



# Pearson

## Developing Resources for Online Delivery to Support BTEC Courses.

**Transcript of Session delivered Tuesday 21<sup>st</sup> April 2020 15:00 -15:45 BST**

### **Slide 1 – Introduction slide**

Manjiri Pujari (00:00):

Welcome to the second webinar in the series. Our topic for today is developing resources for online delivery. I'm Manjiri, the product manager for HN online and I work as part of the higher education qualifications team in Pearson. I would kindly request my colleagues Trudy and Bryony to introduce themselves, please.

Trudy Murray (00:25):

Not a problem at all. Hello everybody. I'm Trudy Murray, the sector manager for Health and Social Care and Psychology and Human Biology, the applied courses. So, I work within the BTEC team and I'm responsible for the qualifications and associated products for those sectors.

Bryony Leonard (00:46):

Good afternoon everyone. My name's Bryony Leonard. I'm the sector manager for engineering, manufacturing and automotive, BTECS level two and three and all associated apprenticeships from level two to level seven.

### **Slide 2 - Agenda**

Manjiri Pujari (01:01):

Thank you both. Please feel free to share any questions, thoughts, or comments throughout today's session. Let's have a look at the agenda for today. So today we are going to discuss several things, which includes the content review process to identify what resources would be needed to be developed or adapted. We then move on to understanding how to repurpose or adapt these existing resources and also look at the process of developing new resources in three formats: text, audio and video. We then move on to understanding what's already available in terms of resources which have been developed by Pearson across levels one to five and proceed to discuss the implementation or using these tools. We conclude the session with the Q and A. However, like I said before, please feel free to post any questions

you have throughout. And also please feel free to share any feedback with us as we go through the session.

### **Slide 3 – Let's get started**

Manjiri Pujari (02:04):

So, let's get started. I think all of you have started introducing yourselves, which is great. Please continue to do that. It would be great to know all of you and your objectives of attending today's session. Please share those with us. I would also request you to participate in the first poll that you can see on your screen. So we would be very keen to know if you have received any training or support to develop or adapt resources for online delivery, how confident you feel about doing so, and what is the one thing that you would like to learn about developing or adapting resources. So, if we're looking for your responses and it's great to see that quite a few of you have shared your answers already.

Manjiri Pujari (02:49):

As some of you continue to participate in the polls, very quickly I would just like to reinforce that the guidance provided in today's webinar applies across a broad range of levels and levels one to five. It covers a number of sectors and subjects which are covered by BTEC qualifications - that includes sectors like Engineering, Construction, Health and Social Care, Business, so on and so forth.

Manjiri Pujari (03:22):

Let's now talk about the role of online tutors - some of you who attended the first webinar that we did, which was the introduction to online delivery, we discussed four roles of online tutors, which are pedagogical, social, technical and managerial. Today, the webinar's focus is on another role, which you would assume as an online tutor, which is of a content expert. This particular role involves identifying, adapting, developing and curating content which aligns with the learning outcomes of the units that you're delivering. So, we are going to discuss more about each of these points in detail. It's been interesting to see your responses and the results which we have received so far. So, thank you for those, we will have a look at these in a minute. So, I would request for the poll results to be broadcast.

### **Slide 4 – Take Stock**

Manjiri Pujari (04:24):

Let's now have a look at a four-step process to do a quick cost review. And this is important before we begin with content development because this process would help us to identify what gaps exist in terms of resources, which can be used in the current form or need some tweaks or changes, resources which need to be developed or in certain cases using readily available resources. You can also identify as part of the next step about things that you can do in an online environment and things that you can't. Once you've identified what cannot be delivered in an online environment, you could liaise with your colleagues and line manager to discuss any alternatives. And the last step is using the format which we're going to have a look at the next slide and discuss how this could be implemented. So, this four-step process is quite a simple one and please remember that you do not have to apply this to the entire course. You could start by focusing on a specific topic or learning outcome, or even a specific week. So, let's look at what the template looks like.

