UdK Berlin, Artistic Teaching in Virtual Space

The current situation of the spread of the corona virus is a challenge and an opportunity at the same time. The need to maintain personal and physical distance and not to meet in class at the Berlin University of the Arts offers the chance to test innovative forms of teaching and learning in digital space.

The basis should be an infrastructure that is as stable as possible. A learning management system that allows asynchronous learning is suitable for this. The online courses set up here can provide a "home" for the lectures, seminars and workshops planned so far and also serve as a basis for communication. All teachers and students are enrolled in the respective online course. In online courses, learning materials can be made available, communication can take place between students and teachers and between students themselves. Learning materials can be texts, but also videos, audios or other formats. In addition, the linking of external sources is useful (legal issues must be considered here). Furthermore, quizzes and other features can be used to support learning success and enhance positive learning experiences. The implementation of scientific study courses as asynchronous online teaching via a learning management system is possible and is also offered successfully in many different ways.

Motivating and enhancing the learning experience is the support of asynchronous communication by synchronous communication. Ideally, the weekly courses can be conducted virtually. For this purpose, virtual classroom systems are used, with which teachers and students can communicate directly with each other live at a predetermined time. Depending on group size, subject and teaching/learning setting, a group discussion or a lecture with accompanying e-moderation and a class discussion as chat is recommended.
The results of the chat are then answered by the teacher in a question and answer sequence.

Asynchronous course activity and synchronous live sessions are complemented by student collaboration using collaborative tools. These tools support group communication and deepen the cooperation between teachers and students, for example by working together on texts created synchronously, using surveys or flexible use of shared communication channels. E-teaching.org has set up a webinar for this purpose, which was recorded (in German language)


Based on the teaching and learning scenarios of the artistic subjects, these can be collected, examined and tested, the list begun by Nobert Palz will be continued https://cloud.udk-berlin.de/s/CXZpMNmLHLCJe74.

Lectures planned in classroom teaching can be integrated as video lectures. These can be integrated into the online courses via link. The UdK Cloud, to which UdK members have access via the Oase account, can be used for storing the videos at this moment.

Technical and didactic hints for the creation of these video lectures were provided by the online teaching team of the TU Berlin. These notes are continuously updated.

https://praxisblog.zewk.tu-berlin.de/online-lehre/

These two forms of teaching are suitable for scientific-theoretical, but also for artistic courses, which should generally be offered in an interlinked way in one course. In the artistic subjects in particular, it will not be possible to transfer the onsite teaching to virtual space in a similar form. Here, there is an opportunity to experiment with physicality in virtual space and to make it virtually experienceable and documented.

What is conceivable at the UdK Berlin is a community of practice among the teachers, an exchange among the teachers as a cross-disciplinary, interdisciplinary exchange. The students, who have a variety of everyday experiences in hybrid space, will actively participate in shaping the new forms of learning. The UdK Berlin can thus open up and test this new teaching space and, together with the students, develop good practice examples which enrich previously familiar forms of teaching and learning.

An extended form is the use of digital space, social media and communication channels. Here, artistic performances, virtual exhibitions or open online offers could take place that reach a large national and international audience. In this context, it is important to always
bear in mind that the use of these media can lead to service providers often securing rights to the content.

Within the framework of the educational research project MakeMeMatter (target group of the continuing education programme were performing artists of all disciplines), the Central Institute of Continuing Education intensively dealt with these possibilities during the project period from 2013 to 31.12.2015. https://makemematter. udk-berlin.de/, Participating artists sharpened their artistic positioning and then expressed this in various forms in the social media.

A current example is the pianist Igor Levit on the platform Twitter via Livestream, Igor Levit is professor at the University of Music, Theatre and Media Hanover. https://www.tagesspiegel.de/kultur/igor-levits-twitterkonzerte-ihr-seid-nicht-allein/25644454.html, https://twitter.com/igorpianist . On 17.03. the living room concert, which he broadcast live from 7 to 8 pm via twitter and instagram, had 24.000 followers.

Since 2013, the Central Institute of Continuing Education has been active in online teaching, in addition to pilot projects and qualification offers in the management field, also with the international Massive Open Online Course "Building Strong Brands". Online elements have been designed for the Master's degree courses that provide continuing education and for the certificate course "Artistic Storytelling in Arts and Education". The continuing education Master's course In view of the current situation, "Leadership in Digital Innovation" is now converting its blended learning offering to online teaching. We would like to share this experience.

In addition, especially due to the great challenge of the Corona crisis, there are numerous current references and contributions from the e-learning scene, both nationally and internationally. A portal to support digital teaching is e-teaching.org. On 19.03. there will be an online podium on the topic "Higher education and corona: What we are already doing - what else is possible". https://www.e-teaching.org/news/eteaching_blog/einladung-zum-online-podium-hochschulbildung-und-corona-was-wir-schon-tun-was-sonst-noch-geht-am-19-maerz-2020-auf-e-teaching.org. Online events are regularly offered via the portal, a visit to these webinars and virtual classroom scenarios offers an insight into these forms of learning.

This is where forms of teaching are presented: https://www.e-teaching.org/news/eteaching_blog/online-ressourcen-fuer-einen-schnellen-einstieg-ins-thema-digitaler-hochschullehre.
Further information can be found at the Hochschulforum Digitalisierung, "What to do when the university closes?" Link collection of the HFD.

Universities put their recommendations for online teaching online: Corona and E-Learning at the HTW: FAQ list, TU Dresden: Recommendations for online teaching Corona. The Zurich University of the Arts has digitized the e-learning start-up week in order to support ZHdK lecturers in their home office with regard to the design and implementation of online courses: https://paul.zhdk.ch/course/view.php?id=740

The research and testing of existing online teaching offers that reflect individual subjects or that focus on collaboration can be stimulating for the implementation of teaching at the UdK Berlin.

An annotated collection of corresponding offers could be created jointly by teachers and students.

MOOC of the Potsdam University of Applied Sciences: The Future of Storytelling

Continuing Education / training courses offered by MoMA: https://www.moma.org/research-and-learning/classes and https://www.coursera.org/moma

Collaborative learning offers of the MIT Lab: https://learn.media.mit.edu/lcl/

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