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Support for Academic Teachers in Times of Covid-19

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Abstract

This research uncovers what types of support are valuable for academic teachers in times of a rapid transition - also known as emergency remote teaching (ERT). Previous research has shown that faculties pay more attention to support their employees in their professional development - also referred to as faculty development. During Covid-19, teachers experienced a rapid transition from face-to-face to online teaching. In such an acutely changing context, literature states that teachers need support at the individual, group and university level. This research includes an exploratory case study, consisting of interviews with 12 academic teachers of Utrecht University and an additional focus group with four faculty developers. The interview transcripts were analysed thematically. From the results it becomes clear that academic teachers are in need of support in times of ERT. The most important types of support are organised activities, meetings with colleagues and one-on-one meetings, where the support of colleagues stands out. These outcomes suggest further research in this field, a more in-depth study, including other aspects related to the need for support from academic teachers. This could further indicate the relevance of support in crisis situations.

Keywords: emergency remote teaching, faculty development, support, academic teachers

Support for Academic Teachers in Times of Covid-19

2020 marks a year with many changes for all people around the world. A year in which the Covid-19 virus emerged across the globe. Because of the virus, the world was at halt for a long period of time, and as a consequence schools and universities needed to shut their doors. As a result, universities needed to rapidly reform their education from face-to-face to online formats (Green et al., 2020). This rapid transition from face-to-face education to online education is also referred to as emergency remote teaching (ERT). ERT can be distinguished from an ordinary transition to online education, because ERT reveals a more sudden and unplanned transfer to an online, distanced education model (Hodges et al., 2020). For academic teachers this rapid transition required adaptability and forced them to redesign their curriculum and teaching (Green et al., 2020). They needed to learn a variety of new skills regarding online education and all its facets in a relatively brief period of time; such as being able to work with online tools and keeping in touch with students online (Utrecht Young Academy, 2020).

ERT presents new and unique challenges to academic teachers, which potentially bears a risk of reducing the quality of education (Bojović et al., 2020; Xie et al., 2019). To continue, Bond (2020) conducted a systematic review of articles on teaching and learning in times of Covid-19, and found out that more focus should be placed on professional development for staff to further develop their competencies. Training and faculty support for teaching staff are therefore, as stated by Head et al. (2002) and Bojović et al. (2020), in great need in times of ERT to preserve the continuity of teaching and to acquire knowledge needed for conducting online teaching effectively.

All activities academic teachers pursue to enhance their knowledge, skills, and behaviors - being teachers, leaders, and researchers - in both individual and group settings, are defined as faculty development (Steinert et al., 2019). Faculty development is a tool for

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faculty members to improve the competences required for individual educators with a wide variety of voluntary programs to maintain the quality of education and it enhances both the University and the academic teachers (Van Bruggen et al., 2020; Steinert et al., 2019; Wilkerson & Irby, 1998). Therefore, faculty development can play an important role for preserving the quality of education during ERT.

According to Fabriz et al. (2020) there is a lack of information on how academic teachers changed their teaching through the corona crisis transition to online education and which support educators needed. Furthermore, it was found that teachers, in the transition to distance learning, had a greater need for support. At Utrecht University, for example, an evaluation showed that half of the participants had more need for support during the beginning of Covid-19 (Steenman & Nieuwenhuizen, 2020). Currently, the information on what support academic teachers need and at what time is insufficient during ERT. In order to be able to support academic teachers properly in times of ERT, it is important to obtain insight into the required support for learning. It is essential in this crisis situation, and for many other transitions, to understand which support academic teachers require at times of ERT. It is unclear, and has not yet been scientifically researched, which support truly works for academic teachers and when the support works. This creates a relevant research, unleashing what we can learn from this crisis situation and learning from this for future support methods. Consequently, this research aims to investigate what types of support are valuable for teachers from higher education in times of ERT.

Theoretical Framework

Faculty Development

There has been an increasing awareness in universities concerning faculty development, in which universities have a wide variety of voluntary programs to maintain the quality of education (Van Bruggen et al., 2020). Faculty development appoints the

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improvement and reinforcement of the faculty role of academic teachers, by offering teachers in higher education to learn new approaches, skills, methods and more (Condon et al., 2016; Steinert, 2014).

The support provided by the faculty needs to be in line with the needs and values of the organization and faculty members who actually use these facilities, taking into account their competence, context, community and career (Van Bruggen et al., 2020; Hueppchen et al., 2011; Silver, 2014; Steinert, 2014). In an ever-changing and complex environment, such as during the Covid-19 pandemic, it is of importance that faculty development is responsive to these changes in educational practices, because the context also influences the behavior and professional development of faculty members (Hueppchen et al., 2011; Lieff, 2010; Silver, 2014; Steinert, 2014; Wilkerson & Irby, 1998).

Types of Support

With an enveloping change environment, teacher learning is an active process, where faculty development has a critical role to promote academic excellence and innovation and there is a growing awareness of a necessity to support academic teachers in their development (Bakkenes et al., 2010; Clarke & Hollingsworth, 2002; Wilkerson & Irby, 1998). Teachers can utilize different activities which will lead to changes in knowledge, beliefs, and teaching practices (Bakkenes et al., 2010).

However, there are very few empirical studies that have researched the way academic teachers learn, how they change through a new development, and what support is needed to help educators learn the best they can (Bakkenes et al., 2010; Fabriz et al., 2020). Even though the types of support academic teachers need are not listed, various sources (Edmondson, 2002; Eraut, 2004; Steinert, 2010a, 2010b, 2014) show support on different levels – focusing on different aspects. This research uses Steinert's (2010b) classification as a starting point and will be refined by additional literature on support. Support is centralized as

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all activities and programs, at individual, team, and organizational levels, which allow academic teachers to learn new approaches, skills, methods, and more and therefore appoints the improvement and reinforcement of the faculty role of academic teachers. This encompasses both formal and informal learning (Steinert, 2010b)

Support by people or objects

First, it is important to make a distinction between getting support from people or receiving support from an object. Support is mostly provided through social interaction with peers, through mentorship or through group learning (Steinert, 2010a). Social knowledge creation can support growth for individuals in various ways (Wenger & Snyder, 2000). On the other hand, individuals can learn through objects. According to Star (2010) objects are things people act toward and with. Objects can act as a medium for social interactions and can play a crucial role in mediating the transfer of knowledge (Swan, 2007; Prasad, 1993). For example, in times of ERT, most universities and universities of applied sciences (Hanzehogeschool Groningen, 2020; Radboud Universiteit, n.d.; Universiteit Utrecht, n.d.; Universiteit Leiden, n.d.; University of Twente, n.d.) have created online platforms with various helpdesks, manuals, and instructions to assist faculty members to work from home, by providing support through objects.

Support at micro, meso and macro level

Organizational learning is multilevel and can occur at different levels; micro, meso, and macro level (Crossan et al., 1999; Edmondson, 2002). Support can also be provided at these various levels and can address a wide range of topics (Steinert, 2014). This support can be both informal, with an implicit and reactive approach, as well as formal, in which an organised learning event is central (Eraut, 2004; Steinert, 2014). Eraut (2004), nevertheless, argues that informal and formal support are on a continuum, with the presence of both being most effective (Steinert, 2014).

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Micro level. First of all, support can be provided at the micro level; the individual level (Edmondson, 2002; Steinert, 2010b, 2014). On this level, learning can occur through learning by doing and learning by observing (Steinert, 2010b). According to Steinert (2010b) it is of importance that teachers encourage experimentation and try out new approaches to teaching, create awareness and understanding, reflect on teaching practices, and ask for feedback and support (Eraut, 2004; Steinert, 2010b). In this regard, colleagues can help each other on an individual level by observing each other, providing feedback, and peer coaching, where individuals can provide assistance to each other, which can be reciprocal or one-way (Billett, 2002; Steinert 2010b, 2014)

Meso level. The second level is focused on groups (Edmondson, 2002; Steinert, 2010b). Learning occurs often through social interaction, and this can influence the attitudes and behaviors of colleagues who work together (Edmondson, 2002). Communities of practice can emerge informal in group learning. Communities of practice are groups of people, self-organised and informally created by shared expertise and joint enterprise. They create knowledge via social knowledge creation and organizations can support the growth of these groups in various ways (Wenger & Snyder, 2000). Groups learn from discussions and shared information, and Hueppchen et al. (2011) stated that group learning gives a high teacher satisfaction.

Macro level. The third level is focused on organizational level learning. Support can be offered by the faculty, by the university or from outside the university. The support from organizational level can target individuals, groups or entire organizations (Steinert, 2014). A delivery of professional development from an organizational level, and collegial exchanges among participants and facilitators, can encourage deep learning and change (Byham, 2008). The programs that can be facilitated are workshops, seminars, and longitudinal programs (Steinert, 2014). Cook and Steinert (2013) specify here that online courses are more effective

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if there is a relevant need for it by the target group and that the course facilitates communication and interaction between participants. Similar to meso level, communities of practice can also emerge at macro level as cultivated established communities. These communities are formal and aim to enable a group of people sharing knowledge and skills around a particular theme and learning from each other (Wenger et al., 2002).

Present study

The corona crisis has brought many changes to the education of academic teachers, but relatively little is known about the types of support that are valuable for academic teachers in times of ERT (Fabriz et al., 2020). This research aims to look at what support was offered, what support academic teachers considered valuable, and which aspects made the support valuable. It is important to be able to learn from this crisis situation, through experiences from academic teachers, for future support needs in rapid transitions in higher education. To this aim, the following research question is central:

What types of support, for the development of academic teachers, are valuable in times of Emergency Remote Teaching?

- *What support has been offered?*
- *Which types of support are perceived as valuable?*
- *Why were these types of support perceived as valuable?*

Method

Research design

To answer this research question, a qualitative research design was chosen. Because of the aim of this research – to gain insight into different interpretations, opinions, and meanings of support and to discover patterns – a qualitative research design is best suited (Neuman, 2014). In this research, a case study is the main focus because this approach allows to explore a phenomenon within the context using various sources to understand the case (Baxter &

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Jack, 2008; Yin, 2014). Since little research has been done regarding the different types of support that has been given in times of ERT, a first exploration of this phenomenon is of interest as an exploratory case study (Yin, 2003). In an exploratory case study, a social phenomenon of which little is known is extensively and in-depth investigated (Yin, 2014). In order to investigate in-depth, this research will first of all involve academic teachers by means of semi-structured interviews. These consist of a few central questions which can be elaborated on during the interview. According to Korstjens and Moser (2017), triangulation is important for the credibility of a study, therefore a focus group will be held, which provides opportunities for discussions on a particular topic and focuses on key points from different perspectives.

Participants

The participants in this study were selected by means of a purposive sampling, where selection takes place based on specified characteristics (Boeije, 2010; Verhoeven, 2014). In this study, the characteristics are: being an academic teacher and having conducted lectures and tutorials before and during the Covid-19 period. In this study, the academic teachers are employed by Utrecht University, which is an exemplary institute of higher education. In order to approach different groups of teachers, it was chosen to approach teachers who had participated in an organised Q&A and the 'Redesign your Teaching' course via the Centre for Academic Teaching. Different faculties were included to get the best possible representation of academic teachers from Utrecht University. See Table 1 for additional information about the participants.

In a case study there is no fixed number of participants. However, Cresswell et al. (2007) indicate that it usually includes around eight to fifteen participants. A sample size is, according to Francis et al. (2009), often justified by reaching saturation. Here a minimum of

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10 interviews is required, of which the last three should not contain any new themes. With this given, and with time available for this study, a minimum of 12 participants was chosen.

Table 1*Work-related information participants*

Participant	Work experience Utrecht University in years	Faculty of...	Rapid transition*
1	1	Law, economics, and governance	Yes
2	4	Geosciences	Yes
3	14	Social sciences	Yes
4	15	Law, economics, and governance	Yes
5	6	Geosciences	No
6	27	Geosciences	No
7	10	Science	No
8	17	Social sciences	No
9	6	Law, economics, and governance	Yes
10	20	Law, economics, and governance	No
11	26	Law, economics, and governance	No
12	4	Social sciences	Yes

Note. This indicates whether the participants had a rapid transition to prepare their online education. 'Yes' illustrates that the participant taught cursory education in period 3 and had to adapt their education in three days. 'No' illustrates that the participant had no cursory education in period 3 and therefore received a longer preparation time.

