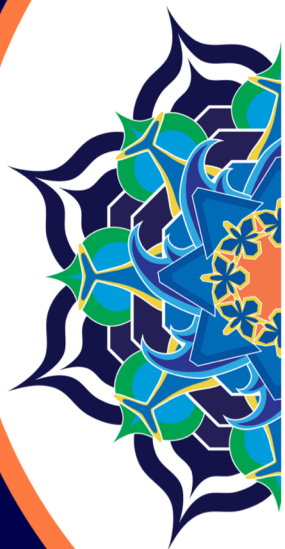


At a low tide... or what teachers took away from their distance education experience



29th ICDE World Conference
Costa Rica, 2023

**Joining Hands in Peace
for the Futures of Education**



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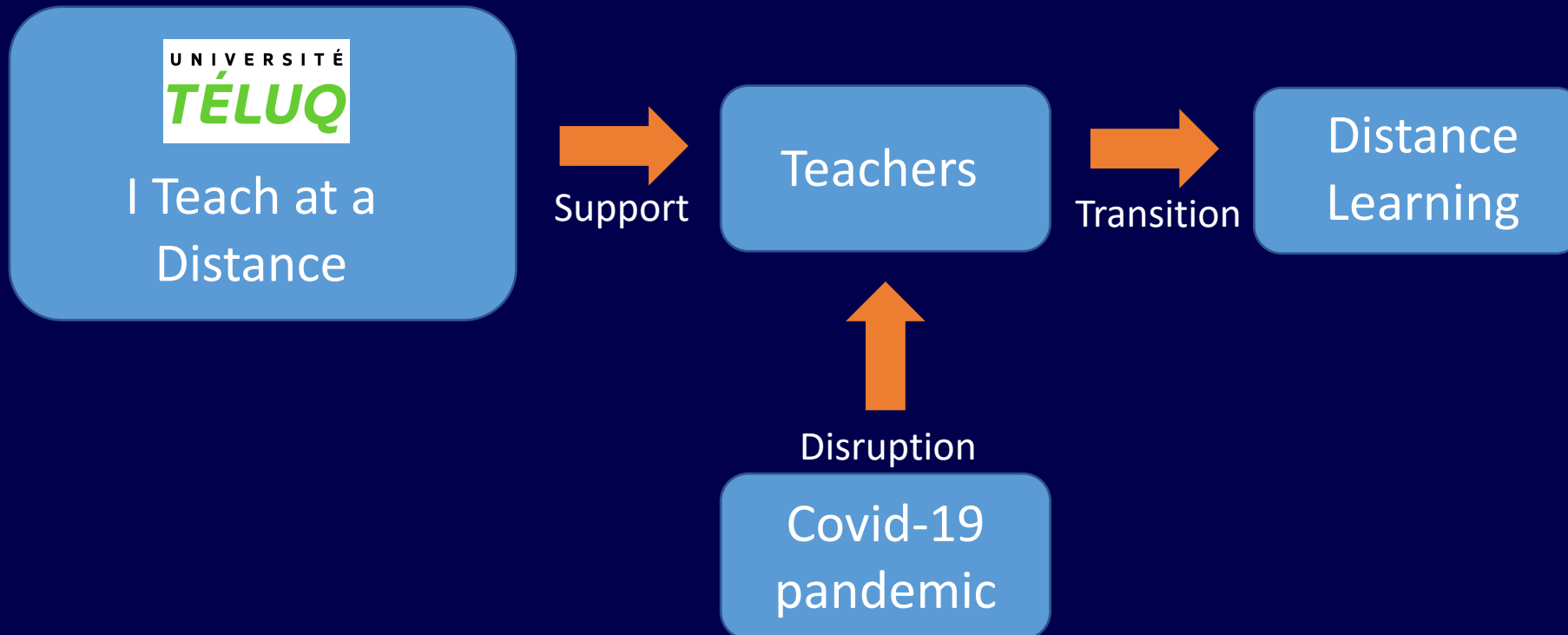
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Agenda

