Agenda

o Motivation

o Lehr-Lern-Konzepte

o Evaluationsergebnisse

[HSD: Hochschuldidaktik]: Mittagstreffen   19.09. 2023   Andreas Günther
Dr. Herena Torio

Motivation

Was bisher geschah…

[HSD: Hochschuldidaktik]: Mittagstreffen

19.09. 2023

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Dr. Herena Torio

Motivation

Was bisher geschah…

„Emergency remote teaching"
(Lockee, 2021; Hodges, et al. 2020)

„DIY teaching survival strategies"
(Leitner 2021)

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Motivation

Was wir bisher wissen…

Three component model of engagement
(Fredricks et al. 2004)

Behavioural engagement: E.g. attending lectures, asking questions, participating in quizzes…

Emotional Engagement: E.g. students' feelings of interest, happines, anxiety, sense of belonging

Cognitive engagment: strategies employed to master learning and willingness to exert the effort for understanding

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Motivation

Was wir bisher wissen…

What is according to you the most determining factor for engagement?
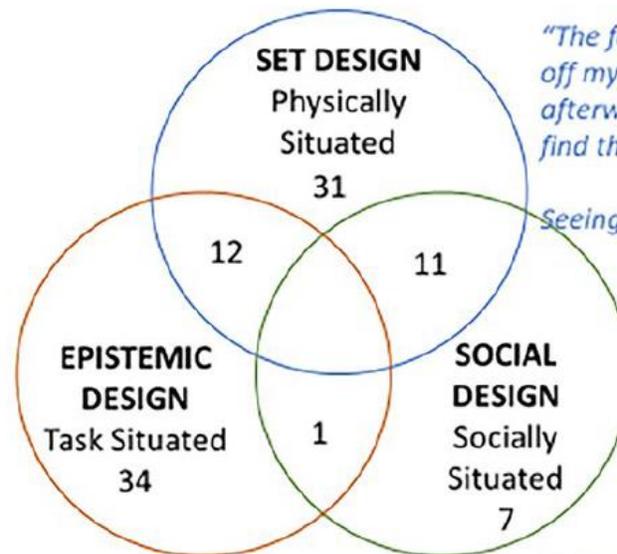
"The fact that the teacher can see you. I also often turn off my camera or often look at the recordings afterwards, but I always regret that. It's because I don't find the motivation."

Seeing the professor and other students.

SET DESIGN Physically Situated 31

EPISTEMIC DESIGN Task Situated 34

SOCIAL DESIGN Socially Situated 7

"Interaction, providing personal examples"

"The interaction of the teacher. This does not have to be personal, but just a way of interaction (can even be polls). "

"Asking questions to students "behind the camera", even if they not there, asking the question to them."

"Being surrounded by people"

"Sitting together with other student in the lecture hall. Behind a screen, I often feel like a forgotten student.
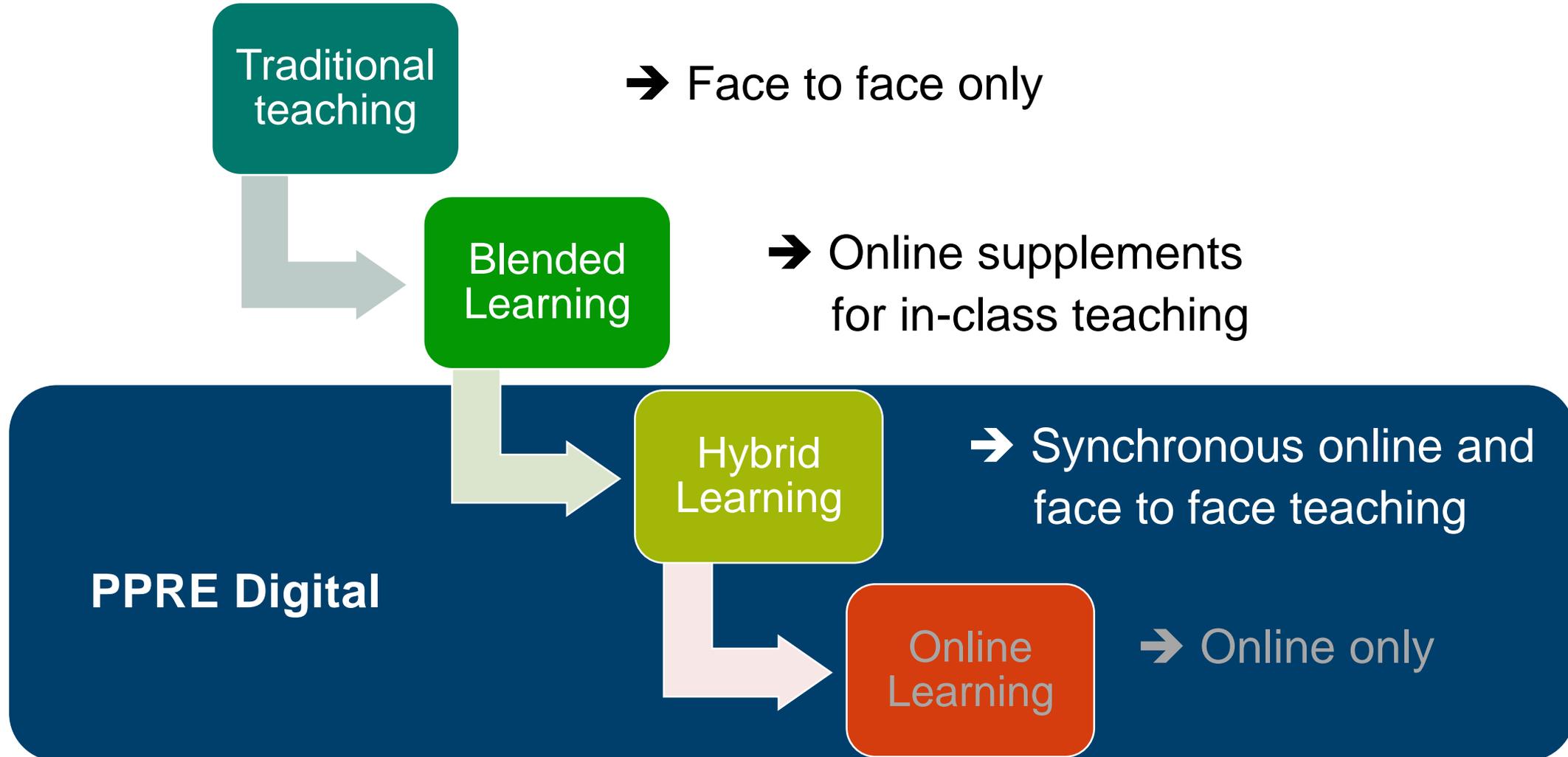
"Not feeling lonely, so having the feeling that you follow the course together with your peers".

