Teachers' needs in online teaching

Results of the survey from Poland, Serbia and Slovenia, May 2021

AGH UST Centre of e-Learning
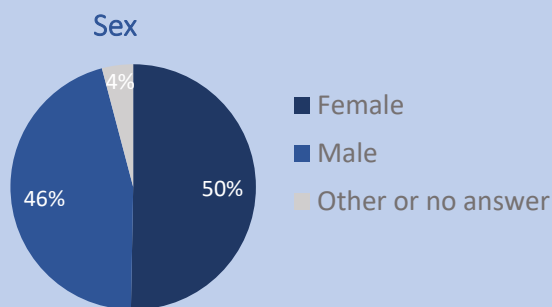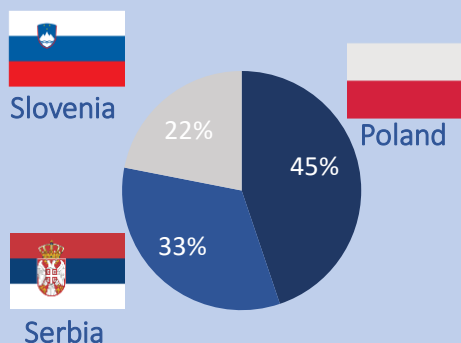
StudES
Effective teaching for student engagement & success in digital learning environment

Target group:
University teachers from Poland, Serbia and Slovenia who taught in an online environment during the pandemic Covid-19

Data-collection dates:
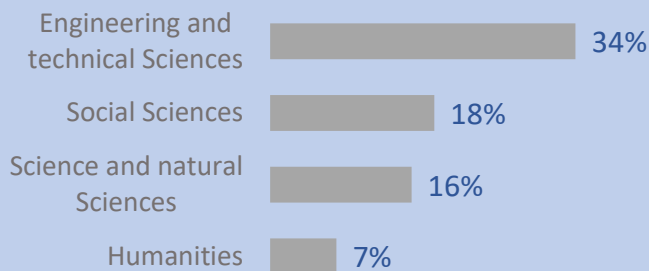6th -25th of May

Total amount of respondents: 511

Who are the respondents?

Slovenia

Poland

Serbia

- 45%
- 33%
- 22%

Sex

- 50%
- 46%
- 4%

- ■ Female
- ■ Male
- ■ Other or no answer

Academic titile*

Assistant professor	36%
Associate professor	24%
Full professor	19%
Teaching assistant	16%

Field of science*

Engineering and technical Sciences	34%
Social Sciences	18%
Science and natural Sciences	16%
Humanities	7%

*Most respresented

Relationships with students

Most of the respondents describe their relationship with student as a GUIDE (59%). There are some differences between countries. 72% teachers from Poland and 67% teachers from Slovenia feel as guides, while for 43% Serbia's educators the closest role is being masters.

59%	19%	17%	5%
GUIDE	MASTER	PARTNER	GUARD

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Teaching in a digital environment

How do you handle teaching in an online environment?

91% really well or well

8% neither well nor bad

1% very bad or bad

Forms of teaching employed in online courses

"Emergency pedagogy" is a term that describes how many teachers adapted to online teaching. The Covid-19 pandemic forced educators to transfer their courses to a digital environment instantly . Some teachers adapted their traditional way of teaching and materials to the online version without changing the curriculum or the methodology. Unfortunately after one year of teaching in a digital environment there is not a big change „emergency pedagogy" still exists.

70% Live stream lectures*

57% Providing students with assignments**

42% Sharing materials for independent reading or watching**

63% No gamifications

25% No students' work in pairs or groups

20% Very little or no initializing discussions in written or spoken form

* This form was represented the most
**This form was represented the most or to a great extent
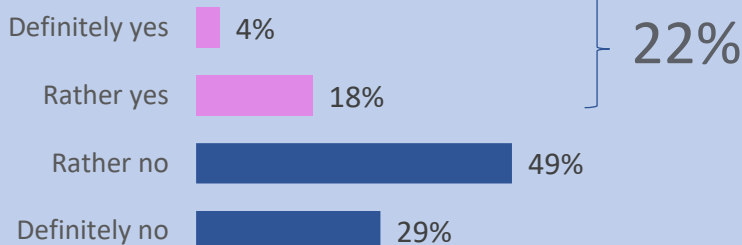
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Difficulties with online teaching

More than one out of five teachers consider online teaching as difficult. They mainly mentioned a lack of direct contact with students and activating students.

Is teaching online difficult for you?

Definitely yes	4%
Rather yes	18%
Rather no	49%
Definitely no	29%

22%

Lack of direct contact with students

„There is no direct contact with students, I can't see their reactions and adjust my teaching."

Activating students

„The most difficult part of online teaching is in motivating students to actively take part in discussions, ask questions and carefully follow the lecture."

How teachers assess their skills in online teaching?

4,3 Feeling comfortable about using LMS platforms*

4,2 Sending explicit and precise messages*

4,2 Organizing own work*

3,4 Creating community around online course*

3,4 Reading emotions from written messages*

3,5 Preparing good quality audio/video materials*

* Average on the scale 1-5, where 1 means „very bad" and 5 – „very good"

Digital resources

Teachers are familiar with the digital resources and feel comfortable about selecting them for their courses. However, they have difficulties in modifying open license digital resources (ORE) and creating materials adequate for their courses.

4,12
I know how to use digital resources*

4,02
I can choose digital resources for my courses*

3,42
I can modify open license digital resources*

* Average on the scale 1-5, where 1 means „I definitely disagree" and 5 – „I definitely agree"

What's next?

According to the survey, university teachers need to develop their digital competencies especially in the 3 following areas: improving contact between teachers and students in a digital environment, activating students and modifying open license digital resources to create materials for their courses.

SOME OF THE DIGITAL COMPETENCIES OF EDUCATORS THAT NEED SUPPORT

Initializing discussions in written or spoken form

Creating community around online course

Setting up collaboration activities

Using gamification

Modifying open license digital resources