

Teaching and learning online in Higher Education

- how to get started?

Webinar

March 2020

Thank you for participating in the webinar, we really appreciate your engagement and questions.

I collected and grouped the questions raised during the sessions. You will see that you have very similar concerns and questions – this is also why it is important to share knowledge. So, please forward these links and documents to your colleagues today. Someone you don't even know might be very grateful to you. :)

QUESTIONS AND ANSWERS

1. Methodology
2. Large classes
3. Engaging students
4. TestGen
5. Pearson materials and platforms
6. Tools
7. More information and webinars

1. METHODOLOGY

How do you deal with instrumental courses (like statistics) where it is important to solve tasks together with them? Which instruments would you recommend maybe?

If you cannot do live classes, try the following tips: short video recordings explaining the solution (you can record yourself with the camera of your laptop or using screen casting tools like <https://screencast-o-matic.com/>)

You can add a possibility to ask questions from you by having a live „Q&A session” on certain topics after students tries to follow your instructions.

Sharing screen or windows from my desktop with students – how does it work?

Tip: <https://www.pearsoned.com/using-screencasting-for-student-feedback/>

Do you have some examples of rubrics?

Please find the definition and examples for rubrics under the following links:

1. [https://en.wikipedia.org/wiki/Rubric_\(academic\)](https://en.wikipedia.org/wiki/Rubric_(academic))

2. <http://rubistar.4teachers.org/index.php>
3. <http://www.ascd.org/publications/books/112001/chapters/What-Are-Rubrics-and-Why-Are-They-Important%20A2.aspx>

Which pedagogy (didactics) can be used best for higher Bloom learning goals like Creating and Evaluating

I think we really need to be creative and let our usual set of mind wander off a little bit now. Because we are forced to work in an environment that might not be very familiar to us, it is probably time to try some different techniques which help students to reach the goal. In my opinion, the **scaffolding technique** can be really helpful when we are both (teachers and students) on an unknown field.

For Evaluation, you might want to consider the following ideas: coming up with points of argument, defending a certain point of view, selecting the most relevant information from the mass, criticizing arguments...

For Creating, you can make your students design new products/theories/processes, construct something new from the given tools/knowledge, formulate their own critical thinking questions, investigate about existing theories and practices and then write papers about their findings...

For further reading, I find this short article very informative and helpful:

<https://culanth.org/fieldsights/pedagogical-tools-blooms-taxonomy>

Which option you would like to recommend for testing when we need also not only results but also calculation procedure like for Maths?

Some LMS-s have an option when you can require students to show their work.

If you don't work with such tools, or cannot find a better solution, you can always ask your students to scan their worked problems, or take a photo and send it to you/upload into the LMS.

I also found this article interesting about this topic. It argues if we really need to ask for the working procedure all the time.

http://blogs.edweek.org/teachers/coach_gs_teaching_tips/2014/01/you_must_always_may_show_your_work.html

I think it's difficult to make decisions about delivering the content and criteria which are important by online learning.

I agree. However, you can concentrate on the parts you find the most important. Students will be able to read the rest. Or you can give them assignments to create short presentations about what they found the most important, what they "digested" from the mass of information.

My course is about nursing communication. The assessment is a video. What content is smart to give to students?

I've found this article below, hopefully this will help a bit.

<https://patientengagementhit.com/features/effective-nurse-communication-skills-and-strategies>

We are going to have online written exam to replace 3 hours regular exam. Any experiences, cases or recommendations to share?

You might find these useful:

<https://www.pearson.com/news-and-research/working-learning-online-during-pandemic.html#pop-up>

<https://www.pearsoned.com/detering-cheating-online-course/>

Pearson collated research on effective online teaching and found nine strategies used by successful faculty:

1. *Know the technology*
2. *Create and maintain a strong presence*
3. *Set clear expectations for the course*
4. *Establish a sense of comfort and develop a community of learners*
5. *Promote reflection and communication through quality asynchronous discussion*
6. *Have a good balance of active leader and active observer*
7. *Request regular feedback and be cognizant of misinterpretation*
8. *Regularly check content resources and applications*
9. *Expect the unexpected and remain flexible*

More: <https://www.pearsoned.com/9-strategies-for-effective-online-teaching/>

2. LARGE CLASSES

Is it possible to move a large class (60+ students) online maintaining interactivity?

