

Teachers' readiness for online learning: Ready, set go?

A high-angle, wide shot of a large group of people, mostly men, running on a sandy beach towards the ocean. They are wearing swimwear and some have swim caps. The ocean is in the background with waves breaking. The scene is captured in a slightly desaturated, cinematic style.

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Problem statement

- COVID-19 pandemic causes schools around the world to go online
- This form of online teaching and learning is often called 'remote teaching' or 'remote learning'
- Online teaching and learning was not widely used in schools until this time
- This event has introduced the idea of implementing blended teaching and learning in the future
- How ready were teachers for online teaching and what does this mean for future blended learning?
- Ready, set, go?



Online readiness

What?


- 1) how well teachers felt they were prepared for online teaching (*personnel* readiness)
- 2) how well they felt their institutions were prepared (*contextual* readiness)

Why?

- Findings can inform a person-centred approach to support transitions to online teaching.

How?

- **International survey** to capture teachers' teaching characteristics & experience, self-efficacy to teach online, online readiness & perceived institutional support



The Coronline Study

- Collected data between April - June 2020
- 1203 total respondents: Secondary education teachers ($n = 222$) included in this analysis
- 74% had to move all of their face-to-face teaching to online
- The majority of respondents had not previously taught online (60%).
- Only 2/3 days to switch to online learning
- 30% reported insufficient technical support
- 50% lacked pedagogical support
- Significant differences between teachers
- **Exploring profiles of teachers' online readiness**

Three stylized cartoon characters are standing side-by-side against a grey background. The character on the left is a man with light skin, wearing a brown and white patterned sweater over a white collared shirt and dark blue pants. The character in the middle is a man with dark skin, wearing a maroon button-down shirt over a white collared shirt and tan pants. The character on the right is a woman with dark skin, wearing a green long-sleeved shirt over a white collared shirt and blue pants. The text "Ready to teach online?" is overlaid in white at the bottom center.

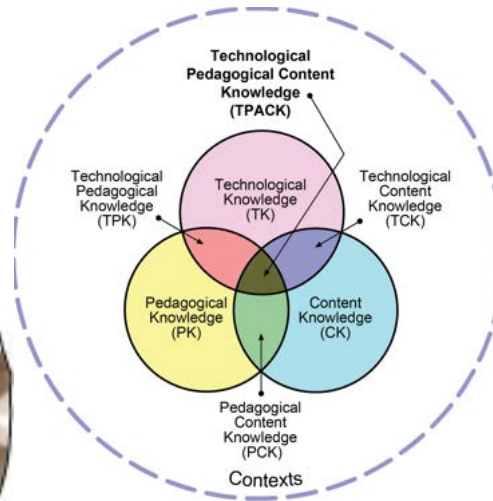
Ready to teach online?

How do I do it?



Marc

TPACK?



TPACK is highly personal
(Nies, 2015)

Teachers need to
bridge the gap between technology, pe
dagogy & content knowledge
(Voogt et al., 2012)

They must be competent in the 3 forms of
knowledge, but more importantly, they must
be able to integrate all 3 types of knowledge
(Sang et al., 2014; Schmidt et al., 2009)

*How do I do it
in a way that
works?*

Mohammed



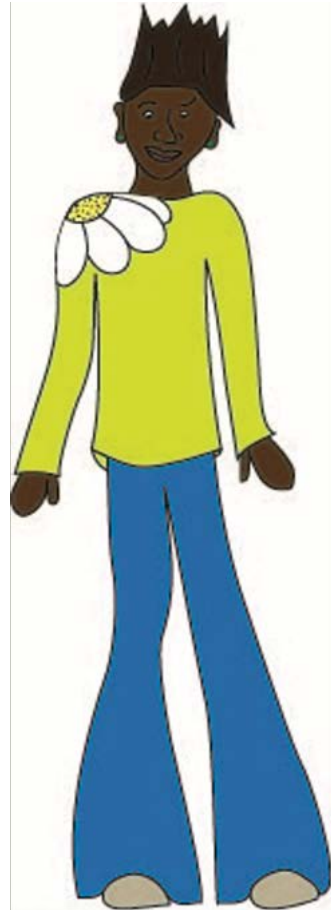
Online presence?

Three dimensions of perceived online presence in this study:

- online presence for clear instruction
- cognitive activation
- student feedback and assessment

Educators' responsibilities of design, organization, facilitation, and instruction in the online learning space so that educational purposes can be fulfilled while learners and teachers are not co-located or working at the same time (Martin, Budhrani, & Wang, 2019).

*I need support
to do this well.*



Kesha

Institutional support?

