



ULLL

Open Fora

**Teaching and Learning in 2020:
Looking back and moving forward**

Dr. Ingrid Le Duc,
Centre d'appui à
l'enseignement CAPE,
cape.epfl.ch
16 November 2020

EPFL



Looking back and moving forward

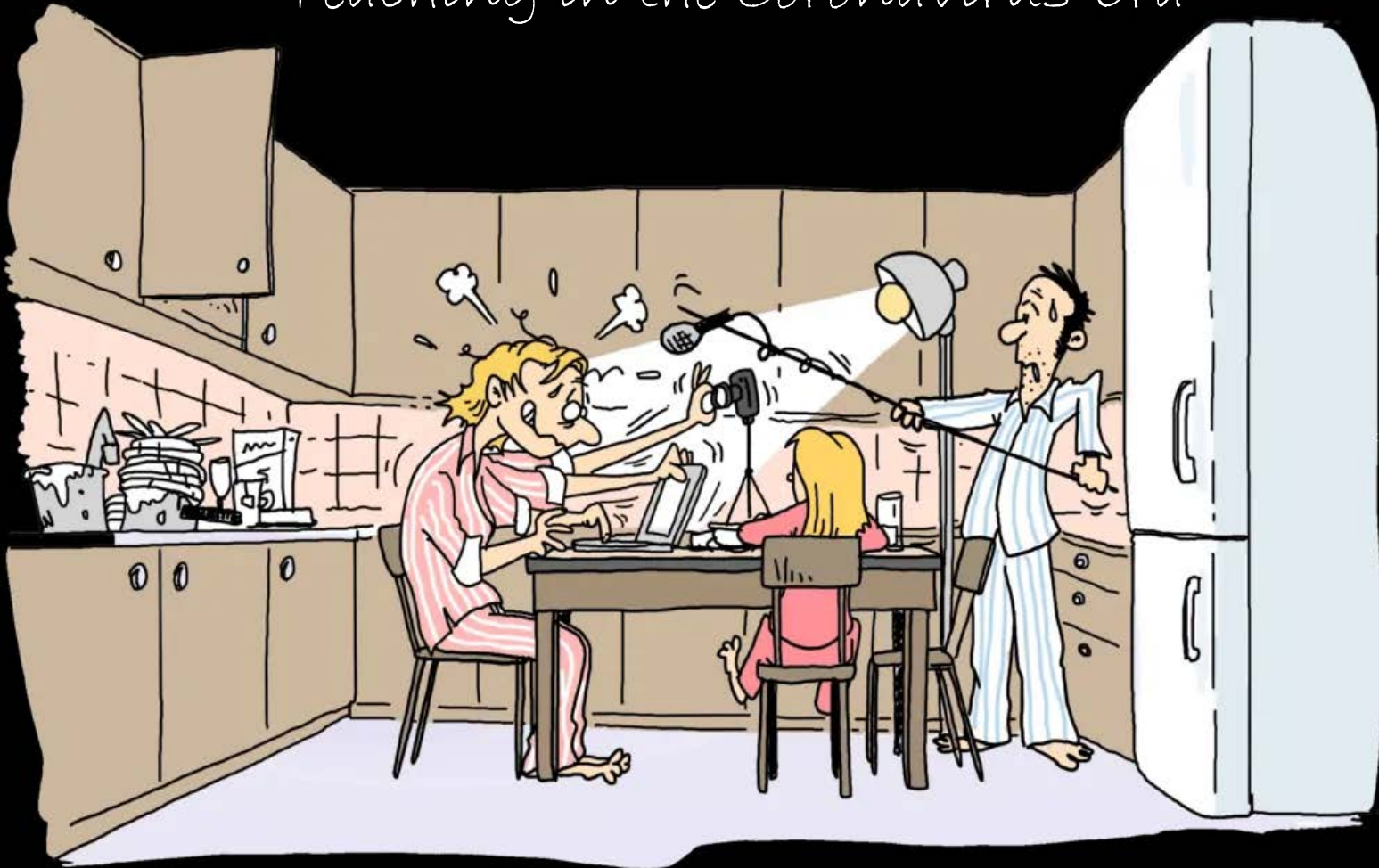
- Share our story on the overnight shift from on campus to Emergency Remote Teaching (ERT).
- Present results of two surveys on teacher and student experience with ERT.
- Associate what we learned about teaching online with what we know about learning in HE

