Strategy and Action Plan for Remote Teaching and Learning in 2020-21 , Department of Psychology[1]

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[1] Updated 13/10/2020

Introduction

This document is a response to the need to shift lectures to be delivered remotely in 2020-2021. We recognize that this will require us to change many aspects of our practice. Our plans aim to balance three needs.

The first is to protect the student experience. It is important for the change not to detract from the quality of teaching, so that it remains excellent. We need to make sure that what we provide to the students is as manageable for them as possible. We also need to be sensitive to the different contexts in which our students will be studying and how they could influence the impact of our decisions. Finally, despite the planned changes, we would like students returning to their second and third years to experience this coming year as a natural continuation of their University trajectory so far.

The second need is to protect staff time. Remote teaching is its own research and practice area, which will take time, thought, and practice to master. Therefore, next year, we can only aspire to be 'good enough'. The time investment in implementing changes needs to be weighed against other elements of staff workload. Some will find it easier to change than others, and we must remain collegiate and patient with ourselves and each other in this respect. At the same time, the pandemic offers opportunities to innovate, which staff will naturally wish to take advantage of, when they can. We would like to support them in doing so, not only for 2020-2021, but also because what we learn here will be useful in responding to the global shift towards remote learning practices.
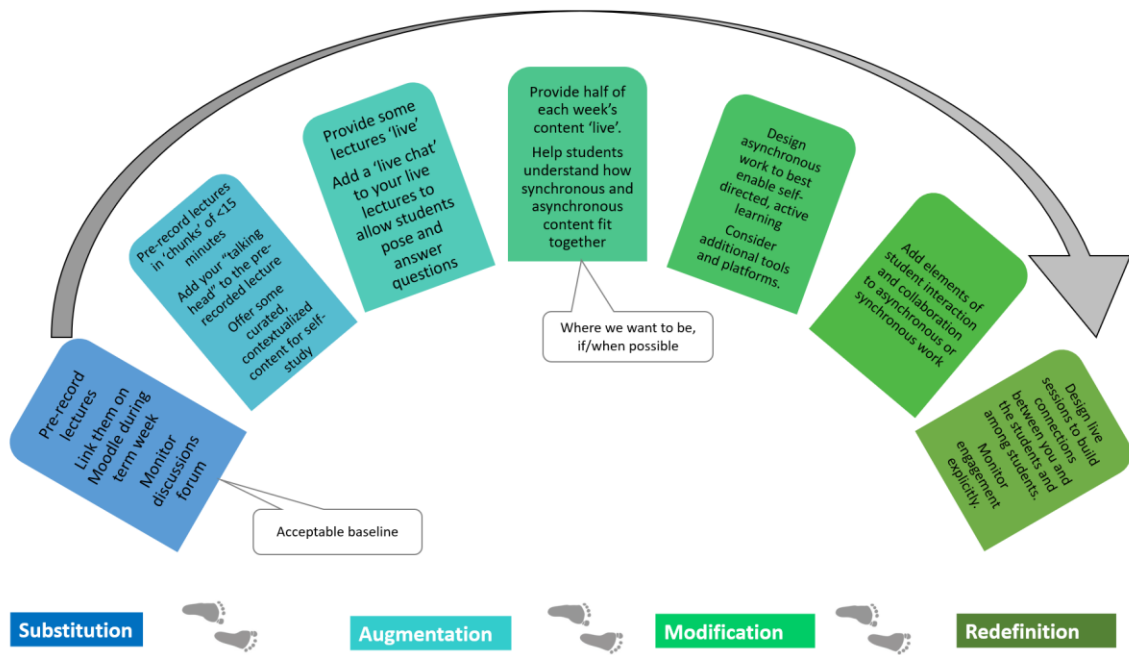
Finally, we need to minimize risk. Because we are taking decisions in a time of flux, we must build in a flexibility for the system to adapt. Current advice from the University is that some teaching, such as practical classes and supervisions, should take place face-to-face as far as possible, although that advice may change. We also need to consider legal obligations, such as the need to deliver inclusive teaching and data protection for both students and staff.

