

# Online Intensives

Models and minimum viable product  
for units at the Business School



# SUMMARY of ONLINE INTENSIVE SESSIONS AT THE BUSINESS SCHOOL 2020

- **Session 1Y** will run for five weeks between Monday 20<sup>th</sup> April and Friday 22<sup>nd</sup> May
- Assessment submission will be encouraged to occur in the sixth week of Session 1Y (Saturday 23<sup>rd</sup> May until Sunday 31<sup>st</sup> May)
- STUVAC Monday 1<sup>st</sup> June until Sunday 7<sup>th</sup> June
- **Session 1Z** will run for five weeks between Monday 8<sup>th</sup> June until Friday 10<sup>th</sup> July
- Assessment submission will be encouraged to occur in the sixth week of Session 1Z (Saturday 11<sup>th</sup> July until Sunday 19<sup>th</sup> July)
- At this stage, in person exams will occur for BOTH sessions in the w/c 20<sup>th</sup> or 27<sup>th</sup> July (TBC), with STUVAC occurring on w/c 20<sup>th</sup> if exams happen in the later week, or occurring after the exams before the commencement of Semester on the 3<sup>rd</sup> August if exams are held on the w/c 20/7
- Progressions will be run allowing students to continue with their studies in Semester 2. Further intensives will be planned for delivery in December and January to allow for students to 'catch up' more units

Week 1	Week 2	Week 3	Week 4	Week 5	Assessment week (Week 6)
8 equivalent contact hours per unit	8 equivalent contact hours per unit	8 equivalent contact hours per unit	8 equivalent contact hours per unit	8 equivalent contact hours per unit	Self study time, assessment submission, group work

## TOTAL MUST EQUAL 40 EQUIVALENT CONTACT HOURS

How much content/lecture time each week?

How much synchronous interaction/engagement each week?

How much asynchronous engagement each week

When is assessment conducted and submitted, and feedback provided?

- Do you use the same break up of hours each week?
- Scheduling of synchronous sessions to avoid clashes and manage time zones
- What is the split between synchronous and asynchronous time each week?
- How much self study is expected (noting students could be doing two units per session)

# Key stakeholders in the

## Business School online intensives

### STUDENTS

- Expectations of learning and support
- How to learn and study both online and in intensive mode
- Connections with other students and academics
- Access to resources
- Outside unit support including language, maths, PASS etc.
- Clear engagement with extra curricula as a cohort
- Value added moments available just to this cohort

#### Training/Support

ICT, El. School

#### Community

Regular meetings, Canvas site

#### ICT

Make sure platforms work

#### Admin

Manage non unit issues, appeals etc

#### Library

Support off-site learning

#### Exams/ Assessment

Online? Canvas capability

### BCD+

Provides advice, linkages with support, framing decisions for delivery. Develops training and builds online resources

