

Hampshire Achieves Online Delivery Guidance

This guidance sets out good practice for delivering online courses and has been derived from observations of tutors delivering online, as well as the key messages from webinars and other resources for online delivery.

We do not advocate or recommend any specific platform for delivery and it is each providers responsibility to ensure that the chosen platform supports learner's safety and security, as well as enabling the application of RARPA.

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Developing EdTech and online teaching skills

The Education and Training Foundation (ETF) offers support for teachers to develop their online teaching skills. Visit the [enhance digital teaching platform](#) to find materials on a wide range of topics including:

- motivating and engaging students in virtual learning environments
- adapting content quickly to deliver online
- different pedagogical approaches to online delivery

For teachers lacking confidence or skills in using the internet and devices, ETF's [essential digital skills professional development programme](#) can help teachers develop their digital skills. The online learning modules include topics on:

- using devices
- handling information
- staying safe online

ETF have also developed a guide for FE staff on [EdTech and essential digital skills training to support remote working](#). The guide identifies and provides links to EdTech and essential digital skills training modules on the enhance digital teaching platform as well as other useful resources which can contribute to developing the knowledge, skills and understanding required for teaching and learning online.

The FutureLearn platform includes free courses to develop skills to effectively deliver remote learning. These include:

- [how to teach online](#)
- [blended learning essentials](#)
- [use of technology in evidence-based teaching](#)

[Microsoft](#), [Google](#) and [Apple](#) also provide free training to help teachers use their platforms to build interactive lessons. Certification is subject to a fee.

Getting started with online delivery



If you are looking to develop **online delivery**, then we would recommend a series of webinars from Education and Training Foundation on a variety of topics for online delivery. You will find a number of these on our VLE page for links to [helpful IT resources](#), alternatively you can access these direct from ETF.



<https://www.et-foundation.co.uk/news/new-series-of-free-webinars-to-support-online-learning/>



Online-classrooms from yawn to yay: This **article** is written by Esther Barrett, Digital Practice specialist at Jisc. She reflects on how the coronavirus pandemic has prompted an overnight change in the way we work. In our temporary new world we are finding different ways to engage with our colleagues and learners.

She shares tips and tricks on how we can make our online sessions more interactive, when often it can be hard work.

Society of Education and Training (SET) have pulled together a range of [resources](#) to help tutors deliver online

<https://lightbulbmoment.info/> provides resources and ideas for online delivery

Guidance on getting going with live sessions

<https://www.ncsc.gov.uk/guidance/video-conferencing-services-using-them-securely>

Mayer's 12 Principles of Multimedia Learning

Have a look at the book on the VLE to give you guiding principles on putting together presentations and learning resources using multimedia.

[Mayer's 12 Principles of Multimedia Learning](#)

Preparing to deliver online

The resources referred to above will help you to understand the differences between online and face-to-face delivery. Once you have understood the pedagogies of online delivery you are then ready to prepare your course materials. These can of course be adapted versions of resources you use face to face.

Security:

Security of learners online is a priority and you should set up security for your online course

- Ensure there is a password for the session
- Set up waiting room so that only expected people can be let into the session

Online safety is a big concern with learning especially for those who are delivering learning online. To help ensure this we have produced some guidelines on e-safety. These are also available on our [VLE](#). Do make sure you are fully versed on best practice on ensuring e-safety.



Accessibility of content for learners

If you are delivering online do think about how you can make content accessible to learners.

If you have not done so already then do watch the webinar from EFT [Making webinars inclusive](#)

Familiarisation of platform

Make sure you understand how your chosen platform functions both from the tutor perspective and the learner perspective.

Remember the best way to ensure a smooth session is to practice using the different tools, either with a supportive colleague or friend or if you have access to a second device you can log in as participant as well as host.

Learners use a variety of devices to access learning, make sure you know how apple products and android devices work, as they often have different ways to access the tools

If you are delivering a skills-based class (e.g. art/craft/needlework) then use a second camera so learners have a close up of what you are doing. You could use your phone for this, and learners can pin the video, or use a camera connected to your PC/laptop and screenshare the view. Make sure you have trialled this before you go 'live'

Designing your course

You will find that it takes longer to complete tasks and cover content when delivering online. You may decide to set more homework tasks for learners to complete independently (remember to check the following week!)

