Emergency online teaching during pandemic

16.2.022

Satu Hakanurmi

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March 2020: lockdown

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Quick, good or cheap
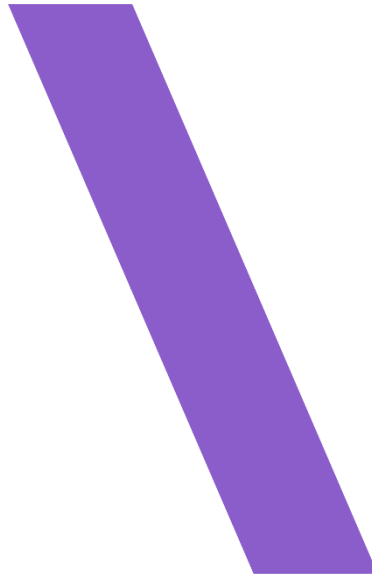
= Quick & cheap "emergency remote teaching"

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NEWS

Internal Seed Funding for Global Pilots of the Ministry of Education and Culture's International Programme for the Years 2022-2023 is Now Open, Apply Latest by March 15, 2022
11.2.2022

RAE of the Research Collegia is progressing
11.2.2022

Preparing project and project contracts with companies
10.2.2022

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TEACHING DURING COVID

>> Teaching in 2020 during exceptional circumstances

Contact Teacher Support >

SUPPORT FOR TEACHING

📅 STUDENT DATABASES AND COURSES

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Study guide
Lukkarikone
HOPS

📅 DIGITAL LEARNING ENVIRONMENTS

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Microsoft Office 365
UTUgradu
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📅 CLASS ROOM RESERVATIONS

Peppi
Outlook

📅 ASSESSMENT

Exam - Electronic exams
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📅 TEACHING AND MEETINGS ONLINE

