Teachers as Researchers: Assessing the Preparedness of Webinar Attendees to Conduct Action Research

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Abstract- Teachers can enhance their classrooms and teaching-learning scenarios, stay up to date on instructional technology, and gain inspiration to become more effective teachers in the contemporary era by taking part in webinars and trainings. This study assessed 83 webinar participants' preparedness to carry out action research. The purpose of the study was to find out how prepared teachers were for conducting action research, to compare their level of preparation before and after the webinar, to ascertain the impact of the webinar on teachers' skills, and to find out how confident teachers felt about conducting action research alone or in collaboration with others. The majority of webinar participants were women (66 women, or 79.52%), with an average tenure in the teaching profession of 6 to 10 years (28 or 33.74%), and between the ages of 31 and 40 (36, or 43.37%). Based on survey results obtained following the webinar series, the majority of attending instructors reported an improvement in their comprehension of action research. In contrast to the survey results from prior to the webinar (2.14 or somewhat ready), 3.11 now indicated that they were ready to conduct action research following the webinar.

Indexed Terms- Action Research, Confidence Level, Experiences, Preparedness, Webinar.

I. INTRODUCTION

By virtue of RA 9155, also referred to as the Basic Education Act of 2001, the Department of Education (DepEd) is required to "undertake national educational research and studies". DepEd must mandate research in all school divisions in accordance with RA 9155. This states that conducting the necessary research is a legal requirement for all Department employees, even those who do not teach. DepEd Order No. 65, s., is one of the directives that the Department has released that explains the guidelines and processes for conducting action research in accordance with this law. 2003. Encouraging research and innovation projects in line with the DepEd Research Agenda and deliberately using research findings as bases for decisions and policies is known as "Institutionalizing Research-Based Decision and Policy Making in the Department."

A framework for managing research efforts at all levels of governance was then established through the publication of the Research Management Guidelines (RMG), in compliance with DepEd Order No. 16, s. 2017. As indicated in the policy's scope, the RMG provides guidance on managing and implementing research initiatives at the national, regional, school division, and school levels in order to improve the mechanisms supporting research, including funding, partnerships, and capacity building, and to further establish the research culture in basic education by establishing a regular forum for the recognition, appreciation, discussion, and sharing of these studies.

DepEd Action Research is a systematic inquiry method used to improve educational processes and address problems in various units. It serves as a foundation for reforms and is often used by practitioners to assess and improve pedagogy and practice. Proof of this is the work of Koshy, V., & Pascal, C. (2011). In their paper reports on action research projects conducted by teacher researchers in 14 English local education authorities over three years to explore practical ways to nurture the gifts and talents of children aged four-seven. Funded by the Department of Education and Skills, the projects improved teachers' understanding of gifted and talented education. The findings align with the government's National Quality Standards for gifted and talented education.

It is important to note too that DepEd Action Research is a systematic inquiry process aimed at enhancing educational practices and resolving issues in schools, classrooms, and offices. It is widely used by practitioners to evaluate and improve pedagogy and practice, extending daily assessment and critical self-reflection.

Ulla et al. (2018) , deemed that despite resources and recommendations, teachers face challenges in conducting action research due to lack of knowledge, heavy teaching loads, and financial support. Job promotion is the primary motivating factor for teachers to conduct research. They discovered too that because teacher respondents perceived conducting action research to be moderately difficult, certain areas—such as statistics, data organization, literature searches, and report writing—required professional development programs.

The participants in the study conducted by Esparza et al. (2022) also mentioned that, although they thought action research could enhance their reflectiveness and pedagogical content knowledge, they identified logistical issues such as limited time, scarce resources, absence of institutional support, and potential resistance from students to data collection as potential roadblocks to action research practice.

The difficulties from previous research on the topic that have been identified motivate the need for a more comprehensive investigation. The purpose of this study is to find out more about the degree to which Filipino teachers are capable of carrying out action research as a more critical, thorough, and intentional way to reflect on their work as educators.

II. STATEMENT OF THE PROBLEM

Knowing the impact of Action Research in the field of education, this paper sought to answer the following questions:

1. What is the demographic profile of the teacher-webinar attendees based on the following:
a. Gender;
b. Age;
c. Years of teaching?
2. What are the experiences of the teachers in doing action research?
3. How prepared are the teachers in terms of doing action research before and after attending the webinar?
4. What is the level of self-confidence of the teachers after attending the webinar that they can do action research by themselves and/or with a companion?
5. What is the perceived usefulness of the series of webinars and the guidebook as regards the conducting of action research?