- Background
- What is it?
- The survey
- The outcome
- Changes in practice



Background



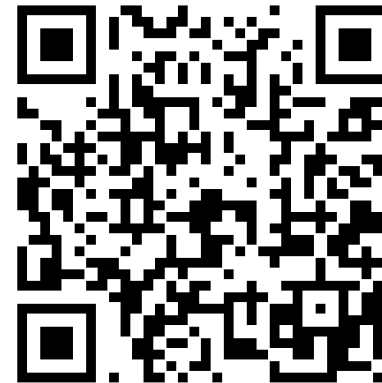
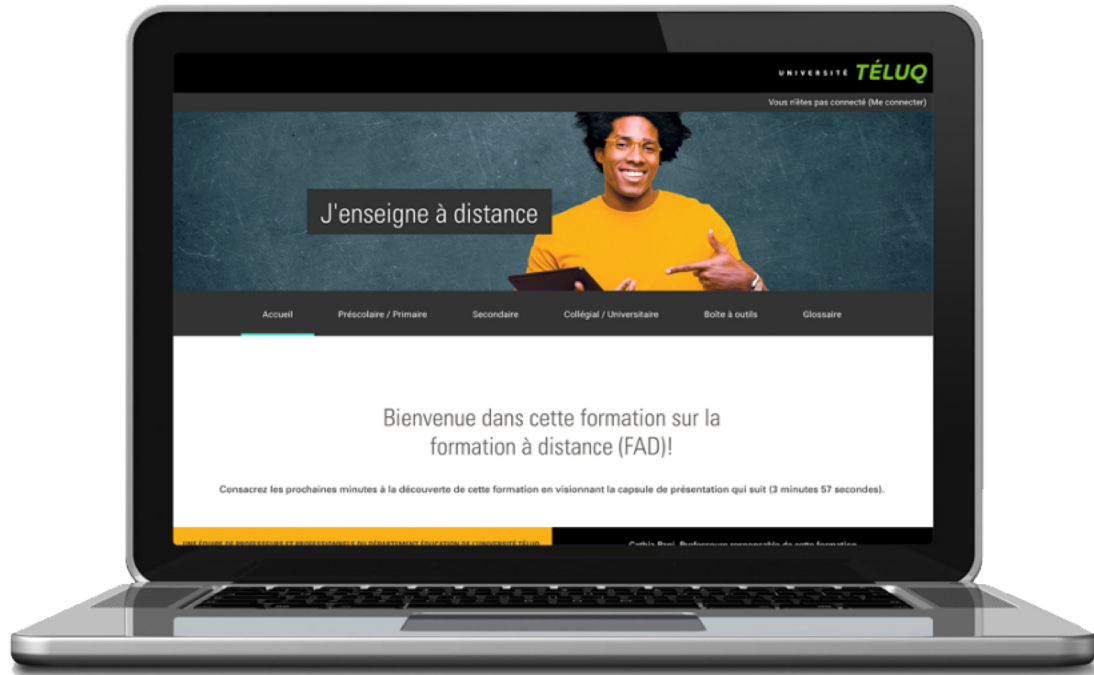
What is it?