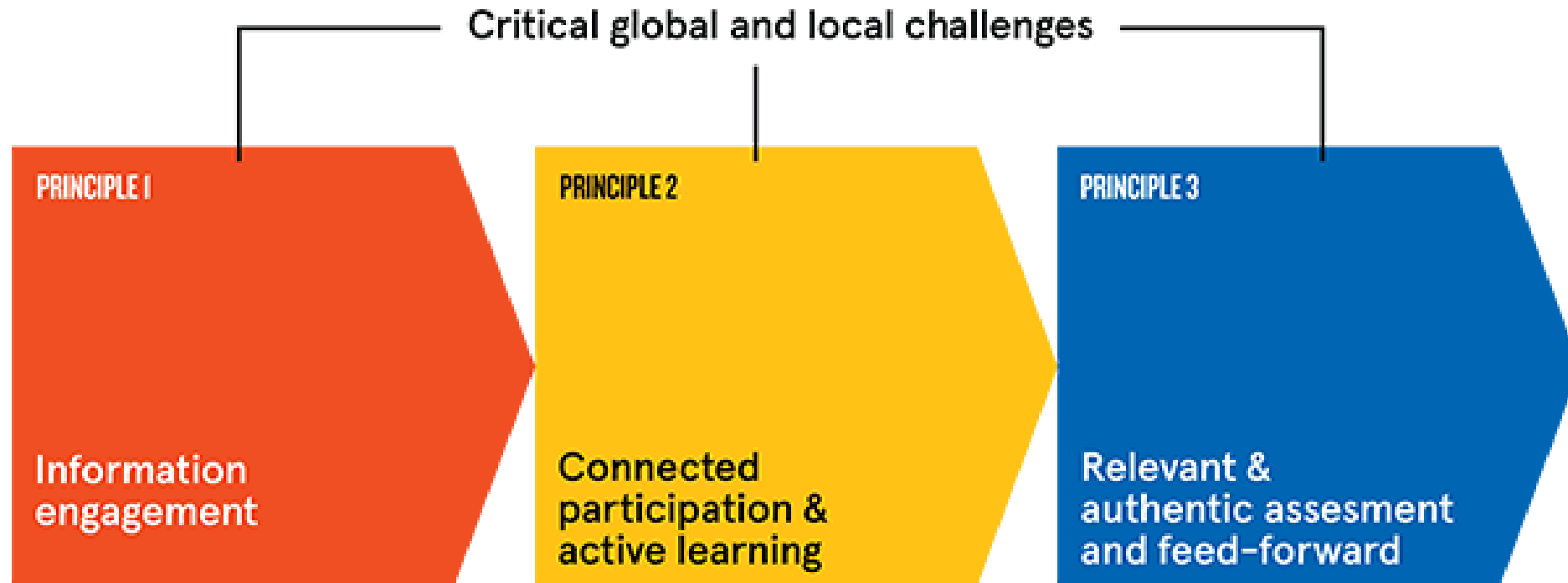
### Unit of study co-ordinator

Designs structure, outline, assessments, weeks to week work and delivering learning outcomes

### Teaching team

Produces resources, content, rubrics and delivers units during live online weeks

# Online intensives design principles



*Principle 1: **Information engagement*** – where students both individually and collectively engage with discipline knowledge as opposed to having it broadcast at them in a lecture.

*Principle 2: **Connected participation and active learning*** -where teaching time, student learning activities and technology are leveraged to build connections and networks to address, debate and solve critical global and local challenges through innovative pedagogical approaches.

*Principle 3: **Relevant and authentic assessment and feed-forward*** – where learning is applied and tested through authentic assessment modes supported by opportunities to receive and share feedback from both academics and their peers.

# Minimum viable product online

NOTE: There will be variation from unit to unit depending on the nature of the unit and the assessment. However, these three 'standards' representative the minimum expectations for students in their engagement with the unit

## Preparation

Reprofile the unit to be delivered in 8 hours per week, 5 weeks session

Decide on how to deliver the 40 'contact hours'

Determine changes to unit outline

## Content

- Media content equivalent to the hours of hours delivered as a lecture in face to face mode
- Content made for an online cohort (not old lecture recordings)
- Clear and downloadable lecture slides (where appropriate or used)
- Using Zoom, Arc Studio or ECHO
- Mix of DIY at desktop, studio or DIY phone/camera
- May be delivered synchronously and recorded, or prepared before delivery
- Fully updated and clearly signposted Canvas site

## Engagement and Interactivity

- Per 50-80 students at least one synchronous 'class' that is scheduled, organised and structured, using Zoom or equivalent (time to be determined)
  - These should be recorded
- Opportunities for students to engage through discussion forums, email and other asynchronous methods
- Opportunities for students to engage with each other in group work or discussions

## Assessment and feedback

- As close as possible to the current unit running in face to face mode (exceptions where the assessment cannot be delivered online)
- Opportunities for formative and summative assessment
- Some progressive assessment (not all on a high stakes final exam)
- FAIR, RELIABLE, WITH INTEGRITY

