How to replace tutorials with online options

Topics:

- What is the purpose of tutorials? What to consider when replacing f2f tutorials with online.
- Running online tutorials, managing expectations, what is required, setting ground rules, tips for teachers
- Online tools for engaging tutorials
- What are the online options? Using technologies, you are already familiar with ie Zoom (licensed account and free), Adobe Connect or Teams.
- The challenges of working with online tutorial options

What are tutorials, what to consider when replacing f2f with online options?

How to do I replicate the student experience of the F2F tutorial online?

Tutorials are usually structured, small-group learning activities that promote student-centred and active learning. They are not mini lectures so preparation should consider how to conduct relevant student-centred activities online. These activities should allow for discussion of unit content and the application of learning drawn from the relevant lecture (often online) and associated readings. They often comprise of Q&A sessions and seek to provide an interactive learning environment.

Students should interact with the theoretical and conceptual knowledge from the lecture and/or readings, as well as other students and the teacher to develop a more personalized understanding of a topic, principle or procedure. Learning activities that support this may be of a wide variety: small group/pair discussion of relevant questions (may be different questions per group), small group summaries of short readings/texts, group development of a brief presentation, diagram, model that demonstrates application of learning, and so on. Teachers can embed links to videos, readings, images, diagrams, powerpoints and other web-based items as focus points/stimulants for learning. Teachers can also prepare props to add interest to their points, such as a bandage, a mask, a musical instrument, a hat, a tool, or even a roll of toilet paper (current economic icon) etc to make a point with emphasis and introduce some humour.

Students can write comments on the white board, report orally, be allowed to present by the host, raise questions in chat and engage with each other and the teacher during the tutorial. In these ways, the level of interaction can still be quite high during online tutorials.

Running online tutorials, managing expectations, what is required, setting ground rules, tips for teachers

Provide a study guide for the tutorial prior to delivery: A study guide can help keep the tutorial 'on track' and provides a guideline of what students are going to learn and when. Consider emailing/messaging students and advising them of any pre-reading or any other preparation they need to complete prior to the tutorial. Advise them if the tutorial will be recorded and how they can access this recording. Provide an intended Learning Outcome for the tutorial that is linked to the LOs of the Unit and where possible discuss any relevance to assessment tasks from material covered during the tutorial. Provide links to further readings/resources in the tutorial. Remind students at various points of the tutorial how much time they have for a task and check they are tracking ok.

Familiarise students with the online environment: At the start of the tutorial, explain the structure of the tutorial and how and when student questions will be addressed by the teacher. In the first online tutorial, spend a few minutes guiding students in how to use the features of the Zoom, Adobe Connect or Teams technology so that they get the most benefit from engaging in the tutorial.

Use the chat room or introductions. If this is the first time the group has met, instead of going around and having everyone introduce themselves (which can take a significant chunk of time even for a small group), give everyone a minute to post their introduction in the chat, and monitor as the responses come in. You can then take an extra minute or two to callout a few participants.

Confirm prerequisites with students. Advise students if there was a required reading or assignment that should have been completed before attending the tutorial and the consequences for not completing the assigned learning activity or assessment task.

Online tools for engaging tutorials

Make use of the online tutorial features

There are several features that you can use to enhance the learning experience within the online tutorial.

Presentations/Documents
As the tutor you can upload and share documents (pdf, ppt, word doc, image). Several presentations can be loaded and switched between during a session.

Polling
Don't overcomplicate the questions. Allow sufficient time for students to respond to the poll and then lead discussion on the poll results. The poll feature can also be used as a quiz to determine if students understand a particular concept of principle before progressing onto new information.

Whiteboard
The whiteboard allows you to write and draw for all students to see, and all activity on the whiteboard is documented. Students can also add information to the whiteboard.

Breakout Rooms (only available for Adobe Connect and Zoom)

- Assign students to each breakout room depending on the size of the tutorial group (4 or 5 breakout rooms is considered maximum for ease of setup and monitoring)

- Pose the question or task the students have to undertake in the breakout room by posting on the whiteboard, in the chat pod or in your online presentation (e.g. PowerPoint slides)

- Nominate a student to be the group leader to take notes of the group discussions in the breakout room

- Set time allocations for task completion and reporting back

- Have groups report back to the whole class and for you to provide feedback on the assigned task.

Recording

Record and archive sessions so they can be uploaded to LEO units for review and for students who missed the tutorial session.

Chat Pod/Room

It is important that you monitor the chat pod/room as you do your tutorial presentation to answer questions posed by the students. It can sometimes be useful to have a colleague join you as you present the tutorial who can monitor the chat and either answer questions or alert you to an issue that needs clarification or further elaboration.

What can I use to create online tutorials?

Zoom (site license to be available March 26 at ACU)
If you already have a license to host meetings in Zoom, you can record your meeting and download the recording or provide an online link for students. ACU will be providing a university-wide Zoom license by March 26. You can register for a free Zoom account on which you may like to practice at any time but the free account limits the time period (40mins) and number of participants you can include in an online meet.

Zoom meeting rooms include - presentation, whiteboard, chat, audio and webcam; breakout rooms, participants list. Meetings are recorded and saved to a local device under documents and Zoom folder. The media file can be uploaded to Kaltura or Echo360 library and shared in your LEO unit.

Adobe Connect
If you're familiar with running and recording sessions in Adobe Connect, you can set up meeting and provide access to recordings to your students in LEO using the External Tool or via a direct link.

Adobe Connect meeting rooms include - presentation/documents; whiteboard; chat, audio and webcam; breakout rooms, layouts; participants list. Meetings can be recorded and saved in your Adobe Connect link in your LEO unit.

Microsoft Teams
When hosting a meeting in Teams, you can record your session and download a copy of the recording to upload into Echo360 or Kaltura.

Microsoft Teams include - presentation, audio, webcam, chat, participants list. Recordings are saved to teams. The file can be downloaded and uploaded to Kaltura or Echo360 library and shared in your LEO unit.

Upload recording options:
Echo360 Universal Capture
Universal Capture (UCAP) allows you to upload media file to your Echo360 library to use in your LEO units.

Kaltura Capture
Kaltura allows you to upload media into your my My Media library in LEO to use in your LEO units.

The challenges of working with tutorial online options

Delivering an Effective Online Tutorial Session

Gathered from research for successful online learning, there are several things you should keep in mind when you deliver your online tutorial.

- **Be mindful of the time:** Tutorials can be 1 to 2-hour sessions. Traditional F2F tutorials use the 50-10 rule: 50 minutes of learning activities then a 10-minute break. For online tutorials of 2 hours it is recommended that you increase the number of breaks because looking at a screen for 2 hours can be fatiguing, especially on eyesight.

- **Indicate your pauses**. Let the students know what you're doing if you go quiet for a second (i.e. uploading a file, putting something on the whiteboard). Without body language, you need to compensate with words and instruction.

- **Maintain a lively tone and pace**. Because students cannot focus on your body language; even with a webcam it's still just a talking head; you need to compensate with tone and pace to keep students engaged. Humour, when used strategically, can be a great way to connect with students.

- **Maximise the use of online tutorial tools:** This does not mean using every available tool! Be selective based on the learning outcomes of the session to be achieved but provide sufficient variety in the tutorial activities to foster a high level of student engagement.

Other Considerations

Echo360 Universal Capture

Echo360 is the ACU's automatic lecture capture system, which records classroom lectures and automatically uploads them and makes them available to students. However, you can also record lectures and tutorials in Echo-enabled classrooms and create video content as additional learning materials in your home or office using the Universal Capture software.