

# Challenges in Repurposing Single-Campus Courses to Multi-Campus Settings

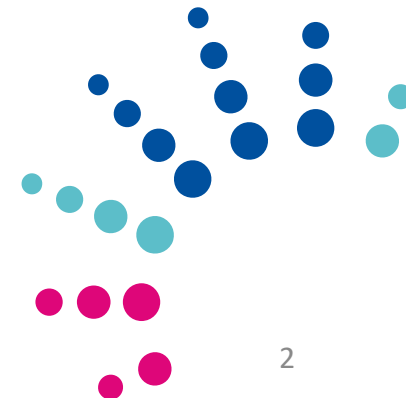
Rune Hjelsvold and Abdullah Bahmani

*Læringsfestivalen, Trondheim, 4–5 May 2019*



# Outline

- Introduction to multi-campus teaching and to Excited
- The cases
- What could we expect (audience interaction)
- What we observed
- What we can learn from this



# Excited - The Centre for Excellent IT Education

- NOKUT funded SFU
- NTNU and NORD university

- P4: Sharing and Diversity
  - Study current/evolving practices
  - Improve future practices



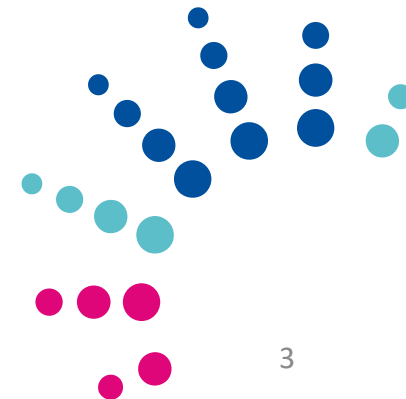
Rune Hjelsvold

Project Lead



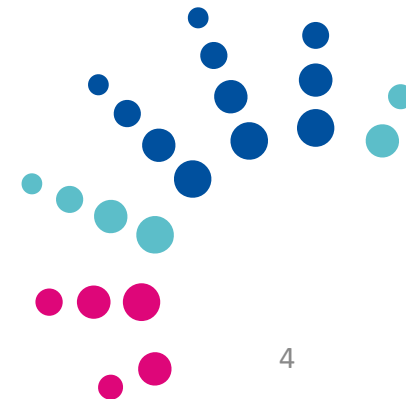
Abdullah Bahmani

Ph.D. Candidate

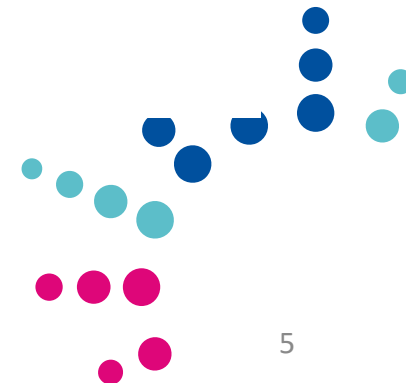
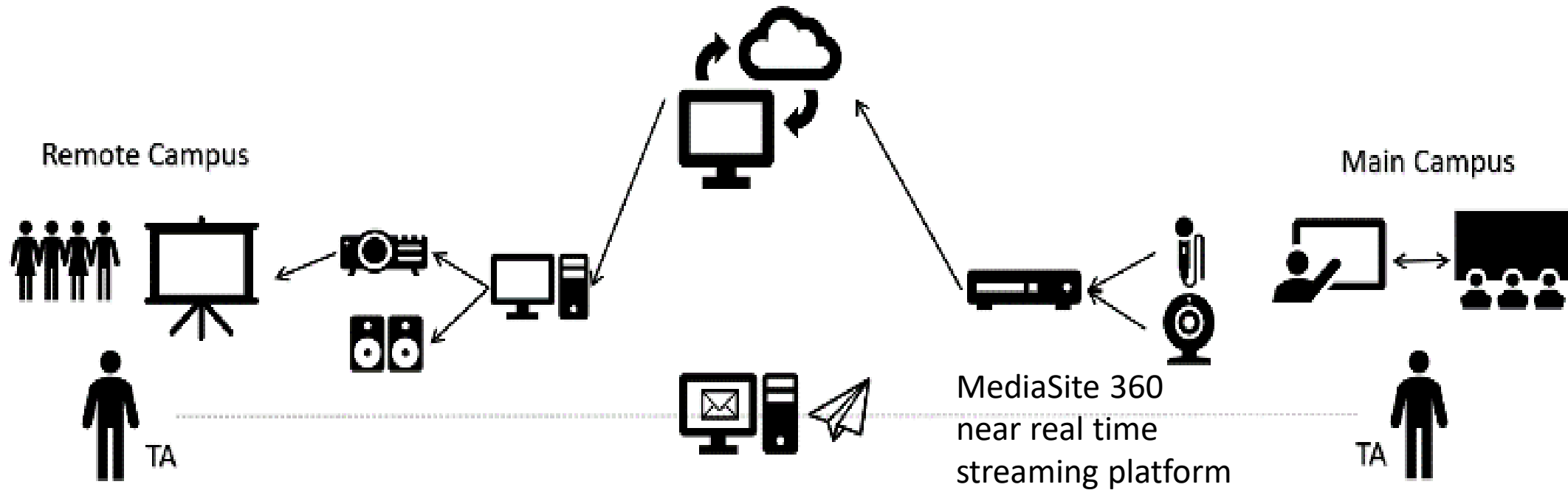


