-class chunks to short out of class activities to reinforce F2F practice ○ Encourage students to identify a point of uncertainty for their next rotation through the class ○ ● Identify a few high-points in the semester and alternate 'mini-intensives' with asynchronous online/place-based activity ○ Beginning—data gathering, issue or problem framing, team building ○ Middle—Prototyping, hackathon, scenario testing ○ End—pop-exhibition, installation, performance
3D The extended temporal access strategy	● Consider making the equipment available for supervised self directed activity ○ Create a booking system for students to make a time ○ Have human help readily available ○

Table 4: You and your unit's Canvas site (online presence)

Principles	Strategies within Canvas
Build teacher-student relationships	● Add a 'meet your teaching team' page to Canvas with photos and short, interesting, and friendly bios ○ If you can, make a short friendly video (e.g. "3 fun facts about me") to include, and you might even invite students to do the same through a 'meet your classmates' welcome discussion board to build a sense of community from the start ● Send a welcome announcement (remind students that we're all in this together, and that they shouldn't hesitate to reach out for help; remember to emphasise this occasionally in future announcements as well) ● If you can, make regular short video messages for students e.g. using simple approaches right within Canvas or the on-campus DIY recording studio

	● Generally, use your first name, use the active voice, be friendly and approachable ● If using SRES, send personalised messages ●
Foster sense of belonging and community	● Design activities where students can contribute their ideas, opinions, experiences (e.g. Padlets) ● Encourage students to add their profile picture to Canvas ● Discussion forums ○ Start discussion forums on Canvas for general student questions ○ Monitor discussion forums daily; seed with questions if it is quiet ○ Encourage students to engage each other e.g. answer posts with further questions and prompts for classmates to respond; don't reply immediately to give students space to respond; express appreciation for all student contributions ○ Categorise discussion forums (e.g. one for tutorial activities, one for general Q&A, one for assessment questions, and maybe even a social one such as for pet or environment photos - consider using a fun name for the social discussion boards e.g. 'class cafe') ● Consider the key aspects of a positive learning community culture - setting communication norms, managing expectations for follow-up, ensuring accessibility, creating a sense of belonging, supporting engagement and participation, and setting guidelines ●
Have clear communications and expectations	● At the start of the semester, send a welcome announcement ○ If you can, include a video that shows students how to navigate your unit's Canvas site and where they would find things; this especially helps first year students - see an example (bottom of the page, video on the left) ● Send regular, friendly announcements e.g. that summarise the past week and prepare students for next week ● Include clear instructions on Canvas explaining what students need to do, when they should do it by (e.g. provide timing guides for how long activities might take and their sequencing), and why they should do it - ensure they know the sequence of tasks ● Ensure dates and names of assessments and learning/teaching activities are consistent ● Try not to duplicate information on different pages or in different systems - have a source of truth ●
Measure and support	● Provide a regular pattern of activities each week (e.g. read, watch, quiz, class, discuss) ● Use Canvas New Analytics to identify and message students who have not engaged

engagement	● If using SRES, use it to identify students who may be disengaging (e.g. lack of access, incomplete modules, unsubmitted assessments, lack of discussion) and send personalised support messages ●
Engaging content delivery	● Structure modules, pages, and navigation elements so that content is easy to find ● Reduce or eliminate information duplication ● Provide key class resources ahead of time as much as possible, or give students timeframes of availability ●
Meaningful assessment, feedback, and academic integrity	● Have clear and consistent assessment information - outcomes, marking criteria, weightings, limits, dates - have a single source of truth as much as possible ● Leverage the online marking capabilities of Canvas SpeedGrader ● Release short quizzes in first few weeks to check key concepts ● Keep students up to date regarding feedback & grade return, especially in the case of delayed feedback ● Feedback should be specific, descriptive, constructive, realistic, and forward-looking ● Make short videos around each formative or summative assessment to outline key topics and resources (before), and then review key misconceptions and problems (after) ● Provide clear information about how students should access and read feedback, and what they can do with it ●
Be human	● Be open about acknowledging COVID-19's impact on students and yourself, how you are supporting students (e.g. extending deadlines, more flexible learning), and how they can support you (e.g. provide regular feedback, inform teachers when technology fails) ●

Table 5: Assessment and feedback

Assessments are highly contextualised, often more-so than teaching. This table provides some general prompts-for-thought regarding assessment in COVID-19 times.

	Assessment design and helping students to get the most out of it	Student activity in studying for and completing the assessment	Assessment outcomes and helping students to learn from and build on these
Implications and differences due to remote learning	• Ensure clarity and consistency • Provide ad hoc feedback and answering questions • Leverage multimodal assessment¹²	• Use various tools and tech to complete the assessment • Consider implications of online exams¹³	• Calibrate markers • Mark online • Increase efficiency using particular tools and approaches.
Academic integrity	• Design for integrity¹⁴ e.g. communicating with students about risks, assessing higher order thinking, connecting to personal experiences	• Consider proctoring¹⁵ • Balancing cooperation and collusion¹⁶	• Train staff • Review integrity reports
Assessment for learning¹⁷	• Design for authenticity¹⁸	• Give opportunities for practice²¹	• Grade and mark • Give formal feedback

¹² Assessment that might take advantage of rich media and other modalities such as video, webpages, and other artefacts.

¹³ Includes mid-semester tests and final exams of all types, which are online, time-limited assessments conducted to evaluate an individual's understanding and skills. These might be proctored or unproctored, and closed or open book.

