

Managing the Preparation of the 21st Century Competence Accredited Teachers

Md. Rasel Kabir¹ A.S.M. Shamim Miah²

1. Assistant Professor, Green University of Bangladesh, 220/D, Begum Rokeya Sarani, Dhaka-1207, Bangladesh
2. Assistant Lecturer, University of Technology and Applied Sciences, 6FC4+428, 21, Ibri 115, Oman
shamim.ibr@cas.edu.om

Abstract

The information technology revolution, which resulted in a paradigm shift, ushered in the twenty-first century, with technological advancements directing employers' attention to abilities such as creativity, critical thinking, problem-solving, communication, and collaboration, which quickly transformed education systems around the world, including Bangladesh. This development necessitated a greater focus on curriculum, textbooks, platforms and resources, which began to reflect content that would empower learners with 21st-century skills, but not on teachers who are from the twentieth century. Hence, some questions arise, which are the research questions of this study as well as to how can teachers with 20th century competencies teach 21st century students to acquire 21st-century skills? Shouldn't they be familiarized, acculturated, and informed of the appropriate teaching and assessment methods? This study was designed to compile and analyze diachronic and sampling quantitative and qualitative data from three instruments administered across five universities in Bangladesh over a six-month period. The data was then examined utilizing interpretive research findings, which revealed specific reasons favoring the incorporation of the 21st century skills in teacher education. The study's findings backed up the idea that curriculum change, teacher training, and collaboration are the only options for successfully empowering teachers to impart 21st-century skills required for teaching and learning.

Keywords: teacher education, 21st century teachers' competencies, teaching learning, assessment information technology, authoritarianism, push and pull factors, 5Cs of the 21st century

1. Introduction

Since the 1990s' Information Technology Revolution, education has been continually developing and getting pushed for ongoing skill enhancement of the workforce, revision of material, and modernization of already implemented approaches to guarantee that learning is valuable to learners. The innovation of socio-emotional skills and abilities in line with the demands of 21st century employment, i.e. creativity, critical thinking, communication, collaboration, and citizenship, is as important as the content they learn all through their academic path for learners to develop their aptitude in a world in technological evolution. Teachers, like these talents, must be continuously taught and developed, whether in terms of skills, material, or technique, to guarantee that the immersive learning experience continues through the 21st century. Of course, one would question why teachers need to be prepared to teach 21st century abilities. Kong (2001) comments that teachers are the major change agents in the creation of a generation of critical thinkers who provide the answer. Hence, "...the objective of such education must be envisaged...to promote problem solving and creative thinking; understanding and respect for human rights; inclusion and equity; cultural diversity; it must also foster a desire and capacity for lifelong learning and learning to live together, all of which are essential to the betterment of the world and the realization of peace, responsible citizenry," according to UNESCO's vision for education in the post-2015 era (p. 4). "Traditionally, teacher education programs have emphasized topic and content-related pedagogical competencies," writes the author (Neisler et. al., 2016). As a result, this study will interview and poll teachers to understand the reasons for late and inadequate adaptation to and implementation of 21st century teaching and learning.

2. Literature Review

Education has made great strides, with four generations of revolutions prompted by following Industrial Revolution (IR) and Information Communications Technology Revolutions, which created a parallel environment ideal for the transfer of new knowledge, one that retails competencies never seen before. These new competencies, which are in high demand among today's businesses, necessitate academics and educational institutions preparing their graduates to use them in the workplace. However, the obstacle in blocking competencies is not so much a problem as it is the institutions involved in workforce preparation and their academic staff, who, according to Ahmed (2004), "have a negative attitude about [it]" and "[teachers] don't know how to teach it." According to Wilkins (1999), the teachers clearly did not grasp what to teach in [Competency Education] and how to teach it based on their [teacher education] experiences. Furthermore, Al-Maamari (2021) concludes from Grossman (2002) and Fairbrother (2004) studies that competence education is difficult for instructors to understand and implement. The reason for this inability is a lack of understanding (Zayed, 1997) of the competencies, which is clearly evincing that teachers should not be expected to know everything, especially the 21st century competencies, which are recent developments in education, as opposed to their learning, specialization, and training, which are based on the 20th century competencies, i.e. broad analytical

