HE Educator’s experiences and practices of online teaching during and after Covid-19 lockdowns: A Disconnect

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What we will explore...

• Introduction

• BRIDGES Participants

• HE Educator Experiences and Teaching Practices

• HE Educator Learning Preferences

• HE Educator Training

• Conclusion
Introduction

• Results from ERASMUS+ project:
  ‘BRIDGES: Bridging Educational Emergency to Digital Pedagogies’
  (grant no.: 095042) - 300,00 euros

• The BRIDGES project investigates HE educator experiences and practices before, during and after COVID-19 lockdowns
BRIDGES Research Participants

- 403 responses
- 12 different countries (inc. 4 non-EU)
- 80% have over 6 years teaching experience
- 97% aged between 30 and 60
- 86% teaching in first language
- 70% claim to be experienced or very experienced with online teaching
Participants

% by job role

% by academic domain

- Science & Technology: 35%
- Life & Natural Sciences: 20%
- Business & Social Sciences: 20%
- Arts & Humanities: 5%
- Non-academic: 33%
- Professor / Associate Professor: 64%
- Lecturer / Researcher: 3%
HE Educator Experiences and Practices: how has HE teaching & learning changed as a result of COVID-19…?
Amount of Online Teaching Before, During and After Covid Lockdowns (whole sample)
Amount of Online Teaching Before, During and After Covid Lockdowns by Country
Amount of Online Teaching Before, During and After Covid Lockdowns by Job Role

% of HE educators reporting this amount of online teaching during these periods (as a percentage of total teaching activity)

- Prof/Ass Prof <10%
- Prof/Ass Prof >75%
- Lect/Res <10%
- Lect/Res >75%
- Non-ao <10%
- Non-ao >75%

Pre-covid:
- Prof/Ass Prof <10%: 62
- Prof/Ass Prof >75%: 2
- Lect/Res <10%: 46
- Lect/Res >75%: 2
- Non-ao <10%: 8
- Non-ao >75%: 3

During lockdown:
- Prof/Ass Prof <10%: 78
- Prof/Ass Prof >75%: 78
- Lect/Res <10%: 15
- Lect/Res >75%: 15
- Non-ao <10%: 14
- Non-ao >75%: 6

Post-lockdown:
- Prof/Ass Prof <10%: 19
- Prof/Ass Prof >75%: 18
- Lect/Res <10%: 15
- Lect/Res >75%: 8
Amount of Online Teaching Before, During and After Covid Lockdowns by Academic Domain

% of HE educators reporting this amount of online teaching during these periods (as a percentage of total teaching activity):

- Science & Technology <10%
- Science & Technology >75%
- Life & Natural Sciences <10%
- Life & Natural Sciences >75%

Pre-covid:
- Science & Technology: 78%
- Life & Natural Sciences: 91%
- Total: 169%

During lockdown:
- Science & Technology: 61%
- Life & Natural Sciences: 72%
- Total: 133%

Post-lockdown:
- Science & Technology: 82%
- Life & Natural Sciences: 76%
- Total: 158%
The amount of online teaching has significantly increased since the end of lockdowns for:
- all countries
- all job roles
- all academic domains
...so, what have HE educators actually been doing...?
Daily Use of Digital Tools / Services (whole sample)
Daily Use of Top 6 Digital Tools / Services by Country

% reporting daily use of these items for teaching purposes in the past 2 years

- Slovenia
- Spain
- Turkey
- UK
- Italy

- VLE
- Comms tools (e.g. zoom)
- Online journals
- Search engines / websites
- Powerpoint slides
- Smartphones

Values:
- VLE: 41, 12, 54, 52
- Comms tools: 44, 40, 67, 72
- Online journals: 50, 18, 48, 72
- Search engines: 41, 11, 56, 81
- Powerpoint slides: 44, 11, 47, 57
- Smartphones: 44, 41, 36, 54
Daily Use of Top 6 Digital Tools / Services by Job Role
Daily Use of Top 6 Digital Tools / Services by Academic Domain

% reporting daily use of these items for teaching purposes in the past 2 years

- Science & Technology
- Life & Natural Sciences
- Business & Social Sciences
- Arts & Humanities

- VLE
- Comm & Tools (e.g., Zoom)
- Online Journals
- Search Engines / Websites
- PowerPoint Slides
- Smartphones
Unused/Rarely Used Digital Tools / Services (whole sample)
Top 7 Unused/Rarely Used Digital Tools / Services by Country

% reporting never or rarely using these items for teaching purposes in the past 2 years

- MOOCs
- Vids/Pods (self-made)
- Social media
- Blogs
- Forums
- VR/AR
- Interactive quizzes/tasks
Top 7 Unused/Rarely Used Digital Tools / Services by Job Role

% reporting never or rarely using these items for teaching purposes in the past 2 years

- MOOCs
- Vids/Pods (self-made)
- social media
- blogs
- forums
- VR/AR
- Interactive quizzes/tasks
Top 7 Unused/Rarely Used Digital Tools / Services by Academic Domain

% reporting never or rarely using these items for teaching purposes in the past 2 years

- MOOCs
- Vids/Pods (self-made)
- Social media
- Blogs
- Forums
- VR/AR
- Interactive quizzes/tasks

- Science & Technology
- Life & Natural Sciences
- Business & Social Sciences
- Arts & Humanities
Key Takeaway...

