# Online Teaching @ FSEDU

May, 2020

Question1: The number of online teaching hours that you did so far can be estimated by?

It is important to know the approximate number of online teaching hours done by each faculty member; does the data vary based on the number of hours taught?

Online Teaching Hours	Frequency
1 - 9	3
10 - 20	3
21 - 30	4
More than 30	3

FREQUENCY

More than 30 hrs.
23%

1 - 9 hrs.
23%

10 - 20 hrs.
23%

21 - 30 hrs.
31%
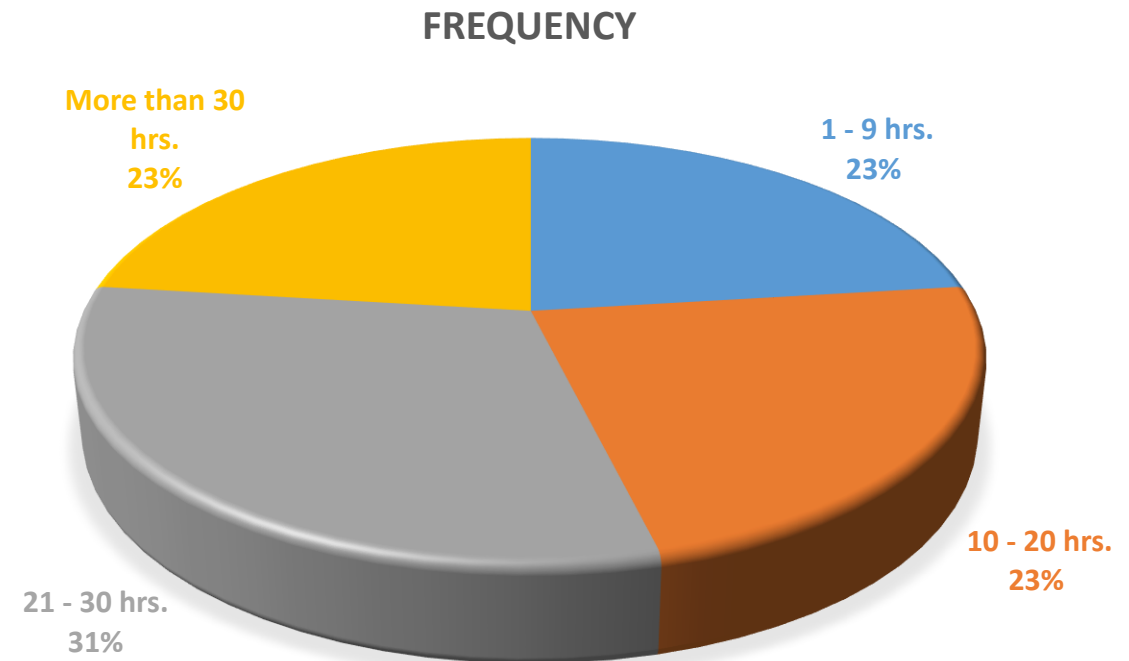
The aim of this question is to uncover the status of the internet connections as perceived by faculty members. Most of the faculty members evaluated the internet connection as being between fair and good. Such an evaluation is somehow similar to the rating done by the students of the sample.

Internet Connection

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Weak	1	7.7	7.7	7.7
	Fair	6	46.2	46.2	53.8
	Good	6	46.2	46.2	100.0
	Total	13	100.0	100.0	

