

Challenges and best practices in online teaching

Preliminary results of InCompEdu survey

Online workshop / Multiplier Event, 16 February 2022

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Identification of problems and good practices with transferring academic teaching to on-line mode

1. Questionnaire on identified challenges and problems, best practices

- Report on identified challenges and problems

2. Interviews (ongoing)

- Good examples - teacher stories

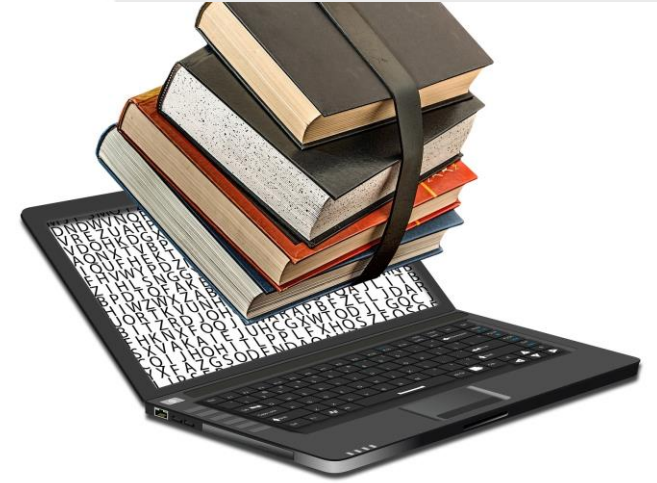
3. Workshop

- Feedback and interaction on the results
- Discussion in working groups



Themes of the questionnaire & presentation

- Baseline, before the COVID-19 pandemic: the experience in online teaching, teaching methods used
- Regarding the sudden shift to online teaching: challenges, how they were solved
- At the time of the survey: current challenges, teaching methods, best practices
- Future perspectives: the share online teaching and planned activities
- The Webropol-survey was opened 25 May 2021 and closed 25 October 2021 and distributed by all partners
- Questions on tools and software used, will be reported separately



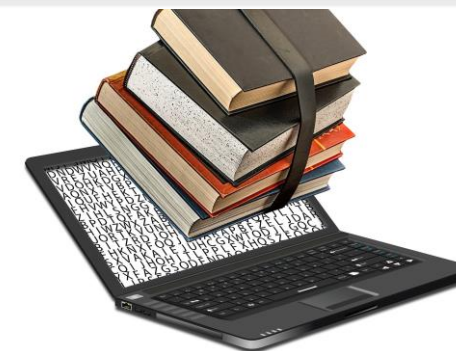
Background of the respondents

Country	Number of replies	In %
Croatia	102	19 %
Finland	75	14 %
Italy	57	11 %
Poland	144	27 %
Romania	67	13 %
Slovenia	80	15 %
Total	525	100%

Gender	
Female	57 %
Male	39 %
Other	2 %
I do not want to tell	2 %

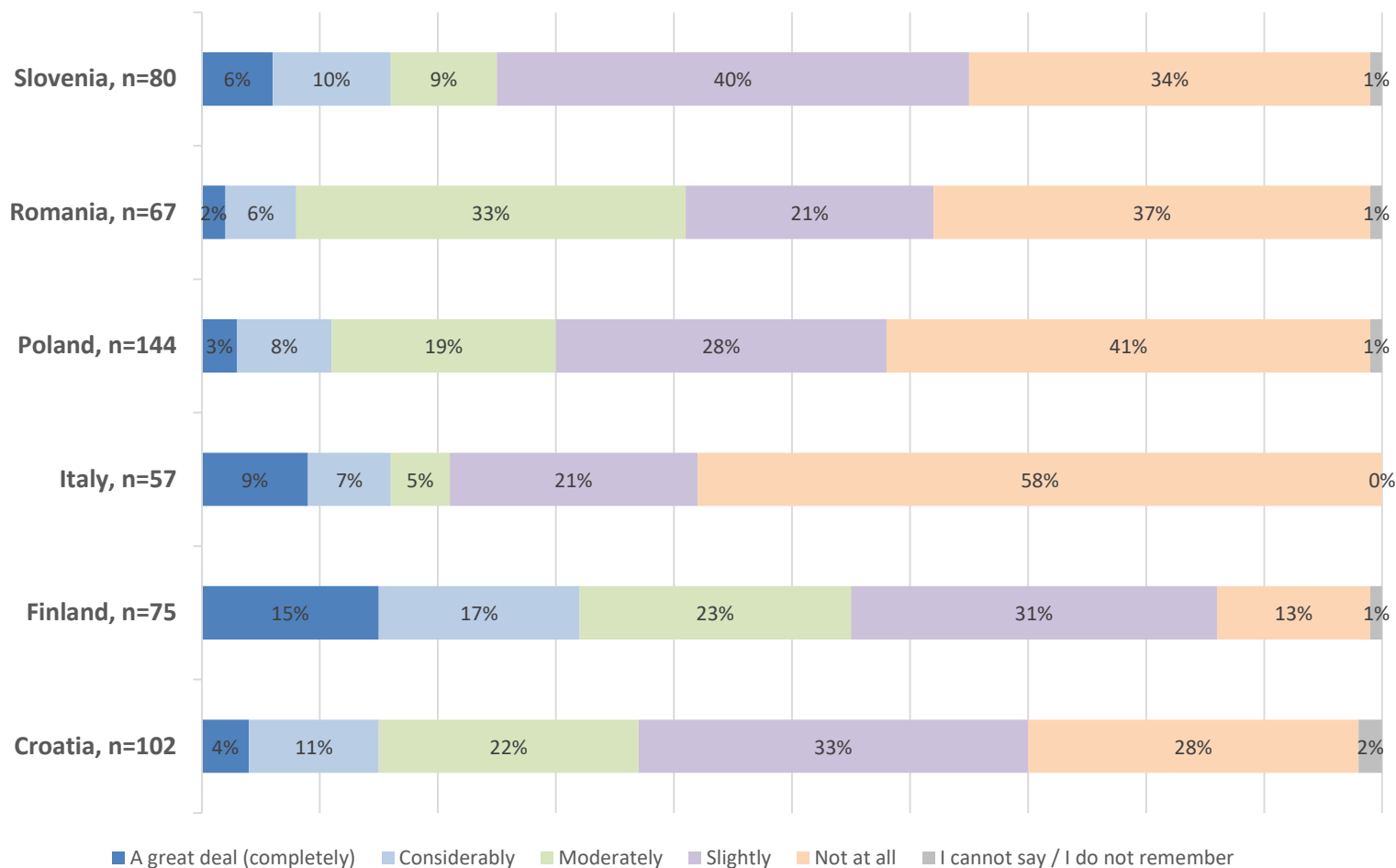
Position at the university	
Early career	13 %
Intermediate/ temporary position	15 %
Established/ permanent position	72 %

