SOL23254

Gaps in tertiary teacher self-efficacy, attitudes, and needs between on-campus and online teaching & learning in Aotearoa New Zealand

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Biography
Broadly, Valerie seeks to conduct applied research that contributes positively to youth in society. Her research interests focus on motivation and stress management in young people.
She is particularly interested in:
  a) *identifying diverse settings in which young people experience stress and anxiety;*
  b) *evaluating how these experiences affect the attitudes, self-perceptions, and well-being of young people; and*
  c) *designing evidence-based coping strategies to help young people effectively manage stress and anxiety.*
Valerie considers herself a multidisciplinary researcher. Her formal training is in educational psychology, but she also extended her scholarship to other disciplines such as sociology, law, geography, philosophy, and public policy. She adopts a wide range of methodological approaches, including mixed-method studies.

ABSTRACT
The future of tertiary education grapples with the opportunities, affordances, and limitations of online teaching and learning (T&L). Rapid changes in the sector highlight a need for high-quality educational research. The current study provided tertiary educators with an opportunity to anonymously share their online T&L experiences, beliefs, attitudes, and needs. Our sample comprises 245 educators from 16 tertiary institutions in Aotearoa New Zealand. To capture the breadth and depth of their experiences, attitudes, and needs in relation to online T&L, we conducted mixed methods research by integrating quantitative and qualitative approaches. Overall, it was clear that poor teacher self-efficacy and wellbeing, negative attitudes toward online T&L, and sub-par learning experiences for students were concerns for educators. Such concerns may worsen unless tertiary institutions
1. provide educators with agency, autonomy, and flexibility over *how* to teach students in their respective courses and qualifications;
2. equip educators with high-quality online T&L resources, training, and professional development, and
3. ensure that educators' workload is accurate if there are changes to online T&L delivery modes.
We include recommendations so that educators can be empowered and support their students.