

June 2020

## Exploring the move to online teaching, learning and assessment

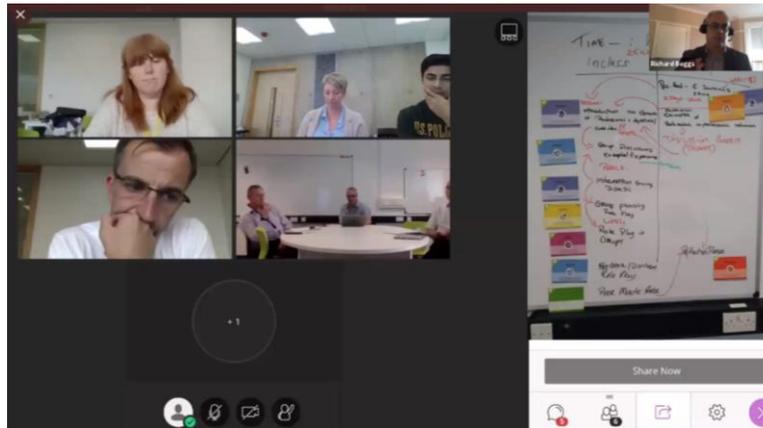
How can you encourage student participation in your online teaching was the essential question for one of IACLE's recent global webinars (23 June). Members around the world joined the event live via Zoom and Facebook to hear advice from UK higher education specialist Richard Beggs



Pictured (clockwise from top left) during the webinar are: Executive Manager of Educational Programs Niles Thite, Executive Manager of Global Education Lakshmi Shinde, Richard Beggs, IACLE President Dr Shehzad Naroo, Vice President Professor Philip Morgan and Dr Julie McClelland

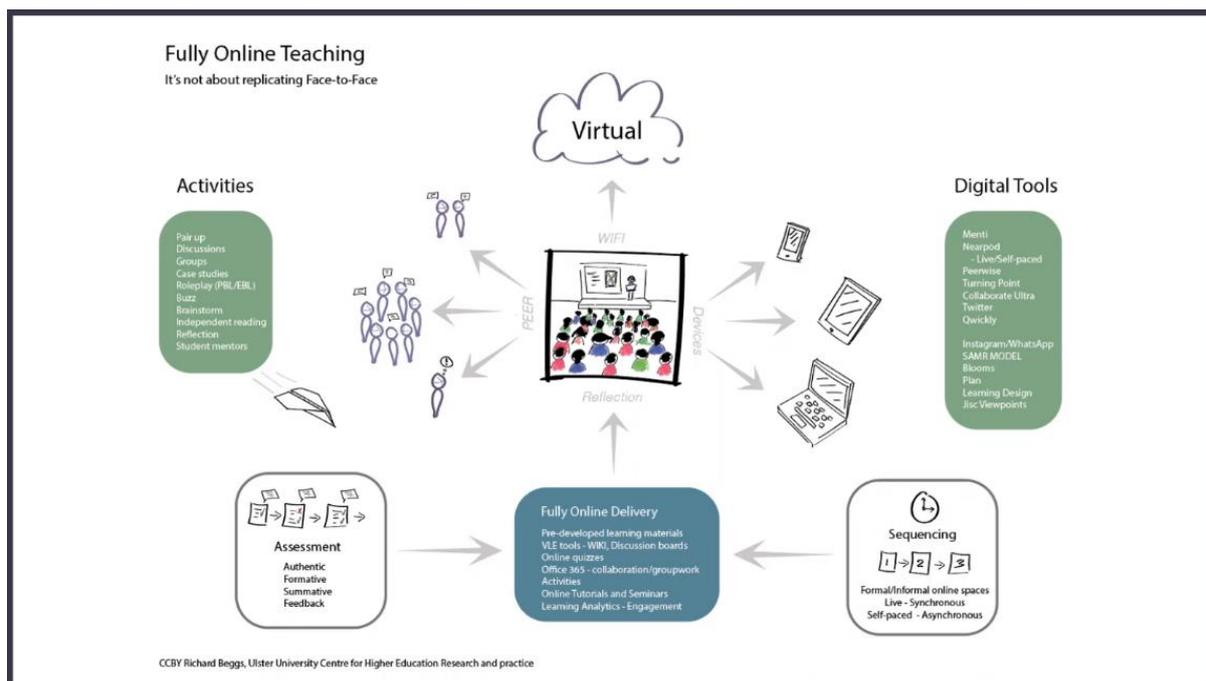
'It's all about people, how we engage with students and colleagues, how we collaborate and how we communicate. It's not about trying to replicate what we did face-to-face,' said **Richard Beggs**, opening the webinar. [Ulster University](#), where Richard is a lecturer in higher education practice at the [Centre for Higher Education Research and Practice](#), has four campuses across Northern Ireland that require extensive use of digital technologies and online courses. He had also worked with the university's optometry department on an online diagnosis project.

Fully online delivery involved pre-developed learning materials put up on a virtual learning environment, online quizzes, tutorials and seminars, and group or collaborative activities, he said. Learning analytics to measure student engagement and opportunities for reflection were also key.



In a single slide, Richard presented his overview of fully online teaching, with a host of ideas for different types of activities and – importantly – a long list of digital tools for engaging with students, for assessment and sequencing (breaking contact down into manageable sessions, both live and self-paced). ‘Find the teaching methodologies that suit you and you feel comfortable with,’ he said. Think about engagement and getting students involved, such as through drop-in online sessions and online one-to-one tutorials.

**Find this essential slide in the recorded lecture on IACLETOP**



Richard’s colleague **Dr Julie McClelland**, senior lecturer in optometry at Ulster, said that her undergraduate and postgraduate courses had always had an element of online teaching. Julie used the Blackboard platform for standard PowerPoint presentations, links to live websites, and lectures with audio or video embedded. Grade Centre was useful for monitoring marks, submitting course work and calculating final grades. Discussion boards, online assessment rubrics and case study quizzes via Nearpod were also integral to her teaching. Panopto was a useful tool to stream videos.

‘It’s important to maximum the use of the virtual learning environment you have. Exploring all the tools available gives students a much richer, fuller access to the materials and a more interesting experience,’ she said.