



REMOTE TEACHING SKILLS BUSINESS EDUCATORS NEED IN TERTIARY INSTITUTIONS IN NIGERIA

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Abstract

Business educators are professionals in tertiary institutions that are engaged in teaching and learning. They prepare students to acquire practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of the economy and social life. In order to teach effectively they must be prepared to harness available technologies that are needed in teaching and learning in COVID-19 era and in the changing world. Professional business educators need support and time to learn to use new technology effectively especially remote teaching skills. It is based on this that this paper examined remote teaching skills needed by business educators in tertiary institutions in Nigeria. Specifically, the paper examined how to use Learning Management Systems (LMS), Videoconferencing tools, how to organize group learning, how to build and use interactive multimedia content and Cyber security issues in remote teaching. The paper concluded that the ability of business educators in tertiary institution to teach remotely is paramount to ensure improved and continuous teaching and learning in the changing world. It was recommended among others that business educators need training on remote teaching skills to be able to engage learners remotely.

KEY WORDS: *Remote teaching, business education, tertiary institutions.*

Introduction

All over the world, COVID-19 pandemic has affected personal and professional lives of millions of people, including students, educators, and education researchers through closure of schools and disrupted processes. Consequently, there are a lot of challenges facing education, instructors, teachers, and policy makers to deliver quality teaching and learning. UNESCO-UNEVOC (2020) stated that many countries have already implemented temporary measures to slow down the spread of the virus, resulting to closures of public institutions and schools. As of August 2020 according to UNESCO-UNEVOC, more than 1 billion learners were affected by the closures of schools, training institutions and universities, with nationwide closures effective in over 100 countries including Nigeria.

This nationwide school closures no doubt have disrupted learning and access to teaching and learning services for students in Nigeria. According to UNESCO, almost 40 million learners have been affected by the nationwide school closures in Nigeria in 2020, of which over 91 percent are tertiary education learners. This means, in a short time, COVID-19 has disrupted the landscape of learning in Nigeria by limiting how students can access learning across the country. Consequently, unprecedented challenges are being posed on the Nigerian education system. As the nation begins to tackle with these challenges, a key question arises: Is the Nigerian education system designed to adapt rapidly to the changing world? Given the state of affairs in the world today, the nation's ability to ensure continuation of learning will depend largely on their ability to use available teaching and learning technology, provide adequate infrastructure, and organize stakeholders to prepare alternative learning programmes. It is based on these questions that this paper seeks to harness the opportunities of remote teaching skills business educators need in tertiary institutions in Nigeria.

Business educators need to update their skills and knowledge to be able to align with the global knowledge and skill expectation needed in teaching and learning especially during and post COVID-19 era.

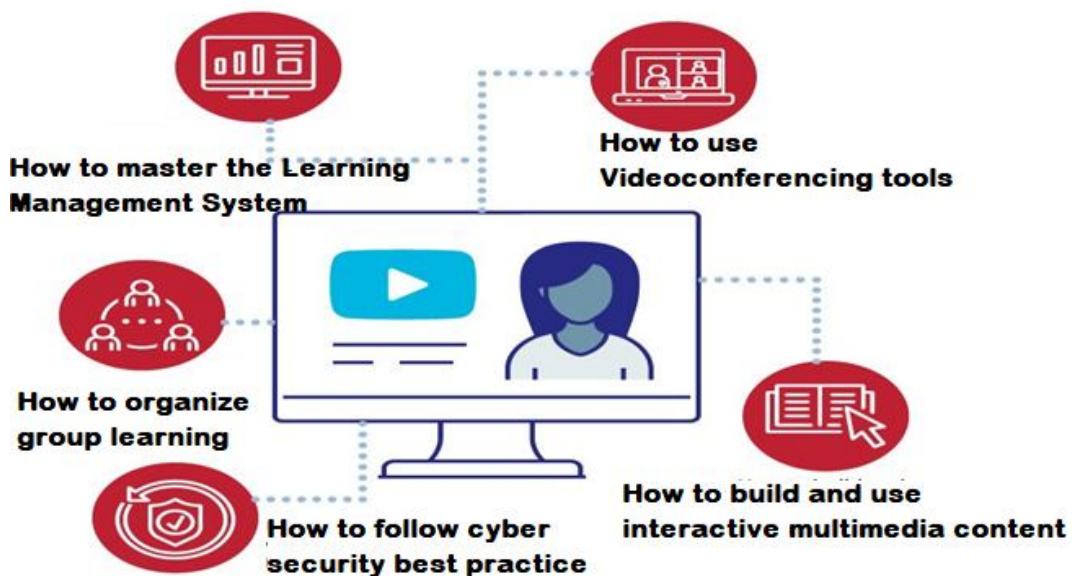
Remote teaching happens outside the traditional classroom where the teacher and students are separated by distance or time. Dixon and Kirmes (2020) stated that remote teaching can be real-time or flexibility. According to Kaiser (2017), Remote instruction is not only changing the entire landscape of teaching and learning in tertiary institutions but can influence the entire education system throughout the world. Selwyn (2016) added that remote teaching is an example of what is now called genuine disruption, which means using technology to do fundamentally different things.