### **Slide 5 – Review process template**

Manjiri Pujari (05:43):

So, this is a review process template which you would like to share with you. Please feel free to modify or amend this template based on your needs. So, as you can see in this example, we have to considered a

specific week, which is week three. We've identified all the teaching and learning activities happening in week three. So, there's four different activities which would have included a classroom session, group discussion, tutorial, and a field trip. This was designed obviously when you were doing face to face delivery. We then identify what's possible to be taught in an online environment. So, we can clearly see that the first three activity can be delivered remotely, but of course we would have to cancel the field trip and replace it with something else. So now that we have looked at those teaching and learning activities in this particular week and we've identified what can be delivered, let's look at those three examples first.

Manjiri Pujari (06:48):

So for these first three activities, we then need to think about what actions do we need to take to ensure that these activities can be suitable for online delivery. So for instance, for the face to face classroom session, you could think about recording videos and keep in mind that the videos ideally should be between five to seven minutes each and you could edit the other sort of supporting resources like handouts to match the recordings. In terms of the resources that you would need for this particular activity, you would need to create the videos. You could use the existing handouts for instance, but you could edit them. What I have done in the last column as I've used different colours - this is just colour coding to explain what resources need to be created in green, where you can use existing resources in red, and where you need to find resources in yellow.

Manjiri Pujari (07:52):

So, this just gives you a quick idea about what work needs to be done in terms of developing or sourcing resources or adapting the existing ones. So, it's a nice way to give you a quick snapshot of what needs or gaps there are and then you can have the action plan to tackle those. The second example is about a group discussion. So yes, this activity can also be done remotely. You can create online groups and allocate different questions or case studies and you could use resources such as suggested readings or share video links. In some cases, you could use existing resources and share those links. In other cases, you could also find any new or additional resources or case studies.

Manjiri Pujari (08:40):

We then have the example of a tutorial, so you could do this online. You could help students to prepare for the tutorial by creating a shared document and get students to submit any questions they have in advance. This would help you to use the time effectively and answer those questions. It would also give students a chance to think about any questions they have and avoid, any repetition if a few students have same or similar questions. In terms of the field trip, which cannot be done online It is about discussing with your colleagues and finding alternatives. So, in this case, you suggested finding a relevant video of a same or similar organisation and creating certain questions that students can answer once they have watched the video. So, this is a quick example of how this review can be done. Now let's have a look at the next section, which is about repurposing or adapting existing resources.

## **Slide 6 – Repurpose existing resources to deliver online**

Manjiri Pujari (09:53):

So considering that all colleges and educational institutions have had to shift to online delivery quite quickly, it's important to make the most of existing resources which are originally designed in most cases for face to face delivery. This is certainly possible by making some changes or tweaks to repurpose them for online delivery. We are going to discuss three ways of doing this. Your existing content could include previous lecture notes, slides, handouts, case studies, and any other resources. You could also explore using open educational resources or OERs, which could be legally integrated into your delivery. To help you with OERs, you can look at some of the repositories such as OER commons. OER commons video

collection which also has videos and the world library to name a few. There are other OER repositories as well - please have a look at those. Before exploring OERs, let's have a look at how do we modify our existing resources.

## **Slide 7 - Repurpose or adapt existing resources**

Manjiri Pujari (11:06):

When it comes to repurposing our existing resources, there are three ways that we could do this, and these three ways involve a certain degree of change. The first is about transferring, and this is the simplest form of change, where a certain document can simply be uploaded or shared online with minimum modification. The second stage is translation, which needs substantial change to make that resource suitable for online delivery. And transformation is where you made the most of the features and functionalities available, within various online tools to make sure that resource is fully fit for online delivery. So, let's look at a few examples of how this could be done.

Manjiri Pujari (12:00):

If we consider a handout, a journal article, or a case study. You could upload it as a PDF, which is quite straightforward. You could share this with your students, either through a VLE or LMS or you could upload it to Google Drive, or you could share it with students via Microsoft Teams.

