

Building the future: Enhancing teacher educators' teaching presence for the digital world

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1. Contextual backdrop
 2. An ideal knowledge base for online teaching
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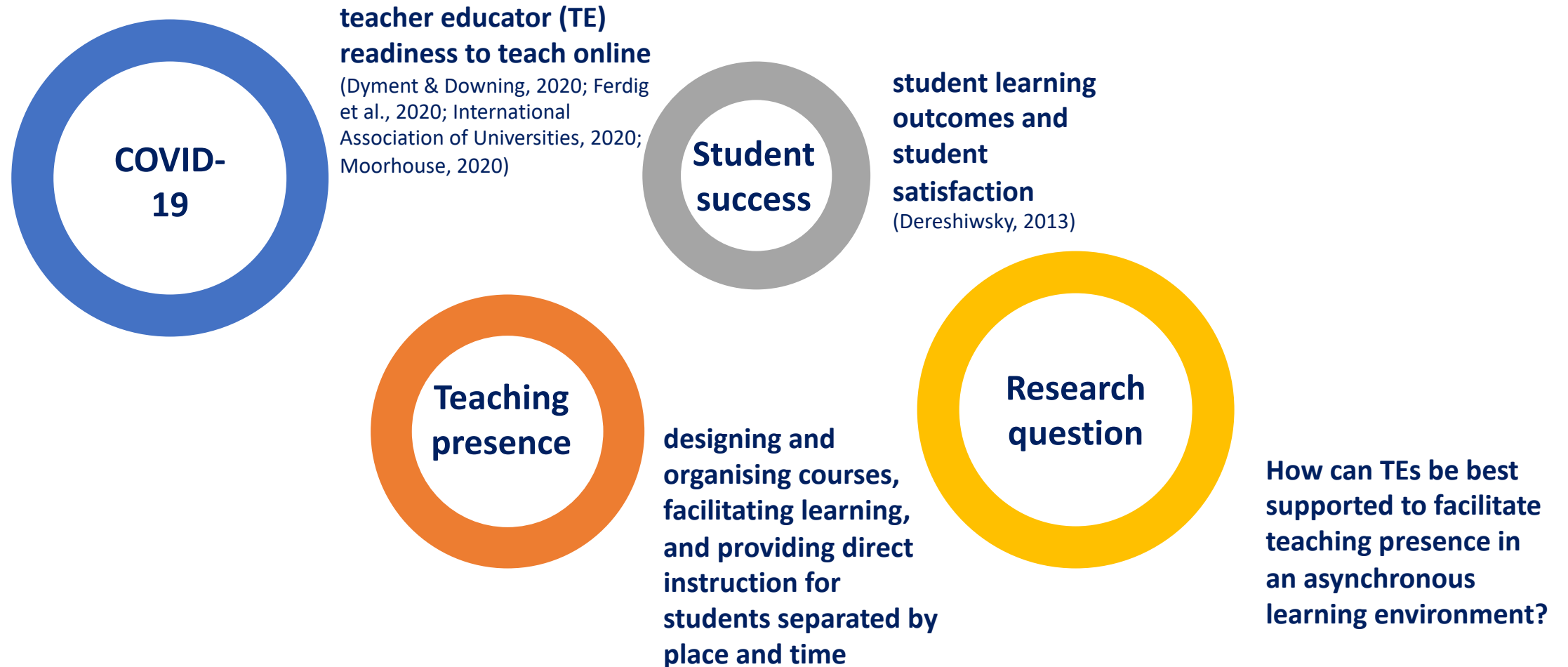