In addition, a focus group with faculty developers of Utrecht University was held, to provide further information from the support provided. Utrecht University offers various courses and programmes to academic teachers through various support institutes like the Centre for Academic Teaching (CAT), Educate-it, and *Onderwijsadvies en Training* (O&T).

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These support institutes aim to encourage knowledge sharing among teachers, within their faculty and with teachers from other faculties (Community & Network, 2021).

According to Van Assema et al. (1992), a focus group should have a minimum of four and a maximum of twelve people, for a minimum of 45 minutes and a maximum of 90 minutes. To ensure that all participants have equal opportunities to express themselves, it is important to choose fewer participants when the focus group is scheduled for a limited length of time, (Van Assema et al., 1992). For this focus group there was a capacity of 45 minutes, resulting in the choice of five participants for the focus group. With this number of people, it was important that a representative from each Utrecht University support institute was present. One participant cancelled the day before, so the focus group was held with four participants.

Instrumentation

Semi-structured interviews

To gain insight into the perceptions of faculty members with regard to the support received, it was decided to conduct semi-structured interviews with teachers from higher education. Semi-structured interviews were chosen because they offer the opportunity to elaborate on the participants' answers to obtain detailed information, which contributes to the content validity of this study (Boeije, 2010). In semi-structured interviews, the structure and the questions are partly predetermined, ensuring that there is no excessive deviation from the subject matter during the interview (Boeije, 2010). From the theoretical framework, various codes and sub-codes have been generated, on which the semi-structured interviews are based. The protocol was tested in a pilot interview, which allowed the content validity to be verified. Table 2 gives an overview of all these codes, the full interview guideline can be found in Appendix A.

Table 2*Topic-list*

Concepts	Sub concepts
Transition to online education	- Education to online - Experience transition
Faculty development	- Learning new things - Support offered
Support	- Micro level - Meso level - Macro level - Formal and informal - Person or object
Difference support needs year	- Experience change - Different support needs

Focus group

To get a deeper understanding on how the support side of Utrecht University perceived the support needs of teachers, a focus group is of importance, which is a discussion with a small group of participants that navigates participants' perceptions on a particular topic (Varga-Atkins et al., 2015). An aspect to keep in mind when conducting a focus group, is the potential for participants to give socially desirable answers, or to feel unable to share their ideas (Van Assema et al., 1992). Because of this factor, it was decided to use the Nominal Group Technique (Varga-Atkins et al., 2015). First, several focus group questions were asked (see Appendix B), including an association question, transit questions and key questions. Thereafter, the Nominal Group Technique was used to generate ideas, let all participants prioritise these using Mentimeter and discuss the most important ones. The purpose of the last stage is to allow a more detailed discussion of the most important support topics (Varga-Atkins et al., 2015).

Procedure***Interviews***

After the research proposal was approved by the FERB (see Appendix C), academic teachers were e-mailed to inquire about participating in the current study. The participants of the course were approached through the e-mail of CAT for permission. An information letter (Appendix D) and a form for informed consent (Appendix E) were included in the mail to participants, to provide participants with sufficient information about this study.

Focus group

A representative of CAT arranged a group of colleagues from CAT, O&T and Educate-it to participate in the focus group. The group was eventually forwarded to the researcher and from here an e-mail was sent to the participants for the focus group. The e-mail contained further information about the study and an invitation to the focus group.

Because of Covid-19, the interviews and the focus group were held online, via Microsoft Teams. Prior to the start of the interview, the interviewer mentioned that the data from the interview will be kept confidential, the transcripts will be anonymized, and the interviewer requested permission to record the audio of the interviews, which started after the introduction with personal information. It was stated that participants can withdraw from the interview at any time. The explanations of the constructs were presented to the participants in the interview and the focus group so that there was an agreement on the meaning of the terms. This can contribute to the construct validity of this research (Boeije, 2010). The data analysis was started when all participants had given their informed consent.

Data analysis

After the interviews had been conducted, the recordings were stored in a confidential online environment, Yoda. The interviews have been anonymously transcribed into Word, where names and other personal data were replaced. During this process the literal words of

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the participant and the researcher were written down. After transcription, the transcripts were encoded, by means of a thematic analysis using the program NVivo12. The analysis was carried out using template analysis. Template analysis is a structured technique, suitable for the thematic analysis of qualitative interview data (Cassel & Symon, 2004). According to Verhoeven (2020), coding and analysis occur following three phases. In this study, these phases were followed. It started with the discovery phase in which the transcripts were divided and coded into groups. The coding took place both deductively, based on codes constructed in advance according to the literature, and inductively. The inductive approach is essential to include unexpected results (Verhoeven, 2020). The second phase, the reduction phase, consisted of thematizing the codes and revising and refining them. This is a cyclical process, with several rounds of coding based on new insights. It was decided to add codes per theme allowing new insights to be processed during the coding process. After a number of transcripts, more and more saturation was found, because no more main codes were added (Cassel & Symon, 2004). The final phase was the reflection phase, in which connections were made between the various themes. The final coding templates, from the interviews and the focus group, can be found in Appendices F and G. Appendix H gives an insight to the initial code list and the difference to the final code list.

Quality of the qualitative research

According to Creswell et al. (2007), qualitative research has different quality demands. Firstly, according to Creswell et al. (2007), generalising in qualitative research is not feasible. However, the generalizability of the study can be increased by using a maximum variation as a sampling strategy. In this research, teachers from different faculties were therefore selected to participate in this study. In addition, it is important to ensure credibility and validity. Credibility establishes whether the research findings represent the participants' original data (Korstjens & Moser, 2017). A member check was carried out in this study, in

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which the participants checked the transcribed interviews for veracity (Korstjens & Moser, 2017). Furthermore, in addition to literature review and interviews with teachers, the choice was made to use focus groups to approach different perspectives, in which credibility is increased through triangulation (Creswell et al., 2007; Korstjens & Moser, 2017).

Dependability refers to the stability of the results over time (Korstjens & Moser, 2017). To ensure this, the coding process was checked by inter-rater reliability, where the codes were independently reviewed by an outsider. Afterwards, remarks were discussed in a dialogue. As a result, several quotes were merged in different codes (see Appendix I for an explanation).

Results

Teachers' Experiences Regarding the Transition to Online Education

The sudden transition during the corona crisis from face-to-face education to online education marked a new experience for most participants in the present study. Most of the participants indicated that they had none to minimal experience teaching online. Appendix J shows a matrix in which all fragments of teachers' explanations, for each code, are illustrated. Participants indicated that all coursework became online when Covid-19 emerged and teachers were required to change their education to online education.

When participants were asked how they experienced the sudden transition to online education, a variety of experiences were heard, for example: intense, easy, stressful, traumatic, survival, and unfortunate. P4 stated:

On Monday everything had to be up and running, so the whole weekend we worked just to get everything live and the only thing that came from the University was: 'Everything must continue. Whatever happens, everything must go on'. That was the message, so we actually just didn't get any space to start building anything. I think that was a very intense experience (P4).

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In addition to the intensity of the experience, the participants indicated that they perceived the transition as being easy, purely from a technical and didactic point of view. Flexibility and an affinity with digital resources contributed to this. One participant indicated that the transition itself was not difficult, but the aspects related to it, such as social-emotional aspects, were being ignored. Over the course of the year, the difficulty of online teaching did change according to the participants. All participants pointed out that a year of online teaching has helped in making online education more manageable. According to P7, there had been much more space during the year to think things through deliberately, compared to the beginning. However, P7 and P9 indicate that 'corona tiredness' is creeping in a bit, so "*it's harder to motivate students, it's also harder to motivate myself*" (P9).

The Availability of Support

Need for Learning New Things

From the interviews, it became clear that teachers mainly had to learn new things in order to be able to transfer to online education, because the new situation challenged them to see education in a different light. P10 mentioned that the first week required a lot of reading up, for which videos and manuals were a source of support. When learning new things, the support needed in this process was focused primarily on the technology. Microsoft Teams was a new tool that everyone had to make their own. In addition, the participants had to explore and try out different tools and ways of teaching online: "*I think I had a really intensive work week figuring out how it worked*" (P1).

Support Offered

The majority of participants indicated that, at the start, there was very limited support from the university:

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At that time, I thought there was very little support, because everyone thought: Aah, panic! So everyone had to figure it out for themselves, which is why I was missing a certain framework, which also cost me a lot of energy (P1).

In the first weeks there was no place or website where all the information was available. Only after a few weeks several overviews appeared with links and manuals: "*There was really nothing to be found, there was no overview anywhere (...) So for me the support for this actually came too late, I would almost say*" (P4). After a few weeks, many participants did feel that there was a wide range of support provided, both in terms of organized activities and support from colleagues. According to half of the participants the support offered was adequate and they had not missed out on anything: "*If you look on a more abstract level, the support was right where it should be, namely regarding technology and didactics. And those were the two most important things in terms of content*" (P10). However, the other half of the participants indicated that they did miss some support throughout the year. Examples are a course for coordinators, more focus on hybrid education, a website with information from the start and more support from the faculty or department itself instead of university wide.

Changes in Offered Support

After a few weeks the support became very diverse and very practical in its approach. According to several participants, the support was very well taken care of by the groups and institutions that were considered to be responsible for it, such as CAT, Educate-it and O&T. P12 indicated that it was very much appreciated and reassuring that the people from Educate-it were always available to support the teachers. The availability was also indicated by the focus group: "*It was a kind of panic football, all sorts of things had to happen and yes, even during the weekend they could get support and they experienced that as very positive*". In addition, the participants in the focus group, like the teachers, indicated that there was no clear overview at the beginning, yet stated the importance to jointly identify and prioritise the

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needs of teachers. They intended to offer enough help, such as manuals, a helpdesk, tips & tricks and workshops, but the most important element, according to the support side, was to provide an overview of support options to enable teachers to choose the support they need.

Support Provided, Practiced and Valued

According to the participants, many types of support have been offered in the past year and all participants have used various types of support. There was support at all levels: micro, meso and macro, both formal and informal, and provided by both individuals and objects. The types of support listed by the participants vary from organised courses, webinars and websites to one-to-one consults, conversations with colleagues and self-inquiry through objects and chats. In the next section, the most important themes of support are discussed.

Organized Activities on Macro Level

Four of the twelve participants stated that the organised activities from CAT, Educate-it and O&T were of most value as support in teaching online. P5 indicated that CAT and Educate-it really tried everything to provide support, and without the support offered, teachers would have encountered a much bigger problem. According to P8, these organized courses and webinars are important, because:

They have a certain expertise and experience, not only with the types of education, but also with providing adequate instructions for teachers on managing this type of education. So, it's a kind of two-way expertise: not only regarding what to do, but also in terms of explaining properly what to do or what the best thing to do is (P8).

Participants specifically mentioned organised activities such as the course 'Redesign your Course', a special course from O&T, audiovisual support, Q&A's, gatherings of the department, Microsoft Teams-environments, and different webinars from CAT. According to the participants, organised activities are useful, because a lot of information is covered on different tools, and other aspects of online teaching. The topic that most strongly came up in

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the importance of courses was contact and sharing of experiences with fellow colleagues, both from their own faculty and from other faculties. However, three participants indicated that the interaction between colleagues could still be enriched. P5 and P9 indicated that the webinars, in particular a workshop on audiovisual support, helped them get closer to the reality of teaching. P9 added here that this enriched online teaching: "*It really gives me energy. I get closer to my students again (...) I see a face and I have the illusion that I can stimulate them to stay with me*".

The added value of organised activities is also visible to the support staff in the focus group. During the group discussion, it became apparent that a course, for example, provides a balance between learning and hearing from others. It provides teachers with concrete tips on how to do certain things and how to tackle them. Like the participants, the importance of colleagues is also seen in the focus group:

I agree with what F2 also said, that this helped a lot in feeling that you are not alone and that there is a place where you are together with both support and other teachers at the same time, which I think is often not the case.