This guidance follows on from a presentation to staff on the 17th of July, and a productive Q&A session. The recording of the sessions available on the Department's Remote Teaching Teams channel and on this link.

Our local approach to blended learning

Blended learning is a combination of synchronous and asynchronous teaching. Part 1A students have commented favourably on this aspect of our strategy. The chart below shows some ways to blend these types of content. The chart is organised on a dimension of similarity between the end product and traditional face-to-face lectures.

We recognize that the move to remote teaching will emphasize differences between lecturers, in terms of which tile on the scale they would find most appropriate. We accept that these differences will impact the consistency of the learning experience. To balance this impact, we agreed that it is important to maintain consistency within entire lecture courses/papers (e.g. NST1B experimental Psychology, PBS3, an 8-lecture Part II module; more on this below). Part 1B agree that this would be helpful.

The diagram shows a SAMR arc with the following elements:

Pre-record lectures — Link them on Moodle during term week. Monitor discussions forum. *Acceptable baseline*

Pre-record lectures in 'chunks' of <15 minutes — Add your "talking head" to the pre-recorded lecture. Offer some curated, contextualized content for self-study

Provide some lectures 'live' — Add a 'live chat' to your live lectures to allow students pose and answer questions

Provide half of each week's content 'live'. Help students understand how synchronous and asynchronous content fit together. *Where we want to be, if/when possible*

Design asynchronous work to best enable self-directed, active learning — Consider additional tools and platforms.

Add elements of student interaction and collaboration to asynchronous or synchronous work

Design live sessions to build connections between you and the students and among students. Monitor engagement explicitly.

| Substitution | Augmentation | Modification | Redefinition |

Asynchronous teaching

All content that is taught and learned at different times; including pre-recorded lectures, assignments, group work etc.

It is less "costly" for lecturers and students: it requires fewer resources (e.g. connectivity; time; level of stress). Its key benefit is that it can allow students to personalise their learning (e.g. go back to parts that they did not understand, expand on other parts, study at a time that suits them). Part 1A students have commented that the ability to speed up/slow down the material is helpful.

- Listening to a 55-minute long face-to-face lecture is already quite a passive activity, but it can be deadly online. Shorter chunks of pre-recorded material, up to 15 minutes, are easier for everyone.

- Pre-recorded material does not need to be perfect; editing takes a long time. SBS "strongly recommend not editing your recordings… Unedited recordings have been shown to be … strongly preferred by students."

- Save time by curating materials rather than creating them. If there are online resources that you can direct students to, you can spend more time contextualising the content and supporting students' active learning. Sharing existing materials with students can be as good, sometimes better, than producing original material. One of the additional benefits of asynchronous teaching is that it links more naturally with the conversations that take place outside the classroom, e.g. filmed interviews or current debates that can contextualise learning and help students become part of an ongoing dialogue.

- Weaving pre-recorded sessions with a varied set of resources can be more engaging. Consider whether you can use these resources to help students be active in their learning.

- The University is redrafting its policy on recorded materials for teaching and learning. The key principles allow re-issuing of materials to cohorts other than those for whom the

materials were created. If you create various resources for blended learning, it would be easier to use them in updated lectures next year.

Synchronous teaching

"Live sessions" where students attend teaching at the same time as it is being delivered.

This is more "costly", so there should be a clear pedagogic reason to deliver "live" content. If students might as well listen to a recording as attend a live session, they may well prefer that.

The "cost" will be different for students in various stages of their study and in various circumstances. For example, Part I students may feel more anxious about speaking in public, while students who cannot reside in Cambridge may experience connectivity problems and prefer to watch recordings of live sessions.

For students, synchronous teaching can enhance asynchronous work by building connections and providing opportunities to learn in an active way. It can also mitigate some of the social-emotional difficulty that results from working in isolation. Therefore, synchronous teaching should have a strong focus on building, maintaining, and monitoring our connection to students. It should feel more like a conversation than a monologue (e.g. lecturer speaks only up to 1/3 of the total time).

- Live sessions will generally take place during the timetabled lecture slot, but do not need to take up the entire slot.

- You could deliver them from your home, office, or the lecture theatre.

