



## WHAT DO WE DO NOW? METAL ARTS EDUCATION IN A POST-COVID WORLD

### Deep Dive: Instructor Barriers to Teaching Metals Online

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## How the Survey Came To Be

The “*What Do We Do Now? Metal Arts in a Post-COVID World*” survey emerged from a grassroots collective of metal arts instructors seeking to better understand the challenges facing those of us teaching amidst the evolving COVID pandemic. The survey’s initial themes were developed by Francesca Watson of *The Makery* (Bulverde, TX) and Rachel Morris of *Eclectic Nature Jewelry & Design* (Portland, OR). A committee of professional metal artists and educators was brought together, adding in Charles Lewton-Brain, Nanz Aalund, Kate Richbourg, and Julie Sanford. This group refined the topics and developed specific questions through a series of guided workshops led by Rachel Morris.

The survey was promoted via social media and word of mouth, globally, and data was collected via **SurveyMonkey** between 7/5/2020 and 7/23/2020, at which point a snapshot of data from the 425 respondents was extracted for analysis.

Data transformation has been done via a custom **Microsoft Access** database in order to load it into **Tableau** for reporting and graphing. Nominal manual data cleanup was done on several fields, including mapping to latitude/longitude, aligning “Other” answer fields with existing similar responses, and adjusting descriptors to provide continuity of reporting.

A draft of the analysis report was presented to interested members of the “**Teaching Online: Best Practices for Educators**” Facebook group for feedback and additional reporting requirements, and an expanded survey team (adding Barbara Minor, Mindy Spritz, Marti Brown and Courtney Grey), has iteratively reviewed and revised the initial report, designing several more focused sub-reports for specific use.

Su r..	Intro Pg 1	Intro Pg 2	Available Reports	Barr ier..
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## **Interpretation and Intended Uses**

This survey is from the perspective of the educators and did not include student input. In addition to evaluating the types of classes being taught and student populations being served, the survey broadly describes educational engagement and communication methods used, marketing approaches for both in-person and online classes, and what respondents expect of the institutions through which they teach. Further, it identifies their experience with existing tools for online education, the barriers they are most challenged by, and the resources they are struggling to find in order to overcome these challenges.

Some effort has gone into ensuring that the resulting reports *do not* make assumptions or try to mandate behaviors for educators and institutions going forward. However, there are some particularly powerful insights found in the data. Two key discoveries are centered around 1) what barriers the respondents find most challenging to moving into online teaching and how those barriers change with years of teaching experience, and 2) how many educators believe they will or will not be continuing in person classes or beginning online classes in the future.

Additionally, with responses from 16 countries, we believe this to be the first survey of its kind to provide such a specific, in-depth look at metal arts instructors and how they self-identify themselves and their student base, globally. We hope that it will invite further conversation amongst instructors and administrators, and also within the industry as a whole, about how to promote and support the ongoing study of metal arts.

Please consider these reports a jumping off point for continued discussions of an ever-changing model for metal arts education.

- Your Survey Team

Int r..	Intro Pg 2	Available Reports	Barriers Encountered	Over all ..
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## Available Reports

**Overview Results Report** - This has high level results about all aspects of the survey.

**Basic Respondent Stats Sub Report** - This pulls out just the core "describe who responded" data

**Studio/School Key Learnings Report** - This is a report geared towards opening up discussions between educators and studios/schools about needs and challenges

**Marketing and Promoting Sub Report** - This pulls out key metrics about communication methods currently used by respondents

**Deep Dive: Instructor Barriers to Teaching Metals Online Report** - This looks more deeply at the Barriers to Teaching question, pivoting and dividing some of the results by years of teaching experience, age of students, or high school, college, and graduate teacher responses

Int r..	Available Reports	Barriers Encountered	Overall Barrier Assessment	Reso urc..
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# Barriers Encountered by the 425 Respondents

Av a..	Barriers Encountered	Overall Barrier Assessment	Resources Respondents Are Struggling to Find	Barr ier..
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## Q: "How much of a perceived barrier are the following to your ability to teach online?"

