



How to Support Online Teaching in Pandemic Times: between Innovation and Care

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Emergency Online Teaching

- The Covid-19-related lock-down forced the whole educational systems world-wide to be online to avoid interruption, causing urgently:
 - a wide adoption of on-line conferencing and learning platforms
 - teachers' and learners' use of the related software
 - a modification of the pedagogical scenarios
- Strong implication of universities' pedagogical support services needed
- What changes pre- vs. during COVID have been experienced?

Some pre-during Covid Changes

Activity	Pre-Covid	During Covid 🤔	Issues 🙅	Benefits 👍
Quizzes	Assessment Tool	Assessment and Engagement Tool	Increased monitoring	More frequent feedback
Academic misconduct	Plagiarism	Exam fraud, proctoring	Increased surveillance	Aim at devising more authentic tasks
Course Scenarios	Loosely scenarised	Highly scenarised	Increased teacher work-load	Increased learner support
Discussions and Meetings	Mostly face-to-face	Mostly video- and text-based	Less natural	Allows automated analyses

Each change above entails pedagogical support services to help teachers choose the best options and practices

Univ. Grenoble Alpes Pedagogical Support Service: DAPI

- Univ. Grenoble Alpes: 56,000 students, 6,000 teachers-researchers or administrative/technical staff
- DAPI: Pedagogy and Innovation Support Service
 - teacher training
 - pedagogical support of the university departments
 - educational resources production support

Teachers and Pedagogical Service's Efforts

	2019				2020		2021																	
	1st Semester				2nd Semester		1st Semester						2nd Semester											
	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A
<i>Teachers' effort</i>																								
Number of downloaded tutorials (PDFs)	N/A				421		2,059						456											
<i>Service effort</i>																								
Number of created tutorials	0				93		4						0											
Help-desk Tickets Number	820				1,940		1,760						1,055											
<i>Effort of both</i>																								
LMS-centered Pedagogical Training Sessions	2 (N = 50)				3 (N = 26)		13 (N = 639)						8 (N = 76)											
General Pedagogical Training Sessions	5 (N = 28)				5 (N = 28)		5 (N = 94)						9 (N = 114)											

COVID Times

Discussion: Some Lessons from Pandemic

- **On-line learning is not virtual**, it is actually enacted in individuals, buildings, and machines (Gourlay 2021). So it can be supported
- Teachers and students are less willing innovation than **care and support in their activities** (Vinsel & Russell 2020)
- They've been resilient, but **organizational support doesn't systematically interfere** with this resilience, but being self-disciplined and engaged in professional development in EdTech do (Weidlich et al. 2021)

Thank you for your Attention !

Any questions ?

References

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