- All live sessions must be recorded and made available to students to view later – this is now university policy, and something both part 1A and part 1B students have requested.

- Although the majority of this guidance applies to the delivery of lectures, we hope that some practicals and supervisions can take place face-to-face.

Adding a social element to the blend

A sense of belonging is crucial for all of us. The social element of learning helps students structure their week, creates a learning routine, and scaffolds social interaction with peers. Interactions also increase achievement, and teach students additional skills, such as effective collaboration.

There are opportunities for additional social interaction in both synchronous and asynchronous teaching. For example, live sessions can include a group discussion, or you could include collaborative tasks or peer assessment. A live session component (even if it is not a full session) can also help lecturers, who otherwise may miss out on social cues, verbal and nonverbal feedback. Indeed, some lecturers described a feeling of 'speaking into a void', while others found that it could take longer to explain something online, or that it could be difficult to gauge students' understanding while teaching.

Online learning affords new opportunities for active learning. In synchronous teaching, this typically refers to in-lecture student participation. For example, students may respond to a question or discuss ideas in a live session by speaking out, posting comments on the chat, or by responding to polls; or they might have opportunities for small-group discussions. These different types of

participations need to be thought about carefully, because they can be advantageous for students but also take up class time.

It is important that lectures are mindful of the difference between in-lecture student participation, which typically takes place in a large class, and active learning that may be better achieved in the more intimate context of small group supervisions. One type of learning which may be better suited to supervisions than large group teaching is when students present an article to others, and get feedback on their presentation skills. We will be consulting with supervisors to help us strike the right balance. For the time being, we would advise you to avoid in-lecture student participation activities that replicate typical supervision work.

Another angle on active learning is that online learning facilitates teaching innovations. For example, it could make it easier to invite a more diverse range of external speakers to provide content, where practitioners or industry contribute real-world problems for students to solve. In another example, students may be set tasks to investigate publicly-available databases, so that their solutions may uncover interesting, useful patterns. These are just a few examples to stimulate ideas.

In all of our decisions, we need to be mindful that the additional demands that remote teaching poses does not have a negative impact on staff and student workload.

Monitoring student engagement

The existing practice of collecting student feedback by end-of-term questionnaires will continue. However, there are long-standing weaknesses in this practice including very low student participation. Additionally, this form of feedback will be too general to allow each of us to gauge the effectiveness of any particular combination of blended learning. We therefore need to collect our own engagement data at the time of delivery (please see below) to find out directly what is working and what is not.

Getting started – Guidance and training for all lecturers

The following sections specify what needs to be done, starting with the responsibilities of course organisers, followed by short but compulsory training exercises that should be completed by all lecturers, and finishing with optional additional training opportunities and resources.

Guidance for Course Organisers

For all those responsible for organising:

- PBS papers (PBS 1-8)
- NST Part IB Experimental Psychology
- NST Part II Psychology
- NST Part II PNB
- Module organisers for Part II PBS/NST 8-lecture courses.

1. Update the student learning outcomes on your paper

Decisions on remote teaching - what we teach, when and how – will inevitably be based on what you expect students to learn on the papers and Part II 8-lecture courses, i.e. the students' "learning objectives" or "learning outcomes".

Having a clear set of learning outcomes will help students check their progress against our expectations and increase their confidence that they are on track.

Please bear in mind that some students may not be able to access the library[2]. You may wish to consider changing the objectives related to crucial resources that can only be accessed at the library.

- PBS Tripos general learning outcomes should be stated in the Handbooks (Director of PBS)
- PBS Tripos Papers specific learning outcomes should be stated in the Paper Guides (Course Organisers)
- NST Part IB Experimental Psychology and Part II Psychology and PNB learning outcomes should be stated in the Course Guides (Course Organisers)
- Part II PBS and NST Part II Psychology 8-lecture module specific learning outcomes should be stated in the Part II Paper/Course Guides (Module Organisers).