ability, logical thinking, concept formulation competency, conceptualization of complicated and ambiguous relationships, idea generating and problem solving inventiveness, ability to evaluate events and recognize trends, and anticipate changes (Three classic core work skills still in demand today, 2021). Such educational methods do not promote creativity, communication, critical thinking, cooperation, or problem-solving. So, the inquiry emerges, which is also the study's research question: how can the educated masses of the 19th and 20th centuries, or to put it another way, how can teachers who graduated from programs that based their curricular objectives on conceptualization of complex and ambiguous relationships, creativity in idea generation and problem solving, ability to analyze events and perceive trends, and anticipate changes that created factory, industry, or manufacturing workforce aim for preparing 21st century compatible workforce? Making it relevant, teaching through disciplines, creating creativity, building thinking skills, increasing learning transfer, teaching students how to learn, dealing directly with misunderstandings, approaching teamwork as an outcome, and using technology to support learning are all part of the solution (Tuzlukora et. al.,2018). Best if teachers' professional development or continuous professional development provides them with future need-based training, which, as Bedir (2019) suggests, "should be an education for an unknown future," because "we cannot rely on any existing knowledge and skills [i.e. 20th century competencies] for developing [teachers] for it," as Bedir (2019) asserts. "Pre-service teachers' technology training experience [which is missing in training programs based on 20th century needs]," Sutton (2011) proposes, "should remain useful and relevant once they are placed in their own classroom."

3. Research Questions

How can teachers with 20th century competencies teach 21st century students to acquire 21st century skills? Should they not be familiarized, acculturated, and informed of the appropriate teaching and assessment methods needed in the 21st century?

4. Research Method

In-depth interviews were conducted for the purposes of this study. In depth interviews are unstructured, personal conversations with the goal of identifying participants' emotions, feelings, and opinions about a certain research topic through a live meeting over Zoom. In terms of data collection tools, the research was conducted using a semi-structured questionnaire that served as an interview guide for the researchers. Some questions were prepared in advance to help the researchers steer the interview toward the fulfillment of the research objectives, but more questions arose during the interviews.

Some sample questions that were included in the semi-structured questionnaire were the following:

- Are the graduates of the 1990s 21st century competency aware?
- Does teaching using 21st century tools qualify a teacher as a 21st century skills compatible?
- What model of teaching can be 21st century competency adherent?
- What credentials should teachers have in order to qualify as 21st century skilled teachers?

4.1 Sample Selection

Purposive sampling was utilized to create the sample for the research under consideration. Sample members are chosen based on their knowledge, relationships, and skills regarding a research subject in this method, which falls under the category of non-probability sampling techniques (Feldmann, 2007). The sample members chosen for the current study had a special connection to the phenomenon under investigation, sufficient and relevant work experience in the field of education, active participation in several educational initiatives and partnerships, as well as a proven research background and understanding of raw data concerning destinations. The participants in this study were academicians over six well-known educational establishments i.e. universities, colleges, higher secondary schools, secondary schools, primary schools, and other educational centers or institutions operating in Bangladesh in general and specifically in Dhaka.

4.2 Research Process

Meetings with the academicians described above were held between September 10 and September 24 of 2020 to acquire their consent to participate in the study. More specifically, after outlining the nature and scope of the investigation, the researchers contacted them and asked them to participate in the study. The respondents were generally willing to engage in the study, and the interviews took place between September and November of 2020. The discussions lasted around 40 to 45 minutes and took place live on Zoom. During the interviews, the researchers mostly took notes to aid in the analysis of the information acquired. During the interview, respondents were free to voice their opinions on any issue they wanted, even if it was not covered in the discussion areas stated in paragraph 4.1. Finally, it should be emphasized that the chats were pleasant and easy to follow.

The research process involved first calculating a high sampling volume was the survey questionnaire (see Appendix 1.0). The second instrument was a 60-minute structured interview with survey respondents and direct stakeholders, including experienced, novice, and would-be teachers, performed through ZOOM and Google meet in order to collect qualitative opinions, personal observations, and experiences for inspection (see Appendix 2.0). The respondents' and interviewers' teaching portfolios were the last instrument, and they were utilized to correlate all of the data obtained against the expected 21st century framework and semester program outcomes.