Faculties in which you teach	
Arts	3 %
Economics / commerce	21 %
Education	8 %
Engineering	14 %
Humanities	14 %
Information technology	7 %
Law	4 %
Management studies	9 %
Medicine	9 %
Music	1 %
Natural sciences	9 %
Philosophy	1 %
Science	9 %
Social sciences	8 %
Sports	2 %
Political science	1 %
Technology	5 %
Theology	1 %
Other not mentioned above	5 %



Age	
20-29 years	2 %
30-39 years	21 %
40-49 years	37 %
50-59 years	27 %
60-69 years	12 %
70 years or+	1 %

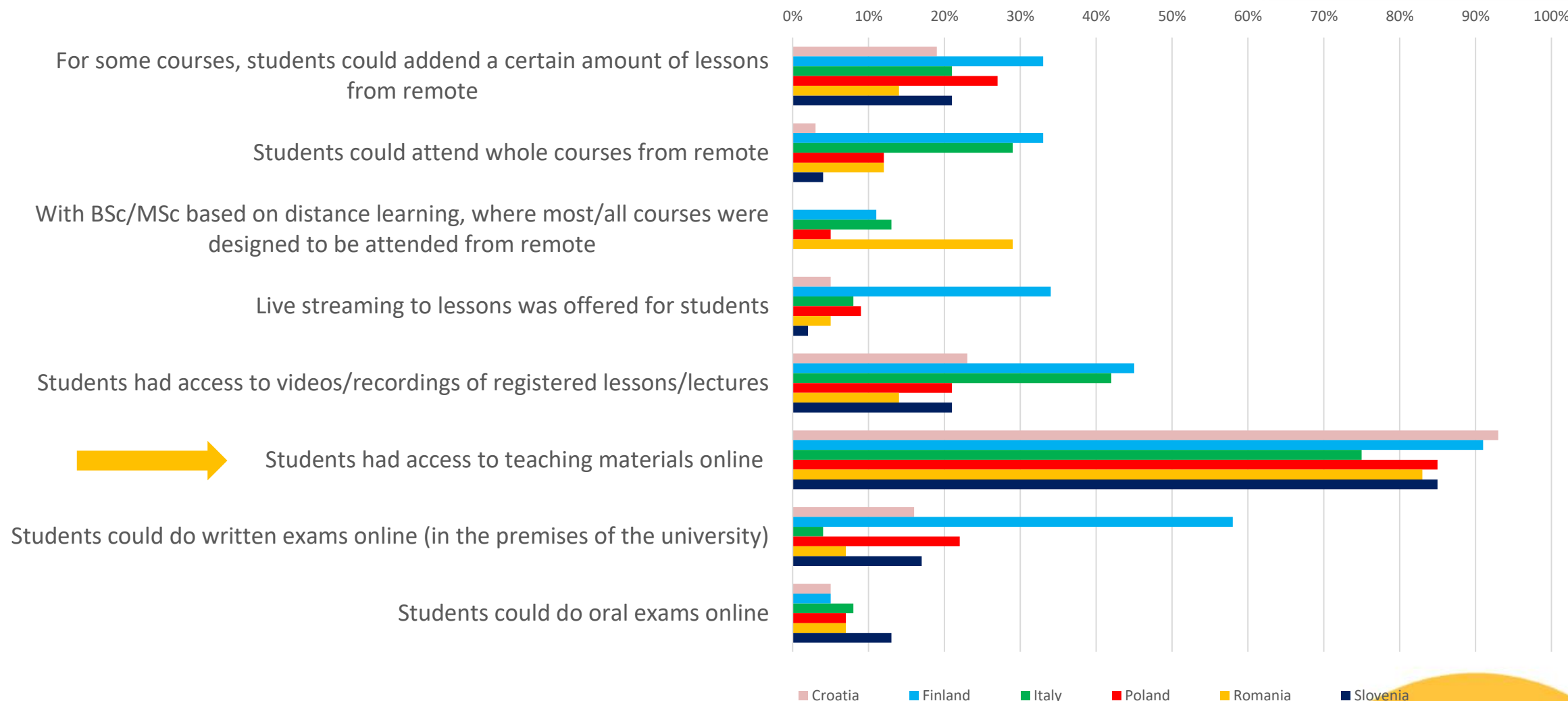
Baseline: online teaching before the COVID-19 pandemic



