

DAAD-Webinar series : Digital formats
in international HE projects, 16.06.2020



INTERACTION IN ONLINE CLASSES: AN INTRODUCTORY OVERVIEW

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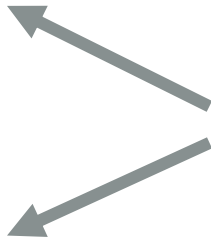
DEFINITION AND AGENDA

Online Classes

Live- (Online-)
Sessions

&

Asynchronous
Phases



- Webinar
- ARS / Live Q&A
- Tests & Quizzes (Multiple Choice)
- Groupwork
- Interactive Learning Resources
- Feedback

Types of Interaction

Interaction / Communication
between people

- student – student
- student – teacher / instructor

Interaction with content /
with a technical system

LIVE-ONLINE-SESSION / WEB-CONFERENCE / WEBINAR

Empirical evidence:

Learning effectiveness is comparable between synchronous and asynchro-nous communication, but **satisfaction** and **commitment** are higher in live settings – even in online live settings.

Employ the tools integrated in the your conference system you use, e.g.:

- chat
- surveys
- breakout rooms

Give clear instructions, e.g. about the roles of the participants, what to do in breakout rooms.

The screenshot displays a live online session interface. On the left, a video feed shows two participants: Anne Thilosen and Malte Persike. Below the video is a chat window with messages from participants like Cristina Ramalho, Eva Schmucker, Jenny Albrecht, Katharina Thülen, Dettler, Vanessa Schnorr, and ohennings. The main area shows a presentation slide titled "Studierende aktivieren in reiner Online-Lehre" by Malte Persike (RWTH Aachen University). The slide includes a "Quickstarter Online-Lehre" logo and a list of survey questions. On the right, a survey results panel titled "Welche Möglichkeiten nutzen Sie in der Präsenzlehre..." shows progress bars and counts for various options.

| Option | Percentage | Count |
|--|------------|-------|
| Vor der Veranstaltung gebe ich Literaturhinweise | 59,4% | 116 |
| Vor der Veranstaltung gebe ich Arbeitsaufträge | 52,8% | 103 |
| Vor der Veranstaltung müssen die Studierenden Tests bearbeiten | 7,69% | 15 |
| Während der Veranstaltung lasse ich... | 12,8% | 25 |
| Während der Veranstaltung geben Studierende Wortbeiträge | 77,9% | 152 |
| Während der Veranstaltung kommen Clicker/Live-Voting zum Einsatz | 17,4% | 34 |
| Während der Veranstaltung gibt es (Klein-) Gruppenarbeit | 77,4% | 151 |
| Nach der Veranstaltung müssen Aufgaben bearbeitet werden | 70,7% | 138 |
| Nach der Veranstaltung gibt es Forendiskussionen | 18,4% | 36 |
| Die Studierenden erstellen E-Portfolios | 9,23% | 18 |
| Sonstiges | 32,3% | 63 |

Online-Event „Studierende aktivieren“, 16.04.2020,
<https://www.e-teaching.org/quickol-2>
Malte Persike und e-teaching.org, cc by-sa 4-0

ARS (AUDIENCE RESPONSE SYSTEMS) / LIVE-Q&A (QUESTION & ANSWERS)

Empirical evidence

- ARS increase **participation, attention** and **commitment** of the students and lead (at least in the short term) to a better learning performance.
- They increase **subject matter confidence** – and there are **hardly any negative effects**.
- Active and passive students have equally **positive attitudes** ARS - but only if ARS are used **voluntarily basis** and without grading.
- The **number** of questions asked digitally in Live-Q&A is much **higher** than the number of orally asked questions. Teachers can easily see **learning levels** and learning **deficits**.

