

#### UCC+2: e-Learning and Teaching in a post-Covid university

Office of the VP for Learning and Teaching



#### A TRADITION OF INDEPENDENT THINKING



#### What we hope to achieve...

Are we going in the right direction?

Lay some foundations for revised Digital Education strategy

Feedback to staff townhall in March

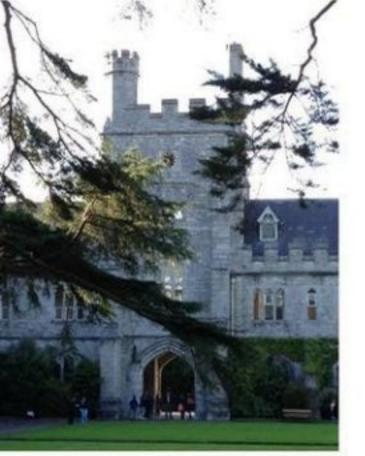


Professor Paul McSweeney
Vice President for Learning and Teaching

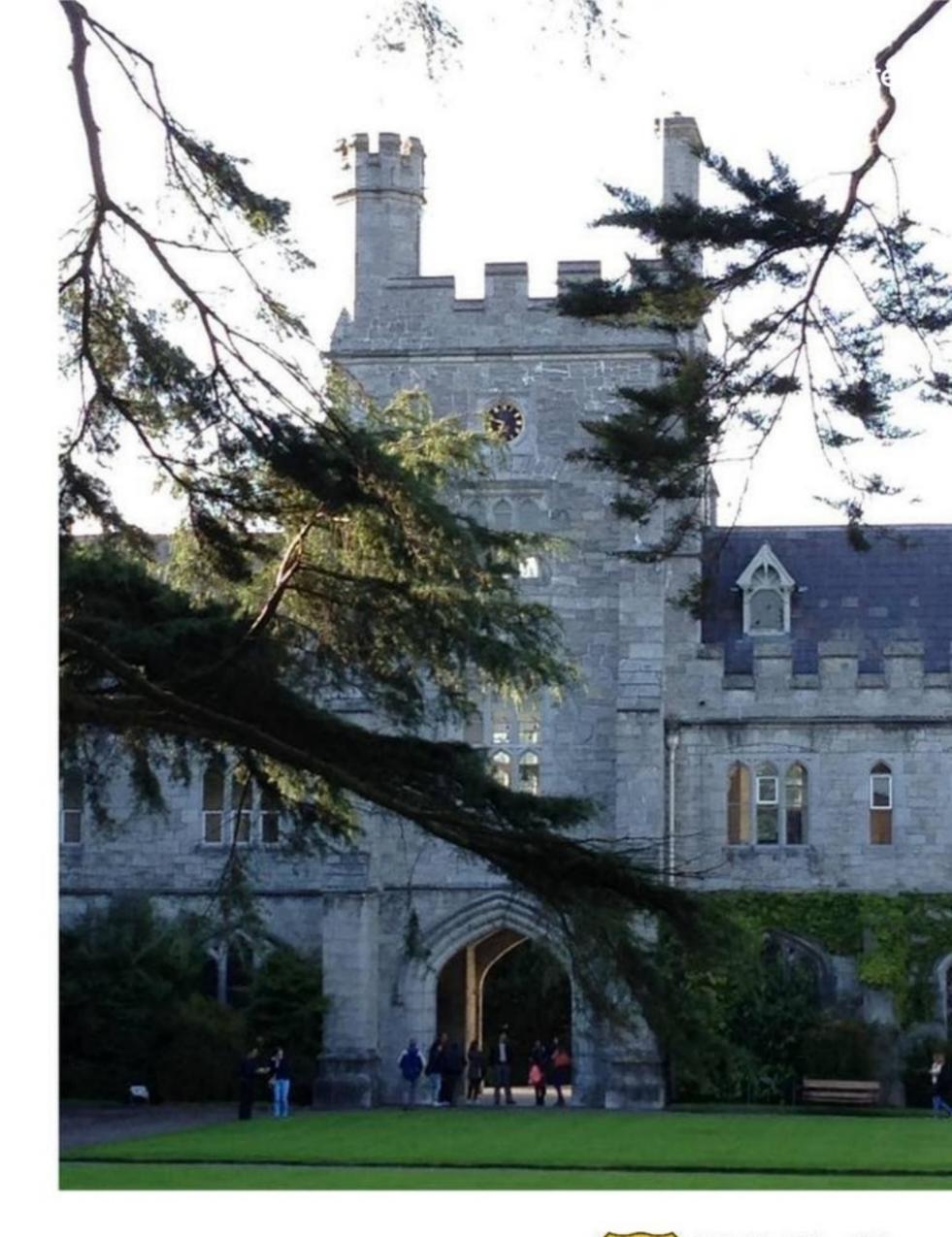








UCC is and will remain a campusbased university







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One size will not fit all...







