



TEACHERS' WELL-BEING AND WORK ENJOYMENT IN ONLINE EDUCATION

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ESHPM PRE-MASTER

- 80-90 students
- During COVID good results
- Since 2022 option for online track
 - 2022-2023 4 courses
 - 2023-2024 all courses
- Support CLI and Risbo

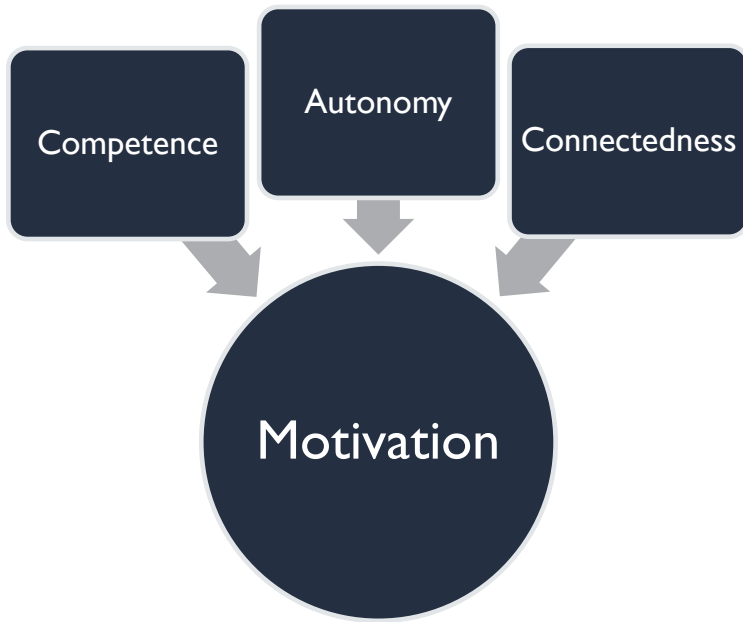
- However: concerns from teachers

THE PROBLEM

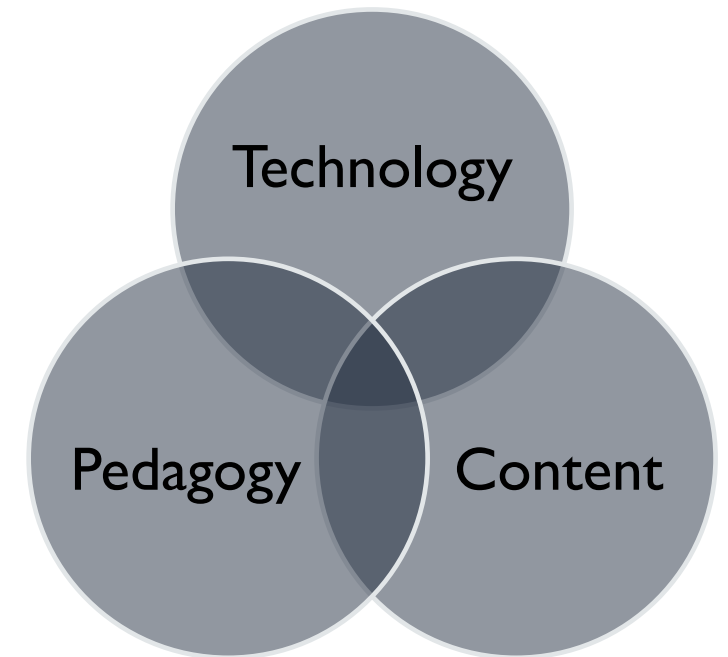
- Online education ↑
 - Many challenges
 - Technological barriers
 - Academic dishonesty
 - Insufficient resources
 - Lack of online competencies
- Teacher motivation and well-being ↓



SELF-DETERMINATION THEORY



TPACK MODEL



PROPOSED SOLUTIONS CLI FELLOWSHIP

1. Generate knowledge about online and blended education with a focus on facilitating connection between students and teachers.



2. Facilitate informal dissemination of online teaching skills between teachers to build confidence while also providing a community that gives a sense of belonging.



RESEARCH QUESTIONS

1

What are teachers' knowledge, fears, and hopes about online education?

2

How do teachers currently share educational knowledge with their peers at ESHPM?

3

Which online teaching activities help online teachers connect to their students?