Manjiri Pujari (12:17):

When it comes to making some more changes, if you're talking about the next level of change, which is translating it, you could upload the PDF but also have some accompanying questions that are leading guide about how students should read that particular document. Are there certain sections they can focus on? Is there any additional research that's required? So, on and so forth. And finally, if you're looking at transformation, then that particular resources could be uploaded as an interactive PDF and you could include notes, or voice notes and links to other resources such as further readings. So, there's different ways of adapting existing resources and making them suitable for online delivery. Please keep in mind that it's important to be conscious of time and then the transition to online delivery has been quite quick. It is absolutely fine to consider the basic and the easiest way to adapt the resource which is by transferring it.

Manjiri Pujari (13:29):

It could also look at a couple of other examples which is speeding up video for instance, which you would have done in class. This could be uploaded to the LMS as the first stage, which is merely transferring and sharing it with students. When you come to translating it, it could be uploaded with captions and in terms of transforming it, you could upload the video with captions and embed a quiz or voting options with likes or dislikes. And finally, when we consider a presentation, the simplest way to transfer it by uploading the slides to the LMS or the VLE. Translating it would include recording of voice-over and transforming. It would involve doing a live session to deliver the presentation and adding polls and quizzes and Q&A. Please bear in mind that there are various constraints such as time available technology, so please do focus on delivering learning outcomes or topics that could be delivered online and try to focus on some quick wins by transferring most of your resources online.

Manjiri Pujari (14:40):

The other thing you also need to consider is the constraints of technology and time for your students as well, so the access that they have to online tools and devices when you are considering these changes. Now that we have had a look at the three degrees of change, there's two questions in a poll which we would like you to answer please. So, what degree of change would you prefer the most? What degree of

change would you prefer the least? And it's interesting to see some of your responses already. So quite a few of you have said you would prefer transformation the most. And in terms of least preferences, it is transferring. So, it's really heartening to see that you all want to sort of make use of the online tools and features and make sure that the resources are fully fit for online delivery.

Manjiri Pujari (15:42):

We will also have a look at what else is available out there but considering that we have discussed adapting and repurposing existing resources, the next thing we are going to look at is actually applying this knowledge.

### **Slide 8 - Activity – Adapt/repurpose existing resources**

Manjiri Pujari (16:03):

So, what we have next is an activity for all of you and the way this activity is structured is, I would request people who have already adapted or repurposed existing resources to look at questions one to three. People who have not done it as yet, to look at question four. So, on your screens, you will see that questions one, two, and three have been presented to you together. These questions are about identifying one of your existing resources which was suited to face to face delivery and then telling us how did you repurpose or adapted and what was the student's response like? Question four is for people who've not done this as yet and thinking about how you will do this for one of the existing resources. So, we are keen to find out what your experience has been when you have adapted or repurposed existing resources. So, I'll give you a few minutes to share your responses.

Manjiri Pujari (17:33):

I understand that obviously most of you have been doing a lot of work since to adapt your delivery considering the current situation. So, it would be really great to hear your experiences. We are obviously a constrained by time, so even if your responses are brief, that's absolutely fine. We already have received some responses which is great. So, people have said that they have used Teams audio for instance to accompany a presentation. Others have said that they've provided commentary to Power Points and uploaded it to YouTube. And students have given positive feedback. So VLE and OneDrive has not been suitable to do that, but YouTube has been great.

Manjiri Pujari (18:26):

Somebody has created a workbook supporting Power Points, which is fantastic as well. So, lots of good ideas in terms of how existing resources have been adapted.

Manjiri Pujari (18:46):

Somebody has said that when slides are just uploaded without any modification, then it's not quite as engaging for students. Others have said they are using Zoom, so some really good ideas and some people have been doing one-to-one tutorials to Teams and using VLE to assess and provide feedback. That's good.

Manjiri Pujari (19:11):

I can also see that some of you have mentioned that you're currently new to BTEC delivery and you are thinking of doing this, which just great.

