

Introduction to online remote delivery for BTEC

Transcript of session delivered Thursday 9th April 2020 09:00 -09:45 BST.

Slide 1 – Introduction slide

Manjiri Pujari (00:00):

Thank you. Hello all. Welcome to this webinar about using online remote delivery to deliver BTEC qualifications across levels 1 to 5. I understand there have been some technical challenges we are facing, and I have seen comments from you about the sound quality. Please bear with us. These issues will settle down quite quickly. I would like to introduce myself; I'm Manjiri. I'm part of the higher education team and Pearson and I'm the product manager for HN online. I would request my colleague, Bryony to introduce herself.

Bryony Leonard: (00:38)

Good morning, everybody. My name's Bryony Leonard. I'm the sector manager for Pearson BTEC and Apprenticeship and I look after our suite of Engineering, Manufacturing and Automotive qualifications. I'm here today to answer questions in the background as much as I'm able to so good morning and thank you for joining.

Slide 2 - Agenda

Manjiri Pujari: (01:00)

Thank you, Bryony. Let's move on to the agenda next. So, in today's webinar, we are going to be discussing a number of things, which includes an overview of the series understanding the differences between face to face and online delivery, as well as other aspects associated with it. We then move on to discussing tools that would be useful to support this, and end with a Q&A session. So, I would kindly request everybody to introduce yourself via chat. I understand that some of you have been doing this already, which is great. Please keep those introductions coming.

Slide 3 – Setting the Scene

Manjiri Pujari: (01:43)

I would also request you to participate in the polls, which are on your screen now. Just a few things before we move on to discussing other topics. So, please note the guidance that we are discussing in today's webinar applies across a broad range of levels, across levels 1 to 5 and across a broad range of sectors and subjects. As you know, BTECs are delivered across a range of sectors such as Construction, Engineering, Health and Social Care, Business, Hospitality, just to name a few. So, we all have had to make we respond to the current situation with COVID-19 and ensure that our students are able to continue their studies. Hence the shift to the online delivery mode. And we will discuss, of course, more about this in the following slides.

Manjiri Pujari: (02:35)

I would like to inform everybody that you would receive badges of attendance for each of the sessions and the webinar series and we will be issuing those via acclaim. Please keep your responses coming. Thank you for everybody who's already participated in the polls and time for your introductions as well. It's really lovely to meet you all.

Slide 4 – Webinar support series

Manjiri Pujari: (03:00)

In terms of the webinar support series, this is a four-part series. This is the first session that we have today. We have three more sessions coming up later this month, and early next month. We are going to be discussing a range of topics which includes developing resources, our planning and teaching and supporting students. It would be great if you could join us for all the sessions.

Slide 5 – Online delivery support webinar series

Manjiri Pujari: (03:26)

Now let's look at the differences between face to face and online delivery. As we transition from the physical to an online classroom, it's really important to understand how key components differ. Understanding these differences helps to plan effective online delivery. For example, when you plan a session which is to be delivered in a face to face manner, it's very different to the one you would plan for online delivery. Because in the physical classroom, a tutor is managing the pace of delivery and it's more like a live performance. So, students who are attending the class would benefit from the session. If it's a two hour session, then you would be able to schedule a 10 minute break at the end of the first hour and maybe have a quick chat.

Manjiri Pujari: (04:14)

Talking about the differences between online and face to face delivery, in an online classroom, you would be able to catch up with the students and it would really mean that -you have that interaction and you understand how students are doing. In an online setting, it's quite different because you as a tutor would be facilitating sessions and getting students to come prepared. And this includes doing things such as reading an article or watching a video. Activities that you have identified. When students log into a live session, the conversation you probably have would begin by understanding what they've read, what have they understood? What have they found difficult to understand? How could this knowledge be applied in the real world or in the context of an assignment? So, that's a big difference in terms of how we would address these sessions.

Communication is another crucial aspect in terms of how you manage this in an online environment because it's important to make students feel that they are part of a virtual community. Some students are dependent on the college environment to meet these social connections and build relationships with

peers, tutors, and support staff. So, it's about ensuring that these relationships are managed online. So, written and verbal communication.

Manjiri Pujari: (05:32)

We all know that most communication is non-verbal and in the physical classroom, it's much easier to see if a student does not feeling well or is extremely happy about something. So, it's important that students feel comfortable about expressing themselves in the online environment. So, written communication becomes extremely important. And it's not just about what you say, but how you say it makes a huge difference. You could record audio messages using a tool called online voice recorder, which is free and easy to use, to personalise this communication.