1. The contextual backdrop



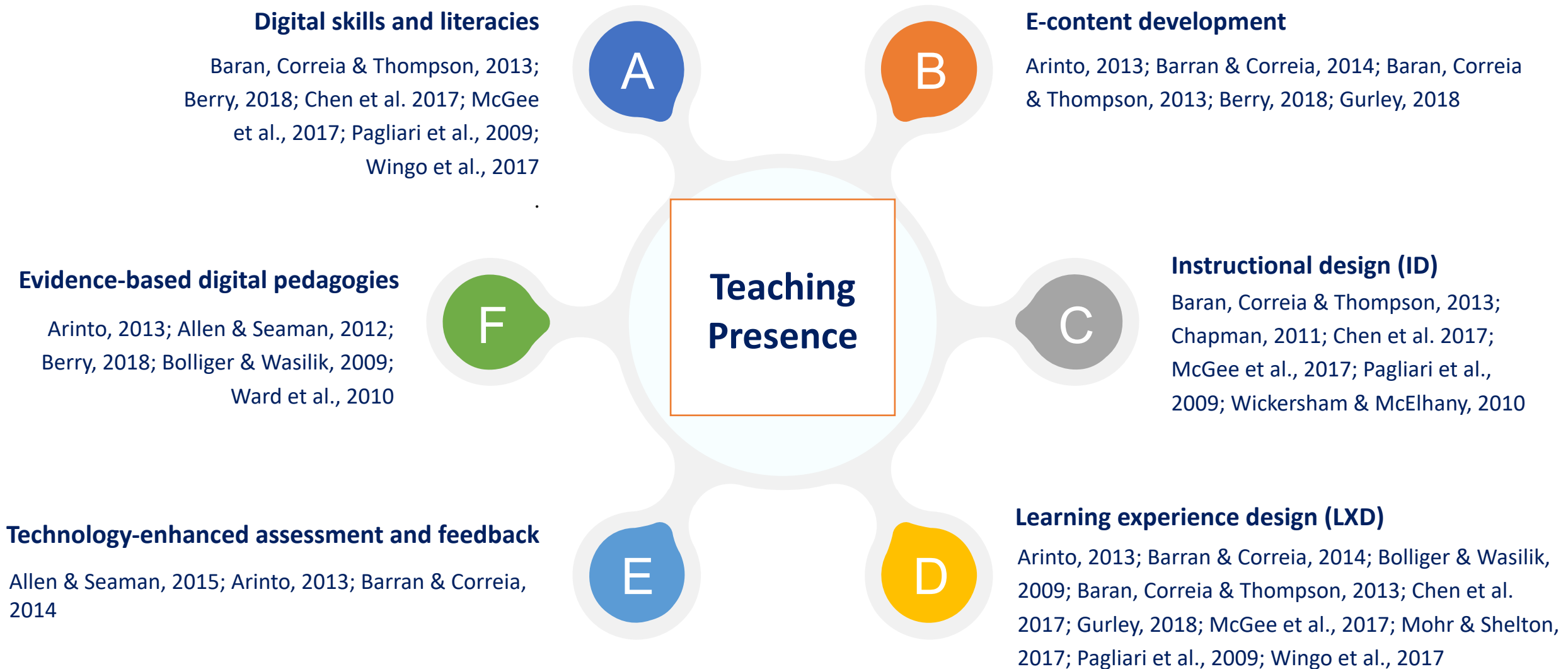
Backdrop and objectives of the study



2. An ideal knowledge base for online teaching



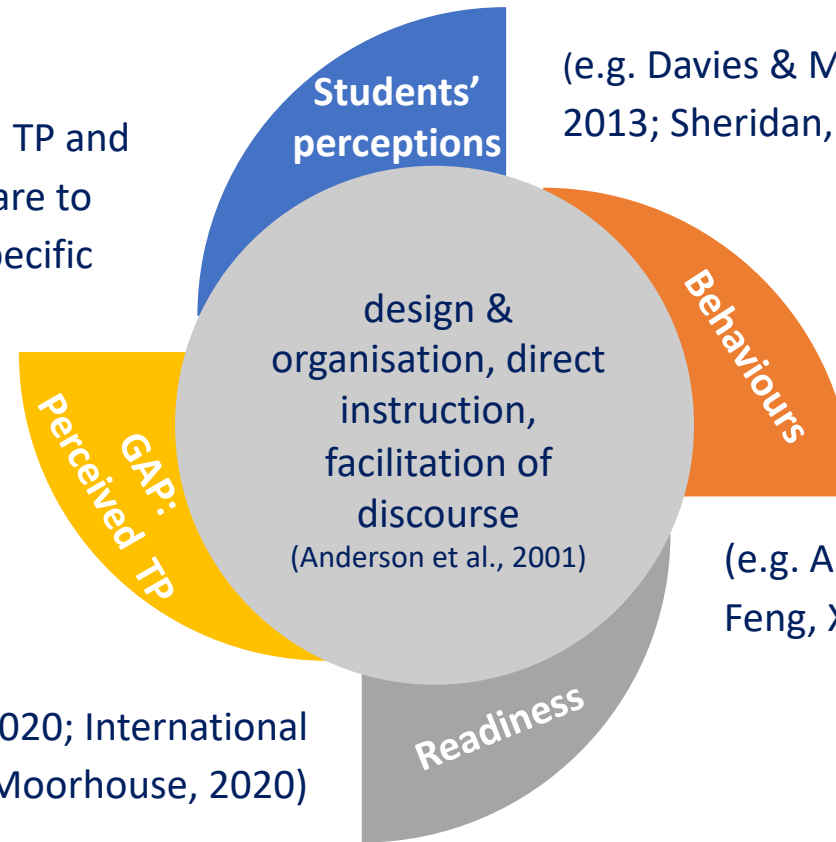
In search of an ideal knowledge base for online teaching



TEs' teaching presence in an asynchronous learning environment

Capturing an understanding of TEs' perceived TP and its associated behaviours is essential if we are to respond appropriately to their discipline-specific needs and professional growth

(e.g. Dymont & Downing, 2020; Ferdig et al., 2020; International Association of Universities, 2020; Moorhouse, 2020)



(e.g. Davies & Meissel, 2018; Han & Ellis, 2018; Saint-Jacques, 2013; Sheridan, Kelly & Bentz 2013; Zhao & Sullivan, 2017)

