



Coping with Covid News from the East Front



Teaching



Scholarship



Service



Service:

Online library; few online events starting now; few study-abroad exchanges; empty campus



Scholarship: affected by individual lifecycles & living conditions



Teaching (spring & summer 2020 lockdown)

Became more about learning:

- BlackBoard -> Blackboard Collaborate -> Skype -> Teams -> Zoom -> Adobe Connect -> Proctorio...
- TLC (Teaching & Learning Center) on remote / online pedagogies
- Digitized processes including revalidation programmes



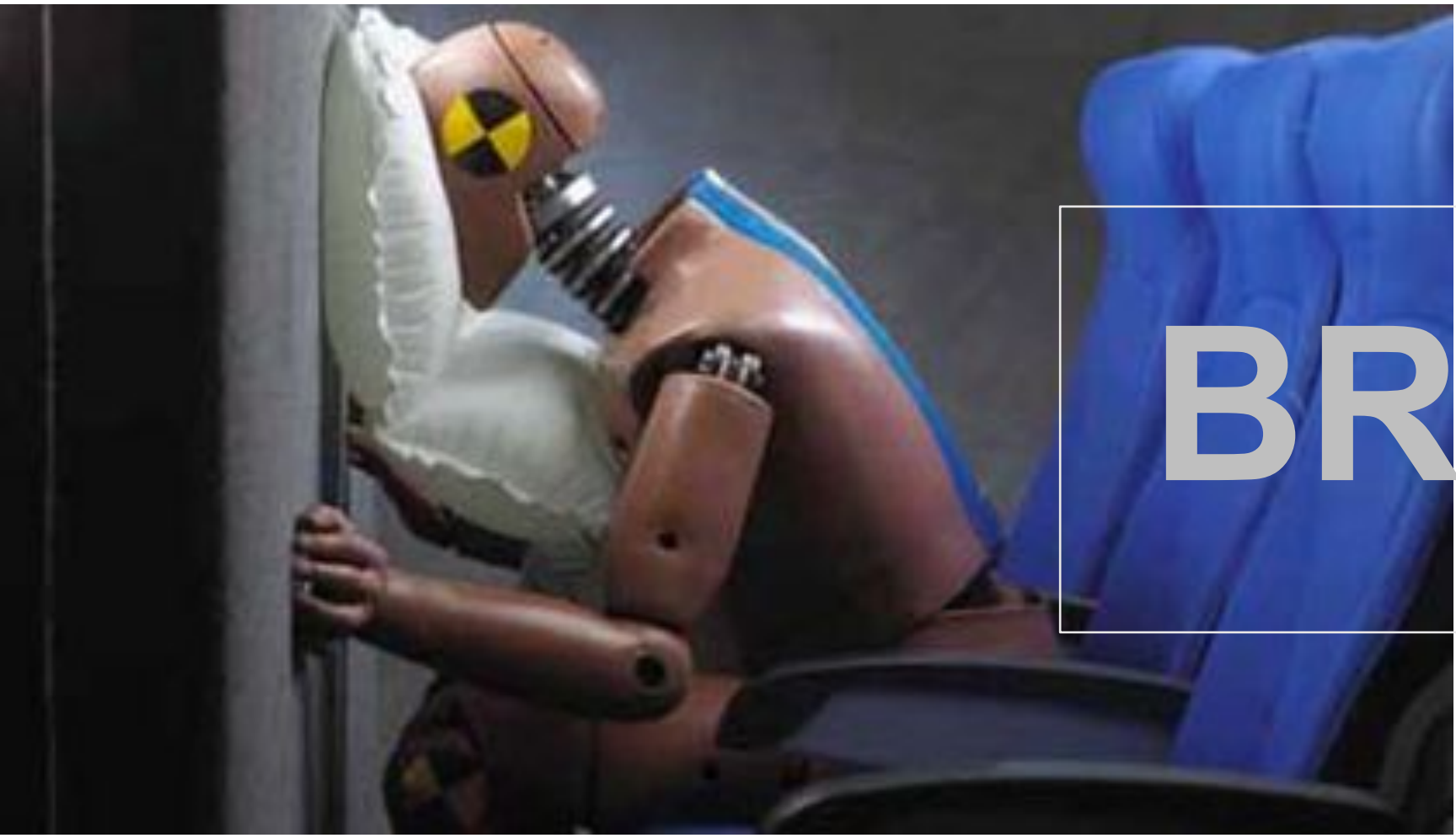
Teaching (fall 2020):

- The transformer
- The lotto winner, with a mask
- The one who drew the short stick
- The anchorwoman



Key concerns

- Video lectures without the lecturer
- Vigilant proctoring – new types of assessment
- EACA Summer School?
- EXHAUSTION



BRACE!



Thank you!

