

## Tracing the Effects of In-service Online Teachers' Training on In-service Online Teaching: Ain Temouchent University Teachers as a Case Study

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**Abstract:** In today's globalized world, there is a thriving call for online education. Teachers need to capture this potential role of technology and see ways through which it can be incorporated in their classrooms. As far as Algeria is concerned, online education is directly linked to the pandemic as it was not much used before this period. Moreover, teachers were neither teaching nor assessing remotely or online before. It was a new experience for both teachers and learners. As for university teachers, the University of Constantine launched an online in-service training for newly recruited university teachers; this training is based upon online teaching. The current research work is triggered with the chief aim of examining the effects of this training on teachers' online teaching during the pandemic phase. To reach this end, the researcher opted for a semi-structured interview with six teachers at Belhadj Bouchaib University. The results yielded reveal that the training was fruitful and helpful for teachers, yet, there was certain points which need to be addressed in the content of the training.

**Keywords:** *in-service teacher training ; Online Training ; Covid 19 ; Online teaching ; Novice teachers*

### 1. INTRODUCTION

Since 2012 the university of "Frères Mentouri –Constantine-" launched an online training for newly recruited teachers lead by Dr. Ahmed BELHANI. This training includes a set of workshops designed to teach new teachers different areas related to online teaching and enabling them to produce a course online through a set of activities. The training is organized in workshops; each workshop contains a number of activities together with a number of resources to help the teachers achieve the tasks required from them. The training is well organized and gives one

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## **Tracing the Effects of In-service Online Teachers' Training on In-service Online Teaching: AinTemouchent University Teachers as a Case Study**

the eagerness to work and to explore more; it contains spaces for communication and exchanging ideas. The trainees are guided throughout the workshops by specialized tutors, those tutors correct the different tasks achieved by the new teachers and give them feedback to ameliorate these tasks. In the current research work, the researcher attempts to investigate the effects of this training on teachers during their online teaching. The work is based upon a case study; the community under investigation is a group of teachers at Belhadj Bouchaib University.

### **2. Literature review:**

#### **2.1. Teacher training defined:**

Teaching is not at all an easy task. Teachers are the ones responsible for future generations; they must act as models for their learners: provide them with quality teaching, supervise them appropriately towards the learning objectives, and adapt learning content on the basis of their needs; in addition to good classroom management to facilitate quality education for all learners. However, it is hard and difficult to reach these points, especially for novice teachers who are “typically less familiar with subject matter, teaching strategies, and teaching contexts and lack an adequate repertoire of mental scripts and behavioral routines” (Richards and Farrell 2003: 08). Therefore, in order to be able to fulfill all these tasks amongst others, teachers’ training programs were established. Teacher training is defined as “preparation for professional practice usually through formal courses at colleges or universities. It usually results in some kind of recognized accreditation, granting successful candidates a certificate” (Ur 1997: 3); simply stated, it is a program which is designed for teachers to assist them in their teaching career.

Teacher training “involves understanding basic concepts and principles as a pre-requisite for applying them to teaching and the ability to demonstrate principles and practices in the classroom” (Richards and Farrell, 2003: 03); Teacher training is, thus, one of the safest paths that teachers can undertake in order to be good teachers.

There are two main types of teacher’s training: pre-service training and in-service. The former is concerned with the training that teachers receive before real teaching in the classroom. The latter is about the training that is received during and in parallel with real teaching. The current research is concerned with the second type i.e. in-service training. In-service training can be defined as the total of educational and personal experiences that contribute toward a competent and satisfied individual in an assigned professional role (Omar 2014). It is meant,

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thus, to assist teachers in service to develop their competences to reach a desired level of professionalism when performing their tasks in the classroom.

In-service training is especially important for the fact that it goes hand in hand with real classroom teaching. It is seen as a deliberate process with the chief objective of enabling novice teachers to acquire new skills mainly instructional ones, in this regard Osamwonyi (2016: 83) states: “in-service education is designed to fill the gap of professional inadequacies of a serving teacher”. In service training, therefore, is a cautious process which involves training teachers to develop their actual knowledge towards classroom expectations.

