

Join online teaching during and post COVID-19 crisis

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Representing ICDE Focal Point Europe, incl. SADE and FIED

Covid-19 crisis 1st and 2nd wave

- ▶ The COVID-19 crisis has made universities switch to digital education and to re-organize their campus. In the **May 2020 surveys of the European Commission show 95,1% of the universities organized online and distance learning and 82,7% even online exams**. All institutions set-up massive support for organizing online lectures, tutorials and video-conferencing with diverse pedagogical approaches. At all levels, emergency decisions were made.
- ▶ **In the second wave of COVID-19**, many universities wanted to keep students on campus for face to face teaching. After a few weeks only, this seemed impossible as Europe coloured red again. **Universities allowed only half or one fifth of the students in face-to-face lectures, while others attended online**. Now, most universities have to **go in a complete lockdown again with online and distance education**.
- ▶ **Teaching staff felt** this as a disruption, requiring an **extreme workload to adapt to the situation**.
- ▶ **Students started to manifest for the right of having “quality education”**. Watching a video or following a lesson via zoom was no longer felt as a solution as it was in the first wave.

Depressed students

Joep van Dijk is also at Museumplein, representing students in Rotterdam. "I think it's so important that we maintain the quality of our education and that students are able to meet their classmates face to face." He thinks the way that education is currently being provided is not working. "This is so bad for students' mental health. Online teaching is leading to a lot of depression among students. We want students to be able to maintain their social network – while social distancing."





Students 08 October 2020

Students protest against online education

About 100 protesters have spaced themselves out across Museumplein in Amsterdam wearing face masks, each standing on their own circle. They are students campaigning for more face-to-face education. The police are there to keep an eye on things from the side lines.

"The minister has asked us to come up with creative solutions, and we have them!" says Ama Boahene opening the demonstration. She is one of the organizers of the action group #ikwilnaarschool (meaning 'I want to go to school'), which organized the protest together with the Amsterdam student unions ASVA and SRVU and the National Student Union. "All those buildings that are empty right now, all across the Netherlands – they could be used for seminars and lectures."

Emergency remote teaching

- ▶ Let's put this **in perspective**. What about education if the pandemic occurred half a century ago and there was no online education... ? **So, embrace online education!**
- ▶ The coronavirus crisis **challenged (Higher) Education institutions**, educators and students. Immediate continuation of education was at stake, including examinations and management of staff at a distance
- ▶ **Improvisation** was needed and appreciated, but not the way forward
- ▶ **Overall, digital literacy was needed** but not always there. Clearly here is already a lot to gain.

The effect of COVID-19 on education poses at least **two key challenges for policymakers.**

(The likely impact of COVID-19 on education: Reflections based on the existing literature and recent international datasets; [Joint Research Centre \(JRC\), the European Commission's science and knowledge service, 2020](#))

- ▶ **First**, measures should be taken to ensure that more vulnerable students will be able to **make up for the learning loss** they experienced during the lockdown. This should be done quickly and effectively, in) order to avoid that such crisis results in permanent education and economic inequality.
- ▶ **Second**, given that there is the possibility that educational institutions may not be able to operate fully in-person during parts of (or the whole) **next academic year, alternative methods of delivering teaching and learning should be put in place.**
- ▶ **According to the JRC study**, the following elements should be part of a **successful strategy integrating online and offline teaching and learning activities:**

- ▶ **Guarantee access to internet** and availability of computers, laptops, or tablets: access to the internet at a decent speed and to proper ICT tools are basic prerequisites for any online teaching and learning strategy.
- ▶ **Adopt proper Virtual Learning Environments (VLE)**: VLE can give learners access to educational resources, connect students with teachers and facilitate remote lessons.
- ▶ **Rethink the role of broadcasting education**: educational broadcasting can be a useful complement to online programmes as **it delivers teaching to those who do not have access to the internet** and equalises teaching methods and material across schools within a country or region.
- ▶ **Improve availability of learning technology for students with Special Educational Needs and /or Disabilities (SEND)**: digital technologies can provide useful support to SEND students, especially if they are part of a coherent and overarching process.
- ▶ **Support teachers**: teachers should learn how to adapt their role to a situation in which they can communicate only online and in which even students typically performing well at school may lose motivation when shifting to online learning. It is crucial to improve teachers' digital competences across all ages, as well as to ensure that they are well trained in the pedagogical approaches best suited for online learning and blended models.
- ▶ **Support parents to help their children**: parents are an essential element of the picture, and more so for younger students who cannot be left alone facing the challenges of online learning. Parents should be involved in the design of the strategy and in its implementation as they need to fully understand what is taught and why. Regular and detailed communication between parents, teachers, and the school is a fundamental element of a successful online learning strategy.

