

#TEAP2021

Teaching development during the “digital pivot”: experiences from City staff

Jane Secker, Jessica Hancock and Julie Voce (LEaD)

with

Jim Grice, Jonatan Echebarria Fernandez, Jennifer Gerson & Qianhui Li

Learning at City Conference – 30th June 2021

Introduction and overview

- The digital pivot and the response of the MA in Academic Practice
- Overview of EDM116: Technology enabled academic practice
- Staff experiences of EDM116: the benefits and challenges (15 mins)
 - Jim Grice
 - Jennifer Gerson
 - Qianhui Li
 - Jonatan Echebarria Fernandez
- Strategies for supporting online teaching – breakout room activity
- Other sources of help and support



Exams cancelled after virus forces schools to shut down

By David Williams for the Guardian | 19 March 2020

Libraries to close until further notice in response to COVID-19

Date Published: 19 March 2020

UK universities suspend face-to-face teaching

Schools ordered to stay open despite government advice to curb social contact

23 March 2020: UK Lockdown

What was your experience of the digital pivot?

0



1



2



3



4



5



Share in the chat something positive related to the pivot you did as part of your teaching practice



Academic Practice MA/PGDip/PGCert

Postgraduate taught degree

Digital pivot of MA in Academic Practice

- Modules aimed at staff / externals - face to face teaching days (10am-4pm)
- Several modules were running in March 2020 including EDM116 Technology Enabled Academic Practice
- Had to shift the teaching days online very rapidly
- EDM116 - pilot - successful so rolled out to other modules

Module structure

- Synchronous teaching: 10-11.30 and 3-4pm
- Asynchronous activities: 11.30-3pm
- Lunchtime drop-in: 12-12:30
- Pre and post-course asynchronous activities
 - Videos or readings
 - Discussion forum posts
- Weekly updates via Moodle Forum - keep them on track
- Clear schedule on Moodle
- Recorded all synchronous teaching (effect on participation?)



Overview of EDM116 content

- Module designed as blended learning from the outset
- Includes:
 - Building an online community
 - Learning design
- 4 assignments, 4 teaching days, 4 webinars
- 30 credits



The TEAP project

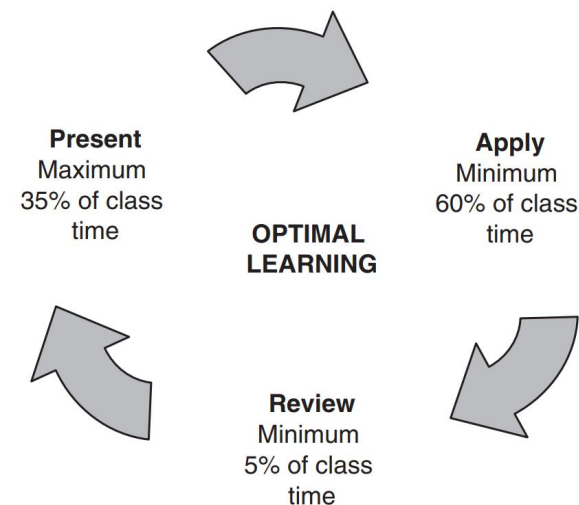
- Worth 50% of the marks
- Based on introducing a technology to your own teaching
- 2500 word reflective report
- Linking theory to practice
- Considering issues of inclusivity, accessibility, good practice principles
- Reflect on the themes of the module
- How will you evaluate your intervention?



Models that TEAP participants use



learning activity types on one side and examples of activities on the other



TEAP Participant feedback



Qianhui Li
Postdoctoral Research
Associate
SMCSE



Jim Grice
Visiting Lecturer -
Journalism
SASS



Jennifer Gerson
Lecturer in Organisational
Psychology
SASS



Jonatan Echebarria
Fernandez
Lecturer in Maritime Law
CLS

A portrait of Qianhui Li, a young person with dark hair, looking directly at the camera. The background is a gradient from dark grey to white.