III. SIGNIFICANCE OF THE STUDY

The study's findings will benefit society as a whole because action research is widely recognized as a methodical, reflective inquiry technique that aims to improve educational practices or address issues in any operating unit. This is a great method to think about and recommend changes for the Department of Education (DepEd). Once the researchers know the instructors' current proficiency level in action research, they will be better equipped to make inferences, recommend possible programs, and find ways to make the situation better. Researchers will also be able to ascertain the methodology used to assess the impact of the webinar on teachers' knowledge.

IV. REVIEW OF RELATED LITERATURE

This section of the study provides an overview of the literature relevant to the research. The three primary components of the studies that are relevant to the research issue are the Action Research Memorandum, Teachers' Conception and Preparedness to Conduct Action Research, and Webinars and Web Conferences as a Tool to Develop Research Skills and Abilities.

• Action Research Memorandum
Teacher researchers, administrators, and other members of the teaching and learning community should consider action research when making curriculum modifications at their schools (Cortes et al., 2021). Finding methods to improve the lives of professionals who work in educational institutions as well as the lives of students who receive an education

is, according to Galarion (2018), the primary objective of action research. Because action research provides a cooperative, reasoned, and interactive analysis process that actively looks for problems or solutions, teachers can benefit from it. It also equips educators with the specific knowledge and useful abilities needed to positively impact classrooms, academies, and communities.

Succinctly, to make action research more useful, the Department of Education unveiled a plan that will provide guidance for managing research initiatives at the national, regional, school division, and school levels. The Research Management Guidelines (RMG) (DepEd Order 16, s. 2017) are a set of guidelines that the DepEd created to improve funding, partnerships, and capacity building as research support mechanisms. Marcelo (2018) asserts that action research can assist educators and other professionals working in the field of education in identifying and improving their practices. In a similar vein, action research can be initiated by any topic, subject, or issue related to teachers or schools. Despite a sharp rise in the number of educators endorsing action research, some remain skeptical of its applicability.

Action research is usually categorized as "applied" research rather than "real" research because it is usually practical and limited, and because educators are considered the primary researchers. Consequently, it asserts that action research is still essential to enhancing educational institutions, despite the fact that this distinction has some validity.

- Teachers' Conception and Preparedness on Conducting an Action Research

In the study conducted by Binayao, B., and Tingabngab, V. (2023) with sixteen participants, employing semi-structured interview guide questions and a qualitative phenomenological approach, the results showed that it was difficult to recognize theories, find pertinent theories, and deal with problems like inadequate methods, insufficient background knowledge, and poor data analysis abilities.

Because action research improves educational institutions, educators should be knowledgeable about it. It helps educators identify what went wrong

and potential fixes for issues and roadblocks in the classroom. Because of this, it is currently one of the main areas of concentration for Filipino teachers employed by public schools in terms of professional development . Teachers are encouraged by the Commission on Higher Education (CHED) and the Department of Education (DepEd) to include action research conducted in schools as part of their performance reviews and assessments. Teachers can also use it to look up cutting-edge teaching techniques that will meet the needs of their students (Anzalo, 2019).

In addition, action research facilitates the integration of theory and practice, empowers teachers, and advances one's career effectively (Hine & Lavery, 2014, as cited in Ulla, 2018). Action research is valued, even by the DepEd. The outcome was the later approval and implementation of the Philippine Professional Standards for Teachers (PPST). It urges educators to think about advancing both personally and professionally (DepEd, 2017). But without instructors participating in professional development programs for action research, this goal will not be met.

Tindowen (2019) investigated the obstacles and perspectives of instructors regarding action research. The findings demonstrate that action research can be a helpful strategy for improving student learning, growing instructional expertise, and improving the teaching and learning process. But research indicates that instructors struggle with conducting action research, especially when it comes to data collection, findings presentation and publication, and literature search. Despite the positive outcomes that research has shown, teachers still need assistance with implementation because of their heavy teaching loads and other responsibilities. Teachers face a variety of issues and challenges, such as a growing workload, writing anxiety, time constraints, and insufficient training in action research.