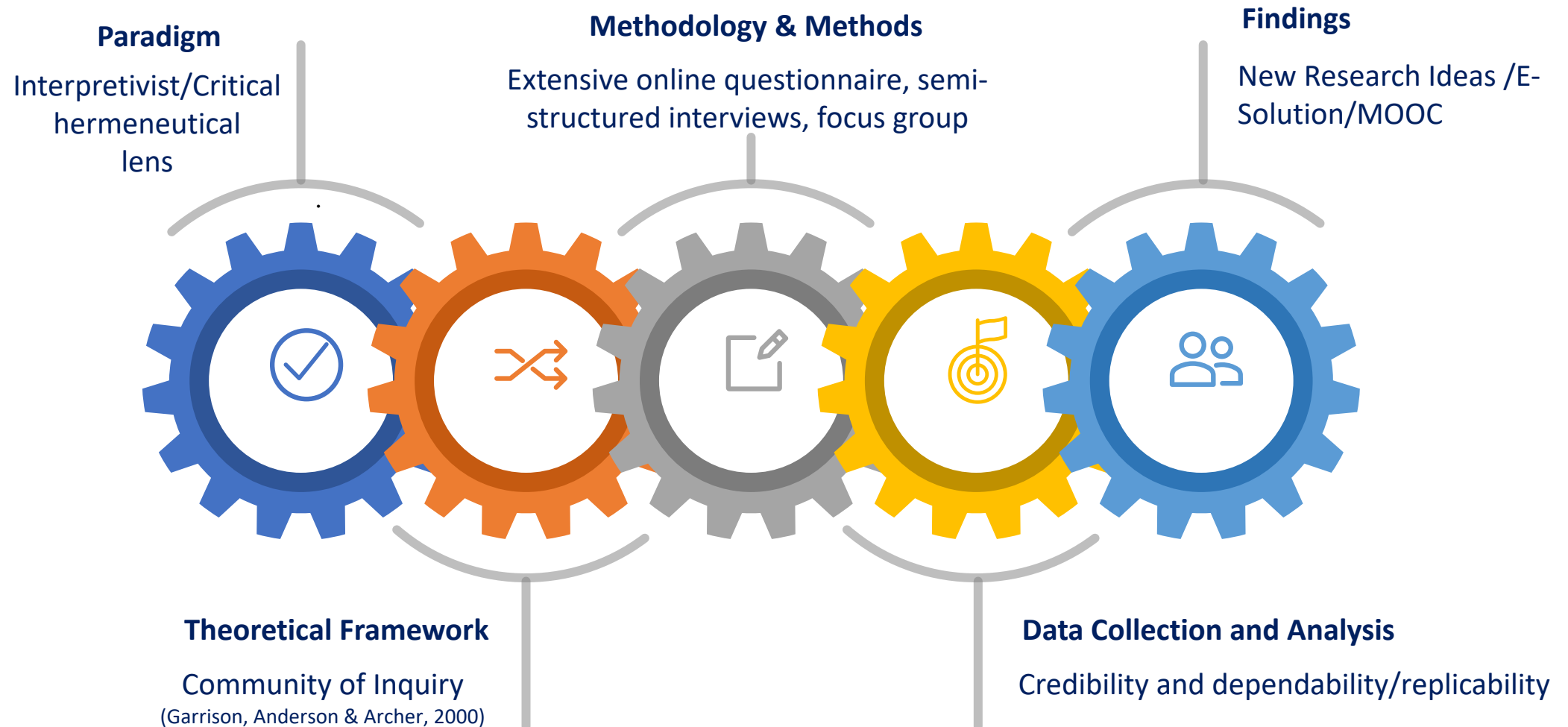
(e.g. Arinto, 2013; Baran, Correia & Thompson, 2013; Feng, Xie & Liu, 2017)



3. The study

How can TEs be best supported to facilitate teaching presence?

Research journey



Study implementation

How can teacher educators be best supported to facilitate teaching presence in an asynchronous learning environment?

