



USE YOUR TEACHING TIME WISLEY

UNIVERSITY:
Stockholm University

DATE:
November 29th, 13.00-16.00 CET
LANGUAGE: English

TARGET GROUP:
Teachers interested in exploring various options to activate students during and between teacher-led activities. Up to 10 participants.

REGISTRATION LINK

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BRIEF DESCRIPTION:

During the pandemic this issue of synchronous teaching on Zoom has been topical. In the first acute stage campus lectures, seminars and workshops were rapidly moved online, which led to many teachers and students now experiencing Zoom fatigue. At the same time, we know that the contact time between teacher and students is very important for the learning process. So, how can we think and plan when it comes to choosing learning activities and their distribution in relation to the given time that students are expected to spend on a course?

FOCUS ON INNOVATIVE PEDAGOGIES:

Based on theories of active learning and flipped classroom we inquire into and discuss the factors that can influence how we distribute course time between synchronous and asynchronous learning activities. The issues approached in the workshop are equally relevant for campus-based teaching as for online teaching.

As part of the workshop you are expected to make some preparations, see below. There are a couple of texts for you to read and a film to watch. The week before workshop you will take part in an online discussion forum. During the workshop we will discuss some of the theoretical aspects of active learning and the flipped classroom, and explore how some tools can be used to enable a variety of asynchronous teaching and learning activities.

AVAILABLE RESOURCES:

Read Wilson, K. (2020). [What does it mean to do teaching? A qualitative study of resistance to Flipped Learning in a higher education context](#), *Teaching in Higher Education*

Read also [Alastair Creelman's blog post on The Corridor of Uncertainty about Zoom-free teaching](#): including the linked article [Goodbye Zoom fatigue](#)