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

Open Education for a Better World
Slovenia, September 2022

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 Participants
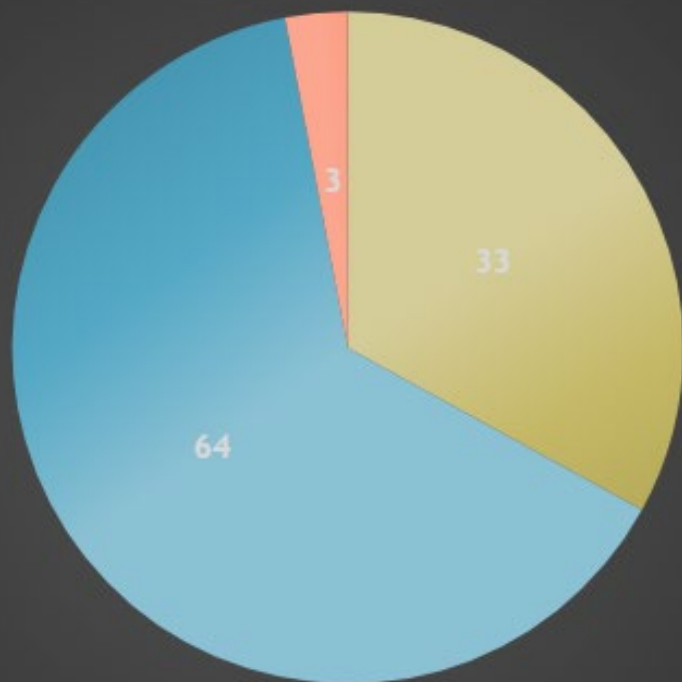
BRIDGES Research Participants

- 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

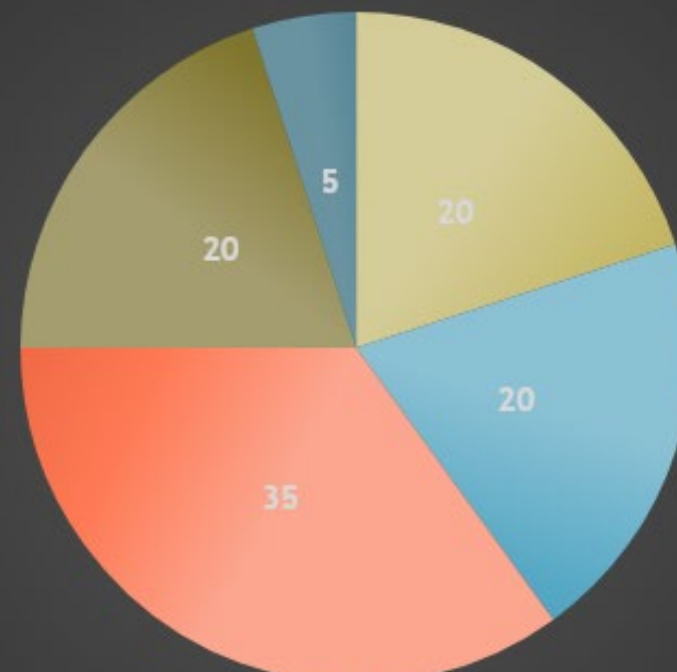- 70% claim to be experienced or very experienced with online teaching

Participants

% by job role

- Professor / Associate Professor
- Lecturer / Researcher
- Non-academic

33
64
3

% by academic domain

20
5
20
35

- Science & Technology
- Life & Natural Sciences
- Business & Social Sciences
- Arts & Humanities
- N/A

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Amount of Online Teaching Before, During and After Covid Lockdowns (whole sample)

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)
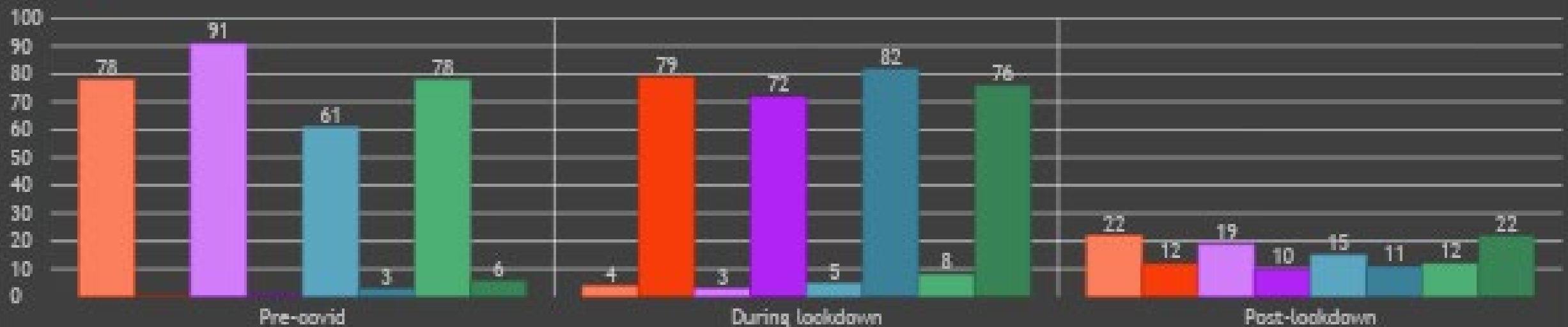
Key Takeaway…

- The amount of online teaching has <u>significantly increased</u> since the end of lockdowns for:
  - all countries
  - all job roles
  - all academic domains

…so, what have HE educators actually been doing…?

BRIDGES

Daily Use of Digital Tools / Services (whole sample)

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

■ % used daily or more

Category	%
VLE	24
MOOCs	5
Vids/Pods (self-made)	7
Vids/Pods (from others)	7
Social media	15
blogs	5
forums	6
comms tools (e.g. Zoom)	46
VR/AR	1
online journals	26
search engines / websites	49
online assessment	13
online interactive activities (e.g. quiz)	8
powerpoint slides	47
smartphones	41
collaborative software (e.g. google do	21

BRIDGES
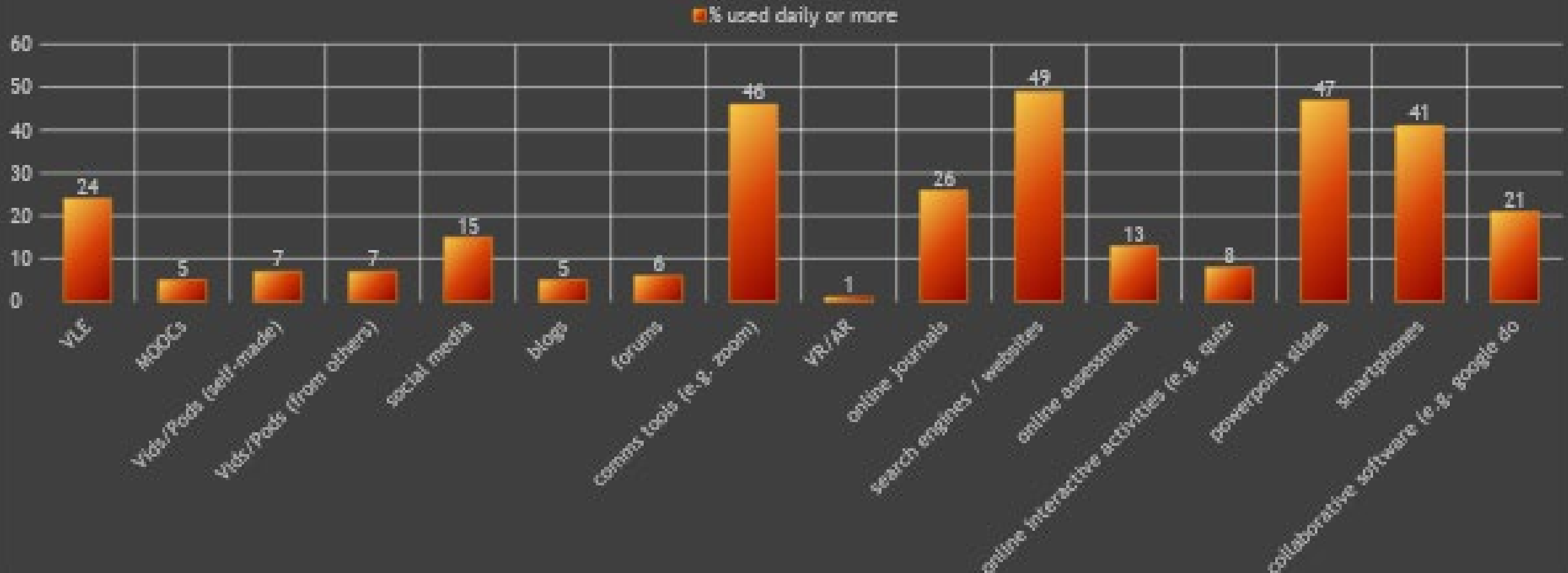
Daily Use of Top 6 Digital Tools / Services by Country