Institutional characteristics, such as technical support, pedagogical support, leadership and the school vision are important for the implementation of online learning (Bao, 2020)

gTPACK = TPACK self-efficacy,

POPCLA = Perceived online teaching

presence: Clarity of instruction,

POPFED = Perceived online teaching

presence: Feedback to and

assessment of students,

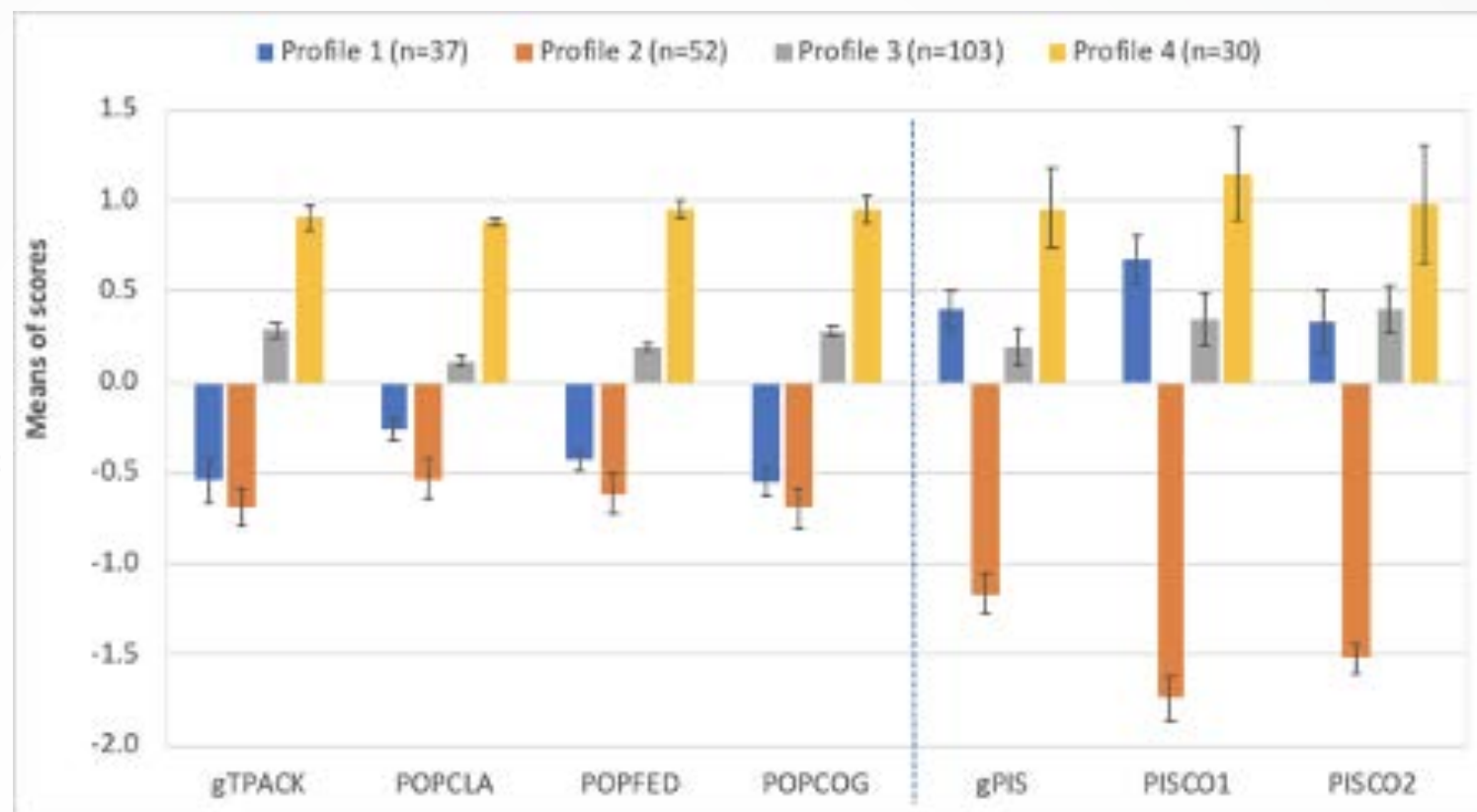
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support: *Technical* support during
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Teachers' readiness profiles

