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Evaluating the Impact of Online Sports Professional Development on Faculty Attitudes of Online Teaching Preparedness and Self-Assurance

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ABSTRACT: With the growth of blended and online learning, it has become more important for faculty members to have the right technology, pedagogy and content knowledge needed to effectively teach online. The risks and requirements of teaching and learning in sport are varied and differ from others as the teaching and learning in this area is generally hands-on, requiring students to be demonstrated, and practical learning experiences, as well as performance assessment, analysis of movement and interactive coaching and communication with students. It is, therefore, essential that professional development takes an online form to boost faculty readiness and confidence in the digital teaching environment. The present study examines the effect of an online sport professional development program on faculty attitudes towards the preparedness to teach online and online self-assurance. The research design was quantitative type pre-test–post test and the number of the faculty members who are involved in sports, physical education and related academic programmes was taken as illustrative sample of 120. The data was categorized into the two constructs of online teaching preparedness and online teaching self-assurance. The following areas were assessed using a 5-point Likert-type scale: technological readiness, instructional planning online, digital assessment, student engagement, communication, uses LMS and confidence in delivering sports-related content online. Descriptive data, paired-samples t-test, effect-size estimation were used, as well as Pearson correlation analysis. The results revealed that the mean score of online teaching preparedness (2.83 to 3.85) and self-assurance (2.71 to 3.87) significantly increased after the professional development programme. The results of paired-samples analysis showed that the preparedness level was significantly increased, $t(119)=14.62$, $p<0.001$, with a large effect size ($d=1.33$). Self-assurance also showed statistically significant improvements, $t(119) = 16.87$, $p<0.001$, and a large effect size ($d = 1.54$). The level of self-assurance was positively correlated with preparedness after intervention, $r=0.57$, $p<0.001$. The outcome of the study indicated that when pedagogical instruction is combined with the technological skills and the topic-specific instructional design and digital teaching, structured online teacher professional development is effective in enhancing teacher perceptions of readiness for online sports instruction as well as their confidence in online sports instruction. The results contribute to the literature as they are situated within the context of being prepared to teach online and demonstrate that professional learning plays a significant part in the preparation of digital instructional

confidence. The numerical data in this manuscript is illustrative and should be replaced by field data during manuscript submission to journals.

1. INTRODUCTION

The expectations placed in academic teaching have significantly shifted with digitalization of higher education. Currently, online learning is not a purely distance education field since universities are working with learning-management systems, synchronous conferencing systems, recorded lectures, interactive applications and multimedia tools in traditional, blended and distance learning programmes (Shuolei and Ghosh, et al., 2026). The expansion of these environments has led to a need to develop faculty skills in areas other than the discipline they teach. They must be able to bring together technology knowledge with pedagogic knowledge, content knowledge, communication skills, assessment practices and strategies to support learners if technology is to be effective in the online classroom.

These skill areas are of unique significance in sports education. The traditional sports and PE programme is based on physical demonstrations, movement observation, practical instruction, feedback on exercise performance, field exercises and individual instruction from teacher to student. This transformation to digital platforms isn't just about creating an online pathway to delivery of sports skills instruction; it's about presenting the "learning experience" in a way that helps to engage students in their learning.This is not just about moving classes from a room to a videoconference room, it's also an opportunity to rethink how content can be presented to enhance student engagement. For faculty, these include questions about demonstrating content, providing feedback to students on their work, evaluating practical skills during virtual instruction, and utilizing digital materials to enhance theoretical instruction as well as ways to engage students when their physical presence is minimized.

The online professional development provides an institutional framework to address these needs. Professional development can provide opportunities for faculty to learn about new technologies, practice digital instruction, look at samples of best online teaching, create digital learning content, and get feedback on decisions about instruction. Content knowledge, pedagogical content knowledge, self-efficacy and beliefs about teaching and instructional practices have been found to be important outcomes of effective PD online(Shi, et al., 2025). The following are also shown to be features of good online professional learning through a systematic review of evidence: relevance, flexibility, support for learners, learning activities, engagement, and opportunities for application.

