

Tutoring Continuity Plan

THE UP WAY



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TUTORING CONTINUITY PLAN

The aim of this document is to assist lecturers and tutor coordinators to make decisions on appropriate online tutoring for their modules. It is possible to use solutions available in clickUP to continue with online tutoring. The Department for Education Innovation has developed an additional section within the online tutor module to help tutors with this process. Everything that the tutors already learnt when they worked through the videos previously, still applies, with a few differences that is explained in more detail in the course.

The additional materials are provided in text format, with only one optional video of 4 minutes to explain the framework for the theory, to lower costs for tutors to complete this part of the course.

After completion of this section of the tutor module, tutors should be able to:

- Implement the basic principles required for effective online tutoring
- Make choices regarding appropriate resources and tools to use considering the student diversity profile
- Create and facilitate asynchronous online discussions in the clickUP discussion tool
- Present and facilitate synchronous online sessions in Blackboard Collaborate Ultra
- Create clickUP tests using multiple choice questions
- Mark Turnitin tutorial submissions
- Mark clickUP Assignments
- Assign students to online tutorial groups in clickUP
- Use different ways to record the attendance of students for both synchronous and asynchronous tutor sessions.

Online tutoring is not the same as face-to-face tutoring: it needs to be redesigned for the online environment. It may not be possible to get all students in the tutorial at the same time and activities may take longer than in face-to-face mode.

The choice to use online tutoring, and the specific format in which it will be conducted, will be determined by the tutor coordinator or lecturer. You will have to decide which online tutor strategies may best work for your module, and which clickUP tools to use.

1. Considerations when you choose to use online tutoring

- Access of tutors to a laptop/desktop computer and enough data to continue with online tutoring.
- Data usage: tutors and students do not have to worry about clickUP or data. Telkom, MTN, Vodacom, and Cell C agreed to zero-rate clickUP and Blackboard Collaborate data. That means any data hosted on clickUP is free but embedded third party linked content is not free. E.g. If you embed a YouTube video, or link to a google drive to share files it is not free, but if you upload a study guide or document to a course and a student downloads the file from a clickUP course, then it is free.
- Device access: Some students may only have clickUP access through the Blackboard App. They can do the following on the Blackboard app:
 1. Access content and download content to view offline
 2. Participate in discussions, blogs and journal entries
 3. Participate in Blackboard Collaborate sessions (viewing, chatting, speaking, sharing video if allowed by lecturers)
 4. Type assignments in Google Docs and upload to either a clickUP assignment or to a Turnitin assignment from their Google Drive (This is however not easy on a cell phone due to the small size of cell phone screen).
 5. Do tests if they know how to use the browsers on their phones. The chances are good that they might click the wrong button on their cell phones as the screen size on a mobile device is small.
 6. View Grades
- Computer literacy: If you have a first-year group, keep in mind that the AIM modules were disrupted and that some students may be struggling due to a low level of computer literacy. Choose activities that will be easy to participate in, rather than introducing technologically difficult tasks.
- Remember that tutors and students now may share their time and physical space with their families, which will impact on their ability to learn and concentrate. They may also be responsible for taking care of siblings or parents, and (hopefully not) sick

family members. They will need your motivation and encouragement to continue with their studies more than ever.

2. Planning online tutorial sessions

Face-to-face tutorial sessions cannot be duplicated as is into the online environment. Besides the learning outcomes, students need more encouragement, pacing and feedback on their knowledge level during times when there is no face-to-face contact. The theory on how to achieve this, is described shortly in the online tutoring part of the tutor course. The rest of this document will address possible tools and online tutoring strategies to consider.

2.1. clickUP tools that may assist online tutoring

There are many tools available in clickUP to select from, but the most important are described below to enable you to make the best selection based on need. The tutorial tools to consider are the following:

2.1.1. Organisational tools

2.1.1.1. Calendar

Use the calendar tool to indicate clearly to students when tutor sessions will take place, which topics will be addressed and how long each session will last.

