



Adapting Lectures for Learning Online

This resource outlines **four potential pathways** that academics and those supporting teaching and learning at Trinity might use as they adapt lectures and large-group teaching for online and hybrid learning environments.

In this graphic, options one and two assume a 'live' (synchronous) delivery suitable for novice users of the Panopto or Collaborate Ultra tools; options three and four are perhaps more suitable for advanced users of the digital lecture capture/webinar tools available at Trinity.

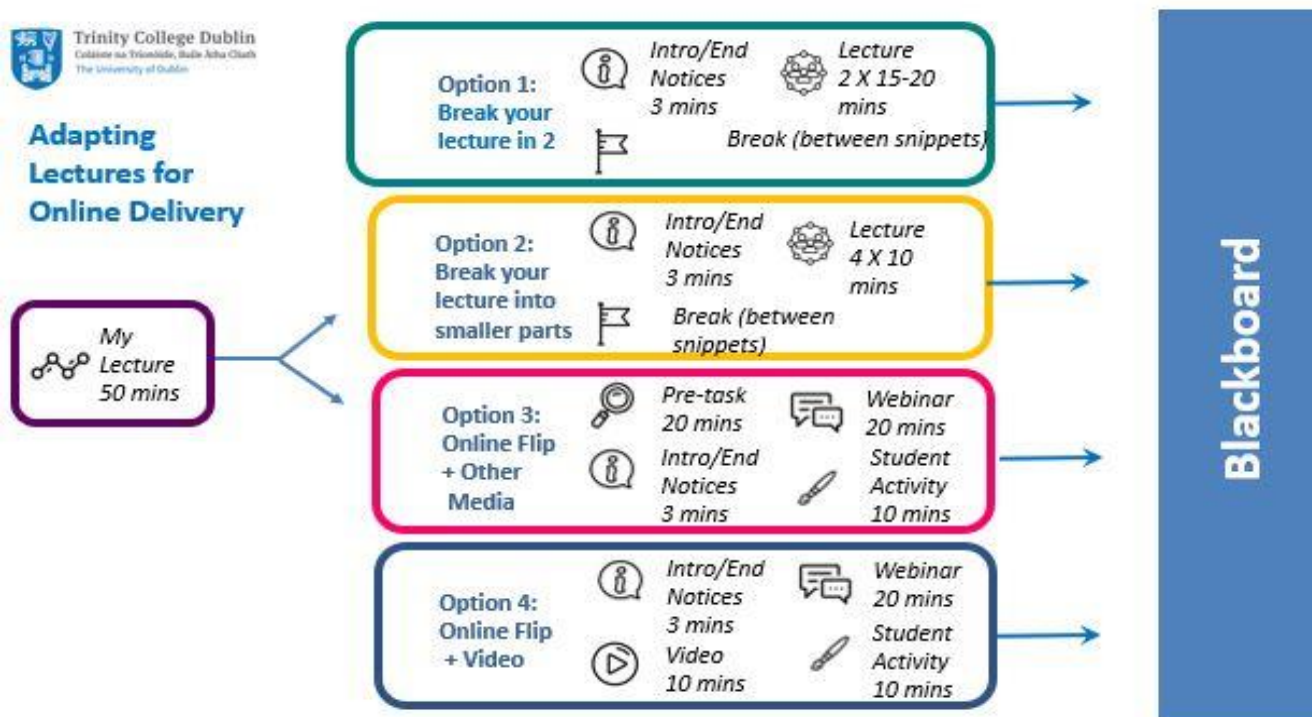


Figure 1: Four options for adapting lectures for online delivery



Option 1: Divide a one-hour lecture into two segments

This approach is the most pedagogically similar to in-person lecturing, where typically students are provided with content during a lecture to assimilate in their own time.

Introduction	Phase 1 (presentation of information)	Phase 2 (assimilation of information)	Phase 3 (presentation of information)	Phase 4 (assimilation of information)	Conclusion / Plenary
Formal or informal welcome	15-20 min didactic lecture (either pre-recorded using Panopto or live-delivered using e.g. Collaborate Ultra)	Short break (students directed to review notes)	15-20 min didactic lecture (either pre-recorded using Panopto or live-delivered using e.g. Collaborate Ultra)	Short break (students directed to review notes)	Summary review of session
Notices		Elicit questions from students on content using e.g. Whiteboard function.		Elicit questions from students on content using e.g. Whiteboard function.	Signpost to next session

Option 2: Divide a lecture into four shorter 'phases'

Each of the four phases might involve the presentation and/or assimilation of information using a range of techniques. This is reminiscent of a more **interactive approach** to lecturing in a face-to-face environment. Students will likely need more **signposting** of a lecture's 'direction of travel' than they would in a face-to-face environment.

