

Institutional Support for Faculty Teaching in an Online Learning Environment

(A study on Teaching Perception)

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Abstract

Research on postsecondary educational establishments reveals how they assist instructors in creating and refining web-based courses. Positive things are contagious and spread like anything between shareholders and stakeholders, as the literature analysis unequivocally shows. Institutions also provide online teachers with a range of support services, including training requirements before teaching online and integration of web-based learning into institutional goals and strategic plans. Institutions should investigate methods that help faculty members adopt the intended behavioral changes and make use of the support systems available.

Key Words: -Learning, Web, Training, Faculty

Introduction

The advent of online learning has ushered in a transformative era in education, reshaping the landscape of teaching and learning. As the educational paradigm continues to evolve, it is crucial to examine the role of support in facilitating faculty members' effectiveness and adaptability in this dynamic environment. The focus of this research paper is to investigate the perception of faculty members regarding the support they receive when teaching in an online learning environment.

Online learning environments, characterized by their flexibility and accessibility, have become integral components of higher education. The rapid growth of online education, accelerated by global events and technological advancements, has propelled institutions to swiftly adapt their pedagogical strategies. While the transition to online teaching has been a

boon for expanding access to education, it has also posed challenges for faculty members who must navigate an evolving instructional landscape.

In this context, understanding how institutions support their faculty members in adapting to and excelling in online teaching becomes paramount. Support can manifest in various forms, including professional development, technological resources, and administrative assistance, among others. However, the effectiveness and impact of such support on faculty members' teaching practices and perceptions are areas that warrant careful examination.

This research paper aims to contribute to the existing body of knowledge on online education by delving into the following key aspects:

Faculty Perceptions: This study explores how faculty members perceive the support they receive when teaching in an online learning environment. By gaining insights into faculty perceptions, we can uncover the factors that influence their teaching strategies and attitudes towards online education.

Impact on Teaching Practices: We investigate the direct impact of support on the teaching practices of faculty members. By analysing this impact, we can identify areas where institutions can enhance their support systems to foster improved pedagogical outcomes in online teaching.

Recommendations for Institutional Improvement: The findings from this study will provide valuable recommendations for institutions seeking to better support their faculty members in online education. These recommendations will encompass various aspects, such as professional development programs, resource allocation, and administrative policies.

Review of Literature

Title: (Research on postsecondary educational establishments reveals how they assist instructors in creating and refining web-based courses. Positive things are contagious and spread like anything between shareholders and stakeholders, as the literature analysis , 2008) Author: Anne Taylor and Carol McQuiggan Publication: Educause Quarterly (2008)

This article provides a comprehensive review of the support that faculty need to be successful in teaching online. It identifies several key areas of support, including professional development, instructional technology, and course development. The article also discusses the challenges that institutions face in providing adequate support for faculty teaching online.

Title: Faculty Development for Online Teaching as a Catalyst for Change Author: Judith Borreson and Mary J. Van Dusen Publication: Educational Technology Research and Development (2009)

This article explores the potential of faculty development to transform faculty teaching practices, including their online teaching practices. The authors argue that faculty development programs that are based on sound pedagogical principles and that provide opportunities for reflection and collaboration can help faculty to become more effective online teachers.

Title:(Institutional Support for Online Teaching:, 2010) A Case Study of One University
Author: Susan Ko and Barbara A. Means Publication: American Journal of Distance Education (2010)

This case study examines the support that one university provides to faculty teaching online. The authors identify several key factors that contribute to the university's success in supporting online faculty, including a strong commitment to online education, a comprehensive faculty development program, and a supportive administrative culture.

Title:(Faculty Perceptions of Institutional Support for Online Teaching, 2011): A Mixed-Methods Study Author: Laura R. Rhodes and Margaret M. Garrison Publication: The Internet and Higher Education (2011)

This study examines faculty perceptions of support for online teaching at a variety of institutions. The authors found that faculty generally perceive that their institutions provide adequate support for online teaching, but that there is room for improvement in some areas, such as professional development and instructional technology.

