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SCHOOL OF NURSING

Experiences of nurse educators at a college campus in the Western Cape regarding their transition to online teaching during the Covid-19 pandemic

A thesis submitted in fulfilment of the requirements for

the degree of Master of Nursing (Thesis) in the School of Nursing,

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Date: 30 November 2023

KEY WORDS

Asynchronous learning

Blended learning

Experiences

Face-to-face

Nurse educator

Online teaching

Synchronous learning

Transition

DECLARATION

I declare that experiences of nurse educators at a college campus in the Western Cape regarding their transition to online teaching during the Covid-19 Pandemic is my own work. All the resources used has been acknowledged in-text and by means of a complete reference list. This thesis has not been submitted before for any other degree at any other institution.

Student: Colette Amanda Petersen

Signature 

Student number: 8926475

Date: 21/11/2023

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DEDICATION

To my Heavenly Father, whom I love with my whole heart and strength, thank You for keeping me under Your wings. When I said, “My foot is slipping, Your unfailing love, Lord, supported me. When anxiety was great within me, Your consolation brought me joy. Psalm 94:18-19.

ABSTRACT

Background: The Covid-19 pandemic has emphasised the importance of continuous education, which could only be accommodated by an online platform during the lockdown imposed on 15 March 2020 in South Africa. Like many other middle-income countries (The World Bank, 2021), South Africa had to scramble to put systems in place to adhere to the demand for pedagogical engagement and adapt speedily to available virtual platforms amid several difficulties i.e., economic, cultural, belief, load shedding, internet connectivity and data costs, it is a challenge to successfully access and engage on these online platforms. This sudden transition was felt by all educators in all spheres of education who had to adapt to new online ways of engagement that many were not previously exposed to. This caused several pedagogical and personal challenges for educators that need further exploration to describe what those challenges were and investigate what preparations were made to transition to online teaching during Covid-19. Additionally, this study sought to explore the personal and environmental challenges these nurse educators at a Nursing College in the Western Cape experienced that facilitated or inhibited the transition to online teaching.

Purpose of the study: The purpose of the study was to explore and describe the experiences of nurse educators employed at a nursing education institution in the Western Cape regarding their transition to online teaching during the Covid-19 pandemic lockdown in South Africa.

Objectives: i) To explore the nurse educator's transitional challenges experienced with the move from face-to-face to online teaching during the Covid-19 pandemic. ii) To explore the nurse educator's experience with the environmental conditions that facilitated or inhibited the transition from face-to-face to online teaching during the Covid-19 pandemic. iii) To explore the personal conditions that facilitated or inhibited nurse educators' transition from face-to-face to online

teaching during the Covid-19 pandemic. iv) Explore the level of active engagement that transpired from nurse educators that accommodated or hindered change. v) To explore whether nurse educators experienced healthy (ability to cope with) transitions and whether the environment could support the transition.

Research Methods: A qualitative approach with explorative descriptive design was implemented. A purposive, non-probability sampling method was employed. Data collection was conducted with an interview guide using semi-structured open-ended questions. The target population was 13 nurse educators who engaged online with students for educational purposes during the Covid-19 pandemic. Data was recorded using audio recorders in a face-to-face setting or Microsoft Teams' online recorder. A thematic analysis method was implemented to analyse the gathered data through the ATLAS TI 22 software, exporting the data to an Excel spreadsheet for further analysis.

Ethics: Ethical clearance to conduct the study was obtained from HSSREC at the University of the Western Cape and the college in the Western Cape and Western Cape Health Department. All participants provided written consent to participate in the study.

Findings: Six themes and 19 categories emerged from the data and describes the education environment readiness for online teaching; nurse educator's expectations and fears during the transition to online teaching; their personal attributes that facilitated the transition to online teaching; the impact of the transition on the nurse educators and the pedagogical implications that emerged during online teaching.

Conclusion: To be technologically savvy is a modern-day requirement that will intensify in future as new education programmes are developed. Technological skills can increase an educator's confidence when engaging online and provide a sense of satisfaction in the teaching and learning

process. Nursing programmes cannot be run exclusively on online platforms, as face-to-face interaction is required for clinical education. However, the Covid-19 pandemic highlighted the importance of having a contingency plan to ensure that pedagogical processes are not majorly disrupted and can continue online. The importance of relevant, user-friendly online platforms is therefore critical for stability in the teaching and learning environment.

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LIST OF ABBREVIATIONS

AI	Artificial Intelligence
ENT	Education with New Technologies
ERT	Emergency Remote Teaching
HEI	Higher Education Institution
HSSREC	Human Social Science Research Ethics Committee
ICT	Information and Communications Technology
IT	Information Technology
NSFAS	National Student Financial Aid Scheme
PCK	Pedagogical Content Knowledge
SANC	South African Nursing Council
SETA	Sector Education and Training Authority
STEM	Science, Technology, Engineering, and Mathematics
WHO	World Health Organization

CHAPTER 1

OVERVIEW OF THE STUDY

1.1 INTRODUCTION AND BACKGROUND

The Covid-19 virus is a deadly and highly contagious infection transmitted from person to person through respiratory droplets, coughing and inhaling contaminated air from a person infected with the Covid-19 virus. Starting in Wuhan, China, in December 2019, the virus spread rapidly all over the world, and on 12 March 2020, a global pandemic was declared by the World Health Organization (Ferri et al., 2020). Approximately 6.9 million people have succumbed to the virus globally as of 1 September 2023. The first Covid-19 case in South Africa was identified on 5 March 2020 (Moonasar et al., 2021). Lockdown was announced on 15 March 2020 in South Africa (South African National Department of Co-operative Governance and Traditional Affairs, 2020).

The outbreak of Covid-19 and social distancing came as a harsh awakening in terms of the evolution of teaching methods in the education sector in South Africa (Mhlanga & Moloi, 2020). The academic year 2020 was extended until the end of March 2021 by the Minister of Higher Education, Dr Blade Nzimande, to make up for the lost teaching time (SA Dept. of Higher Education and Training, 2020). All HEIs had to resort to online teaching to meet educational requirements for 2020 and 2021. Most South African Universities had telematic and online classes up and running, but not all institutions had the infrastructure to engage completely online. Social distancing accentuated the lack of infrastructure and skills of educators to engage online on many levels of education in South Africa. For educators who primarily interacted with their students face-to-face, their professional identities and agency were challenged during this time (Cain et al., 2022).

Worldwide, the pandemic raised significant challenges for higher education institutions (HEI's) (Rapanta et al., 2020). Educators across the globe had to work from home and teach online to complete the 2020 academic year (Rapanta et al., 2020). HEIs had to adapt rapidly to develop online teaching strategies (Ravitch, 2019). This trend continued in 2021 and 2022. This was no different for nurse educators who had to adapt from face-to-face to online teaching, and practical demonstrations to virtual explanations.

Technology implementation in education can be demanding due to the industry's constantly growing and evolving nature. More and more online platforms were introduced in the teaching environment, like Zoom, Google Meet, Google Classroom, Microsoft Teams, Moodle Classroom and Mentimeter, requiring educators to adapt. While educators are still struggling to utilise online library reference and storage repositories such as Mendeley and Endnote, as well as the EBSCOhost database that supports online education, many other new programmes are still being developed for the purpose of teaching and assigning tasks to students and searching for literature online. This fast pace of development makes it difficult for educators to adapt and establish competency on at least one or two software programs to exploit long enough.

During the first three industrial revolutions, the focus of education globally was on expanding on equipping the masses with the needed skills and getting them ready for artificial intelligence (AI) (Zami Atibuni et al., 2022). The 4th Industrial Revolution is experienced as a wave of technology utilisation intensified by the Covid-19 pandemic and the subsequent lockdown. It changed how we do business, interact, learn, create and educate. Zami Atibuni et al. (2022) noted that the 4th Industrial Revolution is characterised by integrating different technologies that increase educators' challenges and conquer their fears and misconceptions with online teaching.

Although there is no shortage of pedagogical online platforms, there is an overall lack of educator skills to effectively use these platforms. Students and educators have access to more information; however, the concern is whether engagement will be more directed to technology than the students (Elayyan, 2021). Online learning and teaching imply a certain pedagogic content knowledge (PCK) related to designing and establishing better learning experiences and creating distinctive learning environments with the help of digital technologies (Rapanta et al., 2020). Residential universities had to develop innovative and flexible ways to engage with students and integrate theory with practice so students could relate.

Naylor and Nyanjom (2021) implied that there is an emotional bond between the educator and the learner associated with face-to-face teaching and pedagogical interaction. It influences the educator's wellbeing, job satisfaction, decisions about teaching strategies, curriculum selection and lesson planning (Naylor & Nyanjom, 2021). Liu (2023) noticed that although there is an urgent need for online learning, online programmes have become the biggest problem for academic institutions because the curriculum must accommodate significant adjustments. The World Bank accepted that some academic institutions may not be well equipped to offer online learning for all students on such an elaborate scale (Ali, 2020). Therefore, decision-makers cannot keep up with the ever-progressing technology regarding expenditure and resources. Higher learning curricula content volume is a lot to teach in the traditional setting and requires a minimum of 6 hours per day to engage with students during theory blocks, which will be expensive when transformed into a virtual setting.

Online platforms are not necessarily user-friendly, and it takes time to adapt to the instructional language of the software. This transition is like being thrust into a different environment of service

delivery. Students and educators were unprepared for exclusive online teaching (Coman et al., 2020).

The ability to adapt to different learning and teaching platforms to fulfil programme requirements was a challenge at all levels of education in South Africa because of unequal access to internet connectivity, including mobile networks, mobile phones, laptops, and data. The Covid-19 lockdown brought about a financial crisis, social isolation, and the need to rapidly adapt to major lifestyle changes (Kita et al., 2022). Many HEIs provided students with data and a loaded SIM card; however, access due to weak network signals exacerbated by electricity cuts challenged the educator and learner to strike a balance in the pedagogical environment that is conducive for engaging.

Online teaching was an emergency pedagogical intervention during the Covid -19 pandemic that caused a shift in focus from the learners to the educators and their readiness, expertise, and experience to successfully engage with students and deliver positive results. Educators should be comfortable providing the pedagogical content for maximum student benefits. Online education became mainstream, as most universities engaged online and completed degrees online (Gegone & Abdullah, 2021). Sadjadi (2023) stated that with the current high level of attention on social distancing, the implementation of trade automation, AI propositions, data analysis, and risk enhancement in many processes will increase. A statement by the director general of WHO declared that as of 5 May 2023, Covid-19 is no longer a global emergency but remains a health threat to society (Wise, 2023). There is a global engagement of all educational institutions on an online platform, and significant efforts were employed to bridge the skills gap where online teaching is concerned. Moodle classrooms are applied for educators to post literature, self-study and do assessments, which is still a new platform and is being explored to engage with students. It

is, therefore, important to explore how nurse educators experienced their transitional journey from face-to-face to online teaching.

1.2 PROBLEM STATEMENT

According to Bao (2020), it is a substantial, disruptive shift to move all existing courses online in a matter of days. Unlike being in a classroom, with online teaching, educators are in different physical and temporal spaces to the students they teach. Many of the cues educators use in face-to-face settings are lost, posing potential challenges for the online educator (Coker, 2018). Bao (2020) also mentioned that in traditional in-class teaching, teachers' physical, facial, and vocal expressions are all important tools and are substantially restricted in engaging with students. Teaching is a complex, social, personal, and cognitive process (Naylor & Nyanjom, 2021). As such, it is an emotional experience for both teacher and learner.

The move to online teaching at the nursing education institution in the Western Cape was preceded by an introductory short course provided by the Western Cape Health Department for all educators. It was clear from the beginning that this changed pedagogical mode would not be without difficulties as most educators were still struggling to utilise online teaching platforms to conduct pedagogical activities. Microsoft Teams meetings were used to introduce the Google Classroom platform. Immediately after this short course, educators had to move to online teaching, and many were not yet sufficiently skilled and struggled without follow-up support. Social distancing disabled face-to-face engagement with other lecturers, severing the support each could have contributed to and benefitted from. This resulted in personal struggles and frustration with the application of online platforms for teaching.

Saha et al., (2022) raised the concern that a classroom learning milieu is full of life and energy where educators engage directly with the students, which begs the question of whether there will

be opportunity for real and meaningful interaction with students in online classes. Amid the challenges, educators managed to complete the 2020 and 2021 academic years. Despite this achievement, it is unknown how educators employed at a nursing education institution in the Western Cape experienced the rapid move to online teaching due to the lockdown.

Most research on online learning and teaching in education settings focuses on students rather than educators (Martin et al., 2019). Due to the short transitioning period in the Covid-19 pandemic, many teachers were left unprepared for online teaching as most teachers and organisations had about three days to prepare for online teaching (Van der Spoel., 2020). Employers also raised concerns about the efficiency of educators working from home and the ability to meet course requirements from home (Sadjadi, 2023). This study, therefore, sought to explore and describe the experiences of nurse educators regarding their transition to online teaching.

I.3 RESEARCH QUESTIONS

i) What were the transition experiences of nurse educators at a nursing college in the Western Cape who had to move from face-to-face teaching to online teaching during the Covid-19 pandemic?

ii) What challenges did these nurse educators face and overcome at a nursing college campus in the Western Cape?

1.4 PURPOSE OF THE STUDY

To explore and describe the experiences of nurse educators employed at a nursing education institution in the Western Cape regarding their transition to online teaching during the Covid-19 pandemic lockdown in South Africa.

1.5 STUDY OBJECTIVES

i) To explore the nurse educator's transitional challenges experienced with the move from face-to-face to online teaching during the Covid-19 pandemic.

ii) To explore the nurse educator's experience with the environmental conditions that facilitated or inhibited the transition from face-to-face to online teaching during the Covid-19 pandemic.

iii) To explore the personal conditions that facilitated or inhibited nurse educators' transition from face-to-face to online teaching during the Covid-19 pandemic.

iv) Explore the level of active engagement that transpired from nurse educators that accommodated or hindered change.

v) To explore whether nurse educators experienced healthy (ability to cope with) transitions and whether the environment could support the transition.

1.6 SIGNIFICANCE OF THE STUDY

Since online teaching is claiming a bigger stake at the table of education globally, stakeholders nationally and locally must become aware that more effort should be made to make room for technological pedagogical engagement through proper preparation and research into suitable technology implementation. This study will provide evidence about the challenges nurse educators experienced and the support they required during the Covid-19 pandemic, which will form the

basis for accommodative, interventive solutions by the education institution. This study could make a significant contribution to influencing policy for online teaching and curriculum design. The study's findings may potentially implement more cost-effective ways of learning and teaching to benefit the student, educator, and institution.

1.7 OPERATIONAL DEFINITIONS OF KEY CONCEPTS

Asynchronous learning is when instruction and learning occur in different locations and at different times. For example, prerecorded video lessons, email exchanges between teachers and students, online discussion boards, and course-management systems that organise instructional materials and related correspondence would all be considered forms of asynchronous learning (Glossary of Education Reform, 2013).

Blended learning is a way of learning that combines traditional classroom lessons with lessons that use computer technology and may be given over the internet. Blended learning is a way of breaking down barriers to education. In this study it is the utilisation of face-to-face teaching combined with presentations on a computer, or instructions online that the students can engage with by making use of technology during the lesson (Cambridge dictionary, 2004).

Experiences refer to the direct observation of or participation in events as a basis of knowledge. The fact or state of having been affected by or gaining knowledge through direct observation of participants. It was also something personally encountered, undergone, and lived through, conscious events that make up an individual life, the conscious past of humankind and the act or process of directly perceiving events or reality (Merriam-Webster, 2023).

It is the process of gaining knowledge or skills from doing, seeing, or feeling things or something that happens to you that affects how you feel (Cambridge Academic Content Dictionary, 2008). It is important to know the nurse educators' experience in their transition from face-to-face teaching to online teaching.

Face-to-face means within each other's sight or presence (Merriam-Webster, 2023). In this study, face-to-face refers to the traditional approach of teaching, where the instructor and learners are in the same geographical location or traditional class setting at the same time.

Lockdown refers to an emergency situation in which people are not allowed to freely enter, leave, or move around in a building or area because of danger. A temporary condition imposed by governmental authorities (as during the outbreak of an epidemic disease) in which most people are required to refrain from or limit activities involving public contact outside the home (such as dining out or attending large gatherings (Merriam-Webster, 2023). In this study, it referred to the lockdown imposed globally during the Covid-19 pandemic that led to social distancing and remote teaching during the pandemic period from 23 March 2022.

Nurse educator is a professional nurse with an additional nursing education qualification and is registered with the SANC. (South African Nursing Council, 2005)

Online teaching is the educational approach where all course materials are delivered online without physically being present or on campus (IGI Global, 2016). In this study, it meant delivering the nursing content using technology, such as teaching course syllabi through a computer system.

Synchronous learning is a general term that describes forms of education, instruction, and learning that occur simultaneously but not simultaneously. The term is most commonly applied to various forms of televisual, digital, and online learning in which students learn from instructors,

colleagues, or peers in real-time, but not in person. For example, educational video conferences, interactive webinars, chat-based online discussions, and lectures broadcast at the same time they are delivered would all be considered forms of synchronous learning (Glossary of Education Reform, 2013).

Transition is a change or shift from one state, subject, or place (Merriam-Webster, 2023). In this study, it meant the shift from face-to-face to online teaching. It also meant a change from a traditional classroom setting to a virtual platform where the educator engages with the students. For the educator, it meant the process of movement away from the familiar to embrace different ways of pedagogical interaction.

1.9 STUDY OUTLINE

Chapter 1

Chapter 1 provided an introduction and background to this study that described the backdrop of Covid-19 and the subsequent extent of change in the teaching mode globally and in South Africa. The problem statement shed more light on the motivation for embarking on this study, while the purpose addressed the theme and set the angle and direction of the study in obtaining desired objectives that outline the outcomes in line with the theoretical framework in this study in a congruent and comprehensive manner.

Chapter 2

This chapter presents the literature relevant to the topic and highlights the four prominent findings in the literature reviewed: time constraints, internet accessibility, required skill and technology, and staff resistance and attitude. An introduction to the literature review briefly describes what a

literature review is about. The chapter also includes the conceptual framework that underpins the study.

Chapter 3

Chapter 3 introduces the qualitative research methodology adopted for the study and justifies the research approach employed. It also provides a discussion on the research process followed.

Chapter 4

The findings of the study are presented and discussed in this chapter. Literature is used to support or contrast the findings.

Chapter 5

This chapter includes a summary of the findings and limitations of the study and provides recommendations provided by participants and existing literature that addresses the study's findings.

1.10 SUMMARY

This chapter provided the introduction and reason for the study. It included the background, research questions, objectives, significance of the study and operational key concepts.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

A literature review is a systemic and explicit approach to the identification, retrieval, and bibliographical management of independent studies drawn from published sources to locate information on a topic, synthesize conclusions, identify areas for future studies, and develop guidelines for clinical practice (Brink et al, 2018). It provides insight and understanding into a research problem and its effects on life. It is an interpretive, methodical, and written presentation of studies read by the author relevant to the specific study.

A comprehensive search for literature on the topic was conducted with keywords such as *nurse educator*, *online teaching*, *transition*, *from face-to-face teaching*, and *experience*. These keywords are relevant to the research topic and are included in the operational definitions of key concepts. The search yielded different sources, including databases, books, journals, and news updates. Information databases such as PubMed, Science Direct, Elsevier, Sci-hub, EBSCO Host, Google Scholar, and Research Gate were consulted.

