

IO2 Digipedagogical design

Project info:

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Before online teaching

Successful online teaching has the same basic principles as offline.

Always have a plan B.

Planning before teaching

Video

Podcast

- ◆ Consider the level and needs of your students. Who are they, what year are they, what programme, what is the culture in that programme like?
- ◆ Consider your resources carefully, be conscious of time costs.
 - ◇ Plan activities so that they are easy to check to avoid excessive work.
 - For example, ask for a mind map, a picture/poster or a short presentation instead of an essay (example showing a picture of a hand vs describing a picture of a hand).
 - ◇ Consider how much feedback you can give.
 - Connect with the students personally:
 - ◇ A little small talk with individual students can be enough
 - ◇ Doesn't have to be everybody at the same time, the goal is to make the students feel they are seen by you and you are actively interested in their work.
 - Create low threshold (easy to do) activation tasks.
 - ◇ Examples: give feedback to 10% of essays, just check that the rest have been submitted.
 - ◇ Assessment: grade pass/fail instead of numbers.
 - ◇
- ◆ Plan how to activate students.
 - ◇ Plan to use a variety of activities that will adhere to different learning types.
 - ◇ Make everything visible for the students.
 - ◇ Make sure the instructions are concise, easy to understand and unambiguous.
 - ◇ Create an outline of the class for the students.
 - ◇ Interchangeable active and passive role for the student.
- ◆ Keep your plans flexible, be prepared to adjust things on the go. Don't make your schedule too tight!
 - ◇ Avoid long periods of passivity or activity, keep a balance to boost motivation and concentration.
 - ◇ Teacher talk for a maximum of 5-10 minutes at one time, then student activity.
 - ◇ If you have to speak for a longer time, divide it into parts and activate students in between them.
 - ◇ Timing: put breaks in your lesson plans to avoid screen fatigue, try to avoid going on for very long in one go.

Requirements

- ◆ Enough time for planning.

- ◆ Infrastructure: hardware and software.
- ◆ Privacy regulations.
- ◆ Enough resources.
- ◆ Teachers have to develop themselves in their own zone of proximal development.
- ◆ Always have plan B.
- ◆ Visualize your course plan.

Support

- ◆ Pedagogical support :
 - ◇ I-coach
 - ◇ Digipedagogical mentor
 - ◇ Peer support
- ◆ Technical support:
 - ◇ Helpdesk
 - ◇ Teaching assistants

Tools

- ◆ Hardware and software.
- ◆ Privacy settings.
- ◆ Copyright.
- ◆ Appropriate tools.
- ◆ Uniformity in tools.

Obstacles

- ◆ Mental challenge (teachers and students), e.g. fears, stress.
- ◆ Negative attitudes.
- ◆ Equipment.
- ◆ Lack of support.
- ◆ Technical problems.

Comfortable workspace

- ◆ Ensure no-one can disturb you during your lesson.
- ◆ If possible, make sure that connections are working.

During online teaching

Let's e-learn!

Safe learning climate

- ◆ Make sure the climate is safe in your online classroom, so all participants can reach the maximum learning results.
- ◆ For example, you can poll the students about how they are doing or feeling.

Be reachable

- ◆ Tell the students when and how you are available.
- ◆ If students don't want to use microphone, they can also connect to teacher via messages or email.
- ◆ Use easy to use apps.
- ◆ If students have technical problems - activate plan B
- ◆ If technical problems cannot be solved, assure the students that they can still complete their work and guide them to the place where all the information is.

Timetable

- ◆ Make sure you are on time when starting.
- ◆ Make your lesson plan specific and ensure the students are aware of the details.
- ◆ Tell the students how the lesson will go.
- ◆ Example:
 - ◇ 10min teacher lesson
 - ◇ 10min task assignment
 - ◇ 5min feedback from assignment
 - ◇ 10min teacher lesson
 - ◇ 10min break (when you are on a break, go away from the screen)

Apps

- ◆ Same place and same way – if possible, connect every application to the same platform.
- ◆ Use only few applications per lesson.
- ◆ Follow the GDPR and consider students' privacy.

Activities and tasks

- ◆ Follow the plan, but keep it flexible.
- ◆ Make sure you inspire the students to do the task they were asked.
- ◆ Communicate and interact with students.
- ◆ Give clear instructions.
- ◆ Use group tasks to activate students.
- ◆ Be ready for changes.
- ◆ Keep your online lessons varied, make sure the students and also the teacher are not only sitting.
- ◆ Ask for feedback - don't assume that students do that on their own in online lessons.
- ◆ Inform the students that they should give feedback for teaching.

Rules

- ◆ Be clear with your rules.
- ◆ Tell the rules on every lesson, e.g.
 - ◇ Everyone must keep the microphone and camera on, or the microphone should be on only when the answering a question or doing a task that requires it.
- ◆ Make sure you ask for permission before recording a lesson.
- ◆ Be aware of your school's policy about privacy and tracking.

After online teaching

Reflection

- ◆ Why is reflection important?
 - ◇ It is important as a teacher to know whether you have achieved your teaching goals and whether you can improve professionally as a teacher.

Evaluation of implementation

- ◆ Always reflect on what is going on and what has happened.
- ◆ Do I have good feeling and am I satisfied with the lesson?
- ◆ Did I achieve my goals, was the way I did it good?
- ◆ Was I able to implement online teaching successfully?
- ◆ Were the students skilled enough to work online?
- ◆ Did I have to use plan B?

- ◆ Was there something I could share with other teachers?
- ◆ Did the tools I chose work well?
- ◆ Were there shortcomings in the infrastructure and/or equipment?

Timing

- ◆ Were there enough breaks during online teaching?
- ◆ Did I use energizers or icebreakers?
- ◆ Did I use the time effectively and keep students active?
- ◆ Did I stay on schedule?

Safety

- ◆ Was privacy considered?
- ◆ Did students feel safe?
- ◆ Did I manage to make my students feel comfortable?
- ◆ Did I feel confident?

Evaluation of participation

- ◆ Were the students actively participating?
- ◆ Was there enough interaction between the students?
- ◆ Was there enough social connection?
- ◆ Was the communication effective and accessible?
- ◆ Was there need for extra activation?
- ◆ Did the students participate in planning and implementation?
- ◆ Did I ask students what tools they like to use?

Feedback

Some tools for collecting student feedback digitally:

Questionnaires:

Microsoft Forms

Google Forms

Itslearning

Moodle

Open discussion:

Padlet

Microsoft Whiteboard

Itslearning

Moodle

Mind map

Polling:

Mentimeter

Polling

E-mail:

Outlook

Gmail