Manjiri Pujari (19:37):

It's really quite nice to see that you are sharing a lot of ideas, people who are going to do this for the first time as well. So, it's nice to see some of your thinking about annotating handouts. So, some really

interesting responses there. Thank you so much. Please feel free to share. The reason we have this activity is for you to think and share experiences with others but also to gain some ideas and inspiration from some of the best practice that has been shared during this session. So, thank you all for your responses. Please keep sharing.

### **Slide 9 - Develop new resources to suit online delivery**

Manjiri Pujari (20:22):

Let's now move on to talking about developing new resources to suit online delivery. So, when it comes to developing new resources, it is definitely more time consuming. So, it's worth thinking about collaborating with your colleagues or getting some help from the learning technology teams or academic support teams in the college. In the section, we are going to talk about different types of content: text, audio, and video.

### **Slide 10 - Develop new resources: Text**

Manjiri Pujari (20:54):

So, to begin with, let's look at text. When creating resources, it's really important to identify the purpose and objective. So, thinking about what that piece of content would help to achieve is really crucial to decide if you would use audio, text or video. What would suit the best? Students do sometimes struggle to read long articles or book chapters, especially in remote delivery. So it would be great to signpost students to certain sections or using scaffolding techniques such as reading guides or having certain questions that students can answer as they read the material or adding a variety to the resources by signposting to any videos which are relevant.

Manjiri Pujari (21:38):

You could also create worksheets or handouts and share them through Google Docs or via SharePoint through Microsoft Suite. Once you share these documents with students, you can keep making any new changes to these and students would be able to see those changes in real time. So it's really worth considering dynamic texts, for instance. The different type of content which could be created in text format, includes transcripts of lectures or summaries of key readings, reading guides, slides and some images accompanied with descriptions. The tools that could be used is of course a word processor, there are some image editors that you could also use. I would like to also share with you that you could use image editors such as Ribbet, and BeFunky. So basically, these image editors would allow you to modify images. I would strongly recommend using images from image repositories, which allow you to make these changes and can use royalty free - please be careful about any copyright issues.

Manjiri Pujari (22:59):

You could have a look at PixaBay, Stock Snap and Unsplash. As some of these do provide free photos which can be used with certain conditions such as mentioning the source. As I said earlier, do keep in mind any requirements that they have in terms of copyright issues.

Manjiri Pujari (23:23):

A few recommendations about using text content - please keep in mind that students are able to access the documents that you create. Check the hyperlinks, make sure that they are working because it's quite annoying when students try, and access hyperlinks and they do not work. Also do consider the academic literacies and language competencies of your students. So, if you're asking them to read a certain article or have a look at the case study, please make sure that they understand the terminology that has been used. If there are certain terms or words that they are not fully familiar with, then it would be useful to

explain some of the meanings or explain those in the live session perhaps before you assign the reading. So, these are some of the things to keep in mind when you develop a new resource in text format.

### **Slide 11 -Develop new resources: Video**

Manjiri Pujari (24:26):

The next type of content you having to discuss is video content. Video content is quite interesting, and it is definitely very popular as it comes to close to delivering sessions in real time. It can definitely be very effective. However, it could be very tricky for all students to have access to sufficient data or equipment such as smartphones or web cams, or even a stable internet connection. So, it certainly is useful to record any live sessions that you do so that students can watch them again. Or in some cases they could listen to the recording if they were unable to attend the live session.

Manjiri Pujari (25:12):

You can see that the different types of content that's covered by videos is lecture recordings, live lectures, screencasts, regular presentations, and you can use various tools to do that. So, you've got Adobe Connect that you're using right now. You also have Blackboard Collaborate. Screencastify is a good one if you want to do screencasts. You also have Google Hangouts and Microsoft Teams.

Manjiri Pujari (25:39):

Some recommendations when you are producing videos or screencasts is please make sure that you provide a transcript so that all students are able to access the recordings. Ensure that the videos are quite short and snappy and provide an overview of what's going to be covered in that particular video. So not more than six to seven minutes. And the last point is about sharing your videos through YouTube, but please make sure that you upload your videos as understood and then share them with your students by creating an unlisted YouTube playlist. What that enables you to do is only the students who have the link will be able to see or view the videos.

