

Higher Education Teaching Delivery: challenges and opportunities

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Background

- Pre-COVID-19 practices in higher education
 - brick-mortar classroom.
 - Traditional practices

During Outbreak:

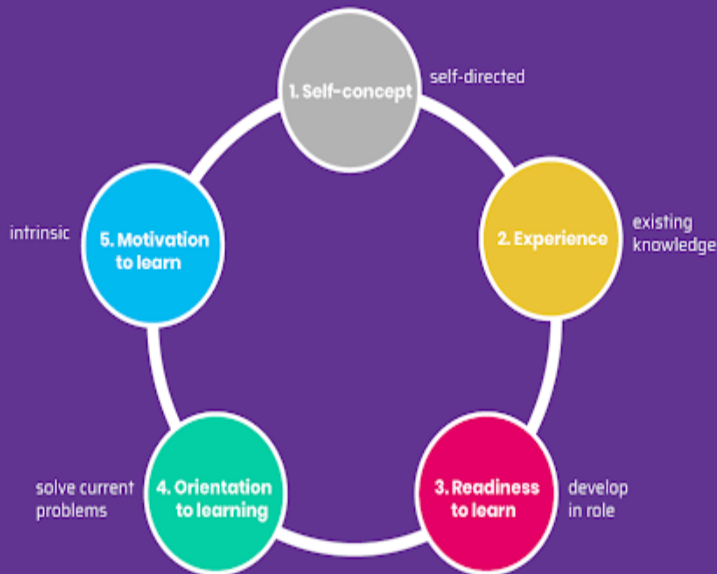
- Forced online learning
- Forced online teaching
- Virtual culture



Literature

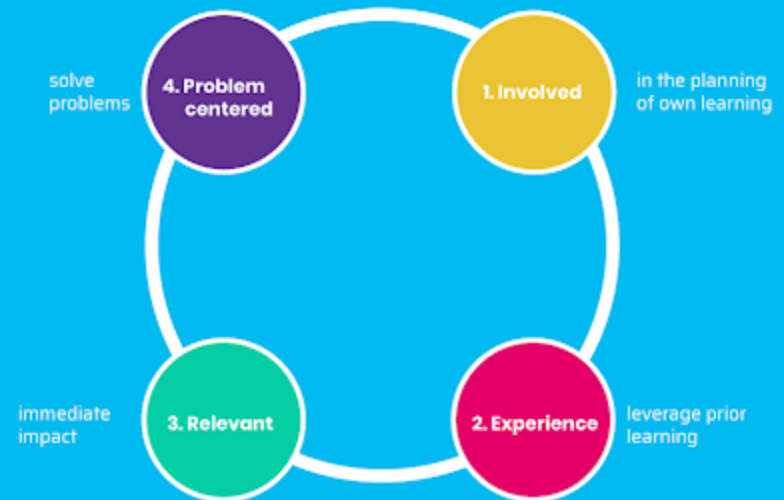
- The Adult Learning Theory - Andragogy
 - 4 principles. (Knowles, 1980, 1984).
 - 5 assumptions of adult learners.