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Howest & Coronavirus

- Overall situation in Belgium: dark red
- Four codes for education: green (100%) **yellow(75%) orange (20%) red (10%)**

Howest university of applied sciences

- Three types of courses: A (theory) /B (theory & skills) /C (practice)
- Live – live+streaming (students in quarantine) - collaborative online learning – mix (online/offline)
- Live: focus on first year students & C-courses
- Tools: online learning platform / teams/ zoom/ panopto/swivl
- On an international level: Collaborative online international learning

GEN Z & EDU.TECH



%80
Primary Device
for Internet



2 Hours 22 Mins.
On Social Media

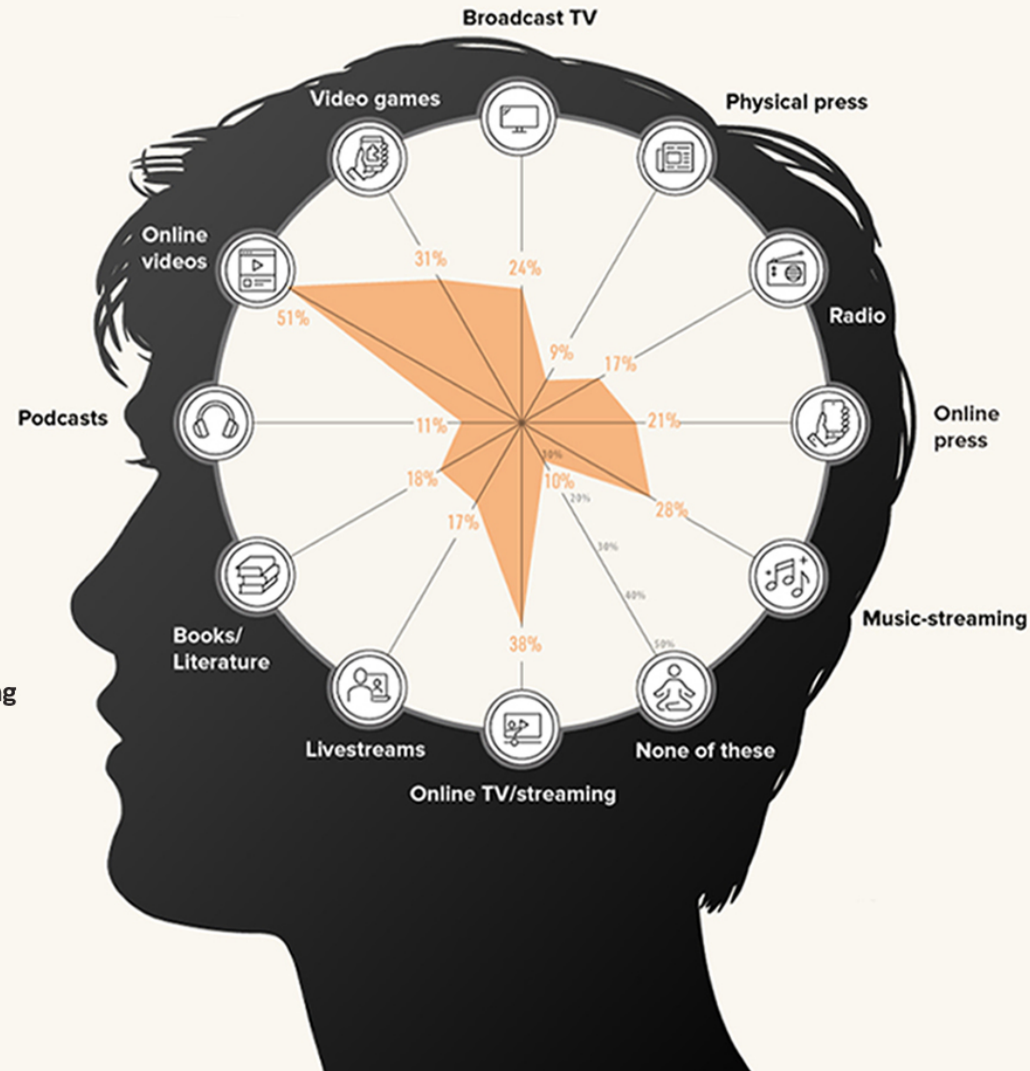
%84
More Consumption
During Lock Down



- * Funny Content
- * Gaming & Avatars
- * Video Format & Screening



- * Instagram
- * TikTok
- * Podcast



CONSCIOUSNESS
OMMI-CHANNEL
FREEDOM OF CHOICE

MATURE
LESS LOYAL
TO BRANDS

EXPERIENCE
FOR CONTENT

SUFFOCATED CHILDHOOD
POSSIBLY SENSITIVE
PARENTING

- * TRUSTWORTHY
- * ENGAGING
- * INCLUSIVE

POLI.DESIGN

edcom SHOW & TELL

Technology solutions for education purposes

01.

LOCKDOWN AND SUMMER SEMESTER



Webex Meetings



Webex Teams

1. DIDACTIC ACTIVITY

POLI.design has carried out (and keeps to carry out) hundreds of hours of lectures, thesis and exams remotely.



2. INTERNSHIP 1/2

Has been activating **curricular internships**, both in presence and in “smart working”.

Has been organizing **project activities**, similar to curricular internships, in order to guarantee enrolled students the completion of their training courses.



2. INTERNSHIP 2/2

"**POLI.designOrienta**" project: a project of orientation to the world of work: it includes individual meetings of career building and group meetings on central issues for orientation to the world of work. The service is managed by psychologists and consultants who are expert in selection and professional orientation to the person and employment policies. During "**Recruiting days**" students will have the opportunity to meet companies.



3. SOFT SKILLS & HOW TO BOOST THEM

Has been organizing **interactive thematic and in-depth webinars**, during which participants had the opportunity to discuss with professionals, experts and teachers.

Has been organizing webinars that develop communication techniques and group dynamics.

02.

FALL SEMESTER

Fall Semester

Didactic activities 1/2

- 01 WEB PLATFORM**
Use of CISCO Webex Meeting and Webex Teams.
- 02 BLENDED MODALITY**
Until the end of teaching activities, lectures may be face-to-face or partially telematic for students who cannot reach the classroom.
Restricted and controlled access to classroom spaces, according to ministerial, regional and University provisions.