## Information engagement

### Types of information

Lectures  
Reading/texts  
Examples  
Worked solutions  
Cases  
Practice examples  
Industry experts

### Minimum standard for each unit

- Media content equivalent to the hours of hours delivered as a lecture in face to face mode
- Content made for an online cohort (not old lecture recordings)
- Clear and downloadable lecture slides (where appropriate or used)
- Using Zoom, Arc Studio or ECHO
- Mix of DIY at desktop, studio or DIY phone/camera
  - May be delivered synchronously and recorded, or prepared before delivery
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### ADDED VALUE or CAPABILITIES

Pencasts, visualiser and screencasts for worked examples

Other members of the teaching team

Cases, examples and contexts

Third party video

**Interactivity, navigation and consideration of user experience**

### CONSIDERATIONS

Training in technology and teaching through media  
Bandwidth of students  
User experience of the media  
Should we roll out webcams with microphones?

# Connected participation & active learning

## Minimum standard for each unit

- Per 50-80 students at least one synchronous 'class' that is scheduled, organised and structured, using Zoom or equivalent (time to be determined)
  - These should be recorded
- Opportunities for students to engage through discussion forums, email and other asynchronous methods
- Opportunities for students to engage with each other in group work or discussions

## Active and connected learning online decisions

Group work online or offline?

Recreating computer labs using citrix

How to facilitate discussions through Zoom?

Managing if the tech breaks or is unreliable

How to engage students in doing worked problems

How to best conduct presentations

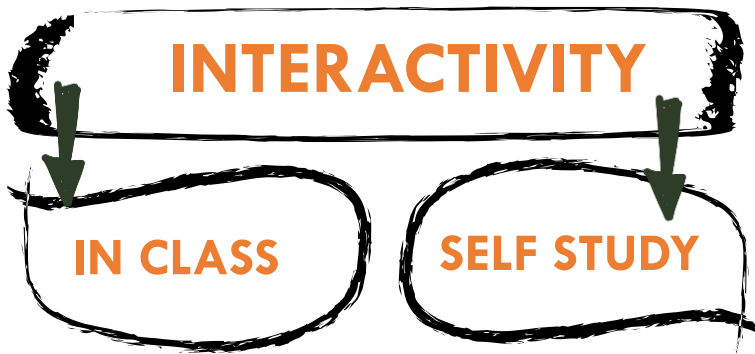
Managing participation marks and practice

Undertaking academic advising

How much is synchronous versus asynchronous?

## Types of 'class' activities

- Discussion
- Problem sets
- Cases
- Quizzes
- Group work
- Lab based/software
- Simulations/games
- Q&A



- How important is it to the learning experience?
- Group vs individual
- Use of video/audio and/or text
- Each session or intermittent
- Didactic or distributed

### HOW DO YOU SUPPORT CONNECTION AND INTERACTION?

### HOW DO YOU MAKE SURE STUDENTS STAY MOTVATED AND DON'T FEEL ISOLATED?



## Relevant & authentic assessment and feed-forward

### Critical measures of authentic assessment

Reliability  
Integrity  
Fairness & Equity  
Timelines for feedback  
Ease of facilitation  
Timing of submission  
Group/individual  
Rubrics

### Minimum standard for each unit

- As close as possible to the current unit running in face to face mode (exceptions where the assessment cannot be delivered online)
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### EXAMS

- This is a complex issue
- Can you replace the exam and maintain reliability and integrity?
- Can the mid-session use different techniques (open book, online quizzes et c)
- The final may be in Sydney in August, but might have to happen using an online platform

Variation of modes of assessment and ensuring the approvals process is followed, and that assessment remain reliable between deliveries

Administration of assessment submission and ensuring integrity using Turnitin

Grading, feedback and opportunities for formative and summative feedback and early interventions where necessary

### Assessment and feedback in intensive and online mode

- What technology do you need to use, do the students need to use any technology?
- Can you use Canvas Grade mark?
- Are your rubrics appropriate?
- Different forms of online submission
- Use of different types of feedback (peer, audio, group)