4

How can low-key, seamless opportunities for shared learning between teachers be facilitated?

5

What is the effectiveness of the identified interventions?



WHAT ARE EFFECTIVE WAYS TO INCREASE TEACHERS' MOTIVATION AND WELL-BEING IN THE CONTEXT OF ONLINE EDUCATION?

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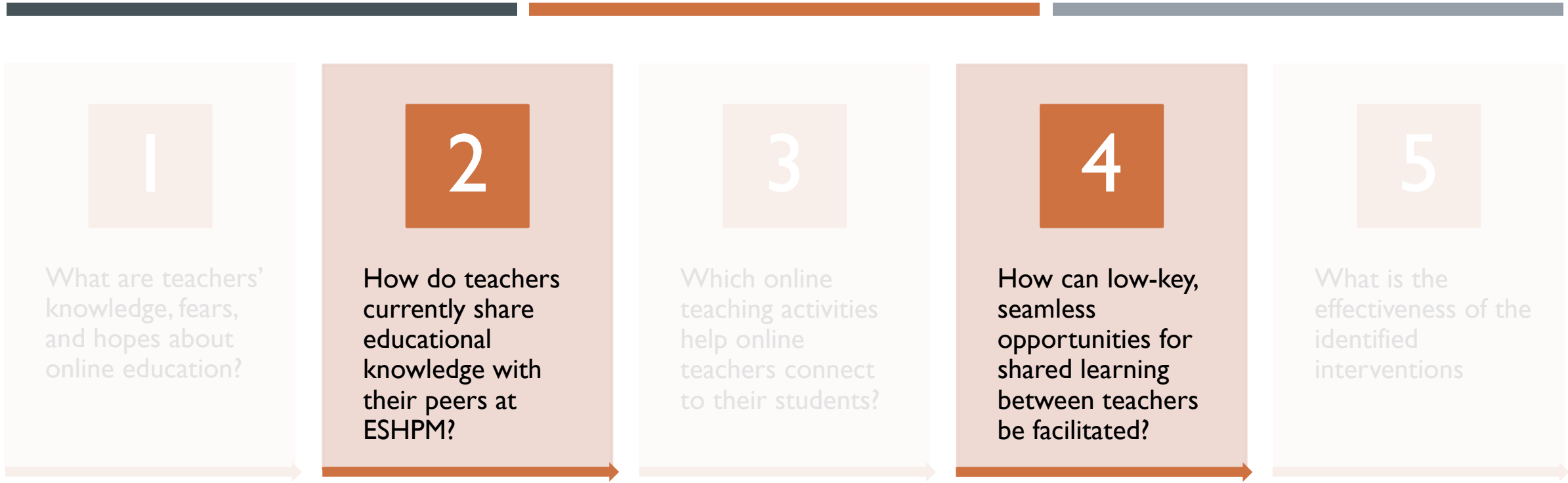
4

How can low-key, seamless opportunities for shared learning between teachers be facilitated?

