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Online Teaching Revisited

Training Workshop, Day 1, February 10, 2021

Prof. Dr. Doris Kiendl, FH JOANNEUM

LEARNING OUTCOMES of this Workshop

In this module, you will...

... know some theory and some good practice examples on online teaching – **HOW to FACILITATE an ONLINE COURSE** – **Quantity vs. Quality in teaching** – **ATTENTION of STUDENTS** – **ACTIVE PARTICIPATION**

.... **Reflect on your EXPERIENCE and your COMPETENCES gained**

... create a **COMMUNITY of PRACTICE** to share and develop your competences

AGENDA and STRUCTURE of this Workshop

This workshop will be conducted in 3 parts.

Each part has

- a) a **short input** by the facilitator (about 15 minutes)
- b) **Discussions based on a on specific task in breakout rooms**
(about 20 minutes)
- a) **A summary of the results of the discussions in the plenary**
(about 10 minutes)

After each part, there is a BREAK (about 15 minutes) – and then the next part will start.

The input in the FIRST Part will be longer – about 30 minutes, to cover the introduction as well.

Welcome to this workshop – introduction of all participants

The lecturer: Doris Kiendl

- Professor of International Business Law at FH JOANNEUM
- Chair of the Institute of International Management
- Chair of the Committee on Teaching and Learning of FH JOANNEUM

The participants:

I kindly ask you to introduce yourselves

- your name, your country
- your field of expertise
- your expectations on this workshop

Thank you!

Part 1: How to teach (well)

- The **role(s) of the teacher** in modern higher education
- Course **structure and consistency**
- The “**quantity trap**”: **Quality vs quantity in teaching**
- Online settings: The loss of face2face interaction has to be mitigated by putting **emphasis on dialogue and interaction** between teacher & students as well as among students
- The “**attention span dilemma**”: **Keeping the attention of students** in an online course
- Facilitating discussions and **encouraging students to be active** in an online setting
- Providing **feedback** to students

The role(s) of the teacher in higher education

From “wisdom bringer” to

FACILITATOR – COACH – MENTOR – SUPERVISOR

And always ideally a **ROLE MODEL** where students can seek and get advice.

So: Personal interaction is crucial – how can we do this online?

Course Structure and Course Consistency

- a) Instructors should **SCAFFOLD LEARNING ACTIVITIES**: This supports the learning process of students, it creates structure, it manages the expectations of students and provides guidance for the students.
- b) How? Here are some suggestions:
- Create a clear agenda for each session and present it to the students.
 - Be present and available online – so students can directly engage with you, also shortly before and shortly after a lecture or on specific times in asynchronous courses
 - Be “human” and “authentic” as a teacher – be approachable and try to put yourselves (also) once in a while in the position of the students.

The “quantity trap”: How to balance quality and quantity in course contents

It is a common problem, that almost all teacher believe that their subject is most important in the whole study program, and that all content is necessary for the students.

This usually leads to a huge mass of information for the students.

The problem is: Students get lost in the huge amount of details.

Solution: “Less is more” – focus on the essential methods, not the small details. Also: Remember that details will only be remembered a short time, after the exam most persons forget them soon.....

Dialogue and Interaction

Good teaching involves active participation of the students.

Students are more likely to gain a deeper level of competences and skills, if they APPLY the knowledge and theory which they were taught.

Therefore: It is highly recommended to start and maintain interaction also in an online course.

