T@SK

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Towards increased awareness, responsibility and shared quality in social work

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ANNEX I

Teaching guidelines

Introduction

Teaching and learning models are rapidly evolving to adapt to the continuous changes in our society. The applications of the new Information and Communication Technologies (ICT) for teaching are increasing. Since 1994 the first conference on multimedia applied to lifelong education and training was held in Vancouver things have evolved very much. From that, the use of ICT for teaching and learning ICT has developed greatly, thanks to the internet and its associated applications.

The goal for this document is to describe the use of the Moodle platform. It is not about replacing face-to-face teaching but helping to translate teaching models into the online and / or blended model. Taking into account the recent experience with the Saars-Covid2, models will be proposed to allow to move from one type of teaching to another with minimum changes in the design of a course.

We will distinguish between two modalities of distance learning: asynchronous online teaching (student and teacher go separately) and synchronous online teaching (both are present at the same time in the learning process).

In both, the content design will be different from the exclusive face-to-face teaching. It will not be required to follow the latter or use all the available resources because that could saturate student. But many of these contents will help us to define our face-to-face classes because all the contents and structure will be available within the online space. It is convenient to attend to the three types of materials to be supplied: theoretical, practical and support material.

General recommendations

Organization of teaching.

The teacher is recommended:

1. To organize teaching load in weeks: Although the thematic contents would span more than a week, students know in advance what content and tasks must carry out following a beforehand fixed scheme.

2. To define well the teaching objectives to be achieved each week: You can use the text of "Course Description" for this purpose.

3. To establish the working time to achieve each goal. Mostly, it can be regulated through the different Restrictions on access to content within each module or weekly block, as well as evaluation activities (such as questionnaires or tasks).

4. To establish the minimum didactic material required. For each block, either weekly or within the specific topic (content, activities and evaluation) the student should achieve the goal designed for a work time. In addition, for those willing, complementary teaching material can be proposed such as texts, films, etc. That extra material helps to fix content in a different way from formal text.

It is also recommended an initial message indicating students how the teaching will be carried out: how tutorials will be attended, how lessons will be organized (see the indications on teaching methods at the end of this document), what work is going be done, how it is expected to be fulfilled and how the evaluations will be like. Accordingly, the following options can always be evaluated within Moodle, which will be more suitable depending on the content to be communicated. There is no need to use the whole set tools at the same time because that could have saturating result.

- Moodle calendar to communicate students the schedule for weekly training activities. Teachers can include both events and activities, and deliveries to carry out. IMPORTANT: This resource is that it can be exported and / or integrated with the calendars of Google, IOS (Apple) and Microsoft which is sometimes very convenient. Then, students and teachers can have the activities on their phone / computer calendar.

- Sending an email through the internal Moodle service.

- Making a post in the News Forum for the course. Remember that forums are useful because students cannot create new topics but only answer teacher's announcement.

Organization of tutorials.

It is important to indicate clearly available office hours in the course information and that they are the same forms for all of them, if possible.

Tutorials should be previously arranged by email and another alternative way. It is also advisable to request the student in advance the questions and reasons for the tutoring. This question can also be specified within the corresponding section of the course. Have the questions you want to ask the tutor prepared and provide them in advance.

Do asynchronous tutoring:

- Tutoring can be done by email, through direct answers.
- There are resources to facilitate off-line interaction.
  - Chat component in the subject. To enter a chat of the subject, means that a tutorial is required. Tutoring can take place within the chat in private mode.
  - Forum within the subject. The student enters the subject and makes a post asking for tutoring. In this way, the answer to questions will be public. This method can be useful when general questions are raised (see below "recommendations on flexible design taking into account a 100% online teaching")

Doing synchronous tutoring:

- It can be done using the chat tool within Moodle.
- Also by using any video conferencing platform used/allowed by the institution (jitsi, zoom, meet, teams, etc.)

Design of activities.

When teaching online, it is very important that the students know the estimated work time, didactic goal and instructions for the activities. Other elements can be considered optional and / or secondary.

