

## EUA WEBINAR

# Covid-19 and changes in learning and teaching

#EUALearnTeach

11 June 2020



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#EUALearnTeach

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**RUHR-UNIVERSITÄT BOCHUM**

Kornelia Freitag, Vice Rector for Academic and International Affairs

## Profile

- Opened in 1965 in a post/industrial Area (Ruhr Area)
- Today one of Germany's 10 largest universities
- Research intensive, comprehensive university (Humanities, Law, Social and Natural Sciences, Engineering, Medicine)
- 20 Faculties

### Teaching

- Strong focus on non-traditional students' success
- Digitization Strategy for L&T: 2017-2019 – University Program

Faculties:	20
Students:	43.000
of which international:	5.900
Doctoral students (adjusted):	3.200
Employees:	5.800
of which scientific:	3.400
of which professors:	480
Graduates:	5.500
Budget:	586 Mio. €
of which Faculty of Medicine:	66 Mio. €
of which third-party funding:	122 Mio. €
of which programme funds:	19 Mio. €

### Covid-19 and the Summer Semester (*orig. 06/04 to 17/07 – new 29/04 to 17/07*)

- 18.03. Lock Down** of the university, oral and written examinations cancelled  
Establishment of Task Force Teaching (ViceR with QM, L&T Center, IT Services, Student Affairs)
- 25.03. Practical guidelines for the comprehensive implementation of digital teaching published  
oral examinations start online
- 20.04. Start of Semester:** online teaching starts (90% of original offers now taught online)
- 04.05 oral examinations and written tests return to campus
- 18.05. experimental and other 'practical' classes return to campus (occupation of rooms 1:10, disinfection, names)  
preparation for a hybrid winter semester start

# HOW DID THIS WORK AT YOUR INSTITUTION?

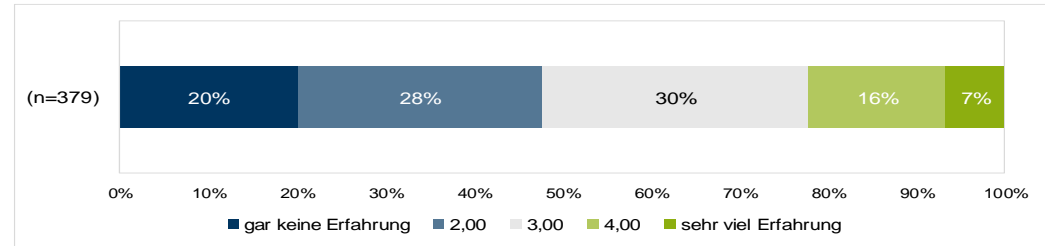
## Success Factors

- **Lecturers'** engagement, creativity and openness to try out and experiment with new ways of teaching, based upon experiences from **Digitization Strategy** and **Digitization University Program**
- **Close co-ordination** of leading actors:
  - Rectorate (ProR), Task Force Teaching, Crisis Management Team, Deans of Study, Communication Unit
- **Swift and clear decision making** concerning the switch to e-teaching
  - @ *infrastructural* (Zoom, additional servers, support program for teachers with kids teaching from home)
  - @ *legal* decisions (return to on-campus examinations and laboratory hours for students according to health regulations)
- Early and constantly updated **internal+external communication**
  - Internal: via circular mails, central contact e-mail, riot chat, North-RheinWestfalian campus cloud
  - External: homepage addressing students, teachers, and administrators
- **Strong support for the faculty** (on legal, technical, and didactic matters)

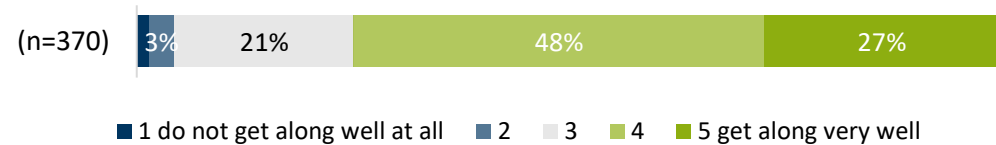
# HOW SUCCESSFUL IS SUDDEN MOVE TO E-TEACHING?

## Teachers

How experienced are you in using digital teaching formats in recent semesters?

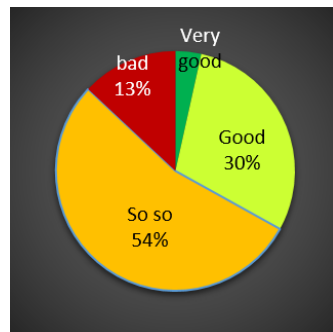


How are you coping with the implementation of your digital teaching so far?

