

## Scenario 2

First year core course in qualitative discipline (150 students) – one hour lecture, one hour class (15 students delivered by LSE fellows or GTAs). This timetable is for a three-week period of learning from the introduction to each week's topic and the output expected of students.

| Week 1         | Teacher activity   | Student activity  | Learning                  |
|----------------|--|---|---------------------------|
| <b>Monday</b>  | <ol style="list-style-type: none"> <li>1. Provide an introductory post or video to this week's topic on the <a href="#">Moodle</a> forum.<sup>1</sup></li> <li>2. Moderate the forum.</li> </ol>   | <b>Asynchronous</b><br>Students post any general questions about the topic to the forum   |                           |
| <b>Tuesday</b> | <ol style="list-style-type: none"> <li>1. Provide resources to this week's <a href="#">section</a> on Moodle. For example:               <ol style="list-style-type: none"> <li>a. A lecture recorded in <a href="#">Echo360</a> This could be either<sup>2</sup>:                   <ol style="list-style-type: none"> <li>i. A 15 minutes summary of the key learning points</li> <li>ii. Two short 'lectures' to come before and after the readings</li> <li>iii. A standard lecture recorded live or from a previous year</li> </ol> </li> <li>b. A link to the <a href="#">readings</a> that will support and develop students' understanding of the above lecture.</li> <li>c. A task that will to demonstrate their understanding of the materials. This could be a series of questions relating to the lecture and readings or a summary of key issues.</li> </ol> </li> <li>2. Ask students to post their responses to the forum</li> </ol> | <b>Asynchronous</b><br><ol style="list-style-type: none"> <li>1. Students watch lecture and read the related readings</li> <li>2. They post their responses to the task to the forum</li> </ol> | Acquisition<br>Discussion |

<sup>1</sup> Preparation of materials/resources for Moodle can be done in advance. They can be made visible to students either by date or when student has completed a certain activity for further guidance contact your [Eden Digital department adviser](#)

<sup>2</sup> For further ideas and guidance about pre-recorded content, please see [Creating and using pre-recorded content](#)

|                               |  |   |   |  |
|-------------------------------|--|---|---|--|
| <b>Wednesday<br/>Thursday</b> | 1. Moderate forum: <ul style="list-style-type: none"> <li>a. Respond immediately to any serious misconceptions</li> <li>b. Look through student responses to identify any pertinent points which can be discussed in the 'class' activity.</li> </ul> 2. Plan your 'class', taking into account the student responses to the forum   |   |   |  |
|                               |  | <b>Online synchronous<sup>3</sup></b>   | <b>On-campus synchronous<sup>4</sup></b>  |  |
| <b>Friday</b>                 | 1. Facilitate a class to include: <ul style="list-style-type: none"> <li>a. Discussion of the main points arising from the student responses</li> <li>b. Set a follow-on activity related to consolidating the learning outcomes. This can be completed in pairs or individually, sharing through <a href="#">Office 365</a> files.</li> </ul> 2. Go through responses to the follow-on activity | 1. Students share their understanding of the task with other students in the class<br>2. Students work through the follow-on activity in pairs sharing through Office 365 files or Zoom break-out rooms<br>3. Each pair feeds back the outcomes of the follow-on activity | 1. Students share their understanding of the task with other students in the class<br>2. Students work through the follow-on activity. If appropriate, they can do this in pairs sharing through Office 365 files, or individually.<br>3. Each pair or individual feeds back the outcomes of the follow-on activity | Discussion<br><br>Practice Collaboration, if appropriate<br><br>Discussion |

<sup>3</sup> For further ideas and guidance – [Synchronous learning activities using Zoom](#)

<sup>4</sup> For further ideas and guidance – [Preparing for physically-distanced learning and teaching](#).

