

**EdUHK Handbook for Online Learning and Teaching
(Version 5 as of 6 December 2023)**

The Education University of Hong Kong

Handbook for Online Learning and Teaching

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Acknowledgement

This “Handbook for Online Learning and Teaching” aims to be a user-friendly collection of guides to ensure the quality of online learning and teaching from the planning stage to post-course reflection.

The first release of this timely publication was made possible in 2020 by the leadership from the Vice President (Academic) & Provost, the Associate Vice President (Academic Affairs) cum Registrar, the Associate Vice President (Quality Assurance); as well as the concerted efforts from colleagues serving on the Learning and Teaching Quality Committee, the Working Group on Reviewing E-Learning Policies, Strategies and Implementation, the Task Force on Class Arrangement and Student Learning, the Registry, the Office of the Chief Information Officer (OCIO) and the Centre for Learning, Teaching and Technology (LTTC).

The constructive feedback from Deans and Heads, Chairpersons of Departmental Learning and Teaching Quality Committees, and all academic/ teaching staff members has also been much appreciated.

Section 1: Guidelines on Ensuring the Quality of Online Learning and Teaching

Background

- 1.1.1 The University is committed to quality assurance and enhancement (QA/E) for its learning and teaching. While online learning and teaching has been more common and would need to be adopted as a contingency measure in unusual and uncertain situations (e.g. public health emergencies, etc.), the quality learning and teaching will not be compromised.
- 1.1.2 The Learning and Teaching Quality Committee (LTQC) approved this QA/E mechanism to safeguard the quality of online learning and teaching. This mechanism applies to sub-degree, undergraduate, postgraduate diploma in education, and taught postgraduate courses (excluding doctoral programmes).
- 1.1.3 Under normal circumstances, the mechanism does not supersede any existing institutional QA/E policies and procedures, including the University's guideline on number of online lessons in a course.

Ensuring the Quality of Online Learning and Teaching

- 1.2.1 The Centre for Learning, Teaching and Technology (LTTT) developed the "Practical Guidelines on Online Learning and Teaching" (see **Section 2**). The document has been uploaded to the LTTT website (<https://www.lttc.eduhk.hk/>). Colleagues are advised to refer to the Guidelines to design online learning and teaching for their courses.
- 1.2.2 To ensure the quality of online learning and teaching, the following checklist and template are provided for course lecturers to adopt when preparing/planning for their online lessons and to reflect on the quality of the online lessons respectively:
 - (i) Checklist on the quality of online course delivery (see **Section 3**) - for course lecturers' reference as they plan for online lessons; and
 - (ii) Template for reflection on the quality of online course delivery (see **Section 4**) – for submission to the Departmental Learning and Teaching Committees (DLTCs).

Quality Assurance and Enhancement Mechanisms for Conducting Effective Online Learning and Teaching

Roles and Responsibilities in QA/E for conducting effective online learning and teaching

- 1.3.1 The roles and responsibilities in QA/E mechanisms related to online learning and teaching are modelled after the existing policies, structures and processes for QA/E of the University.

- 1.3.2 Heads of Department (HoDs), accountable to Faculty Deans, are responsible for overseeing the QA/E of online learning and teaching at course and departmental levels through DLTCs.
- 1.3.3 As far as practicable, course lecturers should plan ahead for implementing the online learning and teaching. DLTCs may request course lecturers to provide an overview of their planning by completing the Checklist on the quality of online course delivery (see **Section 3**) and arrange additional support or staff development opportunities as appropriate.
- 1.3.4 To maintain and enhance the quality of online learning and teaching, the DLTC, with the support of the LTTC and other relevant units, should ensure that the academic and teaching staff of the Department possess the necessary skills and knowledge in conducting effective online learning and teaching through self-initiated staff development opportunities such as workshops, seminars or sharing sessions, or those offered by the LTTC or the Office of the Chief Information Officer (OCIO). Similarly, sufficient support is also provided to enable students to participate in online learning and teaching. If a department has specific needs, it may approach the LTTC and suggest training options.
- 1.3.5 To monitor the implementation of online learning and teaching at course and departmental levels, the DLTC, with the assistance of course coordinators, should keep records of the following at the completion of each course having one or more online lessons by completing the Template (see **Section 4**):
- (a) student attendance and participation;
 - (b) student engagement in learning and teaching; and
 - (c) student assessment.
- 1.3.6 With the above data collected and other feedback data (such as feedback from staff, feedback from students via Student Evaluation of Teaching (SET), Staff-Student Consultative Committees, and External Examiners' reports), the DLTC should regularly review how to enhance the quality of online learning and teaching at course and departmental levels.
- 1.3.7 As the nature, requirements and student expectations vary across different programmes, Programme Leaders (PLs) should alert the DLTCs of the course-hosting departments of any specific needs regarding online learning and teaching, and report related improvement plans and their progress in Annual Programme Reports.