Elements of professional online education

Highest priority is with the further education of educators in digital didactics (Rector T. Bastiaens OUNL)

- ▶ Building on expertise and experience
- ▶ Methodologically designed education
- ▶ Well-considered digital didactics (research based)
- ▶ Interaction, debate and dialogue can be done synchrones, but certainly also asynchrones without boundaries in online education
- ▶ Activating education, engaging students (knowledge videoclips, serious gaming, student peer meetings, online collaborative learning etc)
- ▶ Extending and enriching programmes by virtual mobility
- ▶ Safe software use

Main message: do not copy on campus education, but use new modes of teaching to enhance education

Needed

- ▶ **Sharing expertise;** there is a wealth on research and good practices in online education
- ▶ **Face the challenges of digitalisation,** like privacy issues, e-assessments, online interaction between students, engaging students, make online educational systems safe etc.
- ▶ **Start the discussion within your institution and with the companies** that deliver supporting systems (innovation often is coming from commercial companies)

Expertise is needed supporting main trends in practices observed during the crisis, and in the student learning experience:

- ▶ **Synchronous hybrid learning:** based on settings that have in common that both on-site or 'here' students and remote or 'there' students are simultaneously included
- ▶ **Blended learning:** based on a course design with a deliberate combination of online and offline learning activities (EMBED)
- ▶ **Online and distance learning:** based on a course design with a continuous physical separation between teacher and learner, synchronously and asynchronously

Internationalisation and mobility

European higher education in the Covid-19 crisis; EUA Briefing September 2020

The first victim was Internationalisation.

An early EAIE survey report (March 2020) showed that **almost two-thirds of institutions saw their outgoing student mobility impacted**, but only about half of them reported an impact on their incoming student mobility.

The Coimbra Group, a network of around 40 universities, confirmed in a report published at the end of **May 2020 that 70% of its mobile students had been able to continue their mobility virtually**, but leaves open whether this was from their hosting or home countries. (Coimbra Group Report, p. 16)

As transborder mobility became basically an illegal act, some international students and staff may have found themselves with expiring grants, visas, and resident permits, and in double isolation due to the pandemic and distance from their established social networks of family and friends. **This was a key challenge for both hosting and sending universities**, which supported international staff and students in manifold ways, from psychological counselling and additional financial support, to extended stays or increased costs of travelling home.


New modes of mobility

- ▶ So far, **neither virtual mobilities nor the virtual international classroom**, while technically feasible, **have become common practice** in higher education. However, due to the crisis, the European Commission allowed virtual exchange in (partial) replacement of physical exchange under the Erasmus+ mobility programme.
- ▶ While there is widespread agreement that **virtual mobility** cannot and should not replace physical mobility, there is the question of whether it **can be exploited in a more systematic and strategic fashion to complement physical mobility and serve as an additional option to exchange and collaboration**. Therefore, a part of the sector perceives the current crisis as an “opportunity to reflect and elaborate on renewed models of internationalization...”

(Coimbra Group Report, p. 4).