Internet Connection

N	Valid	13
	Missing	0
Mean		2.38
Median		2.00
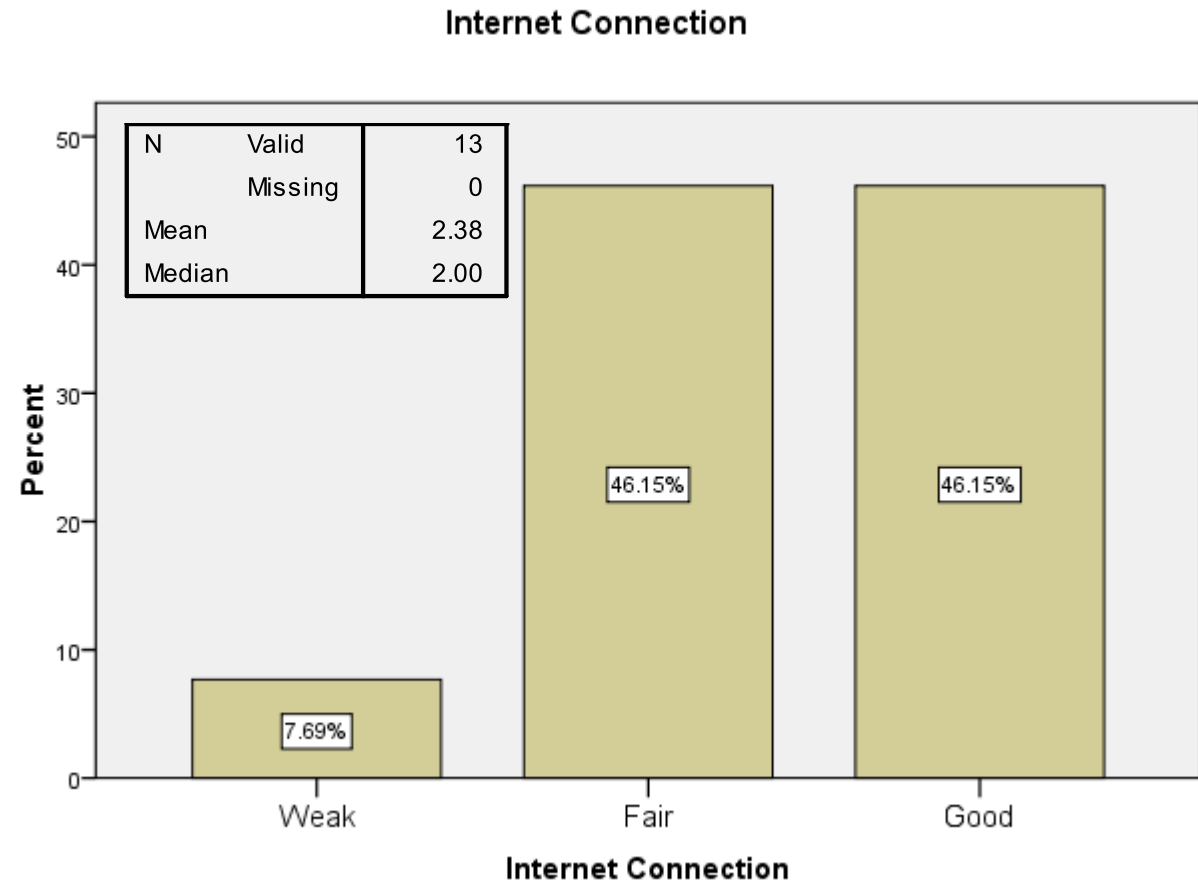
# Question3: Which platform(s) is being used to deliver online courses?

The most commonly used online platform is MS Teams. Zoom and Moodle were also used by faculty members. This indicates that these tools are technically stable and suitable for the various online tasks.

$Platforms Frequencies

		Responses		Percent of Cases
		N	Percent	
$Platforms[a]	Zoom	6	21.4%	46.2%
	Teams	11	39.3%	84.6%
	Moodle	6	21.4%	46.2%
	WhatsApp	4	14.3%	30.8%
	Google_H	1	3.6%	7.7%
Total		28	100.0%	215.4%

a. Dichotomy group tabulated at value 1.