01 Online questionnaire : 123 respondents

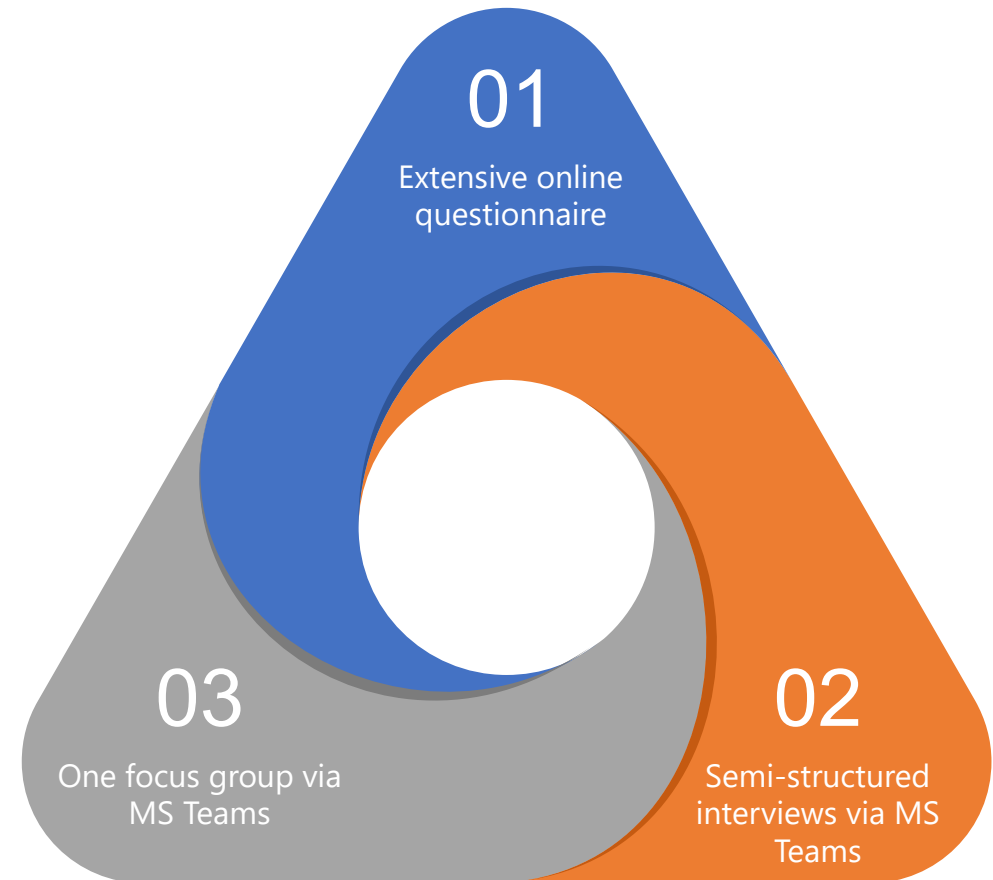
Designing, piloting, administering, processing data (editing, precoding and postcoding)

02 8 semi-structured interviews

Sequential structure, seven stages (Kvale, 1996), piloting, recruitment, selection, analysis