- 03 DIGITAL LIBRARY**
For each Specializing Master a Digital Library was created, it contains audio and video recordings and contents (digital books, papers, MOOC and more), specialist bibliographies to be consulted at any time and wherever students are in offline mode.
- 04 DIGITAL EVENTS**
Cycles of thematic seminars are available for specific and transversal areas, accessible free of charge to all students (<https://polidesign.net/it/eventidigital2020>).

Fall Semester

Didactic activities 2/2

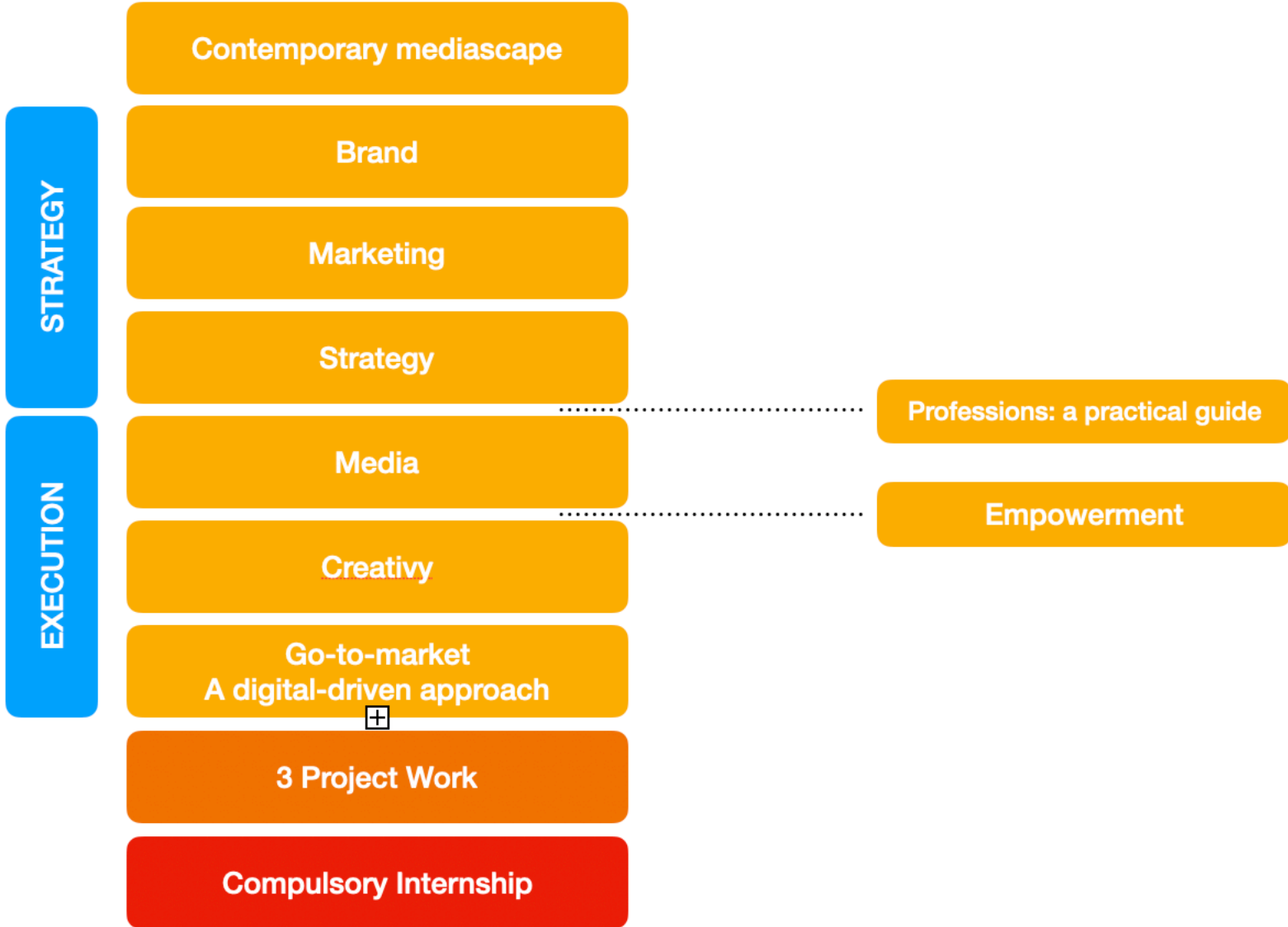
05 ELECTIVE PATH

Students enrolled in a POLI.design Specializing Master in the year 2020/2021, will be able to access teaching modules included in the teaching programs of other Specializing Masters active during the period of their enrollment, for a maximum of 40 hours per student. At the end of each module, the student who has attended at least 80%, will be able to obtain an **Open badge** as a certificate of attendance: a digital certificate that recognizes the skills acquired during the training course. Participation in the elective path is free, not compulsory, and does not issue university credits.