4.3 Data Analysis

Content analysis was used to analyze the data which was gathered from personal interviews. A main advantage of content analysis is that it helps in data collected being reduced and simplified, while at the same time producing results that may then be measured using quantitative techniques. Moreover, content analysis gives the ability to researchers to structure the qualitative data collected in a way that satisfies the accomplishment of research objectives. However, human error is highly

involved in content analysis, since there is the risk for researchers to misinterpret the data gathered, thereby generating false and unreliable conclusions (Krippendorff & Bock, 2008).

4.4 Ethical Considerations

There were several ethical concerns with the current investigation. As previously stated, all participants completed a Consent and Briefing Letter (stipulated on the questionnaire) acknowledging their written agreement of their involvement in the research stipulated on the survey questionnaire. Also, a letter was sent to reassure participants that their participation in the study was entirely voluntary and that they were free to leave at any time and for any reason.

In addition, participants were fully told about the study's objectives, and they were promised that their responses would be kept private and utilized exclusively for academic purposes and for the purposes of the specific research. Except for the circumstances described above, subjects were neither physically or psychologically mistreated or abused during the research. The researchers, on the other hand, strove to develop and maintain a pleasant environment.

4.5 Research Limitations

This article had the following constraints, as does every study:

- The sample size was tiny, with only 48 people taking part. A larger sample size would almost certainly improve the research's dependability.
- Qualitative research does not allow for the measurement of the problems being studied.
- The analysis of the function of institutions in the promotion of 21st century competencies as the educational providers may be influenced by elements not discussed in this project.
- Participants may refuse to speak against their organizations in some situations.

5. Research Outcomes

For one reason, teachers with more than 11 years of experience make up the majority of the world's active teaching population at the elementary, secondary, higher secondary, college, and university levels. They preserve a 20th century teaching mindset, i.e., authoritarian, essentialist, and individualist approach, and prepare pupils who mirror the ethos of their forefathers. This is clear in the findings of a study done by Miah et. al (2020) to assess teachers' attitudes about 21st century competencies based on their work experiences. Additionally, a significant proportion of teachers with 0 to 5 years of experience have 21st century mindset and requisite aptitude, notwithstanding their best practices, lesson delivery techniques, teaching methods or approaches, and most crucially, their goals for graduate qualities and future teacher recruitment needs. In their plans to recruit future teachers, they show a regression from 21st century competence to 20th century competence, which can be seen as a reverse trend away from the 5Cs supportive learning environment (see Figure 1.0) signifying the need for 21st century competency training.

Figure 1: The roadmap that shows the need for 21st century competency training of teachers

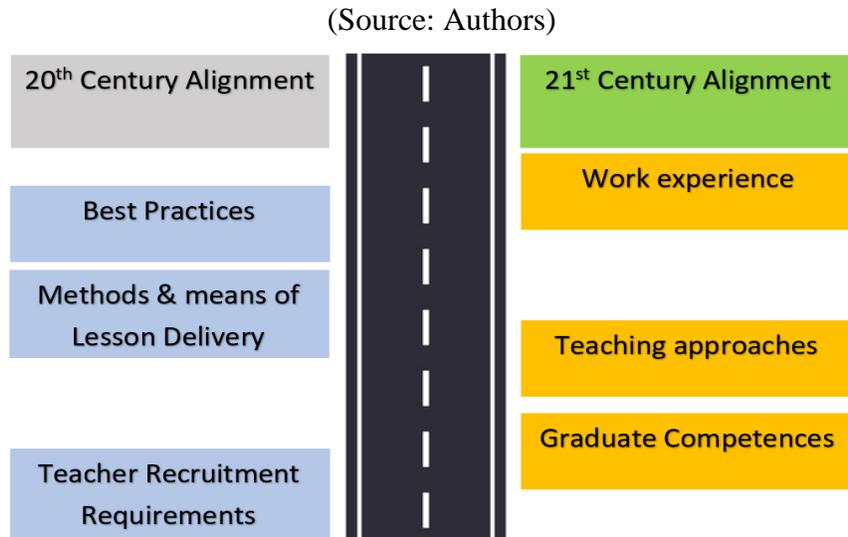
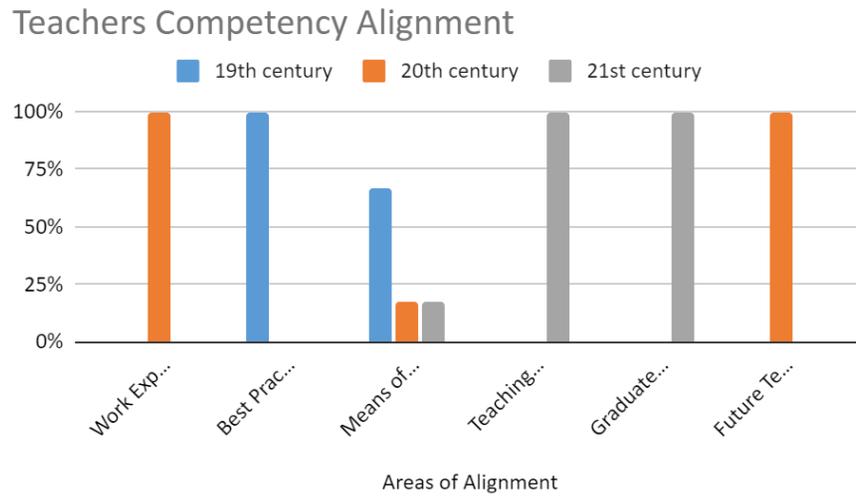