Echo360
Zoom
Skype for Business
Adobe Connect

📅 VIDEOS

Video services

📅 LIBRARY SERVICES

E-book guide for teachers

I TEACH IN A CLASSROOM

I TEACH ONLINE AND IN A CLASSROOM

I TEACH ONLINE

DEVELOP AS A TEACHER

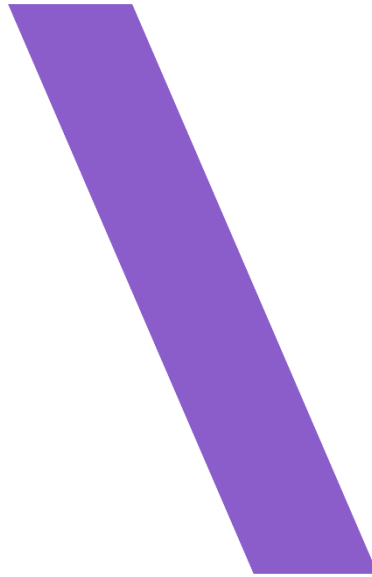## REGULATIONS AND GUIDELINES

TEACHING FACILITIES AND TECH

Autumn 2020

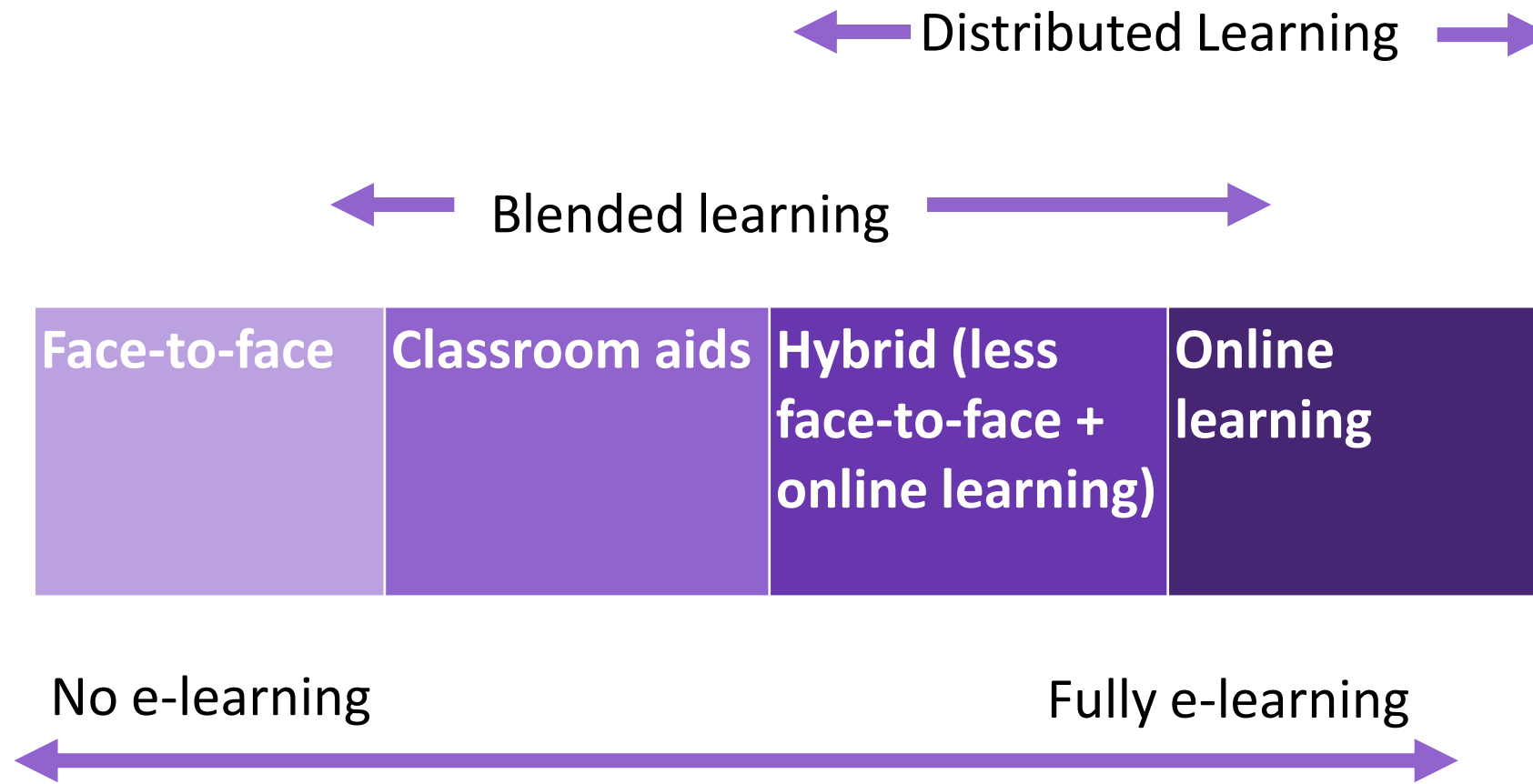# From transferring of teaching towards learner centered solutions

- Peer support works
- Planning before the teaching, the good solutions
- Increase in videos 2019: 1 800 videos -> 2020: over 5 000 videos
- Pedagogical questions: big groups? Seminars? Poster exhibitions? Evaluation?
- New tools for activation and participation: kahoot, flinga, howspace, miro…
- Well-being of students and Electronic exams: 9 places, 76 computer

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On the other hand…

So much confusion and technology driven pedagogy

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Distributed Learning

Blended learning

| Face-to-face | Classroom aids | Hybrid (less face-to-face + online learning) | Online learning |

No e-learning

Fully e-learning

(Tony Bates & Albert Sangra 2011, 41; Bates & Poole, 2003; OECD 2005)

Flexible learning means learner centered thinking and learning design.

Learning Design Toolkit
Akseli Huhtanen FITech
https://fitech.io/en/about-fitech/for-teachers/

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"Students liked the clear structure, deadlines and the variety of assignments. They regarded important that theory was connected to practice and assignments were demanding. They gave also positive feedback about the atmosphere and interaction. Pass rate in exams was very high and drop-out rate during the course was very low"

- Students do what the **assessment methods** expect them to do
- Interesting **activities (etivities), assignments, project, capstones, cases etc.** are a backbone for every blended/hybrid online course

Two years later 2022…

Synchronously or asynchronously?

