

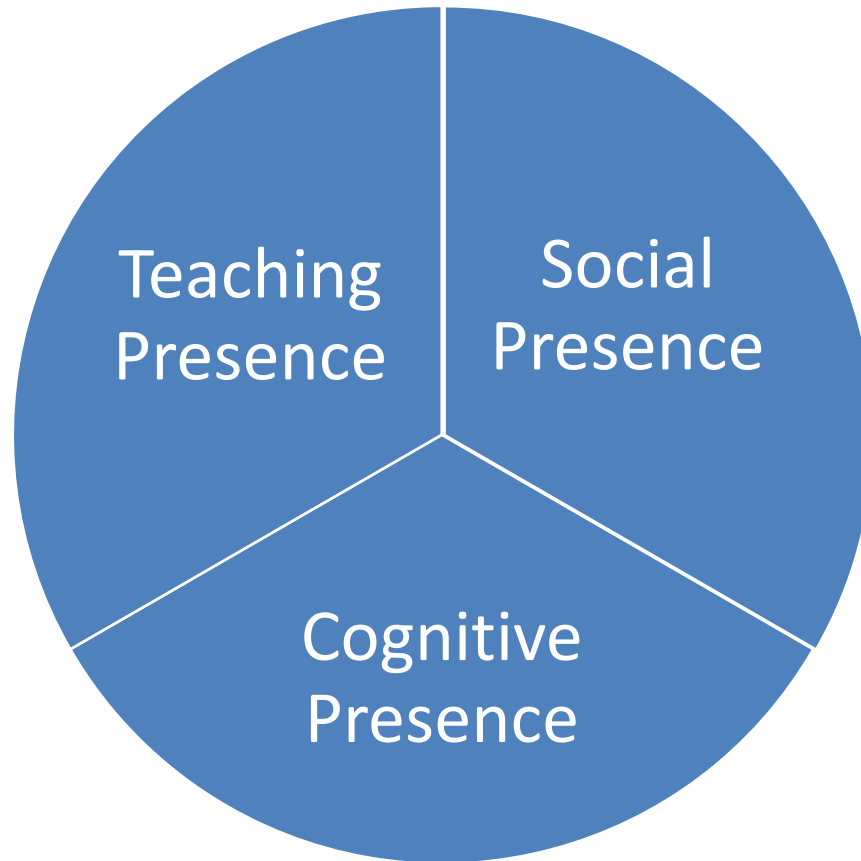
Face to face delivery this week; on-line the next

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Purpose of Reflection

- Reflects on the effects of on student engagement from shifting from face-to-face to online learning during the COVID-19 lockdown.
- Unitec accounting lecturers' observations and experiences of student engagement in online learning from teaching post graduate and undergraduate accounting courses.

Online Student Engagement



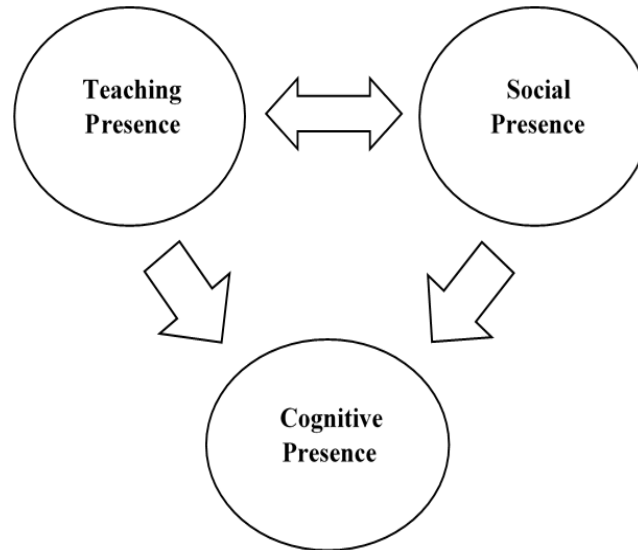
Facets of Student Engagement

- We use a community of inquiry model framework of Garrison, Anderson, & Archer (2000) to assess student engagement in online delivery during COVID-19
- *Social presence* – the degree to which students feel connected to each other and are comfortable in the environment
- *Cognitive presence* – the extent to which students can construct knowledge and meaning
- *Teaching presence*- the design and delivery of the course to engage students

Online Student Engagement

Factors Relating to Teaching Presence

- Pilot Zoom training sessions
- Academic support to students
- Teaching plan
- Regular communication with students
- Designing new class activities
- Guest lecturers via Zoom
- Webinars and other online resources
- Interactive class activities
- Modification for course delivery
- Customisation of Moodle as online learn platform
- Recording lectures



Factors Relating to Social Presence

- Pastoral care
- Zoom training for students
- Loan laptop programme
- Providing learning instructions
- Developing a learning environment
- Regular communication between students
- Regular communication between students and lecturers

Factors Relating to Cognitive Presence

- Course completion
- Student feedback

Transition of Staff and Students

`manaakitanga', showing respect, support and care for others

Staff

- Zoom workshops
- HR rang to check on welfare
- Programme meetings to share

Students

- All students rung by support services
- Linked to other support services where required
- Check on access to computer devices and internet
- Zoom training
- Pastoral care from teachers



Design and Delivery of Courses

‘whanaungatanga’ building a sense of belonging

- Instruction plan for students
- Regular communication right throughout course
- Content broken down into smaller componets
- Additional resources and activities
 - Quizzes
 - Discussions
 - Zoom chat
 - Zoom breakout rooms
 - Polling
 - Webinars

Learnings

- Too much time using Zoom
- Significant pressure on staff to transition rapidly and develop resources to engage students
- Leverage off what we have learned
- Greater blended learning delivery in the future