Action research professional development programs are necessary to help people realign their misconceptions about it, recognize other types of action research, and put their correct perceptions into practice. This is based on a study that looked at the perceptions of junior high and senior high school

teachers on the subject as the basis for a planned professional development program (Cortes et al., 2021). The study's findings demonstrated that the instructors' opinions on what should be done differed depending on their expertise and level of familiarity with the research methodology.

Basic education instructors and their administrators responded to the DepEd requirement by emphasizing the need for action research training. In this case, a survey on in-service teachers' perceptions of action research as the start of the anticipated professional development program is necessary. When educators' perspectives on the goal and methodology of action research are acknowledged, they can address the fundamental problems they have identified and offer the required capacity-building and professional development initiatives (Cortez et al., 2021).

Similarly, professional development can help teachers improve their knowledge and abilities (Lejarde, 2017). Action research, the most well-known professional development approach, focuses on the qualities of successful professional development that improve students' learning. Teachers can concentrate on the particular needs of every student in the classroom while conducting action research. It also assists educators in critically and analytically assessing their pedagogy to determine what most enhances learning. It also offers rationale for decisions that will aid in expanding their skill set, identifying issues, and proposing fixes for enhancement (Lejarde, 2017).

Teachers also require professional development in order to overcome the limited applications for teaching and learning (Peña, 2018). Teachers need to create new knowledge and acquire it in order to develop a conceptual understanding of it. Therefore, it is crucial to have a framework for professional development that encourages advancement in the field. Teachers should look at concepts and examples in order to learn about, develop, and apply a practical grasp of action research. Teachers can also bring new perspectives and ideas to both group and individual curriculum and instruction planning.

Mills (2021) posits that action research in education seeks to better children's lives through observation of

classroom settings, with the goal of understanding and improving the caliber of teaching and learning processes. This assertion is corroborated by the previously mentioned research on the benefits of professional development for teachers' preparedness to undertake action research. Therefore, their perception of action research may have an impact on their willingness to engage in it.

Instructors may choose to read books by authors like Cohen, Manion, and Morrison. (2017) that define action research, emphasizing critical and participatory approaches, and emphasizing its significance in reflective practice, empowerment, and critical theory. It stresses continuous evaluation, reflexivity, and ethical concerns while offering examples of staged approaches. Their book also addresses issues related to action research's theory and application as well as its efficacy in fusing research and practice.Teachers on the other hand, may opt to attend webinars and web conferences .

- Webinars and Web Conferences as a Tool to Develop Research Skills and Abilities

Webinars and web conferences are tools that teachers can use to develop their action research abilities and skills while also enhancing their preparedness and perceptions of the field. During the COVID-19 Pandemic, Mohalik and Poddar (2020) examined the efficacy of webinars and online workshops (Basmanova et al., 2020). According to the study, understanding online programs requires prior knowledge of ICT applications and technologies as well as familiarity with related subjects. The article also discussed how webinars foster participants' desire to learn new things in the future, help them acquire new skills, and teach them important information.

At a time when the most recent information technologies are evolving quickly and being integrated into many aspects of human existence, higher education institutions strive to prepare future professionals for work in the completely new conditions of the information society. This is as a result of webinars' substantial influence on the growth of research abilities and skills. New formats, strategies, and tools need to be developed in order to organize the educational process so that information

and communication technologies are used efficiently. Innovation in the digital economy creates new demands and ideas for products. In Ulla (2018).

The internet, particularly webinars, facilitates group interaction in educational activities, providing a single information environment for knowledge and skill acquisition. E-learning, or digital learning, is a form of remote learning, involving the transfer of electronic learning material (Grace, Jethro, and Thomas; 2020)s . This technology supports various forms of distant learning, including digital collaboration, online learning, web-based learning, virtual universities, and classrooms.

Given this, Basmanova et al. (2020) concluded that a webinar is a modern form of instruction that is conducted virtually and with the aid of specialized software. It is an engaging, useful, and commercially sustainable mode of communication between the webinar presenter and the audience, which rationalizes and enhances the learning process. Additionally, Richmond, D. Webinars assist students in 2019 in expanding their knowledge and skill sets in their areas of interest. It also offers students the chance to pick up new knowledge and abilities that will advance or support their primary field of study.

According to Quidmas (2017), master instructors must develop their capacity in order to function at a higher level, especially when it comes to research. The Department of Education localized the execution of research across school levels by using webinars as a digital learning tool. DepEd has already published DepEd Order No. 16 series 2017, titled "Research Management Guidelines." Capacity-building activities such as challenging seminars could be beneficial for webinars and action research. As a result, they will be able to participate more actively in the writing of action research thanks to all of these programs, which will also help them gain new experiences and increase their understanding of the value of action research.