- Estimated time for activities: usually between 40-50 minutes each.
- Evaluable activities or learning reinforcement are the following: exercises (evaluable by the teacher, coupled or single self-evaluating such as questionnaires) reading / remarks on texts, participation in forums, etc.

All activities, whether synchronous or asynchronous, should address or underline the following aspects:

1. Introduction to the activity
2. Instructions to carry out the activity
3. Objectives of the evaluation and expected learning. The former is written in a more general tone and the latter is more specific. If the activity consists in an evaluation, the objectives must correspond to one or more of the didactic objectives.
4. Instructions to present the activity. Length, format, and expected content.
5. Evaluation criteria
6. Estimate the time it will take to carry out the activity. It is important to adjust the duration of the activity

Design of the units, blocks, modules or themes.

Virtual teaching practice has shown that the unit time of work must be a week. That is why it is convenient to indicate that, as soon as possible, the didactic units, block, module, etc., are organized or "divided" into weeks. Each didactic unit, block, module or topic must be preceded by some study guidelines that offer the student a series of guidelines to tackle it.

Every unit, lesson or block should begin with a "descriptive file" that indicates: didactic objective, estimated time of study (total of the subject), and content index. These contents can be divided into:

1. Basic content, the minimum content that should a student work in the estimated time to achieve the goal minimally.
2. Complementary content for students with more interest or abilities.

Usually teachers tend to put everything together without distinguishing different criteria, When face-to-face classes teachers guide students on the go. In online teaching this practice makes the work of the student very difficult and it is very difficult to detect the lack of motivation and difficulty. In addition, a well-structured course also reverts in face-to-face teaching. In this sense it is very important to indicate clearly the basic requirement to study WITH A WELL ADJUSTED ESTIMATED WORKING TIME.

These guidelines are translated into the following basic model or lessons or blocks for each subject:

1. Introduction
2. Goals
3. Content
4. Schedule and number of weekly working hours. Daily planning is too laborious to verify and execute.
5. Bibliography and electronic resources.
6. Activities to carry out.

Recommendations on flexible design comprising a future move to 100% online teaching

When the teaching system is based on face-to-face, the tutorials usually have some flexibility (the student can request it directly in class, or ask the question in public, etc.). The situation experienced with the Covid-19 has shown that in the transition to 100% online teaching, this system is not as effective since it

consumes a lot of time for the teacher and does not imply an improvement in content transmission. For this reason, it is advisable to consider the following questions:

- Create a "General Doubts" Forum of the type "Standard forum for general use". This allows students to create new topics, different from the "News Forum". We also recommend the "Forced subscription" option, so that students receive an email every time someone writes or replies to a post.
- Within the course, specify to the student that, when requesting the tutoring, also write the questions or the reason for it.
- If the questions you raise are not specific but general, ask the student to write a message in the forum. Many queries are usually of this kind, and by this the teacher avoids answering the same question multiple times.
- Keep in mind that video-tutorials are more time consuming than face-to-face tutoring due to the time it takes to prepare and teachers can become overwhelmed with tutoring time. Therefore, the use of the forum for general questions and email is recommended.

TIPS:

- If a video-conferencing tool is available, the teacher can establish a schedule.
- If a video-conferencing tool is available, the teacher can establish a conference in a weekly base (for example, Tuesday from 10:00 to 12:00) in an online room. To do so, it is previously required to create a room and communicate via the "news forum" of the subject. Students who have questions can connect and make inquiries.

Asynchronous online teaching

In this type of teaching there is no simultaneous connection between the teacher and the students. In other words, the teacher produces and enables within the course a series of materials and tasks that the students work on. Subsequently, if the teacher has stipulated this, they provide feedback (through any of the available tools, such as Homework, forums, questionnaires, etc.) to the teacher who evaluates it and responds with the assessment made.

It is necessary to distinguish between the most basic or simple and advanced uses. of Moodle.

