FACULTY READINESS FOR ONLINE CRISIS TEACHING

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Within weeks of the COVID-19 pandemic, traditional faculty were forced to teach online. Due to university closures, faculty, including teacher educators, were asked to transition, create, and implement online teaching, even if they did not feel properly prepared to do so or previously had little interest in online teaching. If we are to best support teacher educators in these unprecedented efforts, we must focus on developing more robust methods of assessing teacher educator readiness to transition their courses online in the context of crisis situations like the COVID-19 pandemic.

During the first months of the year 2020, faculty all over the world were forced to transition their courses online under conditions that typical online course development does not have to face. Those circumstances included the need to rapidly transition instruction online with little to no preparation; execute the transition online and subsequent online instruction under the traumatic conditions of a pandemic; and pursue extended online teaching with little to no knowledge of whether this transition to online teaching will be temporary or permanent. We contend that these three factors distinguish crisis online course transitioning and teaching from traditional online course transitioning and teaching.

Challenges go beyond traditional conceptions and measures of faculty readiness to teach online. The fact that traditional conceptions of online readiness fail to address the affective dimensions of transitioning to online teaching, as well as the cultural issues associated with doing so within institutions that prefer to reward scholarly publications over teaching innovations.
The educators struggled with assessment issues in the theme of teaching norms when it came to the cultural domains of faculty online readiness. Equity and tenure issues appear to be the areas in which teacher educators appear to be the weakest. These are clear areas where professional development and policy should focus.

References: