



# **Rapid transition to emergency teaching online: The experience of tertiary teachers and implications for vocational education**

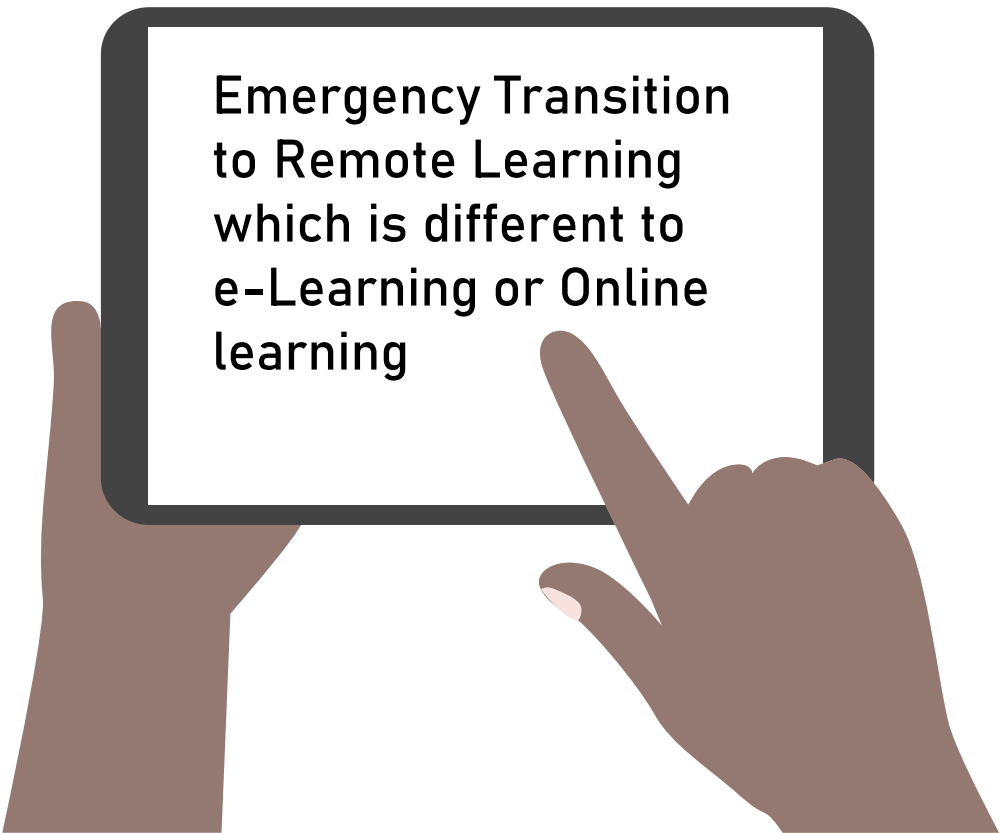
Dr Samantha Heath; Dr Eltahir Kabbar;  
Sue Palfreyman; Amanda Perry

