

Use Cases and Best Practices for Spanned Classroom Delivery

The following recommended guidelines should be considered when deciding if spanning classrooms provide an appropriate mode of delivery. Spanned delivery brings considerations and challenges not encountered in a traditional classroom, but can provide opportunities to enhance reach and student engagement.

Spanned classrooms are appropriate for:

- Increase course delivery opportunities to other campuses
- Provide opportunities for learning with a small student cohort
- Enhance the student learning experience with state-of-the-art learning technology
- Opportunities to invite guest presenters located on campus or a remote location

Spanned classrooms are not normally appropriate for:

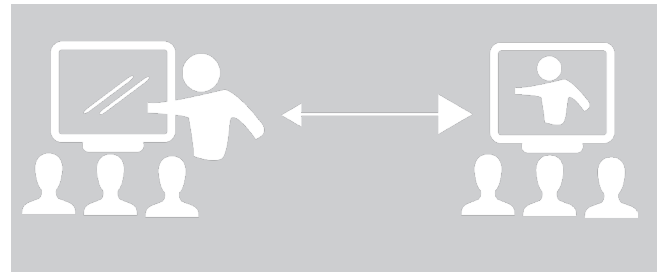
- Management of classroom overflow on the same campus
- Teaching first year undergraduate courses
- Spanning across more than two classrooms
- Physical interaction of objects essential to learning

Use Case and Principles to Effective Use:

Spanning does not mean that the far end connection is unattended by staff. Facilitator / Tutor requirement is an essential part of planning and requires careful consideration of unit design, learning activities and teaching style. The following provides an outline of some possible use cases for spanned classroom delivery:

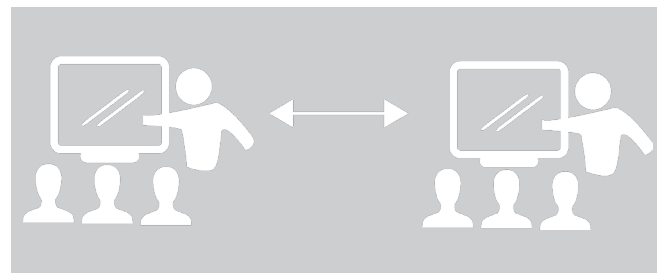
Case 1 Between campuses with facilitator at host venue only

- Interactions and activities occur mostly across spanned classrooms
- Well suited for staff confident with classroom technologies
- Learning activities are essential to develop cross-classroom engagement
- Suitable for remote class size less than 20 students at the remote campus venue
- Consider reverse spanning at least once during the semester by teaching from the remote location, to help bridge the distance between facilitator and the remote students.



Case 2 Between campuses with facilitator / tutor at both ends of the connection

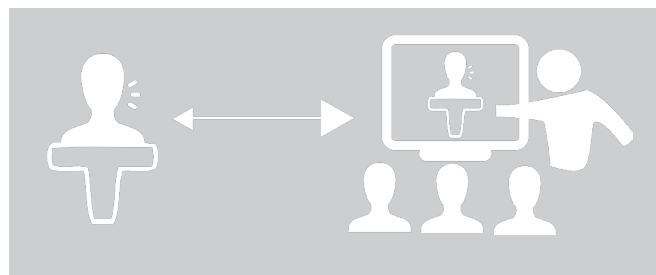
- Interactions and activities occur across spanned classrooms and within the classrooms
- Suited for the management of class sizes exceeding 20 students
- Suitable for seminar sessions where many people speak to discuss concepts and questions between the two venues
- Simplifies management of group work
- Should be considered for first time facilitator of spanned delivery
- Learning activities and engagement designed to ensure class isolation does not occur
- Direction of scheduled delivery can be divided between facilitators at each end



For support contact eLearningTraining@ecu.edu.au

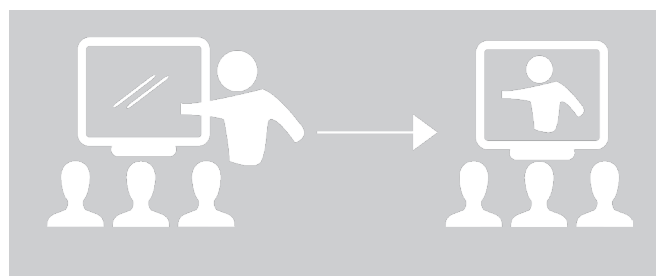
Case 3 External presentation to a host campus

- Provides opportunity to invite subject experts, guest speakers
- Conduct a virtual field trip
- Can be applied as an extension to case 1 & case 2
- Requires practice session and technology compatibility with external presenter



Case 4 External spanning from a host campus

- Include external participants from ECU international partners
- Suitable for small international class sizes not exceeding 10 students
- Requires careful consideration to language barrier, added complexity of communication and external technology



Where to next?

- Schedule your spanned classrooms by contacting ECU Timetabling: http://intranet.ecu.edu.au/__data/assets/pdf_file/0004/783103/how-to-book-a-TEL-space-for-a-spanned-class.pdf
- View the instructional videos and read the support resources on the ECU Learning Technologies Intranet site: <http://intranet.ecu.edu.au/learning/learning-technologies/tel-spaces>
- Contact eLearning Training to schedule a training session and time to practice in the venues used for spanning. Email: eLearningTraining@ecu.edu.au
- Make an appointment with your school assigned CLT Learning Designer, to discuss learning activities for class engagement.

Further Resources & Readings

Barkley, E.F., Cross, K.P., & Major, C.H. (2014). Collaborative learning techniques: A handbook for college faculty. San Francisco, CA: Jossey-Bass.

Deakin University. (2013). Teaching via video conferencing. Retrieved from http://www.deakin.edu.au/__data/assets/pdf_file/0009/183645/Teaching-via-Video-Conference-final-01.pdf

Faust, J., & Paulson, D. (1998). Active learning in the college classroom. *Journal on Excellence in College Teaching*, 9(2), 3-24. Retrieved from <http://www.calstatela.edu/dept/chem/chem2/Active/index.htm>

Fitzgibbon, P (2003) Challenges of video-conferencing teaching and effective teaching methods. *The Turkish Online Journal of Education Technology – TOJET*, Vol. 2, issue 3 article 4. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1101966.pdf>

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Griffith University. (2014). Guidelines for effective use of videoconferencing in teaching. Retrieved from <https://policies.griffith.edu.au/pdf/Guidelines%20for%20the%20Effective%20Use%20of%20Videoconferencing%20in%20Teaching.pdf>

McGill University. (2018). Teaching and learning experiences in active classrooms at McGill. Retrieved from <https://www.mcgill.ca/tls/spaces/alc>