Source: (Raes, 2022)

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o Datenschutz und Rechtliches

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Lehr-Lern-Konzepte

Überblick Lehr-Lern-Konzepte

Traditional teaching ➔ Face to face only

Blended Learning ➔ Online supplements for in-class teaching

Hybrid Learning ➔ Synchronous online and face to face teaching

PPRE Digital

Online Learning ➔ Online only

Lehr-Lern-Konzepte

UnserE „hybridE FormatE"

Im Kern: Interaktive Übertragung (streaming) des Geschehens im Vorlesungsraum – verschiedene Lehrszenarien

Verschiedene konkrete Umsetzungen

Nähe an traditionelle Konzepte

TRADITIONAL PRESENCE LECTURES & SEMINARS	FULLY ONLINE LECTURES & SEMINARS	HYBRID LECTURES & SEMINARS w. RECORDING	HYBRID LECTURES & SEMINARS w. RECORDINGS & ONLINE MATERIALS	HYBRID LECTURES & SEMINARS w. RECORDINGS; ONLINE MATERIALS & ASSINGMENTS	HYBRID LECTURES & SEMINARS w. RECORDINGS; ONLINE MATERIALS & PROJECT

Anteil interaktive Materialien

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Lehr-Lern-Konzepte

Eigenschaften erprobter Konzepte

Online learning design options (moderating variables)

Modality
- Fully online
- Blended (over 50% online)
- Blended (25–50% online)
- Web-enabled F2F

Pacing
- Self-paced (open entry, open exit)
- Class-paced
- Class-paced with some self-paced

Instructor Role Online
- Active instruction online
- Small presence online
- None

Student Role Online
- Listen or read
- Complete problems or answer questions
- Explore simulation and resources
- Collaborate with peers

Role of Online Assessments
- Determine if student is ready for new content
- Tell system how to support the student (adaptive instruction)
- Provide student or teacher with information about learning state
- Input to grade
- Identify students at risk of failure

Student-Instructor Ratio
- < 35 to 1
- 36–99 to 1
- 100–999 to 1
- > 1,000 to 1

Pedagogy
- Expository
- Practice
- Exploratory
- Collaborative

Online Communication Synchrony
- Asynchronous only
- Synchronous only
- Some blend of both

Source of Feedback
- Automated
- Teacher
- Peers

Source: (Hodges, 2020)

Lehr-Lern-Konzepte

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Lehr-Lern-Konzepte

Unser „hybrides Format"

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Dr. Herena Torio

PPRE Digital: Eindrücke

Unser „hybrides Format"

