Guidelines for the Effective Use of Videoconferencing in Teaching

Approving authority	Deputy Vice Chancellor (Education)
Approval date	20 March 2014 (1/2014 meeting)
Advisor	Pro Vice Chancellor (Learning and Teaching)
Next scheduled review	2019 (Currently under review)
Document URL	http://policies.griffith.edu.au/pdf/Guidelines for the Effective Use of Videoconferencing in Teaching.pdf
TRIM document	2023/0000457
Description	These guidelines are provided to assist staff in determining the circumstances for which the use of videoconferencing in teaching is and is not appropriate. The purpose of the guidelines is to ensure that all students receive a quality learning experience that meets their expectations.

Related documents

Academic Plan
Student Charter
Lecture Capture Policy
Intellectual Property Policy
Student Recording of Lectures and Other Classes Policy

[Rationale] [When is Videoconferencing in Teaching Normally Not Appropriate?] [When is Videoconferencing in Teaching Appropriate?] [Key Principles for the Effective Use of Videoconferencing in Teaching] [How Do I Get Advice on Whether Videoconferencing is Appropriate for My Course?]

1. RATIONALE

These guidelines are a part of the University's overall strategy for enhancing good teaching and the learning experience of our students. While videoconferencing can be a valuable strategy to teach students across campuses or at distance, there is considerable evidence that some courses delivered through this approach negatively impact on the quality of the student experience and their learning. Staff seeking to use this method should be mindful of its unique challenges and limitations and design their courses and teaching methods accordingly. The overall aim of these guidelines is assuring that all Griffith students receive a learning experience of equivalent quality, irrespective of their location, and that meets their expectations.

2. WHEN IS VIDEOCONFERENCING IN TEACHING NORMALLY NOT APPROPRIATE?

Based on a consideration of the University's strategic goals for a quality student experience, and reinforced by student feedback, videoconferencing in teaching is normally not appropriate for:

- Managing 'class overflow' by teaching across classrooms on the same campus

- Teaching first-year and second-year undergraduate courses

- Teaching core/compulsory undergraduate courses

- Teaching cross-campus undergraduate classes where there are more than 30 students in each venue

- Teaching students who are expecting an on-campus experience with teaching being delivered in person by a lecturer

3. WHEN IS VIDEOCONFERENCING IN TEACHING APPROPRIATE?

Videoconferencing in teaching may be appropriate for:

- Teaching advanced undergraduate electives, where students can make a free and informed choice to participate in the videoconferenced learning experience and have other options to complete face-to-face electives if they so choose
- Teaching postgraduate classes or seminars, again where students have chosen and expect this mode of delivery
- Teaching students in field settings.
- In specified circumstances, videoconferencing can be an appropriate mechanism for supporting other forms of online learning.

4. KEY PRINCIPLES FOR THE EFFECTIVE USE OF VIDEOCONFERENCING IN TEACHING

The University is supportive of innovative approaches to design and delivery and the appropriate use of technology to enhance student learning. Courses employing videoconferencing in teaching should:

- Normally be conducted between no more than two cross-campus classrooms
- Clearly indicate in the course profile that this is the delivery method
- Usually rotate/vary the 'campus of delivery' across the trimester so that the primary teacher/lecturer is not always at the same venue
- Locate a staff member (e.g., tutor, facilitator) in the 'second classroom' to manage the student experience and facilitate learning and engagement
- Incorporate methods (e.g., brief quizzes, opportunities for questions, brief discussions of key points, use of clicker technology, use of twitter feeds/chat) that facilitate interaction and active engagement across the session
- Ensure that students are provided with materials (e.g., copy of PowerPoint slides, handouts) prior to the class that optimally support their learning at a distance
- Provide students on both campuses with equivalent opportunities for out-of-class consultation
- Provide students with information about optimal learning strategies in this delivery format and provide ground-rules for effective class participation
- Regularly monitor student satisfaction and engagement to ensure a quality learning experience, and make adjustments as required based on the feedback.

5. HOW DO I GET ADVICE ON WHETHER VIDEOCONFERENCING IS APPROPRIATE FOR MY COURSE?

Advice on the implementation or variation of these guidelines should be sought from the relevant Dean (Learning and Teaching). Approval for variations or exemptions from these guidelines may be sought by the Dean (Learning and Teaching) from the Deputy Vice Chancellor (Education). Requests should outline the specific circumstances justifying variation and the methods that will be employed to ensure a quality student learning experience.