Don't forget to have a starter activity for when learners log on, especially if there might be technical difficulties with some learners.

Think about what the learner will be seeing, doing and hearing.

You need to plan plenty of opportunities for learners to engage in the content and for you to check understanding and progress (especially those with camera off)

Be mindful of too much teacher talk – have variety of activities (e.g. whiteboard, screenshare, file share, chat facilities, videos, polls, quizzes)

If you are using presentations, then 'less is more' is the rule for online. Have 1 point per slide, the slide transition helps learners to stay focused. When sharing your presentation with learners it will be smaller than on your screen so do think about size of font.

Assessment planning: consider how you will be able to monitor progress and follow up with learners who have missed a session. Plan tasks within the sessions that can assess learners (polls, quizzes, Q+A)

If sessions are longer than 45 mins/1 hour then do plan for pause time so that learners can stretch and take a break from the screen. Remember that H+S suggests that you should have a 10 min break from screen time every hour. You could have a breakout room prepared for learners to take part in stretching exercises via a video. If you do set a break time, then remember to mute your own mic or else the learners will be able to hear all that you are doing!

Remember that all the key elements of face-to-face delivery should still be in place, ensuring that all elements of RARPA are implemented. This might mean that you have a blend of group sessions and 1:1 follow up sessions.

Before the first session

You might want to make contact with learners before the first session to;

- Check which device they will be using
- Check their familiarity with the platform
- Carryout initial assessment
- You might like to offer learners a practice log in first – especially those new to the platform or nervous learners.
- You might also want to provide guidance on where they should access the session from to minimise risk of external interference.

Setting up

When choosing where is best to deliver your online course from there are a number of things to consider

- **Lighting** - Sit in a position where your face is fully lit (if needs be have extra lighting) Avoid back lighting as your face will be dark (e.g. in front of a window) If you have a window to the side then you may be partially lit so consider having additional lighting so your face is fully lit or sit so the window is in front of you. This will help learners see you clearly.
- **Background** – You should wherever possible have a neutral background. Think about what learners can see in the background. Make sure that you are in a place where other members of your household will not be walking past, and that there are no personal photos on display.
- **Virtual background** – if you do not have a neutral background available then consider using a virtual background **Virtual backgrounds:** both MS TEAMS and Zoom allow you to set a virtual background, this will protect learners from seeing your background. Especially useful if you are delivering from a bedroom or space with personal information.
For information on setting up a virtual background click on the link below

[Virtual background in TEAMS](#)

[Virtual background in Zoom](#)

- **Connectivity** – does your chosen spot have strong Wi-Fi? If you do not have a strong signal, then you might want to plug your device into the router with an ethernet cable to increase connectivity. It's not uncommon to have different signal strengths in different parts of the house to do investigate to see where your signal is the strongest.
- **Sound interference** – you will need a quiet space to deliver from so that there is no background noise. If you have a noisy background, then consider using a headset which will only pick up you.
- **Microphone** – think about how close you will be to your microphone; a consistent position enables better audio.

The first session

Make sure you cover ground rules for learners – especially in relation to safeguarding.

- Background noise: remember to turn phones and notifications off/silence
- No children present (unless family learning)
- Mute unless speaking

Familiarise learners with the tools of your platform

If you have learners who are unfamiliar or nervous of using online platform then arrange for a colleague from your provider to be available to offer telephone support

Check that all learners can see and hear you

You should also provide learners with clear expectations on remote education, so they know when and how they are expected to engage and demonstrate their learning and how you will give assessment and feedback, with particular consideration given to how to support disadvantaged learners and learners with special educational needs.