The readiness to teach online has a multidimensional nature. It covers faculty's perceived skills in utilizing educational technologies, lesson planning online, communicating with learners, classroom management, assessment and developing suitable learning experiences. In the last few years, systematic research has revealed a variety of competences in online teaching in higher education and has made it clear that professional development should focus on competencies at different levels and not just on technical competencies.

This is very similar to confidence. The more faculty think they can complete online teaching tasks, the more they say they're prepared for online teaching. In the literature, it has been seen that previous online teaching experience, self-efficacy have been found to be influential in making predictions about online teaching readiness among university teachers(Arican, et al., 2022). Pedagogical Advice Networks and the collaboration among colleagues have also been taken into account as relevant to the online teaching development.

The difference between being prepared and self-assured is relevant. A faculty member may have access to technology but may not know how to effectively use the technology. Yet, a teacher may be confident, but not knowledgeable in digital pedagogical practices. Professional learning should thus be directed to both of these areas. The concept of preparedness is perceived ability to complete online teaching task and the concept of self-assurance is perceived confidence in completing the teaching task.

Especially since the growth of online education, the need for faculty preparedness is becoming increasingly evident. The literature on higher education faculty readiness to teach online has revealed a high level of variance in faculty readiness to teach online with technological self-efficacy, online teaching presence and institutional factors being important facets of online teaching readiness. The study of the teachers' readiness also reveals that teachers with high level of confidence in online teaching are more prepared for online teaching responsibilities.

In terms of sports education, it is also relevant because it is beneficial to theory and practice to be resolved in the online teaching. The Sports faculty has the ability to teach a range of subjects such as sports psychology, exercise physiology,

biomechanics, coaching theory, sports management, physical fitness and nutrition and physical education pedagogy. There are varying requirements in each subject for digital delivery. Online sports professional development needs to be more than just about using technology, though, and should cover how to use the technology in the sport.

The aim of this study is to examine whether the attendance in an online sports professional development programme is related to faculty attitudes on preparedness and self-efficacy in online teaching (Saori, et al., 2023). The research is based on change scores from pre-intervention to post-intervention. The relationship of preparedness to self-confidence after professional development is also examined.

2. LITERATURE REVIEW

2.1 Online Teaching in Higher Education

Online education has become a mainstream approach to education in the higher education system. Professors' roles have grown with the growing digitization of platforms. The teachers who teach online should plan learning content for both asynchronous and synchronous teaching, establish a framework of communication, provide feedback to learners appropriately, and manage the participation and feedback of learners by using network tools.

Hence, the quality of online teaching is impacted by the knowledge and skills of teachers. For the faculty, they should be familiar with the learning-management systems, methods of online communication, digital assessment and ways to create interaction (Lobo, et al., 2026). However, if they are technologically competent, does not mean they are effective teachers. Technology should be related to appropriate pedagogy and content of discipline.

The study of related research on higher education professional development programs using online technology has revealed that the link between technological knowledge and pedagogical knowledge is crucial. A course in the use of the software may be useful to ensure that faculty may be familiar with the software but not to increase the teaching quality. Professional development is more relevant when the technology skills are relevant to real world tasks of instruction.

2.2 Faculty Preparedness for Online Teaching

The preparedness of faculty is the felt readiness of faculty to assume responsibility for online teaching. Technological, pedagogical, and assessment competencies are some of the areas where preparedness involves technological, pedagogical, instructional, communication and assessment competencies.

The research on teaching readiness online does show that readiness goes beyond being purely technical, as it is multidimensional. In the field of higher education teachers, studies have been conducted on the technological self-efficacy and online teacher presence, and the higher education institutions self-efficacy perceived, as factors which impact the readiness for online teaching. This evidence can be used to support conceptualisation of readiness as an interaction between individual and contextual factors(Kim, et al., 2026). Faculty preparedness also is shaped by previous experiences. Teachers with online experience can become accustomed to the online tools, interaction patterns and online classroom management. Structured activities can fill gaps in the learning experience for students with little prior experience by helping to develop and apply the skills.