Hybrid Lectures – YouTube

https://www.youtube.com/watch?v=RAtoGj7Pndo
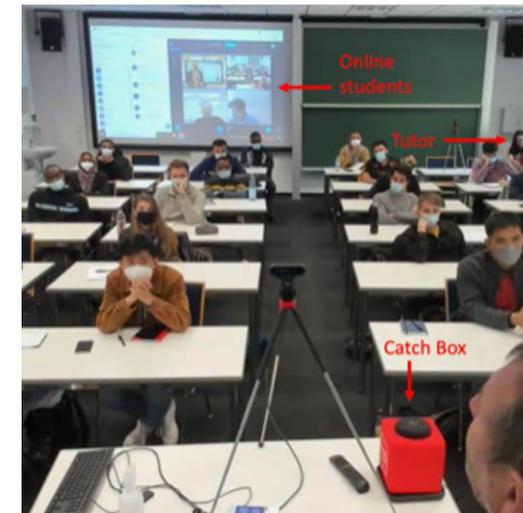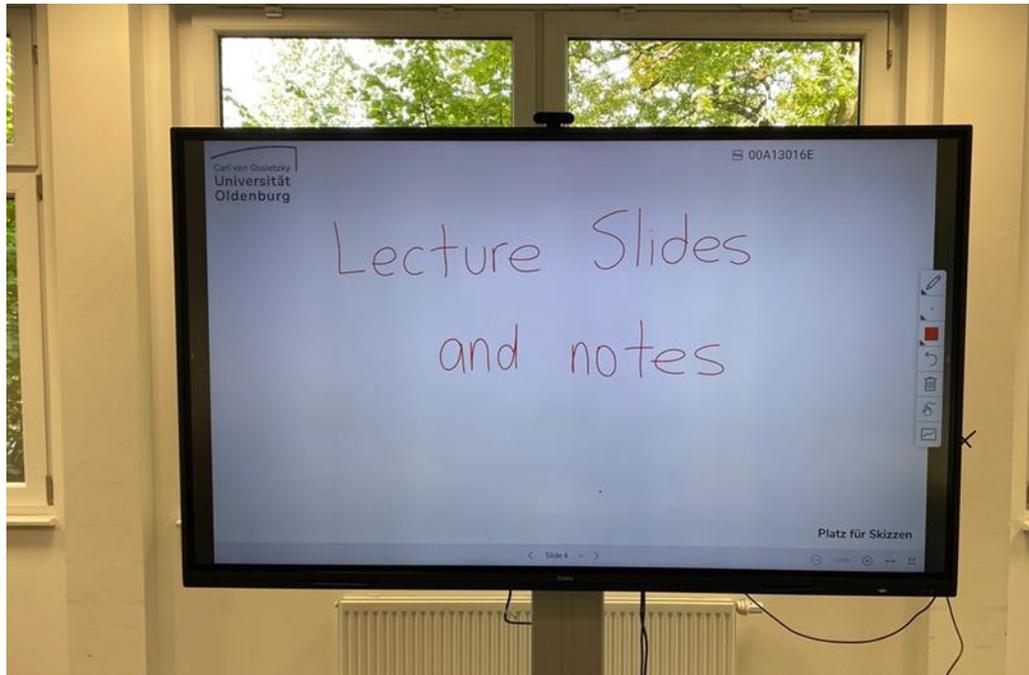
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Dr. Herena Torio
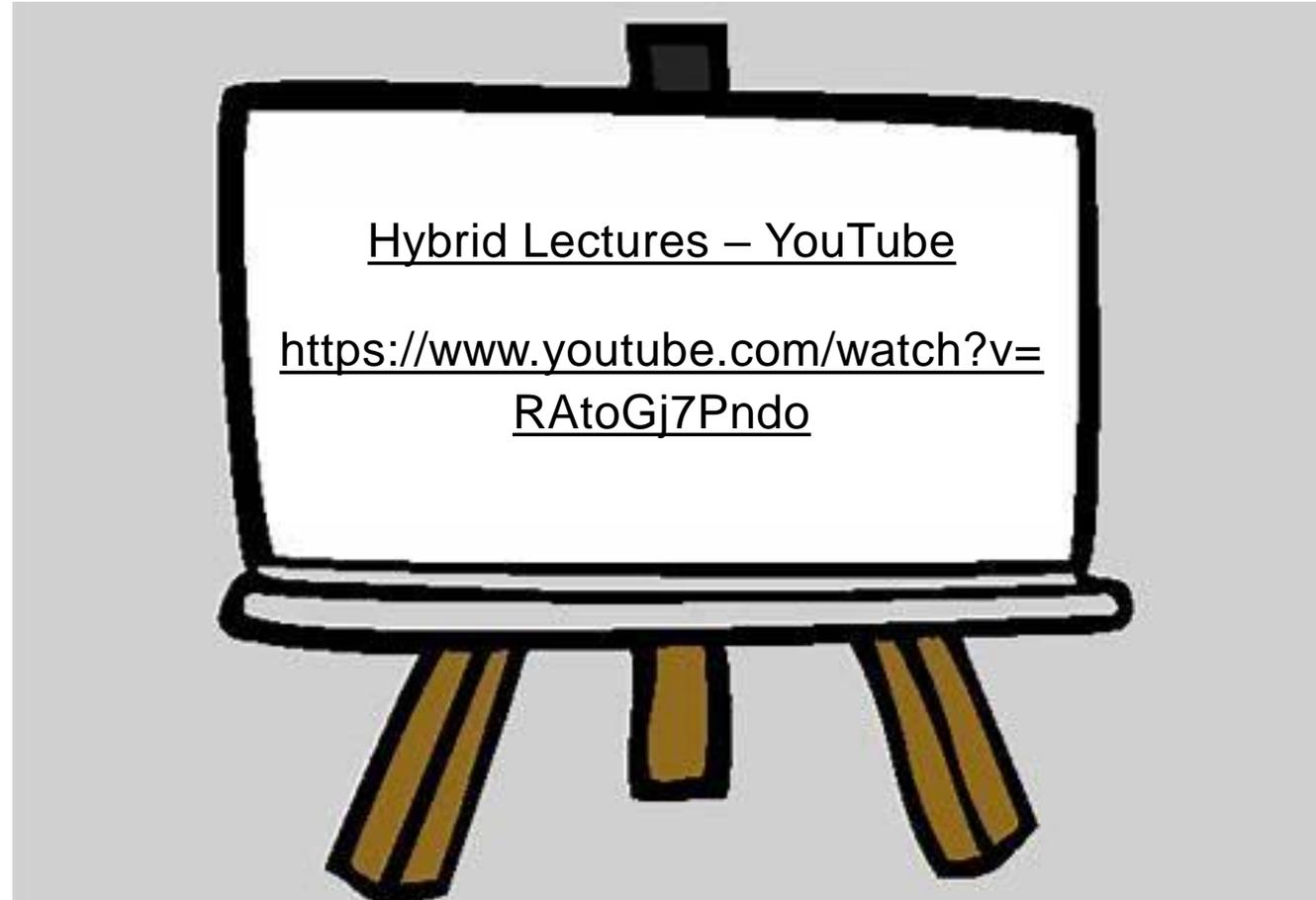
Lehr-Lern-Konzepte