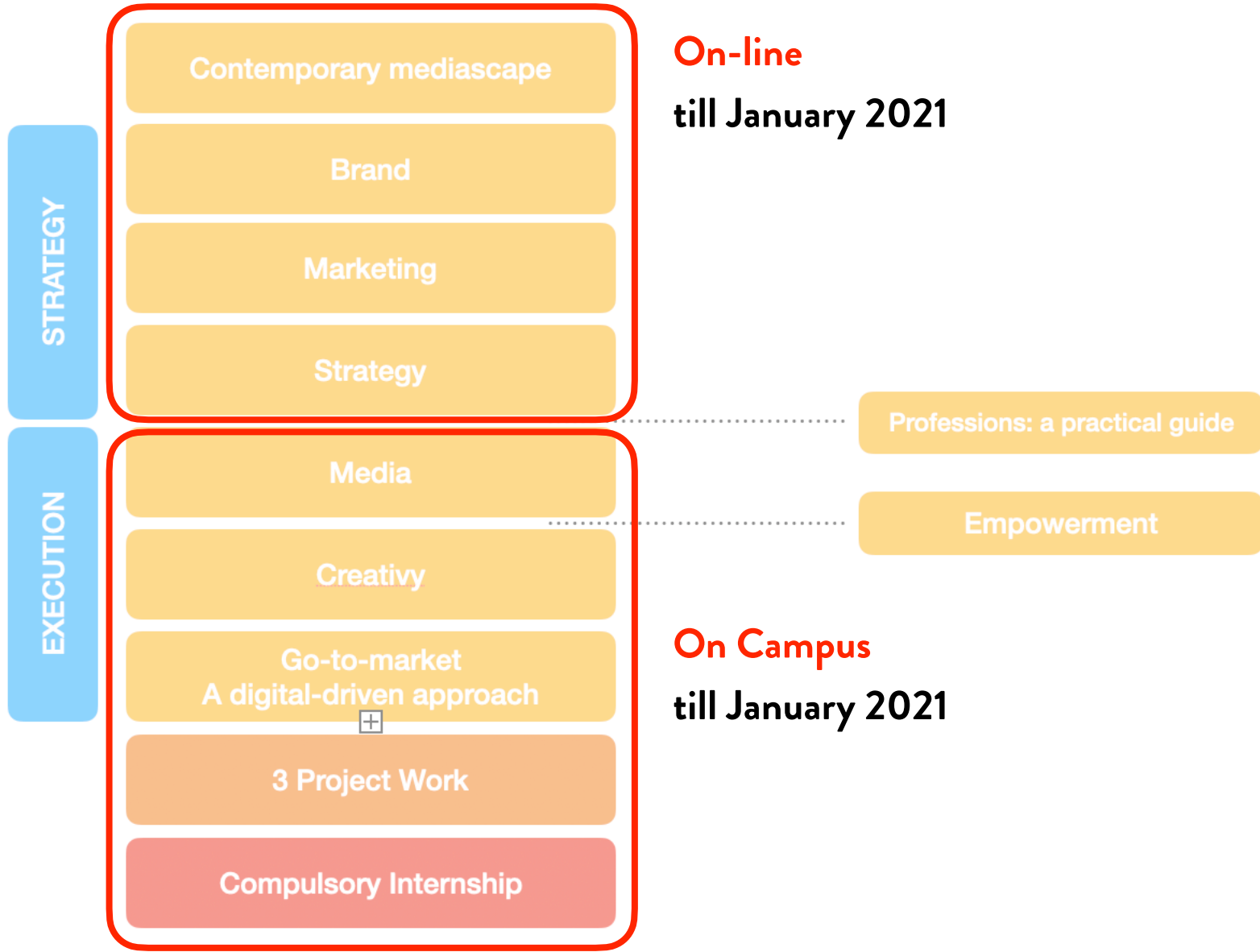


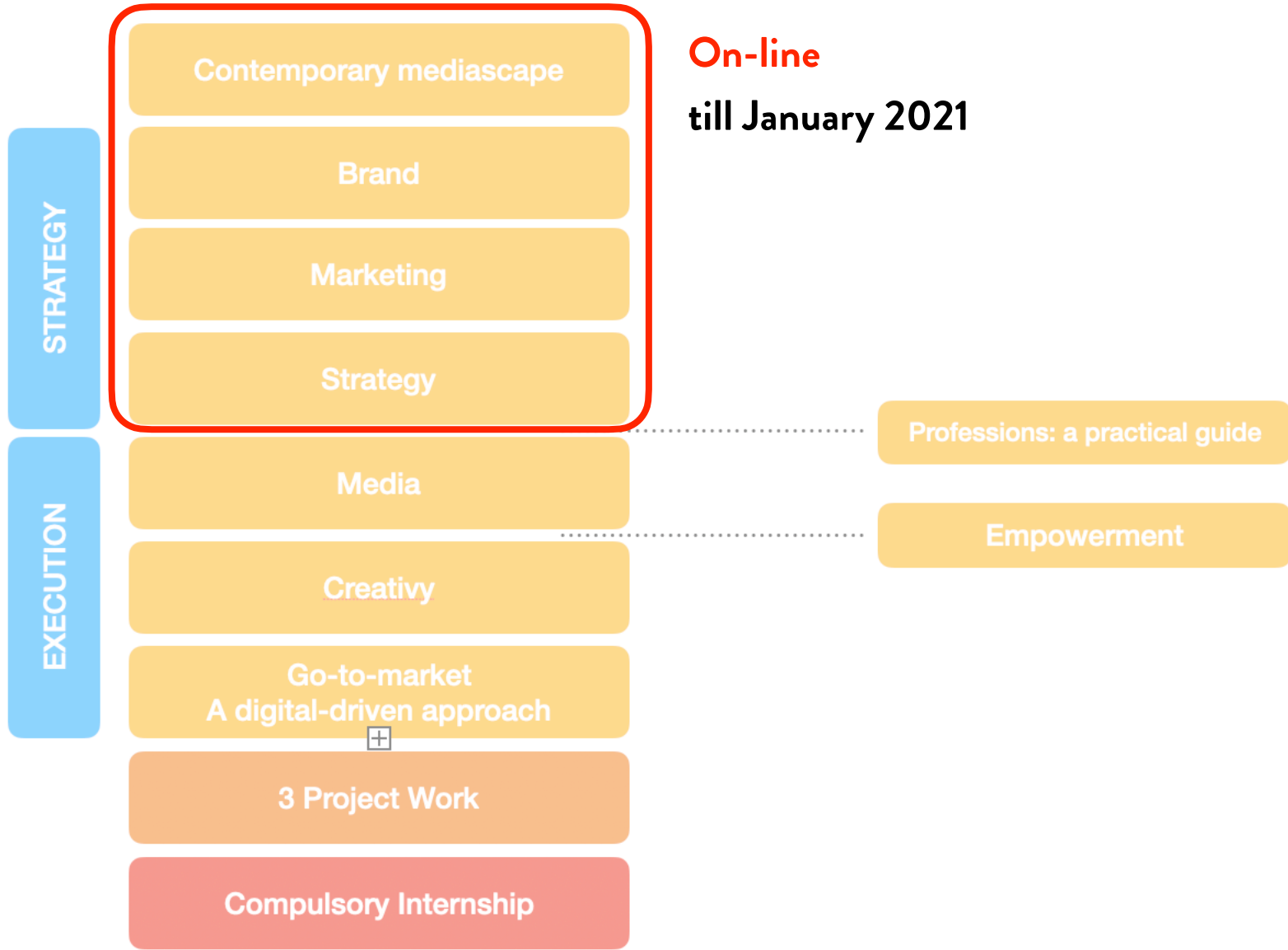
03.