Most frequently used online platforms
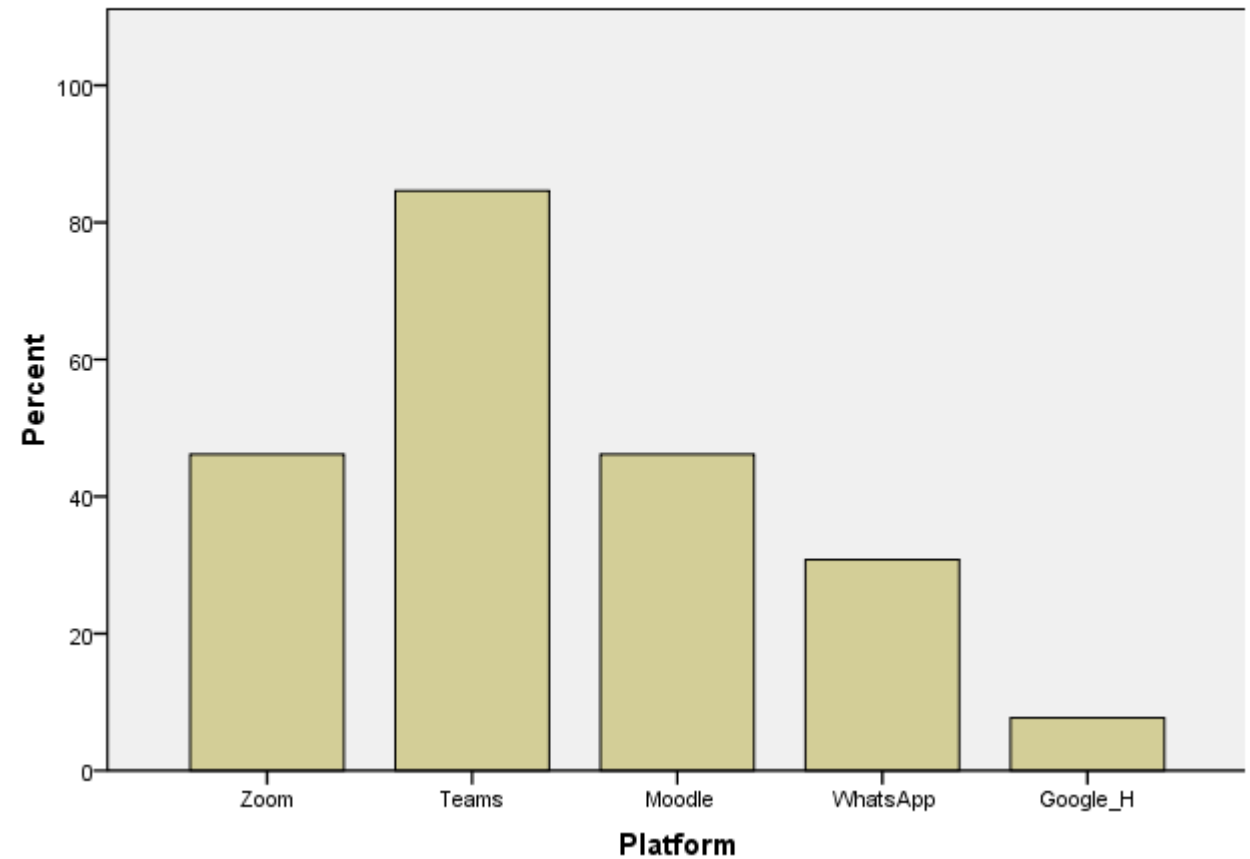
USJ
1875
Saint Joseph University of Beirut
Faculty of Educational Sciences

The aim of this question is to have an insight about the need for professional development regarding online learning or online platforms. The numbers show that most of the faculty members are doing fine regarding online teaching. Around 38% of the faculty members might be interested in a training course about online learning.

