

# Online Teaching in Higher Education Programme

2023



# Online Teaching in Higher Education (OTHE)

#### What is it?

Online Teaching in Higher Education (OTHE) programme aims to support educators in designing, developing, and facilitating online learning based on proven practices such as Inclusive Teaching, Universal Design for Learning (UDL), authentic assessment and active learning and facilitation techniques.

OTHE aims to encourage deep reflection on prior experiences and explore how best to support our students' learning needs. The participants are supported to develop online course design, facilitation and assessment competencies to design courses that incorporate an appropriate blend of asynchronous and synchronous pedagogies and good online design and teaching principles.

# **Expected outcomes**

By the end of the programme, participants will be able to:

- Describe the principles of online teaching within a higher education context;
- Develop an online course plan to meet the needs of students and the programme;
- Apply Inclusive Teaching and Universal Design for Learning principles in online courses;
- Design assessments in online environments following the constructive alignment framework;
- Facilitate online learning using a blend of asynchronous and synchronous pedagogies.



#### How does OTHE work?



**Select and register for a course.** Each course is for 4 weeks with a focus on a particular pedagogical element essential for online course design and teaching. Participants can select and enrol in any course based on their individual needs.



**Commit 25 hours of time per course** to read articles, watch videos, reflect on practice, engage in discussions, and submit assignments. The courses are offered in a bichronous format: 80% asynchronous (approx.) and 20% synchronous (online sessions once a week - 1.5 hours).



Receive a digital badge at the end of each course. The badges can be downloaded and exported and added to faculty portfolios and micro-credential backpacks. After completing one course and earning a badge, participants can enrol in another course at a time that is convenient to them.



Complete all four courses to earn an online teaching and learning practitioner badge. The programme helps educators improve their online teaching practices and develop the necessary competencies to incorporate an appropriate blend of asynchronous and synchronous pedagogies that adhere to quality standards.



#### Who is it for?

The programme is for educators, learning designers, educational technologists, faculty developers, and administrators from various disciplines who are interested in enhancing their knowledge and skills of online learning.

# **Participation**



The programme encourages multi-disciplinary conversations. The courses are aligned to various dimensions of the UK <u>Professional</u> Standards Framework.



Each course has limited enrolment to maximise the learning experience. The programme is taught by experienced facilitators.



Because of the reflective and dialogic nature of the programme, participants are expected to have prior experience in teaching or supporting online courses and have a working proficiency with educational technology tools.

## Pre-requisites

- Experience of teaching in higher education
- Experience with online or blended teaching or supporting online or blended learning
- Reliable access to internet
- Proficiency with digital communication and teaching tools (e.g., VLE, Zoom)



# Online Teaching in Higher Education (OTHE) programme Courses



**Facilitating Online Courses** 



**Assessment in Online Courses** 



Reconceptualising Online Teaching and Learning



**Inclusive Online Teaching** 



# **Facilitating Online Courses**



#### Schedule

Week 1: Asynchronous Online

Facilitation

Week 2: Synchronous Online

Facilitation

Weeks 3 and 4: Microteaching

and peer-feedback

Dates February 27 - March 24, 2023

# Synchronous sessions

Tuesdays from 4 pm to 5:30 pm PKT; 2 pm to 3:30 pm EAT

# **Course Outcomes**



Respond to the unique challenges of online learning where learners are separated by time and geographic proximity and interactions are primarily asynchronous in nature;



Design an online teaching strategy for a given unit of instruction using the learning flow framework.



Facilitate an online synchronous session based on an interactive learning model;



# **Assessment in Online Courses**



#### Schedule

Week 1: Assessment: Purpose,

Place, and Principles

Week 2: Alignment, Tools and

Strategies

Weeks 3 and 4: Work Weeks

Dates May 1 – 26, 2023

# Synchronous sessions

Tuesdays from 4 pm to 5:30 pm PKT; 2 pm to 3:30 pm EAT

# **Course Outcomes**



Describe the principles of authentic assessment in online contexts;



Write clear instructions and grading criteria for online assessment tasks;



Identify online assessment methods according to the course learning outcomes and students' context;



Use online tools to provide feedback to learners.



# Reconceptualising Online Teaching and Learning



#### Schedule

Week 1: Online Learning Models

and Practices

Week 2: Online Teaching

Competencies & Learner Profiles

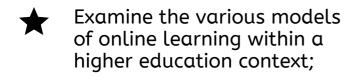
Weeks 3 and 4: Work Weeks

Dates
July 3 – 31, 2023

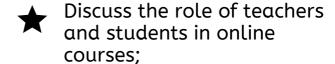
## Synchronous sessions

Tuesdays from 4 pm to 5:30 pm PKT; 2 pm to 3:30 pm EAT

## **Course Outcomes**



Differentiate between asynchronous, and independent learning;



Identify the components of quality online learning courses within a higher education context.



# **Inclusive Online Teaching**



#### Schedule

Week 1: Inclusive Teaching

Week 2: Universal Design for

Learning (UDL)

Weeks 3 and 4: Work Weeks

Dates
August 28 – September 22, 2023

# Synchronous sessions

Tuesdays from 4 pm to 5:30 pm PKT; 2 pm to 3:30 pm EAT

# **Course Outcomes**

- Describe the principles of inclusive teaching and universal design for learning (UDL);
- Apply inclusive teaching and UDL principles to online courses;
- Develop an online learning environment that is safe, inclusive, motivating and mutually respectful;
- Design a communication plan for online courses.

# What our past participants have to say about OTHE



**Dr Rafay Iqbal** Medical College Pakistan

"The OTHE course was engaging and exciting, conducted by experienced facilitators who were accessible and available.

I was introduced to newer online learning tools and different ways of utilizing the ones I had used. The concepts learnt in the course have stuck in my mind. The course practised what it preached, following principles of online course design! Highly recommended."

"The Online Teaching in Higher Education program provided an opportunity to rethink and redesign inclusive accessible courses to help improve the learning experience."



**Shamim Namukasa** SONAM Uganda

# What our past participants have to say about OTHE



**Dr Hasan Salman Siddiqi** Medical College Pakistan

"These courses helped me to reflect upon my competencies for online teaching, to identify my weak areas and provided an insight for improvement.

I would recommend these courses to anyone who wants to polish their online teaching skills."

"Really enjoyed this learning journey of 'IOT: Inclusive Online Teaching'. The online format allows a dynamic interaction between the instructor and students and among the students themselves. Resources and ideas are shared, and continuous synergy is generated through the learning process."



**Shehla Khan** SONAM Pakistan

