

Inspiration catalogue

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This catalogue presents models for how teaching at AU can be held within the given framework for the autumn semester. In addition, relevant considerations are introduced.

Rules for teaching and exam activities

Read the framework conditions that the teaching at AU is subject to in the autumn of 2020:

- <https://medarbejdere.au.dk/en/corona/for-staff-members/>
- <https://medarbejdere.au.dk/en/corona/distance-education/>

General considerations

Regardless of the preferred model, the educator must be aware that:

- The learning outcomes for the course are supported by teaching activities and that these are in accordance with the assessment and exam.
- Communicate and align expectations with the students on an ongoing basis since particularly asynchronous online teaching requires more explicit instructions and facilitation.
- Teaching materials, as well as synchronous and asynchronous learning activities, are selected and organised so that the combination creates clear value and is perceived as relevant and coherent for the students.
- Learning activities (online or on-campus) provide students with the opportunity for in-depth academic immersion and active processing of the content and application of the methods of the course.
- The study environment and students' well-being can be supported through activities involving interaction between educators and fellow students. Active use of online study groups will support first-year students and students following courses in a supplementary subject that do not know one another in advance.
- Students are offered reasonable conditions in the form of a regular workload.

Models

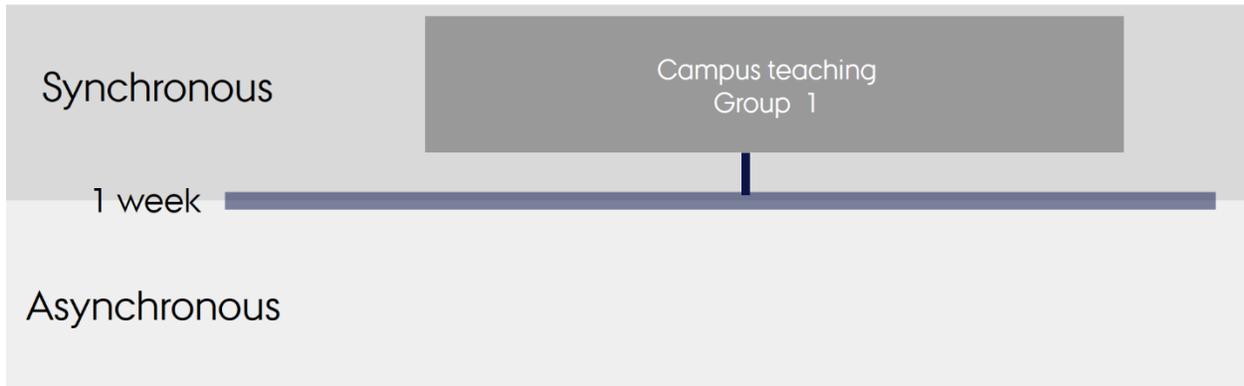
Below, four models are illustrated and described. Model 1 to 3 can be used with the existing equipment, timetables, and room allocation. Model 4 may require the purchase of new equipment. The duration and order of elements in the models can be varied, and the models can be combined. A three-hour session exemplifies all models. To some extent, all models require a didactic redesign of existing teaching practice.

Traditional teaching

In traditional teaching, all students in the class will be present on campus throughout the entire teaching session, as illustrated below.