MASTER IN BRAND COMMUNICATION



01 Blended Modality



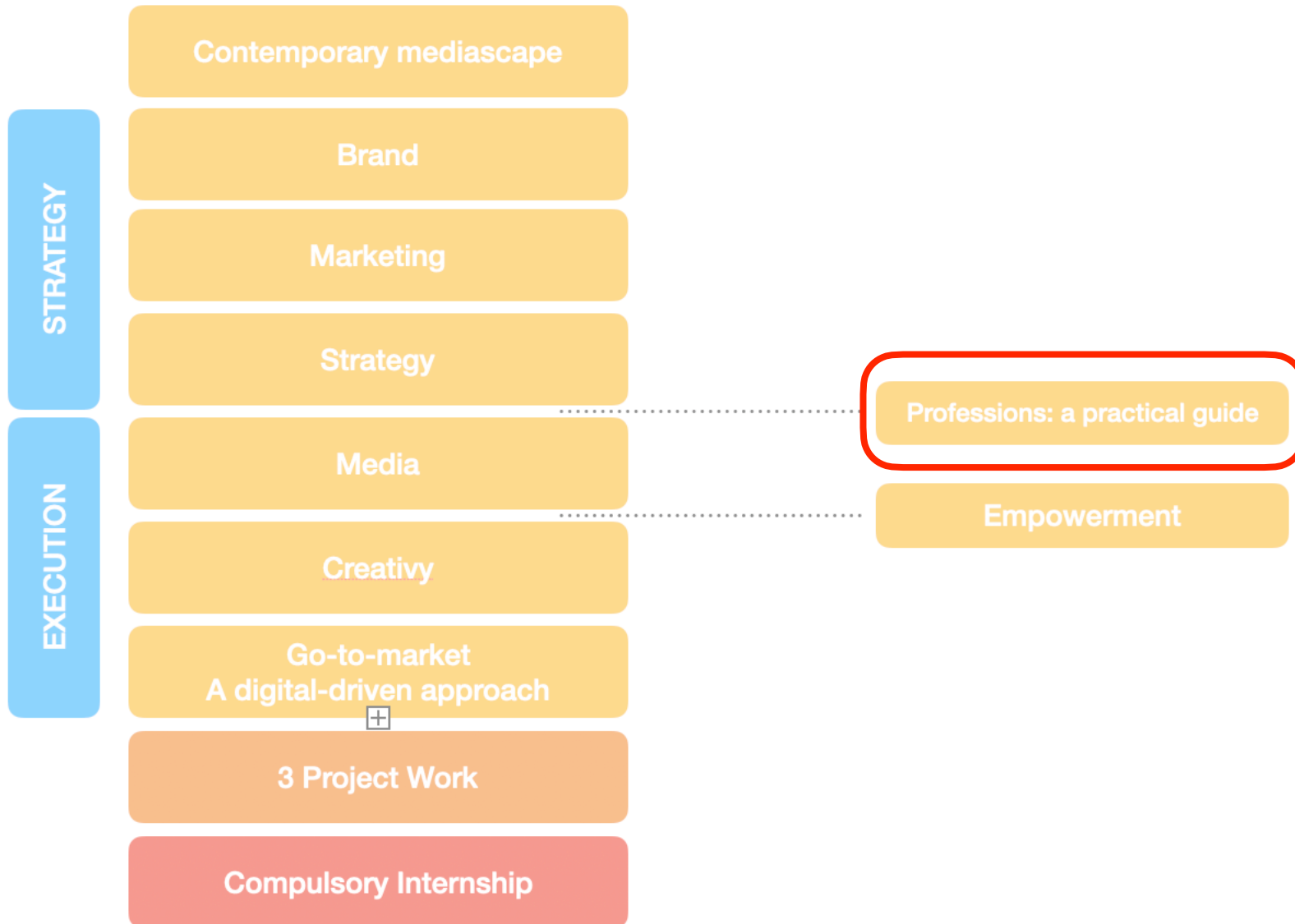


01 Blended Modality

02 Mix of synchronous and asynchronous Learning

1. Cisco Webex Meetings - Lectures
2. Cisco Webex Teams - Team Work
3. Miro - Collaborative Platform
4. POK Polimi - www.pok.polimi.it
5. Google Classroom - Repository





- 01 Blended Modality
- 02 Mix of synchronous and asynchronous Learning
- 03 Elective Path



THANK YOU!