03 3 online focus groups: 15 participants

Sequential sequence, recruitment, selection, unpack emerging themes, analysis

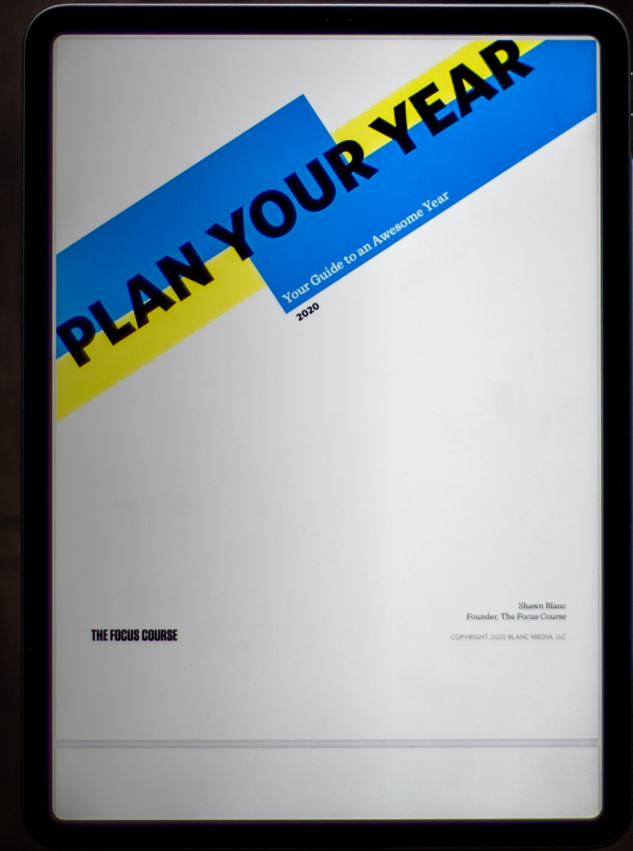


4. Findings

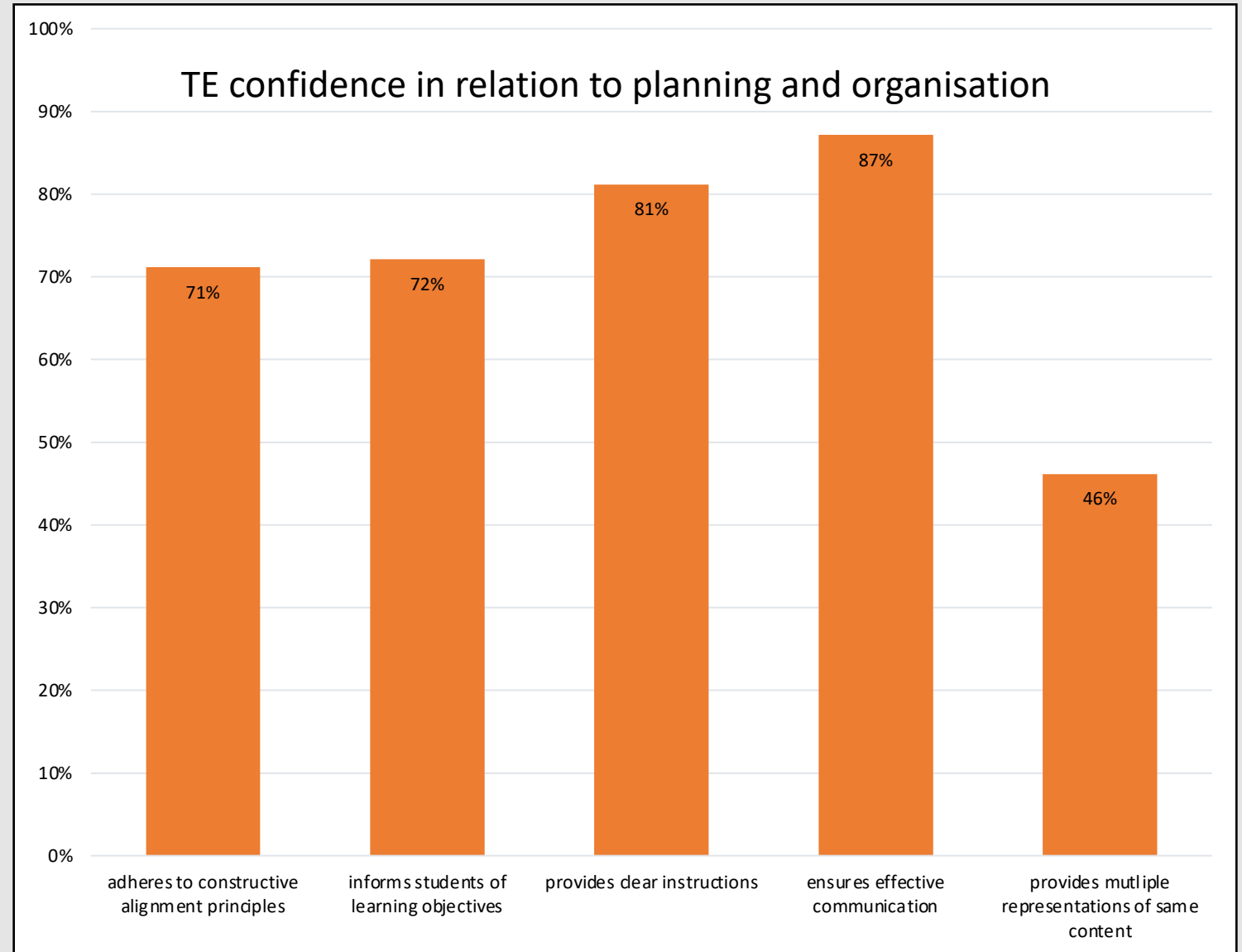
1. Curating and crafting contemporary pedagogy
2. Implementing the instructional process
3. Cultivating student interactivity and discourse
4. Catalysts for transformation



Curating and crafting contemporary pedagogy



Curating and crafting contemporary pedagogy



Questionnaire

A sense of
feeling lost, of
confusion, of
uncertainty

I find that my lack of knowledge about asynchronous learning, assessments, and all that, defines everything. I haven't got a huge confidence in what I am doing... That is the biggest challenge for me. I don't feel confident that I'm bringing that same level of knowledge, ability and competence to that planning, and I don't have the tools to really support it because I don't know enough about asynchronous teaching.

(Interview Participant #4)

Curating and crafting contemporary pedagogy: Identified PD needs

- Carving up a module for the asynchronous environment and how to balance and *jigsaw* synchronous with asynchronous delivery modes
- Integrating assessment methods meaningfully in the planning process
- Sharing learning outcomes in a more explicit and transparent way to enable students to identify how they relate to the content and concepts asynchronously
- Quantifying, linking and mapping student effort in an asynchronous learning environment
- Achieving module learning outcomes with much shorter condensed asynchronous inputs
- Identifying how students demonstrate evidence of learning in relation to learning outcomes in an asynchronous environment
- Re-purposing and re-evaluating teaching content to identify the most essential and critical content matter
- Designing content to ensure all students achieve the learning outcomes
- Planning and structuring asynchronous learning for a variety of student cohorts based on class size.



