What some students told us we can do to better support their learning:

Key Messages from the LTO 2020 Education Scholar Conference Student Panel

Main message: Students want clear, frequent and consistent communication about their education and that we understand the barriers and facilitators to mental well-being. And while not all of them have enjoyed the online learning experience during COVID, many want increased flexibility in delivery and teaching pedagogies and strategies and access to multi media to support their learning.

This table summarises the key messages about the student learning experience during the switch to online learning in 2020. LTO resources have been mapped against some of the student feedback which staff can access for support.

Areas identified as important to students	What this looks like?	LTO resources to assist academics
Good communication	Timely, clear and well broadcasted information at University, School and Program and Course level	*
	Staff share a common understanding of University matters e.g. policies and practices	
	University endorsed use of social media for learning	
	University, staff and students see the value and working in partnership with organisations	Twitter for Academics (quick guide) Using Twitter in Blackboard (quick guide) Annual Educator Scholar Conference Student Panel Annual Educator Scholar Conference Award for a collaborative SoTL project by an academic and student
	Course outline that is clear, relevant and helpful to student learning across the semester	Course Outline Template
	In addition to the course outline, provide a simple outline of key dates for each course e.g. assessment task information accessed via tab in Blackboard	Calendar in Blackboard (quick guide) Engaging Blackboard Course Design (webinar)
	Uniform Blackboard site across all courses within a program that students are enrolled in. Currently too much variation	• Minimum Presence Blackboard Guidelines

Areas identified as important to students	What this looks like?	LTO resources to assist academics
	Weekly course structure that is clear to follow and helps students track the direction that their learning will take	• [Engaging Blackboard Course Design](#) (webinar) • [Engaging Blackboard Course Design](#) (practice guide) • [Online Tools: What works best over the space of a semester](#) (webinar) • [Course design good practice](#) (quick guide) • [Week-by-Week TEL guide using Blackboard tools](#) (quick guide)
	Detailed and timely information about the structure of all assessment tasks especially exams e.g. how many multiple choice, short answer questions - and preferably opportunity to do mock exams	• [Assessment in practice](#) portal • [Assessment practice guides](#) portal • [Guideline: Good Practice in Assessment](#)
Academic support and opportunities for connection with tutors and other students	Common expectation and practices about how to access support from academics	
	Engender openness for students to feel like they can approach academics when studying online	• [Supporting & enhancing students' mental health and wellbeing](#) 🔒 (spotlight) • [Enhancing Student Wellbeing](#) (website)
	Common response time to student emails	
	Allocated time in online sessions to ask how students are going	• [Supporting & enhancing students' mental health and wellbeing](#) 🔒 (spotlight) • [Enhancing Student Wellbeing](#) (website)
	Regular online 'drop in sessions' to discuss tasks, personal matters affecting learning etc. Encourage student agency and self-efficacy through sharing expectations that students are adult, independent learners, and the teaching and learning in a course is planned for student success	• Engaging Blackboard Course Design (webinar) • Engaging Blackboard Course Design (practice guide) • [Get started](#) portal • [Strategies](#) portal • [Keep it simple and stay in contact](#) 🔒 (spotlight) • [Preparing students for a confident start to the semester](#) 🔒 (spotlight)

Areas identified as important to students	What this looks like?	LTO resources to assist academics
	Refrain from setting strict protocols for attending online sessions as some students find zoom rooms stressful (e.g., where cameras must be turned on). Use the chat function instead to interact with these students	• Please consult the Engagement section of the LTO TEL Resources for guides on Collaborate and Zoom
	Regularly advertise and advise students about counselling services recognising the strain of remote learning	• Minimum Presence Blackboard Guidelines • Supporting & enhancing students' mental health and wellbeing 🔒 (spotlight) • Enhancing Student Wellbeing (website)
	Design learning activities that encourage students to engage with one another, and the tutor (do not just use technology to transmit content).	• Engaging Collaborate/Zoom Sessions (website) • Using Collaborate to Engage Off-campus students (video) • Engaging Blackboard Course Design (practice guide) • Online Tools: What works best over the space of a semester (webinar) • Graduate Certificate in University Learning and Teaching (for staff who want to engage in formal professional learning in pedagogy and curriculum design)
Online learning is not for all students	Flexible learning offered by online delivery is not always positive as some students need the structure of physical attendance at classes (the ability to self-regulate and plan for learning is adversely impacted with remote learning)	
	Recognise the possible link between online learning and mental health concerns e.g. anxiety as a result of showing face on screen; isolation etc	• Supporting & enhancing students' mental health and wellbeing 🔒 (spotlight)
	Recognise that students with learning difficulties may be less successful when studying online e.g. maintaining attention; accessing content	
	Do not expect students to self-declare e.g. learning difficulties, mental health problems that have arisen from online learning. Work with Inclusion Officers to follow and/or seek clarification regarding Learning Access Plans and whether they should be altered for online learning. Develop other means by whch disengaging students can be identified early	• Using Tests in Blackboard (incl. LAP) video • Exceptions in Blackboard Tests (LAP) quick guide • Please consult our Evaluation and Analytics section for information about student tracking/monitoring and course reports • Webinar Reflective Practice and Evaluation May 28th

