“The future of (online) learning: what should remain after the corona crisis?”
After the online visits in November 2020, the AACSB/NVAO committee conducted a Development Dialogue on the future of online learning. This report summarizes the main findings.

### RESISTANCE

The committee suggests to:
1) Have enough support staff; for both the technical and content side
2) Show that it is a win-win situation for both lecturers and students
3) Pay attention to storytelling: it should be able to move to other levels

### ADDED VALUE/COMPETITIVE ADVANTAGE

The committee suggests to:
1) Value the flexibility for students, e.g. pre-master can be offered online
2) Continue with the Hybrid Learning Theatre, especially for certain groups
3) Make sure both IT staff and professors are well trained; a large new skillset as a proposition of the school to be able to scale up efficiently

### SOCIALIZATION

The committee suggests to:
1) Organize 'original', low-key activities with student to connect (e.g. online cooking class with materials delivered to their homes)
2) Look into immersive platforms (e.g. avatars, virtual university campus)
3) Social/campus experience: coach students, mentor students, and establish/let students connect with an ecosystem of companies that represent the future of working

### OPPORTUNITIES

The committee suggests to:
1) Invite (global) top managers as guest speakers into your online classrooms
2) Be approachable: e.g. let the Dean connect with students on a regular basis and offer students the technology needed to learn from each other
3) The future of recruitment: online interviews with global participants

### STUDENT PERSPECTIVE

The student representatives suggest to:
1) Only offer a virtual campus during Covid-19, for 1st-year students, or with existing platforms
2) Go back to campus education for at least seminars, but maybe also lectures. Continue with hybrid (e.g. for those who are not able to join in real-life)
3) Don't go back to online exams, it was very stressful. Online inspections are convenient.
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NVAO Development dialogue 20 degree programmes, on 11 November 2020

Participants:
- Professor (Chair of the committee of the combined AACSB/NVAO accreditation).
- (student member of the committee).
- Professor (member of the committee).
- Professor (member of the committee).
- Professor (member of the committee).
- (secretary of the committee).
- Professor (Director College Economics and Business).
- Professor (Director Graduate School of Economics).
- Dr (Director Graduate School of Business).
- (student).
- (student).
- (student).
- (minutes and author NVAO Development Dialogue Report).
- (Project Manager Accreditations and co-author NVAO Development Report)

Faculty of Economics and Business (UvA EB), University of Amsterdam (UvA)
Presentation Blended Learning (Director College Economics and Business)
In this presentation (see appendix of this report) explained the situation of online learning at UvA, before and after Covid-19. Starting with the first initiatives at both UvA Central and UvA EB level, including the Teaching and Learning Centre (TLC), Educational Innovation Fellows (EIFs), and the 3Ri: Vision on Teaching and Learning 2020. It ended with the situation after Covid-19, explaining the Keep on Teaching support, Online Proctoring, TLC online education vision, including Team Teaching, Team Testing.

Topics that were brought up for discussion:
- Online assessments/proctoring.
- Hybrid Learning facilities.
- Investing in new pedagogical designs.
- New forms of interaction.
- Role of big lecture (halls).
- Campus Quality Time.

AACSB/NVAO Committee members
Resistance to blended learning: create a win-win situation
As chair of the committee explained; first, it was hard to move towards blended learning, people did not see a need for change. After a good example that improved the pass rates for a specific course, the first steps were made. Suggestions:
- You need to have enough support staff, not only for the technical side, also for the content side.
- Show that it is a win-win situation: for both the lecturers, and students.
- The storytelling is very important: the story should be able to move to other levels.
**Added value of online/hybrid learning: flexibility for students**

Committee member [Dutch Professor, former Dean of several Business Schools] addresses the flexibility of students as added value for online education.

Suggestions:
- Hybrid Learning Theatre something you want to continue, especially for certain groups of students.
- Even though young students are more tech-savvy, they desire to be together: focus on social interaction.
- Opportunity: the pre-master could be an excellent example to do mostly online, even when students are still finishing their bachelor somewhere else.

**“Too many buildings, not enough bandwidth”: find out where your competitive advantage lies**

Committee member [Worcester Polytechnic Institute] states that those who have the best online education are winning. Examples in the US are Arizona State University and University of Southern New Hampshire.

Suggestions:
- Every institution needs to find out where its competitive advantage lies.
- Doing things online is not cheaper, investments need to be made.
- Social interaction: build a cohort of students.

**From classroom to e-live settings: intensive training**

Committee member [Rennes School of Business] explains that the first way of entering the stage is a full distant learning proposition. 320 professors were trained, 10 hours. E-live capacity, 30 rooms with cameras, very efficient. Lastly, they worked with Microsoft Teams and their immersive platforms (e.g. avatars).

