



TEACHER EDUCATION  
PROFESSIONAL DIPLOMA

QUEEN RANIA TEACHER ACADEMY  
أكاديمية الملكة رانيا لتدريب المعلمين

## Teacher Education Professional Diploma

### Student Teachers Remote Learning Mid-Term Evaluation Summary Report April 2020





## Introduction

This report provides a summary of data collected from Student Teachers (STs) on their experience with remote learning in the Teacher Education Professional Diploma (TEPD), how they found it, and the extent to which they benefited from it. The TEPD remote learning started from March 17th and will finish on April 2nd, 2020. Both quantitative and qualitative data was collected from STs using a feedback survey, and data analysis results are presented in this report.

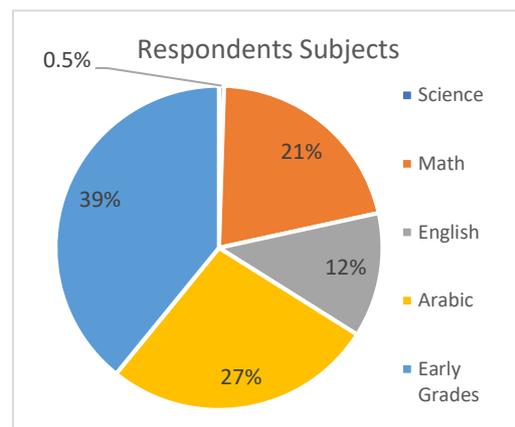
## Methodology

Since the remote learning in the TEPD is new experience and because it is crucial to maintain the quality of teaching using this new approach, the Monitoring and Evaluation (M&E) team and in coordination the TEPD leads, designed a feedback survey to collect relevant data and measure the following:

- Quality of the online learning sessions on VLE
- Quality of the live discussions with academic advisors through Zoom
- Technical issues student teachers faced during remote learning
- Most effective parts of the remote learning

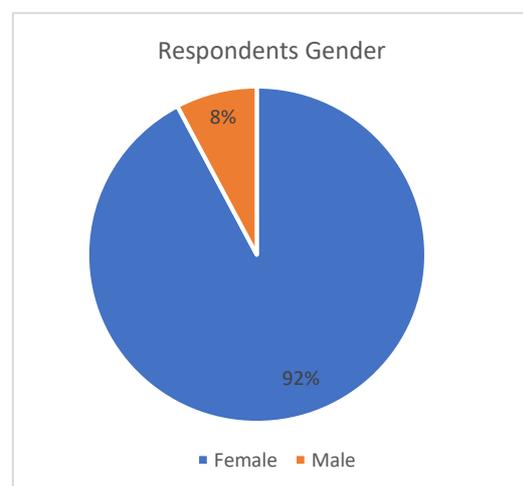
## Student Teachers Characteristics

Out of 992 STs in the TEPD, 812 (749 females and 63 males) completed the survey which represents a response rate of 82% which is high and representative. The response rate according to the different subjects was: 100% in Science, 85% in Arabic and Early Grades, 80% in Math, and 69% in English. Respondents of the survey represented the different subjects in the TEPD, 39% were in Early Grades, 27% were in Arabic, 21% were in Math, 12% were in English, and there were 4 STs from Science.



## Main Results and Conclusion

Student teachers were asked to rate their satisfaction on the online learning sessions via VLE and the live discussion with the academic advisors using Zoom. The average satisfaction of STs with the online learning sessions was 74%, while the satisfaction of Zoom live discussions was 76%. These results are considered good compared to the short time given to convert from face to face learning sessions to online learning.

