



Online teaching experience of University of Sydney staff from 2020-2021

1. Getting Started

Initially focused on students: experience engagement, online learning, maintaining attendance and participation

Discovered: Diversity of teaching approaches in terms of what and how content was delivered and the use of online resources.

2. The Study

Reflective statement-Qualtrics

Human Ethics (2021/841)

Sample size = 14

Deductive thematic coding

“The pandemic has made us reassess our learning outcomes and think about ... the balance ... between content and skills ...”

7. Feelings Now

Sense of achievement & pride

Confidence in making changes and up-skilling for online learning

Freedom to be creative

Teamwork, ‘We’

“Students became consultants and co-creators of the learning experience... created a genuine sense of belonging... with students saying it was their best ever experience of teamwork.”

3a. The Data

Assessment: Pre-2020 vs. Post 2021

2020: exams, written, practical, presentation, group work, tutorial participation, quizzes

2021: Provision of data for assessment, proctored exams, more online question variations

“Some assessments required a lot of workload in preparation, marking and feedback”

6b. Lessons Learnt

Create a sense of belonging & improve motivation:

flipped classrooms, jigsaw classrooms, breakout rooms, group activities

3b. The Data

Activities: Pre-2020 vs. Post 2021-

2020: lectures, practicals, tutorials etc., skills-drawing, equipment

2021: pre-recordings, zoom, online communication, simulations

“It seems likely we are stuck with online exams but the need to make this ungoogleable is a real pain”

“Echoing the COVID-19 common motto ‘We are all in this together’, it seemed a fair and actionable solution to reinforce the ‘students as partners’ approach...to co-create our teaching and learning experience.”

6a. Lessons Learnt

Increased flexibility in teaching and assessment of learning outcomes

Usefulness of pre-recorded videos and virtual platforms such as Learnsci

5. Initial Feelings

Negative

Doubts about curriculum transfer

Workload

Developing new online skills

4. Challenges

Short turnaround time – reduce quality, consider all learning outcomes

Student engagement, participation and attendance

Coordinating changes

“Getting students to work together in Zoom breakout rooms...was like trying to get blood out of stone”

“...many, many, many hours, days, weeks”

“...massive increase in workload and imposed institutional pressure in terms of deadlines.”

“I was working lots of late nights.”