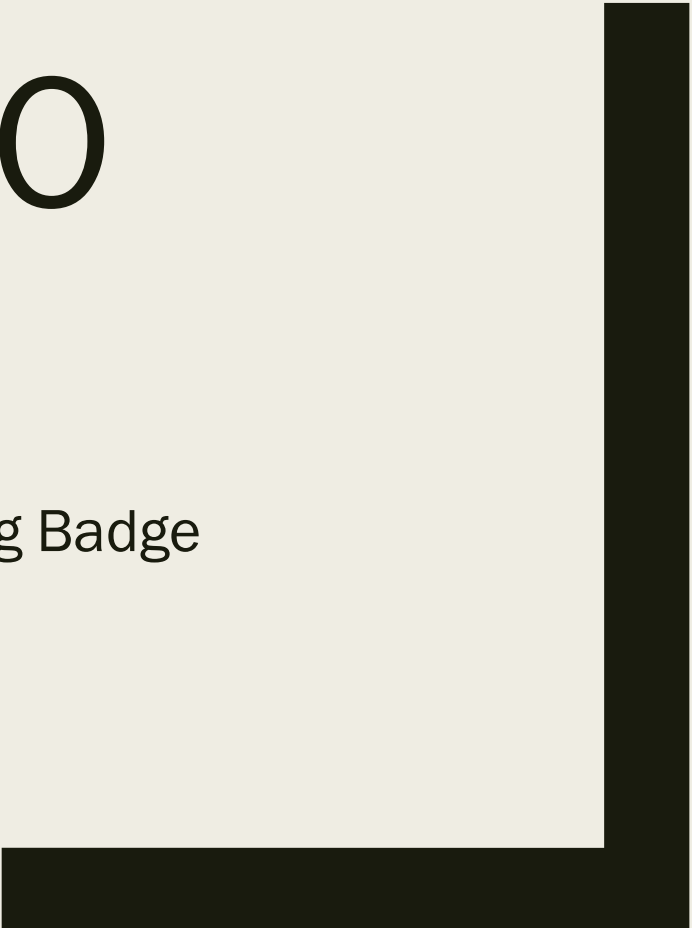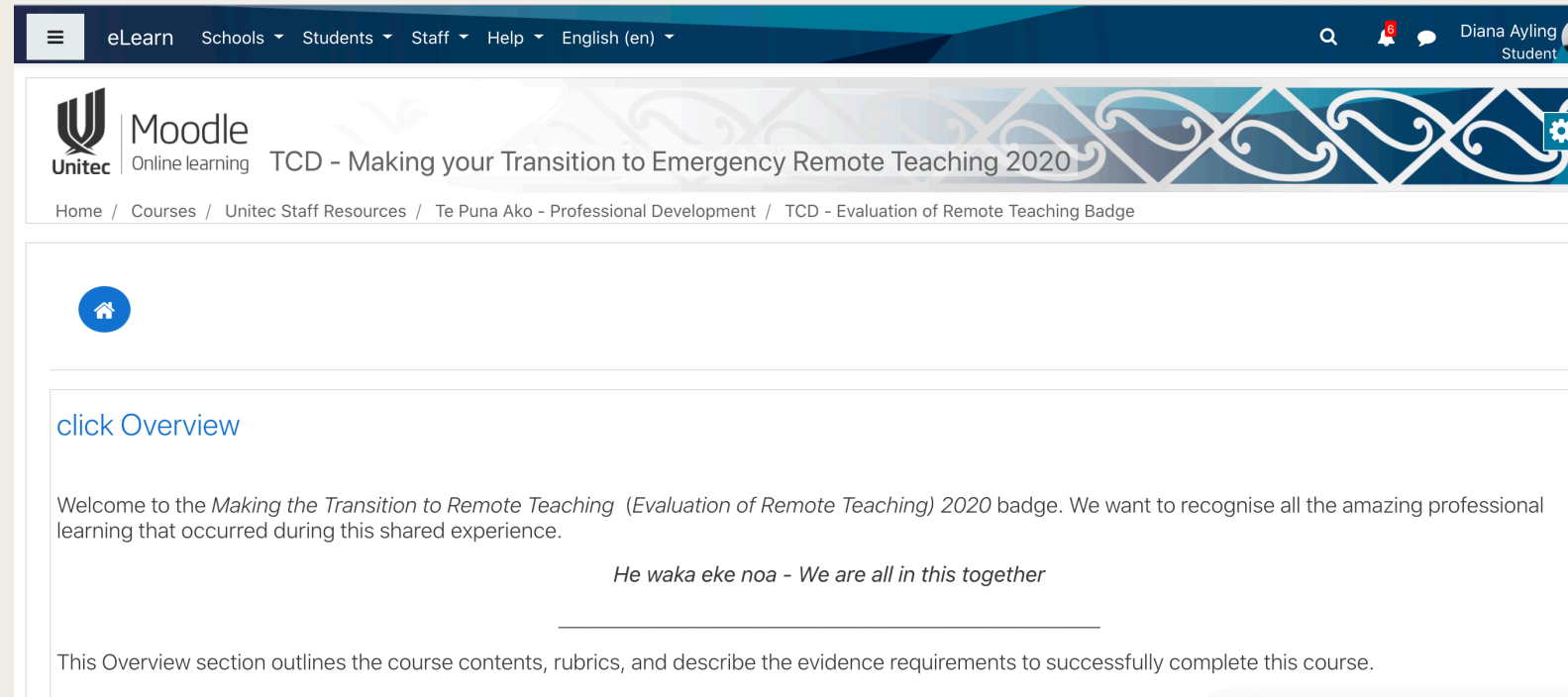# TE PUNA AKO