Introduction	Phase 1	Phase 2	Phase 3	Phase 4	Conclusion/ Plenary
Formal or informal welcome	10 min didactic, audiovisual, or interactive input	10 min didactic, audiovisual, or interactive input	10 min didactic, audiovisual, or interactive input.	10 min didactic, audiovisual or interactive input.	Summary review of session
Notices					Share details of next session.



In each of the 'phases', you might:

- **Consider punctuating didactic delivery with polls** to get a sense of if students are 'with you'.
- **Consider using break-out rooms** to promote peer interaction/learning.
- **Consider asking students to generate 'plenary' summary statements** based on the material addressed in the lecture phase or whole lecture. These could then be shared on the whiteboard as 'whole-group' activity or discussed in break-out groups.
- **Consider asking students to write-up 'muddiest point' question** using the whiteboard function, e.g. 'What was the most confusing part about [x]?' – you can then address student responses directly, using this as an opportunity to clarify key issues for the whole group.
- **Consider the use of solo tasks, e.g. through a slide which displays a few questions as a 'quiz' on lecture material presented.** You could use the questions as prompts for individual tasks. Students can prepare on their own and then share their answers using e.g. the interactive Whiteboard function, chat box, or microphone (less likely!).
- **Consider the use of group tasks, e.g. through a slide which displays a few questions as a 'quiz' on lecture material presented.** You could use the questions as prompts for small-group discussion/collaboration in break-out groups. Responses could then be shared with the larger group of participants.

Option 3: Adopt an 'Online Flip' using other media

This approach is reminiscent of the 'flipped classroom' approach already in use at Trinity. It uses pre-prepared video segments, text documents, media snippets (etc...) as stimulus for digitally-mediated teaching time. In effect, you assign 'pre-reading' relevant to a specific session. This can then be used either as a stimulus for synchronous webinar teaching or as stimulus for asynchronous student activity such as a discussion board contributions, journalling, reflective writing etc.

This approach can be an effective way to subdivide a large class into two smaller groups you have greater interactivity with. Instead of allocating the full hour 'in person' to 100 students, you might, for example, supplement a 20 minute pre-task with 2x 20 minute webinars covering the same material to two separate groups of fifty. This can provide a greater sense of connection between you and your students, and allow you to personalise the webinar session to that group's response to the pre-task material. If using this approach, bear in mind that 'flipped' classrooms should not increase student (or staff!) workload in terms of time allocation.



Phase 1: Pre-task . In advance of the session, students are expected to engage with:	Phase 2: Interactive structured webinar	Phase 3: Independent or Collaborative Task (10 mins)
Pre-prepared video (e.g. using Panopto)	Mix of didactic and interactive engagement using the digital tools, e.g. polls, whiteboards, break-out rooms to support and critique student engagement with pre-task.	Discussion board or blog contribution
Journal article		Reflective journal
Lecture script		Break-out group discussion
Media interview		Précis of an article
Lab experiment recording		Peer review
		‘Summarise today’s session in 5 sentences’

Option 4: Adopt an ‘Online flip’ + other video

This approach draws on the methodology of the **flipped classroom approach** and uses a pre-prepared video, script, journal article etc. as a stimulus prompt for a synchronous class. You might prepare the resource in advance and then share it through Collaborate in ‘live’ time, answering questions in the chat box. This approach allows you to align the ‘meat’ of a session with a focused pre-task, before then setting written or discussion follow-on work to consolidate student learning.

Introduction	Phase 1: Input	Phase 2: Engagement	Phase 3: Consolidation	Conclusion/ Plenary
Formal or informal welcome	Showcasing of prepared materials (option to answer live-time questions in text format in chat box). You could, e.g.: screenshare a video, provide a pdf article with prompt questions for students to work through	Mix of didactic and interactive engagement using the digital tools, e.g. polls, whiteboards, break-out rooms to support and critique student engagement with resource	Discussion board contribution	Summary review of session
Notices			Reflective journal	
Introductions			Break-out group discussion	
	Précis of an article			
		Peer review		



Additional resources

More information on approaches to large-group teaching online is available from the [Academic Practice Digital Learning Hub](#).

For information on any of the technologies mentioned here, visit [Trinity IT Services](#).

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