# The biggest unplanned change to tertiary education in history



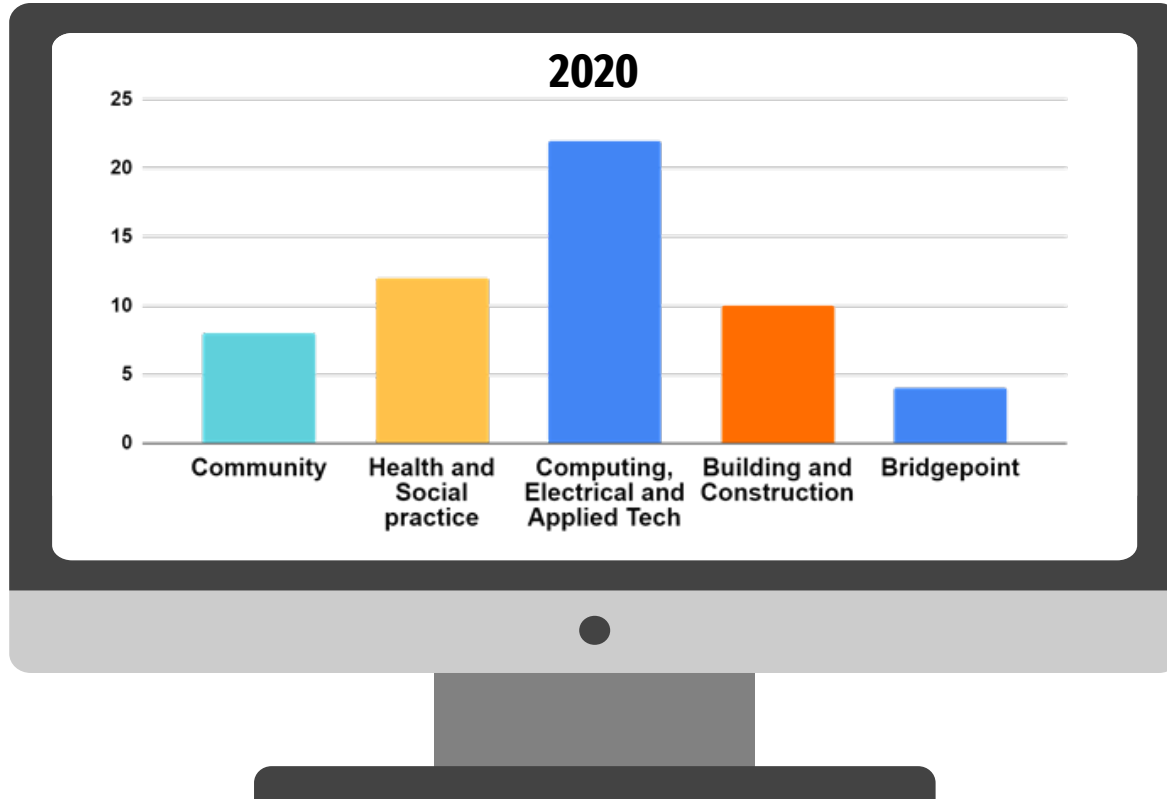
The United Nations Educational, Scientific and Cultural Organization (UNESCO) would report that the education of over 90% of the world's student body was affected by the emergency repose to a novel coronavirus (SARS-CoV-2) in 2020.

# Operational definitions

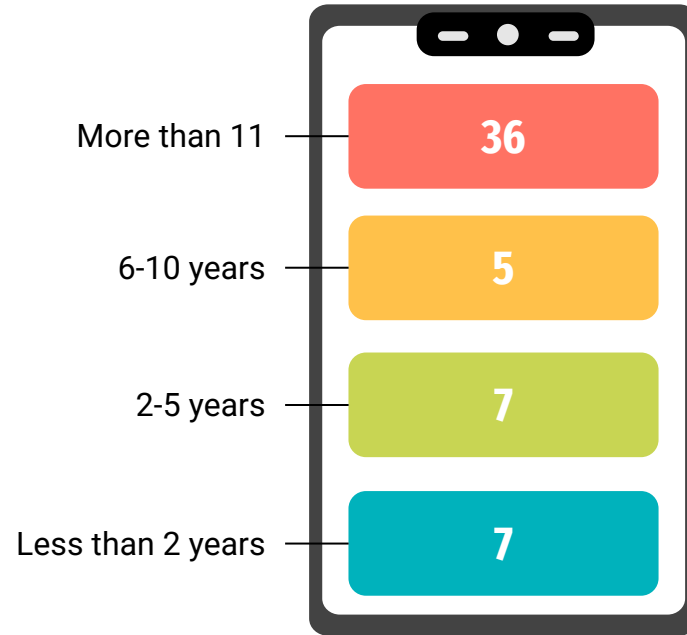
An illustration of two brown hands holding a tablet. The left hand is at the bottom left, and the right hand is at the bottom right, with the index finger pointing towards the text on the screen. The tablet has a black border and a white background.

