

Online Workshop of 1 day

Online Pedagogy Series: Educational Trifles, Season 1, Episode 2 – by Jutta Pauschenwein alias jupidu

Current situation

As in spring, teaching in the winter semester 2020/21 and later on will be mainly online.

What's the problem?

A teacher tells me:

I have a lot of experience in online teaching as our study program runs online most of the time. Therefore everybody, the students and the teachers are very looking forward to meeting face-to-face in the two weekends and the two weeks we will learn together face-to-face during the semester.

And now these face-to-face meetings are cancelled. I have to teach online for a whole day and I'm wondering how I could bring energy, interaction and fun into the online day.

Some aspects of Being online

Being online all time is exhausting (we all know it), because on a deep personal level we are irritated by video conferences in different ways:

- In face-to-face conversation we don't see ourselves ... in a video conference we do.
- There's a certain time delay in the audio response ... which also bothers us. If there's a time delay in face-to-face discussions it has a meaning, hasn't it? So – consciously we know that a time delay online is probably caused by technology, but unconsciously we don't know this and feel insecure.

(for more information see References)

About motivation

The interplay of extrinsic and intrinsic motivation is complex, and probably we have already read somewhere that extrinsic motivators don't work always, and sometimes harm intrinsic motivation.

I like the *Selfdetermination Theory* of Deci & Ryan (see references) which states that autonomy, competence, and relatedness help with respect to intrinsic motivation.



Intrinsic motivation is reinforced if:

- if learners and students have some autonomy in learning,
- can use their competences in the learning process and make what they can and know visible for others (be appreciated) and
- feel related to each other.

How to solve the dilemma

Preparing the ground

By reflecting upon how to use the online learning environments in a good way teachers could consider these aspects:

- **autonomy**: delegate responsibility – **competence**: maybe some of your students are divine moderators and you didn't know it until now
- **autonomy**: give learners / students some freedom in learning,
- **autonomy**: trust instead of control.
- **competence**: re-formulate your tasks and make them as open as possible, in this way students can adapt the task and add their competences
- **relatedness**: insert group tasks, which will work online as well

In my experience: what students love most are **breaks** and **group works**.

You can change between individual work and group work. E.g. students do some research online individually, bring their findings together and continue collaborating.

Or students start together, build the framework for their collaboration, maybe agree about roles and responsibilities, then they work individually and meet again to finalize their "product".

Some rules

- Your input should never last more than 20 minutes (15 are better, also 10 could be enough).
- A break should last at least 15 minutes; 30 minutes are better.
- The teacher and the group have to appreciate the "products" of the students' groups and you have to reserve time for it!

An example from a teacher how to give responsibility to the students: *One useful role in an online group setting is called "regeneration" (in german mostly "regenmachen"). The moderator can have this role, but normally it is played by another participant. The "regen"-person is responsible for breaks, but also for observing the mood of people and asking to react.*