- Fewer than half of all teachers make daily use of any of technology in their teaching.

- The most popular technologies that are used are:
  - Comms Tools (Zoom, Teams...etc)
  - Powerpoint slides
  - Search engines
  - Smartphones.

- More than half of all teachers never (or rarely) use:
  - MOOCs
  - Forums or Blogs
  - Social media
  - Interactive quizzes or tasks
  - AR/VR
Summary of HE Educators Experiences and Practices

• The amount of online teaching has significantly increased since the end of lockdowns
• Daily online teaching practices are just standard powerpoint-based lectures delivered online
• Typically (slightly) more advanced digital tools are never or rarely used by the majority of teachers

More online teaching does not mean more good online teaching as digital tools and online pedagogies remain significantly underused
But…what about HE educator’s learning behaviours?
HE Educator Learning Preferences (whole sample)
HE Educator Learning Preferences
- Not Useful / Moderately Useful (by Country)

% of HE educators
- Slovenia
- Spain
- Turkey
- UK
- Italy

- Formal Training Sessions
  - Slovenia: 67
  - Spain: 28
  - Turkey: 34
  - UK: 26
  - Italy: 42

- Self-learning from online resources (videos, MOOCs...etc)
  - Slovenia: 11
  - Spain: 25
  - Turkey: 14
  - UK: 20
  - Italy: 15

- Academic journals
  - Slovenia: 31
  - Spain: 27
  - Turkey: 56
  - UK: 35
  - Italy: 31

- Learning from colleagues/others
  - Slovenia: 11
  - Spain: 22
  - Turkey: 17
  - UK: 13
  - Italy: 16

- Learning through trial & error/playing
  - Slovenia: 11
  - Spain: 22
  - Turkey: 17
  - UK: 3
  - Italy: 7
HE Educator Learning Preferences - Very Useful / Essential (by Country)
HE Educator Learning Preferences
- Not Useful / Moderately Useful (by Job Role)

% of HE educators

- Prof / Ass Prof
- Lecturer / Researcher
- Non-academic

- Formal Training Sessions
- Self-learning from online resources (videos, MOOCs...etc)
- Academic journals
- Learning from colleagues/others
- Learning through trial & error/playing
HE Educator Learning Preferences
- Very Useful / Essential (by Job Role)

% of HE educators

- Prof / Ass Prof
- Lecturer / Researcher
- Non-academic

<table>
<thead>
<tr>
<th>Activity</th>
<th>Prof / Ass Prof</th>
<th>Lecturer / Researcher</th>
<th>Non-academic</th>
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<tbody>
<tr>
<td>Formal Training Sessions</td>
<td>35</td>
<td>49</td>
<td>56</td>
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<tr>
<td>Self-learning from online resources (videos, MOOCs...)</td>
<td>32</td>
<td>56</td>
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<td>Academic journals</td>
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<tr>
<td>Learning from colleagues/others</td>
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<td>55</td>
<td>62</td>
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<tr>
<td>Learning through trial &amp; error/playing</td>
<td>55</td>
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<td>84</td>
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</tbody>
</table>
HE Educator Learning Preferences
- Not Useful / Moderately Useful (by Academic Domain)
HE Educator Learning Preferences
- Very Useful / Essential (by Academic Domain)

![Graph showing preferences](image-url)
HE Educator Sharing Practices (whole sample)
HE Educator Sharing Practices (by Country)

% of HE educators sharing knowledge, skills, best practice and/or teaching materials with colleagues

- Slovenia: Yes - regularly: 11, Yes - occasionally: 38
- Spain: Yes - regularly: 56, Yes - occasionally: 64
- Turkey: Yes - regularly: 62, Yes - occasionally: 33
- UK: Yes - regularly: 46, Yes - occasionally: 52
- Italy: Yes - regularly: 29, Yes - occasionally: 6

No: 6, 5, 3, 2
Can't remember: 1, 3
HE Educator Sharing Practices (by Job Role)

% of HE educators sharing knowledge, skills, best practice and/or teaching materials with colleagues

- Prof / Ass Prof
- Lecturer / Researcher
- Non-academic

- Yes - regularly
  - Prof / Ass Prof: 43
  - Lecturer / Researcher: 33
  - Non-academic: 28

- Yes - occasionally
  - Prof / Ass Prof: 53
  - Lecturer / Researcher: 61
  - Non-academic: 13

- No
  - Prof / Ass Prof: 5
  - Lecturer / Researcher: 5

- Can't remember
  - Prof / Ass Prof: 2
HE Educator Sharing Practices (by Academic Domain)

% of HE educators sharing knowledge, skills, best practice and/or teaching materials with colleagues

- Science & Technology
- Life & Natural Sciences
- Business & Social Sciences
- Arts & Humanities

Yes - regularly: 36, 39, 35
Yes - occasionally: 58, 61, 56, 60
No: 4, 8, 4, 5
Can't remember: 2, 1
Key Takeaway...