Teacher who uses the LMS in a basic way

In this modality, the teacher uses the LMS in a basic way when at most she uses it to leave material, communicate with students and carry out a final evaluation of the subject. In this case, the simplest form of online teaching is an asynchronous method, using the elements provided by Moodle.

For communication with students, it is recommended to use the News Forum (one-way forum, which does not allow responses from students), which is created by default with any course; a general forum (in which students can create new topics) to answer general questions and use mail only for particular student questions.

Instructions / study guide are communicated through the News Forum (remember that can be created as many forums as required).

It is recommended that all the formal information of the subject, such as the program, office hours, forms of communication and evaluation of the subject, be available through the "Page" resource, or through pdf documents, but not through post in forums.

The study material can be placed at the CV as with the material used for face-to-face classes. It should be borne in mind that the material already uploaded in the CV (for example, transparencies for class, using the File resource) may need some kind of explanation since there is no on-site class to explain its content. Let's see how to create explanations for study material.

1. Explanation of the provided content: it can be created an explanatory document for the material using a pdf or an audio and attach it to the study material.

2. If the material is PowerPoint class slides (or the equivalent pdf), it is easy to assume that the original is available. Then it is possible to record a presentation of the PowerPoint slides like in class. For this there are tools that capture the computer screen and record video such as OBS Studio. In the case of recording videos, it is recommended that they not be excessively long (around 5 to 15 minutes). It is also possible to use tools to give a synchronous online class, but without students and by recording the session that is then made available to the students. In this case, it is recommended that the sessions last no more than one hour.

3. It is possible to expand the available material with links to videos or external explanations that reinforce its content in a measured manner without exceeding the estimated work time. Another possibility is to provide supplementary material to expand in case there are the need to work more and spend more time.

The way of receiving the student feedback to evaluate that he or she has

understood the required concepts can be done in different ways. The simplest is the carrying out of exercises or work ordered by the teacher. These can be placed as documents in the forum for submission and responding in the forum, or use the resource "Task" to describe the activity and to upload the documents privately.

Teacher using the CV in an advanced way

A teacher who uses the CV in an advanced way is the one who knows and uses various CV tools and has no problem exploring / learning the use of new tools available on Campus. In this case, there are other possibilities (combinable with each other) both to provide material to the students and to collect the feedback and evaluation. For example:

To organize the available study material: in addition to the Archive resource, there are resources such as URL (including external links in an organized way), Folder (to organize a set of files with some relation as if it were a directory) or Book (allows structuring the information in Chapters and sub sections with a table of contents to navigate).

To assign tasks to the students and collect their feedback, different activities can be used according to the needs. The most common are: Task (it allows placing a task to be carried out and creating a place where students can deliver their work), Workshop (to carry out group work), or Questionnaire (to perform knowledge assessment test, with different types of questions). There are other tools to create activities for students to explore, if the teacher's methodology requires it, such as Database, Wiki, etc. All these activities can be evaluable, allowing the student to see them or not.

Specific recommendations on synchronous methodology

Beginning of sessions (tutorials or lessons).

Record the sessions. We are not sure that all students can attend the sessions for different reasons beyond their control (lack of resources, need to transcribe the video sessions due to functional diversity issues, …). Therefore, it is convenient to record the sessions. All the mentioned tools allow to record sessions.

Some recommendations on synchronous online sessions and their management

1. Regarding the transmission of the image via webcam, it is necessary to assess who can / should activate the camera. It is appropriate for the teacher to transmit himself, but he or she must take care of privacy and choose the place and prepare the environment.

2. Regarding the students, it is better they do not transmit images since they can saturate the bandwidth they have. If necessary, activate, but on demand, when you intervene to ask a question.

3. The use of chat with collaborative tools can be effective to moderate the session, share doubts and make comments. However, some order is necessary because the chat is linear and it does not admit one user to answer to another. Therefore, it is easy for a chat conversation become disorganized. The moment a user tries to converse with another, confusion will be created as to who talks to whom. It is advisable to tell the students to use the chat to communicate with the teacher and not to have conversations between them.

4. You can skip the image and share the screen directly to accompany the class with a slide show. Most platforms allow this functionality.

