

## How?

Use Blackboard as your main platform to deliver teaching and learning.

### Course noticeboard

Use Blackboard Announcements to give a weekly summary and set expectations. What is your approach to remote teaching & what should students do this week?

### 'Talking head' videos

Short, informal videos – addressing the camera. Use your webcam to record.



Signpost students, give instructions or recap/feedback on the activities and Q&A.

### Discussion board

Avoid lots of individual student emails. Set up a discussion forum where students can post FAQs.

# Remote teaching

## What support is available?

The following tips are quick to implement and will assist you to deliver teaching online through your Blackboard course. For practical advice on implementing the tools, visit <https://sites.reading.ac.uk/tel-support/covid-19-teaching-in-uk/> or follow the links in this guide.



*Students check Blackboard for new content and to see if anything has changed – foster an 'active' environment by regularly updating your Bb course.*

## Structure your Blackboard course to signpost students

- Give a short message explaining your approach to remote delivery over the coming weeks. This could be a 'Talking head' video or [Announcement](#) on the course notice board.
- Ensure teaching material is grouped into folders and clearly labelled e.g. delivery date.
- [TEL guide: Blackboard course design for remote teaching.](#)

## Maintain contact and engagement

Students want to know when you will be online, checking the Blackboard course, uploading new content and responding to their queries. As well as posting regular [Announcements](#)

- Communicate your office hours
- Set up a [discussion board](#) for student queries. Students can respond to each other's queries or you could film a 'Talking head' video to address Q&A.
- State when you will be checking the discussion board, so that students know when to check in!

## Screencasts

Recording audio over PowerPoint slides is easily done through PowerPoint itself.

PowerPoint Office 365 allows webcam and screen recording simultaneously – contact IT to update your device.

## Webinars

Blackboard has an inbuilt webinar tool 'Blackboard Collaborate'.

- The tool allows you to share PowerPoint slides and a webcam feed.
- Students can come onto mic or camera to ask questions.

## Automated quizzes

Use Blackboard Tests to provide formative assessment quizzes. Students can self-assess their understanding.

## Blackboard Groups

A social/collaborative working space within your Blackboard Course. Students can share files, webinar meetings and chats in groups.

## Other resources

- LinkedIn Learning
- Box of Broadcasts
- Talis Reading Lists

# Lectures and seminars

Plan to keep things simple in the first week. Start with asynchronous teaching before attempting 'live' teaching.

### For asynchronous delivery, record a screencast:

- Keep screencasts short by thinking how to 'chunk' your content. Aim for 5-minute-long videos, could you provide a lecture summary or set of short videos.
- [TEL guide: creating screencasts for remote teaching](#). Instead of long videos, direct learners to a mix of student activity, e.g. reading, worksheets or other online activities. Video is a great way to frame student activity and instructions remotely, whilst maintaining a tutor presence online.

### For synchronous 'live' delivery, host a webinar:

- Where student interaction is needed, conduct a webinar using Blackboard Collaborate.
- [TEL guide: webinars for remote teaching](#)
- We recommend running an informal drop-in session first to orientate yourself and students in using the tool.
- You can record your webinar for those who could not attend.

# Student activity

For advice about implementing asynchronous learning tasks see [TEL Guide: Student activity; learning tasks for remote teaching](#).

Some options which are quick to implement:

- [Blackboard Tests](#) can be used for automated quizzes where students can informally self-assess their understanding of content.
- [Informal submission points](#) (not marked) provide a space to collect non-marked student activity. The course Grade Centre provides an overview of submissions. \*Set grading to 'complete/incomplete' and place links in content folders.
- [Blackboard groups](#) provide collaborative spaces for students to share files, discussion boards and co-authoring tools online. \*Teachers can also access group areas if desired.

There are many University resources available, consider posting content from these in your Blackboard course:

- [LinkedIn Learning](#) contains video series and quizzes about a range of topics.
- [Box of Broadcasts 'BoB'](#) is a database of video and audio resource.
- [Talis Reading List](#) links to the University [library collections](#).