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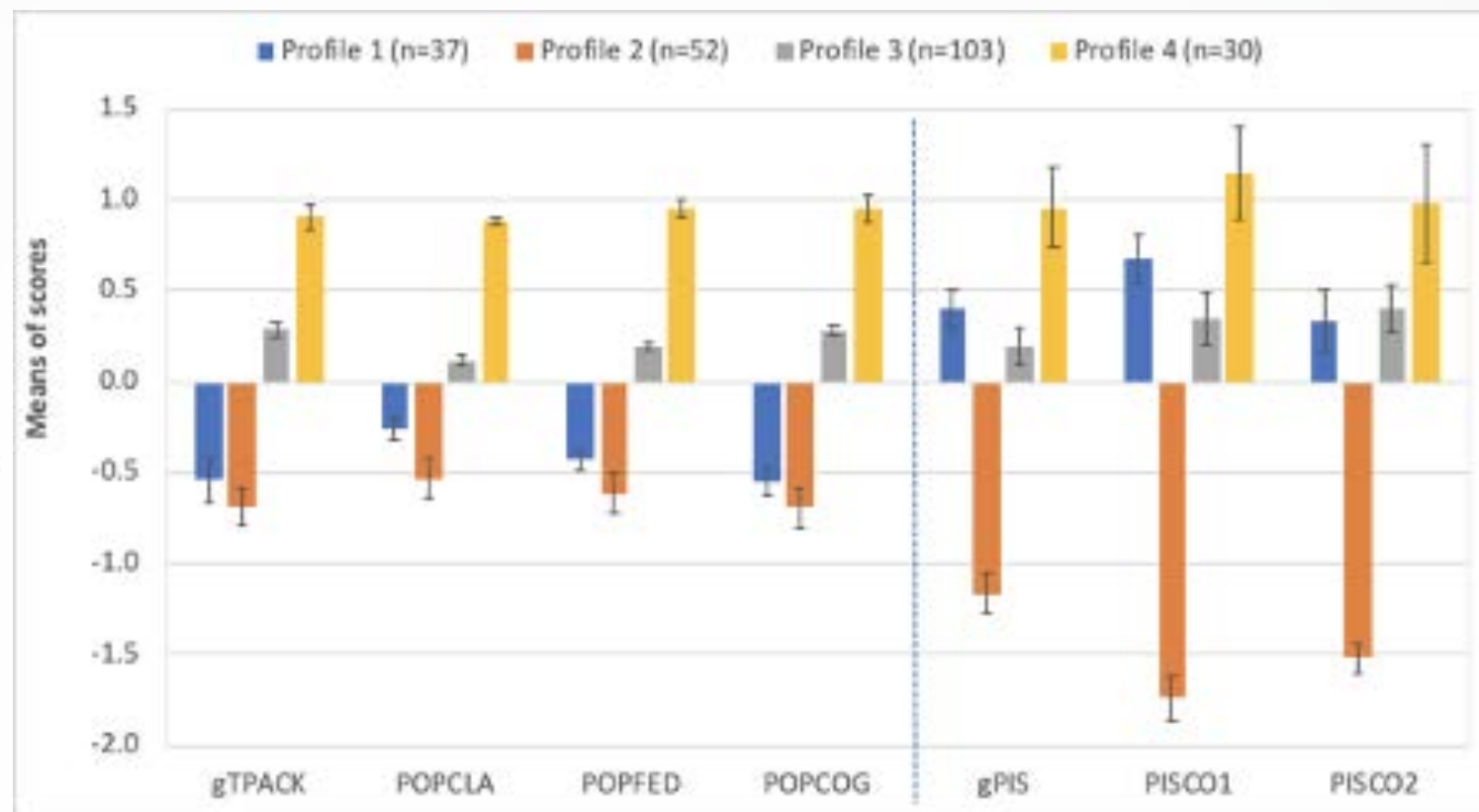
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Teachers' readiness: Profile 1

Profile 1 - Mixed-readiness, Needing support

➤ *Who is in the profile (n = 37)?*

- 12% of women in the sample, 19% of men in the sample
- The least amount of online teaching experience (89.2% no experience)
- Highest percentage of the transition to remote teaching not being mandatory (13.9%)

➤ **Responses to remote teaching:**

- "It is **so boring**, for teachers as well as students...I miss the interaction with students and colleagues...I'm very good at explaining, telling stories, using humor to let my students pay attention and to let them remember stuff. Now, all of that is gone..." - UNPERSID, 2009
- "**I don't feel that I have the skills** or resources to do a 'great' job." - UNPERSID, 4029
- "Online/digital learning has its merits, but should be **applied with caution**. Our lives need not to be lived online, and as teachers we are responsible to steer them [students] away from an overuse of digital means to allow them to lead a fulfilling life." - UNPERSID, 4177

