EMERGENCY REMOTE TEACHING (ERT) VS. EFFECTIVE ONLINE LEARNING

Where do we go from here?
ERT – EMERGENCY REMOTE TEACHING

• What is ERT and how does it differ from effective online teaching?
• How can we evaluate our experiences and take advantage of the lessons learned?
• What support is needed to take the next step in developing the quality of online/flexible teaching and learning at Umu?
EMERGENCY REMOTE TEACHING

• A temporary shift of mode of delivery due to a crisis situation
• Primary objective to quickly provide continued access to education
• Creative problem solving prioritised rather than establishing a robust educational ecosystem
• Lack of time and resources for planning
ONLINE LEARNING

Blended, online, distance, flexible.....a wide spectrum of delivery models.

• Effective online learning results from careful design and planning.
• Course design takes time and needs teamwork
• Systematic design, development and evaluation
• An ecosystem of learner support is provided
• Universal design principles (learning environments that are flexible, inclusive and student centred)
EVALUATING ERT

• Comparison of face-to-face with online course versions not useful

• Student learning outcomes – did students achieve the intended knowledge or skills?

• Attitudinal outcomes – interest, motivation and engagement are connected to learner success

• Institutional outcomes – completion rates, investment of teacher time, academic development, resources needed
How have you evaluated your courses during Covid?
Do you know what worked and what didn’t? Why?
EVALUATING ERT

• What internal and external resources were necessary? (technical and pedagogical support)

• What aspects of the context (institutional, cultural, organisational) affected the feasibility and effectiveness of online/distance education?

• Where did teachers and students struggle most?
Known factors for quality in online/ distance teaching and learning:

- **Pedagogy** - pedagogy and methods appropriate for the content and context
- **Organisation** – access to student support, library services etc.
- **Economy** – allocation of time for planning, creation of resources
- **Technology** – technical infrastructure
- **Culture** – campus and online seen as equally effective?
- **Holistic perspective** – all factors needed to create quality

http://distans.uhr.se
WHERE TO FROM HERE?

We need to highlight strengths and identify weaknesses in course delivery over the past 18 months to be better prepared for future eventualities...

• What support is needed to take the next step in developing the quality of online/flexible teaching and learning at Umu?
REFERENCE MATERIAL

• *Teaching Online is different: Critical perspectives from the literature.* Shé et al (2019) #OpenTeach, Dublin City University
  http://doras.dcu.ie/23890/

• *Incorporating Universal Design for Learning in Disciplinary Contexts in HE.* Arcellana-Panlilio & Patti Djur (eds). University of Calgary
  https://taylorinstitute.ucalgary.ca/resources/incorporating-universal-design-for-learning-in-disciplinary-contexts-in-higher-education-guide

• TeachOnline, Contact North: https://teachonline.ca/home