

# Chapter 9

## Online Teaching Readiness in the Era of Digital Transformation: Challenges and Recommendations

**Zhuqing Ding**

 <https://orcid.org/0009-0004-8824-2609>

*Georgetown University, USA*

**Khalid Alharbi**

*Georgetown University, USA*

### **ABSTRACT**

*Digital transformation requires faculty development professionals and decision-makers in higher education to equip faculty and institutions with the skills to enable teaching and learning with technologies in online spaces. This chapter reviews a range of studies on faculty online readiness conducted in the past ten years and proposes a new framework, the Interrelated model of online teaching readiness (IMOTR), providing a new perspective that accounts for the interrelated nature of technological, pedagogical, agentic, and contextual readiness categories and factors. The findings provide insights to help inform faculty development professionals and university decision-makers to design appropriate infrastructure and training needed to prepare faculty to teach online.*

DOI: 10.4018/979-8-3693-4407-1.ch009

## **INTRODUCTION**

Digital transformation requires faculty development professionals and decision-makers in higher education to equip faculty and institutions with the skills to enable teaching and learning with technologies in online spaces. Successful digital transformation is crucial for allowing institutions to build a quality and competitive education (Fernández et al., 2023). Online teaching readiness is especially important in higher education digital transformation in the wake of the COVID-19 pandemic, the rise of Artificial Intelligence (AI), and the overall increase in online education programs. This chapter outlines challenges and recommendations on faculty online teaching readiness in higher education, providing insights to help inform faculty development professionals and university decision-makers to design appropriate infrastructure and training needed to prepare faculty to teach online. The chapter focuses on identifying factors that contribute to and hinder online teaching readiness, particularly during a time of rapid digital transformation, before providing a range of recommendations on how to address potential faculty readiness challenges.

Research on factors that influence faculty online teaching readiness shows diverse findings and definitions (Scherer et al., 2022; Scherer et al., 2023; Singh & Thurman, 2019). The discussion of these factors in the literature focuses only on specific readiness categories in isolation from other potentially related considerations, further highlighting the need for a comprehensive account of online teaching readiness. In this chapter, we review a range of studies on faculty online readiness conducted in the past decade and propose a new framework, the Interrelated model of online teaching readiness (IMOTR). By doing so, we hope to provide a new perspective in which we account for the interrelated nature of technological, pedagogical, agentic, and contextual readiness categories and factors.

This chapter will start with a discussion of the definition of online education and readiness. The following section covers the main focus of this chapter, with two overarching themes: competency-based measurement in online teaching readiness, and teaching beliefs and attitudes. We conclude the chapter by discussing the IMOTR framework in relation to the overall findings of this review and present a set of recommendations for higher education administrators and policymakers to further improve readiness at all the relevant levels.

## **FACULTY ONLINE TEACHING READINESS**

Online education is considered a critical part of long-term strategy for higher education institutions (Allen & Seaman, 2016). Faculty, as the main actors in delivering online education through course design and teaching, need to be both pedagogically

22 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: [www.igi-global.com/chapter/online-teaching-readiness-in-the-era-of-digital-transformation/361787](http://www.igi-global.com/chapter/online-teaching-readiness-in-the-era-of-digital-transformation/361787)

## Related Content

---

**Exploring the Impact of Research Consortia, Global Academic Partnerships, and Strategic Leadership on Advancing Sustainable Development Goals within HE**

Emmanuel Hansand Anjali Hans (2026). *Strategic Leadership for International Collaboration in Higher Education* (pp. 51-74).

[www.irma-international.org/chapter/exploring-the-impact-of-research-consortia-global-academic-partnerships-and-strategic-leadership-on-advancing-sustainable-development-goals-within-he/402460](http://www.irma-international.org/chapter/exploring-the-impact-of-research-consortia-global-academic-partnerships-and-strategic-leadership-on-advancing-sustainable-development-goals-within-he/402460)

**Strengthening the Dynamics of Development of Moroccan University Scientific Research: Sidi Mohamed Ben Abdellah University of Fez as a Case Study**

Hajar Jellouli, Mourad El Basriand Meriem Rachid (2023). *The Role of Educators as Agents and Conveyors for Positive Change in Global Education* (pp. 113-136).

[www.irma-international.org/chapter/strengthening-the-dynamics-of-development-of-moroccan-university-scientific-research/322284](http://www.irma-international.org/chapter/strengthening-the-dynamics-of-development-of-moroccan-university-scientific-research/322284)

**Use of Artificial Intelligence in Teaching Different Disciplines**

Servet Klç (2024). *Interdisciplinary Approach to Fostering Change in Schools* (pp. 223-254).

[www.irma-international.org/chapter/use-of-artificial-intelligence-in-teaching-different-disciplines/353753](http://www.irma-international.org/chapter/use-of-artificial-intelligence-in-teaching-different-disciplines/353753)

**Management Challenges and Training Needs in Transnational EAP Programmes: A Multi-Case Study**

Jeanne O'Connell, Sarah Brewer, Elisabeth Wildingand Jane Robbins (2024).

*Engaging Higher Education Teachers and Students With Transnational Leadership* (pp. 39-63).

[www.irma-international.org/chapter/management-challenges-and-training-needs-in-transnational-eap-programmes/345633](http://www.irma-international.org/chapter/management-challenges-and-training-needs-in-transnational-eap-programmes/345633)

**Relating, Reckoning, and Reconciling: Sustaining Equity, Diversity, Inclusion,  
and Belonging Through a Professional Learning Community**

Catherine McTamane, Eve Rifkin, Hasina Mohyuddin and Nicole M. Joseph (2024).  
*Exploring Meaningful and Sustainable Intentional Learning Communities for P-20  
Educators* (pp. 276-297).

[www.irma-international.org/chapter/relating-reckoning-and-reconciling/333888](http://www.irma-international.org/chapter/relating-reckoning-and-reconciling/333888)