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# University crisis COVID-19 Experiences from switching teaching to online

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Group:

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# In the world



## Worldwide experience

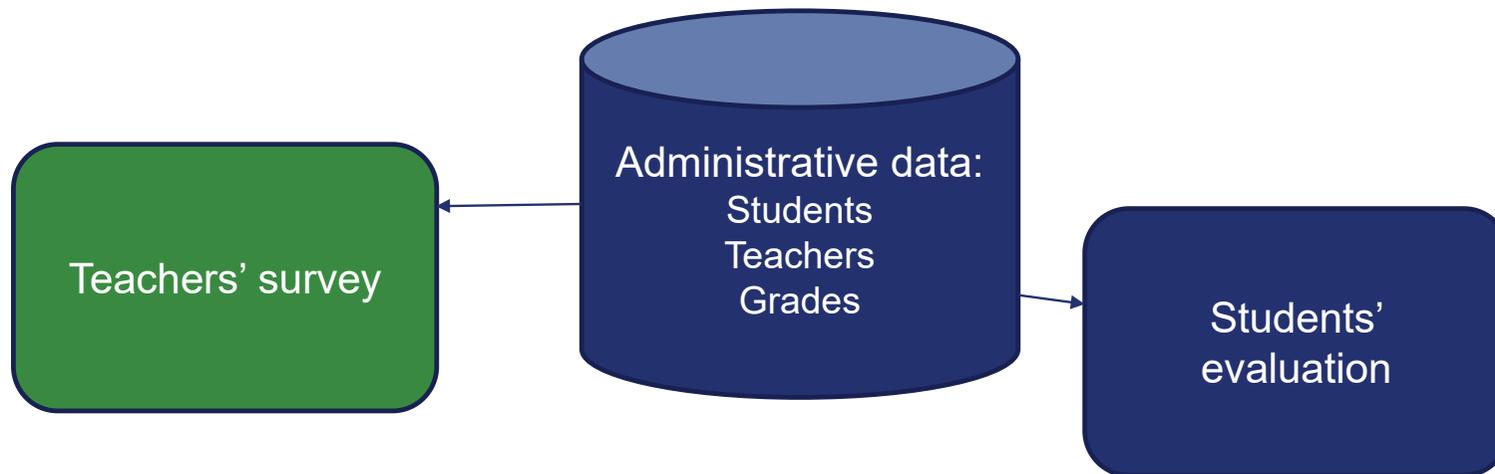
- Less motivation – motivation of students led is important
- Online experience is important
- Videos are welcomed by all

Orlov et al 2020, [Learning during the covid-19 pandemic: it is not who you teach, but how you teach](#) (4 R1)

Aucejo et al 2020, [The impact of COVID-19 on student experiences and expectations: Evidence from a survey](#) (Arizona University)

# Research design

What influences differences in performance measures (delta covid, 2020-2019)



# The teacher is central for performance

Early conclusion:

- The students background had **not** an influence on change in performance
- Outer circumstances **had** an effect (e.g. exam change from Oral to Written)
- Teachers background **had** an effect (online experience, anxiety, children...)

*It seems like changes in the **teachers' environment** and **exam changes** had much more impact on grades than students background (even the administrative data in itself)*

Further study including DTU and KU-data

## More info

<https://teach.cbs.dk/covid-19-support-for-teachers/>

### Reports so far

[Short report on experiences from spring](#)

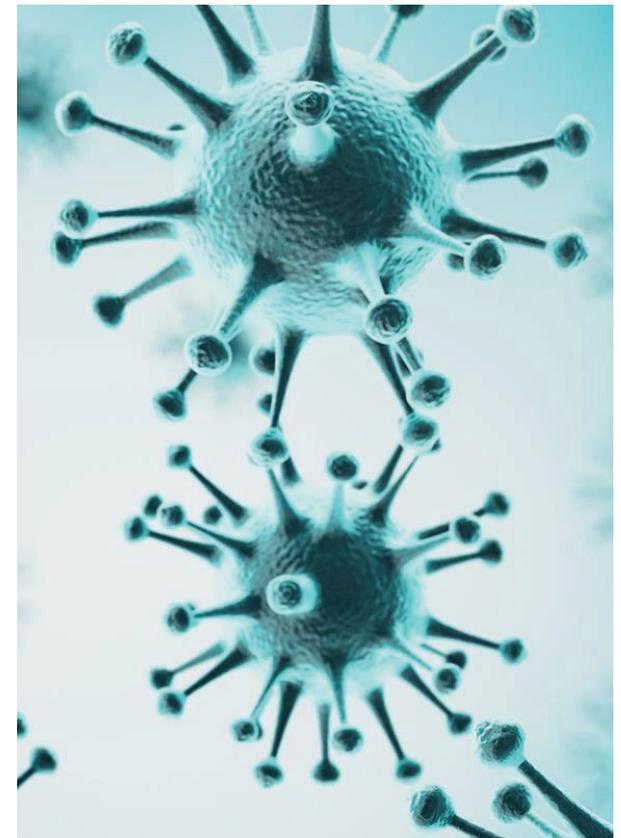
[Advice – colleague to colleague](#)

[Report on educators' experiences](#)

[Report on students' experiences](#)

### Other CBS-initiatives:

- [Codex for Responsible Online Learning](#)
- [Students' stress \(not just COVID-19\)](#)
- [Working from home and health \(all of CBS\)](#)



## SI Virtual Teaching Strategy

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When it came to teaching practices, what has Covid-19 created all of a sudden?!

- Some approximative figures: 60 full-time faculty coordinating 70 courses creating 2,400 class hours
- Change of the session format from ”in person” to “online”.
- Adjustment of the material to be delivered and worked out to the online format:
  - Exercises.
  - Case discussion.
  - ...
- => *Shortage of capabilities to deal with such a change!*

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## What has SI done to respond to the pandemic crisis (negative) effects on the teaching activities?

- Formalize a strategic collaboration between SI and Teaching&Learning unit at CBS.
- Organize 3 SI Webinars Series (for a total of 11 webinars) to:
  - Introduce platforms/tools (e.g. Zoom, Canvas, Panopto, etc.).
  - Train on specific activities within the tools (e.g. case discussion of Teams, whiteboard use on Zoom, etc.).
  - Reflect on general strategic approach to improve class experience and performance (e.g. students participation).
- Set up a SI Virtual Teaching Room with dedicate space and technological assets for virtual teaching.
- Budget individual financial resources to allow each faculty to acquire equipment (e.g. cameras, mics, etc.).

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## Next steps?

- Enhanced/Improved Virtual Teaching Room at SI.
- More webinars series accordingly to department needs evolution (based on constant survey).
- From short-term punctual respond to a long-term strategic routine.