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# Crynoldebau / abstracts

What I learned from moving seminars online

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In this case study, I will share my experience with moving a traditional discussion-based seminar online in response to Covid-19. I will provide top tips for designing an interactive seminar using MS Teams to monitor and encourage participation, while promoting active learning. I was pleased to discover that, with creative use of the tools available in Teams and PDF, it is possible to run an online session that is more inclusive in some ways than a face-to-face seminar. I will provide simple strategies and explain why these methods help students feel more comfortable participating. This approach is applicable to any undergraduate or postgraduate seminar context.

I coordinate and teach on our PG Certificate in Teaching in HE, so my students are lecturers and PG tutors. Prior to the pandemic, I ran optional face-to-face seminars in which they read and discuss articles about learning and teaching in HE. The sessions are designed to support them in engaging with pedagogical literature, so it is essential that they do the preparatory reading and come ready to share their own ideas.

In response to the crisis, we moved the monthly sessions online using Teams.

I was sceptical at first, but found some useful strategies to ensure that everyone prepares in advance and contributes to the discussion. I will share simple methods for using the Teams and PDF to promote engagement. Prior to the session, I mark up the reading selection in PDF with thought questions and comments, and provide that as part of their preparation. During the session, participants collaborate to write their responses into a shared document.

I have had positive feedback and participants tell me they feel well supported during the crisis partly due to the seminars. Having the opportunity for live interaction with their peers helps keep our learning community vibrant even though we cannot meet in person. I now plan to continue offering seminars online even after we return to face-to-face teaching in general.