Unser „hybrides Format"

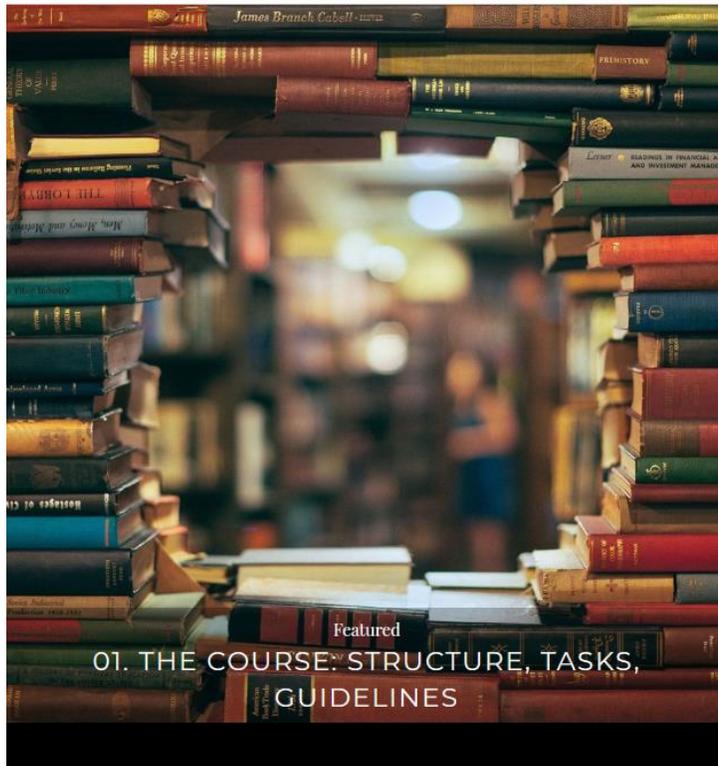**Im Kern:** Interaktive Übertragung (streaming) des Geschehens im Vorlesungsraum:

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Lehr-Lern-Konzepte

Eindrücke von „unsere" digital Tools

Blogs as courseware tool

SUSTAINABILITY OF RENEWABLE ENERGY (SOSE2021)

Featured
01. THE COURSE: STRUCTURE, TASKS, GUIDELINES

Sustainability: Concept, Strategies, Dimensions

20. June 2020
02. SUSTAINABILITY: CONCEPTS AND INDICATORS

2. May 2020
03. MOBILITY TRANSFORMATION

Lehr-Lern-Konzepte

Eindrücke von digital Tools

Blogs as courseware tool

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Lehr-Lern-Konzepte

Eindrücke von digital Tools

Digital Whiteboard

Agenda

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Evaluationsergebnisse

Evaluation methods

Focus Group Interview

- Hauptfokus auf gemeinsame Bewertungen der TN, divergente Meinungen und Interaktion zwischen den Perspektiven der TN

- Homogene Gruppe, N = 15 TN (1 und 3 Semester Masterand:Innen)

- In Präsenz

- **Concept Group Mapping (CGM) and qualitative analysis**
  - Mixed method zur Datenerhebung und Strukturierung des Workshops
  - Semi-strukturiert durch ein vorbereitetes miro-board
  - qualitative and quantitative Analyse

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Evaluationsergebnisse

Evaluation methods

Focus Group Interview

- **Concept Group Mapping (CGM) and qualitative analysis**

Phases for group interview	Group Interview Hybrid Concept Evaluation					
	Step 1: Preparation	Step 2: Generation	Step 3: Structuring	Step 4: Discussion	Step 5: Assessment	Step 6: Analysis