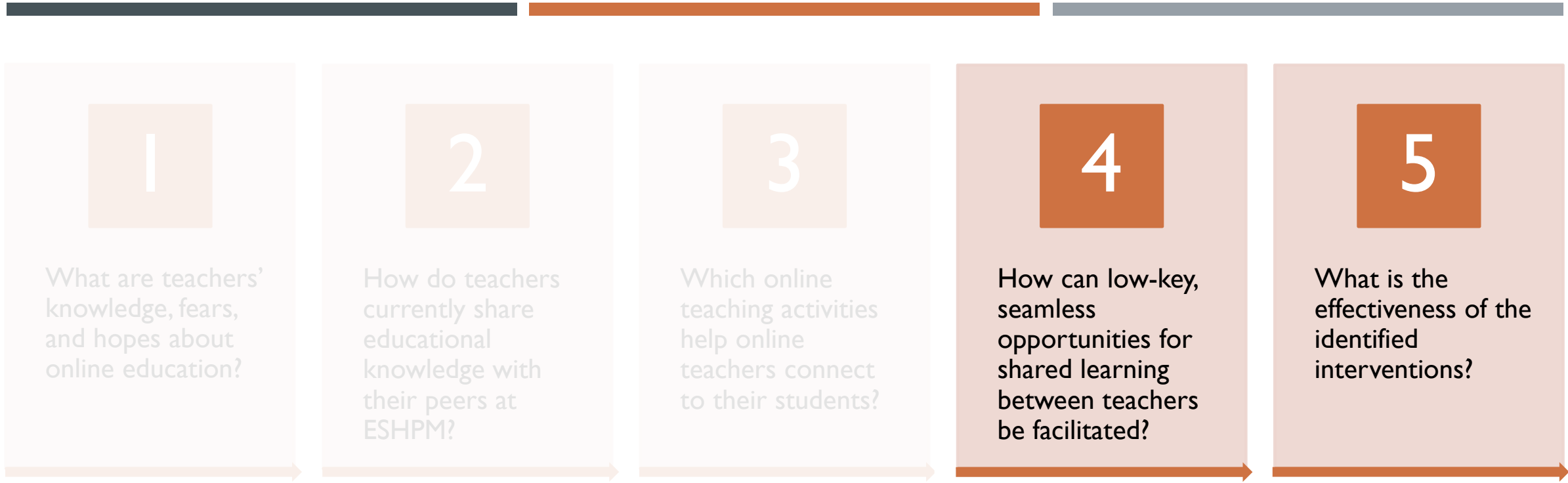
5

What is the effectiveness of the identified interventions

FOCUS GROUPS & INTERVIEWS



ESHPM-WIDE SURVEY



CONTINUOUS IMPROVEMENT

INTERVIEWS & FOCUS GROUPS (2022-2023)

Interviews (n=15)

Tutors & coordinators with online experience

- 7 ESHPM pre-master
- 4 from other schools at EUR
- 4 previously conducted CLI interviews

Focus groups (n=4)

ESHPM teachers

- 5 teachers per focus group
- 2 with junior teachers, 2 with senior teachers
- Diversity in terms of experience, department, gender

1 What are teachers' knowledge, fears, and hopes about online education?

2 How do teachers currently share educational knowledge with their peers at ESHPM?

3 Which online teaching activities help online teachers connect to their students?

EXPERIENCES & EXPECTATIONS

Negative aspects of online education

- Less energy and satisfaction
- Less personal/informal connection with students and colleagues
- Less insight into progress
- Less engaged students
- Workload (preparing courses)
- Change in teacher identity
- Students' dissatisfaction

Required skills and knowledge

- Create interaction/engagement
- Share enthusiasm
- Time management
- Monitoring progress
- Balance between structure and informal moments

Positive aspects of online education

- Allows for creativity
- More efficient
- Less paperwork (exams)

Barriers

- Time constraints

Facilitators

- Autonomy (but not too much)
- Sharing insights with colleagues
- (Technical) support

TOOLS AND ACTIVITIES

Tools

Knowledge transfer

- Digital smart board
- Share screen
- Polls and quizzes
- Knowledge clips and animation videos
- Podcast

Connection

- Chat function
- Break out rooms
- Miro, Stormboard, PowerPoint editor
- Polls
- Emojis to describe mood
- Discussion forum
- FeedbackFruits

Activities

Knowledge transfer

- Keeping it short and varied
- Communicating clearly and providing structure (e.g. timepath of the lesson)
- Prompting engagement (e.g. PowerPoint during Q&A, Polls)

Connection

- Openness (e.g. telling a personal story)
- Icebreaker activities
- Collaborative tools
- Leaving space for questions and informal moments
- Working in small groups
- Physical meeting

KNOWLEDGE SHARING

Preconditions

- Willingness to learn, apply and share skills
- Positive climate

Strategies to acquire skills, learn new ideas/knowledge

- Faculty knowledge base
- University knowledge base
- Learning from experience of other universities

Strategies to apply skills (learn while doing, gain experience)

- Need for guidance in specific educational strategies to use
- Space for experimentation provided by a course coordinator
- Learning from feedback from students and coordinator

Strategies to share skills

- Sharing real-life experiences
- Need for more structural, faculty-wide knowledge sharing infrastructure
- Need for culture more open towards online education