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

■ Slovenia ■ Spain ■ Turkey ■ UK ■ Italy

VLE: Spain 41, Turkey 12, UK 54, Italy 52

comms tools (e.g. zoom): Slovenia 11, Spain 44, Turkey 40, UK 72, Italy 67

online journals: Spain 50, Turkey 18, UK 28, Italy 48

search engines / websites: Slovenia 11, Spain 72, Turkey 41, UK 56, Italy 81

powerpoint slides: Slovenia 11, Spain 44, Turkey 47, UK 46, Italy 57

smartphones: Spain 44, Turkey 41, UK 36, Italy 54

BRIDGES

Daily Use of Top 6 Digital Tools / Services by Job Role

BRIDGES

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

Legend: ■ Prof / Ass Prof ■ Lecture / Researcher ■ Non-academia

Tool / Service	Prof / Ass Prof	Lecture / Researcher	Non-academia
VLE	34	19	31
comms tools (e.g. zoom)	42	47	77
online journals	33	22	23
search engines / websites	57	45	54
powerpoint slides	48	46	38
smartphones	38	44	31

Daily Use of Top 6 Digital Tools / Services by Academic Domain

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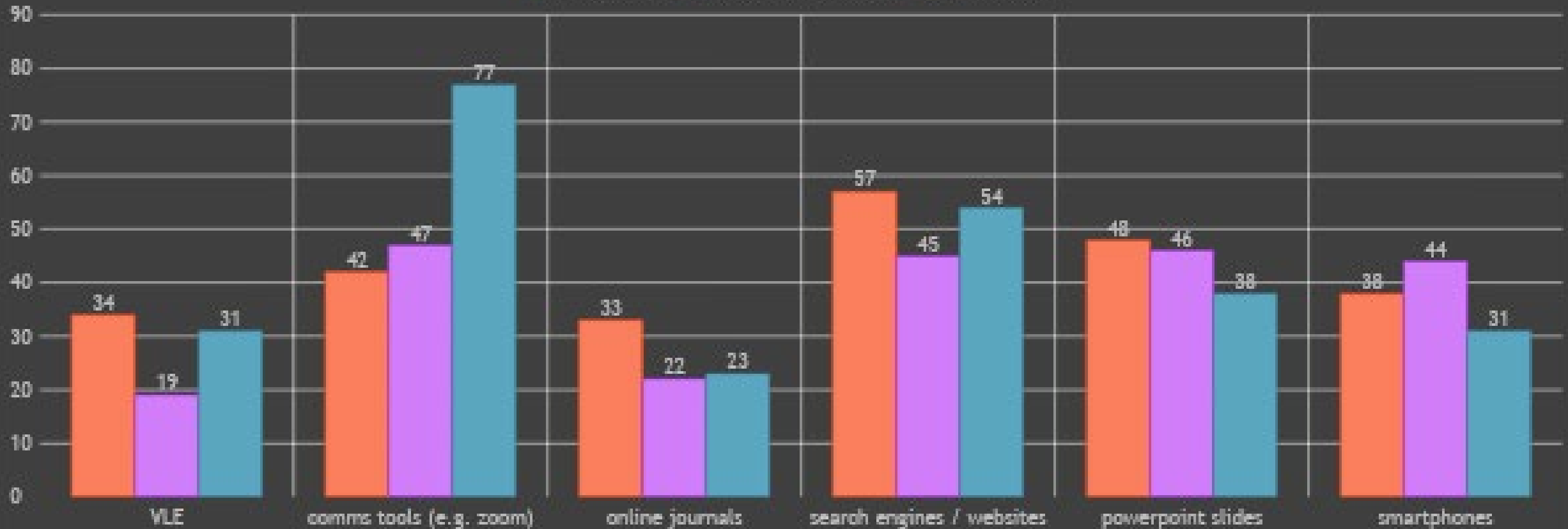
% reporting daily use of these items for teaching purposes in the past 2 years

Science & Technology · Life & Natural Sciences · Business & Social Sciences · Arts & Humanities
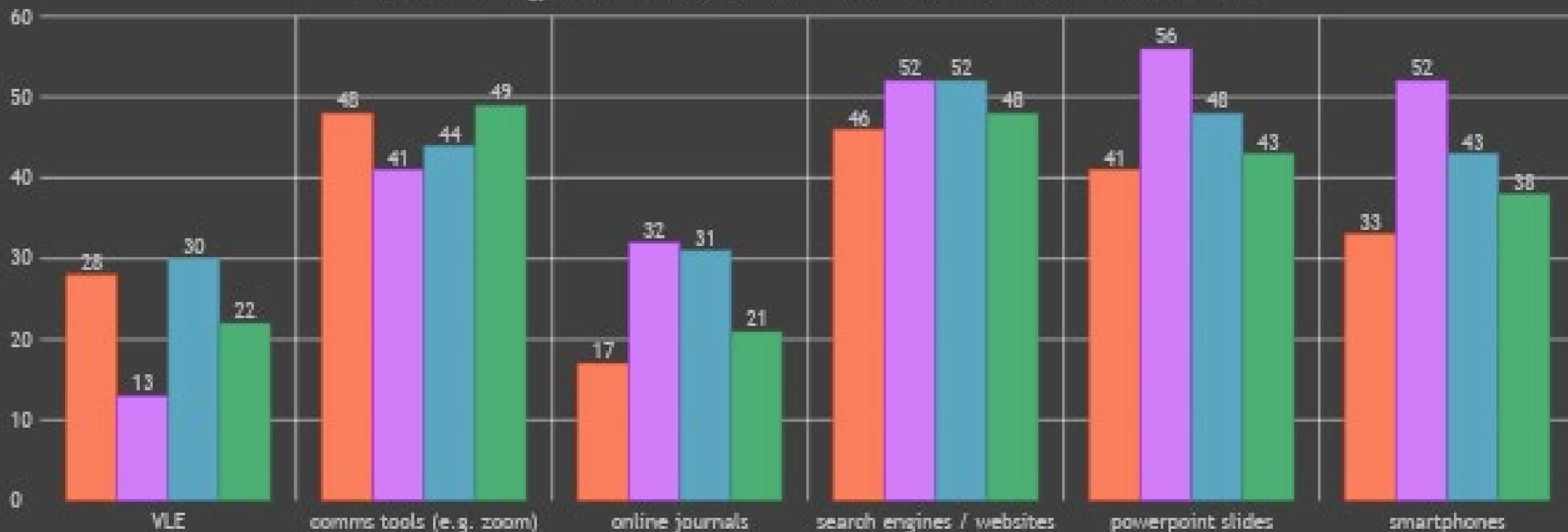
Unused/Rarely Used Digital Tools / Services (whole sample)

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

■ % never or rarely used

Item	% never or rarely used
VLE	36
MOOCs	66
Vids/Pods (self-made)	46
Vids/Pods (from others)	43
social media	59
blogs	73
forums	63
comms tools (e.g. zoom)	7
VR/AR	87
online journals	28
search engines / websites	12
online assessment	41
online interactive activities (e.g. q)	51
powerpoint slides	7
smartphones	31
collaborative software (e.g. google)	36

Top 7 Unused/Rarely Used Digital Tools / Services by Country

BRIDGES

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

Legend: ■ Slovenia ■ Spain ■ Turkey ■ UK ■ Italy

	Slovenia	Spain	Turkey	UK	Italy
MOOCs	89	66	68	85	41
Vids/Pods (self-made)	89	66	50	31	26
social media	89	56	61	82	35
blogs	100	63	75	77	59
forums	89	66	70	62	33
VR/AR	100	84	88	97	72
Interactive quizzes/tasks	100	41	57	26	33

Top 7 Unused/Rarely Used Digital Tools / Services by Job Role

BRIDGES

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

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

	Prof / Ass Prof	Lecturer / Researcher	Non-academic
MOOCs	65	67	69
Vids/Pods (self-made)	47	45	69
social media	61	58	69
blogs	78	70	62
forums	63	63	54
VR/AR	90	86	85
Interactive quizzes/tasks	50	52	39