Suggestions:
- Combine IT staff and professors to create capacity, scale up the system to all Professors.
- It is a very large set of new skills: they have to be in the proposition of the school.
- Social/campus experience: coach students, mentor students, establish an ecosystem of companies that represent the future of working.

**General topics**

**Socialization: how to build an (online) cohort in these times?**

It is clear that socialization is a major challenge in these times.

Suggestions:
- North Carolina Centra U (nccu.edu) has done a lot to facilitate co-curricular activities in the online world.
- Organize ‘original’, low-key activities, such as delivering food to students at home through Amazon, and invite students to do cooking together online, with explanation of different food and cultures;
- Be very pro-active in activating the group in the beginning, after that they will be able to continue activating it themselves.
Opportunities for online approachability: guest speakers/contact with students/job market

Suggestions:
- What should remain? Invite top managers as guest speakers into your online classrooms, that are now available, also in an international context ('top men and women from California/China'). This will enrich education, create added value more than it did before.
- A more holistic level of education: not only lectures and classes, it is a certain experience. The Dean can now speak to students every week, the university can offer technology to student organizations (e.g. AIESEC). Not only bachelors, also the MBA: facilitate learning moments were students learn from their colleagues, not only from the professor.
- Online interviews: recruit from all over the world online.

Innovative types of teachings

Suggestions:
- Self-study groups.
- StudyBuddyProgram.
- PDF versions of books.
- Peer-to-peer learning: recording videos and activate peer-reviewing.
- (Short) recap from student perspective.
- Fun: Tic-toc dance.
- Hybrid: use names, start discussions, e.g. online graduation session.
- Future recruitment.

Open Dialogue with students

Digital campus

“A digital campus with virtual rooms where you see your friends, watch a movie, do a game. Would that work”?

Student and member of the student association VSAE) – Good alternative during these times, but not afterwards.

A: I don’t know if students see the added advantage. They probably won’t use the platform created by the university but use existing well-known platforms.

I do think there is a difference between ‘older’ and first year students, they didn’t meet their fellow students yet. It might work for them.

Online/on-site Education

“What do most students prefer? Go back to the old situation, everything on campus or new kinds of blended, teaching methods”?

For BA, offer lectures online available as well. Seminars on-campus. Easier in-class, easier to give feedback. Work together in a smaller room. The Hybrid Learning Theatre is great for them who might not be able to join in real-life.
I personally would prefer both lectures and seminars on-campus. We want to communicate about what we learn, that added a lot of value. Hybrid version for e.g. international students. Keep physical lectures as well.

**Exams**

“**What is the future of doing exams?**”

Personally I wouldn’t go back to the online exams, it gave me much more stress – does my internet work, do they think I am cheating?

roommate forgot to show 1 little paper. A whole week he was stressed about 1 paper he didn’t show. Also, assessments with restricted time limits give a lot of stress as well. We didn’t know how many questions; we couldn’t go back to previous questions.

A: **Alieke Engel** (student member of the committee and BSc student Econometrics, University of Groningen) – Most of my courses were Math. courses, so that was hard to go online. We had to first scan a paper and turn it in before you can continue. However, online inspection is more convenient online. In general, remain critical about when we use digital tools. For example, every lecturer is now using PPT, but especially for Mathematics it makes it easier to put everything on the slide, makes it hard to follow.

A: **Mahmood Nasher** (Chair of the Student Faculty Council: FSR) – Physical exams provide you with the chance to ‘get into’ the exam. You need to have an overview of all exam questions.
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First initiatives

At UvA central level

- *Blend it and Share it* (2015) – vision on blended learning within UvA (central) + €3 mln for faculties to develop blended learning strategies

At UvA E&B (faculty) level

- Centre for Blended Learning (2015) + faculty strategy for blended learning learning
- Recruiting technical-educational support staff
- Educational innovation at program level - failed
Situation before COVID-19

At UvA central level

Teaching and Learning Centre (TLC) – 2019-2020
1. Academic development (teacher professionalization)
2. Knowledge sharing
3. Educational innovation

At UvA E&B (faculty) level

- Teaching and Learning Centre
- Educational Innovation Fellows (20)
- Weblecture policy for year 1+2 bachelor programs
- Funds from government to stimulate small-scale and intensive learning
Educational Innovation Projects