TIROHANGA INSIGHTS

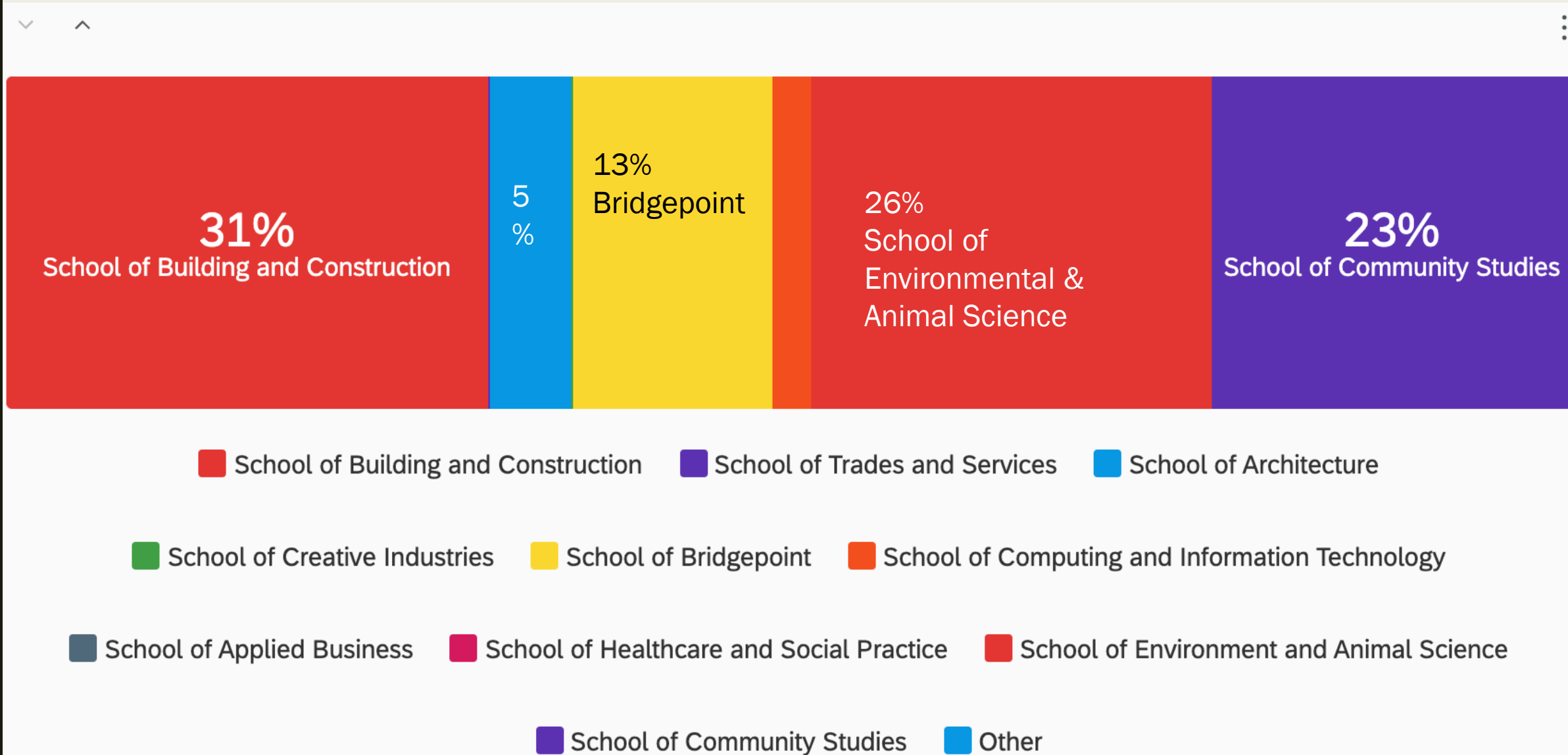Making the Transition to Remote Teaching Badge Survey
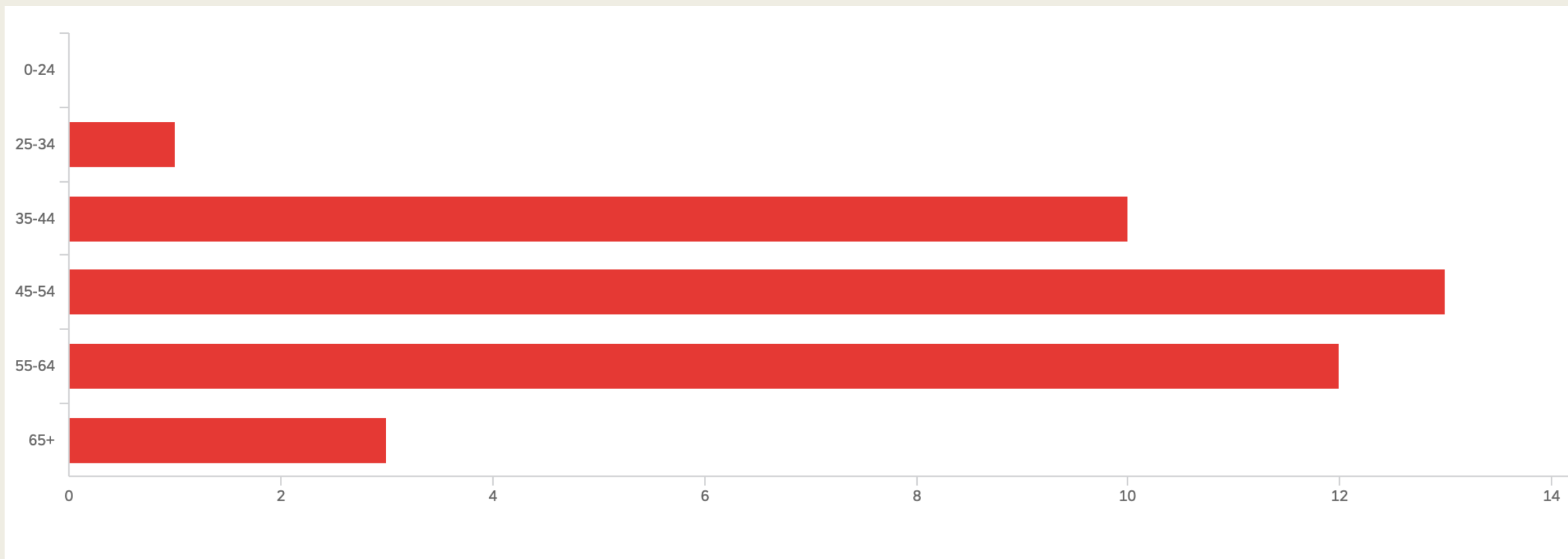
Setting the Scene

