



Panel Discussion: Distance Teaching

Programme

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1 Introduction

In light of the current COVID-19 situation, IDEALiStiC was forced to transfer the conference in Milano into an online conference. The board of IDEALiStiC also decided to plan a panel discussion on Saturday, 23rd of May, inviting special guests from each university to talk about a topic that is becoming more and more of current importance: Distance Teaching. The panel discussion will be held on Zoom and it will be open to all students of our five universities, like a town hall session. There are three main reasons motivating this panel:

1. To involve students in this challenging time, building a sense of community;
2. To promote the IDEA League across students, also with a short talk of the IDEA League Secretary General and a students competition;
3. To debate on a matter of current importance, as the Distance Teaching, having challenging questions for the guests.

In the beginning we will organise a student competition with a online quiz, to attract students to the panel discussion and to introduce them to IDEA League. It is planned to start half an hour before the panel discussion, at 2:30 p.m., as it is shown in the programme. The panel guests are warmly invited to join the event from 2:30 pm.

To promote this event among the students of the member universities, we are planning to reach out to the communication entities of the universities. We will let the student councils inform the students about this event and use social media to raise awareness.

2 Programme

The panel discussion will be split into two parts. In the first part, the guests answer their individual questions as indicated in section 2.1. In the second part, the students are invited to ask questions through the zoom chat, which will be collected by the Co-Secretary Generals and the PR Manager of IDEALiStiC and then asked to the guests.

Time	Programme Point
14:30 - 14:40	Welcoming by IDEALiStiC & IDEA League
14:40 - 15:00	Competition of IDEALiStiC
15:00 - 15:05	Introduction of the panel discussion and the guests by Marco Guerini
15:00 - 15:45	Answering of the individual questions as indicated in 2.1.
15:45 - 16:20	General open questions by the students presented by Bibiana Prinoth & Marco Guerini and Nima Salami
16:20 - 16:30	Summary of the most important points and closing words.

2.1 Individual questions

To start the panel discussion, the student councils of the IDEALiStiC member universities came forward with a specific question for the guest of their university. The goal of the specific question is to get started with something the guests can prepare, allowing detailed questions suitable for the corresponding university.

As it might be interesting to see what questions the other guests have to answer and maybe even think of what one would have answered, we summarise the posed questions in the following.

- **To Aloys Krieg, Vice Rector for Education at RWTH Aachen University**
COVID-19 as a chance: Which newly tested measures will likely become permanent after the pandemic to lower psycho-social stress of students and increase curricular accessibility and flexibility?
- **To Anna Karlsson-Bengtsson, Vice President for Education at Chalmers University of Technology**
Because of the current pandemic, we have witnessed an increased interest for university studies, as well as a greater need for further education and lifelong learning. In your opinion, what are the universities' responsibilities to accommodate this increased interest, and what type of government support would be needed fulfil those responsibilities?
- **To Rob Mudde, Vice Rector for Education at Delft University of Technology**
Let's assume we could go back in time, what would you have prioritised differently regarding education and university to better prepare for such days off-campus?
- **To Lamberto Duò, Vice Rector for Education at Politecnico di Milano**
In these months, you and the corona virus task force at PoliMi have been in contact several times with the IDEA League universities. How has this effected distance teaching? Now, looking back to this semester, what is left of all this effort? What are the challenges the PoliMi staff has to face in the upcoming semesters?
- **To Sarah Springman, Rector at ETH Zurich**
The corona crisis is often compared to a marathon. A marathon needs preparation, endurance, perseverance and much more. As a former top athlete and current rector, how do you think students can cope best with this marathon?

The goal is to answer your question within a time frame of approximately five minutes.

2.2 Open questions

During the answering of the individual questions, students will have the opportunity to write questions to the Co-Secretary Generals. The questions will be collected, arranged and prepared and then asked to the guests, once their individual questions are answered. Students can either direct their question towards a specific guest or just ask in general, leaving the stage open to anyone wanting to answer the question. We hope to engage the students to ask questions not only to the guest of their university, but to use the opportunity to get to know the ways things are handled at other universities.

3 Inputs for Distance Teaching

In this quarantine period, we found ourselves having to face different problems. We moved quickly online and after a short period of experimentation, we now want to go deep into the topics talking with you on some of the most critical topics for the students. As distance teaching is a very broad topic, we provide some more inputs where we think the discussion will be centred towards.

- Some of our universities decided to record the lessons, to help those who do not have a good connection or who simply have other commitments. What do you think about recording lectures also in the future? Would there be an improvement in your opinion? Will it be possible to save time in classrooms and travel times, to prioritise the lectures to be done in presence?
- We have noticed that some students feel more free to ask questions and this is incredibly good on increasing relationships between teachers and students and it also helps to let the knowledge pass more easily. At the same time, teachers are therefore forced to lengthen the lesson to answer all the questions, maybe adding extra lessons in other days. So, is this method really effective?
- Several hours of lectures sitting in front of the computer certainly requires an adaptation of lectures themselves, changing methods, maybe using two devices simultaneously. Are we sure we can offer a better teaching?
- It could be interesting to use this experience as a motivation for innovation. For some lectures or classes, online teaching offers a good replacement, for others classroom teaching is crucial. What are your thoughts in the direction of innovative teaching?
- What will you keep from this experience and what will you throw away?