Total N=525

- Before the pandemic, low share of online teaching in most countries
- The share of online teaching, at least on a **moderate level**
 1. Finland 55%
 2. Romania 41%
 3. Croatia 37%
 4. Poland 30%
 5. Slovenia 25%
 6. Italy 21%

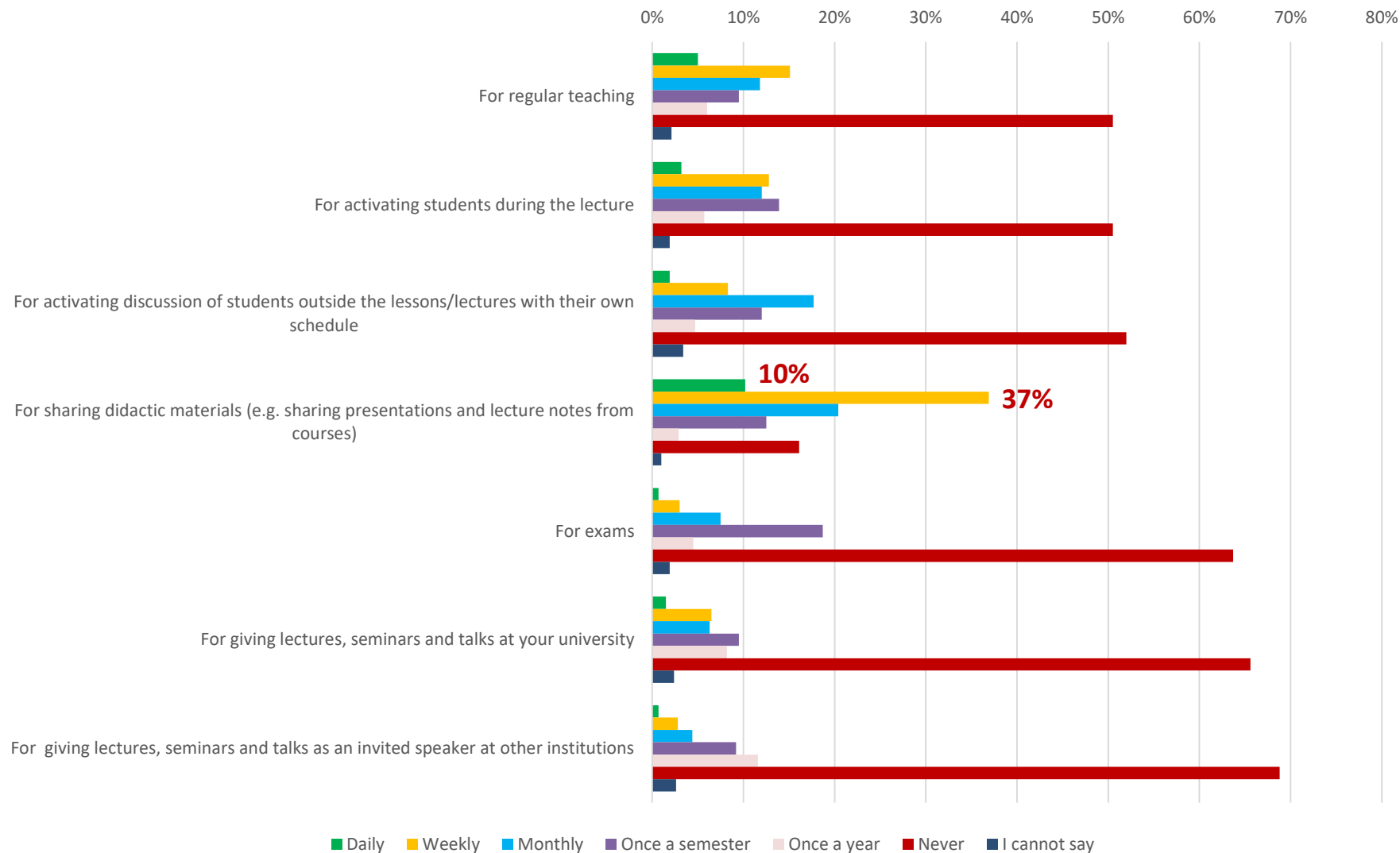
Types of online teaching before the COVID-19 pandemic



Total N=341. Croatia, N=73, Finland, N=64, Italy, N=24, Poland, N=85, Romania, N=42, Slovenia, N=53

65% of all 525 respondents replied to this question .

Frequency of online teaching before COVID-19



- **Sharing didactic materials** was most often used online tool in all countries (daily-weekly 47%)
- For **regular teaching** (daily-weekly only 20%)
- In other themes, at least by 50% of respondents never practiced online teaching