Figure 2 clearly demonstrates that, for the most part, teachers' assertions that they are best suited and visibly adherents to 21st century competencies in their best practices fall short of demonstrating the same in their choice of lesson delivery methods applied during teaching and learning. They are completely flipped and placed in the 20th century. So, how can teachers professing to use all of the best practices in their power to comply with 21st century competencies use 20th century competency supportive lesson delivery methods (that include lecture method, note-taking, memorization and occasional case studies or problem-solving)? In following such an approach, educators “usually passed the information from them to the students” (Bassendowski and Petrucka, 2013). In addition to that, the education system more specifically the curriculum in effect at primary, secondary higher secondary and tertiary education are mostly assessing the level and/or amount of knowledge the learners gather during the course. On the contrary, the curriculum should have been designed in such a way that should guarantee the engagement of teachers ‘as guide on the side’ not ‘sage on the stage’ and the involvement of learners in activities that require creativity, critical thinking, problem-solving, communication, and collaboration. As this has been a far cry, the questions remain ‘how can teachers or their graduates be placed in the 21st century using this receded method of teaching?’ and ‘how can an education system riddled with anomalies prepare graduates for the 21st century competencies?’

Figure 2: Evaluation Criteria (see Appendix 2.0)



Moreover, teachers are unaware of the different transition phases that education has gone through since the Industry Revolution 1.0 (IR 1.0). They just feel that adapting to technology, gadgets, the internet, or applications is sufficient to qualify them for e-learning. Despite popular opinion, the education system has only fused into a relatively mixed orientation to e-learning, owing to a large number of teachers in the decision-making body who belong to the 20th century mind frame and have over 20 years of work experience. They emphasize the need for face-to-face interaction, even for university students who might adapt to the constructivist, socio-constructive, or collaborative education system to become graduates with 21st century competencies.

Table 1: Teachers Alignment to Competencies

Evaluation Criteria	20 th Century	21 st Century
Work experiences	43%	57%
Best Teaching Practices	51%	49%
Methods & Means of Lesson Delivery	83%	17%

Teaching Approaches	28%	72%
Graduate Attributes	8%	92%
Teacher Recruitment Requirements	99%	1%

6. Conclusion

All in all, the research findings indicate that there were minimal resources in the late 20th century, as a result, instructional techniques mostly consisted of lectures, case studies, and some problem-solving situations; wherein, the teachers had their students to passively learn while concentrating on note-taking, memorizing, and the capacity to sit for long periods of time. Even though Bassendowski and Petrucka (2013) often questioned “if 20th century teaching approaches are still relevant in the fast-paced 21st century environment”, the findings while contradicting indicate the approaches are still applied. Thus, reinventing pedagogy is critical to move teaching and learning into the 21st century; wherein, teacher training has no alternative. Tapscott and Williams (2010) too encourage “to move to interactive and collaborative learning environments and teach beyond the printing press era”. Teachers need to be in a supportive environment that encourages the building of communities, reflection, sharing, and critical thinking to help students comprehend, synthesize information, and develop as independent and authentic learners.