5. Watch out for a class of more than 20 people. You have to be strict in its management. Moderating and making people talk / silence is important.

   a. Some platforms allow "raise your hand", such as Zoom or jitsi.meet. In the event that the platform does not contemplate this option, you can have the same functionality through chat. In chat students is

noted by raising the hand and writing her question

    b. You can also pause every 10 minutes to read the chat. In all existing online teaching options, there should be ways to invite attendees. If not, it will be necessary to have user's emails and invite them.

6. Before recording a session:

    a. Present participants must be notified that season will be recorded.

    b. It is also a good idea to remind people not to use their webcam if you do not want your image recorded.

Exercises in class with participating students

Exercises in class can be participatory online. In present dynamics, it is necessary to cede control temporarily to a single student, who solves the problem proposed individually or on behalf of a work group. The general steps to do the same online are listed below:

1. The teacher chooses the person who is going to do the work and gives the witness

2. The person is allowed to speak on the session, or to share his or her screen and / or only to speak.

    a. You can upload an image that can be a capture of something written on a paper.

    b. You can speak or draw / write directly on screen

    c. If you have a mobile or tablet, you can use this medium to draw with a pointer or share things more easily.

3. The teacher controls the time and can withdraw permission to speak. It is convenient that you indicate the time in some way: verbally or via chat.

Master lesson

The master classes should be able to run online. There are several tools that can help communicate with a large number of students at the same time. It should also be borne in mind that not all tools manage a large number of students and that not all of those have the same degree of integration.

1. The teacher will enter the concrete virtual campus subject and access the online session platform.
2. Students will be able to join the session.
3. The teacher will share the screen and / or applications, show videos, discuss material such as: powerpoint presentations, word files, …
4. During the course of the lesson, you will attend doubts or difficulties.
5. You must watch the time to avoid not overlapping with the next activity.
6. Optionally, the session can be recorded so that those students who did not attend the class on "live" can have the possibility of acceding synchronously.

Flipped class

A flipped classroom is a blended learning modality, where face-to-face and virtual learning are combined to get the maximum benefit from both modalities. The purpose and dynamics is to transfer part of the learning process outside the classroom. This learning model is very flexible and allows students to self-manage their time, through a pedagogical approach. Direct instruction moves from the dimension of group learning to the dimension of individual learning. That move transforms the remaining group space into an environment of dynamic and interactive learning; the facilitator guides students in the application of the concepts and in their creative involvement with the course content.

The **activity itself should be evaluable and have its feedback**. So it may make sense to create tasks in Moodle to reflect evaluation and feedback.

To execute this format online, within the possible formulas, we can detail two:

Teacher as student model: students explain class material

1. The teacher deposits the material in the virtual campus.
2. In a forum teacher announces the availability and establish a turn of intervention so that everyone is prepared.
3. In the next class, the group connects to the synchronous online session.
4. The teacher gives the floor to those who will intervene according to the agreed shift.
5. The teacher controls the time so that the estimated class time is not exceeded.

Practical considerations for making video-lessons

1. Required material: a quiet, very quiet environment, a "flexor" type camera, or a mobile phone attached to a bedside lamp or placed in such a way that allow recording from a certain distance, sheets of paper, pencils or coloured markers, physical objects that can illustrate the concepts (e.g. Puzzle pieces). Watching the teacher touching objects evokes the student the sensation of touch that also, along with seeing and hearing, will help to understand and remember better), a table with good lighting, and a text with the lesson.

    Software resources:

    - Camtasia: Easy to use but not free. Possibility to obtain a trial version.
    - OBS Studio: Free software and there is a very complete *Master Class and guidelines*

2. **Script**. Prepare the script of what will be explained (use the texts of the lessons as a basis). The reading of the script should not exceed 20 minutes because it is the maximum time that attention is devoted. The best lapse is between 10 and 15 minutes. The script should speak to the student directly so that they feel that you are with him. It should also be interactive. Asking and letting that you can be answered helps to stay focused. Also create expectations about what is next to be said or to provoke reflection (for instance, suggest to stop viewing for a few seconds before responding). You should, if it is possible, relate the new concepts to previous already learned and to real life (current or future professional life) so that the student feels that what is being explained is relevant. Finally, you must end with a summary of the idea; two or three key ideas that have been submitted.