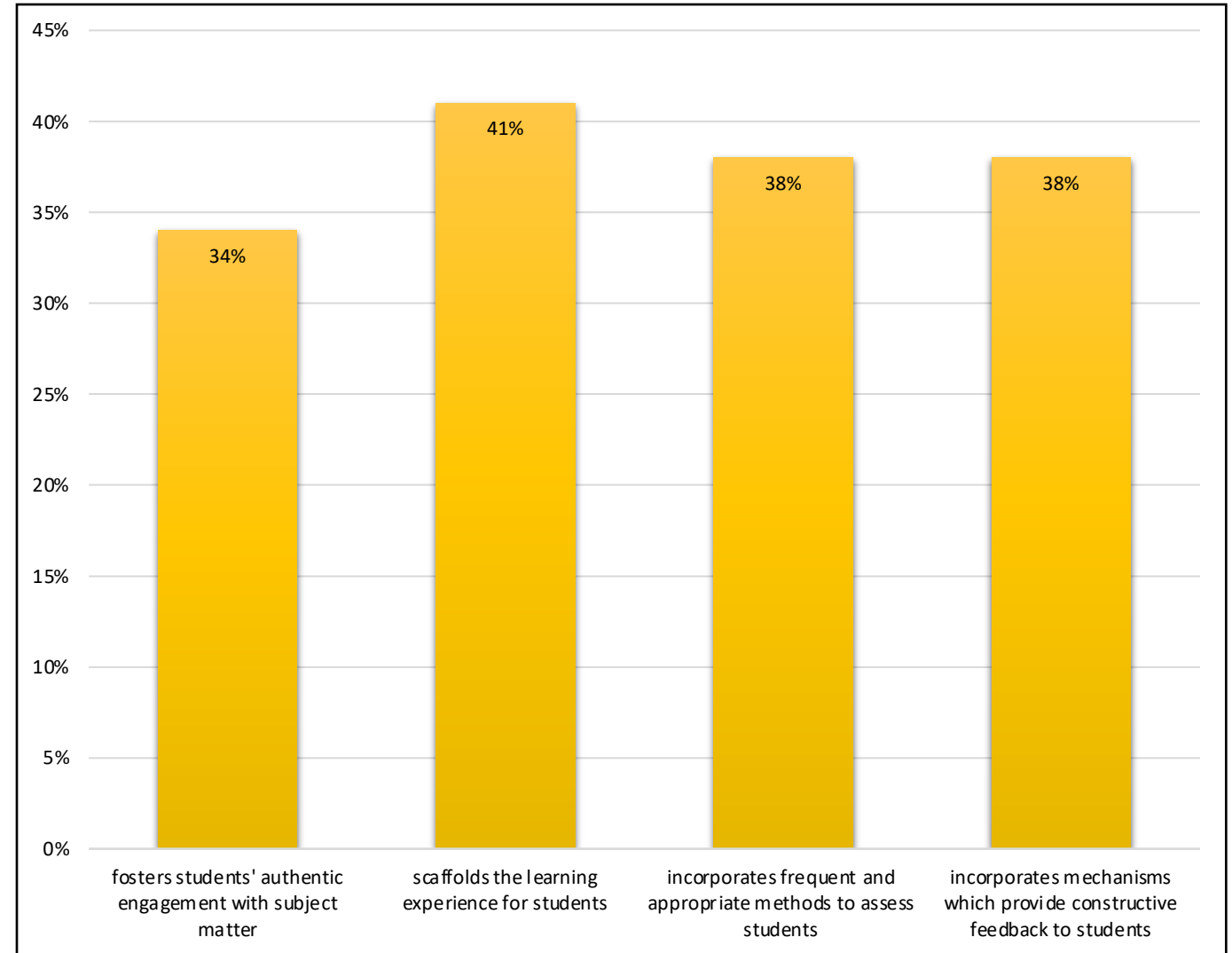


Implementing the instructional process



Implementing the instructional process

TE confidence in relation to the instructional process



Questionnaire

The impact of the quality of online content on student engagement

And then does it become a case of the flashiest, nicest best-put-together bits are the ones that get high engagement and the ones that are a little bit less, maybe well-put-together have low engagement. And looking across again, looking across a cohort, helicopter planning is going to be very important.

(Focus Group Participant #1)