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Status quo ante is an option





#### HOW YOU CAN INTERACT



Post comments in the chat area.



Keep microphone muted when you are not speaking.





Start your comment or question by stating your name.

#### Mentimeter

- Tom O'Mara
- Head of Digital Education
- OVPLT



#### How have you felt about the last year?



M Mentimeter

Please submit up to three words which describe what you liked about the online experience during the last year.



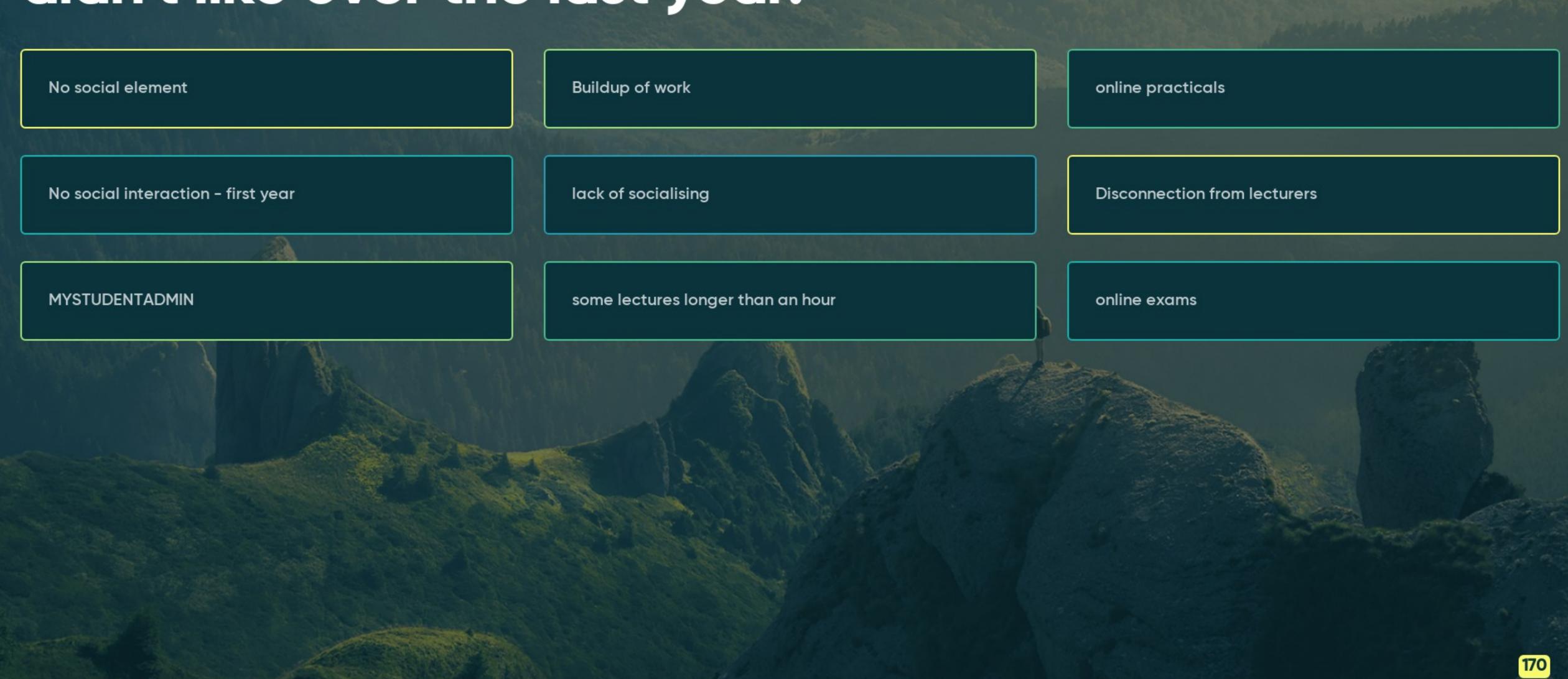
**Technical difficulties** Lack of feedback Bigger workload than usual Lack of engagement from lecturers An excuse for lecturers to disengsge Lack of feedback Lack of feedback a sense of an isolated learning experience Complete disconnect from lecturers and fellow students / very impersonal / reluctance to turn on cameras and talk