Frequency of online teaching before COVID-19

Example: regular teaching online among countries

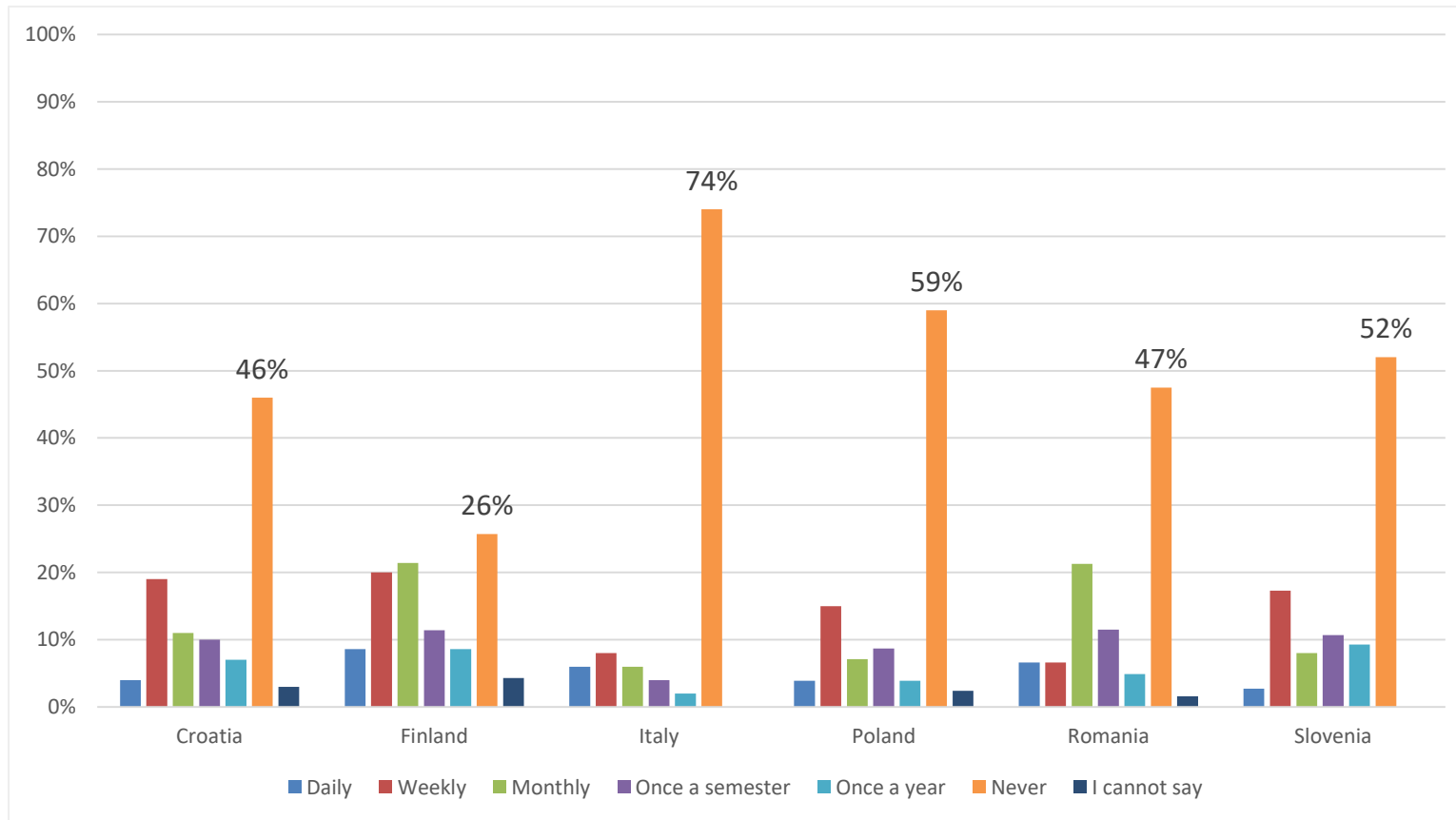
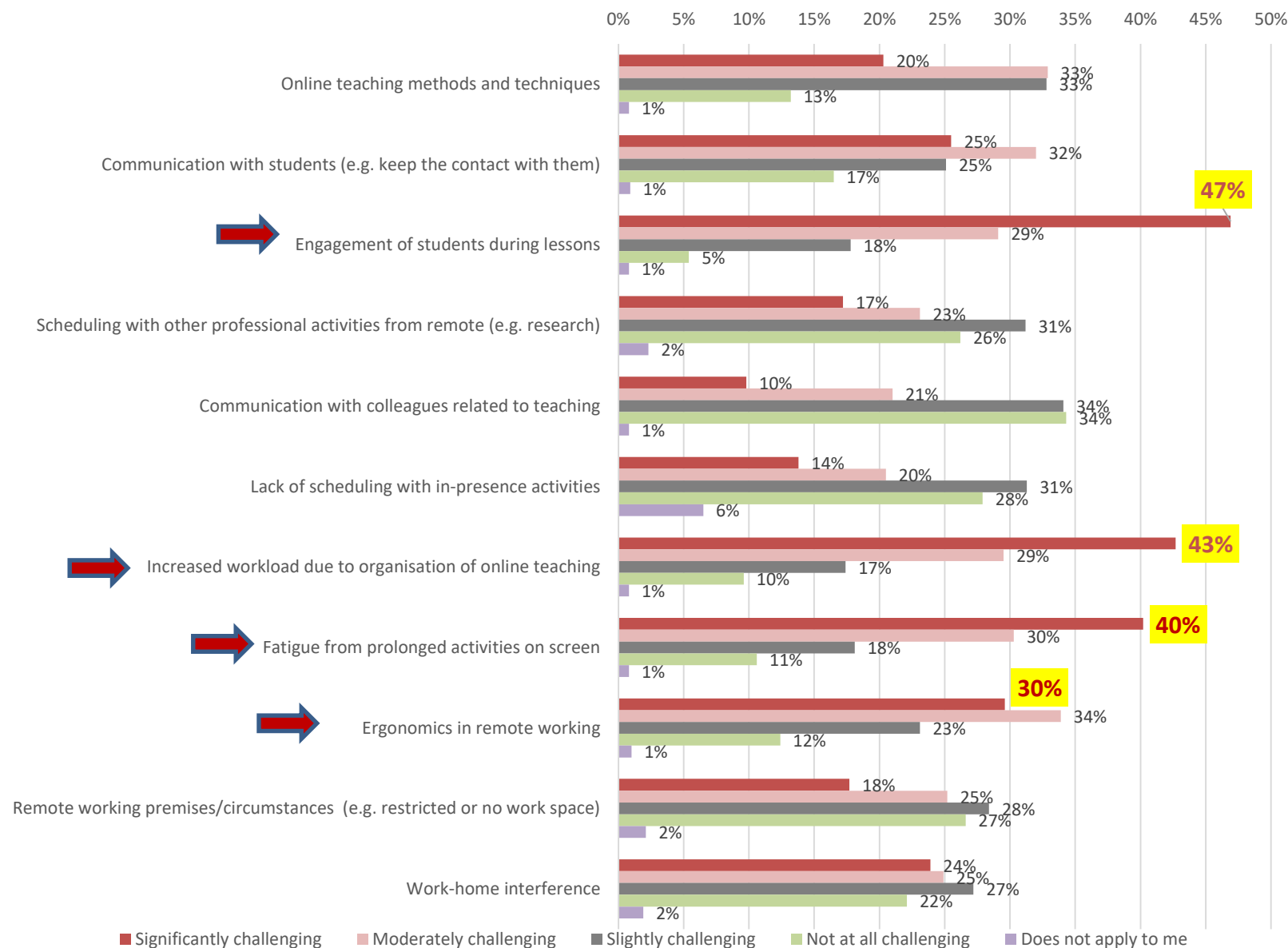


