Teachers' Attitude Toward On-line Courses During the Pandemic: A Multinational Study

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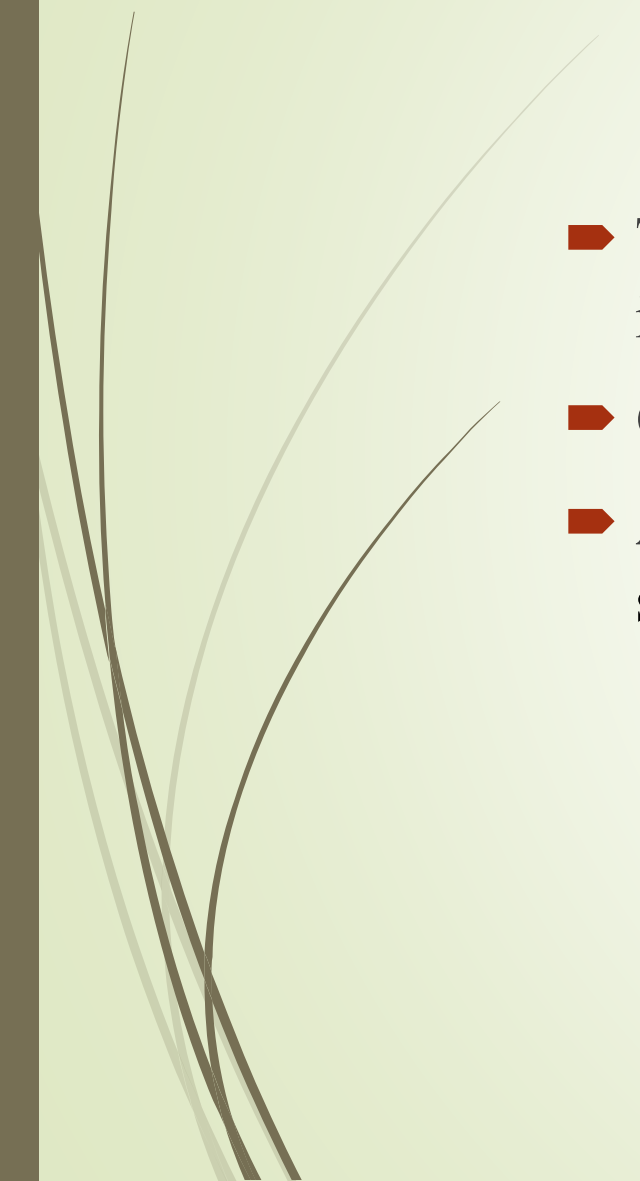
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Teachers' Adoption of Technology in EFL Classes