TRADITIONAL TEACHING

● Campus

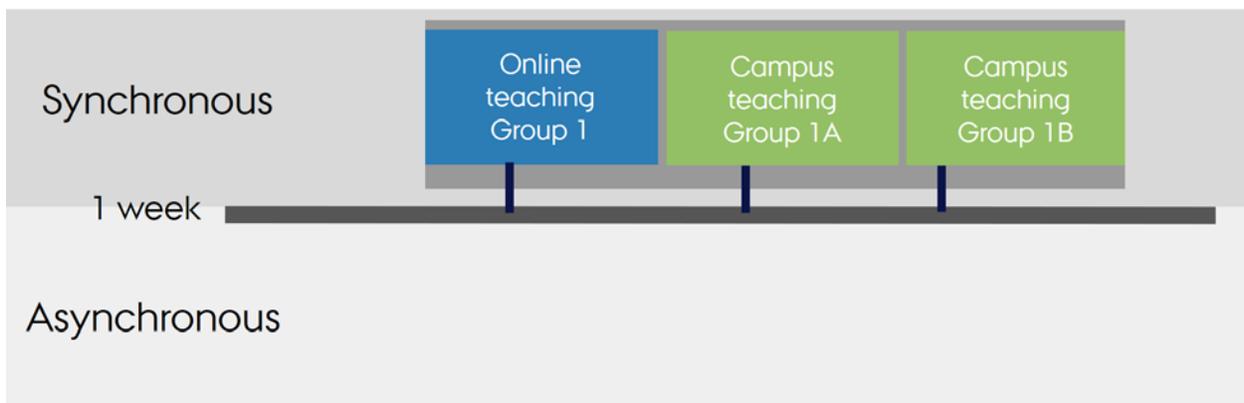


Model 1

In Model 1, synchronous online teaching is combined with synchronous face-to-face teaching on campus, and all of the elements of the model are held within the scheduled time frame. The model is based on the expectation that only half of the students can be present in the classroom due to the distance requirements. The class is divided into group 1A and 1B, and the teaching varies between synchronous online teaching for the whole class and on-campus teaching, where only half of the students are present at the same time. Thus, the on-campus session will need to be doubled. Group 1A and 1B should take turns to start.

MODEL 1

● Campus
● Online



Model 1			
Format	Considerations	Advantages	Disadvantages

<p>Synchronous online communication combined with synchronous small-class teaching.</p>	<p>Clear arrangement and organisation of the communication, activities, and feedback.</p>	<p>Can be carried out using existing technical solutions.</p> <p>All of the teaching elements are held within the scheduled time frame.</p> <p>The campus teaching has fewer students per educator than traditionally organised teaching.</p> <p>Combines the communication of content and teaching on campus with, e.g., discussions, collaboration, and hands-on activities.</p>	<p>The students' campus teaching is quantitatively shorter than traditionally organised teaching.</p> <p>Campus teaching is with physical attendance and must be held twice.</p> <p>In large classes, online synchronous teaching must be organised to ensure interactivity and closeness.</p>
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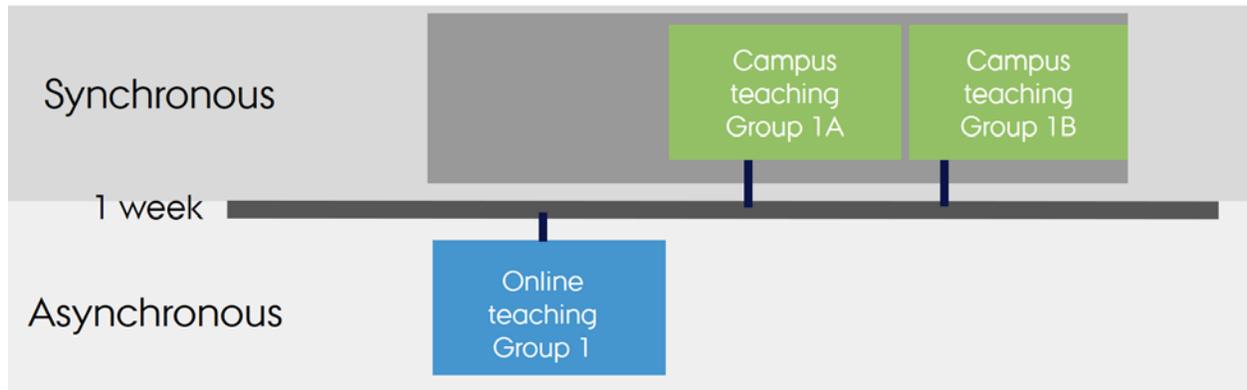
Watch a video describing the model: LINK. <https://vimeo.com/445521481>

Model 2

In Model 2, asynchronous online teaching is combined with synchronous face-to-face teaching on campus, and all of the elements of the model are held within the scheduled time frame. The model is based on the expectation that only half of the students can be present in the classroom at the same time due to the distance requirements. In the illustration below, all students participate in the asynchronous online teaching consisting of, e.g., videos, quizzes, tests, assignments, etc. After the initial online teaching, the teaching sessions on campus are carried out in shifts for each half of the class, i.e. group 1A followed by 1B.