The aforementioned studies demonstrate the importance of action research in the classroom. These therefore imply that action research is a helpful tool that teachers can use to affect positive change in classrooms, academic institutions, and society at large. They also make clearer how the webinars affect the instructors' preparedness for carrying out action research. These explain how these virtual gatherings support educators' growth and advancement as professionals, enabling them to participate more actively in conducting action research.

V. METHODOLOGY

- Research Design

This study aims to assess teachers' preparedness for conducting action research. The primary goal of the study is to categorize teacher action research readiness factors. The study also seeks to understand any unmet needs that educators might have in the future.

For this study, the quantitative approach was selected because it was better suited to demonstrating the study's validity. The systematic investigation of phenomena using quantifiable data collection and computational, statistical, or mathematical methods is known as the quantitative method. This approach gathers information by using the sample strategies that are discussed in the next section. and the distribution of online questionnaires, polls, and surveys (Fleetwood, 2018).

Specifically, a descriptive study design was applied in this project. McCombes (2019) states that the main goal of a descriptive research design is to provide precise and methodical descriptions of a specific population, situation, or phenomenon. This kind of research design addresses what, when, where, and how questions instead of why questions. The researchers merely measure and observe the factors rather than altering or controlling any of them. Consequently, this study offers accurate and methodical data regarding the level of preparation teachers have for conducting action research.

- Respondents of the Study

The respondents include elementary teachers, high school teachers, tertiary educators, educators with special education needs, educators without a license yet, and educators who are not yet officially teaching.

These eighty-three teachers participated in a Zoom webinar on action research in May and June of 2022, which was led by Dr. Roque Falibre, Libertad National High School's School Principal IV. The webinar lasted two weeks.

- Research Instrument

A self-made online survey questionnaire was used as the study tool. It asked questions about the responders' profiles, their prior experience(s) conducting action research, how they prepared for it, and how attending the webinar impacted their confidence in conducting action research.

- Data Gathering Procedure

The online data collection method used by the respondents to respond to the survey involved letting them answer it through google forms and collecting the data online. Online surveys enable efficient data analysis and instantaneous data collection. (Lefever et al. 2007, as cited in Sony et al., 2022).

- Data Analysis Plan

Descriptive statistics was used to evaluate the study data that was gathered for this particular investigation because there were multiple ways that the data could be analyzed in a quantitative study. The results of the study were presented numerically in the manuscript text, tables, or figures. A statistical procedure was employed to generate a summary of the findings from the carried out data collection (Vetter, 2017).

- Results and Discussion

Table 1 : Demographic profile of the teacher-webinar attendees

Characteristics	Frequency	Percentage
Gender		
Male	17	20.48
Female	66	79.52
Age		
51-60	14	16.87
41-50	20	24.10
31-40	36	43.37
21-30	13	15.66
Years of		

Teaching		
26-30	5	6.02
21-25	10	12.05
16-20	9	10.84
11-15	13	15.66
6-10	28	33.74
0-5	18	21.69
Total	83	100

With 66 (79.52%) female teachers and only 17 (or 20.48%) male teachers present, female teachers outnumber male teachers in terms of age.

As stated by Bongco, R. along with R. Abenes. In 2019, the feminization of the teaching profession is a global issue. According to some, this problem indicates gender inequality compared to their male counterparts because it causes a dearth of male role models in elementary school, which in turn promotes social marginalization. This social reality is also felt in the Philippines. For the academic year 2008–2009, the Philippine Commission on Women provided data that showed that, respectively, 89.58% of elementary school teachers and 77.06% of secondary school teachers are female (PCW, 2014).

Regarding age, the majority of participants (43.37%) fall into the 31–40 year old age range. Twenty (24.10%) attendees who were between the ages of 41 and 50 came next. The age group of 51–60 (14 or 16.87%) came in third, followed by the age group of 21–30 (13 or 15.66%).

Regarding years of teaching experience, the majority of attendees (28 or 33.74%) have 6–10 years under their belt. These are followed by those with 0–5 years (18 or 21.69%), 11–15 years (13 or 15.66%), 21–25 years (10 or 12.05%), 16–20 years (9 or 10.84%), and finally, those with 26–30 years (5 or 6.02%).

