



## LEAD2 MOOC Online Workshop

# **University Governance in a Time of Pandemic: the case of pedagogical continuity at Université Alassane Ouattara in Côte d'Ivoire**

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# Context

In March 2020, Côte d'Ivoire is affected by the Covid 19 pandemic. Health has thus become a collective concern in public and organizational areas . The measures taken by the State to contain this threat are causing disruption in political, economic and societal models used locally.

# Consequences in the HE institutions...

- Covid 19 led to the closure of universities and colleges in Côte d'Ivoire from March 16, 2020
- Thousands of students and teachers could no longer access high educational institutions
- Compliance with health measures and barrier measures required distancing out of phase with the traditional educational practices
- A dynamic that calls for an unavoidable renewal of teaching and learning practices imposed itself in the high education system

# University Governance challenges...

- At Université Alasane Ouattara, the main challenge was about **pedagogical continuity**. Because we use a traditional model of teaching.
- **Consequently which strategies did this university use to maintain teaching activities and save the academic year?**

# II. The pedagogical continuity strategies in pandemic period

Two **strategies** (Villiot-Leclercq, 2020 ) have been applied to overcome the **pedagogical continuity** challenge at Université Alassane Ouattara :

- **Distance learning** using digital tools and pedagogical technologies
- **In person teaching** using very short class and innovative pedagogy centered on documentation

# 1. Distance learning using digital tools

- **Participants:** Teachers and students in master
- **Tools used:** Digital platform *Microsoft team and WhatsApp*

## *Microsoft team*

- Allows to increasing the collaboration in distance learning by sharing educative resources ( text, video, pictures, files etc.) and interacting
- it is accessible to the students and teachers on the computers, tablets, mobile phones
- **Both the teachers and students did not have the habit to use Microsoft team**

# 1. Distance learning using digital tools

## *WhatsApp*

- It allows to take meetings in groups using text, video, vocal messages, pictures and digital files to lead the group pedagogical activities
- It is accessible to the students and teachers on the computers, tablets, mobile phones
- **Both the students and teachers have a good user experience of**

## **WhatsApp**

## 2. In person teaching improved

**Participants:** Teachers and students in license class

In person teaching used very short class size and innovative pedagogy centered on sharing more documentation after the course .

# 3. Pedagogical approaches

## Pedagogical approaches applied with the digital

- **The Flipped classroom** (Mazur, Brown & Jacobsen, 2015). :
  - The students took the class and receive the course material at home
  - The teacher used cases studies for the evaluations
- **The differentiated teaching:** It was not applied in our context
- **Online,** the teachers repeated the habits of the traditional teaching model. But the evaluations were done by using mails to share the students papers to teachers.

# 3. Pedagogical approaches

## **Pedagogical approaches applied in person teaching:**

- **The students** receive more additional documents because of the short teaching time
- The **traditional methods** are applied
- About the class schedule, it was doubled to teach the same course to students organized in short classes. So, the teaching hours for each teacher increased
- In person class, the evaluation has be done according to the traditional methods during the academic year.

# III. Final considerations

- **Necessity of a digital culture:** Teachers and students don't have the habit to use digital tools in teaching and learning situations
- **Pedagogical approaches:** They have the habit to apply traditional teaching methods in person class
- **Transformation of teaching approaches:** The teachers, students and all the workers at Université Alassane Ouattara need to enhance their digital competences to react correctly and apply the good teaching practices using digital platforms to overcome the **pedagogical continuity** challenge at Université Alassane Ouattara .

# References

- Mazur, A., Brown, B. & Jacobsen, M. (2015). Learning Designs using Flipped Classroom Instruction | Conception d'apprentissage à l'aide de l'instruction en classe inversée. *Canadian Journal of Learning and Technology / La revue canadienne de l'apprentissage et de la technologie*, 41(2),. Canadian Network for Innovation in Education. Retrieved January 11, 2021 from <https://www.learntechlib.org/p/151199/>.
- Villiot-Leclercq, E (2020 ) « L'ingénierie pédagogique au temps de la Covid-19 », *Distances et médiations des savoirs* , <http://journals.openedition.org/dms/5203> ; DOI : <https://doi.org/10.4000/dms.5203>

**THANK YOU**