

Faculty of arts, languages and humanities
Department of Education Sciences

Inter-university Laboratory of Education and
Communication Sciences (LISEC – UR 2310)

Thursday, 09 September 2021 - 2:00pm - 3:30pm

Part I of the symposium

*From Conventional to Online Teaching: A Cross-Cultural Perspective on Experiences
of University Teachers in the COVID-19 Lockdown*

From the Coronavirus Related Teaching Situation to Teachers' Professional Development: The Meaning of the Collective Change of Practice

Dominique Kern UHA Mulhouse

Jacques Audran INSA University Strassburg

Elena Makarova University Basel

The title of the chart

1. Objectives and purposes
2. Theoretical framework
3. Methods and modes of inquiry
4. Data sources
5. Results and conclusions
6. Scientific and scholarly significance

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Introduction

- Comparative analysis of qualitative data from the cross-cultural CRTS-Study
- Focus on university teachers' personal positioning related to professional development.
- Covid-19 experience influenced teaching and learning practices.
- Different measures: limited capacity in the rooms, generalized distance learning.
- Learners and teachers were forced to test solutions.
- Uncertainty about future (with or without Covid-19 influence).
- Which experiences will be transferred in the post Covid-19 time?
- Indicators providing guidance on issues related to professional development.
- Assessing the situation for readiness for professional development.
- Results provide indications for the design of the corresponding supporting arrangements.

Objectives and purposes

1. Deepen knowledge about the influence of the COVID-19-related adaptation of university teaching practice during the lockdown.
2. Deepen knowledge about the interaction between:
 - the individual professional development,
 - the development of collective practices.
3. Identify (if applicable) typical positioning towards change in pedagogical practice.
4. Generate knowledge about university teachers' strengths and weaknesses in order to build support systems (training)
5. Advance theory-building concerning the nexus between practice and teachers' professional development.

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Theoretical framework

- Complexity and no paradigm about evolution (development) in organization and practice at universities (Charlier & Lambert, 2020):
 - Faculty and Academic Development;
 - Professional Development.
- Internationalization of higher education (Korhonen & Weil, 2016, p. 50).
- Definitions of professional development of teachers (Lameul et al., 2014, p. 102)
- Learning innovation (Salmon, 2014).
- Competences (skills) (Roberts & Bezuidenhout, 2017):
 - Information technology
 - Written communication
 - Subject knowledge
 - Pedagogical knowledge
 - Social support and interaction

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Methods and modes of inquiry

- Epistemological approach for analyze:
Ethnomethodology (Garfinkel, 1960, 2002).
 - understand the (declared) behaviors in the context (pandemics, pedagogical innovation, professional development, faculty development)
- Operational procedure of qualitative analysis of text-data (open questions from the survey) with Atlas.ti:
 1. identification of relevant text-units;
 2. assignment to categories
 3. frequency observation, comparative vertical and horizontal analysis;
 4. presentation of the results, critical analysis of results in research-team and interpretation.