Support

Disseminate

Adapt

Evaluate



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The Participants

81.9% Are over 40 years old

73.3% Are women

53.2% Had 20 or more years teaching experience

11.8% Had more than 30 years teaching experience



Teaching primary/secondary 60.3%

Teaching college 27.9%

Teaching universities 11.8%

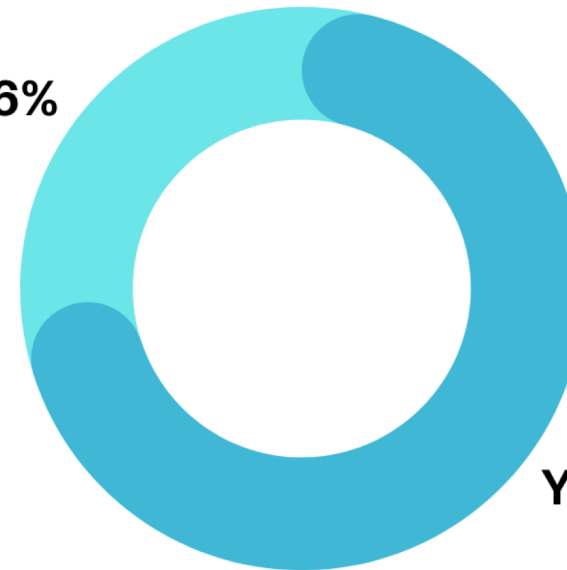


Has their teaching method changed?

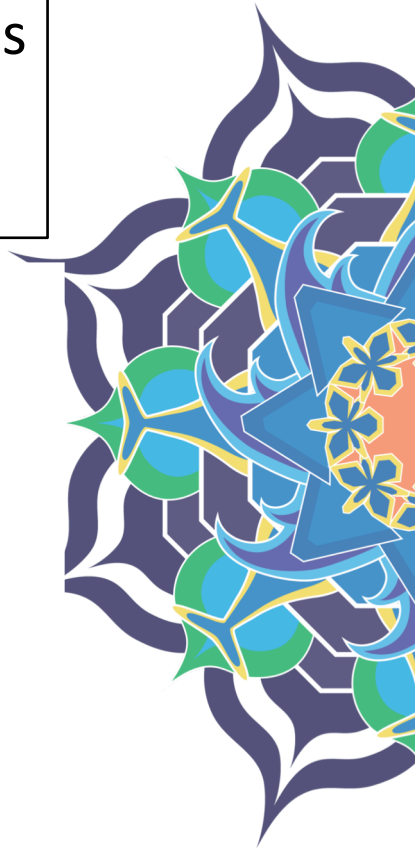
- The majority have returned to face-to-face teaching (374; 78.6%)
- There has been an increase in distance learning and hybrid courses, particularly for colleges (100% increase) and universities (300% increase)

Is your teaching method the same as before the COVID-19 pandemic in 2020?