## **2.2. Benefits of in-service training**

In service training is regarded as one of the safest and promising paths towards the development of the teaching-learning process for a set of reasons. First, in-service training is important as it widens teachers’ scope regarding the teaching-learning environment; this means that during such type of training teachers become aware of certain areas that they were not aware of before. Second, in-service training ameliorates teachers’ knowledge regarding their field of interest; this is likely to have a direct impact on learners for the simple reason that teachers will impart the knowledge they possess to their learners. Moreover, in-service training helps teachers to be more systematic for the fact that this training covers different areas related to teaching, thus, the teachers can know exactly what is expected from them and act accordingly. In-service training is a promising way to know different learning needs and learners’ abilities. In this way, therefore, in-service training is advantageous at two main levels: the professional level where teachers develop their teaching quality and the personal level.

Newly recruited teachers at Algerian universities benefit from an online training during their first year teaching i.e. in-service training. This training is led by the University of Constantine. A detailed description of the content of this training is offered in what follows.

## **2.3. Description of the training:**

The online training that teachers received was an interactive one whereby teachers have assignments to fulfill then they are assessed on these assignments by tutors, and graded accordingly.

### **2.3.1. Objectives of the Training:**

The objectives of the training are highlighted at the beginning of each workshop:

Atelier 1: C2I	
Objectifs	<p>A l'issu de cet atelier vous allez être capable de:</p> <ul style="list-style-type: none"><li>• Utiliser Moodle en mode étudiant</li><li>• Organiser votre cours en utilisant les cartes conceptuelles.</li><li>• Produire un support pédagogique en utilisant les chaînes édit</li><li>• Générer les différent formats de votre support pédagogique (F Web, SCORM)</li></ul>

**Figure 01: Sample from the objectives of the workshop**

Each workshop has its objectives:

- Master an editorial channel for the production of pedagogical documents
- Correctly edit global and specific objectives
- Structure a course pedagogically
- Differentiate between an objective approach and a competence approach
- Know the different pedagogical methods
- Adopt different forms of assessment
- Know different criteria of evaluation
- Organize collaborative work
- Design a pedagogical script
- Master the platform Moodle
- Introduce ICT's in the assessment process
- Master the platform Edx
- Comprehend how MOOC operates
- Comprehend the functions of a tutor online

### 2.3.2. The progress of the training:

The training was composed of five workshops; each workshop contained two main parts:

- ❖ **A theoretical presentation:** where the trainees are asked to check some resources available on the platform including: videos, documents, links... Moreover, some workshops contain a set of quizzes which are designed for the sake of measuring learner's understanding of certain points relevant to the training.
- ❖ **Learning activities:** where the trainees are asked to realize certain activities, and to solve some situations in order to acquire knowledge and skills.

All the details provided below are taken and translated from the website of E-learning University of Constantine: Training of newly recruited teachers: "Formation des enseignants nouvellement recrutés"

#### Workshop 01: aid tools for the use of ICT's in teaching (C2I)

##### « Outils d'aides à l'utilisation des TIC dans l'enseignement (C2I) »

This first workshop focuses mainly on mastering the platform Moodle as a learner, elaboration of a mind map (carte conceptuelle) for organizing a course, in addition to mastering an editorial channel to produce pedagogical documents. Learning these points is based on training videos which permit the fast and easy transmission of knowledge. The objectives of this workshop and its different activities are demonstrated in the following table:

Table 01: Workshop01: aid tools for the use of ICT's in teaching (C2I)

<b>General objectives of the workshop</b>	<ul style="list-style-type: none"> <li>• Use Moodle as a learner</li> <li>• Organize a course through mind map (carte conceptuelle) using the software "VUE"</li> <li>• Produce a complete pedagogical document using editorial channels under the software "OPALE 3.6"</li> <li>• Generate different forms of pedagogical support (Web, paper)</li> </ul>	
<b>Activities</b>	<b>Specific objectives</b>	<b>Tasks</b>
<b>Activity 01: Moodle in learner mode</b>	Handling Moodle interface through: <ul style="list-style-type: none"> <li>• Modifying the profile</li> <li>• Downloading resources</li> <li>• Deposit a task</li> <li>• Participate in forums and chats</li> <li>• Use messaging</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the platform by modifying the profile, sending messages, downloading resources...</li> <li>• Deposit the task in request in the appropriate space</li> </ul>
<b>Modality of assessment:</b> formative		
<b>Resources:</b> videos and assisting documents		