Top 7 Unused/Rarely Used Digital Tools / Services by Academic Domain

BRIDGES

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

Legend: Science & Technology | Life & Natural Sciences | Business & Social Sciences | Arts & Humanities
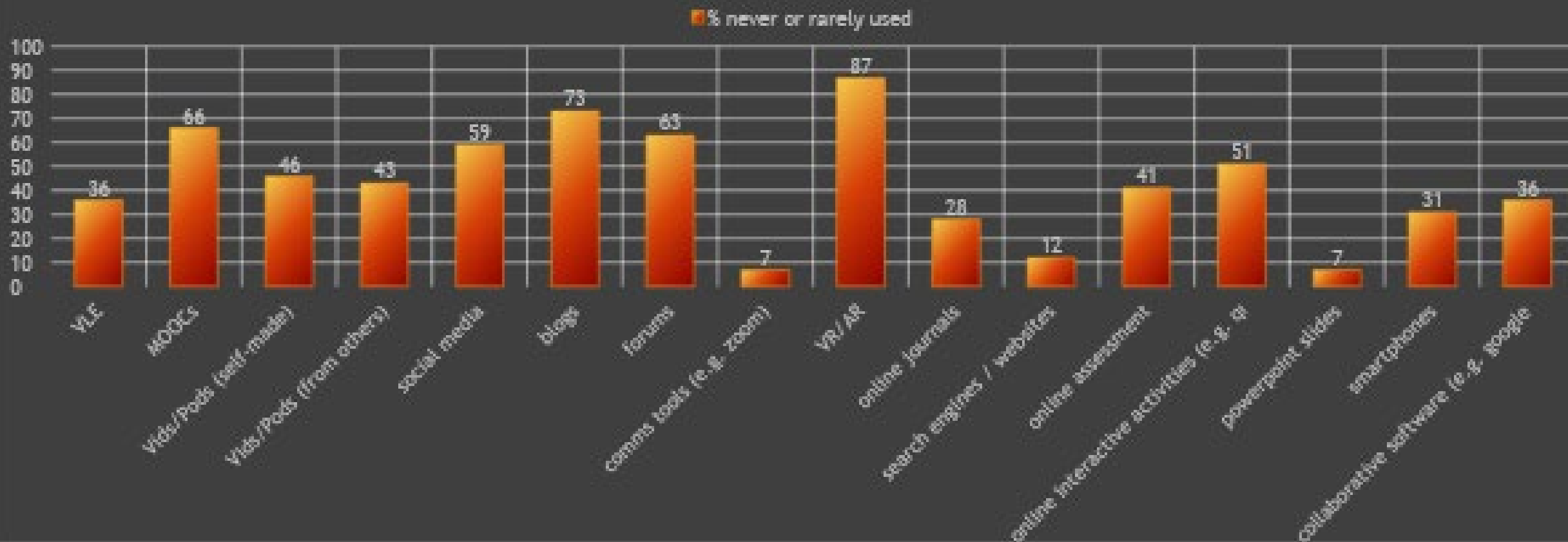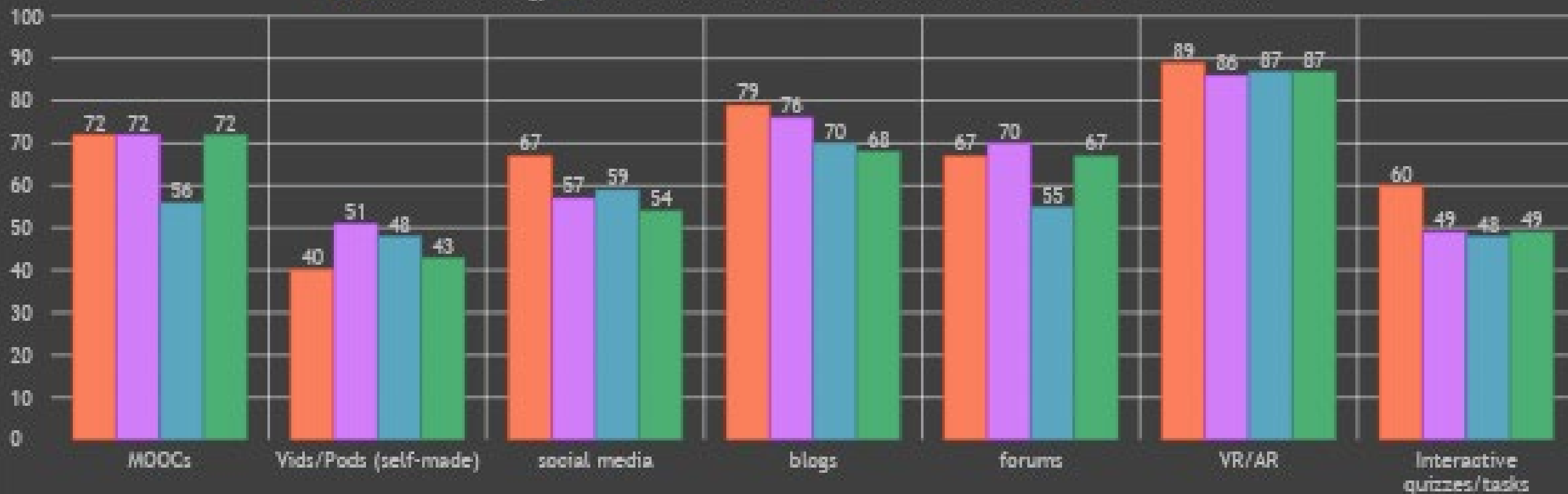
Item	Science & Technology	Life & Natural Sciences	Business & Social Sciences	Arts & Humanities
MOOCs	72	72	56	72
Vids/Pods (self-made)	40	51	48	43
social media	67	57	59	54
blogs	79	76	70	68
forums	67	70	55	67
VR/AR	89	86	87	87
Interactive quizzes/tasks	60	49	48	49

Key Takeaway…

- <u>Fewer than half</u> of all teachers make daily use any of technology in their teaching

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

- <u>More than half</u> 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 <u>standard powerpoint-based lectures delivered online</u>
- Typically (slightly) <u>more advanced digital tools are never or rarely used</u> by the majority of teachers
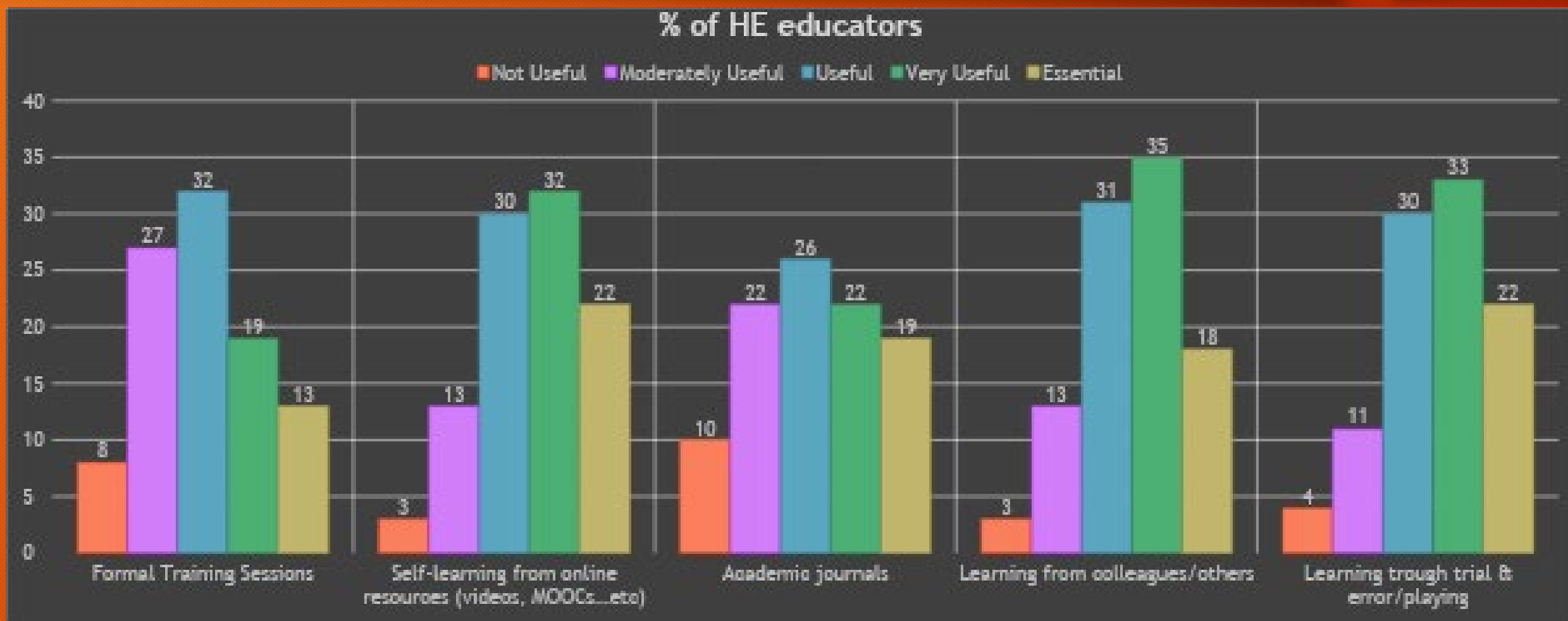
MORE ONLINE TEACHING DOES NOT MEAN MORE GOOD ONLINE TEACHING