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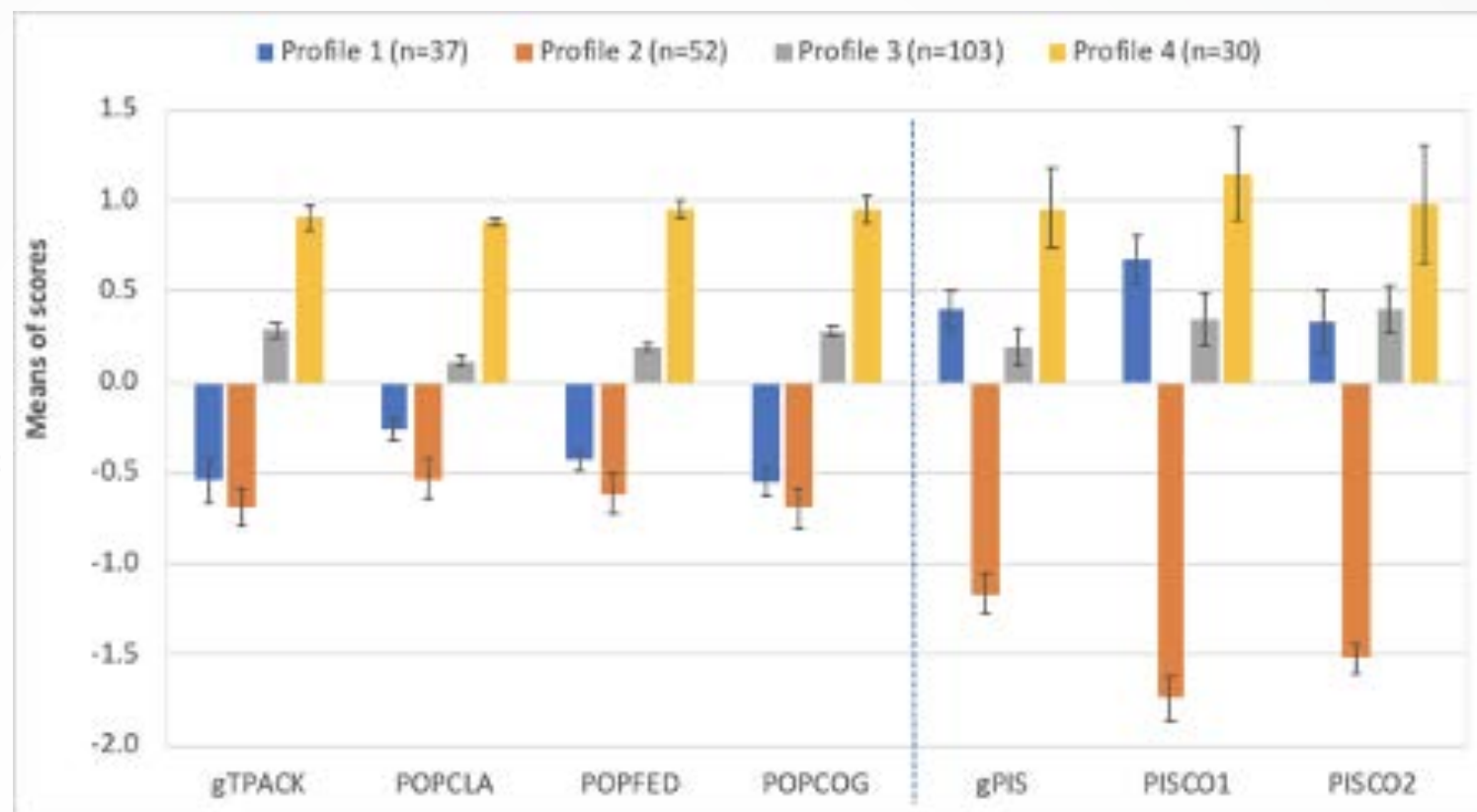
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Teachers' readiness: Profile 2

Profile 2 - Negative-readiness, Too fast

➤ *Who is in the profile (n = 52)?*

- - 28% of women in the sample, 22% of men in the sample
- - Very limited online teaching experience (82.7% no experience)
- - Least number of days to prepare for online teaching ($M = 2.4$, $SD = 3.7$)
- - The highest percentage of teaching **not** being shifted to remote (9.6%), lowest mixed approach (19.6%) and the highest mandatory shift (71.2%).

➤ **Responses to remote teaching:**

- "We have had **no time to develop anything**. We had 3 hours one day that is all. The rest is expected to be done in our own personal time which imposes on family life and stress." - UNPERSID, 4030
- "Schools have been absolutely hung out to dry... The speed of **change is impossible to be met** to the expectations of executive staff who don't actually teach anything.: - UNPERSID, 4316
- "We were thrown into this without any preparation at all. **My IT skills are not good enough** to organise everything. It could work if got training BEFORE we needed to start online teaching." - UNPERSID, 2021