2. Agree with your lecturers on the best "flavour" of blended learning for your paper.

The figure provides some examples of blended learning for a lecture session. In one, students are invited to scrutinise the lecture hand-out, then view a pre-recorded lecture, and then come together to attend a structured question-and-answer live-contact session. In another, they view a pre-recorded introduction before being split into two groups. Each group then views a pre-recorded video and are told to expect to participate in live small-group discussion. The videos could be viewed at the start of the timetabled lecture slot or students might be told to view them beforehand. After the live discussions, the entire class comes together for the final live session. The total sum of time for the four elements is one hour.

There are any number of different blends. While potentially an exciting innovation to our teaching, a vastly varied approach will be perplexing for students. While students can benefit from multiplicity of approaches, this could also add to their challenge.

To balance these needs, we agreed that paper organisers need to decide on a consistent blend of synchronous and asynchronous work for all lectures on a particular paper. We believe that it will be in students' best interest if consistency is maintained *within* papers, in terms of the amount of synchronous vs. asynchronous teaching they receive, how the two types of teaching are interwoven, and the nature of involvement students can expect (e.g. group work, contribute to chat, speak in class etc.).

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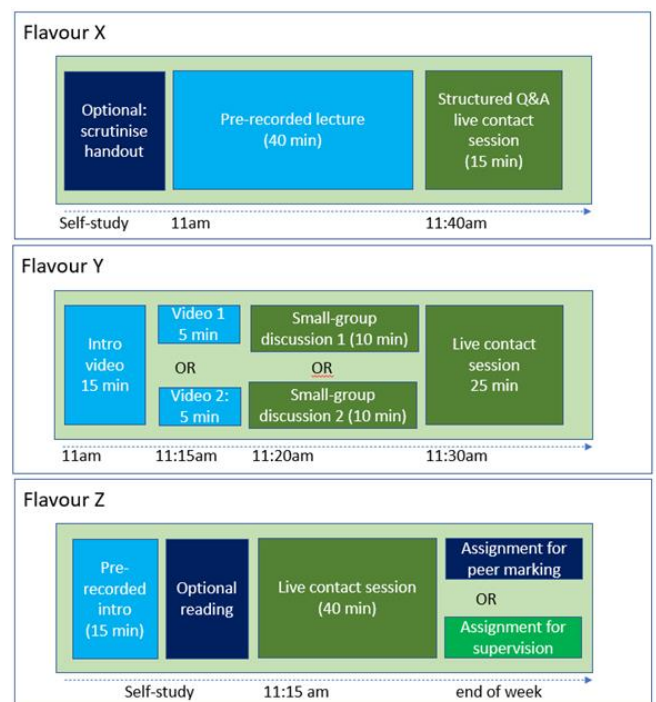
[2] We do not need VPN to access the library recourses. Student should login with raven using the IDiscover link or https://libguides.cam.ac.uk/az.php. If a student has access problem, ask them to send the print of the page to library@psychol.cam.ac.uk. Please see these helpful links: https://www.library.psychol.cam.ac.uk/using-the-library/accessing-psychology-library-e-resources-outside-campus and https://www.library.psychol.cam.ac.uk/guides/Undergraduate/psych-reading-lists

Your decision should consider the learning outcomes for the paper; whether the paper is Part 1A, Part 1B or Part 2; and the needs, abilities, and resources of all of the lecturers on the paper.

- We should be careful not to increase student workload, something that part IB students ask us to be mindful of. For example, a 50-min lecture could be broken down to 5 10-min chunks, but if you would like students to answer a reflective question at the end of each chunk, please make each chunk a little shorter.
- Please communicate the agreed decision to all of the lecturers on the paper, particularly visiting lecturers. To access the software they might require, the teaching office would need to arrange their access.
- Please communicate this clearly to students to provide them with appropriate expectations.
- Supervisors on your paper may be invited to view asynchronous materials and recording of the live material.

3. Review the resources students and lecturers need.

Some items of the reading list may only be accessible in hard copy in the library. The psychology library will be in touch with you as soon as possible to let you know which items are not available.

- The librarian will be working on last year's reading list, so please share any revisions with her library@psychol.cam.ac.uk.
- If any of the materials are not available online, you could liaise with the lecturer on that part of the course to see if they could be replaced by other resources.