**Tracing the Effects of In-service Online Teachers' Training on In-service Online Teaching: AinTemoucht University Teachers as a Case Study**

<b>Activity 02: organizing a course by using a mind map (carte conceptuelle C. C)</b>	<ul style="list-style-type: none"> <li>• Know the notion of C.C</li> <li>• Use the conception software of C.C</li> <li>• Schematize a course through a C. C</li> </ul>	<ul style="list-style-type: none"> <li>• Install the software “VUE”</li> <li>• Elaborate a mind map (Carte conceptuelle), through the help of the installed software, which will be put in the dedicated space</li> </ul>
	<b>Modality of assessment:</b> continuous	
	<b>Resources:</b> training videos and assisting documents	
<b>Activity 03: producing pedagogical resources: OPALE beginners' level</b>	<ul style="list-style-type: none"> <li>• Know the basic functions of an editor of pedagogical supports</li> <li>• Reproduce a course using OPALE</li> <li>• Generate two formats Web and paper</li> </ul>	<ul style="list-style-type: none"> <li>• Install the software OPALE “3.6”</li> <li>• Generate web and paper formats of the course following the order given</li> <li>• Deposit the production as a task in the appropriate space.</li> </ul>
	<b>Modality of assessment:</b> continuous and remote	
	<b>Resources:</b> videos and assisting documents	
<b>Activity 04: producing pedagogical resources: OPALE advanced level</b>	<ul style="list-style-type: none"> <li>• Insert equations, tables, bibliographical resources, videos, galleries, in addition to producing a complete pedagogical document</li> <li>• Use the extensions for PDF publication</li> <li>• Personalize your graphic chart for web publication</li> </ul>	<ul style="list-style-type: none"> <li>• Generate WEB and paper formats of your personal course using the given resources and generate also PDF format</li> <li>• Deposit the production as a task in the dedicated space.</li> </ul>
	<b>Modality of assessment:</b> Continuous and remote	
	<b>Resources:</b> videos and assisting documents	

**Workshop 02: Designing a course for a hybrid teaching**

**“Conception d’un cours pour un enseignement hybride” (CCEH)**

This workshop is composed of five learning activities with the aim of familiarizing the learners with structuring pedagogically a course online, the criteria taken into consideration for elaborating an evaluation grid for an online course, and the elaboration of a course plan. The different activities of the present workshop are presented in the table below:

*Table 02: Workshop 02: Designing a course for a hybrid teaching*

<b>General objectives of the 2<sup>nd</sup> workshop</b>	<ul style="list-style-type: none"> <li>• Master the pedagogical structuring of course online</li> <li>• Know the elements of a course online.</li> <li>• Edit the objectives of a course.</li> <li>• Comprehend the difference between APO and APC.</li> <li>• Know the remediation principle.</li> <li>• Design learningactivities.</li> </ul>
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Activities	Specific objectives	Tasks
<b>Activity 01: participation in the forum “Remue-ménages”</b>	<ul style="list-style-type: none"> <li>• Exchange your pedagogical practices with peers as a learner and as a teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss two matters:               <ul style="list-style-type: none"> <li>– Student experience</li> <li>– Teaching practices and perspectives</li> </ul> </li> </ul>
	<b>Modality of assessment:</b> formative	
	<b>Resources:</b> /	
<b>Activity 02: Measures of knowledge</b>	<ul style="list-style-type: none"> <li>• Know the entrance system</li> <li>• Know the learning system</li> <li>• Know the exit system</li> <li>• Know the difference between objective approach and competence approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz realization</li> </ul>
	<b>Modality of assessment:</b> continuous and remote	
	<b>Resources:</b> videos and assisting documents	
<b>Activity 03: establishment of an evaluation grid</b>	<ul style="list-style-type: none"> <li>• Establish a grid for assessing a course online</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> </ul>
	<b>Modality of assessment:</b> formative	
	<b>Resources:</b> videos and assisting documents	
<b>Activity 04: ameliorate your course produce in activity 04 workshop 01</b>	<ul style="list-style-type: none"> <li>• Mobilize the acquired knowledge during this workshop to ameliorate the course designed in the first workshop</li> <li>• Generate a SCORM format.</li> </ul>	<ul style="list-style-type: none"> <li>• Ameliorate the course designed in the first workshop and deposit the work for evaluation.</li> </ul>
	<b>Modality of assessment:</b> formative	
	<b>Resources:</b> videos and assisting documents	
<b>Activity 05: elaborate the first version of your course plan</b>	<ul style="list-style-type: none"> <li>• Mobilize the acquired competences during the present workshop to edit your course plan</li> </ul>	<ul style="list-style-type: none"> <li>• Realize a course plan using the given order</li> <li>• Deposit the work in the dedicated space.</li> <li>• Assess the course plan of another peer.</li> </ul>
	<b>Modality of assessment:</b> formative	
	<b>Resources:</b> assisting documents (model and example of a course plan)	