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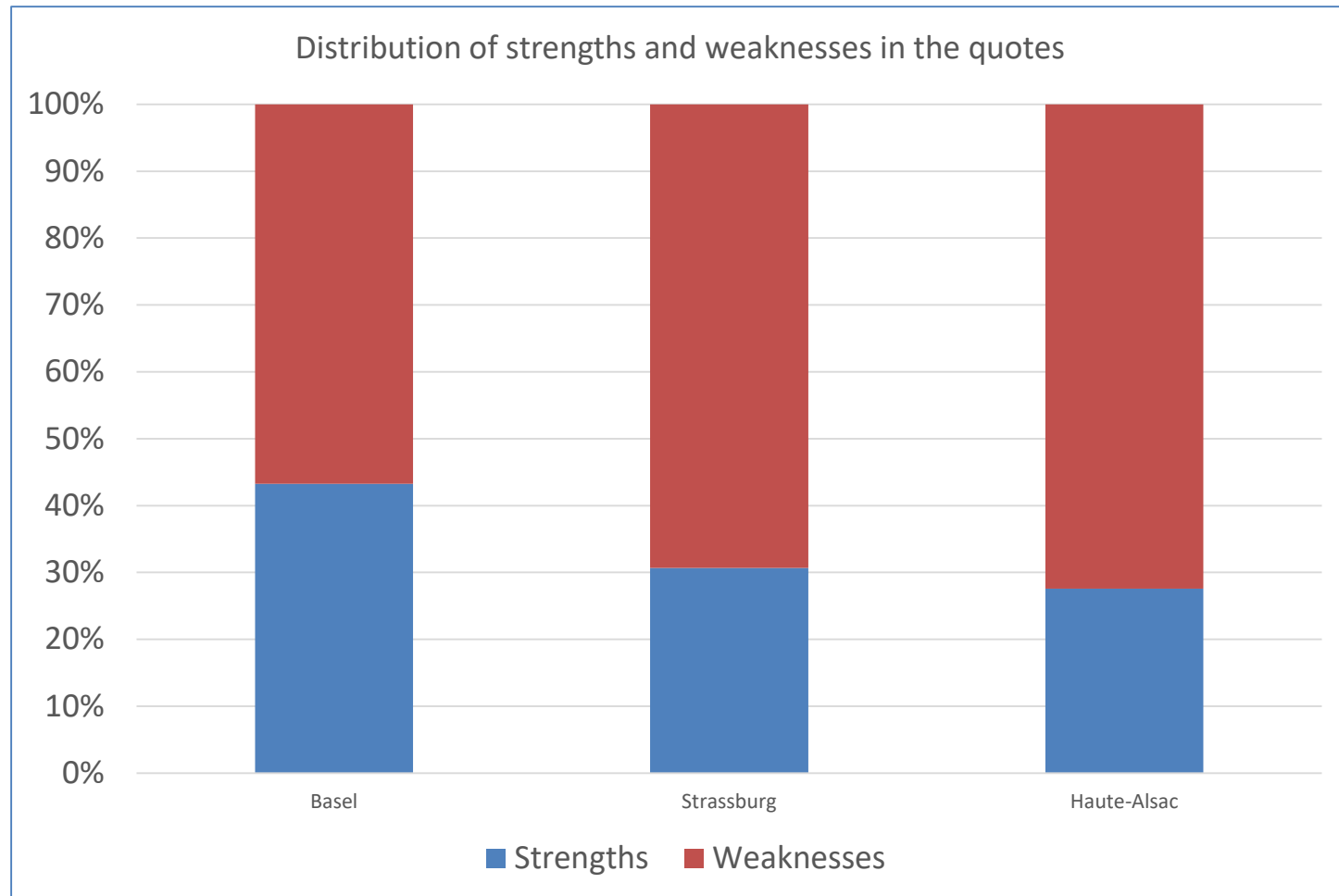
Data sources

- Cross-cultural CRTS-Study (Coronavirus Related Teaching Situation) originating from the survey with lecturers at universities in France and Switzerland.
- Raw data:
 - University Basel N=162 (45% with comments **N=89**)
 - University Strassburg N=360 (51% **N=185**)
 - University of Haute Alsace N=44 (64% **N=28**)

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Results and conclusions

... Before the systematic results ... a (probably) anecdotal observation



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1. Deepen knowledge about the influence of the COVID-19-related adaptation of university teaching practice during the lockdown.

=> Confirmation of the great effort of some lecturers (not quantifiable in this analyze):

- 361:1 self-produced videos filmed and edited by myself (to replace the practical work that was cancelled)
- 360:1 It's going to be a huge effort [...] I have to do this in a very short time [...] and I'm going to be on my own [...] a lot of effort to completely change an entire seminar concept; however, it also has positive aspects, e.g., I feel the self-efficacy of both me as a lecturer and the students has been strengthened.

=> Confirmation of the need for sustain (not always satisfactory):

- 556:4 The technical services are supportive, for example by providing us with new tools: BBB on Moodle. I didn't really get any support from my management... but what could have been their role?

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2. Deepen knowledge about interaction of the individual professional development and the development of collective practices.

=> **Mostly not satisfactory due to the lack of organizational dispositions.**

- 612:2 Crisis management of the pedagogy and objectives has left teachers out on their own and has not promoted collaboration between teachers.
- 551:4 the technological and administrative relay remains to be put in place. it is a question of asking ourselves if the current administrative management tools, which are part of the techno structure, could not serve the pedagogical impetus, in the image of the flexibility experienced in COVID, rather than constrain it by drowning in the administrative time necessary for the conception of the lessons.
- 437:1 Too much work, without teaching assistant, and no help from the institution [...], for a very frustrating experience. Teaching is not teaching without contact with the students. I had NO SUPPORT from the academic institution. I would have needed a technical and material support.
- 73:4 ... that this is expected of me is frustrating, especially since the high intrinsic motivation is also poorly valued by the university, but rather taken for granted.

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3. Identify (if applicable) typical positioning towards change in pedagogical practice.

⇒ Two ideal type positioning vis-à-vis adaptation:

▪ Skeptical

- 565:1 It's hard to keep in touch with the students [...]. I use Zoom, Skype and the phone extensively to keep in touch, but nothing beats face-to-face work. Teaching via video conferencing is a stopgap measure to deal with emergencies.

