# Covid -19 Pandemic and Remote Teaching (RT) A Paradigm Shift in Nursing education - Faculty Competency and Challenges : SWOT Analysis Approach

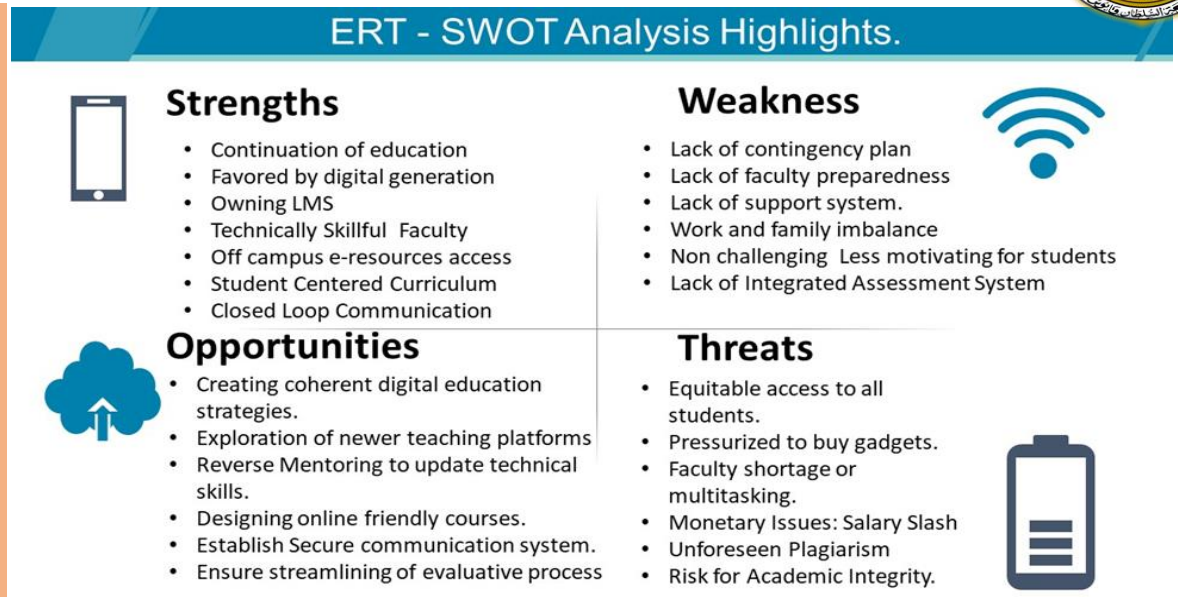
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## Abstract

**Background**

Covid -19 pandemic forced educators and learners to switch abruptly to remote teaching learning (Madhavanprabhakaran 2021). The sudden transition to online brought challenges in all perspectives of education (Dewart 2020). Students reported threatened digital privacy and inequality with low engagement (Khlaif ZN 2021). **Aims**. This study explored the faculty's RT competency, challenges during Covid-19 pandemic using strength weakness, threat and opportunity (SWOT) model. **Methods:** A web-based descriptive cross-sectional survey done among 200 faculties of different Middle Eastern universities from November 2020 to August 2021. Ethical approval and data collection permission assured. The participants voluntarily rated a thirty-item Faculty Remote Teaching Assessment Questionnaire (FERTAQ). **Results:** A response rate was 75%. Overall, 55% rated themselves as competent and 70% as proficient in ET. The main challenges faced were unfamiliarity with technology (95%), time limit (67%), inadequate resources, limited communication, low students' motivation and engagement, limited student connectivity to quality internet, and access to appropriate electronic gadgets that hindered effective RT implementation. Institutional Learning Management System, Zoom, and Google meet were the three most frequently used platforms. WhatsApp rated as the easiest accessible social media utilized by many faculties to reach out to the students. SWOT table depict threat and opportunity in addition to RT's strength and weakness **Conclusion:** Study revealed that most of the faculty need to enhance their remote teaching competency and reported unfamiliarity with technology, low students' engagement with limited student connectivity as main challenges. These challenges brought opportunities to build faculty competency in remote teaching and investing in good learning systems. The authors recommended cost-effective approaches such as reverse mentoring and peer teaching to enhance RT competency. Empowering university faculty with RT


Dr. Girija





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**Short C V .** Dr. Girija with more than 30 years of experience in teaching administration and in clinical service. Many funded and non-funded research focused on nursing education and evidence-based practice with corresponding indexed publication. Presented many papers in both