### **Workshop 03: Methodology of designing a course for hybrid teaching**

#### **Méthodologie de conception d'un cours pour un enseignement hybride (MCFEH)**

This workshop is based upon the steps and strategies to make a course online for a hybrid teaching with a quality responding to the requirements of the actual world for high quality university training. In this workshop, the trainees are asked to put their personnel courses on the platform e-learning of their universities, below is a description of the workshop:

## **Tracing the Effects of In-service Online Teachers' Training on In-service Online Teaching: AinTemoucht University Teachers as a Case Study**

*Table 03: Workshop 03: Methodology of designing a course for hybrid teaching*

<b>General objectives of the workshop</b>	<ul style="list-style-type: none"> <li>• Know the steps of designing a course online.</li> <li>• Use the “courte-standard” publication</li> <li>• Explore the platform Moodle: bloc, calendar...</li> <li>• Master the designer mode in Moodle: activate the edition mode</li> <li>• Insert resources in Moodle: file, tag, page...</li> <li>• Insert activities and tests: forum, chats, tasks, wiki, survey...</li> </ul>	
<b>Activities</b>	<b>Specific objectives</b>	<b>Tasks</b>
<b>Activity 01: steps of designing online training</b>	<ul style="list-style-type: none"> <li>• Establish a statement of work for designing a training device online.</li> </ul>	<ul style="list-style-type: none"> <li>• Realize a quiz</li> </ul>
	<b>Modality of assessment:</b> continuous and remote	
	<b>Resources:</b> assisting documents	
<b>Activity 02: learning scenario</b>	<ul style="list-style-type: none"> <li>• Know the modalities of support</li> <li>• Master the rules of constructing groups</li> <li>• Organize interactions</li> <li>• Know the steps of sequencing activities</li> </ul>	<ul style="list-style-type: none"> <li>• Realize a quiz</li> </ul>
	<b>Modality of assessment:</b> continuous and remote	
	<b>Resources:</b> assisting documents	
<b>Activity 03: educational technologies</b>	<ul style="list-style-type: none"> <li>• Know the Moocs</li> <li>• Know the inverted classes</li> <li>• Know the participatory culture</li> <li>• Know the badges</li> <li>• Know the correction grids</li> </ul>	<ul style="list-style-type: none"> <li>• Realize a quiz</li> </ul>
	<b>Modality of assessment:</b> continuous and remote	
	<b>Resources:</b> assisting documents	
<b>Activity 04: design and broadcast your course in the platform Moodle</b>	<ul style="list-style-type: none"> <li>• Master the platform Moodle as a designer through:                             <ul style="list-style-type: none"> <li>✓ Know the notion of blocs</li> <li>✓ Set up the personnel space</li> <li>✓ Generate the format SCORM</li> <li>✓ Insert spaces for communication</li> <li>✓ Deposit downloadable resources in the trainee's personal space</li> <li>✓ Insert tests</li> <li>✓ Attributeroles</li> <li>✓ Save a course</li> <li>✓ Restore a course</li> <li>✓ Publish a course</li> <li>✓ Import a course</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Realize the activities described in the guide of the 3<sup>rd</sup> workshop</li> </ul>
	<b>Modality of assessment:</b> certification	
	<b>Resources:</b> videos and assisting documents	



### Workshop 04: MOOC

The present workshop is concerned with Mooc (Massive Open Online Course) where the trainees are invited to explore this option as learners and as teachers. The trainees are also introduced to the platform Edx. The activities dictated in the present workshop are demonstrated in the table below:

Table 04: Workshop 04: MOOC

<b>General objectives of the activities</b>	<ul style="list-style-type: none"> <li>• Master the platform Edx</li> <li>• Initiate to “studio”</li> <li>• Implement your MOOC</li> </ul>	
<b>Activities</b>	<b>Specific objectives</b>	<b>Tasks</b>
<b>Activity 01: explore the MOOCs</b>	<ul style="list-style-type: none"> <li>• Explore the platform MOOC</li> <li>• Subscribe in MOOC</li> <li>• Know the different tracking modes</li> <li>• Notice the elements of the home page.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss your knowledge about the MOOC</li> <li>• Discuss your first visit to the MOOC with peers</li> </ul>
	<b>Modality of assessment:</b> formative	
	<b>Resources:</b> guiding document PDF	
<b>Activity 02: phases of implementing a MOOC</b>	<ul style="list-style-type: none"> <li>• Master the techniques of communication for launching a MOOC</li> <li>• Comprehend the notion of section in a MOOC</li> <li>• Establish an evaluation policy in a MOOC</li> <li>• Prepare the broadcasting of a MOOC</li> </ul>	<ul style="list-style-type: none"> <li>• Realize a quiz</li> </ul>
	<b>Modality of assessment:</b> continuous and remote	
	<b>Resources:</b> assisting document	
<b>Activity 03: create my space Edx in EduNext</b>	<ul style="list-style-type: none"> <li>• Know the structure of the platform Edx</li> <li>• Create your design space</li> </ul>	<ul style="list-style-type: none"> <li>• Check the structure of Edx</li> <li>• Create your course in Edx</li> <li>• Discuss with peers the difference between LMS and studio</li> </ul>
	<b>Modality of assessment:</b> continuous and remote	
	<b>Resources:</b> videos and assisting documents	
<b>Activity 04: start creating my course on Edx</b>	<ul style="list-style-type: none"> <li>• Implement your design plan</li> <li>• Master the studio Edx</li> <li>• Transmit documents</li> <li>• Insert videos</li> <li>• Create learning activities</li> <li>• Launch discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Create your design plan and put it in the appropriate space</li> <li>• Create and design the first MOOC following the instructions given</li> </ul>
	<b>Modality of assessment:</b> continuous and remote	
	<b>Resources:</b> videos and assisting documents	

**Tracing the Effects of In-service Online Teachers' Training on In-service Online Teaching: AinTemoucht University Teachers as a Case Study**

<b>Activity 05: Designing my pedagogical video</b>	<ul style="list-style-type: none"> <li>Plan the production of your pedagogical video</li> <li>Know the “making of” techniques</li> <li>Know the animation techniques</li> </ul>	<ul style="list-style-type: none"> <li>Create your pedagogical video and put it on YouTube</li> <li>Put the links of the video in the dedicated space</li> </ul>
	<b>Modality of assessment:</b> continuous and remote	
	<b>Resources:</b> videos and assisting documents	
<b>Activity 06: refining my design</b>	<ul style="list-style-type: none"> <li>Insert problems of different types</li> <li>Use advanced problems</li> <li>Insert advanced modules</li> <li>Set up an evaluation policy</li> <li>Attribute roles</li> <li>Import- export your course</li> <li>Pass from OPALE module to Edx design</li> </ul>	<ul style="list-style-type: none"> <li>Refine the course design following the given instructions</li> </ul>
	<b>Modality of assessment:</b> continuous and remote	
	<b>Resources:</b> videos and assisting documents	

**Workshop 05: Pedagogical monitoring (suivi pédagogique SP)**

This last workshop is mainly maintained for exchanging experiences with other trainees. In addition to the trainees’ experiences with their tutors. Then the candidates are asked to write a portfolio describing the different phases of the training. The table below describes the workshop clearly.