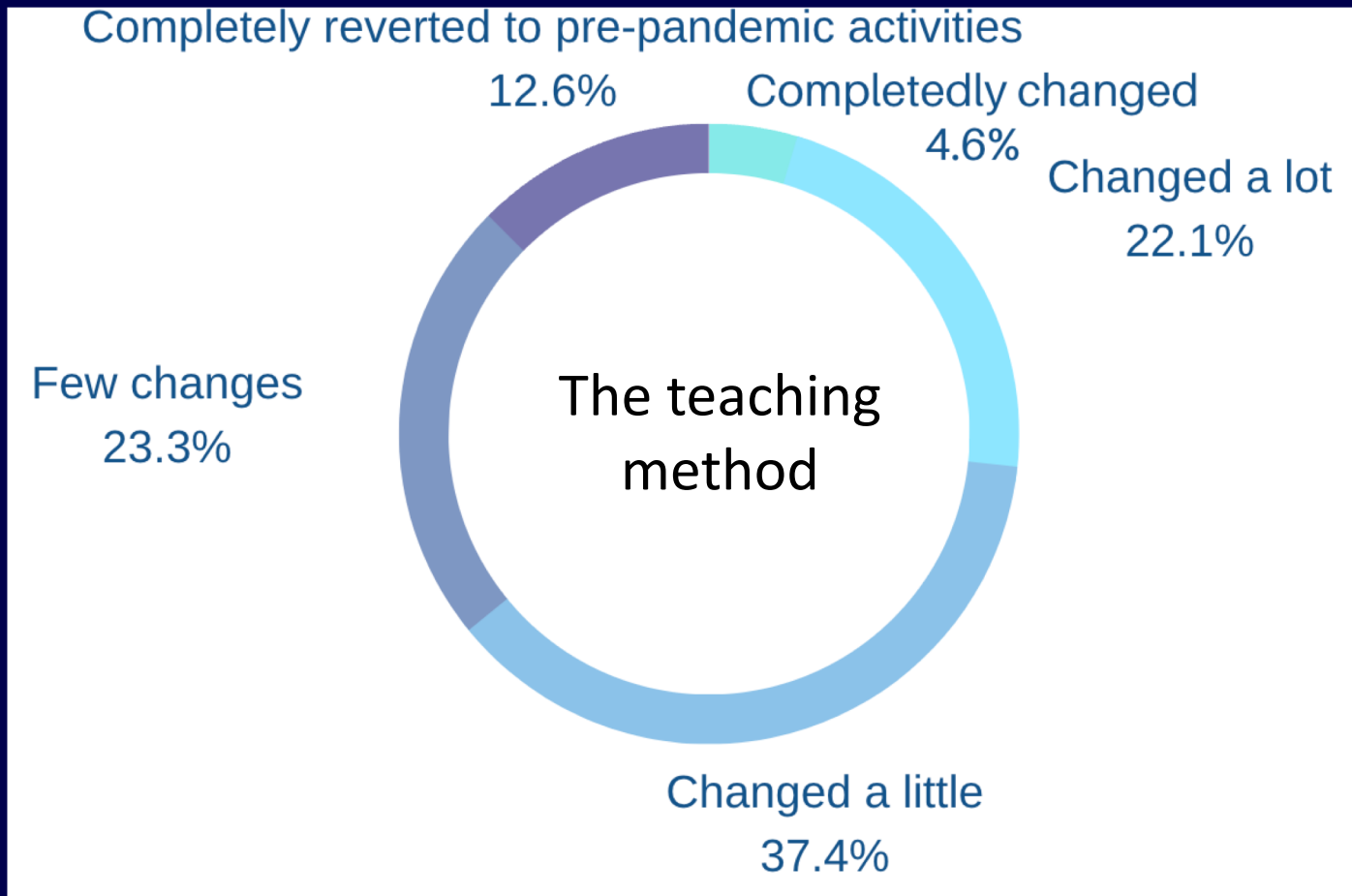
No: 26%