Emergente Themen, "offene" Diskussion

Quantitativer Teil

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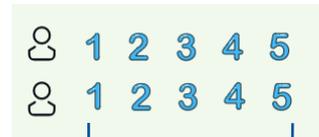Dr. Herena Torio

Evaluationsergebnisse

Evaluation methods
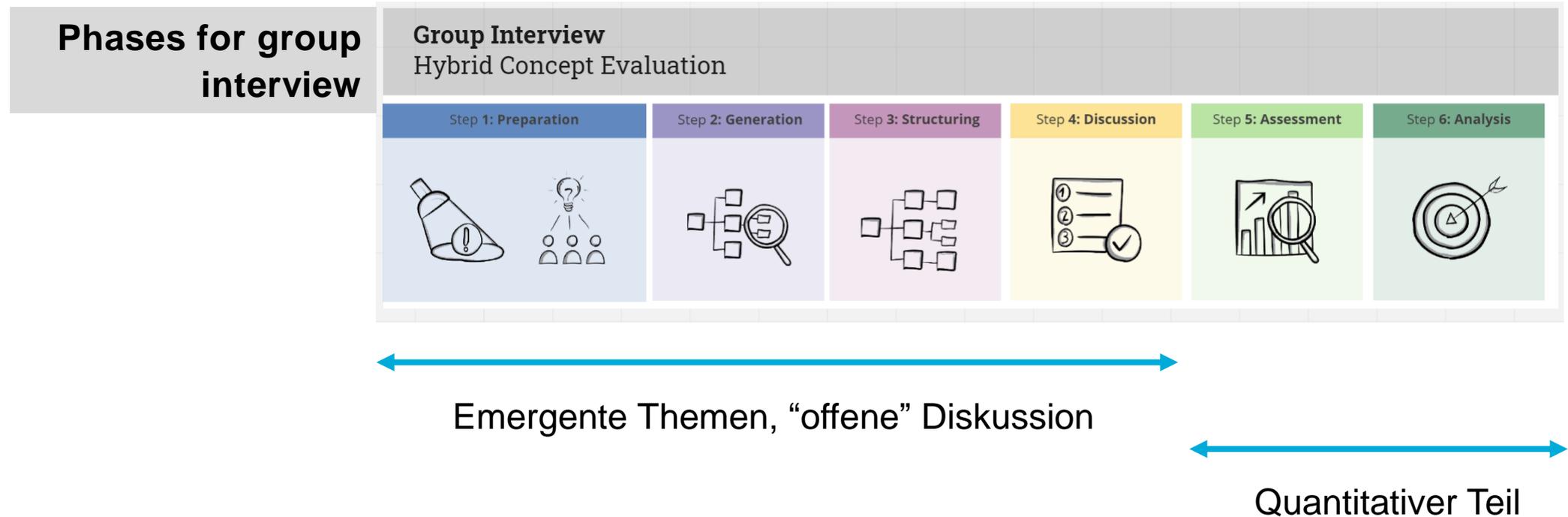
Focus Group Interview

- **Concept Group Mapping (CGM) and qualitative analysis**

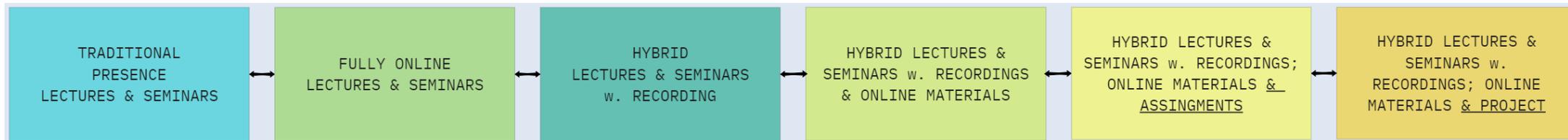| Phases for group interview | | Step 5 – (quantitative) Assessment |

Phases for group interview

- Voting

Awfull

Great

Step 5: Assessment

Step 6: Analysis

Step 5 – (quantitative) Assessment

Categories

Learning experience

Motivation & participation

Workload

| TRADITIONAL PRESENCE LECTURES & SEMINARS | FULLY ONLINE LECTURES & SEMINARS | HYBRID LECTURES & SEMINARS w. RECORDING | HYBRID LECTURES & SEMINARS w. RECORDINGS & ONLINE MATERIALS | HYBRID LECTURES & SEMINARS w. RECORDINGS; ONLINE MATERIALS & ASSINGMENTS | HYBRID LECTURES & SEMINARS w. RECORDINGS; ONLINE MATERIALS & PROJECT |

Evaluationsergebnisse

Focus Group Interview

Step 2: Generation | Step 3: Structuring | Step 4: Discussion

The benefits of presence, n=4

Committment — „presence is the best method to follow content on a daily basis", n=3

„…however videos+tasks are also a good option"

Format — „Traditional lecture online is difficult to follow, presence better", n=1

The benefits of hybrid teaching, n=10

Flexibility — Hybrid formats allow flexibility n=4

Motivation — Difficult to stay motivated and attending the lectures, n=2

Tools — Allow including everyone (online/presence), n=1
But depends highly on the use of the tools by the lecturer, n=3