Support from Objects

Aside to the organised activities offered by the university, there was also a lot of support to be found outside the university. As described earlier, participants considered the university's offerings to be scarce at first, which made P4 search for an overview independently. For example, tips and tricks appeared on YouTube, blogs and twitter. Various sources of media and information eventually resulted in an overview, which P4 found most valuable, because the support provided by the university was mainly concerned with the basics:

I started looking for more in-depth material on things I did not know or recognise. The material that the university provided came from so many different angles and related

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to so many different levels and starting points that I really had to structure and organise it myself to have a clear overview and to be able to make any use of it at all (P4).

Other participants also recognised the added value of objects as a support resource. For example, two participants indicated that they did not have time to follow all the various courses, so they used the chat at the end of a course to look for a variety of tips from videos, manuals or blogs. In addition, the importance of manuals was mentioned for answering a specific question, and participants mentioned that they frequently watched YouTube videos. According to P1, information from the university provided a clear picture, yet the information therein was much more basic. P8 also mentioned that the material from outside the university contributed to answering questions in a more targeted way and videos showed exactly how to approach certain issues.

Formal and Informal Meetings with Group Colleagues

Four of the twelve participants particularly mentioned colleagues as the most important support in times of ERT. Participants appreciated being able to brainstorm with colleagues, give each other ideas, discuss issues briefly and work on practical problems together. According to the participants, these contact moments with colleagues were mainly formal meetings, because spontaneous meetings are simply not possible online. Nevertheless, P3 stated:

Spontaneous meetings with teachers, um, yeah, not so much. But we have been forming groups of teachers ourselves, and I don't know if you refer to that as spontaneous? But for instance a group of teachers who are all active within a course – we ourselves said let's think about what we are going to do and so on. So it's a bit organised, but it's our own initiative (P3).

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P2 indicated that interaction with colleagues was important in the broadest possible way. Both colleagues within the department, fellow colleagues and colleagues from the Utrecht University are, according to P3, important in order to improve the implementation of online education. These meetings gave rise to an exchange of ideas and stimulate discussion. The reason why groups of colleagues are important according to P12 is: *"To keep me motivated, to keep me inspired, to take good examples and also to learn digital stuff"*. According to the support staff, teachers have indicated to them how meaningful it is to get together with peers to know that everyone is experiencing the same difficulties, and this can lead to recognition.

One-on-one Micro Level Meeting or Consult

Lastly, three participants stated that, according to them, the most important support was one-on-one contact, both with colleagues as in the form of a consultation with the support side:

Especially those goal-oriented one-on-one sessions with the people I needed to simplify the choices I had to make, depending on the question you have. So, Educate-it plays a big role in this, and CAT plays a really important role, but (...) it's also nice to ask a colleague about: 'How did you approach this issue?' (P7).

Participants explained that one-on-one consultations offered the opportunity to ask more advanced and targeted questions, where they allow individuals to share their thoughts on a specific issue. P7 and P11 also indicated that the one-on-one help from both the support side and colleagues was important. According to them, spontaneous meetings were actually possible through one-on-one contact with colleagues: *"I was just sitting at home, working, and then all of a sudden this little blue thing of a spontaneous chat from a colleague would pop up and say 'can we make a video call?'"* (P11). P1 and P8 also said that a quick chat or a question addressed to a colleague were important in order to share experiences with each other. Finally, P5 indicated that the course attended was important in terms of getting in touch

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with the instructors of the course, as they were accessible one-on-one contacts to ask questions regarding the course.

Differences in Support Needs over a Year of ERT

All participants agree: the support needs of teachers have changed over the past year of teaching online during the corona crisis. All participants indicated that they see a change in their own support needs from a general support need to a more specific support need at a higher level, or no support needs at all. The difference is explained as follows:

In the beginning I was more dependent on the practical things, the manuals and just the general topics, and now my focus is more on the fact that you actually aim to raise everything to a higher level (...) So you're not working in survival mode any more, but rather on the assumption that the education is what it should be and now you need to add that extra layer, so to speak. (P7)

The participants note that teachers were at the beginning more dependent on practical things, such as manuals, and after a year the teachers needed more creative ideas and are capable of assessing what suits their own teaching method. P2 indicated that after a certain time, the balance was achieved for online teaching. In the focus group it emerged that the employees of CAT, Educate-it and O&T also noticed a change in the support needs of teachers. In the beginning the offered support was constantly available, but at a certain stage fewer questions were raised by teachers, and the substantive support needs of teachers changed greatly:

In the beginning it was really, also teachers in the Q&As, very instrumental. How do I transform my teaching? How can I imitate it digitally, as approachable or as easy as possible? And after a couple of weeks this already evolved into: 'do other teachers have examples of how I can stimulate more interaction?' Thus, there was a certain change towards that and towards the summer it became more advanced.

Conclusion

This study aimed to answer the research question: *What types of support, for the development of academic teachers, are valuable in times of Emergency Remote Teaching?* To answer this research question, it is important to examine the results of each sub-question in this study.

What Support was Offered?

The results show that the vast majority of the participants had to learn new things and were thus in need of support. The literature has shown that support can be offered on micro, meso, and macro level, and this was also reflected in the results by the participants. At the start, the support from the university was limited, which made support mainly visible on a micro, individual level; from a support desk at the university to exploring for materials and colleagues. As time went by, more macro-organized activities were organized, with support being offered mainly on a university-wide basis, via courses and webinars. Groups of colleagues were also able to support each other through courses. It is found that support at the meso-level is less visible, because informal meetings online with a group of colleagues are difficult to realize.

What Types of Support are Perceived as Valuable?

When comparing the concepts from the theoretical framework with the data from the results, it shows that support is mainly provided by people and less by objects. However, objects do provide extra information when the support of people is still limited. In addition, it appears that formal support is mainly possible in the development of online education.

Various types of support were mentioned as being important. Firstly organized activities by CAT, Educate-it and O&T, where the balance between learning and hearing from others and concrete tips is visible. In addition, meetings with colleagues are important for brainstorming and sharing ideas, and one-on-one micro-level meetings where there is room for targeted

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questions and sharing experiences. It is important to note that the support needs of all teachers have changed over the past year. At the beginning it was more about the practical and instrumental aspects and mastering knowledge, whereas later in the year more about advanced knowledge and more in-depth questions. During the year, there has been more room to think things through deliberately.

What Aspects made these Types of Support valuable?

The results show that in the beginning, the main purpose of the support was to get to know general topics because everyone had to learn something new. Once teachers no longer had to work in survival mode, more advanced support could be explored. In the first phase, the knowledge aspects were highlighted through manuals, videos, blogs and workshops. Later in the year, the aspects of colleagues became especially important. Organized activities were considered important mainly by hearing about colleagues' experiences as well as the chat in this, by group meetings in which colleagues could share ideas and complement each other, and through one-to-one contact in which targeted questions were important.

In conclusion, when looking at the answers to the sub-questions, it is apparent that the majority of the participants needed support in times of ERT, and that different aspects of support were important for teachers. The support mainly regards the formal aspects and support on macro and micro level. Within all different types of support, teachers seem to find comfort in the support from their colleagues. Both in organized activities via the chat and sharing experiences, as well as in objects which are then shared with colleagues in one-on-one contact.

Discussion

In light of the increased attention on faculty development and support during Covid-19, the present study aimed to identify what support was offered during the corona crisis, what support educators considered valuable and which aspects made the support valuable.

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The results show that the participants of this study needed support at all levels regarding the literature and noticed that the faculty developers of the university actually adapted their support to their situation. This bolsters the insight from the literature that the support provided by the faculty should match the needs and values of the teachers, considering their competence, context, community and career (Van Bruggen et al., 2020; Hueppchen et al., 2011; Silver, 2014; Steinert, 2014).

A clear distinction of this study as opposed to the literature, was the focus on receiving support during ERT across the micro, meso and macro level (Steinert, 2010b). Some suggestions and findings mentioned in the literature across the different levels, such as observing other colleges or participating in longitudinal programs, were not possible given the time pressure during the Covid-19 pandemic. Therefore, it can be argued that the teachers were also in need of other forms of support than those mentioned in the literature. Participants from this study noted the high workload, making them already satisfied with 'just' continuing conducting their cursory education, where all the available organised support became too demanding for them. Receiving support is still essential for teacher in times of ERT (Bojović et al., 2020), but the circumstances of acting in a crisis must be taken into account.

An unexpected finding in this study is that half of the participants indicated that they did not experience a rapid transition, because during the third semester of the academic year, when the switch to online education took place, they had not taught cursory education. The participants indicated that this allowed them to take more time to follow various organised courses and to learn from the experiences of fellow teachers. This insight indicates that all teachers had different support needs during the past crisis year. This contrasts with the literature, which only discussed the majority of teachers having to switch to online education at the same time. It reveals that all kinds of teachers needed support at different times, in which the focus group made clear that they were aware that every academic period there were

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teachers who were teaching online for the first time, yet from the support side it was difficult to identify the support needs of all teachers.

According to Van Bruggen et al. (2020), there is an increasing awareness in universities of faculty development, which includes a wide variety of voluntary programmes offered by universities. The results of this study indicate as well, that the support is mainly arranged university wide. However, it became apparent that in addition to the support from the university, teachers also find support at the departmental level important, but some participants had received support from their department or faculty. At the university, everything is provided mainly from an educational point of view, whereas at the departmental level, teachers find it particularly important that education differs per faculty and can therefore benefit from similar experiences. According to the focus group, it became clear that they would have preferred faculties and departments to be more involved in providing support, workshops, and Q&A sessions. In their opinion, short lines of communication work better than only working from a distance in Teams. Thus, this study identified that support is equally important at the university level, as it is at the faculty and departmental level.

Limitations

In this research, the choice was made to approach teachers of Q&As and teachers who participated in the course *Redesign your course in times of corona* to participate in this study. A collaboration with CAT, which provided a large database of lecturers that participated in the course, proved to be helpful in approaching the participants that were used in this study. Therefore, eight participants followed a course, thus needed support or at least made use of support during Covid-19. Consequently, following this course could have been of influence as this indicates how they consider organized activities on Macro level to be of importance. Nevertheless, this does not harm the validity of this study, because this study does not focus

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on whether people have used support or not - but rather on the types of support people considered important.

A second limitation of this research consists of the fact that personal and socio-emotional aspects are excluded from this research. This study only examined the support needed by teachers and which aspects of the support contributed to this. The personal aspects of the participants were not included. However, the personal and socio-emotional aspects may have influenced the support needs of the teachers, because Covid-19 has changed both teacher's work situation and their private lives.

Implications

Notwithstanding the limitations, this study gives insight into all facets of support that are important in times of ERT for academic teachers. Based on the discussion, it is important to acknowledge that all teachers are individuals who have individual support needs. From this perspective, implications have been generated for this research. Firstly - given the fact that not everyone experiences a crisis simultaneously - it is important to take into account the varying needs in the first days of an acute event that requires a switch on beforehand. Lecturers who must switch immediately require more direct support which makes it less fair to provide everyone this opportunity directly. In addition, attention must be paid to teachers who do not need support immediately – as they may have less contact with the offered support as they did not seek it out directly. Secondly, it may be important to involve the departments or faculties in the process of providing support. Since the support staff never anticipated the necessity for this rapid transition, it would be feasible to involve the departmental level, working more two-sidedly - with the support staff - to ensure a more coherent process. In which teachers with a need for support can approach the department and this will be forwarded by the department to the support side of the university for any re-occurring support needs.

Further Research

In a follow-up study, it is important to obtain an even more thorough understanding of the support needs of teachers in ERT. Firstly an in-depth study could be conducted with regards to the different types of support and the aspects that contribute to their importance. Secondly, it is important to include personal aspects of teachers, to gain more understanding of their need for support, as personal aspects such as socio emotional aspects and family situations might also affect their need for support. Thirdly, it is important to investigate the workload of teachers in times of ERT and to examine which types of support are not considered a high workload, and therefore work most effectively in times of ERT. Finally, a mixed-methods research would be interesting to collect the experiences of all lecturers of Utrecht University about the support at the time of Emergency Remote Teaching in a questionnaire. In this way the generalizability of this research would increase and a representation of all lecturers of Utrecht University would be made possible.

