This booklet contains inspiration for your online teaching activities in which preparation and implementation are visualised via a programme - a pathway - with various topical themes related to your teaching. A well-known challenge is presented for each theme, followed by a solution. More detailed explanations and specific suggestions for solutions and online tools are listed on the back cover.

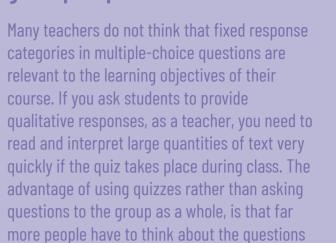Read more about online didactics here: https://obl.ku.dk/theme/didactics/

ONLINE TEACHING

GOOD QUIZ QUESTIONS

The challenges of creating good quiz questions

Many teachers do not think that fixed response categories in multiple-choice questions are relevant to the learning objectives of their course. If you ask students to provide qualitative responses, as a teacher, you need to read and interpret large quantities of text very quickly if the quiz takes place during class. The advantage of using quizzes rather than asking questions to the group as a whole, is that far more people have to think about the questions and thereby become aware of whether they can answer them or not.

ONLINE DISCUSSION

The challenge of online discussion

In both physical and online teaching, it is important that students have the opportunity to process and discuss the material. Both to retain what they have learned and to ensure sufficient understanding. However, these discussions, even in small classes, are often characterised by limited time, unprepared or inattentive students and a few individual students who dominate the debate. Furthermore, it is not optimal for learning that class discussions require fast responses without the opportunity to check sources or facts.

It is very easy to be passive during online teaching and it is also time-consuming to moderate discussions and take the floor - this adds to the time pressure.

USING A VIRTUAL WHITEBOARD

The challenges of using a virtual whiteboard

If you are used to using a whiteboard for notes or calculations, it can be a challenge when you switch to online teaching. If you live stream your teaching, it can be difficult for students to read and follow along with what you're writing on the board.

STUDENT MODERATORS

The challenge of teaching and moderating at the same time

It requires a lot of concentration when some of your students are physically present and others are following along online. Many teachers know that they need a moderator to keep an eye on the chat and to sort through any questions, so they can focus solely on teaching.

CREATE A SOCIAL SPACE

The challenge in creating a social space in online courses

Many students find it difficult to maintain their motivation in online teaching, partly because the relationships are different and because there is not the same level of obligation as in-person teaching. This affects their academic outcomes. We also know that students use their study groups less. Therefore, an extra effort is necessary to establish a trusting, interactive social space.

FLIPPED CLASSROOM

Challenge with poorly prepared students

A well-known challenge in many types of teaching is that many students turn up without having prepared adequately. This often leads to teaching becoming an introduction to the basic academic points, and students are left to deal with any additional reading and reflection on their own.
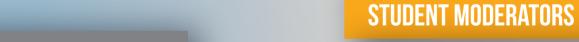
SUMMING UP ONLINE

The challenge of summing up material online

When teaching and carrying out activities online with your students, one of the major challenges can be summing up what students have worked on. The challenge usually lies in providing meaningful feedback to students on their work and on how they are interacting with you and their fellow students.

FEEDBACK WHEN TEACHING ONLINE

The challenge with feedback

Informal and non-verbal feedback can quickly disappear when teaching online. It therefore becomes important to create systematic and formalised feedback during teaching.

LECTURES FOR 100+

The challenge in online lectures for 100+

Lectures are generally a passive teaching style and they place great demands on the student's concentration skills and their ability to actively acquire the knowledge being communicated. If students are poorly prepared or do not match the academic level, their learning outcomes will often be very limited. We know that these challenges are reinforced if you merely stream your lecture without interaction.