

**TITLE**

Khoury College: Supporting our Teaching Community is Essential

**PRESENTED BY**

Martin Schedlbauer

Northeastern University

Khoury College of Computer Sciences

Associate Teaching Professor

Director of Online Faculty & Programs

**[Resources for teachers transitioning from classrooms to online](#)**

YouTube Link: <https://youtu.be/vf3ZqntUvbU>

**TRANSCRIPT // English (auto-generated)**

I think the well-being; emotional well-being of teachers' and instructors' time is also very important. So, there's a number of things that either instructors can do themselves or where a district or a department or a college can support them. So I think one thing from sort of an administrative perspective is providing just support, particularly technical support. Providing a group, an email address, a forum, where they can get quick help when they get stuck so that the frustration with the use of technology is a little bit reduced. One advice that I can always give

to teachers is, "yeah the level of frustration is high in the beginning. Yes, there'll be a lot of new things to learn. A lot of feelings are going to be unfamiliar. A lot of it is going to be awkward in the beginning. It gets better." "As you get more used to the technology you start worrying less. As you become more comfortable knowing the Internet's not going to go down. You're going to start worrying less. You're going to start figuring out where that button is that you have to press, or where the particular tool choices on how to say what your head said. You'll figure it out. It's going to get better." There is a learning curve for anyone to learn any new technology and the good news is that the learning curve eventually levels off. "You're going to catch on to this after a few days, or maybe after a week or so. It does get much easier, much quicker than you think."

Another helpful support mechanism would be to have a community of educators. Talk to your colleagues, set up a time to chat every day or every other day. Have a virtual teachers' lounge. Meet every day at 4 o'clock, at 3 o'clock, whenever sort of a good end of day is for you. Meeting in the virtual teachers' lounge. Let's move an informal gatherings space. It shouldn't be a meeting, it shouldn't worry about having agendas, just chat. And in that virtual teachers' lounge, one, you can just simply voice your frustration, and you are going to very quickly find that you're probably not the only one who has that frustration and sometimes just knowing that you're not the only one relieves a lot of frustration. You'll also often find that different faculty and instructors figure out different things as they need them. So by sharing what they found by

being able to ask questions of your peers and getting some answers can really speed up the learning process. So again just like for students having a community is important, for instructors and faculty having a support community is important, and that comes at two levels; from the administration as well as from the teachers themselves.