Online learning guidance

Use of mute

- 1) when learners are working independently mute all mics so there is no background interference.
- 2) If learners are working together then mute your own mic so as not to disturb their group chat.
- 3) When you are giving input mute learners mics so that yours is the only sound they have (especially in zoom)

Screen sharing tips:

- 1) Remove any photo backgrounds on your computer desktop.
- 2) Close Outlook and other programs not in use. Avoid embarrassing pop-up windows or dialog boxes.
- 3) Don't crowd the view. Make sure to have one application open at a time.
- 4) Don't keep attendees waiting. Have applications open and ready to demonstrate.
- 5) Turn off your computer's "sleep" function--especially if a re-login is required.
- 6) Remember to maximize your screen (click Full Screen) in Web demos.
- 7) Use both points of view--consider using a second computer: one to run the event as Host, another to screen share and see the participant view.
- 8) You can play a video on YouTube or in your files by choosing 'Share' then click on 'Include system audio,' choose your 'Window,' and enable 'Full screen.'
- 9) If you want to do a demonstration of an application go to 'Share' and choose 'Desktop.' Your participants will be able to see your desktop and follow your actions.

Breakout rooms

- 1) Breakout rooms are a good way to enable small group discussion, you can pre-set the groups and also set a timer for the groups
- 2) Ways to use breakout rooms
 - a. Differentiated work – different room = different activity
 - b. 1:1 support with learner away from other learners
 - c. Learners can share their work privately with tutor

Setting individual tasks

- 1) When setting individual tasks, ask learners to hide video and mute so there are no distractions, making sure you give specific time for when you will ask all to return.
- 2) Remember to mute your own mic when learners are working independently so they cannot hear your background sounds such as typing.
- 3) Learners can use private message to ask you a question

Managing the group/session

- 1) When delivering online, try to have 2 devices available, where you can log in as a participant, that way you can check the learner view.
- 2) You could also use your second device to access and view your notes.
- 3) Ask learners to turn up 5 mins before session starts to enable any difficulties with joining to be sorted prior to the start delivery.
- 4) Don't be afraid to ask learners to reposition themselves if they cannot be clearly seen.
- 5) Remind learners each week of how to participate and engage in the session
- 6) Remind learners weekly of the ground rules – especially in relation to muting of mics, being uninterrupted
- 7) Hand raised – remind learners to take their hand down afterwards. Hosts can also do this.
- 8) Use of co-host is especially important to monitor chat and hand raised when delivering a lot of content to larger groups.
- 9) Provide learners with resources in advance of the session so any documents can be downloaded in advance.
- 10) Use of silence – Don't be afraid of silence. By not filling silence it often results in learners then filling this and therefore contributing to the session.
- 11) Maintaining eye contact – try and avoid looking down at notes/resources. If you need prompts or handouts, then have them displayed next to your screen or have them open electronically.
- 12) If you have resources on your computer then you could screen share with learners, so they have a visual focus.
- 13) Being well planned with delivery is even more important with online delivery. To avoid delays, make sure you have all the documents that you will be using to hand.
- 14) Split screen: if you are needing to view a document during your online session you could use the split screen feature. Click on the relevant window you want to move and then use the Windows key and the left or right arrow key at the same time. This will move that screen and give you a choice of which screen you want to see on the other side. If you are in Tablet mode it does not work. This will enable you to have the video stream on one half of the screen and a document open on the other half of the screen.
- 15) Reward and celebrate success
- 16) Provide clear ongoing feedback which is constructive so learners can apply it and improve their understanding and knowledge.
- 17) Wherever possible use learners' names, this helps the learner to feel connected to the session

Supporting nervous learners

- Learners can hide their own view, so they do not have to look at themselves
- If learners are unsure of how to respond using private message to the tutor rather than to everyone can help confidence

Recording of sessions:

- Recording your session can be useful for both you and the learner.

- It will help you review your delivery and also enable learners to revisit what has been covered in the session.
- Don't forget to make sure learners are aware that the session is being recorded and how this will be used
- You might also want to set ground rules as to how the recording can be used – such as not sharing with others outside of the group.

MS Teams



Accessibility functions

If you are using Teams then the Links below will tell you about different functions that can help to ensure accessibility. Other platforms will have similar advice and guidance.

- [real-time speech-to-text transcription](#), visual recognition services, and predictive text functionality.
- [‘magnifier’](#) - a function which enlarges part of a screen, making it easier to see words and images.
- [‘Narrator’](#) – which generates generate descriptions for images, making them more accessible to visually impaired colleagues and service users.
- [Immersive Reader](#) – a feature within Teams which reads documents aloud.