- Shere et al. (2020) has operationalized technology acceptance as follows:
- -Perceived ease of use (PEOU)
- - Perceived usefulness (PU)
- - Attitudes toward technology (ATT)
- - Technology self-efficacy (TSE)
- - Subjective norms (SN)
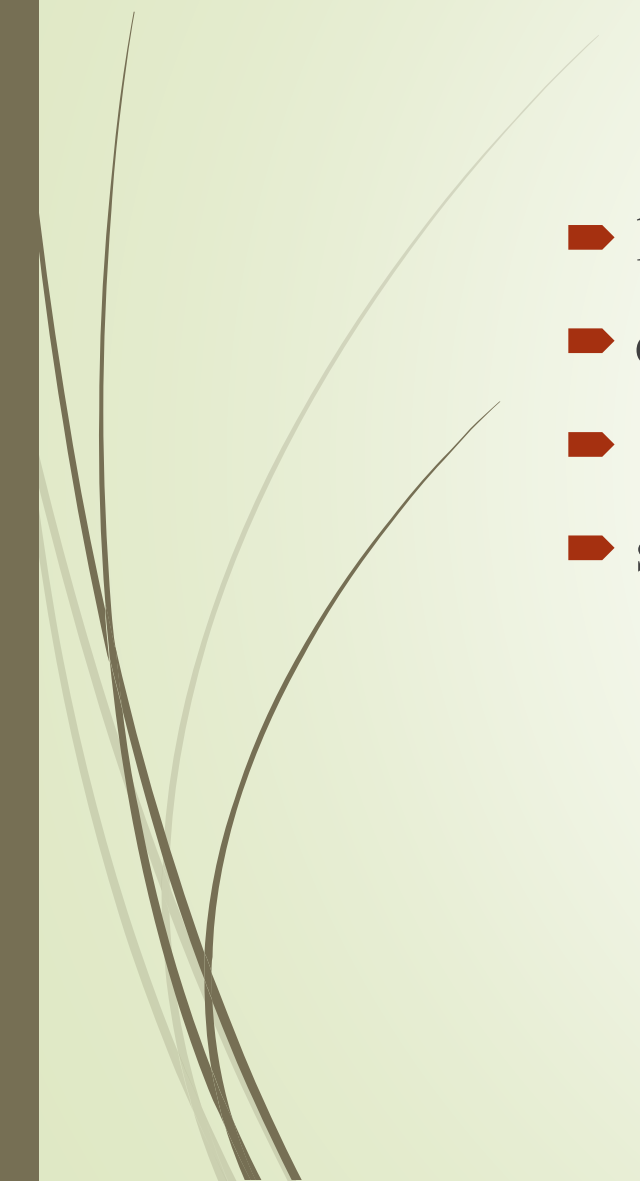- - Facilitating conditions (FC)

Teachers' Attitudes
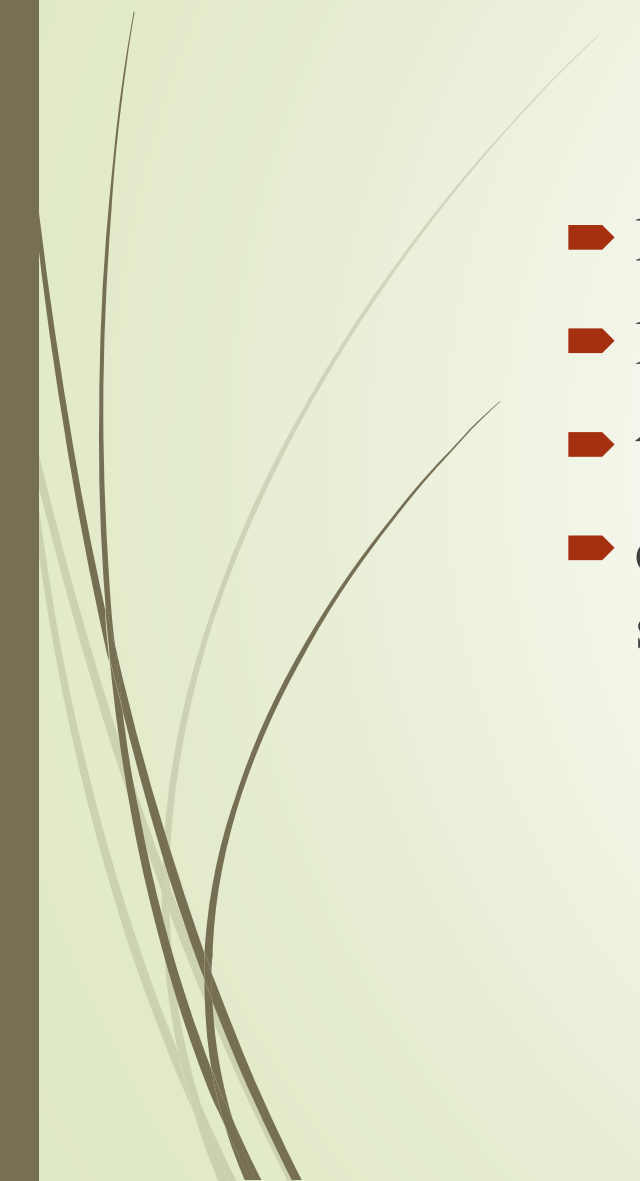
➡ Teachers' positive attitude is a prerequisite to integrate technology into the classrooms, which is affected by several factors:

