Pearson Higher Education

Teaching and learning online

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Like you, we want to help learners succeed. Everything we do enables learners to achieve more.

From online teaching and learning tools to personalised learning, and from online and blended course design to trusted and engaging content, we help you help your students be the best they can possibly be.

Our resources and services support you to do what you do best:

facilitate excellence in teaching and learning.
Teaching online
Starting guide
Challenges for educators*

- Keeping control
- Motivation/engagement
- Lack of tools (for students, too)
- Losing focus from studying
- Students’ study skills
- Cheating
- Quality of materials
- Trust
- Work overload

*based on a non-representative questionnaire
Students’ expectations*

- In some cases slides and readings are enough
- In some cases video explanations/live stream would be necessary (especially for seminars)
- Video lectures or Podcasts
- Exercises (not tests!) with solutions
- Feedback
- Time for preparation
- Consultation
- Flipped classroom
- Peer-to-peer learning
- Communication with lecturer + classmates
- Brainstorming, problem solving, debate with classmates
- Reflection

*based on a non-representative questionnaire
Tips for survival

• Don’t panic – you’ll be able to cope
• Spend time on planning
• KISS - keep it simple and short
• Focus on the most important things
• Cooperate with colleagues
• Use the tools you already know
• Trust your students
• Don’t worry about making mistakes
• Ask for help from your students if needed

• **Remember**: You are NOT building an online course! You only need to deliver your regular course with the HELP of online tools.
Teaching online for the first time

• **Explore the platform well in advance**
  Find out how you can upload material, have camera and mic on and off, how you can switch slides and mute participants.

• **Practice**
  Rehearse with peers or the school IT team. If something is to go wrong, it’d better go when rehearsing.

• **Give yourself space and avoid being “glued” in front of the camera**
  Make sure that your chair is comfortable and that you have enough space to move naturally and gesture when you talk. It is also advisable to find a quiet room without distractions such as pets or members of the family walking behind you.

• **Make eye contact by looking at the camera lens**
  Look directly into the camera lens rather than at the screen. Learners will feel you are looking them in the eye.

• **Use gestures and facial expressions**
  A simple smile will tell your learners you are happy to be there with them.

• **Check your screen presence**
  Test the camera to make sure you are not showing half your head or facing the camera at an angle that is too low or too high. Face a window or other light source, rather than having the light behind you.

• **Keep the audience involved**
  Ask questions, incorporate polls and keep your teacher talking time to the minimum. You may ask students eg. to share emojis in the chat box to indicate reactions from time to time.

• **Keep an eye on the chat box**
  Assign a task and while students are doing it, have a look at the exchange of messages. If the platform accommodates chat rooms between learners, check them as well.

• **Compatibility of tools**
  Check the compatibility of your device with the platform, eg. powerpoint slide can look distorted. If you are planning to show a video, make sure that you can upload it, or that switching to a website to watch it can be seamless without glitches.

• **Have a plan B**
  Have a back-up plan or activity in case something does not work.

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https://www.britishcouncil.org/voices-magazine/remote-teaching-how-keep-learners-attention?fbclid=IwAR0_S-mktuUkmxIPfyXfYEYatVDWr_fK0Nc74HT1jOg0MfANU_brZR0-QAGE

https://differentefl.blogspot.com/2020/03/teaching-online-for-first-time-7-tips.html?m=1
Planning

• Talk to colleagues
• Create groups for different tasks if needed
• Read articles, watch tutorials, take part in webinars
• Consider
  • What do you want to teach?
  • How do you want to teach?
  • What tools do you need?
  • How do you want to communicate with your students?
  • How will you assess your students (if needed)?
  • How can you make it as simple as possible?
Tools

• Choose the digital platform to use
  • Institution’s LMS
  • Publisher’s LMS
  • Other publicly available platforms – Google Classroom, Microsoft Teams, etc.
  • Try to agree with colleagues on the platform
  • Try to share materials /cooperate in creating materials with colleagues

• Use only a few tools you already know or simple enough to learn in a short time

• Use tools your students have easy access to
  • Remember: they might have limited access to technology or the internet
Pedagogy before technology

• Plan and set up your course
  • Consider timetable, content, assessment, communication

• How will you communicate with your students?
  • Use the educational platform, avoid “personal space”

• How do you want to deliver the content?
  • Short videos, readings, critical thinking problems, research, consultation hours

• Search or create your own additional resources if necessary

• Share knowledge!
Fundamental questions and solutions

<table>
<thead>
<tr>
<th>How will you teach?</th>
<th>Synchronous (Live lectures online)</th>
<th>or</th>
<th>Asynchronous (Work at own pace)</th>
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<td>How will students engage?</td>
<td>Self-Directed Learning</td>
<td>and/or</td>
<td>Discussion Forums</td>
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<tr>
<td>How will you communicate?</td>
<td>E-mail</td>
<td>and/or</td>
<td>Announcements</td>
</tr>
<tr>
<td>How will you assess learning?</td>
<td>Discussion Forum Posts</td>
<td>and/or</td>
<td>Group work</td>
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Engaging students

