

## Implementing the Teaching Planning Principles 2022-23

### Learning and Teaching 2022-23

The last two years have altered teaching arrangements necessarily because of the pandemic. Each year has differed as the pandemic has evolved. This year, we face a more familiar set of circumstances with an expectation of a notably more significant campus-based experience as compared with 2021-22. This document summarises some key considerations following from the [teaching planning principles](#), and links to further resources and guidance.

### Expectations of the 2022-23 Learning and Teaching Experience

Students have an expectation that teaching will be on campus this coming year, and the Higher Education sector has argued strongly for a return to an on-campus experience to address learning loss, support student mental health and wellbeing, and to ensure appropriate skills development among other things. There is much we would wish to retain in terms of online resources, asynchronous and synchronous online learning (where it has been found to be effective) but there needs to be a bias towards on-campus learning experiences for students overall and a clear educational rationale for the choices made about what is online and why. The [blended learning principles](#) can help with making and explaining these choices.

### Explaining our Approach to Students

In designing teaching for 2022-23, it's important to view course design in terms of the overall learning hours for students, especially where students are being provided with online, asynchronous resources. In [preparing courses](#), we need to consider how much material (including required reading) students are expected to engage with, what is required vs optional, how many contact hours they have, and how many hours are required to prepare and undertake assessment. This should all be determined within the associated **notional learning hours** (10 hrs = 1 credit) and set out clearly in course documentation.

### Learning from Covid

There is an opportunity to make incremental shifts towards active learning even with large cohorts and to alter teaching in a way that draws on the positive experiences during the pandemic. This in turn can support both flexibility for students in terms of using asynchronous resources, and create opportunities for interaction on campus that support student community building and in-depth learning, without adding to individual staff teaching loads. An *example* is provided in a [short document](#) that relates to the planning principles, and other models are being explored through the planning discussions currently underway within the Colleges.

### Hybrid and Linked Lecture Theatres

Throughout the last two years, we have discouraged adoption of [hybrid teaching](#) and continue to do so unless with very small cohorts or, as a temporary arrangement in the first week or two of Semester. Reasons for this are: (1) students joining remotely cannot interact with students on

campus so it is not an inclusive or equitable experience; (2) the cognitive load on staff is considerable and there needs to be a team approach with one colleague moderating the online student forum and the other focused on students in the on-campus class; (3) technology available from (ed)tech suppliers to support hybrid arrangements is not especially effective yet; and (4) we have relatively few rooms where these facilities are in place (for reasons 1-3) and staff do not always find those setups easy to use. It cannot be assumed that hybrid setups will be possible in any teaching space so anyone wishing to explore this possibility must do so through the current College teaching planning meetings - please contact your Dean of Learning and Teaching for more information on this process.

Some areas are indicating that they wish to avoid double teaching by **teaching across linked lecture theatres**. The experience for students in this arrangement is similar to the hybrid arrangement but in some respects worse regardless of the quality of the technology. Students in the linked lecture theatre cannot interact with the lecturer, do not have an online set up through which to engage, and it can be difficult to set and maintain expected behaviours in the linked spaces. As such, they can be only passive learners unless interactivity through [mentimeter](#) or other such tools is integrated into the session as a minimum. There are only a few lecture theatres where such links are possible. Student feedback in the past has been very negative about this experience and so we have not invested pervasively in this setup. As with hybrid arrangements, it is necessary to have a member of staff in the linked lecture theatre to establish the link and to be available to oversee and/or support learning.

## Use and Limitations of 'Lecture Recording'

There has been an increase in the number of teaching spaces with Echo 360, our lecture capture system and further investment is planned. This system is designed to support recording of lectures and events must be scheduled in order for the recording to be captured. In the majority of equipped teaching spaces recordings are of **audio only** along with the slides. Few spaces have video recording facilities. In all spaces, audio picks up from the mic input, so typically only captures the lecturer and, potentially, some students in close proximity to the lecturer. Others will not be heard on the recording. Do note, however, in any case where there is a recording of student discussions/questions, students need to consent to being recorded. Work will be undertaken with the SRC to promote effective use of recordings (in particular, emphasising that they are not a substitute for attending classes). Please see the **policy on recording teaching** for further guidance. Whilst Echo360 can be used to livestream lectures, student participation in the streamed event is subject to the same constraints and limitations as those outlined for hybrid and linked lecture theatres. Additional set-up is also needed to ensure students are logged into Echo 360.

## Changing Teaching Slots

Some areas are expressing an interest in moving from pre-pandemic timetables where classes were taught twice (or three times) and combining those classes into one very large class. There are two considerations here: (1) the total class size this would create and whether there is somewhere on campus that is large enough; and (2) many of the current degree combinations work because courses have alternative slots - removing those slots may not be an option within the current cycle given degree offers have been made and/or students are on particular pathways already. The College teaching planning meetings can support course teams to work through these considerations.