Emergency Transition  
to Remote Learning  
which is different to  
e-Learning or Online  
learning

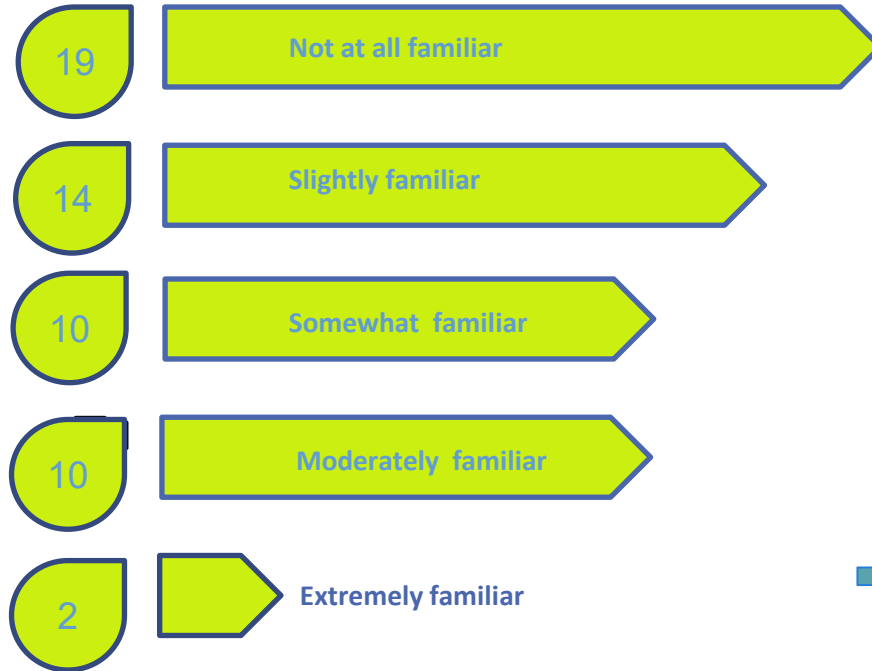
# Participant characteristics



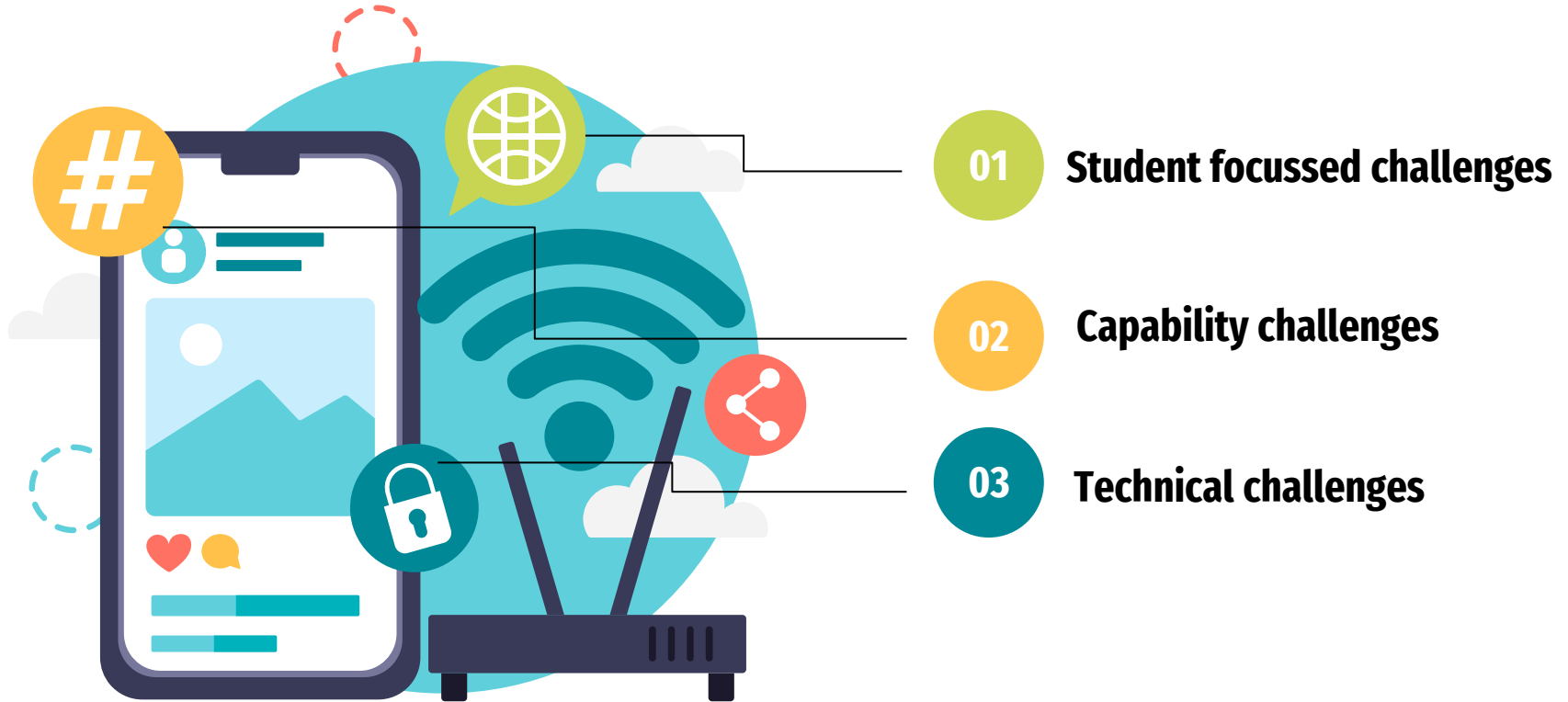
# Years of teaching



# How familiar were you with online teaching?



# Challenges faced by lecturers



# Teacher perceived student issues



**Software challenges**

**Device Sharing in households**

**Learning from a phone**

**Attendance rates online**



# The effects of emergency remote teaching (1)

## *'Missing the light bulb moments'* (Participant 2)

- The absence of practical learning
- Detrimental effect on student progress
- Scaffolding investigation and knowledge changed to a directive approach
- Asynchronous learning worked well for students in essential roles
- Flipped learning strengthened students' sense of achievement and promoted engagement
- Participants indicated that there would likely be benefits in considering hybrid and blended delivery models when returning to campus.

# The effects of emergency remote teaching (2)

*We saw each other's homes and met family members and recognised we were all in it together" (Participant 26)*

- ERT gave participants permission to experiment and be creative.
- It illustrated how much progress had been made towards increasing the learner centredness of courses
- The opportunity to ask using 'chat',
- The opportunity for students to demonstrate their learning in different ways like vlog assessments
- On campus is simply a preferred way of learning

# Implications for vocational education

- Immersive nature of transition showed the depth of creativity of tertiary teaching staff and confidence
- Practical components of courses in more flexible 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 21<sup>st</sup> century.
- PD required

# Reflections

- Preparedness for the personal and professional adversity described by Seaton et al. (2012) is no longer optional
- There are warnings that this may not be the last pandemic or natural disaster, and for this reason the tertiary sector must take the time to learn from the recent lockdown experiences, and begin to prepare for emergencies that impact on the delivery of teaching and learning, to the benefit of their future learners.

# Moving on...

- The project team have recently been authorised to implement phase 2 of the study: Follow-up interviews 2 years on from the initial lockdown
- Please contact [sheath@unitec.ac.nz](mailto:sheath@unitec.ac.nz) for further details about the study or if you would like to participate