Message from
STUDENTS

real heroes
don't wear
CAPES

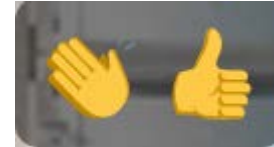
They Teach

Teaching in the Coronavirus Era



<https://eskills.ch/en/guide-virtual-classroom/>
Illustrated by **Pitch Comment**

Does the cartoon reflect your
own experience?
Use a ZOOM «Reaction»



Rejoindre l'audio
Arrêter la video

Sécurité

Participants 1

Sondages

Converser

Partager l'écran

Enregistrer

Diviser en groupe

Réactions

Fin

In break-out rooms

**What is the best word to
define your feeling when
teaching went remote**

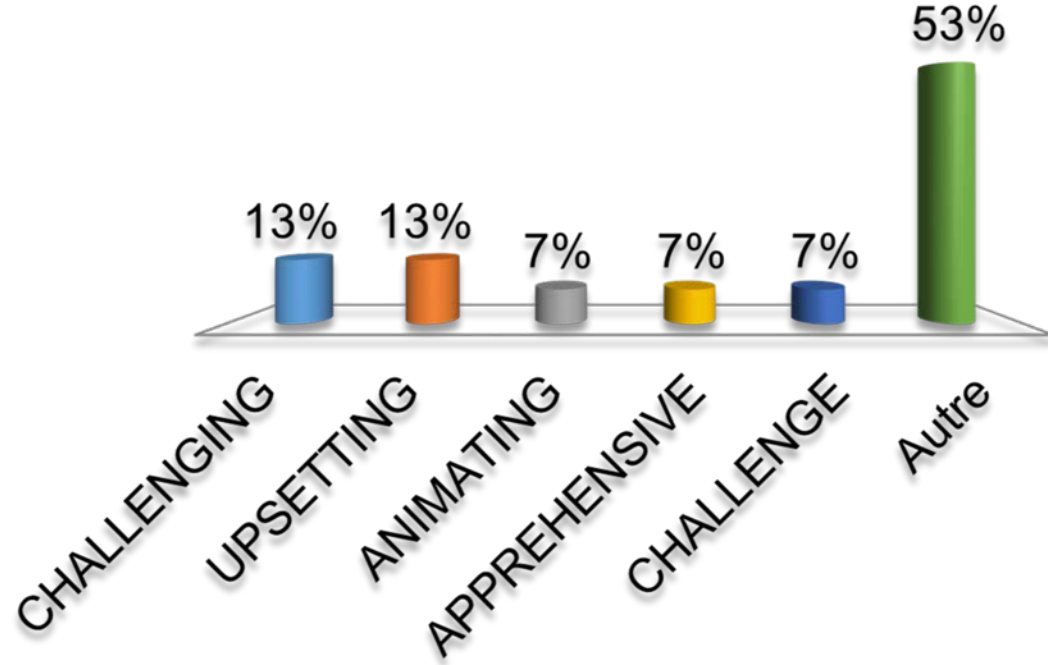


Your experience
Let's connect through electronic voting

go to: <http://responseware.eu>
session ID: FLIP2020

One word to describe what it felt when teaching went 'remote'

Rang	Réponses
1	CHALLENGING
2	UPSETTING
3	ANIMATING
4	APPREHENSIVE
5	CHALLENGE
6	Autre



One word to describe how it felt when teaching went 'remote'

PATIENCE APPREHENSIVE
CHALLENGING LOSS OF CONTROL EMERGENCY
EXCITING FEAR UPSETTING USUAL
ANIMATING MULTITASKING CHALLENGE
STRESSED CHALLENGES

What was the most sought out teaching support? (max 2 answers)

31% A. How to use Zoom

25% B. Ensure quality in online teaching

8% C. Activating my accounts

19% D. Student motivation drop

8% E. Confronting teaching loneliness

8% F. How to assess student learning

0% G. I just want to complain

Support at the wake of COVID-19

- **Website** (<https://go.epfl.ch/flexible-teaching>)
 - Information and resources for emergency remote teaching
 - Roadmaps (online lectures, projects, exercises, labs, exams)
 - Use cases with teachers
 - Quick start guides (record and edit videos, zoom, Moodle)
- **Teaching workshops** (>30 in 6 months)
- **Helpdesk**