Lack of interaction with peers Paying full fees for an online education. overload of information in lectures some professors just rush it Not making friendsNo college experience Lack of engagement lonely, so much work, all talk no trousers Isolation, lack of interaction lack of feedback





lack of social aspect I'm isolated in my room having to live at home Little to no social interaction Lecturers taking advantage of time and workload Lecturers not recording Bigger workload than usual Being alone, unable to contact peers or lecturers Lack of technical knowledge in staff



**Government Acknowledgement** 

Not enough help from department

Lack of engagement

Lack of communication Lack of understanding

Lack of engagement with some modules. Live element definitely required to get students immersed in content.

Paying full fees for courses online

the lack of face to face engagement less engagement then face to face learning feeling os self isolation while studying.

Interaction with peers over homework and cooperation severely severed

That everything is online. One of my modules is very practical based and we are now having to do it online. So we have no hands on experience

Assessment being characterized as continuous but only being one 100% assignment

Online labs are not as good

lack of motivation due to lack of communication

Way more work than usual, used the lockdown to pile on extra lad sesh

didn't make even one friend until 5 weeks into semester

Inability of lecturers to gauge class understanding in order to tailor content.

totally pre-recorded lectures are not 'teaching'

felt entirely disconnected from ucc- most societies felt closed off to me as they already knew each other and they had minimal interest in interacting w new members Same expectation of students as last year despite living in a much more stressful and difficult period; isolation; increased workload

Lack of communication

panapto system

paying 15000 euros for an online course

Not even feeling like I'm in college anymore, just watching videos everyday

The workload seems to be bigger

Unclear instructions on assignments and when we have actual lecturers

Condescension from lecturers, the canvas interface being overwhelming and spammed often

Feel like extra workload. Unorganised and last minute notifications. So much uncertainty about placement and expected to keep the whole summer feel just in case

The amount of content trying to be covered has increased exponentially even though it should have gone the opposite direction

for first years, it was difficult for lecturers to get to know you/ you get to know lecturers and other students

A pile up of exams and CA in the 2 weeks before Christmas due to lack of proper scheduling. Also lack of socialisation ofc

overloading us with work and not understanding how stressful it is to be a student during a global pandemic

How lonely it was. The lack of social interaction made it even more difficult

\*\*\*extra reading

Being left in the dark for the first 2 or 3 weeks when colleges closed

I know no one in my year

lack of motivation

being unable to bring up questions immediately





disconnect from teachers and other students, nobody to hold me accountable for weeks at a time

lack of continuous assessment

No social element - just constant work with no break

Lack of notes or instruction for first years

To be honest as a first year living at home I haven't felt like I'm in college at all. It's so difficult to make friends and engage with material. College in general has been difficult.

conflict between wanting to see friends and feeling culpable for covid as part of the 18-24 demographic

so lonely, all talk and no action

Increased workload

Lack of overall cohesive approach





much more self-directed learning than usual

Paying full fees

Quality of learning is lacking compared to in person teaching

Different departments doing their own things

lack of difference from Leaving Cert to Uni. Haven't fealt a transition yet

Lack of feedback, zero word back besides a number today

Lack of support from lecturers and taking a long time to reply to queries

Impossible to learn a language online

The lack of classroom experience. It's great listening to lecturers. However, I'm not gaining as much as I would being around my peers.

Lecturers disengaging because its online

little continuous assessment feedback

Still paying nearly full fees

Lecturers don't seem to care about students. Just give lecture notes and expect huge amounts of work

Lack of motivation to do work. Think I'll do the lecture later that day but all of a sudden I've two weeks work of work to do.

Lack of engagement for first years

A lot expected off us

Feeling out of touch with classmates. Particularly as a final year student

Lack of communication. Things not being put up on time. Larger workload and never being able to get away from it.

no lab experience - final year science student

Change from exams to assignments without guidance

The absolute panic of getting the exams scanned and submitted

feeling like college will never be fully in person again

Not able to look over assignments or exams to see what you got wrong

intimidating to ask lecturers questions in front of the whole class (first year)

Lack of information regarding placement - I understand that it is an uncontrollable situation but there was a lack of basic information

The lab experience we have lost. We are now entering 3rd year and don't have the basics

Completely disconnected from every aspect of university life

Lecturers come across as cold and unhelpful

Assessment after Christmas

the lack of personal interaction

Not being in labs

Creativity and originality has been suppressed.

