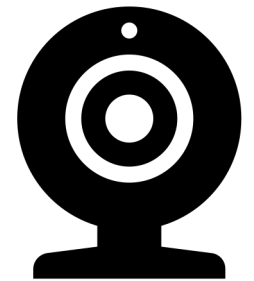
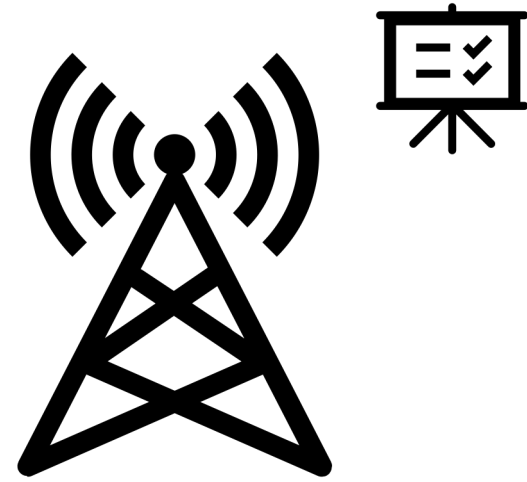


# Activities for Effective Emergency Remote Teaching

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# Introduction

- What is Emergency Remote Teaching (**ERT**)?
- ‘Pandemic Pedagogy’!?
- Face-to-face Teaching vs Online Teaching vs Emergency Remote Teaching

