

## Case Study on CMETB's Response to Covid-19 – TEL Support



### CMETB's response to Covid-19 – QA, Teaching, Learning and Assessment Case Study Template

<b>FET Centre/Service Name:</b>	<i>TEL Support</i>
<b>Centre/Service Contact Person &amp; Details:</b>	<i>Siobhan McCarra, TEL Officer Garage Theatre, Monaghan Education Campus, Armagh Rd, Knockaconny, Monaghan Email: siobhanmccarra@cmetb.ie Phone: 087 3433 736</i>
<b>Centre/Service Background:</b>	<i>The aim of the Technology Enhanced Learning unit is to provide support on a range of digital technologies available to enhance teaching, learning and assessment.</i>
<b>Requirements (as a result of Covid-19):</b>	<i>Transition from face-to-face teaching to online teaching On March 12<sup>th</sup>, 2020, when Taoiseach, Leo Varadkar, announced a 2-week closure of centres of education, very few could predict the impact this would have on teaching, learning and assessment. Although centres closed, teaching and learning did not cease. Tutors had to rapidly shift from teaching in the traditional face-to-face environment to remote teaching. This was a new experience for many of our tutors. The shift to emergency remote teaching</i>

	<p><i>and learning was swift with very little preparation time for learners or staff. Tutors had to very quickly adapt their resources to suit the remote learning environment. When shifting to remote teaching, tutors had to be creative when selecting and creating resources for their classes. Remote teaching is not just translating your current resources for online teaching and learning, it requires transformation.</i></p>
<p><b>Approach Taken:</b></p>	<p><i>During centre closures there were many different approaches to remote teaching used by tutors in CMETB. Tutors used many different methods to transform teaching, such as:</i></p> <ul style="list-style-type: none"> <li>• <i>Video instruction</i></li> <li>• <i>Online live classes via MS Teams</i></li> <li>• <i>Videos recorded and uploaded to YouTube (Adult Ed)</i></li> <li>• <i>Email</i></li> <li>• <i>Moodle</i></li> <li>• <i>Screen casting</i></li> <li>• <i>Online demonstrations</i></li> <li>• <i>Recording narration on existing learning materials</i></li> <li>• <i>Online assessments using MS Forms</i></li> </ul> <p><i>These different methods of delivery ensured learning could continue and lessons could be tailored to each class group.</i></p> <p><i>Centre closures came at a good time for many educational settings as the majority of curricula had been covered and some assessments had already commenced or taken place.</i></p> <p><i>Tutors found that remote engagement with learners provided daily structure and routine as many learners found lockdown lonesome and extremely challenging at times. This maintained a regular point of contact for many during the stressful transition.</i></p> <p><i>Centre managers and co-ordinators also facilitated regular online meetings with staff to help overcome barriers to remote teaching, learning and assessment and identify issues early.</i></p>

*Teaching practical elements of courses proved to be challenging while teaching remotely. Demonstrations could be recorded and shared with learners, but it was often difficult to assess learner understanding and correct if the wrong technique was used.*

*Many tutors continued their teaching schedule using a combination of approaches detailed above. Assignments were converted to online assignments using MS Teams, MS Forms and Moodle. Online grading and feedback to learners was encouraged. Some assignments requiring presentation work were video recorded or recorded online using MS Teams. Learners also had the option to record themselves and upload their recording to the necessary location online. Many learners preferred the online submission of assignments as it reduced the need for printing. Some tutors and learners were also aware of the environmental impact of printing assignments, so this practice has eliminated some of these concerns. It is hoped that assignments will continue to be submitted online using the various online applications available to staff and learners in CMETB.*

*Several end of year assessments were converted to online. Tutors were able to administer assessments online, receive assessment submissions, grade assessment online and provide learner feedback using the applications available in the Office 365 suite. Many learners preferred the online assessment setup and found it less stressful. MS Teams was used to monitor some online assessment as they were taking place. This ensured learner integrity and adhered to relevant assessment procedures.*

*Below is a snapshot of some of the online applications used by tutors during Covid-19:*

