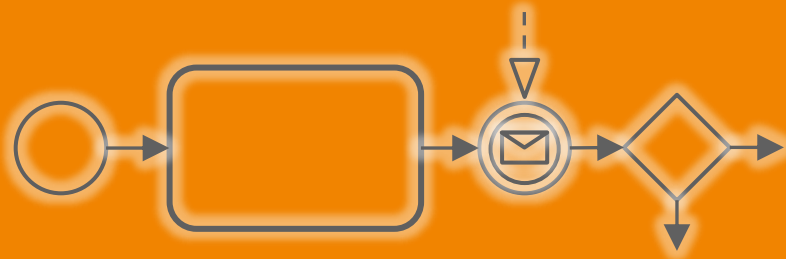


Better Results in Online Teaching than in Classroom Teaching, for Real?

Experiences from an online course at the German-Kazakh University



9th Didaktik-Forum @ THB

Prof. Dr. Vera G. Meister & Wenxin Hu, M. Sc.

June, 30th 2020



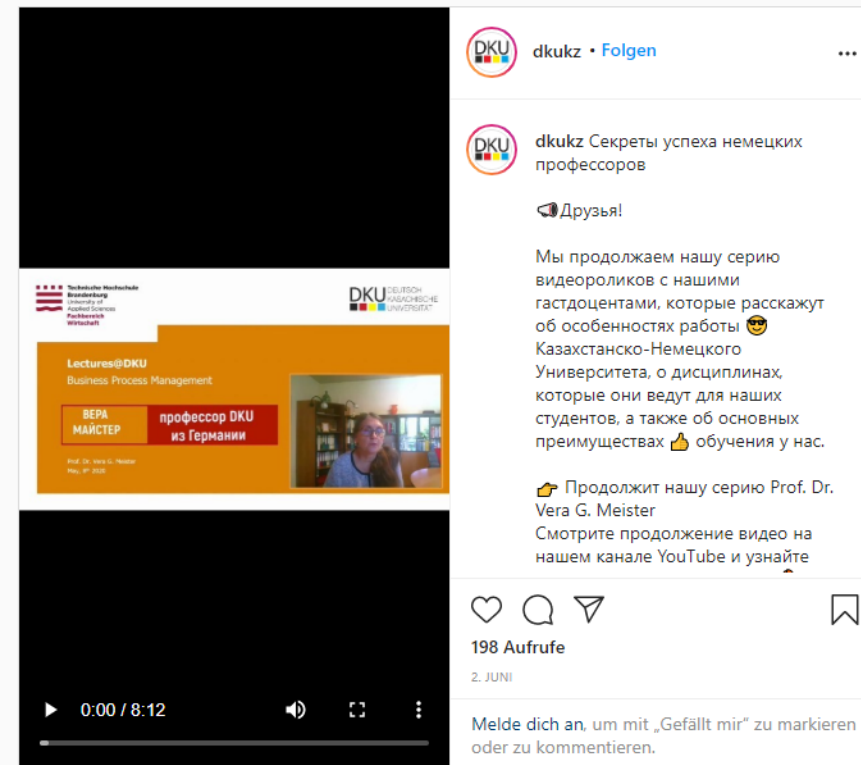


Flying Faculty at German-Kazakh University

- Member of Flying Faculty since 2018
- Taught course: Business Process Management
- For students of two study programs in their 4th year:
 - ❖ Management
 - ❖ Information Systems
- Volume of the course:
 - 60 learning units
 - within 2 weeks
 - 5 ECTS



