

Transition to Online Teaching in the Time of Pandemic: Exploring Bangladeshi Private and Public University Teachers' Strategies and Practices

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Abstract - The covid-19 pandemic forced most nations across the globe, including Bangladesh, to make a rapid and abrupt shift to online teaching and learning. With insufficient logistic support, administrative planning and training facilities, teachers in Bangladesh proved to be resilient, optimistic and hard-working in taking up the new challenge of remote teaching and assessment. Research needs to be conducted not only to understand the nature of this sudden shift but to highlight the best practices and inform future online teaching and learning in Bangladesh. This paper seeks to explore private and public university teachers' experiences of transitioning from face-to-face teaching to synchronous online teaching and the teaching strategies and skills they developed while tackling challenges. The online survey method was adopted to gather data from 31 teachers from both private and public universities. Descriptive statistics and thematic analysis were used to interpret the responses of the participants. Data suggest, most teachers developed a new understanding of different aspects of online teaching such as using learning management systems, interacting with students online and experimenting with teaching lessons. Major findings of the study highlight a positive impression towards remote teaching instructional strategies, the scope for alternative assessment, student engagement and participation and rethinking learning spaces to be essential in this major transition. However, the lack of proper training and logistic support from the institution were the major challenges that slowed down the overall progress to a certain extent.

Keywords: Emergency remote teaching, teacher experiences, online teaching strategies