	Total show stopper	Considerable barrier	Moderate barrier	Nominal/No barrier
Student Tool Access	16%	48%	29%	7%
Troubleshooting Student Work	3%	39%	42%	16%
Professionalism	6%	37%	39%	17%
New Model with Schools	3%	33%	46%	17%
Student Safety	5%	32%	40%	22%
Live Video Presentation	3%	31%	42%	24%
Changing Income Sources	5%	29%	31%	35%
Video or Audio Quality	2%	29%	50%	19%
Student-Teacher Interactions	2%	28%	41%	28%
Cost	5%	26%	46%	22%
Demoing Online	4%	26%	44%	26%
Course Design	4%	25%	43%	28%
Technical Skills	2%	24%	46%	29%
Marketing	2%	23%	43%	31%
Pre-class Skills Eval	1%	20%	41%	38%
Course Pacing	2%	18%	48%	33%
Grading Student Work	2%	15%	34%	49%

## Barriers to Teaching - Weighted Ranking - Most to Least Challenging (1 = Nominal/None, 2 = Moderate, 3 = Considerable, 4 = Total Show Stopper)

Student Tool Access	2.732
Professionalism	2.318
Troubleshooting Student Work	2.299
New Model with Schools	2.219
Student Safety	2.206
Video or Audio Quality	2.147
Cost	2.137
Live Video Presentation	2.129
Demoing Online	2.067
Course Design	2.053
Changing Income Sources	2.046
Student-Teacher Interactions	2.043
Technical Skills	1.990
Marketing	1.964
Course Pacing	1.880
Pre-class Skills Eval	1.852
Grading Student Work	1.713

## Barriers - Other (Summarized)

Technology challenges/access
Student learning models
Increased Time Requirements
Income Impact/Pricing Concerns
Personal presentation challenge
Safety
Fiscal Equity/Disability Access
Lack of desire/resistance to teach
School administration issues
Curriculum Approach
Customer Acquisition
Overwhelmed by process/Learning
Providing Unique Content/Comp
Intellectual Property Rights
Personal Outside Influences
Screen fatigue

Bar..	Overall Barrier Assessment	Resources Respondents Are Struggling to Find	Barriers to Teaching Younger Students (25 and Under)	Perc eiv..
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**Q: "In which of the following areas are you struggling to find reliable resources?" (multiple answers were permitted)**



### Resources Needed - OTHER

Funding for technology	2
Means to identify audience	2
Technology education	2
Better internet access	1
Business model support	1
Cohort for teaching youth	1
Content guidance for online classes	1
In-Person COVID safety resources	1
Legal/rights awareness	1
Liability coverage	1
Lighting	1
Online storage	1
Peer feedback group for online educators	1
Pooled video resources	1
School purchasing support	1
Simple to use platform	1
Technology cost estimates	1

Ov e..	Resources Respondents Are Struggling to Find	Barriers to Teaching Younger Students (25 and Under)	Perceived Barriers by Years' Experience Teaching In Person	Perc eiv..
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## Barrier Priorities by Those Currently Teaching 25 and Under

Subject	Answers			
	Nominal/No barrier	Moderate barrier	Considerable barrier	Total show stopper
Student Tool Access	10	58	128	52
Troubleshooting Student Work	37	101	104	5
Professionalism	42	102	94	13
New Model with Schools	44	103	90	8
Student Safety	45	97	89	14
Student-Teacher Interactions	57	103	82	5
Live Video Presentation	52	111	81	7
Video or Audio Quality	41	128	80	2
Course Design	60	101	78	9
Deming Online	56	108	75	8
Cost	53	115	70	11
Changing Income Sources	104	65	65	12
Technical Skills	69	116	62	3



Res.	Barriers to Teaching Younger Students (25 and Under)	Perceived Barriers by Years' Experience Teaching In Person	Perceived Barriers by Years' Experience Teaching Online	Perceived Barriers by Years' Experience Teaching Online
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### How Respondents Perceive Their Barriers to Teaching (most challenging to least) Based on Years' Experience Teaching IN PERSON

Weighted Ranking - (1 = Nominal/None, 2 = Moderate, 3 = Considerable, 4 = Total Show Stopper)