Paying 7,500 euro for an online Masters

lecturers putting work online appose to classes

Lecturers prerecording lectures and not taking feedback from class e.g. "this section is unclear can we go slower"

Left in the dark





I just don't think the government know the anxiety and stress students are facing, and the continuation of this can lead to more stress.

not being on campus

Labster <-- hate this

Difficulty paying fees when out of work due to COVID

Build up of pre-recorded lectures when I didn't do it on time

the last minute decisions by UCC

exams after xmas

I've had to set up my own event in order for my classmates to even get to know each other

Lack of continuous assessment





Unable to connect with classmates or lecturers, affects networking, especially in a Masters level course

Lack of feedback, lecturers not knowing how to use MS teams properly and continuing not to learn. Inconsistency within departments on how modules are thought. Complete lack of interaction. Extreme self direction.

Only got 4 out of 12 in person classes for a subject that is practical and needs in person teaching

The lack of structure and heavy workload

pre recordings have nearly always ended up being much longer than the time allocated for them

Also we've had no feedback on any form of assessment

the isolation, overloading us with work, 100% of most modules on one assignment and calling it 'continuous assessment'

The lack of structure is messing with my mental health.

Lack of peer-to-peer support is tough too.

Things go up at arbitrary times, constantly asking "was the lecture put up yet?"



not feeling a part of UCC (not the colleges fault i don't think there is anyway to truly achieve it online)

Having to chase lecturers for content to be uploaded on time or feedback to be given back.

lab reports on experiments I've never done

UCC waiting until other universities made decisions

Poor decision made on cancelling placement in March '21

not meeting people as a first year

lonely lonely first year

School of biochemistry are not accommodating at all.

Making everything harder than it should be and making
us worry

No enjoyment of college experience - first year



Hollow platitudes without any action backing them up Lack of exam feedback Exams after Christmas were not good for mental health no comment when getting an assignment back, so I No financial support full fees and full capitation fees when not using any on don't know what to work on or fix campus services lack of feedback **Exams after Christmas** attending a college you dont feel a part of



Using McGraw Hill for so many modules and the cost of it (CUBS)

24 hour exams have increased expectations rather than actually giving us more time

Very little sympathy from some lecturers. Not looking to be treated like a four year old but certainly a bit more compassion would go a long way! being told by the university to get accommodation at the start of the year as a first year only to have it close down a few weeks later

Very slow to receive feedback

The physics department

1 week holidays since September

i dont even know what some of my lecturers look like because all their lectures are pre recored

No Christmas break





As a rep, I am finding it difficult to communicate with the class. I find that it is like speaking into the void. It's like nobody is interested.

Missed out on work placement

first-year - so alone

Burnout

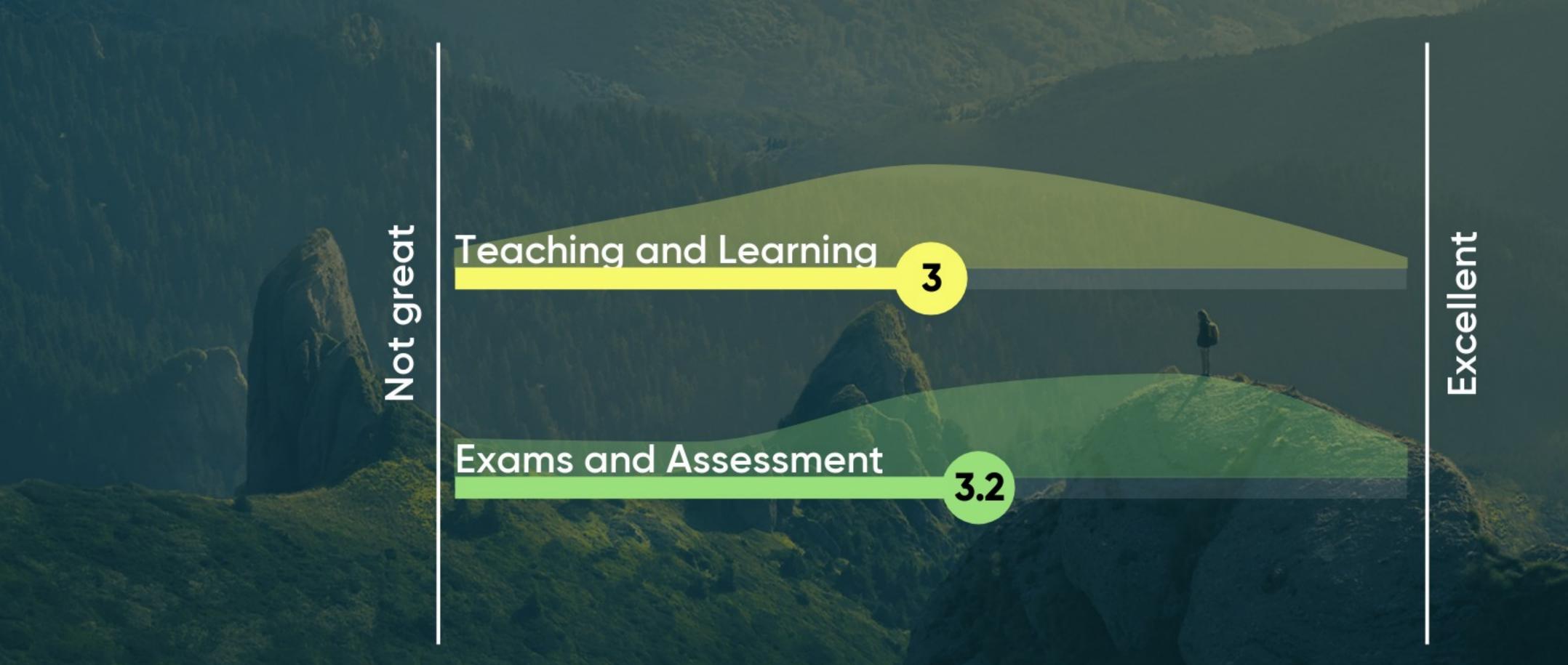
Final Year project from home. Unable to access lab

