Second webinar on the transition to online learning during the pandemic
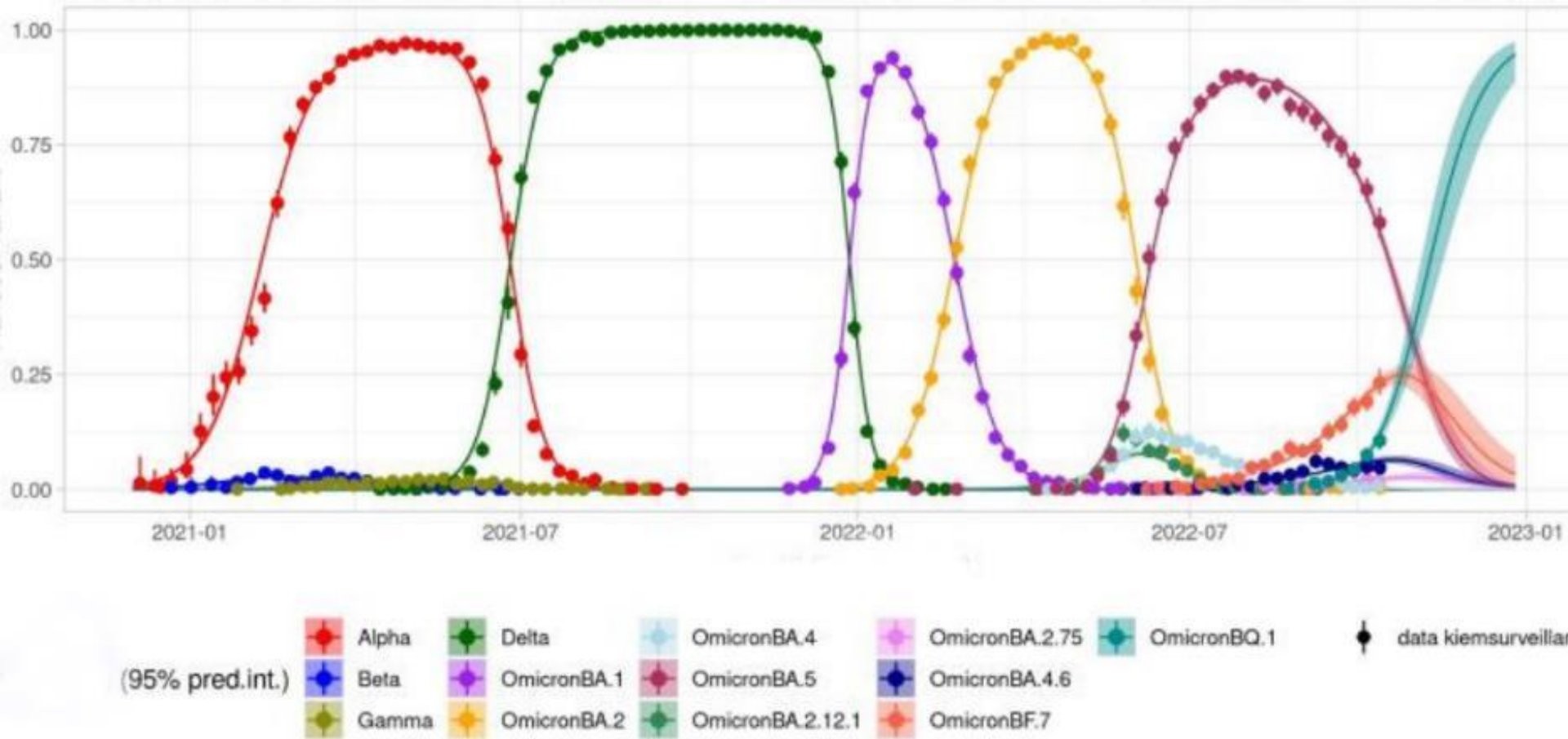
Overarching comments and discussion

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WAGENINGEN UNIVERSITY & RESEARCH

Post Covid? **Post ERT**

(RIVM 2022) Never before has a new variant of the coronavirus spread as quickly as the Omicron variant. Vaccine effectiveness against infection without booster vaccination is considerably lower compared to the Delta variant

Overarching comments

Also using:

Graham, R. (2022). **Crisis and catalyst: The impact of COVID-19 on global practice in engineering education.**

van Puffelen, E.A.M., Stevens, T.M., Banihashem, S.K., Biemans, H.J.A., Noroozi, O., Raeven, N.S.M., & den Brok, P.J. (2022). **Covid-19 forced remote teaching and university education after it.**

These publications are on the 4TU.CEE website

Emergency Remote Teaching (ERT)

The well-being of teachers and students

Teachers: increase in workload but were motivated and felt able to teach online.

Well-being of students was low. In a spring 2021 survey amongst 28.000 higher education students 51% had psychological complaints, and 12% serious complaints

Survey questions did not separate the general effects of the pandemic from the impact of online education. Strong general restrictions on life: curfews, worries about health and relatives, and extreme online life during the ERT period.

Appreciation of the ERT

The ERT enabled education to go on, and that was appreciated. But students indicated lack of sense of connectedness and a strong desire to have face-to-face education.

Education design for the years ahead

- Virus variants might cause new outbreaks; stay prepared for remote teaching. This requires focusing on well-being, sense of connectedness of students and staff and having online versions of courses available.

- Integrate the online courses made for ERT into the blended learning curriculum for less restricted times. Guidelines:

- Students differ in preferences towards online and Teaching and Learning Activities (TLA's) in general. A carefully designed mix of TLA's is needed to activate most students. It is not simply flipping one kind of TLA for another.

- The combination of synchronous and asynchronous TLA's need more design time than we had at the ERT beginning.

- Create (partial) online ERT alternatives for lab education, excursions and assessment.

- Continue in the direction of student centered learning and flexible learning paths; carefully! as this might cause higher workload for teachers.

- Monitor change in learning; use the experience with learning analytics.

- Campus education remains essential and helps with sense of connectedness.

The rock concert effect of a lecture

Discussion

Any topic and or the questions below!

- How to deal with quickly changing groups of students in quarantine.

- Indications that after ERT some students show up less at the university? "**Class attendance plummets post-Covid**. Times Higher Education; Williams, T. (2022)".

- Should we advise not to go towards hybrid teaching (a lot)?