Students Teachers and Staff
Inclusive pedagogy or digital segregation
How to maximise the impact

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1. Digital segregation

2 Impact, engagement

3 AI and Generative IA

1.a Students
1.b Teachers
1.c Staff

2.a Course design
2.b Tutoring
2.c Personnalisation

- lack of computer ->   The university can lend some

        The university can sponsor the computers

- lack of space at home -> learning centers (libraries with working spaces), commons spaces with connectivity and electricity

        Extended opening hours

- Working students ->   Co-modal courses,

- Disabled students ->   Inclusive digital resources

- Lack of interaction ->   Restricted social media, interactive pedagogical activities

- Lack of literacy or results -> a remediation centre (online and face to face, with extended opening hours)

- Prevent bullying and inappropriate behaviour

- The students work on the telephone: everything should be responsive.

Some of them may not be Geeks ! You can be a star in the amphitheatre and a disaster in front of a camera.

They need the pedagogical instructors. Professors know what to teach, PI know how to proceed online.

They need tutorials for Mac not only for PC or Linux

"Please sent a ticket" is not an answer. We need someone to speak to

The loneliness of the teacher in front of the technology is not an option.

English may be a barrier

Technology may be a barrier -> appropriate training is needed, redone if there is an important technological update

Special training to communicate with online students :

- The good reaction to inappropriate communication from the students or the colleagues has to be learned

- On time answering is crucial but may be difficult because of the workload

Home working and remote students = staff isolation

Best answer : to promote , to have extra management support, to train.

Maximising the impact

• The course design is consubstantial with online education.

. You show the summary, the course structure is exposed.
. You explain where you go, the prerequisites, the exams modalities
•You don't presume a shared culture between the teacher and the trainer.

• You use extensively the pedagogical engineers

• With this approach, the professors have to question their competence. Many accept actually and are happy with the experience.

• An online course is visible. It is part of the institution image. Is it compatible with the pedagogical independence and free speech ?

• You explain where you go, the prerequisites, the motivation of the course, the exams modalities
• You construct the course as a sequence of modules (where the students know
- • what they needs to know before,
- • what they will learn and know after
- • which competences they will get

•They should know what to do, how long each activity will take
•You give them tools to self-evaluate their progression
•You give them different resources
for example, a pdf, a video, an exercises and a quiz

You try to propose common activities early in the course so that the students learn to know each other.
You vary the evaluation, and you offer intermediate evaluation not only a final written exam.

Tutoring online is different of tutoring in class

Paradox: you communicate much more online with your students than in the classroom

- **You have to be very cautious; you don't know how your message will be received**
- **Do not hesitate to be kind, empathetic**
- **You have to make the rules very clear and to be fair**
- **But sometimes being firm is necessary**

A course may have different tutors for different activities : a professor, a pedagogical engineer, a student from another year
You need to keep an eye on the forums and encourage peer tutoring. You always have Pirate facetime, or discord groups.
The student needs to know when they can communicate with the tutors and when they will get the answer

Tracking

With online activities a lot of data are generated, and you can read the traces

- The learning analytics are telling you a lot about the students but also about the quality of your course
- The support service can build dashboards for students, for tutors, for the head of the course, for the head of the department
- For the student : you can detect the engagement, prevent discrepancy, propose extra activity or remediation for students in advance or left behind
- It works !

Erick Duval (KU Leuven) workshop FIED 2013

- « with the learning analytics, you can shorten a 5-year study programme by 2 years. But don't do that».
- Erick Duval used to be a "believer" in learning analytics, but he was able to recognise their limits.

We are in front of a pedagogical revolution : for example, what kind of exam can we set but the very classical oral or written examination ?

ChatGPT is part of the everyday life of your students
What about producing you own LLM?

Microsoft and others propose an integrated tool to produce courses

We need research,
We need to work in networks
We need to educate our students on this topics
We need to be the owners of our data

But it opens new extraordinary possibilities !!!!

Thank you for your attention !

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