7. Recommendations

Teacher Training for empowering teachers with 21st Century Competencies necessitates a rigorous program (hereinafter referred to as TTP) that stands for quality and excellence. Rather than focusing on traditional teaching, TTP should strive to integrate technological literacy, media literacy, and information literacy with intrinsically powerful abilities like communication, collaboration, creativity, and critical thinking (also known as problem-solving). The goal should not be to train teachers to be knowledge transmitters, but to train them to be facilitators, coaches, and mentors who help students reinvent knowledge (Miah, 2022). These facilitators, coaches and mentor need to be flexible and adaptive to work with learners to understand their needs, strengths, weaknesses, and the influence of technology in their lives; lifelong learners who will read wide and be an ardent follower of global trends in education and other disciplines; tech savvy who will promote technology in the classroom by applying blended learning; team leaders and collaborators who will endeavor to cultivate a cohesive teaching-learning environment; creative and innovative which will help learners cultivate original thought and imagination as a gateway to 21st century challenges; mentors and role models who will be sensitive to learner real-life challenges, reflective of learner emotional challenges, aware of divergent views (Amuno, 2022) .

Further to this, Miah (2022) asserts that state agencies that endorse education system, such as the Ministry of Education (MoE) or the Ministry of Higher Education (MoHE), must design and enact this program for teachers, teacher educators, and supervisors with the goal of improving their teaching and training practices in order to raise the level of teachers' pedagogical ability in all academic system.

Finally, Miah (2022) also recommends that TTP must be enforced from the ground up as an in-service unilateral action or a pre-recruitment qualification; so that it may be offered as a certificate course from an accredited center of excellence. For would-be instructors interested in pursuing a career in teaching, the course could be treated as a postgraduate qualification.

References

Ahmad, A. (2004). 'The making of a 'good citizen' in Malaysia: does history education play a role?', in W.O. Lee, D.L. Grossman, K.J. Kennedy and G.P. Fairbrother (eds). *Citizenship education in Asia and the Pacific*. CERC Studies in Comparative Education, vol 14. Dordrecht: Springer. https://doi.org/10.1007/978-1-4020-7935-1_10

Al-Maamari, S. (2021). Incorporating citizenship education framework in social studies teachers' education programme in the Sultanate of Oman. *International Journal of Humanities and Social Science Research*. Retrieved from <https://www.lifescienceglobal.com/pms/index.php/ijhssr/article/view/8311>

Amuno, A. (2022). Discover the 6 qualities of the 21st century teacher. *Parenting Alpha*. Retrieved from <https://parentingalpha.com/discover-the-6-qualities-of-the-21st-century-teacher/>

Bassendowski, S. L. & Petrucka, P. (2013). Are 20th century methods of teaching applicable in the 21st century? *British Journal of Educational Technology*, vol. 44 (4), pp. 665-667. Retrieved from [Are 20th century methods of teaching applicable in the 21st century?](#)

Bassendowski, S. L. & Petrucka, P. (2013). The space between: teaching with push-pull strategies that reflect ubiquitous technology. *Journal of Modern Education Review*, vol. 3 (1), pp. 1-7. Academic Star Publishing Company. Retrieved from <http://www.academicstar.us/issueshow.asp?daid=506>

Bedir, H. (2019). Developing a framework for the integration of 21st century learning and innovation skills into pre-service ELT teachers' practicum. *International Online Journal of Education and Teaching (IOJET)*, vol. 6(4), pp. 828-843.

Canadian Accredited Independent Schools. (n.d.). *20th century classroom vs. the 21st century classroom*. CAIS. Retrieved May 24, 2022, from http://www.caais.ca/uploaded/Professional_Development/21st_Century_Schools.pdf

Educatorstechnology. (1970). The 6 major skills for 21st century students. *Educational Technology and Mobile Learning*. Retrieved May 24, 2022, from <https://www.educatorstechnology.com/2015/01/the-6-major-skills-for-21st-century-students.html>

Fairbrother, G.P. (2004). 'Patriotic education in a Chinese middle school', in W.O. Lee, D.L. Grossman, K.J. Kennedy and G.P. Fairbrother (eds). *Citizenship education in Asia and the Pacific*. CERC Studies in Comparative Education, vol 14. Dordrecht: Springer. https://doi.org/10.1007/978-1-4020-7935-1_10