Skills and knowledge are the engines of economic growth and social development of any nation that needs to be updated. In the era of COVID-19 pandemic, teaching remotely is the new normal. Therefore, there is need for retooling of the skills on remote teaching by business educators because of changes in pedagogy.

Business educators are professionals in tertiary institutions that are engaged in teaching and learning. They prepare students to acquire practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of the economy and social life. In order to teach effectively they must be prepared to harness available technologies that are needed in teaching and learning. More so, the state of affairs in the world today as a result of COVID-19 Pandemic and the closure of schools, the ability of business educators in tertiary institution to teach remotely is paramount to ensure continuation of teaching and learning.

Professional business educators need support and time to learn how to use new technology effectively especially remote teaching skills. According to Preston (2017), educational technology training involves more than just learning how to use the technology. This means, it also includes support to understand how it can be used to improve learning. Therefore, this study specifically determined how to use Learning Management Systems (LMS), Videoconferencing tools, how to organize group learning, how to build and use integrative multimedia content and Cyber security issues in remote teaching. The diagram below illustrates the remote teaching skills for business educators.

Fig. 1 Remote Teaching Skills



Source: Education Week Reporting

How to Master Learning Management System

The rush to remote teaching has brought a new focus on having a learning management system where teachers and students can access everything from announcements and assignments to lessons and grades. Learning management systems can be defined as web-based software

platforms that provide an interactive online learning environment and automate the administration, organization, delivery, and reporting of educational content and learner outcomes. Darren, Ritesh and Jo (2019) highlighted the features of LMS to include: Course management, assessment, tracking progress, grade book, communication tools, social connectivity, security privacy and ubiquitous access as shown in fig 2:

Fig. 2: Features of Learning Management Systems



According to the above diagram, the features of LMS include course management that delivers timely relevant course material to enrolled learners. It includes content delivery and control, class scheduling, and content-audit capabilities. The capacity for a business educator to contribute to content creation in their own personal space is essential in remote teaching. Also, LMS include assignments, tests, projects, and portfolio evidence provided by the learner. When using LMSs business educators should also be capable of providing learners with real-time information on their progress in a course along with relevant feedback.

Zain, Fadil, & Hadi (2018) explained that, in an online environment, the experience has been that learners are at a greater risk of withdrawing from programmes because of the lack of face-to-face contact.

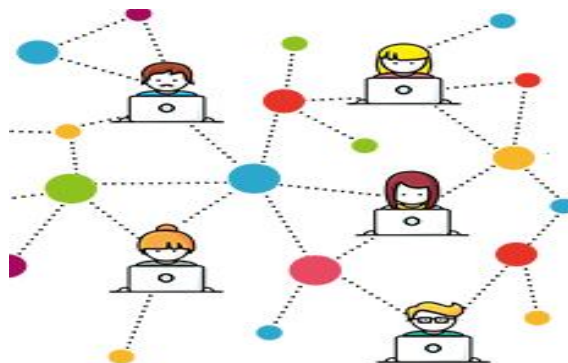
Furthermore, Ohliati and Abbas (2019) stated that to track user engagement in a course is paramount when using LMS. This means, the teacher tracking analytics can include log-on frequency, time spent in different sections of a course, communication interactions, and the number of resources downloaded. It implies that with appropriate reporting functions and skills, business educators can detect possible student performance deficits and intervene learners withdraw from the course with LMS skills. Also, in a LMS, Grade-book functions include individual scores of assessments, instructor feedback, and student attendance. The ability of business educators to generate information such as class grades, item score analysis, and at-risk student information is vital in remote teaching.

