

# 2020

## REMOTE TEACHING THE UP WAY (COVID-19)

Students should:

Lecturers will:

1

### PREPARE

Consult the study guide & clickUP:  
prepare and complete the assessments

BEFORE CLASS

### Provide activities & assess

Textbooks & clickUP: pdfs, videos, ...

2

### ENGAGE

Ask questions and take part  
in the discussions

DURING SCHEDULED  
CLASS TIME

### Discuss difficult to understand concepts

Answer questions

3

### CONSOLIDATE

AFTER CLASS

### Let students

Revise & apply



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## TEACH ONLINE THE UP WAY (COVID-19)

### Background

UP ascribes to a [flipped-learning methodology](#) which students to come prepared to class, complete pre-class assessments and engage in class. The [UP Study Guide templates](#) require lecturers to provide information to students on how to prepare for each lecture session and provide comprehensive assessment plans.

This model articulates well with online teaching and learning as it requires lecturers and students to use their online clickUP courses and encourage students to prepare independently for each class.

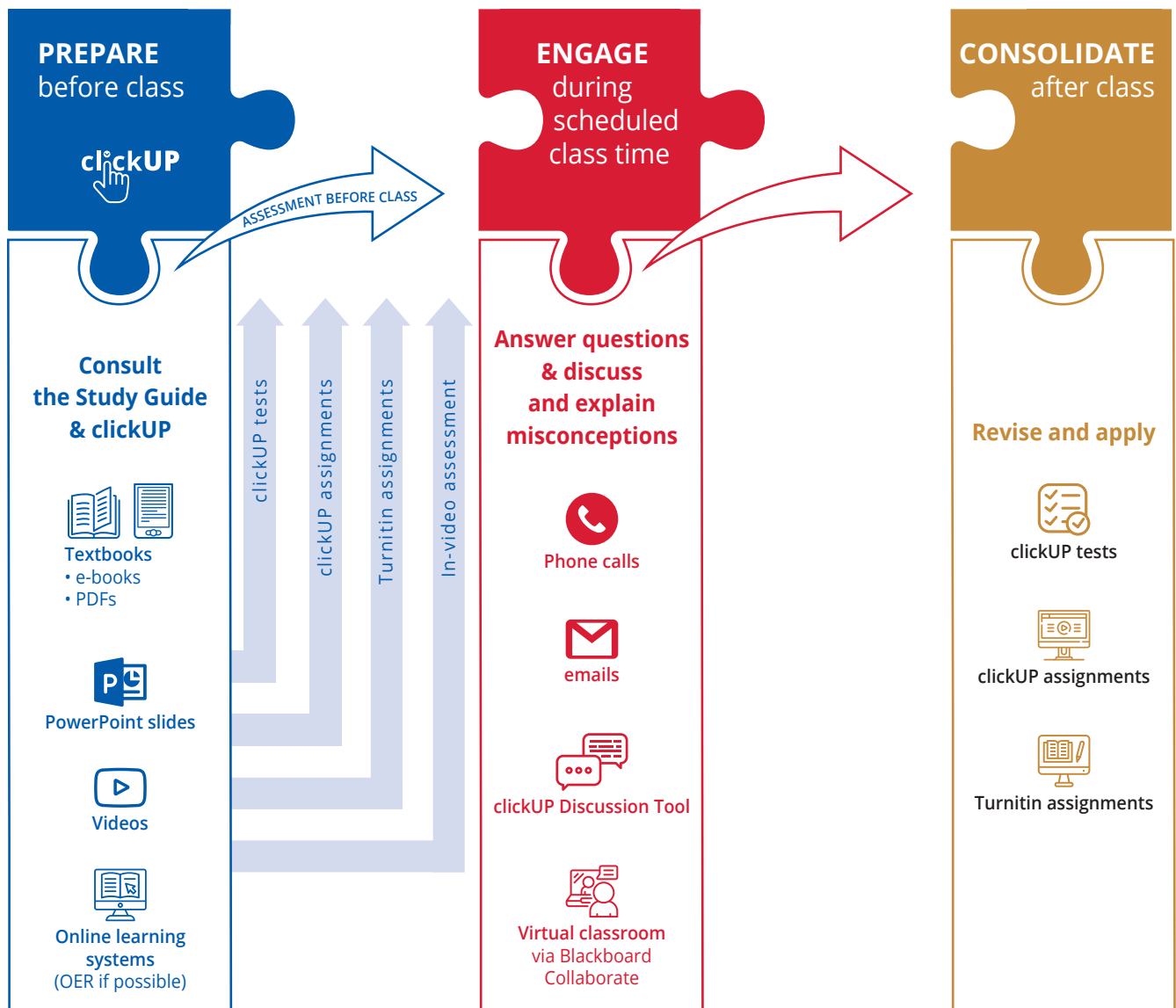


Figure 1: UP teaching and learning model during Covid-19

The online learning management system (Blackboard) that UP uses is branded as clickUP. UP also uses Blackboard Mobile, which further enables students' access to their learning material across various devices. When you upload content for students in clickUP, it is also automatically available on their mobile devices via the Blackboard App. Ensure that your clickUP modules are available to your students and up to date. All material can be uploaded with a timed-release on particular dates.

Student can do the following on the Blackboard app:

1. Access content, download content to view offline

2. Participate in discussions, blog
3. Type assignments in Google Docs and upload to either clickUP assignments on Turnitin from their Google Drive (This is however not easy on a cell phone due to small screens)
4. Do tests if they know how to use the browsers on their phones. The chances are good that they might click the wrong button on their phones as it is small.
5. Participate in Blackboard Collaborate sessions (viewing, chatting, speaking, sharing video if allowed by lecturers)
6. View Grades

We are working with Telkom, MTN, Vodacom, and Cell C to zero-rate clickUP data. That means any data hosted on clickUP is free, but embedded third-party linked content is not free. E.g. If you embed a YouTube video, use Collaborate, or link to a google drive to share files it is not free.

**How do I get access to a clickUP course?**

- NAS Faculty: contact the assigned person in your department.
