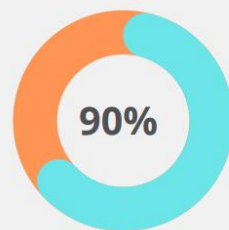


Inhale confidence, exhale doubt

RESEARCH GOAL

This research project seeks to determine what 'skilled and confident staff' (DoE, 2019) in the area of online teaching and learning look like in a further education (FE) college, and how this positively impacts the performance of the individual practitioner, learners and the organisation.



Initial survey findings show that FE teachers now feel 90% confident about teaching online, as opposed to 54% in March/April 2020.

'Digital skills for teachers and trainers are essential if they are to nurture digital literacy in their learners.' (Government Office for Science, 2016)

'...it can be challenging to train or to find the unicorn teacher who both excels in bricks and mortar instruction...and has the tech savvy it takes to manage screen and platforms to deliver high quality, engaging, synchronous instruction.' (Lemov, 2020)

'There are many way to get it right online. "Best practice" neglects context.' ((Bayne et al, 2020)

RESEARCH METHODS

Sample group: Questionnaires to measure improvement in skills and confidence; a focus group to gain insight into feelings and emotions and 1-2-1 interviews. **Wider FE sector:** questionnaire to measure improvement in skills and confidence.

"Group work - breakout rooms help, but can't monitor the conversations and buzz in the same way. Tempting to fall into too much teacher talk trap"



"Lack of social interaction, difficult to ascertain engagement, lack of personal touch, peer to peer interaction difficult to replicate from face to face, no informal chat, impact on wellbeing and mental health"



"I've been much braver and tried new things. Some worked and some didn't but the learning that took place was very beneficial for raising my confidence in using technology in my approach"

"Flexibility! Ability to be more flexible with timings of the day; external speakers easier to get; instant feedback on written tasks completed in a session; able to have more learners in one class (no space limitations) access to a wider range of professional learning"

"My 'lectures' are recorded in 10-minute max videos. These would have taken 40 minutes to work through in-class - now the students can listen (ideally beforehand) and we can do more practical stuff in the 'classroom"