- Fully asynchronous course vs. the same course with synchronous components:

- Of interest, students rated *"I connected with my professor as the course went along"* as statistically significantly higher in the course with the synchronous component (p < .05).

(Snyder, T. & Garner, B. 2020.Engaging Faculty to Connect with Online Learners in Real Time)

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Student comments about online courses with synchronous elements:

> "Having a real-time meeting with the class gave me a chance to speak to classmates that I have been learning with for over a year."

> "I loved this experience. It was like being in the classroom, and I was able to ask questions and get to know classmates. Real-time feedback was essential to my learning."

> "Since I am learning online, the live, synchronous time gave me a learning opportunity a bit closer to the traditional classroom experience."

> "I thought it was a great aid for clarifying the content and bouncing ideas off the instructor. She was able to show us screenshots of tables to make the assignment easier."

Theme	Purpose	Description
Course Welcome	Establish Trust/Enthusiasm for the Learning Ahead	• Invite students to participate in an optional one-hour Zoom session. • Faculty set the tone for the course, share their passion for the subject, and communicate expectations. • Students share their personal stories and get acquainted.
Office Hours	Ongoing As-Needed Support and Assistance	• Faculty schedule times during the week when they will be available on Zoom to answer routine questions and provide support.

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Mini-Lectures/Subject-Matter Experts

Amplifying Course Content

- Invite students to participate in optional mini-lectures (less than 30 minutes) on course content and invite interactivity (e.g., share screen and annotate for demonstrations).

- Invite colleagues/subject-matter experts to Zoom sessions to engage with students on real-world application of course concepts.

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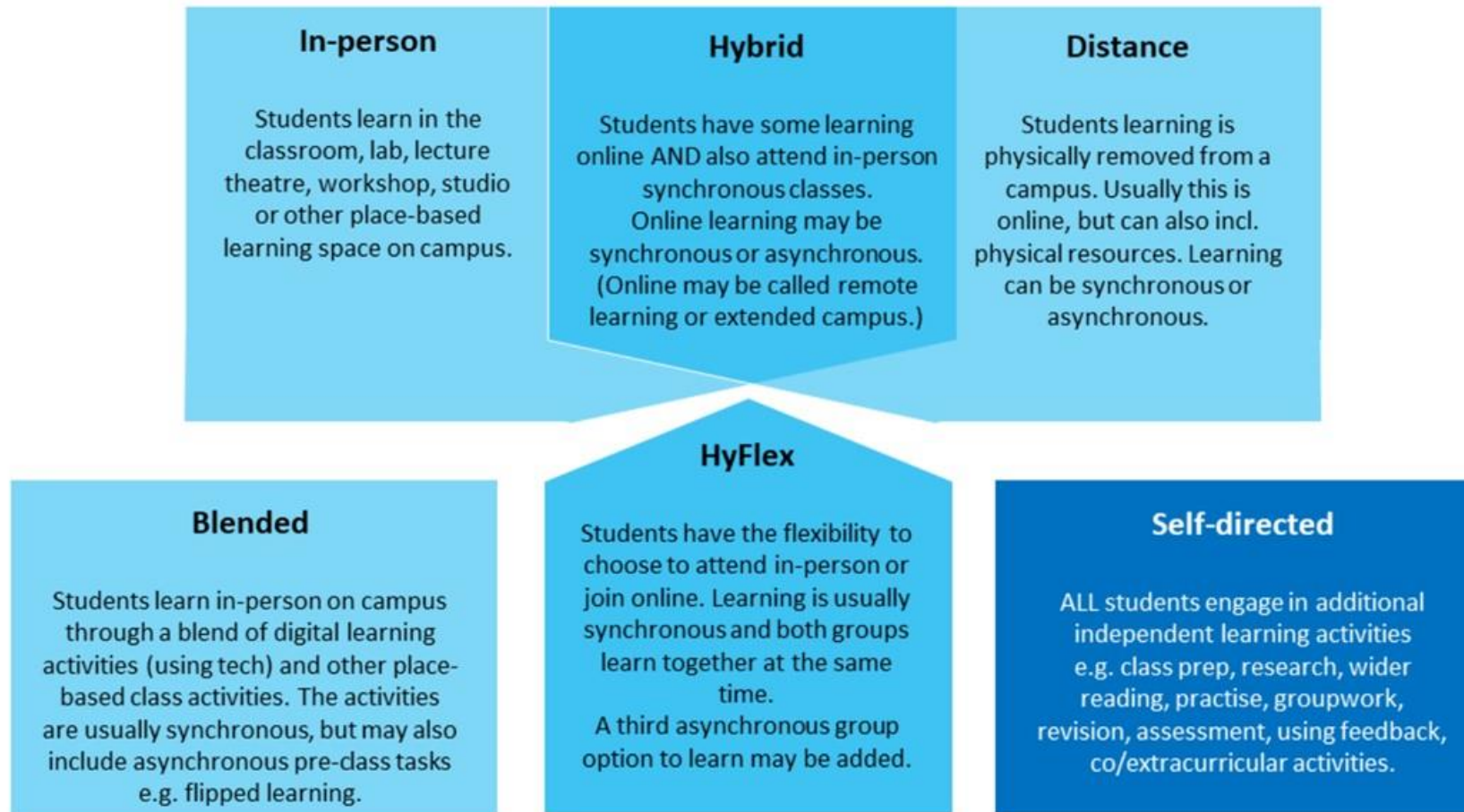|		
Complex Support	Content Mastery	• Host an optional one-hour Zoom session to break down complex topics and assignments into smaller steps. • Focus and structure are determined by student needs.
Collaborative Assignments	Peer Review	• Give students the option of experiencing instant feedback and real-time teamwork by participating in live group sessions on Zoom instead of asynchronous versions of peer review.