- Unitec teachers completed the survey as part of the Making the Transition to Remote Teaching badge.

- Some demographic questions

- Some questions on experience and preparedness

- Three open ended questions.

- 41* responses

- Some took the survey but will not complete the badge

* There are teachers currently completing the badge. Analysed 32 individual responses

31%
School of Building and Construction

5%

13%
Bridgepoint

26%
School of Environmental & Animal Science

23%
School of Community Studies

- ■ School of Building and Construction
- ■ School of Trades and Services
- ■ School of Architecture
- ■ School of Creative Industries
- ■ School of Bridgepoint
- ■ School of Computing and Information Technology
- ■ School of Applied Business
- ■ School of Healthcare and Social Practice
- ■ School of Environment and Animal Science
- ■ School of Community Studies
- ■ Other

Age

Gender

Blended Learning Experience

| 10% No Experience | 23% A little experience | 23% Some experience | 31% A good amount of experience | 13% Significant experience |

■ No Experience   ■ A little experience   ■ Some experience   ■ A good amount of experience   ■ Significant experience
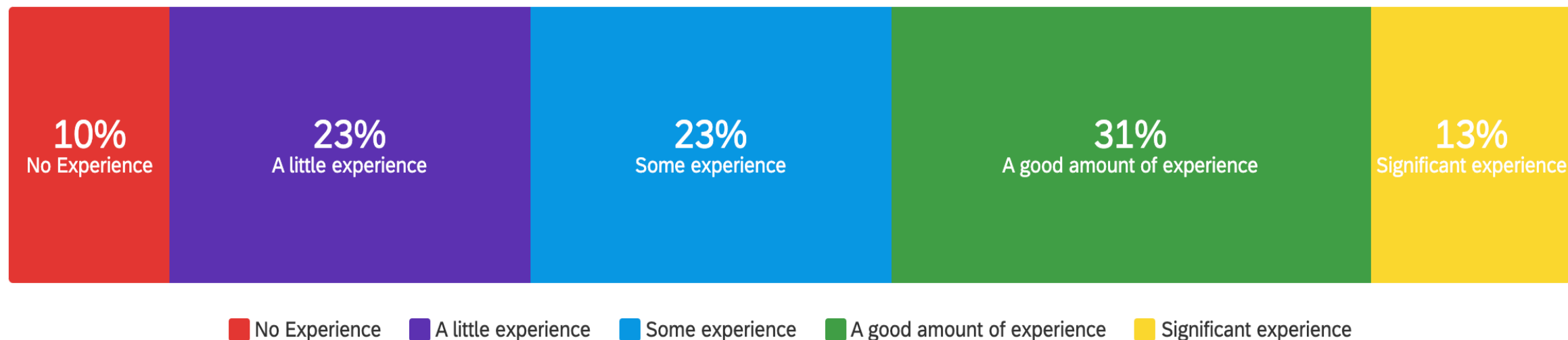
Remote Teaching Experience

