Sharing good teaching practices:

How have we coped in a pandemic?

Featuring a panel of ASEAN experts:

Panel member
Annie Dayani Hj Ahad
Universiti Brunei Darussalam
BRUNEI

Panel member
Abel Yang
NUS
SINGAPORE

Panel member
Jessada Salathong
Chulalongkorn University
THAILAND

Chair
Lee Kooi Cheng
NUS
SINGAPORE

Webinar will begin at 3pm (GMT+8)

Have questions for our panel members? Join in the discussion!

Send your questions using the icon below, or upvote your favourite questions with
NUS Online Seminar and Discussion Special
Sharing good teaching practices: How have we coped in the time of a pandemic?

About our panel members...

Dr Annie is a Deputy Director at the Centre for Lifelong Learning and a lecturer at Universiti Brunei Darussalam. She received her education at Monash Uni with a Masters Degree in Applied IT and a Doctorate Degree in Communication Technology from University of Queensland. She also holds a Bachelor’s in Business Administration from UBD.

Annie Dayani bte Ahad Abdullah
Universiti Brunei Darussalam

Her current research interest includes 4th IR technologies & applications, lifelong education, e-learning, digital business and media also mobile communications.

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Dr Abel Yang is a lecturer at the Department of Physics in NUS where he teaches astrophysics and practical astronomy. He has been involved with blended learning methods since 2016, and currently teaches introductory practical astronomy with an experiential and authentic learning approach within a flipped classroom framework.

Abel is a council member of the Institute of Physics, Singapore, and also actively involved in astronomy education and public outreach. His outreach interests focus on the practical relevance of astronomy as well as scientific literacy.
Sharing good teaching practices: How have we coped in the time of a pandemic?

About our panel members…

Jessada Salathong
Chulalongkorn University
THAILAND

Jessada Salathong is a high-caliber young academic and media practitioner. He is a lecturer at the Faculty of Communication Arts and former Assistant to the President for International Affairs, Chulalongkorn University, Thailand as well as professional media personality.

He has a unique educational background with a Bachelor’s degree in Environmental Science from Thammasat University, Thailand and degrees from Waseda University, Japan under Japanese Government Scholarship, an MA in International Relations and a PhD in International Studies. With Dr. Salathong’s advocacy of sustainable development, his MA and PhD research focus on the role of media coverage to promote ESD (Education for Sustainable Development).

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About our Chair…

Lee Kooi Cheng is Deputy Director (Publications & Outreach). She joined CDTL in July 2017 and is a novice in the area of academic development. Nonetheless, she has since developed a keen interest in looking at communication touchpoints, critical friends, and significant networks in enhancing teaching and learning conversations.
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Abel Yang
Lecturer, Department of Physics
National University of Singapore
SINGAPORE

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Lee Kooi Cheng

Deputy Director of Centre of Development of Teaching and Learning (CDTL)

National University of Singapore

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Panel member Abel Yang
NUS, SINGAPORE

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Sharing good teaching practices: How have we coped in the time of a pandemic?

27 August 2020 (Thu), 3pm to 4.30pm

Zoom
Good teaching practice in undergraduate education ... 

7 principles

1. Encourages contacts between students and faculty
2. Develops reciprocity and cooperation among students
3. Uses active learning techniques
4. Gives prompt feedback
5. Emphasizes time on task
6. Communicates high expectations
7. Respects diverse talents and ways of learning

(Chickering & Gamson, 1987)
Sharing good teaching practices: How have we coped in the time of a pandemic?

Abel will share how he re-designed his materials/tasks.

Annie will talk about engaging students and ensuring attention.

Jess argues for a re-design of curriculum in appreciating challenges encountered by students.
Programme

Opening

Setting the context

Recap

Final thoughts

Closing
Lockdown-friendly hands-on activities

Dr. Abel Yang
Lecturer, Department of Physics, NUS
Background

• GET1042 Sky and Telescopes
  • Practical astronomy
• Group stargazing sessions
  • Sidewalk astronomy
  • 200+ people on the field
• Field Trip
• In-person hands-on with equipment
  • Safety briefing in class
Impact of COVID-19

AY 2019/2020 Semester 2: (Just before lockdown)
• Telescope setup hands on had been conducted already
• Field trip cancelled (failed the risk assessment although border was still open)
• Groups borrowed telescopes for their own private session (no more large crowds)

AY 2020/2021 Semester 1 (Post-lockdown)
• Full e-learning (minimise on-campus population)
• How to conduct hands-on activities without face-to-face contact?
No More Observing Sessions?