Assingments — „hybrid lectures with assingments is a good way to grasp a topic"; „projects are more engaging", n=10

Weekly assingments help following regularly the content, n=2

Interaction — Positive evaluation of using class time for Q&A and assingments, n=5

n=14
The benefits of activities/projects

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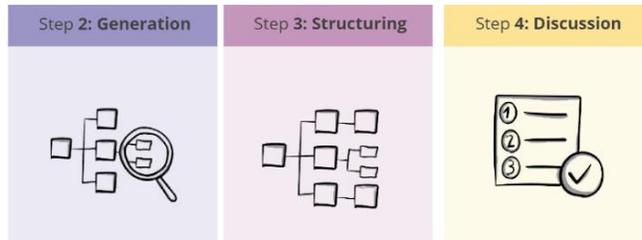Dr. Herena Torio

Evaluationsergebnisse

Focus Group Interview

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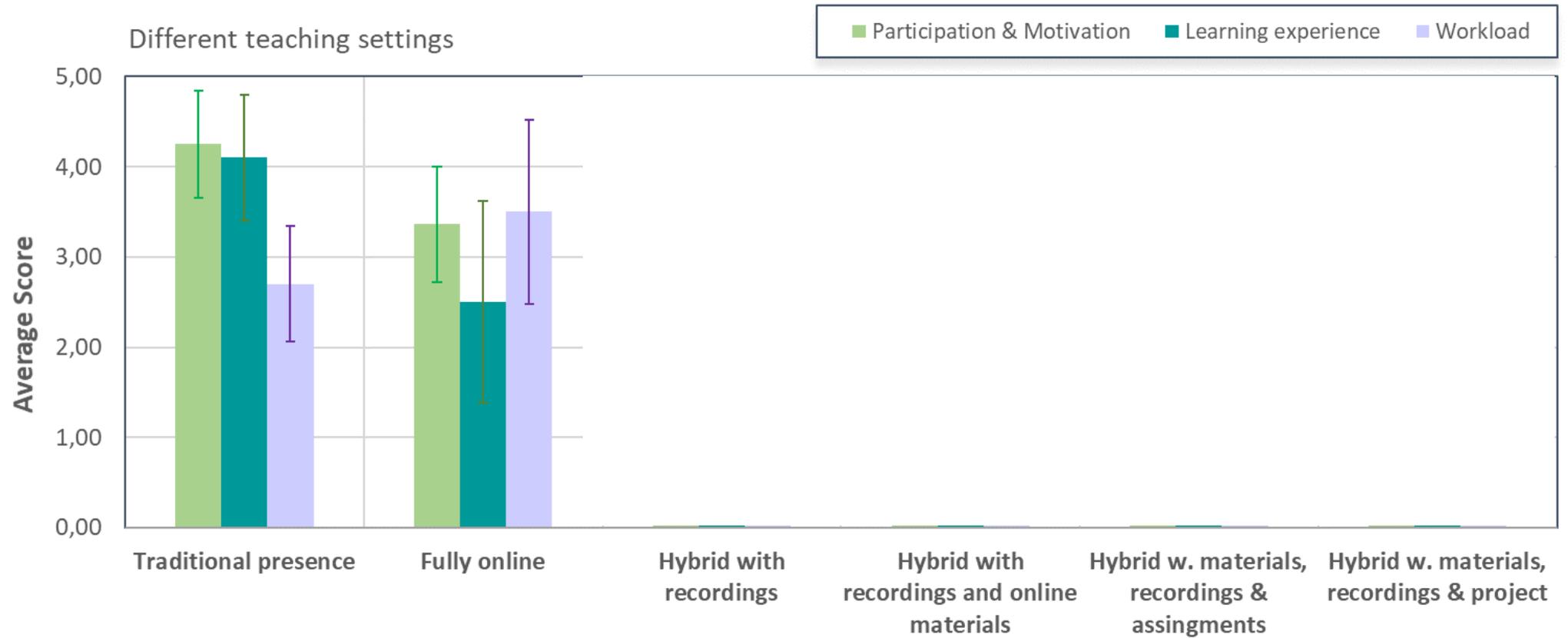But depends highly on the use of the tools by the lecturer, n=3