Figure. How often did you adopt online teaching for regular teaching before COVID-19?

Total N=520, Croatia, N=101, Finland, N=75, Italy, N=54, Poland, N=144, Romania, N=67, Slovenia, N=79

- **Regular teaching online on daily or weekly basis:** Finland (26%), Croatia (23%), Slovenia (20%)
- **Monthly:** Finland and Romania, both 21%



Challenges with online teaching, sudden shift in spring 2020

Other challenges

- Lack of social interaction
- Different views on use of cameras
- Some respondents state that online teaching is not at all suitable for academic teaching

Comparison: main challenges faced with online teaching in 2020 ref. 2021

Significantly/moderately challenging	2020 (%)	2021 (%)
Engagement of students during lessons (e.g. motivation, activation, make students reactive and mentally focused)	76 %	59%
Increased workload due to organisation of online teaching	72 %	53%
Fatigue from prolonged activities on screen	71 %	60%
Ergonomics in remote working	64 %	49%

Total N=524 (2020), Croatia, N=101, Finland, N=75, Italy, N=57, Poland, N=144, Romania, N=67, Slovenia, N=80

Total N=515 (2021), Croatia, N=102, Finland, N=74, Italy, N=55, Poland, N=140, Romania, N=67, Slovenia, N=77

Challenges related to ICT in 2020 ref. 2021

Significant / some challenges	2020 (%)	2021 (%)
• Conducting examinations	53%	38%
• Software or applications (for teaching or online platforms)	40%	22%
• Verifying student identity	36%	30%
Minor / not at all challenges	2020 (%)	2021 (%)
• Licences for software and applications	71%	76 %
• Accessibility related to ICT	69%	79%
• Internet connection (irregular, poor)	66%	76%
• Digital equipment used in teaching	65%	78%

- ICT-related challenges were reported less often than other ones
- Main challenge: conducting examinations
- Low frequency of online exams before pandemic in all countries except in Finland
- Other challenges, e.g. several new applications on different platforms

How the most critical challenges were solved in spring 2020 (sudden shift)

I found myself information online etc.	64 %
I had help from my colleagues	63 %
I received advice and assistance from the university	49 %
I received advice and assistance from my faculty or department	46 %
I received advice and assistance from ICT department	40 %
I had help from other person, e.g. family member, friend	26 %
I received advice and assistance from an association or similar	4 %
I could not solve the challenges	3 %