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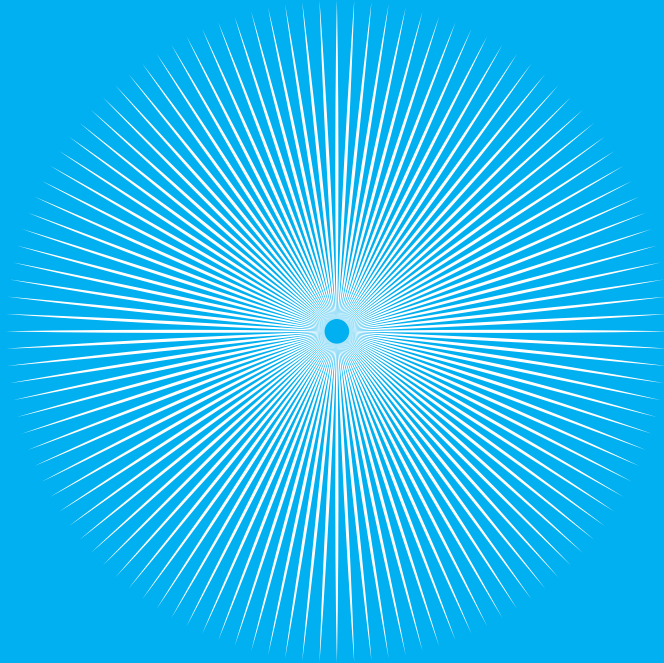
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A close-up photograph of a person's hands with red nail polish typing on a silver laptop keyboard. The person is wearing a light blue button-down shirt. The background is softly blurred, showing a patterned surface.

Technology and Education during pandemic

Associate Professor Mădălina Moraru Ph.D.
University of Bucharest



Agenda

01

What does e-learning mean?

02

E-learning components

03

Methodological approach

04

Research results

05

Conclusions

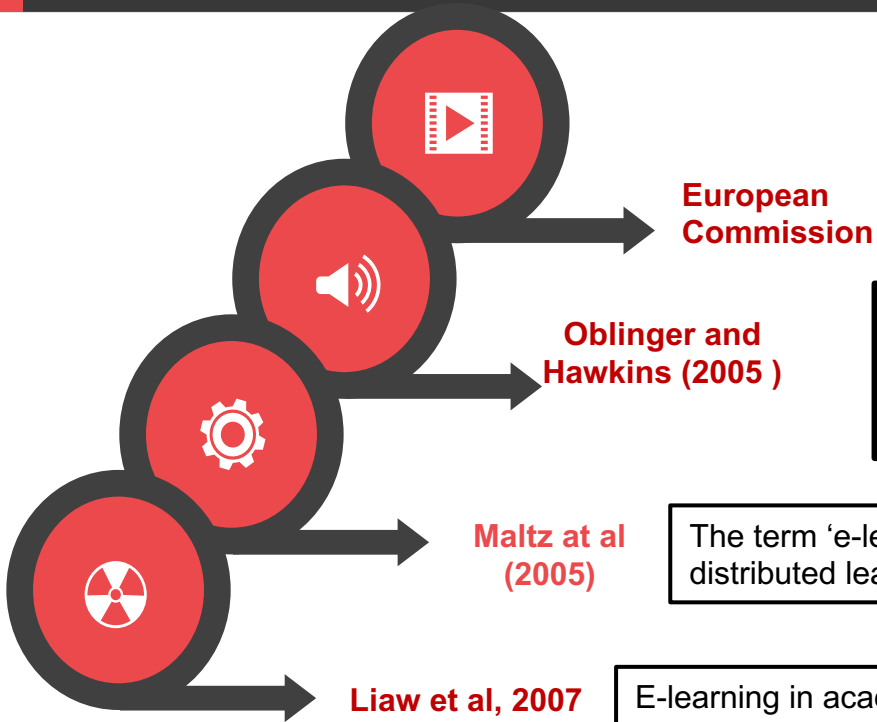


Hypotheses:

1. Technology helps academia (students and teachers) to adapt to the new system of e-learning.
2. E-learning triggers the progress of academic education during pandemic.

1. What does e-learning mean?

Insert the title of your subtitle Here



Liaw et al, 2007

E-learning in academics, which is characterized by the use of multimedia constructs, made the process of learning more active, interesting and enjoyable

**Maltz at al
(2005)**

The term 'e-learning' is applied from different perspectives, including distributed learning, online-distance learning, as well as hybrid learning

**Oblinger and
Hawkins (2005)**

They noted that e-Learning has transformed from a fully-on line course to using technology in order to deliver part or all of a course independent of permanent time and place

**European
Commission**

EU describes e-Learning as the use of new multimedia technologies and the Internet to increase learning quality by easing access to facilities and services as well as distant exchanges and collaboration.

2.E-learning components

Insert the title of your subtitle Here



The 4 components in integrated e-learning



The learning tasks

Which form the backbone of instruction (The medium should allow students to work on tasks).



Multimedia and video

Reality is replaced by video models and interactive simulation.



The teacher's role

The assistant looking over your shoulder is replaced by different tools, gamification means that help teachers to supervise student's work.



