

## **29 – 30 June 2020: Didaktik-Forum 2020**

### **Shifting from face-to-face teaching to virtual alternatives on short notice**

#### **Day 2**

**30 June 2020: 9:40**

#### **Better results in online teaching than in classroom teaching, for real?**

Prof. Dr. Vera Meister, Brandenburg University of Applied Sciences, Germany

##### **ABSTRACT**

As a member of the Flying Faculty at the German-Kazakh University in Almaty, I was looking forward to finally experiencing the city at a beautiful time of year. Unfortunately, Corona prevented this. Moreover, ad hoc I had to change the concept of my intensive course in Business Process Management (60 hours in 2 weeks) to pure online teaching.

Fortunately, I had already produced videos for most of my lectures earlier. To complete the series, I produced the missing two lecture videos under exceptional conditions in my home office. So, I was able to implement a full-fledged Inverted Classroom concept.

The question remained, how to activate the students in the daily remote presence and at the same time support them in the practical exercises. I remembered a method I had read about in the early days of eLearning. I set up two discussion forums in Moodle: one to discuss the lecture content and one to provide practical support for the exercises. I communicated the following rules to the students: 1) Everyone is obliged to consume the respective lecture before the start of the remote classroom session and to place at least one subject question about it in the first forum. Regardless of the quality of the question, this effort will be scored, but questions should not be repeated. I answer the questions orally in the video conference every day. 2) All questions arising during the practical exercises are to be written in the second forum and will be answered by me there promptly in writing.

From day one I was fascinated by the quality, depth, and creativity of the questions. They were the basis for really entertaining and exciting discussions. I was even more astonished that the students, who were so far away and whom I had never seen live, succeeded not only in quickly grasping the practical methodology, but also in applying it in high quality in their own projects.

In addition to the practical projects, a comprehensive online test is also part of the examination. Together with my staff and using free tools, I succeeded in completing this test in a legally compliant and fair manner. Unlike the two years before, when I held the course on site, nobody failed this time. The examination results were better overall and the feedback from the students was also consistently positive.

Although I am obviously very happy about this success, there are still many questions that I would like to discuss with the participants of the Didactics Forum:

- 1) What could be the hidden causes of this success?
- 2) Could it be that the extreme situation in relation to Corona has a positive effect on the motivation of the students?
- 3) What can we take away from these experiences into the time after Corona?
1. I look forward to a fruitful discussion.