Help files on [Calendar](#)

2.1.1.2. Announcements

It is a one-way communication tool to ALL students and staff in a module. Announcements are delivered in a course, via email or on a mobile device. **If you allow a tutor to use this tool, do so with care because all students (not only the tutor group) will receive the message.**

Help files on [Announcements](#)

2.1.1.3. Groups

Groups allow you to assign specific groups of students to a tutor or allows you to create specific sessions (time slots or topics) for which students can enrol. Students can be allocated to groups in three ways:

- Self-enrol: A lecturer or tutor creates groups without adding group members. Sign-up sheets are linked to specific content areas in clickUP where students sign up to a group of their choice.
- Manual enrol: the lecturer or tutor enrolls students into specific groups based on criteria.
- Random enrol: clickUP randomly enrolls students to each group.

When setting up groups select the facilitation tools that need to be selected (Discussion Board; Email; Blackboard Collaborate Ultra or Tasks). Remember to also select **Create a Smart view**. If **Create a Smart view** is selected, it is possible to only see a specific group's members in the Grade Center which will assist tutors with marking only students' work in their group and will help with keeping a record of attendance). Smart views is a setting that can be selected when different types of groups are created in order to view each group separately in the Grade Center.

Help files on [Groups](#)

2.1.2. Facilitation tools

2.1.2.1. Discussions

This is a powerful tool to allow students time to formulate their responses and may mitigate the problems caused by an interrupted power supply. Discussion forums can be created either for the whole class or for specific groups within the module. These discussions are public, meaning the discussion posts are open to everyone to read and reply to, either in the class (if a course discussion is created) or to the members of a group (if discussions are enabled for a specific group of students). You can set the discussion to require a student to post an initial response before they can see the submissions from other students.

Discussions are asynchronous in nature, which means students can access discussions at different times when it suits them or when they are able to. It enables anytime, anywhere access to a conversation. Students will NOT all be participating in the conversation at the same time, but the conversation may continue over a few days. This is a powerful tool to allow students some time to formulate their responses and may mitigate the problems caused by interrupted power supply.

NOTE:

- Discussions in large groups quickly become unmanageable if you do not have enough facilitators. One tutor will be able to manage a discussion group of maximum 40 students).
- Formulating written answers also takes more time for tutors, so think carefully about the time they will spend on facilitation.
- It must be set up correctly from the beginning to record attendance.

Help files on [Discussion board](#)

2.1.2.2. Blackboard Collaborate Ultra

This webinar-like tool was specifically created for the educational environment to allow for synchronous communication, which means that everyone who wants to participate must be in the same online space at the same time. The tool resembles in-time communication of a physical classroom the closest. This tool can be deployed for the whole class or for a specific group. You can use voice, video, text in a chat function, as well as share a white-board, files or applications. Blackboard Collaborate sessions can also be recorded, and the link made available to students in the clickUP module after the session.

You will use Blackboard Collaborate if a difficult concept needs to be explained and immediate feedback on students' understanding of the concept is necessary, or if quick brainstorming is required. It works well for calculations, allowing a step-by-step unfolding and explanation. It is also useful to do a quick revision before an assessment with questions and answers on the work the students had to prepare for the assessment.

NOTE:

- Students will have to be able to log into the session at the same time to participate.
- Tutors will have to practice using the tool before they start an online tutorial with it.
- The maximum number of participants for one session is 250.
- Tutors may need someone to assist with the monitoring and answering of questions in the chat area if more than 10 students participate.

Help files on [Blackboard Collaborate Ultra](#)

2.1.3. Assessment tools

2.1.3.1. clickUP Test

Create sets of questions that are automatically graded to measure student performance. Tutors can use this tool to test students' knowledge before a tutor session (entry ticket), to determine what exactly a tutor should focus on during a tutorial; or as part of an exit ticket and can be used as an attendance tool for tutorial sessions.