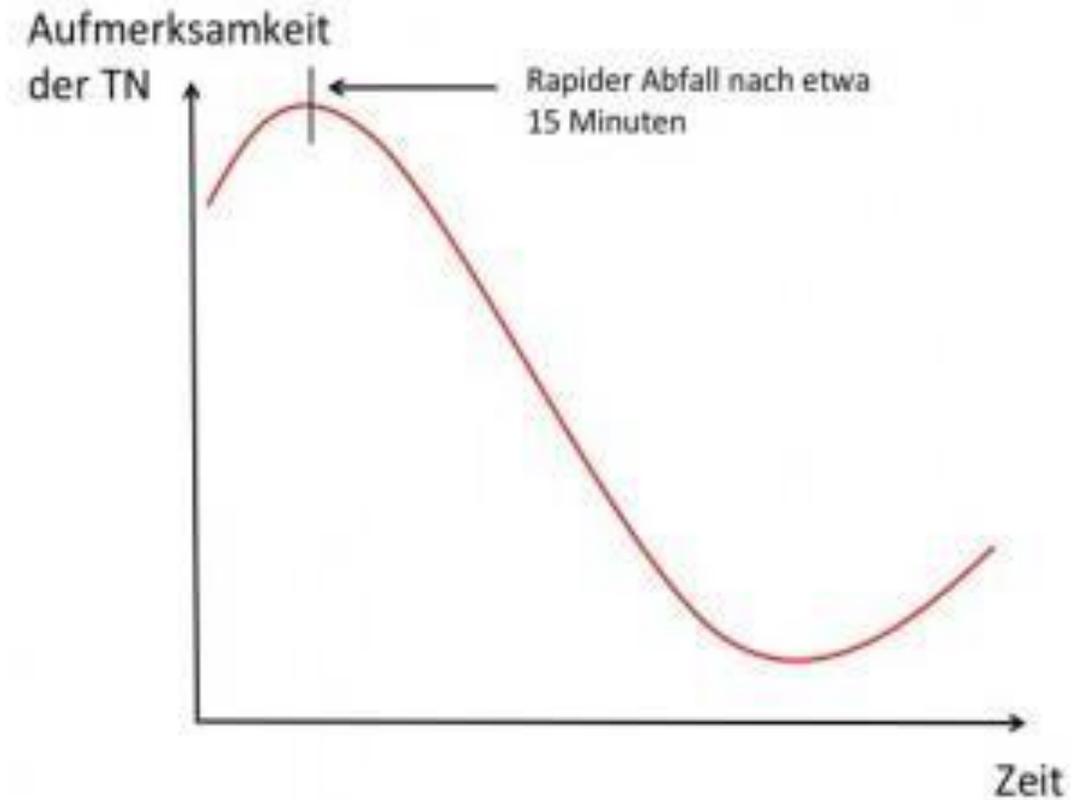
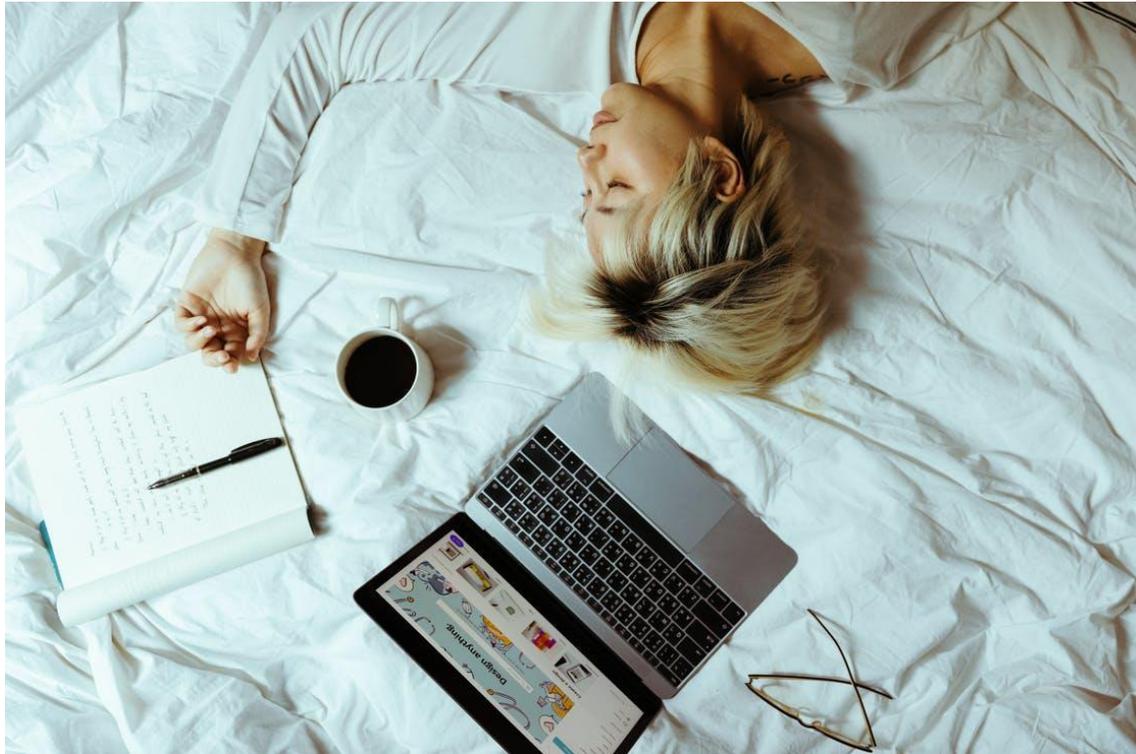
If you have a large group, use tools such as Kahoot or Mentimeter to get them engaged, or use break out rooms and create incentives for participation.