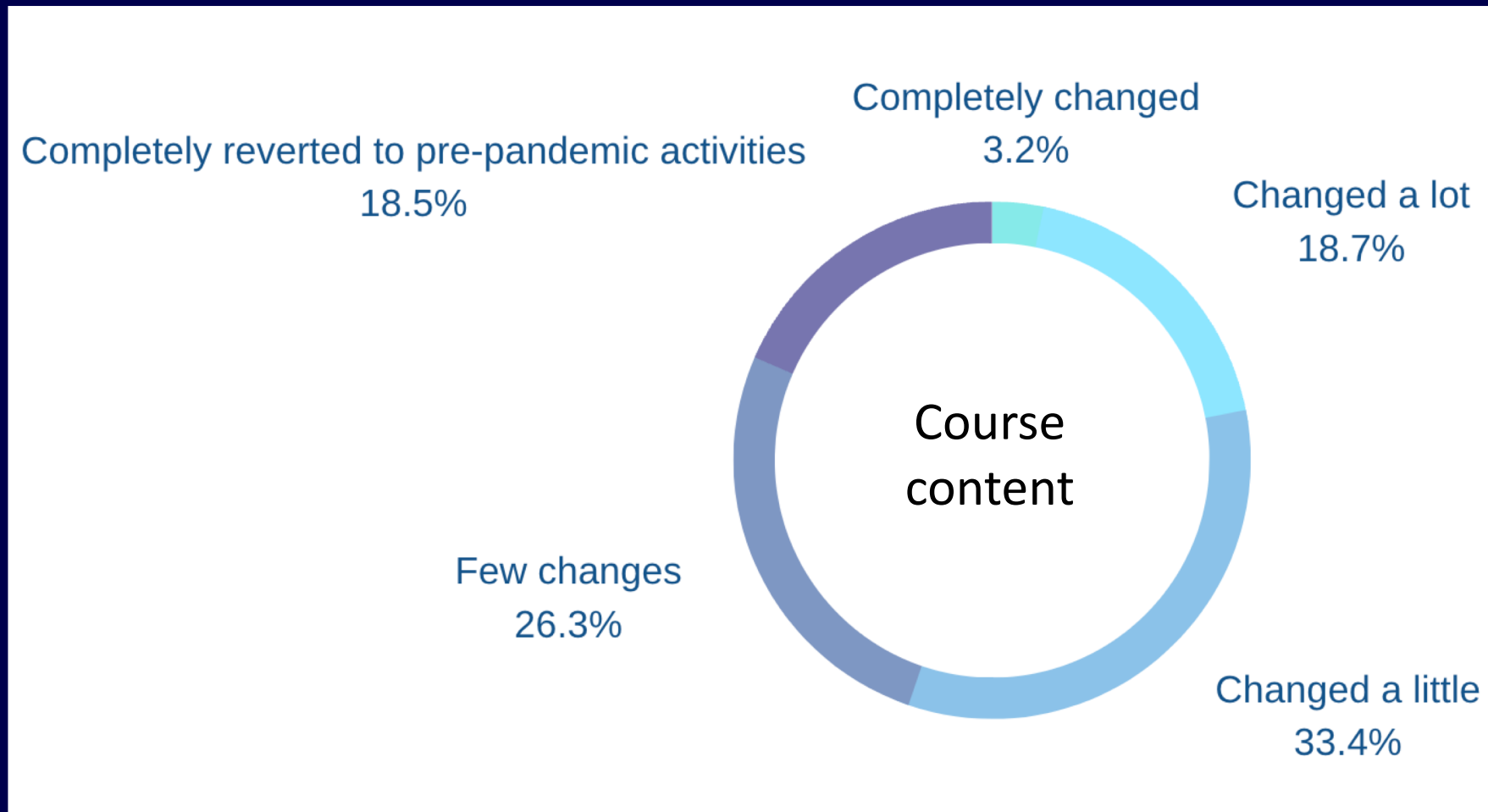
Yes: 74%



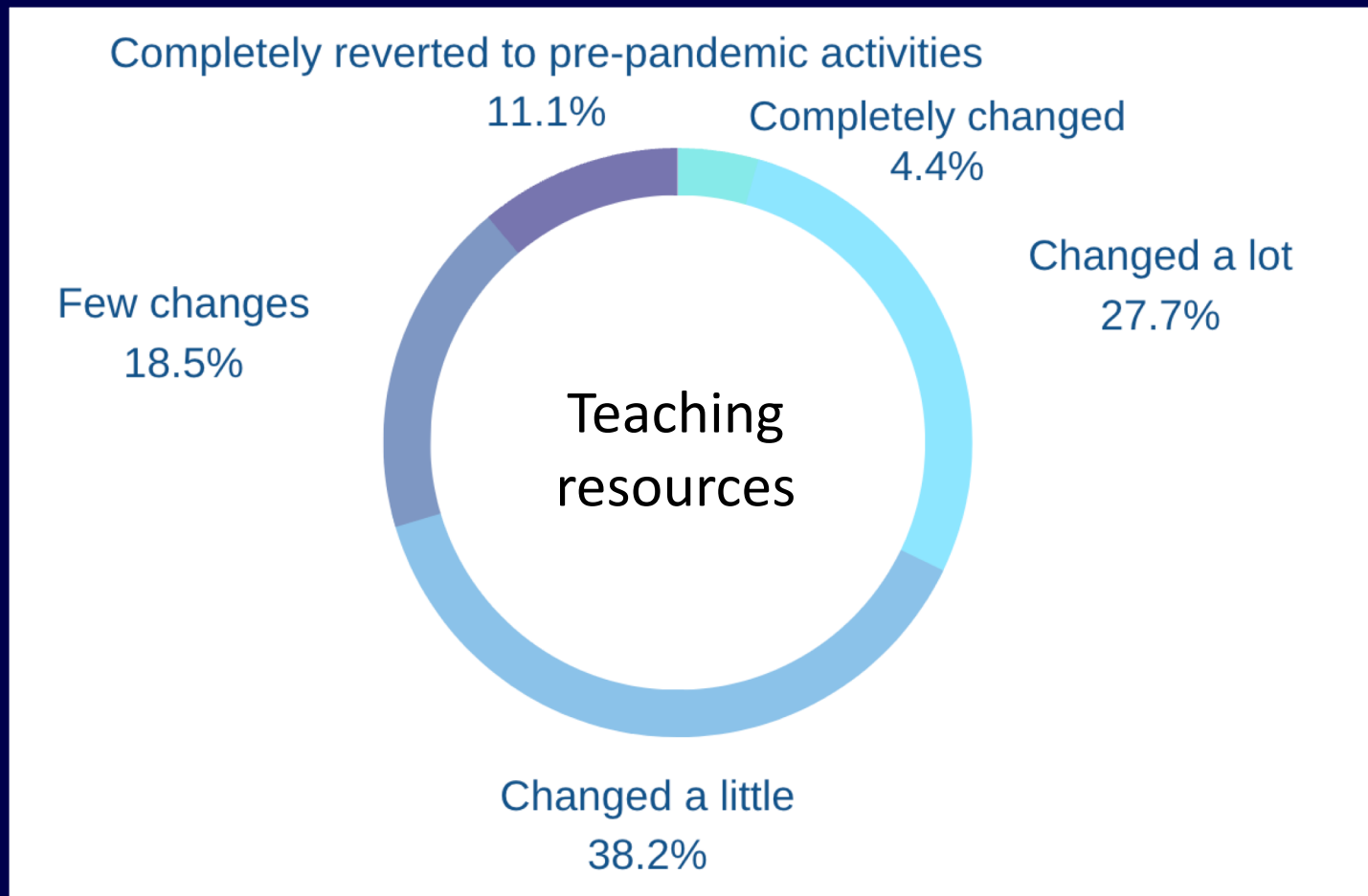
How has their teaching methods changed?



