



हैदराबाद विश्वविद्यालय
University of Hyderabad



प्रतिष्ठित संस्थान
INSTITUTION OF EMINENCE
राष्ट्रीय अपेक्षाएँ, वैश्विक मानक
National Needs, Global Standards

Guidelines for Online Teaching at UoH

**This document will be updated from time to time.
Please visit this link regularly to check for updates.**

Having been used to classroom teaching most of the time, teaching during COVID-19 requires us, course instructors, to think flexibly and support our students in achieving essential core course learning objectives.

This document only offers suggestions on how faculty members at the University of Hyderabad can help resume teaching even while students are safe at home.

To many of us, teaching remotely might seem unfamiliar. However, we will need to make efforts to ensure that we stay focussed and help students achieve effective learning. We may not be able to teach the way we had imagined we would, but as long as we encourage active participation of students and follow their progress, and importantly, even achieve 60-80% of the course learning goals, we should be able to congratulate ourselves.

Which mode?

Remote teaching involves two modes:

1. **Synchronous:** Faculty and students are online together at the same time while teaching learning happens. Ex: A zoom/ Gmeet live meeting when all the students of a class are together with the faculty/ instructor.
2. **Asynchronous:** Course materials are prepared by the instructors and shared online. Students are able to access the materials at their time and interaction happens using other fora.

Pros and Cons of Synchronous and Asynchronous modes

Mode	Pros	Cons
Synchronous	<p>Simultaneous and immediate contact between students and instructors.</p> <p>Lessens feeling of isolation.</p> <p>Immediate responses reduce miscommunication or misunderstanding.</p>	<p>Internet bandwidth issues for over 100 courses being taught by 43 depts at a time. Students may find it difficult to be present at the assigned time.</p> <p>The absence of fast or powerful internet may prevent certain students from participating effectively.</p>
Asynchronous	<p>Flexible in terms of timings. Provided learning material can be accessed by students at their leisure.</p> <p>Is more accessible to different students and also provides for an archive of past materials accessible.</p> <p>Students will have more time to engage with and explore the course material.</p>	<p>Limited social interaction between peers and instructors.</p> <p>Course material and all instructors have to be laid very clearly without which there might be a misunderstanding among students.</p> <p>Slow learners will need additional attention.</p>

Asynchronous Mode: The preferred mode

Several surveys including the one conducted by the University of Hyderabad indicate that students are worried about ensuring their presence during synchronous teaching-learning sessions. While they prefer (like teachers) face-to-face classes, they realise that the next best thing would be an asynchronous mode of accessing learning materials owing to the reasons mentioned in the table above. The Task Force also recommends the Asynchronous Mode given these reasons. Even if you are confident that all the students can join you for live sessions (particularly for small elective courses), it is advisable to record these sessions and share for asynchronous viewing by students who may have lost contact in the middle of the session.

Preparing learning materials

Learning materials will be different for different disciplines for obvious reasons. However, the following options have been found to be common across disciplines:

- Video Lectures (live streaming* or pre-recorded and hosted on Youtube)
- Lecture notes (ppts converted to pdf and shared)
- Reading material (articles, excerpts from books etc). If readings are available to access and download through IGML digital resources (Knimbus Online), such as JSTOR, the links can be provided for such resources.

Software to deliver and record lectures

Use a live session with your students if all of them are comfortable being online at the same time as you. But remember to record the session to share with those who could not join or have lost connection during the live session.

Online	<p>a. Google Meet \$ (https://meet.google.com/)</p> <p>b. Jitsi (https://meet.jit.si/)</p> <p>c. Zoom* (a free account: https://zoom.us/meetings)</p> <p>d. Skype (free account) (skype.com)</p>	Enable recording; download recording and upload on Youtube or share link from the cloud	<ul style="list-style-type: none"> ● Record a Google Meet session ● Record a Jitsi Meeting ● Record a Zoom call ● Recording Skype Call
Offline	<p>a. OBS Studio# (https://obsproject.com/)</p> <p>b. Camstudio #(https://camstudio.org/)</p>	Record on your computer; Upload on Youtube	<ul style="list-style-type: none"> ● Record your lecture using OBS ● Record your lecture using CamStudio

\$ Get an official gmail account on the university domain to get these privileges. Write to: directorcc@uohyd.ac.in for an official email account.

* An academic unit could acquire a basic version for use by all its faculty members through a time-table

Open source software. Can be downloaded from the links provided

Recording a slideshow

Watch [this video](#) to know how to record just a slideshow with video and your audio. You will need a headset with a microphone to do this. You can also sit in a quiet place and record your slideshow if your computer/laptop has an inbuilt microphone.

Tips on preparing Video Lectures

- Keep it short. Focus on the main points in the video. Anything more than 20 mins can be boring for the students. Avoid lecturing the entire content. Supplement your lecture with notes.
- Supplement your lecture with a PowerPoint presentation. Add images where possible.
- Be your natural self. Being serious doesn't mean not being expressive. If you have the habit of moving your hands while speaking, it's alright to do so.
- Try to engage students. Throw in questions once in a while.
- Have not more than five points per slide if you are using a PPT. Remember students often watch videos on their mobiles. Keep the text font big enough for them to read.
- Use a light background. Too many items on a slide can be distracting.
- Breakdown jargon. Use simple language that's easy to understand.
- Sit in a well-lit place. **Do not have light behind you** but on your face.
- Sit in a quiet place. Switch off the fan. ACs are okay.
- Use annotations where possible
- Make any announcements about quizzes, assignments, etc that students may have to do after completing the unit.