Manjiri Pujari (26:33):

I hope these recommendations would be useful. We now move on to the third type of content, which is audio.

### **Slide 12 - Develop new resources: Audio**

Manjiri Pujari (26:44):

So finally, let's look at the audio format and what this could be used for. So, it's important to understand that audio could be used to present either new content or supplement any existing content. And it's also a great way to provide feedback to your students on different activities. The good thing with the audio is that it uses less data than the video and still also has that personal connection because students can listen to you. They are quite nice when they used alongside other materials or written text for example, or videos in some cases.

Manjiri Pujari (27:24):

So, the types of content which are covered by audio or which are different types of audio is the narrated PowerPoints, podcasts, and voice notes. There are a few tools which I've shared, so please feel free to have a look.

Manjiri Pujari (27:39):



Voice notes recorder is the first one on the list - it's very, very easy to use and you can immediately save it as a mp4 recording and share the link with your students. You also have other tools such as Audacity and Linkspad. So please do have a look.

Manjiri Pujari (27:56):

Some recommendations when it comes to audios is making sure that you use an audio recording when visual material isn't essential because otherwise it wouldn't be very useful. Making sure that the audio is short and specific and most importantly doing a trial run. So, once you've recorded the audio, it's quite good to play it and just check if everything is fine. If you're happy with the way it's turned out, if not, you can just record another one.

Manjiri Pujari (28:30):

And finally, before we move on, what I would like you to do is participate in the poll. As you do that, just a couple of other points that if you are planning to use audio frequently, then it's important that students are not just passively listening but to actively engage them. It would be useful to introduce activities such as forum discussions, or blogs, or infographics, or mind-mapping with your recording. So just making references or asking students to participate in some of these other activities once they have listened to the audio recording.

Manjiri Pujari (29:17):

So, the questions that we have on screen were what type of online resources have you created so far? So, most of you have said that you have created text. The second highest response is about video and the least is audio resources, which is very interesting. You've also shared some amazing thoughts and responses to the second question which is: what is the most challenging aspect of creating online resources? So yes, definitely some great responses there about communication, about learning new technology and platforms quite quickly and then sharing those with students. Having to work it out as you go. Definitely, time taken to record when you make mistakes, which is quite tedious. It is definitely very, very time consuming. Someone has said about managing different formats and software. Students attending the lessons and trying to keep on top of it. And also, the number of students who can actually access the lessons. Ensuring the students stay on task without chasing them. So, it's quite a good mix of responses.

Manjiri Pujari (30:39):

Somebody has also mentioned that making sure students understand where to access the resources, which is a good point - it's really important that you can indicate where and how students can access these resources. Sending a weekly announcement perhaps is really important or posting information on the forum sites, mentioning it in the live sessions that you do. So just making sure that students understand that these exist because you clearly have taken a lot of time to create these resources - it's really, really important that students make the most of it.

Manjiri Pujari (31:16):

Some people have said that they're not necessarily comfortable doing audio and video and yes, it can be quite daunting to begin with. But please do believe me, it does get easier the more times you do it. So please keep going. And I'm sure the students are appreciating all the effort you're making to create these wonderful resources.

## **Slide 12 - Resource Checklist**

Manjiri Pujari (31:42):



Let's now move on to looking at the resource checklist. So, this is example of resource checklist - please feel free to use this or modify this to evaluate your own resources and to suit your requirements. It's really important to use this checklist and ensure that your resources are meeting the different criteria. And the criteria, as you can see are not quite complex. They are quite straightforward, but they are really good to make sure that you have thought of different things and made sure that your resources are accessible, they're labelled clearly, students know where to find them. And you've created things like captions and transcripts as well for video lectures.

Manjiri Pujari (32:38):

So again, a very simple tool which you can use. If you have a resource checklist which has been created by our institution, please feel free to use that and include any of the points from this checklist if they are excluded in that one.