Online teaching involves transferring knowledge, values, beliefs, methods, and skills from one individual to another through the internet (Adebo, 2018). Although online teaching has been practised since the early 1800s in the form of distance learning, its rapid growth was seen in the mid-1980s (Adebo, 2018). It was, therefore, not a new concept but a growing trend (Kentnor, 2015). Since the inception of the World Wide Web in 1989 (Jacksi & Abass, 2019), communication and our way of interacting has evolved significantly. Educators are expected to

adapt to this ever-changing online environment and show a growth mentality. However, vulnerability related to transition experiences, interactions, and environmental conditions that expose individuals to potential damage or delayed or unhealthy coping is evident (Alligood, 2018). The effect of a changing environment, supportive structures, and demands of course output on educators' experience deserves further exploration.

Most universities and colleges agree that online education is critical to their long-term strategy (Sadiku et al., 2018). Students should be trained in a futuristic environment and be prepared mentally for ever-changing situations so they may be alert to cope with and adapt to them (Ahmad & Khan, 2022).

2.2 TIME CONSTRAINTS

Ample preparation is needed to develop teaching materials and assessments. It requires thought, coordination and careful decision-making (Ali, 2020). Ali (2020) shared the findings of a meta-analysis of pertinent literature about online and remote learning in HEIs in Fiji. The aim of the study by Ali (2020) was to examine how teaching and learning can continue in uncertain and unrivalled times. "It must be established that adopting an online learning environment isn't just a technical issue. It is a pedagogical and instructional challenge that takes time. As such, ample preparation in regard to teaching materials and curriculum and assessment knowledge is vital in online education" (Ali, 2020, p. 22). In an introductory paper on online teaching and learning written at a college of engineering in the United States of America, Sadiku et al. (2018) argued that although some less-developed countries see online education as cost-effective, it takes a lot of time to prepare and teach an online course. A cross-sectional study about the perspective on the implementation of online learning in dental education due to SARS-CoV-2 (Covid-19) done by

Schlenz et al. (2020) at a university in Germany, agree with this finding as 25% of educators reported the experience of transition from face-to-face to online teaching as time consuming. An analysis of the current situation of education was launched at the Faculty of Education Sciences, University of Cordoba, Spain that focused on the consequences of the pandemic in the field of education. Espino-Díaz et al. (2020) argued that remote teaching is the consequence of the immediate transfer of teaching without time to carry out authentic planning and changes to the curriculum or time given to adapt to an online modality. A critical analysis of literature on online teaching and the role of the online educator in Dublin, Ireland, with a multimodal approach by Ni Shé et al. (2019) agreed that time and technological readiness are common barriers to online teaching. A qualitative and quantitative study was done in the Netherlands on 200 Dutch teachers' online teaching expectations and experiences during the Covid-19 pandemic. The pre- and post-survey results were then compared to examine the difference after exposure to online teaching. A total of 13% expected a negative impact of time pressure with online teaching, but only 10% experienced a negative effect of time pressure, resulting in a 3% difference (Van der Spoel et al., 2020). An autoethnographic study was done on five educator faculty members as reflective practitioners in emergency online teaching in a liberal arts school in Tokyo, Japan, over ten weeks. Jung et al. (2021) found that 14,4% experienced time-management problems such as time constraints after facing unexpected technical problems and management of time to allow for questions or discussion. "Faculty members who were generally not familiar with the use of online technology in teaching, were in a panic and spent much time getting trained and preparing lectures" (Jung et al., 2021, p. 2). It is relatable and applicable to all who had to adapt to the sudden change in teaching mode. The urgent change to online teaching did not leave much time to properly train or adequately prepare.

A descriptive study done by Gul et al. (2021), using a survey on university teachers in Pakistan, to determine the impact of teachers' workload on their time management skills at the university level, is in contradiction of previous literature and found that teacher's perception of their time management is sufficient, and that they know how to manage their time. Similarly, in a phenomenological study of 25 educators and 23 undergraduate students at Quzhou University, China, Liu (2023) found that educators acknowledge that online teaching saves much time, because no time is wasted sitting in traffic. Liu (2023) mentioned that preparing for e-class and presenting material takes time and energy.

Managing time is crucial to conquering the workload (Gul et al., 2021). A lack thereof is the main reason for anxiety and depression. It is evident that the increased time pressure and the overload of information result from sudden remote teaching.

2.3 INTERNET ACCESSIBILITY

Dawadi et al. (2020) critically analysed published documents, reports and news commentaries about the impact of Covid-19 on the education system in Nepal. They found that only 56% of people had access to the internet, many of whom had limited access due to economic disparities. A cross-sectional descriptive study done on students by Shahmoradi et al. (2018) at Tehran University of Medical Sciences about the challenges of the e-learning system in HEIs concluded that 40% of the students struggled with accessing the technology, and 38% stated that they had skill challenges including the use of different platforms. It is clear that although much progress has been made over the years, especially in the last ten years, with virtual engagement and technology access, it remains a challenge that must be overcome in developing countries.

A recent study titled "A qualitative investigation of issues and success stories of online teaching in Pakistani higher education in the context of the Covid-19 pandemic" found that impaired and, at times, non-availability of internet connectivity was a grave concern for university teachers, that hampered their online teaching attempts. Ahmad and Khan (2022) mentioned that the internet and low signal were the principal problems faced during the pandemic, and electricity breakdown worsened the situation, making it difficult to connect for convenient teaching. They also found that four out of 36 students in a class did not have smartphones, which made equal access to teaching platforms difficult (Ahmad & Khan, 2022). Although educators might not be directly affected by internet connectivity due to data shortages, load shedding, resulting in intermittent access to electricity, affect everyone everywhere in South Africa. Mpungose (2020) found that digital divides limit most students from effective e-learning, particularly those in remote areas.

In a qualitative study done on 26 learners entitled "Emergent transition from face-to-face to online learning in a South African University in the context of the Coronavirus pandemic", Mpungose (2020) mentions the impact that connectivity has on student engagement and that connectivity issues has the potential to affect the educator's approach to online teaching. This might pose course output challenges that the educator must overcome to experience a healthy transition. One of the participants in this study reported that their experience was bad, and that sometimes they did not have electricity for five days due to cable theft. They further reported that they needed to prepare for exams and that their performance had dropped. (Mpungose, 2020). There is a critical need in South Africa for increased investment in upgrading resources (Mpungose, 2020). Therefore, more exploration at the college where all educators are nurses unfamiliar with online teaching is justified.

A qualitative explorative study was done by Gumede and Badriparsad (2022) entitled Online teaching and learning through the student's eyes- Uncertainty through the COVID-19 lockdown: A qualitative case study in Gauteng province, South Africa. In this study, Gumede and Badriparsad (2022) also mentioned that internet accessibility for students is challenging. In a review of secondary data sources about Covid-19 and a study on the digital transformation of education titled Covid-19 and the digital transformation of education: What are we learning on 4IR in South Africa? Mhlanga and Moloi (2020) stated that although mobile networks lowered data costs, some pupils were still not able to afford or have access to engage online due to poverty. The South African government has struggled to keep the lights on for the past ten years. Wi-Fi connectivity is directly related to electricity availability. No other country had to face such persistent challenges to provide education online.

2.4 REQUIRED SKILLS AND TECHNOLOGY

In a 13-article review titled "What is effective online teaching and the role of the online educator", Ni Shé et al. (2019) stated that the educator has many hats to put on, such as managerial, pedagogical, social, technical, assessor, facilitator, instructional designer, researcher, and evaluator. Therefore, exploring what proper training and support is needed to balance these roles is pivotal for the wellbeing of educators. Durff and Carter (2019) conducted a qualitative multi-case study on three groups of educators who were interviewed to determine how some teachers successfully overcame barriers to technology integration in each school district of the Grand Canyon. Durff and Carter (2019) summarised in this 40-year study that skills are age related, as expressed by educators who felt that they are too old or not smart enough to do certain technology-related activities. There is also a gap in the educator's skills, availability of resources and

adaptation to online platforms to support teaching (Espino-Díaz et al., 2020). Educators successfully conquered challenges to technology integration when administrators did not require specific hardware or software. It begs whether the approach used to support educators results in more frustration for the educator than solutions. This is even more reason for an in-depth exploration of the educators' challenges with online teaching.

In an autoethnography conducted by Jung et al. (2021) at an art college in Tokyo, an educator reflected on the need to do online teaching in an emergency situation and expressed her frustration with technology when it is does not work as expected and that the students might perceive her as incompetent. (Jung et al., 2021). There was a difference in technological difficulty when using synchronous versus asynchronous technology type during online teaching. Jung et al. (2021) found that those implementing Zoom often faced technical issues, such as designating students into small groups using Zoom's breakout function. Those who used YouTube video clips could share a video but without sound.

In a survey of 200 teachers in the Netherlands, 12% of the participants expressed concern that they or their colleagues would not be skilled enough to teach online (Van der Spoel et al., 2020). In a study done in high schools in Kumanova, South East Europe on teachers' experiences with online teaching using the Zoom platform, Ramadani and Xhaferi (2020) found that teachers had many challenges with assessment using technology instruments for grading the students. A study was done in three cities in the Philippines by Anud and Caro (2022) to describe junior high school science teachers and senior high school science teachers' performance efficacy where technology, pedagogy and content knowledge were concerned. A total of 386 teachers were part of the study. It reflected that there is a correlation between the level of pedagogical content knowledge and technology in all three cities, and a high level of competency in these areas was demonstrated

(Anud & Caro, 2022). A qualitative study by Keser and Sarı (2021) on 17 classroom teachers in Turkey employing semi-structured interviews revealed that none of the participants had a problem using technological tools in terms of hardware and displayed knowledge of computer hardware, but it uncovered that they did not have sufficient expertise on software and technical terminology used in online education (Keser & Sarı, 2021). The teachers struggled with the process because the software was in other languages except Turkish. It is a daunting task to get familiar with the new vocabulary used in software, as these concepts and vocabularies are based on programming languages, e.g., Kahoot, Think link, and Padlet. which does not make it user-friendly.

Faculty members unfamiliar with online conferencing software and lacking the necessary equipment found it difficult to engage effectively online due to the deficiency of relevant IT skills and experience. Faculty members who lacked IT skills had to redesign their courses and learn IT skills simultaneously (Kita et al., 2022). In this situation, it is speculated that faculty members who had difficulty using IT felt a substantial burden and decline in their mental health. Teaching satisfaction was related to good mental health. It is important to ensure that IT support is provided to reduce difficulty in using IT.

Technological savvy staff find it easy to transition, and those with little prior experience find it difficult to deal with content streaming and new services needed to create online teaching opportunities. A correlation was found in a study done by Choi et al. (2023) between educators' attitudes and technology skills level in a qualitative approach to the power of positive deviant behaviors. The study noted that the participants tried to turn their negative emotions into positive ones by improving their technology competencies (Choi et al., 2023).

In an explorative study done at a South African University on the emergent transition from face-to-face to online learning at South African University in the context of the Coronavirus pandemic, Mpungose (2020) suggested that students should be provided with relevant technological devices, which may include but are not limited to netbooks, iPads, webcams, laptops and desktop computers, mobile phones and others. These kinds of new technology have made life easier for students because they would find notes, and all course information was stored electronically and was easily accessible. There is, however, a gap in exploring whether nurse educators received the necessary support to transition from face-to-face to online teaching and the quality and quantity of the support they received to become technologically skilled. It is clear from the literature that different challenges exist regarding skills and technology, which differ in language, age, experience, software usage, type of programmes utilised, and economic disparities experienced.

2.5 STAFF RESISTANCE AND ATTITUDE

A scientific report on the mental health of academic staff during the Covid-19 pandemic in Japan revealed that before Covid-19, university academic staff, compared to other professions, experienced less job satisfaction and psychological health issues because of the high number of students, heavy workload, long working hours, and lack of work–life balance. During Covid-19, the staff members who were not good at using IT devices were more susceptible to mental illness (Kita et al., 2022). Educators suffer emotional exhaustion, stress, anguish, or anxiety due to confinement and distance education (Espino-Díaz et al., 2020). There is a gap in research concerning how educators in the nursing profession who had to shift to online teaching during the pandemic, experienced managing assessments and providing clinical guidance on an online platform, as nursing requires bedside face-to-face practical guidance, and students must be

assessed on their competence in certain skills. A purposive selection of 20 educators, involved in online teaching from across disciplines at an Australian university participated in a phenomenological study on educators' emotions involved in the transition to online teaching in higher education (Naylor & Nyanjom, 2021). In their study, Naylor and Nyanjom (2021) identified four orientations and described them as futuristic, ambivalent, disillusioned, and cautious educators. Futuristic educators were more positive, enthusiastic, and motivated towards the 'changing landscape of teaching and the educator's journey was embarked on as part of a team of educators ruling out a sense of loneliness during the transition, while the ambivalent educators believed it was their professional responsibility to learn how to teach online, and they did not expect much support from the institution.

The ambivalent educator found it difficult to engage with students online the same way as face-to-face teaching. Although the disillusioned educators had extensive support from their institution in terms of learning design support and technology-assisted professional development, they were still frustrated and expressed sadness with the current web-based online setting (Naylor & Nyanjom, 2021). Some felt that the learning management system did not encourage creativity and restricted the pedagogical experience. Their initial responses of the cautious educators were hesitant, concerned, sceptical or resentful and, as such, they were the more disinclined introducers. They were resentful that there were no discussions and bargaining with them about going online and reported feeling overwhelmed and undervalued. Their perception was that of little to no support received from the institution.

A meta-analysis done by Ali (2020), using an exploratory research design, showed that some people believed that face-to-face teaching was superior to online and blended modes. This perception might be due to their limited Information and communications technology (ICT)

knowledge on utilising these online platforms. How to overcome the challenges with technology integration is influenced by attitudes, social context, the surrounding cultural environment, and pedagogical styles (Durff & Carter, 2019).

In a Chinese study by Li (2021) in a community centre, the educator was more satisfied with synchronous teaching using WhatsApp and YouTube broadcasting and found that learners responded better to this synchronous learning than solely engaging online as they felt disconnected from their classmates. Most learners were satisfied with the synchronous mode of teaching delivery because it enabled more verbal and social interaction than with a solely online teaching mode, as the students showed keen interest, confidence, and competency in the synchronous mode. (Schlenz et al., 2020; Li, 2021). This study assumed that student acceptance of the teaching mode influenced the educator's attitude and confidence. It can therefore be considered that multiple factors, as a collective, contribute to the successful online transition experience for an educator.

Teachers were very positive and energised after their Zoom sessions with the learners. A cross-sectional study done by Schlenz et al. (2020) on students' and lecturers' perspectives on the implementation of online learning in dental education due to SARS-CoV-2 (Covid-19) indicated that learners and educators showed mostly a positive attitude and viewpoint on the utilisation and incorporation of online learning, providing the chance to use online learning even beyond Covid-19.

There remains an opportunity to explore the experiences of nurse educators concerning the challenges they had to face while transitioning from traditional classroom settings to an online teaching environment, as this is the first time that nurse educators had to resort to online teaching to complete their courses. Van der Spoel et al. (2020) found that teachers with average ICT

(information and communications technology) experience were more positive toward online teaching than teachers with a high or low ICT experience.

In a qualitative study on the resilience of educators with online teaching, comparing South African educators with their counterparts in the United States of America, Crompton et al. (2023) found the lowest resilience factor reported by teachers from South Africa was due to peer support (75%). South Africans have a culture of *ubuntu,* and because of the lockdown, the isolation and lack of support influenced resilience to adapt to online teaching difficulty.

2.6 SUMMARY

This literature review explored international and national studies, focusing on the latest literature due to its recentness and relevance to the phenomenon. There is a dearth of South African literature concerning nurse educators or other educators' experience with online teaching, as most of the literature relates to international studies. South African literature also focused more on the learners' than on the educators' experience with online teaching. The literature illustrated similar findings in most of the studies despite the research being conducted across academic fields and countries. Online teaching in the nursing profession is yet to be explored further, as it encompasses a multifaceted milieu with its own challenges.

2.7 CONCEPTUAL FRAMEWORK

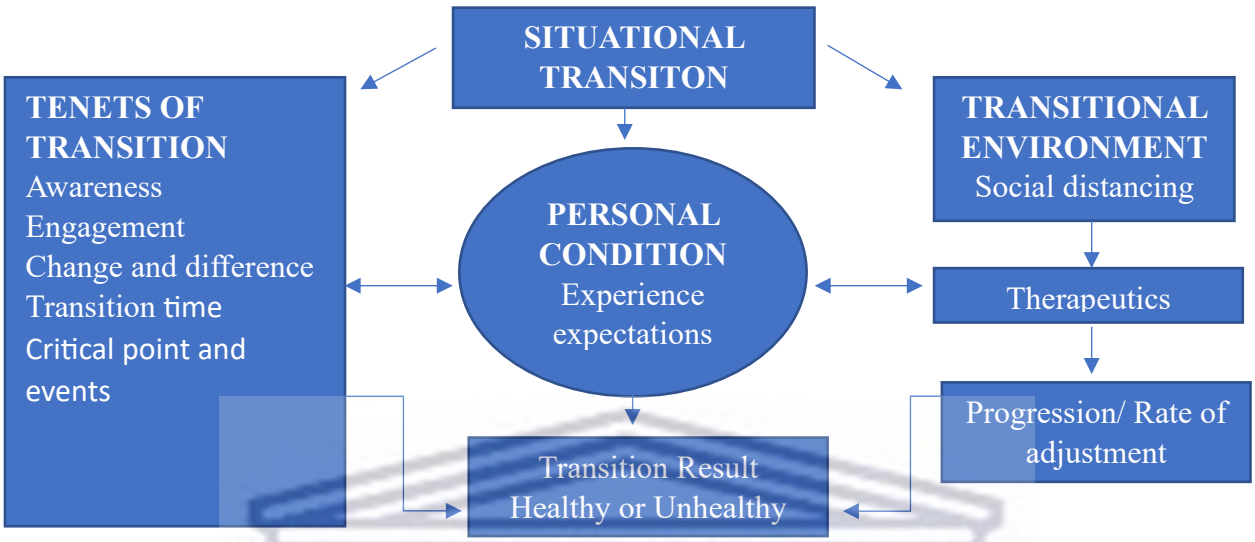

Figure 2.1: Theory of Transition developed by Afaf Ibrahim Meleis in 1986

The study was underpinned by the Theory of Transition developed by Afaf Ibrahim Meleis in 1986 (Im, 2018). Transition Theory aims to describe, explain, and predict human experiences in various types of transitions, including health/illness, situational, developmental, and organizational transitions (Im, 2018). In this study, the transition experienced by the educators was situational due to the change in the pedagogical environment from a classroom, a traditional face-to-face environment, to a virtual one.

2.7.1 Tenets of Transition Theory

2.7.1.1 Awareness

An absence of awareness of change could signify that an individual may not have initiated the transition experience (Meleis, 2010). The educators knew a changed pedagogy was necessary to accomplish course goals during the lockdown period. In this study, the educators had no choice but were pressured by circumstances of social distancing combined with required educational output to embark on the changed pedagogy. According to Butler-Adam (2018), to prosper as a

member of society and as an employee in the era of the Fourth Industrial Revolution, numeracy, literacy, and an understanding of how the world operates are all essential contributing components. It emphasizes the importance for educators to keep up and be aware of an ever-changing environment to escape redundance through renouncing the state of oblivion. Even beyond Covid-19 there should be a heightened awareness and anticipation of change by nurse educators to successfully embark on new pedagogical terrains that must surpass exception to become the norm.

2.7.1.2 Engagement

This is the degree to which a person demonstrates involvement in the process inherent in the transition. In this study, it refers to the level of engagement, preparation, and adjustments nurse educators had to actively make during the pedagogical transitioning process to make it work for students and educators (Alligood, 2018). It also speaks to the level of experience of the nurse educators with online teaching that could influence the degree of comfort that the educator will experience with online engagement. This also influences the degree of transition that will transpire from face-to-face to online teaching. The educators' attitude towards online teaching and internet access can also influence their level of engagement. Rahmat (2021) found the online teaching style determined the level of engagement the students experience from the educator. Because it was the first encounter with online teaching for most of these nurse educators and there was no other way to convey course content. The expectation was that there would be a heightened sense of responsibility to familiarise and engage the technology, and ultimately engaging with the students.

