CENTRE FOR
ACADEMIC
INNOVATION

Teaching, Learning and Personal Tutoring a Virtual Mini Conference

Friday 11 September 2020

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FOCUS – Student Centered Learning (SCL)

Teaching and learning in time of Covid-19: 5 ways of teaching, learning and engaging students

C19 has been spreading around the world, affecting billions of people and has a significant impact on different sectors. Education is one of the sectors hit hardest by C19. With the start of C19 universities have adopted online teaching. However, there is no doubt this has been affecting the effectiveness, quality and success of teaching and learning and also student engagement.
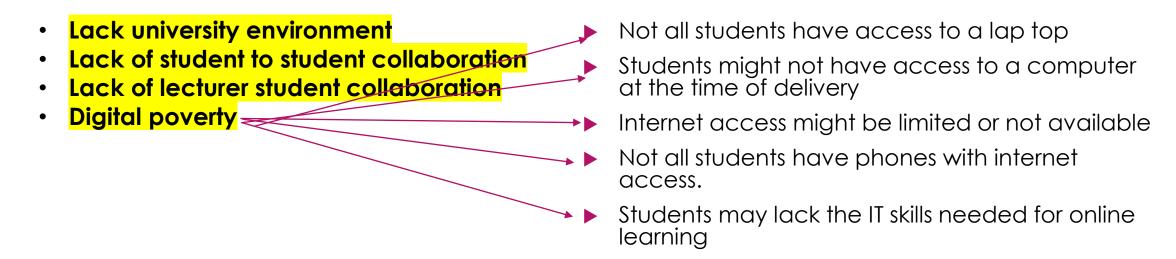
AIMS AND OBJECTIVES

To discuss

1. CHALLENGES DUE TO PANDEMIC

2. POSSIBLE SOLUTIONS THAT CONSIDER DIVERSE GROUP OF STUDENTS IN ONLINE TEACHING IN DMU.

3. IMPORTANCE OF KEEPING STUDENTS, BOTH INTERNATIONAL AND LOCAL, IN THE COUNTRY AND CITY.

1) *CHALLENGES*

▶ **ONLINE TEACHING IS CHALLENGING FOR BOTH LECTURERS AND STUDENTS – affects the quality of teaching and learning and student engagement. WHY?**

1. *Online teaching Lacks vital communication techniques for both lecturers and students.* <mark>**Lack of active learning – students will be passive**</mark> such as:

  ✓ Body language
  ✓ Facial expressions
  ✓ Eye contact
  ✓ Tone of speech
  ✓ Energy level

  • Harder to maintain eye contact
  • Students miss the verbal cues
  • Easily distracted in the home/rooms
  • It is easier to hide away with online classes
  • Some students join classes on their phones

2. *Students may face loneliness, lack of motivation, lack of desires, lack of confidence, lack of wellbeing. Learning and adaptation problems (technology, social distancing, social).*

- **Lack university environment**
- **Lack of student to student collaboration**
- **Lack of lecturer student collaboration**
- **Digital poverty**

▶ Not all students have access to a lap top

▶ Students might not have access to a computer at the time of delivery

▶ Internet access might be limited or not available

▶ Not all students have phones with internet access.

▶ Students may lack the IT skills needed for online learning

60%-70% of students in London are from poor backgrounds and struggle to purchase laptops (Coughlan, 2020)

3. *Challenging environment for lecturers – we have to teach and support students under these conditions, difficulty to develop healthy and positive relationship with students. Harder to bond and break the ice for students.*

POSITIVES

- Do not have to travel – cannot afford travel/ accommodation

- Can be flexible with study timetable – recorded lectures

- Manage the course around jobs and family commitments

2) POSSIBLE SOLUTIONS: WHAT CAN BE DONE? CHANGE IN APPROACH TO LEARNING ONLINE TEACHING

Considering challenges - There are three key questions:

1. What can we do to improve engagement, retention, support students?

2. What steps are necessary to enhance academic performance in modules?

3. What can we do to monitor how students learn?

What could be done?

Introduce **HYBRID LEARNING** for all modules instead of fully online.

What is hybrid learning?

Hybrid learning is delivery of modules with mix of face to face classroom activities and online activities (Keengwe and Onchwari, 2015; Sameer, 2014)

Why?

Interaction, technology, relevancy – help student engagement, prevent drop out, keep students in the city and country.

Week 1- face to face - First impressions count

Week2&3 - online

Week 4 – face to face

Week 5 – online

Week 6 enhancement week

Week 7 – face to face

Week 8&9 online

Week 10 – face to face

Week 11 – online

Student engagement is vital for academic success and to prevent students dropping out of university

What is the current situation?

▶ **Mostly modules are fully online** – so, what can we do to improve online teaching and engage students in live seminars?

1. *Create online discussion groups for each seminar group – pair-share activities will be online – formative assessment/a kind of flipped course activities but online*

   ❑ WhatsApp

   ❑ Skype meetings

   ❑ Webex

   ❑ Zoom

   ❑ Teams

How to encourage students to join online discussion groups? The students will be rewarded.

What can be done?

Rewarding Strategy motivate students and affect academic achievement

2. **Different forms of assessment can be combined and integrated. Formative assessment will be combined to summative assessment how?**

   50% 1st assessment

   50% 2nd assessment

   5% (20) times discussion reward to the overall mark

   25+25+5 =55

3. Introducing **complementary online sources such as YouTube videos, speeches, etc.**

4. Live lecture session with **guest lecturer/speaker**

5. **Non-formal learning** (debate classes) – it is an addition/complement to formal education.

3) INTERNATIONAL STUDENTS

- There has been a large number of students returning to their countries.
- Education of one of the attractive international assets for the UK economy. The contribution is almost £20billions (https://www.gov.uk/) UK universities generate billions for the UK economy.

Two challenges for UK universities

1. Brexit
2. COVID-19

Two massive gaps in DMU

1. Students from European and Scandinavian countries
2. Students from Gulf countries

Solution

- ❑ DMU should carry on more promotional to attract international and local students
    - Social Media is an important channel - improved -easily accessible

        Leicester Castle Business School – do we have a social media page???

- ❑ **Social networks improved**

- ❑ Agencies – carry out some marketing duties

- ❑ Contact embassies

SUMMARY

- Adopt Student Centered Learning approach – to promote active learning and engage students.

- Adopt a simple approach – to allow students to understand the process and to take further steps.

- Strength internalisation by increasing national and international visibility.

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