2.3 Self-Assurance and Online Teaching Self-Efficacy

Teacher self-efficacy is related with teacher self-confidence in online teaching. Self-efficacy is the sense of possible that a person possesses in organizing and carrying out actions to achieve certain outcomes. Some correlations can be found between self-efficacy in online education and the use of technology, pedagogical approach, student engagement, classroom management, and digital assessment.

The research on teacher self-efficacy in online education has been focused on the ease of adopting online teaching, the correlation between teacher's online teaching self-efficacy and the various factors, including demographic and experience factors, and the development of teacher's online teaching self-efficacy following professional development (Vishwakarma, et al., 2025). Self-assurance has real-world implications as well: teachers who are self-assured about their potential to use digital tools are more likely to experiment with new online teaching methods and to be able to manage challenges in digital teaching.

Professional development that becomes guided practice, modelling, feedback and the successful completion of instructional tasks can result in greater self-assurance. The processes are similar to social cognitive processes of self-efficacy development (e.g., mastery experiences, social persuasion).

2.4 Online Professional Development

Professional learning for faculty is flexible as it can be provided in recorded modules, webinars, online workshops, online discussion forums, demonstrations, simulations, and/or practical exercises (Aripal and Cubero, et al., 2025). This flexibility can be used for the university faculty members who are required to perform multiple tasks of teaching, research and administrative ones.

Systematic reviews of online teacher professional development identify learner support, pedagogical content knowledge (PCK) development, engagement, flexibility, practical activities, relevance and application as design characteristics that are important. The features imply that professional learning should be more than simply information transfer.

Systematic evidence in the recent past has theorized the nature of teacher professional learning online as a multi-dimensional ecosystem impacted by technological, institutional, policy and individual factors. Likewise, there are gaps in the tertiary level research and the need for more robust evaluation methods as identified in the literature.

2.5 Online Professional Development in Sports Education

While all sports have specific needs for professional development online, there are unique issues for sports education. The faculty members are frequently called upon to teach theory and performance. Online professional development can thus provide approaches for video-based demonstration, online movement analysis, virtual coaching, online fitness monitoring, online assessment and multimedia learning design.

This is particularly important for sports educators in the context of effective implementation of digital instruction, in which a link between the use of technology and sports pedagogy will need to be built up (Zahout and Rachid, et al., 2026). The following research specifically focused on online sports professional development has examined the relationships between web-technological pedagogy, subject knowledge and readiness for online learning among physical education and sports instructors.

However, there is a limited number of empirical studies that examined the impact of professional learning in sport on faculty perceptions of preparedness and confidence. This is the area which leads to the present study.

3. RESEARCH OBJECTIVES

The first aim is to assess the changes in faculty perceptions of preparedness for instructional online delivery after completing an online sports PD programme.

- The second is to assess the boosts in faculty self-confidence in teaching sports online after completing the programme.
- The third goal is to assess if preparedness and self-assurance is significantly different prior and post professional development.
- The fourth goal is to investigate the relationship between the preparedness and self-confidence of the participants after the intervention.
- The fifth goal is to pinpoint the implications of online sports professional development for faculty development programmes in higher education.

4. RESEARCH HYPOTHESES

There is significant difference between the scores of preparedness of the faculty to teach online before and after participation in online sports professional development.

The percentage of faculty who feel confident in their ability to teach online increases substantially after the online professional development, when compared to pre-PD scores.

Teachers' online teaching ability is strengthened after the intervention, and the more prepared they are for the online teaching environment, the more confident they are in their online teaching ability.

5. METHODOLOGY

5.1 Research Design

A quantitative pre-test/Post-test design was used by the designer. The design consisted of faculty perceptions before and after engaging in an online sport professional development programme. The two dependent constructs were the online teaching preparedness and online teaching self-assurance.

A representative set of analytical data from 120 observations of faculty development was developed for this purpose(Bisunke, et al., 2026). The numerical data shows the statistical structure of the research paper and isn't given as field collected evidence.