2.7.1.3 Change and difference

Meleis (2010) described change and difference as essential properties of transition and that the effects, nature, temporality, perceived importance, severity, and personal, familial meanings of change necessitate uncovering. In this study, it referred to the educator's personal experiences of

the severity of the change to virtual platforms, how they were affected by this, and whether this transition took place within a permanent or temporary space. It also implies that unsatisfied expectations and differences in how nurse educators feel or view the world concerning online teaching can become a challenge to transition successfully. Transitions theory suggests that nurses need to consider a client's comfort level and mastery in dealing with changes and the unconventional (Im, 2018). This implies that nurse educators must understand their role in the changed pedagogy and be cognizant to effectively engage students in the transfer of knowledge through a virtual platform in a way that the student understands and is comfortable with the content. Covid-19 remains a threat to world health in 2023, although social distancing was lifted in 2021 in South Africa, implying that this change must be adopted as permanent even after the pandemic so that nurse education mode of teaching can develop accordingly. Nurse educators know how to prepare content in a traditional setting, but the challenge was embracing the virtual that can contribute to role fulfillment and expansion.

2.7.1.4 Time span

All transitions are typified by flow and movement over time with an identifiable endpoint and movement from the first awareness of change, going through a period of anxiety and all the emotions associated with it, instability, and uncertainty, to stability, recognising the moment that change occurred. In this study, it refers to the period of the Covid-19 pandemic and the restrictions during lockdown, exploring the educator's journey of transition. The transition time span depends on the rate of the individual's resolve to adapt to the new reality and changed environment.

2.7.1.5 Critical points and events

This refers to the critical point in the experience that marked increased awareness of change, difference, or active engagement in dealing with transition. In this study, it referred to stabilisation

in new routines, skills, marked with fluctuations of uncertainty, continuous change, disruption, or uncertainties that still needed to be addressed. For nurse educators to come to the point of marked awareness of change, it required much more exposure to the changed teaching environment for educators to become comfortable with online teaching. Change of the pedagogical landscape is subject to environmental change and an ever-advancing technological array. These changes pose a challenge in the transitioning that nurse educators are exposed to, as the transition process can be enhanced or inhibited by it.

2.7.1.6 Transition conditions

What are the circumstances that influence the way a person moves through a transition? In this study, these conditions can differ based on the individual's needs and perception of circumstances. The urgency of the transition and environmental support play an important role in the transition journey.

2.7.1.7 Personal conditions

This refers to cultural beliefs, attitudes, meanings, socio-economic status, preparation, and knowledge facilitating or inhibiting transition (Meleis, 2010). These aspects were explored amongst nurse educators, as South Africa has diverse cultures and beliefs and many economic disparities that can inhibit or enhance transition. According to Bracken (2014), transition is different from change as it is the internal process that people must go through to adapt to the change and the new state of being it presents.

2.7.1.8 Community and societal conditions

Community and societal conditions can inhibit or facilitate the transition to online teaching (Meleis, 2010). It refers to the college education community and family. How does the nurse

educator experience the level of support of close relations, college colleagues and management during the transition period? It also refers to the expectations from the nurse educator on the anticipated level and type of support and the educator's response toward these societal and community conditions.

2.7.1.9 Patterns of response

Healthy transitions were replaced with response patterns, including process and outcome indicators. Investigating educators' responses during the transition is important to determine whether a healthy transition transpired. In normal circumstances, with enough time and training, things would have been different, and a healthy transition would be possible. Despite the limited transition time, did the educators cope and adjust to the changed environment? In the outcome, what are the patterns of response that the individual can accept as proof of coping with the adjustment?

2.7.1.10 Nursing therapeutics - the process of assessment for readiness

This refers to the preparation of transition and role supplementation. It implies the supply of best conditions to support transition (Meleis, 2010).

The framework was used to structure the objectives and questions and to analyse and present the findings. In this study, conditions were not ideal for transition. Still, the necessity to transition was the driving force that enhanced the transition process.

2.8 THE FOLLOWING CAN BE ASSUMED

- The tenets of the Theory of Transition by Meleis (2010) fit the transitioning journey of the nurse educators in this study.
- Transition is an internal process that the individual undertakes to produce change.
- The quality and rate of the educator's transition from face-to-face to online teaching are influenced by multiple conditions.
- Therefore, a comprehensive approach is required to address challenges that influence or enhance transition.
- All the tenets of the underpinning theory were reflected on to gain more insight into the experiences of nurse educators from this perspective.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter presents the methodology adopted for the study. The research design and research approach are discussed in detail. The processes related to empirical research are observed, which include research population and sampling, data collection, data analysis and presentation of findings while adhering to research ethics.

3.2 RESEARCH APPROACH

A qualitative research approach was used in this study. Gray and Grove (2021) portrayed qualitative research as an academic viewpoint used to describe life experiences, cultures, and social processes from the perspective of the persons involved. The researcher aimed to understand the phenomenon from the perspective of the people experiencing it, thus exploring the depths, richness, and complex layers in the lives of human beings (Creswell & Creswell, 2018). The researcher allowed the participants to express their opinions and experiences on online teaching to understand their transition to the changed pedagogy.

3.3 RESEARCH DESIGN

An exploratory, descriptive research design was employed to systematically explore and describe the experiences of educators regarding moving from face-to-face to online teaching during the Covid-19 pandemic (DeJonckheere & Vaughn, 2019). Gray et al. (2017) noted that exploratory,

descriptive qualitative studies are frequently conducted to address an issue or problem needing a solution and are suited for studies that do not have a clearly specified method.

3.3.1 Exploratory design

Exploratory studies are a valuable means of asking questions to establish baseline information that could be used later as a launch pad for further research (Ali, 2020). In this type of study, data is gathered on the perceptions and interpretations of the people and groups, such as nurse educators, affected by the transition. Although online teaching has been explored since 2010, it remains a new phenomenon as it has never happened that everyone globally had to resort to online teaching on such an extensive scale. The methodology is relevant to the study due to the recentness of the phenomenon and the research potential that this phenomenon lends itself to.

3.3.2 Descriptive design

A descriptive design aims to provide direct, accurate descriptions of the experiences of nurse educators on this phenomenon (Sandelowski, 2000). The who, what and how of this phenomenon relevant to the study will be explored and described through a semi-structured interview.

3.4 RESEARCH SETTING

The study was conducted at one of three public college campuses in the Western Cape. The college offers undergraduate and postgraduate programmes, with a combined (all three campuses) student population of approximately 650-700 students in any given year. This campus is the largest of the three and employs 60% of the nurse educators of the college.

3.5 RESEARCH POPULATION

The research population is defined as a set of all members of a defined group that serves as the focus of a study (Gray & Grove, 2021). The accessible population for this study comprised 13 nurse educators employed at one campus of the public nursing college in the Western Cape and included both undergraduate and postgraduate nurse educators. The allocation in Table 0.1 below illustrates how many lecturers are approved per programme.

Table 3.1: Allocation of nurse educators per programme

PROGRAMME	DIPLOMA	STUDENTS	LECTURERS
Undergraduate Diploma	R425 3rd year	47	8
	R425 4th year	48	5
	R171 1st year	50	5
	R171 2nd year	50	5
	R254 advanced midwifery	50	4
Postgraduate Diploma	Primary health care	40	3
	Perioperative care	20	2
	Midwifery	30	2
	Critical care	30	2
	Emergency care	20	2
	Orthopedic nursing	20	2
	Mental health	20	2
TOTAL	**12**	**425**	**42**

3.6 SAMPLING

A purposive non-probability sampling method was employed (Vehovar et al., 2016). Participants were chosen based on the judgement of the researcher to provide in-depth information concerning

online teaching (Gray & Grove, 2021). The researcher focused on the educators who were actively involved in online teaching during the lockdown period. The researcher sampled for participant diversity, for example, across programmes and year levels, expertise, and educational experience, which aligned with the tenets set out in the conceptual framework underpinning this study to ensure the collection of rich data.

Inclusion criteria: Nurse educators who taught in undergraduate or postgraduate programmes during the transition from face-to-face to online teaching at the identified college were included.

Exclusion criteria: Managers and all educators who, for whatever reason, did not teach during the transition from face-to-face to online teaching were excluded from the study.

3.7 PARTICIPANT RECRUITMENT

Permission was obtained from the college principal to gain access to the nurse educators' email addresses to recruit participants (Addendum A). Electronic letters and an information sheet (Addendum B) explaining the purpose of the study were emailed to nurse educators, inviting them to participate in the study. A total of 13 nurse educators responded positively to the invitation and gave consent (Addendum C) to participate in the study. An interview schedule was created to ensure the interviews took place at convenient times for the participants. All interviews were conducted as agreed to by the participants.

3.8 DATA COLLECTION

3.8.1 Method and process

Data collection took place through individual semi-structured interviews conducted by the researcher. A semi-structured interview aims to collect or gather information from key informants with personal experiences, attitudes, perceptions and beliefs related to the topic of interest (DeJonckheere & Vaughn, 2019). Semi-structured, open-ended questions were asked to allow participants to share their experiences freely (Adams, 2015). An interview guide with open-ended questions (Addendum D) was used, followed by probing questions, which allowed the researcher to ask questions not structured on the interview guide as was deemed necessary. This allowed the participants to reflect, sufficiently respond, and obtain richer, more diverse data (Brink et al., 2018).

The interviews were conducted in a setting the participants were comfortable with and at a time convenient for the participants. Data was collected between September 2022 and January 2023. This was post-pandemic, and the national lockdown was lifted; therefore, the interviews were done face-to-face or online based on what was convenient for the participant. Interviews took place in a private space with no interference or distractions and in a quiet area. Interviews took approximately 30 minutes each.

3.8.2 Research interview Questions

- How did nurse educators become aware that they had to teach online?
- What preparation and adjustments did nurse educators have to make during the pedagogical transition?

- What were the educators' experiences of the change to virtual platforms, and how were they affected by this?
- How long did it take educators to adjust and become comfortable with facilitating online teaching and learning?
- What can still be improved to ensure that online teaching is effective?
- How did nurse educators' personal attributes, such as attitudes, preparation, and knowledge, facilitate or inhibit their transition to online teaching?
- How did environmental conditions facilitate or inhibit nurse educators' transition to online teaching?
- To what extent has a healthy transition (ability to cope) occurred?
- To what extent is the environment currently supportive of online teaching?

3.8.3 Probing

Probing questions such as "Can you elaborate?" explain, why do you say that?" were introduced in the semi-structured interview to elicit more information and a clearer understanding of what the participant was saying. Some questions were repeated to ensure the participant understood clearly and could add information not given the first time. Some participants' responses provided an opportunity to delve deeper for rich information.

3.8.4 Test interview

A test interview was conducted with one participant to test the relevance and clarity of the interview guide (Gray & Grove, 2021). The questions were clear and were understood by the participant. The supervisor reviewed the test interview, and no major changes to the guide were suggested. Changes included adding "teaching and learning" in the questions instead of only

"teaching." The interview guide was adjusted accordingly. The test interview provided rich data as the participant was one of the most experienced educators and was included in the data analysis.

3.9 DATA ANALYSIS

The six thematic analysis steps by Braun and Clarke (2006) were used to analyse the data. The steps involved:

Familiarising oneself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. Each interview received a number code to protect the participants' identity and uphold the principle of anonymity. The researcher immersed herself in the data by intensively listening to the recording of the interviews. Interviews were transcribed verbatim by a transcriber suggested by the research supervisor. The researcher read through the transcribed data several times to get a sense of what the participants were experiencing in terms of awareness, personal attributes, and environmental factors that enhanced or inhibited the transition to online teaching. The recordings were listened to again while checking the transcriptions for correlation. Then, the transcripts were read through again to scrutinise and gain an understanding of the data through inductive reasoning. The researcher's integrity was demonstrated through ongoing self-reflection and self-checking to ensure interpretations are grounded and corresponded with the collected data (Polit & Beck, 2017). ATLAS TI version 22 qualitative data software was used for organising and coding the transcripts to establish patterns and themes from the gathered data. Similarities found in the nurse educators' responses, experience and expectations across the interviews were grouped to provide the best descriptive codes. These codes align with the conceptual Theory of Transition underpinning the study. The researcher

initially set 353 codes and eliminated similar codes to avoid duplication, scaling down replications and ending with 56 codes. The codes were then grouped and regrouped to fit appropriately as elements in the coded phrases fit into more than one category. This was done until 19 descriptive categories were generated. These categories were then clustered together and formed six themes that assigned meaning to the nurse educators' experience transitioning from face-to-face to online teaching in this study.

Transcriptions and recordings were filed in their original format without any changes to the data to ensure authenticity to every mood, feeling, and context that the nurse educators expressed. The recordings and transcripts will be kept securely for five years before destruction. The findings in this study are presented in a table format in Chapter 4 and include the themes and categories.

3.10 RIGOUR FOR QUALITATIVE DATA

Rigour with the standards accepted by refers to the extent to which a study was implemented consistently scientists (Gray & Grove, 2021). Gray and Grove (2021) stated that rigour in qualitative research implies the guarantee of congruence between the philosophical principle, qualitative approach, and methods with the goal of using openness and flexibility to deliver trustworthiness and unbiased findings. The concept validity focuses on finding plausible and credible outcomes and is an appropriate criterion to assess quality in qualitative research. The validity of the interview guide was established through a test interview and adjusted slightly based on the input from the supervisor. In this study, the following were observed to ensure congruence between the different aspects of the research process.

3.10.1 Trustworthiness

3.10.1.1 Credibility

Credibility refers to confidence in the truth of the data and its interpretation (Polit & Beck, 2017). The recorded interviews were checked repeatedly to correlate transcribed interviews with audio recordings to ensure credibility. Questions were repeated where necessary so that no uncertainties existed during the data collection phase (Taherdoost, 2021). A thorough description was presented, and the trustworthiness of the findings was cemented by direct quotations from participants that provided the best and most in-depth description. These findings were triangulated with findings of supporting literature from similar studies that contribute to the credibility of the study. The analysis and interpretation of data were checked for congruency with the research supervisor to validate findings (Nowell et al., 2017)

3.10.1.2 Dependability

Dependability refers to the data's stability over time and the conditions (Nowell et al., 2017). The study was subject to scrutiny from the Human Social Science Research Ethics Committee (HSSREC) and the University of the Western Cape Higher Degrees committee for authenticity and ethical adherence (Addendum E)

3.10.1.3 Transferability

The researcher provided an in-depth, rich description of the participants' environment, responses, and circumstances, enabling it to be transferable to other research settings (Korstjens & Moser, 2018). The research questions accommodated the reception of a thick description of the nurse educator's environment and experience and ensured the extraction of rich data to ensure relevance to the study. Presenting direct quotes from the interviews added to the richness of the data.

3.10.1.4 Confirmability

The researcher employed member checking by presenting the final descriptions from data collection to the participants, allowing them to confirm whether the data was correct and a true reflection of their responses. Participants were allowed to listen to the recordings, ensuring nothing was added or left out (Creswell & Creswell, 2018).

3.10.1.5 Neutrality/reflexivity

The opinions, beliefs and values of the researcher did not influence the outcome of the study, although the researcher was working with the participants, there was no interference in how participants expressed or answered the questions.

All the findings in the study reflected solely on the nurse educators' experiences, and the researcher's preconceived ideas and opinions were not considered in the study to exclude bias (Guba, 1981). The researcher is a lecturer at the institution where the study was conducted and is well versed in the challenges in the research setting and was, therefore, constantly reflexive and remained aware of the possibility for bias to set in in the presentation of the findings. Seeing that all participants were known to the researcher, the researcher needed to keep a professional approach during the interviews. No irrelevant social conversations were brought into the engagement with the participant, and all the participants were presented with the same questions. Where questions were not readily understood, the researcher repeated or explained in more detail for clarification. Everything the researcher experienced about the study phenomenon was not shared with the participants to avoid influencing the outcome of data collection or themes generated (Creswell & Creswell, 2018).

3.10. 2 Authority of the researcher

The following expertise and experience are contributed by the researcher in the study:

- The researcher was instrumental in the collection of data and data analysis.
- The researcher has eight years of experience in nursing education and is involved in postgraduate nursing studies and undergraduate nursing programmes.
- This research was conducted to obtain the qualification required as a lecturer for postgraduate nursing studies.
- The researcher was involved in providing support to students in the postgraduate clinical programmes with their research assignments.

3.11 RESEARCH ETHICS

It is the researcher's obligation to conduct the study in an ethical manner that protect the rights of the participants. Included are the ethical principles discussed that was applied in this study.

The principles in the Declaration of Helsinki of 1964 were applied in this study (World Medical Association , 2000).

Ethical clearance was obtained from the HSSREC (Addendum E) at the University of the Western Cape (No HS22/6/9), and permission to conduct the research was obtained from the Director of Western Cape Department of Health (Addendum A).

3.11.1 Right to self-determination

All participants were fully informed about the study's processes and motivation. All participants made an autonomous, informed decision whether to participate and were given the right to

withdraw at any stage of the study without any repercussions or persecution, thus ensuring the right to self-determination.

3.11.2 Right to privacy, anonymity and confidentiality

The Protection of Personal Information Act (in GOVERNMENT GAZETTE, 2013) of South Africa recognises everyone has the right to privacy. Participants were treated with respect for their privacy**,** autonomy, and confidentiality. The participants' identities were kept anonymous, and each participant received a code as identification in the form of a number that was only addressed on the number given. All interviews were conducted in privacy without interruptions and in a private allocated setting. Interviews conducted via Microsoft Teams only had the researcher and the participant present. The recordings were saved on a separate USB flash drive and deleted from Microsoft Teams to ensure confidentiality and privacy of the data. All responses in the transcripts that could expose the identification of the participants were removed to ensure anonymity.

3.11.3 Right to justice and fair treatment

The right to fair treatment is based on the principle of justice, which states that each person should be treated fairly and receive what they are owed (Gray & Grove, 2021).

All participants were equally informed and were treated with respect and tact. The same questions were presented to the participants. They were selected for reasons directly related to the problem being studied, as they were involved in online teaching during the Covid-19 pandemic and not because the researcher had easy access to them (Gray & Grove, 2021).

3.11.4 Informed consent

Gray and Grove (2021) stated that informed consent is a specific agreement about what inclusion in the study involves and what the role of the researcher will be. A participant voluntarily agrees

to participate in a research study in which he fully understands the study prior to commencement (Brink et al., 2018). The participants were formerly invited in writing to participate in the study. The participants received an in-depth information sheet on what the study was about, and in the language utilised for education, namely English. The purpose of the study, data collection process, role of the researcher and the participants in the study and all contact details of the researcher were included in the information sheet. Voluntary participation is critical to the consent process as being informed, a noncoercive disclaimer that states participation is voluntary and that no penalty or loss of benefits will be incurred on what the participants are entitled to (Gray & Grove, 2021).

No participant was coerced in any way or influenced to participate. The data collection method and allocated time for interviews were explained to the participants, and their right to withdraw at any time was reiterated. The benefits of the study were explained to the participants. The risk of vulnerability was explained to the participants as all research has a measure of risk involved, even if it is a very small risk. All participants provided their consent to participate in the study voluntarily. The participants were encouraged to ask questions if anything that needed to be addressed was unclear. No compensation was promised to any participant, but the researcher provided a small gesture of appreciation for their participation.