Areas identified as important to students	What this looks like?	LTO resources to assist academics
Informal spaces for learning and connection	University communicates that there are safe, quiet learning spaces available on campus	
	Library communicates that there are spaces to study independently and with peers	
	Encourage students to form their own online study groups	
	Encourage student mentoring	
Academics using Technology Enhanced Learning (TEL) effectively	Excellent learning and teaching practices are as important in online classes as they are in F2F. The transmission of discipline content is not adequate. Educators must design learning experiences to meaningfully engage students with this content, particularly where practical classes are concerned (e.g., laboratories).	• Enrol in our Graduate Certificate in Learning and Teaching for Higher Education • Engaging Blackboard Course Design (webinar) • Collaborate Ultra for student groups (quick guide) • Course design good practice (quick guide) • Engaging Blackboard Course Design (practice guide) • Online Tools: What works best over the space of a semester (webinar) • Please consult the Engagement section of the LTO TEL Resources for materials on collaboration, communication and the use of external resrouces including Twitter • Please consult the Course & Content section of our TEL Resource for materials on creating Blackboard content including videos • Early Formative Assessment (practice guide)
	Recognise that some students experience difficulties accessing online learning (e.g., poor Internet connection, old model computers, no technology)	• Supporting & enhancing students' mental health and wellbeing 🔒 (spotlight) • Enhancing Student Wellbeing (website) • TEQSA Online Learning Good Practice Resources • Academic Integrity (practice guide)
	Do not increase student load in comparison to face to face delivery. Volume of work seems to have increased in 2020.	
	Use universal design (UDL) principles to ensure equal access to content for all-ability students	• Universal Design for Learning (practice guide)

Areas identified as important to students	What this looks like?	LTO resources to assist academics
	Provide guidance to students about how to effectively learn online	• Please consult the Engagement section of the LTO TEL Resources for materials on communication in Blackboard • Adding hyperlinks video
	Design for maximum engagement and learning e.g. interactive content, not long didactic lectures	• Flipped Classroom 🔒 (micromodule) • Flipped Classroom (practice guide)
	Pre-record mini lectures with synchronous time devoted to activities to engage with the content more deeply	• Recording your lecture in Collaborate (Guide / Video) • Recording a narrated PowerPoint presentation (Guide / Video) • Recording with your smart phone video • Transforming your lecture Spotlight
	Facilitate break-out rooms during online tutorials	• Breakout Rooms in Collaborate
	Encourage students to turn on camera to encourage peer engagement where possible	• Avatar in Collaborate • Add your photo on Zoom
	Assessments should be submitted online. Don't ask students to learn online but then expect them to hand deliver assignments.	• Assessment in practice portal • Moving assessment online (by assessment type) • Assessment practice guides portal
Encouraging ethical scholarship	Common expectation of academic integrity across all courses and assessments	• Academic Integrity 🔒 (micromodule) • Academic Integrity (practice guide) • Academic Integrity (webinar)
	Emphasise the value and expectations of academic integrity	• Academic Integrity Rubric (how to use) (video)
	All academics explicitly teach academic integrity, not just first year tutors	• 2020 Academic Integrity Policy • 2020 Academic Integrity Procedure (Managing breaches)
	Demonstrate that academic integrity is valued through students having to resubmit Level 1 breaches early in their studies	• Academic Integrity Rubric in Turnitin (quick guide) **STUDENT GUIDES:**
	Encourage students to undertake the academic integrity module	• Resubmit as Part 2 in Turnitin • Turnitin Similarity Report • Viewing feedback in Turnitin