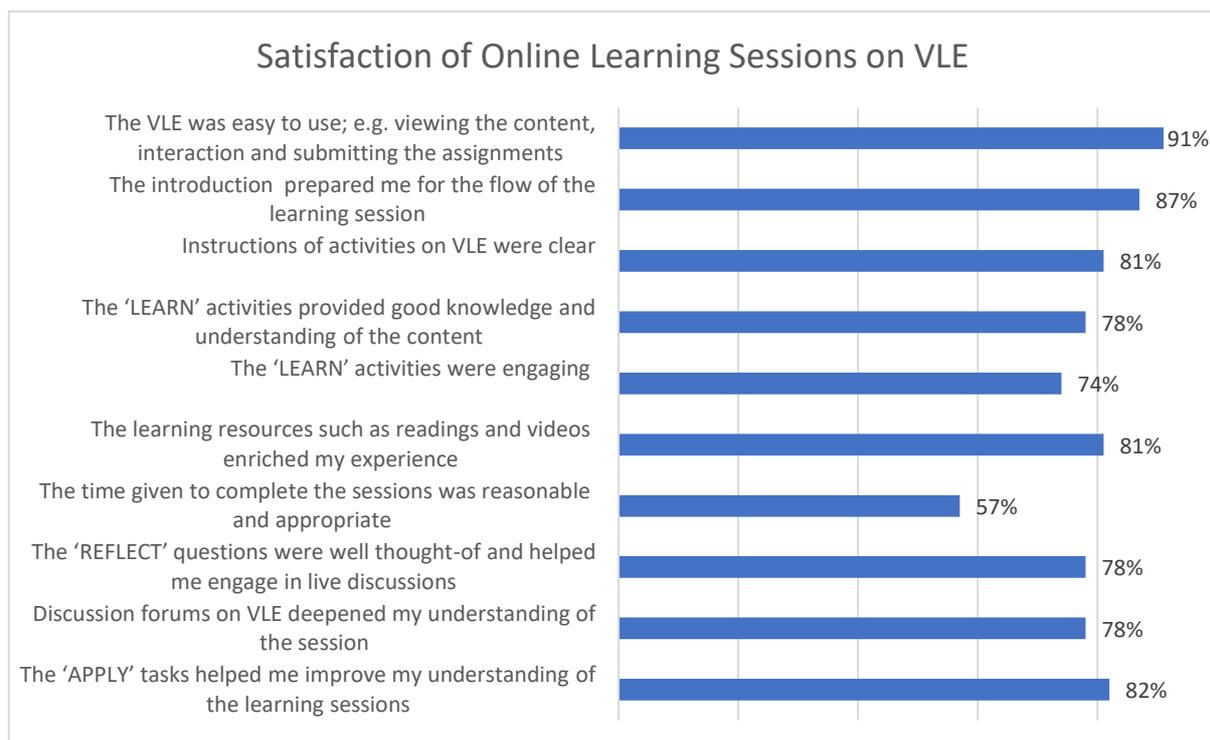




Moreover, STs provided information on the technical issues they faced during this experience, and they mentioned the components they have benefited from the most during the remote learning.