3.11.5 Non-maleficence

No participant was exposed to any harm or risk at any given time. No one was coerced to divulge information that could harm their social standing or the institution's reputation.

The researcher disclosed all information on the study to the participants, and no information was left undisclosed that could potentially be harmful to the participants.

3.11.6 Beneficence

The participants received feedback on the study for their benefit as educators. The potential benefits of the study for nursing education were explained to the participants.

The researcher displayed tact and sensitivity to the participants' feelings, opinions and needs throughout the study.

3.11.7 Respect for persons

The researcher ensured that each person was respected regarding their rights to informed consent, ensuring the participants' privacy and confidentiality, justice and fair treatment, and showing respect in the data collection process. The researcher acknowledged the rights of the participants by respecting their autonomy without coercing or influencing the participants throughout the study.

3.12 SUMMARY

Chapter three focused on the purpose of the study, research approach and design, population and sampling, data collection and analysis, qualitative rigour and ethical principles applied to the study.

CHAPTER 4
FINDINGS AND DISCUSSION

4.1 INTRODUCTION

This chapter presents and discusses the findings from semi-structured interviews conducted with 13 nurse educators participating in the study. The transcribed interviews were analysed by coding the data and generating categories and themes.

To forge the trustworthiness of the findings, the researcher included participant quotes relevant to the specific categories and themes. Therefore, meaning was ascribed to the emerging themes presented in detail. The findings are also presented concerning existing literature and add to the existing body of knowledge on the topic while ensuring validity, credibility and mitigating any bias in the study. The results aligned with the purpose of the study and put the following objectives into perspective:

- To explore the nurse educator's transitional challenges experienced with the move from face-to-face to online teaching during the Covid-19 pandemic.
- To explore the nurse educator's experience with the environmental conditions that facilitated or inhibited the transition from face-to-face to online teaching during the Covid-19 pandemic.
- To explore the personal conditions that facilitated or inhibited nurse educators' transition from face-to-face to online teaching during the Covid-19 pandemic.
- Explore the level of active engagement that transpired from nurse educators that accommodated or hindered change.

To explore whether nurse educators experienced healthy (ability to cope with) transitions and whether the environment could support the transition.

4.2 PARTICIPANT DEMOGRAPHIC INFORMATION

A total of 13 participants consented to participate in the study. The demographics of the participants were as follows: Participants were all nurse educators with experience in various nursing disciplines and were employed at the nursing college in the Western Cape. The sample consisted of eight nurse educators assigned to postgraduate programmes and five undergraduate programmes.

Their expertise ranged from general nursing science to specialised nursing, i.e., critical care nursing and orthopedic nursing. Different backgrounds and ethnicities were represented in the study group to ensure the richness of the data collected. It also ensured validation of the study to the tenets of (Meleis, 2010) Theory of Transition, referring to *transition conditions,* which are those circumstances that influence the way a person moves through a transition and *personal conditions* that refer to cultural beliefs, attitudes, meanings, socio-economic status, preparation, and knowledge that facilitates or inhibits transition. Meleis (2010) further describes the transition as the process between two points of stability.

Participants were all female and held the Postgraduate Diploma in Nursing Education qualification. Those who teach in the postgraduate programmes have additional qualifications in a nursing specialty, with a master's degree in nursing as a compulsory qualification. The minimum teaching experience amongst the participants was five years, and most experience was 29 years.

4.3 PRESENTATION AND DISCUSSION OF THEMES AND CATEGORIES

Six themes and 19 categories emerged from the data as presented in Table 4.1. The themes and categories are presented in relation to the theoretical framework. This sections presents and discussed the themes and categories.

Table 4.1: Themes and categories from semi-structured interviews with nurse educators

Theoretical framework	Themes	Categories
Transition conditions Are those circumstances that influence the way a person moves through a transition	1. Education environment readiness for online teaching	1.1 Nurse educators' overall pedagogical experience
		1.2 Lack of infrastructure and resources
		1.3 Inadequate training received
		1.4 Time constraints to adjust to an online platform
		1.5 Personal fears and struggles with the adequacy of online engagement
Personal conditions Refer to cultural beliefs, attitudes, meanings, socio-economic status, preparation, and knowledge facilitating or inhibiting transition. **Critical points and events** Refers to the critical point in the experience that marked increased awareness of change or difference or active engagement in dealing with transition	2. Nurse educator's expectations and fears during the transition to online teaching	2.1 Transition support
		2.2 Support from colleagues
	3. Personal attributes facilitate the transition to online teaching	3.1 Ability to cope and adjust to the transition
		3.2 Attitude toward online teaching
		3.3 Awareness of change

Engagement: This is the degree to which a person demonstrates involvement in the process inherent in the transition	4. Impact of the transition on the nurse educators	4.1 Time consuming in the absence of setting boundaries
		4.2 Excessive workload that was exhausting
Change and difference: Essential properties of transition and the effects, nature, temporality, perceived importance, severity, and personal, familial meanings of change	5. Pedagogical implications that emerged during online teaching	5.1 Difference in teaching methods and differing preferences for mode of teaching
		5.2 Online teaching and challenges for clinical education
		5.3 Impact of the class size and limitations on interactions
Nursing therapeutics is the process of assessment for readiness It refers to the preparation of transition and role supplementation. It implies the supply of the best conditions to support the transition	6. Recommendations from participants for effective online transitioning	6.1 Provision of a specifically designed online teaching and learning platform
		6.2 Provision of policies for online teaching
		6.3 Infrastructure improvement
		6.4 More training for educators on online platforms

4.3.1 Theme 1: Education environment readiness for online teaching

Five categories relate to this theme and center around the environment's readiness for online teaching. This includes the readiness of the nurse educator in terms of experience, training, and skill, in conjunction with the readiness of infrastructure to support online teaching. Another aspect of readiness for online teaching is time and educators' personal fears and struggles with the adequacy of online engagement with students. In Transition Theory, the properties of transition experiences include awareness, engagement, change and difference, time span, and critical points and events (Meleis, 2010). These properties of transition experiences are interrelated and complex processes that can be experienced simultaneously (Im, 2018).

4.3.1.1 Category 1: Nurse educators' overall pedagogical experiences

It was important to explore the pedagogical experience of the participants relevant to their readiness for online teaching as it provided insight into how the participants moved through the transitioning process and what the circumstances were that influenced the transition from face-to-face to online teaching (Meleis, 2010) One of the participants engaged online as a learner but had no prior online teaching experience:

> *"With online learning, I have had some exposure, but not me teaching online. I have never really done it before"* (P1).

Another participant also had experience with e-learning as a student:

> *"Online learning, yes, but not online teaching"* (P3).

Participant 6 confirmed the lack of online teaching experience by reporting:

> *"Not that much. We were introduced to Moodle, but we didn't use it. So, with Covid, only we started with online teaching."*

However, one participant did express having prior experience with online teaching and reported:

> *"When I was still in the services* [clinical practice] *in 2015, I was teaching online as a sessional lecturer"* (P7).

Not the same learning management systems are utilised today as in 2015, as technology continues to evolve. However, the relevant experience is valuable to support the move through the transition process (Meleis, 2010). In a quantitative study done in Pingtung University Taiwan by Wu (2021) to explore the design of online teaching activities and online teaching processes adopted by

teachers at all levels during the pandemic, Wu (2021) found that more than half of the educators had never engaged on an online platform or taught online. Prior experiences and personal belief systems were important factors in transitioning successfully during emergency remote teaching (Crompton et al., 2023).

Pedagogical content knowledge, which improves with experience, refers to the knowledge and awareness teachers need to transform teaching content into descriptions that make them understandable to students (Keser & Sarı, 2021). The educators had 5 to 29 years of educational experience, which could translate into a high level of pedagogical content knowledge. This, however, was not explored in the study.

Technological knowledge refers to the knowledge teachers need to transform technology in a way that helps learning course content (Keser & Sarı, 2021). In this study, it is clear that the educators lacked knowledge of technological software due to the absence of prior experience with online teaching platforms. They were disadvantaged when utilising the platforms, i.e., Microsoft Teams and Google Classroom, introduced during the Covid-19 pandemic.

Keser and Sarı (2021) concluded that female teachers and teachers with higher professional seniority were less competent in technical knowledge. This finding of Keser and Sarı (2021) aligned with the expression of the participant who had 29 years of experience in nurse education, who responded *"No"* (P3) when asked whether they had any prior experience with online teaching. It was interesting to note that the participant with less than ten years of experience in education had prior exposure to online teaching and had more technological experience than the more senior colleague. Jelińska and Paradowski (2021) conducted a multinational contextual study among 1 500 teachers from 118 countries regarding their engagement in and coping with emergency

remote instruction during the Covid-19 pandemic. These authors argued that teaching experience is essential for a smoother and faster adjustment to the changed situation (Jelińska & Paradowski, 2021).

Sahito et al., (2022) conducted a qualitative study among 11 educators at a university in Pakistan to explore the challenges and coping strategies faced by University teachers in Pakistan and found that the majority of educators were not practically ready during the Covid-19 pandemic for the sudden shift toward online teaching.

Educators with prior experience with remote teaching are significantly more engaged in their work and cope better with difficulties during lessons than educators who shifted to remote teaching without experience in this mode of working. The researcher agreed with Jelińska and Paradowski (2021) that those with technology knowledge in this study fared better, had fewer hiccups with teaching online, and could assist those without experience when approached for help.

4.3.1.2 Category 2. Lack of infrastructure and resources

Mpungose (2020) stated that proper planning for e-learning is pivotal to achieving success in higher education. Therefore, a university should have an e-learning policy, intense scheduled online learning capacity building, and allocate instructional designers related to online teaching (not technicians) to enable educators and students for teaching and learning.

The feedback from all the participants in the current study addresses the lack of infrastructure and recourses. Extensive preparation was required for the educators to prepare for online teaching and ensure that students were not disadvantaged due to social distancing. Much of this preparation was done at the expense of the educators themselves, who had to use their own data and purchase the necessary resources to engage online, as reported by one participant:

> *"I had to buy… some additional equipment to… not go offline… I had to buy a new computer because I don't have a laptop… I didn't have all the tools for online teaching. So that means I had to go buy extra tools"* (P4).

A study done in Bankura, India among 200 secondary school teachers found that educators had efficacy but lacked the infrastructure and internet connectivity to engage online (Kundu & Bej, 2021). Infrastructure for both student and educator is pivotal to ensure successful online engagement, as Participant 5 reported:

> *"But as I said, the students were not able to [engage in online learning] because they… did not have data or access to electronic devices. So, the only thing that really worked for us, for me, to reach my students was using the WhatsApp system… WhatsApp voice notes, submitting some theoretical aspects of work via WhatsApp, send… documents… and videos."*

It remains the responsibility of the institution and not the educators to provide the necessary infrastructure for academic staff to teach online as the Theory of Transition suggests that conditions conducive to the movement to healthy transition must be created in the lives of educators. One of those conditions related to the environment is the provision of relevant infrastructure for online teaching and learning, such as laptops, mobile phones, data, and software access, as well as a well-constructed continuous technology training programme.

The sentiments about infrastructure are shared by Mpungose (2020) and Haleem et al. (2022), who express concern that e-learning infrastructure is lacking and causes a hindrance to progress and academic development. One of the participants in the current study reported:

"Nothing was supplied by the employer. I mean… we were not actually given tools, and it is quite horrific when you think about it because you had to make [do]. Okay, we're not travelling to work, and so, you will not spend anything on petrol and that sort of thing. So, but the employer didn't even provide you with a computer" (P1).

Much more must be done regarding online teaching and learning infrastructure, as it is central to the educator providing an effective environment for learning on a virtual platform.

4.3.1.3 Category 3: Inadequate training received

A short introductory course on using Google Classroom and Microsoft Teams was provided at the study site. However, all participants reported a lack of or inadequate training. This finding on inadequate training is similar to Oyedotun (2020), who reported on a study entitled *Sudden change of pedagogy in education driven by Covid-19: Perspectives and evaluation from a developing country*. The main purpose of this study is to provide a rapid analysis of the advantages of online teaching and the challenges accompanying this mode of teaching. Oyedotun (2020) found a lack of adequate prior training on online teaching requirements for both students and lecturers. As a result, many lecturers and students are challenged with how to operate the new technologies sufficiently (Oyedotun, 2020).

Mpungose (2020) states that students are unevenly challenged and, therefore, still need capacity development in using learning management systems and other newly adopted online learning software. One participant in the current study also had a similar experience while trying to engage online with the students who were unevenly challenged and reported:

"*But for the [students] that were sent by institution to be trained for short course, ICU, it was a big problem connecting. And also, no laptops, they were sharing a computer like*

four sometimes three others are enjoying it also, it was a big problem… It was a struggle for them" (P11).

The difficulty is that an educator who is a novice with technology, cannot help the learner who is also struggling with technology, resulting in mutual frustration, which puts the efficacy of the educator into question. A qualitative case study entitled Online teaching and learning through the students' eyes – Uncertainty through the COVID-19 lockdown, conducted in Gauteng province, South Africa, Gumede and Badriparsad (2022) share the view that it was clear that the learning environment needs to be enabled for all students. Urgent action must be taken to make online teaching and learning feasible, especially for underprivileged students who need assistance accessing and benefitting from this innovation. Capacio et al. (2021) state that preparation and orientation are prerequisites to being ready and effective during the online delivery of instruction. A descriptive survey-based study examining academic staff perception of their readiness to teach online in the USA was conducted by Martin et al. (2019), attracting responses from 205 educators. The study reiterates the need for academic staff with little online teaching experience (i.e., less than five years) to receive high-quality online training through online teaching courses.

At the setting where the current study was conducted, Moodle classroom was only introduced with a short online course after the first wave of Covid-19, but training was too short for the academic staff to fully embrace the technology, as one of the participants acknowledged:

"I think very little was supplied… they tried to do some capacity building in terms of doing Google classes or how to navigate with Google. And we never even explored the Google Hangouts. We only knew about Teams; we never used Google Hangout ever to teach. And yet, the students were all put onto Google with Google addresses and stuff" (P1).

Another participant agreed by expressing the lack of proper preparation provided:

> *"Nobody actually prepared us for this. So, we actually just go on Zoom or go on Classroom. So, we had to find our own [way]"* (P3).

In a study done at a university in Bangladesh on whether teachers preferred online teaching, Saha et al. (2022) found that about 50% of the teachers were conducting online classes without any training in online teaching. The findings in this study aligned with findings in a qualitative study done by Ahmad and Khan (2022), *An investigation of issues and success stories of online teaching in Pakistani Higher Education in the context of the Covid-19 pandemic.* This study noted that educators used Zoom and WhatsApp to engage online. There is a recognition that the educators had no time to waste to figure out Google Classroom, which they were supposed to utilise. The participants had to complete course output through other online means and, in the process, showed their resilience under pressure and displayed a certain degree of involvement in the process inherent in the transition, resolving to succeed. This aligns with the personal conditions in the Theory of Transition. Im (2018) stated that personal conditions refer to cultural beliefs, attitudes, meanings, socio-economic status, preparation, and knowledge facilitating or inhibiting transition (Meleis, 2010). This current study finding correlates with a study done by Crompton et al. (2023) on teacher resilience during Covid-19, stating that South African educators were able to think on their feet and showed resilience with online learning and being self-efficient with much fewer resources, infrastructure and support than participants from the United States of America.

One participant shared her experience with an introduction to online teaching with limited training and said:

> *"I had to, first of all, teach myself and then taught others regarding Zoom, as well as Teams, as well as the electronic management - sending and receiving of documents. Also, I had to teach the students regarding the development of PowerPoint slides, as well as searching online for research and then the development of self-activity work"* (P8).

This participant teaches in a postgraduate programme, and although they are all adults and experienced nurses, they lack technological skills. Berrada et al. (2021) compiled lecture notes entitled Radical solutions for education in a crisis context: Covid-19 as an opportunity for global learning, addresses the lack of training and state that more attention should be given to the empowerment and capabilities of both teachers and students. Academic staff's online learning and teaching experience should be accommodated through blended learning workshops to obtain hands-on experience in effectively conducting online teaching or designing an online course (Berrada et al., 2021). The tenet in the Theory of Transition that aligns with this category is the principle of engagement, which refers to the degree a person demonstrates involvement in the transition process despite undesirable transition conditions. The commitment and involvement of the educators in teaching online was evident, although they perceived that not much support was received.

4.3.1.4 Category 4: Time constraints to adjust to an online platform

Personal circumstances such as time constraints burden educators heavily (DeCoito & Estaiteyeh, 2022). El Firdoussi et al. (2020) conducted a quantitative study employing convenient sampling with a sampling population of 25 educators assessing distance learning in higher education during the Covid-19 pandemic and stated that time was vital in the preparation of online teaching sessions and suggests academic staff must be given enough time to prepare online lectures. Time constraints in this study refer to the limited time available to prepare for the shift to online teaching and the

delivery of the programme. The participants felt there was no time to adjust and prepare properly to engage online. Participants 7, 8 and 9 experienced the same pressure, as most of them had no prior engagement on an online platform. It was also during the first Covid-19 wave that Microsoft Teams was introduced to the academic staff for online engagement for the first time. As one participant said:

> *"And you needed to also then invite the student to the lesson on Teams. And so, that took a lot of time. And, you know, you'd spent three times the energy to actually prepare for online because nothing was really in place"* (P1).

Sadiku et al. (2018) acknowledged that it takes much time for the educator to respond to the students in time and requires excessive time to prepare and teach online courses. This is supported by the findings of Bao (2020) in a case study done at Peking University, Beijing, China, entitled *Covid-19 and online teaching in higher education.* Bao (2020) found that institutions had time constraints to render online materials, technologies, and the necessary educational support for online teaching.

In this regard, a participant in the current study shared her experience with assessments:

> *"So, there were a lot of gaps, like assessment would close at four o'clock, but because I wasn't so 100% okay with that platform, I didn't know how to close the assessment. So, students would send past four till eight o'clock still assessments, and I couldn't disregard the assessment. I had to mark it"* (P2).

DeCoito and Estaiteyeh (2022) found that the main challenge experienced by 51% of participants was dealing with time constraints and personal circumstances. The challenge with time constraints

was exacerbated when educators had no prior experience of teaching online and had limited time to prepare. Ni Shé et al. (2019) noted that time constraints are a common online teaching barrier.

4.3.1.5 Category 5: Personal fears and struggles with the adequacy of online engagement.

Kita et al. (2022) conducted a quantitative study entitled *Online education and the mental health of faculty during the Covid-19 pandemic in Japan*. Using the WHO 5 Wellbeing Index to assess 537 academic staff, they found that the staff members who were not competent with using IT devices were more susceptible to mental illness. In a systemic review entitled *Impact of educational technology on teacher stress and anxiety:* A literature review at the University of Seville, Spain conducted by Fernández-Batanero et al. (2021), aimed to find out how teachers' stress and anxiety associated with the use of educational technology was proceeding. The authors in this study found that educators suffered emotional exhaustion, stress, anguish, or anxiety due to confinement and distance education. One of the participants reflected on her personal fear and struggle brought on by the feeling of inadequacy with managing online teaching:

> *"I felt also that the practitioner, the advanced practitioner that's going to complete at the end of the year or at the end of the programme, they won't be so skillful and competent, and I felt it's, it's because of me and but I also realise it's not me, there's not much I can do. Just feel like… they might not be so up to standard as the previous groups…"* (P2).

This finding is supported by a study by Saha et al. (2022) and Iheduru-Anderson and Foley (2021) that found most of the educators agreed that there is difficulty in monitoring students with practical work. Stress was related to concerns about not fully engaging in the clinical practice with students. The difficulty with clinical work is ranked number one in terms of challenges with online

instruction, followed by difficulty in observing and keeping track of the students, and, thirdly, inadequate response from the students (Saha et al., 2022).