1. Knowledge clips to provide feedback on formative tests (Sanjay Bissessur)
2. Masterchallenge.me, a matching module to assign students to business challenges
3. Complex decision tree game (Philippe Versijp)
4. Historical data to test basic trading algorithms (Tomislav Ladika)
5. App for Layman’s terms into scientific jargon and find relevant empirical research results (Corine Boon)
6. Tool for prediction of markets and the effect of crises (Alex Kuiper)
7. Home-studio (Hans Borgman)
8. Pre-programme module to remediate deficiencies (Ward Romp)
9. Closed answered practice quizzes learning journey in Canvas (Florian Wagener)
10. Kaggle-like platform to test performance of a script (Noud van Giersbergen)
11. The Case Centre (Alex Alexiev)
12. Redesigned Feedback Lectures (Pushpika Vishwanathan)
13. Predicted course grade based on model (Stefan Mol)
14. Academic Tutorial Sessions (Casper Troost)
15. Python programming 101 (Chintan Amrit)
16. Online timeline of economic thinkers (Dirk Damsma)
17. Programmed experiments for decision games in class (Silvia Dominguez Martinez/Aljaz Ule)
18. Pension fund investor app (Servaas van Bilsen)
19. Alumni explanations/interviews (Maurice Koster)
20. VR in the classroom (Kevin Heij)
3RI
Vision on Teaching and Learning
2020
In response to the COVID-19 epidemic, we have compiled practical information to help you transition to online teaching. Check out our compact information per topic below or consult our comprehensive Keep on Teaching at UvA guide. Visit our forums to share any teaching tips or to tell us how you’re dealing with it all!

Educational Redesign Aid (ERA)
Brief, workable and realistic recommendations of TLC for teachers taking education online.

Didactic Redesign
Basics for active and inspiring online education

- Get Started
  - How do I replace my lectures?
  - How do I replace my tutorial groups?

- Collaboration
  - How can my students collaborate?

- Lectures
  - How do I replace my lectures?

- 1 on 1
  - How can I reach individual students?

- Exams
  - Alternatives to On-Campus Exams

External Resources
Tips from other institutions

Wellbeing
How do I balance work and home?

FAQ
Frequently Asked Questions

Help
How to reach my faculty support staff?

Safety and Privacy of Zoom at UvA.

Before your course starts

Step 1: Define the learning objectives
Clear objectives help you design your tasks. For yourself it is easier to select the right learning tools and the proper form of assessment when you have your objectives clear. Students can see the course outline in the Course Catalogue and adjust their learning accordingly.

Step 2: Consider the best teaching formats
Think about the best ways of reaching your students. Keep in mind that, depending on how you are teaching your course, you are on a Bachelor or Master Programme, all formats and methods may be suitable for different courses.

Online teaching

Step 3: Start teaching your course online
Be aware that online teaching and learning are more intense than face-to-face lectures. Therefore you should plan for your non-face-to-face activities. Keep your sessions short and interactive, in order to keep your students engaged.

Online assessment

Step 4: Online tutorials & reminders
Adapt your tutorial or remind to online education. It’s important to keep your students engaged during these sessions.

Step 5: Online Q&A/recap sessions
There are different ways to conduct your Q&A sessions in the week or during your course depending on if you’re teaching in Bachelor or Master programmes.

Step 6: Online Assessment & Exams
There are many options for assessment and exams online. You can read more about it on our FAQ page, which is linked below.
Online proctoring

Last block: 129 exams, 7 oral exams
33 take home exams
2x AnsDelft
2x TVO
29x canvas assignment
89 proctored exams
25x AnsDelft
64x Testvision
89 out of 129 excams made use of Proctorio (69%)
Continuity for our students is our ambition – *No study delay*

Creating a digital campus – *With hybrid forms of education*

Creating new, innovative ways of learning and teaching – ‘*Never waste a good crisis*’
Ambitions

- High-quality standards for online education
- On-campus activities when RIVM guidelines allow this
- Social engagement and cohort-building
- Guarantee on value of diploma of the UvA-quality
Core educational activities

- Lecture: pre-recorded/live
- Q&A session: online
- Tutorial/Seminar: online, when possible on campus
- Assessment: formative & summative
- Inspection & feedback
- Social activities: the student experience

After

Interaction, collaboration, motivation
Organizing support and evaluating

• Set up two temporary teams within TLC:
  • Team Teaching:
    • 1. guidelines for online education;
    • 2. support by a student assistant;
    • 3. workshops in various online tools;
    • 4. didactic advice;
    • 5. technical support.
  • Team Testing: advising and helping lecturers to prepare online exams, troubleshooting during exams.
• Monitoring implementation online education
5. Hybrid Learning Theatre

Project: Hybrid Learning Theatre

Aim: Interactive hybrid education, student engagement

Results:

- 59% of students felt more involved in the lecture
- 75% of students preferred the HLT over a ‘normal’ Zoom lecture

- Also: launched Hybrid MBA
Preference 1 - I prefer the Hybrid Learning Theater over a 'normal' Zoom lecture

More involved - I felt more involved during this lecture than I do with a 'normal' Zoom lecture

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What should remain?

- Online assessments /proctoring
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- New forms of interactions
- Role of big lectures (hall)
- Campus Quality Time