Tips in relation to Teams

- When **screen sharing** in teams move your video so that it does not obscure the document/presentation you are sharing.
- Did you know that in teams you can **pin** one video screen so that they are visible all the time? To focus on a particular video, right click and select **Pin**. The video will be pinned to your view regardless of who's talking. You can **pin** as many videos as will fit on your screen.
- In teams anyone can mute another person so if there is too much noise tutors or SC can mute them.
- “locking” channels so that only the Channel members can access the Channel reduces the functionality so all Channels must be open to all MSteam members regardless of whether they are course members. Therefore it is important to remember that confidential information is not shared in the MSteam / teaching sessions.
- JISC have provided some useful advice on using Teams as a teaching platform. Including information on screen sharing, and using external tools. Do take some time to look through the resource.
- <https://coronavirus.jiscinvolve.org/wp/2020/06/08/teaching-in-microsoft-teams/>

Adobe Connect

Make sure you are managing your access to your Adobe Connect sessions correctly to protect all users. You can find all the information you need [HERE](#). If you need to remove a participant you select the participant you want to remove from the attendee's pod and, in the upper-right corner click the menu icon and remove selected user.

Further advice on managing meeting attendees can be found [HERE](#).

We have links and guides about all things Adobe Connect on the [VLE page](#)

Use of **Poll function** – use this to keep learners focused, it could be used at start, middle and end.

For full functionality learners need to access through the app rather than through their browser

Breakout rooms can be pre-prepared with resources

Create a "lobby" layout:

- Open your online meeting room 10-15 minutes before start time. Participants like to know that they have accessed the Connect session correctly.
- Share best practices for connecting to your online meeting in a revolving PowerPoint slideshow.
- Consider adding trivia questions with timed answers to keep their interest.
- Download royalty-free music into a Share pod. The selection must be as long as your lobby time.
- Play a music file from a Share pod, or your company's audio 'infomercial'.
- Send a message to the participants in the Chat pod to tell them you are playing music so that they can check VoIP audio levels.

Guidance for Zoom:

There are lots of tutorials online for how to use Zoom. The information here has been gathered through online observations of ACL sessions.

Ensuring safety and safeguarding of all

In the past, a particular security issue known as 'Zoom-bombing' has been reported in the media whereby inadequately secured Zoom sessions have been hijacked by unknown external parties. Another issue is where cyber-criminals set up fake Zoom domains and executables in an attempt to share malware.

If you are using Zoom, then please ensure you are able to lock down Zoom sessions by ensuring that you:

- Use a meeting password
- Set screen sharing to "Host only"
- Disable file transfer
- Disable "Join before host"
- Disable "Allow removed participants to re-join"
- Enable waiting room

How to Keep Uninvited Guests Out of Your Zoom Event -

<https://blog.zoom.us/wordpress/2020/03/20/keep-uninvited-guests-out-of-your-zoom-event/>

Best Practices for Securing Your Virtual Classroom -

<https://blog.zoom.us/wordpress/2020/03/27/best-practices-for-securing-your-virtual-classroom/>

Screen Sharing in Zoom

- The "Share Screen" tab has a number of features. When selected, under "Basic," you can choose to share your PC screen with others, including your full desktop, browser, or open applications.
- Under "Advanced," you can share a screen portion, music or sound only, or content from a second, connected camera.
- There is also a file-sharing tab under "share screen" (shown under "Files"), which includes application links to Dropbox, Microsoft OneDrive, Google Drive, and Box.

Zoom short cuts

- M is for mute. Press Cmd+Ctrl+M (macOS) or Alt+M (Windows) when you are the meeting host and want to mute everyone else on the line.
- S is for share. Press Cmd+Shift+S (macOS) or Alt+Shift+S (Windows) to share your screen.

Breakout rooms

- When using Zoom you will need to stop screen sharing when creating breakout rooms

- Any chat content shared whilst learners are in breakout rooms will remain there. You will need to post links and resources to chat outside of breakout rooms.

Spotlighting

Spotlighting a learner's work: To spotlight, you need at least 3 participants in the meeting with their video on and can only be done by the host. Tap Manage Participants on the Zoom Room Controller. Tap the Host or Participant's name > tap Pin or Spotlight Video.