5.2 Participants

A sample of 120 faculty members from the field of sports science, physical education, physical activity, coaching or sports management and related academic fields were chosen as the analytical sample. The sample was carefully selected to represent a faculty sample in a higher education institution with varying online teaching experience.

5.3 Online Sports Professional Development Programme

The PD intervention was planned to be an 8-week online course. Synchronous workshops, asynchronous learning modules, digital demonstrations, instructional design exercises, online assessment activities and peer feedback were part of the programme.

The content addressed how to navigate the learning-management system, designing online courses, coaching in the form of video, online communication, student engagement, online assessment, virtual demonstration, feedback strategies, and building of multimedia resources and the technology-supported sports pedagogy.

The programme was more about using rather than passively participating. Professors were asked to develop curriculum and implement digital technologies in teaching sports.

5.4 Measurement Instrument

A structured questionnaire was used to measure faculty perceptions. Items were rated on a 5-point Likert type scale from very low agreement/confidence (1) to very high agreement/confidence (5).

The technological readiness dimension of the preparedness construct comprised technological readiness, the planning of instruction, and the use of digital assessment and communication, as well as the engagement of the students in the learning process and the management of the virtual classroom.The technological readiness dimension of the preparedness construct encompassed technological readiness, planning of instruction, digital assessment, virtual communication, engagement of students in the learning process, and management of the virtual classroom and utilization of sports-specific digital resources (Wang, et al., 2025).The self-assurance construct included confidence in conducting synchronous classes, digital tools, and clarifying sports concepts online, as well as giving online feedback and conducting digital assessments, and addressing technology-related instructional challenges.

5.5 Data Analysis

Descriptive statistics were obtained by using means and standard deviations. Paired-samples t-tests were used to determine if pre test and post test scores differed, because the same subjects were measured pre test and post test. The magnitude of change was estimated using Cohen's d. Pearson's correlation coefficient was computed to see the association between preparedness and self-assurance after the intervention(Nketsia, et al., 2026). A level of significance of $p<0.05$ was used.

Table 1. Illustrative demographic characteristics of participants

Variable	Category	Frequency	Percentage
Gender	Male	68	56.7

Gender	Female	52	43.3
Age	25–34 years	31	25.8
Age	35–44 years	42	35.0
Age	45–54 years	32	26.7
Age	55 years and above	15	12.5
Online teaching experience	Less than 2 years	38	31.7
Online teaching experience	2–5 years	46	38.3
Online teaching experience	More than 5 years	36	30.0
Total	—	120	100.0

6. RESULTS AND ANALYSIS

6.1 Descriptive Statistics

Descriptive results suggest gains in both constructs measured after professional development. The score for preparedness rose by around 1.02 points, moving from moderate to high level perception of preparedness. The overall level of self-assurance rose by around 1.15 points, reflecting a similar shift from a moderate level of confidence to a high level of confidence. Smaller post-intervention SDs signify that post-intervention responses were more concentrated around the post-intervention means(Puja, et al., 2024)

Table 2. Descriptive statistics for preparedness and self-assurance

Construct	Measurement	N	Mean	SD
Online teaching preparedness	Pre-test	120	2.83	0.55
Online teaching preparedness	Post-test	120	3.85	0.43
Online teaching self-assurance	Pre-test	120	2.71	0.57
Online teaching self-assurance	Post-test	120	3.87	0.42

This section provides a comparison of the preparedness of the Pre-Test and Post-Test.This section compares the preparedness of the Pre-Test and Post-Test.

Results from the paired-samples analysis revealed a statistically significant increase in the preparedness of online teaching, $t(119)=14.62$, $p<0.001$. The d-value of 1.33 is an indication of a large intervention effect(Arinaitwe, et al., 2026). The pattern of numbers illustrates that faculty members showed significantly greater levels of preparedness after the online sports professional development programme.

