Teaching and Learning Online
FASoS Webinar
1 April 2020

Paul Stephenson
@PaulJStephenson

Look,
I Zoom in
And I Zoom out
But can I really focus?
#quatrainsinquarantine #qiq17

19:10 · 31/03/2020 · Twitter Web App
Making the best of Zoom

This webinar will last 1 hour.
We will not record the webinar so...
... have pen and paper ready to take notes.
Mute your mic when not talking.
Turn off your camera in case of a bad connection.

Keep questions for the plenary debate.
Use the chat function if you want to raise an issue.

Programme

- Background
- PBL and online teaching and learning, by Mirko Reithler
- Breakout group discussion
- Plenary discussion
- Finding your way in the software jungle, by Sjoerd Stoffels
- Where to find inspiration for online teaching, by Diede Diederiks
- Closing remarks
Background: a conversation* between Sally, Mirko & Patrick

• **PBL in times of corona**
  • A need to offer more clarity and structure while keeping with PBL flexibility
  • Variation in format while keeping with PBL principles
  • A need to cover less material but also a chance to engage with crisis
  • Online lectures and what they should look like

• **Consequences of crisis not equally distributed amongst students**
  • Some already struggle with PBL in normal circumstances
  • Some have jobs and/or take care of their family
  • Some lack technical resources and/or skills
  • Some feel isolated

*Online, of course! #workingfromhome

---

Q8 - How many years of online teaching experience do you have? (N=41)

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>None</th>
<th>1-5 years</th>
<th>6-10 years</th>
<th>More than 10 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>At FASoS</td>
<td>92.6%</td>
<td>2.4% 1</td>
<td>2.4% 1</td>
<td>2.4% 1</td>
</tr>
<tr>
<td>2</td>
<td>Outside of FASoS</td>
<td>90.2%</td>
<td>4.8% 2</td>
<td>0.0% 0</td>
<td>4.8% 2</td>
</tr>
<tr>
<td>3</td>
<td>In total</td>
<td>85.3%</td>
<td>7.3% 3</td>
<td>0.0% 0</td>
<td>7.3% 3</td>
</tr>
</tbody>
</table>
“PBL drives on interactivity and quick responses. This might be challenging to transpose into an online setting.”

“PBL is based on student discussion and engagement and therefore requires a social interaction. Theoretically fulfilling these goals should be possible as students could meet up in classes online, but what about the practice? Maybe working with smaller groups could help.”

“The self-directed aspect is the most difficult thing to preserve. Online courses tend to be over-directive meaning they leave very little room for the self-directed aspect. The rest (collaborative, contextual and constructive) can all be implemented if the right tools are available.”

“Provide activating education in a small-scale classroom. I don't think that online learning will replace fruitful and collaborative PBL discussions online. Also, the self-directed learning part of the PBL philosophy might come not natural for some of our students. Online learning requires even more self-discipline and regulation to engage in learning processes.”

“I've now set up two courses for online teaching and the first, in P4, ran pretty successfully. The key challenges have been: - ensuring widespread participation when you can't keep track of everyone easily (although the "raise hand" function in Blackboard is a BIG help; I've participated in another seminar on Zoom where people used the comments instead) - can't pick up on body language, but actually I found turn-taking and civility improves! - very variable audio/video quality -- dependent on home networks. - the variation of "affordances" between platforms confusing for students - some tools easier than others to use - the pros and cons of Live versus Recorded or Posted content ("synchronous/asynchronous") -- my P5 course is going to use both”
"Building the boat while sailing"

Dana Schutz (2012)

≠ 7 steps format of tutorials!
The breakout group discussion will last 15 minutes.

You will randomly be assigned to a group of 5.

Discuss any online teaching and learning experience that you might already have, challenges that you have already encountered or expect to encounter.

Have one of you take some notes to be able to summarise your discussion.

You will get a 60 second warning when time’s up.

Enjoy seeing and talking to your colleagues (again)!
Plenary debate

- WE HAVE 15 MINUTES FOR THE PLENARY DEBATE
- PLEASE KEEP YOUR MIC ON MUTE WHEN NOT SPEAKING
- LET'S START BY LISTENING TO REPRESENTATIVES OF THE DIFFERENT GROUPS (KEEP IT SHORT PLEASE)
- QUESTIONS? PUT THEM IN THE CHAT AND I WILL RAISE THEM ON YOUR BEHALF (PERHAPS ADD QUESTION TO …)

Inspiration for online teaching & learning

- Something to start with: [https://www.dcu.ie/nidl/resources/Swiftly-Moving-Online-Coronavirus.shtml](https://www.dcu.ie/nidl/resources/Swiftly-Moving-Online-Coronavirus.shtml)
- Something useful: [https://ni4dl.files.wordpress.com/2020/03/getting-started-with-teaching-online.pdf](https://ni4dl.files.wordpress.com/2020/03/getting-started-with-teaching-online.pdf)
- Something inspiring: [https://www.youtube.com/watch?v=5JkVoY9pTg](https://www.youtube.com/watch?v=5JkVoY9pTg)
Upcoming webinars & more

FASoS Zoom Webinar #2:
*Zoom functionalities and didactic possibilities*
https://maastrichtuniversity.zoom.us/j/234003410
3 April 2020, 13:00-14:00
With Diede and Sjoerd

FASoS Zoom Webinar #3:
*Zoom functionalities and didactic possibilities*
https://maastrichtuniversity.zoom.us/j/652949045
6 April 2020, 13:00-14:00
With Diede and Sjoerd

Do you have a topic that you would like to discuss or experience that you would like to share?

- Get in touch with Patrick to see whether we can organise a webinar
- Consider writing a contribution for the FASoS Teaching & Learning Blog

Thank you!

#wecandothis