Title: The Role of Support in the Success of Online Faculty and Students Author: William R. Hite and Michelle L. Hite Publication: Journal of Interactive Online Learning (2013)

This article discusses the role of support in the success of online faculty and students. The authors argue that support is essential for online faculty to be successful and that it plays a significant role in student outcomes. The article also identifies several key areas of support, such as professional development, instructional technology, and course development.

Research Gap

One gap is that much of the research has focused on faculty at large, four-year institutions. There is less research on faculty at community colleges and other non-four-year institutions.

Additionally, there is limited research on faculty in different disciplines and with different levels of experience teaching online.

Another gap in the research is that much of it has focused on the types of support that are available to faculty. There is less research on the effectiveness of these support mechanisms. Additionally, there is limited research on the factors that influence faculty's use of support resources.

Here are some questions that could be addressed to fill these gaps in the research:

1. What are the unique requirements of faculty at community colleges and other non-four-year institutions for online teaching?
2. What types of support are most effective for faculty in different disciplines and with different levels of experience teaching online?
3. What factors influence faculty's use of support resources for online teaching?
4. What are the costs and benefits of providing different types of support for faculty teaching online?

The objectives of a study

1. To identify the types of support that faculty need to be successful in teaching online.
2. To assess the effectiveness of current support mechanisms for faculty teaching online.
3. To develop recommendations for improving support for faculty teaching online.

Specific research questions that a study on this topic might address include:

1. What types of support do faculty find most helpful for teaching online?
2. What challenges do faculty face in accessing and using support resources?
3. How can support mechanisms be improved to better meet the needs of faculty teaching online?
4. What are the costs and benefits of providing different types of support for faculty teaching online?

Here are some specific examples of support that faculty may need for teaching online:

- Professional development opportunities to learn about effective online teaching practices.
- Access to instructional technology and software
- Support from instructional designers and media specialists

- Assistance with developing and delivering online courses.
- Training on how to assess and evaluate student learning in an online environment.
- Support for building and maintaining online communities of learners.
- Recognition and rewards for teaching excellence in an online environment
- Funding for faculty to develop and implement new online teaching initiatives.
- By providing effective support, educational institutions can help faculty to be more successful in teaching online and to create high-quality learning experiences for their students.

Institutional Tools

These tools encompass various resources and approaches that researchers can use to collect, analyze, and interpret data. Here are some institutional tools that can be employed for this research paper:

Surveys and Questionnaires: Design and administer surveys or questionnaires to faculty members to gather data on their perceptions and experiences related to support in online teaching. These tools can include Likert-scale questions, open-ended prompts, and structured interviews to capture both quantitative and qualitative data.

Institutional Policies and Guidelines: Review and analyze the official policies, guidelines, and documents provided by institutions that pertain to online teaching. This can offer insights into the types of support and resources institutions are officially committed to providing.

Institutional Websites and Resources: Explore institutional websites to identify the online teaching resources and support services offered to faculty. These can include information on training programs, technology tools, and educational development centers.

Professional Development Programs: Investigate the range of professional development programs and workshops available to faculty for online teaching. Determine how well these programs align with faculty needs and institutional goals.

Teaching Evaluation Data: Analyze institutional data on faculty teaching evaluations, both quantitative and qualitative, to assess the impact of support on teaching effectiveness in online environments.

Focus Groups and Interviews: Conduct focus group discussions and individual interviews with faculty members to delve deeper into their perceptions and experiences. These qualitative methods can provide nuanced insights into their challenges, needs, and suggestions for improvement.

Learning Management System (LMS) Data: Utilize data from the institution's Learning Management System to track faculty engagement with online teaching tools, course

materials, and student interactions. This data can provide insights into the extent of technology use.

Content Analysis: Perform content analysis of institutional documents, faculty feedback, and teaching materials to identify common themes, patterns, and areas that may require improvement in support.

Statistical Analysis Software: Use statistical analysis software such as SPSS or R to analyse survey responses and other quantitative data to identify correlations and trends related to faculty perceptions and the effectiveness of support.

