Low Tech Remote Teaching Do's and Don'ts

USP — THE UNIVERSITY OF THE SOUTH PACIFIC — CENTRE FOR FLEXIBLE LEARNING

Do this	Don't do this
✓ **Keep it low tech** Teach in ways that use low tech tools, such as text and slides. When using videos, always provide low tech alternatives, such as captions and a transcript.	✗ **Excessive high tech** Don't assume all students have good internet access, including data and Wi-Fi access, at all times.
✓ **Communicate frequently and consistently** All instructions and assignments must be communicated via Moodle. Using other channels can be complementary.	✗ **Mixed communication** Using multiple platforms inconsistently can mean students miss key communications.
✓ **Be inclusive** Be conscious of the many different learning contexts students will find themselves in - build in flexibility. Provide multiple formats for students. Have text, slides, transcripts, captions and audio available as alternatives to video.	✗ **Single approach** Making no provision for many different contexts (technology, power supply, learning environment, resources, support) by adopting one format only will limit who can participate.
✓ **Asynchronous learning** Create learning experiences for students to be able to work around barriers (such as power, connectivity, social context). Build asynchronous learning activities.	✗ **Synchronous learning** Making online interactions through live webinars or live tutorials will exclude some students. Be sure to have alternatives.
✓ **Less is more** Assignments are likely to take twice as long to complete at home. Prioritise and be realistic.	✗ **Being unrealistic** Assigning work every day and requesting students to complete according to short timelines does not take into account the current circumstances.
✓ **Well organised resources** Use Moodle to structure your activities. Label and organise course resources very clearly using descriptive titles.	✗ **Left up to students** Requiring students to search for the learning materials they need on your course site distracts them from the key learning activity.
✓ **Give explicit instructions** Outline detailed instructions about what to do, deadlines and specify the estimated length of time to complete tasks.	✗ **Be unclear and vague** Communicating in lengthy paragraphs with instructions that are difficult to follow or tasks that are vague wastes learning time and demotivates students.
✓ **Run online 'virtual office hours'** Provide students with regular online office hours and provide support, answer questions and clarify confusion.	✗ **Stand by at all times** You don't have to be available 24/7 and leave no break for yourself (unless it's urgent, it can wait for office hours!)
✓ **Seek student feedback** Seek student feedback about their health and well-being, workload, emotional state, learning spaces, learning preferences, and learning pace.	✗ **Use a hands-off approach** Teaching in a way that does not give students a voice and/or choice, can leave them feeling overwhelmed.
✓ **Use a limited selection of new tools** Use tools students are familiar with and a limited number of new tools for remote teaching purposes.	✗ **Try many new and unused tools** Trying new tools that you've never used may lead to technological difficulties and increase challenge.
✓ **Break down content into short Identifiable topics** Provide material in shorter chunks with clear learning objectives and assessment outcomes.	✗ **Give academic materials in long, unstructured form** Don't upload long journal articles and videos without clear direction about the learning outcomes and purpose.
✓ **Keep outline and schedules for course in one place** Give students an outline containing dates for assignments and submissions in one place. Alert them that there may be changes and indicate how they will be notified.	✗ **Send class updates via multiple announcements** Make sure that students can easily find the key information about your course in one place. It reduces anxiety.