Manjiri Pujari: (06:09)

When we talk about the student role, that differs as well. So, students in an online environment need to be proactive. They need to reach out and ask for help. They need to contact you or their peers and mention the support they need. And that will help you and help other members of the staff to provide that support. It's very difficult for you to understand or anticipate what that support would be if they don't communicate. So, it's really important to make sure they understand what are the different modes of communication they can use, for instance, either through virtual one-to-ones, or in live sessions, or to email or chat. We will discuss strategies to support students in more detail at one of our following webinars.

Slide 6 – Differences between face-to-face and online delivery

Manjiri Pujari: (06:56)

Now let's move on to looking at the four roles of an online tutor. These four roles have been discussed in Berge's article, which is 'Facilitating computer conferencing: recommendations from the field'. It has been one of the most cited articles, and further research has been conducted. But it's useful to use this as a starting point and understand how these four roles helping to manage interactions with students.

Manjiri Pujari: (07:26)

The first role we are going to discuss is a pedagogical role, and this is all about a tutor's involvement as a moderator or facilitator to help with online discussions and to ensure that these discussions focus on critical concepts, principles and skills. Some of the key concentrations for this role are to think about developing questions which align with your whole school's or learning objectives and helps students to think critically. It's also about ensuring that the questions are framed in such a way that students are able to personalise their responses. And about exploring different ways in which you as a tutor can help to get the discussion started or help continue it. All we all know that students find it really hard to be the first person to post a response to a discussion forum. So, it would be great if you as a tutor post the first response and help them to get started.

Manjiri Pujari: (08:34)

The second role I want to talk about is the social role. And this is about how a tutor can foster a friendly social environment to promote learning and sharing. Some of the things to keep in mind about this role is about encouraging the student participation and being absolutely clear about what is the type and level of participation that is expected. For instance, you could send out an announcement in the beginning of the week outlining what is expected of a student. And this could include things like posting a response to a discussion forum that should be about 250 to 300 words. Adding a word limit is always good because it gives students someone ideas and information about how they should structure their response, what research they should perhaps use. You can also add instructions about responding to their views and

ensuring that their responses go beyond 'I agree or I disagree' and they are really qualitative responses. You could also mention about voting in two polls that should be available towards the end of the week. So, this announcement would outline the different activities that the student would be completing in a week. And it's a really good way to set those expectations and ensure that students feel confident that they are doing the right thing. It's also about helping to promote community building with you and your students. So, you could have an online breakout space, which is meant only for students and they can interact with each other.

Manjiri Pujari: (10:15)

One of the key aspects of managing these interactions is also ensuring that students understand what sort of language and method of communication they should be using. So, it's really important to establish netiquette or a code of conduct.

Manjiri Pujari: (10:32)

The third role is about managerial and administrative tasks. So, this is about clarifying objectives, timelines and procedures. As part of this role, it's important that students have the right information about what they need to do in terms of participation, and they know about the different procedures as well. Netiquette is also a part of this aspect.

Manjiri Pujari: (11:04)

The last role that you're going to discuss is the technical role and this is about helping students to be familiar with the online tools or the LMS of VLE. So, LMS is a learning management system and VLE is a virtual learning environment. So, helping students be familiar with this. Some of the things that you need to keep in mind is ensuring that students have support and training to use these tools. So, you could be using a screencast to show students how to use them. There also needs to be detailed user guides and a backup plan in case students are not being able to access these tools. You could ensure that students are using these tools by explaining what the purpose is in the context of the course that you're delivering so that you get the buy-in from the students.

Manjiri Pujari: (11:56)

Please remember that it is important to ensure that you receive the appropriate support from your colleagues. For instance, in certain colleges you do have dedicated teams such as learning technology teams or academic support services. So, whenever possible, please do involve your colleagues to support you and your students. We will continue to explore some of the other roles in the following webinars.

Manjiri Pujari: (12:22)

What I would like you to do this is think about these four rules and post your responses to the polls. It's just about which role would you enjoy the most and which would you enjoy the least? Some of you have already posted your responses. Thank you for that. For others, please feel free to add your responses. Some of the responses so far are that people do enjoy the pedagogical or the social role. Those are the two most popular. In terms of least popular so far, we have the technical role which is the least popular, followed by the managerial and administrator. It would be great if the results of the poll are broadcast.

Slide 7 – Face to face vs online classroom

Manjiri Pujari: (13:11)

Now let's move on to talking about the key considerations for planning and online schedule. As we are discussing these key considerations, what I would like you to do is share responses to the question listed on the slide, which is about the biggest barrier to online delivery, according to you. Earlier, we discussed differences between a physical and an online classroom and considered the four rules of an online tutor.