*Table 05 : Workshop 05: Pedagogical monitoring*

<b>General objectives of the workshop</b>	<ul style="list-style-type: none"> <li>Design a learning scenario</li> <li>Comprehend the functions of a tutor online</li> <li>Master the different forms of evaluation</li> <li>Comprehend the different methods of the active pedagogy.</li> </ul>	
<b>Activities</b>	<b>Specific objectives</b>	<b>Tasks</b>
<b>Activity 01: Feedback</b>	<ul style="list-style-type: none"> <li>Analyze the strong points and the weak points experienced with the tutors for preparing oneself as a future tutor</li> </ul>	<ul style="list-style-type: none"> <li>Describe the experience witnessed with the tutors during the training in “ICT’s and pedagogical practices”</li> </ul>
	<b>Modality of assessment:</b> formative	
	<b>Resources:</b> /	
<b>Activity 02: 01. pedagogical methods</b>	<ul style="list-style-type: none"> <li>Know the classification of the pedagogical methods</li> <li>Know the different active pedagogical methods</li> </ul>	<ul style="list-style-type: none"> <li>Lecture of the presentation</li> </ul>
	<ul style="list-style-type: none"> <li>Grasp the difference between the different forms of evaluation</li> <li>Comprehend the criteria of quality of an evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture of the presentation</li> </ul>
<b>02. Evaluation</b>		

	<ul style="list-style-type: none"> <li>• Establish the table of specification</li> </ul>	
<b>03. Accompany</b>	<ul style="list-style-type: none"> <li>• Know the functioning mechanisms of tutoring</li> <li>• Know the functions of a tutor online</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture of the presentations</li> </ul>
<b>04. Roadmap, training and the portfolio</b>	<ul style="list-style-type: none"> <li>• Know the tools and mechanisms to write a portfolio</li> <li>• Set up the objectives of the training and its place in the formation curriculum</li> <li>• Being able to follow students' learning within a project pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture of the presentations</li> </ul>
	<b>Modality of assessment:</b> /	
	<b>Resources:</b> videos and assisting documents	
<b>Activity 03: succeed your training: prepare your portfolio</b>	<ul style="list-style-type: none"> <li>• Present the acquired competences during this training, through a folder called "portfolio"</li> </ul>	<ul style="list-style-type: none"> <li>• Write your portfolio based on the model "canvas of the portfolio"</li> <li>• Deposit the document in the appropriate space.</li> </ul>
	<b>Modality of assessment:</b> certification together with the digital week	
	<b>Resources:</b> assisting document "canvas of the portfolio"	

For the closing of the training, the trainees are asked to prepare a presentation for final evaluation; this presentation will be exposed in front of a jury under the name "digital week". The aim is to present the acquired competences during the training.

The training "ICT's and pedagogical practice" (TICE et pratique pédagogique) assured by the university of Constantine "Frères Mentouri" allowed the acquisition of a set of competences including: knowing how to design and put a course online for hybrid teaching. Throughout the different workshops of the training, teachers are likely to acquire many competences mainly:

- Mastering ICT's (Information and Communication Technologies)
- Designing a course online (subscription, evaluation, test and others)
- Mastering different soft wares (OPALE, VUE)
- Generating a course under different formats (Web, paper, SCORM)
- Mastering and exploring the platform Moodle
- Mastering to design a course on Edx.
- Mastering the techniques of producing a pedagogical video
- Mastering key concepts for a pedagogical monitoring online

### 3. Research Methodology

The present section is concerned with presenting the methodology used in conducting the current research. The researcher opted for a descriptive case study. The work is based upon qualitative approach for data collection.

### **3.1. Research objectives:**

As a matter of fact, just after the training that the participating teachers received, came the pandemic of the Covid 19. As it is well known, the pandemic has changed learning practices worldwide and online education was the only way and the most effective device for students' retention and maintaining access to learning. Accordingly, it was a good chance for teachers to practice what has been learned throughout the training. Therefore, the motive driving the present research work is to spot the effects of online in-service training that teachers receive on their actual online teaching, to see to what extent does this training benefit those teachers during their online teaching. The study thoroughly examines the beneficial aspect of this training especially during the phase of the covid-19 pandemic where there was an urging shift to online teaching and learning. On the basis of these objectives, the researcher has put forward the following research questions:

1. How does the online training help teachers in their online teaching?
2. What are the hindrances of the online training according to the teachers involved?

These questions are replied to hypothetically as follows:

1. The online training that teachers receive helped them to deal effectively with online teaching during the pandemic.
2. The main hindrances that teachers found in the training were mainly related to online assessment and lack of communication with their learners.

### **3.2. Research Instruments:**

Having a powerful research instrument means simply gathering reliable data. To elicit data from the participating teachers, the researcher opted for a semi-structured interview. This instrument was chosen purposefully for the fact that it offers more space to the participants to express themselves allowing for more data regarding the point under investigation. The interview consisted initially of six questions that were elaborated throughout the interview.