Attention Span: The **dilemma of limited attention**.....

According to research (e.g. see Lloyd), the **attention of human beings usually gets lost after about 15 minutes!**

So, we should take this into account when we teach (not only in online teaching but also in face2face courses ;-)!)

Aufmerksamkeitskurve nach Lloyd (Verlauf von 90-min. Input)



Encouraging students to be active in an online course

Obstacles to becoming active (non-exhaustive list)...

- ... no clear instructions on what and how the student should contribute
- ... a too high threshold (content wise)
- ... student feeling uncomfortable in the group
- ... lack of motivation of students
- ... lack of knowledge of students
- ... lack of skills on how to express him/herself
- ... others....

Providing online feedback to students

Ideally, feedback should be provided in the following manner:

- Individually (especially in case of critical remarks)
- Subject oriented
- Constructive
- In due course

Task 1: Collection of topics which are important to YOU

Please form groups of 5-6 participants each. Ideally, the groups should be mixed in terms of universities, gender and fields of expertise.

Please discuss the issues presented in part 1 of this workshop. Please

- a) Highlight which of these topics are most relevant to YOU
- b) Share YOUR EXPERIENCE in terms of these topics.

Please nominate a spokesperson who should report on your group work after we return to the plenary session.

Please share your considerations.....

Please go to menti.com

The code is: 27 94 982

Part 2: Competences required for effective online teaching

Teaching Competences

PRESENCE	FACILITATION	SUPPORTING STUDENTS
Communication	Facilitate interaction	Feedback
Modelling online behaviors	Promote interactivity	Monitor student progress
Cordial learning environment	Encourage cooperation	Time management
Expectations	Resolve conflict	Manage learning environment
Listen to students	Encourage active learning	Content knowledge
	Implement instructional strategies	Responsiveness

Task 2

Teachers' Competences related to ONLINE TEACHING

- 1) Which competences do YOU consider to be **crucial for your own online teaching**?
- 2) Which competences **have YOU gained** in the last years through online teaching?
- 3) Which competences **would YOU like to gain** in the near future for online teaching?

Part 3: Building a Community of Practice

Any challenging task is less stressful if we have somebody whom we can share our experience with.

Somebody who listens and understands.

Someone who may provide alternative ways to look at the issue and possible scenarios on how to deal with the issue.

Reflection on online teaching experience

Critical thinking is a key quality for each member of a university.

Self reflection is closely related to critical thinking.

This involves a process. And this process can best be implemented through a **discussion among the peer group**.

Sharing Good Practice Examples

A **Community of Practice** is highly valuable since it enables us

- to learn about new tools and instruments
- to get to know more perspectives on the development in our profession
- to extend the personal network in order to exchange good practices in the present and in the future

Task 3

Please get together in groups again.

Please discuss the following question:

Which would be **YOUR EXPECTATIONS** on a **COMMUNITY of PRACTICE** related to online teaching?

Creating a Community of Practice: What needs to be considered?

Please go to menti.com again

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Conclusion

Dear colleagues,

I thank you warmly for your participation in this workshop.

Wishing you the best for your professional development, your careers and your personal life.

Hope to stay in touch, all the best!
Doris.