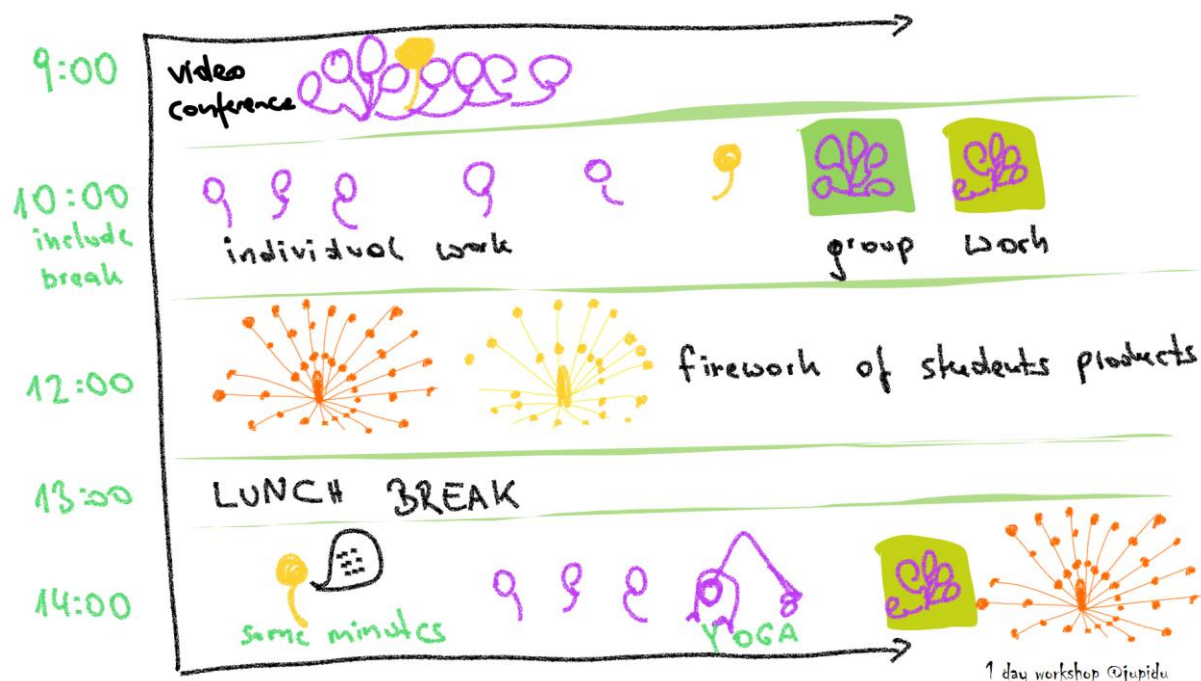
Proposal for a 1 day scenario

Workshop Day from 9:00 to 18:00

<p>9:00 Video- conference till 9:45 or 10:00</p>	<p>You start online and together. Say hello and include one (or more) of the items:</p> <ul style="list-style-type: none"> – Short discussion session (an icebreaker, hashtags, ...) <p>Example provided by a teacher: <i>weaving physical environment into the call is also a "change in the setting" type of break. For example, look through the window. Touch something and tell us about the feeling. Turn off your cameras and let's do a radio lecture.</i></p> <p>Example provided by a teacher: <i>Start with a check-in, where everybody says how they are feeling and what they have done before getting into the session. End the same way with a check-out: what am I feeling and thinking now? What will I do now? The person who does the check-out calls the next person to do it (in XR meetings it's against the protocol to talk without rising your hand and being asked by a moderator or another participant). These check-ins and check-outs are a very efficient ritual. They embed the situation of the call into the (virtual and/or) physical environment. Semiotically, they are something like a metonymic connection to the environment</i></p> <p>Idea provided by a teacher: <i>to use a mode we didn't usually use. For example, instead of something theoretical, try something concrete, that uses your hands.</i></p> <ul style="list-style-type: none"> – Recap: ask students to recap what happened last time (one of my colleagues uses the chat for the recap, and it works well) – Prepare a short online poll (maybe ask for the mood of students with emojis) tools: feedbackr - mentimeter - or use a visual collaboration tool as Miro <p>Now you can give some input (max. 15 min) and explain a task (max. 10 minutes) with a clear result as outcome. It helps if the task is also written down or visualized.</p>
<p>10:00 2 hours, a break of 30 minutes is included</p>	<p>Students work on their tasks, individually or in groups. – Example of a teacher: <i>students could do a webquest.</i></p> <p>The teacher is available for questions – you should think about how to do it. For example: I switch off my audio and video but leave my video session active. If students say something I hear them and can react.</p> <p>It's also ok to tell them, that you're available for a certain period at the start, and then again during the last 30 minutes.</p>
<p>12:00</p>	<p>Presentation / discussion of students' products</p> <p>Can be done in the video conference room or in breakout rooms</p> <p>Can be moderated by students</p>
<p>13:00 1 hour</p>	<p>Lunchtime</p>
<p>14:00 15 minutes</p>	<p>Collect energy</p> <p>The teacher posts a video, a text, an audio, a visualisation, a joke / gag and some questions – what is wrong, doesn't work, why is it a joke? How would you react in the role of ...</p>

	OR: the teacher invites the students to look for a joke, post it in the channel, watch it ... and maybe one of the students create a poll and they choose the best joke / gag ...
14:15	Some elements from the morning session AND ...
30 min	Don't forget the break
1 – 2 hours	Student work in groups or alone
5 – 10 minutes	Yoga exercise together All students look very tired and you feel ... well. So it's time for Yoga but ... you're no yoga teacher. So ask your students. Last time my class and I did a yoga exercise together guided by a student – downward dog – which helped us all to wake up. And the competence of this student was appreciated.
17:00 The end	The closure of the day is important, the teacher summarizes (or the students?), appreciates (also the students could appreciate what others have done), and gives an overview of what is still to come (maybe the students can add what they want to do in the course) Of course the closure can be done earlier, before the individual / group work BUT then the teacher has to set a clear deadline until when this task has to be finished and after this deadline he or she needs to react immediately (more or less).

When I want to check if a concept works I visualize it. In drawing I understand if something is missing. I need to understand the concept to draw it.



Teachers who already used this approach reported that there was a lot of students' discussion, even more than in face-to-face situations.

References

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