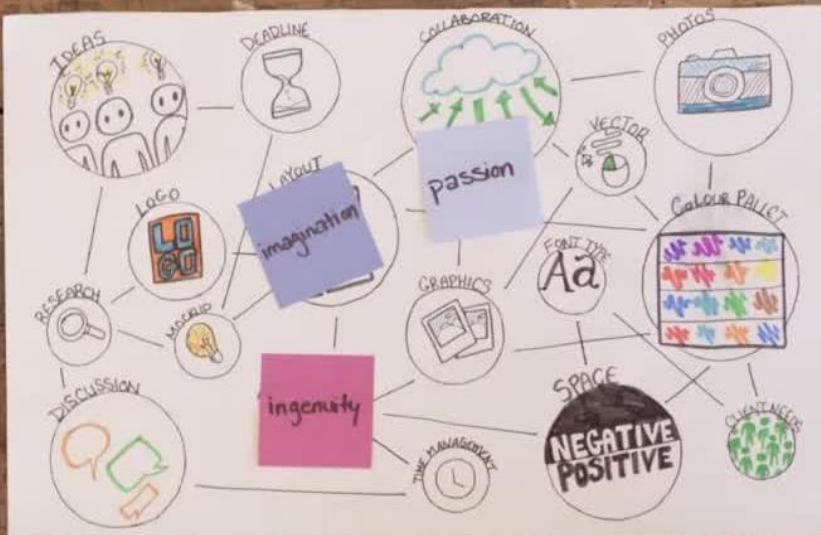
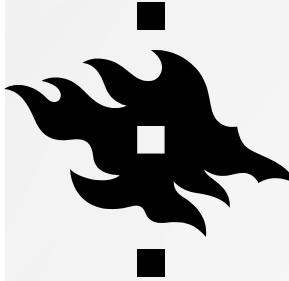


WHAT WILL POST-PANDEMIC TEACHING LOOK LIKE?



DISCUSSION EVENT 4.3.

Henrika Anttila, Tarja Tuononen and Heini Lehtonen, HYPE
Margit Koivumaa and Anna Kamula, DOJO



HOW SHOULD WE TEACH IN THE FUTURE?

- What is the next normal?
- How do we combine online and physical presence and teaching in practice?
- Are empty lecture halls the future?
- Students' needs vary a lot, how can we meet their needs?
- How should we plan the next curricula in terms of lecture hall vs. online teaching?
- Flexibility vs. teacher workload?





CLARIFYING THE CONCEPTS

Blended learning = A generic term for teaching and learning that alternates between online teaching and physical presence, BUT ALSO a pedagogical approach where the roles of teachers and students vary and knowledge is constructed in variable ways

Hybrid teaching = Simultaneously in the classroom and online, with some of the students in the classroom and some of the students participating online at the same time

"Contact teaching" is not the same as offline; the contact can happen online

HY recommends blended teaching -hybrid teaching cannot be demanded

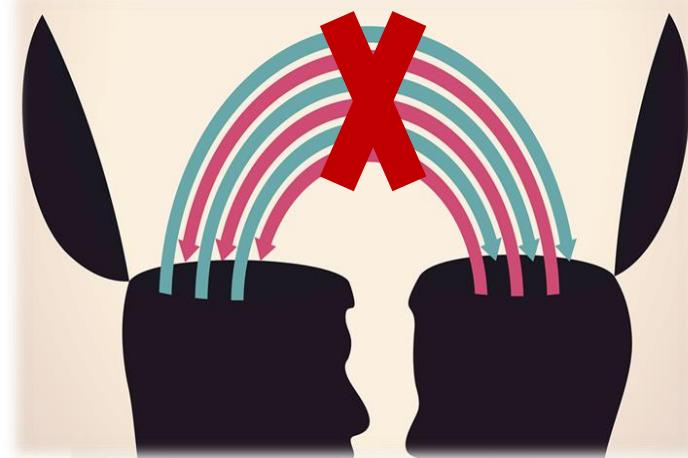


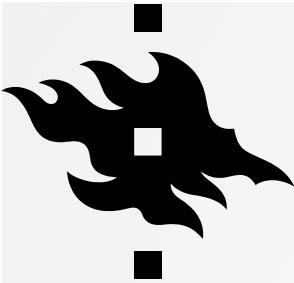
WHY BLENDED LEARNING?