Final Note

This study has contributed to the clarification of different types of support that are of importance to higher education teachers in times of emergency remote teaching. Both teachers and staff from the support side were interviewed in order to create a complete and considerate overview. The research shows that teachers acknowledge both the support offered by the university and the support provided by colleagues. Both appear to be essential in order to develop their abilities and skills in online teaching. This research suggests that teachers do require support in times of emergency remote teaching. For this reason, it would be of importance to be more careful with respect to higher education teachers and their support needs at all times.

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Appendix A

Interview Guideline

Introductie

- Fijn dat u er bent. Dank voor uw deelname aan dit interview. Ik zal mij even kort voorstellen, ik ben Esther, 23 jaar en ik woon in Groningen en ik doe nu de Master Educational Sciences aan de Universiteit Utrecht, waar ik nu bezig ben met mijn stage en met mijn Masterthesis. Daarom zitten we hier ook vandaag.
- Ik doe dus nu onderzoek naar de typen ondersteuning die van belang zijn voor academisch docenten in een crisissituatie. Het CAT vindt het belangrijk om meer inzicht te krijgen in welke ondersteuning op het gebied van onderwijs academisch docenten helpt en hoe dit hen helpt, zeker in veranderende omstandigheden, zoals nu met de coronacrisis – korte uitleg ERT.
- Het interview zal ongeveer 45 minuten duren. Ik zal de audio van het interview graag opnemen, zodat ik deze later kan uitschrijven en uw woorden zo goed mogelijk kan weergeven in mijn verslag. Alles blijft dan ook anoniem en de opnames worden opgeslagen op het beveiligde netwerk van de UU. Geeft u toestemming?
- Het interview zal beginnen met een paar algemene vragen over u en online onderwijs en daarna zullen we het gesprek ingaan over de verschillende ondersteuning die u misschien hebben geholpen met de overgang naar online onderwijs.
- Heeft u nog vragen voordat we beginnen?

Algemene vragen

- Korte introductie: Wat is uw leeftijd en hoe lang werkt u op de Universiteit Utrecht?
- Had u voor de coronacrisis al ervaring met het geven van online onderwijs?
 - Hoe zag dat er uit?

Algemene ervaring overgang online onderwijs

- Welk onderwijs is voor u online gegaan en op welke wijze is dit gebeurd?
 - Kan u mij meenemen in een moment waar u echt bezig was met het omschakelen van uw onderwijs naar online onderwijs en wat deed u?
- Hoe was het voor u om online onderwijs te gaan geven tijdens de coronacrisis?
 - Kan u een voorbeeld geven waaruit bleek dat de overgang makkelijk of lastig was? Creativiteit, weinig ondersteuning

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- Over het algemeen, hoe makkelijk of lastig vond u de overgang naar online onderwijs?
- Is dit zo gebleven of nog veranderd in het afgelopen jaar?
 - Waarom wel/ niet?

Ontvangen ondersteuning in online onderwijs

- Heeft u de overgang naar online onderwijs al kunnen doen met de kennis die u al had of heeft u daarvoor ook nieuwe dingen moeten leren?
 - Kan u mij vertellen waarom u nog nieuwe dingen moest leren?
- Wat heeft u gedaan of gebruikt dat u heeft geholpen met het geven van online onderwijs?
 - Waarmee heeft het geholpen en hoe heeft dit geholpen?
 - Waarom was dit zo belangrijk voor u?
 - Kan u mij meenemen naar een moment waarop u echt ervaarde dat deze ondersteuning u echt hielp?
 - Doorvragen op de volgende aspecten, indien nodig:
 - Ondersteuning via informatiebronnen? (persoon/object)
 - Ondersteuning individueel of met collega's? (individu/groep)
 - Ondersteuning georganiseerd of niet? (formeel/informeel)
- In de overgang naar online onderwijs kan je op verschillende manieren ondersteuning krijgen. Ik zal daarvan twee specifiek even uitlichten. Ten eerste kon je gebruik maken van documenten, presentaties of filmpjes over een onderwerp, bijvoorbeeld een handleiding over Teams of een filmpje over digitale werkvormen. Ten tweede kon je je ook richten tot personen om je te helpen bij de overgang, dit kunnen spontane ontmoetingen zijn geweest met collega's of in tweetallen en groepen samen overleggen en ondersteuning geven of in georganiseerde activiteiten binnen of buiten de universiteit.
 - Hebben een van deze twee vormen u geholpen bij de overgang naar online onderwijs, of allebei? Welke punten herkent u?
 - Waarmee heeft het geholpen en hoe heeft dit geholpen?
- In hoeverre hebben georganiseerde activiteiten en programma's geholpen bij de overgang naar online onderwijs?
 - Wie hebben deze activiteiten georganiseerd?
 - Waarin hebben ze jou ondersteund en op welke wijze?

- Waarom was dit zo belangrijk voor jou om hierin te groeien?

Overkoepelend ondersteuning in tijd en prioriteit

- Is er een verschil tussen wat in het begin heeft geholpen en wat u later in het jaar heeft geholpen in het geven van online onderwijs?
 - Waarom was dit (niet) verschillend in het begin en later?
 - Kan u hier een voorbeeld van geven, hoe het aan het begin was en later?
- Als u nu terugkijkt naar het afgelopen jaar, in hoeverre is er dan nog ondersteuning die je gemist hebt?
 - Waarom deze ondersteuning?
 - Kan je hier een voorbeeld van geven?
- Welke ondersteuning die we besproken hebben in het interview is voor u het meest waardevol geweest?
 - Waarom was of is specifiek deze zo belangrijk?

Afsluiting

Dit waren mijn vragen. Ik wil u nogmaals hartelijk bedanken voor uw deelname aan het interview. Heeft u nu nog vragen of opmerkingen?

Mocht u later nog iets kwijt willen of iets willen vragen, dan kan u contact met mij opnemen.

Als u het leuk vindt, stuur ik u mijn thesis als hij af is.

Appendix B***Focusgroep****CAT, O&T en Educate-it*

Deelnemers: 4 werknemers van CAT, O&T en Educate-it

Waarom: CAT, O&T en Educate-it hebben ondersteuning aangeboden aan academisch docenten van de UU tijdens de coronacrisis. Het is van belang om te bespreken of zij veranderingen merkten in de ondersteuningsbehoefte van docenten en welke keuzes zij in het ondersteuningsaanbod hebben gemaakt.

Wat: Een focusgroep met werknemers van CAT, O&T en Educate-it via Teams op 13 april. Alle deelnemers moeten vooraf een 'consent form' ondertekenen, zodat de deelnemers akkoord gaan met het gebruiken van de data voor onderzoeksdoeleinden.

Introductie (5 min)

- Welkom! Fijn dat jullie er allemaal zijn.
- Voorstellen van mezelf
- Doel van focusgroep: onderzoeksvraag
- Focusgroep: Er zijn geen juiste of foute antwoorden, er hoeven geen handen opgestoken te worden, laat mensen uitspreken en informatie blijft binnen deze groep.
- Deelname is niet verplicht, deelname kan elk moment stop gezet worden
- Het wordt allemaal anoniem. Vraag om op te nemen, wordt alleen gebruikt voor onderzoeksdoeleinden om zo goed mogelijk te transcriberen
- Duur van interview: Zal 45 minuten duren
- Handig om dit bij je te hebben: telefoon, pen en papier

Openingsvraag/ ijsbreker (10 min)

Co-host: Zet PowerPoint klaar met alle foto's waar de deelnemers tussen mogen kiezen

Associatievraag

Welke foto past het best bij hoe jullie docenten hebben ondersteund in het vormgeven van hun onderwijs tijdens de coronacrisis?

Co-host: Deze vraag wordt geplakt in de chat, zodat de deelnemers weten op welke vraag zij antwoord moeten geven.

Inleidende en transitvragen (5 min)

Waar hebben docenten aangegeven behoefte aan te hebben qua ondersteuning en hoe is dit veranderd in de tijd?

Sleutelvragen (20 min)

Ideeën genereren: Vanuit jouw rol, wat heb jij nou gemerkt aan de docenten wat geholpen heeft om de plotselinge overgang naar online onderwijs goed vorm te kunnen geven? Dit kunnen dingen zijn die georganiseerd zijn, maar ook BUITEN het CAT, Educate-it, O&T en de formele cursussen

- Schrijf voor jezelf drie ondersteuningsbehoeften in één woord op (2 minuten) en deel ze daarna met de groep.

Co-host: Noteer alle ondersteuningsbehoeften onder elkaar op een papier voor jezelf, totdat iedereen klaar is. Zet dan de lijst in de chat voor de mensen. Esther vult de lijst in de chat aan als mensen nog een toevoeging hebben. Michelle gaat ondertussen naar Mentimeter.

Prioriteren: Stemming (2 punten mogen ze aanklikken) via mentimeter van de gehele lijst.

Hieruit komen punten die iedereen gezamenlijk belangrijk vindt □ bovenste 2 of 3 een gesprek over hebben!

SUPPORT FOR ACADEMIC TEACHERS DURING ERT

Mentimeter: Zet de lijst in mentimeter (plus de toevoegingen als die nog zijn gekomen) en maak een poll. Zet de code van mentimeter in de chat. Esther geeft aan dat de mensen met hun telefoon naar mentimeter mogen gaan.

Erover in gesprek: Waarom waren deze volgens jullie vooral van belang voor docenten?

Kan je mij meenemen naar een moment waarop je zag dat docenten deze ondersteuning van belang vonden in de plotselinge overgang naar online onderwijs?

Besluitende fase (5 min)

*Als je teruggaat in de tijd en je mag met de kennis van nu één advies geven aan de mensen van het CAT, O&T en Educate-it, over hoe ze het beste docenten kunnen ondersteunen in een plotselinge overgang naar online onderwijs, welk advies zou jij dan geven? Kan je dit in één zin uitdrukken in de chat? *Co-host zet de rode zin in de chat.**

Appendix C

FERB-application

E.D. Schut - 8 March 2021 - 10:04:23

(1.1) Title

Support for teachers in times of Covid-19

(1.2) Study type

New data collection

(1.3) Division

Educational Sciences

(1.4) Start date

08 March 2021

(1.5) End date

30 June 2021

Basic information

E.D. Schut - 8 March 2021 - 13:22:16

(1) Name(s) and surnames(s), Solis ID and e-mail address of the student(s):

Name and surname Student number E-mail

Esther Schut

4882865

e.d.schut@students.uu.nl

(2) Name and surname, position and division of main thesis supervisor:

Name and surname Position Division E-mail

Rouven Hagemeijer

Teacher

Social sciences

r.e.hagemeijer@uu.nl

(3) What is the study's (main) research question?

What types of support for the development of teachers are experienced as valuable by higher

SUPPORT FOR ACADEMIC TEACHERS DURING ERT

education teachers in times of emergency remote teaching?

(4) Will you be following a previously approved project or research programme/line?

- Yes, a FERB approved research programme
- Yes, a FERB approved research project
- Yes, a project which was approved by another Social Science ethical review board (affiliated with Nethics)
- Yes, a METC approved project
- Yes, an ethical review board of an external organization, please explain
- No

New data collection

E.D. Schut - 8 March 2021 - 13:22:16

(1) Will you be using:

- Online collection of questionnaire data
- Offline collection of questionnaire data
- Open or semi-open interview (incl. focusgroups)
- Regular observations
- Observations recorded on audio, video
- Naturalistic observation
- Participant observation (anthropology)
- Intervention study (not in lab)
- Behavioural tasks

(2) Where will the study (data collection) be conducted? If this is abroad, please note that you have to be sure of the local ethical codes of conducts and permissions

- the Netherlands
- Abroad, outside the Netherlands. Please name the country

Interview data

E.D. Schut - 8 March 2021 - 13:22:16

Please note: when you record the interviews, also fill in the protocol for 'observations recorded on audio,

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video'

(2) The topics of the interview are not invasive

- Correct
 No, please explain

De transcripten van de interviews zullen conform de eisen van de studie worden opgeslagen op YoDa, waarbij de bestandsnamen geanonimiseerd zullen worden. Daarnaast worden de transcripten geanonimiseerd

(3) The interview takes less than 45 minutes

- Correct
 No, please explain

(4) Who are you going to interview?