Make an effort to understand what kind of set up students have at home for distance learning.

The whole year's timetable being shifted for the LC, taking time off holidays and exams in January - why not just take a few weeks off in may?

Assessemnts after Christmas meant that we had no real time off

## In your view, how effective have the following been over the last 12 months?



Invest in it Live lectures!! Better communication Clear schedule and outline Having exam feedback Live lectures Observe some lecturers quality of online teaching Mandate recordings Exam feedback

Be more like Dave Ottway Clear communication, not platitudes first year specific helpcoffee mornings do not work Clear workload Standardization! reduce the fees for online programs Ensure all lecturers are on the same page -**Better Communication** Supports for first years to meet. Completely left behind **CONSISTENCY** is key

Ways to interact with our class More social interaction with lecturers Adapt to online exams - harder is not an improvement Be a bit more proactive in engaging students A more standardised approach more continuous assessment to take pressure off final exams Continuity accross different modules All lectures should be recorded Clear communication

Exam and assignment feedback

Better communications

standardize open or closed book exams between departments

communication is key.

Feedback on assignments and exams

Update students more regularly about what's going on!

recording of live lecture and having more continuous assessment integrated into modules has been received very well from my year

a minimum requirement for live lessons/engagement

Make it easier to contact lecturer

Better exam information

not much they can do. I feel as though they are doing the best they can considering the circumstances

More support for first years

Better feedback

Transparency

Better communication, CA and lab report feedback is non existent

proper clarification in regards to lecture times, assignments, etc etc

More live leactures

better communication





More communicationMore understandingMore continuous assessments

Being able to meet people and learn from your peers would be nice

Otway\* apologies Dave

HAve more Sean Murphy's

Live lectures and keep contact with students

More consistency in platforms being used, lecturers being trained in the correct platforms, files and links need to be in a consistent place each week for easier access Allow 10minutes at the end of lectures to allow students to move to another lecture

More instructions & feedback

reduce fees





More MS Teams Breakout rooms

If some lecturers actually made an effort to teach us

Give us a realistic idea of when we might be back on campus

live lectures, i don't even know what some of my lecturers look like, and as a first year, I think that is important, to feel more in touch with the colllege and peers etc

More pressure to keep up with college work like live lectures

Better communication; greater understanding of difficulties faced by students; better support for students who are struggling Greater training for lectures

More coordination between online tools

more small group work, more engagement during live lectures like in normal times





Break the assignments into weekly/monthly exams

Assignment feedback back quicker, greater access to online study materials such as pdfs of books

Online learning is much more draining

mandatory recording of lectures and encourage lecturers to do more than read straight from slides

More opportunities for students to feedback to lecturers formally

Bring PAL for first years

More continuous assessment

consistency

faster communication





Give better feedback Make it compulsory to turn on cameras **Create Consistency** Live lectures but record them all More feedback ensure a holisitic learning experience, engagement from lecturers, emphasis on social (online) events Same exam format consistency within modules more consistent way of doing the modules

