

# Long-term implications for digital university education

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# The forced migration to online teaching

Educators' rapid response to the pandemic; take teaching and learning online

Providing the most far-reaching means of access to education

All countries, all sectors

Exposes the digital divide in all countries

*But progress towards universal digital access is much faster than progress towards universal access to education*

*SDG4: 65m teachers needed by 2030 for universal access*

All teachers need support for how to teach online

Luckily, digital platforms provide the means to do that

# Some current myths of online teaching

Online learning is second rate in comparison with the f2f experience

Online learning is cheaper than f2f learning

- Govt is planning a targeted HEI hit on social science subjects, accelerated if too much content is taught on line.
- Predicting targeted redundancies in next 3-6 months across the social sciences sector, particularly if it successfully moves online.

(Academy of Social Sciences AGM, 2020)

# Busting the myths of online teaching: teacher time

50 min lecture + 10 mins Q&A → videos, reading, quizzes, forum

|                    | Run 1<br>prep | Run 1<br>support | Run 2<br>prep | Run 2<br>support | Run 3<br>prep | Run 3<br>support | Totals |
|--------------------|---------------|------------------|---------------|------------------|---------------|------------------|--------|
| <b>F2f Lecture</b> | 3 hours       | 1 hour           | 20 mins       | 1 hour           | 20 mins       | 1 hour           | 6:40   |
| <b>Online</b>      |               |                  |               |                  |               |                  |        |
| <b>Videos</b>      | 4 hours       |                  |               |                  |               |                  |        |
| <b>Quizzes</b>     | 20 mins       |                  |               |                  |               |                  |        |
| <b>Reading</b>     | 1 hour        |                  | 10 mins       |                  | 10 mins       |                  |        |
| <b>Forum</b>       |               | 30 mins          |               | 30 mins          |               | 30 mins          | 7:10   |

Even with minimal time for video production, teacher time is 8% higher, and it is hard to reduce it further.

# Busting the myths of online teaching: student learning

50 min lecture + 10 mins Q&A → videos, reading, quizzes, forum

|                        | Reading/<br>watching | Quiz<br>feedback | Q&A     | Total study<br>time | Passive:Active<br>learning ratio |
|------------------------|----------------------|------------------|---------|---------------------|----------------------------------|
| <b>F2f<br/>Lecture</b> | 50 mins              |                  | 10 mins | 60 mins             | 50:10                            |
| <b>Online</b>          |                      |                  |         |                     |                                  |
| <b>Videos</b>          | 20 mins              |                  |         |                     |                                  |
| <b>Quizzes</b>         |                      | 8 mins           |         |                     |                                  |
| <b>Reading</b>         | 20 mins              |                  |         |                     |                                  |
| <b>Forum</b>           |                      |                  | 30 mins | 78 mins             | 40:38                            |

Online session requires 8% more teacher time, but students have 30% more guided study, and 4 times as much active learning .

## Enabling professionals to collaborate on building teaching knowledge

FutureLearn course 'How to Teach Online'

Running since 23 March, >70,000 teachers from all sectors

Few videos, thousands of comments in discussions of every step

Sharing ideas and problem solutions

Professionals collaborating to build knowledge

Edraak course (Arabic) on 'Teaching Online'