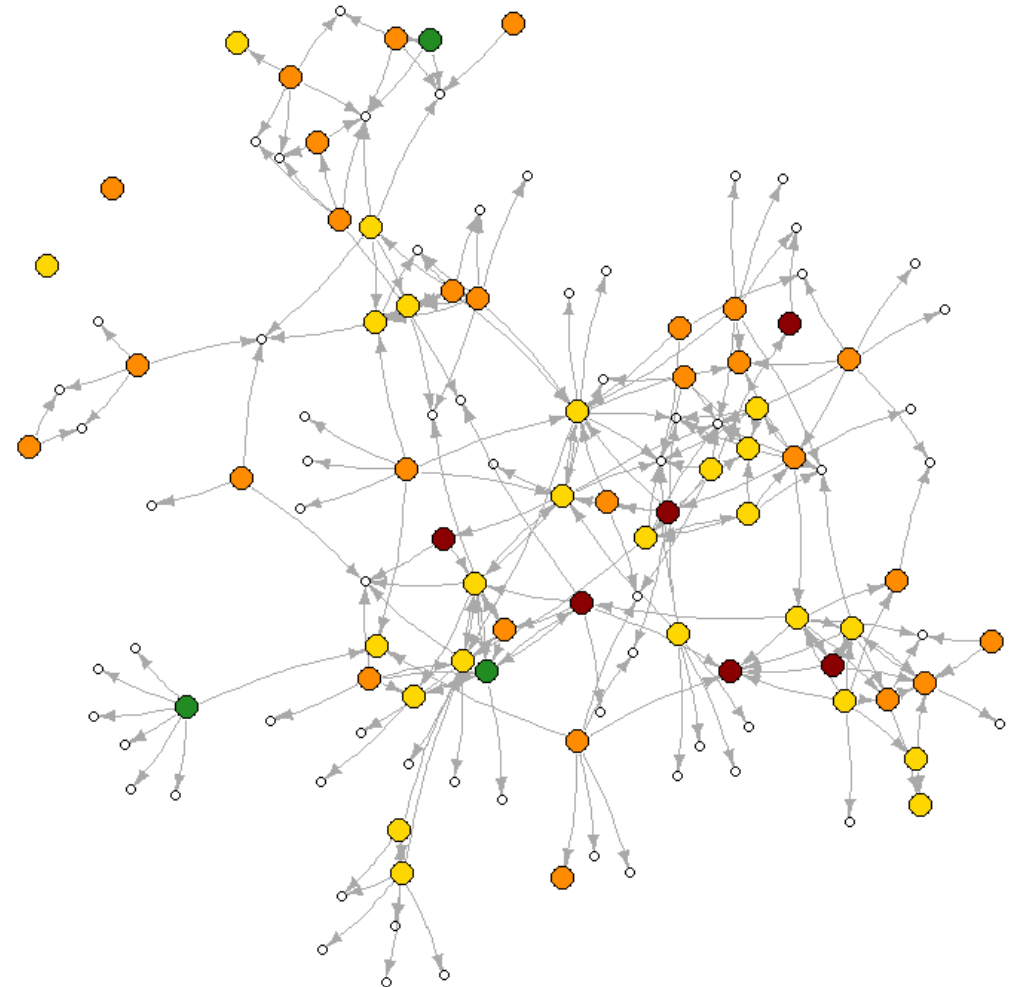
ESHPM survey

Faculty readiness for online teaching ¹

Educational skills ²

Institutional support ³

Social network ⁴



¹CUTRI ET AL. *DISTANCE EDUCATION* (2020); ²NIESS. *J EDUCATIONAL COMPUTING RESEARCH* (2011); PASSEY. *EDUC SCI* (2021); ³MARTIN. *ERIC* (2019) 3; ⁴VALENTE. *PLOS ONE* (2015); RYYMIN ET AL. *INTERNATIONAL JOURNAL FOR CROSS-DICIPLINARY SUBJECTS IN EDUCATION* (2016)

RECRUITMENT

- All teachers on Canvas with ESHPM email address (n=188)
- 3 invites June – August 2023
- 69 (37%) responded, 60 (32%) finished