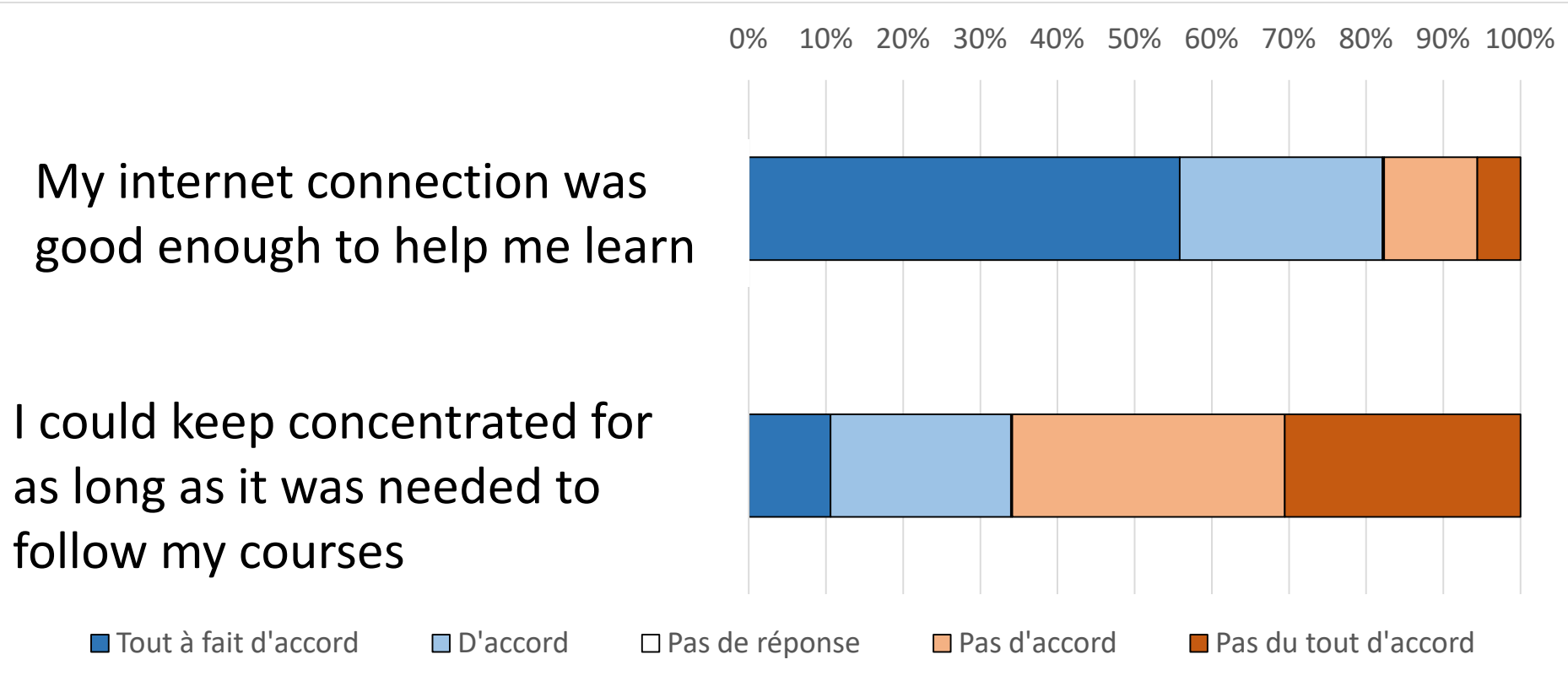
We wanted to know how things
were going

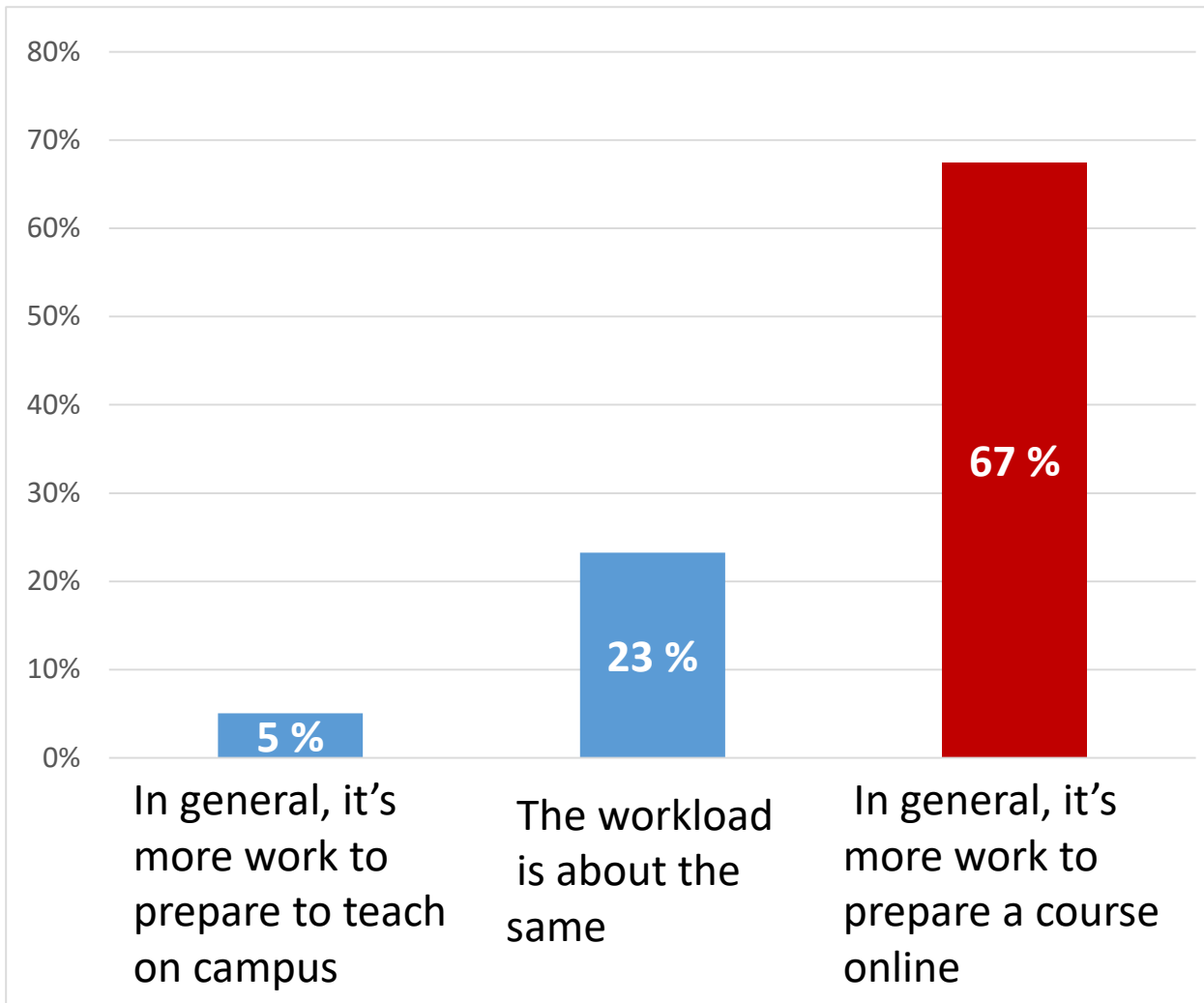


Two surveys

Students (in March 2020)	Teachers (in April 2020)
3'021 replies / ~9'000	258 replies / ~900
How was their study environment	How was the teaching environment
Their experience	Teaching F2F vs. at a distance
Views on good practices	Views on good practices

