

Engaging Learners in Online Delivery

The pandemic has forced us all to explore the opportunities and challenges of online delivery, teaching and learning, generating a great deal of interest in sharing experiences about what works and what hasn't gone so well. To support that process, NERUPI is hosting another half-day session for members with two examples of online delivery in very different subjects but with the shared aim of encouraging active engagement in the learning process. The third session of the day is a practical workshop on adapting activity when running sessions online. Participants will discover new techniques for online delivery, increase their understanding of Diana Laurillard's Learning Designer Framework and explore strategies for promoting active online learning in their own areas.

- ◆ **13:45 Virtual Coffee and Registration**
- ◆ **14:00 Welcome, Annette Hayton, NERUPI Convenor**
- ◆ **14:05 How to Adapt to Online Engagement: Lesson Learnt from Language Teaching
Anne-Catherine Mechler, University of Bath**

In this talk I will describe how I have adapted my teaching of adult language students for online delivery. My in-person Zoom sessions are designed to motivate the learners and ensure engagement with the content as well as providing opportunities for active participation and development of aural skills. I will demonstrate some of techniques that I use including group discussions, group tasks and eliciting whole class responses. While some of these strategies are specific to language learning, many of them could be used in other subjects. I will conclude by reflecting on the benefits and challenges of online delivery and consider how this might be combined with more traditional face to face teaching in the future

- ◆ **14:40 Online Learning and Teaching, Student Agency and the Learning Designer Framework**

Dr Emma Davies, University of East London and Goldsmiths College

In this talk I'll reflect on the experiences of using Professor Diana Laurillard's framework to develop undergraduate and postgraduate provision at two universities. I'll offer practical examples of how we used the framework to strengthen interactions between modules in an MSc Forensic Psychology course, and to scaffold learning in a criminology undergraduate module. At the heart of our work is giving students agency. I'll outline how we worked with students to seek and act on real-time feedback about their course, and to design parts of a module including aspects of the assessment.

- ◆ **15:15 Break**
- ◆ **15:30 Workshop: Engaging Students Online in Outreach, Student Success and Progression Activities
Kate Holmes, NERUPI Development Officer**

This workshop will be useful for considering the issues when adapting traditionally face-to-face activities for online delivery and will encourage creative thinking for workable solutions that engage students in school, college and higher education. It's a very practical small group session where you will look at an existing one-day activity, designed to address a NERUPI objective and linked to the learning types in Laurillard's framework, and work with a small group to adapt it for online delivery. You can choose to work on: an outreach activity, a student success activity or a postgraduate progression activity.

- ◆ **16:15 Feedback**
- ◆ **16:40 Close**