54% No Experience | 23% A little experience | 15% Some experience

Legend: No Experience | A little experience | Some experience | A good amount of experience | Significant experience
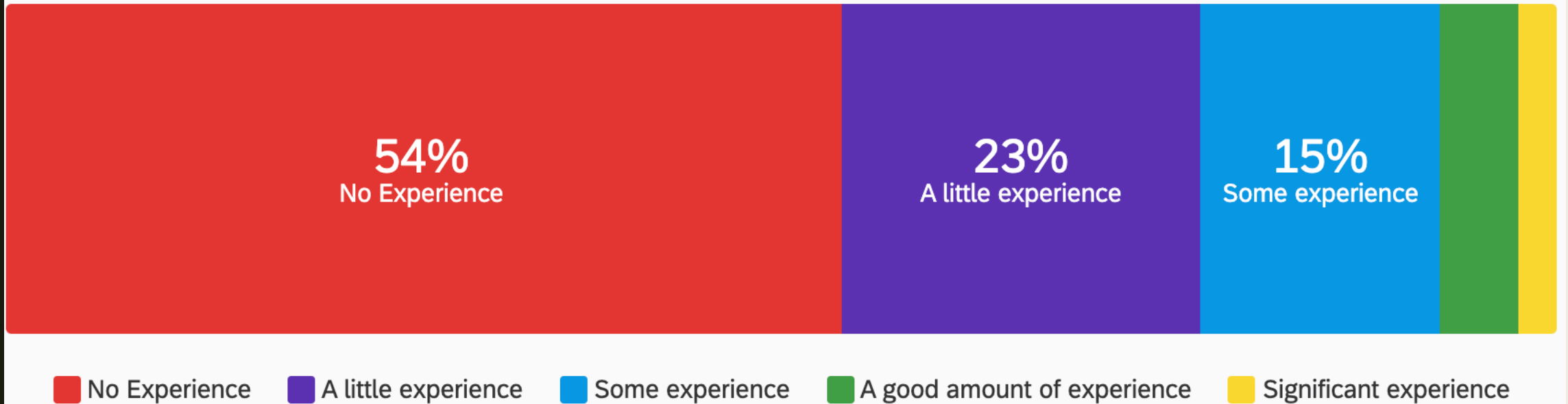
How did they prepare?
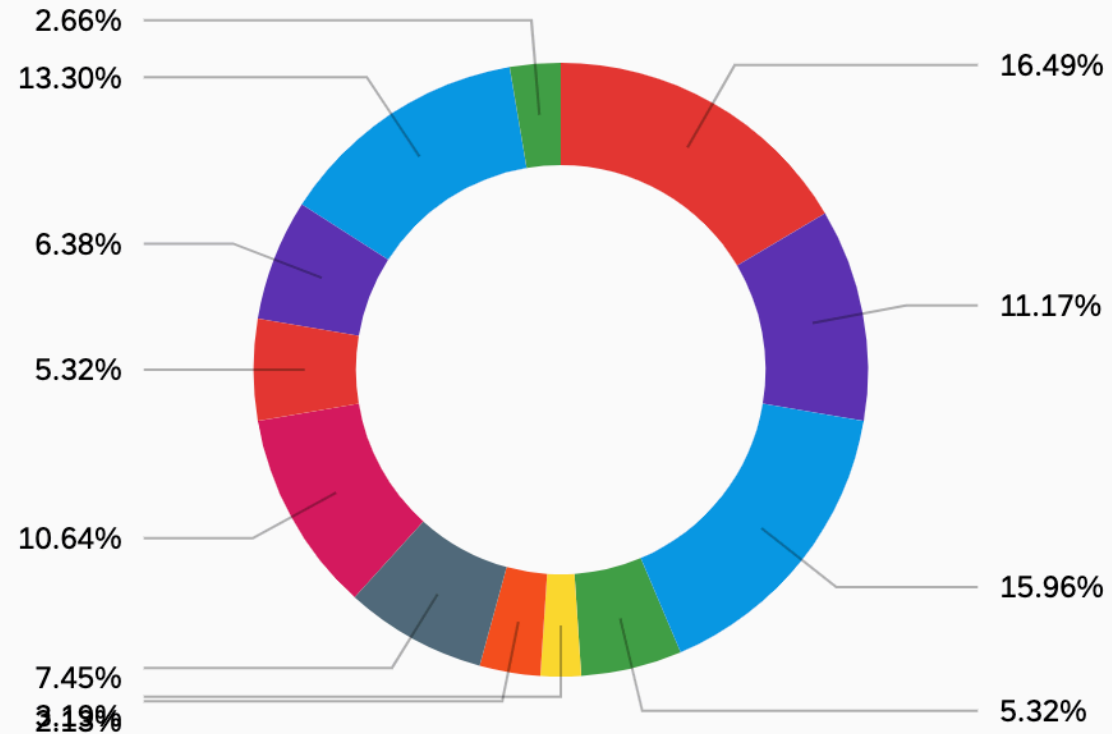
Legend:
- Accessing institutional resources
- Accessing outside resources
- Asked colleagues for help/ideas/resources.
- Asked administrators for help/ideas/resources.
- Asked social media for help/ideas/resources.
- Read Social Media posts.
- Read commentary by other educators.
- Conducted Internet searches.
- Read books/articles.
- Attended virtual webinars.
- Attended training or sought advice from professional staff.
- Other