#### **Slide 14 – Let's discuss**

Manjiri Pujari (32:54):

We are now going to move on to understanding what resources have been created by Pearson. Before that we are just going to look at your experiences about developing new resources. So, a few questions which we have for you is what tools have you used to develop online resources? What has worked well, and have you involved students do help or support you in any way with regards to resources? So, it will be really interesting to find out what tools have been most useful because we all know that there's plenty of tools available. Obviously during these times, a lot of companies have shared and promoted what's available to do different activities. So, it's quite interesting to find out what are the most commonly used ones.

Manjiri Pujari (34:00):

So, a lot of people are using Teams, Zoom and Moodle, and Puzzle, Cahoot, PowerPoint. Somebody also mentioned an app which is interesting- Explain Everything easy to use. People have also used mind-mapping Moodle, PowerPoint, Screencastify, WebEx

Manjiri Pujari (34:41):

In terms of what has worked well, again some interesting answers. Some people have said Teams, Rich media is quite important to keep students engaged and that's a really important point because students as we can all imagine are quite used to social media platforms. They're used to seeing content that's presented in a very attractive way with audio, video and different other forms which are quite engaging. So, it's about ensuring that content is attractive, and it appeals to them.

Manjiri Pujari (35:23):

Some have said live sessions because students do like the human contact. Thank you lots of answers to the second and the first question.

Manjiri Pujari (35:40):

In terms of the last question, which is an interesting one: have you involved students to support you? So far, some people have said no, but after the this they have put to check with students, what method would they prefer? Some have said students question link all up, audio, video clips. Some have not asked students yet. Some have only spoken to individual students who have struggled. Somebody has said students are always ready to give them some feedback. I hope it is useful. Some have asked for feedback but that's only during one to ones. It seems like there's a mix of people who have asked to have asked and haven't asked, some people who have spoken to individual students, and some who have spoken to

the entire class. It's something to think about, and depending again on your student profile, on their age, on the topics you're delivering, it would be great to keep them involved. Maybe some of them are student ambassadors or champions who are quite willing to give you feedback and their time and just help you to test any new resources or any new tools which you want to try out. So, it is worth considering ways to involve students in resource development.

#### **Slide 14 - Using readily available resources developed for BTEC by Pearson**

Manjiri Pujari (37:10):

Let's move on to discussing resources, which are relevant to BTEC levels one, two and three as well as levels four and five. And I would now like to request Trudy to explain the resources available for levels one, two and three. Over to you Trudy.

#### **Slide 15 - BTEC Resources**

Trudy Murray (37:36):

So, we have a couple of learning platforms available for you to use for levels one, two, and three for BTECs but also for your apprenticeships. There maybe some standalone courses as well. Pearson Learning Hub is our newer learning platform. There's been a great deal of focus and effort on making this incredibly accessible for online and blended learning courses. You'll see, for example, we've got courses on workplace behaviours. The way that they're designed is to feed the students information and then also to check their learning with quizzes, with various links to videos that they can watch to enhance their learning.

Trudy Murray (38:26):

There's been a lot of work on initially done around the apprenticeship sector, so Adult Care for example, First Line Management, and Business have some fantastic courses that are available. Each of which have videos, quizzes for some courses, flashcards and infographics also break down the information for those areas. It's helpful for your learners to see it in small chunks that really are quite accessible to them.

Trudy Murray (39:01):

Where we have got things like the BTEC Sport course, which links directly to the BTEC National in sport, and Web Tech Marketing is coming later on this year. The online and blended learning content for those is directly linked to the specifications. So, you'll find that they actually support your delivery as well.

Trudy Murray (39:24):

The way you sign up for Learning Hub, it isn't a free resource - you, you will have to sort of go through the process of signing up by your centre. You can share with them videos - so for example, for BTEC Sport Max Whitlock is there talking through elements of this, how it applied to him and how it applies to sport in general.

Trudy Murray (39:46):

There are a number of different checks on learning that can be done, and the results are fed back to you so you can see how your learners are actually understanding that content.

