

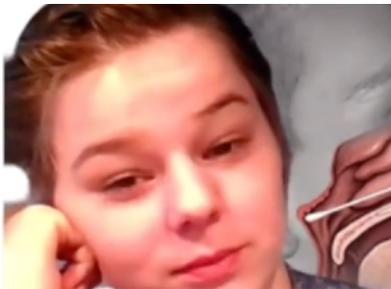
The Student's Perspective – talk by Michael Mittag

How distance learning worked out for five students of teacher education:

<https://www.michaelmittag.ch/filme/?&cat=eigenarten&vid=AbT6m7c2ars> (Summary, 6 Min 30)

<https://www.michaelmittag.ch/filme/?cat=eigenarten> (All movies)

Key points:



Flora

- I **need structure**.
 - I **prefer to be on location**.
 - Important: **Empathy and taking pressure off**.
 - We should keep distance learning as an option to **allow more people to study**.
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Maleewan

- I had **work and care duties**, so I could not meet most deadlines.
 - All lecturers were **supportive**, which felt great.
 - Awesome: A lecturer who gave us work for a day and **answered emails within 10 min**.
 - My **grades went up**, probably because **I was in charge** of my learning.
 - **I'll keep more from this semester** than from previous ones.
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Sarah

- Distance learning is **easier for me**, but I also love meeting people.
 - **I had more time and energy**.
 - Lecturers **reduced requirements**, allowing me to focus on what brings me forward.
 - I put a lot of work into a **creative project** that turned out great and **that I absolutely love**.
-



Sophie

- Some lecturers put stuff online and I didn't know what the expectations were, causing **stress and fear**.
 - **I prefer structure**, even if it means handing in tasks all the time.
 - **I like to choose** what and how much to do.
 - I sometimes went the easiest way, but also **put in extra work where I felt it paid out**.
 - Tasks and courses were **more focused**.
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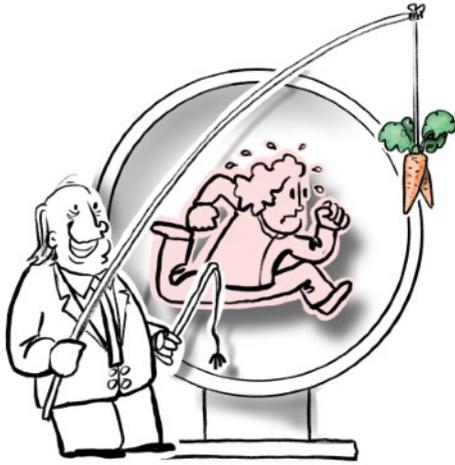
Seraina

- I wanted to **make the most** of it and started a lot of private projects.
 - Regular classes are often not effective for me, because I might be **tired, switch off** when it's too fast etc. That's **much easier online**.
 - I always **structured** my day ahead.
 - I felt the semester was **easier** and my **grades were much better**.
 - **Learning was beautiful**.
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Deci & Ryan: The Self-Determination Theory of Motivation

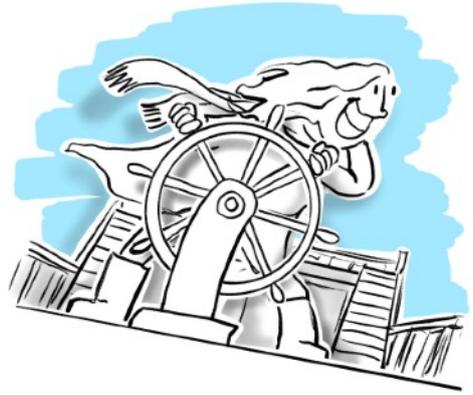
Deci & Ryan propose three focus points that help us a) take the learner's perspective, b) value it, and c) get ideas on improving what we do so that learners learn more in our courses.

1) Feeling of Autonomy



←
Students chase carrots and avoid sticks. They do things to not fail or drop out.

→
Students feel in charge of their own learning. They feel that they can do what works for them, in the way that benefits them most. **Students talk with you about things you didn't explicitly teach them.**



2) Feeling of Competence

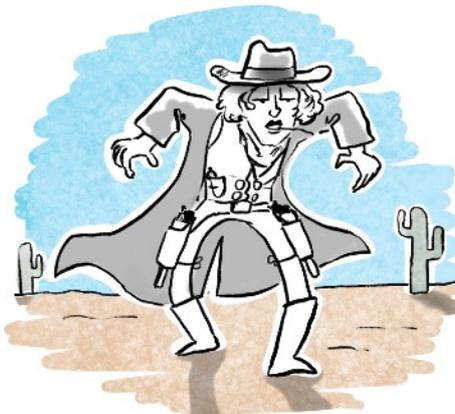


←
Students are dumped with materials and tasks. There is no pride, just relief if they survive this.

→
Students work hard and are proud of their achievements. They can show and apply their skills. **Students do things that surprise and delight you.**



3) Feeling of Relatedness



←
Students feel left alone. If they are not good or fast enough, they are dropped and nobody even cares.

→
Students feel that they belong to a (small or large) group where everyone is welcome and supports each other. **Students talk about what „we“ need to reach „our“ goal.**