Feldmann, D. (2007). Citizenship education: current perspective from teachers in three states. *Educational Research Quarterly*, vol. 30(4). online in: https://moam.info/download-full-text-pdf_5b879de9097c475f168b4633.html

Grossman, D. 2004. 'Teachers' Perceptions of Future Citizens in Hong Kong and Guangzhou', in W.O. Lee, D.L. Grossman, K.J. Kennedy and G.P. Fairbrother (eds). *Citizenship education in Asia and the Pacific*. CERC Studies in Comparative Education, vol 14. Dordrecht: Springer. https://doi.org/10.1007/978-1-4020-7935-1_10

Hamad, M. (1997). A suggested programme to develop a value of national belonging through history for the pupils in grade 8. Ph.D. thesis (in Arabic) Eyeen Shams University, College of Education, Egypt.

Katz, R. (1955). The skills of an effective administrator. *Harvard Business Review*, January-February.

Katz, R. (1974). The skills of the effective administrator. *Harvard Business Review*, Vol. 52(5), pp. 90-102.

Kong, S. L. (2001). *Critical thinking dispositions of pre-service teachers in Singapore: a preliminary investigation*. Paper presented at the Annual Conference of the Australian Association for Research in Education (AARE), 3-6 December 2001, Fremantle, Western Australia.

Krippendorff, K. & Bock, M. A. (2009). *The content analysis reader*. Thousand Oaks, California: Sage Publication

Legacee. (2021). Three classic core work skills still in demand today. *Legacee*. Retrieved April 27, 2022, from <https://www.legacee.com/core-skills/organizational>

Miah, A. S. M. S., Kabir, M. R. & Sultana, S. (2020). E-learning in Bangladesh: a study of teachers' behavioral orientation and affective alignment in the post-new normal. *Contemporary Research in Education and English Language Teaching*, vol.2(1), pp. 16–35. <https://doi.org/10.33094/26410230.2020.21.16.35>

Miah, A. S. M. S. (2022). *How to incorporate 21st century competencies into teacher training programme? The 21st century education*. Retrieved May 25, 2022, from <https://the21steducation.wordpress.com/2022/04/11/how-to-incorporate-21st-century-competencies-into-teacher-training-programme/>

Neisler et. al. (2016). '21st century teacher education: teaching, learning and assessment of critical thinking skills at Sultan Qaboos University', in M.A. Flores, T.A. Barwani, A.H. Karousi & A.H. Sulaiman. (eds). *Redefining teacher education for the post-2015 era: global challenges and best practices*. New York: NOVA Science.

Sail the 7CS – 21st century essential student competencies: Minecraft education edition. Minecraft. (n.d.). Retrieved May 24, 2022, from <https://education.minecraft.net/en-us/blog/sail-the-7cs--21st-century-essential-student-competencies/>

Sutton, S.R. (2011). The preservice technology training experiences of novice teachers. *Journal of Digital Learning in technology Education*, vol. 28 (1), pp. 39-47.

20th Century Classroom vs. the 21st Century Classroom. CAIS Canadian Accredited Independent Schools. (n.d.). Retrieved May 24, 2022, from <https://www.cais.ca/>

Tapscott, D. and Williams, A. (2010). Innovating the 21st century university: it's time. *EDUCAUSE Review*, vol. 45 (1). Retrieved from <http://net.educause.edu/ir/library/pdf/ERM1010.pdf>.

Three classic core work skills still in demand today. *Legacee*. (2021). Retrieved May 24, 2022, from <https://legacee.com/core-skills/organizational>

Tuzlukova, V. Al-Busaidi, S., Burns, S. & Bugon, G. (2018). Exploring teachers'

perception of 21st century skills in teaching and learning in English language classrooms in Oman's higher education institutes. *Journal of Teaching English for Specific and Academic Purposes*, vol. 6(1), pp. 191.

UNESCO. (2014). *UNESCO Position Paper on Education Post-2015*. Retrieved from <http://en.unesco.org/post2015/sites/post2015/files/UNESCO%20Position%20Paper%20ED%202015.pdf>.

Wilkins, C. (1999). Making 'good citizens': the social and political attitudes of PGCE students. *Oxford Review of Education*, vol. 25 (1/2), pp. 218- 230.