Also, Marshall and Kostka (2020) stressed that in a LMS, course collaboration and communication tools are classified as synchronous or asynchronous. They stated that asynchronous tools support one-way communications such as e-mail, discussion boards, or Wikis. They are often preferred by course facilitators because they can be initiated in an ad hoc manner. Synchronous tools, on the other hand, are two-way communication tools supporting real-time information interchange. Examples include instructor-led videoconferences and interactive message boards. Marshall and Kostka (2020) further explained that these communication tools are seen as important to replicating traditional classroom-based communications, which can foster a sense of community among online learners when teaching remotely. Another feature in LMS include discussion forums, live chats, and videoconference tools which are considered invaluable for courses that mandate class participation as an assessable component of a course. In addition, security and privacy features in LMSs include user authentication, access verification, password integrity controls, and intruder detection. Privacy controls are also important to ensure that sensitive information is made available to the intended recipient only. LMS provide ubiquitous access for users to connect to the Internet with their mobile phones. When teaching remotely, the business educator can interact with LMS course environments using their mobiles devices. Business educators should master LMS and be skilled to teach remotely.

How to Use Video Conferencing Tools

Video conferencing is a term used to describe “a system where two or more participants in different locations can interact using specialised equipment through a high-speed Internet connection” (Smith, 2008). The term videoconferencing can also refer to software-based computer-mediated communication video tools such as Skype (www.skype.com) and Zoom (<http://zoom.us>), which facilitate synchronous communication, and which do not require special equipment. Video Conferencing tools are very important and can aid effective team collaboration and communication in remote teaching. The diagram below, depict a video conferencing scenario.

Figure 3: video conferencing scenario



Source: <http://startupplug.com.ng>.

Video Conferencing tools are very important and aid effective team collaboration and communication especially in remote teaching. These tools are very useful and help to improve teaching and learning. Sharan (2019) highlighted some video conferencing tools among which are Zoom which is communications software that combines video conferencing, online meetings, chat, and mobile collaboration. The software can be used to create a room with a custom name and anyone who follows that link can log into it. Zoom supports up to 100 participants in a meeting and comes in audio-only, video, and text chatting. Other features include phone call support, webinar and presentation features, and more. Another Video conferencing tool is Skype which is a Microsoft product that can be used to connect with anyone for effective collaboration with its free online calls, messaging, and affordable international calling to mobiles or landlines. It also allows setting a caller ID calls for recognition and safety. Skype is free to use with up to 25 members and also easily integrates into other Microsoft packages like Office 365. Also, Google Hangouts is a free messaging, voice and video calling app by Google that allows conversation with one person or a group. This app is also integrated into Gmail, making it easy to go from email chain to video chat in a matter of seconds. Hangout's other features include Voice on Internet Protocol (VOIP) and Hangouts Meet. Hangouts Meet analyse an individual's calendars, suggests a suitable meeting time based on



schedules and automatically makes bookings direct to Google calendar. In addition, Whereby provides easy and flexible video meetings that require no downloads or login for guests. It can be used to create a chat room with the URL of a choice and a link which can be used to join the chat room without signing up. Other features include screen sharing and text chat features. The creator of a chat room can also “lock” the chat room requiring guests to request (“knock”) when they visit the link giving control on who is allowed to join the chat room. Sharan (2019) further stated that Talky provides a quick and easy way to start a video conversation with anyone and does not require signups, plug-in, download, payment to use. This software has some great features like screen sharing, locked rooms and is available on both Android and iOS stores for easy and faster use. UberConference is an easy video conference tool that requires no downloads, allows screen share and live collaboration on documents within the meeting. Other features include conference calls, calendar integration, meeting smart search, conference recordings, custom hold music and profile view. UberConference also integrates with G Suite, Office 365, Slack, LinkedIn and some other apps.

Furthermore, Webex by Cisco is a web conferencing software that aids users to hold online events and meetings and serves as a team workspace. Other features include group messaging, file sharing, white boarding and has all the benefits of a traditional phone system. Webex also supports 25 simultaneous video feeds. GoToMeeting is also an online meeting, webinar and collaboration tool that provides video conferencing. It can be used to share screen, record, use a custom URL to access conference room and even transcribes meeting sessions. GoToMeeting supports video, audio and web meeting; and can be integrated into Office 365 for easy scheduling, managing and joining of online meetings directly from the calendar. Again, Adobe Connect is a web conferencing platform that enables collaborative experiences such as video, audio, screen-sharing, chat, document sharing and much more without requiring participants to install or configure. This app provides features such as recording, capturing, editing, white boarding and customizing room URL. It also allows users to create and save multiple meeting layouts which perform a specific role. Adobe Connect also makes use of authenticating and control permissions for a highly secure and private experience. Above all, Slack provides an in-built web conferencing tool that supports text, voice and video calling, this also allows screen share and transfer control of the screen, mouse movements and keyboard with the integration of ScreenHero into the app. Slack also works with other video conferencing tools like Skype, Zoom GoToMeeting, etc. It is essential that business educators acquire the knowledge video conferencing skills in order to teach remotely.