It might also be a good idea to check with lecturers that they have the equipment they need to deliver their teaching. For example, some might worry that their internet connectivity is not good enough for synchronous video-streaming. The Department might be able to help solve some of these issues.

4. Take some steps to update your paper's Moodle page.

Student surveys suggest that students find the various technologies difficult to handle, so a single platform would ease that load for them. We will keep using Moodle to organise our teaching, but would need to use it even more effectively this year to make it easy for students to understand what they need to do.

Please let students know how your paper/module will be structured, and what is the best way for them to access various elements of teaching. Because few students have experience with the teaching delivery methods we plan to use in 2020-2021, or with blending them, please ensure that your instructions are thorough and precise. It is essential to sign-post students as to when and how to access any synchronous and asynchronous content.

Students often approach lecturers after class with questions, and some email their questions. It is important that when a student approaches us with a difficulty in simple comprehension of the content of the lecture, that we remind them to look at their notes first, and speak to their supervisor. Other questions may be procedural, or content-based. To decrease confusion and increase fairness, we agreed that it is best that students do not email lecturers with their questions, but instead, post them on a Moodle discussion forum, where both questions and answers are available to everyone. Paper organisers and lecturers are encouraged to manage the discussion board in the way they believe is most appropriate for each situation. In some cases they would answer questions or point students to resources. In others, they may encourage students to answer each others' questions or speak to their supervisor.

- We will email all students about this decision.
- Please Add a 'discussion forum' to your Moodle page.

Guidance for lecturers:

Once course organisers have completed the first two of the tasks listed above, you will have the information you need to work on your own lectures.

1. Update lecture-specific student learning outcomes

- Specific learning outcomes for your run of lectures need to be shared with students at the outset of your lectures.
- Specific learning outcomes for each lecture should be shared with students at the beginning of each lecture.

2. Consider whether your plans for remote teaching are inclusive and safe.

- It is a legal requirement for our teaching to be inclusive. DRC have provided a comprehensive guide.[3]
- *Documentation*: please check that the documents you create are accessible, including all online learning resources (eg slides, handouts, paper guides, course booklets). The Disability Resource Centre provides useful information on how to do this.
- *Uploading handouts:* Students with various forms of disability, as well as many without disability, benefit from access to material in advance of the lecture. As is usual inclusion practice, we must upload any handouts, slides or other summary information about an upcoming lecture a minimum of 24 hours before the timetabled lecture slot. If you do not intend to supply a handout, summary or slides separate to the presentation, you must upload a pre-recorded lecture 24 hours in advance.
- *Data protection:* Only some remote teaching platforms conform to regulations concerning privacy and data protection. We used this information in selecting the platforms and constructing the 'training manual' below. Please read the University policy on recordings and note in particular that guest lecturers on your course must sign the University's lecture capture consent form, and that students are required to sign a consent form *if* your live teaching *requires* all students present to make a contribution

3. Consider the social element of your lectures.

The release of lectures will be paced according to the published timetables, rather than made available as a pre-recorded set at the outset of term. We would be grateful if you could adopt the following policy: No lecture material (recordings resources etc) should be posted *before* the preceding lecture in the series. Lecture materials can be made available from the end time of the previous lecture up until the timetabled date/hour. You can upload your lectures to Moodle at any time and restrict access to the date and time you decide using the 'restrict access' section in Moodle.

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[3] UIS-supported platforms have tools that support inclusive teaching. For example, these include adding subtitles to any lectures; this guide focuses on how to ensure that recorded lectures are accessible. This requirement might influence your choice of platforms for synchronous teaching and the format and type of resources you ask students to engage with.

Instead of the traditional after-lecture questions, you may be engaging with students in new ways, such as through polls, text chats, or inviting students to speak on video. Part 1A students have commented specifically that they like that aspect of our strategy.