Upload presentations prior to lecture

Communication

universal upload format regarding lectures – there's a 'recordings' tab for a reason but some lectures simply do not use it more drop in sessions for qa

Prioritise final years- no access to labs for FYPs

Make modules more interactive eg: group projects

not making exams harder just because they are open book, there are still many difficulties doing them from home, if not more

More communication from lecturers, they seem to be more unavailable now than before the pandemic

monthly course coffee mornings with course heads or lecturers – informal way to connect with the disciplines staff



consistency is a big one, also giving more time for exams as opposed to just 1.5 hours

More short lectures

Return CAs

More CA not just mcq and final exam

More Paul McSweeney

More resources for postgrads

Communications need to be standardized

 More empathy and understanding from staff in relation to how much pressure/stress we're all under-Better mental health supports- Consistency from lecturers- More flexibility on assignments submission dates- Record all lectures

encourage all lecturers to record voice overs on lectures to explain content.



Bring Dave's dog to council always

Better equipment

More support for first years

Ask more questions to students/ call out names to get better interaction

Have the classes be more uniformed not just a class Charing about the material as but lectures too

All of my lectures in semester 1 were pre-recorded so I had no interaction with my classmates, very isolating

Record live lectures as a practice. Better social support. Consistency in how we get lecture notification (some canvas, some email, some actual team).

Ensure basic continuous assessment feedback. Have an open-book exam policy, many students are ignoring closed-book policies during exams. Live lectures good for structure when we have almost nothing else to separate days.

more notice

More support for lecturers and students

Actually have us on campus

More encouragement for students putting on cameras

more continuous assessment rather than exams – I fear some people are treating exams as 'open book' (let's put it) and taking away from others hard work and study

More gaffers gyup

More prompt feedback on exams, it's February and I've gotten 0 feedback on anything

Greater communication between departments and schools for programmes that are half in one and half in the other

Encourage lecturers to stay on after classes so students have the option to chat with them the way we would in person

No 9am lectures ;-;

Less emphasis on assignments, more emphasis on doing what you can in the environment that we're currently living in.

Panapto captions for those who have speech or hearing difficulties

'these are unprecedented times' is not substantial comfort.

Don't just upload recordings of last years classes. Had this happen multiple times. Then also had live lectures which just overlapped and led to double to work

Return CAs

Keep lectures within the hour slot.

Encourage use of breakout rooms

give more consideration to final years

Daisy





Feedback!!

Feedback!!!! I've gotten feedback in one out of my 4 assignments

Lecturers doing too much in one lesson and it is overwhelming, then having spare classes

quicker replies to emails

**GIVE EXAM PROPER FEEDBACK PLEASE!!!!!!!!** 

Don't allow lectures to go over 55 minutes, impossible to pay attention to 80 consecutive dense minutes

Daves dog please <3

Create system that you can check who watched pre recorded videos, check in on students who may be falling behind

coffee mornings in some smaller subjects



don't have lecturers say 'oh make sure you're taking care of yourself and relax every now and again' and then give us loads of assignments

some of our lectures were 1 hr 30 mins (instead of 1 hr)

double hour lectures live with no breaks are tough

68 min lectures too long

We get like 55min lectures - first year

my folklore lecturer put great emphasis on enabling us to speak to each other outside the context of classes by giving us ten minutes at the end of classes to speak ot each other w/out her being present don't deprioritise courses for return to in-person teaching just because they don't require on-campus facilities

Have more in person

There should be a cut off time for pre-recorded lectures.



making sure lectures are less than an hour and realise that splitting them up will not fool us into not realising they're actually an hour and a half

Live lectures

Animals are comforting

More live events with smaller groups

ask specific questions

we have some lecturers do polls and it's great

breakout rooms

a forum like this would be awesome!

polls/ quizzes





Make students feel comfortable to talk we have a 'pass the mic' activity where students have Some lectures refuse to have any live lectures to pass it on to another student to comment on what they've just said **MCQs** less stressful doing them from home in a comfortable environment Continous rather than all in one realistic time allow time for images to load practice exams



continuous assessment



Show us their dogs Live lectures Breakout rooms Polls, vote, anonymous comments smaller lecture sizes encourage more participation Smaller classes Marks for engagement Live lectures. Can't get engagement from recordings. smaller classes

Breakout rooms and resources **Review questions** Breakout rooms create a welcome environment from the get go Mentimeter Dogs know how to use technology correctly Ask different people questions during the lecture to see Use anonymous feedback forms if they understand

Students find it uncomfortable to speak online Turn on cameras/ nominate 10 ppl in class to turn on Breakout rooms video Ask easier questions Live breakout rooms which change people each week so you can properly meet people in your class Breakout rooms are great Open up the floor for discussion **Smaller lecture groups** Breakout rooms

Encourage use of text chat. its worked very well in my class!