### Online Learning Sessions on VLE

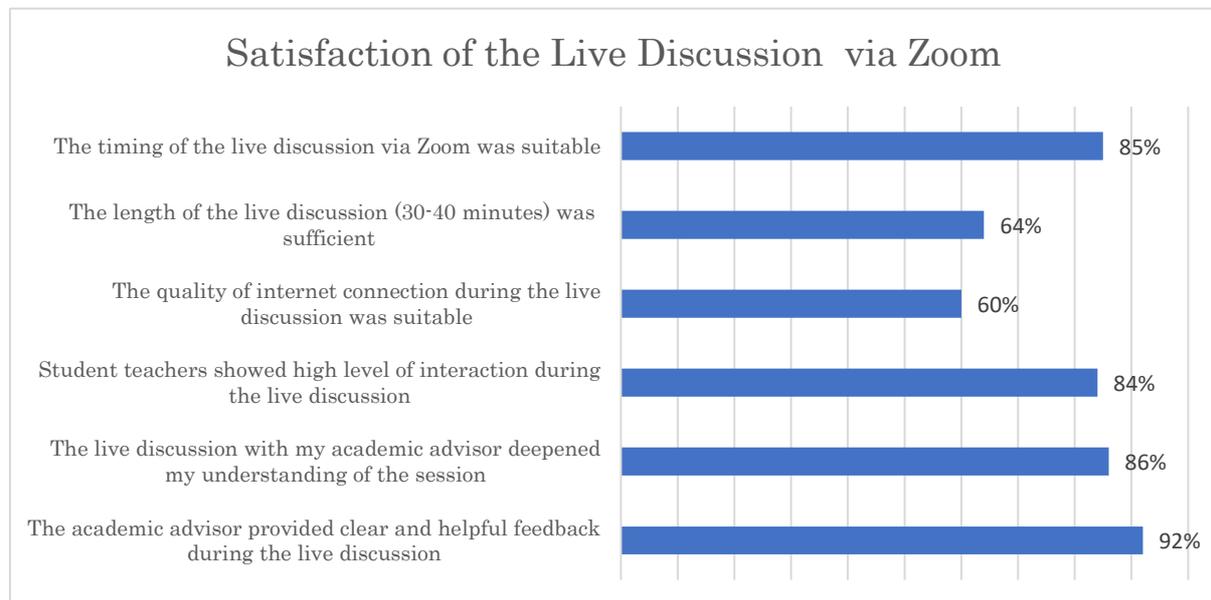
Data analysis results of collected data show that STs' satisfaction with the online learning sessions ranged between 91% and 57%. Most of the STs (91%) were satisfied and very satisfied with how easy VLE was to use, for example, viewing the content, interaction and submitting assignments. Also, 87% of STs mentioned that the introduction on VLE prepared them for the flow of the learning session, and more than 80% of STs mentioned that the instruction of activities were clear for them and the learning resources on VLE enriched their experience. As for the "LEARN" activities, overall, 78% of STs from all the subjects said that it provided them with good knowledge and understanding of the content; nevertheless, on the subjects level some STs disagreed with this, 26% of Math STs, 24% of English STs, 20% of Early Grades STs, 19% of Arabic STs and all Science STs (all 4 STs enrolled in the TEPD). While overall 74% of STs mentioned that the "LEARN" activities were engaging, again there was a percentage of STs who disagreed with this, 35% Math, 33% English, 23% Arabic, 21% Early Grades and all 4 Science STs. Also, STs were dissatisfied with the time given to complete the sessions; all 4 Science STs, 50% of Math and English STs, and 40% of Early Grades STs. 78% of STs were satisfied and highly satisfied with the "REFLECT" questions and discussion forum on VLE. The "APPLY" tasks helped 82% of STs in improving their understanding of the learning session. Finally, on average 74% of STs said that the remote learning on VLE was beneficial experience.





## Live discussions with academic advisor through Zoom

Data analysis results of collected data show that STs' satisfaction with the live discussions with the academic advisors through Zoom ranged between 92% and 60%. 85% of STs were satisfied and highly satisfied with the time of the live discussion, but only 64% of STs mentioned that the length of the live discussion was sufficient, and the percentage of STs disagreed with this were from all subjects: 39% Early Grades, 38% Math, 33% Arabic, English, 28% Arabic and all Science STs. 84% of STs mentioned that there was high level of interaction between the students during the live discussions, and 86% of STs said that the live discussions deepened their understanding of the content. Also, most of the STs (92%) were satisfied and highly satisfied with the academic advisor feedback during these discussions.



## Technical Challenges of Remote Learning

62% of STs mentioned that they faced technical issues and challenges during the remote learning experience. The below table shows the most frequent technical issues that STs reported:



**Most frequently mentioned technical issues STs faced during the remote learning**

Internet connection problems

Difficulties in using Zoom

Technical problems with the computer/Microphone/ Mobile

Problems with the Outlook/ E-mail

Most of STs (77%) who faced technical issues said that they faced problems with internet connection due to the high load on the internet and this caused unclear sound and disconnection during the live sessions. Some STs also said that they ran out of internet and could not re-charge because of the lockdown and because of this some STs could not attend the live sessions with the academic advisor. Also, few STs mentioned other challenges such as short time given for the assignments and the activities (8 STs), short time given for the live sessions (6 STs), and difficulties in understanding inquiry through remote learning (3 STs).

**Remote Learning Components**

Finally, STs were asked to choose the components of the remote learning which they benefited from the most. According to STs responses, live discussion was the highest rated item, followed by feedback by the academic advisor, and the “LEARN” activities as the third highest rated item.