¹⁴ There are many elements to 'designing for' academic integrity: (i) knowing your students – realistically, how ready are students to take the assessment and how long might it take them; (ii) constructive alignment – does the assessment build on and support learning through different learning, teaching, and assessment activities; (iii) sustainability – how can task/question re-use be managed without compromising integrity; (iv) minimise risks – estimate the risk and implement mitigation strategies including using alternative/additional assessments, using detection protocols/software, telling students about the risks, training staff to detect breaches, designing higher-order questions that assess critical thinking and application instead of recall, using questions that relate to personal or unit activities/examples, randomising questions, etc.

¹⁵ Online invigilation, typically through a student's webcam, microphone, and screen recording. At Sydney, this is provided by the third-party vendor ProctorU.

¹⁶ Collusion is defined in policy as co-operation that is not legitimate co-operation.

¹⁷ More than just assessment of learning (which is the evaluation of what a student knows and can do), assessment for learning emphasises that the undertaking of assessments should contribute to helping students learn and succeed. Changing the way that we design and run assessments is an effective way of positively influencing student learning.

¹⁸ Whether the assessment has a realistic context, task, and purpose, as well as being sufficiently challenging and helping students to develop their ability to judge quality for themselves.

²¹ Low- or no-stakes activities where students can gradually apply and test their understanding, typically spread throughout a unit. E.g. discussions or questions in lectures, online quizzes, short tasks in tutorials, presenting draft work, structured conversations in smaller groups.

	● Align with teaching activities and learning outcomes ● Provide rubrics¹⁹ ● Provide exemplars²⁰ ● Balance summative and formative assessment	● Give students space to make quality judgements of own work²² ● Provide opportunities for informal feedback²³	● Design for feeding forward²⁴
--	--	---	---

¹⁹ A rubric is a tool, usually in tabular form, that is used to assess student work. Typically, rows are criteria (e.g. clarity of argument, depth of analysis, use of literature, etc) and columns are standards (e.g. HD, DI, CR, PS, FA).

²⁰ Exemplars are samples of work that help to illustrate quality at various standards.

²² This could occur as part of the assessment process (e.g. a peer review stage on a draft submission), submission process (e.g. identifying, to their assessor, portions of work that they consider weakest or would like most feedback on), and/or embedded as part of the assessment (e.g. reflection on own progress).

²³ This may occur in the process of learning (e.g. peer discussion emanating from well-designed discussion prompts related to concepts being assessed), collaborating (e.g. working with peers on an authentic workplace-like group assignment), and/or completing the assessment (e.g. understanding and analysing exemplars).

²⁴ Feedforward is information that can be used to improve future performance or approaches, typically because the learning from one assessment can be applied to the next assessment or next unit.

Comparing synchronous (face-to-face or online) with asynchronous online teaching and learning

Table A1: Affordances and constraints of modes of learning for each pedagogic principle			
Pedagogic principle	Synchronous face-to-face	Synchronous online	Asynchronous online
Build teacher-student relationships	+ Familiar interactions - Potential fear, social distancing, low attendance	+ Open up life/living context - Black boxes detract - Working 1-1 more difficult	+ Allows pre-recorded greetings, material + Frequent communication + Software available for personalisation - More frequent and timely interactions needed
Foster sense of belonging and community	+ More/efficient dynamic groupwork - Potential fear and social distancing between peers	+ Breakout rooms can encourage groupwork - Widens digital divide - More overt facilitation needed	+ Less time-pressured sharing + Time and space to think more deeply - Harder to identify and support disconnected students
Have clear communications and expectations	+ Immediacy of Q&A	+ Immediacy of Q&A	+ Written/recorded clarity + Democratised information (whole cohort can access, contribute) - Nuances in language potentially lost
Measure and support engagement	+ Easier to 'read the room' + Easier to speak with individuals	+ Maintains temporal structure for students and teachers - Moving between groups more awkward	+ Students working at their own pace + Potentially more data sources about engagement, if designed well - Potentially more depersonalised ➡ Requires redesign of learning activities
Engaging content	+ Better understand student responses to	+ Flexibility	+ Allows pre-recorded content

delivery	teaching – Potential fear, social distancing, low attendance	– Additional stress and resourcing with technology use – Didactic style more disengaging – Widens digital divide	+ Alleviates technology stress + Flexibility for everyone – Limiting workload for students – Additional teacher workload in generating resources and activities
Meaningful assessment, feedback, and academic integrity	+ Experiential assessments easier + Potentially more secure	+ Modernising experiential assessment – Assessment security concerns – Student privacy concerns	+ Efficiency of marking and feedback + Allows pre-recorded whole-cohort feedback ➡ May require redesign of assessment – Assessment security concerns
Be human	+ Familiarity – Potential fear and social distancing	+ Open up life/living context + Collegiality and appreciation – Less familiar – Black boxes detract	+ Everyone chooses when and how to engage – Less familiar – Less immediacy

Further resources

- [Supporting off-campus learning Canvas site](#) from Educational Innovation
- [Synchronous and asynchronous learning](#) from Concordia University
- [Building a positive learning community culture](#) from Fiona Martin (FASS)
- [Short practical guides for online teaching](#) from the University of Melbourne's Centre for the Study of Higher Education
- [10 simple rules for supporting a temporary online pivot in higher education](#) discussion paper from the University of Glasgow
- [Supporting learning and teaching for off-campus students](#) semester 1 resource set from Educational Innovation
- [Active Learning in Hybrid and Physically Distanced Classrooms](#) ideas from Vanderbilt University
-