- Learning is an active process, where learner is not a passive recipient.
- Learners actively construct knowledge and make meaning, based on their experiences, individually or socially.
- Construction of understanding is a combination of prior knowledge and new information.
- The social and cultural context has a huge impact on learning.

What does it mean for teachers work?

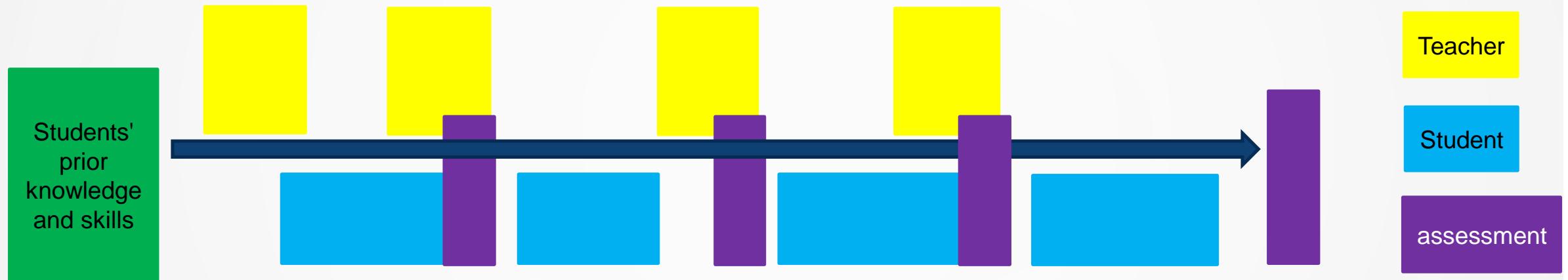
- Students learning and actions are in the center of the teaching
 - *What students should do to learn the intended outcomes?*
- What can a student study independently? What is the role of the teacher?
- What kind of teaching methods support students learning?
- How does a student get feedback on their learning during the course?
- How to support meaningful social interactions? In what kind of environments learning should be situated?





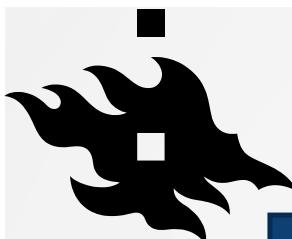
BLENDED LEARNING

Teacher speaks and facilitates interactive learning



Students work during the course
Assessment is integrated to the course





EXAMPLE: UNIVERSITY PEDAGOGY COURSE

Pre-assignment (Choosing and describing the course for development)

1. teaching session (principles of constructive alignment and learning objectives)

Peer group work

Online work in Moodle and peer feedback

2. teaching session (Teaching methods)

Online work in Moodle and peer feedback

3. teaching session (Assessment)

Online work in Moodle and peer feedback

Peer group work (presenting plans for teaching sessions and getting and receiving feedback)

4. Teaching sessions in Zoom (in peer groups)

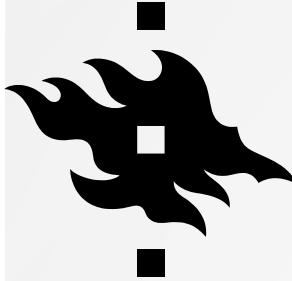
Online work in Moodle and peer feedback

5. Teaching session

Returning the course planning assignment

Peer group work

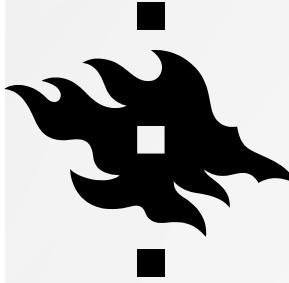
Course planning assignment



BENEFITS OF BLENDED LEARNING

- Flexibility
- Even distribution of workload
- Supports student autonomy and motivation
- Supports learning of generic academic skills: learning of give and receive peer feedback, collaboration and communication skills
- Pedagogically meaningfully implemented:
 - creates alignment
 - provides timely support and feedback
 - makes the learning process visible
 - helps to reflect and articulate learning