• For many HE educators formal learning is not seen as that useful
• Rather, learning from online resources, from each other and through trial & error is more useful
• Over 90% of teachers share knowledge, skills, best practice and/or teaching materials with each other at some point
What formal support, training and tools did teachers actually receive/use?
Amount of Formal Online Teaching Support Provided During and After Covid Lockdowns (whole sample)
Amount of Formal Online Teaching Support During and After Covid Lockdowns by Country
Amount of Formal Online Teaching Support During and After Covid Lockdowns by Job Role

% of HE educators reporting this amount of formal online teaching support during and after lockdown:

- Prof/Ass Prof None/Small
- Prof/Ass Prof Regular & On-going
- Lect/Res <10%
- Lect/Res >75%
- Non-ao <10%
- Non-ao >75%

During lockdown:
- Prof/Ass Prof None/Small: 29%
- Prof/Ass Prof Regular & On-going: 25%
- Lect/Res <10%: 22%
- Lect/Res >75%: 15%
- Non-ao <10%: 19%
- Non-ao >75%: 20%

Post-lockdown:
- Prof/Ass Prof None/Small: 23%
- Prof/Ass Prof Regular & On-going: 22%
- Lect/Res <10%: 19%
- Lect/Res >75%: 15
- Non-ao <10%: 15
- Non-ao >75%: 23
Amount of Formal Online Teaching Support During and After Covid Lockdowns by Academic Domain

% of HE educators reporting this amount of formal online teaching support during and after lockdown by academic domain

- Science & Technology: None/Small, Regular & On-going
- Life & Natural Sciences: None/Small, Regular & On-going

<table>
<thead>
<tr>
<th>Academic Domain</th>
<th>During Lockdown</th>
<th>Post-Lockdown</th>
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<tbody>
<tr>
<td>Science &amp; Tech</td>
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Formal Training Received By HE Educators
(Whole Sample)
HE Educator’s Knowledge and Experience (Whole Sample)
Online Teaching & Learning Frameworks / Guidelines / Policies Received By HE Educators (Whole Sample)

% of HE educators receiving frameworks/guidelines/policies for effective online teaching & learning

- Yes - provided and used
- Yes - provided not used
- No
- Can’t remember

<table>
<thead>
<tr>
<th>Framework Type</th>
<th>Yes - provided and used</th>
<th>Yes - provided not used</th>
<th>No</th>
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<td>Institutional Frameworks</td>
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<td>47</td>
<td>11</td>
<td>9</td>
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<tr>
<td>Regional Frameworks / Policies</td>
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<td>18</td>
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<td>National Frameworks / Policies</td>
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<tr>
<td>International Frameworks / Policies</td>
<td>16</td>
<td>9</td>
<td>21</td>
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Key Takeaway...

- The amount of formal support for online teaching & learning has declined since the end of lockdowns

- Roughly two thirds of teachers have received no formal training and have no or only limited knowledge and experience of any online teaching and learning theories, pedagogies or design

- The exception is for online assessment

- Just over half of teachers have either not received or not used any online teaching guidelines or frameworks
Summary of HE Educators’ Learning Preferences & Training

• A large majority of teachers display self-directed and online learning behaviours
• The vast majority of teachers display collaborative and peer learning behaviours
• Formal training is not highly valued
• A large majority of teachers do not receive formal training and lack knowledge and experience with online learning theories, pedagogies and design
• A majority of teachers do not use any formal guidelines, frameworks or policies

TEACHERS ARE NETWORKED LEARNERS BUT LACK KNOWLEDGE AND TRAINING IN DIGITAL PEDAGOGIES AND ONLINE LEARNING DESIGN
Overall Conclusion

• HE educators are NETWORKED LEARNERS
• HE educator knowledge and experience of digital theories, pedagogies, approaches and learning design IS LOW
• Formal HE training does not adequately cover digital theories, pedagogies, approaches and learning design and is NOT HIGHLY VALUED by educators
• HE online teaching is NOT NETWORKED and does not make use of digital theories, pedagogies, approaches, learning design and online tools

THERE IS A DISCONNECT BETWEEN
HOW HE EDUCATORS LEARN FOR THEMSELVES AND
HOW THEY TEACH ONLINE
THAT IS NOT BEING ADDRESSED THROUGH FORMAL TRAINING AND SUPPORT
Any Questions….?