# Repurposing Single-Campus Courses

- The merging of NTNU:
  - Campuses in Gjøvik, Trondheim, and Ålesund
  - Identical/similar courses offered at different campuses
  - Courses offered at one campus extended to students at other campuses
  - Synergy gain expectations

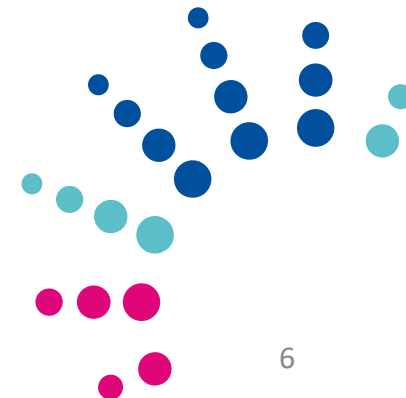


# Multi-Campus Setup



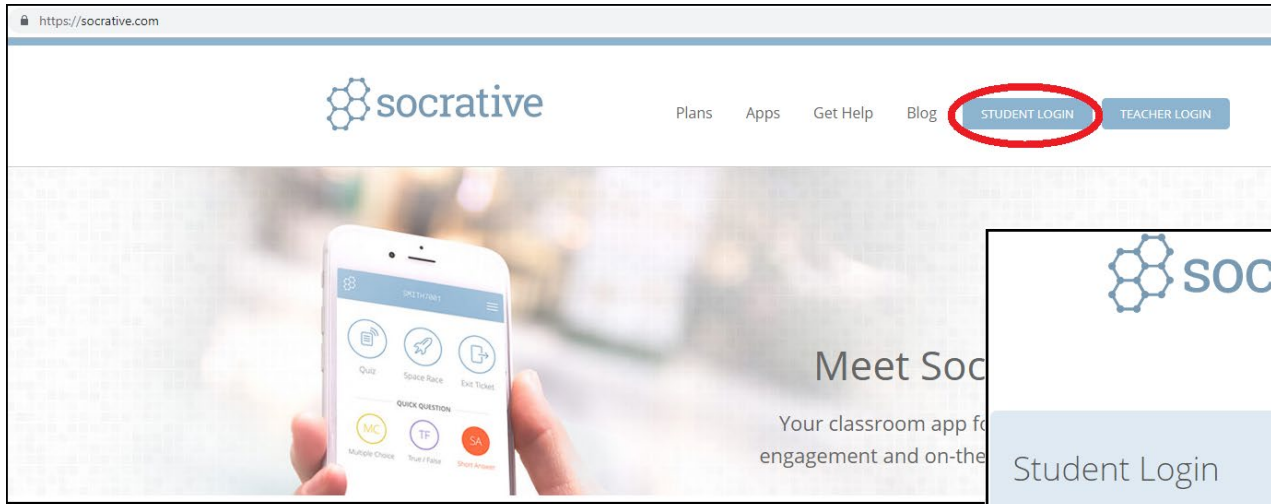
# Research Question and Methodology

- What are the challenges faced when repurposing single-campus courses to a multi-campus setting?
- Methodology:
  - Observations
  - Interviews
  - Questionnaires
  - Socio-technical analysis