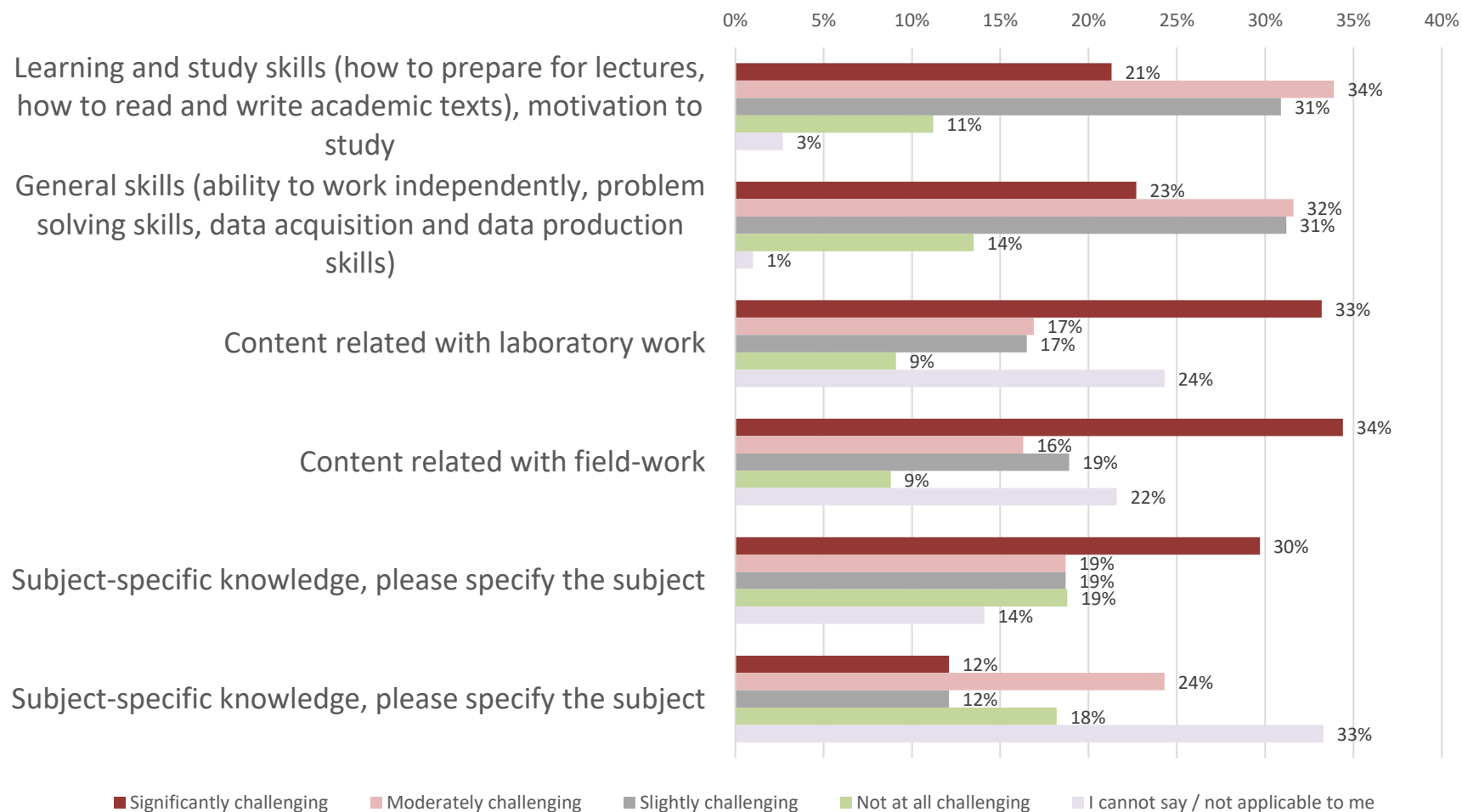
Total N=524, Croatia, N=102, Finland, N=74, Italy, N=57, Poland, N=144, Romania, N=67, Slovenia, N=80

- 261 respondents gave examples on overcoming the most critical challenges

Comments

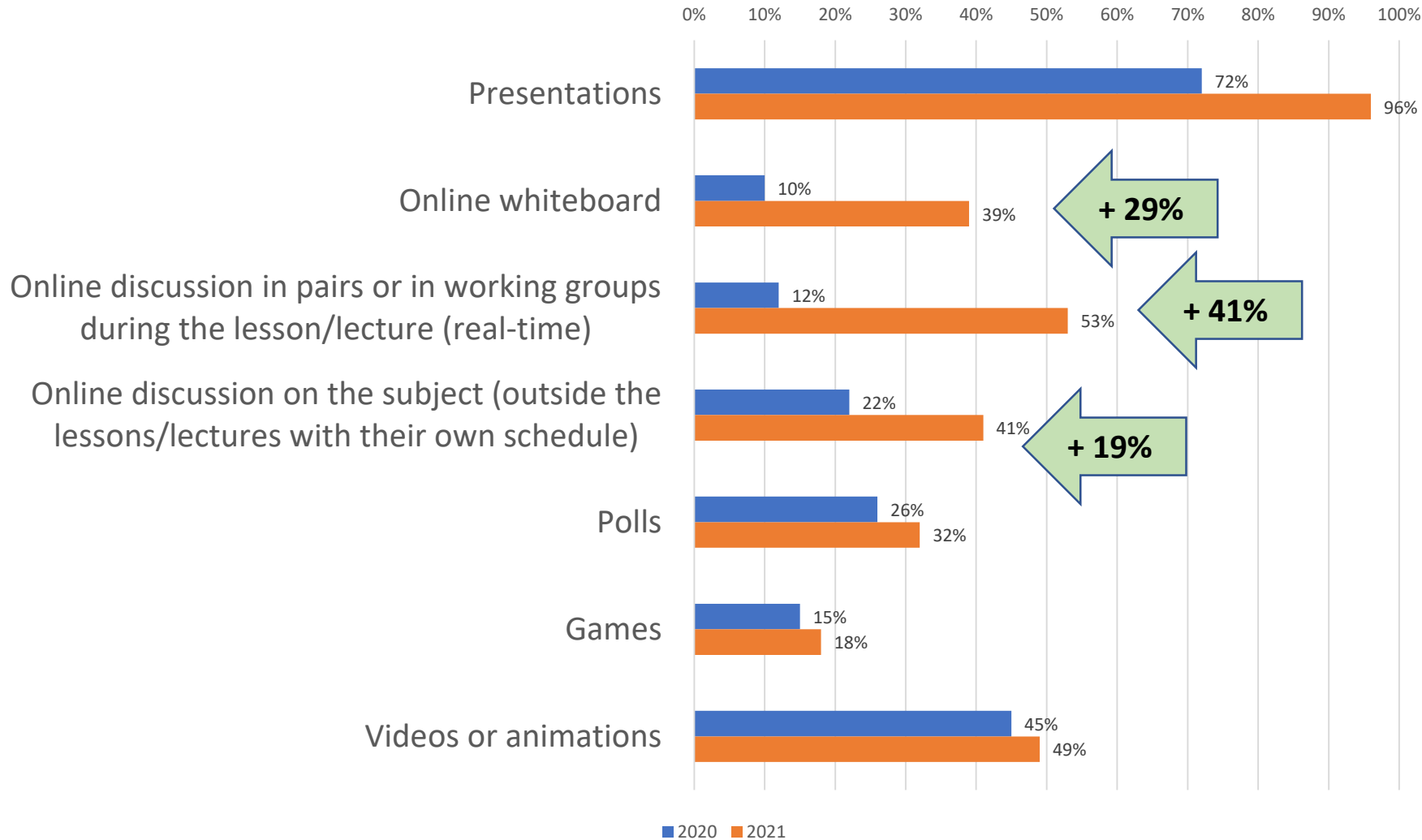
- Different level of support in universities, faculties
- “Trial and error, learning by doing”