FORMATS OF VIRTUAL MOBILITY

I There are three types of mobility:

 Physical mobility	 Online/virtual mobility	 Blended mobility
short-term long-term	short-term long-term intermittent	short-term long-term intermittent
synchronous	synchronous asynchronous	synchronous asynchronous
one-campus successive campi	one-campus multi-campus	one-campus multi-campus
		online mobility supporting physical mobility or physical mobility supporting online mobility

I These 3 types of mobility can be organised as 4 mobility formats:

Embedded mobility within a course	Exchange curricula and exchange mobility	Networked curricula and mobility windows	Joint curricula and integrated mobility
<small>Description of format</small> Mobility can be embedded within a course through collaborative learning activities that are jointly designed by the partnership.	<small>Description of format</small> Individual students choose a study abroad at a host university, according to an individual mobility arrangement for courses on which the host and home university agree.	<small>Description of format</small> Partners in a network of programmes in a certain study domain organise each a "mobility window" which can be followed by students of all partners in the network.	<small>Description of format</small> One single, common programme owned by a consortium of universities. Mobility flows are mandatory for all students and integrated in the design of the curriculum.
Format description	Format description	Format description	Format description
Good practices	Good practices	Good practices	Good practices

I Related actions:

<https://virtualmobility.eadtu.eu/>

After the Corona Crisis; next steps

- ▶ **Every educational institution needs to reconsider its own educational model, including professional digital education**
- ▶ **Most urgently educate your educators in the use of digital didactics and understanding what quality in online education is**
- ▶ **The educator will shift its tasks (even) more from provider to developer**
- ▶ **Evaluate and innovate your education over and over again to enhance to its optimum**



Join online teaching now!

Coronacrisis support

EADTU Presidential call

EADTU PRESIDENTIAL CALL FOR SUPPORTING INNOVATION AND DIGITAL EDUCATION DURING AND AFTER THE CORONA CRISIS

[READ MORE](#)



The Coronacrisis now forces students and teachers to work from home and organise education offered online. EADTU, as a representative of many leading higher education institutions in online education took the initiative to bundle

Resources for online teaching



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Webinars, courses & events

ICDE Quality Network Webinar

11 JUNE 2020 | 10.00 CET

Please join us for the first webinar in the webinar series showcasing the ICDE Quality Network. The topic of this series is "International reflections on lessons learned during the COVID19 pandemic," looking specifically at quality assurance in assessment. The first webinar will showcase two speakers and their reflections from the Oceania and Arab regions.

[READ MORE](#)

UNESCO free webinars on different topics

MARCH - MAY

UNESCO learning cities to respond to COVID-19

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How to teach online

New modes of teaching and learning

EMPOWER supports collaboration and sharing of expertise between European universities, and provides specialist advice and guidance for institutional leaders on the latest developments in online, open and flexible education. In this respect EMPOWER offers:

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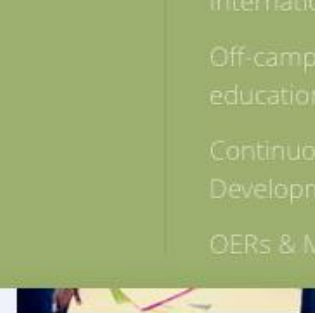
Student support