5 assumptions of adult learners



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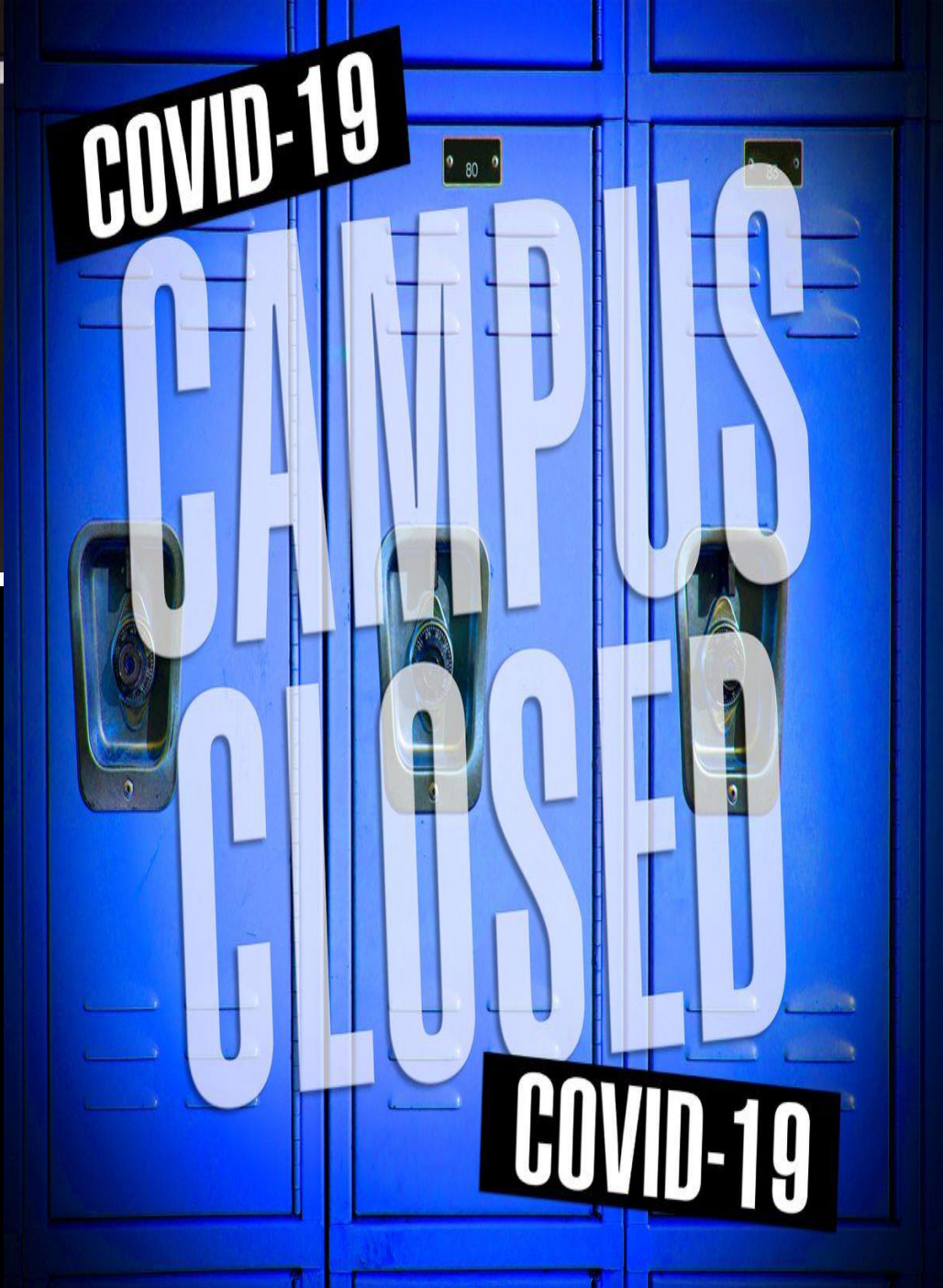
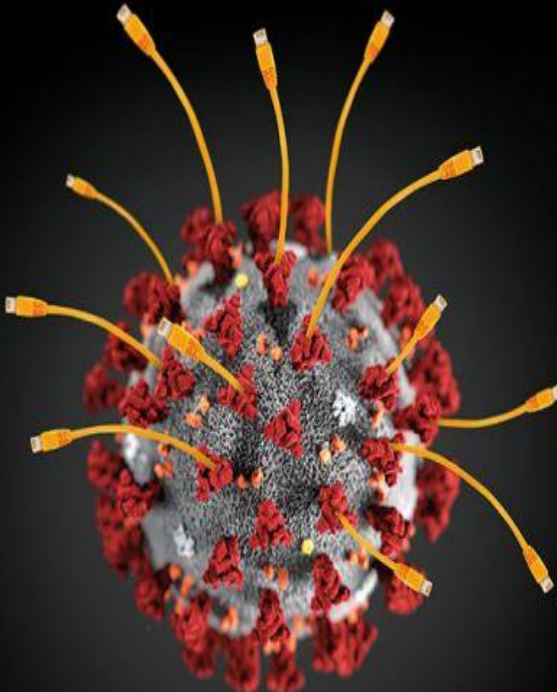
4 andragogic principles



