

# A Respite to COVID19: Finding opportunities in the transition to remote learning

9<sup>th</sup> July 2020

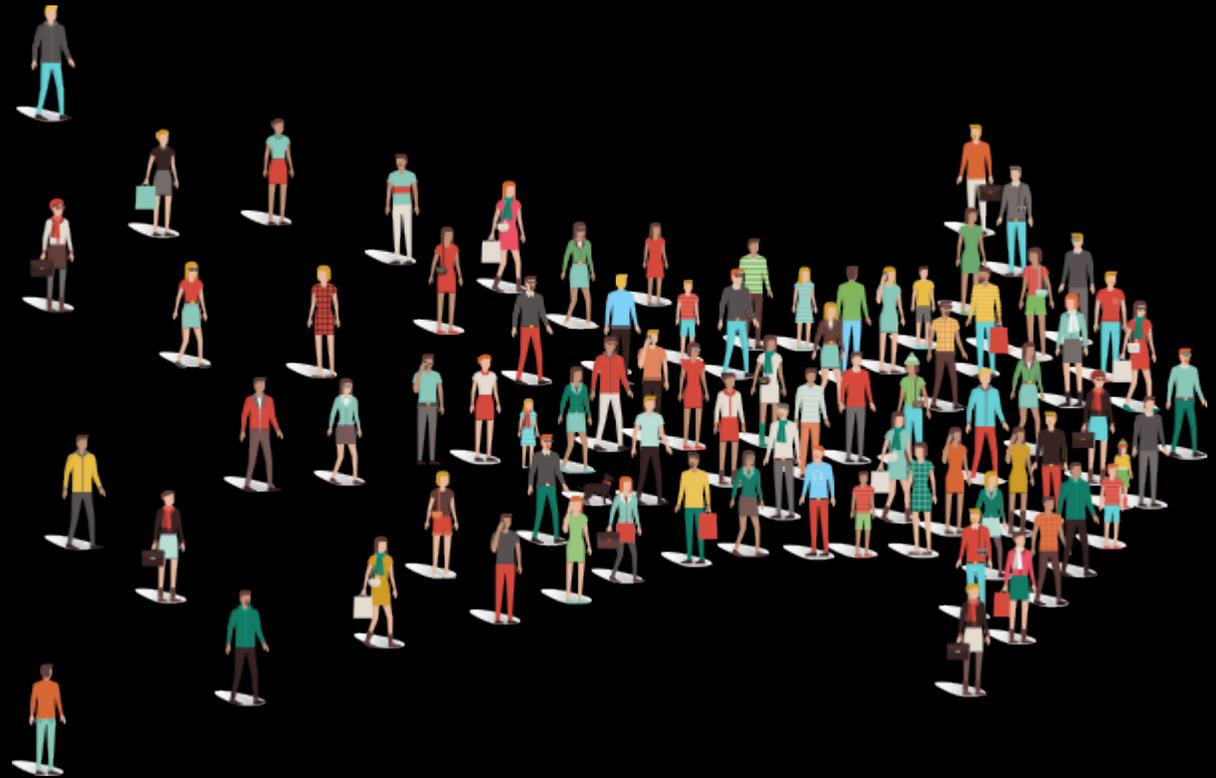
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# Today's presentation

- ENGG105 context
- Adapting
- Engaging
- Delivering



# ENGG105: Engineering Design for Sustainability - Subject context

- Part of common first year in Engineering, and also UOW College access pathways
- Around 400 students
- First semester at university
- Transferable skills focus:
  - Working in teams
  - Writing reports
  - Presenting and pitching

# Adapting

## Challenge:

- Adapting and reacting to the rapid changes caused by COVID-19

## Strategies:

1. Timely messages via SOLS mail and announcements on Moodle
2. Trial Zoom session in Week 3 tutorial
3. Empathic and supportive update videos on Moodle

# Adapting: Timely messages via SOLS mail and announcements on Moodle

Evidence/outcome:

1. Enabled students to stay on top of their assignments

 **Updates on remote teaching for ENGG105**  
by Zein Saleh - Thursday, 19 March 2020, 8:51 PM

Hello guys,

Faye here.. I've been keeping Zein busy in the past two days cuz I removed my teeth. BUT, he will write you all a sols message tomorrow and inform you of all the updates for the subject. Things are looking good though so don't you worry!

Thank you for your patience and pray for me to get better soon! Can only eat chicken for 3 days now 🙏 😊

Regards,

Faye the grey



# Adapting: Trial Zoom session in Week 3 tutorial

Evidence/outcome:

2. Allowed students to trial-run the technology and experience one aspect of remote learning with support on-hand

*"Thank you for keeping us up to date with ENGG105 through both messages and the zoom trial, which has significantly eased my nerves with all classes going online" [Student]*

# Adapting: Empathic and supportive update videos on Moodle

Evidence/outcome:

3. Made students feel supported and relieved stress

*"As tough as this time is, your lovely messages, emails, and videos always make my day and clear my head of the stress of this virus...I admire that you can bring happiness and positivity to all of your students during this time" [Student]*

# Engaging

## Challenge:

- Ensuring student engagement in the subject and their course

## Strategies:

1. Using learning analytics, Moodle analytics and tutor feedback to monitor student engagement
2. Requiring evidence of weekly student team meetings

# Engaging: Using learning analytics, Moodle analytics and tutor feedback to monitor student engagement

## Evidence/outcome:

1. Pre-emptive approach by subject team enabled early flagging of students of concern. Follow-up emails and phone calls were used to engage at a one-to-one level:

*"Dr. Saleh was continuously monitoring student engagement with the analytical tools made available via Moodle. He was constantly emphasising his findings to the students and encouraged them as required as he discovered weaknesses." [Dr. Sasha Nikolic]*

