

Teachers' needs in online teaching

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

AGH UST Centre of e-Learning



Target group:

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

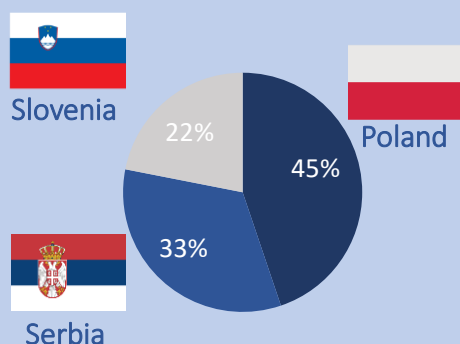


Data-collection dates:

6th -25th of May

Total amount of respondents: 511

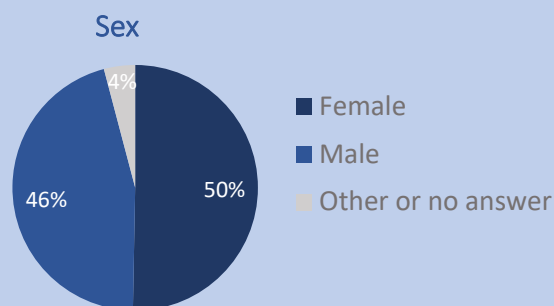
Who are the respondents?



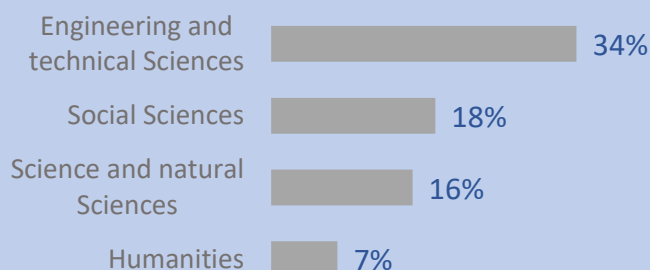
Academic title*



*Most represented



Field of science*



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%



GUIDE

19%



MASTER

17%



PARTNER

5%



GUARD



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

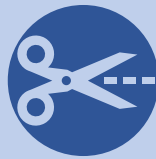


Forms of teaching employed in online courses

“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

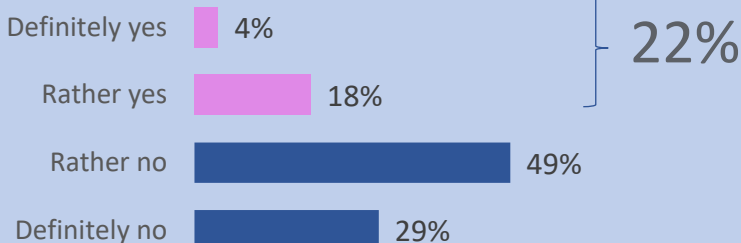
**This form was represented the most or to a great extent



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?



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*



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