Characteristic (n = 69)	Summary statistics
Age - mean (SD)	37.8 (11)
Gender - n (%)	
Female	33 (48)
Male	26 (38)
Role - n (%)	
Full professor	8 (12)
Associate professor	9 (13)
Assistant professor	17 (25)
PhD Student	27 (39)
Tutor	4 (6)
Other	4 (6)
Teaching role - n (%)	
Coordinator	33 (48)
Lectures	34 (49)
Tutor groups	57 (83)
Thesis/internship supervision	47 (68)
Other	3 (4)
Years teaching experience - mean (SD)	10.9 (10)
Years online teaching experience - mean (SD)	2.9 (1.7)

RESULTS

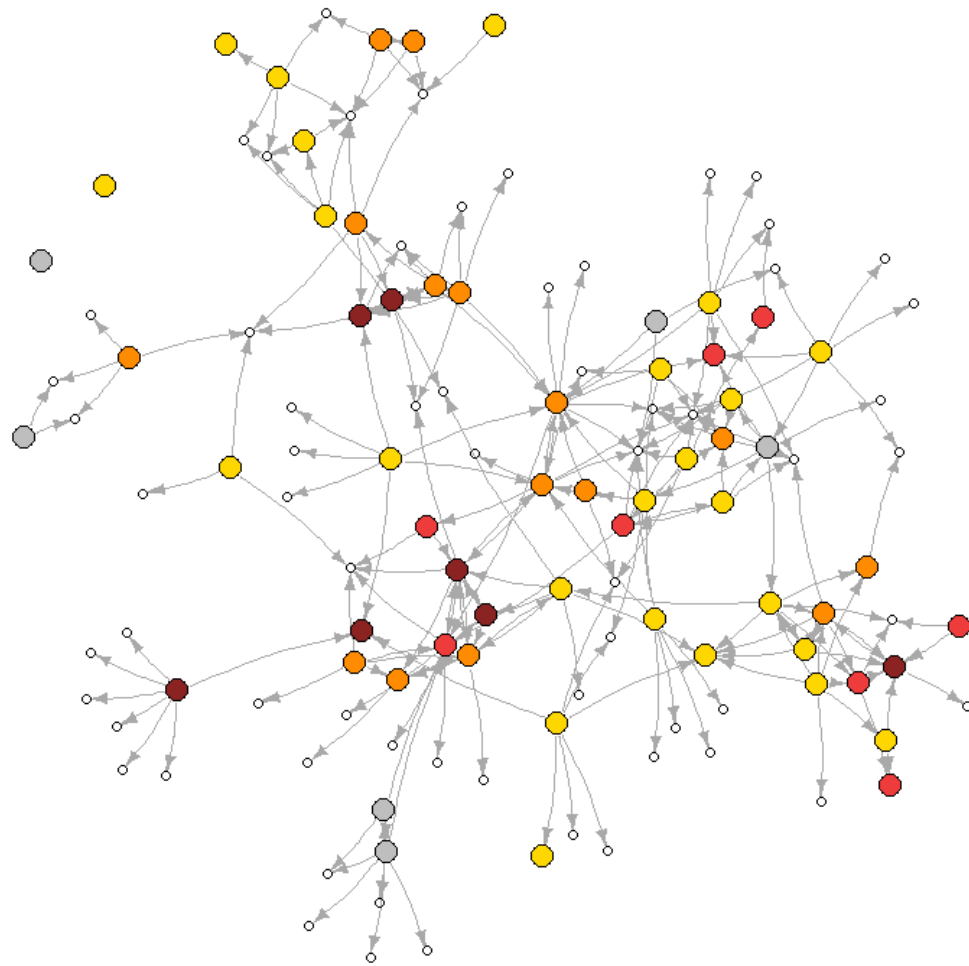
Scores (scale 1-5)	Mean (SD)
Readiness for online teaching	3.33 (0.38)
Institutional support	2.61 (0.61)
Knowledge (TPACK)	2.93 (0.66)
- technological-content	3.02 (0.7)
- technological-pedagogical	2.91 (0.71)
- technological-pedagogical-content	2.88 (0.71)

Predictors for readiness	Coeff	P-value
Teaching experience (yrs)	0.01	0.31
Online teaching experience (yrs)	0.06	0.05
Teaching knowledge (TPACK)	0.24	0.00
Institutional support	0.07	0.37