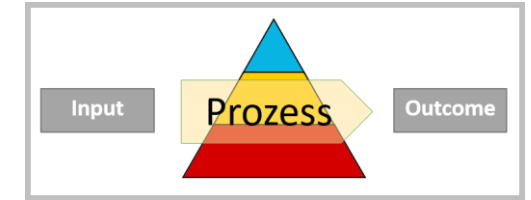
Instagram





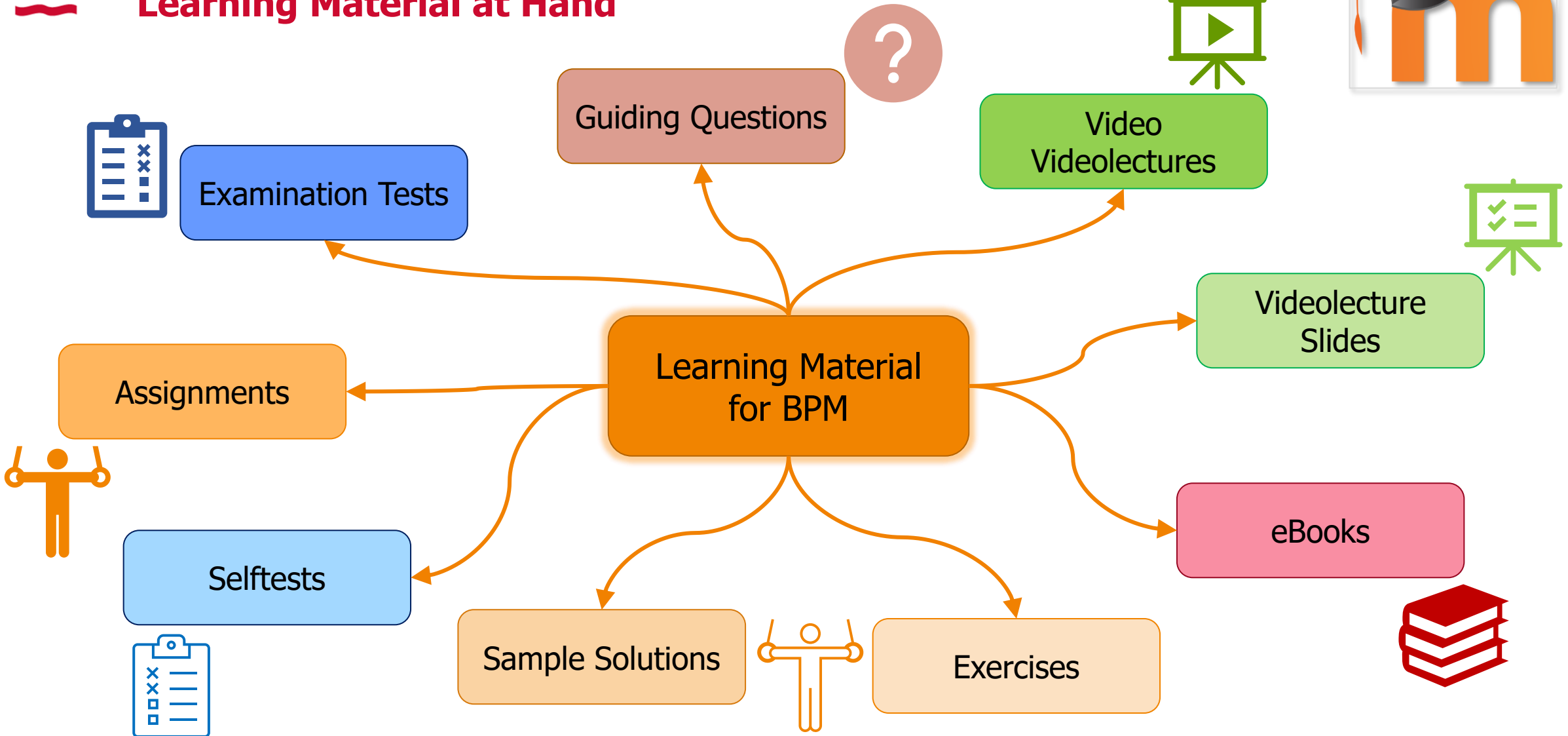
Learning Goals

1. You understand the requirements and problem areas in the management of business processes.
2. You have basic skills in the analysis and modeling of business processes in practice.
3. You can competently use the standard notation specified by the OMG for modeling business processes BPMN 2.0.
4. You will gain experience in planning and implementing projects for process modeling, in particular in applying survey methods.
5. You can use software tools for process modeling for practical problems or projects in a targeted and systematic way.
6. You will gain a first insight into the digitization and technical execution of business processes.