Zayed, A. (1997). Citizenship characteristics in the content of history curriculum and its reflection on teachers and students in the preparatory school in the Kingdom of Saudi Arabia (In Arabic). Paper presented on a 5th Conference 'Learning for Better Arabic Future', 29-30 April, College of Education, Helwan University, V (2), 198-220.

Z. D. (2013). *What is the difference between 20th and 21st century classrooms? Dr. Z Reflects*. Retrieved May 24, 2022, from <https://drzreflects.blogspot.com/2013/04/what-is-difference-between-20th-and.html>

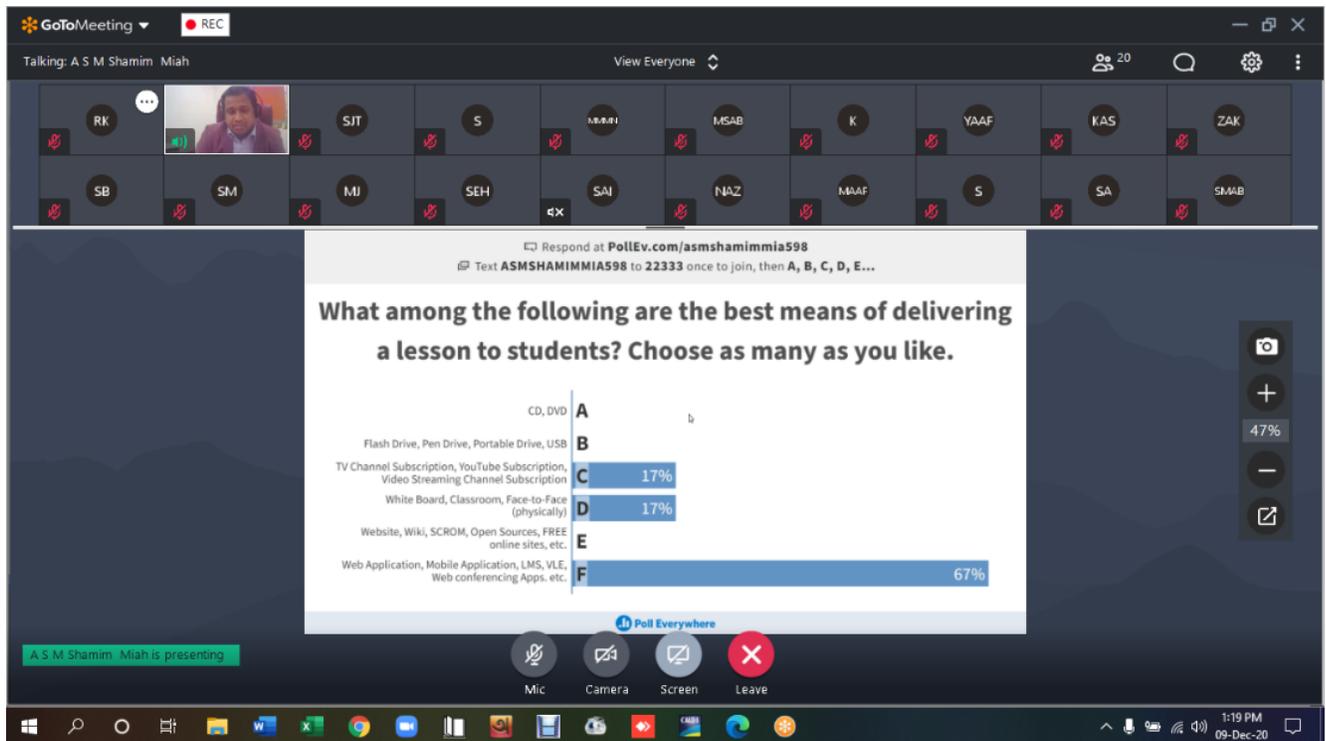
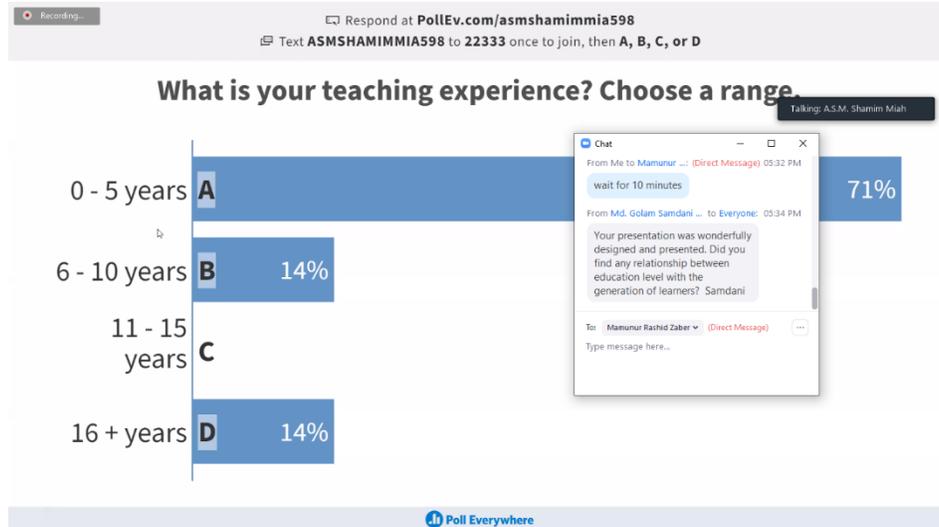
Appendix 1.0