- Only individuals
 Only group(s) of individuals
 Both

Observations recorded on audio/video

E.D. Schut - 8 March 2021 - 13:22:16

(1) Collecting video and/or audio data is essential for answering the research question

- Yes, explain why collecting these data is essential
 No, explain why you do not refrain from collecting these data

De interviews worden opgenomen om transcripten te maken, welke conform de eisen binnen de studie worden opgeslagen in YoDa. Dit wordt op zo'n manier gedaan dat de opgeslagen bestandsnamen ook geanonimiseerd zullen worden. Enkel audio wordt opgenomen, dus geen video. Dit wordt enkel gedaan voor het juist analyseren van de antwoorden in lijn met de focus van de studie en de topic list. Om het onderzoek zo betrouwbaar mogelijk te houden, is het van belang om de antwoorden van de respondenten zo letterlijk mogelijk op te schrijven voor de analyse. De opname start pas na de kennismaking, zodat de naam van de persoon niet in de opname te horen is, zo is persoonlijke data niet meer te herleiden. Alleen ik weet welke data bij welke respondent hoort en ben de enige die toegang heeft tot deze opname. De opname dient niet voor additionele zaken, enkel ter ondersteuning voor het transcriberen van het interview. De opname zal direct na het transcriberen verwijderd worden.

SUPPORT FOR ACADEMIC TEACHERS DURING ERT

(2) Apart from video and/or audio recordings, there are no personal data.

- Correct
 Incorrect, please explain

De interviews worden opgenomen om transcripten te maken, welke conform de eisen binnen de studie worden opgeslagen in YoDa. Dit wordt op zo'n manier gedaan dat de opgeslagen bestandsnamen ook geanonimiseerd zullen worden. Enkel audio wordt opgenomen, dus geen video. Dit wordt enkel gedaan voor het juist analyseren van de antwoorden in lijn met de focus van de studie en de topic list. Om het onderzoek zo betrouwbaar mogelijk te houden, is het van belang om de antwoorden van de respondenten zo letterlijk mogelijk op te schrijven voor de analyse. De opname start pas na de kennismaking, zodat de naam van de persoon niet in de opname te horen is, zo is persoonlijke data niet meer te herleiden. Alleen ik weet welke data bij welke respondent hoort en ben de enige die toegang heeft tot deze opname. De opname dient niet voor additionele zaken, enkel ter ondersteuning voor het transcriberen van het interview. De opname zal direct na het transcriberen verwijderd worden.

(3) All recordings are/will be deleted immediately after transcription or coding

- Yes
 No, please explain

De bestandsnamen van de opname worden direct geanonimiseerd en de opname wordt pas gestart na de kennismaking, zodat er geen persoonlijke data te vinden is binnen de opname.

(4) All possible measures have been taken to prevent subsequent identification of persons

- Yes, measures have been taken (transcription of audio, encoding of video)
 No, explain why not

Enkel audio wordt opgenomen ter ondersteuning van het transcriberen van het interview. Bestandsnamen worden geanonimiseerd opgeslagen en de opname wordt pas gestart na de kennismaking, zodat persoonlijke data niet te herleiden is. Alleen ik weet welke data bij welke respondent hoort en ben de enige die toegang heeft tot deze opname.

(5) The observational data are linked to other data, e.g. questionnaire data

- No
 Yes, please explain

(6) It is ensured that persons who have not given informed consent do not appear on the video and/or audio recordings

- Correct: the camera is not aimed at these participants
 Incorrect, but these participants will be removed from the recordings immediately after they have been recorded

(7) What is observed cannot be interpreted as invasive

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- Correct
 Incorrect, please explain

De interviews worden opgenomen om transcripten te maken, welke conform de eisen binnen de studie worden opgeslagen in YoDa. Dit wordt op zo'n manier gedaan dat de opgeslagen bestandsnamen ook geanonimiseerd zullen worden. Enkel audio wordt opgenomen, dus geen video. Dit wordt enkel gedaan voor het juist analyseren van de antwoorden in lijn met de focus van de studie en de topic list. Om het onderzoek zo betrouwbaar mogelijk te houden, is het van belang om de antwoorden van de respondenten zo letterlijk mogelijk op te schrijven voor de analyse. De opname start pas na de kennismaking, zodat de naam van de persoon niet in de opname te horen is, zo is persoonlijke data niet meer te herleiden. Alleen ik weet welke data bij welke respondent hoort en ben de enige die toegang heeft tot deze opname. De opname dient niet voor additionele zaken, enkel ter ondersteuning voor het transcriberen van het interview. De opname zal direct na het transcriberen verwijderd worden.

Participants 1

E.D. Schut - 8 March 2021 - 13:22:16

(1) I will approach...

- Adults
 Children up to 12 years old
 Children from 13 to 15 years old
 Adolescents from 16 to 17 years old

(2) I will approach a vulnerable group

- No
 Yes, please explain which vulnerable group you are working with and why this study cannot be carried out without this population.

De respondenten zijn wilsbekwame docenten van de Universiteit Utrecht

(3) I am going to approach the participants using

- Recruitment websites, where participants register themselves
 Friends, familie, acquaintances
 Recruitment agencies that approached the participants
 Other, please explain

Het onderzoek is in samenwerking met het CAT waar ook al interviews zijn afgenomen. Vanuit deze data collectie en in samenspraak met het CAT worden respondenten benaderd.

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(4) I use the following resources

- Letter/e-mail
- SONA systems
- Other, please explain _____

(5) Participants receive PPU or financial compensation in proportion to their efforts

- Yes, please explain
- No, please explain

Van te voren wordt er aan de participanten aangegeven dat er geen vergoeding tegenover deelname aan het onderzoek staat. Deelname aan het onderzoek is geheel op vrijwillige basis

(6) I'm going to ask consent to proceed using...

- A written procedure prior to data collection
- Online, by ticking a box
- An oral procedure prior to data collection (c.f. [this description](#))

(7) This investigation cannot lead to coincidental findings

- Correct
- Incorrect, please explain which coincidental findings may appear and how you will deal with this situation

Dit onderzoek kan niet leiden tot incidentele resultaten. De vragen in het interview leiden enkel tot resultaten die gerelateerd zijn aan de focus van het onderzoek.

(8) This study does not use deception

- Correct
- Incorrect, it does use deception. Please explain _____

(9) If deception is used, I will ask permission from the participants again immediately after the data collection

- Not applicable
- Yes
- No, please explain _____

In accordance with the instruction document the information letter contains these elements:

(11) Aim of the study

SUPPORT FOR ACADEMIC TEACHERS DURING ERT

- Yes
 No, please explain

(12) It is emphasized that it concerns student research

- Yes
 No, please explain

(13) Type of tasks, duration, load

- Yes
 No, please explain

(14) How the data are handled

- Yes
 No, please explain

(15) Right of removal of their data (unless data are anonymous)

- Yes
 No, because the data are collected in an anonymous way
 No, for other reason, please explain

(16) Being able to stop voluntarily at any time without adverse consequences

- Yes
 No, please explain

(17) Contact person for questions

- Yes
 No, please explain

(18) Information letter in understandable language tailored to the target group

- Yes
 No, please explain

[Informed consent](#)

SUPPORT FOR ACADEMIC TEACHERS DURING ERT

(1) For adults, I ask informed consent

- Actively (via 'wet' signature)
 Online
 Passively (explain why not actively)
 No informed consent asked (explain)
-

Data management 1

E.D. Schut - 8 March 2021 - 13:22:16

(1) Data are or will be stored on faculty servers (YODA and/or FSBS research storage) in accordance with faculty protocol

- Yes
 No, because data are not allowed to leave the external institute where the research project takes place
 No, but a copy of the anonymized raw data will be stored on the faculty servers
 Other, please explain
-

(2) Access to data is limited to student, supervisor(s) and related UU researchers

- Yes
 No, please explain
-

(3) Storage period is in accordance with faculty protocol and/or additional statutory provisions.

- Yes
 No, please explain
-

(4) Data are not shared with external organization

- Correct
 No, please explain
-

(5) The video or audio recordings were made with equipment that meets safety and privacy requirements

- Yes
 No, please explain
-

(6) After closing the data collection, the recordings will only be stored on the faculty's secure server and thus removed from the personal devices.

- Yes
 No, please explain

SUPPORT FOR ACADEMIC TEACHERS DURING ERT

Attachments

E.D. Schut - 8 March 2021 - 13:22:16

(1) Questionnaire

[Interview topic list 488 2865.docx](#) deleted E.D. Schut 8 March 2021 - 13:21:58

(2) Information letter(s)

[Informatiebrief 4882865 .pdf](#) deleted E.D. Schut 8 March 2021 - 13:21:58

(3) Informed consent form(s)

[Informed consent 4882865 .pdf](#) deleted E.D. Schut 8 March 2021 - 13:21:58

(9) Miscellaneous documents e.g. data set description (optional)

No files have been uploaded yet

Signature

E.D. Schut - 8 March 2021 - 13:22:16

(1) Corona protocols

I declare that I have read the relevant [UU Corona protocols](#), and will follow them as I perform the study

(2) I declare that I have completed the above truthfully, my Solis ID is:

4882865

Appendix D

Information Letter

**Master Thesis onderzoek ten behoeve van de
Ondersteuning van docenten
tijdens Emergency Remote Teaching**



Utrecht University

Utrecht, maart 2021

Geachte heer/mevrouw,

Ter afronding van de master Educational Sciences aan de Universiteit van Utrecht (UU) doe ik, Esther Schut in samenwerking met het Centre for Academic Teaching, onderzoek voor mijn Master Thesis. Het doel van het onderzoek is om inzicht te krijgen in wat docenten geholpen heeft om hun onderwijs aan te passen en vorm te geven tijdens de coronacrisis. Door middel van deze brief wil ik u vragen om mee te doen aan dit onderzoek.

Wat levert dit onderzoek op?

Uit voorgaand onderzoek is duidelijk geworden dat docenten in een veranderende context behoefte hebben aan verschillende soorten ondersteuning, bijvoorbeeld digitale hulpmiddelen, gesprekken met collega's en workshops. In mijn Master Thesis onderzoek zal ik gaan onderzoeken welke soorten ondersteuning docenten hebben geholpen tijdens de overgang naar online onderwijs tijdens de coronacrisis en hoe deze ondersteuning hen heeft geholpen. De kennis die dit oplevert kan gebruikt worden om de ondersteuning van docenten te verbeteren, zowel ondersteuning in het algemeen als ondersteuning voor specifieke crisissituaties zoals de coronacrisis waarin overgegaan moet worden naar online afstandsonderwijs.

Wat houdt deelname aan dit onderzoek in?

Aangezien u werkzaam bent als academisch docent aan de Universiteit Utrecht, bent u een potentiële deelnemer aan dit onderzoek. Het criterium om mee te doen aan dit onderzoek is dat u zelf online lessen hebt gegeven het afgelopen jaar aan de UU. Voor het onderzoek wil ik u graag interviewen over uw ervaringen met het geven van online onderwijs. Een interview zal circa 45 minuten duren. In verband met de huidige omstandigheden omtrent het coronavirus zal het interview online plaatsvinden via Teams.