The practical dimension

Educational software encourages students to simulate reality in virtual environment.

3. Methodological approach



A survey applied to 150 students



Applied in 4 universities (University of Bucharest, National School of Political Studies and Administration, Academy of Economic Studies, Polytechnic University, University of Medical Studies)

Questionnaire structure



1. Demographic data
2. Technology used in academia and adaptability
3. Relationship between students and teachers in online environment
4. Advantages and disadvantages of e-learning system.

Research time



It has started on September 1st. It is still in progress.

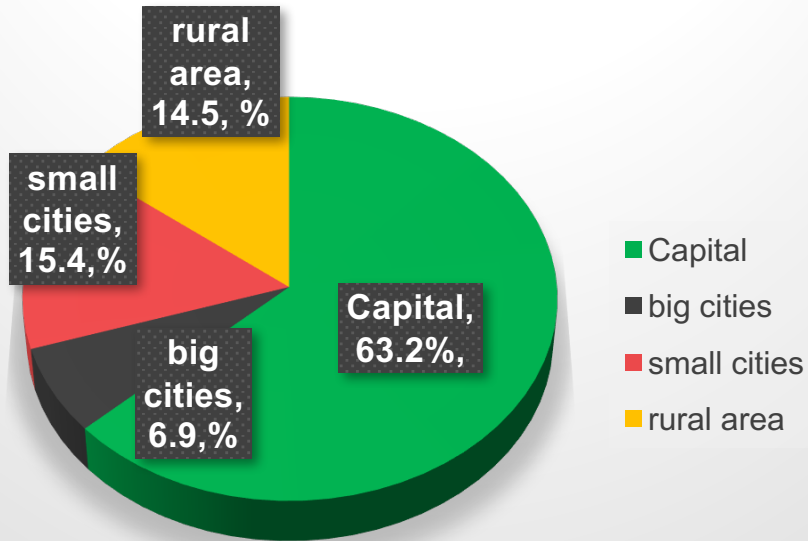
Objectives



My research aims to reveal the effectiveness of e-learning system by using technology

4. Research results

4.1. Demographic data



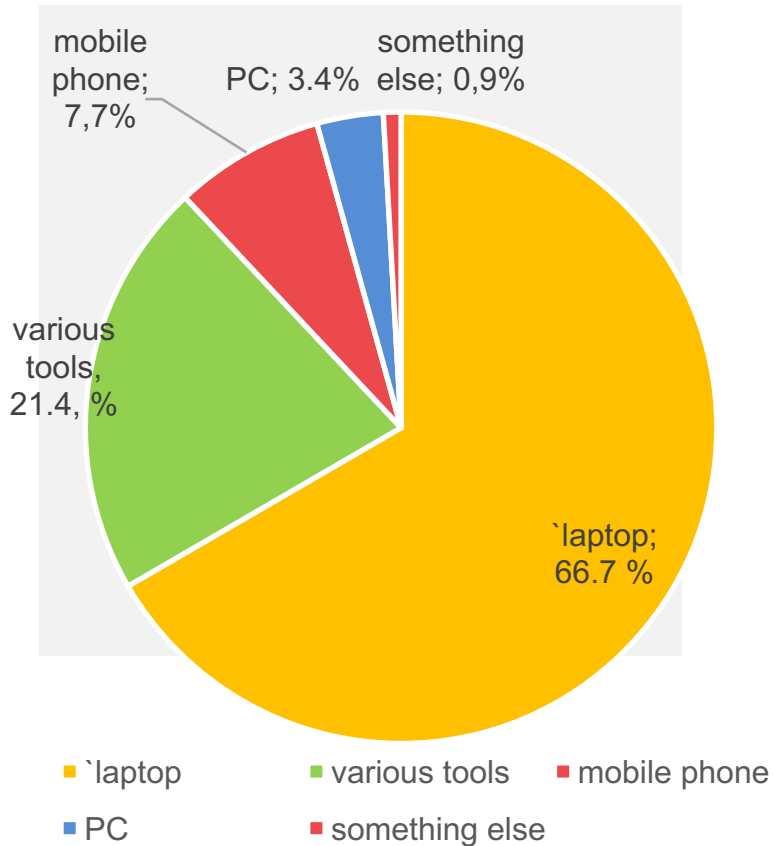
23.1%

76.9%

76,9% of our respondents are young women, and 23,1% young men.