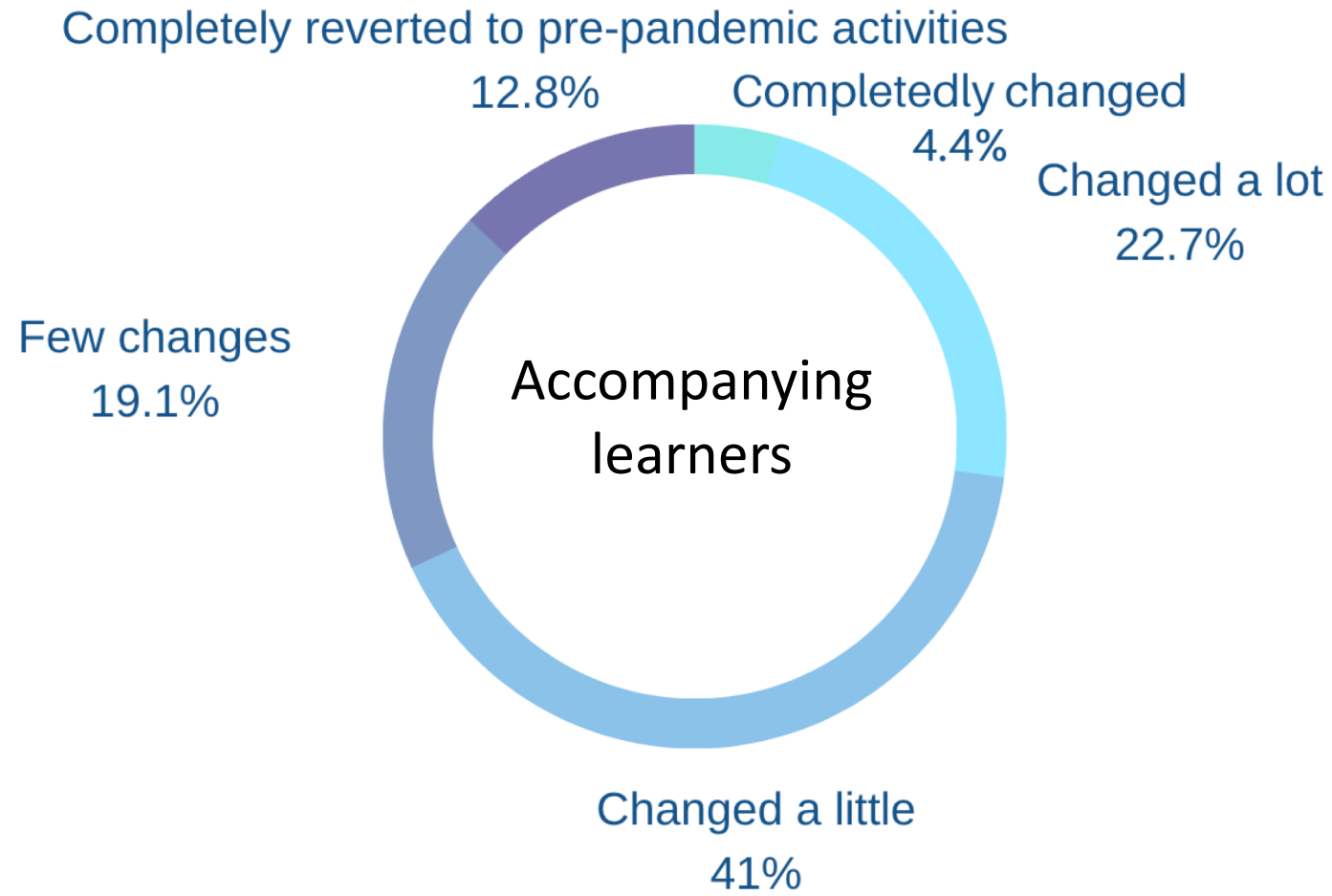
How has their teaching methods changed?