Because no-one is used to online learning, the norms of interaction have not been established. For example, some students might feel that they can ask any question in the 'chat' during the lecture, including lengthy, highly specific questions. Others might feel that they should only say something if it's crucial, otherwise they'd be wasting people's time. Some students may simply be unsure of your expectations; for example, when a lecturer asks a question during a live session, it may not be obvious whether all, or only some students are expected to respond on the chat. Students who are faster typists may respond first, and others may feel they cannot then contribute. Differences in assumed norms can lead to misunderstanding and bad feelings. Take some time to reflect on this issue and consider this for your paper. Try to communicate to students exactly how you expect them to take part. Part 1B students mentioned that they would really appreciate this and ask lecturers to be consistent in their use of online interaction norms.

Students are missing out on a lot of the social aspect of their University experience. We may be able to enhance these opportunities in either synchronous or asynchronous teaching. Consider the opportunities students have to interact with each other informally, and to get to know some of their peers. For example, you might organise a "silent" optional live session, where students work on "asynchronous" content with their video on. Students may be more likely to take part if you participate as well, or offer to monitor the discussion forum at that time.

- Please subscribe to the discussion forum on the Moodle page of your course so that you receive email notification about messages students post about your lectures. Use your judgment about the best way of engaging with the questions.
- If a student contacts you with questions on email, please ask them to post it on the discussion board.

4. Consider how you might find out what your students find difficult - and what they find interesting.

Without seeing our students, it is difficult to tell if they are engaged, and how our decisions influence their engagement. The only recourse we have is to collect, and analyse, engagement data. Seen from the student perspective, such data are almost the only way that they can feed back what worked and what didn't work for them for the particular "flavour" of blended teaching. The kind of data you might collect may vary among lectures and could include, for example, attendance numbers for synchronous sessions, session by session poll data, or conversations with student groups. Evidence of student interest could help us feel more engaged ourselves, and therefore deliver more engaging lectures. We are also going to be asked for data by the School.

- Your Moodle data could help; e.g. use of discussion boards, quizzes, and peer marking.
- You can use Panopto Analytics to monitor views of lectures.
- You might want to keep track of engagement during class – e.g. response on the chat and any video meetings.

Training manual!!

You may feel that you would like some basic introductory sessions before mastering the teaching platforms described below. The Cambridge Centre for Teaching and Learning has published revised

guidance on teaching online during the coming academic year. Aiming at flexible, inclusive and accessible practice, guidance on larger-group and smaller-group teaching addresses both educational and technological questions. Specifically, they offer 3 introductory webinars (3 hours total):

Webinar 1: Maintaining student engagement remotely pre-session materials video recording

Webinar 2: Communicating ideas online pre-session materials video recording

Webinar 3: Design a whole course/paper – with a helpful Simplified Course Template PDF version of the template video recording

You might also find it useful to view the Moodle course 'Getting to grips with online (remote) learning'. In particular, 'How to use Moodle' guide; 'How to pimp your Moodle' guide; 'Using the Panopto desktop recorder'.

Some of us may not have the technical resources we need to deliver the teaching we want to deliver. The Department can help with some of these, so do reach out. It is possible to pre-record or live-stream lectures at the Department, for example, where you would have access to local IT support. Don't forget there is a Moodle helpdesk.

Need peer support? Check out the resources on the Department's remote teaching Teams channel. Feel free to add to them, pose questions and debate. To engage with colleagues outside the department who are involved with remote teaching, join the 'remote teaching' yammer channel.

Just give me the basics – start-of term practical logistics

The steps for running a live teaching session, recording it and uploading the recording into Panopto and Moodle are presented in the On-line resources guide for lecturers . The students have received a similar document, On-line resources guide for students

Panopto: Synchronous or asynchronous teaching

We can support each other better if we all use the same platforms.

You must learn to use Panopto. The Cambridge Centre for Teaching and Learning are recommending Panopto, and this is one of the only platform that thethea University will support. All visiting lecturers should also be encouraged to use Panopto and given the following links to learn how to use it. The teaching office can arrange for them to have access[4].