Learning Material at Hand





Aspects of Didactic Design

Communication

- synchronous
- asynchronous
- N° of participants



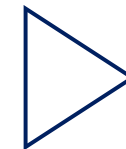
Motivation

- extrinsic
- intrinsic
- blended










Trigger

- push
- pull
- timer





Tools and Use Cases

Tool	Kind	Use Cases
Moodle 	Learning Management System	<ul style="list-style-type: none">• Publication of documents and direct links to video lectures• Attendance monitoring• Course structuring and scheduling• Announcements, asynchronous communication• Access to tests and assignments
BigBlueButton 	Video Conferencing Service	<ul style="list-style-type: none">• Synchronous communication• Group work and individual consultation
eLectures@THB 	Video Content Management	<ul style="list-style-type: none">• Access to all video lectures
Camunda Modeler 	BPMN Modeling Tool	<ul style="list-style-type: none">• Modeling of business processes
Camtasia 	Video and Screencast Software	<ul style="list-style-type: none">• Recording of missing video lectures
Adobe Acrobat 	PDF Reader + Editing Services	<ul style="list-style-type: none">• Reviewing and commenting students' work
Google Drive 	Public Cloud Drive	<ul style="list-style-type: none">• Storing of students' video presentations



Course Scheduling

Zeit in DE	Zeit in KAZ	17. Apr	20. Apr	21. Apr	22. Apr	23. Apr
			Video lecture BPMgt1	Video lecture BPMgt2	Video lecture BPMod	Video lecture BPMN1
10:20 - 12:00	14:20 - 16:00		Q&A Exercise BBPM1	Q&A Exercise BBPM2	Q&A Exercise BBPM3	Q&A Exercise BBPM4
12:15 - 13:55	16:15 - 17:55	Kick-off lecture Q&A	Individual support as necessary	Explore project domain	Plan project requirements	Analyze project process
			Self test BPMgt1	Self test BPMgt2	Self test BPMod	Self test BPMN1

Zeit in DE	Zeit in KAZ	24. Apr	27. Apr	28. Apr	29. Apr	30. Apr
		Video lecture BPMN2	Video lecture BPMN3	Video lecture BPMN4	Video lecture BPMN5	Video lecture BPMgt3
10:20 - 12:00	14:20 - 16:00	Q&A Exercise BBPM5	Q&A Exercise BBPM6	Q&A Exercise BBPM7	Q&A Exercise BBPM8	Final test
12:15 - 13:55	16:15 - 17:55	Individual support TA1	Individual review TA1	Specify project process	Individual review TA2	Individual project consultation
		Self test BPMN2 & TA1	Self test BPMN3 & TA2	Self test BPMN4	Self test BPMN5	Self test BPMgt3



Self study with asynchronous communication via Moodle

Synchronous group communication in BigBlueButton

Synchronous individual consultation or small group work in BigBlueButton

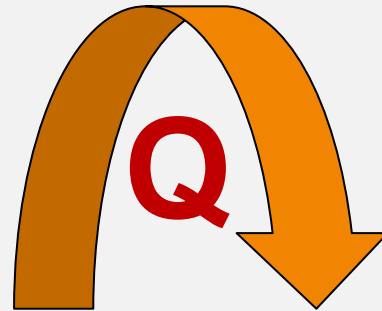


Framework of Learning Activities



Students

- Watch video lecture on new topic
- Post questions in discussion forum in Moodle



- Group work on new exercises
- Presentation of results
- Prepare/finish exercises and assignments
- Do self tests
- Perform project work