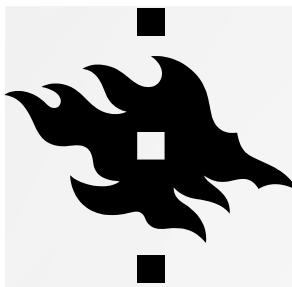




STUDENTS' EXPERIENCES OF DISTANCE TEACHING AND STUDYING

- Students have both positive and negative experiences:
 - Flexibility in teaching and studying
 - Challenges in time-management, procrastination
 - Decrease in motivation, learning and well-being
 - Lack of interaction and support from teacher and students
 - Difficulties to separate study and free time
- Students who have more challenges in studying (unreflective approach or unorganized) experienced teaching and learning environment more negatively and reported higher on study-related burnout
- Online teaching should help students to relate ideas and form of the study content as a coherent whole and support students' time-management skills

(Haarala-Muhonen et al., in preparation, Parpala et al., 2021)



DISCUSSION:

Expected changes in university education:

- What is future of teaching and learning?
- How to balance between contact teaching in classroom and remote/online teaching?
 - Other questions or thoughts?
 - Please use the chat or ask for the floor



"Etäopiskelu on osa tulevaisuuden yliopistoa. Mutta pelkäään kätevyys opiskelijalle ei tule olemaan sen johtotähnenä."

Sari Lindblom HS, 25.1.2022

"Kun vuorovaikutus heikkenee, se näkyy yhteisen ajattelun heikkenemisenä."

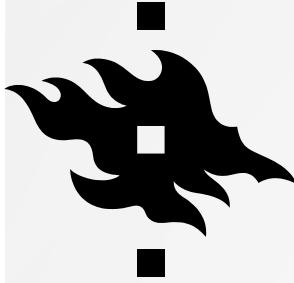
Katri Saarikivi, HS, 25.1.2022

"Yliopiston tehtävä on kasvattaa opiskelijoita akateemiseen asiantuntijuuteen. Haluan ajatella, että alumnimme ratkaisevat maailman hankalia ongelmia. Voiko sellainen ajattelu kehittyä vakuumissa yksön kotisohvalla? Se vaatisi kosketusta muiden ihmisten kanssa."

Sari Lindblom HS, 25.1.2022

"Digital
"correspondence
course" is not a
university"

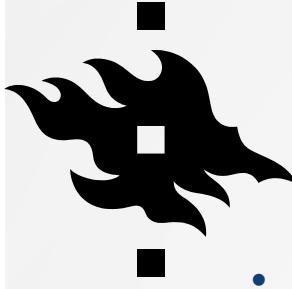
Sari Lindblom
HS, 25.1.2022



IF YOU HAVE TO TEACH A HYBRID CLASS

You should think about:

- Why is it important to arrange a hybrid class?
- How to make sure the teaching offers equal opportunities to both students in contact an online teaching?
- How to arrange student activation/small group discussions in a hybrid class?
- How to involve the participants to discussions?
- (For example Flinga as a basis)



IF YOU HAVE TO TEACH A HYBRID CLASS

- Teaching should be planned so that **it meets the same requirements** for students in the contact session and students participating online are
 - Contact teaching in **smaller groups**
 - Hybrid classes are **more demanding** to the teacher and **require resources and careful planning**
 - Easier with more than one teacher (for example one teacher follows the chat and organises small group work online)
 - Students in contact teaching should use the **same online tools as much as possible** (for example discussions in Flinga)
 - Teaching methods depend on the nature of the course
 - **Masslecture: would an online lecture be enough?**
 - What is the objective in contact teaching?



SUPPORT

Slides and materials Humpedä-blog: <https://blogs.helsinki.fi/hum-peda/>

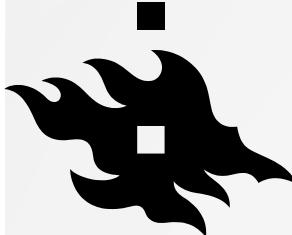
Instructions for teaching / Opetustyön ohjeet: teaching.helsinki.fi/
- all instructions related to teaching

[Digipeda Cafe on Thursdays \(Flamma\)](#)

[Moodle training in the spring \(Flamma\)](#)

Email support:

- humpedatiimi@helsinki.fi
- moodle@helsinki.fi
- opetusteknologia@helsinki.fi / edutech@helsinki.fi



LITERATURE

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