MODEL 2

- Campus
- Online

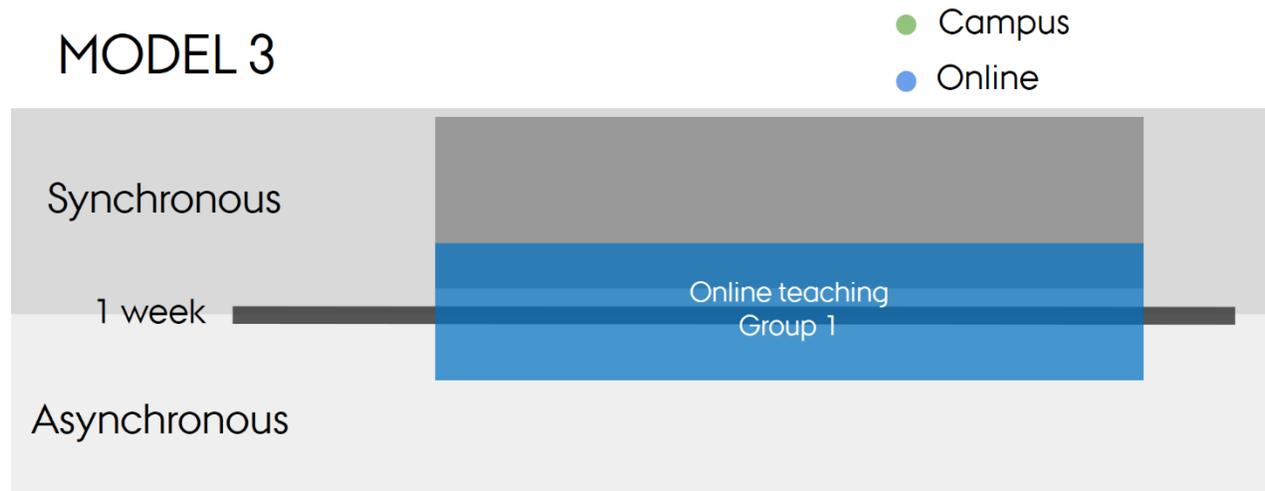


Model 2			
Format	Considerations	Advantages	Disadvantages
Asynchronous online communication combined with synchronous small-class teaching.	<p>Clear arrangement and organisation of the communication, activities, and feedback.</p> <p>Communicate and align expectations with the students on an ongoing basis.</p> <p>Correlation between the asynchronous and synchronous elements.</p>	<p>Can be carried out using existing technical solutions.</p> <p>Well-documented format.</p> <p>The campus teaching has fewer students per educator than traditionally organised teaching.</p> <p>The digital part of the format can, to some extent, be reused.</p>	<p>The students' campus teaching is quantitatively shorter than traditionally organised teaching.</p> <p>Preparation in the form of production of, for example, video and activities.</p>

Watch a video describing the model: LINK. <https://vimeo.com/445521484>

Model 3 (the online model)

In this model, the teaching is facilitated entirely online. The teaching consists of a combination of synchronous and asynchronous activities. The synchronous activities will take place during the scheduled time frame.



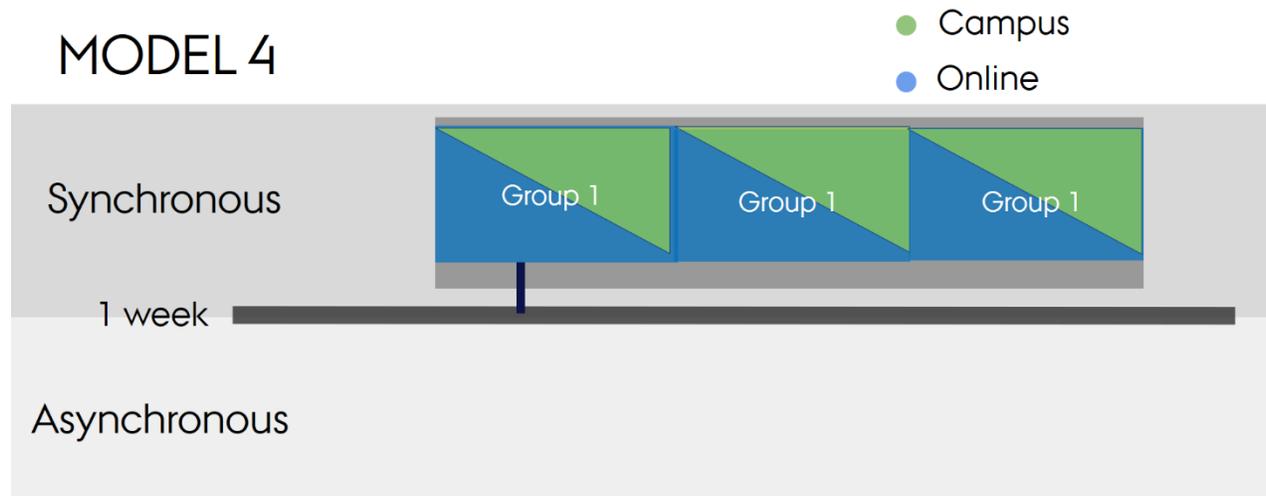
Model 3			
Format	Considerations	Advantages	Disadvantages
An entirety online model, which combines synchronous and asynchronous teaching.	<p>Clear arrangement and organisation.</p> <p>Communicate and align expectations with the students on an ongoing basis.</p> <p>Correlation between the asynchronous and synchronous elements.</p>	<p>Can be carried out using existing technical solutions.</p> <p>Well-documented format.</p> <p>The digital part of the format can, to some extent, be reused.</p> <p>High flexibility for students</p> <p>Materials can, to some extent, be reused.</p> <p>Well-known format by all participants</p>	<p>There is no campus teaching.</p> <p>May require more preparatory work from the educator.</p> <p>It requires particular support for group work and study groups.</p> <p>May require more teaching staff (resources) to hold online sessions.</p>

