



Remodelling teaching delivery

Some places to start a conversation



MARYANNE DEVER

This slide deck is based on one used at UTS FASS in 2020 to encourage staff to move beyond crisis responses and to think about how teaching delivery might be transformed moving forward.

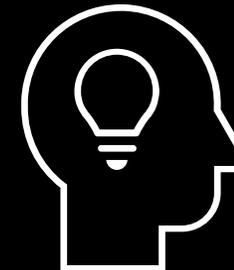
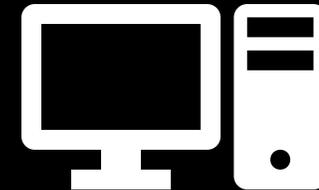
Remodelling teaching delivery



We need to reimagine our teaching delivery in light of changes brought by 2020 and 2021.

We need to understand and operate within new constraints.

We need to harness the opportunities.



Remodelling teaching delivery

GOAL: remodelling teaching delivery to achieve --

- Enhanced blended and online experiences (in line with our current practices)
- New levels of innovation in teaching delivery
- Efficiencies in use of staff time and faculty resources

Can we build on our 'crisis' response to implement

- stronger teacher presence
- enhanced levels of interaction and activity
- modularised content with clearer learning pathways



Remodelling teaching delivery

IT MEANS THINKING ABOUT:

- what we've learned this year that can disrupt what we do going forward
- how learning outcomes can be delivered through combinations of pre-class, in-class, and post-class activities ('the learning envelope')
- teaching activities as more than 'lecture' or 'tutorial': be creative and think 'interactive workshop' / 'facilitated discussion' / 'hacks' / 'ideas labs' etc
- modularising teaching (4 x 3 weeks; 3 x 4 weeks): the LMS can support this well
- not necessarily using the same delivery pattern each week (alternate activities? shift with each module? move to block or intensive mode?)
- being creative with the balance of synchronous and asynchronous learning

Some basics

Q: Why can't this wait?

Teaching delivery has been transformed in the wake of COVID. We need to respond effectively. Our first moves were crisis responses, now we need to consolidate our efforts, recognizing we're not going back to BAU.

Q: Is it about saving money?

In part, as university revenue has clearly been impacted by COVID. However, we also have an opportunity now to prioritise quality and innovation in any changes we might make.



Think about what was good about the move online and how you can build on it



Imagine how the new delivery modes can be made sustainable if COVID restrictions continue in some form



Imagine how moving away from lecture delivery and one-way communication of content can support more collaborative, interactive and active teaching, focused on discussion and debate.



Think about how freeing up time from passive presentation style learning creates opportunities to spend more time on active learning and real-world or workplace skills.

How to start thinking about remodelling teaching delivery

Moving away from standard lecture delivery and one-way-communication of content to more collaborative, interactive and active teaching, focused on discussion and debate.



Facilitate students' learning in interactive and collaborative ways



Use flipped activities



Freeing up time from passive presentation style learning creates opportunities to spend time on real-world or workplace skills.



Why 'tutorial'? Think 'facilitated discussion', 'interactive workshop', 'ideas lab' etc.

How to start thinking about remodelling teaching delivery

How can we use F2F more effectively to offer practice-based and experiential learning opportunities that mirror the skills and demands of future work? What aspects of our current teaching achieve this well?



How can we ensure F2F learning activities create opportunities for our students to get to know one another, create peer networks and foster engagement and belonging?



Can we do better at offering activities that develop skills in analysis, critical thinking and scholarly inquiry?



Can we design better collaborative learning activities that help students operate as co-constructors of knowledge?

End