The image shows a screenshot of a live Q&A session interface. The top part displays three questions from anonymous users, each with a green oval around the name and a timestamp. The questions are:

- Anonymous (24) today, 10:13: Wie schaffe ich es, wenn alles asynchron ist, dass die Studis trotzdem dran bleiben?
- Anonymous (17) today, 10:13: Wie kann man erfahrungsorientiertes Lernen und tiefe Reflexion online ermöglichen?
- Anonymous (16) today, 10:13: Wie kann ich meine Online-Gruppe in Kleingruppen und Partnerarbeit

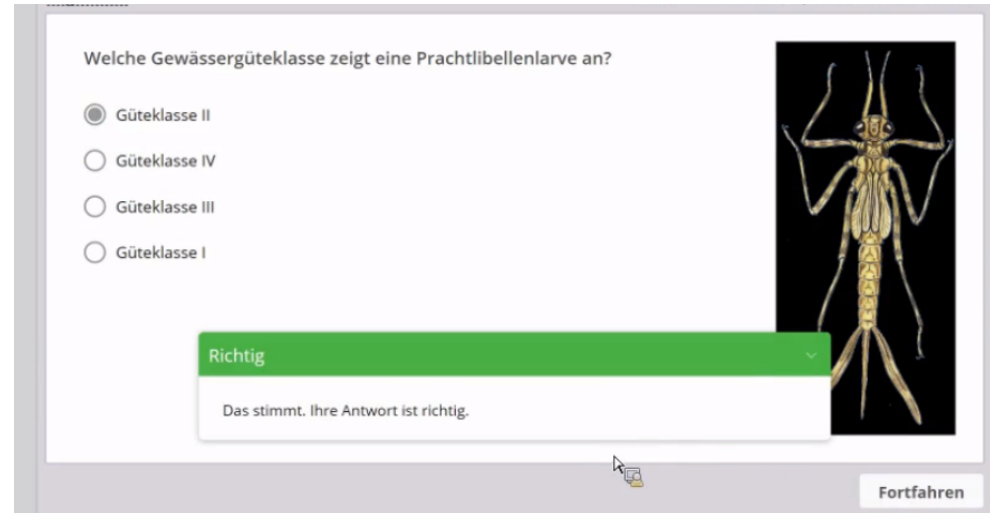
The bottom part of the screenshot shows a video feed of a man (Malte Persike) on the left and a word cloud on the right. The word cloud is titled "Welcher Begriff fällt Ihnen zur Online-Lehre in Zeiten von Corona ein? Mehrfache Einsendungen sind möglich." and contains various terms such as "herausforderung", "asynchron", "überforderung", "zoom", "webinar", "moodle", "emergency", "moodle", "spannend", "bigbluebutton", "chance", "viel arbeit", "synchron", "zeitmangel", "unbekannt", "und nebenbei homeschooling", "improvisation", "spannend", "videos", "virtuell", "weber", "webex", "wiki", "stress", "überangebot", "unbezahlt", "tempo", "technik", "chaos", "zoom", "webinar", "wenig", "verlust", "umstellung", "überforderung", "zeitmangel", "zeit zur vorbereitung", "skepsis", "weiterentwicklung", "webinare", "zu viele registrierungen", "skype", "virtuell", "tempo", "technik", "chaos", "zoom", "webinar", "wenig", "verlust", "umstellung", "überforderung", "zeitmangel", "unbekannt", "und nebenbei homeschooling", "improvisation", "spannend", "bigbluebutton", "virtuell", "weber", "webex", "wiki", "stress", "überangebot", "unbezahlt", "tempo", "technik", "chaos", "zoom", "webinar", "wenig", "verlust", "umstellung", "überforderung", "zeitmangel", "unbekannt", "und nebenbei homeschooling", "improvisation", "spannend", "bigbluebutton".

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(ASYNCHRONOUS) TESTS & QUIZZES / MULTIPLE CHOICE

Empirical evidence:

- The online processing of quizzes improves **test results** and **the long-term retention of knowledge**,
- especially when the content of a quiz is **similar** to the content of an examination.
- Quizzing increases **satisfaction**, **commitment** and **confidence** but also the workload for students.
- It seems to be an important **precondition** for the effectiveness of **blended learning scenarios**.
- The design of „good“ MC-questions is not easy and requires a certain training (construction and review of questions).