AS DIGITAL TOOLS AND ONLINE PEDAGOGIES

REMAIN SIGNIFICANTLY UNDERUSED

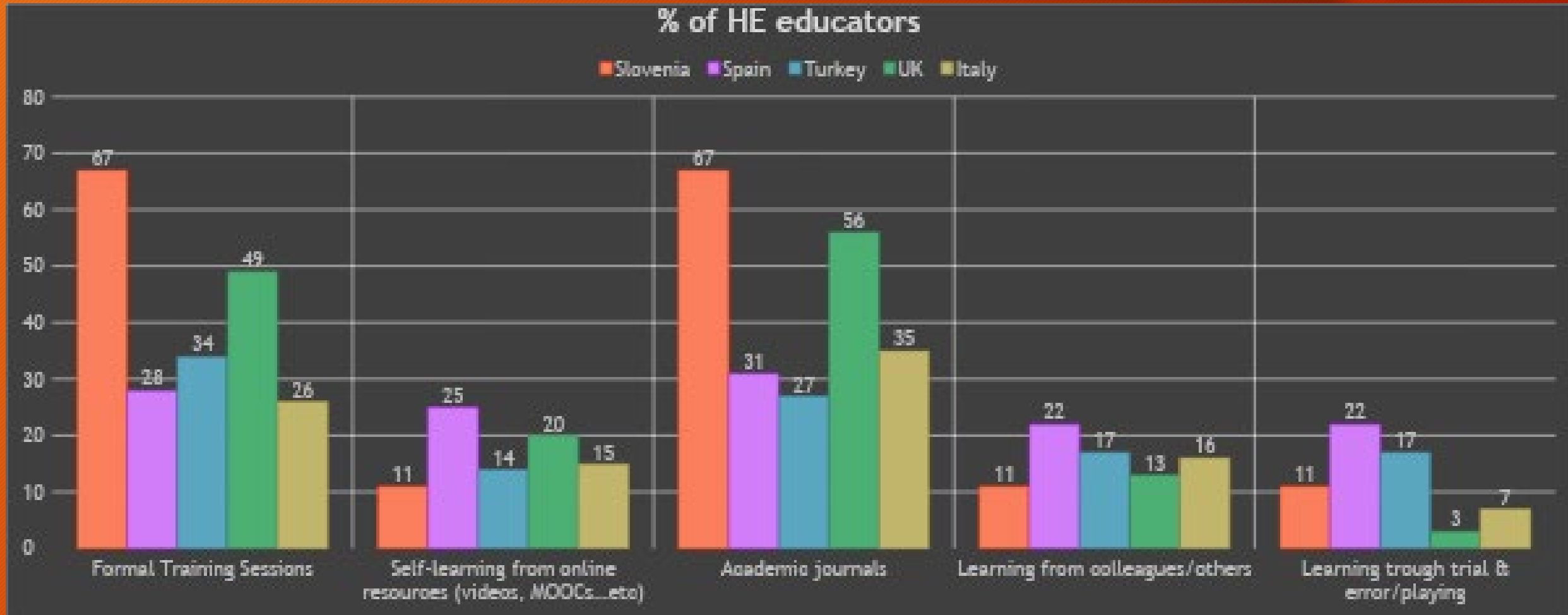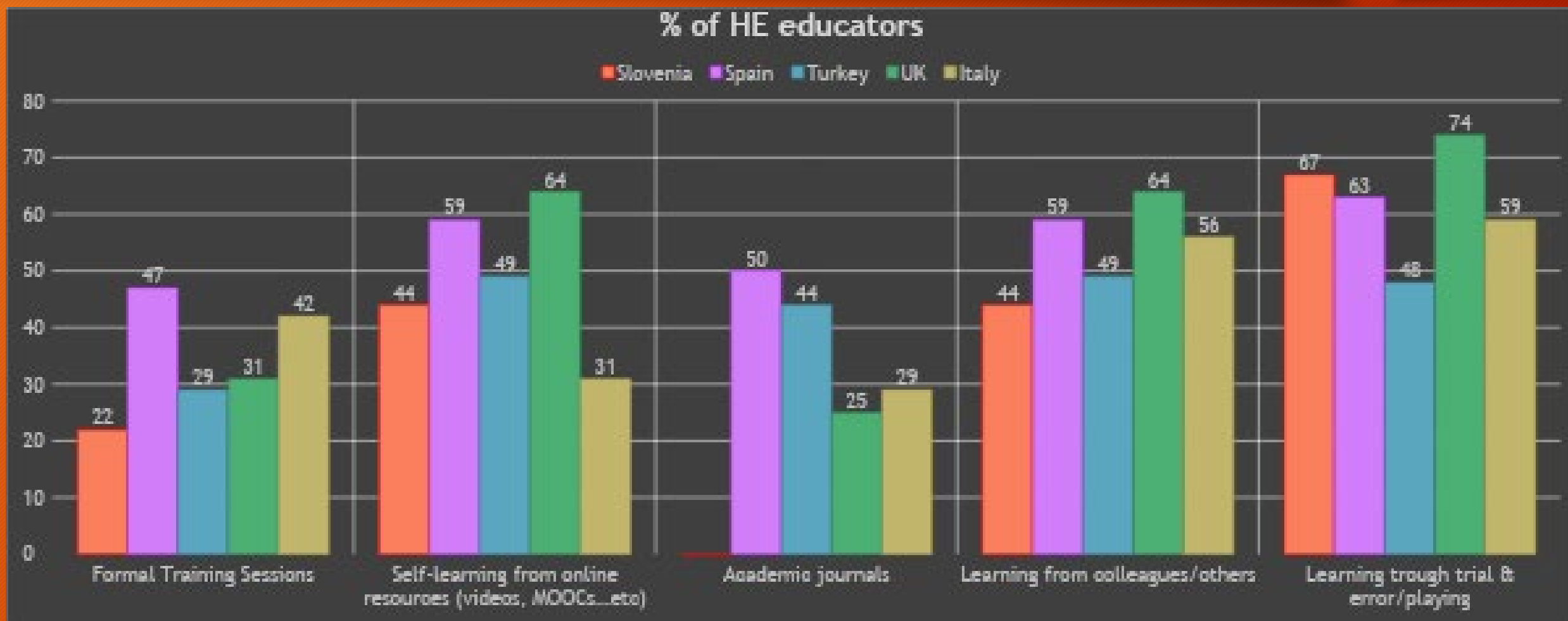# But…what about HE educator's learning behaviours?

HE Educator Learning Preferences (whole sample)

HE Educator Learning Preferences – Not Useful / Moderately Useful (by Country)

BRIDGES

% of HE educators

■ Slovenia ■ Spain ■ Turkey ■ UK ■ Italy

Formal Training Sessions: Slovenia 67, Spain 28, Turkey 34, UK 49, Italy 26

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

Academic journals: Slovenia 67, Spain 31, Turkey 27, UK 56, Italy 35

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

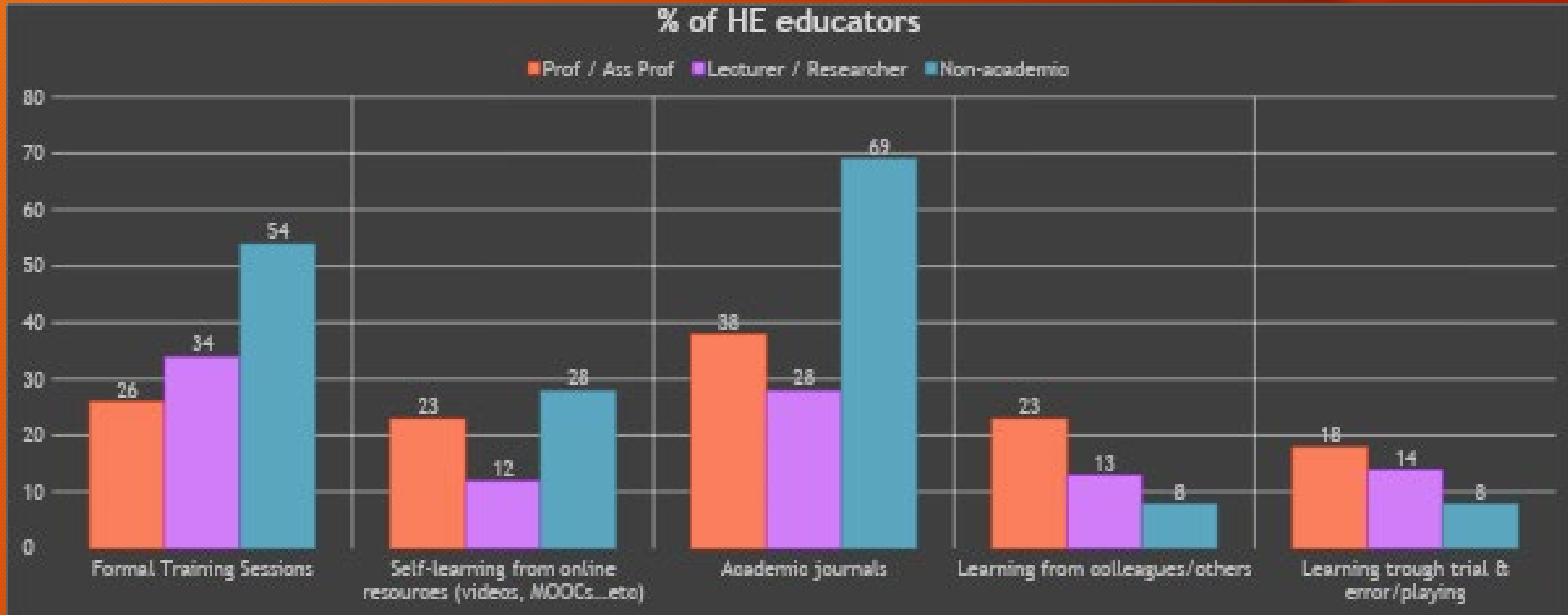Learning trough trial & error/playing: Slovenia 11, Spain 22, Turkey 17, UK 3, Italy 7