Running since 26 April, >22,000 teachers across the MENA region

Sharing ideas and problem solutions on Padlet

|   |   |            |   |   |
|---|---|------------|---|---|
| جيد   | أشرف تعليق  | ممتاز      | برنامج بوربوينت   | قام طلابي بصنع صورة او رسم خيالي يوضح التغييرات التي تطرأ على جسم الحيوان في التغيير الكامل وغير الكامل. وقد استخدموا نموذج التقييم لمراجعة متطلبات الرسم التوضيحي. |
| مميزه ورائعه  | نتيجة التعلم لطلابي هي الإستفادة من البرامج الموجودة والمجانبة على اختلافاتها المتعلقة بتصميم فيديو وذلك من أجل تطبيقها في المحتوى الدراسي وتمثيله بالفيديو اعتمدت على power point لشرح ذلك..لم أفرض على الطلاب أي وسيلة بل اريتهم مختلف الوسائل وهم أحرار...نتيجة التعلم ايجابية | مجهول 4 د  | استفاد طلابي من خلال برنامج powerpoint وكيفية إدراج الصوت مع الشرح الذي كلفتهم بعمله خلال البرنامج.   | 2 مفضل  |
| ممتاز   | مقاطع الفيديو تعزز اوصول المعلومه بطريقه جذابه وممتعه ليد من المعلم ان يتعلم فنون التصميم لبيدع بالمقاطع  | مفضل 2     | 0 المفضلة   | دورة رائعة  |
| حسن   | أشرف تعليق  | مجهول 26 د | يستغرق تطبيق تكنولوجيا المعلومات والتعلم الكثير من الوقت. ومع ذلك ، أنا حريص على معرفة كيفية استخدامه | 1 مفضل  |
| استعمال شرائح العرض والفيديو و تعزيزها بتمارين تفاعلية  | أشرف تعليق  | مجهول 23 د | أشرف تعليق  | استخدام الصور ومقاطع الفيديو التعليمية بالإضافة الى المقاطع او الصور الترفيحية تساهم في زيادة الدافعية لدى الطلبة وتسهل عليهم التعلم والتذكر                        |
| أعتقد أن شرائح البوربوينت والأشرطة (الفيديو) المعززة بالتمارين التفاعلية لها أثر كبير في العملية التعليمية، تقيد المعلم ويسهل على الأستاذ ضبطها واستعمالها. | مفضل 1  | أشرف تعليق | مفضل 1  | 1 مفضل  |
| HoucineESSAD  | حسن   | مفضل 3     | ممتاز   | عمل جيد   |
| درس الهمزة المتطرفة تمارين تفاعلية ..خروني كتابة مدونة حول هذه المشاركة المشاركة في حصص   | مفضل 1  | أشرف تعليق | ممتاز   | س   |
| 2 مفضل  | أشرف تعليق  | أشرف تعليق | مفضل 1  | 1 مفضل  |
| عرفان   | كيفية استغلال وقت الفراغ المتاح لنا نتيجة الحجر الصحي   | أشرف تعليق | أشرف تعليق  | أشرف تعليق  |
|   | قدم فيديو لا يزيد عن 5 دقائق تشرح فيه طرق للاستفادة بوقت الفراغ الحالي  | مفضل 2     | فريق مايكروسوفت   | 0 المفضلة   |
|   |   | أشرف تعليق | 0 المفضلة   | 0 المفضلة   |

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in complete and incomplete change. They used the rubric to review the illustration requirements.

Wonderful and wonderful

Great course

The use of educational images and videos in addition to clips or entertainment images contribute to increasing the motivation of students and facilitate their learning and remembering

good job

I recommend ActivePresenter to record screen audio and video

very good idea

The result of learning for my students is to take advantage of the existing and free programs for their differences related to video design in order to apply them in the academic content and to represent it in the video. I relied on the power point to explain that..I did not impose on the students any means, but I showed them various means and they are free ... The learning result is positive

Excellent

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Microsoft team

the explanation I commissioned them to do during the program.

IT takes a lot of time to apply and learn. However , I eager to know how to use it

Use the slide show and video and enhance them with interactive exercises

Currently slides or animations

How to use the free time available to us as a result of quarantine

My students have learned the movie maker program. I will invest this skill they have to assign them to photograph magnetic and non-magnetic materials at home and classify them in a table.

Submit a video of no more than 5 minutes explaining ways to

Using the Google Translate extension on Google Chrome, and Translate Page, the whole Padlet is translated to your language of choice

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# Summary

Online learning is not cheaper to develop and run than f2f learning

Economies of scale, due to lower estate costs, could reduce fees for wholly online learners

Online learning can offer significant benefits for supporting student learning

Online professional collaborations, on the large scale, is changing our potential to transform universities' approach to knowledge exchange and knowledge building with professionals - and serve the goal of inclusion

→ A future of more hybrid provision (campus/online mixed by year)

→ Academics act as they do in research, building knowledge of teaching