Be nice, don't put pressure on students to answer questions

Polls work really well and help in understanding the information and creating discussion

Personal engagement

Collaborative learning

Mentimeter

In my experience in person lectures are pretty one directional too

a live class every few weeks to just chat and get to know each other? its worked for a few of my courses welcoming atmosphere

Ask specific people questions

Use technology more effectively

More surveys ie. menti/polls

an interesting and enthusiastic lecturer usually encourages more engagement from students

group activities

allow people to turn on cameras/mics - some lecturers actively discourage it

Don't call on someone to speak

a meeting every couple of weeks to see how the students are getting on both in the module/course and in life in general

Try and have a laugh with the students

Ask us how we feel

**Definitely Mentimeter** 

Allow a percentage of grade for participation in breakout rooms etc.

Make people turn on their cameras! We are a class of 10 (could all fit on one screen) but only 5 of us have cameras on so it feels like a class of five..

A more encouraging environment re: asking questions instead of pointing out specific students to answer

Fred Adams is amazing at it

engage with the students

Menti, activities

Some lecturers can be hostile when asking questions and they don't get an answer- this is highly counter productive

More workshops?

acknowledge many students are on the brink of a breakdown

The catch with recording is when having class discussions students don't feel comfortable speaking up

Discussion tab on canvas

Smaller classes for a shorter duration

call out students, don't make it optional

Polls

Lectures never encourage engagement during in person classes in my experience either

Less aggressiveness when we get a question wrong

mentimeter. have a quiz./polls

Using Polls

Ask people questions directly

Encourage questions!! As a first year, so afraid to ask sometimes

Be receptive to feedback/discussion instead of argumentative

Always be nice, even when students may be wrong. Make sure they don't feel embarrassed

asking us more questions and improving on engagement

Run mcqs that aren't graded but promote engagement and keep students alert

ask questions in chat that people can vote on rather than trying to make people speak

polls/surveys

Anonymous polls on Slido or menti

Small talk

Shorter lectures

Be less formal

Grade for attending

Polls, menti, etc

ice breaker questions

More humor

Polls and quizzes in the chat. Break out rooms that actually work

allow ppl use the chat instead of speaking, putting pressure on students to speak makes the student feel at fault and encourages feelings of hostility towards the lecturers

have them allow us to enter questions in anonymous survey as it can be quite intimidating to ask a question in front of a class of people you don't know "quick" polls (ie ask a question in the chat and have people react to the message (thumbs up/down)

do not call on people. push the idea of "theres no wrong answers" ask for more personalised answers

Breakout rooms. Have in class presentations, allow the students to know in advance that there will be a group discussion

Checking in with a general chat at the beginning

Do not start a lecture with a ten second sigh

I don't like it but maybe ask specific people. Hard to come in when it's opened to the floor.

regular live q and a's

marks for participation

gentle encouragement / allow to use chat instead of mic and cameras, some students can feel very anxious being singled out in providing an answer

smaller classes

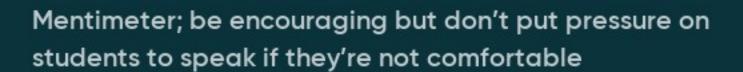
Don't ask people to talk

To go slower in lectures and wait for questions

Breakout rooms! Or suggest a social 5 mins at beginning or end of lecture with cameras on. Check with class rep to make sure people will actually turn her cameras on.

Reply to emails and make students feel welcome and not create a hostile environment

KAHOOT



make sure they know its ok to get stuff wrong

Mentimeter

polls and questions both helps. If they can turn on their cameras it really really helps. Dogs are always welcome too! Having chats at the start or end of lectures help (Dave does this well).