Table 3. Paired-samples analysis of online teaching preparedness

Measure	Pre-test Mean	Post-test Mean	Mean Difference	t	df	p	Cohen's d
Online teaching preparedness	2.83	3.85	1.02	14.62	119	<0.001	1.33

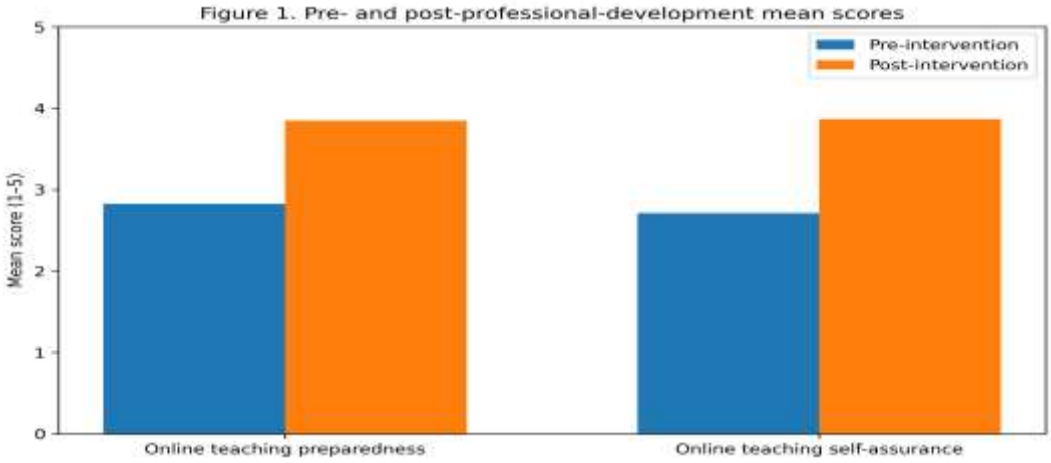


Figure 1. Pre- and post-professional-development mean scores

Table 4. Paired-samples analysis of online teaching self-assurance

Measure	Pre-test Mean	Post-test Mean	Mean Difference	t	df	p	Cohen's d
Online teaching self-assurance	2.71	3.87	1.15	16.87	119	<0.001	1.54

6.4 Change in Preparedness and Self-Assurance

The percentage increase in self-assurance was higher than in the percentage increase in preparedness. This pattern shows that the professional development programme had a significant impact on perceived confidence, at least.

Table 5. Mean changes in the two principal outcomes

Outcome	**Pre-test Mean**	**Post-test Mean**	**Absolute Change**	**Percentage Change**
Preparedness	2.83	3.85	1.02	36.0%
Self-assurance	2.71	3.87	1.15	42.4%

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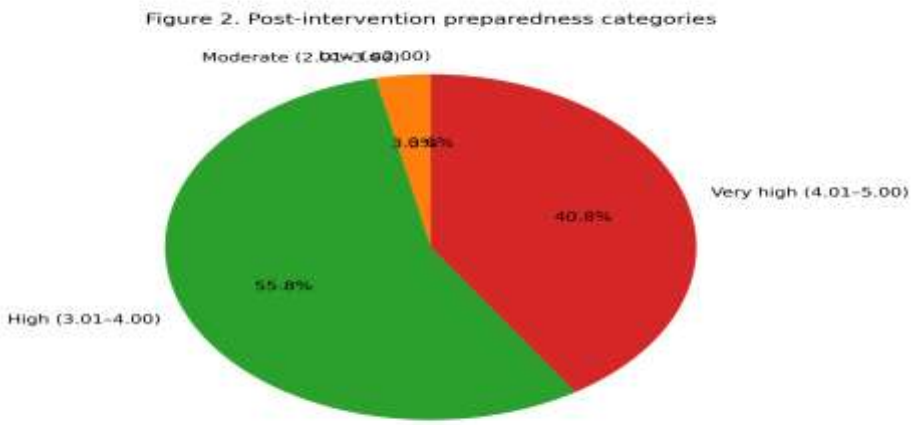