The student survey shows fatigue and inequalities

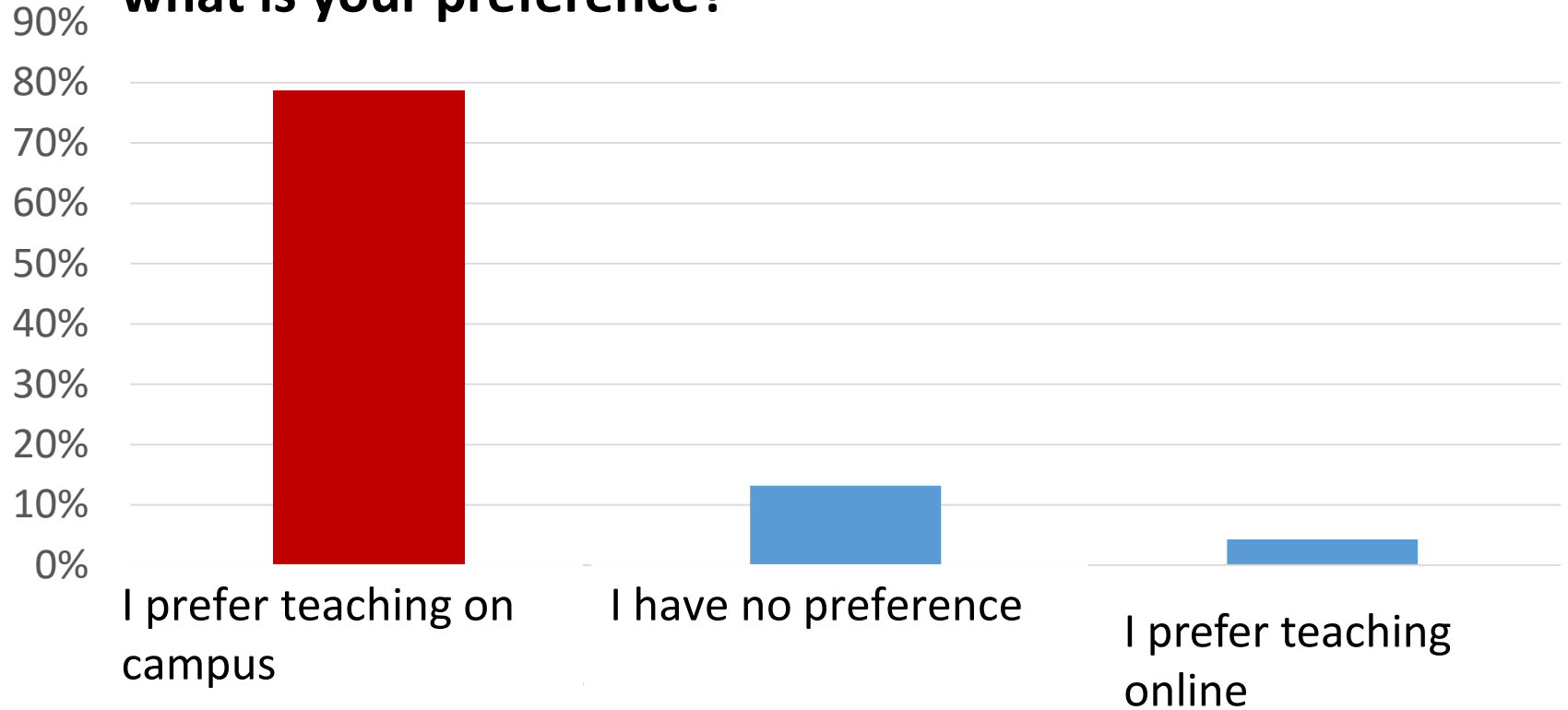




The teacher survey shows high investment and a preference to teach on campus

**Question:
Compare the workload for preparing a same course to teach on campus and online**

On the basis of your experience in the last few weeks, what is your preference?



Students

Teachers

The **lack of social contact** affects their **routine for learning** (attending class with friends, studying together, moving around)

A motivation drop

Technology and opportunity **gap**

Fatigue

Lack of interaction

Reduced concentration span

Limited access to physical resources (printers, books, notes)

Gratitude

Anxiety

Significant **workload** increase and stress

Sense of teaching **loneliness, concern**

pedagogical change

To sum up, surveys show
Students and teachers appreciate each other's efforts and the solutions we provided

ERT was also an emotional journey (or shock)



Exploring the pedagogical formats

go to: <http://responseware.eu>
session ID: FLIP2020

Which online formats do you know?