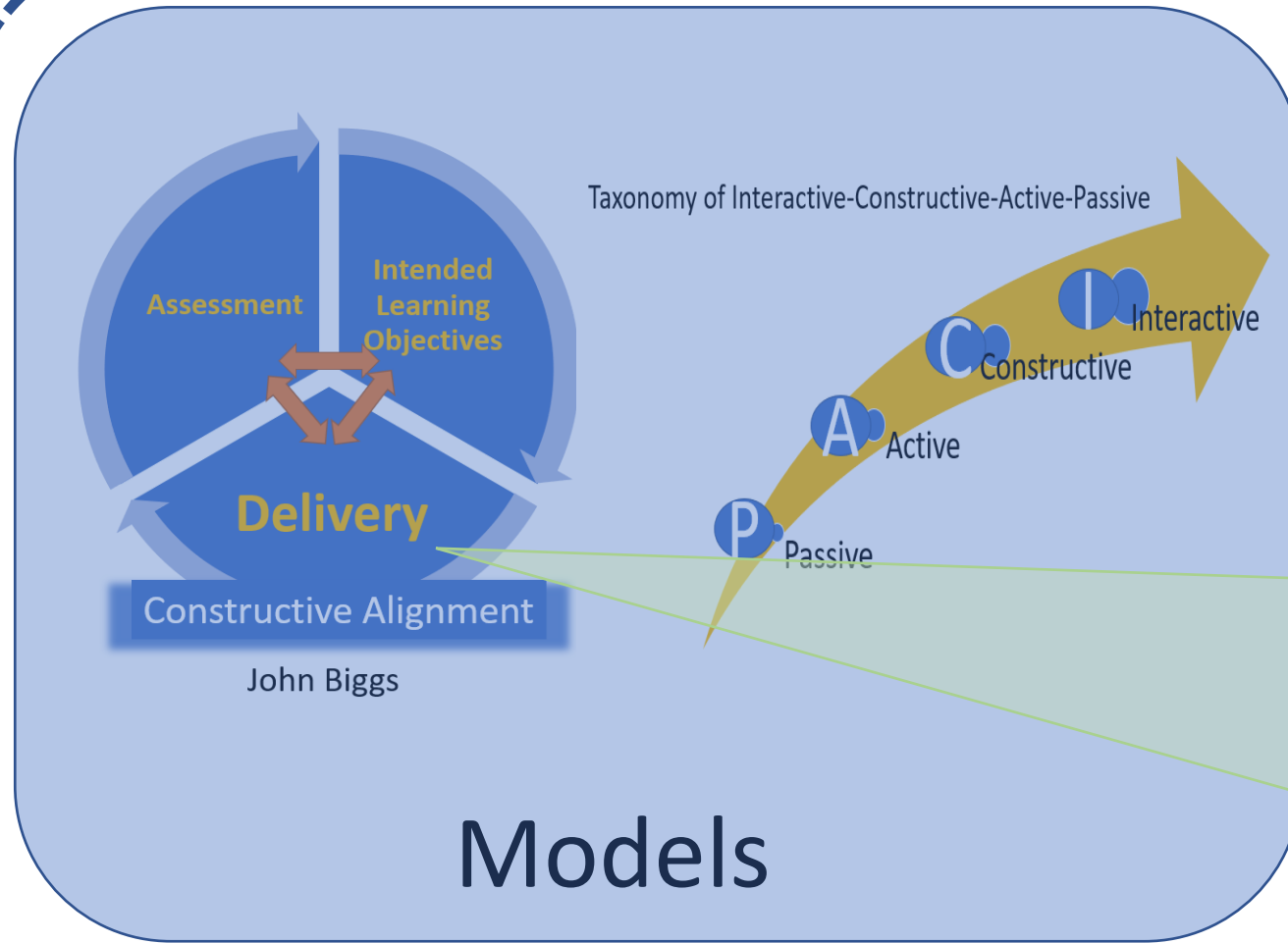


# What are the problems?

- Most of educators are not ready
- Social presence: Teachers-students; Students-students
- Cognitive connection: Students-contents
- Intended learning objectives might have changed
- Assessment is heavily affected