Monitoring mechanism

- 1.3.8 To monitor the quality of online learning and teaching, the following mechanism will be followed.
- (a) At the start of the semester, for each course having online lesson(s), the relevant course coordinator/lecturers/teaching team

should inform the DLTC the number of online lesson(s) being planned for, and seek approval from the DLTC when exceeding the limit.

(b) At the end of the semester, for each course having online lesson(s), the relevant course coordinator/lecturers/teaching team should provide the required learning and teaching information and self-reflection by completing the template in **Section 4**. This also applies to a course with no planned online lessons at the start of the semester.

(c) All the completed templates of the department should be submitted to the DLTC for perusal and record. The DLTC has to sample review 20% of the completed templates.

(d) Upon the sample review, the DLTC is required to prepare and submit a report to the HoD. The report will need to provide the list of courses being reviewed (via the templates collected from the courses), and a summary of major observations and challenges. It is expected that the report will be around two pages long for each department (not counting any attachments).

(e) Upon endorsement by the HoD, the report will be submitted to the Associate Dean on quality assurance for perusal. The Associate Dean will then consider all the reports of the faculty's constituent departments and submit the reports to the Dean.

(f) Upon the Dean's endorsement of the reports, the faculty will submit a consolidated report to the LTQC for consideration.

1.3.9 It is expected that LTTC will coordinate the collection of reports from Faculties to the LTQC in early February for Semester I, and early July for Semester II.

Stock-taking on Implementation of Number of Online Lessons for One Course

1.4.1 For the purposes of record and quality assurance, it is recommended that LTTC, in collaboration with OCIO, continue to stock-take the number of online lessons/ hours when a semester concludes.

1.4.2 The quantitative stock-taking data, when read in conjunction with findings from the semester-end review exercise, will provide a comprehensive picture of the quality of online learning and teaching.

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Remark: This document, "Quality Assurance and Enhancement Mechanism to Ensure the Quality of Online Learning and Teaching", was endorsed by the Learning and Teaching Quality Committee (LTQC) on 6 January 2022 at its 71st Meeting.

Section 2: Practical Guidelines for Online Learning and Teaching

Preamble

- 2.1.1 After the COVID-19 outbreak, Academic/ Teaching staff had already adapted to online teaching and learning. Student experience of online learning also improved over time. The University Grants Committee (UGC) noted that “virtual teaching and learning” (VTL) has become part of the new normal for higher education.
- 2.1.2 This document provides practical guidelines for online learning and teaching with the aims to ensuring that the quality of online learning and teaching is on par with the face-to-face mode on-campus.

General expectations

- 2.2.1 In principle, online classes must take place at the scheduled (timetabled) timeslots at a location suitable for learning and teaching. This allows programme-specific requirements (if any) on attendance/ participation be maintained as far as practicable.
- 2.2.2 Moodle, as our central Learning Management System, is the cornerstone for online teaching and learning support and serves as a personalised learning hub for students. Course instructors **should keep** or are strongly encouraged to use Moodle as the primary channel for disseminating course information. They should also consider issues around integration with Moodle when they implement their online teaching.
- 2.2.3 Hosting a synchronous online meeting with students via a video conferencing platform is a way to conduct online face-to-face classes. The University offers multiple options of video conferencing platform – the ones more integrated with EdUHK accounts and Moodle are Zoom and Microsoft Teams. Meanwhile, staff and students are eligible to use other online meeting tools (e.g., Google Meet) with their EdUHK accounts.
- 2.2.4 Zoom (<https://eduhk.zoom.us>) accommodates up to 300 persons in one session. All staff and students can use it with their EdUHK network account and password. There is no limit on the duration of each session. PowerPoint presentation, chat, whiteboard, and screen sharing are supported. Smaller group discussion is possible through creating breakout rooms (up to 50 separate rooms). For more information, please refer to <https://www.lttc.eduhk.hk/for-staff/online-teaching/>.
- 2.2.5 In the synchronous mode of online teaching, the meeting host (i.e., the course instructor) will need at least a PC, laptop with a web camera and a microphone. It is recommended that both meeting host and participants (i.e., the students) wear a headset with a microphone for better audio quality.

