Tip sheet - Using online teaching tools to optimise face-to-face time

There are two broad styles of teaching: synchronous and asynchronous.
- *Synchronous* - occurring at the same time; coinciding in time; contemporaneous; simultaneous (can be online or on campus)
- *Asynchronous* - lack of synchronism or coincidence in time

FLO provides the perfect space to leverage digital technologies to design synchronous and asynchronous activities. Utilising digital learning opens an array of possibilities beyond those available with a traditional on-campus lecture and tutorial approach, including improved learning experiences, increased engagement and interaction, improved flexibility for students, increased efficiencies for digital teachers and, most importantly, capability to more fully enhance and utilise the face-to-face time available with your students.

Flipping your topic

Flipped learning generally refers to a pedagogical model in which traditional lecture and self-directed elements are reversed. Flipped learning strategies can assist in making more effective use of face-to-face time. Start by considering how you deliver content to your students. If this is currently done via lectures, there are tools within FLO that will allow you to deliver content, even lecture content, in an asynchronous online mode, thereby preserving valuable face-to-face time for discussion and application and testing of learning. If you explore activities that will prepare your students for face-to-face time, you may also find that you are able to dive deeper into key concepts and questions during these sessions. Face-to-face time can then focus on deep learning, unpacking previous knowledge and skills, repacking with new knowledge and processing schemas to incorporate new knowledge and/or skills and enhancing your students' learning. By delivering core knowledge and skills for your topic asynchronously, your face-to-face synchronous sessions can offer flexibility for students in two ways. Students can choose when and how to engage with the asynchronous activities, and synchronous sessions can be designed to meet the exact needs of your students at the time of delivery by designing highly interactive sessions. This does not mean your FLO site needs to become a long list of files for students to wade through. The numerous tools and resources available within FLO work in conjunction with each other to provide an interesting and engaging environment. Combining this with industry guidelines, like Universal Design for Learning, will enable the creation of a topic that's extremely usable and effective for your students learning.

How do I deliver engaging content using FLO?

There are a wide range of FLO tools available to assist you in creating activities that incorporate a mix of reading, listening, watching, writing, applying and/or collaborating in order to deliver the teaching content you need to in a way your students can interact with it outside of class.

When delivering information to your students, keep text clear and succinct. Group related concepts and content together with headings and use white space to make everything readable and easy to scan (see Styles and layout – main entry). Weave a narrative throughout your site to guide students as they move from one activity to another. Explain exactly what they need to read, watch or produce to eliminate any confusion or wasted time and, provide guidance on the amount of time they should spend on activities to help them understand your expectations.

- **Add text, images or videos** using the following resources. Consider the amount of text you need to present and where it will be located to help you choose the most appropriate one. If using videos, embed them on pages to keep them off the homepage (and save on download time). Your welcome video is the exception and should be embedded on your homepage (although you may wish to consider moving it to a sub-page after the topic has begun).
- **Link to web resources** using URL or add them to the Reading system. This can include items like Flinders or external webpages, websites of organisations relevant to your discipline, important documents or industry standards/guidelines and policies. For example, linking to a key industry document on the relevant organisation webpage, rather than downloading it and adding the document to your site, will ensure you are copyright compliant and your students always access the

most recent version. It is advisable to avoid 'deep linking'; rather, link to pages that are more likely to be stable over time to avoid possible broken links.

- **Chunk your lectures** into pre-recorded presentation videos. These can be recorded using [Kaltura desktop recorder](#) before being uploaded into [Kaltura](#) (My Media). Other options are also available for [creating video](#) to include in your topic. To save time recording again next year, ensure your videos are reusable by excluding any information that mentions assignments, classes or other content that may change over time. Upload the videos into your topic and intersperse them with other activities ([UDL: multiple means of representation](#)) to help your students reinforce their learning.
- **Create collections of resources**, discipline specific terms or other types of data applicable to your teaching using the [glossary](#) tool. For example, you could populate a glossary with industry specific terms your students need to be familiar with. You could then use this resource in related activities.
- **Deliver scenarios that include questions and/or branching** within the [lesson](#) tool. This can be as simple or complex as needed to achieve your goal. For example, you could create an authentic case scenario with some simple branching to allow your students to practice their decision making.

If you are considering adding digital content (electronic resources, open educational resources, build your own) to your topic, you may want to have a look at the [Tip sheet – Sourcing and creating digital content](#).

How do I structure my FLO site for flipped learning?

Incorporating more student focussed, independent study within your FLO site can be achieved with just a few activities, an entire restructure of your whole topic or course, or anything in between. Start by considering the things that would have the greatest benefit to your students that you have time to create.

- Familiarise yourself with the [digital learning guidelines](#) for ideas on where to focus your efforts.
- The [FLO starter site](#) provides a pre-configured starting place for the layout and structure of FLO site with the goal of achieving a level of consistency for students across topics and disciplines.
- The tip sheet [Structuring your FLO site](#) also contains some practical ideas.

As you can see, the tools available in FLO give extensive options to create interesting and engaging asynchronous activities to assist your students with their learning using independent study or group work to enrich their synchronous face-to-face experience. With a bit of planning, synchronous sessions can be just as effective online as on campus, and the best tool for conducting them is Collaborate. The [Tip sheet – Engaging students in a synchronous session](#) provides comprehensive details on the functions available within Collaborate and examples of how you can incorporate them into your online face-to-face classes.