

Distance Learning at University of Geneva

Focus on quality



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Agenda

1. Digital tools used at UNIGE
2. Internal Portal : online and blended learning
3. Quality of Distance Learning at UNIGE

Digital tools used at UNIGE

Learning Platform : Moodle

Streaming/recording : Mediaserver, Zoom

Storing: Mediaserver

Interactions : speak up, padlet, Pingo, Tricider, Moodle-Forum, OpenBoard

Video: Camtasia, Powerpoint-narration, Handbrake

Explore: conceptual maps, hypothes.is

Sharing : SWITCH drive, onedrive

Assessment : Moodle-Exam, Moodle-Assignment, Moodle-Quizz

Portal : online and blended learning

Intranet for teaching staff

- Initial objective of hosting the content and resources made available during times of crisis
- Since September 2020, to support UNIGE's mission in terms of providing quality online and blended learning, supporting the UNIGE teaching community and to encourage instructors to approach online education

TO CONCEPTUALIZE AND IMPLEMENT AN ONLINE OR BLENDED LEARNING PROJECT

**MASTERING THE TOOLS –
MOODLE, ZOOM,
MEDIASERVER & CO
TUTORIALS**

**INTEGRATING E-LEARNING
INTO MY TEACHING**

CONTACT & SUPPORT

FOR FURTHER REFLECTION

TEACHER'S FAQ

COMMUNITIES OF PRACTICE

**TOOLBOX, KEY REFERENCES
AND RESOURCES**

Integrating e-Learning... with specific objectives

**IMPROVING
INTERACTIVITY**

**TRANSFORMING
A COURSE INTO
A BLENDED
FORMAT**

**INTEGRATING A
MOOC**

Integrating e-Learning... within a specific context

**A COURSE WITH
MORE THAN
100 STUDENTS**

**A FULL-DAY
“BLOCK”
COURSE**

**A COURSE WITH
A STRONG
PRACTICAL
DIMENSION**

**FOR STUDENTS'
ASSESSMENTS
& EXAMS**

INTEGRATING E-LEARNING INTO MY TEACHING

Transforming a course into a blended format

Learning design options for the transformation of a module/course into an e-learning/blended format

Depending on the requirements and needs of each module/course, we offer three learning design options for the implementation of online learning: light, intermediate and advanced:

- The light option allows you to take the first step towards transforming your classroom-based course/module into the e-learning format. We will help you to upload and organize the pedagogical resources of your course/module.
- The intermediate option guides you, in addition to structuring the teaching resources, in scripting your course/module with more substantial resources and videos to guide learning.
- For those who wish to go further, the advanced option allows you to build a personalized learning journey for learners. We invite you to view the video clips below for more information.



Transformation - Option légère



Transformation - Option avancée



Transformation - Option intermédiaire

Contact & support

Should you need further advice, guidance or technical support on your e-Learning projects, the teams of the [Centre for Continuing and Distance Education](#), the [Teaching and Learning Support Centre](#), the [e-Learning Centre](#) and the [MOOCs centre](#) remain at your disposal to help you (e.g.: technical questions linked to the tools, pedagogical scripting, project planning when considering the transformation of a face-to-face course into a blended online course, the process inherent to the integration of a MOOC etc.).

**WEBINARS /
WORKSHOPS**

**CUSTOMIZED
SUPPORT**

**ADVANCED
TRAINING**

Peer testimonials

This section provides short clips of UNIGE instructors describing their respective experiences of switching and adapting to teaching remotely. The clips contain useful tips, lessons learned and good practices in terms of online/blended learning.

ADAPTATION OF THE HISTOLOGY LABS IN BIOLOGY



SWITCHING TO ONLINE LEARNING – PINGO, OPENBOARD, ZOOM



SWITCHING TO DISTANCE TEACHING – ZOOM AND OPENBOARD



COLLABORATIVE INTER-GROUP WORK



FLIPPED CLASSROOM PEDAGOGICAL APPROACH



FLIPPED CLASSROOM PEDAGOGICAL APPROACH



REINFORCING THE PEDAGOGICAL USE OF THE FLIPPED CLASSROOM BY CREATING INTERACTIVE VIDEOS



Quality of Distance Learning at UNIGE - a specific project

- **Intention of the project** : get an idea of the quality assurance system of distance learning provision at UNIGE
 - Self-evaluation exercise
 - *ENQA Considerations for Quality Assurance of E-learning provision (2018)*
 - Relevant dimensions and indicators
 - Identify the current practices
 - Make recommendations for future developments