# Framework for Effective ERT



**LEARNING BY SOLVING  
SOLVED PROBLEMS**

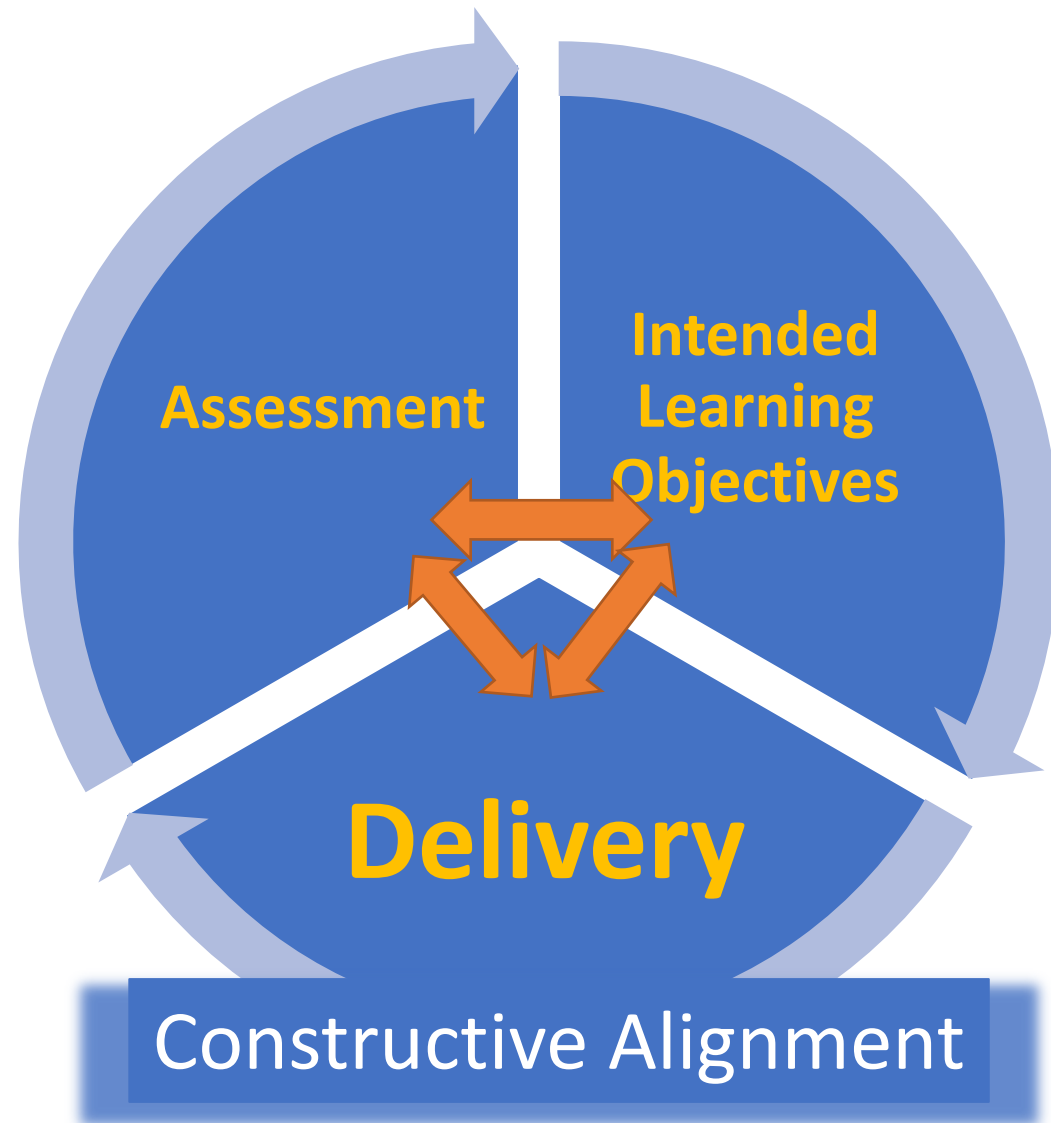
**HOW LEARNING WORKS**

**LEARNING BY  
DOING**

**HANDOUTS WITH GAPS**

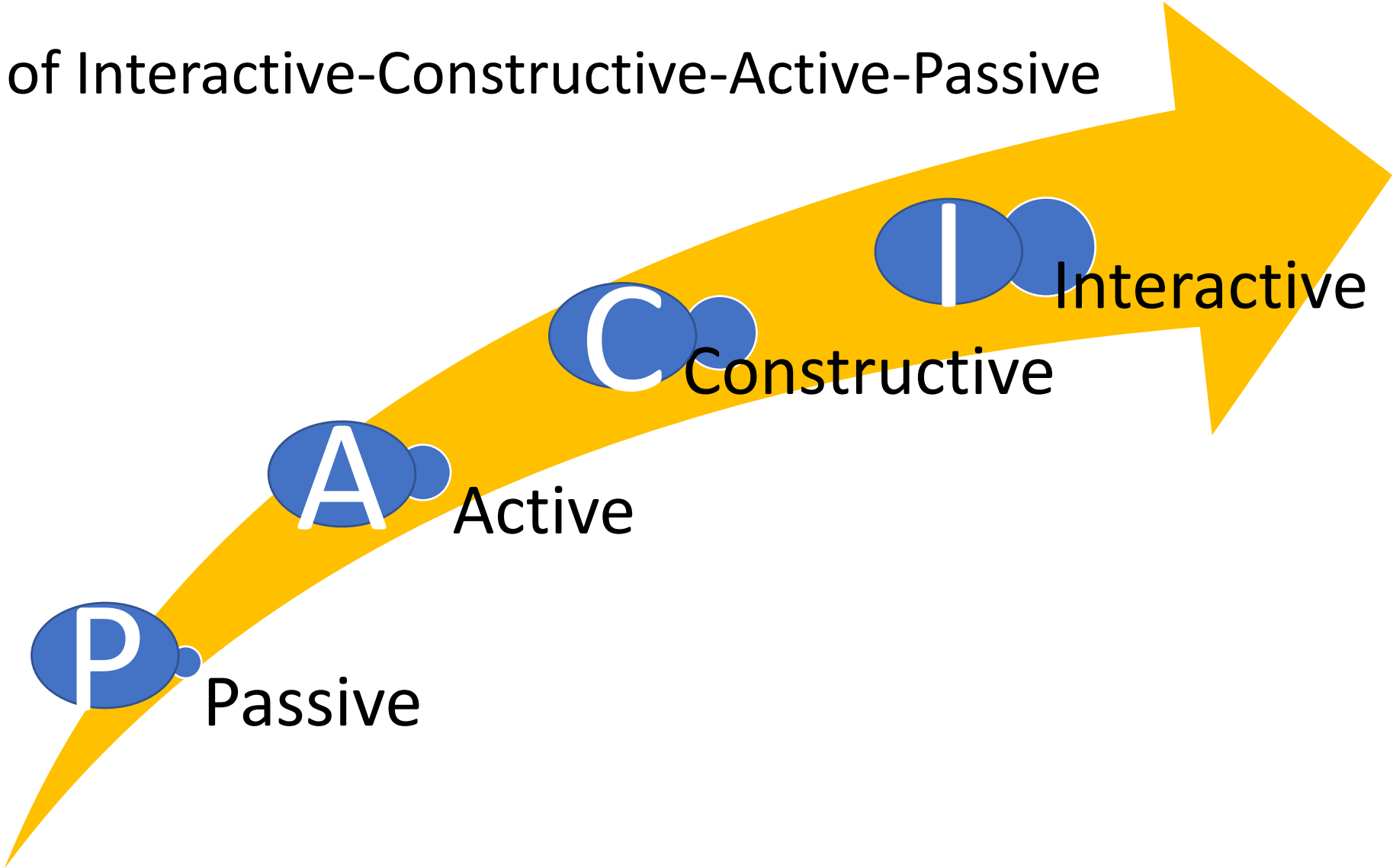
RICHARD M. FELDER  
REBECCA BRENT

**Active Learning  
Techniques**



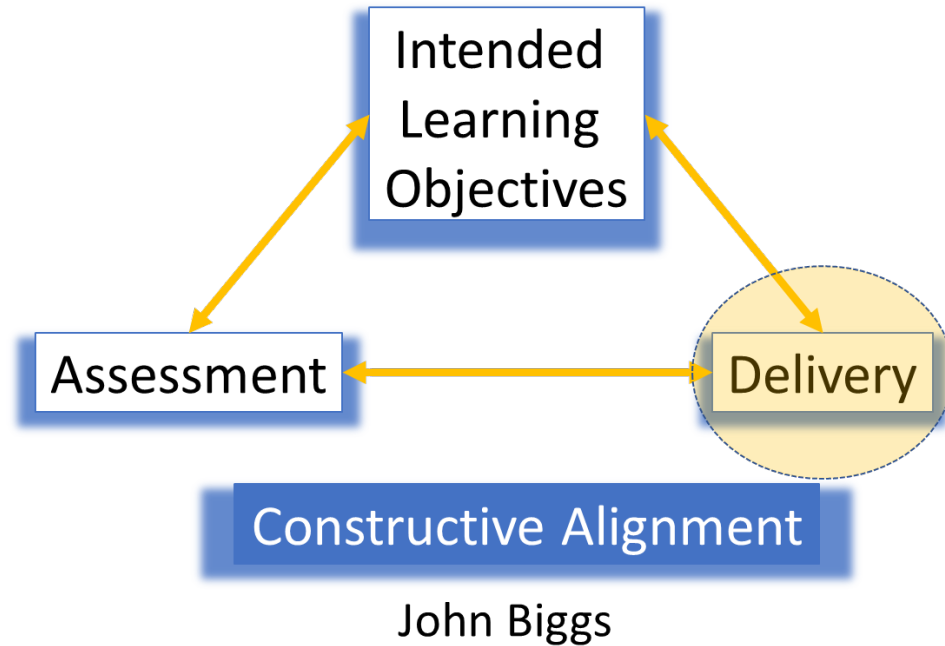
John Biggs

# Taxonomy of Interactive-Constructive-Active-Passive

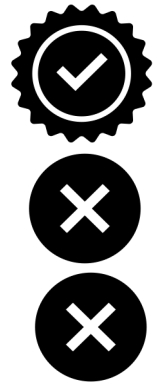


# Students Centred Learning

## Active Learning



Engage students  
with course contents  
with instructor  
with other students



## Video

### Students' prior knowledge helps them

- First phases: Ask your students to watch related video clips or your own lecturer recording which related to the topic. This must be done prior to the intended 'remote teaching meeting'.
- Second phase: Ask them to watch after your synchronous remote teaching/briefing. They will watch during asynchronous remote teaching and learning

## Fill in Gap Handout

### Learning by doing

- Students insert important points: Definition, facts, simple maths, diagrams of plot
- Students insert important simulations line, missing parts of solution or derivation

## Video Recording

### Artefact of Learning

- Since you are not available around like in class, you may ask your students to show the answer and record the explanation
- For example, ask your students (if they are in programming/simulation) to explain the coding lines and show the results after pressing the 'enter' key