Yes, by giving them interactive tasks like group work, project work or using a discussion board.

See some tips here: <https://www.pearsoned.com/using-discussion-boards-successfully-increase-online-class-engagement/>

If there are 30 people on the same class, then video lesson definitely becomes messy. What is your advice to avoid it?

Tips: While you are talking, mute everyone and only let students talk when you need them.

Try to use voting systems during the lesson to get answers from your students instantly.

How do I manage a large group of students at the same time - for example more than 300

Tips: Create short, bite-sized (5-15 minutes) videos/readings by topics. If you want to have live calls with them, consider using tools which have a built-in whiteboard, chat function and poll.

Give them interactive tasks like group work, project work or using a discussion board. See some tips here: <https://www.pearsoned.com/using-discussion-boards-successfully-increase-online-class-engagement/>

I have students in 6 different time zones - any ideas?

Try to offer short videos/podcasts/readings for them with which they can work on their own (asynchronously).

For live calls and virtual office hours, you might want to consider to make the calls shorter, but more times, in different times of the day (morning, evening).

What tool is the most convenient for large groups of 25 students? Will Zoom work?

Depending on the package you are using, it could work, yes. The basic, free access offers availability for up to 100 participants. You can check the possibilities here: <https://zoom.us/pricing>

Note: during the pandemic you can ask for lifting the limit for your institution: <https://support.zoom.us/hc/en-us/articles/360041264451-40-minute-time-limit-lift-request>

Do you have any proposals for the examination of large groups of students (150 students) for pure knowledge base matter (like anatomy)?

Learning management systems can help you a lot with such examinations. For example, Pearson's MasteringA&P has great assessment tools for the subject, with different types of test items, and with the possibility to pool items, scramble questions, etc.

If you are not using a publisher LMS with ready-made materials, you can still consider using the built-in test function of your institution's LMS. Most of the systems are capable of creating online tests with strict settings.

Building your testbank requires some time, but as I said in the presentation, you can either use the publisher's test bank, or you can have your students come up with their own test questions during the semester as part of an assignment, and then you can use some of those items for their assessment. It can also be a good incentive for students to engage in studying more, if they know they will be tested on some of their own test questions.

3. ENGAGING STUDENTS

We have offered our students to post their questions on the discussion forum, but almost no students do this. How can we encourage them to do so?

Please see some tips in this article: <https://www.pearsoned.com/using-discussion-boards-successfully-increase-online-class-engagement/>

What could be done better to increase students engagement during online lectures, it seems that due to physical absence (as it is also psychological) students tend to keep silent or not responding or not actively participate in the discussions...

Tips: You can insert polls, voting into the session. You might ask a question they need to find the answer for in a short period of time and come back to you. Make students to think during your presentation and at certain periods come up with their own questions for other students and take turns to ask and answer them. Offer extra credit/points for active engagement (define what you expect).

<https://www.pearsoned.com/using-discussion-boards-successfully-increase-online-class-engagement/>

Do you have any advice on making sure all students are actively participating?

Tip: try to involve them by offering extra credit/points for active participation. You can also make active participation as a requirement for the final assessment. As it was mentioned in the webinar, set the "rules" for your students - how many answers, what kind of reaction you expect, etc. Setting up the rules in rubrics can also help. See more tips on using a discussion board:

<https://www.pearsoned.com/using-discussion-boards-successfully-increase-online-class-engagement/>

How do you recommend that we support our students' study skills?

For students, these tips could be useful: <https://www.pearsoned.com/5-tips-keep-motivated-learning-online/>

I found this website very useful, too, you might want to share it with your students:

<https://www.educationcorner.com/study-skills.html>

I find it hard to keep students committed to studying, now they need to take more responsibility of their learning process. Students don't even show up at the online classes.

You can share this short article with them:

<https://www.pearsoned.com/5-tips-keep-motivated-learning-online/>

And some advice for instructors:

<https://www.pearsoned.com/5-tips-to-keep-learners-motivated-and-engaged-when-teaching-online/>

And remember, they are adults, they are responsible for their own learning, so if you feel you have done everything for them, don't forget that there will always be those who will not learn whatever you do... (I've had such experience, too.)

Keep your enthusiasm for the sake of the ones who do want to learn. You'll find it very rewarding.