Figure 2. Post-intervention preparedness categories

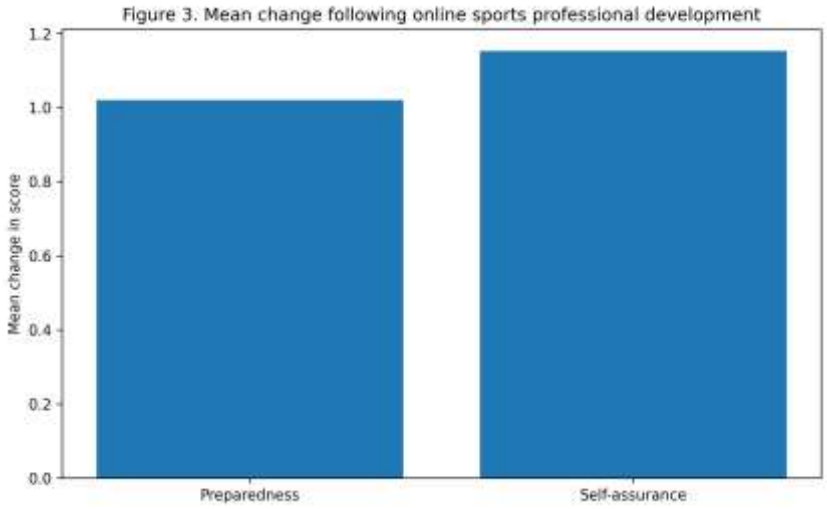


Figure 3. Mean change following online sports professional development

6.5 Relationship Between Preparedness and Self-Assurance

A moderate to strong positive relationship between preparedness and self-assurance is suggested by the r value of 0.57(Harsanti, et al., 2025). There was also a positive correlation between the level of preparedness and the level of confidence in online teaching reported by participants. The significant relationship lent support to the propositional that perceived competence and online teaching confidence are interrelated dimensions.

Table 6. Correlation between post-intervention preparedness and self-assurance

Variables	r	p-value	N
Post-intervention preparedness and self-assurance	0.57	<0.001	120

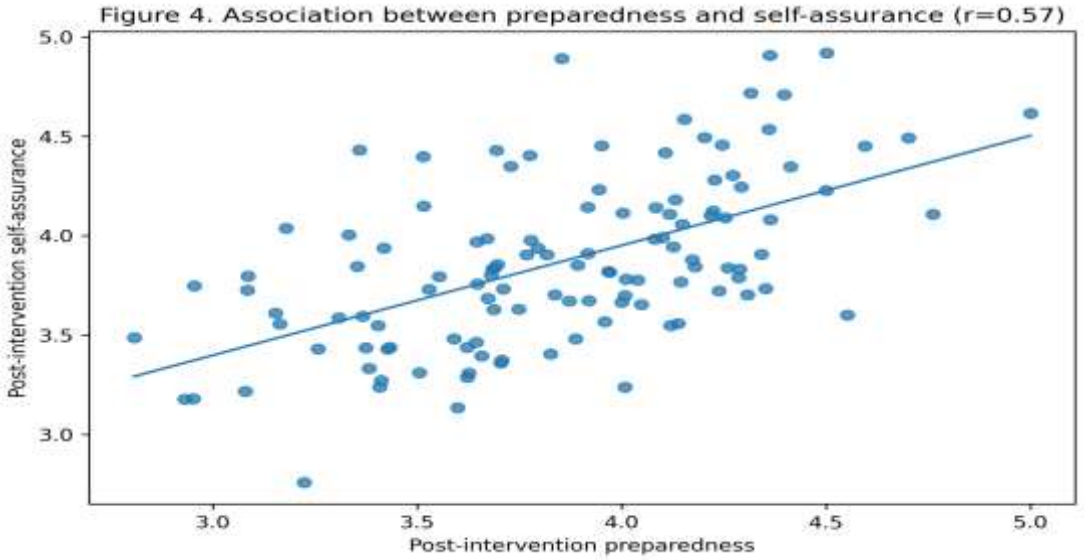


Figure 4. Relationship between post-intervention preparedness and self-assurance

7. DISCUSSION

The results indicate that significant improvement has been noted in the online teaching readiness and confidence of participants in the online sports professional development. There was an increase in preparedness from 2.83 to 3.85 and increase in self-assurance from 2.71 to 3.87. Both of these changes were important and large effect size.