Qianhui Li

Postdoctoral Research Associate, SMCSE

- Shifting lab session online - Present, Apply, Review and Gilly Salmon's Five Stage model
- Becoming open minded to a variety of technology-enabled teaching methods and tools
- Teaching theories, applying knowledge
- Peer learning experience in an online learning community

A portrait of Jim Grice, a man with short, dark hair, wearing a red and white checkered shirt. He is looking slightly to the right with a gentle smile. The background is blurred, showing warm, golden light.

Visiting Lecturer – Journalism, SASS

- Flipgrid for group workshop sessions for developing practical filming and editing skills – collaboration and sharing best practice
- Building a theoretical understanding of the role technology can play in teaching and learning
- Sharing experiences with peers
- Reflecting on how technology can shape and develop learning experiences



Jennifer Gerson

Lecturer in Organisational Psychology, SASS

- Asynchronous short online course for students
 - quantitative research methods and statistics
- Exposed new technology - Moodle Wikis, H5P
- Aspects of using technology I previously hadn't considered such as accessibility
- How to build a community in the classroom within an online environment

A portrait of Jonatan Echebarria Fernandez, a man with dark hair and a slight smile, wearing a blue shirt. The portrait is positioned on the right side of the slide, partially overlapping the text area.

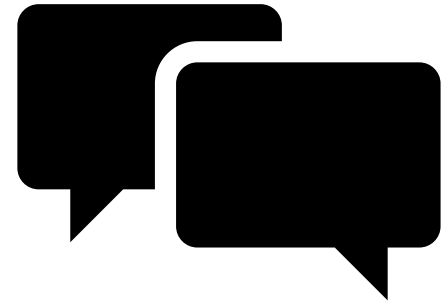
Jonatan Echebarria Fernandez

Lecturer in Maritime Law, CLS

- Developed an online community of practice for law students using MS Teams
- Asynchronous lectures with live seminars using break out rooms to discuss legal cases and student presentations
- Contributed to a webinar for the current cohort to discuss this project
- Planning to write his final project up for publication

Breakout room discussion (15 mins)

- Discuss the strategies you used in 2020/21 to support your understanding of online teaching
- Consider the role of the following:
 - enrolling in a formal module,
 - attending LEaD workshops,
 - using LEaD guidance,
 - peer support
- Were there other strategies that helped you?



https://cityuni-my.sharepoint.com/:w:/g/personal/jane_secker_city_ac_uk/EcxAMui0vj1KreuxSUMFHCQBIXlOns1G_4oP4DhBaUik7Q?e=REM1Y4

Ed Tech support available at City

- [Upcoming Ed Tech and accessibility workshops](#)
 - [DIY Screencasts - 13 July](#)
 - [Introduction to Poll Everywhere \(and other polling systems\) - 14 July](#)
 - [Designing an effective Moodle module - 15 July](#)
 - [Introduction to Digital Accessibility - 16 July](#)
- [Recordings of previous Ed Tech workshops](#)
- [Educational Technology guidance](#)
- [LEaD Case studies](#)
- Contact LEaD for support via the [IT Service Portal](#)

Further reading

- Hodges, C, Moore, S, Lockee, B, Trust, T, and Bond A. (2020) The difference between emergency remote teaching and online learning. Available at: <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning> (accessed 17 March 2021)
- Laurillard, D., (2002), *Rethinking university teaching: a conversational framework for the effective use of learning technologies*, 2nd edn, RoutledgeFalmer, London.
- Petty, G (2014) *Teaching Today A Practical Guide*, 5th Edition, OUP: Oxford.
- Salmon, G (2013) *E-tivities: The Key to Active Online Learning*, Routledge, Oxford.
- Walker, R, Jenkins, M. and Voce, J. (2016). "Charting the development of technology-enhanced learning developments across the UK higher education sector: a longitudinal perspective (2001–2012)". *Interactive learning environments* (1049-4820), 24 (3), p. 438.
- UCL (2021) ABC Learning Design Available at <https://abcld.org/>