

# **OPEN DISTANCE TEACHING PRACTICES IN PANDEMIC TIMES: DEVISING A SIMPLIFIED VIRTUAL PEDAGOGIC MODEL FOR THE UNIVERSITY OF SAINT JOSEPH IN MACAU, CHINA**

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## *Topics*

- 1. The new COVID19 normality: distance teaching / learning everywhere**
- 2. The learning unit “Research Methods in Design”**
- 3. The devised Virtual Pedagogic Model**
- 4. Conclusion**

The new COVID19 normality: distance teaching/  
learning everywhere

The new COVID19 normality: distance teaching/ learning everywhere

- ✓ Led to an **unprecedented level of discussion** of pedagogical innovation along with concrete **implementation actions of digitalization** and **online learning** in higher education
  - ✓ digital transformation has **speed up**
  - ✓ most of the changing actions **were unplanned**
  - ✓ greatest number of teaching staff and students **had little** (or full absence) **background** or **prior experience** in distance education.
  
- ✓ The adopted approach was generally based **on synchronous scenarios based on video-conference** teaching trying to replicate the face-to-face class scheduling

The new COVID19 normality: distance teaching/ learning everywhere

- ✓ Times Higher Education survey: most respondents (85% of higher education institutions) **assessed the transition** to an online teaching environment **was successful**.
  - ✓ Of a sample of 2000 responding higher education institutions, 40% think that **online teaching quality is as good as face-to-face classroom based** (on-site) teaching, while only 19 % believe that the quality has dropped with the transition.
- ✓ The European Commission's survey of mobile learners within the Erasmus+ and European Solidarity Corps programmes:
  - ✓ 71% of subjects responded that **digital learning tools and platforms work very well**.
  - ✓ 63% of the respondents found the quality of activities good, and more than half (55%) affirmed **they stimulated participants to learn**.

The new COVID19 normality: distance teaching/ learning everywhere

- ✓ A recent empirical study performed on a sample of 10,092 students from 10 countries across 4 continents concluded that:
  - ✓ e-learning **became a compulsory educational process** for many universities, during the lockdowns;
  - ✓ Many universities were encountering this mode of delivery **for the first time**, making the transition particularly demanding for them;
  - ✓ the active role of **teachers and their responsiveness and feedback seem crucial for the students' satisfaction** with the online instruction
  - ✓ Also inferred that administrative, technical, and learning **assistance through tutors and the library** is very important for students' greater satisfaction and, in consequence, **students' higher perceived satisfaction and performance.**

The new COVID19 normality: distance teaching/ learning everywhere

- ✓ The COVID-19's unplanned and unprepared experiment in distance teaching and learning **allowed for capacity building of staff and faculty** who have learned and tested new tools and systems to enable distance teaching and learning;
- ✓ There is a shift in mindset happening in all over the world opening a **new horizon of opportunities for teaching and learning;**
- ✓ It is expected that a push forward occurs in terms of an increased **exploring of the potential of flexible learning and more acceptance for online learning** in order it becomes a more integral part of study plans for traditional face-to-face universities.

## The learning unit “Research Methods in Design”

The learning unit “Research Methods in Design”

- ✓ The methodology based on **online observations and online focus group** considering here the members’ group of the online (virtual) class (including the teacher) who participated in the process of teaching-learning around the learning unit.
- ✓ The research object is the **virtual learning space of the learning unit where a class of 6 enrolled students** were active.
- ✓ The observation items embraced **the discussions in the forums**, the **documents submitted**, the **difficulties and successes registered** on side of the students, as also the **level of students’ adherence** to certain online activities or the final grading.

My Hub

Home ▶ My courses ▶ 202109MDS105

Turn editing on

The central space

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## Topic outline

### General

Welcome to the space of the module

### "Research Methods in Design"



- 📄 [Foreword](#)
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- 📄 [LearningActivitiesPlan](#)
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📄 [ResearchQuestionDelivery](#)

### GRADES

📄 [FinalGrades](#)

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### Learning Activity 3

Learning Activity 3

**Writing the Master Dissertation Project Proposal**

## Search forums

[Advanced search ?](#)

## Latest news

[Add a new topic...](#)

Adérito Marcos 16 Sep, 17:28

LA1: new deadlines for RS and Essay submission [more...](#)

[Older topics ...](#)

## Upcoming events

There are no upcoming events

[Go to calendar...](#)

[New event...](#)

## Recent activity

Activity since Sunday, 15 May 2022, 12:20 AM

[Full report of recent activity...](#)

Nothing new since your last login

The learning unit “Research Methods in Design”

- ✓ The learning unit “Research Methods in Design” has been organised according to **three learning activities**, namely:
  - ✓ **Learning Activity 1** - Fundamentals of Scientific Research (13 September - 4 October).
  - ✓ **Learning Activity 2** - Practising Scientific Writing (19 October - 15 November).
  - ✓ **Learning Activity 3** - Writing the Master Dissertation Project Proposal (12 November - 17 December).




