

Webinar Online Tutorial

15 April 2020

Patrick - Introduction

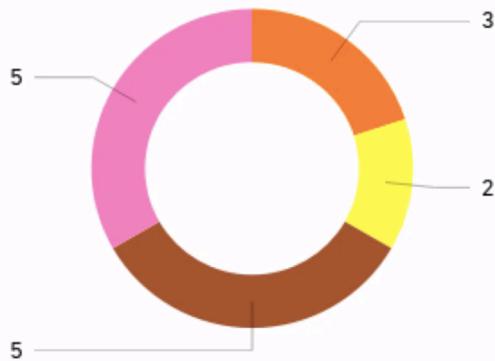
PROGRAMME

- Background
- Online tutorials, by Mirko Reithler
- Breakout group discussion
- Plenary discussion
- Upcoming webinars
- Closing remarks

BACKGROUND: A CONVERSATION* BETWEEN SALLY, MIRKO & PATRICK

- PBL in times of corona
 - A need to offer more clarity and structure while keeping with PBL flexibility
 - Variation in format while keeping with PBL principles
 - A need to cover less material but also a chance to engage with crisis
 - Online lectures and what they should look like
- Consequences of crisis not equally distributed amongst students
 - Some already struggle with PBL in normal circumstances
 - Some have jobs and/or take care of their family
 - Some lack technical resources and/or skills
 - Some feel isolate

*Online, of course! #workingfromhome



■ No ■ Yes, in period 4 ■ Yes, in period 5 ■ Yes, in periods 4 and 5

Did you already have online tutorials?

Multitasking a different set of tasks to support the chair (e.g. note taking). The lack of opportunity to give and to receive (non verbal) feedback, for example to encourage group members to participate.

How to keep everyone 'logged in' to the meeting and how to ensure participation and the exchange of insights?

As I mentioned above, there is a certain amount of extra structure that seems to be required, which may suppress the more spontaneous aspects of the student interaction that we would have in class. Online tutorials also seem to be more purpose-driven, which prevents "wandering off" on tangents (which is sometimes a good thing in an in-class setting). Finally, student participation may be affected by the online format just because it is a different format (even if everything is fine with equipment and technology).

Technical hiccups

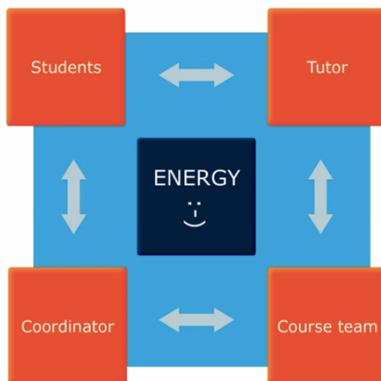
Mirko

With no experience I started by asking: "Where are you?" Surprisingly 1/3 stayed in Maastricht.

It is amazing that you can work so smoothly with students in different time zones, some who are just starting breakfast, others who have just finished dinner.



Especially in this time the question "How are you?" is important. There will be another webinar on well-being, but from Mirko's small sample the majority seems to be okay!



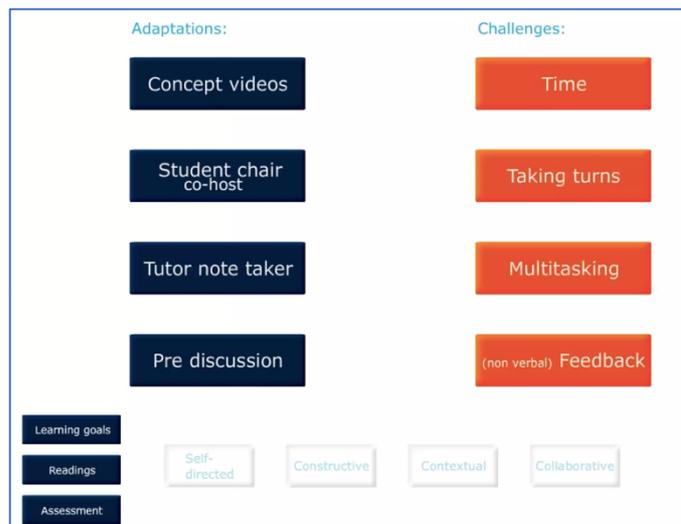
Team Spirit

It was quit tiring, but the positive energy and team spirit made up for this.

