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PRINTeL'S FIRST ANNUAL TEACHING & LEARNING FORUM

TEACHING SUPPORT STRATEGY DURING COVID-19 PANDEMIC AT UNIVERSITY OF PORTO

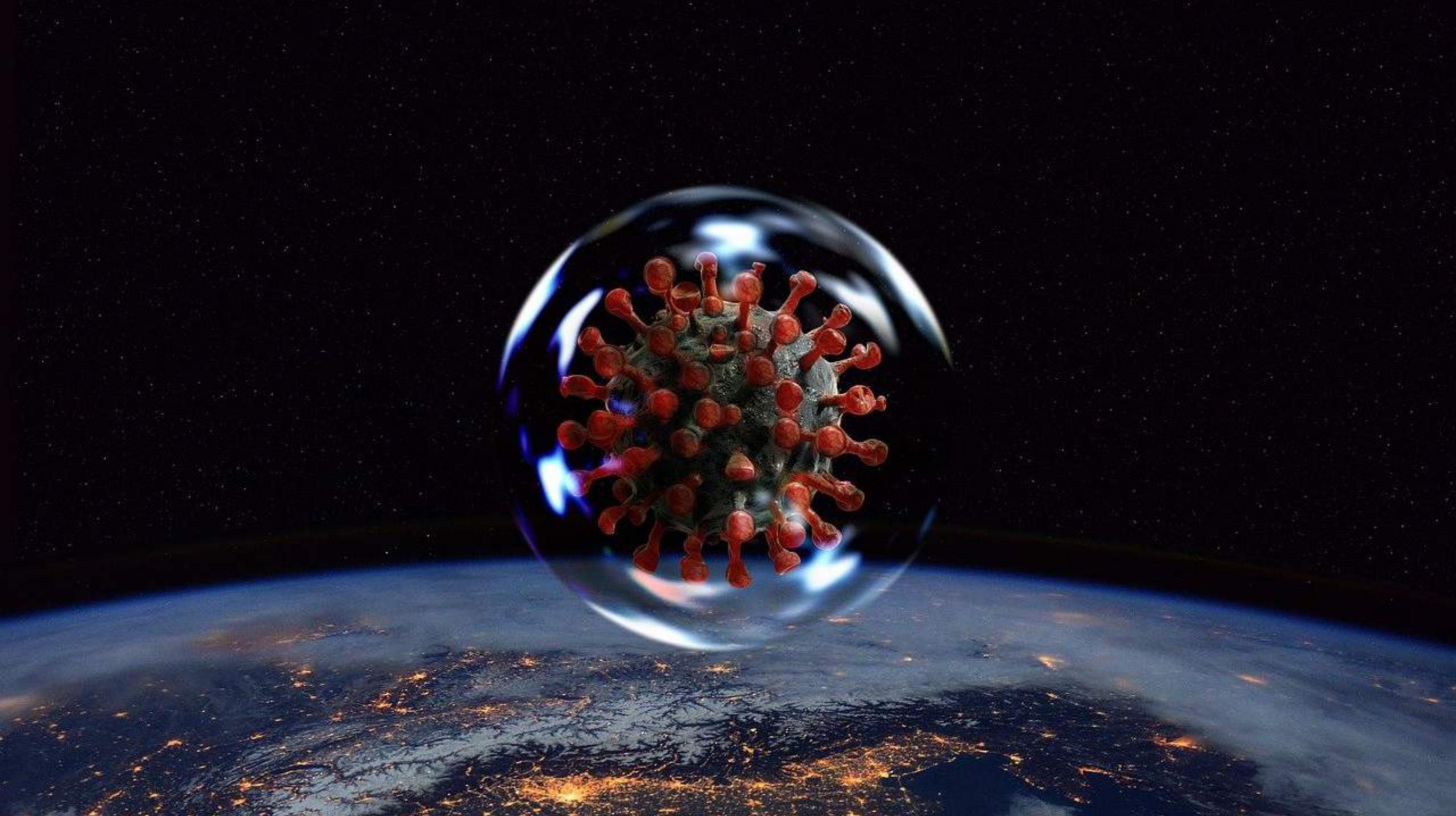
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U. PORTO

UNIVERSIDADE DO PORTO
**TECNOLOGIAS
EDUCATIVAS**



COVID-19, what about now?

- ▶ Fully online T&L request different approaches from teachers, students and staff.
- ▶ Not all teachers and students were prepared for such a quick change.
- ▶ Universities were forced to define and intensify strategies to help and enhance e-learning literacy throughout their academic community.
- ▶ **Distance learning** became the main solution for education during COVID-19 pandemic.



Adaptation...

