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The challenge of teaching at Luangprabang Teacher Training College during the COVID-19

Purpose and context of the presentation

The presentation considers the context of a particular teacher training college in Laos and the impacts of COVID-19 on its teaching and learning program. When online learning was implemented, most teachers and lecturers used Google classroom, Microsoft Teams and Zoom to deliver learning. All teachers and students had to work from home. Students and teachers were not prepared or knowledgeable about online education prior to this. A survey was conducted to identify students' satisfaction and perceptions of the effectiveness of online education, teachers' ability to deliver online education and what was needed for effective online education.

Student perceptions and satisfaction

Students were generally satisfied with online education, answering 21 questions on how they rated different aspects of online education. Students were satisfied with the following:

On-time, regular lessons; good instruction; opportunities to share experiences; acceptance of student ideas; active teaching; multiple types of activities; support for students' critical thinking; authentic content; supporting students' self-study; collaborative learning; class monitoring; use of Student Centre; suitable and motivating materials; a variety of assessment types; clear questions; fair and timely grading; and use of student comments to improve teaching.

Teachers' ability to deliver online education

122 teachers were surveyed on their satisfaction and ability to deliver online education. A few teachers used Facebook (27 teachers), WhatsApp (39 teachers) and emails (15 teachers) to deliver online learning, which fewer than five teachers used Google classroom, Hangouts and Zoom, respectively. One teacher reported that they used no online tools to deliver their teaching.

Teachers' requirements for effective online education

Teachers were also asked about what they felt they needed for effective online education. Zoom was considered necessary by the most teachers, followed by Google Forms and Hotmail forms. Teachers also felt that Microsoft Teams, Google classroom and other apps would be useful. An LMS (the college currently doesn't have one) was also felt to be important.

Presentation Summary - Extracted Key Points from September AAAF Presentations

Challenges identified from emergency online education

Challenges identified during the transition to online education included:

- The lack of lead time between informing of the need to move online and the implementation of the change.
- Internet access
- Assessment issues
- Integrating and adapting teaching materials and activities to the online mode, especially for practical, e.g. lab-based, activities.

Solutions identified

The following solutions have been identified to manage these challenges:

- Teacher/lecturer training
- Integrated online learning material
- Promotion of ICT
- International university knowledge exchanges
- Design/acquisition and implementation of an LMS