The Good and the Bad

Adaptations (aka Smart ideas):

- Small **concept videos**. No full lectures, but small videos to prepare students. Available from the student portal, but also from YouTube for accessibility.
- Students were happy to chair (the **student-chair** was made co-host in the meeting).
- The tutor can take on a different role and took over the note-taking by sharing the screen in ZOOM. As a **tutor/note-taker** you are able to steer the discussion in a subtle way.



- The **pre-discussion** was structured more (PS and LG were formulated) and the pre-discussion was more on the brainstorming. This is of course a loss in terms of SDL.

More challenging in online tutorials

- **Time!** There is a discussion on shortening the sessions, because these are more intense, but having the time also relieves the time-pressure.
- **Taking turns** is difficult. The real, vivid debate is lost in taking turns. [using break-out rooms for small buzz sessions could be an idea | **debates in small breakout groups and let them report back in the plenary?**]
- **Multitasking** is difficult. Note taking, guiding, looking at the chat.
- **Non-verbal feedback** is lost in the discussion and makes it more difficult to guide as a tutor. For instance encouraging silent students or checking in with the chair (by simply nodding)

Breakout room | buzz discussion (5 minutes)

Our experiences

Small break-out rooms work really well. Also in other platforms. Students in different time zones can also meet on different times. But this takes more time (more sessions) for the tutor. Giving the students more structure (e.g. learning goals in advance) is helpful to



Some tips on using break-out rooms to let students work (together):

- If you want students to come up with or converge to 1 answer (Maybe the answer you are fishing for.); don't make the groups too small. In that case 5-6 is probably better.
 - o Example: Look at slides with text to analyze them and spot the salient features. (There was an agenda there.)
 - o Because of small size of the groups not all groups succeeded. There was no one who stepped back and reflected on the answer.
- If you want a maximum number of ideas (and students to talk a lot) than groups of 3 are more better to maximize the input.
 - o Example: Feedback on what they have written.

With larger groups of students, it is difficult to 'see' everyone at the same time (this is limited). This is a problem of the software or the way of working. (i.e. online teaching). Live is better to make contact and also to see the speaker, see the non-verbal and hear the intonation. Also videos of participants is important to 'see' what is happening and not having the idea of recording a very elaborate voice mail message.

- Ask for video, because that is making it a bit more real and get a feeling of interaction. Of course you cannot demand it in all cases (either privacy or technical)

There is a need to 'connect' to participants. Chat is ideal to collect questions from the students and to directly respond to these. But also in the lecture, you can engage students more by framing statements as a question, using polls, or using reactions of students (e.g. thumps-up).

- To take care of the multitasking, it could be wise to have more (new?) roles assigned to students in the teamwork online setting, e.g. to monitor the chat.

Students might 'sneak' out either if the group is too big, or due to technical issues. (we don't know the reason).

- Different groups work different and adjust differently to the online situation. Encouraging students to work in subgroups also outside the tutorial.
- Ask students to prepare (more) subtasks in advance, relieves the pressure from the online discussion.
- To deal with technical issues, sometimes we have to be creative (holding mobile phones near the computer 😊)

Another way to keep the energy or make it more dynamic is to give a lecture or moderate a tutorial **standing**. You can set-up the webcam in such a way that students can see more than head and shoulders. We do the same in sport-instruction videos.

UPCOMING WEBINARS

- Online lectures
 - 22 April, 14:00-15:00
 - With Emilie Sitzia
 - Register [here](#)
- Online student wellbeing
 - 29 April, 15:00-16:00
 - With Miranda van den Boorn and Pia Harbers
 - Register [here](#)