What tools did they use?

Legend:
- Google Apps.
- Microsoft Office Suite
- Microsoft Office Teams
- Video Conferencing e.g. Zoom, Skype
- Learning Management Systems e.g. Moodle
- Screen recording tools e.g. Echo
- Quiz Tools e.g. Quizlet, Kahoot
- Video Based Tools e.g. Khan Academy, You Tube
- Interactive Video Viewing Tools e.g. Ted Ed.
- Flipgrid
- Padlet
- Other
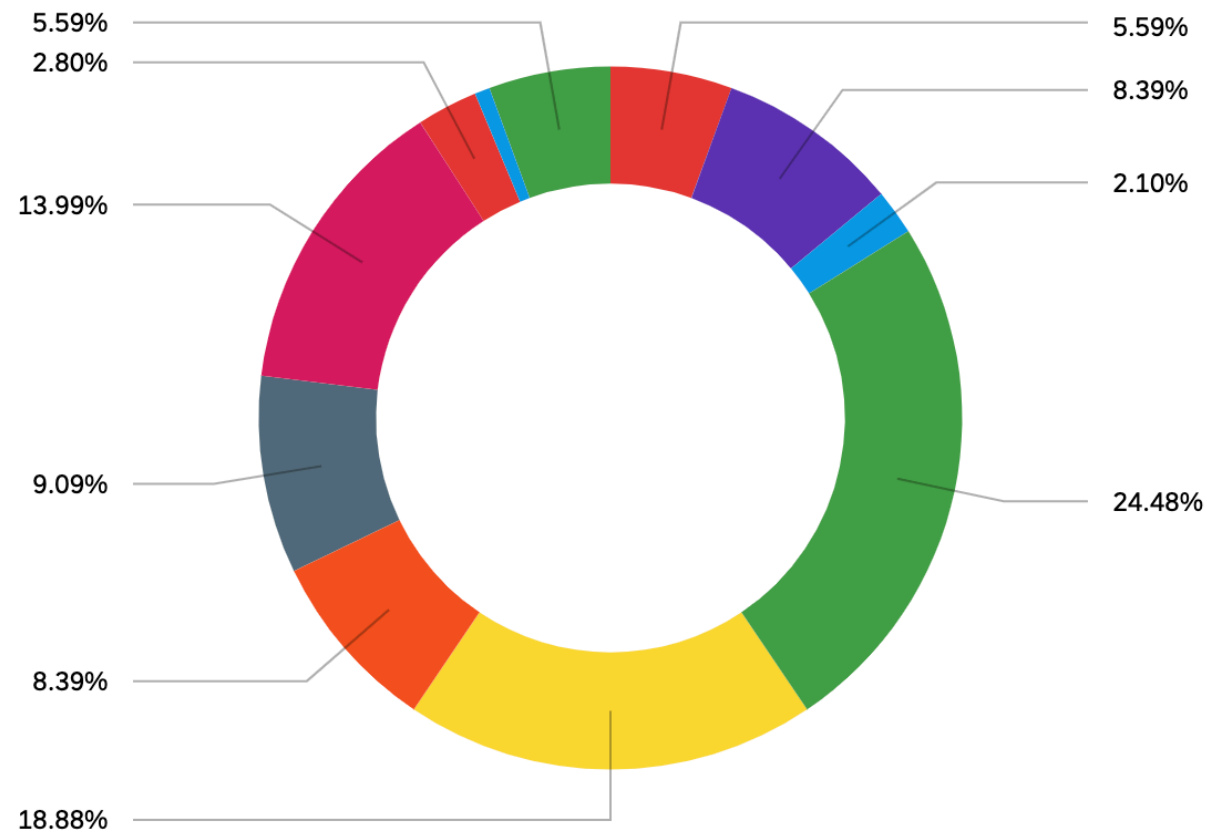
Should teachers be trained for remote teaching?