Check out:

- [Tips on creating lecture videos](#)
- [Tips on recording your lectures](#)

No video? Try this.

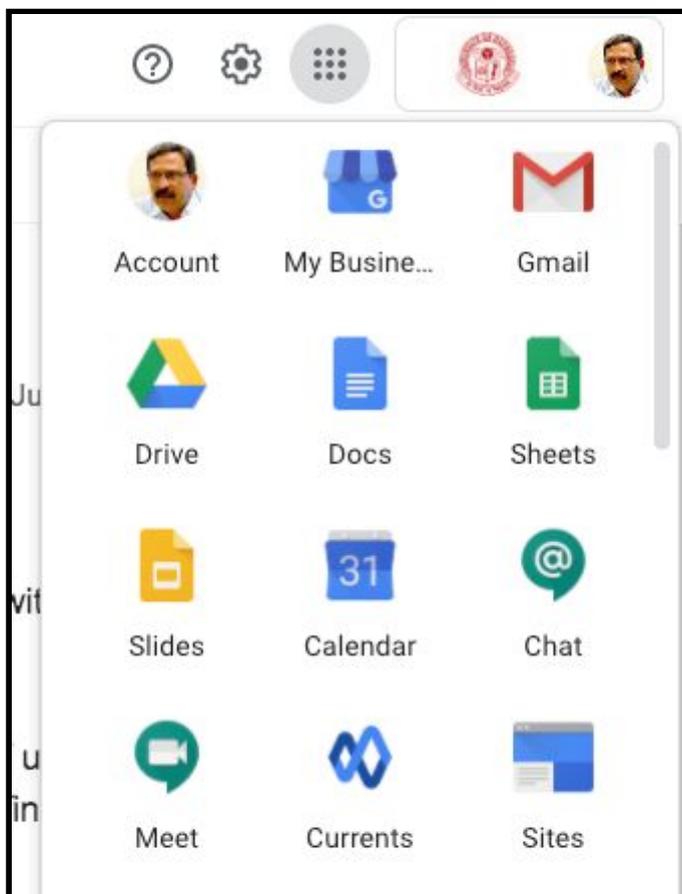
If your course does not demand a video (either online or pre-recorded), annotate your ppt with lots of notes etc and share it with students. You can also create reading material, convert them into pdf and share them with students.

Provisions for shifting teaching-learning online

*Work on the university Learning Management System is in progress.
However, in the event that we have to resume teaching learning activities before it is fully ready, here are some choices.
This section may be updated from time to time.*

1) Use Gmail apps

If you have a Gmail account, it comes with a lot of apps that you can use for teaching. Once you sign in, click on the User Icon on the top right to see which apps are already connected with your account. Here's a screenshot of how it looks:



Create an online google group of students in each course. Please email CNF Director: directorcc@uohyd.ac.in to create an institutional account. Having an institutional account provides for unlimited space and all the apps that Google provides for education.

All your learning materials (ppts, pdfs, videos, etc) can be shared via Google Drive for your account. Remember to share it in the 'View' mode. Check [this video](#) to learn more about using Google Drive. Check [this video](#) to learn more about Sharing Options.

II) Google Classroom

You can also carry out your course instruction using this tool. Comes free with a Gmail account. If you have a university mail account xxxxx@uohyd.ac.in also you get this provision for free.

Check out:

- <https://www.youtube.com/watch?v=M6L-nZGIUTE&vl=en>
- <https://www.youtube.com/watch?v=pl-tBiAM9g4>

For tutorials on using Google Classroom

III) (learnX) Learning Management System

The University has set up an online Learning Management System (LMS). Please head over to: <https://studio.learnx.uohyd.ac.in/> to register as a course instructor. You will be provided with authorisations shortly.

The LMS is at: [learnx.uohyd.ac.in](https://studio.learnx.uohyd.ac.in/) . Your courses will be hosted on this website.

There is also a slave website: training: <https://training.learnx.uohyd.ac.in/> The university plans to use this for training purposes. The courses created here will be reflected on learnx.uohyd.ac.in too.

The LMS provides for instructors to:

- Embed lecture/ demo videos (videos are hosted on the teaching unit's Youtube account)
 - Upload pdfs of ppts, or any other reading material
 - Issue assignments/tests/ quizzes etc and grade them according to the dept's grading scale
 - Provide for online discussions
 - Provide for uploading of assignments by students
- Plus a host of other features.

Check out:

<https://lmsdocs.uohyd.ac.in> for tutorials and quick tips on using the LMS

Some Pedagogical Tips

- [Video Resources for Teaching Online and at a Distance](#)
- [Facilitating Student Engagement and Retention](#)
- [How Faculty Can Support Learner Success](#)
- [How to Prepare and Moderate Online Discussions for Online Learning](#)
- [Ten Facts You Need to Know About Blended Learning](#)
- [As a faculty member, what do I need to know about quality in online learning?](#)