27% A. Hybrid

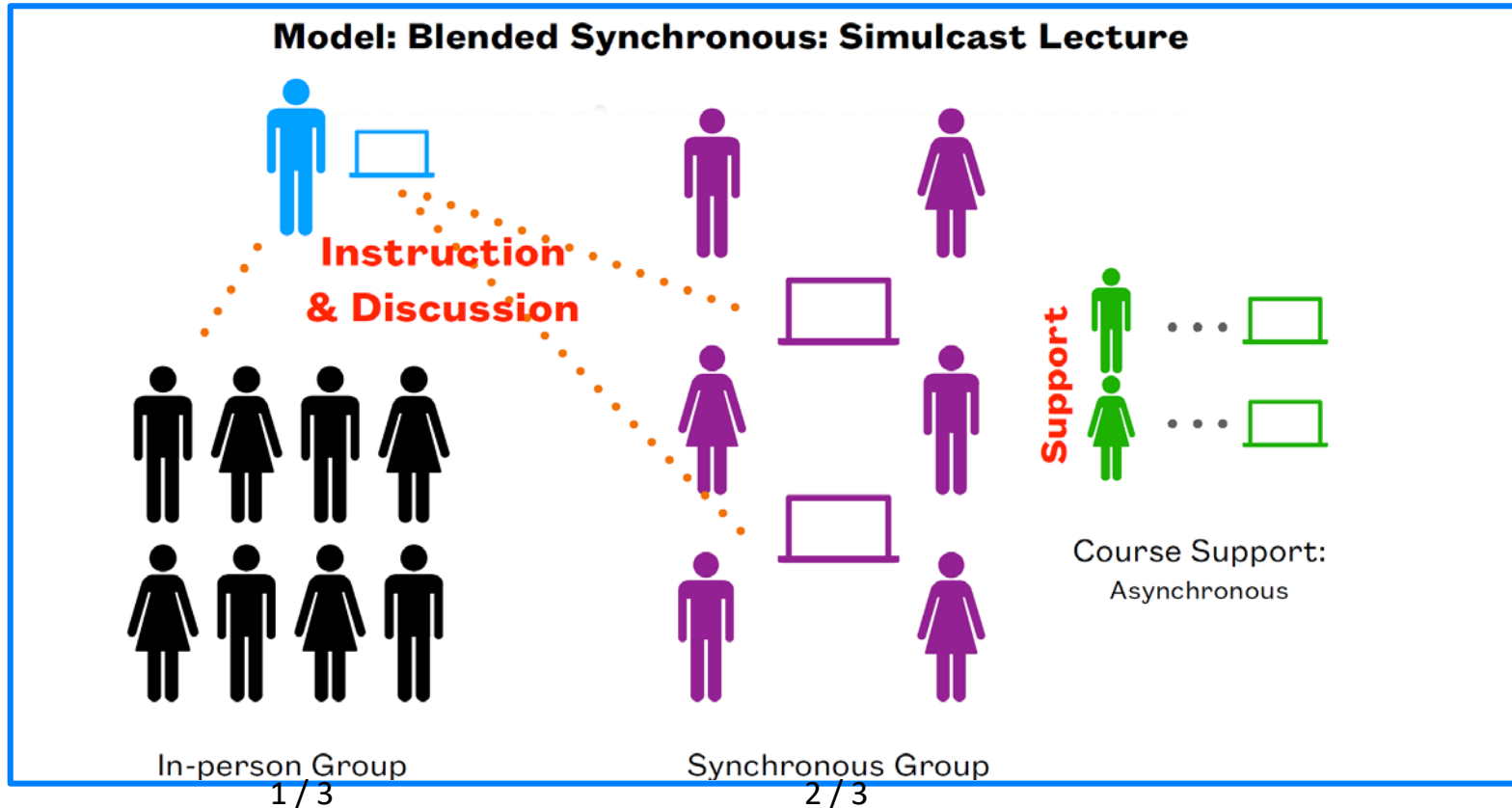
10% B. Blended simulcast (Hyflex)