| Week 2                        | Teacher activity   | Student activity  |   | Learning   |
|-------------------------------|--|---|---|--|
| <b>Monday</b>                 | <ol style="list-style-type: none"> <li>1. Provide an introductory post or video to this week's topic on the <a href="#">Moodle</a> forum.</li> <li>2. Moderate the forum.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Students post any general questions about the topic to the forum</li> </ol>   |   |  |
|                               |  | <b>Online synchronous</b>   | <b>On-campus synchronous</b>  |  |
| <b>Tuesday</b>                | <ol style="list-style-type: none"> <li>1. Provide resources to week's <a href="#">section</a> on Moodle relating to the learning outcomes. For example: <ol style="list-style-type: none"> <li>a. A relevant TED Talk</li> <li>b. A link to the readings that will support and develop students' understanding of the above lecture.</li> <li>c. A task that will enable students to work in groups to engage with the lecture and specific reading materials</li> </ol> </li> <li>2. Identify to students how they should work together on the task. Allocate groups if necessary. Set up a <a href="#">wiki</a> for collaboration.</li> <li>3. Before the class, divide the students into groups so that a student working on each task is in each group.</li> </ol> | <ol style="list-style-type: none"> <li>1. Students watch lecture and read the related readings</li> <li>2. They work in <a href="#">peer study groups</a> on the task</li> </ol>  | <ol style="list-style-type: none"> <li>1. Students watch lecture and read the related readings</li> <li>2. They work in <a href="#">peer study groups</a> on the task</li> <li>3. After the allocation of 'class' groups, students share the outcome of their task with other students in the new group the Moodle forum</li> </ol> | <p>Acquisition</p> <p>Collaboration, Production, Collaboration</p> |
| <b>Wednesday<br/>Thursday</b> | <ol style="list-style-type: none"> <li>1. Moderate forum for any questions arising from students.</li> </ol>   |   |   |  |
| <b>Friday</b>                 | <ol style="list-style-type: none"> <li>1. Facilitate a class, which could include: <ol style="list-style-type: none"> <li>a. Ensure that a students working on the preparatory task is in each group</li> <li>b. Set an follow-on activity related to the task to be completed in the groups</li> <li>c. Oversee the discussions (this may require a second teacher) and go through the responses to the follow-on activity</li> </ol> </li> </ol>   | <ol style="list-style-type: none"> <li>1. Students share the outcome of their task with other students in the group using Zoom.</li> <li>2. Students work through the follow-on activity using the Whiteboard in Zoom or sharing through <a href="#">Office 365 files</a></li> <li>3. Each group feeds back the outcomes of the follow-on activity</li> </ol> | <ol style="list-style-type: none"> <li>1. Students work through the follow-on activity collaboratively using <a href="#">Office 365 files</a></li> <li>2. A student from each group feeds back the outcomes of the follow-on activity</li> </ol>  | <p>Discussion Practice</p> <p>Discussion</p>                       |

| Week 3           | Teacher activity  | Student activity   | Learning   |
|------------------|---|--|--|
| <b>Monday</b>    | <ol style="list-style-type: none"> <li>1. Provide an introduction to the week's topic on the <a href="#">Moodle</a> forum.</li> <li>2. Moderate the forum.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Students post any general questions about the topic to the forum</li> </ol>  |  |
| <b>Tuesday</b>   | <ol style="list-style-type: none"> <li>1. Provide resources on this week's section on <a href="#">Moodle</a>. For example: <ol style="list-style-type: none"> <li>a. A task requiring students to engage with external sources/ websites (from a list) and to produce a summary of their findings</li> <li>b. A link to the <a href="#">readings</a>.</li> </ol> </li> <li>2. Identify to students how they should work together on the task. Allocate groups if necessary. Set up a <a href="#">wiki</a> for collaboration.</li> </ol> | <ol style="list-style-type: none"> <li>1. Students read through related readings</li> <li>2. They work in <a href="#">peer study groups</a> on the task, using the wiki<br/>They work in groups on the production of mini-presentation videos to be watched in class</li> </ol>                                    | Acquisition<br>Collaboration,<br>Investigation<br>Production |
| <b>Wednesday</b> | Moderate forum for any questions arising from students.   |  |  |
| <b>Thursday</b>  |   |  |  |
| <b>Friday</b>    | <ol style="list-style-type: none"> <li>1. Facilitate a class to include: <ol style="list-style-type: none"> <li>a. Presentation of recorded mini-presentations</li> <li>b. Student discussion</li> </ol> </li> <li>2. Overview of assessment activity relating to reliability of resources on a particular topic</li> </ol>   | <ol style="list-style-type: none"> <li>1. Students watch the mini-presentations through Zoom</li> <li>2. One student from each group addresses questions about their presentation</li> </ol> <p><b>Assessment:</b><br/>Students work on individual assignments relating to the reliability of external sources</p> | Acquisition<br>Discussion<br>Production                      |