This is very relevant when you're planning a daily schedule which suits working and studying in an online environment. For example, how would you divide the time to do tasks, which are a result of an online delivery? Such as writing communications to students and their families in certain cases? Creating and sharing learning resources, recording video lessons and tutorials, reviewing student work online, communicating individually with any students who need your support, and collaborating with your peers and sharing best practices. As well as scheduling regular intervals.

Manjiri Pujari: (14:25)

Now, when you listen to this list of tasks, it does sound like a lot, but it can be done if you create a schedule that works for you. We are going to look at an example of this on the next slide. Please post your responses. Great to see some of the responses which have been posted already. Thank you for that.

Slide 8 – Online Classroom: 4 roles of an online tutor

Manjiri Pujari: (14:52)

What do you now see on the slide is an example of a schedule for an online tutor. I would like to remind you that this is an example, so please feel free to change it or modify it when you develop your own schedule. You could also have a slightly different schedule for the beginning of the week or the end of the week in case you want to spend more time on certain tasks on a Monday or Friday. The sample schedule is a good reflection of the different roles or different hats you would wear throughout the day, which includes live classes, or communicating with students, or doing individual support sessions, interacting with your peers, and so on. I hope this schedule is helpful to you to plan your own weekly tasks.

Slide 9 – Key considerations to plan daily online schedules

Manjiri Pujari: (15:45)

We are now going to move on and talk about tools to support online and remote delivery. First, we will talk about tools which can be used by centres while using an LMS or a VLE such as Moodle, Blackboard, or Canvas. So, Pearson has developed a very useful resource, which is a goals checklist. You can see a screen shot and there is a link which you can access as well, once you receive the slides. When you click on the link, you will be able to access resources which provide further guidance about different features and functionalities. So, if there are any tools or part of the platform you have not used before, you will be able to use them effectively following these instructions and ideas provided in the course tool kit.

Slide 10 – Sample schedule for online tutor

Manjiri Pujari: (16:37)

If you are using Microsoft Teams, there's plenty of guidance available on their website too. Similarly, if you use Google Classroom, you can find training and support on their website. For colleges or centres who do not have an LMS or VLE, you could consider using either Teams or Google Classroom. But also let's look at some free tools which are available which everybody can use.

Slide 11 – Tools to support online remote delivery

Manjiri Pujari: (17:17)

So, some of the free tools which are available, which could be used by centres who do not have an LMS or a VLE, it could also be used by centres who probably have one and who want to use some of these. So, some of the ways of sharing existing content with the students as PDFs or Word documents, to e-mails and also links to any online reading. You could also share online lesson plans through TED-Ed. And this is

quite easy to do. TED-Ed is part of TED, TED Talks that has been quite famous. So, it's a youth and education initiative launched in 2012. They produce original animated videos and they also have an international platform for teachers to create their own interactive lessons. So, you could be using either ready-made lessons or you could create your own.

Manjiri Pujari: (18:12)

There's also a number of readymade videos which are available through YouTube Khan Academy and Vimeo. If you'd like if you'd like to deliver live sessions there's a number of video conferencing platforms, which could be used and you could also record these sessions. I've listed a few to include Hangouts by Google, Zoom, or Cisco WebEx. They do also have free versions, so please check those out.

Manjiri Pujari: (18:44)

In terms of staying in touch with your students, you could use social media platforms such as Facebook, WhatsApp, Twitter or Slack. However, please do be careful about privacy and safety issues and please ensure that you're following your institution's safeguarding policy that you're using or setting up any of these free tools with your students. I hope you found you find this list useful to some of you are probably using some of these tools already.

Slide 12 – Tools for centres using LMS/VLE

Manjiri Pujari: (19:19)

What we would like to do next is proceed to discussing a few aspects about online tools. So, it would be great to hear your experiences and thoughts and learn from them. Please share your responses to the three questions on the slide, which are: What tools have you found most effective to deliver online teaching and learning? It would be really good to hear what you have used already? So, some of the other colleagues who have probably not explored these tools can do so. Any online tools that you are currently using or planning to use of the first time? It would also be very exciting to find about that if there's anything new you are planning to do. And finally, please do share any tips about choosing online tools with your colleagues. It would be really valuable for our colleagues to understand what should they look at? What criteria should they used to evaluate an online? So, I'll give you a few minutes to answer these questions.