# Engaging: Requiring evidence of weekly student team meetings

Evidence/outcome:

2. Allowed the tutors and subject coordinator to monitor the progress of the students and check whether students had been participating in the team work outside of the normal tutorial classes

**Meeting notes**

Meeting date: 29/05/2020  
Time: 11:30am  
Chair: [REDACTED]  
Note taker: [REDACTED]  
Present at meeting: [REDACTED]

No.	Item	Action Items	Date Due	Action By
1	NE	Complete all final report components	Thursday Week 12	All group members
2	CO	Continue to build team morale	Week 13	All group members
3	NE	Read through and edit final report as a team	Friday Week 12	All group members
4	NE	Discuss and break down team pitch	06/06/20	Everyone
5	NE	Allocate parts for the presentation	06/06/20	Everyone
6	NE	Have a rough draft of the presentation complete	Monday Week 13	Everyone
8	NE	Record presentation and submit	Week 13	Everyone

Next Meeting: 3/06/2020, online, 4:00pm  
Chair: [REDACTED]  
Note taker: [REDACTED]  
Progress chaser: [REDACTED]

# Delivering

## Challenge:

- Delivering subject content in an engaging way

## Strategies:

1. Scaffolding new students in independent learning
2. Podcast style technical lectures
3. Weekly live Q&A session with guest lecturer and subject coordinator

# Delivering: Scaffolding new students in independent learning

Evidence/outcome:

1. Providing students with a clear learning map to support them in their transition to independent learning

Date	Week	Pre-Lecture (Quiz backed)	Lecture	Tutorial	Assessment (Individual Group)	Due by	Guest lecturers	Notes
3 March 2020	1	N/A	Introducing the subject, sustainability, and design brief. Introducing the client and Indigenous perspectives.	Unpacking the client brief. Meeting the team.	Prelecture Quizzes (5%)	Open Friday 4:30 pm Closes Tuesday 4:30 pm Weeks 2-12	Jade Kennedy	Only 10 need to be completed out of 11 (0.5% for each quiz).
10 March 2020	2	Quiz 1	Looking at waste as a resource. Brainstorming and researching ideas.	Exploring the problem/waste stream.			Peter Quarmby Dr. Abheek Basu	Students go for site visit
17 March 2020	3	Quiz 2	Closing the loop. Pitching your product/teamwork strategies.	Identifying the potential engineering solution. Pitching and Minutes of Meetings.			Steve Morris	
<b>Mid-session Recess</b>								
7 April 2020	4	Quiz 3	Construction and Waste. Writing reports.		Individual Pitch Ideas (10%)	Wednesday, 8 April 2020	Dr. Emma Heffernan	Uploaded to Moodle - Tutors to provide written feedback online
14 April 2020	5	Quiz 4	Using waste in biomedical practices. Circular economy. Referencing and plagiarism/teamwork strategies.	Team chooses a design solution. Team starts developing design brief.			Makrta Solitelli Siobhan O'Brien	
21 April 2020	6	Quiz 5	Using waste in enviro applications. Sustainability.	Support for the design brief report	Client Brief Report (20%)	Sunday, 26 April 2020	Prof. Faisal Hai	Marked on Moodle Originality report required
28 April 2020	7	Quiz 6	Life cycle analysis of your engineering solution.	Peer review of design brief report			Dr. Leela Kempton	
5 May 2020	8	Quiz 7	Workplace health and safety and critical risk management. Mental health in the workplace.	Life-cycle analysis and Sustainability. Environmental impacts.			David Walker Simone Brigitte	
12 May 2020	9	Quiz 8	Supply chain.	Risk assessment.			Dr. Tillmann Boehme	
19 May 2020	10	Quiz 9	ePortfolio and employability	Developing an ePortfolio.			Wassim Merhi Laura & Bailey	Mahara resource ready
26 May 2020	11	Quiz 10	Ethics of engineering Presentations	Cost. Ethics.	CAD/Creo (15%)	26-29 May 2020	Zein	
2 June 2020	12	Quiz 11	Support for Final Report	Support for the final design report. Support for the final pitch presentation.	Reflection on learning in ENGG105 (5%) Final Design Proposal Report (35%)	3-5 June 2020 Sunday, 7 June 2020	Zein	Marked on Moodle Originality report required
9 June 2020	13	N/A	Design Competition - building 6 foyer		YouTube/Moodle Final Presentation (10%)	Friday, 12 June 2020 Friday, 19 June 2020		
Bonus					Sparkplus (2%)	Friday, 12 June 2020		

*"Zein shows the student timetable and instructs students when to watch the lecture, which days to do the quiz, how these connect to the tutorials and more. He outlines changes in assessments and justifies why all changes have been made." [Dr. Bonnie Dean]*

# Delivering: Podcast style technical lectures

Evidence/outcome:

2. This style of lectures helped increase student engagement and resulted in a higher view rate in this subject compared with other 1st year subjects



*"I love the format in which you are delivering the lectures, I find it very helpful and engaging. The Q&A was very helpful as it allowed further in-site and views in comparison to just the lecture." [Student]*

# Delivering: Weekly live Q&A session with guest lecturer and subject coordinator

Evidence/outcome:

3. The weekly Q&A sessions not only helped us answer the questions the students had (after giving them time to reflect on the lecture content), but also enabled us to receive feedback from the students on what worked well and what needed improvement:

*"Zein's personal approach continued in the Zoom Q&A sessions where he guided the discussion and conversations with the guests in a very professional and efficient manner. It was obvious throughout that Dr. Saleh valued the importance of feedback and reflective practice." [Dr. Sasha Nikolic]*

Questions?