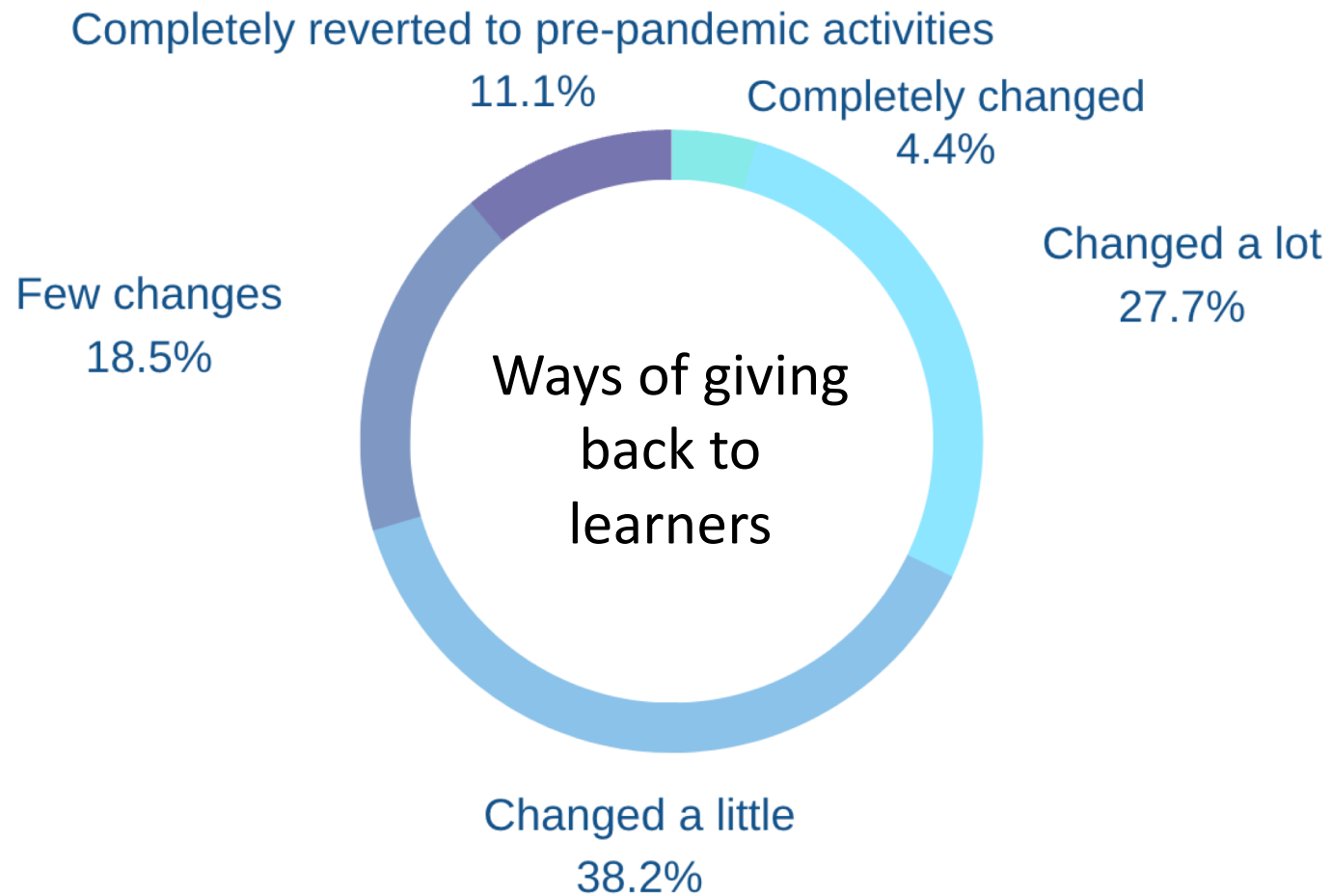
How has their teaching methods changed?



How has their teaching method changed?



How has their teaching method changed?



I Teach at a Distance

- **23.7%** of the teachers who now teach face-to-face indicated that they return to I Teach at a Distance at least once a month
- **87.2%** said that I Teach at a Distance training is still useful to them
- **81.1%** say that the I Teach at a Distance training is complete and that nothing should be added



The study results

The more changes teachers made to their courses, the more positive they felt this had been for students

Course content (r= 174,43, p < .001)

Teaching resources (r= 167.95, p < .001).

Learning activities (r= 196.25, p < .001).

Assessment activities (r= 196.25, p < .001)

Giving feedbacks (r= 183,18, p < .001)



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Changes in Practice

- Overall, participants indicated that they had changed their practices with regard to teaching methods, learner support, ways of giving feedback to learners, course content, teaching resources and assessment tests.
- 63.9% are convinced that the changes made have had a positive impact on learners
- 42.6% had a negative preconception (or no opinion at all) of distance learning, which turned out to be positive





Thank you!

Cathia Papi



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The study results

-**Teaching resources:** The more changes teachers made to their courses, the more positive repercussions they saw for students ($r= 167.95, p < .001$).

- **Learning activities:** The more changes teachers made to their courses, the more positive they felt this had been for students ($r= 196.25, p < .001$).

-**Assessment activities:** The more changes teachers made to their courses, the more positive they felt this had been for students ($r= 147.81, p < .001$).



The study results

- **Course content:** The more changes teachers made to their courses, the more positive they felt this had been for students (**$r= 174,43$, $p < .001$**).
- **Teaching methods:** The more changes teachers made to their courses, the more positive they felt this had been for students (**$r= 191.55$, $p < .001$**).
- **Giving feedbacks:** The more changes teachers made to their courses, the more positive they felt this had been for students (**$r= 183,18$, $p < .001$**).