3. **Adaptation of the script for reading during recording.** Keep in mind that while recording you must, at the same time that you speak, or manipulate objects, either draw or write by hand. It is recommended that you have the

script in front of your view and off camera. You can read it, or lean on it so you don't forget any part of the lesson. It is important to highlight the keys or parts of the script somehow, in such a way that those hints function as visual anchors for the content. The strategies of adaptation of the script to be read are varied: you can keep a computer off-camera with the script text and place the cursor wherever you go, or make the paragraphs disappear as you go through the recording (scrolling vertically or turning the slides of a slide show), or print the script and paint and underline it, etc.

4. **Essay**. Once the script has been prepared and adapted, it is rehearsed, but during the rehearsal, it is good idea drawing, writing or using the objects that will illustrate the theory and the examples. Surely, stop and go back and repeat in another way, with other drawings or objects. If the script is changed, the modifications must be clear. When the lesson goes well, you can make the recording. Keep in mind that if you work as a team and the video should be reviewed by your colleagues, the object of review should in no case be the final version of the License: CC-Attribution - NonCommercial - ShareAlike - No additional restrictions video. With a single script or a rehearsal, surely changes will appear and you will save long time. You can also write annotations on the script itself the actions you will perform in each part of the video. These annotations, in addition, can increase of its accessibility since they can be placed next to the script text and will be useful for people with visual disability.

5. **Preparation of the recording**. Light is prepared (that does not cause reflection in the table), the camera (pointing at the table) and the Camtasia application. We recommend that you make a short test recording to make sure that the camera does not change the colours of what we want to show in the video if these colours are relevant (depending on the light and the camera sometimes some colours do not differ from others in recording). The sheets of paper with the texts and drawings and the objects that we have prepared during testing to illustrate the lesson are set aside (left, right or above), outside the recording field. They are stacked or placed in an orderly appearance in the script. A space is left free on the opposite side (on the right or left) also outside the recording field, to place them after use.

6. **Recording**. The script is read (or perhaps already known by heart) using the illustrative materials that we have prepared placed aside and present when needed. When they are no longer needed they are placed in the space that we have reserved free on the other side, off the camera. Summaries are recommended including visual resources at the end of the video. the key ideas require to re-manipulate objects in the same way as before, retrieve pages with the diagrams or drawings made, etc.

7. **If something goes wrong, our advice is to finish the recording and then start anew again**. They are short recordings so more time is saved by repeating the recording than editing and modifying the video. It is convenient to finish recording because those allow to see the whole thing and can give us hints to correct (for example, hue, an annoying light reflection, or a colour that does not look good). Also, if we finish the recording, we will be better prepared for the following.

8. **Let us not achieve perfection, we are not professionals in audio-visual techniques** and, in addition, what is really valuable is the content, that is, what we say. Let's focus on making it easy to follow and understandable. Image quality and sound are good if it is effortless to read and listen to the video. As a general rule, always keep a balanced compromise between the time of work that you need and the didactic utility of your video lesson.

9. **Accessibility**. For people with visual or hearing disabilities, we will leave available, in addition to the video lesson, the text of the script. We will also leave the lesson in audio format (audio-selection).

10. **Edition**. This part is optional, it depends on the level of aesthetic quality that we want to give the video lesson. When the recording is reasonably well done, editing means to cut something, at the beginning or at the end. Also, if desired, you can add a cover at the beginning or at the end. They are simple and fast modifications that give quality to the video lesson. The teacher's photo can be put on the cover. Seeing the teacher's face makes the student feel closer and makes the lesson more personal. We recommend using [OBS Studio](#). There are other applications such as Google's Screencastify, but that forces us to install Chrome. It is up to us to include on the final cover of the video lesson an open license

such as License: CC-Attribution - NonCommercial - ShareAlike - No additional restrictions because allows your students to subscribe.

