LEARNING FROM THE QMPLUS EXPERIENCE OF OUR TNE PROGRAMMES

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Overview - QXU3102 English Semester 2

251 students - 12 groups of 20 Ss - 4 hours per group per week + 2 hours CA sessions (Fri)

Following the set timetable:

Monday – Thurs

UK (6am – 8am) (8am – 10am)

China (2pm – 4pm) (4pm – 6pm)
Initial Considerations

- **Blend of Platforms**: Principally QM+ (branding?) – supplemented by /WeChat Business/ Tencent/ other? Features of functionality

- **Student experience**: Student experience: what broader resources, facilities, services and support (e.g. Library, IT, skills development, pastoral support) will be available to students to help them to succeed? Foster a supportive student community

- **Student engagement**: what arrangements are planned for student-student and student-staff interaction, including gathering student feedback, and involvement in student presentations or other oral work?

- **Information to students**: in what ways will information to students about University expectations, and accessing facilities, support and services need to be tailored in view of their location off-campus?

- **Assessment**: what steps are needed to ensure security of assessment? In particular, what proportion of assessment (formative and summative) will take place under controlled conditions, and how will the academic unit verify the authenticity of a student’s identity when undertaking assessment or submitting assessed work?

- **Teacher experience**: timetable / feedback – hours/ isolation / standardisation of delivery / materials - **Training** – Learning on the job not an ideal way of putting a course together and guaranteeing **Quality Assurance**
Testing and orientation

Orientation session chat room
Please open this in a new window before starting the lesson materials. This is an orientation session to allow you to familiarise how this lesson format will work. This will be used to track your participation and engagement with the course materials.

Step 1: Session objectives
Watch the video and move on to step 2.

Step 2
Complete the quiz to recap some of the things you have learned in semester 1.

Step 3
Do you have any questions about distance learning? Write them in the box below. After you submit your questions, you can share live chat and discuss with your peers.

Step 4
Watch the 'Test 1' videos in the section below. Read through the e-learning guidelines on using interactive materials on QMPlus:
https://elearning.qmul.ac.uk/go/question-types/

1.1. Lesson materials

Step 6: How to create a portfolio page
Remember to title your page: 20289382classnumber + name - English 2 Portfolio

1.2. Lesson objectives

How to interact with different task types on QM+
This video will explain how to interact with the different quiz types and questions.

How will your attendance be tracked?
This video will explain how your attendance and participation will be monitored on the course.

How to upload a video

How will your attendance be monitored?
Blend of synchronous and a-synchronous delivery

- QM+ is the central platform hub - supplemented by Wechat Work, Tencent
Blend of synchronous and a-synchronous delivery

• Pre-recorded videos

Watch the video and complete task 1. You should write your answer in the essay question in step 2. You should spend 20 minutes on this task.

Task 1
Write a paragraph describing ferrous alloys. In your paragraph make sure to include:
• A topic sentence.
• Description of steel.
• Description of cast iron.
• Description of wrought iron.
Blend of synchronous and a-synchronous delivery

- QM+ is the **central hub** - supplemented by *Wechat Work, Tencent*

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**Step 1**

Watch the video and complete **task 1**. You should write your answer in the essay question in step 2. You should spend 20 minutes on this task.

**Step 2**

Write your paragraph in the essay box below. Once you submit your paragraph, you will be shown a sample answer minutes on this task. If you have questions, ask your teacher on the live chat or post it on the forum.
Blend of synchronous and a-synchronous delivery

• QM+ is the central hub of our teaching and learning supplemented by Wechat Work, Tencent
• Pre-recorded videos
• QM+ task functions – Multiple Choice / Quizzes / short essay answers / votes / recording videos
• Teacher online – interacting through QM+ Live Chat or through QM+ Forums - Audio messages via WeChat Work
• Pair work/group work discussions - group video chat via WeChat Work - Capture with Kaltura - upload to MyMedia page submit to QM+
• A-synchronous interaction – email / offline group work / completion of tasks – uploaded for feedback
• Classroom Assistants facilitate delivery – attendance, tech issues etc.
• Follow the same formative and summative scaffold for assessment
Teacher Feedback on Supplementary Platforms

Live chat vs. WeChat work

I moved away from live chat for discussions and only used it at the start as an additional attendance tracking device. WeChat work has a lot of functionality and makes the discussions much more lively with the use of audio messages, photo and video sharing.

WeChat Work seems to function better and has more options. For example, adding students to an audio call meeting, transferring worksheets, allowing the students to participate in the vote and survey function makes the interaction with the students a lot easier.
Teacher Feedback on Supplementary Platforms

Some students are still having problems with Kaltura, even when reinstalling the software. There are alternatives in place (Admin staff have put together a useful Troubleshooting guide for some of the most common issues). As long as students can upload audio/video files, then they are still able to complete the activities.

The students uploaded their discussions for the first time today and I was impressed with the final results. Despite the initial panic and disapproval, everyone managed to submit their videos via Kaltura media and most of them seemed to enjoy the discussions. It was easy and straightforward to leave brief comments on each discussion on QM+; I am excited to continue with this.

Audio messages - More students are getting into the habit of sending voice messages, which saves a lot of time and encourages engagement.
Issues specific to NPU

• Cohort and all in the same country – same time zones
• Teachers know the students from Semester 1
• Context justifies any shortcomings in technology