### **3.3. Research Population**

The informants in the current investigation are six teachers from BelhadjBouchaib University. The teachers belong to different specialties mainly: economics, French, electronics and biology. The participants' varied streams do not influence the data as the major aim is to check how they benefited from the training they received. The teachers were selected purposefully as they received

the training in the pre-pandemic phase, and then directly, they started applying what has been learned on their online teaching during the pandemic.

### 3.4.Data Analysis:

The interview was initiated with an informative introduction concerning the research work and its major aim. The first question asked to teachers was whether they benefited from the online training their received or not. All the six teachers responded positively to this question; they additionally emphasized the fruitful aspect of the training on their teaching. The researcher elaborated this question more as she wanted to spot clearly how the training was beneficial. The teachers' responses are highlighted in the following table:

*Table 06: teachers' benefit from the training*

I found the training very interesting as I learned a lot of new things that I had no idea about before
The training helped me to organize my lectures more effectively
The training took place in a very sensitive phase which is the pre-pandemic phase so it was really good to apply what has been learned to actual teaching
I benefited from the training not only at the professional level but also at the personal level since I acquired new competences I did not had before

For the second question, teachers were asked about whether the training helped the teachers during their online teaching in the period of the pandemic. All the participating teachers agreed on the fact that the training helped them immensely during the Corona phase. They stated further that the training came in the right time because they have never been accustomed to online teaching, but the training assisted them a lot to successfully fulfill this task.

Subsequently teachers were asked about the effect of the online training on their relationship with their students, and how it helped them to deal with their students online. Though teachers' responses at this stage of the interview were all positive i.e. they all agreed that the online training helped them in this area, yet they were not sharing the same opinion regarding the way how; their responses were as follows:

*Table 07: the effects of the training on the relationship between teachers and students*

There were instances where you can have interaction with students but still it was limited
I could communicate with my students via written messages, however, it would be much better to have interactive videos with students, and online live sessions with them

## **Tracing the Effects of In-service Online Teachers' Training on In-service Online Teaching: Ain Temouchent University Teachers as a Case Study**

It was good but it needs more elaboration
I did not face difficulties regarding this point because I was communicating with my students via social media networks
It was limited as a result I was communicating with my students through emails mainly

The teachers were asked then about which workshop they liked the most. Teachers' answers revealed that they enjoyed all the workshops. However, two teachers said that it was the workshop number four: MOOC (Massive Open Online Course) as it was something new for them and mastering this area is something professional. Two teachers said that they liked the third workshop: Methodology of designing a course for hybrid teaching because they acquired a lot of new skills in this workshop. One teacher stated that she likes the first workshop since for her it was helpful to plan lectures in an organized way using certain soft wares like: VUE and OPALE. The last teacher said that the workshop where they were asked to produce a pedagogical video and put it in the YouTube platform was really beneficial and allowed him to acquire new skills.

Teachers were, then, asked about which workshop was beneficial for them during their online teaching. The answers revealed that the most beneficial one during online teaching was the third workshop where they were asked to design a course online using the platform Moodle. The teachers were asked to explain their answers; all of them said that since Moodle was the only available platform for online teaching so it was really beneficial to master how to work with it in order to deliver lectures to students.

In the last question, teachers were asked about suggestions they see relevant and constructive to the content of the training. Three out of six teachers stated that it would be useful to add workshops dedicated to e-assessment mainly i.e. how to assess students online and still keeping validity and reliability of assessment ensuring no cheating. The other teachers said the training would be more advantageous if there were sections focusing on online classrooms i.e. how to give a live session to students.

### **3.5. Discussion of the main results:**

The online training that teachers received helped them in many ways especially for the fact that it took place during the Covid-19 pandemic i.e. in a time when online teaching was a must not a choice.

The present study was driven by the objective of tracing the effects of the online teachers' training that teachers receive on their actual online teaching, and the sample was taken from the University of Belhadj Bouchaib, Ain Temouchent. The

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results yielded from teachers' answers to the semi-structured interview show clearly how the training assisted teachers during their e-teaching.

