DTU Teaching at a Distance

Due to the Corona-virus-situation and the closing down of DTU, it is necessary to convert our traditional face-to-face-teaching to teaching at a distance.

On this site, you will find a step-by-step guide for how you can transform f2f-teaching to teaching at a distance. Use this guide as inspiration.

You will also find some examples of activities you can plan for your students instead of the face-to-face activity.

Finally, you will find inspiration on teaching at a distance from fellow DTU lectures, from other Danish, and from international universities.

Need more support? Feel free to write to e-learning- and educational consultants in LearningLab DTU

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Step-by-step guide

This is a step-by-step guide on how you can transform you f2f-teaching to teaching at a distance.

LearningLab DTU recommends that you try to make use of asynchronous activities. Asynchronous activities will keep (some of the pressure) off the synchronous tools (Adobe Connect, Skype, Zoom, etc.). If you want to get started in DTU Learn, watch these three videos first.

Step 1

Go over the overall learning objectives for your course. For each scheduled face-to-face teaching session, formulate a couple of major learning objectives. Communicate these to the students.

Step 2

For each scheduled face-to-face teaching session, design a number of learning activities for students to do instead.

These activities might be finding literature, reading, discussing, writing, and giving peer-feedback on fellow students' written work. Find a list of activities for inspiration here.

Click here to learn more about the discussions forum in DTU Learn

Step 3

Formulate detailed instructions (including deadlines) for your students –*what* do you expect them to do *when*.

Click here to see how to create announcements, content and instructions in DTU Learn.

You might want to formulate both individual and group tasks. Furthermore, it is very useful to design peer-feedback activities and loops.

Click here to learn more about creating groups or peer-feedback in DTU Learn

Step 4

Make resources available for your students. If you have recorded teaching sessions, recommended online videos (by yourself or other lectures), quizzes, guides – make these resources available for students on DTU Learn.

Learn more about creating quizzes or assignments in DTU Learn. Click here to learn more about creating the right quiz questions.

If you have made PowerPoint-slides for your face-to-face teaching, you can record your slides and upload this file for your students. Alternatively, you can upload your slides as a PDF-file for your students at DTU Learn.

If you upload PowerPoint-presentations, it might be a good idea to formulate two questions that students should reflect upon related to the slides.

Click here to get help to create a slideshow-recording or learn how to upload files to DTU Learn

Step 5

Make an announcement (or a short video or a screencast) to explain the new way of teaching at a distance. Note that videos should not be more than 5-10 minutes. Upload the message to your students at DTU Learn.

A structured scheme to show your students what you expect and when

This is an example on how you can describe learning activities with deadlines for your students.

Date	Activity no	Activity/Task	Product	Deadline
yy.mm.dd	1	Read literature (individually)	Write a brief synthesis of the text	Post your synthesis in the dedicated forum at DTU Learn no later than 2 o'clock
	2	Read and comment at least two fellow students synthesis (individually)	Two online comments	Post your comments no later than 3 o'clock
	3	Calculated exercises 1-4 (find the exercises in the textbook, p. xx-yy) (Group exercise)	A draft for the answers of exercises 1-4	Upload your answers in peergrade.io no later than 4 o'clock
	4	Peer feedback (individually)	Give peer-feedback on another groups answers on exercises 1-4.	Deadline for feedback is yy.mm.dd at 12 o'clock
	5	Revise answers to exercises 1-4 (group work)	Upload the groups revised answers to exercises 1-4 to Learn.	Deadline for feedback is yy.mm.dd at 12 o'clock

Concrete examples of learning activities you can use – for your inspiration

Find suggestions for how you can transformed you planned face-to-face teaching to teaching at a distance.

I had planned lectures and assignments

You can ask students to:

- Watch a video of the relevant subject – maybe find a good video for them – and use this to help in their assignments
- Hand in assignments (video or written) and give peer-feedback using Peergrade.io
- Develop and give your students a case to work on with all the important learning objectives embedded. Let them hand in responses and reflections to the case, either in groups or individually

I had made PowerPoint-presentations for my teaching sessions

If you have made PowerPoint-slides for your face-to-face teaching, you can record your slides and upload this file for your students. Alternatively, you can upload your slides as a PDF-file for your students at DTU Learn.

If you upload PowerPoint-presentations, it might be a good idea to formulate two questions that students should reflect upon related to the slides.

I had planned laboratory work for my students

You can ask students to:

- Develop a flow-diagram of the important steps in the laboratory flow
- Give your students a case with laboratory data they have to analyze and after a few days give them additional data they need to use. You can also let them ask for data along the way
- Ask the students to hand in lab-assignments, flow-diagrams, case descriptions
- Let students analyze important parameters in the laboratory set-up; what happens if this parameter is too weak, too old, polluted, etc.

I had planned project work for my students

You can ask your students to

- Continue their group work online, being very explicit as to what you expect from each student and each group
- Set in milestones for handing in parts of the written product. Give your students the possibility to receive feedback on what they hand in
- Let groups review each other, using eg. Peergrade or the discussion forum.

I had planned a field trip

You have to cancel this for the time being, but if possible, the field trip is postponed to a later date in the spring

Asynchronous learning activities

Below you will find some learning activities that you can use to support your students' learning.

Please, notice that LearningLab DTU recommends that you try to make use of asynchronous activities. Asynchronous activities will keep (some of the pressure) off the synchronous tools (Adobe Connect, Skype, etc.)

Learning activities for students to do at a distance:

1) Read texts (in textbooks or online articles) and write brief summaries of texts. Students can post their summaries online at DTU Learn. Students can read and comment two fellow students' summaries or students can give peer feedback on fellow students summaries (in Peergrad iO), then student can revise and repost their summaries.
2) Read texts (in textbooks or online articles) and formulate 1-3 questions to the texts. Students can post their questions online at DTU Learn. Students can give answers on fellow students' questions. If no students have answers to specific questions, the teacher might offer an answer.
3) Find texts (online) on a topic or subject matter. Post and present the texts for fellow students at DTU Learn. Comment fellow students' texts.
4) Do assignments. Calculate, write, design/draw something. Students can submit assignments at DTU Learn and give peer-feedback on fellow students' submissions.
5) Take quizzes in order to test own knowledge.
6) Make quizzes in order to gain an in-depth understanding of material.
7) Make instructional videos or PowerPoint-presentations on a subject.
8) Write reports in groups and give peer-feedback on other groups draft-reports, revise and re-submit drafts and a final report.