➡ **Classroom climate** (Raygan & Moradkhani, 2020)

➡ A. The adequacy of **technological resources and administrative** support (Nim Park & Son, 2009)

- B. **Online facilities** (Dashtestani, 2014),
- C. The sufficiency of **technical and pedagogical support** (Pujari, Sharma, & Palkar, 2020),
- D. and **the convenience** of using technological devices (Turgut, 2017)

Challenges as Found in the Previous Studies

➡ learners' identity change and poor participation,

➡ communication problems arising from computer mediated teaching,

➡ some teachers' lack of interest in technology

➡ some concerns regarding the quality of teaching and learning,

- lack of socialization and interaction
- lack of technological devices for financially disadvantaged students
- teachers' lack of preparation, and easy and unchallenging content
- communication and interaction problems between the teachers and students

Purpose of the Study

➥ This study set out to *understand the views and experiences of university teachers from around the world toward computer mediated teaching during the pandemic.*
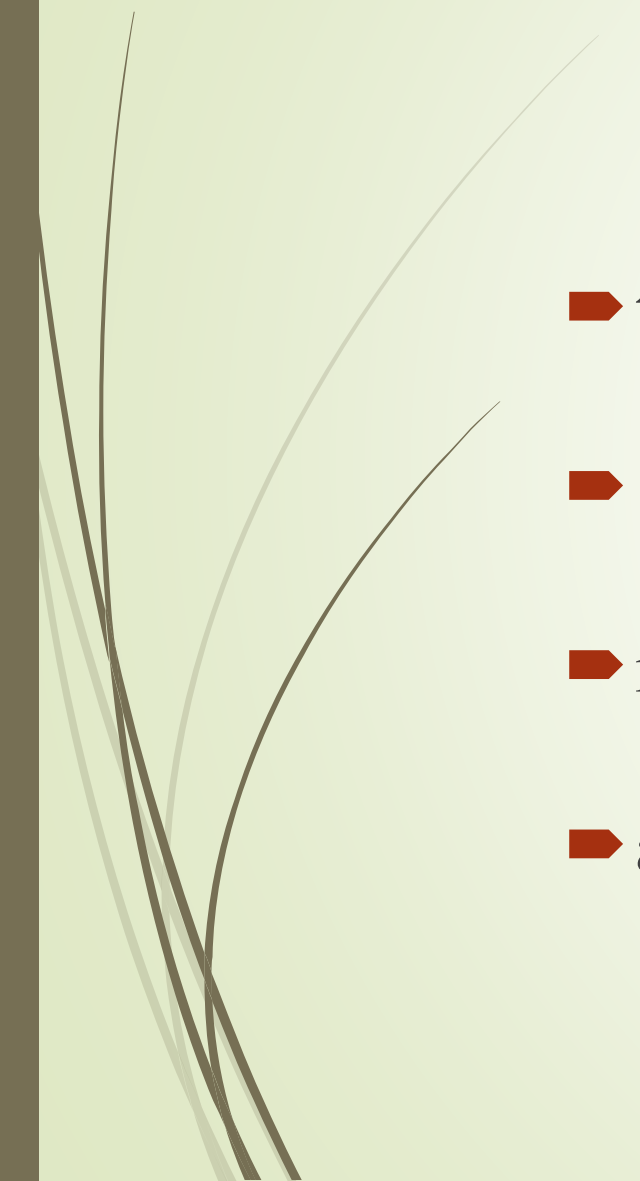
Method

- **Participants**
- 15 lecturers, assistant professors and associate professors of the universities
- From Australia, Malaysia, France, Canada, Lithuania, Kuwait, Italy, USA, and Iran

Instrument

➡ An open-ended researcher made questionnaire consisting of six

questions was used to gather the data

➡ The questions addressed:

➡ the type of learning management system and the application used,

➡ the problems the teachers faced during their teaching,

- their previous experience of on-line learning,

- how useful they found the new system of teaching,

- if they would like teaching on-line

- and their overall evaluation of the medium

Data Analysis

➥ The answers provided by the teachers were read several times and **content analysis was carried out inductively following Creswell's** method of content analysis.