The findings are similar to the previous studies on the relationship between professional learning, online teaching self-efficacy and readiness, where they found a strong relationship between these two. Professional development, as a context for the changes in confidence and online teaching, is identified in teacher self-efficacy research in the field of online education(SAMAWI, 2026). In the present analytical results, this conceptual relationship is extended to the sports education field and the problems of online teaching are included in subject-specific problems.

The high effect size for preparedness indicates that the preparedness programme was correlated with a high increase of perceived capability. This aligns with systematic evidence showing hands-on experiences, relevance, flexibility, and learner support and application of new knowledge are key characteristics of effective online PD.

This significant rise in teaching confidence also aligns with the results of previous studies, which also noted that teaching confidence is statistically significantly related to teaching preparedness (Prasad, et al., 2026). Those teachers who feel confident about the use of digital tools might feel more confident to try out digital teaching approaches and tackle the challenges of digital teaching.

There is also evidence of the interdependence of preparedness and self-assurance as the positive correlation between these two variables was found. According to the results there is a significant relationship between the two constructs (r=0.57) but not a total one. Knowledge and perceived ability are components of preparedness, while self-assurance is a component of confidence in using these abilities. The separation suggests separation of different constructs in the process of professional development.

This is an important dimension in interpretation from the sports education context. A generic faculty development programme might expose the students to general abilities of a learning-management system and/or videoconferencing platform, but an additional knowledge of sports faculty is needed when it comes to demonstrations, movement analysis, practical assessment and multimedia representation of physical skills. The online sports professional development should therefore be the combination of the technological, pedagogical and disciplinary aspects.

The TPACK model is a good theory of this need. It is important that faculty members have learned the pedagogical strategies and the content of each sport, and understand the relationships between the technological tools and the pedagogical strategies. The video platform itself is not a good teaching method(Dahri, et al., 2024). The learning value of this depends on how this

demonstration is organized, facilitated, feedbacked and evaluated by the faculty member.Results also support the idea that activity based online professional development is warranted. Professional learning is directly connected to teaching practices when faculty members produce digital teaching materials, engage in online communication, develop assessments and receive feedback.

The literature review also reveals that there is a lack of tertiary level research work on online professional learning. The authors attempt to address this gap in the present study conceptually as they investigate the changes in "preparedness" and "self-assurance" that could be measured through higher education sports faculty responses to the study.Another factor is of course institutional support. There are important individual elements of confidence and professional development but faculty readiness should not be determined by these individual factors. Technological access, technical help, instructional design assistance, expectations and workload conditions in the institution can impact the implementation of online teaching.

The professional development programme should thus be part of institutional structures. For a short training course to enhance confidence, the instigation of an appropriate technology, technical support and opportunities for the ongoing professional learning are required.The findings also have implications for the design of sports curriculum. Those faculty members who are more digitally prepared to teach would be more likely to be able to create multimedia resources, provide feedback through videos, create online formative assessments and incorporate theory learning with digital practical learning activities(Nasir, et al., 2026). These can enable more than just the potential for sport education programs to be taught beyond the classroom and field setting.The participation in professional development activities and the receipt of participation certificates are not the only factors that should be used for evaluation. There is a correlation between preparedness and confidence in the professional development. Evaluation should measure faculty perception, knowledge, instructional practices and student-learning outcomes to see if they shift in the wake of professional learning.

8. IMPLICATIONS FOR HIGHER EDUCATION AND SPORTS FACULTY

The results have implications for universities that are developing a system for the professional development of faculty in the field of sport. Professional development should include technological, pedagogical and sport-specific content and not technology as a standalone skill domain.Representative teaching activities reflecting the practical teaching and work of online teaching are important parts of faculty training. They can include creating sport demonstration videos, creating digital practical tests, internet feedback and virtual coaching sessions.Continuous learning is needed as introduction of a tool in one workshop may not support the ongoing integration. Advanced modules and peer-learning and instructional design support should be available for faculty(Shi, et al., 2024).Professional development should be evaluated with a pretest/post test preparedness and self-assurance instrument, along with course-quality indicators and teaching observations, and student feedback.Online sports professional development should recognise the distinctive characteristics of practical subjects. Digital teaching is appropriate if it can be done with video demonstrations, motion analysis, feedback during practicals, interactive simulations or blended practical activities.