Tutors can provide feedback on each option of a question or on the question overall to teach students through the feedback. It is an ideal tool to create self-tests for students to practice and measure their progress.

NOTE:

- Let tutors submit the questions and answers they want to pose to the students to you first to determine suitability and correctness, or provide them with the appropriate questions to use.
- It takes practice and time to set up good objective questions.
- Students will need a stable internet connection while they complete a test.
- You cannot lock the browser window on the test only (students can move to other windows).

Help files on [clickUP tests](#)

2.1.3.2. Turnitin assignments

Use this type of assignment to check for originality in submissions and if you must keep the assignment and feedback to the student private. You will not be able to share students' submissions with the rest of the class afterwards.

Tutors can create reusable custom feedback comment sets and drop those into the right places while they are marking, saving time and increasing the rigour of assessment.

NOTE:

- Decide if you will create these tutorial submissions or if the tutor should do it.
- Tutors will have to give feedback to each submission individually.
- Grading and providing feedback must be done online.

Help files on [Turnitin assignments](#)

2.1.3.3. clickUP assignment

Use this type of assignment if you do NOT have to check for originality and if you must keep the assignment and feedback to the student private. You will not be able to share students' submissions with the rest of the class afterwards.

NOTE:

- Decide if you will create these tutorial submissions or if the tutor should do it.
- Tutors will have to give feedback to each submission individually using a rubric or by using comments.
- Grading and providing feedback must be done online.

Help files on [clickUP assignments](#)

2.1.4. WhatsApp

Tutors may use WhatsApp to assist students if you as lecturer permits it. Keep in mind that:

- You must provide proof of attendance of each tutor intervention.
- Students may start contacting tutors during all times of the day and night, encroaching on the tutor's own study time.
- Data for WhatsApp is not zero-rated.

3. Possible ways to conduct online tutoring

The choice of the online tutoring strategy remains that of the lecturer or tutor coordinator. Below are a few SUGGESTIONS to consider; it is not an exhaustive list of possibilities. It is advisable that interventions are still done in close collaboration between lecturers and tutors.

3.1. Determine problem areas

- Ask students to submit their questions into a discussion forum. Peers can answer each other, or tutors can answer them.
- Set up a test consisting of a few questions to determine where students struggle before a tutor plans a tutor intervention or to determine how much students have learnt after an intervention.

3.2. Introduce and facilitate a difficult topic with a discussion board

- Tutors write a good invitation to the tutor session (Described in the tutor course). Allow enough time for this discussion to take place, e.g. 1 week.
- Use rules to guide the postings of students, for example the three-sentence rule. This rule requires students to state their opinion, why they have the opinion and provide a reference to the textbook or reading material that supports their opinion. This initial posting should be by the first deadline.
- Stimulate the conversation further by requiring a reply from each student to at least one or two other students' postings, using the same 3-sentence rule: do you agree/disagree, why do you agree/disagree and give a reference to support their opinion. The replies should start after the first deadline and before a second one.
- Set the discussion forum to allow students only to view posts from their peer after they have submitted their first post, alternatively only after the first deadline.
- Use redirecting or probing questions to keep students thinking and engaged in the conversation. Keep in mind that each question may take a day or two before a student will answer it, as students access these discussions intermittently.
- Summarise the discussion at the end to draw all the main points together into a single post.
- Lock the discussion after it is completed, so that late submissions cannot be made, but keep it available for students to read again.

3.3. Introduce and facilitate a conversation in Blackboard Collaborate

- Write a good invitation to the tutor session (Described in the tutor course). Ask students to log in at least 15 minutes before the session starts to set up the sound levels on their equipment.
- Give the students an overview of where to find the chat option, where to switch their microphones and videos on or off, and other relevant settings. It is a good idea to disable everyone's video from the start to save on bandwidth, particularly as the use of Blackboard Collaborate is not zero-rated.