How challenging is it to teach online the following skills and contents for the students?



Total N=516, Croatia, N=101, Finland, N=74, Italy, N=55, Poland, N=141, Romania, N=67, Slovenia, N=78

Comparison: online teaching methods before and during the pandemic



Before the pandemic: Total N=439, Croatia, N=95, Finland, N=66, Italy, N=38, Poland, N=112, Romania, N=61, Slovenia, N=67

During pandemic: Total N=516, Croatia, N=100, Finland, N=73, Italy, N=56, Poland, N=141, Romania, N=67, Slovenia, N=79

Examples mentioned **before** pandemic:

- flipped classroom
- case-learning in Moodle platform
- discussions in forums
- quizzes, games
- online tests, exams, tests for self-assessment

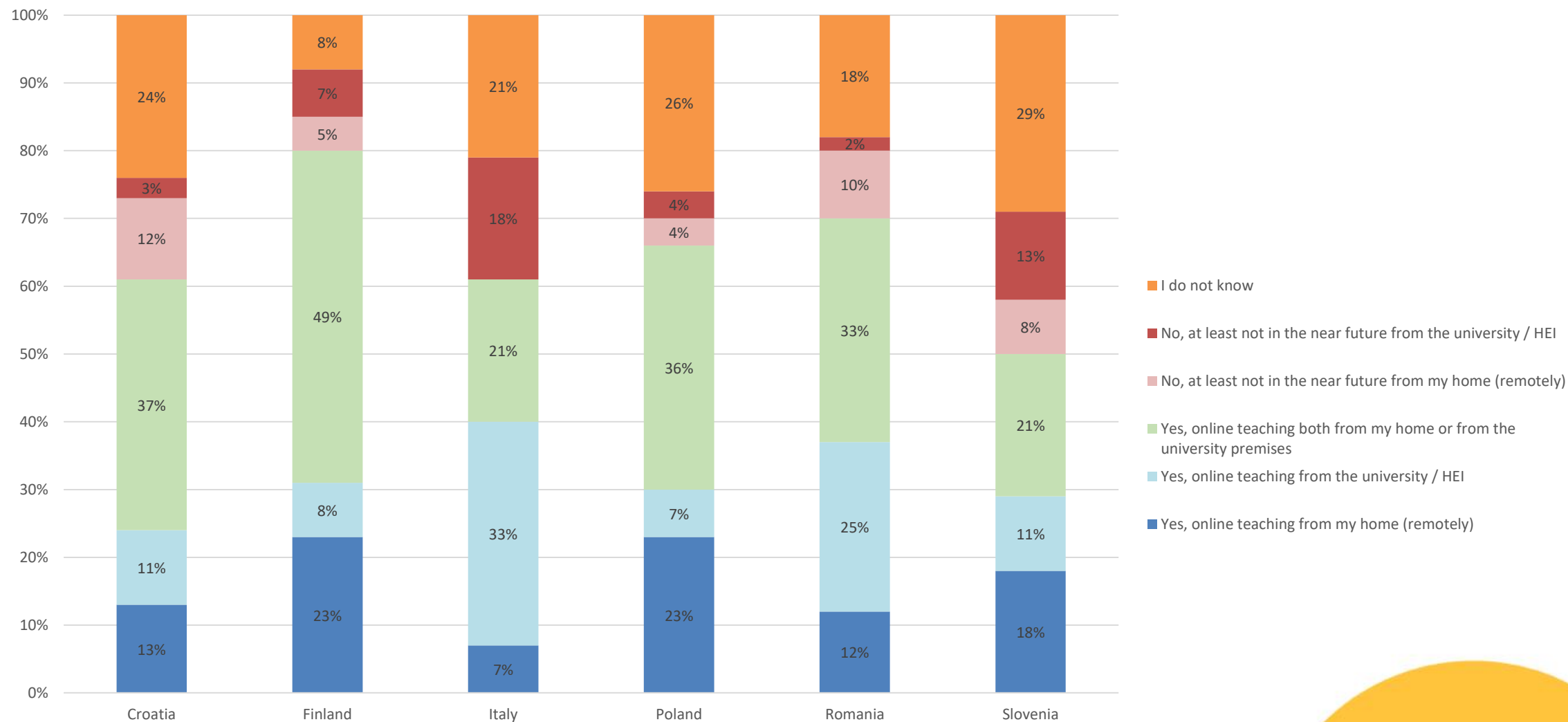
Online teaching in the future

Before the COVID-19 pandemic			Future plans	
	N	Average (%)	N	Average (%)
Croatia	69	18	74	30
Finland	62	24	56	40
Italy	29	17	41	28
Poland	102	17	111	33
Romania	42	22	52	41
Slovenia	57	15	57	31
	N=361		N=391	

- Please estimate the percentage of your working time that you devoted to online teaching activities, before the COVID-19 pandemic ?