Expertise in online teaching / learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	15.4	15.4	15.4
	3	3	23.1	23.1	38.5
	4	6	46.2	46.2	84.6
	Expert	2	15.4	15.4	100.0
	Total	13	100.0	100.0	

Expertise in online teaching / learning

| N	Valid	13
	Missing	0
Mean		3.62
Median		4.00
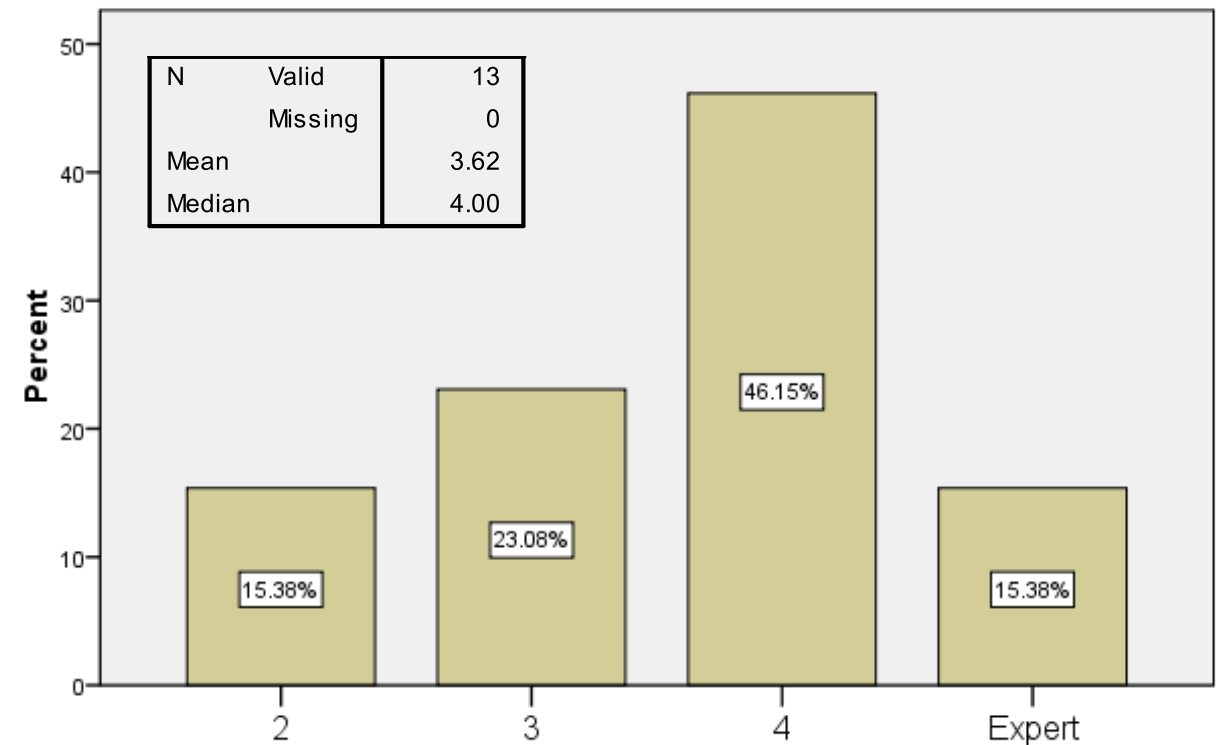
Question5: **How would you rate your interaction with students (and that among students) in an online environment (seriousness, collaboration, effectiveness...)?**

The quantity as well as the quality of interaction (with students and among them) are significant aspects of any online learning environment. The data showed that most FSEDU faculty members rated such an interaction as 4 on a scale from 1 to 5. This can be considered as an indicator of a conductive environment for learning.

