Sharing online practice on SP415
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What was your original course structure?

The original course structure was 2 seminars and one lecture

How has it changed?

It did not change apart from the fact that when we were asked to deliver teaching online – I started on 16 March 2020 -, as I had the art element in place, I thought of a way of delivering the course but also building in a sense of resilience and a slightly more creative way of engaging in the last two seminars which were on (i) Planning to Urban Governance; and (ii) Urban social movements. So, while we quickly looked at the readings for the seminars, I dovetailed the readings into the 'just neighbourhood' project. So in essence, the just neighbourhood project was conducted in weeks 10 and 11 of the course. The idea is to now incorporate it into the course for 2020-21 and incorporate the task and idea into lectures 1 and 2 of the course. HAPPY TO EXPAND ON THIS

How did it work?

This is the interesting bit. I introduced art into SP415 in December 2019 – did not anticipate the Covid19 situation – but given all the talk about what to do whilst isolating and art being mentioned – SP415 was ahead of the curve (coronavirus speak!) by accident. Students have been drawing weekly since the course began on 20 January. It worked very well because we were able to look at the Padlets online (did not screen share that much, although I screen shared my contribution to the 'just neighbourhood' and given that Zoom is very intensive for me as a teacher (not being able to leave my computer) the interjection of commenting on Padlet posts were welcome short breaks. I also found that there is nothing better than incorporate time for comments on Padlet posts during the seminar rather than asking students to do it later.

Comment from one student: AI: "Whilst the course had a clear structure of its own, it was nice to see knowledge being disseminated for the sake of knowledge in our discussions"

Were there any issues?

Mainly to do with WiFi connectivity. I lost connection to Zoom several times and although it automatically comes back when WiFi has been restored, it is anxiety provoking. The back of a WhatsApp group that I created was useful for sending messages when Zoom was down.

Any feedback from the students/other academics so far?

The students thought that the Zoom teaching went well but that it could not replace face2face teaching. Student AI: (from Chat) "Agreed- virtual classes and seminars do not compare to the in-class and on-campus experience"

Lessons learned or tips you'd like to share

1. The chat function is useful but when Zoom goes down when the WiFi is interrupted, I seemed to have lost the chat function even though I have set it up to save automatically. I need to search for the chats to see if this automatic save function worked or whether it is only applicable when one ends a meeting without manually saving the chat.

2. Not being able to see students who have their video on mute is unnerving as one cannot connect with body language.. That said, WIFI connectivity meant that some students were not able to use their camera
3. One student could not speak because of fear of waking up a person in the household – "Sorry I thought my dad would be up by now :)"
4. With a large group of students, not everyone is visible to the teacher – this is not an issue in face to face teaching
5. When the share screen function is used, especially in Power Point slideshow mode, the speaker window covers part of the screen – need to take this into account when designing power points. See attached slide.