Panopto is integrated with Moodle. It can be used to pre-record materials and to edit recordings; it supports "live" sessions where you can add a chat function although you cannot see your students (for that see Teams below). Panopto enables recordings to be searched using text on slides, spoken

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[4] As long as your lecturers are members of the Moodle course with a role which allows them to create content in the course, Teacher or Non-enrolling teacher, they will be able to download the Panopto software from the course and upload their videos. These external lecturers can be enrolled into Moodle using their email addresses to create 'Friends' accounts, which is the alternative to Raven. The Help guide on making user enrolments explains how to do this in detail: https://www.vle.cam.ac.uk/mod/page/view.php?id=3843131

word & transcripts and can be adjusted for accessibility requirements. You can use Panopto's analytics to monitor engagement.

This is a quick guide to Panopto; for more information please see the UIS Panopto page and this self-enrolment Moodle course. You can contact UIS if you need further support.

Panopto does not support captions during live streaming, but these can be added to a recording after it has been created, or by using the captions feature in PowerPoint.

Polls are useful, e.g. to assess student confidence about mastering the learning outcomes for the week. You could link to Google Forms /Microsoft Forms on a Panopto chat.

Synchronous teaching on Teams

It's useful to learn another platform in addition to Panopto, if you'd like to be able to see students during live sessions, and to organise them into small groups. If you plan to deliver live sessions where students can see you and you can see them, learn to use Teams.

Live sessions need to be recorded. In Teams, you need to start the recording yourself, and therefore must remember to start recording from the outset. If a live lecture is not recorded, it will need to be repeated and recorded. We recommend that live lecture sessions include a slide at the beginning warning students that the recording is about to begin to prompt you.

You can upload Teams recording into Panopto to then make it available in the same way as Panopto-recorded lectures. This is the recommended route because these recordings are then more protected from copyright abuse. Note that this would not include chat messages – just the video and any shared screens (example here).

We have organised teaching on teams in the following way:

Student teams: each PBS year group will have its own team (part 1A, part 1B, part II). These would be primarily for social purposes; for example, students can use it to choose reps, create ad-hoc study and interest groups, and 'find' each other. In addition, these student teams will be used to run year-group events, such as inductions. Team 'coordinators' include Lee and Kate.

Paper teams: each paper will have its own team (PBS 1 through to 10). These separate teams are needed because some of the papers are borrowed by students outside PBS, and who therefore cannot be part of the year-group student teams. Each paper team will have a 'live sessions' channel, so lecturers/students can simply go to that channel and click the camera icon to join class. Paper teams are set up primarily for live sessions, but can also serve a social purpose. For example, we envision that philosophy students who take PBS1 may want to create their own channel to chat about challenges unique to them. In PBS9 and PBS10 (NST PtII Papers 2 & 3), each lecture course will have multiple 'live session' channels, one for each lecture course, so lectures can be delivered as above. This arrangement allows students who are signed up to these papers to visit any of the lecture courses they wish, as they could do in previous years. Team 'coordinators' include respective paper organisers.

Break-out rooms: additional Team channels can be set ahead of class or even during class, to create small-group work. They can be set up by any team members. Team channels allow text-chat as well as video or audio chats. To monitor parallel sessions without dominating peer interactions, you

could ask students to take notes on a single Google Doc (see [template](#)). Teams have just released a new breakout room feature that you could try[5].

If you have lecturers on your course without a @cam email address, ask our Team Owners (Richard Fieldsend, Fiona Craig and Newton Normoyle) to add them as [guests](#).

Also note that Teams links naturally other apps. For example, it links with Polls – you can simply add a Poll to a team channel.

Lecture Theatre recordings

As an alternative (or addition) to Panopto and Teams, you could create pre-recorded materials in the lecture theatre, which our IT staff can upload to Moodle later on. It might be more natural to lecture to a live audience; you might consider inviting invite guests, such as supervisors on your course using the appropriate health and safety guidelines.

In order to facilitate the recording of lectures within the department, we are now able to offer the following service from Monday 12th October 2020. In the first instance this is for teaching purposes only. Sessions can be booked via James Glasberg: jg286@cam.ac.uk <mailto:jg286@cam.ac.uk> or David Webb: dw534@cam.ac.uk <mailto:dw534@cam.ac.uk> . Sessions can be booked for up to 2 hours maximum on any given day.