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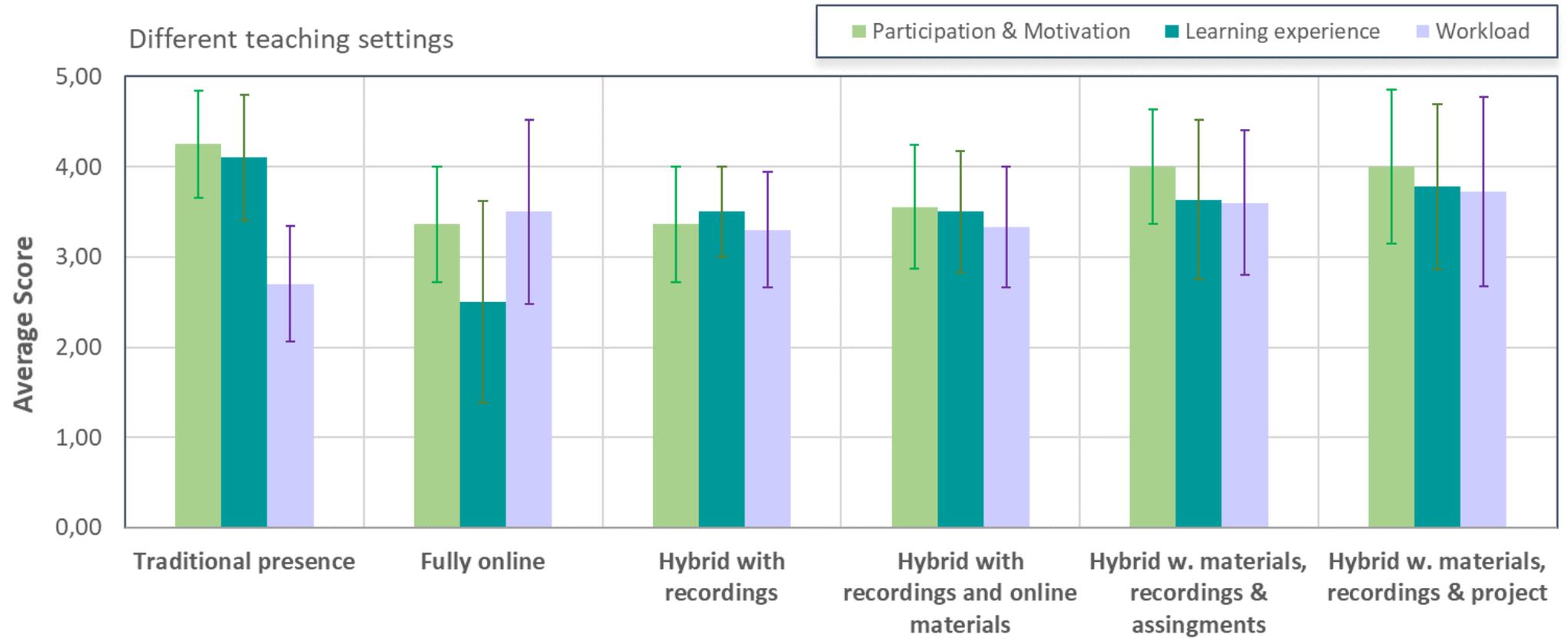
n=14