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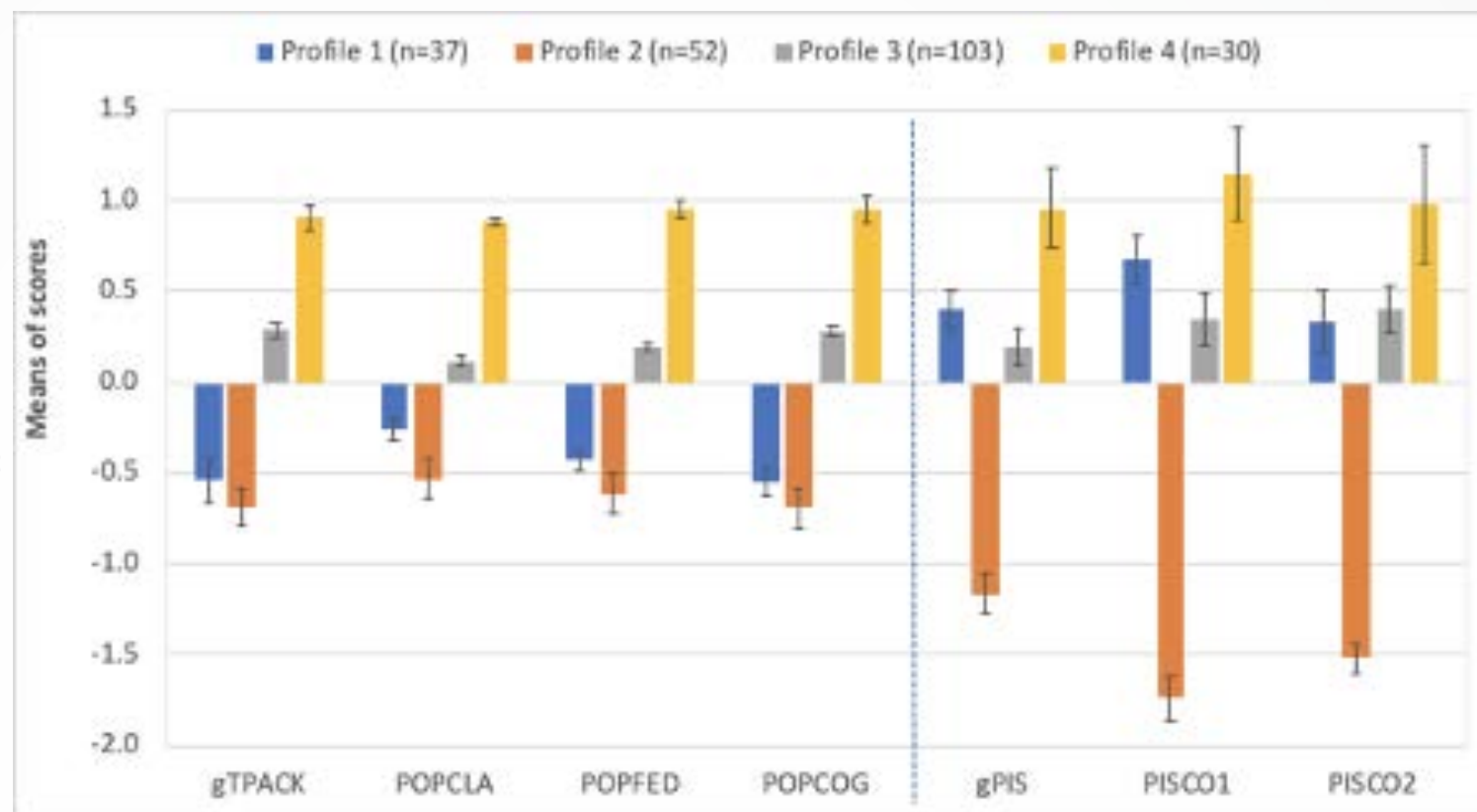
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Teachers' readiness: Profile 3

Profile 3 - Medium-readiness, Mixed views

- ▶ *Who is in the profile (n = 103)?*
- ▶ - The largest profile membership
- ▶ - 49% of women in the sample, 45% of men in the sample
- ▶ - The majority of teachers did not have online teaching experience (72.8%)
- ▶ - Highest % of only **some** teaching being shifted to remote (65.1%)
- ▶ - The lowest % of institutions not making the shift mandatory (6%)
- ▶ **Responses to remote teaching:**
- ▶ "I hope this is the beginning of an renewal in education...We know about the principles basically, but we need a lot more in service practice, possibilities and support, both pedagogically and technically." - UNPERSID, 4110
- ▶ "If we would have had more time, this would be great...I agree that more preparation is needed. I also think the efficacy of offline learning is overestimated. -UNPERSID, 4078