- Mondays between 10am – 4:30pm: Assisted Lecture recording (IT support to assist with the recording process)
- Tuesdays – Fridays between 10am – 4:30pm: Self -recording use of the Lecture Theatre (A set of instructions will be made available within the room)
- Instructions for use of the Room: Please note that all Return to Work paperwork and procedures must be completed to allow access to re-enter the building before booking the Lecture Theatre. A separate risk assessment must be completed prior to use of the room (attached). Self-cleaning must be carried out during use of the room.

If you would like to use a centrally-managed teaching space to record your lectures, email: StudentRegistryRoomBookings@admin.cam.ac.uk

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[5] The current to use breakout rooms in Teams is creating channels for each breakout room and having the participants meet now in those channels. When they are done they leave that channel meeting and return back to the main meeting. A facilitator can meet now in all the channels and move from one to the other. This is a bit messy as it hasn't go the central control and auto assignment feature across all the breakout 'channels', however doable. [This video](#) illustrate is well. The new breakout trial feature in Teams is centrally managed by the organiser of the meeting - they click a button to create a breakout and decide on how many rooms they want to create - they can auto assign people to the rooms, when they open the rooms they can choose that the participants are automatically moved into that room from the main meeting. When it is time to come back to the main meeting the organiser can centrally close the rooms. This is illustrated in the [following video](#), part of the [wider documentation](#) on this (Cambridge is part of [pre-release trial](#)). Please note that those connecting via phone can't currently be placed into rooms so their breakout room would be the main meeting.

Other software/opportunities

Gorilla has many open access classic psychology tasks and questionnaires that can be used for online experiments/tasks that could be used in student online practicals/projects. There are samples here. The department has a Gorilla account, which means you have access to its open access tasks (or you can programme your own tasks) and collect data online.

Appendix A: Letter to students

Students have received the following [Message](#) about expectations concerning teaching delivery this academic year.

In addition, we intend to share the following advice with them during inductions.

- Courses will be organized through Moodle, as usual. Take a look at the Moodle page for the papers you are taking. Pay special attention to the learning outcomes – what you as a student should expect yourself to have learned by the end of the course.

- Your supervisor and DoS remain your first port of call for support on individual papers/lecture courses and on your studies overall. If there are any issues you would like to raise, please contact them in the first instance.

- Some papers will only include pre-recorded lectures, while others will also include various additional tasks, group work, and 'live' video-streamed sessions. Your course organizers will communicate with you about the best way to structure your learning on any individual paper.

- Please keep in mind that lecturers have varied workloads and that some classes are more amenable for particular approaches to teaching than others. We can be assured that the teaching method that your lecturers selected will allow you to master the learning outcomes.

- For all elements of your teaching, we will adopt the same rules and norms as in a physical classroom. You are expected to take notes; participate by asking and answering questions; wear classroom-ready clothing, put your phone away, and close browser tabs not required for participating in class.

- During 'live' sessions, for everyone's benefit, please join in a quiet place, and mute your microphone unless you are speaking.

- In every session where student video-stream and/or audio-stream is enabled (e.g. on MS-Teams), we encourage you to turn your video on, because this will help everyone feel like part of a group. However, we should all recognize that in some situations this may be difficult or impossible. No one will be penalized if they decide to keep their video off, or respond by chat rather than voice.

- All sessions delivered online will be recorded, and the link to the recording available on the Moodle page of the paper.

- Please be advised that all video and audio streams in the session would be recorded, including those of students. By enabling yours, you consent to the recording and sharing it with other students on the paper.

- The Moodle page for each paper will now include a Discussion Forum. Discussion Forums are places where students could post questions to lecturers, mimicking the practice of coming to speak to the lecturer after a face-to-face class. We expect these questions to mostly be 'extension' questions, i.e. for students who seek additional information and resources on specific aspects of the lectures. Lecturers will supply answers on the discussion forum, not by e-mail. Hence, please post these questions on the discussion forum instead of

sending them on email, so that answers can benefit everyone. Students are welcome to use the Discussion Forum to post questions to each other, and to answer each other's questions.

- This form of learning will be somewhat new to all of us, and success will depend on the same commitment we all bring to the physical classroom.