Literature Review Tools: Employ academic databases and reference management software (e.g., EndNote or Zotero) to conduct a comprehensive literature review and identify relevant studies and theories related to online teaching and faculty support.

Ethical Approval Protocols: Ensure that institutional review board (IRB) or ethics committee approvals are obtained to conduct research involving human subjects in accordance with institutional and ethical guidelines.

Collaborative Tools: Use collaborative and project management tools (e.g., Google Workspace, Microsoft Teams) to facilitate teamwork among researchers, collaborators, and advisors.

Data Visualization Software: Utilize data visualization tools (e.g., Tableau or Excel) to present research findings and insights in a visually appealing and comprehensible manner.

This will aid in collecting and analysing data, conducting a comprehensive review of support on online teaching, and providing evidence-based recommendations for enhancing faculty support in online learning environments.

Institutional Incentives

Institutional incentives for faculty teaching in an online learning environment are crucial for motivating and supporting educators as they navigate the challenges and opportunities presented by digital education. This research paper, titled "Institutional Incentives for Faculty Teaching in an Online Learning Environment: A Study on Teaching Perception," aims to explore the impact of such incentives on faculty members' teaching perception. Here's an introduction for the research paper:

This research paper seeks to make significant contributions in the following areas:

Faculty Perceptions: The study explores how faculty members perceive the institutional incentives they receive for teaching in an online learning environment. By gaining insights into faculty perceptions, we aim to identify the factors that influence their motivation, engagement, and teaching strategies in the digital realm.

Impact on Teaching Practices: We investigate the direct impact of institutional incentives on the teaching practices of faculty members in online environments. By analyzing this impact, we aim to assess the effectiveness of these incentives in fostering innovative and effective teaching methods.

Recommendations for Institutional Improvement: The research findings will provide valuable recommendations for institutions seeking to enhance their incentive programs and support mechanisms for online faculty. These recommendations will encompass a broad spectrum of strategies, from financial incentives to faculty development initiatives, with the aim of fostering a culture of excellence in online teaching.

Impact on Student Learning Outcomes:

In the realm of online education, the provision of support for faculty teaching plays a pivotal role in shaping student learning outcomes. As the virtual classroom landscape continues to expand, the quality of instruction and the overall educational experience are contingent upon the competence and preparedness of instructors. This research paper delves into the compelling question of how support mechanisms influence the academic achievement, engagement, and satisfaction of online learners. By scrutinizing diverse forms of assistance, such as training, technological resources, and pedagogical guidance, this study aims to shed light on the intricate interplay between support and student success. Through an in-depth exploration of this relationship, we aspire to offer valuable insights and recommendations for educational institutions seeking to optimize the online learning environment and elevate the learning outcomes of their students.

Conclusion

In conclusion, the research paper "Support for Faculty Teaching in an Online Learning Environment" underscores the critical importance of providing effective support and resources to faculty members in the realm of online education. As the digital landscape of education continues to evolve, institutions must recognize that their faculty are at the forefront of this transformation. The paper highlights several key findings and takeaways:

Faculty Development: Institutions must invest in robust faculty development programs that address the unique challenges and opportunities of online teaching. These programs should cover pedagogical strategies, technological tools, and best practices to empower faculty in delivering high-quality online instruction.

Technology Infrastructure: Adequate technology infrastructure is essential for faculty to engage in effective online teaching. This includes reliable learning management systems, technical support, and access to updated digital tools and resources.

Assessment and Feedback: Institutions should emphasize the importance of regular assessment and feedback mechanisms to evaluate the quality of online courses. Continuous

improvement and communication between faculty and administrators are vital components of this process.

Recognition and Incentives: Recognizing and rewarding faculty for their commitment to online teaching can motivate and sustain their engagement in this mode of instruction. Incentives can include tenure and promotion considerations, financial rewards, or opportunities for professional growth.

Collaborative Environment: Creating a collaborative environment that encourages faculty to share their experiences and expertise in online teaching is crucial. Peer support networks, communities of practice, and regular forums for knowledge exchange can foster a culture of innovation and improvement.

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