Attendance-taking

- 2.3.1 Course instructors should communicate clearly with their students at the beginning of the course, among other key information, how they would be counting attendance in online lessons (e.g., the ways and the frequency). Such information should also be made available to students via Moodle.
- 2.3.2 With Zoom, attendance report can be generated about 30 minutes after the end of each online meeting session. Attendance-taking can also be done in other ways, such as inviting students to send a text message in the in-class chatroom.

Engagement in learning and teaching activities

- 2.4.1 Engagement means that students are (i) active in their learning; (ii) constructive in producing outputs that contain ideas beyond the presented information; (iii) interactive with their peers, the course lecturers and the learning materials (Chi, 2009); and (iv) reflective on their progression for the benefit of personal and professional growth.
- 2.4.2 For better engagement in learning and teaching activities, we advise that some pre-reading and/or videos be given for students' preparation prior to the synchronous online meeting. We also advise that short breaks be scheduled in synchronous online meetings as appropriate (e.g., 10 minutes for every hour). An example plan for a three-hour synchronous online meeting is presented as follows:

Example 1:

<i>Purpose</i>	<i>Duration</i>	<i>Content</i>	<i>Potential use of educational apps</i>
Set up the learning goals and engage students with constructive tasks	25 minutes	Course instructor to provide general introduction of the session and introduce lesson objectives/ core concepts to be covered.	PowerPoint
	25 minutes	Course instructor to go over part of the pre-class readings/ videos with students as a refresher. A few questions could be assigned to the class through student response systems to gauge their active input of initial understanding of the materials or self-reflection on initial understanding of key concepts	Edpuzzle (for videos progress tracking), Mentimeter, Moodle Forum

	10 minutes	Short break	
Involve students with interactivity among themselves and with the teacher	20 minutes	Course instructor to explain and elaborate on core concepts; breaking down key ideas into small parts to pave the way for deeper investigation in breakout groups; course instructor to provide 2-3 guiding questions and the framework for subsequent interactive breakout discussion. Teachers might also use text mining system to summarise reflection of key concepts of students and discuss those inadequacies found out from the reflective writing of students.	PowerPoint, Nearpod, text mining system
	30 minutes	Students to conduct interactive breakout discussion (in smaller groups). This can happen in breakout rooms set up in video-conferencing platforms, the Moodle forum, instant messaging groups set up by the students, or other educational apps. The purpose is for gaining a deeper understanding of the core concepts through interaction and knowledge co-construction. Integration of ideas is expected towards the end of this session.	Flipgrid, Padlet, Moodle Forum
	10 minutes	Short break	
Presentation from students and consolidation of the lesson	30 minutes	Selected students (or groups) to report back/ present their response to the guiding questions in groups, and receive feedback from the course instructor.	Flipgrid, Padlet, PowerPoint, Nearpod

	15 minutes	For consolidation purpose, students to reflect individually on their understanding of the core concepts after the presentations, and/or reorganise their thinking for metacognitive progression and growth in the personal, intellectual and social aspects. Sometimes, such reflection is part of the assessment, or contributes to the assessment of the course.	Mentimeter, Moodle Quiz, Flipgrid, Padlet, Moodle Forum
	15 minutes	Course instructor to make the final conclusion, and explain the post-class assessment (if applicable).	PowerPoint, Nearpod, text mining system

2.4.3 It is helpful to record the synchronous online meetings because:

- (a) for various reasons, students may not be able to join the synchronous sessions, and they need to review the online meeting later;
- (b) many students reported that they watch online class recordings for revision; and
- (c) academic/ teaching staff might wish to review their online teaching for improvement and/or preparation of the next one.

Video recordings can be shared through the EdUHK Panopto platform (<https://eduhk.ap.panopto.com/>), a video management platform which is integrated with Moodle. Under the current license Panopto does not impose storage quota on EdUHK users. A link to the recording should be provided on Moodle for students' reference.