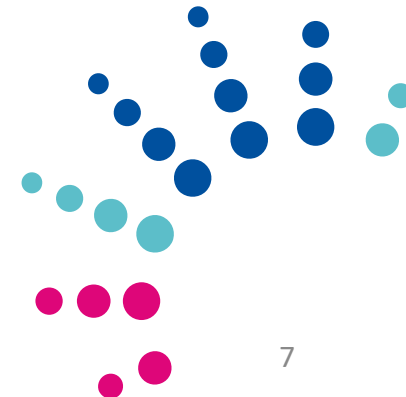
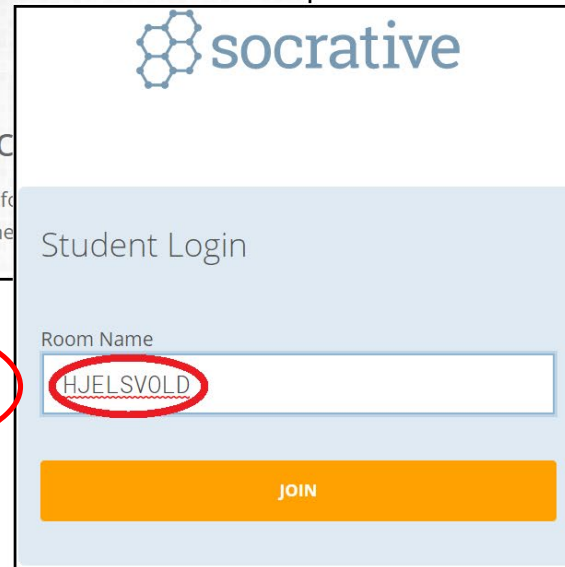


# Your Participation

- [www.socrative.com](https://www.socrative.com)



HJELSVOLD



# The Cases

- **Common:**

- Traditional lecture style teaching
- One larger local class and one smaller remote class
- Unidirectional streaming; no means for remote students to ask questions

## Case 1

Trondheim → Gjøvik  
Master course

## Case 2

Trondheim → Gjøvik  
Master course  
Lecturer: prior experience

## Case 5

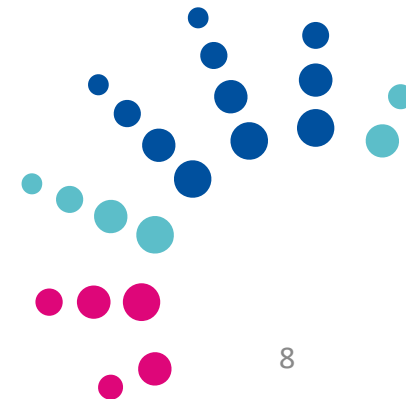
Trondheim → Gjøvik  
Master course  
Initiated by main teacher

## Case 3

Gjøvik → Trondheim  
Master course  
Full-day lectures

## Case 4

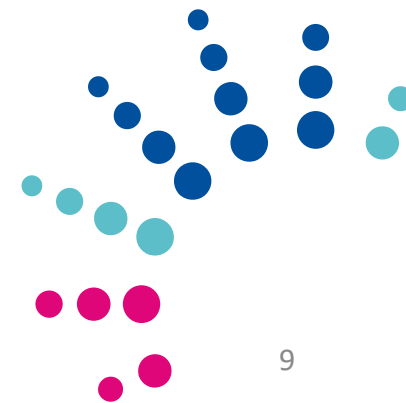
Trondheim → Gjøvik  
Bachelor course  
Large class size  
Remote teaching assistants





