

Online Teaching Skills and Competencies

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Abstract

The technique of instructing people using virtual networks is known as online teaching. Live courses, video calls, lectures, and other internet technologies are all used in this form of education. The web programs are created and intended to make studying and comprehension easier. The goal of this study and analysis was to narrow down the abilities and competencies that professors need to successfully instruct in virtual training contexts. Six groups of skills and competencies have been identified: Instructional skills, subject abilities, creative ability, technical abilities, managerial and organizational skills, and verbal ability are all important. Online education allows both the instructor and the learner to establish their teaching speed, with the additional benefit of being able to create a timetable that works for everybody. As a consequence, adopting a virtual learning environment provides for a healthier work combination, but there is no need to sacrifice everything.

Keywords: education, information, online learning, skills, university

1. Introduction

Education is a way of passing on one person's information, values, techniques, abilities, and attitudes to another. Educational technology began in the 1800s in the U. S. when lecturers and students at the Universities of Chicago were separated by geography and attempted to communicate via open and distance learning. Numerous colleges and institutions launched the first internet university classes in the mid-1980s. The Internet's arrival paved the way for distant college courses to advance to another stage. The Worldwide web is increasingly defining how we lived, interact, educate, and study in our daily lives. As the Web becomes a more important instructional medium, college courses provide educators and students with access to a wealth of information (E. Chung, G. Subramaniam, and L. C. Dass 2020).

Online learning of different forms, often known as remote training or web-based schooling, becomes a standard feature of many academic curricula during the past century. Online education is intended to connect out to and connect the contemporary student on a one-to-one basis at any time and from everywhere. Massive Open Online Courses (MOOCs) are a notable example, which has evolved to include many scholars and academic organizations. Quick and accessible accessibility for learners, improved master's degree rates, and the attraction of such programs to distance learners are all advantages for providing online classes. In the same manner, obstacles to online training uptake include a lack of teacher engagement and costly development and distribution expenses (O. B. Adedoyin and E. Soykan 2020). Over the past decade, online learning distribution has increased dramatically. In 2015, over 6 million learners enrolled at minimum one online course in universities and colleges, up from 1.6 million in 2002, according to the author. As a consequence of this expansion, more students and faculty are required to teach online, which has altered both the responsibilities of professors and their instructional methods.

While certain conventional face-to-face teaching abilities translate well to the online world, educators must possess extra talents to be effective in this setting. Online learning and the abilities needed of online educators have been researched by academics. Furthermore, based on solid research, there is a need for the study to explore the kind and amount of skill necessary amongst educators to undertake diverse tasks in online education (S. C. H. Hoi, D. Sahoo,

J. Lu, and P. Zhao 2021).

1.1 Competency

A competency is defined as "understanding, talent, or capacity that empowers one to undertake the actions of a particular undertaking or purpose to the acceptance criteria in the workplace." refers to competence as "a position of being highly prepared to undertake an exercise, project, or job role," and competencies as "a method of demonstrating a condition of competent to the communities it serves." The author underlines the need of continuing to develop skills for individual students and providing them with competent knowledge and education to be effective online educators due to the ongoing developments in knowledge and communications technologies. "Professionalism is customized, stresses results, and offers various routes for attaining the outcomes making as explicit as feasible what is to be attained and the criteria for judging performance," according to the author. Unfortunately, one of the drawbacks of a competence-based method is that it accepts a minimal benchmark of achievement instead of striving for greater goals. Alternatively, the author suggests taking a more comprehensive perspective, seeing proficiency as "a complicated mix of information, dispositions, abilities, and values shown in the environment of work execution (K. Mukhtar, K. Javed, M. Arooj, and A. Sethi 2020)."

As per the author, competence surveys are typically done by contacting a team of specialists to get their perspectives on the abilities and information required to execute a description of the job effectively. They go on to say that in instructional contexts, using a strategy that links competencies to functions and outcomes is suggested.



Figure 1. The above figure shows the Competencies based on instructor roles (Z. Almahasees, K. Mohsen, and M. O. Amin 2021)

1.2 Roles of Online Instructor

The function of the computer teacher is critical to the sustainability of digital training. With the introduction of digital training, lecture-based courses, and the alteration of the teacher position, a mindset change is required. The author discovered that the teacher's position shifted from teacher-centered to student-centered, minimum to maximum, and low to very high using conversation analytics. Virtual teacher responsibilities, according to the author, need a conceptual change in terms of educational spatial and temporal, virtual administrative strategies, and the capacity to connect learners via virtual contact in Figure 1 shows the instructor roles in step by step (S. Park and S. Kim 2021).

