

# The transition to online teaching in times of pandemic: a design for teachers' training in European Higher Education

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**Key components of online teaching and learning**

**Phases of online teaching**

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# From remote to online teaching

- The remote teaching during the pandemic was not online teaching, because a proper design is needed before.
- In consequence, its results were not coherent with online teaching principles.
- In order to transform from f2f to online teaching there's a need of new and different insights.











To transit to online teaching it's necessary to consider:

- The level of **interaction** (teacher-student and among students) that defines good model of online education.
- The potential of **asynchronism** for learning
- The differences in **time management** in online environments
- The assessment that has to be: **continuous**, **formative** and **diversified**

1. Student active role
2. Competences
3. Active and collaborative methodologies
4. Wide typology of e-activities
5. Asynchronous and synchronous communication
6. Resources for teaching and learning
7. Continuous assessment
8. Teachers' role as a guide
9. Planning
10. Stable learning environment, and well bounded tools



Aprendizaje basado en problemas 	Aprendizaje basado en proyectos 	Aprendizaje basado en retos 	Método de caso 
Aprendizaje por descubrimiento 	Design thinking 	Flipped classroom 	Gamificación 



## PHASES

## WHAT?

## HOW?

### Design

#### To define training action

- Competences
- Elaboration of activities
- Selection and creation of resources
- Planning of the training action
- Definition of the assessment
- Work environment and tools

### Implementation

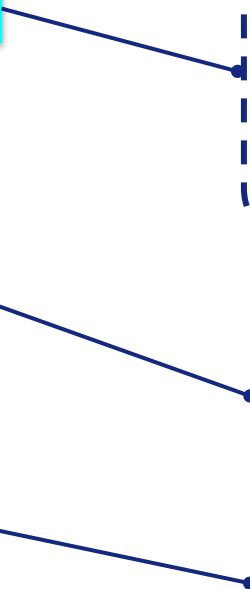
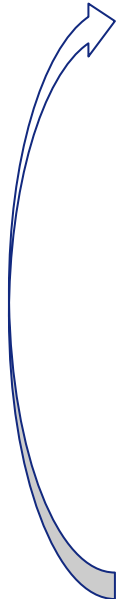
#### Teaching strategies

- Dynamization
- Guidance and orientation
- Monitoring, assessment and feedback

### Closing

#### Valoration

Collaboration



# Training design



The training is part of the [ECOLHE](#) Erasmus+ project (Empower competences for Online Learning in Higher Education).

Participants will be involved receiving **theoretical training** on online teaching, and also designing, implementing and evaluating their **own online activities**.

A space for reflection and work based on the teaching practice will be created to **acquire the teachers' digital competence**.

1. Professional engagement

2. Digital Resources

3. Teaching and Learning

4. Assessment

5. Empowering Learners

6. Facilitating Learners' Digital  
Competence

([DigCompEdu](#))

Participants have an **active role and will work collaboratively** in teams, **playing teachers' and students' roles** in different phases of the training.

The training pilot is structured in different activities, two **synchronous** and four **asynchronous**, with a **total workload of 25 hours**.

## A training to promote:

- ★ **Active and collaborative learning**
  - **Activity-focused**
- ★ **Network collaboration**
  - **Mutual teaching: we all learn from everyone**
- ★ **Use of critical digital competences**
- ★ **Asynchronous vs synchronous**
- ★ **Flexibility and personalization**
- ★ **Teaching presence**
  - **With continuous interaction**
  - **The active participation of the teacher**
  - **Motivates the group to participate**



## Challenge Based Learning in collaboration, from teaching practice and online



### Plantejament del repte

**Nom del professor/a**  
Professor responsable de l'assignatura

### Competències i resultats d'aprenentatge

Competències	Resultats d'aprenentatge
Planificació i gestió de la docència	7. Identificar les funcions que corresponen als PRA i als professors col·laboradors en el disseny d'assignatures.
Metodologia	8. Comprendre les fases de disseny de les assignatures.

### Activitat

La finalitat d'aquesta activitat és identificar i descriure els elements clau per a la **presa de decisions de disseny** en una assignatura de la qual ets responsable. Esbossarem alguns elements que orienten

dimarts 28/12/19 - 18:00

MISST MISSATGES - Implicació extraordinària per la finalització de l'assignatura

**UOCfolio**

### Fòrum

Per a llegir els missatges, accedeix a l'eina per mitjà de la icona 'Visualitza'ls tots' al costat del nombre de missatges.

### Debat

Per a llegir els missatges, accedeix a l'eina pe

### Participants

**Estudiants connectats (4)**

- Visualitza tots els estudiants (13).
- Baixa la llista d'estudiants
- Envia un missatge als seleccionats
- Selecciona'ls tots

**Joan Serra Andreu**  
 Contactar

**Mar Corbelle**



## ECOLHE TRAINING COURSE ACTIVITIES DESCRIPTION

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**INTRODUCTION**

Developed in a webinar format, will consist in a sharing the Training with the involved partners, including an introduction, training development, methodology, materials, etc.

SYNCRHONOUS

**1. ANALYSIS OF A LEARNING ACTIVITY**

Participants will analyze an online activity developed by UOC, working collaboratively, and sharing their analysis with the rest of participants. Focused on knowledge of a set of digital resources organized by competences.

ASYNCRHONOUS

**2. ACTIVITY DESIGN**

Participants will apply what they will be learning during the training and will collaboratively design a blended learning activity addressed to their students.

ASYNCRHONOUS

**3. ACTIVITY IMPLEMENTATION**

Each university manages two of the designed activities playing two roles. As teachers implementing one of these activities, and as students performing the other activity designed by another group.

ASYNCRHONOUS

**4. ACTIVITY EVALUATION**

Each group evaluates the implemented activities following an evaluation guide provided by UOC.

ASYNCRHONOUS

**CONCLUSION AND TRAINING EVALUATION**

Involving all the participants, a final synchronous activity to evaluate the training pilot will be conducted.

SYNCRHONOUS



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SYNCRHONOUS

# LEARNING TRANS- FORMING

# UOC

## Thanks for your attention!

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