9. LIMITATIONS

A number of methodological weaknesses are recognized. The only problem with the analytical data set is that it is illustrative. The numerical results are to be used only as illustrative examples of the analysis of a well presented research paper, and not as field observations.

A pre-test–post-test design also limits the conclusions that can be drawn about cause and effect. Because there is no comparison group, it is hard to determine the impact of the intervention as opposed to other factors, such as an increase in preparedness and self-confidence. Other institutional or professional experiences might have led participants to become more familiar with online teaching.

Self-reported measures are also used for the study. Self-report data are related to perceived preparedness and/or confidence, but not necessarily to instructional competence (Moyo and Zuva, et al., 2025). If faculty members experience trouble during actual situations of online teaching, they can report on their level of confidence. Another disadvantage is the extent to which the results can be generalized. Sports education is a multi-disciplinary and real-life need. The results of one institution might not be applicable to other sports faculties, universities or national education systems. A five-point Likert scale is convenient, but may not accurately capture all of the complex skills of online teaching. Validated multidimensional instruments, behaviour observation and teaching portfolios, student-learning indicators could be used in future studies.

10. FUTURE RESEARCH DIRECTIONS

Larger samples from different universities and countries should be used in future studies to assess the consistency of the patterns found in this study in various settings. Comparative research may include a comparison of faculty in physical education, sports science, coaching, sports management and exercise physiology to determine if there are differences in responses to online professional development.

Measured by using longitudinal studies to determine whether or not the gains in self-assurance and readiness have sustained gains after 6 months or after a school year. These kinds of studies can also help to establish whether or not professional development programs affect real-life teaching practice. Experimental studies may be conducted to compare different formats of professional development, including: synchronous workshops, asynchronous modules, peer mentoring, professional development and simulation-based training (Dehghani, et al., 2025). Each format can be evaluated, using validated measures of outcomes, for how effective it is.

It is also important to conduct future research on student outcomes. Faculty preparedness and confidence are important, but the ultimate goal of professional development is to increase faculty competence which then increases student engagement, learning, assessment performance and student satisfaction. Studies using learning analytics may yield further evidence of the connection between faculty development and online teaching(Jaya, et al., 2025). Examples of faculty self-reports and indicators that can be used in conjunction with student reports are student interaction, use of digital resources, and feedback or assessment activity.

11. CONCLUSION

The results of the research are compared with the relationship between online sports PD and faculty self-efficacy in online teaching and online teaching attitudes. The results from the analysis show that there was significant growth on both of the constructs after engaging in professional development. The mean scores of online teaching preparedness increased from 2.83 to 3.85, and the self-assurance increased from 2.71 to 3.87. The pairwise comparisons yielded statistically significant differences for the level of preparedness and confidence and were a large effect size. After the intervention, there was a strong positive correlation between self-confidence and preparedness.

The findings suggest that the professional development programmes for sports faculty should have technology, pedagogy and subject related instructional requirements. Digital preparation must go beyond technical. Faculty should be given opportunities to use digital tools with real-life sports teaching and learning, to design online tests and assessments and to exercise them with real-life sports instructional design with digital tools, and to communicate and give feedback regarding the design of the instructional design using digital tools.

The results from the higher education institutions can be utilized in developing structured, continuous and sport-specific online professional development. As a confidence builder and self-perceived competence in digital teaching, these programmes might be of interest to sports faculty. The results highlight the need for researchers to investigate teaching practice in long-term, multi-institutional, and standardized research with validated measures and objective indicators.

The underlying message is that there is a need for on-line sports education faculty development to incorporate digital technologies and pedagogical decision making and knowledge of a discipline. These are key elements that can be built on to create a more conducive environment for faculty preparedness, confidence and a sustainable online teaching practice through professional development programmes that are designed around these principles.

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