Online educators play a variety of functions, according to many studies. Instructors help people improve their skills and competency by presenting a predetermined program in a real-world setting. The desired educational goals are already established and may be set by national standards or law. As a result, in addition to applicable vocational and/or technological abilities and expertise, Instructors need a variety of instructional abilities.

Respondents agreed that the teacher's university is the best location to start learning how to educate the internet effectively. They discussed the many sorts of continuous growth offered through their own as well as various universities (e.g., at institutes of instructional quality), including seminars, interactive learning programmers, and cooperative learning projects. They claimed that it is critical for an internet educator to be aggressive and want their personal company's capabilities (P. T. Febrianto, S. Mas'udah, and L. A. Megasari 2020).

Numerous colleges and universities provide seminars or programs for staff interested in preparing for online lectures. Academic staff study regarding teaching methods inside an LMS as well as individual students as part of such programs. This was beneficial, according to one respondent, since "knowledge as an optional feature may assist them to appreciate the challenges that children may have as well as a highlight for them which this atmosphere can truly function effectively for providing material to learners." Monitoring classroom instruction, industry standards in e-learning, involvement tactics, and new technology are some of the additional aspects of such education that respondents mentioned. They also said that some universities and colleges adopted novel tactics such as monitoring and analyzing good online classes, chats with online resource teachers, or official assessments of peer online learning (inside and across subjects) (H. C. Wei and C. Chou 2020).

As per the respondents, the function of the professor as a curriculum creator is dependent on the kind of university

whereby a virtual teacher operates, the organization within the organization, and the accessibility of assistance inside the organization. Those without any assistance services, for instance, construct and guide their training on their own, whereas another participating member appears to work within a "highly centralized and actual result syllabus guide," in which the training is constructed over a few quarters by a team of "diverse expertise which includes particular educators, teaching researchers, publishers, audiovisual professionals, content knowledge teaching staff, teaching and training central legislators, scholars, and educational technicians." The course is entirely designed by a group of participants, and the teacher "obtains that program two months ahead to the course's commencement." 2 members also said that it is "not the teacher's role to give technical assistance," yet they might be able to guide learners to places for assistance and endorse. They claimed that all academic institutions offering online classes must provide scientific age and mineral wealth for classmates in locations such as "how to internet users," "how to subscribe assigned tasks," and "when to use cohesive classroom environments, regardless of whether cabinets and inset lower cabinets or async" in the Knowledge Management System (R. A. Carter, M. Rice, S. Yang, and H. A. Jackson 2020).

1.3 Technical Skills

The capacity to create and deliver a subject using a learning management system (LMS) as well as various technical abilities (e-mail, navigating interactive format, file downloading and uploading, and PDF generation) were regarded as both fundamental and important for education methods by respondents. The ability to create voice/video assets was deemed significant by all respondents (Rasmitadila 2020).

In addition to demonstrating for learners "what it meant to effectively engage in the use of technology," online teachers would be able to generate movies and Results strongly rapidly and on their own if required. Furthermore, understanding how to do a microphone to capture people and oneself, how to record speech with Presentation, how to utilize free Adaptive streaming tools, of how to use a camera with the LMS was deemed significant. One respondent brought out the link among online teachers' technological comfortability and instructional tactics that are required in the internet context, such as generating or publishing films, offering online comments, and using collaboration platforms. Another respondent stressed the necessity of not just technical abilities but also the accessibility of technology that might be employed in an online program. As per a third respondent, such expertise may assist virtual teachers in gaining admission to and using technology to develop supplementary resources if learners were having difficulty in a program (F. Martin, B. Stamper, and C. Flowers 2020).

Furthermore, one respondent identified the writing process as being essential for the design of sound and video resources, which need various modes of engagement with learners than face-to-face interactions. "They should be good at publishing for the web," he said, "and composing for the online is different from publishing a story for an official meeting." They should be able to compose or view things visually in regards to web design, but they must be willing to produce objects (M. Maqableh and M. Alia 2021)."

Online education opens up great possibilities for expanding the education atmosphere for a wide range of students. University teachers may be requested to explore presenting their courses online as the growth in virtual education grows. While the education method has many similarities to face-to-face instruction, it also has its range of talents and prerequisites. The material of both techniques is comparable, except for the tempo and execution. Instead of creating the programs from the ground up, a corporation has developed to manage them. Instructors need to just plan and present their lectures using Course Management System (CMS) technology. Educators may get it perfect from the start by using the program. The accompanying seven principles should be followed by the teacher for online training to be effective (K. Syauqi, S. Munadi, and M. B. Triyono 2020):

- Encourage student's involvement
- Promote learner collaboration
- Promote proactive participation in education
- Provide timely comments
- Highlight the importance of focusing on the work at hand
- Set high standards for yourself.
- Value different skills and education styles.