Interaction with students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	23.1	23.1	23.1
	4	7	53.8	53.8	76.9
	Excellent	3	23.1	23.1	100.0
	Total	13	100.0	100.0	

Interaction with students

N	Valid	13
	Missing	0
Mean		4.00
Median		4.00
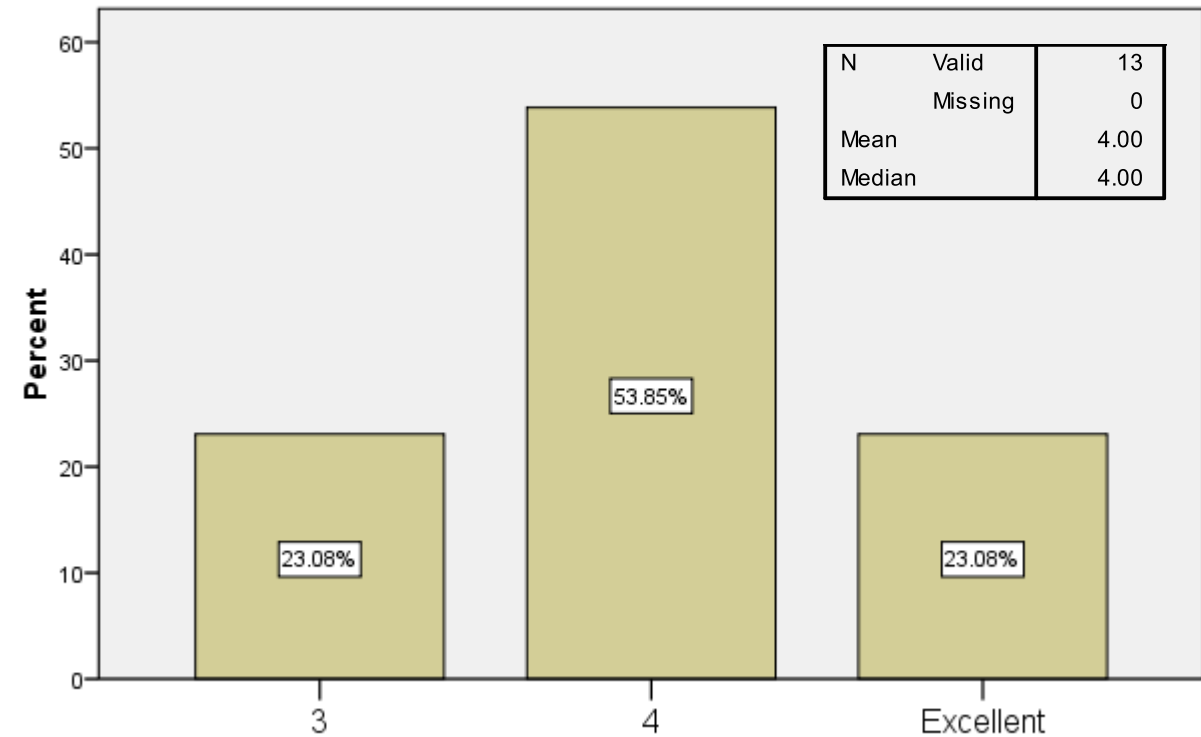
Question6: How did you assess (or how are you going to assess) the achievement of the learning outcomes of your course(s)?

When faculty members were asked about the assessment in their online courses, most of them responded by choosing Projects (TPC) / H.W as the selected mode of assessment. This finding is similar to the choices done by students when asked about their preferred modes of assessment in an online environment.

$Assessments Frequencies

		Responses		Percent of Cases
		N	Percent	
$Assessments[a]	Open-ended online tests	3	15.0%	23.1%
	Projects	11	55.0%	84.6%
	Homework	6	30.0%	46.2%
Total		20	100.0%	153.8%

a. Dichotomy group tabulated at value 1.

[1] Participation or presentations during class are considered online open-ended mode of assessment.
[2] Q / A via email is considered a type of homework.