2.4.4 In Moodle, course instructors have access to the following reports to find out the participation of the students in the course within Moodle:

- Activity Report – which shows the number of views for each activity and resource;
- Course Participation Report – which generates a list of who has participated in a given activity (e.g., viewing discussion on the Forum, adding posts on the Forum);
- Activity Completion Report – which generates a list of who has completed the teacher-set criteria in a specific activity's settings;
- Logs – which provides a detailed list of activities of all users; and
- Statistics – which generates graphs and tables showing how many times various parts of the Moodle course have been accessed during different time frames.

For details, please refer to the user guide at <https://www.lttc.eduhk.hk/moodle/help-staff/>.

- 2.4.5 For experience sharing by course instructors from different Faculties on synchronous mode of online teaching, please visit this LTTC webpage: <https://www.eduhk.hk/lttc2013/view.php?secid=53466>.

For more references on different ways of online teaching, please refer to the following:

- Bruff, D. (2019). *Principles to Guide the Use of Educational Technology in College Teaching*. Morgantown: West Virginia University Press.
- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). *The difference between emergency remote teaching and online learning*. *Educause Review*, 27.
- Kong, S.C., & Song, Y. (2015). *An experience of personalized learning hub initiative embedding BYOD for reflective engagement in higher education*. *Computers & Education*, 88, 227-240.
- Sharples, M. (2019). *Practical pedagogy: 40 new ways to teach and learn*. Routledge.

Remarks about creating online learning and teaching materials

- 2.4.6 There are many ways to prepare instructional materials for course content delivery online. Here are some examples:

<i>Method</i>	<i>Demo/ guides</i>
(a) Add narration to PowerPoint file as slideshow	https://bit.ly/312d1y1
(b) Convert the PowerPoint slideshow to MP4 format and further edit it with a video editing software	http://bit.ly/2tNaSdL
(c) Create short videos and animation using Panopto and educational apps	https://bit.ly/2Y8bYjd https://bit.ly/32y8bLI https://bit.ly/3jms26S
(d) Capture the lecture as a video in selected lecture rooms on the Tai Po campus	https://www.eduhk.hk/ocio/education-technology-tools#Self_service

- 2.4.7 For better engagement, keep the recording to a reasonable length or separate it into short, theme-based sessions. If possible, use a standalone microphone for better audio quality. Videos can be shared through the EdUHK Panopto platform (<https://eduhk.ap.panopto.com/>).

- 2.4.8 Other popular forms of online learning and teaching materials that course instructors might consider deploying are e-Learning packages, AR/VR activities, mobile apps and mini-MOOCs.

2.4.9 Students' progress in going through the online materials should be monitored. It can be done by creating understanding-checking quizzes (which are automatically marked) through Moodle (<https://www.lttc.eduhk.hk/moodle/help-staff/>), the EdUHK Panopto platform (<https://eduhk.ap.panopto.com/>) or Qualtrics (<https://www.eduhk.hk/ocio/qualtrics-survey-tool>) if appropriate. For example, on the EdUHK Panopto platform, there are a number of user statistics available for course lecturers to find out whether students have watched the video they uploaded. These include:

- Percent Completed – which shows to what extent a viewer has watched a video (e.g., 25% of it); and
- Minutes Delivered – which shows the number of minutes streamed by viewers of a video.

For details, please refer to the user guide at <https://support.panopto.com/s/article/User-Statistics> .

Assessment

2.5.1 When social distancing and other crowd control measures are in effect, high-stakes examinations on campus can become less feasible. It is therefore advisable to build in alternative assessments in the course early. When most of the teaching of a course is happening online, it is also advisable to include more formative assessment activities to promote constructive and reflective learning.

2.5.2 Online assessments can be created in many ways: individual or group exercises during online classes, quizzes on the central learning management system (i.e., Moodle), take-home examinations submitted with similarity checking, or online open-book examinations. For more details, please refer to the “Recommendations for Conducting Online Assessments” (Annex to LTQC 46/2020(cir)) endorsed by the Learning and Teaching Quality Committee.

2.5.3 Online feedback can be delivered in many ways to facilitate formative assessment. For example, “Gradebook” in Moodle is a convenient channel for sharing with students their performance in the course. The grades and the feedback of various assessment activities can be instantly shared with students upon input by course lecturers, while results of some Moodle assessment activities (e.g., Moodle Quiz) are automatically captured by Gradebook.