• Cancel the class?
• Cancel observing sessions?
• Reduce class size?
  • Semester-long individual equipment loan?
• Set the students loose?
  • Individual observing sessions

• Advantage: Stargazing sessions are deliberately open-ended
  • Weather uncertainties mean that they cannot be too structured
Consider Learning Goals

• This is no longer business as usual.
  • How to reformulate activities that can keep the learning goals

• We had a situation where we use hands-on activities to reinforce in-class concepts
  • *Experiential and authentic learning*
  • Removing these activities will be a big loss to learning goals

• In normal times we have the luxury of equipment and hands-on
  • Can we supply students with equipment?
  • What can we do without access to equipment?
Different Approaches

• Send each student equipment
  • This is expensive in terms of material and logistics (100+ students!)
  • For telescopes, students still need to learn how to use the equipment

• Use no special equipment
  • Previous years had a project component where groups would come up with a hands-on activity to demonstrate a concept
  • Design alternative activities that use no special equipment
  • Bonus if these activities can be delivered online

Consider how ancient astronomers worked...
Lockdown-friendly Activities

• Challenge: design stargazing/astronomy activities that can be reasonably completed in lockdown/quarantine
  • Need to see the sky (obviously)
  • Use only everyday items
  • Simple enough to be done without physical assistance
  • Need to be appropriate for the level

• Assumptions:
  • Students have a smartphone with a camera, or a standalone camera
  • Students can see the sky (at least from a window)

Creativity within logistical constraints!
Before and After
Important Considerations

• Keep tasks appropriate to the level
  • Some activities look like a good idea, but are not appropriate (too complicated, too simple, ...)
  • Simplify complicated tasks, or drop simple tasks
  • "Does this activity contribute towards our learning goals?"

• Attempt the activities first
  • All hands-on activities should be attempted first, and anticipate as many problems as possible
  • Astrophotography with a phone camera sounds incredible, but it is actually possible
Question

How do we re-design courses that need hands-on practice via online?

What about laboratory sessions for Science courses?
SHARING GOOD TEACHING PRACTICES: HOW HAVE WE COPED IN THE TIME OF A PANDEMIC?

ENGAGING STUDENTS AND ENSURING ATTENTION

DR ANNIE DAYANI HJ AHAD

DEPUTY DIRECTOR C3L UNIVERSITI BRUNEI DARUSSALAM
Asynchronous vs. Synchronous Learning

Which learning approach should I choose?

Recorded or self-paced? or Live or in real-time?
KEY PREPARATION

LEARNING MANAGEMENT SYSTEMS

PRESENTATION

SCREEN-RECORDING & WHITEBOARD

LIVE INTERACTION

DISCUSSIONS/FORUMS/QUIZZES (LIVE OR SCHEDULED)
TOOLS FOR ONLINE OR REMOTE LEARNING

LEARNING MANAGEMENT SYSTEMS
- CANVAS
- GOOGLE CLASSROOM
- EDMODO
- MOODLE

PRESENTATION
- POWERPOINT
- GOOGLE SLIDES
- CANVA
- PREZI
- THINGLINK

SCREEN RECORDING/WHITEBOARD
- IMOVIE, MOVAVI
- ADOBE PREMIERE
- CAMTASIA
- SCREENCASTIFY
- ZITEBOARD

LIVE INTERACTION
- BIG BLUE BUTTON
- CANVAS STUDIO
- ZOOM
- GOOGLE MEET
- ADOBE CONNECT
DISCUSSIONS/FORUMS/QUIZZES (LIVE OR SCHEDULED)