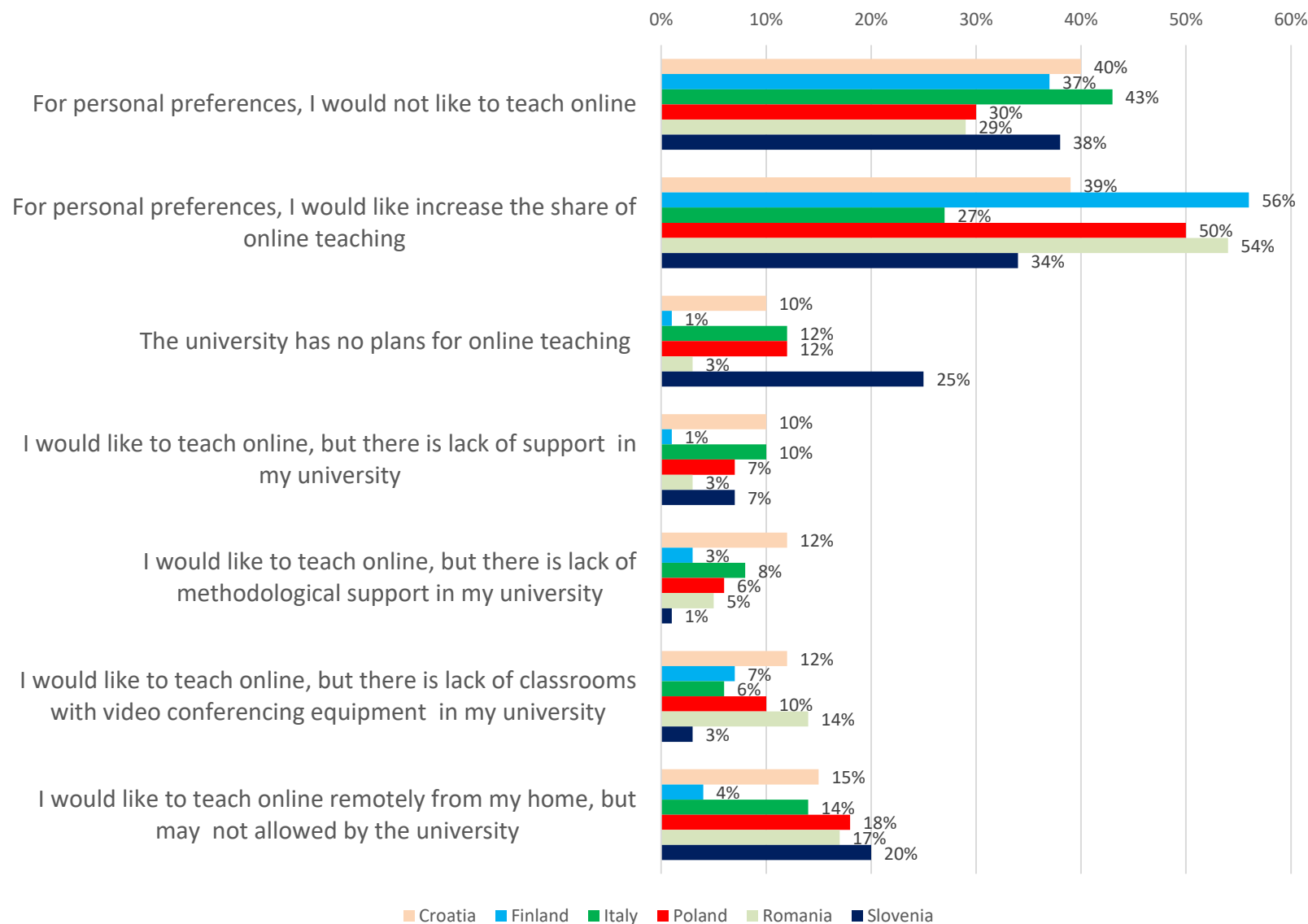
- Please estimate the share of your working time you would like to teach online / from remote in the future?

Plans to use online teaching as additional method to traditional classes (blended learning)



Total N=521, Croatia, N=102, Finland, N=75, Italy, N=57, Poland, N=141, Romania, N=67, Slovenia, N=79

E3. Please give us reasons for your choice



Personal preferences on teaching online

	Yes	No
Croatia	39 %	40 %
Finland	56 %	37 %
Italy	27 %	43 %
Poland	50 %	30 %
Romania	54 %	29 %
Slovenia	34 %	38 %

Best practices

- Preparing for the lessons/lecture; e.g. guidelines and procedures, pre-recorded lectures
- Collaboration with colleagues; e.g. teaching, testing
- Platform/software-related solutions; various possibilities, combining tools and applications during a lecture
- Teaching methods, various examples
- Activation and communication with students
- Students' communication with each other
- Verification of knowledge / evaluation
- Altogether, examples from 214 respondents



Welcome to the Working Groups!

Group 1) Online teaching methods. Moderated by Riitta Pöntynen and Sari Nyroos, University of Turku

Group 2) Digital tools, platforms and programmes used in teaching. Moderated by Olga Dębicka and Adam Borodo, University of Gdansk.

Group 3) Interaction with and motivation of the students in online environment. Moderated by Jelena Dorčić and Helga Maškarin Ribarić, University of Rijeka.

- > Breakout rooms for each group will be opened soon.
- > Flinga Wall and Whiteboard are used in discussion and "voting"

Thank you for your attention!

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