21% C. Flipped

16% D. Recordings with an online text component

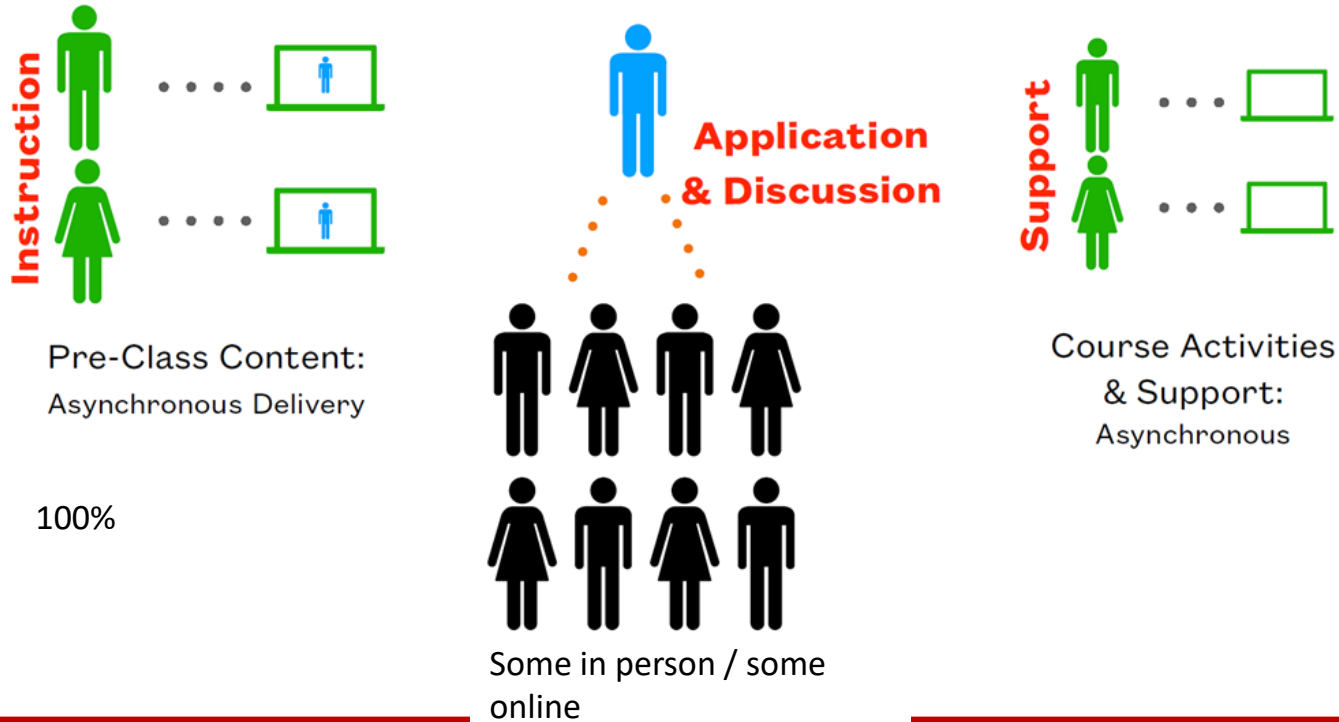
26% E. Live and online

Hyflex



Hyflex with a flipped components

Model: Blended Synchronous: Flipped Classroom - Modified



It's early times but current research suggests there is room for improvement

Digital natives are partially prepared to accept the change of teaching formats

How to get organised?

Must I share my thoughts?

What for?