- Encourage the learner to formulate investigative questions around your learning outcomes and test their hypotheses
  - offer bite sized assignments and videos and allow the students to pick and choose which assignments work best for them
  - have them develop a project incorporating several learning outcomes
  - Have them come up with their own critical thinking questions around the content and then provide answers

- Discussion forums
  - topic question should be open ended
  - set out guidelines for posting in the forum (eg. the number of responses required as well as behavior expectations)

- Small group work
  - eg. give each group a different topic and have them create a short video and/or a few assessment questions around that topic in which the other students in the course would be required to participate
Communication

• Email
  • to avoid overload of emails, consider using email for individual communication that is more private in nature (illness, grades, etc.), and encourage students to post content questions to a discussion forum

• Announcements in LMS
  • to get out important dates, new assignments, suggested readings, etc.
  • Try to limit these announcements to 1-3 per week
  • keep them short, sweet, and to the point

• Virtual office hours
  • set up 1-3 office hours per week or more and keep a virtual video meeting software open for the whole time you’ve allotted
  • OR have the students sign up on a live document for specific 15-minute time slots
Assessment

• Things to consider:
  • Timeframe
  • Frequency
  • Types

• Discussion forums
  • for questions or comments they have posted
  • for their replies to other posts
  • This method corresponds to your discussion participation guidelines that lay out the number of posts and when they should be made.
  • make a rubric for how you will be grading

• Group work
  • have the students assess each other at the end of a project, and take their assessments into account when providing final project grades
  • make a rubric for how you will be grading

• Online learning assessments
  • reading quizzes, video questions, tests
  • Use LMS built-in test builder
  • Use publisher-provided testbanks, and test builders (eg. TestGen)
Useful websites

• Pearson tips and useful resources for going online

• 9 strategies for effective online teaching
  https://www.pearsoned.com/9-strategies-for-effective-online-teaching/

• 5 tips to keep learners motivated and engaged
  https://www.pearsoned.com/5-tips-to-keep-learners-motivated-and-engaged-when-teaching-online/

• Support in moving your courses online
  https://www.pearson.com/us/campaigns/dr/online-instructor-support.html

• Free on-demand webinars
  https://www.pearson.com/us/campaigns/dr/online-instructor-support.html

• Teacher’s Tech YouTube channel
  https://www.youtube.com/channel/UCO66zvpQorlNfs_7hFCfmaw/videos
Pearson’s solutions
HE educators

Quick links

- Browse by discipline
- Course development
- Products and services
- Support
TestGen

• TestGen helps you quickly create paper quizzes and tests that supplement the content in your textbook, without creating extra work for you.

• If you have adopted our title for your course, you can download the desktop application from the book’s Resources, together with the TestGen testbank .bok file.

• You can upload your test into your school’s LMS


• How to download my Pearson TestGen test files and create a test - video https://www.youtube.com/watch?v=pOH90leEy3E
Interactive eBooks

Depending on the format, e-books from Pearson can:

Increase engagement with interactive features
- Lecturers can add and share notes with the class
- Students can make notes and highlights
- Easy to search and navigate

Improve accessibility
- Access from most devices
- Integrate with most learning management systems
- Online and offline delivery

Key features

- Animations that explain difficult concepts in a meaningful and fun way
- Highlighting and note taking
- Infographics, some of which are interactive, providing a summary of information in one place
- Exercises, such as matching pairs and drag-and-drop activities
- Glossary pop-ups, some of which are multilingual
- An informative introductory animation on how to use Pearson eBooks
- Videos showing scenarios and highlighting major topics of discussion
- Interactive e-case studies, scenario-based activities and self-assessment exercises
- Podcasts of practitioners or lecturers putting theory into practice

“the eBook is a fun way of learning and thus enables me to want to learn more.”
- first year student, University of Pretoria.
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MyLab & Mastering

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- Integrates with most LMS
- Integrated grade book
- http://www.pearsonmylabandmastering.com

Sold with printed textbook or as standalone codes plus e-Text
MyLab & Mastering

- **Over 11 million** student users globally

- Proven results: **over 500** [case studies, reports and white papers](#)

- Good student feedback
They embed seamlessly into a variety of platforms, allowing for a single sign on message.

Engage Students

Improve Results

Time efficiency
Learning Catalysis
Give every student a voice with Learning Catalytics

A bring-your-own-device classroom response system

- Founded by Eric Mazur, a guru in peer instruction, and enables peer instruction
- 18 different question types including open-ended questions to develop critical thinking skills
- Gradebook gives lecturers insight into individual and course level performance
- Lecturers write their own questions, use Pearson’s bank, or the community bank
- Allows lecturers to flip the classroom
- Avoids the administrative load of using physical clickers

Find your Pearson representative

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