Kick-off lecture



asynchronous

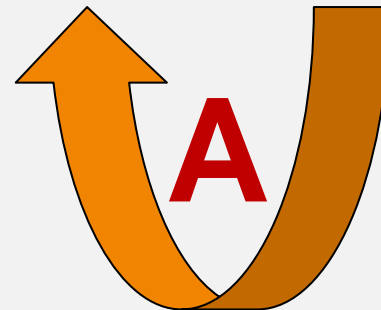
synchronous

asynchronous



Project delivery

- Monitor students' activities and achievements
- Read questions

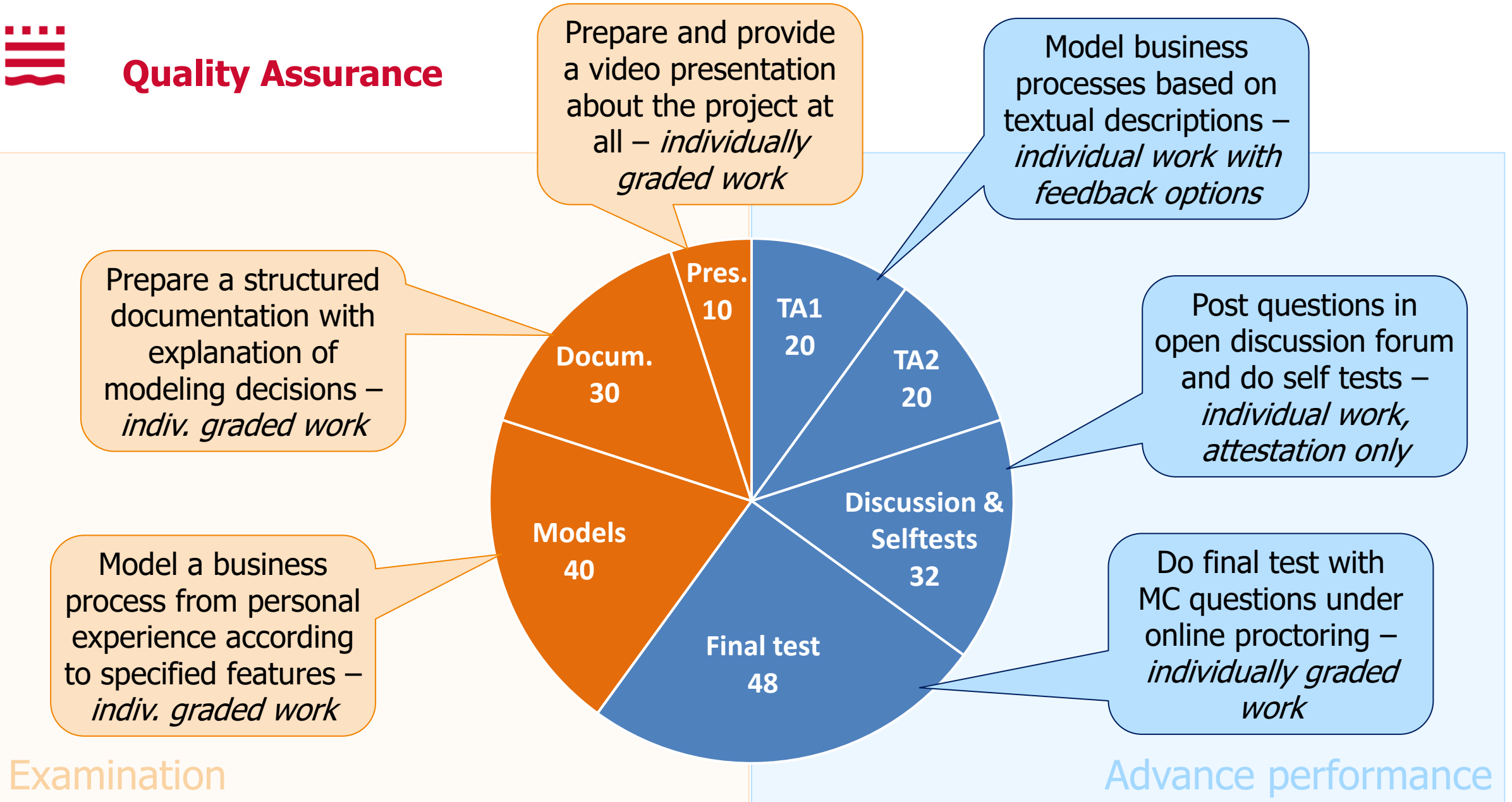


- Individual project consultation
- General and individual assignment review
- Review and comment students' assignments and project work
- Evaluate students' work and give feedback

