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Research Paper Title: **“The Role of Faculty Development in Online Teaching with Different Online Tools for the Effective Learning”**

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DECLARATION

I, the undersigned, hereby would like to explicitly state that the write-up titled “**The Role of Faculty Development in Online Teaching with Different Online Tools for the Effective Learning**” is original and has not been published earlier, or that it is not under consideration for possible publication elsewhere.

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The Role of Faculty Development in Online Teaching with Different Online Tools for Effective Learning

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Abstract

Online education is no longer a frustrating phenomenon in higher education. During this pandemic, more than 70% faculty members had to use online platform for teaching. Most of the organizations and universities extended their online education offerings to provide education during this period. Administrators must recognize a need to support academician by using intensive and effective faculty development programmes (FDP). For any online teaching, instruction is important for improvement in quality of educational programmes. This measureable study has used an online survey to find different types and frequencies of faculty development programmes for online instructions. At institutions with an established teaching and learning development, the average FDP offered several different types of online teaching

tools for faculty development programmes. The most common among them are websites, technical services, different online platforms, printed materials, and consultations with instructional design experts. The findings indicate that some faculty development programmes for online instruction are being offered more frequently. This helps in increasing the awareness of faculty for the online teaching.

Introduction

In any organization/institution, there are an increasing number of faculties teaching online courses. While there is a recognized need for faculty development to help prepare teaching online, there are many faculty development models being implemented with a focus on technology, pedagogy, methodology and course content. Some

faculties teach their first online course with no prior online teaching or learning experiences and exposure, with all their preparation only completed to conduct face-to-face classes. There are other faculties who participate in faculty development programmes that occur partially or completely online, giving them opportunities for online experiences. A question arises whether faculty development programmes prepare faculty to teach online by providing realistic online experiences or not. We assume that most programmes take faculty through a step-by-step training process. While there is evidence of improvement in faculty, there is little reporting of reflective thought, questioning of prior beliefs and assumptions about their classroom teaching, or rethinking over their teaching philosophy. However, it is prominent to note that faculty preparations to teach online could provide a powerful impetus to also implement changes in their face-to-face teaching including reflective activities. Previously, most of the ODL depended on just uploading the content and recorded lectures. Nowadays, our education system has completely switched to the online mode. The purpose of this literature review survey is faculty development literature and different tools/modes available for teaching. This

research is to discover what we know about changes or transformation in teaching assumptions and beliefs when faculties prepare to teach online or when they are engaged in online teaching, and to overcome any gaps in research involving these changes. The implication could reform faculty development for online teaching and also reform face-to-face teaching practices. This review starts with an explanation of the literature review methodology, followed by a summary and comparison of the different teaching online tools. Then findings are organized around the key themes from the literature. Finally, similarities and conclusion are considered in regard to the possibility of faculty development for online teaching as transformative learning.

Methodology of the Literature Review

One of the major challenges of this literature search was the different definitions of distance education and open distance learning. We typically define distance education per se as courses delivered or instruction that occurs when students are not present in the same room, which could occur synchronously or asynchronously. There is a difference in time, location, or both. This

may include interactive TV, correspondence courses, and teleconferences, courses using videotapes, or online courses while Open Distance Learning (ODL) is a general term for the use of telecommunication with an aim to provide or enhance learning. Globally, the academic community is discovering and exploring the Internet, teleconferencing, and related means to achieve an extended classroom or learning experience. Students in India are earning degrees from all over the world. School students are exchanging e-mail across world as a support to their formal studies. Students and teachers at all levels are taking part in teleconferences and forming associations that never happened in the past five years. This differentiates the definition of virtual classrooms as asynchronous learning networks with a minimization or absence of synchronous class meetings. Online courses are those which are delivered completely on the Internet. Online education includes those courses which supplemented with Internet components and those conducted completely on the online. Hybrid or blended courses typically combine elements of traditional classroom instruction with online components. For this survey, the search was not limited to one particular mode of course delivery, but kept open by interchanging the terms distance and online

and Virtual. A survey was conducted on the changes higher education academician make when learning to teach online specifically identifying for changes in the teaching field. We conducted a survey using combinations of the search terms faculty development, faculty training, faculty preparation, online teaching, distance education, ODL and teaching approach, effectiveness of online courses, virtual teams, student online experiences, and institutional policies.

Different Teaching Online Tools

Google Meet

Google's video conferencing app within Google Workspace, formerly G Suite, is precisely designed according to business needs. It is an easy-to-use interface that can handle up to 250 people in an online video meeting, depending on the Google subscription you are using. It is easy-to use interface that is fully cohesive with other Google related applications such as Google Calendar, allows people to create and drop in and out of meetings quickly, just by clicking a link.

During COVID-19 pandemic crisis, in March 2020, Google announced that the Enterprise functions of Google Meet were temporarily available to all Google G Suite customers. All Google Workspace and

Google Workspace for Education customers got their hosting cap increased to up to 250 participants per meeting and all these customers were able to record and livestream their video meetings.

Zoom

During pandemic, the most popular online tool was Zoom. Zoom is one of the most used online video conferencing tools. It is easy to use and its video and audio quality is quite good. Zoom also supports quite a lot of meeting functionalities. In the second trimester, most of the academic institutions conducted FDP, conferences and lectures on this platform. This platform is very simple to use.

However, due to the increased usage of Zoom in the past few months, some serious security problems were recognized. Even a new term 'Zoom-bombing' was invented to indicate the security risk by intruder, hackers or others invading into your video meeting. For any organization, this security risk is certainly something to take into consideration when deciding for the best video conferencing tool. To overcome this issues, Zoom later on came up with more features such as annotation feature, giving host the rights to restrict the attendees, etc.