How to Build and Use Interactive Multimedia Content

Interactive multimedia is described as a computer software that deals with the supply of information. Mishra and Sharma (2005) defined it as a set of digital system using multiple media in creating the learning environment by the presence of text, picture, sound, animation, and video which leads to a better teaching-learning environment. According to Smaldino, et.al. (2005), interactive multimedia has many advantages for the students and teachers. Some of the advantages of using interactive multimedia in the teaching and learning process include a mixture of text, audio, graphic, and picture that can be combined in one easy-to use system. This enable learner participation in the teaching and learning process which can help to maintain students’ attention. Also, Individualization is provided because it allows instructions on improvement as well as enrichment levels. The learners can choose what to study from the menu, selecting those parts that seem interesting, that seem most logically to answer a question, or that present the biggest challenge for them. Interactive multimedia can be used to provide simulation experiences and difficult materials.

Studies conducted revealed that many e-learning programmes have begun to use the instructional design theory as the development framework in guiding the design of learning contents and enhancing the quality of learning process (Klein, & Sullivan, 2004; Martin & Klein, 2008). Fig. 4 below summarized how to build and use interactive multimedia content as proposed by (Gagne, Wager, Golas & Keller, 2005).

Fig. 4: Gagne Nine Events of Instructions



The implication of the above diagram by Gagne, Wager, Golas and Keller (2005) indicates that in a remote teaching environment, business educators must get the attention of students. Sometimes a short video, demonstration or an interesting story about the topic will pique students' interest. Also, letting the students know what is expected of them is a great way for the students to focus their learning. Well prepared learning objectives lay the groundwork for assessing student performance. Again, learning something new is associated with new information that is already known. Therefore, there is need to help students succeed by considering their prior learning which will help them make associations with new material. Besides, the new content should be arranged in logical steps and chunked into "digestible" sizes in order to optimize student success. Jen (2015) also stated that students represent a variety of learning styles. Material should be presented in a variety of ways to help each learning style make sense of the content. In addition, guidance for students can come in many forms. It may be to use analogies to help students perform associations with previously learned material. Study aides like graphics or pneumonics can be used to help students remember facts. They can be shown demonstrations or case studies to give real-life examples. It is important to give students a chance to demonstrate if they are learning the new material. Eliciting performance most often takes the form of homework. However, in-class work may provide the best chance for



instructors to provide feedback in an immediate and more relevant way.

Furthermore, Wager, Golas & Keller (2005) explained that the question of what is the most important thing you wish to receive when you've just tried something for the first time may elicit feedback of how did I do it, Was that okay, what could I have done better. Students have that same expectation when you elicit their performance through homework or in-class work. They want to know how they did. They want to see where they were right and where they were wrong. Most importantly, where they are wrong, they want to know how to get it right next time. Students may not always be happy to receive this kind of feedback, but when it is done right it provides a great learning opportunity and will allow the students to learn in a much deeper way. In another development, if eliciting performance is represented by homework, assessing performance can be represented by quizzes or tests. As mentioned above, if learning objectives were constructed well, assessments will be much easier to create. Assessing performance lets students know how well they have been able to achieve the learning objectives.

According to Benjamin Bloom (Bloom's Taxonomy), the goal of instruction is to help students move away from the basic level of knowledge or remembering to higher levels of learning like applying and transferring the knowledge to new situations. Although each subject has different ways to aide retention and transfer, repetition is often used as a way to help information retention. Transfer of learning once the students have a thorough understanding of what they have learned and can find situations where this new information can be applied outside of the current lesson or outside the classroom. The most effective retention occurs when students often are presented with the opportunity to apply the new information. Therefore, Gagne Nine Events of Instructions is important for business educators to apply when teaching remotely.

How to Organize Group Learning

Group work is a valuable way of reinforcing student understanding and misconceptions of topics, generating ideas, engaging all students in discussion and debate and supporting peer learning. Ellis and Goodyear (2010) and Laurillard (2012) explained that students learn best when they are actively involved in the process and group work can be an effective way of facilitating it. It can also help students to develop their critical thinking, communication and decision-making skills. There are a number of online group collaboration tools available to facilitate remote teaching. Group working tools can optimise the sharing of knowledge and ideas and the development of shared group outputs, as well as suiting different learning needs.

