

Learning Design through COVID-19

University of Newcastle







**'The Dirty
Dozen'**

UON COVID response team

PVC COVID-19 built a team:

ADTLs

Learning Design

Learning Technology

...and later Timetabling

a few advantages

- course site policy
- all-in lecture capture
- our headspace
 - self-directed vs. instructor-led
 - BA online
 - assessment alternatives

Search...



No suggestions in use

Search...

Suggestions for

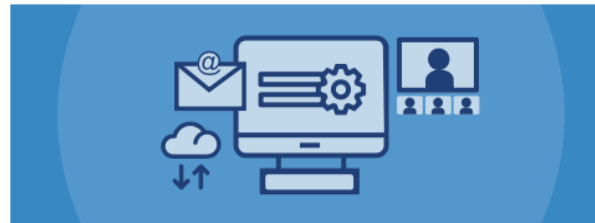
- ☐ Course Admin
- ☐ Content Delivery
- ☐ Interaction & Activities
- ☐ Team Teaching
- ☐ Managing Group Work
- ☐ Assessment

Other



Image Attributions

This page provides simple suggestions and tools for addressing common teaching and learning tasks, with links for getting started or accessing support in their use. You can click on the tiles below to learn more. In brief, there are 6 quick things you can do to prepare your course for online delivery.



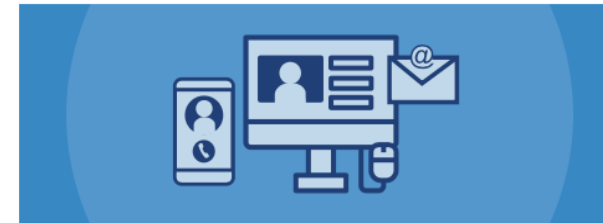
Course Administration and Communication



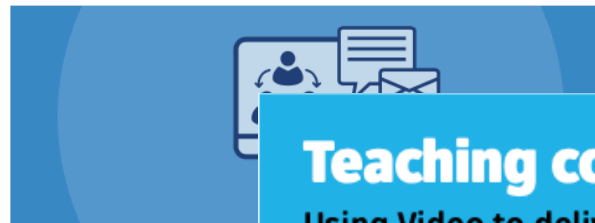
Content Delivery



Interaction & Activities



Team Teaching



Managing Group Work



Teaching continuity for COVID-19

Using Video to deliver content

NOTE: Please consider this support as 'emergency teaching with technology' rather than best practice 'online teaching'

study from home planner

1

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BIOS6070
Linear Regression

Topic ⓘ e.g. Weekly Topic One

Required Reading / Viewing ⓘ ⓘ
• Required Reading One• Required Reading Two

Task ⓘ ⓘ
• Collaborate Session Tuesday 2pm-3pm• Discussion post by Friday 5pm

Assessment ⓘ ⓘ
Name: e.g. Assessment One
Weight: e.g. 15% Due: e.g. Friday 11:59PM
Submission Method: e.g. Turnitin Feedback Method: e.g. Blackboard
[+ Add](#)

Weekly Task Feedback Provided By ⓘ ⓘ e.g. Course Coordinator

Complies With Blackboard Minimum Presence Guidelines ⓘ ☐ NO

Study Planner ⓘ ⓘ ⓘ ⓘ ⓘ

Course Code
BIOS6070

Course Title
Linear Regression

Campus
Please Select

School
Please Select

Theme
☐ NO

[Update Planner](#) [Submissions](#) [Review and Submit](#)

assessment

lack of space helped

DVCa helped

very tight guidelines for formal exams

no proctoring

use of vivas

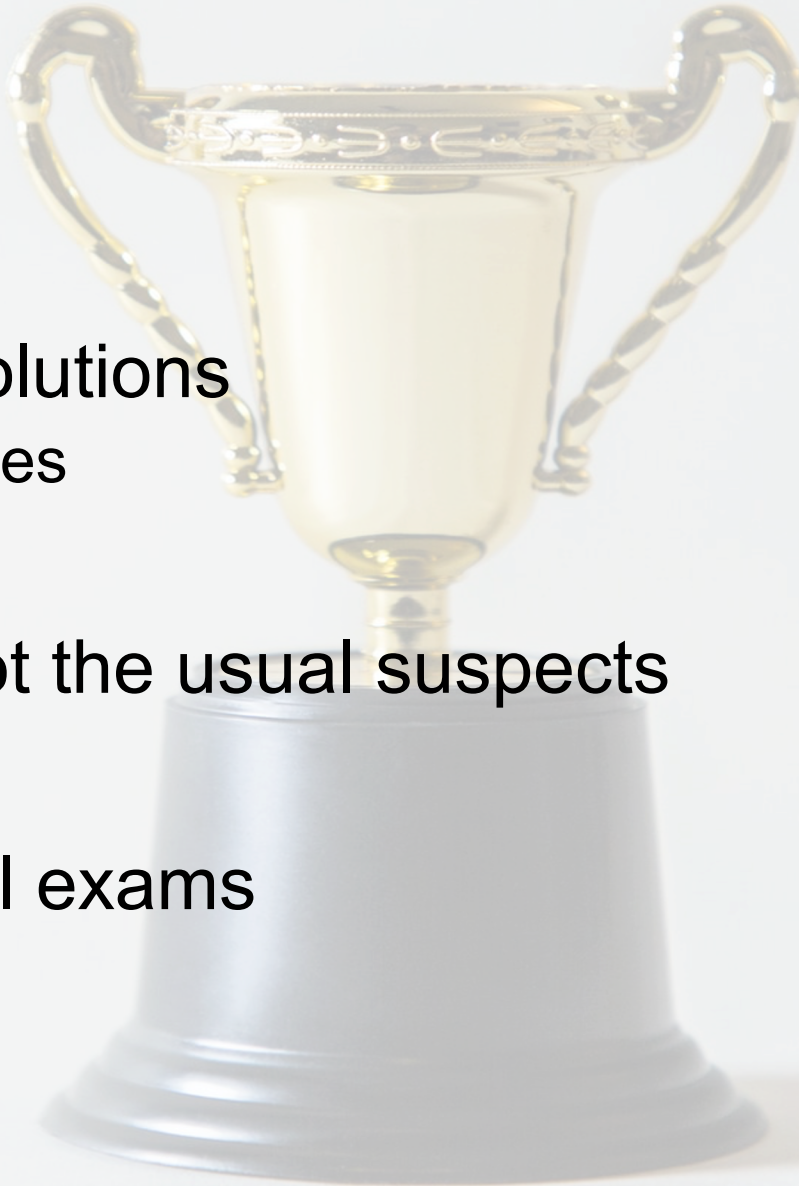


Type of Animal					
Insect					
Fish					
Bird					
Cat					
Dog					



wins

- less red-tape, quick solutions
 - eg: lab course intensives
- external engagement
- staff engagement – not the usual suspects
- converts
- less reliance on formal exams



concerns

return to normal

vs

reluctance to return



...a little bit concerned
about the back-slapping

Thank you