▪ Open-minded

- 602:1 My analog teaching concept (interactive moderations by students, texts and written exercises [...]) could easily be transferred one-to-one to the new Zoom situation.

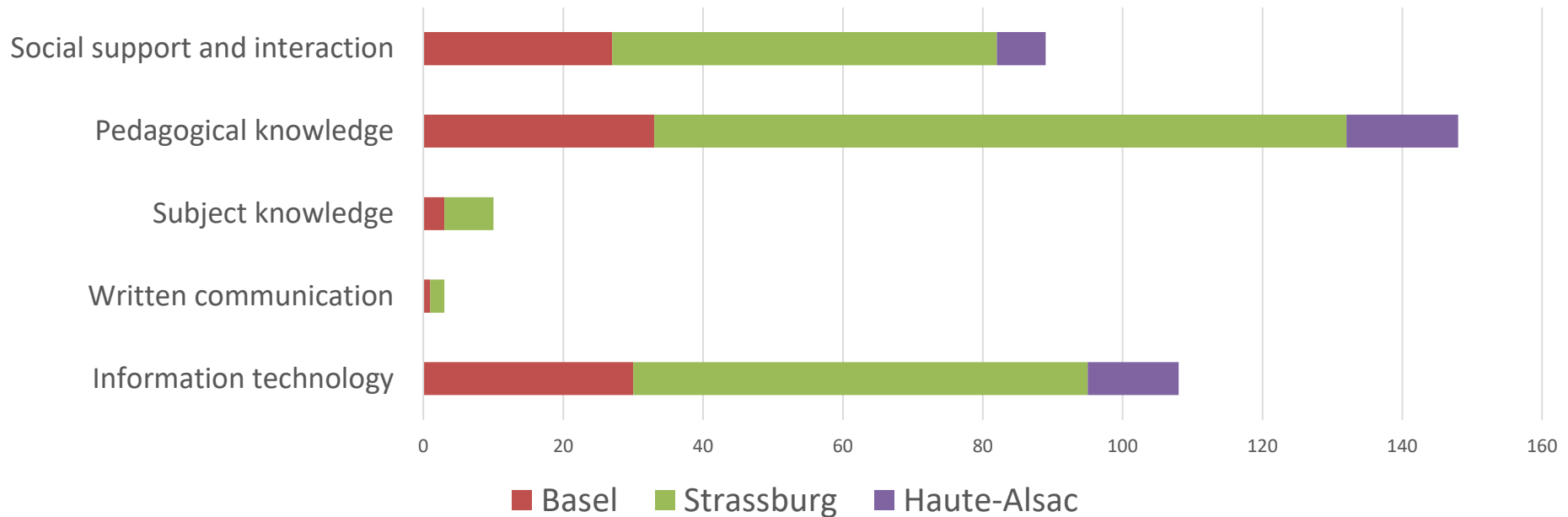
⇒ Numerous shades between

- 616:3 I'm also taking something positive out of it (although it's time-consuming) because videoconferencing has allowed me to better target certain lessons (e.g. oral pronunciation) + much more individualized teaching because there are no more exchanges of emails (e.g. correction of papers).
- 583:4 Online course is not a replacement of face to face lessons, but it can... PDFMailer55160039 Online course is not a replacement of face to face lessons, but it can be a plus. I had the chance to organize a lesson with a colleague who lives in another country, I have the possibility of not losing lessons if I am in another country. Online tools are always useful but never enough.

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4. Generate knowledge about university teachers' strengths and weaknesses in order to build support systems (training)

Occurrences of citations for the five competencies



- **Recognized and accepted as important:** “Pedagogical knowledge”, “information technology” and “Social support and interaction”.
- **For support system planning: pay attention to** “Subject knowledge” and “written communication”.

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Scientific and scholarly significance

Advance theory-building concerning the nexus between practice and the professional development of teachers.

- **Internationalization** of higher education (Korhonen & Weil, 2016, p. 50)
=> Almost **no explicit mention** of the international context of higher education learning in the quotes.
- Definitions of **professional development** (Lameul et al., 2014, p. 102)
=> professional development recognized by teachers for themselves but not by the “professional community in which the person is actively involved”.
- Large absence of “contextual and professional elements (methods of collaboration with colleagues, organization of the institution, etc.)”.
- **Learning innovation** (Salmon, 2014)
=> If the appropriate competencies are not available, innovation seems depending on institutional requirements.

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Thank you for your attention!