Oyedotun (2020) also acknowledged an incapacity to utilise lab or fieldwork due to social distancing and, therefore, a lack of practical training for students. This aligns with the tenet of engagement in the Transition Theory (Im, 2018), which refers to the degree to which a person demonstrates involvement in the process inherent in the transition. Participant 2 was very invested in the students' success during this transition, and even after the students successfully completed the programme, the quality of the graduates was still an area of concern for the educator.

All the participants expressed their concern with student involvement and feedback during synchronous learning online sessions as one of the educators said:

> *"For me, it was difficult because I like to engage with a student, and I can see if the student understands. And… I don't have any control over learning that takes place. And that was a big problem for me. And I couldn't support the students in a better way"* (P4).

This is supported by a study by Keser and Sarı (2021), who stated that educators acknowledged that they lacked competence in managing their time, executing the discipline, and improving the interaction between educator and student online. This finding also speaks to the degree of engagement by the educator to transition successfully. Although the educator expressed engagement to accomplish transition stability, the involvement of the students on a virtual platform can positively or negatively influence the transition for the educator. It can contribute to the choice that the educator will make in the mode of teaching.

Cain et al. (2022) found that experienced educators may know how to command the physical classroom, but many respondents in the study expressed that it is harder to "read the room" when many students do not show their faces and harder to tell if students understand or respond to the work during the online education. This finding aligns with what Participant 5 said:

> *I believe in picking up on body language as a cue to see where my student is; if I can't see the face, I don't know what the student is thinking.*

It is well known that this is one of the principal problems experienced by educators engaging with online classes.

In this regard, Naylor and Nyanjom (2021) implied that the bond between the educator and the learner associated with face-to-face teaching and pedagogical interaction is lost with online teaching. Many of the cues educators use in face-to-face settings are lost, posing potential challenges for the online educator (Coker, 2018). Another participant in the current study expressed the challenge to stay confident despite the challenges faced with online teaching:

> *"So, you have to really keep yourself together because… it can cause a lot of anxiety. So, you have to be pretty strong and confident and have a lot of self-confidence and a lot of self-belief in order for you to navigate a class or even manage a class and to navigate the net to really deliver"* (P1).

This resulted in their own struggles and frustration with the utilisation of online platforms for teaching. Saha et al. (2022) found that controlling and managing the online teaching and learning environment can be a struggle. A positive mindset is important not to be overwhelmed by the

unfamiliar but to embrace these challenges to deliver what is expected. Uncertainty and an unsettling feeling during an online teaching and learning session was expressed by Participant 9:

> *"Yeah, it wasn't actually a nice feeling, and you wonder, am I getting my message across? You find you become; your voice becomes monotonous… because you're just talking basically to yourself. You know, because the group was so quiet. So, it wasn't actually, it wasn't a good experience for me."*

This finding aligns with a phenomenological study done by Kabilan and Annamalai (2022) on online teaching during Covid-19, where university educators' experiences and challenges highlighted the criticism of online teaching and learning and educators' expression of observing students hiding behind their computer screens, as they did not respond when their names were called or when they were "disconnected". A participant in the current study expressed the same fear and struggle:

> *"So, another challenge that I personally experienced was how to keep the students engaged because, for example, you ask them to unmute just when they talk. But then, when you call their name, they are not there"* (P3).

The following participant's anxiety was because of the permanence of the changed pedagogy as it affords new challenges for the educator:

> *"And I think I'm more anxious now than before. Because before, I was okay… this is something new; we will get through this. But now this something new is here to stay"* (P13).

This personal fear aligns with a finding by Iheduru-Anderson and Foley (2021), who reported from their study in the US with 41 educators, entitled *Transitioning to full online teaching during Covid-*

19 crisis: The associate degree nurse faculty experience, that the educator was hoping that the changed mode of teaching would be over in a month, but later realised that they were in it for the long haul.

> *"We need to be on higher education standard; I know my knowledge is not there yet. And I still need to develop and get further, so I'm actually more anxious about this online teaching. And where I still need to go"* (P13).

Coman et al. (2020) found that students noticed that teachers did not have the necessary technical skills and did not manage in such a short time to adapt their teaching style or to properly interact with students in the online environment to ensure high teaching standards. Fear can also be related to uncertainty about what to expect from a device, as educators depended on specific support that the device must provide to engage online with students. Participant 3 revealed:

> *"I do stress because it's always, do I sound correctly? I'm scared the information will disappear. So, all those things that I did still sit with me because I'm not part of the computer era. This is just me being honest."*

One challenge that was only mentioned by Participant 3 was cyber security issues:

> *"And another challenge that I experienced, you know, one day while we were busy with this online teaching, somebody straight appeared into the group that we didn't invite. So, there, my fear of cyber-attacks came in. However, we never experienced that at all again. But yeah, that was always the fear."*

Many resources were invested in writing programmes based on educational foundations, while not much effort was put into ensuring the online security of those who use the educational platforms

(Bandara et al., 2014). The Covid-19 pandemic and the subsequent global move to online platforms for educational engagement resulted in a substantial increase in cyber security attacks (Shaikh et al., 2023). Information security in online communication is a key concern in the virtual environment emphasised during Covid-19 (Vijayan, 2021). All institutions and businesses have a constant battle and spend excessive amounts of money to secure their online space and their client's privacy as cyber-attacks are common.

4.3.2 Theme 2: Nurse educator's expectations of support during the transition to online teaching

Two categories were derived from this theme, focusing on the transition support or lack thereof that the participants received from their institution and colleagues. One of the tenets of Transition Theory is the ability to cope and adjust to transition. This theme sheds light on the educator's attitude towards online teaching and their level of awareness concerning the transition that transpired.

4.3.2.1 Category 1: Transition support

Educators in South Africa also had to deal with unreliable electricity, sometimes disabling teaching. The United States experienced a privacy issue with parents where online teaching is concerned, which contradicted the challenges from South Africa with online teaching, namely the lack of electricity and internet access (Crompton et al., 2023). Transition support is pivotal to enhance the transition process as most of the educators in this study were novices in technology who could benefit from support to become skilled. There was a lack of support from the relevant governing bodies, which may be exhibiting poor participation, brought about by a lack of appropriate human and infrastructure capacity (Mahlangu, 2018).

The educators expected support from their institution to navigate successfully through the changed pedagogy as one participant experienced stress and disappointment due to the institution's indifference to the wellbeing of the educators:

> *"And what, actually, are very disappointing, during the time that we did the online teaching, not one of our management, not one ever asked us, how are you as lecturers are coping? How are the students coping? What difficulties did you encounter? And that was really for me, very bad, because we are an educational institution. And I felt a lack of support of the management structures. They never ever asked us"* (P3).

Educator participants in the US received significantly more resource support and technology tools from their institutions, and in some instances, even extra pay during the Covid-19 period. The only resource support reported by South African participants was access to a copy machine (Crompton et al., 2023). In this current study, eight participants experienced a lack of support from the institution, while five participants did not mention institutional support as a challenge.

Scherer et al. (2021) established that educators especially perceived the institutional support in general and at the time of the Covid-19 pandemic as weak and had little confidence in their abilities to teach online and create an online presence during their teaching. This viewpoint was shared by Participant 5, explaining:

> *"It felt to me like it was just dumped on our laps. And you just have to make something with nothing. And it was quite a shock. Because we didn't have the necessary support or resources to actually be successful with it."*

To highlight the importance of support, Choi et al. (2023) remarked that the more and better training and support the institution provides, the more likely instructors will equip themselves with the necessary competencies for online teaching and move toward generating positive behaviours. The significance of institutional support is therefore recapitulated.

4.3.2.2 Category 2: Support from colleagues

Crompton et al. (2023) stated that South Africans' social skills are rated 94% because of the community culture of *ubuntu,* meaning "I am because you are," and reflects the support provided. The lowest resilience factor reported by teachers from South Africa was peer support (75%). The social *ubuntu* South African culture may have been difficult to enact to support one another during the lockdown period. Due to the lockdown, the educators who were more than one in a programme still could support one another based on their common field of interest, but those who worked on their own on a programme felt isolated and struggled without support from colleagues. The challenge was the level of support available regarding technology skills because most educators were novices in technology, let alone online teaching and learning. One participant said:

> *"We were fortunate in our team because we were a big team. So, I think our transition was easier because we didn't do it... it wasn't like if... compared to people who were working on their own in the classes in their disciplines. We were four people, so we could actually share the load. So, our transition, I think, was fairly easy"* (P1).

Another participant said:

> *"I think because of the support that I got from my colleagues, that contributed a lot, so that made it easy, because there's always the availability of my lecturers, my colleagues that I*

could contact if I struggled in any way. So yeah, the support was there. And that helped a lot" (P4).

The support provided by colleagues is crucial to learning new things and establishing new ideas that might not have happened when working alone, as this participant experienced:

"What we did do amongst ourselves, if I was teaching, I would have another colleague that will probably just also sit in the lecture, so she would tell me if there's a hand that's up or there's a question in the chat box, and so on" (P9).

This finding is supported by Durff and Carter (2019), who stressed the importance of effective professional development and peer support to help overcome the fear of using technology.

Two participants shared the feeling of isolation in dealing with technical difficulties when working from home:

"The other issue was when you were at home, and you experience any technical problems, there's nobody to help you "(P9).

Participant 8 explained:

"I just felt that... management had unrealistic and unreasonable request[s], as well as the attitude of some of the colleagues that really struggled to cope with isolation. And that verbal abuse of aggressiveness made it, at times, really difficult."

Managers affect success by motivating sharing between colleagues and offering technology support to educators without stigmatising the lack of specific software or hardware (Durff & Carter, 2019). The researcher believes that the managers' influence facilitates transitioning through

support and encouragement, as it evokes a sense of acceptance and belonging and also helps the nurse educators adapt to the new mode of content delivery. Management plays a critical role in how they provide and what support they provide to educators, as it influences the time it takes for academic staff to adjust to new challenges but also sets the trajectory for the quality of online teaching that the educators can produce.

One participant responded**:**

> *"And I was in contact with my colleagues via phone, via email. So we had interaction. And it was a challenge, but I was positive. And I went all in for it. I gave it my all during that time"* (P13).

This finding aligns with Iheduru-Anderson and Foley (2021), stating that the collaboration and coworker support that academic staff received during the Covid-19 pandemic with online teaching was of great help to staff to get through the pandemic. Findings in an interpretive phenomenological study on educators' emotions involved in the transition to online teaching in higher education, done across disciplines in an Australian University amongst 20 educators, Naylor and Nyanjom (2021) found that the futuristic educator is more positive, enthusiastic, and motivated towards the changing landscape of teaching and the educator's journey was embarked on as part of a team of educators, ruling out a sense of loneliness during the transition. Participant 13 in the current study experienced support from her colleagues, which motivated her positively. It just again emphasises the importance of support to enable smooth transition, which also emphasises this study's conceptual framework. The Theory of Transition addresses the issue of environmental (colleagues) support having an impact on the emotional wellbeing of the educator (Meleis, 2010).

Naylor and Nyanjom (2021) described that some educators believed that it was their professional duty to learn how to teach online and did not expect much support from the institution.

4.3.3 Theme 3: Personal attributes facilitate the transition to online teaching

This theme generated three categories: the ability to cope with and adjust to the transition, attitude towards online teaching and awareness of change.

4.3.3.1 Category 1: Ability to cope with and adjust to the transition.

In a study done on *Transitioning to online teaching during the Covid-19 pandemic: An exploration of STEM teachers' views, successes, and challenges*, DeCoito and Estaiteyeh (2022) found that although 81.4% rated their own competency as high for using online teaching technology, the majority did not envision online teaching during the pandemic as a positive experience for teachers (67%) or students (73%) (DeCoito & Estaiteyeh, 2022). Educators' ability to cope was challenged by factors such as lack of support, student engagement problems, lack of leadership, and administrative direction, as indicated by DeCoito and Estaiteyeh (2022). In this current study, the researcher believes that some educators perceived coping as the successful completion of the programme by the students and the fact that nothing went horribly wrong, as one participant responded:

> *"Yes, yes… The students did well in the end, and they all passed, so that means we did something good"* (P6).

The ability to cope with the transition was characterised by a feeling of relief rather than a sense of accomplishment or mastery by the lecturers, as one expressed:

"But I think, it wasn't a bad transition. We didn't have many hiccups" (P1).

Another participant responded:

"No, I think we conquered that. I think we feel, be much more, feel much better now with online teaching" (P9).

At the end of the day, all the lecturers coped by resorting to easier platforms like Zoom and Microsoft Teams and sending short videos and slides on WhatsApp. Transitions theory suggests considering a client's comfort level and mastery in dealing with changes (Im, 2018). Some educators were more comfortable with the switch to online teaching and coped better due to their prior knowledge of technology; although they did not teach online with it prior to Covid-19, their experience with utilising technology in other ways made the transition easier for them as expressed by Participant 5 who explained:

"Personally, I would consider myself fairly computer literate. So, it wasn't much of a problem for me to adjust to the new system… it wasn't a train smash. It wasn't a difficult situation for me."

This sentiment was shared by Participant 7, who expressed satisfaction with her accomplishment on the move to online teaching:

"Yes… I think fully; I was actually sad to come back to class (laughter); I could see this as my new way of life."

And although there were challenges, Participant 8 said:

"I think I coped, in my opinion, I coped quite well."

Meleis (2010) described change and difference as essential properties of transition and that the effects, nature, temporality, perceived importance, severity, and personal, familial meanings of change need to be uncovered.

Participant 2 expressed being more technologically savvy, and so her challenge was different in that she questioned whether the delivery of online content in a rushed context produced quality in the students:

> *"I think the transition wasn't, I wasn't given enough time to cope with all this changes, but I had to just do it so that the students can complete. So, I don't feel it was, I don't think it was 100% healthy transitioning, because I was pressurised just to execute and to have students complete."*

Lack of confidence appears to have an effect in the case where interactive teaching shifts to interactive online teaching (El Firdoussi et al., 2020). Irrespective of these present challenges, the research participants were still able to render teaching online and continue to be more equipped with knowledge and skills (Capacio et al. 2021).

Although educators did not have prior experience in the current study, they produced course output online and could finish their respective programmes successfully. This result could be attributed to the educators' inherent qualities (personal attributes) as lifelong learners that motivated them to find solutions for problems related to pedagogical engagement aligning with the Theory of Transition (Meleis, 2010). The personal conditions (attributes) that inhibit or enhance transition, and for most of the educators in this study, their personal attributes positively affected their ability to cope and adjust. This ability to cope was noticed in most literature explored and applied in this study. Healthy transition is characterised by a sense of achievement and satisfaction from the

person going through the transition process (Meleis, 2010). One participant in this study felt that a healthy transition did not transpire, although course requirements were satisfactorily met.

4.3.3.2 Category 2: Attitude towards online teaching

Despite more significant challenges, the participants in South Africa reported a higher level of resilience (Crompton et al., 2023). Transitions are process-based, dynamic, multi-levelled, and highly contextual, with various factors interacting non-linearly (Poquet et al., 2021). During these processes, the participants experienced different emotions and attitudes, and this finding is echoed by Choi et al. (2023), who acknowledged that academic staff applied various methods to manage emotions throughout the transition to different phases of online teaching. In the early phase, when online teaching was suddenly introduced, the participants felt anxious, uncomfortable, insecure, nervous, fearful, and frustrated. It is an experience that some of the educators in this study can relate to. Participant 3 explained:

> *"In the beginning, it was a bit difficult. But then I realised that I did not have a positive attitude, me and my colleague, we both [decided to] have positive attitudes, and because if we are going to be negative, the students are going to be negative."*

While Participant 4 expressed a different viewpoint concerning online teaching acceptance:

> *"I don't think I'm really, really for full online teaching. But if it's, for a short period, I will endure, but not for always until my mindset basically changed about online teaching."*

According to Bracken (2014), transition is different from change as it is the internal process that people must go through to adapt to the change and the new state of being it presents. This study referred to the internal processes of recognition, awareness, and acceptance that the educators had

to embrace that dictated their approach towards the environmental shift. Another participant had a completely different experience and reacted with more positivity toward the changing environment:

> *"I was very excited about and enthusiastic about new things; about innovation of doing things differently. I think that I was always that way inclined"* (P1).

This enthusiasm was shared by Participant 8, who responded:

> *"I enjoyed the challenge and having to think outside of the box, and it just broadened my knowledge. And I think I've just realised in the process that I'm quite adaptable. Yeah, … since I was presenting the course on my own and didn't share amongst other presenters… I enjoyed it."*

Naylor and Nyanjom (2021) identified four orientations towards technology and described them as the futuristic educators, the ambivalent educators, disillusioned educators, and finally, cautious educators. Futuristic educators were more positive, enthusiastic, and motivated towards the changing teaching landscape. In a study done in the Netherlands among 200 Dutch teachers exploring teachers' online teaching expectations and experiences during the Covid19-pandemic, Van der Spoel et al. (2020) stated that teachers with an average amount of ICT (Information and communications technology) experience were more positive toward online teaching than teachers with a high or low ICT experience. The educators needed to make, not only a physical switch but, a mental switch to embrace the change from a physical teaching environment to a virtual learning platform, thus getting used to the idea that they are talking through a computer. They also needed to make a 180-degree turn in their attitude from confusion, anxiety, fear of the unknown, and inability to establish the knowledge of self towards a positive mindset to transition successfully in

their new environment. The Theory of Transition supports this opinion that all transitions are characterized by flow and movement over time with an identifiable endpoint and movement from the first awareness of change, going through a period of anxiety and all the emotions associated with it, instability, and uncertainty to stability (Meleis, 2010). In this study, positivity and self-awareness mark the critical point in the transition of the educators, as they indicate a recognition of difference in the experience, increased awareness of change or difference, and active engagement in dealing with transition.

4.3.3.3 Category 3: Awareness of change.

Awareness was brought on by social distancing and lockdown, and all the lecturers were informed by management that the lecturers must engage the students online. If personal awareness of change did not take place, transition within the individual could not begin (Meleis, 2010).

Awareness was externally motivated due to social distancing and the command by management to transition. All the participants exhibited the same response:

> *"I think we were just informed by management that the students needed to come back onto the platform, the learning platform, because they were in hard lockdown. So, all classes were suspended. And then they decided that the students needed to be back. And we were just told that we needed to do this online"* (P1).

All academic staff agreed that management informed them to shift to online teaching during the pandemic. Almost all educational systems have followed a similar path (Berrada et al., 2021). Findings in this study hold up this finding as another participant portrays:

"And we were working from home, we were informed that we need to put things in place so that the programme can continue initially, the students were sent back to the facilities. And then during that time, in the meetings, we were said to come up with ideas so that the programme can continue" (P2).

It is well known that all academic institutions globally had to shift to online teaching during the Covid-19 pandemic due to social distancing (Iheduru-Anderson & Foley, 2021). Globally, faculty members were asked by management to change to online teaching (Kita et al., 2022) in a very short period, as part of efforts to stop the spread of the Covid-19 virus. All the literature indicates that academic staff was informed globally by management to resort to e-learning, whether synchronous or asynchronous learning. The postgraduate programmes at the college all rendered online synchronous teaching on Zoom and Microsoft Teams, and the undergraduate programmes continued with providing asynchronous learning through video sharing, WhatsApp, Zoom chats and feedback from the educators and submission of assignments on an instructional platform, i.e., Moodle classroom.

4.3.4 Theme 4: Impact of transition on nurse educators

This is the degree to which a person demonstrates involvement in the process inherent in the transition (Im, 2018). Two categories were derived from this theme. Educators were over-committing themselves in terms of time spent preparing to engage online and engaging with students, even after hours leading to excessive workload that was exhausting.

