

# SUDDENLY SIMULTANEOUS: DUAL DELIVERY IN ON-CAMPUS AND ONLINE MODES

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**KEYWORDS:** online, interactive simulations, tutorials

## BACKGROUND

In the rapid transition to new delivery modes prompted by COVID-19, we have attempted to retain advantages of active learning – active preparation for classes, and interactivity - supported by technology. For the last two semesters, ~15% of the enrolment in a first-year course with hundreds of students, consisting of lectures, tutorials and practicals, has been External. Most students have experienced a blend of online and face-to-face teaching, with tutorials and practicals on-campus, retreating to online occasionally. All students have common online lectures.

## DESIGN AND METHODS

Online resources had been the focus of recent course development (Wegener et al., 2018). A natural experiment arose to compare tutorials on-campus and online (via Zoom) that use the same activities, implementing online interactive simulations and small-group discussion. The Student-Led Observation for Course Improvement team observed classes, coding indicators of student engagement, and ran surveys and focus groups.

## RESULTS AND DISCUSSION

Responses to the use of online simulations were overwhelmingly positive. Student engagement in in-person tutorials was relatively high, averaging 8.7 /10, greater than for online tutorials. Engagement in online tutorials varied significantly, with some groups having few students present, or willing to talk or type, despite experienced tutors working to encourage engagement.

## REFERENCE

Wegener, M.J., Kenny, E.P., Lenton, I., & McIntyre, T.J. (2018) "Embedding Interactive Simulations to Enhance Active Learning", Conference of the International Society for the Scholarship of Teaching and Learning, Bergen, 24-27 Oct, 2018

Proceedings of the Australian Conference on Science and Mathematics Education, 29 September - 1 October 2021, page 56, ISSN 2653-0481