Assessment



Blended Education



International education



Open & flexible education



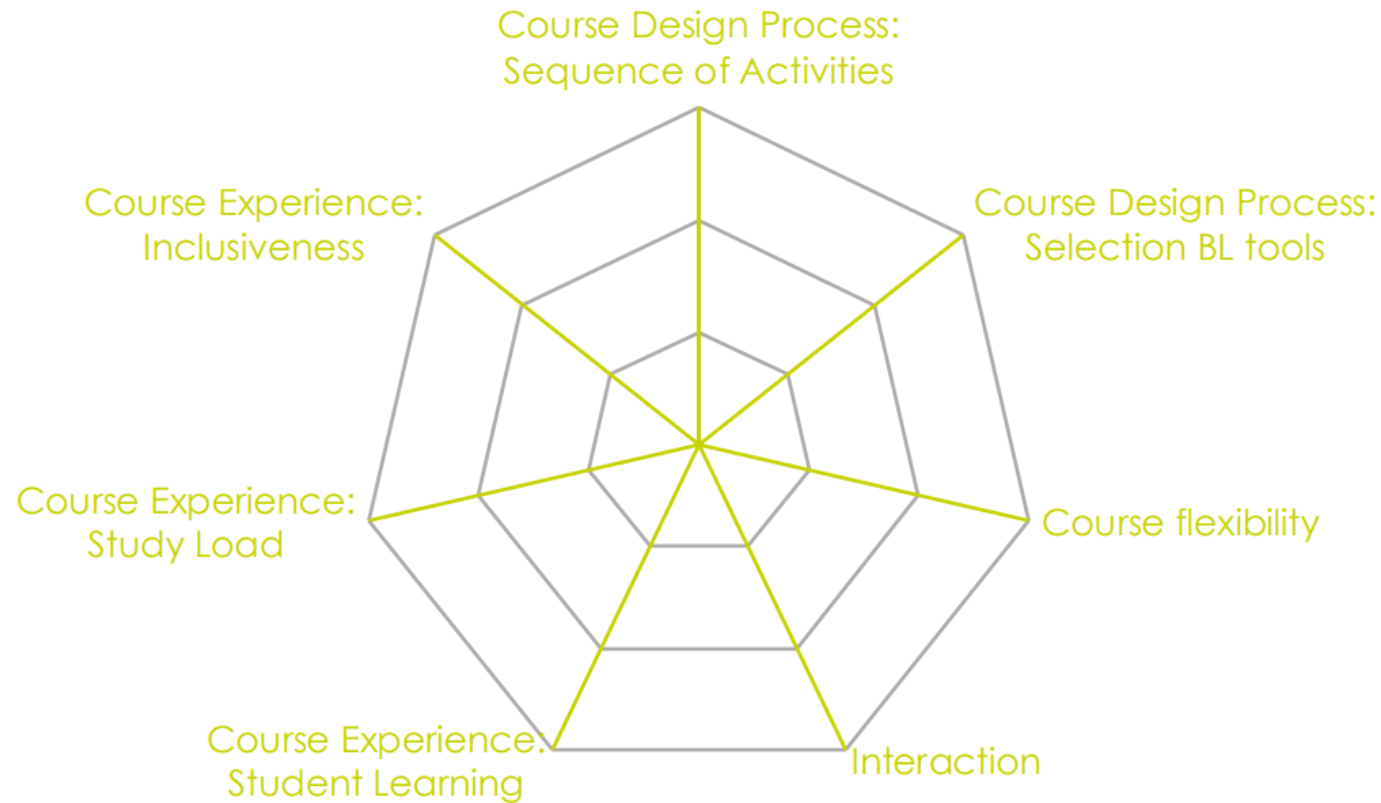
Continuous Development

Course & curriculum
Knowledge resources
Student support
Assessment
Institutional support
Quality assurance

Policy and strategy development
Blended education
International education
Off-campus, Online, Open & flexible education
Continuous Professional Development
OERs & MOOCs

Course Level

The course level 'refers to the core of the educational system, where both learning processes and instructional processes are situated'. It refers to the primary educational process, in other words the development, execution and evaluation of courses. The stakeholders of this level are mainly teachers/educators and students, but also instructional designers, learning developers, content developers and sometimes management.





Online



Watch video



Discussion board



Assignments



Interactive Video/PDF



Peer feedback



Concept Map



Read Chapter



Online quiz



Online brainstorm



Blog



Case study



Virtual Reality



F2F



In depth lecture



Lab Work



Problem solving



Clickers



Student presentations



Game



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Excursion



Difficult exercises



Discussion



One minute paper

Online Courses / Teaching



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Why benchmarking?

The system of benchmarking includes:

- The **institution taking the responsibility for QA**
- **Self-evaluation** as a bases for self-improvement
- Using **peer reviewers** as reference and input for improvement
 - *In a **collaborative process of dialogue** we create an environment of learning from each other
 - *In a **process of comparing** the university's' performance with best practices in the field of e-learning we **identify weaknesses and strengths**
- Setting a **roadmap for improvement**



E-xcellence tool will help the university:

- to **develop e-learning programmes**
- to **guide** the internal discussion
- to **improve the quality** of online education performance
- to **learn** from other similar institutions
- to use existing **good-practices**
- to be **up-to date** on developments in online education



THANK YOU

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