Privacy en vertrouwelijkheid

De ethische toetsingscommissie van de faculteit Sociale Wetenschappen heeft dit onderzoek goedgekeurd. Uw deelname aan dit onderzoek is geheel op vrijwillige basis. U kunt op ieder moment in het onderzoek besluiten om uw deelname te beëindigen. Uw onderzoeksgegevens zullen dan nog worden gebruikt tot het moment van stoppen met deelname, tenzij u expliciet om verwijdering verzoekt. Van het interview zal een audio opname gemaakt worden om de informatie van het interview na afloop goed te kunnen verwerken. De audio wordt enkel opgenomen ter ondersteuning van het transcriberen van het interview. Deze opnames zullen worden opgeslagen in de beveiligde digitale omgeving van de Universiteit Utrecht. Alle gegevens worden vertrouwelijk behandeld en anoniem verwerkt. De gegevens worden alleen voor onderzoeksdoeleinden gebruikt en niet verstrekt aan derden. In de thesis zullen ter illustratie fragmenten van interviews verwerkt worden, uiteraard zonder dat deze herleidbaar zijn naar u. Na afloop van het interview wordt een leesbaar transcript van het interview naar u opgestuurd met de vraag of u deze wilt controleren op waarheidsgehalte. De uitkomsten van dit onderzoek zullen gedeeld worden om zo bij te dragen aan de kennis over ondersteuning van docenten in het algemeen en binnen het Centre for Academic Teaching.

Ik hoop u zo voldoende geïnformeerd te hebben. Mocht u vragen of opmerkingen hebben, neem dan gerust contact met mij op door te mailen naar e.d.schut@students.uu.nl of door te bellen naar 06-57357993. Voor vragen aan de begeleider van mijn onderzoek kunt u contact opnemen met dr. Rouven Hagemeyer, via r.e.hagemeyer@uu.nl.

Mocht u na het lezen van deze informatiebrief besluiten deel te willen nemen aan dit onderzoek, wil ik u vragen dit kenbaar te maken door onderstaand toestemmingsformulier te ondertekenen en uiterlijk één week na ontvangst terug te mailen.

Met vriendelijke groet,
Esther Schut

Appendix E**Informed consent**

**Master Thesis onderzoek ten behoeve
van de
Ontwikkeling van docenten
tijdens Emergency Remote Teaching**



Utrecht University

Toestemmingsformulier

Ik zou u graag willen vragen om toestemming te geven voor uw deelname aan dit onderzoek door middel van het invullen van de lege velden.

Hierbij verklaar ik _____, de participant, dat ik de informatiebrief over het onderzoek volledig ben geïnformeerd over het doel van het onderzoek naar 'De typen ondersteuning die van belang zijn voor docenten in het hoger onderwijs in tijden van ERT' en de wijze waarop met mijn gegevens wordt omgegaan. Ik ga akkoord met mijn deelname aan dit onderzoek.

Datum: _____

Handtekening participant:

Appendix F

Final Coding Scheme Interviews

Final Coding Scheme semi-structured interviews

Element	Code	Sub-code	Meaning	Frequency	Fragment
1. Transition	1.1Transition/ Experience before		Teachers' experience of teaching online before Covid-19		
		1.1.1No experience	No experience with online teaching before Covid-19	7	“But genuine online teaching, no, we were all thrown into that last year, so no, I had no experience with that”
		1.1.2 Minimum experience	Minimum experience with online teaching before Covid-19	5	“In terms of online education, it has always been limited to knowledge clips”
		1.1.3 Experience	Teachers who do have had experience with online teaching before Covid-19	1	“Um, several things actually. A bit broad I already had a blended course, for example, where students prepare for the course online”
	1.2 Transition/ Education online		Description of all education that went online during Covid-19		

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	1.2.1 All education	All education, both Bachelor's and Master's, went online during the corona crisis	12	“Well, the cursory education, so eh, subjects so to speak, courses, they have all been moved online”
1.3 Transition/ Experience		Teachers' experience of the transition to online education		
	1.3.1 Hard transition	The change to online teaching during Covid-19 was experienced as difficult by teachers	16	“So if you ask me, how did I experience this online education, it was pure survival. I can't describe it any other way, it was just surviving”
	1.3.2 Easy transition	The change to online teaching during Covid-19 was experienced as easy by teachers	10	“Yes, I thought that was quite reasonable, but it's not entirely fair, because I know a lot of colleagues who heard on Friday that they had to start teaching online on Monday and that really seems like a major change to me, whereas we actually had almost a year to prepare for it”
	1.3.3 Easy and hard	Teachers experienced the transition to online teaching at Covid-19 as both difficult and easy	1	“What I found difficult about it were the preconditions, which were simply insufficiently organized. And the fact that the, shall we say, socio-emotional side of the story was ignored. That made education very difficult and very hard to do. So, it was easy, yes, but also hard due to other aspects”

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2. Faculty Development	2.1 FD/ Need for learning new things	During the corona crisis need for support and learning new aspects		
	2.1.1 Learning new things	Teachers who had to learn new things in the rapid transition to online education.	10	“And really new things, yes, you really have to start looking at your education in a different way”
	2.1.2 No new things	Teachers who indicated that they had no need to learn anything new during the transition to online teaching	2	“Um, well I think that with the knowledge I had I was able to manage that”
	2.2 FD/ Support offered	The support offered during the year of the corona crisis		
	2.2.1 Support offered basic	The support that is offered is considered to be basic	2	“It's just a bit more than the basics I think, yes, how to put it. So maybe partly for myself, I think for the majority this is fine, it' s just that maybe I have a different desire in that”
	2.2.2 Great support offer	The support offered is seen as adequate and diverse	7	“Yes, it is very diverse and often very practical. So I think that is very nice for teachers and coordinators”
	2.2.3 Little support offered	The support that is offered is seen as little support	9	“Well, that's it really, apart from that we as teachers have been left to our fate, which is

SUPPORT FOR ACADEMIC TEACHERS DURING ERT

					perhaps a bit extreme, but it has been placed very much on our own plate”
	2.2.4 Support overdue	According to teachers, the organised support has come too late		1	“And the moment that more organized activities appeared I had already assembled a substantial amount. So for me, the support for this actually came too late, I would almost say”
	2.2.5 Becomes less	The support gets less as time goes by after the first year		1	“I am also waiting to see what the facilities will be in the new academic year, I think it will be much less. And I take into account that I have to do it myself now”
3. Support	3.1 Support/ Micro	The support offered at micro, individual level			
	3.1.1 One-on-one support	The support offered focuses on one-on-one support from both colleagues and in a consultation		5	“So I thought that was a very good learning experience and I also talked to educationalists about whether it was a good idea, and they thought it was a good idea”
	3.1.2 Student assistant support	The support offered by a student assistant		4	“The student assistants are also a real added value, because they truly know a lot. They've really immersed themselves in it, so I experienced support from them”

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	3.1.3	Individual support aimed at the formal aspect, organised	10	“Just very targeted: this I can do myself, this I know, this I have experience with and this I can't and that's where I'm looking for support”
	Individual support Formal			
	3.1.4	Individual support that is informal, unorganised and sometimes even unnoticeable	14	“Yes, one of the things I have done to prepare myself for this is to simply ask colleagues, 'What are your good experiences with this?' (...) Generally that was more informal”
	Individual support informal			
3.2 Support/ Meso		Support provided at the meso level, the group level		
	3.2.1	Group support at formal level, where organised events are central	8	“There is a lot of interaction with other teachers, so almost nothing happens in our department that you decide alone. So we actually always have a team, so yes, it's all about constantly bringing our heads together”
	Group support formal			
	3.2.2	Group support at the informal level, where communities of practice at the meso level are central	4	“The informal coffees lead to very interesting things, but you notice that all the teachers are very busy, so the informal coffee is almost non-existent”
	Group support informal			
3.3 Support/ Macro		Support provided on the macro level, the organizational level		

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3.3.1 Communities of practice Communities of practice	Communities of practice, where groups are made formal at the organisation level	2	“Later on, there were also many sessions, but then we just discussed certain issues and then we came with teachers from all sorts of departments”
3.3.2 Organized activities university	Organised activities by the university, such as courses, workshops, and webinars	36	“Thus <i>Onderwijsadvies & Training</i> did a lot of work, was very accessible, set up workshops very quickly and they did that already”
3.3.2.1 Courses		28	“They give structure to what you are doing. So what I liked about that workshop, which lasted a couple of afternoons I think, was that you were actually confronted once again with what it's all about when you're doing course design”
3.3.2.2 Q&A's		3	“So I really liked that, because that was also the beginning when everyone was trying to figure out how we were going to do this. So that created, yes, a community, but from the people who were working on it”
3.3.2.3 Webinar		5	“Um, yes, I found that a very nice one too. Um, and that was also partly a realisation for me”

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<p>3.3.3 Organized activities faculty</p>	<p>Organised activities by the faculty or department</p>	<p>4</p>	<p>“Then we just had coffee or our monthly teachers' meeting or something, and there were teachers who shared their experiences with certain issues”</p>
<p>3.3.3.1 Presentations</p>		<p>3</p>	<p>“Well, that was also just organised here at the department. Once in a while, we just had presentations by colleagues who told us, but not, not about the course, but more about what they were up against and how they solved it”</p>
<p>3.3.3.2 Departmental meetings Teams</p>		<p>1</p>	<p>“So really the basics, how do you arrange a meeting, how do you turn on your camera, that sort of things. And the second part was really about tips and tricks”</p>
<p>3.3.4 Support from objects</p>	<p>Support by objects, focusing on blogs, websites, videos and manuals</p>	<p>23</p>	<p>“In that first period, I also collected a lot of online material, a lot of videos, blogs about how to work with Teams in education, what's useful in that? I just started to collect all that and put it together and share it with colleagues”</p>
<p>3.4 Most valuable support</p>	<p>The support that teachers have found most valuable over the past year while teaching online</p>		

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3.4.1 Organised activities	Organised activities of the University	4	Yes, because there is a certain expertise and experience there, not only with the forms of education, but also with how to explain it properly to teachers, how they should approach it, for example. So it's a kind of double expertise
3.4.2 Meetings with colleagues	Meetings with colleagues, both formal and informal	4	If I have to choose one thing, it is really the interaction with colleagues in the broadest sense. So not only from the department, but also from the UU and from the CAT and so on. Because then you really noticed that you were able to have a good discussion and think about practical problems.
3.4.3 One-on-one contact	One-on-one meetings with colleagues and consultations	3	So in that sense, it was just one on one, focused on the situation I was in. The course was good, but it contained all kinds of things that I didn't think would be of much use to me.
3.4.4 Online objects	Online objects, such as YouTube and blogs	1	Because what I find most valuable for education itself are the things I found online (...) Um because I could start immediately, because these were matters that I had not heard before (...) So I started looking for more in-depth

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				material about things that I didn't know, that I didn't recognise yet
4. Difference support needs year	4.1 Difference/development year	Here, the development of teachers in the corona crisis is central	14	“I was a bit lucky in that respect, in March a year ago, when it all happened, my cursory education was actually over”
	4.2 Difference/change experience	Difference, in the year of Covid-19, in how teachers experienced the transition to online education		
	4.2.1 Become easier	Teaching online becomes easier as the year goes on	4	“You really see that things are better organised and everyone knows better, eh, how and what. There is more of a framework, so no, I don't find it difficult anymore. Now I can find my way around”
	4.2.2 Corona tiredness	Corona tiredness creeps in among teachers	2	“And when I look at ehm, also around me at colleagues, you see that eh it is like a rubber band on a too often washed pants, the stretch is there, but it starts to fade earlier than last year”
	4.2.3 Still difficult	As the year progresses, teaching online continues to be difficult	2	“What stays with me from late September and beyond is the uncertainty. Is the unplannability, is the constant switching that it requires. Eh, which is very difficult”

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4.3 Difference/ support needs	The difference in support needs of teachers as the year progressed from Covid-19		
4.3.1 From basis to higher level	The support needs of teachers have changed in the year of Covid-19 from basic needs, such as technical support, to a higher level, such as more in-depth issues	10	“I think that in the beginning I was more dependent on the um, just the practical things so the manuals and the just the really basic stuff and that my focus now is more on um, well you want to bring everything to a higher level again”
4.3.2 Change selection	The support needs of teachers have changed where teachers select their support differently	1	“In other words, I am no longer going to jump through all the hoops that are offered digitally, but I can make a better evaluation of what suits me in my form of education”
4.4 Difference/ support missing	In the year of Covid-19 the support that was not offered and was missed by teachers		
4.4.1 No support missing	Teachers who haven’t missed support in teaching online	6	“So, but I think if you look at it on a more abstract level, the support was where it should be, namely in the area of technology and in the area of didactics. And those were the two most important things”
4.4.2 Missing support	Teachers who missed support in teaching online	15	“Now, resources are certainly provided for in the support, how do you give form to things, but

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sometimes I think, but I think that is a university-wide thing, that there could be a bit more of a framework, what exactly do we want?”