Trudy Murray (39:57):

As time goes by, more and more sectors will be added to Learning Hub. You'll find that things on Active Learn might be sort of translated or even transformed ready to go on Learning Hub in the future. So, there are a lot of resources already available for you.

Trudy Murray (40:22):

With regards to Active Learn, that's been our platform for a little while now. Currently for our Nationals and our Tech Awards, our Functional Skills and our Apprenticeship, we have eight Active Learn free to access currently. It was free to access from the start of lockdown, so mid-March time. We've made it available currently for 90 days. You do have to sign up to have access to it. I will say that there's been a lot of interest in signing up to Active Learn. We're getting thousands of requests on a daily basis, so please don't worry if you sign up for example today and you've not got access to it in the next few days, there are lots of people who've been drafted into support the Active Learn team with making sure that everyone does have access.

Trudy Murray (41:13):

What you have got freely available to you and therefore your learners are the textbooks. All the textbooks that we have for sectors like Applied Science, Business, Health and Social Care, IT, Sports and a number of others are available on Active Learn and you can download those textbooks to help create activities or to encourage reading.

Trudy Murray (41:38):

You can take some of the activities from the textbook to maybe develop an online resource for your learners. You can do that, as I said, for the Nationals, for Tech Awards, and a number of other qualifications.

Trudy Murray (41:53):

What is also available that you may not be aware of for a good majority of sectors is our teaching packs. Now within those teaching packs are directly related to units within the qualification. What they have in them are full lesson plans for those units. They have the presentations that you might need for certain sections. There's also activity sheets, there are links to videos and there are also quizzes. You can take each of those elements and you can share those with your learners and encourage them to continue to learn about content. And to continue to sort of keep that their minds on the sector and the work that they're doing.

Trudy Murray (42:36):

You won't find teaching packs available for all sectors, but there are a significant amount on those. So, for example, Applied Science, Business, Health and Social Care, IT, Sports. The Nationals have teaching packs. You've also got Tech Award availability as well across all of the sectors that we do for Tech Awards.

Trudy Murray (43:00):

Again, for those teaching packs you will have to go through your centre to pay for them, but they are worth it for all the resources that you get that you don't have to create from scratch. And that you can use to certainly start with translating and maybe work towards transforming. So those are our main resources really for BTECs levels one to three. I'm going to hand back to you now Manjiri.

Manjiri Pujari (43:28):

So, talking about resources for Nationals for levels four and five, what we have is HN online, which is paid for online content for Higher National qualifications. This is currently available for Business HND and HNC. We have 17 units which we have developed. We also have Engineering which would be available

from September 2020. If you'd like to have more information, please do contact us [highnationals@pearson.com](mailto:highnationals@pearson.com).

Manjiri Pujari (43:56):

The online content is available in different formats with covers all the critical course content. There are interactive activities like quizzes, multiple choice questions. There's content also broken down in chunks. You've got case studies, expert comments. There are also learner analytic reports which are available to you as a tutor to monitor and track student progress. So please do have a look at HN Online, if you're delivering a business Higher Nationals.

Manjiri Pujari (44:28):

We also have HN Global, which is a free platform dedicated to all the BTEC Higher National students and tutors. So you can find different resources to help your teaching for a BTEC Higher National.

Manjiri Pujari (44:41):

There's a learning zone, which includes access to course textbooks, study skills, modules, e-library and other various materials. You also have student resources which include access to delivery materials, blended learning resources, video guidance, quality assurance help and a lot more. I would also like to mention that there's forums available for students and tutors. So, if you'd like to continue your discussion or post any questions, please feel free to do so by using the forum. And I'm very happy to share that there would be access available to tutors who are delivering lower level BTECs level one to three - they would have access to HN Global by the end of April. You will receive more information in the next couple of weeks if you'd like to have a look at any of the resources which exist on HN Global.