DIGITAL PORTFOLIO
CANVAS STUDIO
PADLET
KAHOOT
QUIZIZZ
SOCRATIVE
NEARPOD
THINGLINK
NETIQUETTE

PREPARE WELCOME VIDEO

CHUNK/BITE-SIZE LECTURE

HIGHLIGHT KEYPOINTS

STRATEGIES

1. Be On Time
2. Be Respectful
3. Mute Your Mic

INTRODUCE YOURSELF, MODULE, EXPECTATIONS

LEARNING QUESTION 1
LEARNING QUESTION 2
LEARNING QUESTION 3
LEARNING QUESTION 4

IDENTIFY THEMES/CORE CONCEPTS
USE MEDIA: A.I.D
REAL LIFE APPLICATIONS
EXPAND POINTS AS NOTES
DESIGN VISUALLY

1. Easy to read on screen
2. Use accent colours to highlight
3. Use a colour palette with 3-4 colours

BE NATURAL

4. Make eye contact & keep your tone personable and welcoming
5. Don't be afraid to make mistakes - don't be too conscious
6. Be authentic and practice to overcome nervousness

INSPIRE CURIOUSITY

7. Strategies

- Now hiring apply within
- Keep it real
- I can't do it
**STRATEGIES**

8. **BE ENGAGING**
   - Live discussions, OR discussion forums
   - Dedicate time to discuss key points from online lecture
   - Polls/Quizzes
   - Comments/video submissions

9. **GET TECHNICAL**
   - Watermark
   - Student Declaration

10. **RESPECT PRIVACY**
    - LIVE SESSION
      - Lecturers should be seen
      - Respect students online
    - PRE RECORDED VIDEO LECTURE
      - Watermark
      - Student Declaration
    - SECURE ENVIRONMENT
      - Private on Canvas Platform
      - Establish privacy policy e.g. how information are protected & shared
Question

How can we ensure student engagement in offline learning (asynchronous)?

How do we encourage students to attend online classes instead of viewing recorded lectures?
Question

How do we assess whether we retain our students’ attention especially in an online learning context in which students are not on the webcam?
Sharing good teaching practices: How have we coped in a pandemic?

27 Aug 2020

Jessada Salathong, PhD
Faculty of Communication Arts
Chulalongkorn University
• Founded in March 1917, Chulalongkorn University is Thailand’s first institution of higher learning.

• Chula has 20 faculties, 23 colleges and research institutes, and 7,861 faculty members.

• Currently, there are over 37,280 students, including 25,643 undergraduates, 10,849 postgraduates, and 788 certificate program students.
Instructional Management

- For theoretical or seminar courses — instructors should place emphasis and concentrate on online instruction.
- For practical courses – instructors should implement the Blended Learning instruction by considering the ratio of necessity and flexibility along with online instruction.
- If it is necessary to carry out instructions on the premises of the University the related work section must be responsible for complying with implementing measures for COVID-19 infection protection as stipulated by the Government, the University or a Professional Council.
Challenges

• No unity
• Lecturers' preparedness and online skills
• Access problem (Internet and infrastructures)
• Class design (lab and practice-based classes)
• Evaluation
• Plagiarism / cheating
Choices

• Make online classes fun and active (Ex responsive media)
• Use activities (Ex debates and games)
• Use mixed platforms (online VS offline)
• Use flipped classroom
• Redefine the objective of the class (process-oriented over goal-oriented)
• Change evaluation system (formative evaluation over summative evaluation)
บางส่วนเนื้อหาที่ขาดหาย 4 ชุด

ผลดี ต่อสิ่งแวดล้อมนุ่งแนวสุขภาพ

ผลวิจัย ทำการวิจัยและวิเคราะห์ผลกระทบที่ส่งผลต่อสุขภาพ

อนาคต ทำให้รู้จักและสามารถขับเคลื่อน

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อนาคต ทำให้รู้จักและสามารถขับเคลื่อน
Thank you

jess.salathong@gmail.com
Question

How would curriculum developers ensure both validity and reliability of the revised curriculum and the resulting assessment(s)?
Recap

Three key points:

1. Fundamental principles for curriculum, material, task, assessment design apply
2. Attention and engagement matter for retention and learning
3. Accessibility, inclusivity, internet connectivity, teacher and student readiness
Take away message
THANK YOU!

24 Sep, 10 am (GMT+8) "Teaching and learning in challenging situations: How have we been supporting?"

This webinar aims to connect academic/educational/faculty developers in SE Asia to learn from one another and build capacity in supporting faculty members’ teaching, in particular with reference to the context of the pandemic.