Flexible Education in 2020/2021
Suggested Teaching Framework for Module Leads

King's College LONDON

Please note that while these guidelines are generic, they have been developed based on the IoPPN's Faculty Implementation Plan, so use at your own discretion and make sure to follow your own faculty requirements.

COMPONENTS

DESCRIPTION

Weekly introduction

Each week should start with a very short (5-10 min) video or audio introduction from the Module Leader giving an overview of the week's learning.

Include:
Topics, activities, assessments, reading, things to bear in mind, relevant current events, etc.

Core module content

Lecture content broken up into 2-4 pre-recorded sections, per hour of lecture.

Choose from one of the following formats:

1. Narrated slideshow: PowerPoint (or other formats)

2. Video recording: Teacher presents to camera with or without accompanying slides/images

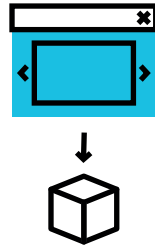3. Recorded using Teams or Kaltura and webcam

For maximum flexibility, content blocks should be up to a maximum of up to 20 min each (in line with the TED talk model).

COMPONENTS

DESCRIPTION

Accompanying activities

Each piece of 'lecture' content should be followed by an activity on KEATS to encourage active learning and self-assessment.

Note: These do not need to be elaborate or involve excessive set up. A simple posted question to break up the content sessions is very effective.

Examples activities include the following (or create your own):
• MCQ or short-answer quiz
• Questions to promote thinking/reflection (consider a poll)
• Short written/oral reflection
• Reading/s
• Case study with questions
• Problem to solve
• Home experiment
• Play a video and invite student comments/reflections (e.g. video from 'Box of Broadcasts')
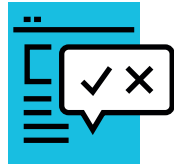• Interviews with academics

COMPONENTS

DESCRIPTION

Additional digital learning activities to support consolidation and reflection on learning

Short KEATS quizzes and other forms of self-paced formative activities can help students consolidate their learning.

Other examples of the types of activities that colleagues may wish to include on KEATS pages are:
- Informal non-scripted interviews / discussion with senior academics / HoDs / external collaborators (e.g. to complement a seminar they may be giving)
- Small videos highlighting relevant King's / Faculty research / initiative / news related to the week's content
- Curated resources – these may include existing recordings of seminars or lectures, content from distance learning programmes, or links to material within LinkedIn Learning, Elsevier, e-books, etc
- Audio only podcasts have fewer technological constraints and can reinforce learning
- Student generated content (e.g. blogs, wikis)

Links to mental wellbeing and sources of study support

For example, the mindfulness exercises that were evaluated across Faculties in 2019, links to the library support, the Teaching, Learning and Assessment with Technology, and also to the Accessing Student Support & Wellbeing remotely webpage.

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DESCRIPTION

MyReadingList

Reading lists should be created using the MyReadingLists software. This should include not just books but also individual papers and other relevant resources.

By using MyReadingLists, you will alert Libraries & Collections that digital content is required. MyReadingLists can accommodate a number of different audio and visual media and are not confined to books or paper.

Using MyReadingLists software will ensure that Libraries & Collections can make these resources available to students, and ensure that they can be accessed online.

Seminars

Live (synchronous) tutorials delivered online need to be structured and interactive. Students may be given something to prepare/read in advance to maximise the interaction in the session. The tutorial itself should include structured activities.

Example activities:
• Debates
• Case study with problem/s to solve
• Online research task in small groups
• Games
• Journal clubs
• Digital poster presentations

COMPONENTS

DESCRIPTION

Online office hour

Module Leaders should run a MS Teams 'open office hour' session for one hour per week. This may be at different times each week to allow students in different time zones to attend.

This hour is in addition to the regular published office hours provided by individual module tutors.
(It may be necessary to offer an additional office hour for students who are on campus.)

Discussion forums

KEATS discussion forums can add a great deal of value to the learning experience. Staff must engage with these forums regularly if they are to be of benefit.

Note: Please remember to point students to 'Guidance for Online Communication', available in the Governance Zone.

Ideas for discussion forums:
• One discussion forum can be used for the module, and teaching staff can dip in and pose questions or answer queries.
• 'Study groups' can be set up so that students can engage in group discussions, perhaps tied in with their group assignments.
• Assessments could build in the use of discussion forums to encourage interaction.