The use of group work according to Laurillard (2012) has a range of benefits in terms of developing students' transferable skills, all of which are valuable in promoting graduate employability, including: collaboration, communication, problem solving, planning, time management, negotiation and conflict resolution and leadership. Some examples of online collaboration tools are provided including group assignment tool that allows one member of the group to submit the group's work just the same as a normal individual would for other assignments. Group members would then all receive the same grade. Grades can be altered for individuals afterwards if the need arises. Also, Discussion forum is a communication tool that enables students within a group to generate ideas, discuss and contribute to group tasks in an asynchronous manner. The group discussion forums can be graded and marked in the same way as an assignment. This is particularly helpful if the group work is mark based on a student's engagement with the process rather than the overall end product. Through discussion forums, group members can organise and manage group activities, ask questions, seek clarification, provide feedback and share ideas and resources. In addition, the locker tool allows students to collectively store and access files and folders. This is a great way for the members of the group to store assets and evidence to share with each other.

Furthermore, Office365 provides students to work on the same document (including documents, spreadsheets, presentations, forms or drawings) simultaneously, for example editing, combining notes, making comments, chatting with others within the document, and sharing links and ideas. There is also potential for tutors to provide developmental feedback as students' collaborative work evolves. Skype offers group work in remote teaching that can be facilitated by online telephone and video conferencing tools, which is free for students to download and enables group members to get together in real time regardless of their physical location. When combined with document sharing tools, students can effectively collaborate to discuss and create shared group outputs. Above all, Google Hangouts can be used to schedule and take part in group meetings through video chat. It is very essential that business educators have the skills of group learning to be able to manage students when teaching remotely.



How to follow Cyber Security Best Practices

Remote teaching like any other online learning relies on the internet for implementation. Educators providing learning content in online learning environment are concerned with delivery a secure learning environment and the security of learners data. Alwi and Fan (2010) stated that online environment are exposed to constant security threats, risk and attack. There is need therefore to understand security best practices in remote teaching. Alwi and Fan (2010) also highlight security threats related to online learning like remote teaching which comprises deliberate software attacks (viruses, worms, macros, denial of service); technical software failures and errors (bugs, coding problems, unknown loopholes); acts of human error or failure (accidents, employee mistakes); deliberate acts of espionage or trespass (unauthorised access and/or data collection); Others include deliberate acts of sabotage or vandalism (destruction of information or system); technical hardware failures or errors (equipment failure); deliberate acts of theft (illegal confiscation of equipment or information); compromises to intellectual property (piracy, copyright, infringement); quality of service deviations from service providers (power and WAN service issues); technological obsolescence (antiquated or out-dated technologies); and deliberate acts of information extortion (blackmail for information disclosure) among others.

Furthermore, Bandara, et al, (2014) highlighted cyber security protection measures including installing firewalls and anti-virus software, Implementing Security Management (ISM), improving authentication, authorisation, confidentiality, and accountability, using digital right management and cryptography, training security professionals, etc. Other cyber security best practices that can be adopted in a remote teaching scenario are identifying most critical intellectual property and assets; developing and implementing procedures to protect them; having resources in place to timely identify a cyber security breach, having procedures in place to both respond to it, and recover from a breach, if and when one occurs.

There is need for business educators to be updated in cyber security best practices when implementing remote teaching.

Conclusions

Remote teaching happens outside the traditional classroom where the teacher and students are separated by distance or time. Business educators are professionals in tertiary institutions that are engaged in teaching and learning. They prepare students to acquire practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of the economy and social life. In order to teach effectively they must be prepared to harness available technologies that are needed in teaching and learning especially during and post COVID-19 era. This study was carried out to determine how to use Learning Management Systems (LMS), Videoconferencing tools, how to organize group learning, how to build and use integrative multimedia content and Cyber security issues when teaching remotely.

Recommendations

The following recommendations were drawn from the study:

1. Business educators should be trained on remote teaching skills to be able to engage learners remotely.
2. Sponsorship through professional development should be given to business education to encourage them to acquire remote teaching skills.
3. Remote teaching skills should be incorporated in the curriculum of business teacher education so that graduate of business education can be employed with the relevant remote working skills
4. A course on remote teaching skills should be introduced for final year students of business education to acquaint them of the relevant skills before graduation.
5. All tertiary institutions should provide remote teaching tools to enable business educators familiarize their usage.



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