Table 2: Teachers' experience in doing action research

Category	Frequency	Percentage
Inexperienced	53	63.86

Beginner	11	13.25
With experience	19	22.89
Total	83	100

Table 2 displays the instructors' experiences with action research, broken down by experience level, beginner, and experienced. The majority of attendees (53, or 63.86%) are in the category of those without experience, followed by those with experience (19, or 22.89%), and finally, the novice or those who are just starting out in action research group.

When we say these teachers are inexperienced, we mean they have never conducted any kind of action research. The people who have finished one action research project, those who were able to begin writing but were unable to finish, and those who were able to work with others and are beginning their own action research project are all considered beginners. The people with experience were the master teachers who had to complete annual action research projects and had a background in writing because it was a requirement for their master classes.

They attended the webinars so that they would be aided in improving their writing skills, learn more about the fundamentals of conducting action research, be properly guided and informed about its complexities, and use action research to help solve problems in their respective schools.

With these, professional development courses on action research are necessary to assist people rectify their misconceptions about it, identify different kinds of action research, and put their proper understandings into practice (Cortes, et al ,2021) .

Peña (2018) backs up the idea that teachers must create new knowledge and acquire it to develop a conceptual understanding of it. Consequently, a framework for professional development that promotes professional progress is essential. A series of webinars will be of great assistance to them in understanding how to conduct action research.

Table 3: Perceived Readiness of teachers in terms of doing action research before and after attending the webinar

PERCEIVED READINESS		MEAN	SD	INTERPRETATION
1	How ready are you to write an Action Research before the discussion?	2.14	0.95	Somewhat ready
2	How ready are you to write an Action Research after the discussion?	3.11	0.80	Ready
	Over-all Mean	2.63	0.87	Ready

Legend:	
3.21 - 4.00	Very ready
2.41 - 3.20	Ready
1.61 - 2.40	Somewhat ready
0.81 - 1.60	Not ready
0.00 - 0.80	Not Very ready

Teacher participants were only marginally prepared (2.14) to conduct action research prior to the webinar's conduct, compared to their perceived readiness (3.11) following the webinar.

Because some of the ambiguities surrounding conducting action research were clarified in the webinar, participants' perceived level of readiness increased. Although they acknowledged they still needed more direction, they were inspired to write as well.

Teacher readiness pertains to the quality of a teacher who participates in a webinar and is deemed capable of conducting action research because they have the requisite skills and knowledge, have a sufficient understanding of the fundamentals of the field, and possess the character traits and abilities to engage in the activity through constructive relationship-building.

It merely serves to confirm Tindowen's (2019) claims that educators are not adequately prepared to carry out action research. Additionally, he thinks that action research can be challenging for educators, especially in terms of data collection, findings presentation, and publication. Based on survey data collected following the webinar series, the majority of attending teachers reported learning new information and developing their understanding of action research. When the results are compared to the survey's findings from before the webinar, changes are evident.

Table 4: Perceived level of self-confidence of the teachers after attending the webinar

	PERCEIVED LEVEL OF CONFIDENCE	MEAN	SD	INTERPRETATION
1	How Confident are you that after the webinar, you can now conduct your own action research? [By your own?]	3.81	0.43	Completely Confident
2	How Confident are you that after the webinar, you can now conduct your own action research? [With a companion?]	3.83	0.38	Completely Confident
	Over-all Mean	3.82	0.40	Completely Confident

Legend:	
3.21 - 4.00	Completely Confident
2.41 - 3.20	Fairly Confident
1.61 - 2.40	Somewhat Confident
0.81 - 1.60	Slightly Confident
0.00 - 0.80	Not Confident at all

Following the webinar, teacher participants expressed total confidence in their ability to carry out their action research independently (3.81), a confidence level that is only marginally higher than when they conduct action research with a partner (3.83).

Building or boosting one's confidence can be achieved through engaging in constructive thought processes, physical activity, education, knowledge acquisition, and social interaction. Confidence comes from a sense of well-being and trust in one's skills, knowledge, and experience.

Some people held the opinion that cooperation would produce greater outcomes and that two minds are better than one. Some acknowledge that they have figured out how to do it in the simplest way possible, but they still require assistance from a professional.

The educators claim that they are now ready—or at least somewhat ready—to conduct action research. It is in line with what Richmond, D. (2019) claims that taking part in webinars allows learners to gain more knowledge about the subject of their choice and advance their skills.