0-5 Yrs		6-10 Yrs		11-20 Yrs		20+ yrs	
Student Tool Access	2.831	Student Tool Access	2.888	Student Tool Access	2.6381	Student Tool Access	2.6308
Troubleshooting Student Work	2.360	Troubleshooting Student Work	2.411	Professionalism	2.3396	Professionalism	2.3030
Professionalism	2.360	Student Safety	2.356	Troubleshooting Student Work	2.3048	New Model with Schools	2.2748
New Model with Schools	2.333	Professionalism	2.267	Video or Audio Quality	2.1698	Live Video Presentation	2.1818
Changing Income Sources	2.270	Cost	2.256	New Model with Schools	2.1667	Troubleshooting Student Work	2.1769
Cost	2.258	Demoing Online	2.122	Live Video Presentation	2.1215	Student Safety	2.1705
Demoing Online	2.236	New Model with Schools	2.100	Student Safety	2.1143	Video or Audio Quality	2.1527
Student Safety	2.216	Course Design	2.100	Marketing	2.0481	Cost	2.0985
Course Design	2.213	Video or Audio Quality	2.090	Student-Teacher Interactions	2.0095	Technical Skills	2.0909
Video or Audio Quality	2.169	Student-Teacher Interactions	2.078	Technical Skills	1.9810	Changing Income Sources	2.0310
Live Video Presentation	2.101	Live Video Presentation	2.078	Cost	1.9712	Student-Teacher Interactions	2.0231
Student-Teacher Interactions	2.090	Pre-class Skills Eval	2.011	Course Design	1.9619	Demoing Online	2.0000
Marketing	1.977	Changing Income Sources	1.978	Demoing Online	1.9519	Course Design	1.9924
Technical Skills	1.944	Technical Skills	1.900	Changing Income Sources	1.9327	Marketing	1.9690
Pre-class Skills Eval	1.944	Course Pacing	1.879	Course Pacing	1.7736	Course Pacing	1.9389
Course Pacing	1.921	Marketing	1.857	Grading Student Work	1.7053	Pre-class Skills Eval	1.8062
Grading Student Work	1.721	Grading Student Work	1.744	Pre-class Skills Eval	1.6990	Grading Student Work	1.6803

Bar..	Perceived Barriers by Years' Experience Teaching In Person	Perceived Barriers by Years' Experience Teaching Online	Perceived Barriers by Those Teaching High School, College, and Graduate Courses In Person	Perc eiv..
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### How Respondents Perceive Their Barriers to Teaching (most challenging to least) Based on Years' Experience Teaching ONLINE..

0-5 Yrs		6-10 Yrs		11-20 Yrs		20+ yrs	
Student Tool Access	2.815	Student Tool Access	2.615	Professionalism	####	Professionalism	2.667
Troubleshooting Student Work	2.270	Cost	2.385	Live Video Presentation	####	Marketing	2.400
Professionalism	2.179	Troubleshooting Student Work	2.077	Video or Audio Quality	####	New Model with Schools	2.333
Student Safety	2.176	Student Safety	2.077	Student Tool Access	####	Video or Audio Quality	2.167
New Model with Schools	2.146	New Model with Schools	2.000	Student Safety	####	Changing Income Sources	2.167
Cost	2.059	Video or Audio Quality	1.923	New Model with Schools	####	Technical Skills	2.000
Video or Audio Quality	2.020	Student-Teacher Interactions	1.923	Troubleshooting Student Work	####	Course Pacing	2.000
Student-Teacher Interactions	1.995	Professionalism	1.923	Marketing	####	Troubleshooting Student Work	1.833
Demoing Online	1.995	Live Video Presentation	1.923	Demoing Online	####	Student Tool Access	1.833
Course Design	1.995	Course Design	1.846	Cost	####	Student Safety	1.833
Live Video Presentation	1.975	Grading Student Work	1.833	Student-Teacher Interactions	####	Grading Student Work	1.833
Changing Income Sources	1.955	Demoing Online	1.769	Technical Skills	####	Student-Teacher Interactions	1.667
Technical Skills	1.881	Technical Skills	1.615	Pre-class Skills Eval	####	Pre-class Skills Eval	1.667
Marketing	1.809	Marketing	1.615	Course Pacing	####	Course Design	1.667
Course Pacing	1.783	Course Pacing	1.615	Changing Income Sources	####	Cost	1.667
Pre-class Skills Eval	1.749	Pre-class Skills Eval	1.538	Course Design	####	Live Video Presentation	1.500
Grading Student Work	1.677	Changing Income Sources	1.538	Grading Student Work	####	Demoing Online	1.500