Microsoft Teams

Microsoft Teams is a tenacious chat-based collaboration platform complete with document sharing, online meetings, and many more enormously useful features for business communications.

Having an excellent team space is key to being able to make creative decisions and communicate with each other. Shared workspace software makes this much easier to succeed, especially if a particular team is based in a very large company, has many distant employees, or is made up of an important of team members.

Microsoft Teams is extremely straightforward and user friendly. There is a little to no setup required. Still, some thought should be put into how a business wants to use the platform before rolling it out across the organization. The Teams is having so many features and licenses, therefore it is suggested to most of the organizations to use this tool for teaching and FDP.

Skype

Skype is one of the popular tool for the video conferencing. It is an IP telephony service provider which offers free calling between subscribers and pocket friendly calling to people who do not use the service. In addition to standard telephone calls, Skype also

enables file transfers, texting, video chat and videoconferencing as its additional features. The service is available for desktop computers, notebooks, tablets and other mobile devices. A number of companies, including Skype, produce dedicated Skype phones.

Incorporated in the free service is a softphone application that can be downloaded to any computing device running Windows, MacIntosh, Linux, or Windows Mobile operating systems. A function called SkypeOut enables calls to regular telephones; these calls are charged to

a prepaid account or to a fixed fee annual subscription.

Its benefits are beyond the free and low-cost calls. They are said to include easy set-up and good audio quality. This tool is very old and previously used, mostly for the video conferencing. Now also it is being used for the teaching and other purposes. For using Skype from a desktop computer, you must add contacts similarly to the way you do for instant messaging and then, to make a call, just click the icon next to the Contact. You can easily send a link to attendees so that they can join the room for learning purpose.

Comparison of Different Tools

| Sr. No | Functionality | Zoom | Google Meet | Microsoft Team |
|--------|---------------------------------------|---|---|---|
| 1. | Security of Your Video | The security of Zoom was clearly an issue. Intruders have been able to access video meetings that were not password protected | Google Meet is more secure than Zoom. It encrypts messages but doesn't use end-to-end encryption. | Microsoft Teams encrypts your data 'in transit.' They store your data in a secure network of data centers and use Secure Real-time Transport Protocol for video, audio and desktop sharing. |
| 2. | Number of Maximum Participants | Maximum of 100 participants (including the host) per meeting. 500 user for paid version | 100 people with Business Starter, formerly G Suite Basic. You can invite 150 persons with Business Starter and up to 250 with the Enterprise license. | The maximum at the moment is 250 people in one Teams meeting. |
| 3. | Time Limit | 40 min for unpaid version | Initially it was one hour but now no time limit. | No time limit. |

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|----|-------------------------------|--|---|---|
| | | Upto 24 hrs for pro account paid version | | |
| 4. | Recording Your Meeting | With Zoom you can record your meetings. The recordings are saved to your local computer only. | Your meetings in two clicks with Google Meet. Capture audio, video, chat and screen sharing activity. After your video meeting ends, the recording is automatically saved to your Google Drive. | In the Microsoft team you can record our meeting. |
| 5. | Screen Sharing | The meeting host can allow multiple people to share the screen at the same time. | Only one person may share their screen at a time during a video conferencing. | Desktop sharing is possible. It lets users present a screen during a meeting. |
| 6. | Captions | Zoom also has a caption function but it is working manually. The host can type while talking or assign someone to type and write | Google uses a speech-to-text technology which makes it possible to automatically show the written captions live in the meeting. | In Teams you can enable live captions, just like in Google Meet. It detects what's said in a meeting and presents real-time captions. |

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| | | the closed captioning. | | |
| 7. | Additional Features | They include an annotation tool and background feature. Zoom does not let you use emojis, however it does let you use GIFs. Admins can turn this function on or off. | Meet has plenty of additional features. These include Intelligent Muting and a direct integration with other Google Workspace applications, emoji and GIF. | Teams continues to add new features. Here're some of the additional features they offer: private channels, email a Teams channel from Outlook, slash commands, polls, add SharePoint enterprise search as a tab in Teams. |
| 8. | Integrations | Including some Google Workspace, formerly G Suite, apps, Facebook Skype, Microsoft Outlook. | Meet allows people to integrate video meetings with other teams using Skype for Business, and other video meeting systems based on the SIP and H.323 standards. | Able to download a wide variety of apps spread out across many categories including project management, file sharing, etc. |

Conclusion

After this analysis, Google Meet, Zoom and Teams were found to have almost the same features and tools available to make video conferencing work. These association and video conferencing tools are very convenient for those working from home or in the organization. This survey reveals there are pros and cons for each application depending on your requirements.

Google Meet and Microsoft Teams are better for those who really want to be able to communicate in real-time, because they have full assimilation with respectively Google Workspace, formerly G Suite, and Office 365 - office suites that numerous businesses have already made available for their employees. Google Meet is also the best choice if you want to have the option for video meeting participants to join via dial-in, because Meet does not charge an additional call-in fee. Overall, Google Meet is more cost-effective.

Clearly, there is no obvious crystal comparison for the ideal video conferencing tool – the final choice depends on your own work needs and requirements. Today in the 21st century, where collaboration is the buzzword, ODL method of learning is most suited and globally accepted. ODL will now help educators from different parts of the

world associate with students and vice versa to exchange their views and ideas enabling a better and exhaustive learning process.

This would be an inclusive method, where Knowledge Sharing become easy and fast.

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