

FINDING THE SILVER LINING IN THE CLOUD – A RESPONSE TO THE PANDEMIC’ - LEARNING DEVELOPMENT

UCU ARPS

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- ▶ Conversations with colleagues (at events and private; ALDinHE, ScotHELD, ICALLD)
- ▶ Conversations on email lists
- ▶ Study by Alicja Syska and Christie Pritchard at the University of Plymouth

SOURCES OF INFORMATION



- ▶ Challenges all those who teach face
- ▶ Consequences for student attitudes: more passive learning

CHALLENGES: LACK OF DIRECT
CONTACT WITH STUDENTS

A decorative graphic consisting of several parallel white lines of varying lengths, slanted upwards from left to right, located in the bottom right corner of the slide.

Do we want to return to face-to-face teaching?

YES, because

- ▶ face to face interaction is important for a sense of belonging
- ▶ lack of it seems to lower students' confidence, motivation and can be detrimental to mental health

BUT NOT ONLY, because the shift to online has also

- ▶ allowed new forms of interaction and allowed innovation in teaching
- ▶ Brought more flexibility and accessibility to some students

GOING FORWARD

Should Learning Development be available
24/7?

- ▶ Problematic for a developmental approach
- ▶ Potential impact on our jobs

CHALLENGES: EXPECTATIONS



Challenge: lack of chance encounters with colleagues
located close by

Opportunities: encounters are easier across geographical
divide

- within own institution
- across institutions: ALDinHE, ScotHELD, ICALLD, online
conferences

CONTACT WITH COLLEAGUES

Practical benefits:

- ▶ blended learning where it works better
- ▶ greater online collaboration across geographical divides

Long-term benefits from enforced reflection?

CONCLUSIONS?

