

# FACE-TO-FACE SYMPOSIUM ON DISTANCE LEARNING OF LITERATURE IN HIGHER EDUCATION

Since March 2020 and because of the successive closures of educational institutions, university faculty have had to learn about distance learning by leaps and bounds. In this scenario, we were initially practising what has been called Emergency Remote Teaching (Charles Hodges, Stephanie Moore, Barb Lockee, Torrey Trust and Aaron Bond 2020). The length of the state of emergency and the different waves of the pandemic that in many cases have taken us back to distance classes have allowed the learning of methodologies and the establishment of certain practices after appropriate reflection, as well as the recognition of the advantages of online teaching in reaching more students and making teaching and research tasks more flexible, in addition to taking advantage of the digital resources that are proliferating in this decade. According to the Online Teaching Consortium, the difference between remote learning as an emergency measure and online learning is as follows:

- **Remote learning** is an emergency measure used to assure continuity of learning. It involves taking a course that was designed for the face-to-face classroom and moving it quickly into a distance learning modality (usually synchronous and held via web-conferencing tools, such as Zoom). Typically, the aim is an attempt to replicate the in-person classroom experience. Most faculty have too little training, support or time to effectively pivot their face-to-face course to one we would characterize as high-quality online learning.
- **Online learning** is a planned experience over weeks or months where the course has purposefully been designed for the online environment. The accompanying technology and tools have been carefully selected for the educational objectives. Faculty receive professional development and support to succeed in this modality. (National Council for Online Education 2022).

We believe that online learning has come to stay, not as an emergency measure due to the pandemic situation, nor exclusively, but coexisting with face-to-face learning and encouraged by the possibilities of scope and diversification of subjects that it offers and by its flexibility. This symposium is therefore conceived as a way of compiling these experiences, methodologies and good practices designed and acquired during this time and sharing them so that the online learning that follows the emergency is an effective, inclusive, diverse and quality learning.

The symposium is part of the educational activities of the DigiPhiLit project <https://digiphilit.uantwerpen.be/>, which aims to raise awareness of Philippine literature in Spanish through different means, including through the creation of a MOOC. Therefore, priority will be given to proposals that have to do with the teaching of literature in the university environment, and its particular problems: the encouragement of reading and

participation, the use of digital resources, plagiarism or evaluation are some of them, but there will also be room for issues related to more generic methodologies related to online learning such as the creation of visual aids, capturing the attention of students or the writing of scripts for video lectures.

This is specified in the following lines of interest:

- Online teaching of literature in higher education institutions.
- Distance methodologies of literature in higher education institutions.
- Synchronous and asynchronous classes of literature in higher education institutions.
- Flipped-classroom and distance teaching of literature in institutions of higher education
- The construction of MOOCs
- Distance teaching of literature in special contexts: rural areas, hospitals, prisons, and so on.
- Solutions to problems of teaching literature at a distance (both methodological and circumstantial, e.g. related to bandwidth).
- The screen and the student body: ways of interacting and maintaining interest in the literature class in higher education institutions.
- Writing scripts for video lectures
- MOOCs and multimedia

We encourage interested people to send papers on these topics, which can be either case studies, presentations of projects or tools related to these topics or good practices among others. Papers will have a duration of 20 minutes. The symposium will be held in person at the University of Antwerp (Belgium).

Abstracts of a maximum of 200 words can be sent to [digiphilit@gmail.com](mailto:digiphilit@gmail.com) . The document should include along with the abstract the title of the paper, the name, surname and affiliation (school, company or institution) of the speaker, e-mail address, three keywords and the language in which the presenter would like to give their talk.

The official languages of the symposium will be Spanish and English. Abstracts may be submitted in either language. The program will specify in which language each talk is given.

**Date:** 26-28 September, 2022.

**Venue:** City Center Campus of the University of Antwerp, Belgium

**Deadline** for submission of proposals: July 1, 2022. Confirmation of participation: July 15, 2022.

**Fee:** 20 euros per speaker. Students, PhD students, retired persons and unemployed persons will be exempted from payment.

**Publication:** after the symposium, we will publish a monographic issue in the Crisol magazine of the University of Paris Nanterre on distance learning. Those who participate as speakers in the symposium and are interested in participating in this publication may send us their articles, which will be peer-reviewed and, if the reviewers accept the article, will be

published in the journal <https://crisol.parisnanterre.fr/index.php/crisol> . After the symposium, we will send an email with more information about this possibility.

**Bibliography:**

Charles Hodges, Stephanie Moore, Barb Lockee, Torrey Trust and Aaron Bond (2020). "The Difference Between Emergency Remote Teaching and Online Learning." EDUCAUSE Review. <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>

National Council for Online Education (2022) "Emergency Remote Instruction Is Not Quality Online Learning". OLC Insights. <https://onlinelearningconsortium.org/emergency-remote-instruction-is-not-quality-online-learning/>