➥ Three main themes **positives, negatives and teachers' general evaluation** and some subthemes of on-line education emerged as a result of the analysis.
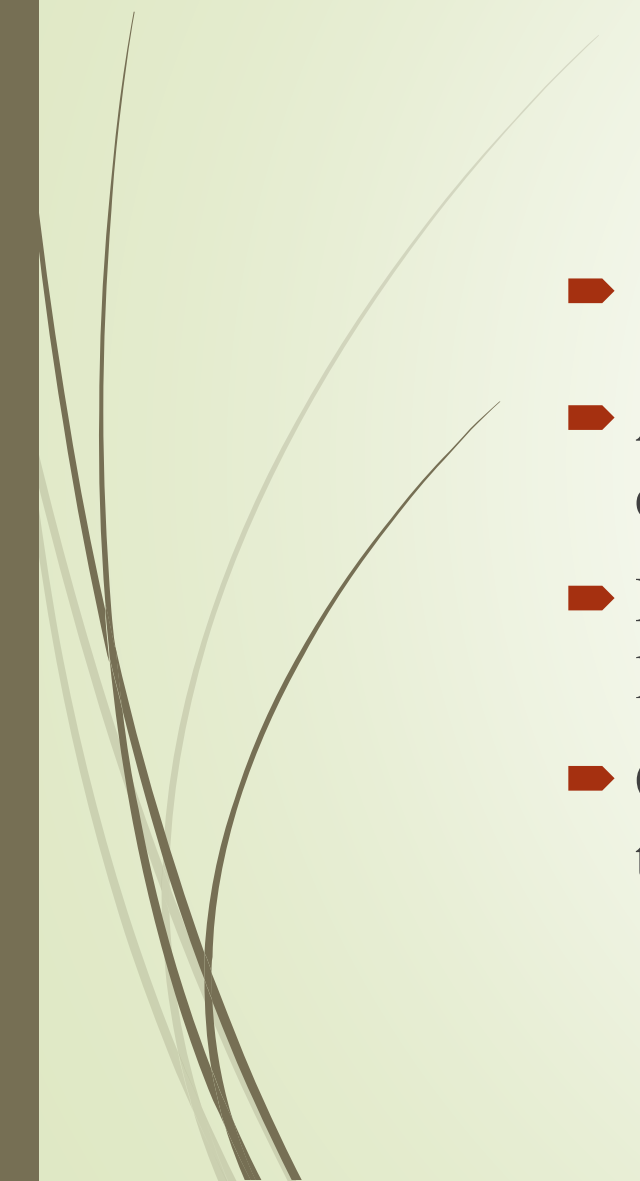
The Applications and Softwares Used by University Teachers during the Pandemic

Country	Application	Satisfaction
Kuwait	SharePoint/OneNote	No problems
France	Zoom/TEAM	
Canada	Zoom/Google Classroom	
	Avenue. Ca	A few problems
Lithuania	Microsoft TEAMS	
	Moodle Platform	No problems
Malaysia	Zoom/Google docs	A few problems
USA	Blackboard/Canvas	Constant glitches
Australia	Not mentioned	No problems
Iran	Adobe Connect	A few problems
Italy	Microsoft Teams,	
	Big Blue Button, Moodle	No problems
Sweden	Zoom	No problems