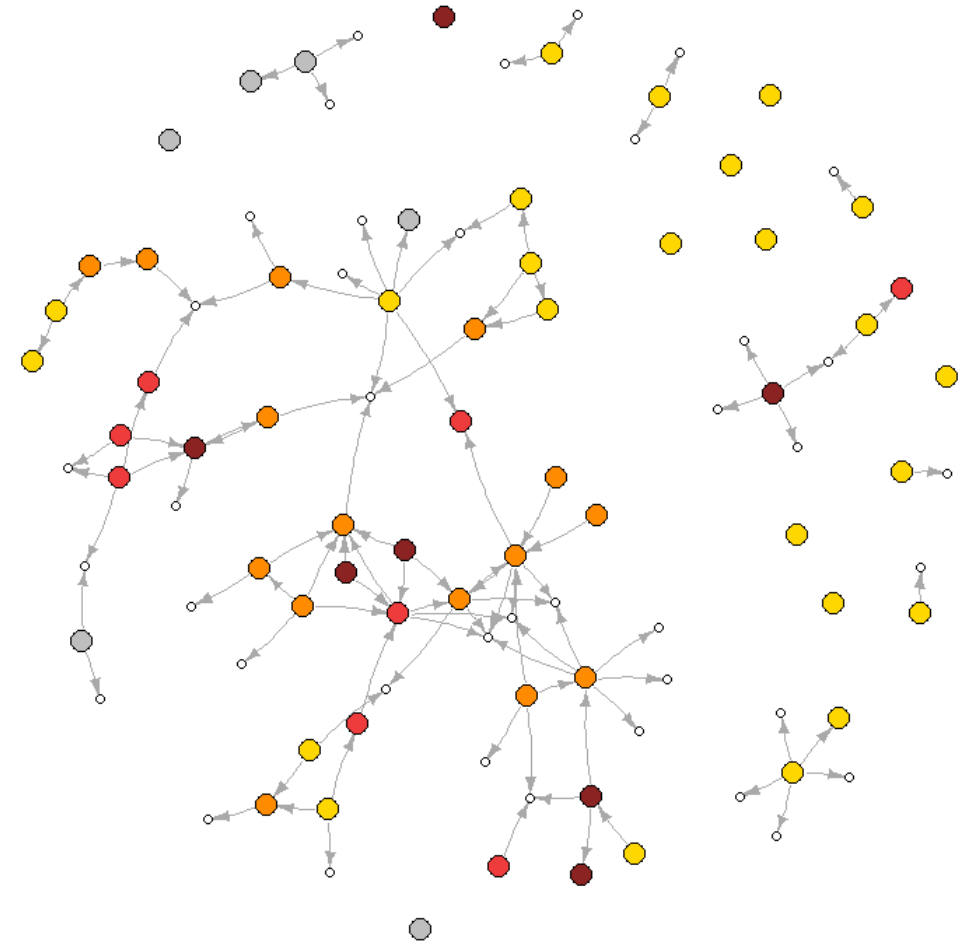
Predictors for knowledge	Coeff	P-value
Teaching experience (yrs)	0.01	0.21
Online teaching experience (yrs)	0.12	0.01

SOCIAL NETWORK ANALYSIS

General advice



Technological advice



- Full professor
- Associate professor
- Assistant professor
- PhD student
- Other

ASKING FOR ADVICE

	General advice		Technical advice		Pedagogical advice		Content advice	
N nomination – median (IQR)	4 (2 - 6)		1 (0 - 2)		1 (0 - 2)		1 (0 - 2)	
	Coeff	P-value	Coeff	P-value	Coeff	P-value	Coeff	P-value
Asked for advice (y/n)	-0.01	0.96	0.29	0.13	0.38	0.03	0.09	0.60
N asked for advice	0.04	0.24	0.05	0.37	0.07	0.23	0.00	0.95
N given advice	0.07	0.10	0.15	0.05	0.12	0.12	0.19	0.01

Continuous improvement



Canvas page



Coordinator training



Peer-meeting tutors



Freedom to choose



Time to develop



Speed-dating event

CONCLUSIONS

- Online skills different from 'traditional' teaching skills
- A major determinant for teachers' readiness for change

- Peer experiences a valuable source of knowledge and inspiration
- Need for time and space to adapt, implement and experiment
- Balance between autonomy and support

- Having someone you can ask for help associated with more knowledge



THANK YOU!

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