Manjiri Pujari: (20:36)

Thank you. We've got quite a few answers coming. You've got Google Hangouts and Zoom. Google Suites. Microsoft Teams. That's great. Somebody also mentioned Screen Castify. Please feel free to respond to the questions in any order. So, people are also using Flip Grid. Adobe Connect. And some of them are using a combination of these. There's also Cahoot. One Note. showbe which is being mentioned, which is great. It would be good if the results of question one are broadcast. We still have people answering questions two and three.

Manjiri Pujari: (22:10)

We've also received some really interesting responses about tips, which is using things which are easy for all learners to use. User-friendly for both organising your activities. Keeping it consistent. A lot of people have found Teams useful and very easy. Google Hangouts is another one. There's mentioned an important point about making sure all pupils able to access this. Being aware of safeguarding, which is a very important point. Single sign-on is another important point, which is come up. Thank you all for all your responses to these questions, some really interesting tips that you've been sharing with us.

Manjiri Pujari: (23:09)

Let's now move on and look at the virtual toolbox, which you can have for your daily tasks. Before we start to discuss the virtual toolbox, I would like you to participate in the poll and answer the two questions on the slide, which is about do you have regular catch ups with your colleagues? And how do you keep in touch with your colleagues? Is it through phone, chat, video conferencing and other options? So, it would be really interesting to find what tools choice are.

Slide 13 – Free tools for centres without LMS/VLE

Manjiri Pujari: (23:48)

So, let's consolidate a discussion about online tools for centres with or without LMS or a VLE. This is a watch or a toolbox which is created by Pearson, as you can see in the slide. And it maps the tools you can use for various tasks that you need to complete in an online classroom. You can use it as a cheat sheet and create your own toolbox if you like. Now that we've discussed the differences between face to face and online deliveries and reviewed the tools we can use to support it. Let's look at some of the next steps about implementation.

Slide 14/15 - Discussion

Manjiri Pujari: (24:30)

So, when you decide to implement the use of these tools and some of the other strategies and recommendations, please remember the most important thing is for your students to be comfortable and feel supported as well as you to be comfortable. Because we all know that there's a lot of pressure, tutors also need to ensure that students are supported. At the same time, they need support to as well to provide online delivery and ensure that all students are able to continue their studies.

Manjiri Pujari: (25:05)

So, some of the top tips to keep in mind when you are planning your online delivery is. Aim for good and not perfect. So, not letting perfect be the enemy of good. We all know that it takes a lot of time and collaboration to develop perfect online learning. And this is the time that we don't really have because it's about doing things very, very quickly and then ensuring that are quite effective as well. So, think about what is the most important thing and what would be of the most value for your students. Make sure that you keep it really simple and use tools or technology that you're confident with. You don't have to try and learn every piece of technology because there's a lot that's out there. But it's just about thinking what's appropriate for certain tasks or activities that you would like to do.

Manjiri Pujari: (26:02)

So, using simple workable tools is strongly recommended. The next is about focusing on what really matters and two aspects are about maintaining the connection and engagement with students. So, the priority is not just ensuring that the content is delivered, but also thinking about what is the best way of doing this?

Manjiri Pujari: (26:27)

And finally, last but not least, please do keep in mind the situations your students are going through and their emotional well-being. So, they could be students who may not have a smartphone or have limited data. They may not have a laptop. Or they could have other challenges at home where they have to share space with the rest of the family or siblings so they can't Join the live sessions, for instance. They could also be involved in taking care of sick family members or other elderly relatives. Please do remember that we are in the midst of a pandemic and some of those would really be anxious, tired and overwhelmed. So, please be compassionate and look at what the situation is and what is the best way to operate within

this. And keeping in mind that you would have to make certain concessions and offer students some added support to ensure that they are able to deal with these challenges as well as make sure they focus on their studies as well.

Slide 16 – Next steps

Manjiri Pujari: (27:35)

So, in all the discussions that we have had so far, what I would now like you to do is please share what is the most important takeaway for you from today's session. So, please add your responses through chat.

Manjiri Pujari: (28:19)

Thank you for all those with posted their responses already, some really interesting answers coming through. So, we have received certain responses about the schedule which teachers can use. Looking at the different online tools. Adding, accessing more tools which have been identified today. Keeping the sessions simple and planned. Using tools such as Flip Grid, TED-Ed which is great.

Slide 17 – Online distance delivery during Covid-19

Manjiri Pujari: (28:52)

We have more responses coming through. Using Google Hangouts and finding a voice recorder - that's fantastic. Considering the emotional well-being. Being patient with students. Producing Zoom. Your timetable for students. Daily plans. Some brilliant answers. Thank you so much. It's been great to hear your responses. It's been fantastic to learn what you have already been doing and some of you have been sharing your best practice with others. I'm sure everybody's going to benefit from this. For those who are yet to post their responses please feel free to do so we are just going to move on to the next slide.