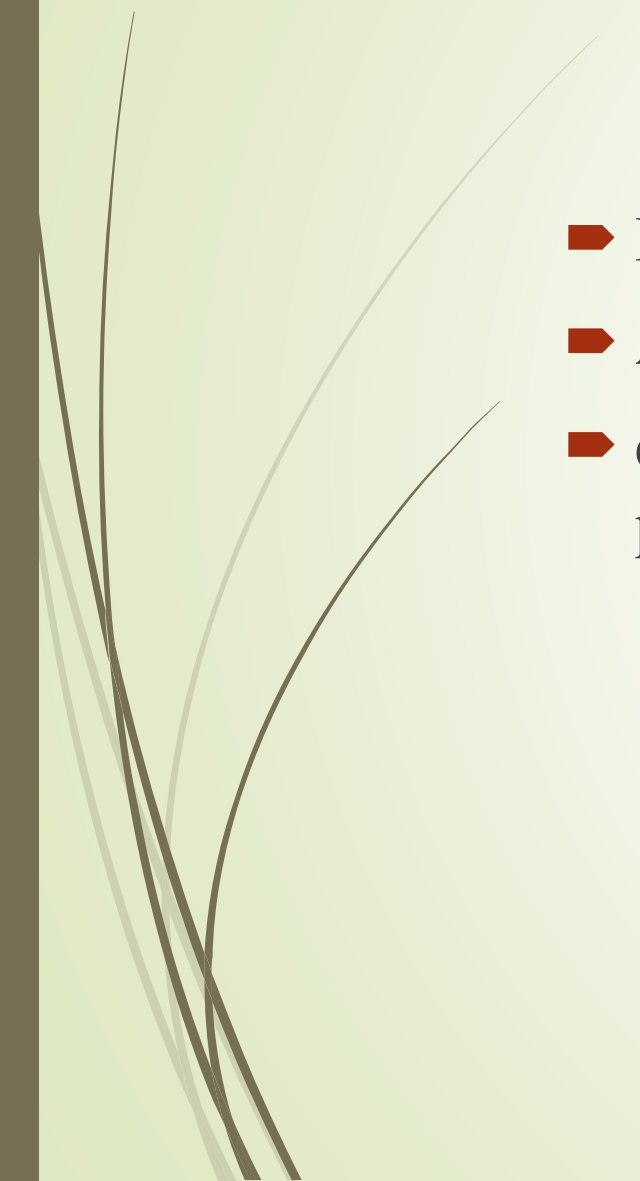# Advantages of on-line teaching

▶ *1. Availability and Feasibility*

▶ A. **convenient** because it could reach their students every time and everywhere

▶ B. **allowed the education not to stop** when the world faced a lockdown

▶ C. graduate students appreciate **asynchronous courses** that allow them to work at **their own pace and time** period

- D. Perfect for mothers with young children, seniors and **people** with physical disabilities who **cannot commute** every day

- E. The best way to **break geographical borders** and teach students from other countries

- F. Online courses provide **greater work/life balance and flexibility and financial savings** from not having to travel to work

- G. Appropriate for higher education students

- *2. Creative ways of delivering the lessons*

- A. Using the **affordances of the multimedia**, such as sound, image, video and text together

- B. Sharing **power point slides** without experiencing the technical problems of overhead projectors in the physical classes

- C. Sharing the **websites** and **databases** with the students when necessary especially in Master and Doctorate classes.

- It employs **technology** which is the **need of the hour**

- Allowing synchronous and asynchronous **monitoring of students**

- **e-activities** being **more interesting** to students than the previous paper worksheets

Disadvantages

 ◆ *1. Interaction and Communication Problems*

 ◆ A. A friction in interaction pattern

 ◆ B. Lack of real contact

 ◆ C. Teaching crowded classes did not let all students become involved and most often the teacher was the sole speaker

- D. **No eye contact** with students,
- E. you **can't notice** whether they've **understood** what you teach,
- F. you also can't make sure they are **really present** in the class or not

- *2. Discipline Related Problems*

- A. **Absenteeism,**

- B. Students' **engagement with other activities** during the class,

- C. **Lack of concentration**,

- D. Their joining **late** to the class,

- E. And their **leaving the class without permission**

- F. Problem with the **authenticity of the assessments**

- G. Teachers' **Not having full control over** what was happening on the students' side

- H. **Cheating**

I. The students **lost** their **self-discipline** and would even go on a picnic while attending the class

J. some students wouldn't turn on their cameras because they were **joining the class from their beds** in their bed clothes

- ***3. Students' Motivational Problems***

- A. Students being **passive** and silent and not participating in class activities

- B. Students **leaving** their educations, or **taking a break** during the pandemic