The audible, optical, and physical modalities are all involved in the education experience. The typical approach to education at a school location might not be for everybody. Digital training is for students who want to educate for a diploma while working or juggling other responsibilities. Web-based learning, e-learning, and online training are all terms that have been used to describe online teaching. It's a web-based course that incorporates web-based resources

and exercises. To utilize digital resources that may have been necessary, participants must be digitally competent (L. Velichová D. Orbánová and A. Kúbková 2020). Teenagers in the electronic era tend to be more self-reliant, technologically focused, and tech-savvy, making them very well with the internet world. For high-quality university education, digital studying at your pace is advantageous. Each program offering, regardless of administered on person or internet, must fulfill the same stringent requirements and education requirements. The only distinction is in the manner in which the program is given. In most cases, learners must have connectivity to the computing systems with high-speed Online connectivity. Computerized instructional support programs including registrations, economic assistance, bookstores, coaching, and advising may also be expected.

1.4 Characteristics of the Excellent Online Instructor:

The ideal online teacher will be familiar with the structure of both face-to-face and internet education, as well as the distinctions among the two, and will use this knowledge to create and facilitate virtual programs. To be competent to build and sustain an educating, sociological, and intellectual engagement when instructing online, you must adhere to the characteristics of digital training. All during the education platform, top e-commerce teachers encourage and foster active conversation, involvement, cooperation, and participation among learners. Professional characteristics such as having strongly driven, encouraging, accessible, structured, intelligent, courteous, accessible, energetic, reactive, adaptable, honest, genuine, empathetic, and ready to educate by experience must be present within those teachers. The ideal online teacher will be familiar with the structure of both face-to-face and internet education, as well as the distinctions among the two, and will use this knowledge to create and facilitate virtual programs. To be competent to build and sustain an educating, sociological, and intellectual engagement when instructing online, you must adhere to the characteristics of digital training. All during education platforms, top e-commerce teachers encourage and foster active conversation, involvement, cooperation, and participation among learners (J. C. Liu 2019). Professional characteristics such as having strongly driven, encouraging, accessible, structured, intelligent, courteous, accessible, energetic, reactive, adaptable, honest, genuine, empathetic, and ready to educate by experience must be present within those teachers.

1.5 Acquiring Competencies for Online Instructors

All respondents cited whatever type of continuous education, whether at their institutions, inside one professional group, or on their own, in answer to the inquiry regarding what rookie digital teachers do to build sufficient abilities to be effective in digital training. Academic staff who are using innovation with them possess education and investigation, participate in internet operations and web conferencing, or take a Massive Open Online Course (MOOC) are now more likely into becoming professional digital teachers, according to the researchers, as are someone using a high school senior instructional methods.

1.6 Professional Development within an Institution

Respondents agreed that the teacher's university is the best location to start learning how to educate the internet effectively. They discussed the many sorts of continuous growth accessible within their personal and many others universities (e.g., at institutes of instructional quality), including seminars, interactive learning programs, and peer assessment campaigns. They claimed that it is critical for an internet educator to be aggressive and use their own company's capabilities.

Numerous colleges and universities provide seminars or programs for staff interested in preparing to teach the internet. Academic and students learn about instruction methods inside an LMS as well as individual students as part of such programs. This was beneficial, according to one researcher, since "experienced as an English pupil may assist them to appreciate the challenges that children may have as well as a highlight for them and that this atmosphere can truly function effectively for providing material to learners." Monitoring student achievement, guidelines in instruction methods, involvement tactics, and new technology are some of the other aspects of such education that students mentioned. They also said that some universities and colleges adopted novel tactics such as monitoring and analyzing good online classes, chats with excellent website teachers, or formalized assessments of peers teaching methods inside and across professions.

1.7 Professional Development with a Professional Organization

Presentations, seminars, certifications, as well as other kinds of continuing growth in teaching methods are offered by some educational organizations, including the Digital Literacy Association and Precise Result. Continuing education to educate about concepts that underpin digital education, the effective educational processes, the attributes of educational technology, and building appearance in an education platform was positively suggested by respondents. They also claimed that such an engagement exposes them to "advanced online classes," knowledgeable

professors, and a setting where they can speak to other professors who are also studying. Educators may then put what they've learned into practice out of their classes.

2. Discussion

The author has discussed Online Teaching Skills and Competencies. Technological has made it possible to communicate with an instructor on the globe. For all instructors, online instruction has become the new standard, particularly in the current global context. The USP is that both the instructor and the students may conduct their jobs in a pleasant setting. Every day, the instructor must draw from a profound pool of pedagogical abilities while instructing the internet. Functionality became your closest buddy the instant you push the windows key on the desktop. And you're probably employing numerous abilities at about a similar moment while you're teaching. The teaching method is often a brilliant win-win activity for both you as a teacher and your students.