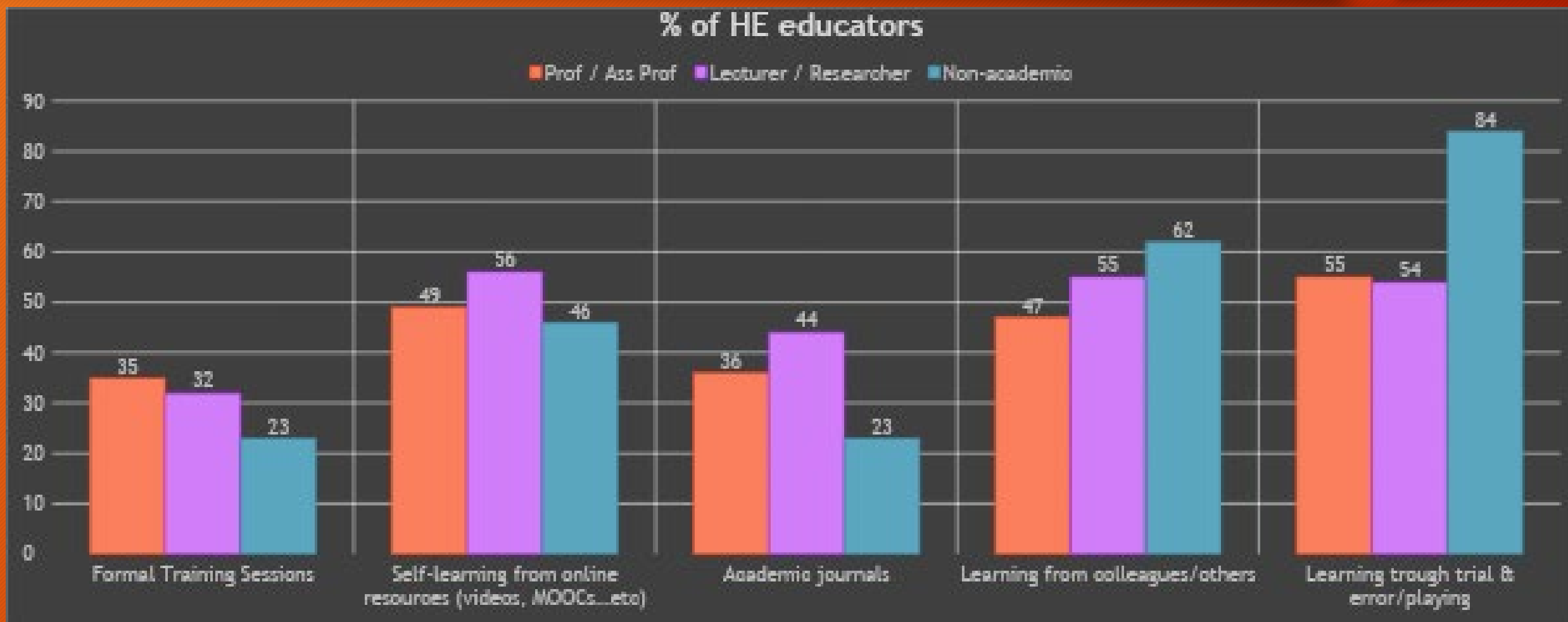HE Educator Learning Preferences – Not Useful / Moderately Useful (by Job Role)

HE Educator Learning Preferences – Very Useful / Essential (by Job Role)

HE Educator Learning Preferences – Not Useful / Moderately Useful (by Academic Domain)

BRIDGES

% of HE educators

Legend: Science & Technology · Life & Natural Sciences · Business & Social Sciences · Arts & Humanities

Formal Training Sessions: 40, 27, 33, 43
Self-learning from online resources (videos, MOOCs…etc): 16, 16, 15, 16
Academic journals: 33, 27, 33, 29
Learning from colleagues/others: 19, 16, 13, 18
Learning trough trial & error/playing: 15, 14, 13, 21
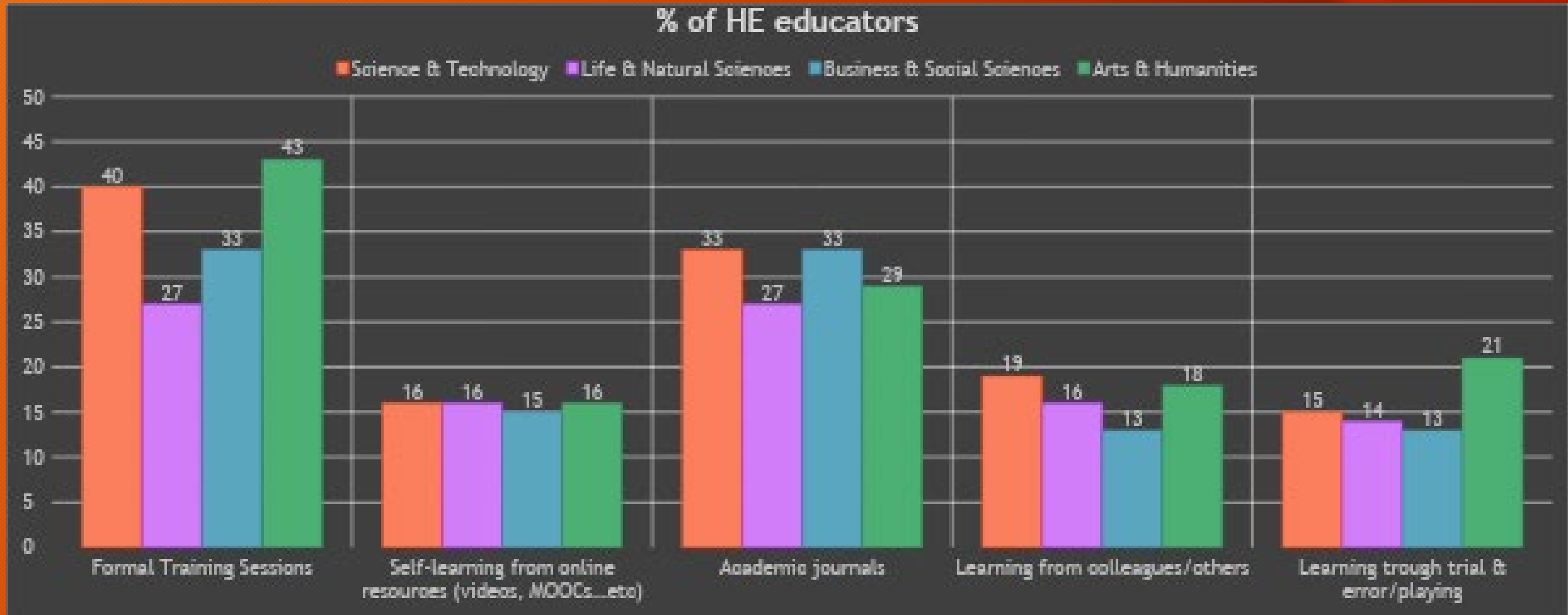
HE Educator Learning Preferences
– Very Useful / Essential (by Academic Domain)

BRIDGES

% of HE educators

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

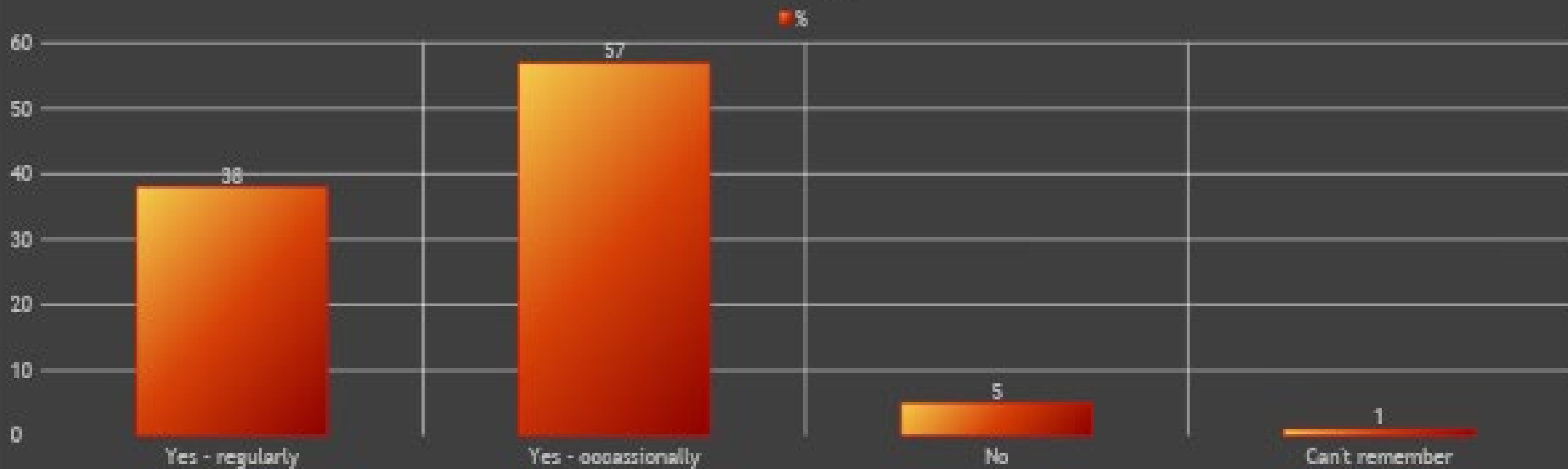|	Science & Technology	Life & Natural Sciences	Business & Social Sciences	Arts & Humanities
Formal Training Sessions	31	34	32	33
Self-learning from online resources (videos, MOOCs...etc)	48	47	61	52
Academic journals	32	43	44	45
Learning from colleagues/others	47	43	57	55
Learning trough trial & error/playing	47	46	63	56

