
FROM LAB TO LAPTOP LEARNING: SUPPORTING THE RAPID TRANSITION TO ONLINE TEACHING IN TERTIARY SCIENCE

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Resourcing is key to providing teaching academics the tools to transform traditionally laboratory based teaching methods to an online environment. The ability to resourcefully design, implement, and deliver appropriate learning materials to support practical skills are key to effective online learning in STEM. We investigated how academics with previous expertise in a hybrid teaching (delivery of online content combined with face-to-face practical lessons), utilised and perceived support resources for a rapid transition to fully online conversion of traditionally laboratory and field based learning settings. A learning platform with critical resources and ideas for transitioning material from a hybrid teaching mode to full online delivery was collated to support high quality online delivery of existing learning outcomes. We review the needs for successful implementation to promote online practical science learning and evaluate teaching academics' response to support resources offered by the Faculty to enhance online delivery in a traditionally interactive hands-on science, and rural science context.

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