Slide 19 – Key takeaway

Manjiri Pujari: (29:00)

And, here would like to share with you some of the resources that Pearson has prepared shared and includes various tips and strategies as well as most importantly Wellness tips. Because it is a stressful time for all of us and is important to take care of ourselves because if we take care of ourselves, we will be able to do better and provide that support to students as well.

Slide 20 – Question and Answer

Manjiri Pujari: (30:06)

We now have time for Q and A and have time to answer them please share your questions and we will do our best to answer them. As you're thinking of questions and typing those, I would also kindly request to participate in our final feed poll. It would be: What can we do better? So, also we would like to know if there's any technical issues you've had. Would you be attending any of the webinars? What part of the webinar was most beneficial? Thank you for listening. You've been a great audience.

Manjiri Pujari: (31:12)

A lot of people have been posting their answers to the poll. It's great to see that. It's great to see you have found this webinar quite useful. It's also great to see about what part did different people find most beneficial.

Manjiri Pujari: (32:09)

In terms of the Q&A, I would just like to mention, as is stated on the slide that for any course specific queries, please ensure that can contact the respective teams, so for BTECs level 1 to 3, please get in

touch with the FE centre support team. You've got the number and the email address. And for Higher Nationals which is levels 4 and 5, please contact support@highernationals.com.

Manjiri Pujari: (33:16)

You do have a few more minutes for your questions. If there's any other comments or feedback that you would like to share, please share it via the chat box. For any questions, please use the Q and A space.

Manjiri Pujari: (03:57)

Once again, if there is any other feedback, please use the chat box and share it with us. We are very keen to find out more. Yes, absolutely, we would be sharing the slides.

Manjiri Pujari: (34:03)

An interesting discussion about students responding at different times of the day or the night. So, when we talked about making or clarifying expectations and setting standards, it would be great if you could let students know what is the standard response time. For instance, if during weekdays, would you be able to answer that queries within 24 hours? And if it's the weekend, then maybe 48 hours. So, students know and when can expect no response. And in case if there was going to be an delays and probably just posting an announcement to let everybody know, all students know in one go that if there's any added meetings or anything else that's come up, that you would be able to respond possibly, slightly later. So, it's just about them understanding and respecting that as well, because as tutors, I'm sure you've got so many different tasks to do and it's not possible to respond to everybody quickly. I mean, even if you want to, it's it is very difficult and to do it all the time as well. Yes, please go ahead with the mic access.

Manjiri Pujari: (38:12)

Hello, Helen. Please go ahead and share your question. Any other questions, comments? I'm seeing some comments about people trying to book on to other sessions. I would like to say that we would be making the recordings for these sessions available and we would also consider requests and see if there is anything else we could do.

Manjiri Pujari: (41:02) So, the link to all the sessions are live on the website.

Bryony Leonard: (41:29)

Hi, it's Bryony, could I just add something that might be interesting from a delegate on a call. In relation to awarding students this academic year, we are going to be running a series of support sessions. So, individual sectors will have specialist support webinars for centres about awarding of qualifications this academic year. So, if you do have any specific queries relating to that, there are going to be some sessions that run. I believe they start next week, possibly the week after. I know Engineering is the 8th of May. So, those are available to book on the website as well. But obviously if you have any questions in the meantime, please do contact your subject advisor.

Manjiri Pujari: (42:25)

Well, thank you Bryony.

Manjiri Pajari: (44:25)

It's great to see that some of you have been sharing your thoughts and responses to the chat as well, and some colleagues have been sharing what has been happening in their institutions, which is really great to see. So, thank you for sharing your best practice and what's happening at your institutions. It's quite helpful for other colleagues to implement any new ideas or new processes with regards to online delivery.

Manjiri Pujari: (46:18)

And finally, after some people have mentioned it, it has really been great with all of you and please take care and stay safe wherever you are. It would be great to see you for some of the following sessions.

Manjiri Pujari: (48:27)

Just to let everybody know the links for all the sessions are live on the website, I understand that some of the sessions have been booked up, so we will definitely consider either doing more or extending it. And just to remind everybody in recording these sessions and the recordings of the sessions would also be available on the website. The links would be made available as shortly as well if you would like to share it any of these links with your colleagues, please feel free to do so once they are available. Thank you once again have a nice day all.