Preferred mode of assessment
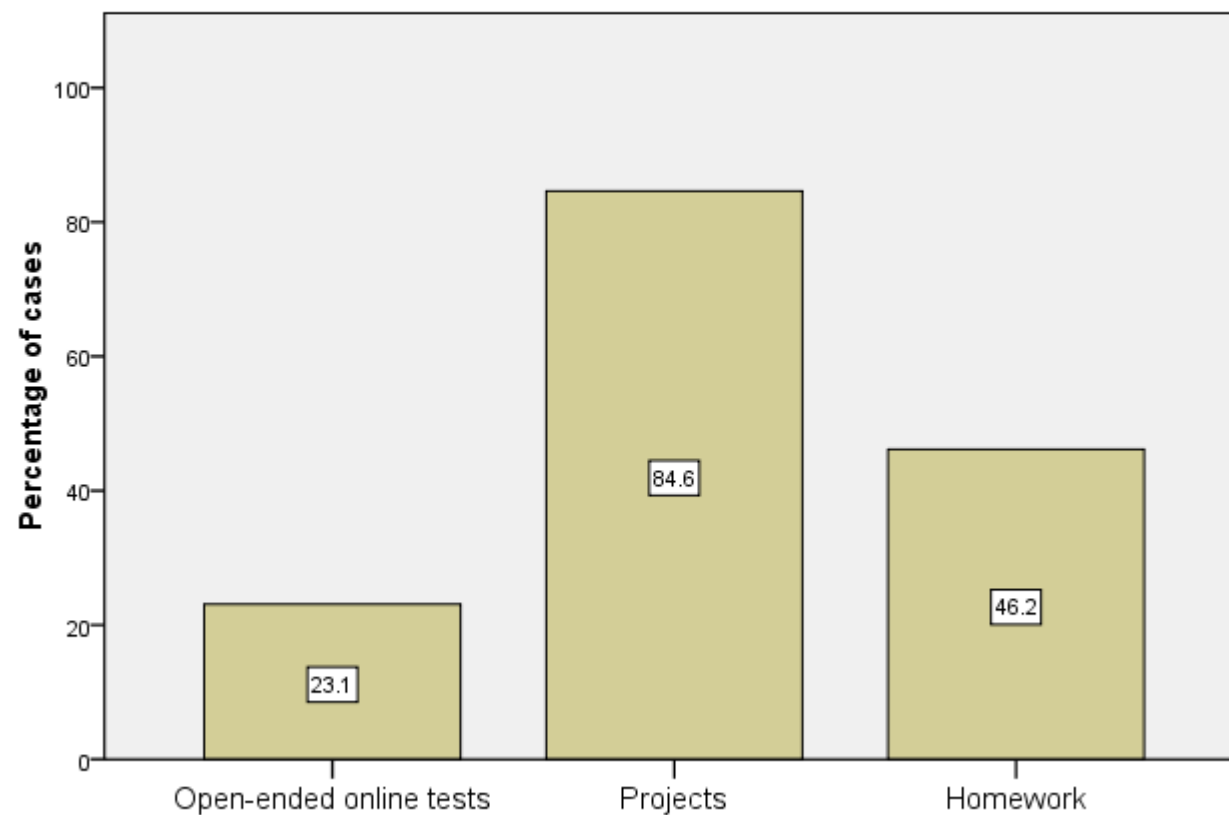
When asked about their satisfaction with their online learning in general, most **faculty members** (~77%) reported that they are satisfied to a great extent(with 5 being very satisfied, the Mean was 3.85 and the Median was 4). Data showed that around 23% of faculty members seemed to be moderately satisfied with the online journey.