- Other faculties: Request access by emailing the module code and your clickUP username in this format: **abc123\_s1\_2015,u01234567** to [e-support.up.ac.za](mailto:e-support.up.ac.za) or ask your [Instructional Designer](#).

Academic staff that are new to online instruction or clickUP (Blackboard Learn) refer to this [Quick Start Guide](#).

**Stage 1: PREPARE before class**



At the very least, the Study Guide and your clickUP module should stipulate a clear, weekly work schedule so that students can keep up independently. Quality instruction requires students to come to class prepared, as this enables new teaching to build actively on existing knowledge. Students can prepare for the class using traditional textbooks, eTextbooks, PDF & Word files, videos or publishers

learning systems. Encourage and empower your students to come prepared to an online class by providing detailed information on how to prepare for each online session. If students prepare for an online class, the online session can be shorter and be used more effectively by focussing on students' questions and misconceptions.

Students can use the Blackboard app to download clickUP course content to access when they do not have a network connection. [This list](#) indicates what content is supported offline.

In an online environment lecturers have to provide content in clickUP and add clear descriptions to each item and online activity to inform students on what they are expected to do ([How do I upload a document to clickUP](#)). Although we are working with Telkom, MTN, Vodacom, and Cell C to zero-rate clickUP data, keep in mind that our data infrastructure is limited (be data sensitive). Spark your students' interest by [writing invitations](#) to each activity. This invitation should contain an exciting name for the activity, the purpose of the activity, a brief summary of

the overall task, and the output expected from the students. Here is an example: *"Write like it matters, and it will."* *Libra Bray. To write like it matters, you need to identify why your research matters. Writing a literature review might be daunting, that's why you need some practice. This exercise will teach you how to summarise what you have read in your own words. Read the 3 articles provided and write a summary of 100 words using the Blogs tool. Submit your post by 12h00 on 23 May 2020.*

High-quality Open educational resources (OER) or 'free' materials are available for almost all the foundation courses: [OpenStax](#), [OpenSUNY](#), [Open Textbook Library](#), and [OER Commons](#). These OERs are more than textbooks – they also include solution manuals, homework systems, PowerPoint slides, assessment banks and test items.