HE Educator Sharing Practices (whole sample)

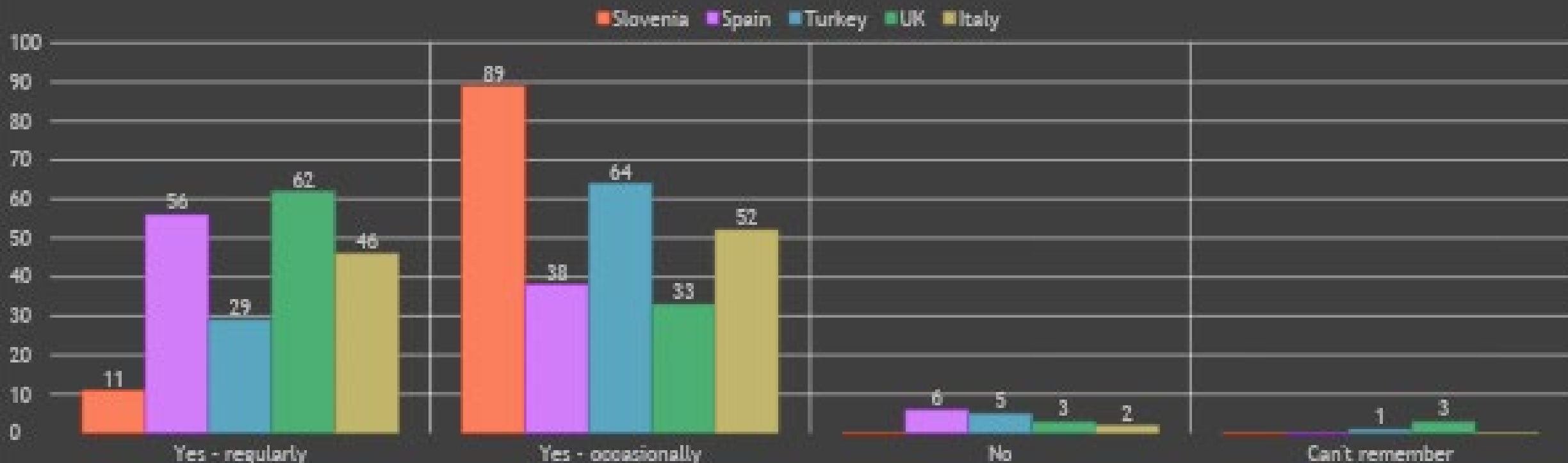**% of HE educators sharing knowledge, skills, best practice and/or teaching materials with colleagues**

■ %

Category	%
Yes – regularly	38
Yes – occassionally	57
No	5
Can't remember	1

BRIDGES

HE Educator Sharing Practices (by Country)

% of HE educators sharing knowledge, skills, best practice and/or teaching materials with colleagues
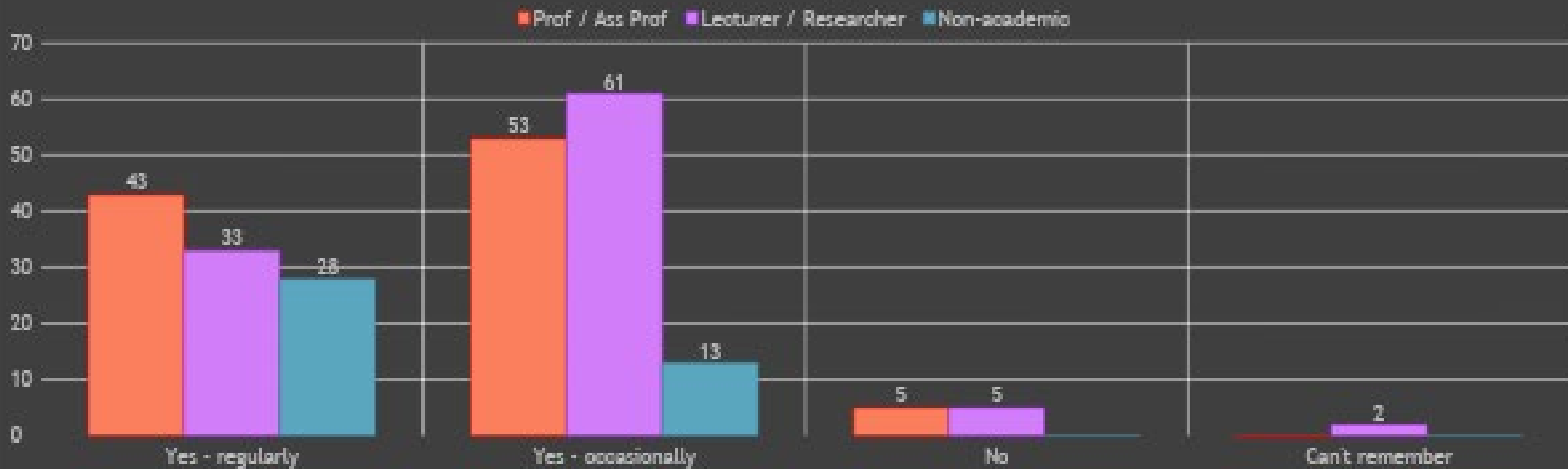
Legend: ■ Slovenia ■ Spain ■ Turkey ■ UK ■ Italy

	Slovenia	Spain	Turkey	UK	Italy
Yes - regularly	11	56	29	62	46
Yes - occasionally	89	38	64	33	52
No		6	5	3	2
Can't remember			1	3	

HE Educator Sharing Practices (by Job Role)

BRIDGES

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

Legend: ■ Prof / Ass Prof   ■ Lecturer / Researcher   ■ Non-academic

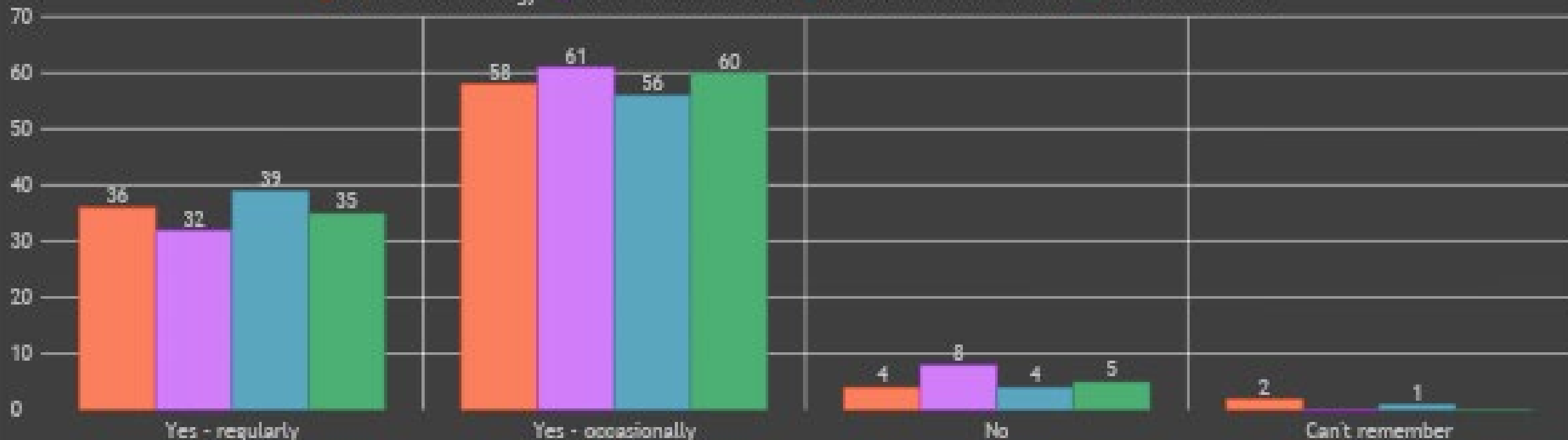|	Yes – regularly	Yes – occasionally	No	Can't remember
Prof / Ass Prof	43	53	5	
Lecturer / Researcher	33	61	5	2
Non-academic	28	13		

HE Educator Sharing Practices (by Academic Domain)

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

Legend: ■ Science & Technology ■ Life & Natural Sciences ■ Business & Soicial Sciences ■ Arts & Humanities