Appendix G

Final Coding Scheme Focus group

Main Code	Sub codes	Meaning	Fragment
1. Support offered		Support offered from the support side	
	1.1 Support offered together	The support side has offered the support jointly (CAT, Educate-it and O&T)	Well, I have the idea that we did things very much together from the support side, and yes, that really felt like teamwork, so that's why eh, not only within Educate-it but just across the borders to the partners, with the partners of CAT,
2. Support needs		Estimation from the support side of the teachers' support needs	
	2.1 Types of Support	The different types of support	
	2.1.1 Didactic Support		But also about eh online didactics, so how do you redesign your course as a teacher for online education? And um, how do you get students to participate in online education? Those are questions that I have had to deal with a lot
	2.1.2 Technical Support		Well, there was a lot of support around Teams anyway, so of course everyone had to

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2.2 Response to Support How the support side addressed the
needs teachers' support needs

2.2.1 Constantly Standby

2.2.2 Listening to
Teachers' needs

2.2.3 Organised
Activities

work with Teams within a few days and eh figure out how to teach them well.

Yes and I do think, the difference is that in the first weeks, when the crisis really just started, we were just really there for teachers every day, so there was a Q&A every day and um, well teachers could go on every page, all new websites were set up to provide everyone with enough information and that's yes as it was not such a short crisis situation anymore

So yes, I think just play along with organising what kind of sounds you hear and from what angle those sounds came

Oh yes, first we organised hands-on eh, many things like the Q&As and indeed tried to address those technical questions and offer webinars. But after that, from the academy, for example, we have such a redesigned

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		course, which we converted to remote teaching, so also a redesign but for online education.
	2.3 Support Changed Year	Estimation of the support side how the support needs of teachers have changed in the year of Covid-19
	2.3.1 Content Support	Well, I can start, because in the corona period the content support needs of teachers have changed a lot
	2.3.2 Change Technical to In-depth	So that support actually the technical support has always been constant of how do I do this? I want to be able to call something up somewhere and I want some inspiring examples from fellow teachers. But it did change from very technical to very didactic and back again to hybrid and then, so you see first a bit instrumental and then didactic, eh issues
3.	Estimation Most Valuable Support	Estimation of the support side which supports were most important to teachers
	3.1 How- to	See how-to's from other colleagues or So it's like having a bit of a balance between

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	courses	learning from and hearing from others and just getting concrete tips eh, how do I do things, how do I approach things
3.2 Support Constantly Standby	Support was always available	Yes, and the pressure was so great to turn it around quickly that it was just a case of teachers always being able to ask questions like that.
3.3 Overviews Website	The overviews of support on the website	because I think that, um, there are also a lot of teachers who don't feel comfortable asking a person a question, because then you don't get the right answer if things go wrong, and they'd rather just look for it themselves in the information that's available. And I think we have presented the information in a very clear way, um, and that quite a few teachers have been able to find the information easily.
3.4 Peer-colleagues	Peer colleagues who could help each other	On the one hand, I think I recognise that they are all in the same boat, so perhaps that is a kind of togetherness. But also, hey, you're in the same boat, so how did you solve things and what can I do with that in my practice?

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		So that also just helps you to take the next step. Recognising them, but also being able to achieve something with them.
4. Advice to oneself	Advice that the support side would give itself	
4.1 Involve Faculties	More Involving faculties and departments within the support of Identifying teachers' needs fered	Tricky! More perhaps involve faculties themselves in organising support/workshops/Q&As
4.2 Thinking along Teachers		Start by aggregating info for teachers right away, but first identify who the key players are and stick to that. Bringing the info together to support teachers should be central.
4.3 Difficult Assessing Needs Support Teachers	Difficulty in assessing the support needs of teachers	Um, and this is perhaps also based on the experience we now have, that we find it quite difficult to think about what teachers actually need at the moment. And eh, we have found that when organising the webinars that we are doing now, that is quite a thing.
4.4 Cooperation Support-staff	The cooperation between the different support institutions	But we did have a lot of um, I think in our search for who should we get to the table and

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a changing composition delayed that.

Whereas if there had been three or five of us immediately, we would have said that was the process, so good that it happened like that. But if that had been the case, I think we would have been more effective sooner.

Appendix H**Initial Codelist and Final Codelist**

Initial Codelist

1. Transition
 - 1.1. Experience before
 - 1.1.1. No experience
 - 1.1.2. Experience
 - 1.2 Type of education online
 - 1.3 Experience
 - 1.3.1. Hard transition
 - 1.3.2. Easy transition
2. Faculty Development
 - 2.1. Need for Learning new Things
 - 2.1.1. Learning new Things
 - 2.1.2. No new Things
 - 2.2. Support offered
3. Support
 - 3.1. Micro
 - 3.1.1. Individual support Formal
 - 3.1.1. Individual support Informal
 - 3.2. Meso
 - 3.2.1. Group support Formal
 - 3.2.2. Group support informal
 - 3.3 Macro
 - 3.3.1. Communities of Practice

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3.3.2. Organized activities University

3.3.3. Organized activities Faculty

3.3.4. Support from Objects

4. Difference Support Needs Year

4.1. Development Year

4.2. Change Experience

4.3. Support Needs

4.4. Support Missing

4.4.1. No Support Missing

4.4.2. Missing Support

Official Codelist*

1. Transition

1.1. Experience before

1.1.1. No experience

1.1.2. Minimum experience

1.1.3. Experience

1.2 Type of education online

1.3 Experience

1.3.1. Hard transition

1.3.2. Easy transition

1.3.3. Easy and hard

2. Faculty Development

2.1. Need for Learning new Things

2.1.1. Learning new Things

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2.1.2. No new Things

2.2. Support offered

2.2.1. *Support offered basic*2.2.2. *Great support offer*2.2.3. *Little support offered*2.2.4. *Support overdue*2.2.5. *Becomes less*

3. Support

3.1. Micro

3.1.1. *One-on-one Support*3.1.2. *Student assistant support*

3.1.3. Individual support Formal

3.1.4. Individual support Informal

3.2. Meso

3.2.1. Group support Formal

3.2.2. Group support informal

3.3 Macro

3.3.1. Communities of Practice

3.3.2. Organized activities University

3.3.2.1 Courses

3.3.2.2 Q&A's

3.3.2.3 Webinar

3.3.3. Organized activities Faculty

3.3.3.1 Presentations

3.3.3.2 Departmental meetings Teams

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3.3.4. Support from Objects

4. Difference Support Needs Year

4.1. Development Year

4.2. Change Experience

4.2.1. Becomes easier

4.2.2. Corona fatigue

4.2.3. Still difficult

4.3. Support Needs

4.3.1. From basis to higher level

4.3.2. Change Selection

4.4. Support Missing

4.4.1. No Support Missing

4.4.2. Missing Support

*** The codes in italics refer to changes compared to the initial template.**

Appendix I

Inter rater reliability

The inter-rater reliability check was performed with an external independent person of this study. This person reviewed two transcripts, containing the official codes. The person placed various comments on different fragments in the document and a conversation followed. From this conversation, it was found that several fragments could be added under a code, such as support on micro level and support offered. In addition, it was decided in the dialogue that a number of fragments with a loose code could be placed under a main code. This discussion led to a critical look at the coding of the first transcripts. From these insights, small single codes could be placed under main codes, resulting in a critical review of all transcripts to find additional small codes that fit under a main code.

Example of quotes captured by different codes:

It was very intense. I certainly spent periods, what is it, three and four and actually also period 1, at one point I was online conferring with students from morning to, say, half past eight until six. So at a certain point, that was a lot of work → *Hard Transition*

But sometimes people would send me emails with useful tips, and then I'd think, you know: Oh, that's a good tip, but it's not much use to me right now. So then I would save it, to be able to look back at it later and see: Oh, this one does it this way and that one does it that way → *Support Objects*

I do have someone who supports me, by the way, I have to say that correctly, so I do have someone who supports me especially in terms of content, so I also ask her a lot. That does help → *Micro level Formal*

Appendix J
Codes Matrix

Matrix Transition

Code	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12
No experience	<i>“Online education in itself not”</i>		<i>“But genuine online teaching, no, we were all thrown into that last year, so I had no experience with that”</i>	<i>“But definitely not in the form of online teaching. I have not done that before”</i>	<i>“Well, really. I am just thinking”</i>			<i>“Um, so far no online education. I have always had interactiv e online parts”</i>			<i>“That was not in my system at all, I am not a complete digital illiterate, but I am not really handy”</i>	<i>“From one to the next at the end of a course, but still a bit of a shift, so no experience ”</i>

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Minimum
experience

*“Um,
minimally.
Really no, it
was rare
when it came
to that. But
actually
minimal”*

*“Eh, not
much but
some. I
had, yes
I had
given an
online
lecture
once”*

*“Well, that “But with
may have digital
been a teaching,
stray so how
knowledge can you
clip, but use digital
um, not tools to
much more strengthen
than that” and
support
your
teaching?
”*

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Experience

*“Um,
several
things
actually.
A bit
broad I
had
already
run a
blended
course,
for
example,
where
students
prepare
themselves
online”*

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Hard transition	“I remember it well, because I found it quite intense I remember”	“Um, yes, a great pity. It's very work-consuming. how did I that, mainly at the bottom of work”	“It was just ask me, I had to give the lecture teaching myself online, that was, surviving. I found can't describe it any other way, it was just survival.”	“So if you period 4 then, um, already the technical side was stress, a bit trickier.” weeks in advance it was suddenly decided that oh, everything has to be online, well, I found that very stressful”	“But in 4 then, um, already the technical side was stress, a bit trickier.” weeks in advance it was suddenly decided that oh, everything has to be online, well, I found that very stressful”	“And then, um, already the technical side was stress, a bit trickier.” weeks in advance it was suddenly decided that oh, everything has to be online, well, I found that very stressful”	“That gave me a lot of stress, that a few weeks in advance it was suddenly decided that oh, everything has to be online, well, I found that very stressful”	“In combination with being responsible for a set-up you have never run with before, well that was eh, that was quite intense”	“So then I was thrown to the lions in that respect, which was not really a pleasure.”
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Easy
transition

“In terms of, “Well um, teaching basically I materials and didn't find suchlike, I it very found it quite easy, I must say”

“I think the transition rest, to teaching apart from the design of the course, because that really had to be adapted, I thought it was not too bad”

“I didn't think that was so bad, but it's not completely fair, because I know a lot of colleagues who heard on Friday that they had to start teaching online”

“Well, to be honest, relatively easy”

“Um, easy actually.”

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Matrix Faculty Development

Code	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12
Learning	<i>“yes, well, new things you really do have to learn new things”</i>	<i>‘I did have to learn new things, things, yes.’</i>	<i>“And really new things, yes, you really have to start looking at your education differently”</i>		<i>“I have some new things, yes new things?”</i>			<i>“Because it really is a different way of teaching. You can't keep your lecture the same and then do it in front of a screen”</i>	<i>“Of course we had to work with Teams”</i>			

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No new
things

*'Um, and
what I had
to learn,
well, to be
honest, not
really much.
Because I
already
knew those
knowledge
clips.'*

*"Um, well I
think that
with the
knowledge
I did have I
could do
that"*

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Great support offer
“In itself, things are very useful, those teams environments I think. I just don't use them that much”
“I have to say from CAT eh, and those websites you were familiar with, I think there is quite a good use of different options”

“I also found that the CAT and also the (..) just had a really nice offer, which made me think, yes, I can do something with that, yes.”
“Yes, in general it was seen as very pleasant that there were these workshops, that they were relevant.”

