

# IO2-FOCUS GROUP

## EXPERIENCE OF ACADEMIC STAFF

### METHODOLOGY



To explore the experience of the academic staff on the online practical training, a descriptive phenomenological approach was used.

Colaizzi's (1978) phenomenological analysis steps were used for data analysis.

### FINDINGS OF BAŞKENT UNIVERSITY



- 5 focus group meetings were held during June 2021.
- 25 academic staff participated to meeting.
- The duration of each interview lasted 45-60 minutes.
- Codings were performed independently by three expert researchers.
- The final subthemes and themes of the study were established by common decision of researchers.

### Main Themes\_Sub Themes

#### ADVANTAGES FOR ACADEMIC STAFF (USE OF DT)

Time management, Elimination of place constraints, Preliminary preparation of students, Being systematic

#### DISADVANTAGES FOR ACADEMIC STAFF (USING DT)

Interaction problems, Exam security, Losing time control

#### BARRIERS FOR ACADEMIC STAFF (ONLINE TEACHING)

Insufficient system/infrastructure, Students' attendance at lessons, Student adaptation

#### DT COMPETENCY ACQUISITION (FOR ACADEMIC STAFF)

Individual effort, Education by University, Contribution of other lecturers, Educational videos

#### ENCOURAGEMENT OF PARTICIPATION DURING COURSES

Immediate questions, Quiz, Award

#### PROMOTION OF THE USE OF DIGITAL TECHNOLOGIES (FOR STUDENTS)

Presentation, Homework, Video shoot

#### ADVANTAGES FOR STUDENT (USE OF DT)

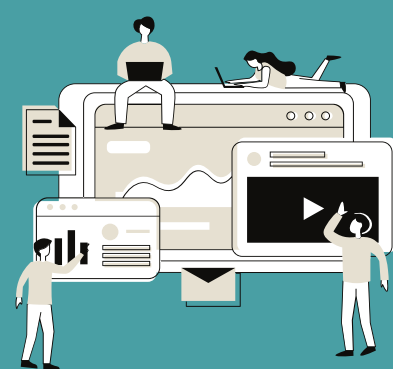
Replaying the recordings, Easy/fast access to information, Easy access to lecture notes, Time flexibility

#### DISADVANTAGES FOR STUDENT

Lack of 'one on one application'/'hands on practice, Inability to socialize, Lack of gaining of skill and value acquisition

#### BARRIERS FOR STUDENT (ONLINE TEACHING)

Limited opportunities in access to courses, Insufficient system/infrastructure, Student's unfamiliarity with the system



**RECOMMENDATIONS (IMPROVEMENT OF ONLINE TEACHING)**  
EDUCATION FOR STUDENTS, EDUCATION FOR ACADEMIC STAFF,  
VIRTUAL OPPORTUNITIES