# Your Assessments

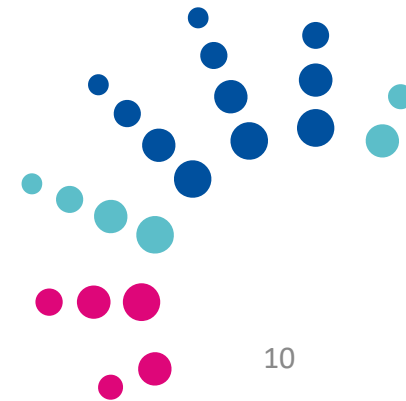
- Back to [www.socrative.com](http://www.socrative.com)



Interesting  
Important  
Opportunity  
That is the motivation  
Quite excited  
As best as possible  
Strongly agree  
Share experiences  
Less burden  
Nice  
Better  
Not possible  
Delay  
Did not have  
Challenges  
Did not work  
Distraction  
Failure  
Reluctant  
Was not sure  
Did not show

Quite popular  
Am quite happy  
My Obligation  
More efficient  
More students  
More opportunities  
More options for the  
students  
Nicely  
Interesting to try out  
Would be exciting  
Was critical  
Impossible  
Difficult  
Don't have capacity  
Higher risk  
Stress  
Negative effects  
No training  
Error  
Problem

A nice opportunity  
Quite interesting  
Quite familiar  
Don't need for much  
training  
Would be very happy  
Minor issue  
Interesting  
  
Don't have time  
More hassle  
More organization stuff  
More trouble  
Complain more  
Issues  
Cannot be in both  
places  
Complexity



Interesting  
Important  
Opportunity  
That is the motivation  
Quite excited  
As best as possible  
Strongly agree  
Share experiences  
Less burden  
Nice  
Better

Quite popular  
Am quite happy  
My Obligation  
More efficient  
More students  
More opportunities  
More options for the students  
Nicely  
Interesting to try out  
Would be exciting

A nice opportunity  
Quite interesting  
Quite familiar  
Don't need for much training  
Would be very happy  
Minor issue  
Interesting

Positive  
Before the semester

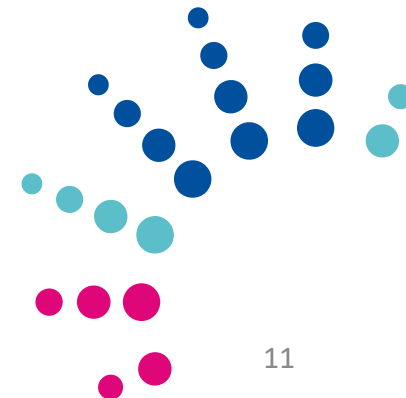
The same teacher

Not possible  
Delay  
Did not have  
Challenges  
Did not work  
Distraction  
Failure  
Reluctant  
Was not sure  
Did not show

Was critical  
Impossible  
Difficult  
Don't have capacity  
Higher risk  
Stress  
Affects teaching  
No training  
Error  
Problem

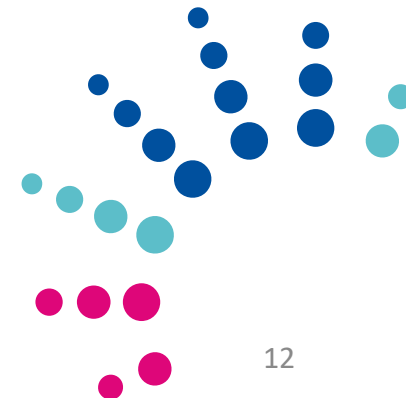
Don't have time  
More hassle  
More organization stuff  
More trouble  
Complain more  
Issues  
Cannot be in both places  
Complexity

Negative  
After the semester



# Reflections

- Task:
  - Local learning activities at **ALL** sites
  - Back-up activities in case of technical failures
- People and Culture:
  - Training of teaching staff
  - Meetings with students across campuses to prepare and monitor
- Technology:
  - Universities need skills in choosing and adapting technologies to the actual needs of the individual courses
  - Testing, testing, testing
- Structure:
  - All stakeholders at all campuses involved during the entire process
  - Good technical support service



# Questions?