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    - ▼ Learning Activity 1
      - 📁 CoreArticles
      - 📁 RStatementExample
      - 📄 WebSites
      - 👤 Brainstorming Forum (LA1)
      - 📄 Research Statement
      - 👤 Forum Q/A (LA1)
      - 📄 Essay (synthetising a research article)
    - ▶ 202201ADPD205\_DS

## Settings






- ▼ Forum administration



This is a moderate open forum for discussion and analysis of issues related to the Learning Activity 1. Despite being an open forum, try to stick to the issues raised, avoiding starting new issues. In your answers, **favor concise texts**, with **assertive content**, which **effectively contributes to the discussion with new and/or complementary elements**. Respect the rules of good interaction and online communication. Whenever possible and relevant, support your argument **with references to publications, websites, others**, related to the topic under discussion.

And remember that your participation in the forum will be evaluated!

Add a new question

Discussion	Started by	Replies	Last post
Q3 - Describe what is fundamental research. Compare it with applied research.	 Adérito Marcos	13	Mamadú Seck Tue, 25 Jan 2022, 01:58 PM
Q7 - Why "research through art and design" implies a creation cycle around one artefact (or family of artefacts)?	 Adérito Marcos	6	Mamadú Seck Tue, 25 Jan 2022, 01:55 PM
Q8 - What is a "research statement"? Explain why is it important for self-clarification?	 Adérito Marcos	5	Mamadú Seck Tue, 25 Jan 2022, 01:48 PM
Q6 - When can we classify practitioner action (e.g., the act of creation of one artist or designer) as research action? Explain your answer in detail considering the case of "research through practice".	 Adérito Marcos	7	Mamadú Seck Tue, 25 Jan 2022, 01:44 PM
			Mamadú Seck

The learning unit “Research Methods in Design”

- ✓ The **assessment actions adopted** in the learning activities were the following:
  - ✓ **Free and open discussion** conducted in the brainstorming forum; **answers to direct questions** in the Q/A forum; student **individual research statement**; and one **short essay** synthesising one research article;
  - ✓ **Short or poster paper, or graphic poster** about the student’s master project research topics.
  - ✓ **Student’s master project proposal** (according to a given template).
  
- ✓ Additional assessment elements of the learning unit were also the **level of participation and self-initiative** in starting new discussions or **being interventive** during the synchronous sessions.

The learning unit “Research Methods in Design”

- ✓ Observing and assessing the students’ actions we could conclude the following hypothesis-proofs:
  - ✓ All the six students **(100%) concluded successfully** all the 3 learning activities
    - ✓ Evaluation: even though 2 (33%) students delivered with delay part of their homework, the **overall adherence of the students to the e-learning activities was fully achieved.**
  - ✓ The level of participation in each individual assessment action is as follows:
    - ✓ (6/6) **100% participated in all Q/A forums**
    - ✓ (29/30) **97% of all requested deliverables** (30 = 5 actions x 6 students) **were submitted**
    - ✓ (2/18) 11% of participation in the brainstorming forums (18 = 3 brainstorming forums x 6 students). **Only two interventions have been registered.**

The learning unit “Research Methods in Design”

- ✓ Evaluation: Students **understood rather well the dynamics and importance of the Q/A forums** as well the functioning of the deliverable mechanism.
  - ✓ On the contrary, the **brainstorming forums were less used** even though they could provide an additional source of learning and grading.
- ✓ The overall **usage of the Central Help Forum was residual**.
  - ✓ Evaluation: Besides the self-presentation moment during the first week of the course, this forum has been only used by the teacher to publish announcements or notices. Only two pertinent interventions have been registered.
  - ✓ However, all students have presented themselves during the first week using this forum which is considered rather positive.

The learning unit “Research Methods in Design”

- ✓ All six students **(100%) have asked for the teacher’s help sometime** during the course by using the synchronous video-based channel.
  - ✓ This gives **concrete evidence that students were enough confident to ask the teacher for help** while contacting him directly by using the video channel; but less willing or self-assured to write a proper help request in the respective forum.
  
- ✓ Altogether, the **overall student enrolment in the virtual learning space and adherence to the respective teaching-learning activities were successful** thus providing important cues to devise a virtual pedagogic model for the post-pandemic online and on-site teaching and learning scenarios for the university.