(Snyder, T. & Garner, B. 2020.Engaging Faculty to Connect with Online Learners in Real Time)

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Towards new paradigm of teaching

Modes of learning in higher education

In-person

Students learn in the classroom, lab, lecture theatre, workshop, studio or other place-based learning space on campus.

Hybrid

Students have some learning online AND also attend in-person synchronous classes. Online learning may be synchronous or asynchronous. (Online may be called remote learning or extended campus.)

Distance

Students learning is physically removed from a campus. Usually this is online, but can also incl. physical resources. Learning can be synchronous or asynchronous.

Blended

Students learn in-person on campus through a blend of digital learning activities (using tech) and other place-based class activities. The activities are usually synchronous, but may also include asynchronous pre-class tasks e.g. flipped learning.

HyFlex

Students have the flexibility to choose to attend in-person or join online. Learning is usually synchronous and both groups learn together at the same time. A third asynchronous group option to learn may be added.

Self-directed

ALL students engage in additional independent learning activities e.g. class prep, research, wider reading, practise, groupwork, revision, assessment, using feedback, co/extracurricular activities.

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Pedagogy first

Students learn best when **actively participating in discussions with other students, directly applying their knowledge, or teaching someone else.** Unfortunately, facilitating these learning modalities is difficult in large classes and online settings. By creating small, virtual collaborative groups, educators can support and **encourage small-group dynamic interactions within larger class settings,** much like study groups in a well-designed and dynamic in-person classroom. **Providing various options for students to interact with course content and participate in activities will expand opportunities for engagement.**

A. Bloom Parisi-Amon & S. Plotkin (2021) How Technology is Unlocking Next Era Teaching and Learning. https://er.educause.edu/-/media/files/articles/2021/10/er2142w.pdf?la=en&hash=95B60E8FC966E9FCE260A62DC6FEAE99AB31E837

Implementing Digital Transformation in Higher Education

> Forward-thinking institutional leaders are already embracing this vision, with critical considerations in mind: **enabling intentional digital transformation, creating more equitable classrooms. They are doing so by enabling social, flexible, and active learning, data-driven engagement, and inclusive digital classrooms.**

> Enabling participation of all students, regardless of their in-person or remote location.

A. Bloom Parisi-Amon & S. Plotkin (2021) How Technology is Unlocking Next Era Teaching and Learning. https://er.educause.edu/-/media/files/articles/2021/10/er2142w.pdf?la=en&hash=95B60E8FC966E9FCE260A62DC6FEAE99AB31E837

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