Implementing the instructional process: Identified PD needs

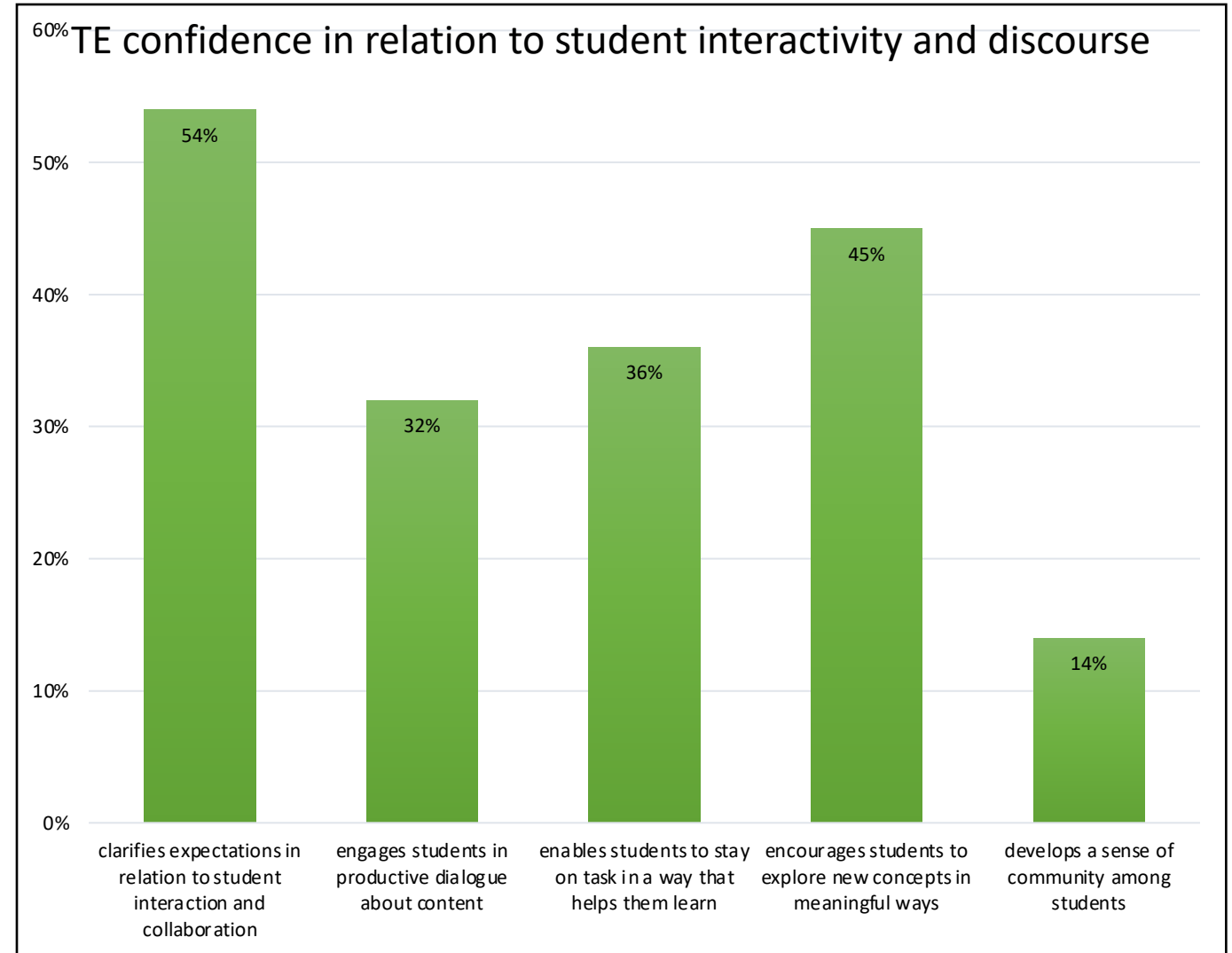
- Explicitly defining the role of the student as a self-directed learner and cultivating that *mindset* and associated responsibilities in the asynchronous environment
- Identifying particular pedagogical approaches or frameworks to encourage greater student engagement with content
- Gaining and sustaining student attention in the asynchronous learning environment
- Utilising a variety of efficient and effective feedback techniques which are aligned to the contextual realities of the asynchronous learning environment
- Providing instructional supports, scaffolds and prompts for students in the asynchronous learning environment
- Changing students' perceptions of engagement from tutor monitoring to reflective, autonomous engagement and deep learning
- Re-envisioning assessment (incorporating assessment *of* and *for* learning strategies) and managing assessment information in an asynchronous learning environment
- Making decisions about the level and quantity of additional support for particular students learning in the asynchronous environment
- Involving students in the decision-making processes regarding assessment in the asynchronous learning environment



Cultivating student interactivity and discourse



Cultivating student interactivity and discourse



Questionnaire

An asynchronous- specific knowledge deficit

If I was to pinpoint something that really does not happen or that I certainly don't succeed in doing, it would be that. Yeah, you know, in class or even in Zoom or Teams to some extent - you can physically eyeball them, or you can give them a smile. I can't imagine how much harder again that would be with the asynchronous ... Yeah, my lack of knowledge is problematic!

(Interview Participant #4)

Cultivating student interactivity and discourse: Identified PD needs



- Linking assessment to deep and challenging learning conversations in the asynchronous environment
- Constructing opportunities for contextualised learning interactions and student dialogue
- Engaging with students to find out what works best for them in relation to peer to peer interaction in the asynchronous environment
- Building community in the asynchronous environment
- Cultivating a collaborative culture and authentic engagement in the asynchronous environment



Catalysts for transformation





TE perceived catalysts for transformation

Differentiation, personalisation, inclusion and accessibility

Assistance, support, shadowing, mentorship and coaching opportunities

Experimentation, risk-taking and problem-solving

Flexible, ongoing and evolutionary

Authentic engagement, practical application, professional dialogue and reflection