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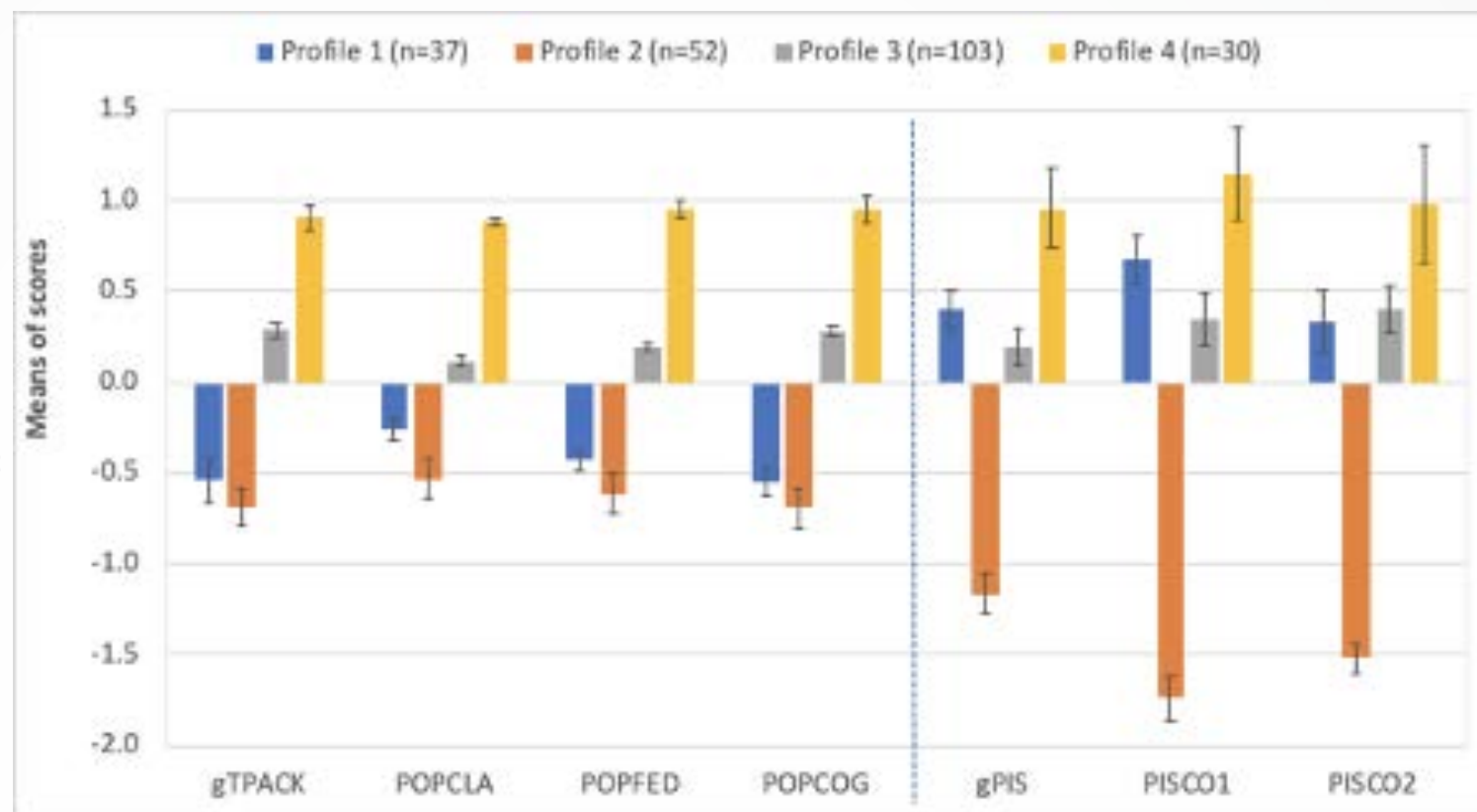
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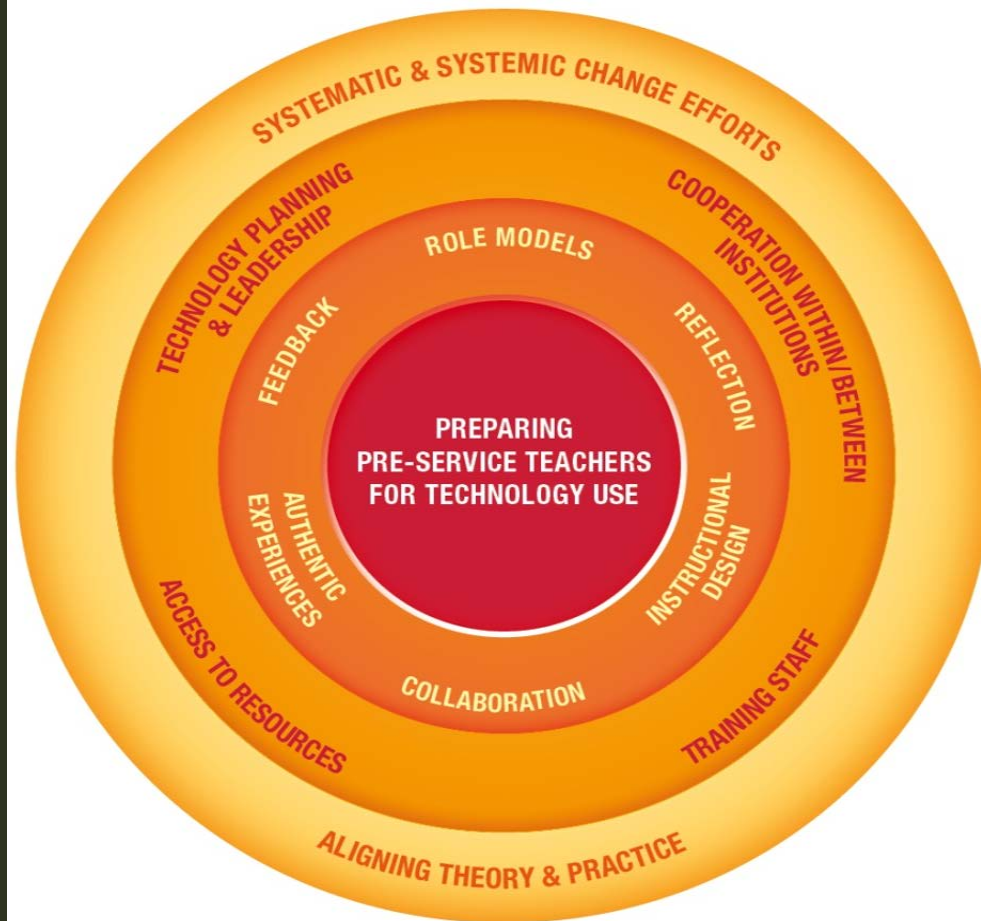