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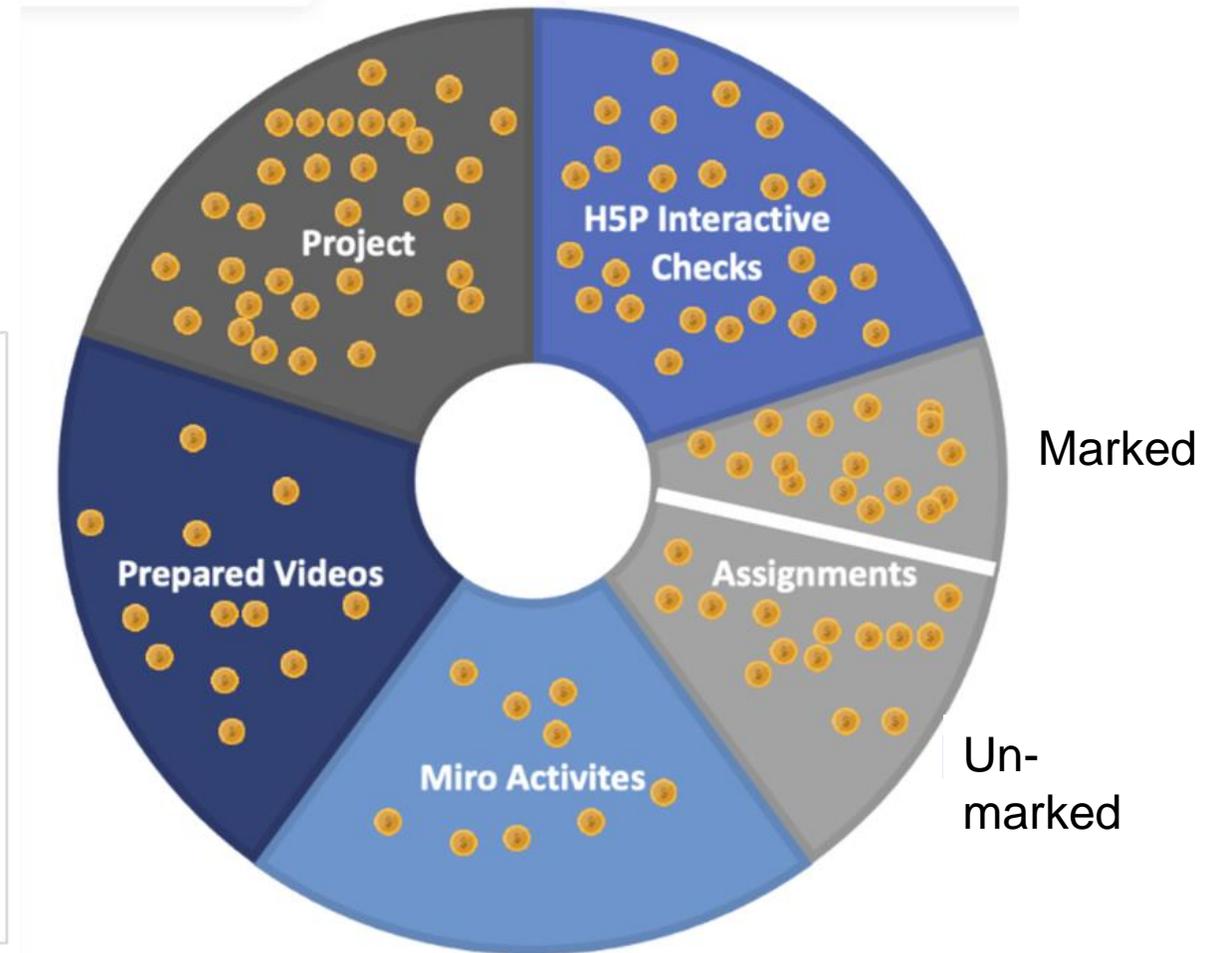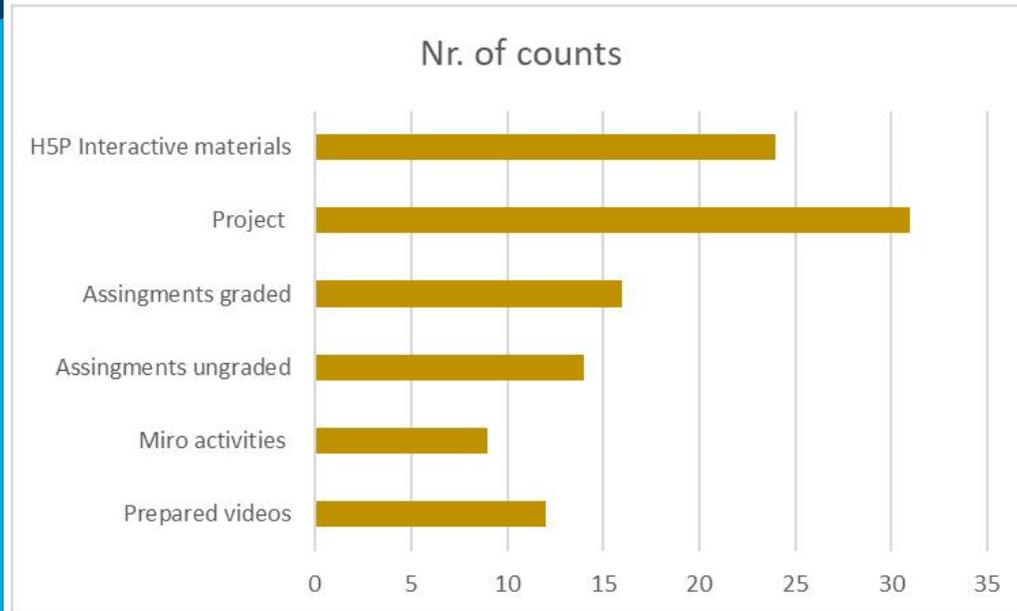   Dr. Herena Torio

Evaluationsergebnisse

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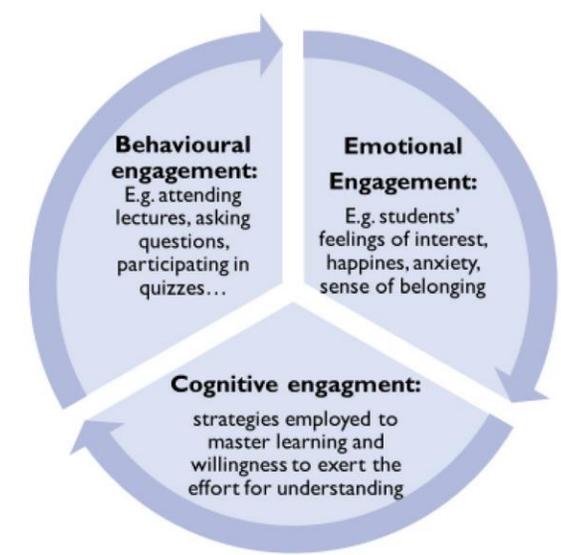
Evaluationsergebnisse

Focus Group Interview

Evaluationsergebnisse

Focus Group Interview

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Evaluationsergebnisse

Take-aways

- Hybride Lehre hat eine höhe Akzeptanz zwischen den Student:innen
- Besonders wird die **Flexibilität** geschätz

- Interaktion (Dozent:innen - Student:innen) ist zentral für eine motivierte Teilnahme an der Lehre
  - → Bedeutung von **hybride Settings** („verlängertes Auge")
  - → entsprechende Ausstattung notwendig!

- Tiefere Interaktion Student:innen –Inhalte schafft einen fruchtbaren Boden für eine engagierte Teilnahme und erfolgreicher Lernprozess
  - → Bedeutung von **Assignments/Projekte**

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Thank you for your attention!

Now…

Let us discuss about it!