Don't call on people to speak

Smaller classes. Find in a class of 200 very intermedating to talk in compared to a class of 50/60

From a student teacher perspective, we experience the same issue, and all we can do is support students as best you can

break out rooms help

Polls

smaller classes

Kahoot

Call on students and try to get them engaged rather than asking if there are any comments/questions then moving on before students have gathered their thoughts or mustered the courage to unmute

Mandatory cameras on, we would have to show up to a class in normal times so we should be present visually. Recorded lectures prior to live lectures, lectures become discussions?

live, slightly less formal lectures to get to know them a bit more personally

Create a discussion with an activity to do ie. draw a diagram/ guess what something in the next lecture means

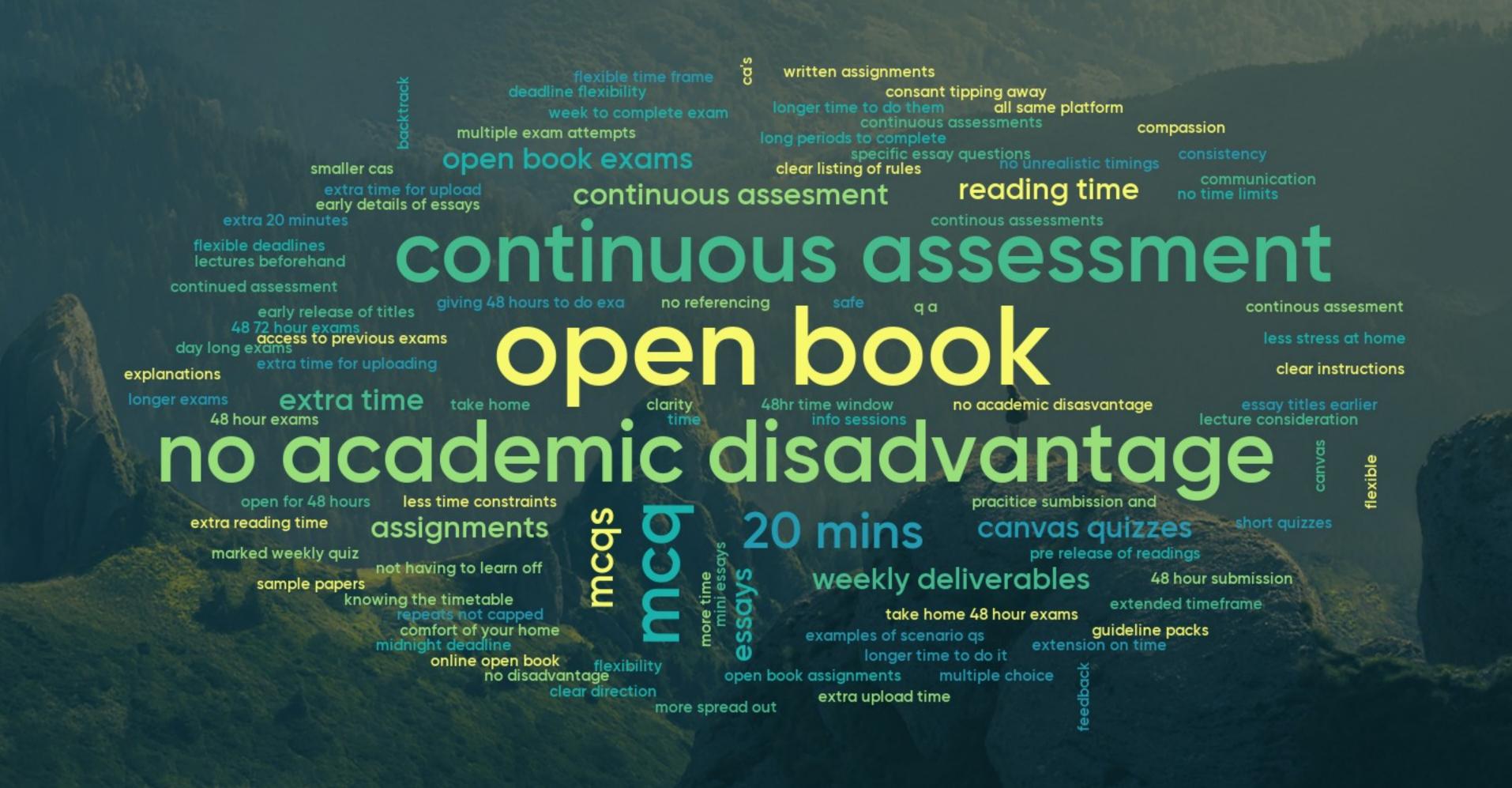
Make breakout rooms more normal. call on people to answer questions. Slido or mentimeter polls. spend a lecture at the start trying to get to know ppl

Non-graded MCQs are good too!

Ask questions

If they are emailed exam related questions, incorporate in live lectures, a lecturer's energy/attitude reflects on Do a fun intro those anonymously into next week's content students, so if they act interested, so will we Music, had a lecturer who did classical in class Open book no academic disadvantage CA that doesn't go towards final grade open book Continuous assessment

#### Exams and assessment - what worked?



#### Exams and assessment - what didn't work?