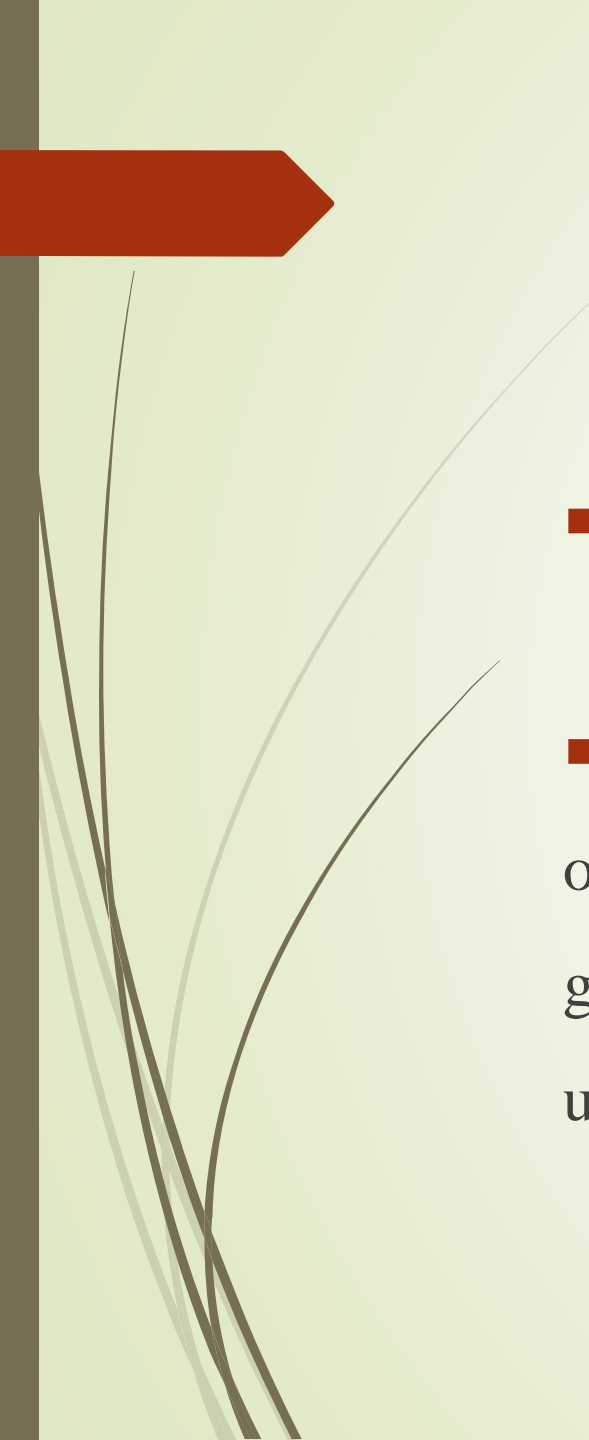- C. **Not taking** the classes very seriously

Teachers' Overall evaluation

- Preferring **face-to-face** teaching
- Finding **adaptation** to the new mode of delivery **difficult**
- Thinking of on-line mode as **commodification of education** ruining the education irreversibly
- Can**not replace** on-site education
- Preferring **hybrid mode**
- **Preferring BLENDED teaching/learning** – just to keep up the **HUMAN** constituent of the process

Discussion, Conclusion and Implications

➡ The results of this study revealed both the **negatives and positives**

of on-line classes.

➡ Although the results are similar to the previous studies, they also

shed light on the issue from **multinational perspective.**

➡ As revolutionary changes are happening in the world, education cannot be an exception.

➡ However, when it comes to education **especial care is required** in order to make better use of technology to motivate the future generation to **gain knowledge** and not be just experts in technology use.

➡ The results of this study has **implications** for **technology designers**

and **manufactures for educational purposes**,

➡ **curriculum designers** and **material developers** to make necessary

adjustments for the new mode of teaching and learning and protect this

important aspect of modern life (education) from any possible threats.

Thank You for Your Patience.