Yes – regularly: 36, 32, 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

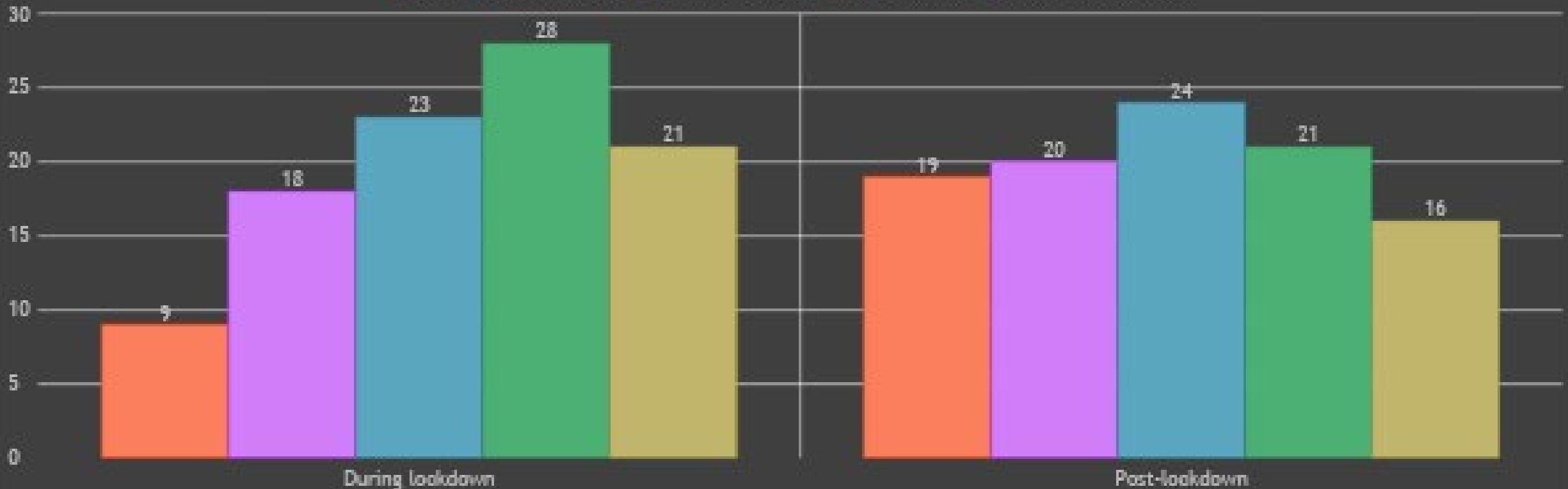# What formal support, training and tools did teachers actually receive/use?

Amount of Formal Online Teaching Support Provided During and After Covid Lockdowns (whole sample)

BRIDGES

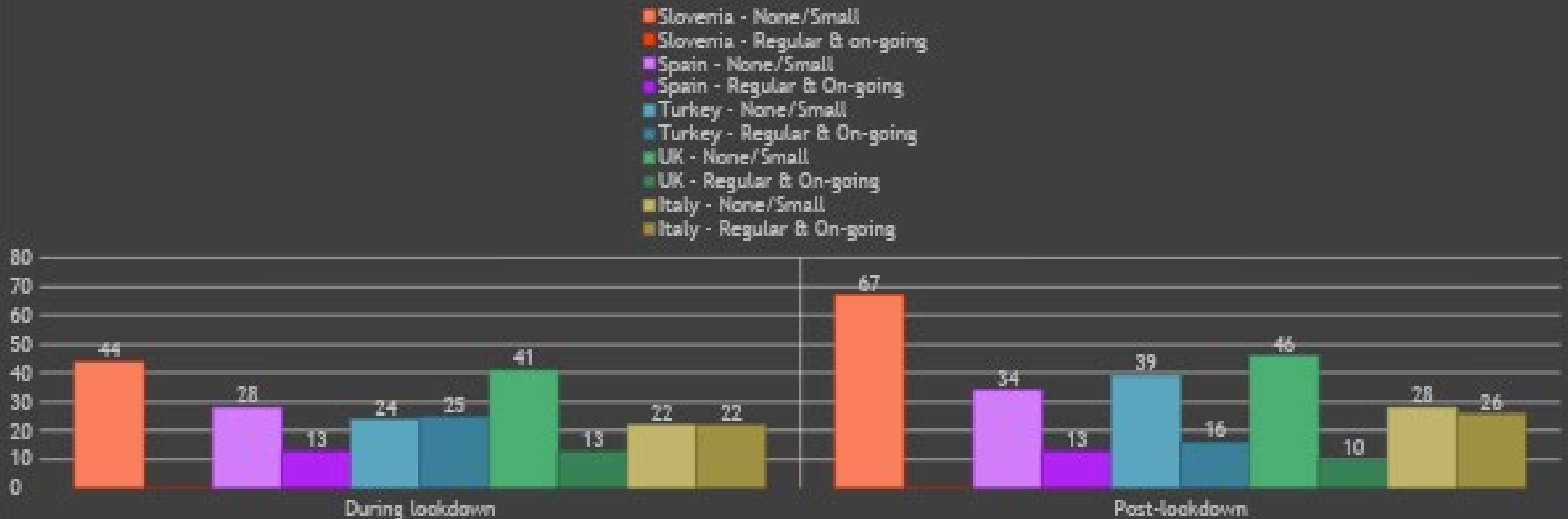## % of HE educators reporting this amount of formal online teaching support during and after lockdown periods

Legend: ■None ■Small amount ■Moderate amount ■Good amount ■Regular and on-going

During lockdown:
- None: 9
- Small amount: 18
- Moderate amount: 23
- Good amount: 28
- Regular and on-going: 21

Post-lockdown:
- None: 19
- Small amount: 20
- Moderate amount: 24
- Good amount: 21
- Regular and on-going: 16

Amount of Formal Online Teaching Support During and After Covid Lockdowns by Country

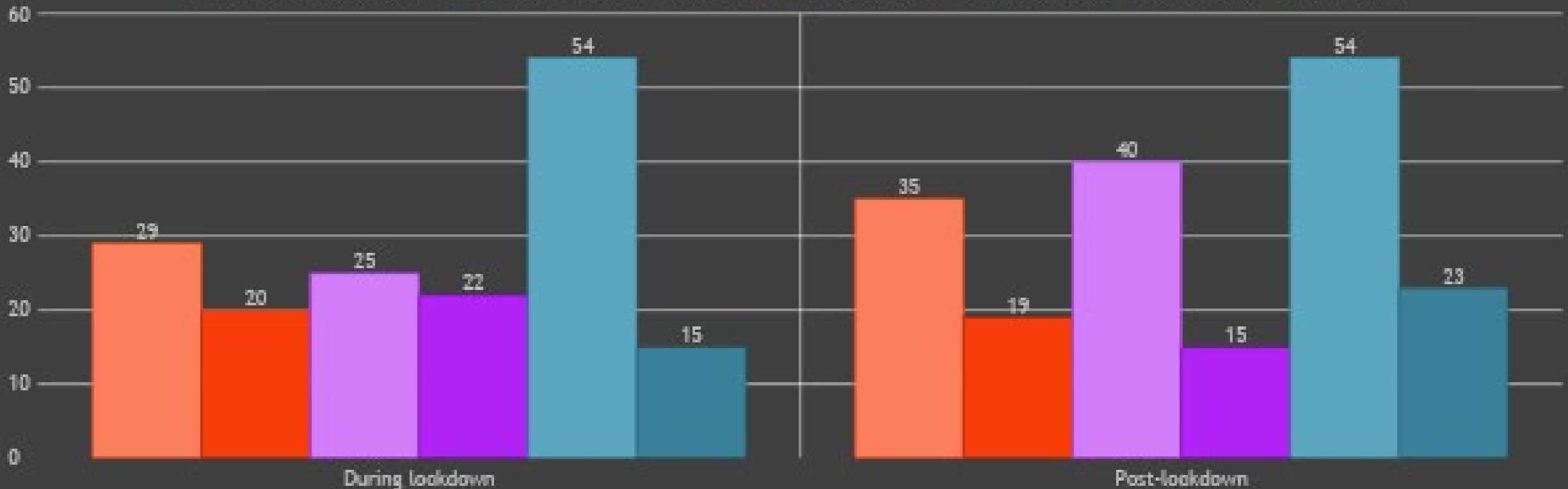## % of HE educators reporting this amount of formal online teaching support during and after lockdown by Country

Legend:
- Slovenia – None/Small
- Slovenia – Regular & on-going
- Spain – None/Small
- Spain – Regular & On-going
- Turkey – None/Small
- Turkey – Regular & On-going
- UK – None/Small
- UK – Regular & On-going
- Italy – None/Small
- Italy – Regular & On-going

During lockdown: 44, 28, 13, 24, 25, 41, 13, 22, 22

**Post-lockdown:** 67, 34, 13, 39, 16, 46, 10, 28, 26

Amount of Formal Online Teaching Support During and After Covid Lockdowns by Job Role

BRIDGES

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

Amount of Formal Online Teaching Support During and After Covid Lockdowns by Academic Domain

