

EMERGENCY REMOTE TEACHING (ERT) VS. EFFECTIVE ONLINE LEARNING

Where do we go from here?



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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?



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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



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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)



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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



DISCUSS

- How have you evaluated your courses during Covid?
- Do you know what worked and what didn't? Why?



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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?





QUALITY IN DISTANCE EDUCATION

SWEDISH COUNCIL FOR HIGHER EDUCATION

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>



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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?



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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>



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