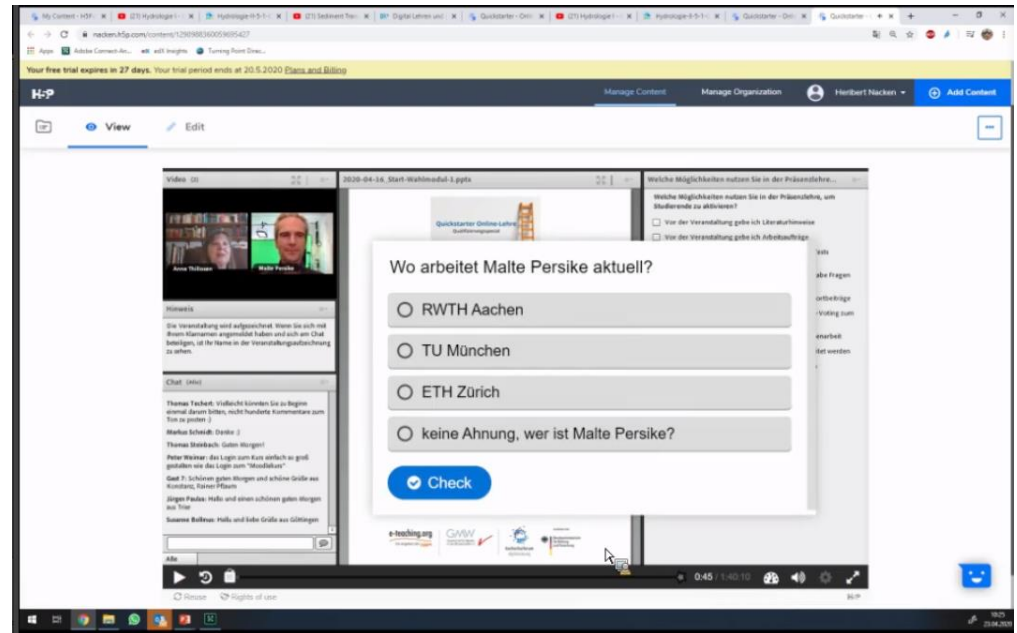


Online-Event „Interaktive Videos“, 23.04.2020,
<https://www.e-teaching.org/quickol-4>

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INTERACTIVE LEARNING RESOURCES

- Digital media have special characteristics that support the active engagement of students with the learning content – qualities that „classical“ media do not have: e.g. synchronicity, multimediality and interactivity.
- The production can be expensive and time-consuming – but can also be done „quick & dirty“ (especially now!).
- Use OER (Open Educational Resources) - or recordings of lectures and webinars – and enhance them with MC-tests (e.g. with H5P: (<https://h5p.org/>)).



Online-Event „Interaktive Videos“, 23.04.2020,
<https://www.e-teaching.org/quickol-4>
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GROUP WORK



Empirical evidence:

- Test persons in small groups achieved **significantly better results** through co-construction of knowledge.
- Some methods of group work (e.g. Think-Pair-Share) achieve significantly **higher activation** of students and reduce „mental absenteeism“.
- The success of group work depends on an effective **prevention of social loafing**, e.g. making documentation of results obligatory.
- Group work can be carried out in both **synchronous** and **asynchronous learning** scenarios.
- Technology, **rules and work objectives** should be clearly **communicated**.

THE IMPORTANCE OF „SIMPLE FEEDBACK“ – ESPECIALLY NOW

How can you know that your measures work?

Just ask your students – knowledge about their students is a „weak link“ of most teachers!

T. Jenert (2015): Alles selbst? Kritischer Blick auf ein Trendkonzept.

https://de.slideshare.net/hse_unisg/2014-06-25inputzhaw

- What do they like or dislike? What do they need? Which ideas do they have?
- Encourage them to ask questions and give feedback (anonymously).

QUICKSTARTER ONLINE- LEHRE, 15.-30.04.2020



Studierende aktivieren in reinen Online-Lehre

PD Dr. Malte Persike Nacken (RWTH Aachen University)

<https://www.e-teaching.org/quickol-1>



Interaktive Videos

Prof. Dr. Heribert Nacken (RWTH Aachen University)

<https://www.e-teaching.org/quickol-4>

Quickstarter Online-Lehre
Qualifizierungsspecial

e-teaching.org
Ein Angebot des IWM

GMW
Gesellschaft für Medien
in der Wissenschaft e. V.