Pearson collated research on what strategies can help keep students motivated and on track for success when learning online. The top 5 strategies are:

- 1. Build a sense of community*
- 2. Help students feel like they can succeed*
- 3. Establish ways to monitor progress*
- 4. Reward*
- 5. Relate class to students' lives*

More on this: <https://www.pearsoned.com/5-tips-to-keep-learners-motivated-and-engaged-when-teaching-online/>

4. TESTGEN

Would embedding a TestGen test into a local LMS work also for students who haven't bought a book and thus don't have e.g. Mastering licenses?

Yes, tests created with TestGen can be saved in many formats - pdf, rtf, xml, etc. You can embed these tests in your institution's LMS. For tutorials, please see:

https://wpslive.pearsoncmg.com/cmgi_instructor_testgen_1/136/34890/8931918.cw/index.html

Can we get a bit of information on transferring TestGen tests to Moodle, please?

Here is a very recent video I found: <https://www.youtube.com/watch?v=tI7WDFXanMc>

Is TestGen free?

For instructors who have adopted Pearson titles and have access to the Instructor Resource Centre TestGen is free of charge. Please contact your Pearson representative for more information:

<https://www.pearson.com/us/contact-us/find-your-rep.html>

5. PEARSON MATERIALS AND PLATFORMS

Can we have access to e-books from our subject?

For instructors we offer access to e-books through VitalSource free of charge. For students we offer different solutions in Europe. Please contact your local Pearson HE representative:

<https://www.pearson.com/us/contact-us/find-your-rep.html>

How to get solutions manual for a certain title?

Please contact your Pearson representative. <https://www.pearson.com/us/contact-us/find-your-rep.html>

How about teaching with MyLab? Any experiences or cases to share?

Yes, we have a collection of case studies from all over the world from professors using MyLab and Mastering.

<https://www.pearsonmylabandmastering.com/global/educators/results/index.php>

6. TOOLS

Which tool did you use to give this webinar?

GoToMeeting. Please check: <https://blog.gotomeeting.com/coronavirus-disruptions-and-support/>

Is the software GoToWebinar available for the public?

This is what we were able to find considering GoToMeeting news:
<https://blog.gotomeeting.com/coronavirus-disruptions-and-support/>

Unfortunately, our university has restricted the use to Teams - so I have no experience.

Please check Microsoft Teams official video training <https://support.office.com/en-us/article/microsoft-teams-video-training-4f108e54-240b-4351-8084-b1089f0d21d7>

Could you please instruct more about using Zoom?

Please check Zoom website with tutorials: <https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials>

Did I understand you well is Zoom for free only active over a time of 40 minutes?

You need to apply for the time limit removal. Please see more information here:
<https://support.zoom.us/hc/en-us/articles/360041264451-40-minute-time-limit-lift-request>

Please also see some Zoom tutorials here:

1. https://blog.zoom.us/wordpress/2020/03/11/free-zoom-training-customer-training-success/?_ga=2.191967404.705081550.1584953743-2010793463.1584459304
2. <https://zoom.us/docs/en-us/covid19.html>

We are using Webex, can you compare Webex with Zoom?

In my experience, both are excellent tools for communication. For more information, on their features please visit their websites.

<https://www.webex.com/>

<https://zoom.us/>

Could you give some advice on how to set up virtual office hours?

As mentioned in the webinar, you can think about different ways. A good advice is either set up 1-3 virtual office hours and leave the session (eg. in Zoom, Skype, Teams, etc.) open for a certain period of time when students can join the session and ask questions. Or share a live document (eg. Google doc) with your students to sign up for 10-15 time slots when you only talk to them about their questions.

7. MORE INFORMATION AND WEBINARS

Where can we find the free webinars Pearson offers? Could a specific link be sent to us?

For more webinars please check

https://www.pearson.com/nl/en_NL/webinars-blended-learning-pearson.html

<https://www.pearson.com/english/professional-development/webinars.html>

<https://www.pearson.com/news-and-research/personal-social-capabilities-webinars.html>

Do you have suggestions for tutorials?

Please find some tutorials from Pearson here:

1. <https://www.pearsoned.com/using-screencasting-for-student-feedback/>
2. <https://www.pearson.com/us/campaigns/dr/online-instructor-support.html>
3. <https://www.pearson.com/news-and-research/working-learning-online-during-pandemic.html>

If you have any questions or suggestions for further topics, please let us know.

Stay safe and healthy!

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