Based on the findings, teachers feel more comfortable undertaking action research with others than by themselves. According to Oxford Learning (2019), there are a few reasons why people feel more confident and at ease working both alone and in groups.in conducting action research with companions than alone.

Some people are more self-assured while conducting research on their own since they have more control over their schedule, access to less irrelevant material, and difficulty making social connections. Depending on the size of the gathering, finding a time and place that works for everyone can be extremely difficult. If

meetings keep getting pushed back or called off, it's better to just start working alone.

Supporting Tindowen (2019) investigation, which found that teachers face considerable challenges due to a shortage of time and an increase in workload.

On the other hand, working in groups will aid in the clarification of any material, increase the number of knowledge-based points of view, and spur one another on to complete the task. Having no one to turn to for assistance when you don't comprehend something can be really challenging. One key benefit of working in a group is the ability to consult others if a notion is unclear. Having additional people close by to assist with concept evaluations may also lead to a deeper understanding of the facts.

Table 5: Perceived usefulness of the series of webinars and the guidebook as regards the conducting of action research

	PERCEIVED USEFULNESS	MEAN	SD	INTERPRETATION
1	How useful was the series of webinars as regards the conducting of action research?	3.16	0.67	Useful
2	How useful was the guidebook as regards the conducting of action research?	3.40	0.64	Very Useful
	Over-all Mean	3.28	0.66	Very Useful

Legend:	
3.21 - 4.00	Very Useful
2.41 - 3.20	Useful
1.61 - 2.40	Somewhat Useful
0.81 - 1.60	Not Useful
0.00 - 0.80	Not Very Useful

Regarding the webinar series' utility, educators who attended thought it was beneficial (3.16). They discovered that the guidebook was incredibly helpful for carrying out action research (3.40).

They thought the webinar was helpful since it covered topics in an understandable and informative way. The speaker's discussion and sharing are replete with examples from his experience. knowledgeable investigator.

They also received pointers and tips, and they had no trouble understanding the guidebook.

In the study of Torrato, J. B., Aguja, S. E., & Prudente, M. S. (2021) where they conducted a webinar-workshop via Google Meet to improve teachers' understanding of Action Research (AR) and its principles, 33 faculty members and administrators from basic education level participated. Results showed that teachers found AR enjoyable, enjoyed trying new teaching methods, and understood the basic principles. They agreed that AR starts with addressing current situations and improves educational processes through change.

CONCLUSION

The webinar attendees were primarily female (66 or 79.52%), aged between 31 and 40 (36 or 43.37%), and most had been teachers for six to ten years (28 or 33.74%).

They all attended the webinar because it was free, convenient, helped them stay up to date without having to spend a lot of money traveling to conferences, allowed them to explore related issues, gave them reference materials, and helped them stay current with the ever-evolving field of action research. Despite the fact that their ages and years of teaching experience varied. They seized the chance to acquire knowledge.

It was clear before the webinar that the majority of the teachers were not yet prepared to undertake research. The majority of teachers do not possess the requisite training or experience to conduct action research, which is important because action research contributes to the enhancement of educational

establishments. It helps educators identify what went wrong and potential fixes for issues and roadblocks in the classroom.

Teachers feel more comfortable undertaking action research with others than by themselves.

RECOMMENDATION

The study shows that most educators who attended the webinar lacked training and experience in conducting action research. In order to better prepare future educators and other professionals who will soon need to conduct action research, the Department of Education (DepEd) and the Commission on Higher Education (CHED) must make improvements to their secondary and tertiary curricula.

Furthermore, it is mandatory for the previously mentioned government organizations to provide these professionals with ongoing training even after they graduate by hosting online or live seminars that instruct them on academic papers such as action research.2. One of the issues discovered throughout the webinar's conduct was a shaky internet connection. The experts advise that alternatives be set aside as a preventative measure. The most recommended method is to record the lecture, but holding in-person sessions might also work.

To give a more thorough understanding, topics like statistical tools like SPSS can be covered in more detail. A roundtable discussion can also be held if attendees have any questions or require clarification on the topic or topics being covered.

Lastly, during the session, quick exercises that apply the material may be conducted to test what the participants have learned. An additional choice would be to urge participants to prepare and present a research paper and then have a panel of experts provide comments and insights on their works.

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