Suggestions for guidance

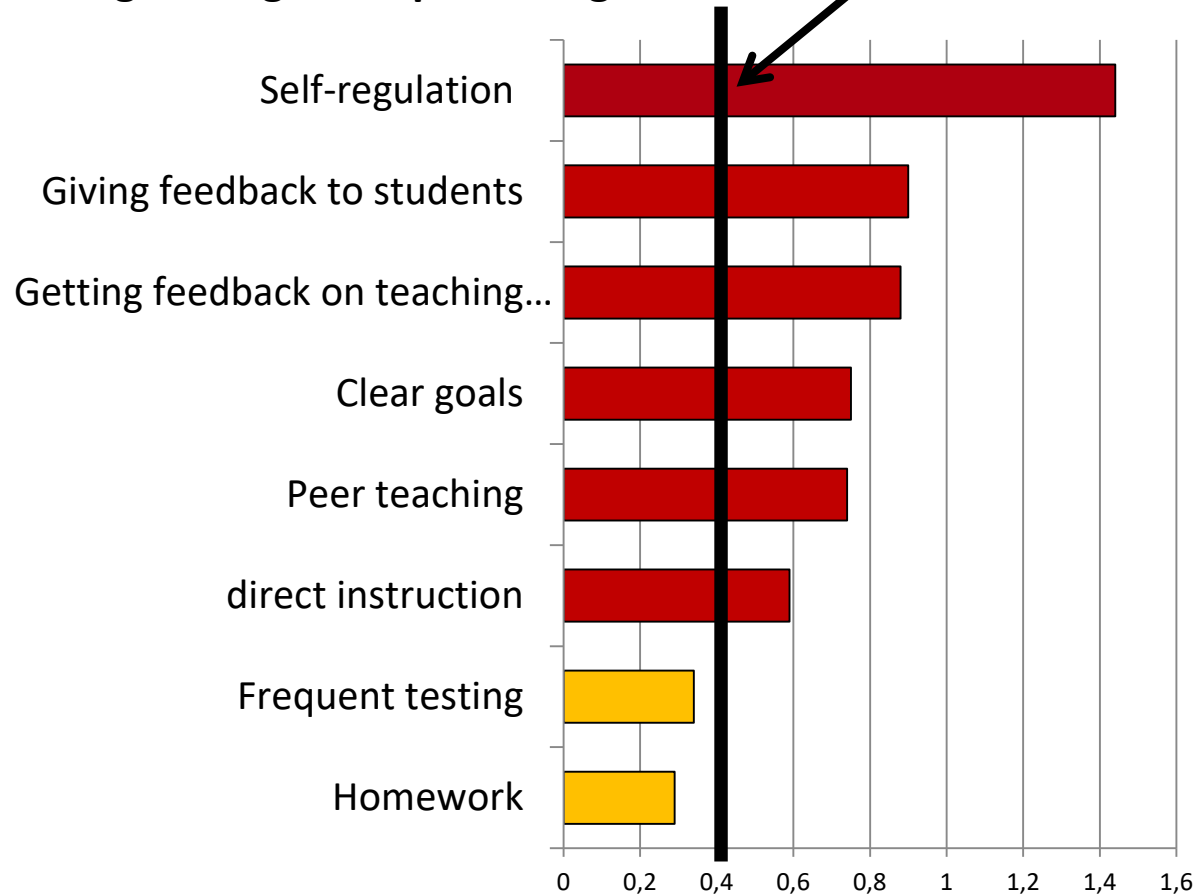
- Taking notes on a .PDF document
- Locating videos swiftly and precisely
- Identifying the correct forum to post question and get answers
- Managing an inbox
- Interaction in forums and break-out rooms

These digital know-hows are **valuable for life long learning.**

After the storm
Actually what helps learning?

In average, all teaching strategies help learning

...but some work better



What helps learning is :

- ▶ Making learners **active**
- ▶ Using **meaningful learning activities**
- ▶ Clear and well communicated **learning goals**
- ▶ Giving and getting **feedback**
- ▶ Clear **explanations**

Schneider, M., & Preckel, F. (2017). Variables associated with achievement in higher education: A systematic review of meta-analyses. *Psychological Bulletin*, 143(6), 565–600. <https://doi.org/10.1037/bul0000098>

Hattie, J. (2011). Which strategies best enhance teaching and learning in higher education? In *Empirical research in teaching and learning: Contributions from social psychology* (pp. 130–142). Wiley-Blackwell



Let's look towards the future

go to: <http://responseware.eu>
session ID: FLIP2020

Let's look towards the future

What do you feel **ready to do** to help academics prepare for the future ?

5% A. Introduce self-monitoring instruments (ie. learning journals)

25%B. Digital skills development

19%C. Promote a new teaching mindset

10%D. Support the emotional challenge

25%E. Mix teaching formats (ie.flipped, hyflex)

15%F. Pre-record and make courses available

Break out rooms

Discuss what you are ready to do
and how you will carry this out

Your prediction

The share of hybrid formats vs. pure face to face will be

0% A. 0%

45% B. 25%

36% C. 50%

18% D. 75%

0% E. 100%



Conclusion

Looking forward to Continuing Education in 2020 means creating opportunities that support learning in different flexible formats (remote, in person, hybrid)

These opportunities must provide **digital know-how development and emotional care.**

Thank you!

ingrid.leduc@epfl.ch

Teaching Support Centre- CAPE- EPFL
cape.epfl.ch