2.5.4 At its 58th meeting held on 4 August 2020, the Learning and Teaching Quality Committee has endorsed the “Guiding Principles on Alternative Assessment” (LTQC 84/2020) for reference by Academic/ Teaching staff. On a related note, supplementary notes on online group work have been added to the “Principles and Guidelines on Assessment of Group Work” available on the Registry’s website (<https://www.eduhk.hk/re/>).

- 2.5.5 If alternative assessment is implemented, course instructors should communicate with students the assessment formats, requirements and marking criteria at the beginning of the course. Such information should also be made available to students via Moodle.

Up-to-date information related to the Guidelines

- 2.6.1 Up-to-date information related to this set of guidelines and staff professional development opportunities on online teaching will be uploaded to the LTTC website (<https://www.lttc.eduhk.hk/>).
- 2.6.2 Enquiries related to the Guidelines can be directed to LTTC through email (lttc@eduhk.hk) or phone (2948 7047; service hours: 9am - 12:30pm and 2 - 5pm on workdays).

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(The below remark will be added upon LTQC's approval at its meeting on 5 January 2024.)

Remark: The latest version of this document, "Practical Guidelines for Online Learning and Teaching", was endorsed by the Learning and Teaching Quality Committee (LTQC) on 5 January 2024 at its 90th Meeting.

References

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- Chi, M. T. (2009). Active-constructive-interactive: A conceptual framework for differentiating learning activities. *Topics in cognitive science*, 1(1), 73-105.
- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. *Educause Review*, 27.
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- Sharples, M. (2019). *Practical pedagogy: 40 new ways to teach and learn*. Routledge.

Section 3: Checklist for Planning Online Teaching and Template for Reflection

Checklist on the quality of online course delivery (for course lecturer to adopt when planning online lessons)

Course code:

Course title:

Course coordinator/ lecturer/ teaching team:

Course schedule: *(in the form of an attachment)*

Total number of synchronous online learning and teaching hours:

Checklist for online learning and teaching lessons

Focus	Lesson 1	Lesson 2	Lesson 3
Student Attendance and Participation - Attendance is recorded. - Attendance and/or participation is recognised.	☐ Yes ☐ No ☐ N/A ☐ Yes ☐ No ☐ N/A	☐ Yes ☐ No ☐ N/A ☐ Yes ☐ No ☐ N/A	☐ Yes ☐ No ☐ N/A ☐ Yes ☐ No ☐ N/A
Engagement in learning and teaching - Active - Constructive - Interactive - Reflective	☐ Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No	☐ Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No	☐ Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No
Assessment (formative assessment / summative assessment, where applicable) - Providing feedback to enhance student learning - Students are not adversely disadvantaged in the mode chosen. - Examinations are invigilated.	☐ Yes ☐ No ☐ N/A ☐ Yes ☐ No ☐ N/A ☐ Yes ☐ No ☐ N/A	☐ Yes ☐ No ☐ N/A ☐ Yes ☐ No ☐ N/A ☐ Yes ☐ No ☐ N/A	☐ Yes ☐ No ☐ N/A ☐ Yes ☐ No ☐ N/A ☐ Yes ☐ No ☐ N/A

Section 4: Template for Reflection

Template for reflection on the quality of online course delivery

Course code:

Course title:

Course coordinator/ lecturer / teaching team:

Course schedule: *(in the form of an attachment)*

Total number of synchronous online learning and teaching hours:

Description of the learning process:

(Attachments can be provided as appropriate. Course instructors can elaborate on deviation from the maximum of 4 lessons on this document when necessary.)

(A) Reflection

Focus	Descriptions or illustrations of how each of the focus is achieved via online learning and teaching
Student Attendance and Participation - Attendance is recorded. - Attendance and/or participation is recognised.	<i>Example:</i> <i>There is an 80% attendance requirement in this course. Nine face to-face classes were held on campus. There were four online classes, three of which all students need to hand in group work as recognition of their attendance and participation. Attendance was also recorded through the Zoom system.</i>
Engagement in learning and teaching - Active - Constructive - Interactive - Reflective	<i>Please refer to the “Practical Guidelines for Online Learning and Teaching” for details.</i>
Assessment (formative assessment / summative assessment, where applicable) - Providing feedback to enhance student learning - Students are not adversely disadvantaged in the mode chosen. - Examinations are invigilated.	<i>Please refer to the “Practical Guidelines for Online Learning and Teaching” and the “Guiding Principles on Alternative Assessment” for details.</i>

(B)Challenges and possible solutions