The above results demonstrate that the training helped teachers especially because it was given during a very sensitive time when there was a total shift to online teaching due to the pandemic. Teachers reported that the training helped them in many ways and even at the personal level since they acquired new competences and skills they did not possess before. Teachers were not accustomed to online teaching, a fact that show how beneficial the training was for them and how it assisted them to deal with this new situation effectively with no fear. Another important point was revealed by teachers was that they benefited from all the workshops provided during the training since they all offered new points that teachers did not know before, and this allowed teachers to acquire new competences. Indeed, the workshops are composed of a variety of interesting activities that help teachers to master online teaching in a good way e.g. creating a course in Edx. is something very fruitful for the fact that this platform allows more access to online classes and more communication with teachers, students and researchers from all over the world. Moreover, the workshop where teachers were asked to create a pedagogical video was equally important for the reason that it taught teachers how to put a video on the YouTube platform and, hence, the video can be accessible to all students not only the ones involved but from all over the world.

All the participating teachers stated that the most beneficial workshop for them was how to create a course online using Moodle platform. This can be clearly and simply explained as Moodle was the main and major platform that all teachers worked with throughout the pandemic; hence, mastering this specific area was fruitful for teachers. These results bolster the fact that that the training was useful and, hence confirm the first hypothesis stating that the online training that teachers receive helped them to deal effectively with online teaching during the pandemic.

Throughout the interview, teachers also unveil the main limitations that they encountered during the training. Regarding the point of communication i.e. teachers' communication with students, they said that it was limited and many of them opted for other means in order to communicate with their learners namely: e-mails and social media networks especially Face book. Teachers said that having interactive videos with students will be more prolific for both teachers and learners.

When teachers were given the floor to provide certain suggestions to make the training better, an important point was highlighted, that was e-assessment.

## **Tracing the Effects of In-service Online Teachers' Training on In-service Online Teaching: AinTemoouchent University Teachers as a Case Study**

Teachers stated that there should be a workshop dedicated to online assessment revealing mainly ways to assess students in a good and reliable way. There are areas in the Moodle platform dedicated to assessment, yet, they lack reliability as students can cheat easily.

Accordingly, the major hindrances that teachers face in the online training offered to them were at the level of communication with students and at the level of assessing them; this point confirms the second research hypothesis which suggests that the main hindrances that teachers found in the training were mainly related to online assessment and lack of communication with their learners.

### **4. CONCLUSION**

During the Pandemic of Covid 19 that hit the whole world, online education was in its prime and there was an urgent call to shift teaching practices from classroom based to online based one. Having this shift suddenly was quite difficult for teachers and students alike. Teachers at Algerian universities benefit from an online training which is devoted to teach teachers how to handle online teaching. This training is led by the University of Constatine with the chief supervision of Mr. Belhani. The training is organized in the form of workshops which cover a set of activities aiming mainly to foster teachers' online teaching practices.

The present research work was an attempt to check the effects of the online training that teachers receive on their online teaching especially during the phase of the Corona virus. The researcher opted for a case study with six teachers from the University of AinTemoouchent. A semi-structured interview was used as a research protocol to elicit data. The results yielded convey that the training was very beneficial for teachers in many various ways since it helped them to master their online teaching during the phase of the pandemic. Additionally, the training offered a variety of activities which allowed teachers to develop certain skills and competences related to online teaching. Teachers, however, faced some difficulties in the training. These were mainly concerned with assessment and communication. Teachers were seeking effective ways to assess students remotely. Assessment is a part and parcel of the teaching learning process, so it needs to be elaborated more in the training. Communication with students online was also regarded as a major hindrance that teachers face during their online-teaching. Communication is an integral part of the process of teaching and learning. Indeed, the process is based upon interaction among teachers and students in order to exchange ideas and uncover lacks and needs.



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Further research in this area can examine teachers' views regarding the effectiveness of the training at a larger scale e.g. all Algerian teachers that benefited from the training. The current research work examined the effects only through the lens of the teachers of BelhadjBouchaib University.

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## 6. Appendices

### Appendix: Teacher's semi-structured interview:

1. Did you benefit from the training you received online? Yes No  
If yes, what points you have acquired?
2. Did the training help you in your online teaching during the Pandemic of Covid 19? Yes No  
Please explain how?
3. How the training helped you to deal with students online?
4. What workshop you liked the most?
5. Which workshop helped you in your online teaching? How?
6. What do you think can be added to the training to make it better?