BRIDGES

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

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

During lockdown: 35, 21, 19, 28, 25, 20, 25, 20

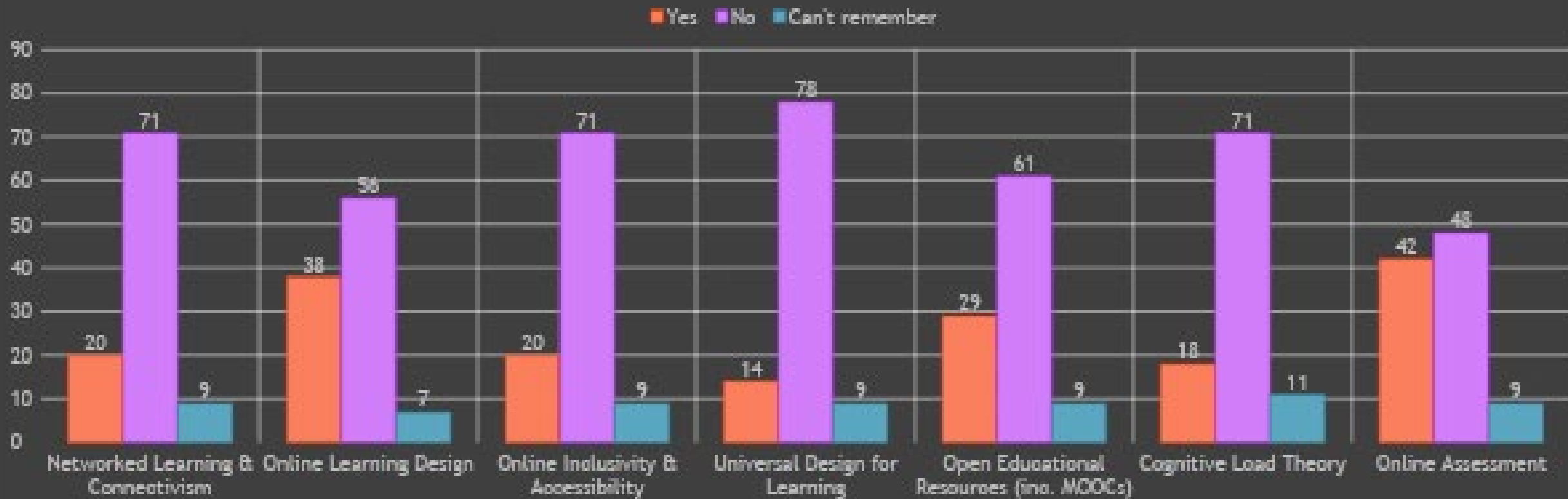Post-lockdown: 43, 12, 41, 22, 37, 15, 33, 17
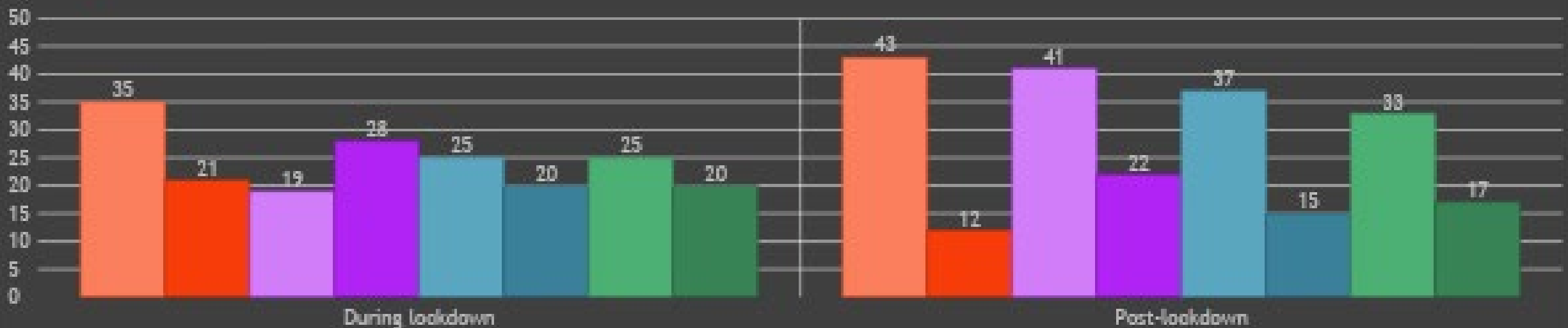
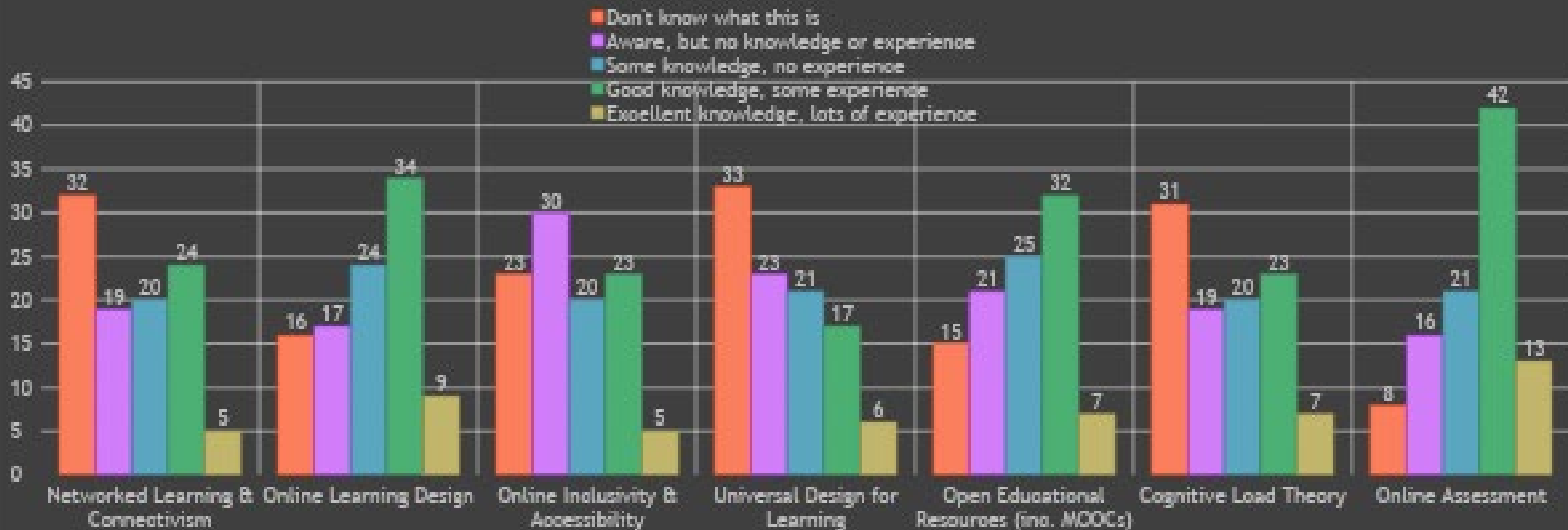# Formal Training Received By HE Educators (Whole Sample)

% of HE educators receiving formal training from their dept / institution / training provider in these subjects

HE Educator's Knowledge and Experience (Whole Sample)

% of HE educators' evaluation of their knowledge and experience in these subjects
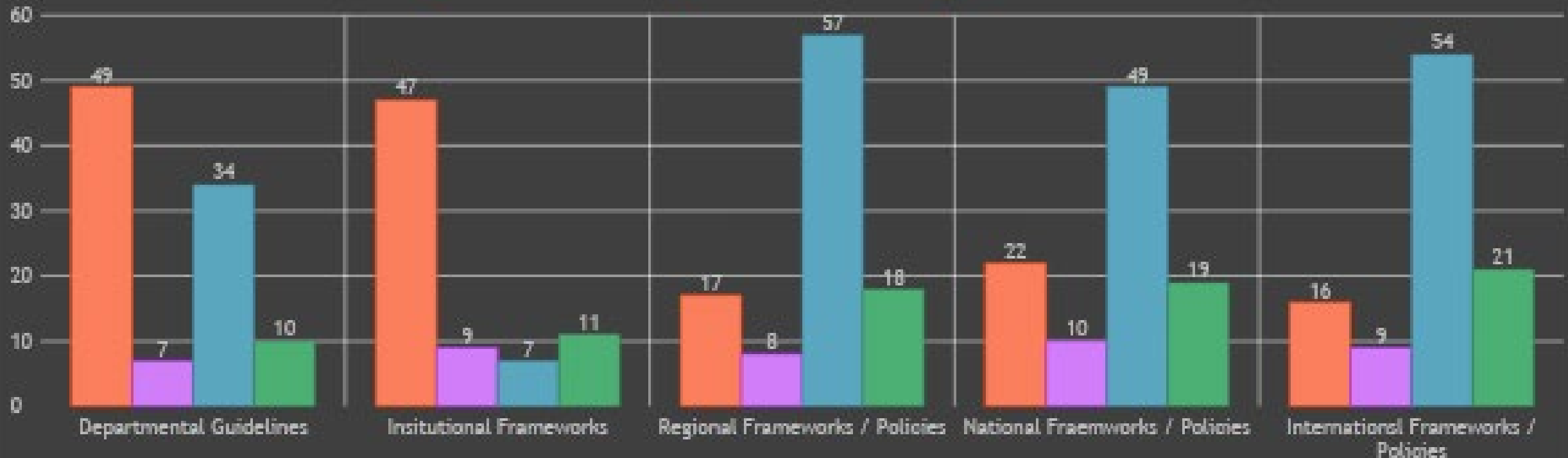
Online Teaching & Learning Frameworks / Guidelines / Policies Received By HE Educators (Whole Sample)

BRIDGES

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

Legend: ■ Yes - provided and used ■ Yes - provided not used ■ No ■ Can't remember

Category	Yes - provided and used	Yes - provided not used	No	Can't remember
Departmental Guidelines	49	7	34	10
Insitutional Frameworks	47	9	7	11
Regional Frameworks / Policies	17	8	57	18
National Fraemworks / Policies	22	10	49	19
International Frameworks / Policies	16	9	54	21

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 <u>no formal training and have no or only limited knowledge and experience of any online teaching and learning theories, pedagogies or design</u>

- 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

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Any Questions….?