	<table border="0"> <tr> <td>● Microsoft Teams</td> <td>91</td> </tr> <tr> <td>● Microsoft Teams Live Meeting</td> <td>67</td> </tr> <tr> <td>● Microsoft Forms</td> <td>18</td> </tr> <tr> <td>● Microsoft Sway</td> <td>1</td> </tr> <tr> <td>● Microsoft Stream</td> <td>27</td> </tr> <tr> <td>● Moodle</td> <td>67</td> </tr> <tr> <td>● Email</td> <td>128</td> </tr> <tr> <td>● Social Media</td> <td>26</td> </tr> <tr> <td>● Other</td> <td>29</td> </tr> </table> 	● Microsoft Teams	91	● Microsoft Teams Live Meeting	67	● Microsoft Forms	18	● Microsoft Sway	1	● Microsoft Stream	27	● Moodle	67	● Email	128	● Social Media	26	● Other	29
● Microsoft Teams	91																		
● Microsoft Teams Live Meeting	67																		
● Microsoft Forms	18																		
● Microsoft Sway	1																		
● Microsoft Stream	27																		
● Moodle	67																		
● Email	128																		
● Social Media	26																		
● Other	29																		
<p><b>Results:</b></p>	<p><i>Due to the immediacy of centre closures, there was very little time to prepare tutors and learners. Contingency planning arrangements had been discussed earlier in the week prior to the announcement. Some of these plans had already been put in place but it was not possible for all to be implemented. This meant that tutors very quickly had to shift their teaching online and adapt the necessary learning resources to suit the online environment.</i></p> <p><i>Many tutors struggled with the increased workload as many were using the online tools for the first time and were now required to transform teaching and learning resources as well as assessments.</i></p> <p><i>With the supports put in place with the TEL Unit and teaching teams, tutors were able to recreate existing learning resources, assignments and assessment to ensure continuation of learning. Various supports were put in place for both tutors and learners. There was a variety of teaching, learning and assessment methods used and these were tailored to each learner group, therefore providing a personalised learning experience for our learners.</i></p>																		
<p><b>Benefits:</b></p>	<p><i>Due to the availability of various online applications to both tutors and learners in CMETB, this enabled teaching, learning and assessment to continue during the Covid-19 pandemic. Many tutors have now repurposed content that can easily be used online. Also, tutors gained vast</i></p>																		

	<p><i>experience and knowledge using the tools and technologies available, this will aid in the transition to blended learning for the future.</i></p> <p><i>During this period of time, we have identified some areas for improvement such as online grading and feedback practices and online assessment. This will be an area for development in the new academic year. Online assignment submission will actively be encouraged, where possible. The TEL Unit will continue to work with curriculum teams in all of the FET Services to improve and enhance the provision provided to learners. Covid-19 has also provided the opportunity to create new online courses and widen the provision currently on offer in CMETB. Centre managers and tutors have realised the potential benefits of online provision and have seen first-hand the experiences of many tutors and learners. The TEL Unit will continue to monitor TEL usage across centres and implement systems and structures where appropriate.</i></p>
<p><b>Lessons for teaching, learning and assessment:</b></p>	<p><i>Use of online platforms and applications during the Covid-19 pandemic overall has had a positive impact on teaching, learning and assessment. Many tutors and learners were able to continue to access teaching and learning remotely and provide the best possible service in uncertain times.</i></p> <p><i>There is a need to secure sufficient equipment for tutors and learners to enable the successful implementation of blended learning across FET Services. There is also a requirement to provide some learners with access to specialist software and hardware such as CAD as this proved to be a challenge during centre closures. Many learners didn't have hardware capable of running the required software at home on their personal devices.</i></p> <p><i>There is potential for tutors to work collaboratively with colleagues teaching same/similar modules remotely. This could lighten the work for many tutors in CMETB. There is also potential to facilitate classes for higher numbers and teach a number of classes online at the same time, for example, communications module: taught to many classes in one setting, this could be facilitated as one class online, reaching out to a larger audience.</i></p>

*The TEL Unit will provide guidance on best practice guidance and advice when teaching and learning online and steps to get started on your online journey for any tutors who were not able to engage in remote teaching since March 12<sup>th</sup>, 2020. Guidance will also be provided on blended learning techniques and tools to enhance blended learning opportunities.*

Please complete this template in full and submit to [michaeldonohoe@cmetb.ie](mailto:michaeldonohoe@cmetb.ie) before **Friday 21<sup>st</sup> August 2020**.