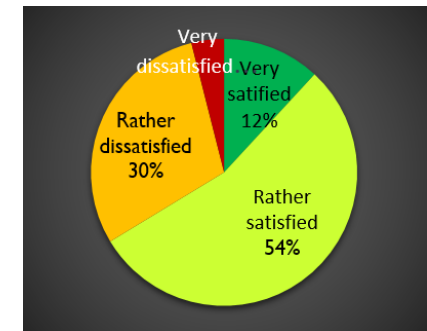


## Students

How does your semester go?



Do you feel that your lecturer does a good job caring for you?



n: 202

Source: RUB faculty survey on digital teaching and student survey in one Humanities' Department, summer semester 2020

# WHAT HAVE BEEN THE MAIN ACHIEVEMENTS/CHALLENGES SO FAR?

- **Successes**

- **90%** of all courses planned for the summer semester 2020 take place (with re-opening of labs: near 100%)
- **A majority** of teachers and students are **accepting the challenge positively**
- **Digital competence** of teachers and students is growing
- **Technical infrastructure for online teaching** is reaching state of the art

- **Challenges**

- **Communication:** leaders are well informed on all levels, yet information takes long to reach every teacher)
- **Working conditions at home** (technical equipment and care for children and others while working from home)

& **technical infrastructure** (Moodle overload for first weeks; unreliable E-Mail system)

- **Hacker-Attack** (continue online-based teaching with some of the support and mail structures down)
- **Insecurity:** weakly changing legal regulations in NRW, inconsistent regulations across German federal states



# COVID-19 AND CHANGES IN LEARNING AND TEACHING

SHIFT TO DISTANCE EDUCATION

# ORGANIZATION

- Emergency team
- Department specific units
- Service providers

# COMMUNICATION

- Institutional communication
- Specific target communication
- Informal communication

# STRATEGY

# SPECIAL SERVICES

- Teaching innovation
- ICT Services
- Administrative support

# T&L POLICY

- Recommendations and guidelines
- Teaching training
- Strategy development support

# TEACHING AND LEARNING OPORTUNITIES

- Imagining a new teaching and learning paradigm
- Reconsidering space and time as the unique learning units
- Exploring other teaching formats
- Optimising the learning experience through technological tools
- Personalising the acquisition of knowledge
- Maximising the use of open materials and resources
- Asking a more active role to the student as co-creator of knowledge

# TEACHING AND LEARNING POLICY

## 5 pilars:

- Reconsideration of masterclasses
- Teaching teams and open source tools, formats and materials
- Student-centred Learning Programme
- Personalisation and diversification of contents
- Mentoring

## Guidelines:

- Contingency teaching guide
- Teaching digitalisation
- Multimedia strategy and production content
- Online teaching load
- Mentoring
- Assessment





THANK YOU VERY MUCH  
FOR YOUR ATTENTION





The  
University  
Of  
Sheffield.

EUA Webinar: Covid-19 and changes in  
learning and teaching, 11<sup>th</sup> June 2020

# Moving online “overnight” - the experience of the University of Sheffield

Professor Wyn Morgan  
Vice-President for Education



# How did it happen?

- **Central direction from senior management**
  - Health and safety at the forefront of our decisions
  - A “pivot” to online provision for all courses requiring central direction and a shift in the Easter break
  - Incident Management Team (IMT ) with a Learning & Teaching Operations strand
  - Creation of resource base and support plans
- **Principles Established to Shape Teaching**
  - Retained the same learning outcomes
  - Teaching designed to be over the remaining 5 weeks of term
  - Assessments totally redesigned to online “open book” exams
  - Creation of “safety net” for student outcomes



# Outcomes and Challenges

- **Challenges**

- Overcoming some reluctance/fear of digital
- Moving at scale across the campus
- Ensuring consistency in approach and student experience
- Study space issues and access to hardware/broadband for students
- Access to University systems from remote locations
- Ensuring security and integrity of systems

- **Outcomes**

- Everything online and ready to start by 20<sup>th</sup> April; huge increase in use of digital tools e.g. Blackboard Collaborate
- Student feedback positive
- Some variation in degree of engagement with online



# Thank you for your attention

## UPCOMING WEBINAR:

**Thursday, 25 June: EUA-CDE Webinar: Disciplines and interdisciplinarity  
in doctoral education**

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