Methodology

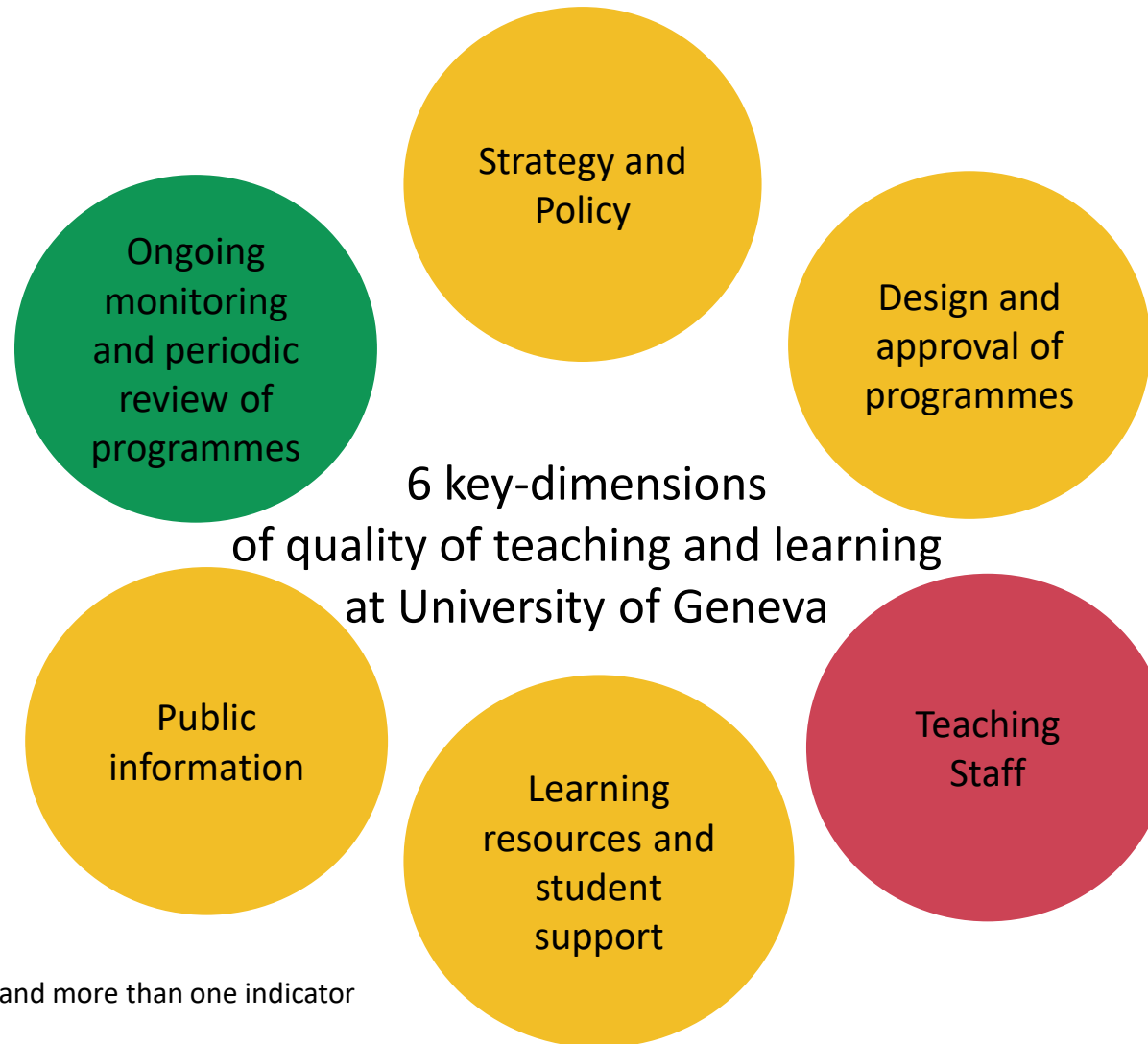
- 6 selected dimensions
 - Strategy and policy
 - Design and approval of programmes
 - Teaching staff
 - Learning resources and student support
 - Public information
 - Ongoing monitoring and periodic review of programmes
- 41 indicators
- Information on existing practices collected from 17 distance education stakeholders

Results

(pre-covid19)

- ✓ Visual diagram of the situation at UNIGE
- ✓ Directory of practices
- ✓ Recommendations by indicator (must have-nice to have)
- ✓ Summary of main recommendations

Results (pre-covid19)



Legend

Green: a majority of indicators achieved

Orange: a majority of indicators partially achieved

Red: a majority of indicators partially achieved and more than one indicator not achieved

Main recommendations

considered a priority by the Bureau Qualité

1. Develop pedagogical expertise related to e-learning at the faculty level as a complement to common services and introduce it in the process of validation of programs at the faculty level
2. Ensure the availability of adequate and sufficient technical support resources on the long term
3. Document the advantages and disadvantages of the hybrid/distance format: launch studies and make the results available on the distance teaching portal
4. Valuing the training courses followed in the HR file of the personnel (teachers, assistants, administrative and technical staff) and in the renewal file
5. Finalize the skills repositories (teachers, students), define the areas of skills development, develop the tools / training / resources accordingly

6. Establish long-term recommendations for online exams
7. Finalize the Learning Data Analytics Charter
8. Formalize the need to maintain servers and Moodle 24/7 (major risk)
9. Communicate to the public (future students, partners): positioning of the UNIGE, required material, workload, targeted skills specific to the format
10. Maintain the "hybrid/distance" items in Teaching Evaluation and Program Evaluation, integrate pedagogical expertise related to e-learning in expert groups where appropriate.
11. Consider the issues of accessibility of distance learning for students with special needs

Main recommendations already achieved

(done in connection with the pandemic)

- ✓ Strategy - display an institutional positioning
- ✓ Integration in the analysis of major risks
- ✓ Develop teachers training - bring together the training offer - promote the exchange of practices
- ✓ Ensure technological support at large scale
- ✓ Integration of the notion of off-campus examination in the reflection on e-assessment
- ✓ Circulation of recommendations for online exams
- ✓ « Distance » items in teaching evaluation

Main recommendations

to be considered in the **long** term

- Integrate e-learning in the institutional strategy
- Integrate e-skills into HR policy (PENS/PAT, recruitment/continuing training), complete the training of new teachers
- Expand the use of Learning Data Analytics from Moodle, ensuring anonymity, in order to contribute to the improvement of the system, especially in terms of student experience

Thank you!

Questions? Comments?



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