Lecturers



Quality Assurance

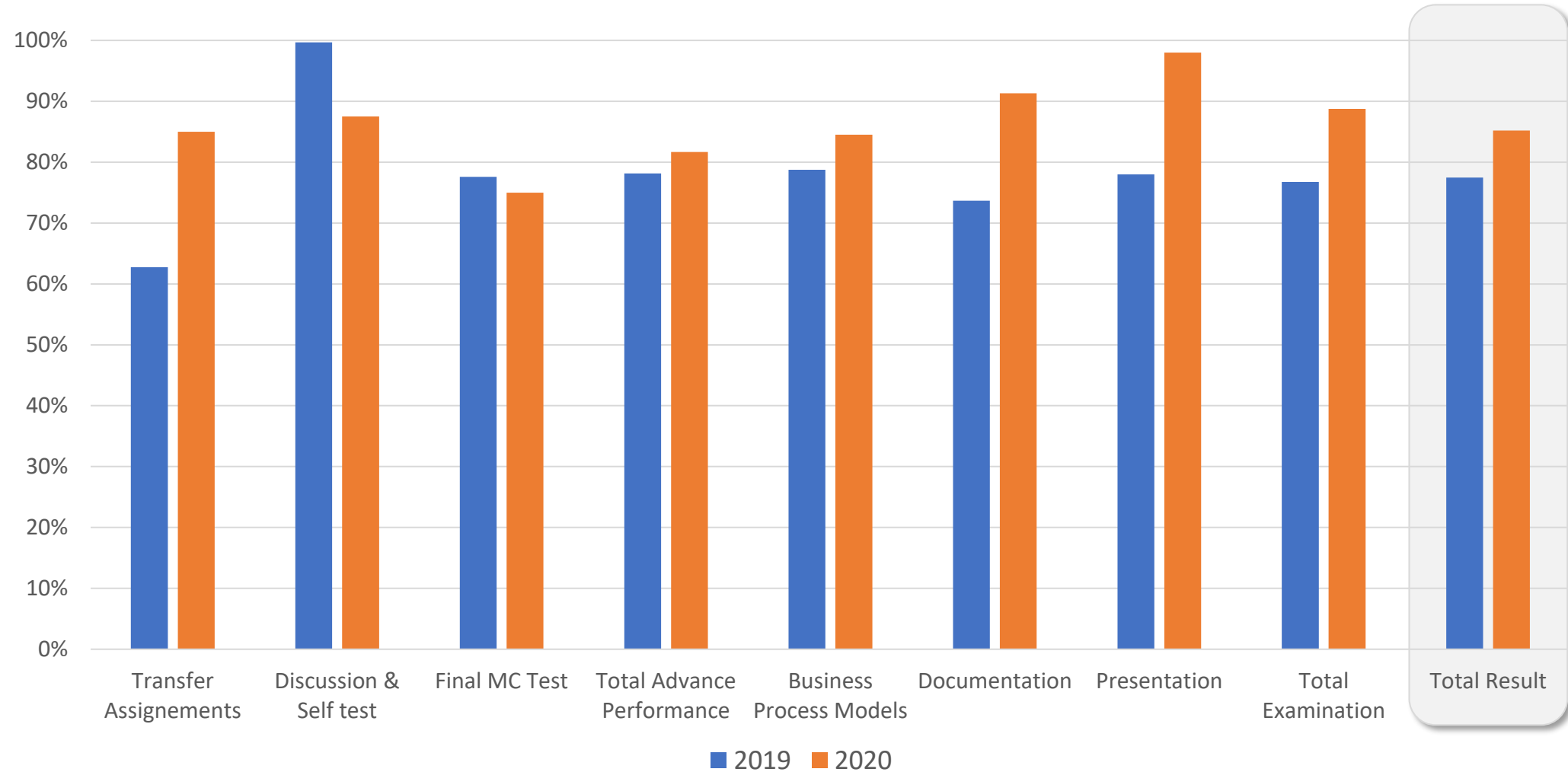


Examination

Advance performance



Results in Comparison





Lessons Learned and Discussion

- ✓ Inverted Classroom setting implies better preparation of students during the classes.
- ✓ Students appreciate flexibility in terms of time, location and language.
- ✓ Posting questions in advance leads to much deeper discussions.
- ✓ Even if synchronous attendance is less than in classroom teaching, the overall effort is not.

- ❖ What other incentives do you know for preparation and follow-up of classes?
- ❖ What experiences do you have with proctoring services?
- ❖ What other media or technology can you recommend for such a didactic setting?

Thank you for your attention.

Prof. Dr. Vera G. Meister & Wenxin Hu, M. Sc.

<https://bmake.th-brandenburg.de>

<https://fbwtube.th-brandenburg.de>