Perceived Barriers by Years' Experience Teaching Online	Perceived Barriers by Those Teaching High School, College, and Graduate Courses In Person	Perceived Barriers by Those Teaching High School, College, and Graduate Courses Online
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Perceived Barriers to Teaching (most challenging to least) By those Teaching.....

In Person HS Classes

Student Tool Access	2.937
Professionalism	2.278
Troubleshooting Student Work	2.266
Student Safety	2.192
Cost	2.175
Student-Teacher Interactions	2.165
New Model with Schools	2.138
Live Video Presentation	2.101
Video or Audio Quality	2.089
Demoing Online	2.025
Course Design	1.963
Technical Skills	1.949
Marketing	1.938
Changing Income Sources	1.888
Pre-class Skills Eval	1.873
Course Pacing	1.750
Grading Student Work	1.714

In Person College Classes

Student Tool Access	2.9059
Troubleshooting Student Work	2.3860
Student Safety	2.3787
New Model with Schools	2.3256
Professionalism	2.3143
Cost	2.2171
Student-Teacher Interactions	2.1977
Demoing Online	2.1977
Video or Audio Quality	2.1600
Live Video Presentation	2.1543
Course Design	2.1337
Technical Skills	2.0286
Changing Income Sources	2.0000
Grading Student Work	1.9521
Course Pacing	1.9483
Pre-class Skills Eval	1.9118
Marketing	1.9118

In Person Grad Classes

Student Tool Access	2.841
New Model with Schools	2.324
Student Safety	2.314
Troubleshooting Student Work	2.257
Course Design	2.225
Professionalism	2.181
Student-Teacher Interactions	2.114
Cost	2.111
Demoing Online	2.099
Video or Audio Quality	2.042
Live Video Presentation	2.042
Technical Skills	1.944
Marketing	1.943
Changing Income Sources	1.915
Course Pacing	1.903
Pre-class Skills Eval	1.826
Grading Student Work	1.725

Perceived Barriers by Years' Experience Teaching Online	Perceived Barriers by Those Teaching High School, College, and Graduate Courses In Person	Perceived Barriers by Those Teaching High School, College, and Graduate Courses Online
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Perceived Barriers to Teaching (most challenging to least) By those Teaching.....

Online HS Classes

Student Tool Access	3.063
Troubleshooting Student Work	2.281
Student Safety	2.219
Student-Teacher Interactions	2.125
Professionalism	2.125
Course Design	2.063
Demoing Online	2.031
New Model with Schools	2.030
Live Video Presentation	1.938
Cost	1.938
Video or Audio Quality	1.875
Technical Skills	1.742
Course Pacing	1.697
Pre-class Skills Eval	1.688
Marketing	1.636
Grading Student Work	1.594
Changing Income Sources	1.515

Online College Classes

Student Tool Access	3.123
Student Safety	2.588
Troubleshooting Student Work	2.457
New Model with Schools	2.390
Demoing Online	2.390
Course Design	2.317
Professionalism	2.262
Student-Teacher Interactions	2.220
Cost	2.202
Live Video Presentation	2.107
Video or Audio Quality	2.095
Grading Student Work	2.075
Course Pacing	1.964
Changing Income Sources	1.938
Technical Skills	1.928
Pre-class Skills Eval	1.914
Marketing	1.863

Online Grad Classes

Student Tool Access	2.967
Student Safety	2.633
Troubleshooting Student Work	2.333
New Model with Schools	2.276
Course Design	2.233
Demoing Online	2.161
Professionalism	2.129
Student-Teacher Interactions	2.032
Video or Audio Quality	1.935
Live Video Presentation	1.935
Cost	1.871
Changing Income Sources	1.862
Technical Skills	1.800
Pre-class Skills Eval	1.800
Course Pacing	1.774
Grading Student Work	1.733
Marketing	1.679