Teachers' readiness: Profile 4

Profile 4 - High-readiness, Empowered

- ▶ *Who is in the profile (n = 30)?*
- ▶ 12% of women in the sample, 14% of men in the sample
- ▶ The majority of members had online teaching experience (53.3%)
- ▶ The most time to transition to remote teaching, by six days ($M = 9.5$, $SD = 27.4$)
- ▶ The highest instance of the transition being mandatory (75.9%).
- ▶ **Responses to remote teaching:**
- ▶ "I am happy to have been introduced to all the possibilities various programmes and platforms give. Without closed schools, we would not have been forced to find these opportunities." - UNPERSID, 4246
- ▶ "I'm sure all teachers did their absolute best to provide quality in their education. I love ICT so for me online teaching is empowering." - UNPERSID, 4626

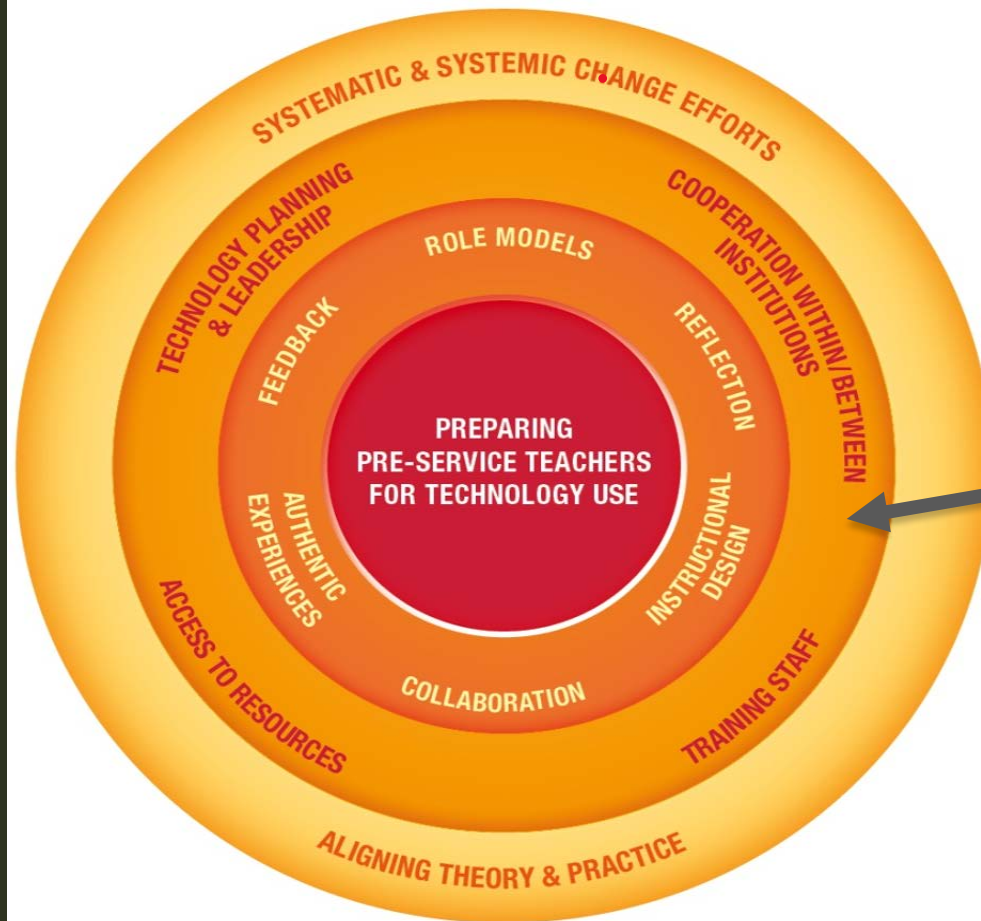
SQD-model



How to support
change in practice?

The SQD model provides
a way to consider both
the individual and the
institution when
changing practice.

The institution



And what about the school level?

The SQD model provides a way to consider both the individual and the institution when changing practice.

Scenarios for support

- *Some of the teachers feel online teaching is not 'as good' as face-to-face. They are struggling to understand how they should be designing online learning spaces and how to best teach their students.*
- Individual and institutional perceptions can be considered together to determine support.
- If teachers have lower individual readiness, a strong institutional response and vision can provide consistency and certainty about online learning (such as Profile 1 & 2)
- Disciplinary vision through faculty groups is also important, to set expectations for teaching/subject areas and make explicit how to fulfil these expectations



Scenarios for support

► *Some teachers feel the school is setting up unreasonable expectations for online teaching. They also felt there was limited support and resources to implement online learning in a way that would engage students.*

► The school can include teachers in discussions about creating a vision for online teaching, to build commitment to and engagement in change.

