The good example
- Introduction to VIB

Distance teaching in Latin via Adobe Connect

This example falls under the entry point: Distance teaching, learning and supervision in VIB, and it is based on experiences from Sanne Rishøj Christensen, associate professor at SDU. She teaches an open education single course programme in Latin at Classical Studies. After having participated in the course 'Online Teacher' Sanne chose to focus her Lecturer Training Programme e-learning project on using Adobe Connect to facilitate distance learning in her course BA Latin Tekstlæsning 'Vergils Æneide'.

Course structure

Sanne chose a combination of traditional Saturday seminars at SDU Odense and distance learning via Adobe Connect. Sanne applied the Powerpoint-function in Adobe Connect in her online lectures and the slide-function to present Latin texts in small pieces for the course participants to read aloud, translate and analyse with the help of the draw-function. The textbox for Q&A and the option to raise a hand were also beneficial for commenting and discussing the results.

Advantages of using Adobe Connect

- Easy access to the teacher's notes in the Powerpoint-function and the opportunity to add notes
- The opportunity to record the lessons and make them available on Blackboard
- The course participants can see each other on their screens and thereby interact
- It allows participation across distance and frees the course participants from setting aside more Saturdays

Challenges related to distance teaching

- It requires a relatively small class to maintain the personal atmosphere and handle the technology and course participants.

Conclusion

Sanne experienced that Powerpoint and the whiteboard in Adobe Connect are great tools for active teaching and shifts between learning environments and ways of managing the course. She refuses to solely run her course online, as many of the course participants prefer the face to face community they have at the seminars. Hence, Sanne concludes that a combination is the best solution within the framework of her course.

In short

The Humanities model for active learning and activating teaching
The example from Sanne involves the Humanities model, which describes four spaces with different types of active teaching and learning activities:

- Translations in seminars, managed by the teacher and requiring paticipation by the teacher and the students.
- Presentations and working with terms, which are controlled by the students and require the participation of the teacher and the students.
- Use of teaching recordings for revision, exam preparation etc., which is controlled by the teacher but only requires the participation of the students.
- Forming study groups via Adobe Connect, which is controlled and performed by the students.

The Humanities model is both a description of existing practice in Humanities programmes, and an indicator in relation to future development of teaching and learning at the faculty - and part of implementing the Underlying Principle of Education.

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