## The devised Virtual Pedagogic Model

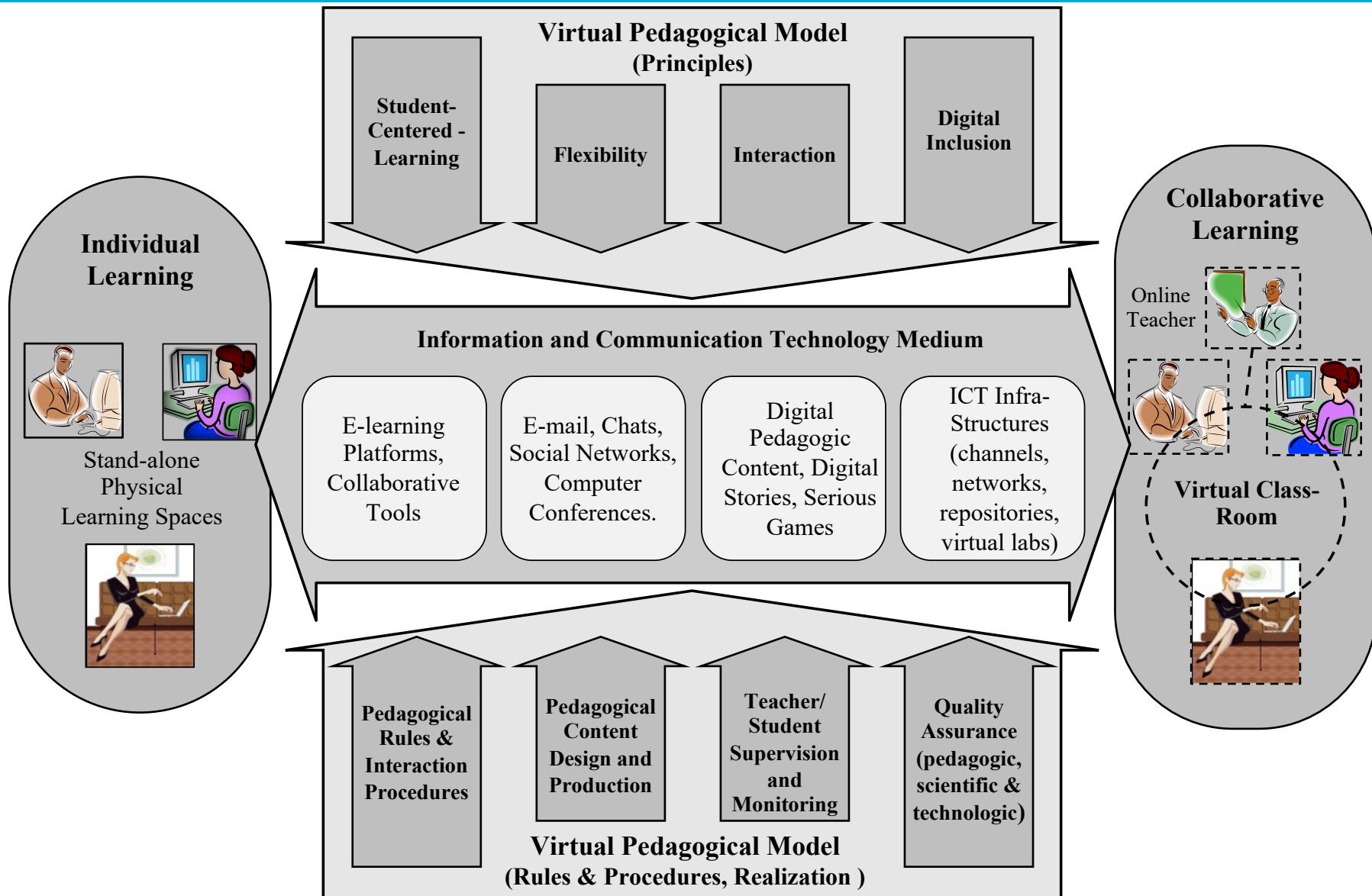
The devised Virtual Pedagogic Model

➤ Based on a **Virtual Pedagogic Model** with 4 vectors:

- **Student-Centred Learning** (proactive, collaborative)
- **Flexibility** (anywhere, anytime)
- **Online Interaction** (student-student communication promoted)
- **Digital Inclusion** (prior training on e-learning)



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## The devised Virtual Pedagogic Model

- ✓ Organization of online (virtual) classes of up to **50-60 students** each;
- ✓ The **teacher is responsible** for the planning of the learning unit (syllabus, time plan and schedule, assessment rules and criteria, learning activities, etc.); selects the pedagogic resources (books, book chapters, papers, websites, podcasts, and videos, etc.), chooses the teaching strategies, including the **developing and managing of the actions to be performed by the students;**
- ✓ The teacher designs a **learning path which will originate a schedule of activities** to be followed throughout the semester.

## The devised Virtual Pedagogic Model








We identify the following pedagogic elements:

- ✓ **Plan of the Learning Unit (PLU)**: a **digital online booklet** provided to the student at the beginning of the semester where the overall planning is described, including syllabus, time plan schedule with the plan of learning activities and actions, description of the pedagogic resources, assessment criteria, among others.
- ✓ **Learning Card (LC)**: it is a **personalized device that aggregates the results of what the student produced throughout the learning process** in an organized and systematic assessment registration tool. This card registers all the assessment elements planned within the learning unit and the respective grades.

## The devised Virtual Pedagogic Model

- ✓ The planning of the learning unit must **cope with a balance between activities in both modalities, full online or blended**, that must complement each other.
- ✓ The **face-to-face component of a blended course should be considered secondary** and used mainly as a socialization factor or a laboratorial or residential period.

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First name / Surname ↓ / Email address	Last access	Roles
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## Conclusion:

Based on this experience we have proposed a **simplified virtual pedagogic model for planning, organizing, and implementing university level (hybrid) online courses** by fully exploring the facilities offered by the educational digital technologies and taking as a reference the virtual pedagogic model of the Portuguese Open University, a virtual public university.

Thank you  
Obrigado