

Disruption in the classroom: When hands on becomes hands off

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Emergency Remote Teaching

“A temporary shift of instructional delivery to an alternate delivery model due to crisis circumstances [which] involves the use of fully remote teaching solutions for instruction or education that would otherwise be delivered face-to-face or as blended or hybrid courses and that will return to that format once the crisis or emergency has abated”

Hodges et al (2020)



Research Overview

- Online survey with closed and open ended questions (n = 56)
- Survey link available for 3 weeks during the first pandemic lockdown in 2020
- Descriptive statistical analysis
- General inductive approach to analyse qualitative data
- Ethics approval UREC: 2021-1024

The story of disruption: Accessibility



- Software
- Hardware
- Internet connectivity

The story of disruption: Accessibility



Not having access to server and softwares we have on machines at Unitec. Some students didn't have equipment (mic, poor internet connection). Could not see who is listening and who is kind of lost. The student were present but might been busy doing something else. Seeing their face and their work in the class is so assuring . (P52)

Some students did not have access to computers or a reliable internet service. Hampered their ability to join and participate in Zoom sessions. Some students felt it mentally very draining and stressful and missed the F2F interaction. I rang a lot more people than I would out of lockdown to try and support but some still felt they had to withdraw. (P4)



The story of disruption: Capability



- Teacher capability
- Hands on to hands off
- Learner engagement

The story of disruption: Capability



Capability concerns - moving activities that work in person and adapting them to zoom classes (P33)

My capability - I learnt quickly but it was hard work & stressful, I talked to my learners about what worked and what didn't which they seemed to appreciate, I had to admit my lack of expertise which was hard for me but they were very forgiving (P38)

Technical - making zoom work.

Students - how to engage students and keep them engaged.

Own capability - how to engage students and keep them engaged (P49)



The story of disruption: Flexibility



- Impact on daily life
- Impact on content delivery/assessment
- Relationships

The story of disruption: Flexibility



I was involved in an undeveloped course that was spiralling out of control and Covid gave me the opportunity to reset and rewrite teaching materials (P8)

Online delivery definitely helped save time in commuting to/from campus. Students who had the wifi and technology were happy with this, not having to make special trips to campus and they could zoom in easily.

Students loved having access to lecture recordings, being able to easily share their or others screens, privately ask questions via direct messages

It has changed the way I assess.



The story of disruption: Sustainability



- Carbon footprint
- Learner centred
- Hybrid courses

The story of disruption: Sustainability



Online delivery definitely helped save time in commuting to/from campus. Students who had the wifi and technology were happy with this, not having to make special trips to campus and they could zoom in easily.

There were a few students who did better not having to cope with the social aspect of class (easier to be 'heard' by email/text). I imagine for some students it has enhanced their study skills and feeling of self efficacy.

Things that you may not be able to show that properly on face to face can be done in an online environment.

Flexibility in teaching, flexibility in learning



Summary

- Immersive nature of transition showed the depth of creativity of tertiary teaching staff and confidence
- Practical components of courses were delivered in flexible and imaginative ways
- A once in career opportunity to explore a whole new mode of delivery for students has changed thinking, confidence, and appetite to continue to look at new ways of ensuring that our programmes remain learner-centred for the 21st century.
- Professional Development and teacher support will be required



Recommendations

Education and service providers

- Student engagement
- Assessment
- Relationships

Facilities

- Flexible working
- Technical support
- Digital equity

Policy makers

- Learner focus
- Research and Development



Thank-you!

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