hochschulforum
digitalisierung

GEFÖRDERT VOM
Bundesministerium
für Bildung
und Forschung

<https://www.e-teaching.org/quickstarter>

QUICKSTARTER ONLINE- LEHRE, 15.-30.04.2020



Einsatz digitaler Medien in der Lehre – Szenarien, Methoden, Medien

Claudia Bremer (Wilhelm Büchner Hochschule | GMW)

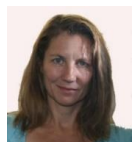
<https://www.e-teaching.org/quickol-0>



Studierende aktivieren in reinen Online-Lehre

PD Dr. Malte Persike Nacken (RWTH Aachen University)

<https://www.e-teaching.org/quickol-1>



Webinare gestalten

Claudia Bremer (Wilhelm Büchner Hochschule | GMW)

<https://www.e-teaching.org/quickol-2>



Konzeption von Lehrveranstaltungen unter Einsatz digitaler Medien

Claudia Bremer (Wilhelm Büchner Hochschule | GMW)

<https://www.e-teaching.org/quickol-3>



Interaktive Videos

Prof. Dr. Heribert Nacken (RWTH Aachen University)

<https://www.e-teaching.org/quickol-4>



Elektronischen Prüfungen

Claudia Bremer, Dr. Matthias Baume (TU München), Dr. Jens Bücking (Univ. Bremen)

<https://www.e-teaching.org/quickol-5>

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QUALIFIZIERUNGSSPECIAL QUICKSTARTER ONLINE-LEHRE RELOADED, 17.06.-15.07.2020

- 17.06., 18:00 Uhr: Online-Podiumsdiskussion „Digitales Sommersemester: erste Erfahrungen, aktuelle Baustellen, neue Praxis - eine Zwischenbilanz“
- 24.06., 10:00 Uhr: „Sharing Digital Teaching Experiences (Teil 1)“
- 01.07., 10:00 Uhr: „Studierendenbeteiligung und Semesterhackathon“
- 08.07., 10:00 Uhr: „Sharing Digital Teaching Experiences (Teil 2)“
- 15.07., 10:00 Uhr: „Rezepte für die Zukunft? Was brauchen wir, um gut weiterzumachen?“



<https://www.e-teaching.org/quickstarter>

INVITATION: VISIT E-TEACHING.ORG!

e-teaching.org is an information portal to foster the use of digital media in higher education

- 4 main sections
- 4 „service Sections“
- for users with different levels of knowledge and skills in the field of ICT

Conceptualized for

- self-navigated learning or hybrid qualification concepts which combine the portal with advisory services

<http://www.e-teaching.org>

The screenshot shows the homepage of e-teaching.org. At the top, there is a navigation bar with the logo 'e-teaching.org' and the text 'Ein Angebot des IWM'. To the right, there are links for 'Anmelden' and 'Registrieren', and a search bar with the text 'suchen'. Below the navigation bar, there are several menu items: 'Lehrszenerarien', 'Medientechnik', 'Didaktisches Design', 'Organisation', 'Aus der Praxis', 'Materialien', 'News & Trends', and 'Community'. The main content area features three promotional cards: 1. 'Digitales Sommersemester: erste Erfahrungen, aktuelle Baustellen, neue Praxis - eine Zwischenbilanz' with a 'Quickstarter Online-Lehre' badge and a 'Live-Event am 17.06.20 um 18:00 Uhr' badge. 2. 'Digitale Medien im Lehramtsstudium' with a chalkboard graphic. 3. 'Umfrage: Welche Websites zu digitalen Medien im Lehramtsstudium können Sie empfehlen?'. Below these cards, there are sections for 'Willkommen auf e-teaching.org', 'NotizBlog', and 'Nächste Termine'. The 'Nächste Termine' section lists two events: a 'Fortbildungskurs OER-Fachexperte/in: Praxis-Workshop für „OER-Macher/innen“' on 15.06.2020 and an 'MMKH-Webinar: Virtuelle Lernräume: podcampus & Co. - Urheberrecht und Datenschutz' on 15.06.2020. At the bottom, there is a job advertisement for 'Wissenschaftliche/r Mitarbeiter/in im Bereich Digitale Lehre/ E-Learning an der Universität zu Kiel' from the Christian-Albrechts-Universität zu Kiel (CAU).

LET'S START THE INTERACTIVE PART ;-)


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