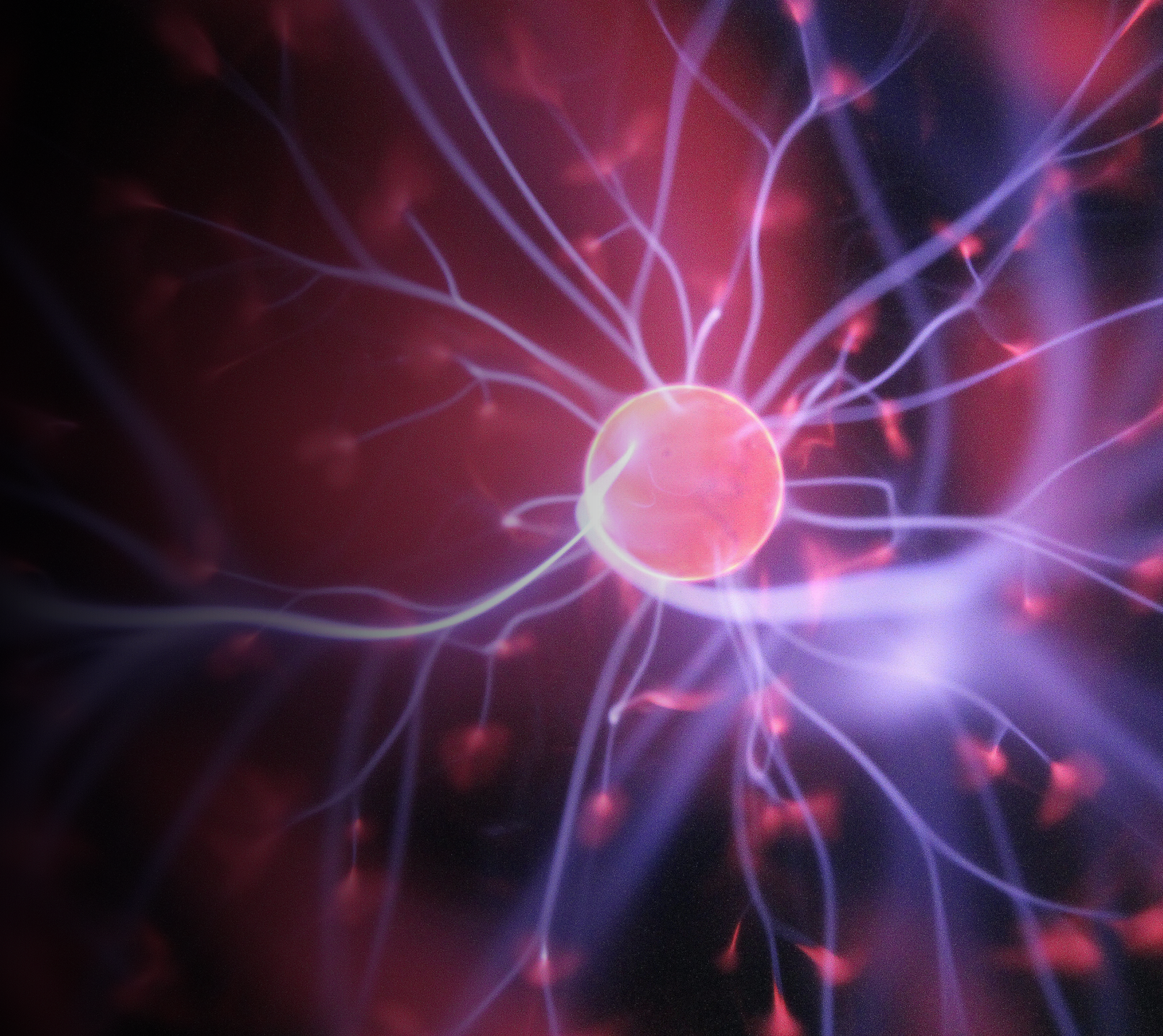
Collegiality, collaboration and community

Inter-institutional strategy, collaboration and dialogue

Professional autonomy, satisfaction and success



5. Implications, recommendations and conclusion



An evidence-based stimulus to inform decisions in relation to targeted strategy and meaningful PD provision, practices and policies

Such a strategy will not only foster a collective responsibility but also ensure:

- assessment and feedback measures are congruent with identified learning outcomes and tightly aligned to asynchronous instructional processes
- a coherent, cohesive, coordinated provision leading to improved student engagement and an enriched learning experience
- concerns in relation to TEs' workloads as they transition to asynchronous teaching are identified and addressed in innovative, novel and diverse ways.

The potential of an
inter-institutional PD
initiative as a means
of cultivating TE
asynchronous-specific
proficiencies

For the first time, on a national scale, diverse teaching presence PD needs are identified and multifaceted components of effective PD experiences are illuminated from a TE-informed perspective.

This research is therefore well placed to inform the design and development of such a national HEI PD initiative for TEs and to stimulate research-practice-policy dialogue.

Míle buíochas

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