



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin



NATIONAL FORUM
FOR THE ENHANCEMENT OF TEACHING
AND LEARNING IN HIGHER EDUCATION

Bringing the Fully Online Class to Life in a Higher Education Programme

DR JULIE BYRNE

TRINITY COLLEGE DUBLIN

Trinity College Dublin - from 1592 to 2019

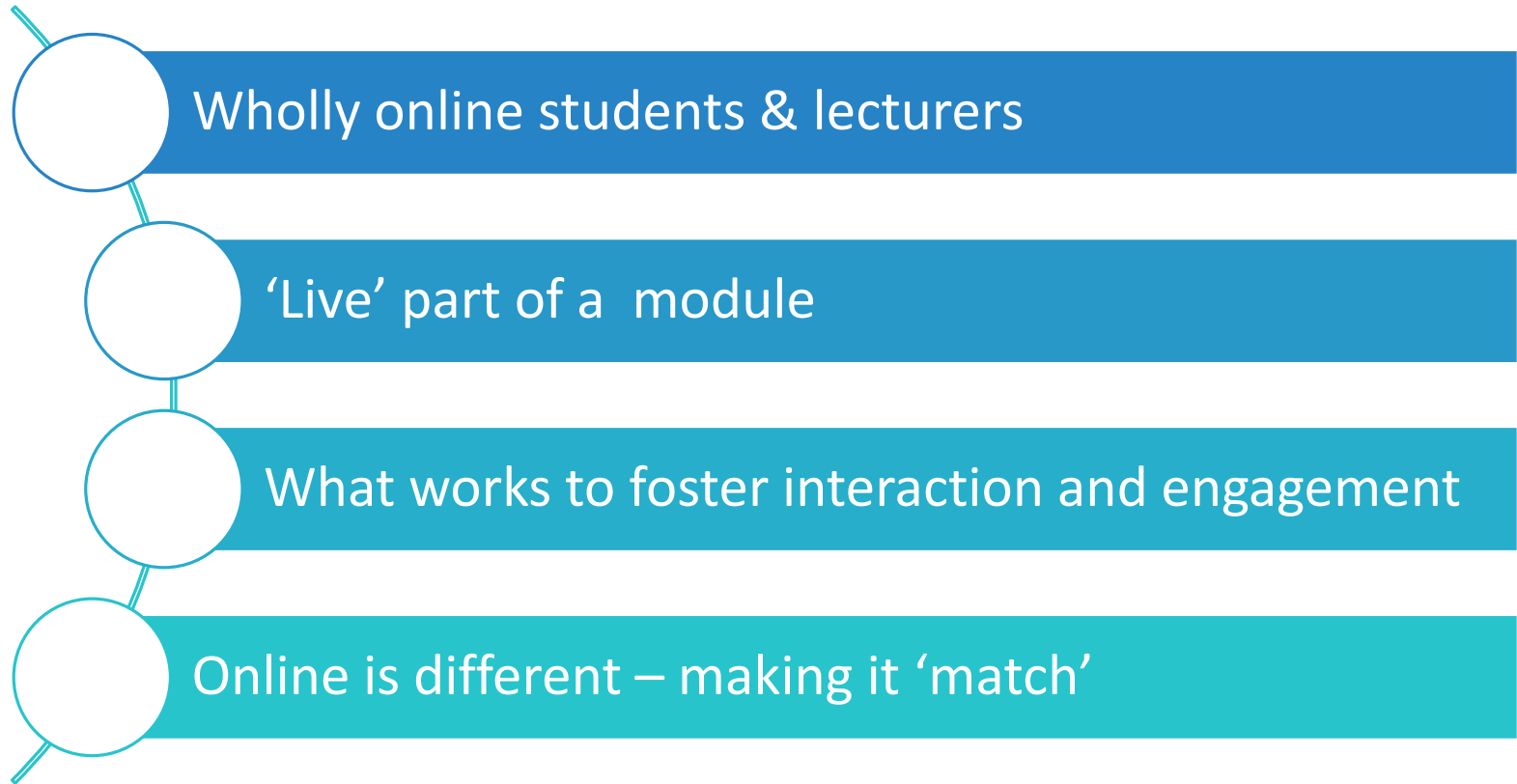


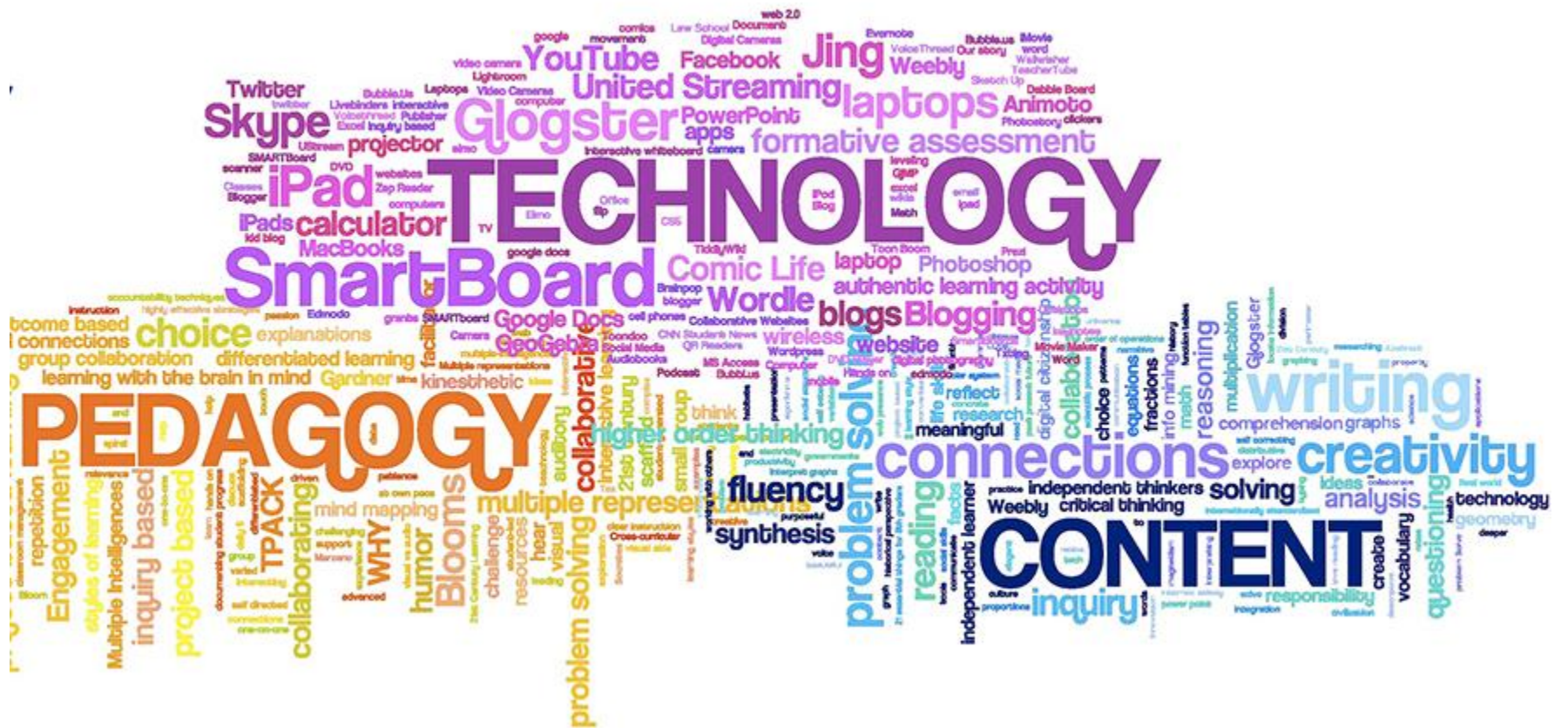
Strategic Plan 2014-2019

'strengthen community'

'ensure that the online student experience matches the research-led Trinity education.'

Researching practice





ALL ABOARD

Mapping Digital Skills in Irish Higher Education



Tools & Technologies: The technical and the practical aspects of the range of tools and technologies available and useful to support learning, teaching and thriving in the digital age

Find & Use: The skills and literacies needed to find relevant information and data and how to apply such information in an effective way and subject it to scrutiny whether for effective learning or for research, scholarship and professional purposes.

Identity & Wellbeing: Understanding the nature of your online self, data and information, privacy and protection and taking care of yourself, others and information in ways which are ethical and respectful.

Communicate & Collaborate: Connecting with one another and sharing ideas regardless of distance or time.

Create & Innovate: Being confident and empowered over the use of technologies to make new resources, express yourself, and take opportunities to develop new approaches and ways of looking at things.

Teach and Learn: How to get the most out of technologies and materials to encourage engaged learning and make sense of new knowledge.

JRC SCIENCE FOR POLICY REPORT

European Framework for the Digital Competence of Educators

DigCompEdu

Christine Redecker (Author)
Yves Punie (Editor)



Aim: produce experience based open learning resources



Talk to lecturers

Talk to students

Produce open learning resources

Embed in induction & development supports

Phase

1

Lecturers

- Early findings
- Seven lecturers so far
- Experienced in wholly online education
- Common approach – asynchronous + synchronous
- Semi structured interviews
- Questions about experiences & ‘what works’
- Focus on student/lecturer interaction

VOID

