Online Teaching and Learning

Screencasts for Lecture Streaming and Recording Lectures

Recording Lectures

The following software can be used to record lectures via screencasts:

- Open Broadcaster Software (Linux, Windows, Mac) (OBS Wiki, Quickstart guide, Overview Guide)
- SimpleScreenRecorder (Linux)
- CamStudio (Windows)
- Add audio to individual powerpoint slides: works on a per-slide basis, not for a full presentation

To provide your screencast via OLAT, you can upload the screencast file (e.g., mp4) to OLAT via a video element. Please note that other course elements may be restricted in terms of storage volume (i.e., the number of videos that can be uploaded is restricted by the total size of videos).

Streaming Lectures

Open Broadcaster Software also allows to stream the screencast to UIBK's streaming server (just as recording in a lecture hall). You can find instructions on how to stream your screencast live via OLAT here: obs-to-stream.uibk.pdf (by Simon Haller-Seeber).

Meeting Online

Meeting with a Group of Students Online (Seminar, Tutorial)

For virtually meeting with students online, there are a number of tools that can be used:

- Adobe Connect: suggested by UIBK; can be directly integrated into OLAT as part of the virtual classroom course element, but also used in a stand-alone manner; limited use under Linux (further information on Linux).
- Easyconference (hosted by UIBK): browser-based video-conferencing based on Jitsi Meet, no limit regarding the number of participants (screen-sharing also possible); password can be set for a meeting.
- Google Hangouts Meet: browser-based video-conferencing for up to 100 participants if used with Google's gsuite for education
- Google Hangout: browser-based video-conferencing for up to 25 people; a comparison between Hangout and Meet can be found here
- Twitch: screencast and video conferencing (mostly used for gamers); unlimited number of participants.
- Zoom: unrestricted for schools and universities, might need to apply for lifting the limit. Please note that Zoom uses US servers and there are privacy concerns and there have been issues with people joining meetings that are not sufficiently protected by a secure password (source)

and hence, *we discourage the use of Zoom*.
- Extensive list of meeting tools (in German)

Meeting with a Small Number of Students Online (e.g., Thesis Supervision)

- all of the above tools
- whereby requires no registration etc. for up to four participants, runs via browser. You create a free account, create your virtual meeting room and send the room url to students (also screen-sharing is possible). Here's a quickstart guide.

OLAT

We recommend using OLAT as a central point of communication with students. For increased communication with students, please make use of the course elements provided. These include e.g.:

- Forum: asynchronous online discussions for different purposes (e.g., answering questions).
- Self-test: students can assess their current knowledge, practice and repeat the test as many times as they want; results of self-tests will be saved anonymously.
- Virtual classroom: voice- and video-based synchronous communication and content mediation.
- etc.

Creating OLAT Tests via R

Achim Zeileis (Department of Statistics, UIBK) has created the R-package r-exams that allows to create tests in R, which can be exported in a format that can be imported in OLAT and used for tests and and self-assessment tests. Here's a video tutorial on how to create a test and import it to OLAT.

Further Resources

- Hochschulen und Corona: Was Jetzt? Collection of links and tools for online higher education (in German)
- Webinars (School of Information Sciences, University of Pittsburgh; requires Zoom videoconferencing software)
  - Strategies for Moving Online, from March 16, 2020
  - Moving Swiftly to Online Teaching: Valuable Tipps from Experienced Educators, from March 16, 2020
- Tipps for transition to online classrooms given university shutdowns on academia.stackexchange.com
- Twitter (e.g., hashtags #distancelearning, #remotelearning)
- Informationen zu Heimarbeit für MitarbeiterInnen der Universität Innsbruck

Teaching Experiences

Introduction to Programming - Social e-reader (Joanna Chimiak-Opoka)

Last week, I incorporated a social e-reader for my programming course. The platform enables inclusion of text documents for reading and discussions via annotations and using upvoting of comments and questions. It uses AI to generate confusion report and automatic grading.

Background: Talks by Eric Mazur on pedagogy

- On flipped classroom: EDULEARN14 Keynote Speech by Eric Mazur: Memorization or understanding: are we teaching the right thing?
- On social learning prior to the class: EDULEARN18 Keynote Speech by Eric Mazur: Getting Every Student Ready for Every Class

Experience

The platform is extremely intuitive for teachers. Students' first impression was positive, too. Discussions work fine. The AI-feature, I could not test, as there were too few comments from students.

Students (around 40) feedback after using it for one chapter was following:

- 88% used it
- 75% found it useful
- 55% wanted to continue using it

Platform

Link to the platform: https://perusall.com/

Questions or Suggestions?

We'd be happy to extend this Wiki page with your suggestions - just send an email to eva.zangerle@uibk.ac.at. In case of questions, please also contact eva.zangerle@uibk.ac.at