72%
Yes

26%
Maybe

■ Yes ■ Maybe ■ No

84 responses

Category	Value
Saving travel time.	6 (7.1%)
Increased focus on tasks	3 (3.6%)
Home environment	4 (4.8%)
Connection with Students	7 (8.3%)
	1 (1.2%)
New student engagement opportunities	5 (6%)
	2 (2.4%)
Greater flexibility	3 (3.6%)
	6 (7.1%)
Opportunity to work on the course design	1 (1.2%)
	0 (0%)
Lack of routine	1 (1.2%)
	4 (4.8%)
Lack of face to face contact (students)	11 (13.1%)
	1 (1.2%)
Lack of student engagement	5 (6%)
	5 (6%)
Student home environment is not appropr…	2 (2.4%)
	8 (9.5%)
Challenging to manage student behaviour	5 (6%)
	1 (1.2%)
Need for course/assessment redesign	6 (7.1%)
	3 (3.6%)
Lack of discussion and group work oppor…	1 (1.2%)
	4 (4.8%)
Greater pastoral care needs	2 (2.4%)
	1 (1.2%)
Digital competency	3 (3.6%)

Positive vs Negative Responses

Positive vs Negative

Positive
37.9%
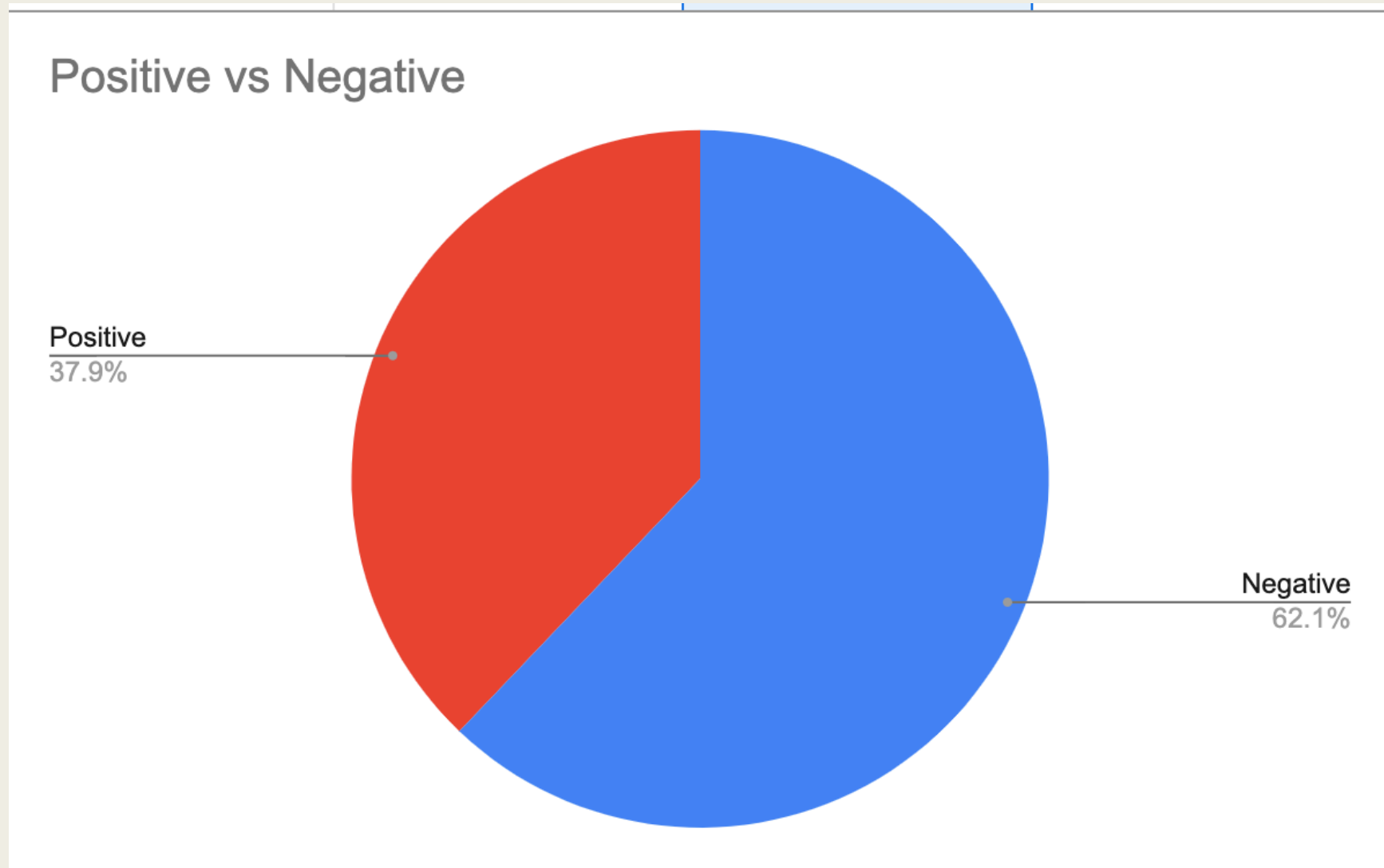
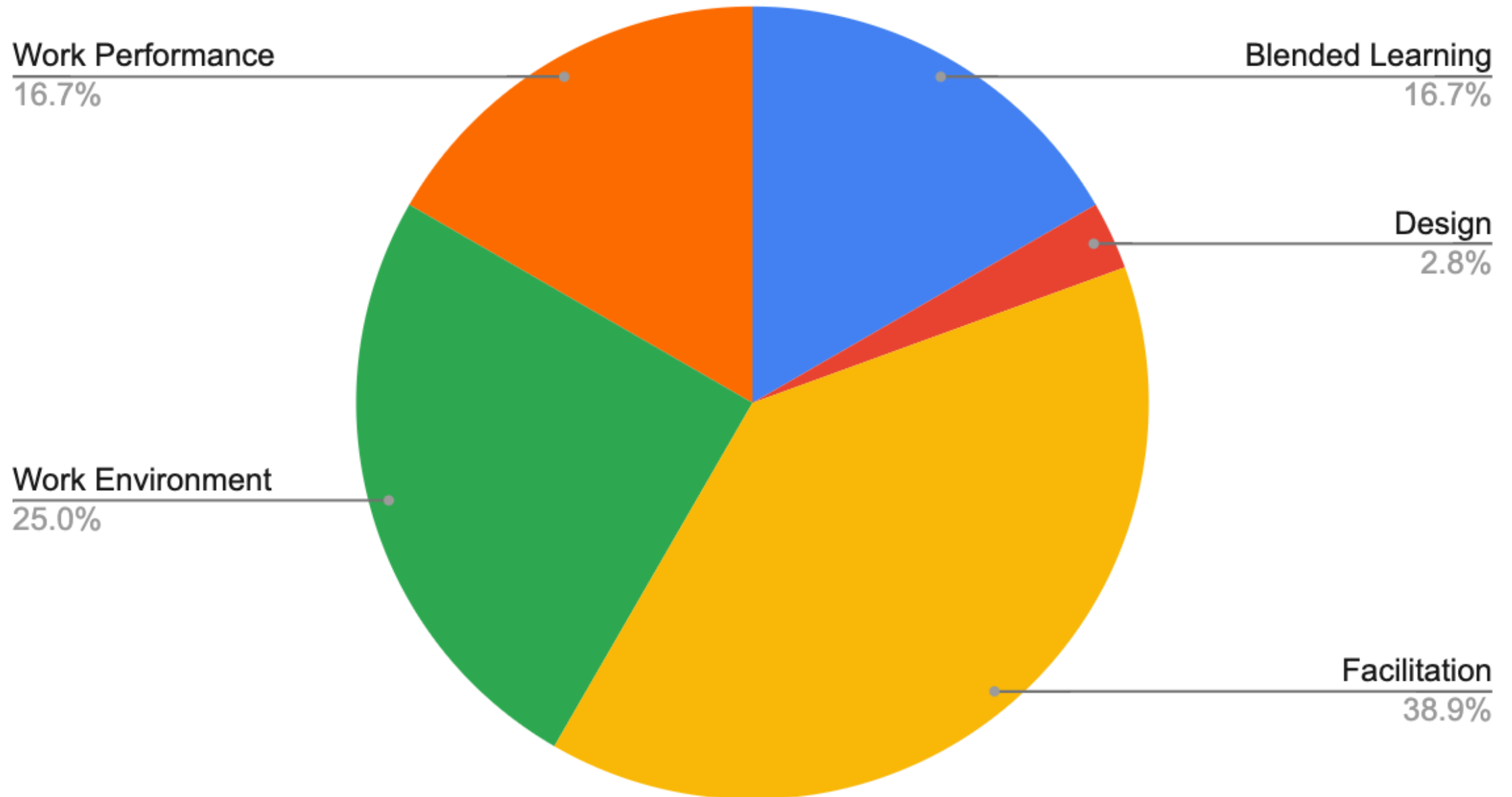Negative
62.1%