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The Five Phases of ADDIE

	Analyze	Design	Develop	Implement	Evaluate
Objective	<i>Identify the problem and the learning requirements</i>	<i>Define the learning objectives and the instructional strategies</i>	<i>Develop and validate the learning resources</i>	<i>Prepare the learning environment and implement the learning solution</i>	<i>Assess the effectiveness of the course instructions</i>
Activities	<ul style="list-style-type: none"> ▪ Identify the problem ▪ Conduct learning needs analysis ▪ Finalize learning requirements 	<ul style="list-style-type: none"> ▪ Define course purpose and learning objectives ▪ Plan course structure and contents ▪ Plan instructional strategy 	<ul style="list-style-type: none"> ▪ Develop course materials ▪ Develop learning activities ▪ Finalize course materials 	<ul style="list-style-type: none"> ▪ Pilot course in actual learning environment ▪ Assess adequacy and refine instructions ▪ Release and maintain course 	<ul style="list-style-type: none"> ▪ Assess learning effectiveness ▪ Interpret course evaluation results ▪ Improve instructional strategy and course materials



Method: Qualitative Research

- Conducted with 18 faculty members employed in private sector organizations.
- Content analysis was done from the transcripts and themes; coding categories were developed.
- Participation in the study was voluntary and was done through informed consent.

Participants

- PhD holders
- Professor and Associate positions
- 37-50 years
- 12 male and 6 female faculty members
- MBA department



Research Questions

- What are the learning requirements in online mode?
- How did you prepare the contents ?
- How did you deliver the course?
- What were the challenges you had faced?
- What were the positive learning aspects?
- How was evaluation done for the course ?



Content Analysis

- Semi-structured interviews.
- Coding categories were created directly from the responses obtained,
- Conventional content analysis was done using a deductive and inductive approach following the iterative approach (Kondracki Wellman & Amundson, 2002).
- Responses were categorized under different codes.
- More coding schemes were generated as the transcripts were scanned, and initial codes were created based on the interviews conducted utilizing a constant comparison to oversee the differences and commonalities in the interview sessions.

CODING CATEGORY	CODES	DESCRIPTION	EXAMPLE QUOTES
Analysis			
Learning objectives	objectives	What Learning objectives to achieve	“ Writing objectives for online learning is quite different”.
Student Needs	Requirements	What actually needs to be transferred	“ Tricky to pen down the student needs in such a virtual context”/ “Needs Tweaking..”
Content preparation	Design	Design and development of the contents	
Assessment pacing	Timing	Timing of Assessment	“ the pacing of assessment had taken longer than previously planned”/ “ there were mixed responses”
Customized content	Contents for online sessions	The elements of the contents	“ Had to re-design the core contents”/ “ The physical activities had to be cancelled... only those

CODING CATEGORY	CODE	DESCRIPTION	EXAMPLE QUOTES
Issues			
Internet connectivity	Internet	The band with during session	“ There are regular internet problems during sessions”.
Unfamiliarity	Confidence and well-versed in usage	Whether faculty had been elaborately trained	“Suddenly the COVID-19 outbreak made me forcefully take online classes, did not get enough time to be trained”.
Class-control	Conduct	The quality of class control	“ I am not confident about the same degree of control I exert in physical classrooms”.
Observation and response	Monitoring Feedback	Whether students can be properly monitored and the effectiveness of the	“ Sometimes, students are not in video-mode”/ “ My focus is in my class



- Program design and pedagogy needs different approach
- Digital learning cannot replace social learning.
- Design for crisis in higher education
- Evaluation and assessments difficult.



SUGGESTION

- Faculty members are now digital migrants, have to be trained.
- Movement from Pedagogy and Androgogy.
- Efficient teaching & learning model-blended
- Online and offline
- Up gradation of technology infrastructure.

Future Research Implications

- Quantitative research on impact of digital tools on faculty performance.
- Student perception and feedback of online classes.
- New curriculum design & development.

Thank you