

LESSONS LEARNED FROM COVID-19: WHAT WORKS FOR ONLINE PHYSICS TEACHING AND LEARNING?

PANELLISTS

Svetlana Postnova

The University of Sydney, Australia

Sukrit (Nick) Sucharitakul

Chiang Mai University, Thailand

Bethany Wilcox

University of Boulder Colorado, USA

CHAIR

Jacinta den Besten

The University of Melbourne, Australia

PANEL DISCUSSION

Stating that the COVID-19 pandemic significantly interrupted our old-normal of educational institutions worldwide, is a huge understatement. It would be a mistake to assume that all faculties suddenly developed essential skills or an enthusiasm for online teaching as a result of the emergency remote teaching. The post-COVID-19 era offers an opportunity to improve the online teaching experience for faculty and to improve the quality of online learning for students.

While varied strategies are being used in online teaching and learning, this panel will focus on the questions:

- What lessons have physics instructors, students, and administrators learned from the pandemic?
- Are the lessons worth keeping? What gains were made, and how can physics teaching harness and improve on those gains?
- To what extent can online education bridge the gap among our students?
- What needs to be taken into account when designing online educational resources?

This panel will comprise of physics educators who have successfully taught physics online and been able to engage students actively.

Proceedings of the IUPAP International Conference on Physics Education, ICPE 2022 5-9 December 2022, page 27, ISBN: 978-1-74210-532-1.