11. **Production**. Once the previous modifications are made, we produce with Camtasia the mp4 and mp3 versions from the recording. The first mp4 version will be the video lesson and the second the audio lesson. The script will be the transcript.

12. **Publication**. To publish the video-lessons you can use Youtube, create our channel and upload video lessons in public or hidden mode. If it is public, anyone can find it and watch it; if it is hidden they can watch also, but only if you know the URL. That we can publish in our virtual campus. It is important to fill in the metadata correctly and show clearly what is the teaching goal of the lesson, its duration, to whom is intended and, if needed, instructions or suggestions for further study.

OBS STUDIO Master Class Tutorial

Creating a screencast for classes goes beyond the scope of the project. However, keeping the focus of the project in using free software tools, the recommendation is to use OBS Studio. There is a very complete *Master class* on the use of this tool provided by EposVox.

- LINK to the MasterClass document: https://docs.google.com/document/d/1-6P_v-4G5NXpjZbABK5yUChrDi9J22OBplJxFN1sezY/edit#heading=h.vfzhgodz94rc
  It is recommended that you download the Google Document to keep it locally

- Link to the Complete video tutorial: https://www.youtube.com/playlist?reload=9&list=PLzo7l8HTJNK-IKzM_zDicTd2u20Ab2pAl

Simplified Tips for online teaching

We must distinguish between the use of tools and teaching method. On this page you will find suggestions on how to approach online teaching from different perspectives. It is useful to distinguish between two modalities of distance learning: asynchronous online teaching (student and teacher go separately) and synchronous online teaching (they are present at the same time in the learning process).

We propose the following basic profiles:

1. For teachers with little experience in the Virtual Campus, the use of professional email or the Moodle resource can be very useful before you get used to using the LMS.
2. For teachers with experience in Moodle we propose two basic formulas:
    a. Synchronous teaching using Moodle, in which you facilitate the student to follow the classes
    b. Asynchronous teaching using Moodle, in which the student must actively participate during the session
3. For teachers with more experience in Moodle, we propose other more complex uses in the section on more forms of online teaching

Those are simplified versions of the [more extensive guide available](#), It is a more large document designed to serve as a reference.

You have an example of how to structure a subject on the virtual campus and available online. It is a seminar with annotated components. You can import the example into a seminar to explore by restoring a seminar you have prepared for it. You can reach it following this link: https://doi.org/10.5281/zenodo.4277337

WARNING: do not restore on a subject you are working on because it will be deleted completely. Check the *guides for Reusing a Moodle Course Using Import* or contact the corresponding service.

Asynchronous Teaching with Moodle

It is preferable to design the subject so that the co-presence of teacher and student is not essential. This implies the use of asynchronous means of communication in which both the teacher and the student can choose when to answer. In this way, the design will be more flexible int he case of having to teach the subject completely online. At the same time like teaching in person or in mixed model, it will not be necessary to make major changes in the structure of the course.

For tutoring

Create a forum and use it as a means of interaction: Remember that there are 5 different types of forum. The most common are:

- A single simple discussion - A single topic discussion developed on one page, which is useful for short focused discussions that teacher can place course topics (cannot be used with separate groups).
- Standard forum for general use - An open forum where anyone can start a new topic at any time; this is the best general-purpose forum.
- Q and A Forum - Instead of initiating discussions, participants propose a question as the initial post of a discussion. Students may reply with an answer, but they will not see the replies of other students until they have themselves replied to the same discussion.

IMPORTANT! The "News" forum that comes by default should only be used for teacher's announcements because students cannot create new post but just only reply.

Please check the specific Chapter to learn more about Forums

- Tutoring can be done by email, responding directly to the student's emails

Teaching

1. Use forums to communicate with students and to mark class dynamics. The

instructions / study guide is communicated through the forum (as many as can be created: one for guidelines and one for questions; or one for each task; etc.). In the forum you can also add guidelines and evaluations of student feedback but is recommended to use the more suitable *Page* resource to do this.

