Online teaching during COVID 19 – experiences and lessons learned

Online teaching and learning – a study cross 9 higher education institutions in Denmrk Spring 2020

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Today's agenda

- Brief introduction to the study – purpose and design
- Data – what did we do, and what is our data?
- Experiences with online teaching and learning
- Did we learn anything new about online teaching and learning?

Why look at the Covid-19 experiences?

- We want to learn what we can from this 'great experiment'
- Never have so many teachers and students engaged themselves in online teaching and learning
- We were (a little) courious about what would happen – would everything break down? Would we have to 'give up' teaching and running the programs? Etc.
- AND now was the chance…

About the study…

- 9 institutions participated (3 universities, 6 university colleges)
- 85.000 students and 6000 lecturers received our two surveys
- 20.200 students (24%) responded, and app. 3000 lecturers (49%)
- 81 interviews with students and lecturers (1 hour each)
- 9 institutional case-stories about technology, support, organisational ressources, etc.
- 16 good practice-examples from lecturers or students

What did we ask about?

1. The teaching and learning activities – what did it look like? And how did they vary across institutions, programs, etc.?

2. How did students experience the teaching and learning? And what consequences did the online teaching have for them?

3. How did the lecturers experience teaching online? And what consequences did it have for them?

Emergency remote teaching

- We describe emergency remote teaching with terms and notions from research on online teaching, netbased learning, blended learning, etc.
- Because we have no better language or lens for this study
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  - "What we know from research is that effective online learning results from careful instructional design and planning, using a systematic model for design and development."

  - "The design process and the careful consideration of different design decisions have an impact on the quality of the instruction. And it is this careful design process that will be absent in most cases in these emergency shifts."

    (Hodges et al., 2020)

Over all conclusion

- All institutions succeeded in making a rapid change to online teaching, and all programs kept running
- Online teaching creates a change in ways students (and lecturers) can participate in the activities, and also contribute to them
- All institutions still need a strong(er) organisational setup for online teaching beyond emergency remote teaching
- The emergency remote teaching was a success, albeit with consequences

Question 1: The teaching and learning activities – what did they look like? And how did they vary across institutions, programs, etc.?

A. 1-1 transfer of classroom practices to the online format is dominant (substitution, no redesigning)

B. Very limited variation in how (emergency remote) teaching and learning is experienced across institutions, programs, scientific and professional domains

C. Potentials in online supervision, feedback and groupwork are discovered by lecturers in particular

Question 2: How did students experience the teaching and learning? And what consequences did the online teaching have for them?

A. Students report that they have participated in fewer activities than normal (less variation, less teaching and learning activities offered)

B. A majority of students have a negative view on the teaching and learning during Covid-19

C. The vast majority of students report that they have the skills required for online teaching and learning

D. The students report that they (think they) have learned less from the (ermengecy remote) online teaching than normally

Question 3: How did the lecturers experience teaching online? And what consequences did it have for them?

A. Lecturers experience many (most) teaching activities to function worse than normally

B. Lecturers report some variation in their skill level regarding online teaching

C. Lecturers are more positive towards online teaching than the students

D. Lecturers have spent more time preparing and carrying out teaching compared to before Covid-19

E. Lecturers find and use ressources for planning online teaching in many different places (some variation is found)

F. Lecturers report that their job satisfaction during Covid-19 has lessened, and it is related to a number of other factors (= job satisfaction is a complex issue and hard to measure)

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Looking ahead

- Keep following some of the questions covered in this study, e.g. in regular quality assurance work – in particular digital skills

- Discuss and agree what is in focus when talking about digital skills for teaching and learning:
  - Use of technology – at an operational level only?
  - Types of technology – tech for education? Tech for the professions? Tech for leasure/personal use?
  - Levels of skill/competency: Knowing about; operate; use in professional context; analyse; teach about; co-design; etc.
  - Progression in skills development: What are the required and desired levels for students and lecturers?
  - How to measure skills levels?
  - Connections between lecturers skills and students' learning outcome – can we find any?
  - Etc.

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Contact information and links

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- Report HERE
- Examples of teaching and learning practices HERE
- Open access dataset HERE

- NB! All ressources in Danish (English version of the report summary is on its way)

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