- ▶ **Educational Technologies (ET) unit** was mobilized to support the transition to online teaching.
- ▶ Main concerns (1) to help those who had never used an online environment and (2) to ensure that remote work and assistance wouldn't become a barrier in the support processes.
- ▶ **The support strategy implemented came as a continuity of the methods that already existed**, adapted at 3 levels:
 - ▶ Resources
 - ▶ Training
 - ▶ Communication



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Support strategy: Resources

- ▶ **PDF guide** systematizing the tools that were available and how to access them, sent to the faculties on March 12th 2020 (first lockdown).
- ▶ A total of **65 video tutorials** produced from March 2020 to March 2021, covering the main tools offered (Moodle, Panopto, Zoom and Turnitin) and responding to some needs identified in the Ticket Request System in use.
- ▶ The resources are publicly available at U.Porto's e-learning portal (<https://elearning.up.pt/ajuda>).

	Mar. 2020	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar. 2021
Tutorials	17	28	8	2	0	0	0	6	0	0	2	2	0

Support strategy: Training

- ▶ All training actions moved to **webinar format**, open to the entire U.Porto teaching community, with **no limit of participants neither registration**.
- ▶ The first webinars were scheduled as soon as the ET team started working remotely.
- ▶ **Six trainers conducted 107 webinars** from March 2020 to March 2021:
 - ▶ ~130 hours of training
 - ▶ 3969 participants

	Mar. 2020	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar. 2021
Webinars	21	19	25	2	0	0	0	14	7	3	0	16	0

Support strategy: Communication

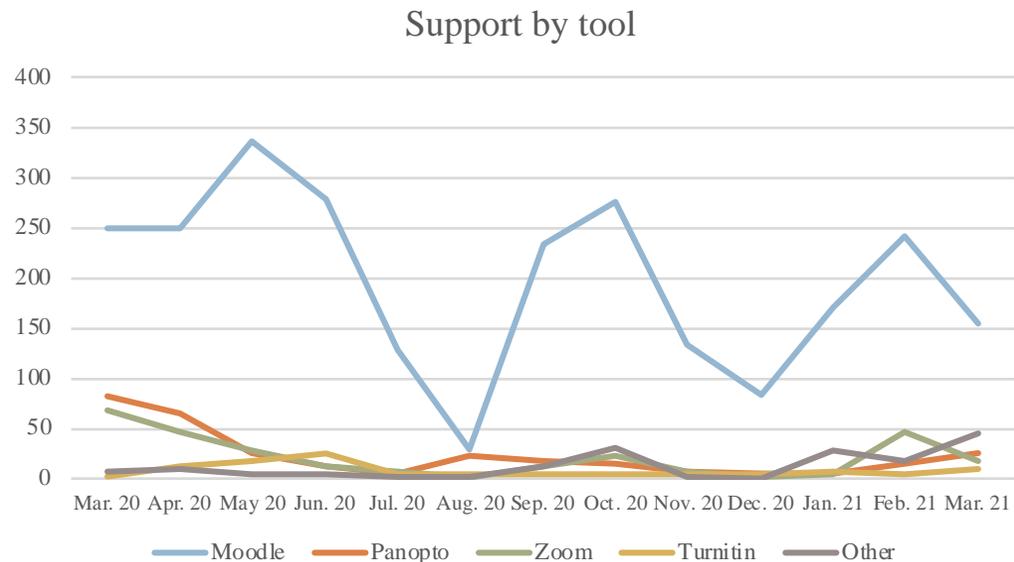
- ▶ Personalized individual face-to-face meetings has always been a service provided to the teachers, but the risks associated with face-to-face contact, followed by the beginning of confinement policies, made it necessary to readjust.
- ▶ **Four trainers**, responsible for the instructional design and with technical knowledge on the tools available, had an **online calendar available to the teachers to schedule virtual meetings**.
- ▶ A total of **494 virtual meetings** took place from March 2020 to March 2021.

	Mar. 2020	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.2021
Meetings	14	77	71	66	22	3	34	42	23	31	25	46	40



What we observed?

- ▶ Number of requests for support (OTRS) increased exponentially.
- ▶ The tools with more support requests were Moodle (LMS/VLE), Panopto (video lecture software) and Zoom (videoconference software).





Conclusions

- ▶ The support strategy was elaborated in a concerted way with the team's previous knowledge and experience.
- ▶ From the data collected we can assume the actions taken by ET unit help mitigate the lack of digital literacy that the COVID-19 crisis has exposed.
- ▶ Whether or not in COVID-19 is important to understand:
 - ▶ The efficiency of the teaching support strategy is closely related with top-down decisions taken by HEI decision-makers and policy-makers
 - ▶ A team with educational technologies background expertise is an added value when supporting teachers since it allows a better adaptation of digital tools to different pedagogical contexts



“Sisyphus” (Tiziano Vecellio)