Nurse educators had to actively adjust during the pedagogical transitioning process to make it work for students and educators (Alligood, 2018).

4.3.4.1 Category1: Time consuming in the absence of setting boundaries

More than half of the participants admit that engaging online with students was time consuming as it required them to assist students after hours because students experienced the same anxiety related to technology, Wi-Fi connectivity and lack of resources. In many cases, the educator was the only support the students leaned on. One participant said:

> *"Can I say it was like 24 hours? Either it was almost acceptable for the students to message you at 9 or 10 o'clock at night on WhatsApp"* (P12).

Sadiku et al. (2018) agreed that acting promptly on student communication and messages can be challenging since it requires a significant amount of the instructor's time. It takes much time to prepare and teach an online course. Another participant voiced her view:

> *"Yes, purely because students contacted us, not only during work time but also after hours, because that's what they need. They were maybe the only time that they could access a device or something to contact us. So, there were many times when I was still busy on the phone with students at 10 o'clock at night"* (P5).

Iheduru-Anderson and Foley (2021) stated that the work has become all-encompassing as it seems you are always working, and no balance exists. Students are stressed and need assurance from early morning to late at night. This educator was exhausted to the point of quitting her job (Iheduru-Anderson & Foley, 2021). Some of the educators expressed frustration with the constant effort of keeping up to date and trying to assist students to keep up to date with the course programme, as Participant 8 reflected:

"So, you lost some time, and you then had to make up the time. And then the students [that] struggled with the technology, kept the rest of the students behind, which caused a lot of frustration. So, to try to reverse the issue to make it more positive experience, I then had to catch up with those students after hours, which made your working hours really very long."

The degree of involvement the educators express aligned with the tenet of engagement in the Theory of Transition (Im, 2018). Gumede and Badriparsad (2022) found that students acknowledge the amount of effort and support educators have provided during the transition to online teaching, as reflected by Participant 2:

"Because the timeframes that the students were available… Sometimes I had to do it after seven o'clock at night because that was the time that they were available. I was almost 24 hours busy with the students and that was challenging."

Healthy transitions were replaced with response patterns, including process and outcome indicators. The process indicators refer to how involved the educators were with the transition process in terms of time, effort and engagement, and the outcomes refer to the impact that their effort and engagement produced. In this study, the degree of involvement was established as excessive in the absence of setting boundaries that led to invasion, frustration and exhaustion in the educators (Im, 2018). One participant expressed:

"I had to put in a lot of extra hours. Besides my midwifery content and supporting students with the midwifery content that you need to teach, you now had to support students also with technology "(P13).

These findings are also reflected in a study by Cain et al. (2022) as one participant acknowledged a significant increase in workload.

4.3.4.2 Category 2: Excessive workload that was exhausting.

Staff experienced less job satisfaction and psychological health because of the high number of students, heavy workload, long working hours, and lack of work–life balance. During Covid-19, the academic staff members who were not good at using IT devices were more susceptible to Psychological issues (Kita et al., 2022). These sentiments were reverberated in this study by this response:

> *"So, there is a lot of work in terms of prep "*(P2).

Educators suffered emotional exhaustion, stress, anguish, or anxiety due to confinement and distance education (Espino-Díaz et al., 2020). One participant expressed the following feelings:

> *"But I must say it is hard work. You have, it's like you have to have good organisational skills and time management skills. Yeah, I was at one time just thinking they are looking… they're thinking we are not busy enough… So, it was so overwhelming"* (P3).

There was an excessive amount of work that was very exhaustive (Cain et al., 2022). One participant said:

> *"I think I also do think that our workload is tremendous. And this dampens, our ability for creativity, to explore other modalities of teaching, in electronic and in the blended learning session that really will benefit us and the students"* (P12).

Iheduru-Anderson and Foley (2021) agreed that the work was overwhelming and left the educators stressed, emotionally and physically exhausted, too exhausted for anything else. Change and difference refer to changes in a person's identities, roles, relationships, abilities, and behaviours, resulting in a sense of movement or direction in internal and external processes (Im, 2018). This study referred to the role and abilities the educator had to take on with the pandemic as an online instructor and depicts all the emotions and behaviours the educator experienced that were already explored earlier in the study. Although the pandemic and social distancing were not permanent, it profoundly affected the mode of teaching. All the literature explored thus far supports the current findings in this study that the utilisation of technology in the light of all the other challenges led to educator's excessive workload, anxiety, stress, frustration, and exhaustion as there was not enough time to plan thoroughly for online instruction delivery during the pandemic.

4.3.5 Theme 5: Pedagogical implications that emerged during online teaching.

Refers to the challenges that the educators experienced while engaging online with the students. Three categories were generated from this theme: differences in teaching methods and differing preferences for mode of teaching, online teaching and challenges for clinical education and impact of the class size and limitations on interactions.

4.3.5.1 Category 1: Difference in teaching methods and differing preferences for mode of teaching

Educators must overcome certain traditional professional learning practices if the quality of teaching and learning is desired (Anud & Caro, 2022)**.** Saha et al. (2022) found that all the educators preferred online teaching during the pandemic but preferred both physical and mixed methods of teaching post-Covid-19 as one participant conveyed:

"I could see this as my new way of life..... And there was so much more I wanted for blended learning because I am an advocate for that. But obviously, the time and the lack of training didn't allow it" (P7).

Not all participants felt that theory could be taught on a virtual platform and that practical teaching could be done physically (Saha et al., 2022). This finding aligns with the response of one participant who preferred a blended teaching mode:

"So, a blended approach would help in our teaching in our clinical facilities. If the students don't see it in the hospital, then we could animate it. In the clinic, in the sim lab, or in sim classes. Teaching could also be blended because our students are more computer literate these days" (P5).

This finding was seconded by another participant's response:

"I think your blended approach is much better when you do have classroom contact and classroom time. I think it's important a lot of students are visual learners. They need the support the interaction of the teacher" (P12).

The Theory of Transition supports this finding as critical points and events in the theoretical framework refer to the level of acceptance that the educator displays toward the changed pedagogical environment, which provides insight into whether healthy transition toward online education has transpired and whether online teaching could be rendered in the future as the only mode of teaching or integrated with other modes of teaching, depending on the content objectives.

In this study, half of the participants preferred face-to-face teaching due to several viewpoints of online teaching, such as technology challenges, personal fears and feelings of inadequacy, challenges with student engagement, and time constraints. One participant said:

> *"Um, I think for myself, I need to get around the fact that I don't like online teaching, per se because I prefer seeing the student in my class, and I can assist more. I am not for online teaching"* (P4).

This was echoed by another participant who explained:

> *"I prefer face-to-face. Online is so, is not a personal thing. You can't see the students. They can be in class online, but you don't even know if they are there. They can do washing, they can run up and down, and just say I'm here. So, this was not a good thing for me "*(P6).

Sahito et al. (2022) noted that educators perceived that virtual classes cannot replace physical classes because face-to-face classes are more affected by teaching and learning than online classes. Change and difference refer to unsatisfied expectations, and differences in how nurse educators feel or view the world concerning online teaching can become a challenge to transition successfully. One participant expressed a different response in favour of online teaching as the preferred mode:

> *"I don't have a problem teaching from home. It was actually I preferred it, which was much quieter, much conducive, much more conducive"* (P8).

Oyedotun (2020) agreed that conventional ways of assessing students are being condemned presently, as they do not produce competency in the skills necessary but rather press down

knowledge just to pass an assessment. A cross-sectional study done by Schlenz et al. (2020) on students' and lecturers' perspectives on the implementation of online learning in dental education due to SARS-CoV-2 (Covid-19): showed learners and educators shown mostly positive attitude and viewpoint on the utilisation and incorporation of online learning, providing the chance to use online learning even beyond Covid-19 in the future curriculum.

This study found that there is a place for online teaching, but at present, it has its limitations that should be explored further. It cannot be utilised as the only mode of instruction, but it is suitable in emergencies and best applied as part of a blended approach. Many issues that the educators had in this study with online teaching might change over time with more exposure to online teaching and increased development of technology skills, leading to more creative engagement strategies that can be explored.

4.3.5.2 Category 2: Online teaching and challenges for clinical education

Some educators mentioned facing inadequacy with practical instruction, although this was a challenge for most educators and caused concern about the quality produced in the students, as one participant said:

> *"Online I couldn't use simulation. I had to just use videos and explain. Yeah, so I think, yeah, it wasn't 100% healthy the transitioning because there were challenges.*
>
> *I felt like I am dropping the students in the quality of how skilful and competent they would be at the end of their training, so I felt also that the practitioner, the advanced practitioner that's going to complete at the end of the year or at the end of the programme, they won't be so skilful and competent"* (P2).

Saha et al. (2022) mentioned that the main challenge with online teaching is difficulty in practical work, followed by difficulty monitoring students. Iheduru-Anderson and Foley (2021) also mentioned difficulty with practical instruction on an online platform. A study done by Patel et al. (2021), who aimed to determine the impact of clinical skills video on the confidence of postgraduate education with new technologies (ENT) trainees when managing nasal fractures in Wells hospital, Kent, found that there is an increase of self-assurance in the students after the delivery of a lecture and instructional video. They also suggested that clinical knowledge is increased. It is one thing to know how to execute a skill through video feeds, but it is completely different to do the skill, as acknowledged by Patel et al. (2021) saying that clinical skills videos are not an acceptable evaluation of assurance and learning. Another participant said:

> *"So, I felt like that I wasn't hands on with the students during that time period… there's still this for clinical, it won't work but for theory based online will work for me"* (P4).

During the Covid-19 pandemic, the educators worked from home, and the college building was closed. Students or educators were not given access to clinical instruction or simulation laboratories. All undergraduate students were sent home, and postgraduate students continued to work practical hours in the hospitals without accompaniment from lecturers. In the Theory of Transition by Afaf Ibrahim Meleis in Alligood (2018) referred to change and difference as essential properties and perceived importance; personal and familial meanings need exploration. In this study, the tenet of change and difference was explored, and the perceived importance here in this category is the ability of the educator to provide and assess clinical instruction to students that were challenging on an online platform. The severity of this change is expressed by the lecturer's response to uncertainty and adequacy of the skill accomplished by the students. Lecturers communicated skills via team meetings and videos. One of the participants said:

"You can identify with the students and explain to them, in the clinical setting, and give them the case scenario and give them a lot of application towards the lecture. So, that is the only thing I think that put me in a better place of doing the online teaching" (P10).

Participant 5 said:

"If the students don't see it in the hospital, then we could animate."

Sadjadi (2023) took this recommendation further by suggesting that all HEIs should even now focus their energy on developing an online educational context and tools suitable for implementation in assimilation laboratories and online instruction. Nurse educators experienced a challenge in providing practical instruction or bedside nursing guidance to students during the Covid-19 pandemic. Assimilations, demonstrations, and real-time feedback are important, especially in Nursing, where social distancing is severely hampered. All the participants expressed similar experiences; therefore, the tenet of change and difference of the Theory of Transition applies to all.

4.3.5.3 Category 3: Impact of the class size and limitations on interactions

It is important to manage a class during online teaching because the size of the class makes it difficult to manage what the students learn.

Classroom management is also an important factor to consider, making the current situation truly challenging for them because some do not know how to operate some computer technologies well (Capacio et al., 2021). With online teaching, the interaction with students is difficult; as Saha et al. (2022) stated, educators are accustomed to working in physical classrooms where they interact directly with the students.

It is clear that the lecturers who had the big online classes were more challenged than those with small groups of students, as it was only mentioned by them in this study as one participant responded:

> *"And also because of the bandwidth and that we needed to be all off camera. So, it's been difficult to see that the person is lost or whatever. So, if you have more than almost 40 people in a class, you couldn't have the cameras on you know, so it had its challenges"* (P1).

Saha et al. (2022) agreed that insufficient feedback from students was the third most significant challenge reported by the teachers. Lack of student engagement, students' low interest, less usefulness for evaluation, less participation of students, and lack of proper guidelines were also mentioned (Saha et al., 2022). Another participant mentioned:

> *"We were having 200 students in a year... It was difficult to identify. You couldn't ask questions in the classroom and see who was weak and determined who needed extra support"* (P12).

Big classes affect class management and control as the educator requires much more effort to check student engagement and ensure students do not vanish during online classes. Educators have less control over online teaching than physical classes, and students are more likely to "skip the class" (Bao, 2020). Another participant said:

> *"You now had to support students also with technology, which you were not trained in, and it was quite [daunting] because the [number] of students we had 188, I think, the first year and it was so stressful. It was exhausting"* (P13).

Oyedotun (2020) noted that many students no longer engaged in class discussion as they do in the traditional face-to-face class, and there is often little or no feedback when questions are asked. Sadiku et al. (2018) stated that for online teaching to be successful, it is recommended that the educator should encourage student participation, student cooperation, and active learning, provide immediate feedback, and motivate the students. This study's tenet of change and difference underpins this category and emphasises the severity of change. The educators experienced the severity of big classes in online teaching as "negative" toward the successful move to transition as it was difficult to monitor the students. All the studies so far are of the viewpoint that online engagement with students is a challenge as you cannot see all the students, and some students are not involved or respond or give feedback in class. This problem is only magnified in big classes. So yes, it is not easy to manage big classes online.

4.3.6 Theme 6: Recommendations from participants for effective online transitioning

Four categories were derived from this theme, providing recommendations that best support transition conditions. These recommendations are specifically designed for teaching and learning platforms, provision of policies for online teaching, infrastructure improvement and more training for educators on online platforms.

4.3.6.1 Category 1: Provision of a specifically designed online teaching and learning platform.

Mahlangu (2018) stated that the lack of appropriate business models and educational models makes the study material or open contents difficult to follow, reducing learners' enthusiasm for their respective studies. The lack of any clear quality assurance mechanism may result in unclear

standards and, consequently, poor quality of distance education. One participant voiced her frustration:

> *"Online platforms should have specifically designed assessments, which is like automated and graded. And, you know, you can't ask the student to write an essay. Yes, you can do it online and upload it… And all the assignments were still the same old paper-based assignments, and it just wasn't friendly to online"* (P1).

Ramadani and Xhaferi (2020) agreed and recommended that a multimodal approach be generated to accomplish course content objectives for better learning outcomes that can be a better idea to deal with the complexity of online education.

Choi et al. (2023) noted that participants also reported that training workshops, manuals, and technical and other support offered by their universities positively affected their teaching behaviours.

The issue regarding technology utilisation is that there is no specific software implemented for online instruction, as another participant said:

> *"...and leave unnecessary training in regard to systems that are not going to be implemented and used. So, rather focus on [the] technology that is going to be used. Then, technology that will be introduced and installed to provide adequate training and not to give a once-off training, and then staff only use the system after a year or two. So, I don't think that's conducive"* (P8).

The finding is in agreement with Coman et al. (2020) suggesting that training programmes for teachers need to be developed in order to help them adapt to the changes to help them understand that the future of education in higher education systems involves the online environment.

Another participant felt that more than one software should be implemented for online instruction, mentioning:

> *"This is how we can stay on par with all the changes because you get different formats of online teaching and different methods that you can use. So that we don't get stuck with the one"*(P10).

This finding aligns with Ramadani and Xhaferi (2020) who recommended that a multimodal approach should be generated to accomplish course content objectives for better learning outcomes that can be a better idea to deal with the complexity of online education. In the future, it will not be appropriate to present paper-based course content (Elayyan, 2021).

The responses of all participants align with the tenet of nursing therapeutics that implies the supply of the best conditions to support transition (Meleis, 2010). Supplying the best conditions for transition will require collaboration with all stakeholders, the government, educators, and administrators to form policies and provide a model for online teaching that is multifactorial in its consideration and within the South African context.

In a Critical analysis of the literature on the roles and competencies of online teachers at the University of British Columbia, Vancouver, Canada, Baran et al. (2011) states that there should be a regular collaboration between technology staff and instructional designers to solve problems

regarding design and teaching strategies for online courses. In that way, the educator's teaching persona can be established.

4.3.6.2 Category 2: Provision of policies for online teaching

Mishra et al. (2020) support

ted the viewpoint that a curriculum that reflects the detectable change in the content knowledge and learning experience of students and enables them to think critically should be developed. One participant agreed with this finding:

> *"First of all, we should move towards online teaching. And that there should be a certain percentage in the curriculum that states you must do online teaching. And then also thing that but obviously everybody needs data. And I think that becomes a big issue with online teaching, you know"* (P9).

There should be a proper course design and adjustment of the curriculum to render unified competencies and knowledge to students and learners based on what is required of the upcoming digitalised industries and practices (Sadjadi, 2023). It is important to revise the learning outcomes, curricula content, and how the scientific content is designed and delivered to the students. It is evident from the responses that a change in policies are required to accommodate a greater scope for the digitalization of educational instruction and assessments as everything is still too paper-based, fitting into certain timeframes, stifling creativity in teaching and learning. A complete paradigm shift needs to take place in how education is packaged and unpacked so that flexibility with online teaching gives space for growth and exploration for both educator and learner, and the written policies should reflect that.

Therapeutics in the Theory of Transition refers to preparing for transition and role supplementation. It underpins these findings in this category by referring to policies that need changing as part of transition preparation to accommodate the new role that the educator has to fit into as part of the transition journey to elevate online teaching to a more dominant position in education as a whole. Mishra et al.(2020) concluded that third-world countries face policy powerlessness in educational management.

4.3.6.3 Category 3: Infrastructure improvement

It is the state's responsibility to provide the necessary infrastructure to advance the use of technology for online teaching. Mishra et al. (2020) share this sentiment that governments must ensure the availability of reliable communication tools, high-quality digital academic experience, and promote technology-enabled learning for students to bridge the disparities that originated in the education system. One participant expressed her opinion:

> *"There's still a lot of stuff that still needs to be changed, you know, in terms of resources. Infrastructure is not on par here, you see, and it does put us in a dilemma"* (P10).

Participant 11 said**:**

> *"If students could be subsidised, not all students are having bursary. And also, subsidy for their data, it could be, it could go better."*

Oyedotun (2020) agreed that the government should provide internet hubs at strategic and safe public places where needy students can access the needed academic and educational services. Another participant agreed:

"I think we need bursaries for students, I almost think for a course like nursing that it's so important going forward. We need to have something built into the programme, where students are either supplied or given infrastructure, or laptops, communication devices, data, adequate that and on top of that, they have lessons to bring them up to speed" (P12).

Ali (2020) agreed that digital course content should align with current educational programmes in enabling users and teachers to carry out the broader educational objectives within the system. The government does supply bursaries to nursing students, but with the difficulties already experienced by students with the National student financial aid scheme (NSFAS) in accessing funds or just getting their basic daily needs cared for, the digital transformation of the educational environment can burden these students. There should be more collaboration between private companies to assist the government with subsidies for students transitioning to virtual platforms. The South African government has launched the National Digital And Future Skills Strategy (Notice 513, 2020), which has an implication for the economy, society and education and calls on the education sectors, inclusive of Sector of education and training authority (SETA) to build a strong focus and invest in digital skills as well as invest in the development of digital innovation skills (Ministry of Communication and Digital Technologies, 2020). Basic and intermediate digital skills, which identify three key interdependent areas of the initiative to develop digital skills, namely:

- designing, writing content for and continuously revising curricula to build a wide range of digital skills, constantly adapting to changing knowledge needs;
- building capacity to ensure all educators are empowered with digital skills and that these skills remain current; and
- providing access to the necessary infrastructure that enables digital skills and ensuring this is operational, secure and sustainable.

Although there is a strategy to transform the educational environment through skills development for educators and learners, the wheel of change is not turning fast enough to align the curriculum to accommodate online teaching.