How do you find themes to analyse?

- **Positive**/Negative
  - *Recording and curating lectures/tutorials/resources*
  - *New student engagement opportunities*
  - *Greater numbers of students participating*
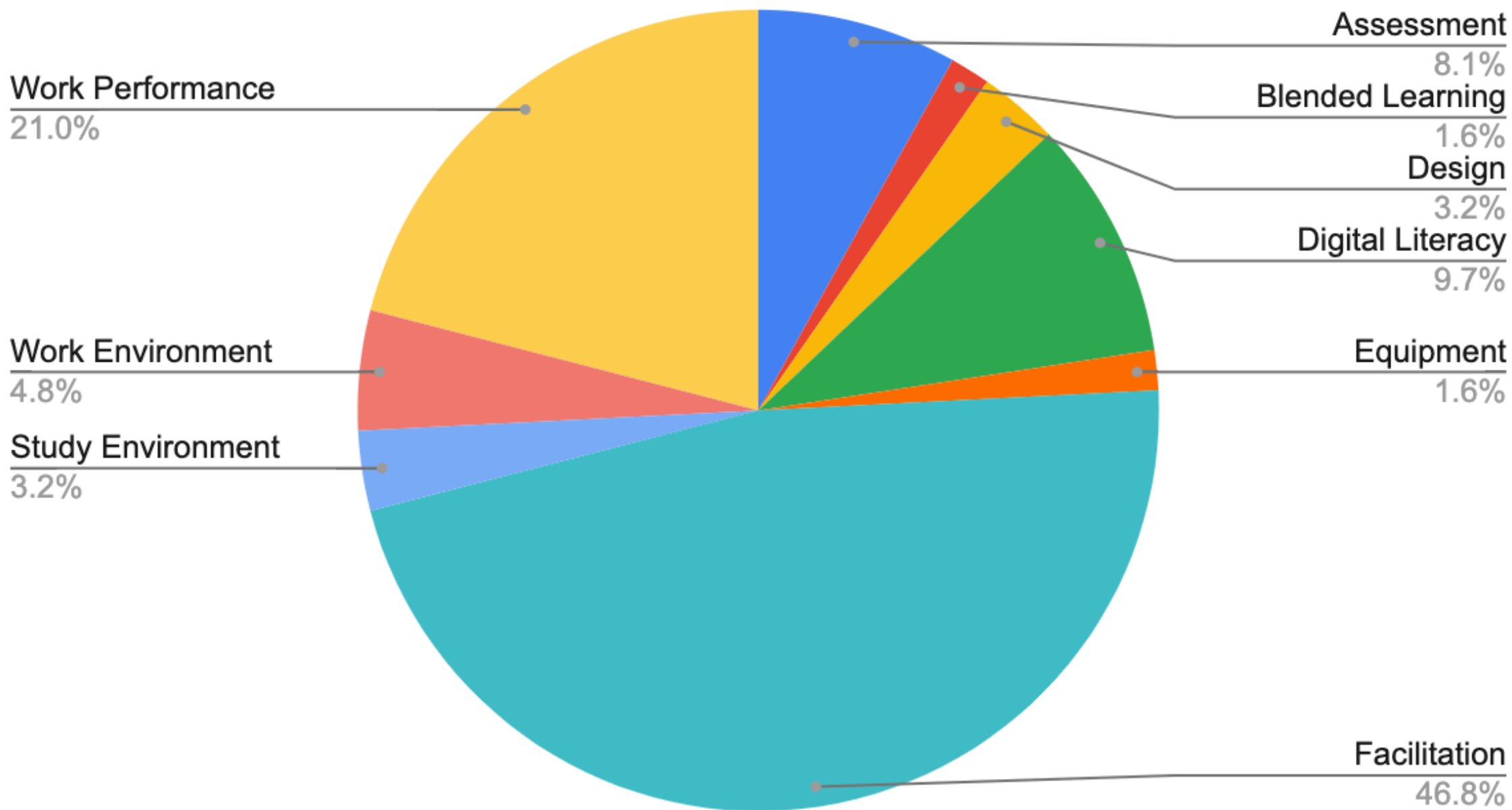 - *Challenging to manage student behaviour*
  - *Greater pastoral care needs*

- **Positive**/Negative
  - *Home environment*
  - *Saving travel time*
  - *Accessibility to suitable equipment*
  - *Discomfort with student intrusion into my home environment*
  - *No hands on or practical learning opportunities*

Key Themes from Positive Comments

Work Performance
16.7%

Blended Learning
16.7%

Design
2.8%

Work Environment
25.0%

Facilitation
38.9%

Themes from Negative Comments

Assessment
8.1%

Blended Learning
1.6%

Design
3.2%

Digital Literacy
9.7%

Equipment
1.6%

Facilitation
46.8%

Work Performance
21.0%

Work Environment
4.8%

Study Environment
3.2%

Sample responses

- Safer than campus at night time.

- Doing calculations on screen.

- I found being in the diverse cultural home lives of students was at times distracting. Students were at home, some in bed, one without a shirt, some getting up in the afternoon, and others dealing with home environment distractions that they couldn't control. Such as, background music, family arguments and conversations.

- having students in my home, being in students home,

- Lack of energy

- having a name and not a 'face' for some students (most choosing to keep video off), not having body language, facial expression or in person communication to get a sense of student understanding of content.

- Increased expectation by students to be more accessible.

Suggestions for Improvement

■ [Click here to view PDF](#)

■ "I think there are some positives to learn from this experience. A online teaching balanced with practical application on campus would have many positive outcomes. Reduced travel time benefits staff/students financially and mentally and also benefits the environment if we kept travel to when needed."

■ "Too many things to list in just this box whicg could be summed up under "don't assume!" For example dont assume the students have Tec or can use it - this showed at least a third of ours had great difficulties (again from internet issues and poor Tec etc). Students lost a degree of interaction and collegiality which influenced motivation."

Our Opportunity:

Curated resources help our teacher perform better, and that helps our students perform better.

- http://www.elementaryantics.com/2019/07/8-teacher-must-haves-for-virtual.html

- https://uto.asu.edu/sites/default/files/best_practices_for_zoom_classroom_management.pdf