		due to this spring's lockdown.	
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Watch a video describing the model: LINK. <https://vimeo.com/445521480>

Model 4

In this model, which may require the purchase of new equipment, half of the students will be in the classroom while the other half follows the class online. They are taught synchronously, and the teaching is transmitted to the students online. The two halves take turns following the class online, e.g. group 1A is online in even weeks while group 1B is online in odd weeks.



Model 4			
Format	Considerations	Advantages	Disadvantages
Model for synchronous teaching with students distributed between the classroom and online.	Clear arrangement and organisation.	Limits traditional campus teaching.	It can be difficult involving students online and in-class at the same time. May require the purchase of new technical solutions.

			<p>Requires servicing technically complex equipment.</p> <p>May require more preparatory work from the educator.</p> <p>May require more teaching staff (resources) to hold online sessions.</p>
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Watch a video describing the model: LINK. <https://vimeo.com/445521479>

Considerations

Regardless of which model you select for your teaching, the following considerations are relevant in relation to your practice:

- Which activities should the students participate in before, between, and after the scheduled teaching (in their preparation), and how are they linked to the planned teaching, including online or on-campus?
- How is it ensured that there is a connection between synchronous and asynchronous activities?
- Which activities require you to be present at campus together?
- Which activities can be carried out individually and which should be carried out in groups?
- Which technologies best support the planned teaching?

Inspiration for activities

The material is aimed at all educators at AU. However, parts of the content originate from certain faculties. Find resources and courses below. For further inspiration, please contact your educational development centre. View other information below.

Resources

AU Educate, online teaching activities:

<https://educate.au.dk/en/focus-areas/blended-learning/online-teaching-activities/>

Teaching online (online resource in Blackboard)

https://blackboard.au.dk/webapps/blackboard/content/listContentEditable.jsp?content_id= 2579302_1&course_id= 136002_1

Treat: <https://treat.au.dk/home-eng>

Online Education at Health: <https://cesu.au.dk/en/online-education/>

Courses:

Arts

Online teaching at the faculty of Arts: <https://tdm.au.dk/en/activities-at-arts/online-teaching/>

Health

Courses for educators at Health: <https://cesu.au.dk/en/training-courses/courses-for-educators-at-the-faculty-of-health/>

Nat and Tech

Distance learning at Nat and Tech: <https://stll.au.dk/en/distance-learning-at-nat-tech/>

BSS

Webinars on online teaching at BSS: <https://bss.au.dk/en/centre-for-teaching-and-learning/webinars/>

Classroom teaching for student teachers (is held online incl. new focus on online classroom teaching by student teachers): <https://bss.au.dk/en/centre-for-teaching-and-learning/courses/classroom-teaching-for-student-teachers/>

Contact information

Nat and Tech:

ST Learning Lab offers educational and technical support and workshops. Find more information at <https://stll.au.dk/en/>.

You can contact us at any time at stll@au.dk. We will process your enquiries as soon as possible.

Health

CESU is available for pedagogical and didactic advice and feedback

Contact us at cesu@cesu.au.dk

Read more about our offers at <https://cesu.au.dk/en/>

BSS

CUL is available for pedagogical advice and feedback at cultsupport.bss@au.dk

Technical support on Zoom etc. is handled by BSS IT at bss.it@au.dk or +45 8715 0933

Arts

CUDIIM is available with advice and feedback on the organisation of blended and digital learning formats.

Contact: eduitcudim@tdm.au.dk