Remote teaching Transition during Covid-19

1. Success and concern

Teachers feel proud of their accomplishments so far.

Difficult to create and maintain the sense of **community** digitally.

2. Emerging networks

Through collaboration, new knowledge-building **networks** emerge, which are:
- Small
- Need-driven
- Spontaneously set up
- Open.

3. Challenges

Teachers **need time** to
- Improve personalized contact and interaction
- Create individual and shared vision
- Devise new learning environments and
- Re-design instructions in an innovative and research-based way
- Deal with heavy workload.

4. Teachers' experiences

- Online Education is not merely moving education online
- OE provides flexibility
- OE lacks sensory communication
- Honours is an educational laboratory
- Blackboard Collaborate Ultra: most frequently used platform
- Technical support is highly appreciated.

5. Teachers' tips

1. Co-create courses with students
2. Let students prepare the learning content together
3. Let students use various ways to show knowledge
4. Provide flexibility in learning and adjust content echoing the current crisis, while the learning outcomes remain unchanged
5. Shorten your online lectures
6. Use small group coaching more frequently
7. Employ an online quiz or short questionnaire to keep lessons interactive
8. Utilize personalized communication to improve student well-being and motivation
9. Informal contact may also strengthen community relationships.

Overall findings:

Based on interviews during the COVID-19 crisis in Spring 2020 with deans, teachers and honours coordinators.
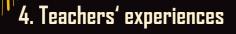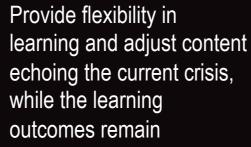
The transition to remote education at Hanze has been **mixed**. Most problems that arose from emergency-remote teaching have been solved through **collective** efforts.

Recently, we entered the 2nd stage of Online Education, aiming at strengthening our community and deepening knowledge that teachers currently lack.

Teachers are positive about the digital assistance provided by Hanze, by calling it **prompt** and **helpful**. Difficulties mainly lie in the technical problems **students** face at home.

Teachers face challenges and need to be **supported** and **facilitated.** There are worries regarding the wellbeing of both students and teachers.

Follow-up research covering online community building, professional identity, wellbeing and hybrid education.

Ning Ding & Marca Wolfensberger, June 2020
Talent development in higher education and society