To enable students to prepare for class upload the materials to clickUP

| Materials  | Data usage  |
|--|-------------|
| Study Guide & Textbooks  | Zero        |
| E-book (VitalSource e-book reader)   | Zero to low |
| PDF or Word documents without images   | Low         |
| PowerPoint slides as a PDF file without media (with less than 5 low-resolution images)           | Low         |
| Short sound clips (No longer than 3 minutes)   | Medium      |
| Use appropriate videos/material from YouTube, the Internet, or <a href="#">Khan Academy</a> .    | Medium      |
| <a href="#">Creating videos using your cellphone</a>   | Medium      |
| YouTube video of Narrated PowerPoint ( <a href="#">embed YouTube URL into clickUP</a> )          | Medium      |
| <a href="#">Narrated PowerPoints</a> for material that is conceptually difficult (high data use) | High        |



## Upload your videos to YouTube and then link to it from clickUP:

YouTube videos use minimum data because it automatically adjusts to your internet speed and to the dimensions of your screen (computer or cell phone). YouTube streams the video to your computer in pockets of data while watching. Students will be able to [save the YouTube videos for off-line viewing](#), but will still pay data costs for the download. If you upload the video into clickUP, your students will have to download the full-sized video before they can start watching it. Therefore, please [upload your videos to YouTube](#) (as unlisted) and then [embed YouTube URL into clickUP](#). Please remember that students have many modules and all lecturers will to some extent use in-video assessment or YouTube links - if a low data solution, eg PDF file or Discussion Board, will assist the students in reaching the module outcomes, consider using these options instead.

## Assessment before class

Students' preparedness for each class should be assessed before the online class. These assessments provide valuable information to a lecturer that can be used during online sessions to address misconceptions. Online (formative) assessment options include:

- **clickUP tests**
- **clickUP assignments**
- **Turnitin assignments**
- **In-video assessment:** *Add assessment questions to your video – in clickUP, select 'Build Content', 'Interactive videos and tools'. This function allows a lecturer to embed interactive quizzes into videos and track student results in the clickUP Grade Centre.*

These assessments do not only provide valuable feedback for lecturers and students but also prevents students from falling behind.

## Stage 2: ENGAGE in class



**Keep on teaching!** Be present and available in different modes **during regular scheduled class time** to discuss difficult concepts and answer questions, e.g. a 20 minutes Collaborate session, 20 minutes online discussions in clickUP, and 20 minutes emails and phone calls.

This will keep students on track and make them feel safe! Students are now out of their scheduled routines, so lecturers need to ease them back into the routine. Therefore remind students through announcements about the scheduled class time.

| Engagements  | Data usage | Immediacy* |
|--|------------|------------|
| Use your scheduled lecture time and be available to answer phone calls or respond to emails.   | Zero data  | Low        |
| <a href="#">Use the Discussion Tool</a> to create a discussion forum in clickUP. Inform students to use this space to post questions and provide answers to their questions there. | Low        | Medium     |
| Use <a href="#">Blackboard Collaborate</a> to be virtually available during scheduled classes (you have to schedule these virtual classes in clickUP).                             | High       | High       |

\* The quality of bringing students into direct contact with the lecturer or other students

Blackboard Collaborate is an online video platform that is integrated into clickUP. Use Collaborate for synchronous sessions for essential pieces of work. Because students should prepare before they join the session you can discuss only the difficult concepts in a Collaborate session and answer questions. Students can use their Bb App or any browser on their cellphones to join a Collaborate session. Collaborate works well for up to 250 users online.

For more information go to the documents on the [Help Site](#), [How to set it up Collaborate](#) or watch this video: <https://youtu.be/NmzPr0mDO6g>. Lecturers must remember to disable the Course room (that is always open) when they create a Collaborate link in their clickUP courses.

## Stage 3: CONSOLIDATE & ASSESS after class



Blackboard Collaborate also provides the opportunity to record sessions and share recording links with students (see video: <https://youtu.be/Qya2MrXNA1o>).

These videos could be made available to students in clickUP and used for remedial and revision purposes. Assignments

and assessments after class provide further opportunities for students to consolidate their knowledge and organise it into meaningful hierarchical patterns. It is important to provide a detailed assessment plan to your students (see the relevant section in the Study Guide template).

The following assessment methods are available in clickUP:

- [clickUP tests](#)
- [clickUP assignments](#)
- [Turnitin assignments](#)

Plagiarism detection software (Turnitin – available in clickUP) can identify unoriginal content. It allows individual student assignments to be uploaded to clickUP and then to match the content with other student assignments as well as web material.