► The school needs to have a clear professional development strategy and support structures to aid teacher change processes and fulfil expectations.



Person-centred approach

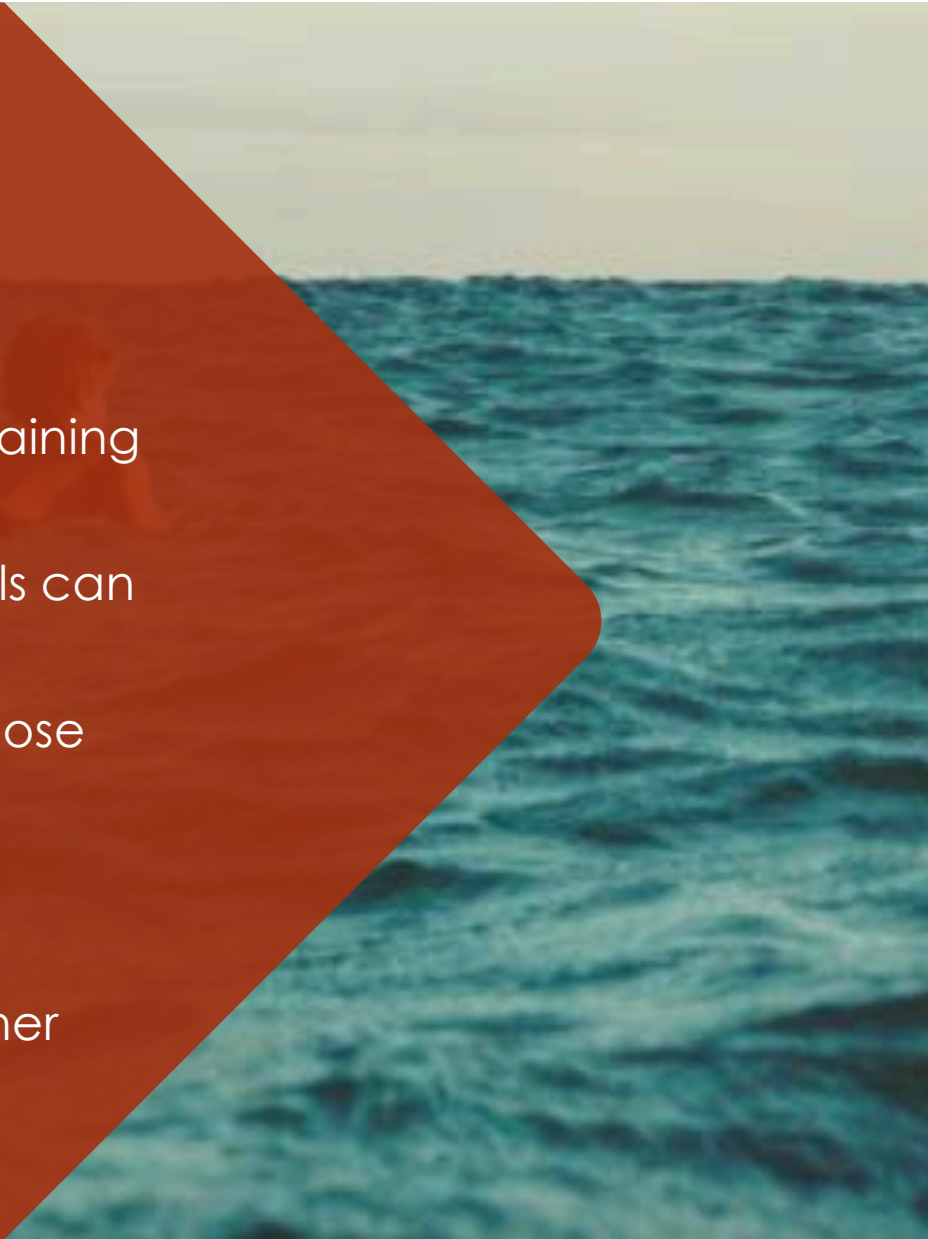
The profiles highlight links between personal characteristics, institutional characteristics and training strategies

This provides some guidance on how individuals can be supported to develop in their online teaching

Support and development need to focus on those with positive and those with negative readiness

- This supports a person-centred approach to professional development

- Focusing on individual's needs to succeed, rather than a homogenous approach to training



Conclusion?
One size does
not fit all



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For more informatin on this study:

Howard, S. K., Tondeur, J., Siddiq, F., & Scherer, R. (2020). Ready, set, go! Profiling teachers' readiness for online teaching in secondary education. *Technology, Pedagogy and Education*, 1–18.
<https://doi.org/10.1080/1475939X.2020.1839543>