- Record the session so that students can refer to it if necessary.
- Let students type their comments or questions in the chat area. Questions may come in fast while you are talking, so break the session into subsections and answer the questions per subsection before you move on to the next section.
- Share a PDF document with the slides or work that you want to discuss while you are tutoring, beforehand in clickUP or during the conversation.
- Use polls at regular intervals to test students' understanding of your explanations. (Type the text of these polls into a Word document before the session to copy and paste it into the polls options during the session).
- Summarise the discussion at the end to draw all the main points together.
- TIP: Tutors should practice using Collaborate with another tutor, yourself or the instructional designer in your faculty BEFORE they use it as a tutoring tool.

3.4. Practice skills

- Use a discussion forum/the clickUP assignment tool to post a problem that students need to solve.
- Write a good invitation to the tutor session.
- Students work with pen and paper (or computer) to solve the problem.
- Students take a photo of work on paper and upload it to the discussion/ assignment. If you use a discussion, set the discussion up to only allow students to view posts from their colleagues after they submitted their own solution.
- If you use a discussion, ask other students to comment on the solutions provided by at least one or two others. Tutors will also have to check these comments and give feedback on the problems and the comments.
- If you use an assignment, tutors will have to mark each assignment and give proper feedback on the errors a student made. A mark is NOT feedback, students need to know what exactly they did wrong.

- When all students have submitted their solution to a problem, you can release / post a master answer to the problem within the discussion tool if this tool was used or add an item to the relevant content area where the assignment was made available to students.

NOTE: Whichever tool you use, start the name of the activity/assignment with TUTOR so that you can see which columns in the Grade Center were used for tutor sessions.

4. Recording of student participation in online tutor interventions

4.1. Discussions

If you want to record participation in the discussion tool, you will set it up differently for the whole class than you would for group discussions.

For a whole class:

1. Create a discussion forum on a Content area with the settings selected as in the image below. Determine how many posts a student must make before it will be recorded in the Grade Center. A post = posting a discussion post OR posting a reply. If you want a student to post an initial post, and reply to one other student, set the number of posts before a student is shown in "needs grading" to 2.

2. Tick the option to "Allow members to subscribe to a forum" and ask the tutors to subscribe themselves to a forum. Each time a student submits a discussion post, tutors will receive an email to alert them that there was a new posting.

3. After students participated in the discussion, go to the Grade Center column in which the discussions are recorded. For each exclamation mark, type in a mark as determined by the lecturer/tutor, for each student with a submission. You can just use "1" if real grading is not necessary and you just wanted them to participate. All the students with a "1" in this column of the Grade Center, then were "present" in the discussion. (If you required more than 1 post and a student just made 1 post, but does not comply with the full requirement yet, you will see an icon that indicates "In progress". If no icon appears, the student did not participate at all)

Group discussions

1. Create a group and activate the Discussion tool for the groups.
2. Go to Course Tools -> Discussion board.
3. Click on one of the group discussions you created.
4. Click on the action link next to the name of the discussion board and choose Edit.
5. Under "Forum settings" change the settings as shown above.
6. Repeat for each of the groups.
7. Follow step 2 as described in "for the whole class" to assign marks.

4.2. Blackboard Collaborate Ultra

After a Collaborate session ends, you can access an attendance report and push points to the Grade Center.

Help files on [Blackboard Collaborate Ultra attendance](#)

4.3. clickUP Tests, clickUP Assignments and Turnitin assignments

You can access the Grade Center to view the marks of students who submitted their tests and assignments. These marks will then give an indication of participation.

Help files on [Grade Center use](#)

5. Recording of tutor involvement in online tutor interventions

Tutor activity within clickUP is available through learning analytics reports. These reports contain the name of tutors, their role, module code in which they tutor, login times, logout times, the average minutes a tutor spent in the module, and the course tools or areas accessed. These reports are available from: Esther Mphanda (esther.mphanda@up.ac.za)