There are many other online assessment strategies. Another option is take-home exams, here are some guidelines for [lecturers](#) and for [students](#). For alternative assessment strategies contact your Educational Consultant (EC) and/or your Instructional Designer (ID). Be conscious of student data and credits and therefore also of notional hours.

## Communication

During this time, when students may feel isolated, it is essential to create a sense of community and care. Students value encouraging messages from their lecturers combined with the communication of other administration/learning-related messages. Communicate to your students your availability, your means of communication and what you can do as well as what you expect from them. Send out a weekly notification using clickUP to indicate to students what study material they should cover for a particular week. Provide your email address and phone number as well as the schedule of your availability. Provide students with guidelines on how to communicate online and [proper netiquette](#) rules.

Create a social presence and sense of community in your online class by creating group cohesion, open communication, and using

effective expression. Group cohesion is enhanced by addressing students by name if you respond to a post, using inclusive pronouns such as we, us, our group and the use of salutations. Stimulate open discussion in your module through clear and purposeful communication, recognising students and their contributions, encouraging interaction and reflective participation. Include the use of emotions while you write to compensate for the lack of facial expressions in the online environment, for example 'I smiled as I read your excellent comment'. A little self-disclosure from the lecturer's side also supports online interpersonal relationships. Be very careful of the use of humour as misunderstandings quickly develop and never use sarcasm in online communication.

Use the [Retention center](#) to check which students have not logged in the past 5 days and contact them (as a lecturer you can set the days).

The preferred option is for lecturers to be virtually available during scheduled lecture periods using Blackboard Collaborate. Use clickUP as students prefer and prioritise communication sent from clickUP:

- [Announcements](#) tool: One-to-many, one-way communication from lecturer to the whole class.
- [Use the Discussion Tool](#) to create a discussion forum in clickUP. Inform students to use this space to post questions and provide answers to their questions there.
- Use [Blackboard Collaborate](#) for virtual office hours.

Create a Frequently Asked Questions area where questions and answers can be posted. Communicate the answers to the questions through the [Announcements](#), so that all students receive the answers to the questions.

## Support & clickUP assistance

The [clickUP help site](#) and [Blackboard help site](#) contains many resources on how to use all the above-mentioned tools. You may also contact the [e-support](#) office, but the response time might be slower due to high volumes of requests. There is also a team of dedicated [instructional designers](#) and [educational consultants](#) that will support you. You can also visit the Department for Education Innovation's (EI) website for the latest updates: <https://www.up.ac.za/education-innovation>

|            | Educational consultant | Instructional designer                                      | Computer-based testing                           |
|------------|------------------------|---|--|
| EMS        | Elmien Van Amerom      | Philip Mthembu  | Gaby Pretorius                                   |
| Education  | Dr Marius Pienaar      | Jacky Maroga  |  |
| EBIT       | Adriana Botha          | Alastair Smart  |  |
| Humanities | Marena Lotriet         | Gaby Pretorius  |  |
| Law        | Faith Mathibedi        | Dennis Kriel  |  |
| NAS        | Dr Ina Louw            | Mpho Thukane  |  |
| Theology   | Carol Gossmann         | Gretchen Jacobs   |  |
| Health     | Dr Irene Lubbe         | Dr Hannelie Untiedt<br>Noma Ngcobo<br>Erika de Bruyn        | Erika de Bruyn<br>Noma Ngcobo<br>Yolanda Kweyama |
| Veterinary | Dr El-Marie Mostert    | Velly Nkosi   | Mark Sias<br>Dr El-Marie Mostert                 |
| Mamelodi   | Dr Sanet Haupt         | Philip Mthembu (BCom support)<br>Mpho Thukane (BSc support) | Gaby Pretorius                                   |

**Educational consultants** can advise you on:

- Learning Design
- Didactically sound hybrid teaching and learning
- Alternative assessment
- Curriculum
- Professional development and
- The use of open educational resources (OERs)

**Instructional designers** can advise you on:

- eLearning and hybrid learning
- clickUP
- Assessment technology: QuestUP, clickUP, Turnitin, Respondus
- Planning use of computer-based testing (CBTs)
- Clickers
- In-video assessment