A glowing circular void, resembling a hole in space, is centered in the image. The word "VOID" is written in white, stylized, block letters across the center, with the "O" being the glowing void itself. The background is a dark, starry space.

'speaking into a void'

'speaking into the abyss'

'talking to nothing'

'my voice being out there...

- *in the ether...*

- *in this cloud...*

- *this nowhere space'*

'I found my early experience teaching online to feel

- *discombobulating...*

- *disembodied....*

- *dissatisfying'*

'In those early classes I was struggling... I felt

- *exposed...*

- *alone...*

- *the air...heavy and dead.'*



'My online teaching self has to be a little bit 'more', a bit more overt with my facial expressions and more explicit with my verbal tone'

'I rely more heavily on my face and on my voice...

- *to emphasise*
 - *to reassure*
 - *to show interest*
 - *to show amusement*
 - *to show concern.'*



Connecting through Face

*Using my webcam ...they contribute more. They can see you nodding, smiling or wrinkling your brow if you don't understand
I hated using the webcam.*

Connecting through Place

I used the webcam to show them the Christmas tree here on campus

Sometimes, I'll tell them about the weather where I am.

Connecting through Events

*Using something from the news that week gets them buzzing
Real life examples, things that they will have an opinion on*

Connecting through Asynchronous Tasks

*you still can build the **relationships...on** the discussion forum, the blog and the learning journal. Something does **bond** in the written word.*

*I **name check** in class, people who have made a good, thoughtful contribution to the discussion or helpfully commented on the contributions of others.*

Connecting as a Real Person

*I did share **personal stories** ...things my mother used to say or experiences from previous employment, my career experiences.*

*if a student doesn't see you as a **real person**, with previous jobs, with hobbies, with relationships, it makes it harder for them to put themselves out there and offer an opinion or ask a question.*

Phase

2

Students

Focus group and survey

Do they agree about what works for student/lecturer interaction?

Insight to student/student interaction

Do they 'care' about interaction

Do they 'care' about being in a class

Thank You

DR JULIE BYRNE
TRINITY COLLEGE DUBLIN

BYRNEJ18@TCD.IE