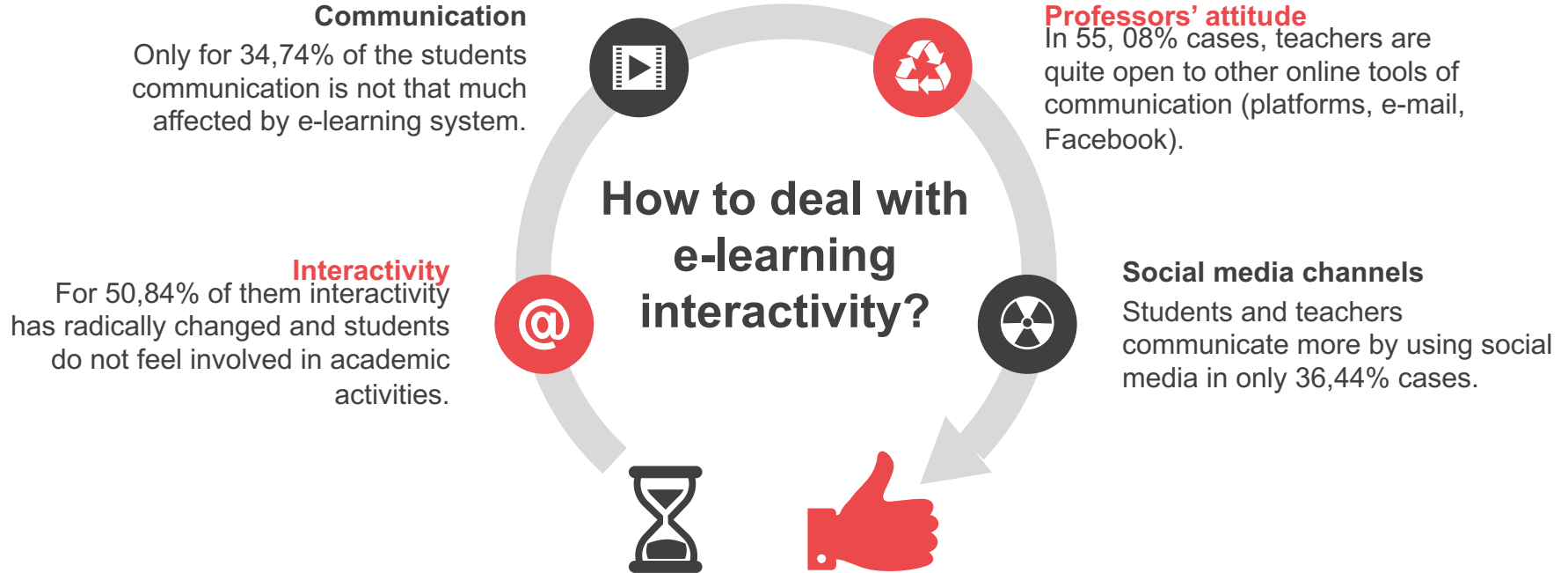
The majority of them, i.e. 95.7%, belongs to the 18-25 age group.

4.2. Technology and adaptability



- 78,6% of our respondents do not have any technical issues during online classes, they have access to everything they need.
- 11,1% stated that they have some problems with the Internet connection.
- 6% of them do not have access to technical devices on their own budget.
- There is a general opinion that spontaneous e-learning has affected the quality of education.
- Even if they work on different platforms (46,2%), they definitely prefer Google meet, and Kahoot for interactivity.

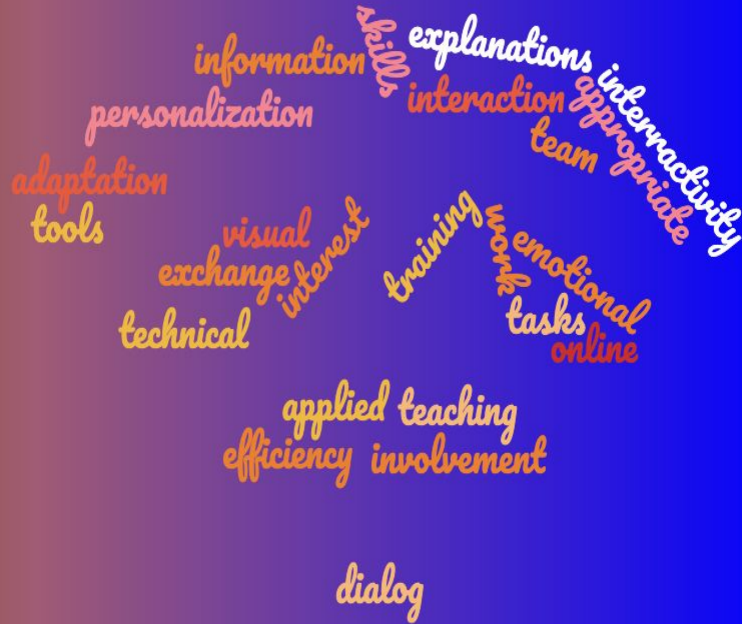
4.3 The relationship between students and teachers in online environment



Recommendations for online teaching

„I think that e-learning has just revealed the ones who are really efficient and charismatic in terms of teaching. If they succeed to draw students' attention in a classroom, they can do it online as well by adapting to virtual classroom.”

(Bachelor student)



A word cloud on a blue-to-purple gradient background. The words are written in a cursive, handwritten style in shades of orange and yellow. The words include: information, personalization, adaptation, tools, visual, exchange, technical, interest, training, applied teaching, efficiency, involvement, dialog, skills, explanations, interaction, team, interactivity, appropriate, work, emotional, tasks, and online.

Student's opinion

4.4. Advantages and disadvantages of using technology in education



Advantages

1. E-learning system is a very comfortable method of absorbing knowledge for 76,27% of my respondents.
2. Only 18,64% of them believe that technology helps better organize the academic activity.
3. E-learning saves time.
4. E-learning system contributes a lot to digital development in 48,30% of cases.

Disadvantages

1. Digitalization is exhausting for students, especially during synchronic lectures in 52,54% of cases.
2. Socializing and interaction significantly decrease in virtual environment as 64,40% of students pointed out.
3. There is more time invested in academic activity, as 41,52% of respondents noticed, but this is not efficient.
4. The biggest disadvantage refers to the level of training in academic digitalization: 69.49% of students appreciated that academia should be officially trained to find best interactive methods.



Conclusion

1. The first hypothesis was partially validated, since not everybody uses technology efficiently.
1. The second hypothesis has been certainly validated as long as both students and teachers had to adapt to e-learning during pandemic context.
2. Virtual communication in academia did not essentially increase the level of education.
3. Students would love to have many opportunities of interaction by being involved in more applied activities developed in online environment.





Thank you!

Q&A

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