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Little support offered
“You had to figure everything out for yourself.”

“No one had an overview of this is where you can find all the information”
“Furthermore, as teachers we were left to our fate, which is perhaps a bit harsh, but it was all very much on our own plate”

“And then I hardly mentioned the technical side, which was a pity for me because I could have used some help with that as well.”

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Matrix Support

Code	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12
One-on-one support			<p><i>“And Educate-it. People there are always nice to ask about things.”</i></p>			<p><i>“so that was actually a bit of um, yes that was a sound board. That was quite useful. She came up with some good things”</i></p>			<p><i>“Well I like to have someone I can call.”</i></p>	<p><i>“Um, so I thought that finally was a very good learning experience and I also talked to educational ists about whether that was a good move.”</i></p>	<p><i>“Then I went to the IT guy at my own faculty, who fortunatel y knows a thing or two about everything .”</i></p>	

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Student	<i>“the</i>	<i>“Provide a</i>	<i>“And</i>	<i>“Well,</i>
assistant	<i>student</i>	<i>student</i>	<i>actually</i>	<i>that also</i>
support	<i>assistants</i>	<i>assistant on</i>	<i>she was</i>	<i>takes a lot</i>
	<i>are also a</i>	<i>each</i>	<i>very</i>	<i>of time</i>
	<i>real</i>	<i>course, who</i>	<i>handy,</i>	<i>and</i>
	<i>added</i>	<i>just takes</i>	<i>she</i>	<i>fortunatel</i>
	<i>value,</i>	<i>care of all</i>	<i>searched,</i>	<i>y I had</i>
	<i>because</i>	<i>the</i>	<i>looked, if</i>	<i>hired a</i>
	<i>they</i>	<i>practical</i>	<i>there</i>	<i>research</i>
	<i>really</i>	<i>stuff”</i>	<i>were</i>	<i>master's</i>
	<i>know a</i>		<i>technical</i>	<i>student for</i>
	<i>lot.”</i>		<i>things to</i>	<i>that</i>
			<i>be sorted</i>	<i>tomorrow</i>
			<i>out, then</i>	<i>and he</i>
			<i>she did</i>	<i>helped me</i>
			<i>it.”</i>	<i>with it.”</i>

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Individual support
 Formal support
 I do have someone who supports me, especially in the area of content, so I also just ask her a lot. That does help

No, I actually had more, one precisely because I took their course and also had contacts from that and then I thought: well, I'll have you too.
 ehm and Just very purposeful of well, I can do this with in myself, I June, so I know this, I have experience with this and this and I am not looking for help for that.
 sound board.

But I also had a really nice conversati on with someone I don't know at all, but I had followed a webinar of them and it was so useful
 I think that's perhaps the nicest thing about such a course is that you have two people, because they are trainers, so

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Individual support informal	<i>She'd just texted me: Sorry I'm texting you at the weekend, but... Well, that kind of thing is just very chill. We do that vice versa.</i>	<i>Um, yes, in addition to making Teams your own. We can't get around it now. I can't imagine life without Teams, but yes, we have to figure out how it works,</i>	<i>Well, of course I have spoken to colleagues about how you do this and how you do that. Um, especially how do you stimulate questions and discussion s, because it is very passive.</i>	<i>But um, The yes, one of the things I did to prepare myself for this is to really ask my colleague s, 'What are your good experienc es with this?</i>	<i>And also a who just fed us chat me with information colleague I've tried this, these are the steps I've done, kind of an instruction.</i>	<i>I also have, for example, two or three colleagues whom I personally like very much, um, whom I do indeed meet up with informally.</i>
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Group *Um, I So there You know,*
 support *also were we keep*
 formal *found the really doing that,*
 course sessions yes, in
 and the to think groups of
 meeting about that teachers.
 of our beforehan That we
 team very d. And exchange
 useful. often things with
 when each other,
 people what works
 had ideas, and what
 they were doesn't.
 given the
 space to
 work
 them out.

Um, and I
do have a
lot of
meetings
with
teachers
and they
are usually
formal.

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Group support informal	<i>And the Spontaneous meeting colleague sly meeting s, a bit with more teachers informal, um, yes not then it's so much. more about shared experiences. So that, I think, makes it more valuable.</i>	<i>Yes, Um, I think digital mainly spontaneously exchanging us practical encounter tips with s are lecturers, rather limited</i>	<i>Well I had eh, together with two colleagues we had eh made an app or such a teams environment I mean in which we ourselves experimented a little bit</i>
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Communiti
es of
practice

*But on theThere were
other also many
hand, I sessions,
think it is but then we
almost as just
valuable, discussed
with the certain
colleague issues and
s you are then we
developin came with
g a courseteachers
with at from all
the time. sorts of
directions,*

*Well,
above all, I
think, the
practical
experience
of other
teachers
with
advantages
and
disadvanta
ges of
certain
choices.*

*Also, for
example,
weekly
team
meetings
if a course
was
already
running,
in order to
prepare,
we just
had
scheduled
moments
where we
made our
own team
group.*

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Organized distance That was
 activities education also the
 university communit beginning
 y', all that when
 sort of everyone
 thing. I'm was
 in that, wonderin
 but I g how we
 don't were
 really do going to
 that much do this.
 anymore. So that
 created,
 yes, a
 communit
 y, but
 from the
 people
 who were
 working
 on it.

One was I just in that No, it is a Eh that With Educate-it Um, I, my um, and I
 recognisabi found the course very good was audiovisuawere so head was found it
 lity, so then help at, you were course, but pretty l support good at all dizzy quite
 it's really again, also given I think it is intense from the making after massive,
 more about Educate-it, a series of for less [location], suggestions about an because I
 social I actually software experience working about what hour, or I think there
 emotional, found the options, d teachers. with those tools you think it were
 like Oh well most but then pedals, so could use was an really
 there are accurate. there are, you get a and then hour and more than
 more people for bit more of helping to a half at a 50 of us in
 who don't example, that set them up. time. that course
 have the 5 or 10 interaction
 answer things in
 a row and
 then it is
 a little
 less clear

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Organized	<i>I think</i>	<i>no that</i>	<i>because the</i>	<i>Um, we</i>	<i>that had</i>	<i>Well we</i>
activities	<i>those</i>	<i>was also</i>	<i>informal</i>	<i>also have</i>	<i>online</i>	<i>had, we</i>
faculty	<i>organised</i>	<i>just</i>	<i>coffees</i>	<i>formal</i>	<i>coffee</i>	<i>have a</i>
	<i>sessions</i>	<i>organised</i>	<i>produce</i>	<i>meetings</i>	<i>sessions,</i>	<i>staff</i>
	<i>were very</i>	<i>here at the</i>	<i>very</i>	<i>where the</i>	<i>you know,</i>	<i>meeting</i>
	<i>much for</i>	<i>departmen</i>	<i>interesting</i>	<i>departmen with the</i>		<i>every week</i>
	<i>the</i>	<i>t. Once in</i>	<i>things, but</i>	<i>tal drinks</i>	<i>department</i>	<i>anyway.</i>
	<i>moment</i>	<i>a while we</i>	<i>you notice</i>	<i>are</i>	<i>or</i>	
	<i>when you</i>	<i>just had</i>	<i>that all the</i>	<i>digital.</i>	<i>whatever.</i>	
	<i>know: I</i>	<i>presentati</i>	<i>teachers</i>		<i>And then</i>	
	<i>am</i>	<i>ons by</i>	<i>are very</i>		<i>you share</i>	
	<i>working</i>	<i>colleagues</i>	<i>busy, so the</i>		<i>experiences</i>	
	<i>on this</i>	<i>.</i>	<i>informal</i>		<i>, just</i>	
	<i>practical</i>		<i>coffees are</i>		<i>spontaneou</i>	
	<i>issue.</i>		<i>almost</i>		<i>sly indeed.</i>	
			<i>non-</i>			
			<i>existent.</i>			

SUPPORT FOR ACADEMIC TEACHERS DURING ERT

Matrix Difference

Code	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12
Become easier	<i>I have the impression that everyone is pretty much into online teaching now.</i>					<i>Yes, it has become for easy with experie nce, but there are still things I haven't done myself.</i>						

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Corona

fatigue

*The corona**tiredness**creeps in,**so it is**harder to**motivate**students, it**is also**harder to**motivate**myself.**then you**see that**eh it's**like a**rubber**band on**a too**often**washed**pair of**pants,**that**stretch is**there, is**starting**to get**out**sooner**than last**year*

SUPPORT FOR ACADEMIC TEACHERS DURING ERT

Still
difficult

*Um, after
that it
normalised
somewhat.
But very
insecure,
and I think
what stays
with me,
especially
from late
September
and after, is
the
insecurity.*

*Where I
ehm, and
I'm still not
super
handy at it*

SUPPORT FOR ACADEMIC TEACHERS DURING ERT

From basis to higher level
Yes, in the beginning I think I needed more because I've now is basis, which been less I felt was not active in there, if you look at March, April. I really missed it a lot then. And now I might need some more creative ideas

Um, I find it difficult, but helps maybe that's me a lot, on a level, seek to be on level, some higher technical help at the very beginning of where the buttons are.

So what I did indeed, personal some technical help at the very beginning of where the buttons are.

Yes. Well, I did indeed, personal some technical help at the very beginning of where the buttons are.

Um, I find it difficult, but helps maybe that's me a lot, on a level, seek to be on level, some higher technical help at the very beginning of where the buttons are.

Yes, such a course in the is really someth ing for the beginni ng things so the manuals and the really gross things and that my focus is more on um, hey that you

Um, well I, I think that beginning, I mainly I needed information about um, more general subjects. (...) If you have a clear idea of what you are going to do and when. Then the more specific the better.

So in the beginning, I needed information about um, more general subjects. (...) If you have a clear idea of what you are going to do and when. Then the more specific the better.

Um, well I, I think that beginning, I mainly I needed information about um, more general subjects. (...) If you have a clear idea of what you are going to do and when. Then the more specific the better.

Um, the first step was the abrupt learning curve of how, how do all these applications work so that we can meet online. So say the technical step, because emergency education or crisis education is easier.

In the beginning I think everyone was just had to searching be helped a bit with the digital way of teaching, so useful tools so to speak (...) And so now I think there is more of a need, for me then, for occasional contact in

Yes, I think Iso. Because in the beginning, I just had to be helped a bit with the digital way of teaching, so useful tools so to speak (...) And so now I think there is more of a need, for me then, for occasional contact in

Um, the first step was the abrupt learning curve of how, how do all these applications work so that we can meet online. So say the technical step, because emergency education or crisis education is easier.

SUPPORT FOR ACADEMIC TEACHERS DURING ERT

actually
want to lift
everything
to a higher
level again

an informal
way.

SUPPORT FOR ACADEMIC TEACHERS DURING ERT

No support missing
This academic year actually, well not necessarily anything. I don't think I really needed any more support

But um, no I can't say that I didn't have enough support, it wasn't like that.

No I don't really.

Um, yes, to be honest, I haven't missed much.

The one I missed, you said? Um, no.

SUPPORT FOR ACADEMIC TEACHERS DURING ERT

Missing support
The only thing I perhaps missed was that I am now a coordinator of a trade, and you miss that, you notice that that also demands more of you. So maybe I could focus on that.

On a smaller level, with us, there is much less focus on that. And I had, they could have really had some more general sessions or something like that, which they organised this for years, let's ask someone, what

So I actually missed that a website, which no doubt looks better by and, then now, online educati on experts who have been doing this for years, let's ask someone, what

Yes, well, Um, yes, but it was said, well, you can call on student assistants, but I think if I need all that time to instruct someone, I might as well do it myself.

where I think the UU could have, um, managed it better, and that there that is actually mainly the workload

I do know that colleagues ehm regretted that there was not more support in hybrid education

They were also increasingl y overburdened, of course, as everyone started to turn to their own people.

Yes because I am thinking, the only thing is, look it always takes a lot of time.

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are

some

real tips

that you

give us?