Introduction

The roles of teachers in online environments are significantly different from the way they are multi-functional in the classroom context.

Objective of the study
Refining the roles of teachers in online study environments and designing training and support mechanisms suited to their needs.

Can students study by themselves?
There seems to be a dichotomy between how students experience and interact with technology in their personal and social lives and how they use it in their roles as students.

E-teaching in higher education should assist students in handling copyright issues relevant to the preparation of their online courses.

Well-articulated courses prepared by a varied range of professionals might greatly ease the burden put on professors to design by themselves materials suited for the teaching process.

In the future, academics will have to accept the need to collaborate with other colleagues and professionals in designing materials and during the actual teaching process.

To equip professors with adequate tools to take full advantage of the wide range of capabilities enabled by new technologies necessitates a conceptual redefinition of the teachers' roles, a well-designed training, and ongoing support systems for both students and teachers.

NEW TECHNOLOGIES FORCE ACADEMIC STAFF TO ASSUME NEW RESPONSIBILITIES AND TO DEVELOP A WHOLE RANGE OF NEW SKILLS.

Digital literacy of teachers

New technologies force academic staff to assume new responsibilities and to develop a whole range of new skills.

Tasks which teachers must perform within the framework of online teaching:
– providing robust, instructional resources, communication tools, and learning strategies;
– developing and accessing learning while they provide feedback, remediation and grades;
– identifying and resolving instructional, interpersonal, and technical problems; and
– monitoring and accessing learning while they provide feedback, remediation and grades.

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At present, most universities are not employing widespread strategies to address the digital literacy needs of their academic faculty.

Several major reasons exist for the reluctance of academic faculty to utilize the digital environment.

(1) Unbundling of professional responsibility;
(2) Work overload and burnout;
(3) Lack of ongoing support systems; and
(4) Intellectual property concerns.

Research indicates that digital environments are used mainly as add-on functions to classroom teaching.

Studies point to the fact that the applications of advanced technologies in higher education settings worldwide are currently biased toward the undergraduate level, need substantive guidance, support and counseling throughout the study process.

Resistance of academics to adopt online teaching intensively

The little attention paid to the crucial role of teachers in online settings results in inability by students to study by themselves.

Widespread misconception related to the ability of students to become autonomous learners and to design their own programs in the online era stems from the confusion between access to information and knowledge construction.

Evidence about library research tools.

Wikipedia and Google, inability to evaluate information they obtained from the Internet and poor preparation to evaluate the information they obtained from the Internet.

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