## **Slide 16 - Net Steps, Plan of action**

Manjiri Pujari (45:44):

So, moving we are now going to focus on implementation in the next steps. So, based on everything that we have discussed, this is a quick summary of what the approach could be like when you're developing resources. So, the first step would be conducting a cost review, identifying resources that are needed. Then repurposing or adapting existing resources. Also using ready-made resources which we have shared. So, resources developed by Pearson. Also looking at the OER (open educational resources). Plus, you have you have resources available through YouTube, TedEd, and Khan Academy. You could create new resources whenever needed, but considering the time constraints, I would recommend doing so only when you can't find anything, or you can't adapt anything. So only as a last resort possibly or definitely when you do have more time to actually do so.

## **Slide 17 - Top Tips**

Manjiri Pujari (46:49):

We now look at some top tips when you are creating content. I'm conscious of time so I'm going to go through this quite quickly. It's important to start small, so please don't think about taking on a big piece of work. You can start by looking at a specific topic or a learning outcome and you can build on that experience and confidence as you go. When you create resources, it's really important to empathise and think like your students do. So, they should not be hard to find, hyperlinks should work. If students have to click on too many links, then it could be very annoying, and they may not actually access the resource. It's really important to provide clear instructions and help students with examples wherever possible. When you are creating resources, again, it's really useful to have a look at what it is looking like for the student by using the student view. Also think about the visual appeal and thinking about accessibility. So,

following the guidelines which are outlined by your institution. And there's again plenty of information out there if you would like to access that.

Manjiri Pujari (47:59):

Important is asking for help. I would like to recommend a podcast by Harvard Business Review, by Wayne Baker, who's a professor at University of Michigan and he's written a book, 'All you have to do is Ask' - the most important skill for success. So really important to ask for help if you need it. And finally, as students are your end-users, it's best to get their feedback to create, adapt, or curate any content. Having a constant dialogue with students would help you to continuously improve and make them feel empowered and be a part of this process.

## **Slide 18 - Key takeaway**

Manjiri Pujari (48:50):

So, as we are coming to an end of the session, it's time to reflect on what we've discussed and learnt so far. So please go ahead and share what is the one thing that it will start doing or do differently as a result of today's discussions. It would be great to hear about how this works out in the future. So any results, any feedback. As I mentioned before, you could share your thoughts via the tutor forum on HN Global. While this does apply to tutors delivering Higher Nationals, I'm sure there's plenty of opportunities for the rest of you to share your practice as well.

## **Slide 19**

Manjiri Pujari (49:05):

Thank you so much. Some really interesting responses. Key takeaways - you have shared your responses about involving students, about investigating Teams and Google classroom, getting students involved in the prep of online materials, focusing on a particular unit and adapting and repurposing resources. Also checking through the low-tech document which is quite interesting. Creating a YouTube site. A list of resources which is creating transcripts using voiceover. So fantastic thoughts coming up so far. We are now coming to an end and we do have a few minutes for Q and A. We have already exceeded the time, so thank you for staying with us. If you have any questions, please feel free to share those questions and I would like to also request your feedback. So, it would be great if you could share your feedback about today's webinar. So, for those four poll questions, so to be fantastic to hear your thoughts again, if there's any other comments or feedback, please use the chat function to share that. As I mentioned before, the guidance in this webinar provided is quite broad and applies to all the different levels and sectors. So, if you do have any course specific queries, please contact the FE Centre support team for queries related to BTEC levels one, two and three. For Higher Nationals, please contact us by using the email address, which is [support@highernationals.com](mailto:support@highernationals.com). Thank you so much for listening. Please share your questions.

## **Slide 20 – Q&A**

Manjiri Pujari (55:38):

I hope you have already posted most of your questions. Thank you so much. We should be closing the session off in the next few minutes.

Manjiri Pujari (56:31):

Thank you all for your responses to the poll questions.

Manjiri Pujari (57:08):

And finally, just to remind everybody that next time we are going to talk about planning and teaching. In that session we will be discussing planning online delivery, discussing the best practice to deliver an online session, learning about different ways to engage students. And as always, you can, you have the opportunity to ask lots of questions. So, thank you once again everybody and I hope you all taking care and staying safe better than you are and see you next time. Have a good rest of the day.