

# The Human Side of Teaching

Supporting Online and Remote Students  
Active and engaged Learning  
Assessing the Affective Aspects of Learning  
Taking Care of Ourselves  
Connections: Establishing Faculty Networks  
Dealing Flexibly with Uncertainty

# 46th Annual Conference Improving University Teaching



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#IUT2021



Palacký University  
Olomouc



DEPARTMENT  
OF PSYCHOLOGY  
FACULTY OF ARTS



# How (not) to be virtually boring – sharing the experience

Roundtable

Moderator: Lucie Viktorová



# Today's objective (of the roundtable)

- Share the experience: what works (and doesn't) in engaging students (and under what circumstances)
- Today's plan:
  - some theory
  - my experience & the context thereof
  - sharing your experience
- We will use <https://b.socrative.com/login/student/>
  - Room Name: VIKTOROVA7773



Let's dive right in!

Go to: <https://b.socrative.com/login/student/>  
Room Name: VIKTOROVA7773



# Some theory (you probably already know)

**Table 1.** Twelve Quick Tips for Optimizing Synchronous Online Teaching Sessions

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1. **Get connected** by ensuring you have all the technical equipment and support you need.
2. **Arrange your physical space** to optimize audio-visual presentation.
3. **Practice using the platform** to familiarize yourself with the technology and make smooth transitions.
4. **Present your best self** by having a professional appearance, background, and comportment.
5. **Embrace your online teaching persona** which may be slightly different from your in-person teaching style.
6. **Set ground rules with your learners** so expectations are clear from the start.
7. **Take advantage of features that promote learner engagement** such as the chat, polls, and use of the cold-calling technique.
8. Be mindful of logistics unique to the virtual space, such as setting clear expectations for learners prior to starting breakout rooms.
9. **Foster a culture of accountability** as it can be easier for individual learners to get lost in the virtual space.
10. **Use asynchronous learning tools** to support your teaching.
11. **Develop a communication plan** so learners know how to contact you and other students.
12. **Be forgiving of yourself** because all transitions into new areas can be challenging and you will end up having more successes than shortcomings!

Source: Sharp, E. A., Norman, M. K., Spagnoletti, C. L., & Miller, B. G. (2020). Optimizing Synchronous Online Teaching Sessions: A Guide to the “New Normal” in Medical Education. *Academic pediatrics*, 21, 11-15.

# Some tips worth pointing out (I'd say)

## Communication:

1. have synchronous sessions, don't just assign homework
2. rules & expectations
3. clear instructions
4. interaction & feedback (not one-way communication)
5. be open & sharing



→ back to [Socratic](#)



# My experience and the context thereof

- Department of Psychology, Palacký University Olomouc, Czech Rep.
- teaching (mostly) Psychology students (BSc, MSc, a few Ph.D.'s):
  - Educational psychology (mandatory – BSc, MSc + elective – BSc, 2nd year)
  - Research methods (1st year BSc) & Diploma seminar (2nd year BSc)
  - my students: around 60 people/class; around 20 y.o. (full-time; 90-130 min.) & > 20 y.o. (part-time; 2 blocks/semester, 180 min. each)
  - usually from a very similar cultural & language background (Czech, Slovak + some exceptions) – selected through 2-stage admission process



# What worked in my experience

- have the webcam on
- start with an (interactive, easy, short) activity followed by reflection
- talk for about 20 minutes, then include:
  - a short video (about 5-10 min.)
  - questions (chat, Socrative, Kahoot, Mentimeter...)
  - another activity (Google Docs & Jamboard; breakout rooms... group or solo)
  - ...a break 😊
- when you talk, give examples from „the real life“, your experience, practical demonstrations...& show how it relates to the theory





# Also, (my) students appreciated...

- (...having the materials/presentations in advance)
- ...recordings of the lectures
- ...autonomy (and mutual trust)
- ...tips for additional information (documentaries, videos, articles, books...) and sources used in the presentation
- ...the interest in their opinions



# How about your experience?

- How do you feel about teaching online? + & -
- What did you find that works for you to engage students?  
(Is there a particular activity?)
- What did NOT work for you & why/when?



# Tips on sources

- Sharp, E. A., Norman, M. K., Spagnoletti, C. L., & Miller, B. G. (2020). Optimizing Synchronous Online Teaching Sessions: A Guide to the “New Normal” in Medical Education. *Academic pediatrics*, 21, 11-15.
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# Thank you for being here!