2. The study material (presentations in PowerPoint, PDF, Word, etc.) can be placed in the VC as it is with the material that has been used for the face-to-face classes. It should be noted that the material that has already been uploaded in the VC (for example, transparencies for class, using the File and / or Folder resource) may need some kind of explanation since the classroom class is not available to explain its content.

3. Videos are a form of teaching material for autonomous learning:
    ○ Before starting the video, we recommend that you read the [Practical Considerations for Video Lessons](). Identify beforehand what learning objectives you are pursuing with the video, plan using scripts, rehearse and repeat as many times as you need. It is recommended that you leave the text of the video that you prepared available to students.
    ○ Try to make short videos (15-20 minutes) following the available tools or with any other available tool such as powerpoint
    ○ The video should be placed in a place known to the student
        i. Upload it to Moodle (not recommended due to server load)
        ii. Teacher's own cloud
        iii. In a private Youtube/Vimeo channel

4. To evaluate the feedback, that he has understood the assigned concepts, can be carried out in different ways. The simplest is to place exercises or *assignments* by the teacher.
    ○ These exercises can be announced as documents using the forum for submission and collection by private delivery.
    ○ You can also create Moodle activities to explain what the exercise consists of, what they have to do and how you are going to evaluate it. You can create questionnaires, tasks, workshops among other resources.

- Evaluation of the activity will be accesible to the student from the VC.
- In any case, the activity itself must be evaluable and have its rubric. So it may make sense to create tasks in Moodle to reflect evaluation and feedback.

Synchronous Teaching with Moodle

Inform students how you are going to approach the subject in terms of tutoring and classes.

For tutoring

Create a forum and use it as a means of interaction: Remember that there are 5 different types of forum. Please check the specific Chapter to learn more about [Forums](#)

- Tutoring can be done by email, responding directly to the student's emails

It is important to indicate clearly available office hours in the course information and that they are the same forms for all of them, if possible.

Tutorials should be previously arranged by email and another alternative way. It is also advisable to request the student in advance the questions and reasons for the tutoring. This question can also be specified within the corresponding section of the course. Have the questions you want to ask the tutor prepared and provide them in advance.

- Do asynchronous tutoring:
    - Tutoring can be done by email, through direct answers.
    - There are resources to facilitate off-line interaction.
        - [Chat](#) component in the subject. To enter a chat of the subject, means that a tutorial is required. Tutoring can take place within the chat in private mode.
        - [Forum](#) within the subject. The student enters the subject and makes a post asking for tutoring. In this way, the answer to questions will be public. This method can be useful when general questions are raised (see below "recommendations on flexible design taking into account a 100% online teaching")
- Doing synchronous tutoring:
    - It can be done using the chat tool within Moodle.

- ○ Also by using any video conferencing platform used by the institution (jitsi, zoom, meet, teams, etc.)

To teach

- Enter your subject and create a forum to answer questions, if you don't have it.
- Create a room in jitsi-room or the video platform used in your institution
- We recommend that you turn off your camera and ask the same to the participants.
- Record the session so that students can review the lesson later. Most of video conference platforms allows this option.
- We recommend that you generate teaching material and self-evaluated activities (eg [assignments](#) or [quizzes](#)). Material creation is not trivial. You have several ways to implement these activities in the training tutorials.
- Measure well the span of the activities. Plan for an activity duration of between 40 and 50 minutes. Define or think about the following aspects: introduction to the activity, instructions for carrying out the activity, goals and expected learning, instructions for presenting the activity, evaluation criteria and the duration of the activity.
- If you create material for the student to review, try to describe this material with a "card" that includes the didactic goal, the estimated study time and its content index. Always distinguish basic content and complementary content.
- Videos can be used as teaching material. Before starting the video, let yourself be guided by these recommendations.
  - ○ You can generate short videos or with any other tool available for it, such as Powerpoint
  - ○ The video should be deposited in a place known to the student