4.3.6.4 Category 4: More training for educators on online platforms

Teachers must be taught first with enough knowledge and skills to be more equipped when deployed to the field (Capacio et al., 2021). Espino-Díaz et al. (2020) recommended that educators be trained to demonstrate the educational uses of technology and pave the way for a generation of new learning styles to be adopted.

As one participant suggested:

> *"I think if we have training as a lecturer, if I have training, to do online teaching, and not just once off training. Training where you also do it throughout the year"* (P2).

This aligns with the tenet therapeutic in the transition process that implies the supply of the best conditions to support transition (Meleis, 2010). In this study, the best conditions for transition refer to continuous training that must be available for educators and learners to become skilled in online instruction on various platforms.

Additional operational support for academic staff training and development is needed (Iheduru-Anderson & Foley, 2021). Online teaching has died a fast death post-Covid for the institution in this study as all academic staff are back to traditional classes, indicating the regressed state the educators find themselves where online education is concerned. Many HEIs have adopted a hybrid approach to education where students experience online teaching and traditional classes. Although self-study, book references and assignments are uploaded onto Moodle classroom, actual online

teaching is not accommodated; therefore, the development of educators regarding online teaching technology is not prioritised. It is important that continuous training persists in breaking the technology divide that educators are experiencing, which can only be accommodated with continuous exposure to online engagement and training. Another participant shared the same viewpoint:

> *"I think the college can do more with the training because there's some people still, the older people, they're not too used to the computer and stuff so I think the training needs to be more effective and yeah, just to get everyone on board just to get us [to] do this online teaching" (P6).*

This aligns with the findings by Martin et al. (2019), stating that there remains a need to select skills to prepare the academic staff to teach online and ensure guidance to prepare online instruction. One participant expressed:

> *"We definitely need more training and training in a sense of innovation. What innovative strategies can we use online, when we're teaching online, and how to make this, and to teach the students as well, you know. What can be done online, you know, like, now we've got the mentee.com, and all of that. We need to start using that in class as well. But then obviously, or even when the students are at home online" (P9).*

The issue of "*more training"* was reiterated:

> *"Proper training, proper training facilities, and that could allow enough time on training and not to rush it"* (P11).

Critical points and events in the Theory of Transition (Im, 2018) aligned with these findings. For nurse educators to come to the point of marked awareness of change, it required much more exposure to the changed teaching environment for educators to become comfortable with online teaching.

The Ministry of Communication and Digital Technologies (2020) endeavoured to actively promote research and innovation in digital technologies and support it with the necessary funding. This acknowledges the importance of collaboration with private entities to ensure relevance through updated research in digital technology for education.

4.4 SUMMARY

This chapter discussed the findings of the data collected in the study. This chapter provided a look into factors that emerged in the study that needed to be unpacked, which were the education environment readiness for online teaching, the nurse educator's expectations and fears during the transition to online teaching, personal attributes that facilitate the transition to online teaching, the impact of transition on nurse educators, pedagogical implications that emerged during online teaching and recommendations from participants for effective online transitioning.

CHAPTER 5

SUMMARY OF FINDINGS, RECOMMENDATIONS AND LIMITATIONS

5.1 INTRODUCTION

The previous chapter presented and discussed the study's findings and used existing literature to call attention to what this study brings to the existing body of literature regarding the experiences of nurse educators' transition from face-to-face to online teaching during the Covid-19 pandemic. The inclusion of direct quotations of the participants provides richness to the findings.

This chapter summarises the findings, recommendations for education and research, and the study's limitations.

The objectives of the study were to explore:

- the nurse educators' felt transitional challenges with the move from face-to-face to online teaching during the Covid-19 pandemic
- the nurse educators' experience with the environmental conditions that facilitated or inhibited the transition from face-to-face to online teaching during the Covid-19 pandemic
- the personal conditions that facilitated or inhibited nurse educators' transition from face-to-face to online teaching during the Covid-19 pandemic
- the level of active engagement that transpired from nurse educators that accommodated or hindered change

- whether nurse educators experienced healthy (ability to cope with) transitions and whether the environment can support the transition.

5.2 SUMMARY OF THE FINDINGS

The findings are summarised under the six main themes that emerged from the data.

5.2.1 Theme 1: Education environment readiness for online teaching

Most educators had no experience of online teaching prior to Covid-19. Affinity for online teaching was mostly exposure-related. The junior educators were more comfortable with online teaching than the senior educators due to their prior engagement with online instruction. Educators who had prior experience with remote instruction were more engaged in their work and coped better with difficulties during lessons than educators who shifted to remote teaching without having any experience in this mode of teaching.

None of the educators were completely ready for online teaching, but they used the software that they understood best – which was Zoom Meet, Microsoft Teams and communication on WhatsApp. Significant challenges educators experienced across the board were the lack of infrastructure to work from home regarding the availability of laptops, guidance on the use of software, loadshedding, Wi-Fi connectivity and data, and the lack of training on online platforms. Although a short introductory online course was provided, the educators found it difficult to access and utilise the online platform. Another challenge was marking assessments online, as the educators were unfamiliar with or unprepared for it.

The sudden occurrence of the pandemic and the immediate shift to online teaching inhibited the successful transition to online teaching. Many more hours were used to assist students in

submitting assignments on time, preparing the technology for online lessons and accommodating all the students to engage on the teaching and learning platforms. The participants experienced different personal fears and struggles related to the adequacy of online engagement. All participants found difficulty in monitoring the students on the online platform. They experienced a lack of active engagement from the students during online classes and difficulty seeing if they understood the lectures presented online because their cameras were switched off. Many of the cues used in traditional settings were lost with online teaching, influencing how the educators felt about this teaching mode. Some educators expressed frustration, fear, anxiety, and lack of confidence due to losing control over the pedagogical environment. This was increased due to technical difficulties experienced when engaging in online teaching and the fact that this teaching mode was most likely here to stay. A feeling of uncertainty was expressed by some lecturers on the quality of students produced in the nursing programmes, and they questioned how much of what was taught online was understood by the students. Cyber security issues were another challenge experienced, directly related to the exponential increase in technology usage.

5.2.2 Theme 2: Nurse educator's expectations of support during the transition to online teaching

Educators expressed the expectation of institutional support, including good infrastructure, training, emotional support, and guidance from management. Because this was lacking, they felt abandoned and had to struggle alone. Educators teaching in a programme in a team benefitted from peer support and expressed that they were more motivated and experienced the transition in a more positive light. Those who were on their own in a programme struggled alone, felt isolated during

the pandemic, and felt stigmatised due to their inability to use certain software. They had to self-motivate to achieve a healthy transition during this period.

5.2.3 Theme 3: Personal attributes facilitate the transition to online teaching

Some educators perceived the successful completion of their respective programmes as evidence that healthy transitions transpire after all. Very few educators were comfortable with the switch to online teaching and coped better due to their prior knowledge of technology, although they did not teach online before the Covid-19 pandemic. Their experience using technology for other purposes made the transition easier. They were also more positively inclined toward online teaching. On the issue of the educators' attitude towards online teaching, they felt that they had to change their negative attitude to a positive one to transition to online teaching successfully. Although most educators in this study did not have prior experience, they produced course output online and could complete their respective programmes successfully. All the participants indicated that management made them aware of the changed pedagogy, and this finding aligns with global literature on this matter.

5.2.4 Theme 4: Impact of transition on nurse educators

One impact of online teaching is that it is time consuming without setting boundaries, as it requires educators to assist students after hours. This was worsened by the fact that students experienced the same anxiety related to technology, issues with Wi-Fi connectivity and lack of resources. In many cases, the educators were the only support the students could lean on. Some educators reported physical and mental exhaustion due to the excessive workload associated with preparation, teaching online, guiding the students, and managing the students' online presence.

They also expressed frustration because there was insufficient time to plan thoroughly for online instruction during the pandemic.

5.2.5 Theme 5: Pedagogical implications that emerged during online teaching

Many participants preferred face-to-face teaching due to the challenges with online teaching, such as technological challenges, personal fears and feelings of inadequacy, challenges with student engagement, and time constraints. Some participants preferred online teaching due to its flexibility in terms of working from home and because it provides a much quieter environment, as students are known to be very vocal and can disrupt classes in a face-to-face setting. Some participants preferred a blended approach to teaching and learning as not all course output can be established via an online platform, and blended learning supports the interaction of educators as many students are visual learners. There is a place for online teaching, but it has its limitations that should be explored further. It cannot be utilised as the only mode of instruction but has proved suitable in emergencies and best applied as part of a blended approach. Some participants expressed difficulty with clinical guidance on online platforms and concern about the students' clinical competence. Large classes were another challenge with online teaching; they posed difficulty in managing the students and caused issues with bandwidth, which is the capacity at which a network can transmit data. The number of students sharing a virtual platform does affect the speed and quality of the internet connection. Educators also found that there was an inability to detect the students who needed support or the need to support students who struggled with technology. The educators, therefore, experienced large classes in online teaching as "negative" toward the successful transition, as it is difficult to monitor the students.

5.2.6 Theme 6: Recommendations from participants for effective online transitioning

The educators made several recommendations, including that online platforms should have specifically designed assessments, which are automated and graded. There should be a continuous training programme, focusing on using technology identified for regular use. More than one online teaching format must be used so that there are options.

Regarding providing policies for online teaching, a recommendation was that a certain percentage of the curriculum should be taught online after the pandemic but should be backed by providing data to students and lecturers. Infrastructure should be improved by providing data and bursaries to students and the needed infrastructure to engage reliably. An IT system that one can connect automatically, laptops, communication devices, easily usable software, and lessons to bring them up to speed are needed. More training on online platforms was recognised as key by all participants.

5.2.7 Summary

This chapter reflected on findings related to the educators' experience with online teaching, which highlighted a lack of experience with online teaching prior to the Covid-19 pandemic, challenges experienced by the educators related to the lack of support from management, and a lack of infrastructure and resources. Other challenges relate to educators' personal feelings and concerns. However, These challenges are not insurmountable and can be overcome by implementing the recommendations presented by the researcher.

5.3 RECOMMENDATIONS

Recommendations based on the study's findings are presented for nursing education and research.One of the strategies launched by the Ministry of Communication and Digital Technologies (2020) was to build capacity to ensure that all educators are empowered with digital skills and that these skills remain current.

5.3.1 Recommendations for nursing education

- Infrastructure must be upgraded to accommodate new technology, including Wi-Fi connectivity, data, specific hardware, and software that caters to students' educational needs and is easy for educators to use regardless of whether they work from campus or home. This means that the nursing education institution must cost and budget for this infrastructure in the new financial year.
- The Ministry of Technology should allocate a budget in collaboration with the Department of Health and the Department of Higher Education in the Western Cape to provide the needed IT infrastructure, including laptops and student data. Efforts should be made by the Ministry of Technology and the Department of Higher Education in the Western Cape to engage private sector companies to come on board to assist with finances and resources for training educators and providing resources for students to engage online. A comprehensive facility assessment should be conducted to determine what educational infrastructure is needed, and a proposal should be submitted by the management of the nursing education institution to possible funders for consideration.
- Management should make more effort for nursing education institutions to explore other avenues for financial support for digital transformation.

- Preparation for the digital environment and teaching and learning online should include a digital competency module in the undergraduate nursing programmes. This should focus on basic computer and advanced skills for senior undergraduate and postgraduate students.
- Training on the learning management system, the development of learning sites, learning materials, and navigating the instructional tools should be compulsory for all current and new nurse educators joining the nursing education institution to ensure they acquire the necessary skills.
- Sourcing an expert in technology, programme design and online teaching to offer such a course will be important for adequate training.
- A training programme on the learning management system adopted by the institution should be in place to provide continuous training on new applications as technology evolves to have guidance available when educators need it. The training system should also provide a built-in test to monitor the educators' and learners' progress in applying the tools, such as creating quizzes, uploading instructions, and designing assessments with the specific adopted software. The educators who went for Moodle training are called "super users" and are supposed to train and guide the educators who have not done the training yet. Timeslots throughout the year must be scheduled for training, and guidance must be provided by these super users so that all educators are sufficiently skilled. This will also eliminate stigmatisation and isolation of educators using certain software contrary to the majority.
- Regular meetings should be scheduled monthly on digital challenges experienced by educators to offer solutions on how to progress with the digital platform and improve the ease of use of technology with synchronous and asynchronous learning. This will also

ensure that the educators receive support from the institution as they can voice their concerns and challenges in these meetings.

- The college should adopt one learning management system such as Moodle that will be used throughout the spectrum of programmes and not interchange from one to another – to ensure standardisation.
- The curriculum must reflect that a certain percentage of the programme must be offered online to ensure that educators actively engage on online platforms. Options for online assessments, which can be automatically graded or graded online, should be planned, and educators should be trained in this regard.
- Online clinical education should be planned, and staff should be trained to manage online clinical teaching and learning. This will require training by an expert. In this regard, the nursing education institution should approach institutions that have established online clinical training facilities for benchmarking and possible training. The college staff can be sent for training, and a group of champions can be established to lead and take online clinical training forward. A hybrid model can be introduced by having synchronous lessons where students engage online from home with online engagement and the other face-to-face lessons are presented in class. Another way is to introduce technology in the classroom setting with each lesson, encourage students to have their laptops available for engagement and online feedback on certain activities, and integrate face-to-face interaction with technology.
- Software does not remain the same; more features are always added to make the software more effective and attractive for the consumer. Software needs to be an interactive presentation tool that enables students to engage in quizzes and online activities

synchronously and asynchronously, e.g., using Mentimeter. This requires continuous updates on new features and tools of technology in use. Using innovative technology is a way to keep track of student engagement and their presence in the online environment. It also stimulates innovation and creativity from the educator to plan class activities with feedback in mind. This will allow the educator to check on the students' responses immediately or later and adjust her strategies to get more student engagement. It will also help measure the students' progress if their engagement level is anything to go by. This will also make the students aware that their engagement and absenteeism are tracked, making them less likely to skip classes.

- The institution should employ a meticulous roll call login system for class attendance in synchronous and asynchronous learning, ensuring that students adhere to required theoretical hour attendance to enter final exams. The lecturer can then record these engagements on an e-register that automatically deducts when students are absent and calculates the overall hours of attendance per student. There are digital roll call systems available that the institution can explore. Before adopting software, management and academic staff must determine which features are important and affordable.
- All educational online systems utilised by the intuition should have extra security, firewall and password protection installed by the IT department, and educators must be trained to take responsibility to ensure that the security of sensitive information is not compromised.

5.3.2 Recommendations for research

- Because this study was limited to one campus, further exploration is needed at other campuses on the experiences of educators on the transition from face-to-face to online teaching.
- Management's experience on managing and navigating the changed pedagogy can also be explored, as it provides another perspective on the phenomenon.
- Studies on the learners' experience with online teaching and learning for the first time at the institution are recommended to broaden the understanding of the phenomenon.
- Quantitative methods can also be used in future research.

5.4 LIMITATIONS

- The study was conducted at one campus of the college, and the findings are, therefore, limited to the context of the study and cannot be generalised to other educational institutions.
- The same study's findings might differ when conducted in areas with even fewer resources and worse challenges than in this study.
- The researcher is an academic staff member at the study site and conducted the interviews. This may have influenced the participants' responses and inhibited their responses to cover up real personal struggles they had with technology, or the Hawthorne effect might have been at play.

5.5 CONCLUSION

The study's findings revealed that nurse educators had many challenges, as summarised in this chapter. These challenges can be addressed with the implementation of the recommendations. The findings of the study reflect evidence that transition has occurred. However, it was not an altogether healthy transition that transpired, as most of the participants felt relieved that the students completed the programmes successfully rather than being satisfied with the quality of work they produced at the programme's completion. It was obvious that the educators had to dig deep to make the transition work through Zoom platforms rather than the online platforms that were introduced to them.

Although none of them taught online before Covid-19, they learned to reach out and found support and motivation from their colleagues to turn their fear and anxiety around to positivity to overcome the challenges. The educators displayed resilience and adjusted as well as they could within the timeframe available to complete the programme.

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Addendum A: Permission to conduct research

Western Cape Government
Health and Wellness
FOR YOU

Mrs C Petersen
Dr T M Bock
Central
Tel 083602797
Email: Theresa.Bock@westerncape.gov.za
Date: 2022/09/07

Mrs C Petersen
Lecturer Metro West

Dear Mrs Petersen

Re: - Application to do research at the WCCN

Your application for research titled "Experiences of Nurse Educators at a college campus in the Western Cape regarding their Transition to online Teaching during the COVID-19 Pandemic", HREC No HS22/6/9 refers.

The WCCN Institutional research ethics committee have perused this application and is herewith granting you the necessary access to the lecturing staff. You can make the necessary arrangements with the Head of Campus. Please note your research activities should not interfere with classes and clinical accompaniment of our students.

We wish you great success with this endeavor.

Western Cape College of Nursing
Klipfontein Road
Athlone

Sincerely

Dr T B Mabuda 2022/09/07

Director WCCN

Addendum B: **Information Sheet**

UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959 2443, Fax: 27 21-959 2443

E-mail: 8926475@myuwc.ac.za

INFORMATION SHEET

Project Title: Experiences of Nurse Educators at a college campus in the Western Cape regarding their Transition to online Teaching during the COVID-19 Pandemic

What is this study about?

This study is conducted by Colette Petersen, a student at University of the Western Cape. The study will be conducted at the Athlone campus of the Western Cape College of Nursing. We are inviting you as a nurse educator, to participate in this research project because you are part of the transition experience from face-to-face teaching to online teaching during the Covid-19 Pandemic. Your experience with this change could be of great value to recommend implementation of better structures, endeavors, and support to help the educators in the future here and in other similar situations. Your input as educator is of utmost importance to effect the necessary change here in South Africa as a country that is still in the starting stage where online teaching and virtual platforms are concerned.

What will I be asked to do if I agree to participate?

You will be asked to partake in an interview on your experience with online teaching as an educator who transitioned or is still transitioning from face-to-face to online teaching. The interview will take place in your convenient time as you indicate the suitable timeslot for you. The study will be conducted on the Athlone Campus premises of the Western Cape College of Nursing. The preference is face -to- face interviews, but if not possible due to lockdown regulations at the time, online Microsoft team meeting can be arranged for the interviews. The interviews will last for 30-45 minutes at the most and no sensitive information will be expected from you to divulge at any moment.

Would my participation in this study be kept confidential?
The researchers undertake to protect your identity and the nature of your contribution. To ensure your anonymity, your personal information will not be on your interview sheet or anywhere else where data collection is concerned.
You will receive a code as identification for the purpose of the study.
Through this code, you will be identified, and the researcher will be able to link you to your identity and only the researcher will have access to your information.
To ensure your confidentiality, all your information will only be handled by the researcher.
This information, recorded interviews, will be locked away in a filing cabinet with a key that the only the researcher will have access to. All files will be on external and drive and saved on the computer with a protected password. The external drive will be protected by a password only known to the researcher.
If we write a report or article about this research project, your identity will be protected.

What are the risks of this research?
There may be risk involved in this study in terms of things that might make you as the participant feel uncomfortable. It can be daunting to express one's own experience on the matter of online teaching, and it may cause concern, embarrassment, but at no point will you be coerced to divulge information that you feel uncomfortable with.

All human interactions and talking about self or others carry some amount of risks. We will nevertheless reduce such risks and act promptly to assist you if you experience any discomfort, psychological or otherwise during the process of your participation in this study. Where necessary, an appropriate referral will be made to a suitable professional for further assistance or intervention.

What are the benefits of this research?
This research is not designed to help you personally, but the results may help the investigator learn more about the challenges nurse educators experience and the support they require.
Lessons learned can inform new attempts to implement online learning and teaching in future. This study should make a significant contribution in influencing policy for online teaching and curriculum design. The findings may not directly benefit you but have potential to implement more cost-effective ways of learning and teaching to the benefit of the student, educator, and the institution.