N	Valid	13
	Missing	0
Mean		3.85
Median		4.00

Satisfaction with Online Learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	23.1	23.1	23.1
	4	9	69.2	69.2	92.3
	Very Satisfied	1	7.7	7.7	100.0
	Total	13	100.0	100.0	
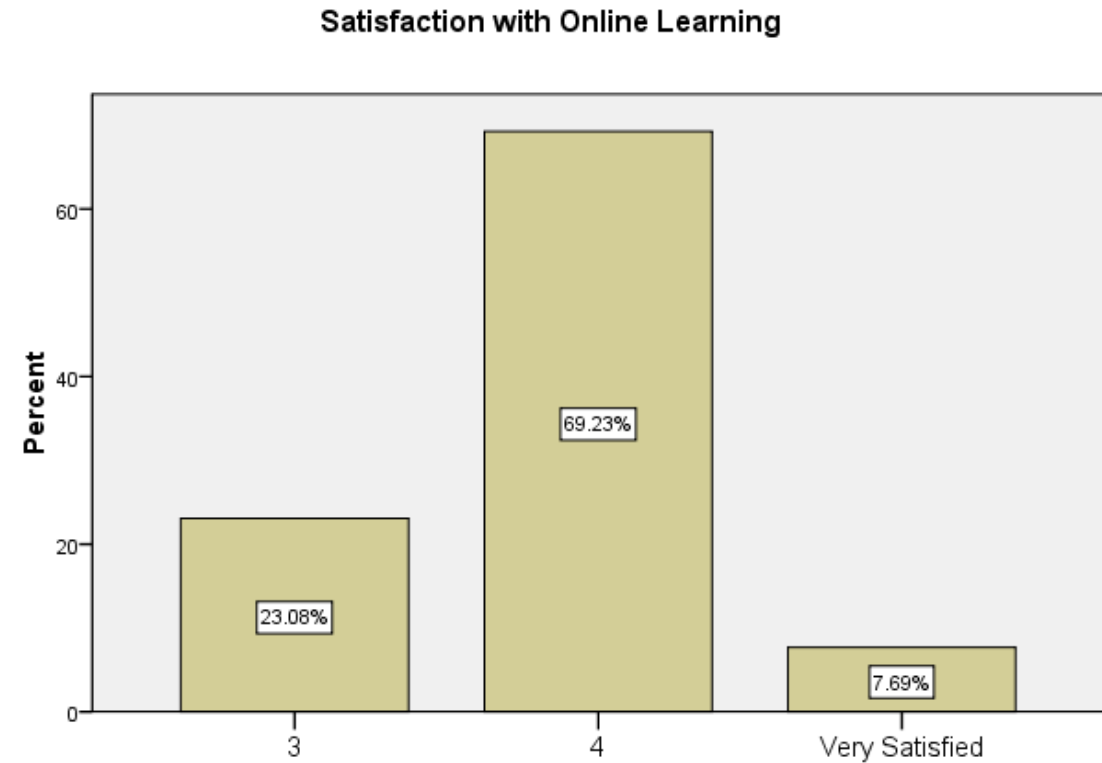
Satisfaction with Online Learning

When participating faculty members were asked the above question, the following sample responses were given:

Pros

- The completion of the semester and the compensation for students.

- The useful aspect is utilizing 21st century skills.

- The most useful aspects are students' interactions and engagement.

- Interesting experience and allows the continuity of development-learning in times of crisis.

Cons

- The major drawback is the slow internet connection.

- The lack of group work and classroom assessment.

- Absence of humane or face-to-face interactions.

- Extended time and effort in terms of preparation, delivery, and remote support.

Among the various responses received, the following three categories emerged from the examined professors' data:

- Blended Learning

- Group Coaching and students' presentations.

- Webinars

Among the various responses received, the following two main categories emerged from the examined professors' data:

- Establishing a culture of this type of teaching requires more targeted training not only on the use of digital tools but also on remote support and adequate posture.

- Professional development about how to design online courses.

Conclusion

Online learning can be an effective way of learning especially during the times of crisis; and we think it is here to stay even after the end of the COVID-19 pandemic. It is anticipated that higher-education institutions will continue to use online learning for coaching, hosting webinars, and providing blended learning. Although the humanistic face-to-face approach to learning is indispensable, a humanistic remote approach can still work by addressing the needs of the various stakeholders. Besides promoting pedagogically-sound practices in the preparation, delivery, and assessment of online learning, faculty members might also benefit from professional development opportunities that cover crisis-related topics such as: *flexibility, adaptation, online collaboration, creativity and innovation,* and *Professional Learning Communities.*