## Quiz

### As formative assessment





# Activities for Effective ERT – ‘Who’



Asynchronous

Synchronous

Asynchronous

Synchronous

Phase 1

Phase 2

Phase 3

Phase 4

Peer Presence

Instructor/Lecturer/Peer Presence, **not** physically

Informal ERT Time

Formal ERT Time

BUT virtually

# Activities for Effective ERT – ‘When’



**Asynchronous**

**Synchronous**

**Asynchronous**

**Synchronous**

Phase 1

Phase 2

Phase 3

Phase 4

1/2 hour

1/6 Time

4/6 Time

1/6 Time

Flexible

Time Limit

Flexible

Time Limit

Data Usage: **Low**

Data Usage: **High**

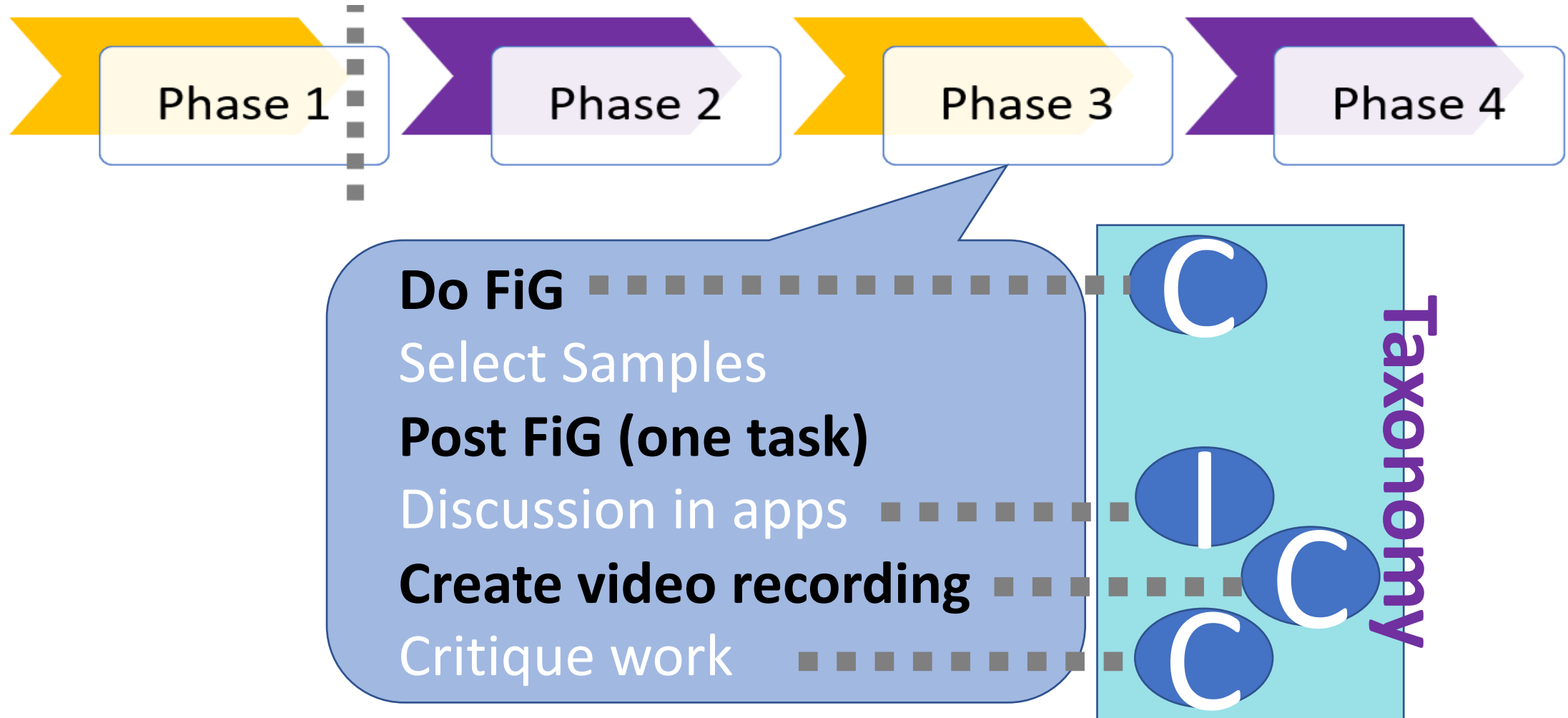
Data Usage: **Low**

Data Usage: **High**

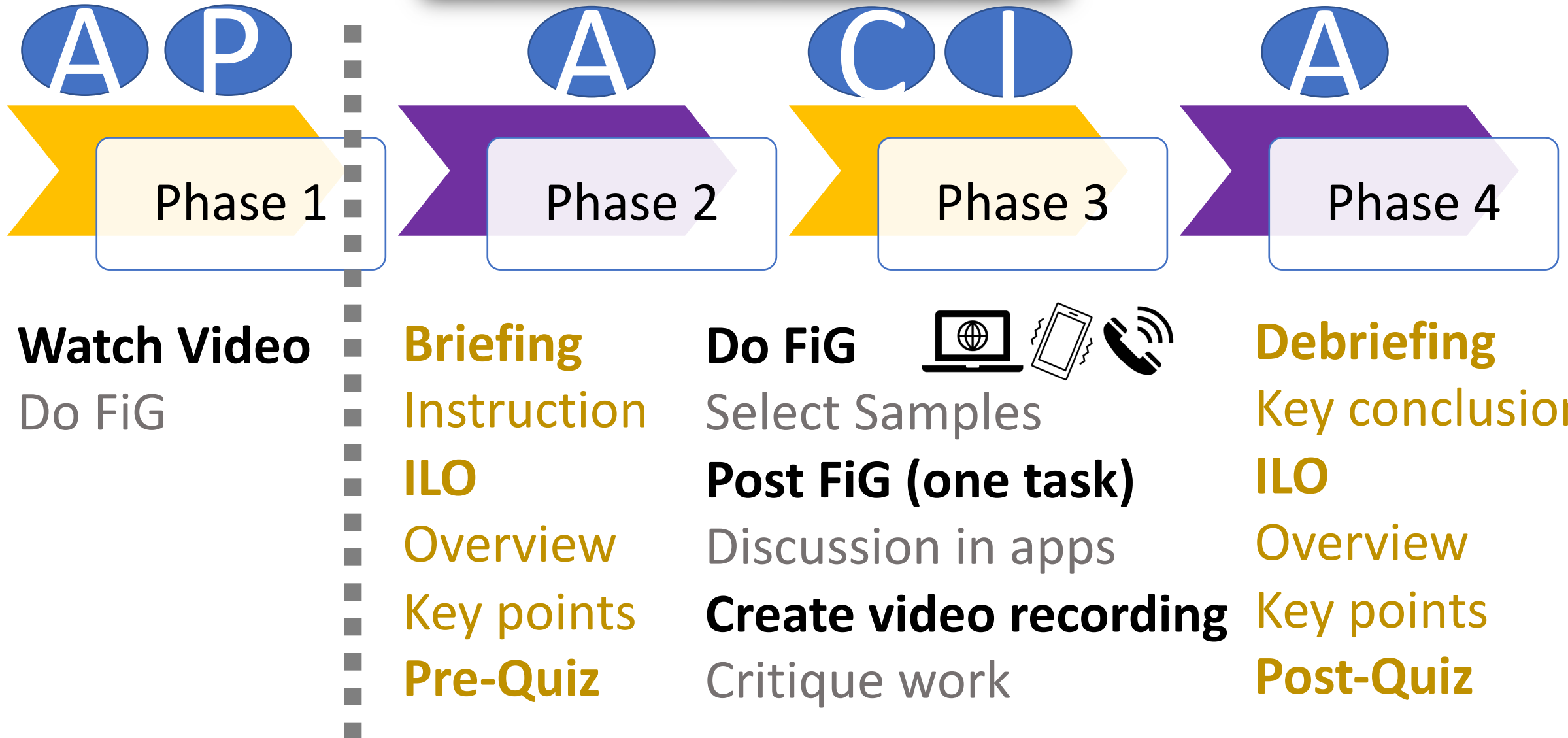




## Activities for Effective ERT – ‘What’



# 'What' for Effective ERT



## Activities for Effective ERT – ‘The sample’



**Computer Programming**



**85 students**



**7 weeks [9 weeks]**



**8 FiG Handout**



**2 critique tasks**



**8 video clips**



**1 team project**  
**Weekly discussion**



**4 video recording**

# Conclusion

- Use simple low band communication to support asynchronous teaching – choose simple activities
- Asynchronous teaching activities allow for peer engagement
- Allow for some synchronous teaching, minimum of 30 minutes, engaging to get teachers-students interaction.
- For effective ERT activities, we combine constructive alignment, taxonomy of ICAP, and student centred learning techniques
- Use simple worksheets to get students learn by doing

# Remarks

- If you require Bahasa Melayu version of recorded presentation, please contact the detail below:
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- HP: 012 38 36 774