

EVALUATING THE ONLINE TEACHING EXPERIENCE OF UNIVERSITY OF SYDNEY STAFF FROM 2020-2021: WHAT ARE THE LESSONS LEARNT?

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This study aimed to address the broad concern of how teaching staff in the higher education sector were impacted during the COVID-19 pandemic in 2020/2021. Importantly, we sought to extend this to consider how reflecting on these experiences has informed future practice or plans for innovation. Invited participants completed an online qualitative questionnaire composed of reflective questions. Respondents (14) included members of the research team from the Faculty of Science and Business School, The University of Sydney. Subsequent deductive thematic coding was undertaken with a focus to identify common experiences and challenges raised (Ryan & Bernard, 2003).

In this presentation, we will give an overview of the key findings from this study including the challenges and lessons learnt. In this study there was a degree of concern raised about making the transition from face-to-face teaching to online teaching. This was primarily related to increased workload and lack of engagement with online teaching. However, as respondents went through the process of change, they reported feeling more positive and confident about their ability to use *EdTech* and make changes in a short space of time. The research has demonstrated a strong resilience of staff in adapting to unforeseen changes such as that experienced by all during the pandemic.

REFERENCE

Ryan, G. W. & Bernard, H. R. (2003). Techniques to identify themes. *Field Methods*, 15, 85-109.

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