

We weren't ready for this. Or were we?

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Gudmundsdottir, G. B., & Hathaway, D.(2020). *TRIO – Teachers' Readiness Online. An international research project exploring educators online teaching during the Covid-19 crisis.*



(Photo: Colourbox)

Educators' readiness and inclusion of vulnerable learners in online teaching practices during the COVID-19 crisis

The purpose of this brief survey is to collect information about the readiness of educators (teachers and student teachers) for online teaching and what opportunities and challenges educators relate to online teaching. We are also concerned about the inclusion of vulnerable learners in online practices during shutdown and the COVID-19 crisis.

While you may not gain personally by participating, your answers are valuable as they will contribute to an information pool shared with practitioners, researchers and policymakers. We will compare participants' responses between different countries in order to identify various ways to include all learners in the continuity of education through online learning. Feel free to discuss the questions and share them with colleagues or anyone in your network. Your responses are completely anonymous and without any personal identifiers.

If you like to participate and make a difference, please answer the survey questions. By answering "Yes" to the first question in the survey, you are giving your consent for your anonymous responses to be used in the research project.

If you have any further question regarding the study, please contact either Dr. Greta Björk Gudmundsdottir (gretag@ils.uio.no) at the Department of Teacher Education and School Research, University of Oslo, Norway or Dr. Dawn Hathaway (dhathawa@gmu.edu) at the College of Education and Human Development, George Mason University, USA. You can download a full version of this information sheet at the project's website (<https://www.uv.uio.no/ils/english/research/projects/trio/index.html>).

We greatly appreciate your answers and sharing of this survey with colleagues around the world. Let us hear your voice, comments, questions, and concerns during these challenging times.

Stay safe!

1. I am willing to proceed with the survey and consent that my anonymous responses are used in the research project *

Yes

No

2. Have you taught online before the COVID-19 crisis?

By online we mean that you deliver instruction **completely** through computer network, usually the Internet, without requiring face-to-face meetings with learners. Online teaching maybe synchronous, asynchronous, or a combination. (Also, commonly referred to as online distance education, distance education and online learning).

Yes, often

Yes, seldom

Never

3. Please, elaborate on how prepared you are to teach online:

4. Do you know of any measures (and if so, which ones) that have been put in place due to school shutdowns and the COVID-19 crisis aiming at the inclusion of vulnerable learners in particular?

Vulnerable learners can include aspects related to a learner's:

- **individual situation** (for example illness, diagnoses, individualized education programmes, language difficulties)
- **family situation** (such as neglection, mental disability, high level of conflict, addiction)
- **peer relationships** (such as bullying, the challenge of establishing and staying in stable friendships)
- **environment** (such as poverty, criminal background, lack of social network)

5. Do you take any measures in your own capacity as educator to reach out to vulnerable learners in particular (if so, which ones)?

6. In what country do you currently reside?

7. In which education level do you primarily teach?

- Primary school (approx. ages 5-12 years)
- Secondary school (approx. ages 13-18 years)
- I am a pre-service teacher
- Other

Please elaborate on the "other" education level you primarily teach

i Dette elementet vises kun dersom alternativet «Other» er valgt i spørsmålet «7. In which education level do you primarily teach?»

8. Is there anything else you would like to add which might be relevant to understanding your teaching practice during this crisis (for example challenges and/or opportunities you and/or your colleagues have encountered with the digital, lesson planning, school hours, how to follow-up learners, learners' attendance, handing in assignments, various routines)?

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