Do I have to be in this research, and may I stop participating at any time?
Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.

What if I have questions?
This research is being conducted by *Colette Petersen* a student at the University of the Western Cape. If you have any questions about the research study itself, contact:
Colette Petersen *at*: 0837630808
Email: 8926475@myuwc.ac.za
Should you have any questions regarding this study and your rights as a research participant or if you wish to report any problems you have experienced related to the study, please contact:

Prof. P Martin
Director: School of Nursing
University of the Western Cape
Private Bag X17
Bellville 7535
pmartin@uwc.ac.za

Prof Anthea Rhoda
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BMREC/HSSREC
Research Development Office,
Tel: 021 959 4111
email: research-ethics@uwc.ac.za

This research has been approved by the University of the Western Cape's Animal Research Ethics Committee/Biomedical Research Ethics Committee/Humanities and Social Sciences.

Addendum C: Consent form

UNIVERSITY OF THE WESTERN CAPE

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CONSENT FORM

Title of Research Project: Experiences of Nurse Educators at a college campus in the Western Cape regarding their Transition to online Teaching during the COVID-19 Pandemic

Initial the boxes to show agreement and understanding:

The study has been described to me in a language that I understand.

My questions about the study have been answered.

I understand what my participation will involve, and I agree to participate of my own choice and free will.

I understand that my identity will not be disclosed to anyone.

I understand that I may withdraw from the study at any time without giving a reason and without fear of negative consequences or loss of benefits.

I agree to be audio recorded. *Circle your answer*. Y / N

In terms of the requirements of the Protection of Personal Information Act (Act 4 of 2013), personal information will be collected and processed:

☐ I hereby give consent for my personal information to be collected, stored, processed and shared as described in the information sheet.
☐ I do not give consent for my personal information to be collected, stored, processed and shared as described in the information sheet.

Name……..

Signature…… ……

Date ……

Addendum D: Interview guide

UNIVERSITY OF THE WESTERN CAPE

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SEMI-STRUCTURED INTERVIEW

CLOSED ENDED QUESTIONS	
Participant number: Date: Age Years of experience in education Field of expertise Did you have experience before Covid-19 with online teaching	
OPEN ENDED QUESTION	PROBES
1. How did you become aware that you will be expected to teach online? 2. What preparation and adjustments did you as a nurse educator have to make during the pedagogical transitioning?	Elaborate Give examples

3. What were your experiences, as nurse educator, of the change to virtual platforms where you affected by this?	Explain
4. How long did it take you to adjust and become comfortable with facilitating online teaching and learning?	Explain, Elaborate
5. How did your personal attributes such as attitudes, preparation, and knowledge facilitate your transition to online teaching?	Explain, Elaborate
6. How did your personal attributes such as attitudes, preparation, and knowledge inhibit your transition to online teaching?	Explain, Give examples
7. How did environmental conditions facilitate your transition to online teaching?	Elaborate
8. How did environmental conditions inhibit your transition to online teaching?	Explain
9. To what extend has healthy (ability to cope with) transition occurred?	
10. To what extent is the environment currently supportive for online teaching?	Explain, Give examples
11. What can still be improved to ensure that online teaching is effective?	Explain, Give examples

Addendum E: Ethical clearance

UNIVERSITY of the WESTERN CAPE

60 YEARS of hope, action & knowledge

17 August 2022

Ms C Petersen
School of Nursing
Faculty of Community and Health Sciences

HSSREC Reference Number:	HS22/6/9
Project Title:	Experiences of Nurse Educators at a college campus in the Western Cape regarding their Transition to online Teaching during the COVID-19 Pandemic.
Approval Period:	**28 July 2022 – 28 July 2025**

I hereby certify that the Humanities and Social Science Research Ethics Committee of the University of the Western Cape approved the methodology, and amendments to the ethics of the above mentioned research project.

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

Please remember to submit a progress report by 30 November each year for the duration of the project.

For permission to conduct research using student and/or staff data or to distribute research surveys/questionnaires please apply via:
https://sites.google.com/uwc.ac.za/permissionresearch/home

The permission letter must then be submitted to HSSREC for record keeping purposes.

The Committee must be informed of any serious adverse events and/or termination of the study.

Ms Patricia Josias
Research Ethics Committee Officer
University of the Western Cape

Director: Research Development
University of the Western Cape
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Email: research-ethics@uwc.ac.za

NHREC Registration Number: HSSREC-130416-049

FROM HOPE TO ACTION THROUGH KNOWLEDGE.

Addendum F: Editors report

Lize.net
COMMUNICATION (Pty) Ltd
Company registration: 2019/050723/07

To whom it may concern

This serves as confirmation that I, Lize Vorster, performed the language editing and technical formatting of Colette Petersen's thesis entitled:

Experiences of Nurse Educators at a college campus in the Western Cape regarding their Transition to online Teaching during the Covid-19 pandemic

Editing is done in track changes and the student has final control over accepting or rejecting changes at their own discretion. Technical formatting entails standardising the text to the institution's technical requirements.

Yours sincerely

Lize Vorster
Language Practitioner

The Old Tasting Room, Uitzicht Farm, Stellenbosch, 7600 | e-mail: lizevorster@gmail.com | cell: 082 856 8221

Addendum G: Example of Transcript

Interview 1

I This interview will be 01. The date is the 18th of the eight month 2022. Thank you for allowing me to interview you. I just want to I'm going to ask a few questions. My first question is, how old are you?

P I'm past 55, is that okay? I'm 57.

I 57 okay. Can you please speak up a little so that I can have a good quality recording?

P Okay, is that better?

I Yes. How many years of experience do you have in education?

P I've got more than 20, I think 22 years?

I And did you have experience before COVID-19 with online teaching?

P No, we never did. With online learning. I've had some exposure, but not me teaching online. I've never really done it before.

I Okay, how did you become aware that you will be expected to teach online?

P I think we were just informed by management that the students needed to come back onto the platform, the learning platform, because they were in hard lockdown. So all classes were suspended. And then they decided that the students needed to be back. And we were just told that we needed to do this online.

I Now what preparation and adjustments that you as a nurse educator had to make during the pedagogical transitioning?

P Okay, we had to make quite a bit of adjustment in terms of that you needed to, we always use PowerPoints and those kinds of things. But now we needed to prepare things, it took about three times as long to prepare for class than we normally did. Normally, you would have your lesson, and you would just go to class and give your thing. But now there was a whole lot of two days, even before we your lesson, you needed to send out all the links. And all the PowerPoints and everything needed to be sent to the student. And you needed to also then invite the student to the lesson on Teams. And so that took a lot of time. And, you know, you'd spent three times the energy to actually prepare for online because nothing was really in place. The college didn't have anything in place, you just, you were told you this is Team students. They didn't even know how to download teams. How to, you know, do those things. I remember a student, you know, being very tearful, some (inaudible), you know, so that was, I don't know, difficult times.

I Okay, so you've answered my question on the experience. And how long did it take you to adjust and become comfortable with facilitating online teaching and learning?

P I adjusted reasonably well once everything, you know, you have all your things, if you have a lesson, you have all your stuff. So, I think I was quite comfortable to use the technology and that sort of thing. Because I think I have in the past been exposed to an online many years ago, this Zoom meeting something. So, it wasn't a completely, you know, and we were doing meetings online. So, it was really just a follow through, we first started off with having meetings, and then we started, you know, with actual teaching. And it was difficult for the students because you, lose the nonverbals. You can't detect the student who doesn't understand. And also because of the bandwidth and that we needed to be all off camera. So, it's been difficult to see that the person is lost or whatever. So, if you have more than almost 40 people in a class, you couldn't have the cameras on you know, so it had its challenges. I hope I've answered your question.

I So how did your personal attributes such as your attitude, preparation, your knowledge, facilitate your transition to online teaching?

P I was very excited about and enthusiastic about new things; about innovation of doing things differently. I think that I was always that way inclined. So, it is anxiety provoking I think because you're not sure if the students are going to connect, are they going to understand whatever so I think personal attributes, I think, I was comfortable as with, maybe I'm comfortable as a teacher with the content or whatever, and the way it needs to be presented. But I was also kind of new, because I had been off for a long time. So, I was due back into the swing of things. So, I think that, you know, I pulled myself to myself, and I was able to go with it. And then I always had my team member with me. So, I think that helped a lot in terms of just getting people into the class, dealing with admin things, because once you're sharing online, you can't sort of see what is going on in the, on the platform. So, you know, so you have to really keep yourself together because it is, it can cause a lot of anxiety. So, you have to be pretty strong and confident and have a lot of self-confidence and a lot of self-belief, in order for you to navigate a class or to even manage a class and to navigate the net to, to really deliver what you need to. I don't know if that helps,

I It helps. How did environmental conditions facilitate your transition to online teaching?

P Environment, is that we had space in the home; private space, which was there was no interruptions. Everyone was working basically online. You know, we invested in accessories, you know, besides the accessories just to make online meetings or classes, whatever you want to call it, interactions easier. And of course, I think we were fortunate in that we had access to fibre. So, you know, I mean, we were paying a premium for fibre for the month. But it's not like on that data that you must buy, which is which runs out or gets capped. So, there wasn't a problem with that. And then, of course, we needed to supply our own computers and stuff. Nothing was supplied by the employer. I mean, we basically had, we were not actually given tools, and it is actually quite horrific when you think about because you had to make, okay, we're not traveling to work. And so, you will not spend,

anything up petrol and that sort of thing. So, but the employer didn't even provide you with a computer. They just assumed you needed to use what you had. So, we all had to invest in extra laptops, and, you know, stuff like that. And other things dongles, and, you know, and so the class took whatever, so many hours, but I mean, there was a lot of things that happened after the class, and all the classes, because you needed to send all that and you needed to now, track and give your students work to do and it is like primary school. You students activity and they must all submitted to you. And you must mark it like a like it's a paper thing and shouldn't be like that it should all be automatic, but we didn't have the skills. I think, from a computer literacy perspective, we were limited in our skills in terms of teaching online, because we have not really engaged with. It. And our teaching wasn't set up in that way. So, we certainly had to do with …what we did was we were doing what we would do face to face it and we were doing it online. And I think they're just not the same.

I So, would you say that environmental conditions inhibited or enhanced? What in the environment inhibited and what advanced?

P Like I say, what I think what depends how you look at it. So, what enhanced that space that we had fibre - that was an advantage, which helped that we had enough time because the classes were not daily, so that those were definitely factors. The students didn't come onto the platform every day. They had set days for class, and you could plan how you wanted to do to navigate that.

I Okay.

P Yeah, so yeah, I mean, we could, we had access to things or we could (inaudible), but it wasn't, it was our own personal things that we could manage to facilitate class, you know, it wasn't? Yeah. So, it was exciting, I think and something different to do. Yeah, but I think there were also a lot of barriers, you know, if you if you, if you look at it, yes, we have we had, what is this, fibre etcetera, etcetera. But the barrier was that, that it was at our own cost, it wasn't supplied by the employer, yet we were, yes, of course, we got paid and

everything but it was neither here nor there. you know, but I mean, I think very little was supplied. And, you know, they had some, they tried to do some capacity building in terms of doing Google classes or how to navigate with Google. And we never even explored the Google Hangouts. We only knew about Teams, we never used the Google Hangout ever to teach. And yet, the students were all put onto the Google with Google addresses and stuff. So, I think that was a positive that the college did is that they tried to give some kind of support of how to use Google and for the best, but I mean, it was, it was, you know, we were we were trying to put a plaster onto something that was actually quite huge, that where a plaster was just not sufficient. Thank you. I hope I answered your question.

I Yes. I also want to know, it is important that we, when we transition from one stage to another, that healthy transition takes place, personally. So, to what extent has healthy transition, the ability, cope with this online teaching occurred with you?

P We were fortunate in our team, because we were a big team. So, I think our transition was easier because we didn't do it like, it wasn't like if like compared to people who were working on their own in the classes in their disciplines. We were four people so we could actually share the load. So, our transition, I think, was fairly easy. And some of us were more computer literate than others. And we used to just help each other. You know, so I think it was easy from that perspective. But I think it was, it wasn't a bad transition. We didn't have a lot of hiccups. It's just I think students struggle. And it was difficult for them. And some of them were in places that was far away, and they couldn't connect with us. So, I think that was a difficult thing to navigate. And you were sort of powerless in terms of what you could do. So, you would make things available by emailing students, whatever, and they may or may not get, you know. So, we also need to, we needed to, we couldn't just upload everything onto the class, whatever online, because we just were not able to set kind of having to use a kind of a hybrid model. So, we needed to still emailed PowerPoints, and you know, and communicate with them on WhatsApp and use other means in order to facilitate learning.

I You touched on the environmental support that we received. Is there anything else that you want to say about environmental support? To what extent we received that?

P Environmental support that we got in terms of we were like in a completely in a new zone. And complete novices when it comes to online teaching. You know, and we just had to actually get students through this process in terms of the environment. So, I don't know. And I don't know what else we can do in the environment. The environment was limited. You know, the environment, we tried to make it as conducive as possible, but it wasn't actually set up properly and we can't deny that, you know, the environment. I mean, I am only speaking from my own perspective, I didn't engage my colleagues, who were working alone. Who are teaching on their own where we were four people compared to one person who's teaching in a discipline. That is hugely different so we could share things or we could, if I didn't know how to do this then somebody in the team would know or would be able to, oh, let's try this and that, you know, so? Yes, we had a big class, I mean, compared to others. But we will also kind of want to (inaudible) in terms of students, you know, so it was manageable.

I Yes, as, you know, there are still a lot of room that we can improve. We know that. But what do you think? What is your opinion on what can be improved to ensure that online teaching is effective?

P Well, for starters, I think what we try to do is say for argument, like an assessment like a written test, we will do the same test online. And it's basically a paper-based test, which we then just convert to online, which takes like forever to create, to mark to whatever, you know, it's not paper. We got a lot quicker on with a paper and a pen. And if you go in and, you know, sometimes you waited for batch of things, because you needed to mark your question, and it just never came. And people were getting like confused with the batches. And it is up and down. And somethings gets missed. And, you know, so there was a lot of like cross shutting, creates a lot of tension, creates a lot of anxiety. So, it was it was very difficult. I think, you can't do a paper-based assessment in an online platform. Online platform should have specifically designed assessments, which is like automated and

graded. And, you know, you can't ask the student to write an essay. Yes, you can do it online and upload it. But I mean, it doesn't have the same turnaround as a multiple-choice question. So, I think there's a lot that, you know, when I think when I studied, we needed to upload, that was a year when we started to upload our thesis, for marking and that, but I mean, it was uploaded in PDF. And it is quicker to market PDF than to mark in Word. And, you know, we were students needed to submit Word because that is a rules of the college and it just takes forever to do things, you know. And all the assignments were still the same old paper-based assignments, and it just wasn't friendly to online.

I And we're still using paper based?

P We're still using paper base, which we kind of convert and we say they must submit it online. But it's actually not; it's incorrect what we are doing. We don't have a proper learner management system, where you upload things and where things just go and see whether universities… You know, if you've got, I'm sure you also find that with your kids. Kids are very tech savvy and the kids thinks they were doing things online and submitting things online. And the universities have got it down to a fine art.

I So what I understand is that the college is supposed to have its own uploading program, online program where you can upload your stuff.

P I don't think the college should have like what universities that click on a different name. So, they have things we it's a special like Moodle, think of college has Moodle. But I mean, you know, we only learned Moodle much after the event. I think we did the Moodle training after we finished the online teaching, if I remember vaguely, you know, and we didn't hang-up but we never they never really encouraged, I don't know, we just have strange place for you strange things happened let me put it like that. Don't quote me on that

I Thank you very much for your willingness to participate. It went very well. Thank you.

P Yes, thank you for giving me the opportunity. I hope you got some information that's useful and that can take you forward. And yeah, good luck, Ms Researcher.

I Thank you. Bye-bye.

P Bye.

End of recording

Addendum H: Turnitin Report

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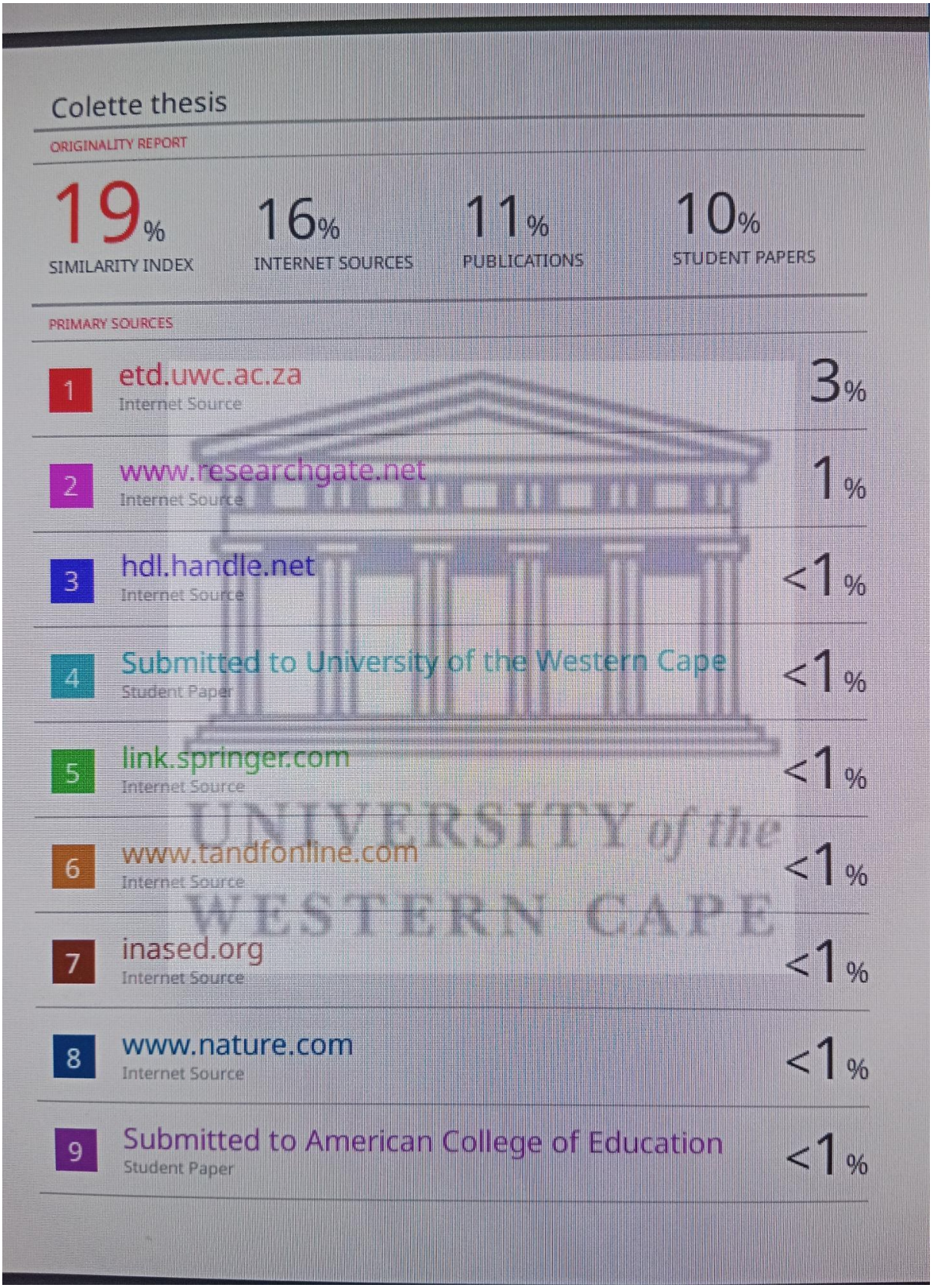

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