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COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

THE STRUGGLES OF ONLINE TEACHING: STRATEGIES TO IMPROVE ONLINE TEACHING

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The Goals of Literature Review

Teaching online is not an easy task especially if you are teaching it for the first time. It is normal to get lost or to get overwhelmed by the content you are going to provide for your students. You are not alone in this journey. And that is what I am going to illustrate in my poster, showing you the struggles of other teachers and the things, they did to improve their teaching experience on the online platform.

Method(How to search the Literature Review)

- This is a step I follow religiously before I start any research and that is googling.
- I always like to start my work with a simple click on google which always leads me to some amazing web articles. I always start with this process because I tend to hear a complaint from students and colleagues that there aren't many resources out there.
- Trust me, if you dig in, you will find a plethora of resources. You just need to have that passion to research your topic.
- But make sure the site is credible enough to cite.
- NO, to Wikipedia Please!

Evidence(Key Reasons for Undertaking this Research)

- No doubt there is a shortage of teachers in the United States. But it is also true that there isn't enough expertise.
- For instance, a teacher who is an expert in teaching history should only be asked to teach history, if they are asked to teach mathematics too then the classroom experience won't be fruitful as the history class.
- Similarly, when a teacher is asked to teach online who has prior experience in teaching online, then the learning process for both teacher and students will not be beneficial.



Potential Methodology on How to Conduct the Research

- A very efficient way to conduct the proposed research is to survey universities from different states to see whether they are offering any online certification courses.
- Following that with the affordability of these courses. Many individuals are interested in teaching, but they also prefer remote working. Hence such courses could help an individual to teach online efficiently from the comfort of their home.

Possible Future Research Study

- The demand for online classes is increasing however institutions are failing to hire teachers that are experts in online teaching. And this vastly causes why teachers are struggling to teach online.
- Training should be mandated for teachers who are interested in online teaching, and it is a sector that isn't scrutinized much to see how many institutions are providing these certificate courses or training for teachers who are passionate about online teaching.
- For instance, UND does provide certificate courses for online teaching and a research study should be conducted to see how many schools or colleges do provide such certifications.

Possible Research Questions

- The first question that jumps through my mind is the affordability of online certification courses. It is necessary to see whether these courses are affordable. If not, then why aren't that courses affordable from that institution?
- How are online training courses different from institution to institution?
- How many students are enrolling in these training certifications? Are the students seeing any changes in their teaching after taking these courses (a possible survey can be done to see the students' changes)

Synthesis of Literature Review

<ul style="list-style-type: none"> <i>Writing Together Ten Weeks Teaching and Studenting in an Online Writing Course</i> by Scott Warnock and Diana Gasiewski. This book helped me immensely when I was teaching online. It has a step-by-step weekly lesson plan on how to teach an online course. Starting from grading a paper online with audio/visual comments to peer feedback format. It has every detailed strategy that is required to teach an online course. And I still haven't found any useful book like this. 	<ul style="list-style-type: none"> The study discussed in the article "Challenges Experienced by Lecturers in Supporting Students at an Open Distance e-Learning Institution" involved 100DeI(Open distance e-learning) lecturers from various departments within CEDU at Unisa. The inquiries were based on the lecturers' personal experiences with helping students learn and teach (p. 177-178) The study's findings showed that lecturers urgently need training in their primary duties of teaching and learning. Lecturers should be trained in didactical skills with a focus on dedication to teaching and learning, personal competence, creativity, and innovation. They should also be exposed to international experience, encouraged to network in their department, and encouraged to take responsibility for their own academic self-management. If a university truly wants to increase the rate of student success, lecturers must acquire the necessary skills, which they can only do through proper orientation to their core duties (Cant et al., 2013) (p.178). The institution must develop strategies to reach students in isolated communities without easy access to technology (p.179). 	<ul style="list-style-type: none"> In the article "Faculty and Student Perceptions of Cheating in Online vs. Traditional Classes," Helen C. Harton et al. conducted a representative sample survey of 303 faculty members and 656 students at a mid-sized public comprehensive university to learn more about their perceptions of cheating in online vs. traditional courses and to see if there were any potential gender, experience, major, or other differences. These findings imply that faculty and students continue to hold a strong perception of higher rates of cheating in online classes. The means of every subgroup tested remained on the "online greater" side, and both groups perceived that there was more cheating in online classes compared to traditional classes. 	<ul style="list-style-type: none"> According to the article Pedagogy vs. Technology: Challenges in Developing Online Courses in Social Work Education, the rise of online social work education necessitated the development of new courses or the revision of face-to-face curriculum into an online format while ensuring student engagement, faculty and student motivation, and efficient student-to-instructor and student-to-student relationships. The collaborative team model, which consists of a faculty member and an instructional designer or other similar instructional support staff, is a common method for creating online courses (Hixon, 2008; Schmidt et al., 2013). The teacher is the specialist who is knowledgeable about the curriculum structure and delivery (p.276).
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CONCLUSION

You will see so many struggles of teaching online, starting from cheating to not delivering the contents properly in an online course.

However, hiring experts in the field isn't talked about much in the literature review. In my opinion, online education is booming and in order to flourish better, institutions should consider hiring experts.

After COVID hit in 2019, people started working remotely vastly. And teachers struggled the most, mostly because they had no prior knowledge about online teaching.

When exchanging emails about online education with my Professor Dr. Liming from Champlain College, she mentioned that her first experience in online teaching was during the pandemic. She found it very difficult and also stated that it is harder to be an effective online teacher than an effective in-person teacher.

Teachers are still working remotely, and we certainly don't know what the future holds if we don't take the initiative to educate educators by providing training on online education then I am afraid I don't know how educators will educate future leaders which would be valuable for them.

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