Language Learning is among the most prominent divisions of online education. It has become a highly sought-after position as individuals from all walks of life want to improve their English communication skills to become a little more employable. So, take control of your destiny and connect out to learners from all over the world. A TEFL certificate gives you the skills to teach English to individuals in a multicultural classroom or digitally. Because education is by necessity a type of communication, particularly online or in a classroom, it is a certainty that you should always be an excellent communicator, which is a key feature across many personal qualities for instructors. To be an effective educator, this active listening must be both verbal and written.

Besides spoken and interpersonal text, these are other factors to consider, such as having a professional but pleasant body posture, effective attention, keeping visual connection, connecting with all participants, lesson preparations, and teaching performance. The ability to present subject information in a way that is both straightforward and relevant to pupils is perhaps the most important. Each kid will have distinct demands; thus your communicating approach will have to adapt to match their requirements. This would be determined by their age, culture, skill, and education preferences. Body language movements and body language, which should convey good sentiments, may also be used to communicate outside the confines of speaking and written language.

It takes a lot of courage to participate in an electronic class period, command and keep concentration, and make oneself understood and valued. Because of the digital world, your personality visible or emotional influence is lacking. Learners will generate a judgment about you when you meet face to face, as is humankind. However, it will vary during your education adventure altogether, whether it is short or long. However, can only succeed if you properly organize courses and interact, particularly if you enforce basic norms in session. Consistency, attentiveness to peers, involvement in in-class activities, and consistency during the full lesson period should all be part of the policy. will help you position yourself as a leader. You'll have to get to know your student(s), get inside their heads, and be mindful of their requirements.

Online learning has both potential and obstacles. It provides advantages for both learners and teachers. It provides comfort in terms of travel and location, as well as cost-effectiveness and adaptability. Students may acquire a globally recognized degree without having to attend courses on location via digital training. Children who are unable to engage in a typical school setting choose educational software. It's handy since it enables you to learn from any place with an Internet connection. The growth of digital classes has increased dramatically during the last decade. Because college courses may not be suitable for everybody, it is considered cost-effective in certain developing nations. Internet education both synchronously and asynchronously is used in a wide range of fields, including technology, information science, medical, pharmacy, commerce, entertainment, and the humanities. Even in corporate enterprises, online education and studying are getting more frequent. Being successful in presenting the program, replying to customer communications, and becoming acquainted with the internet infrastructures and support are all issues that an internet teacher faces. The utility, efficacy, and overall quality of instruction and training are questioned by critics. The pedagogical efficiency of multimedia instructional platforms is lower than that of conventional face-to-face lectures since they are unable to express relationships amongst the teacher and learners. Professionally answering students' emails might be difficult because it takes a lot of time from the teacher. Preparing and teaching an intensive class requires a lot of effort. The success of distance classes is primarily determined by the quality of online teachers. There's also the question of trade secrets and licensing of web-based content.

3. Conclusion

Online education and education are still in their infancy. It has been more popular as a school and university choice in recent years, particularly in the United States and overseas. The majority of schools and institutions think that digital learning is an important part of their long-term plan. When open courseware is designed to make use of the

training possibilities provided by internet technology, they are the most effective. As the growth in internet schooling among individuals with employment with a desire for lifetime training grows, so do requirements for the deployment of a multimedia instructional platform. Online education and education are still in their infancy. It has been more popular as a university and university choice in the latest days, in both United States and overseas. The majority of higher education institutions think that internet training is an important part of their long-term plan. When open courseware is designed to make use of the educational possibilities provided by online technology, they are the most effective. As the popularity of digital schooling among individuals with employment and a requirement for lifetime knowledge grows, so do ambitions for the deployment of multimedia instructional systems.

Online students face challenges such as the need for self-directed learning and self-discipline, which might affect their success or failure. They may be inclined to put off completing their duties. The topic of digital training effectiveness has been brought up, and it is as complicated as online education itself. This study has opened up new avenues for future investigation in the online training environment. Award-winning professional views on digital training provide academics with reliable raw information to study on a range of issues. We selected to concentrate on the responsibilities and abilities of online educators in this research. In similar research, we're looking at the development, organization, facilitating, and evaluation of award-winning institutions' classes. Other factors, such as program administration methods and methods, significant design aspects, facilitating tactics, or even distinctions within topic categories (e.g., arts, sciences, mathematics, etc.) presented internet, should be investigated in the future study. Online educators who have won awards are a reliable and helpful source of knowledge on digital training.

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