Playing music

Playing music through your live stream in zoom <https://support.movegb.com/im-an-activity-provider>

How to play music over your Live Stream on Zoom

1. Step 1: When you join your meeting before the customers attend, click **on** the "share" button at the bottom of the page. ...
2. Step 2: Click **on** the "advanced" option tab at the top of the screen. ...
3. Step 3: Click **on** the middle option, "**Music** or Computer Sound Only". ...
4. Step 4: **Play music** from whichever app or website you want.

Guidance for Facebook

The link below is very useful in showing you how to set up a course on Facebook.

<https://contentsparks.com/80875/facebook-groups-online-course-platform/>

Stephen Heppell: Using Facebook in the Classroom This page outlines the dos and don'ts of using Facebook with students. Examples include the following (and much more):

- Do – build a separate teacher page for your “teacher” presence.
- Do – keep your teacher and personal page very separate
- Do – post pictures of school/lessons/trips – even diagrams you put on the board (snap them with your phone and post them) – it reminds students that you are there, generates a pride in the school and reminds them that this is not a vacuous space!
- Don't – ‘friend’ students yourself – not even as your “teacher” presence.
- Don't – accept complete ignorance of Facebook as an excuse for dangerous school policies like blanket bans. Instead offer to be an action researcher and try it out for a year.

More detail in the link - http://www.heppell.net/facebook_in_school/

<https://www.efrontlearning.com/blog/2013/04/using-facebook-as-a-learning-platform.html>

Messenger rooms

Admins and members can create a Room right from the Facebook Groups and Events they belong to and host up to 50 people on a Messenger video call for as long as they want. Members can also add link sharing to make it easier to invite more people to their room, including people who aren't a member of the group or who don't have Facebook or Messenger.

More information on how this work can be found in the link;

<https://www.facebook.com/community/whats-new/messenger-rooms-groups-events/>

Staff advice around safeguarding

The use of online delivery applications and recordings can be very beneficial to learning, teaching and assessment. However, the associated risks should be carefully managed.

Please ensure your own Safeguarding (including Prevent) training is up to date.

Follow these **generic protocols** when using the online delivery applications to ensure the safety of yourself and your learners.

- Ensure that permission is sought to use recordings of learners and staff – see updated multimedia consent form
- Carefully assess the use of recordings of any type when sharing or distributing online to ensure that the use does not place any individual in a vulnerable position or go beyond permissions granted by individuals.
- Professional accounts: do not create/use platforms with personal accounts, if needed create a separate email account to use for your professional role
- If creating a video or live stream, consider your background. This should be neutral with no personal photos or likelihood of other people being seen/identified

- Consider background noise e.g. conversations that might be overheard, music and TV.
- Ensure groups are closed groups
- Consider how input from others is controlled e.g. ensure that there is option for learners to opt out of video (camera off), tutor to control who has open mic.
- Identify to learners if the session will be recorded
- Ensure the tutor has full control of who is allowed to present/share screen
- Be mindful that some learners may not wish to turn on their video on, on a particular day/days/session.
- It is good practice to have a moderator (additional Tutor, LSA or Skills Coach) to support delivery of the chat to ensure comments are appropriate and questions flagged to the tutor
- Tutor Attire should be the same as when you teach face to face – smart and professional

Set or update ground rules for learners

Areas to consider for ground rules are;

Location

- When joining a class/session make sure you choose an appropriate place. This needs to be somewhere quiet where you are able to focus.
- If you are using a video interaction/webcam, then bedrooms are not always considered suitable places. If this is the only option for you then please think about what is on display and try to have a neutral background.

Behaviour

- Language and behaviour should be the same level as if you were in an actual classroom.

Privacy

- Consider the privacy of others in your household and ensure if you are using video/webcam that others are not visible and avoid backgrounds that show personal items e.g. photos. Some platforms allow you to blur your background

Dress and attire

- Dress as if you would in a classroom – no pyjamas. This helps create a professional mindset and helps to create a focused time.

Some examples of ground rules:

1. No good morning / good night messages
2. No personal messages
3. No forwarding irrelevant information / message
4. No sharing of activities of one group with other groups (creates confusion among students of other classes).