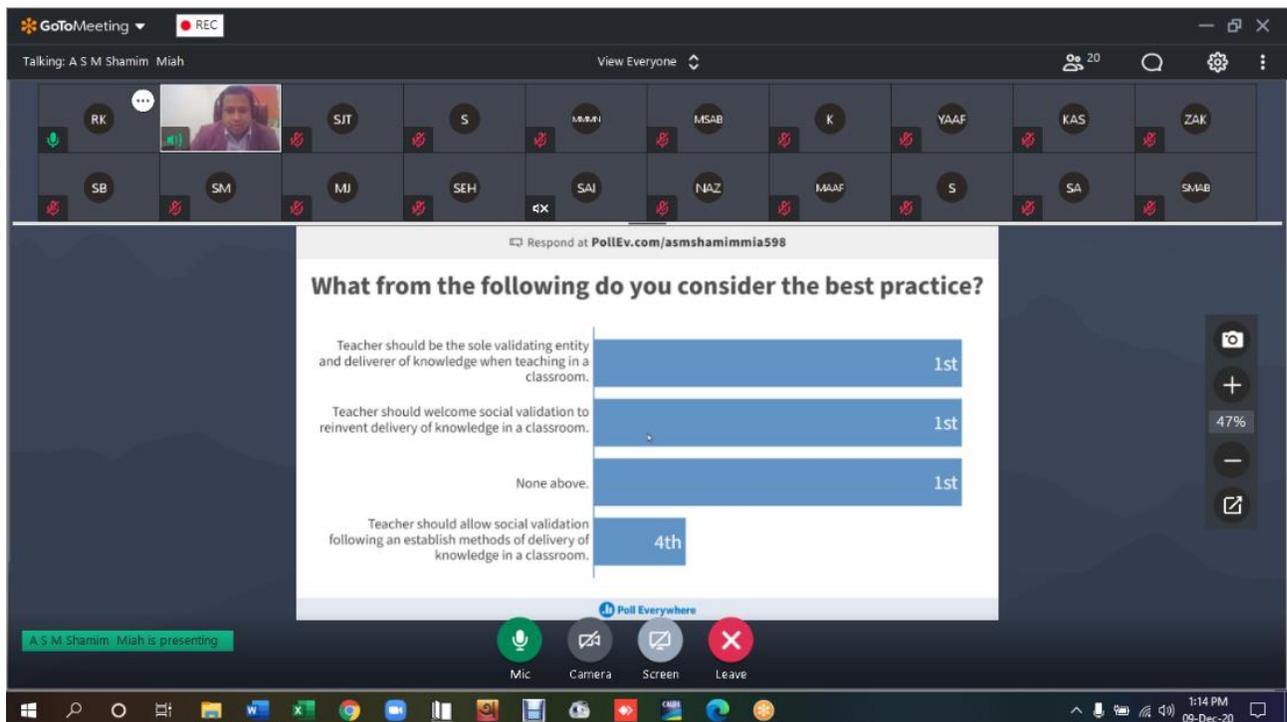
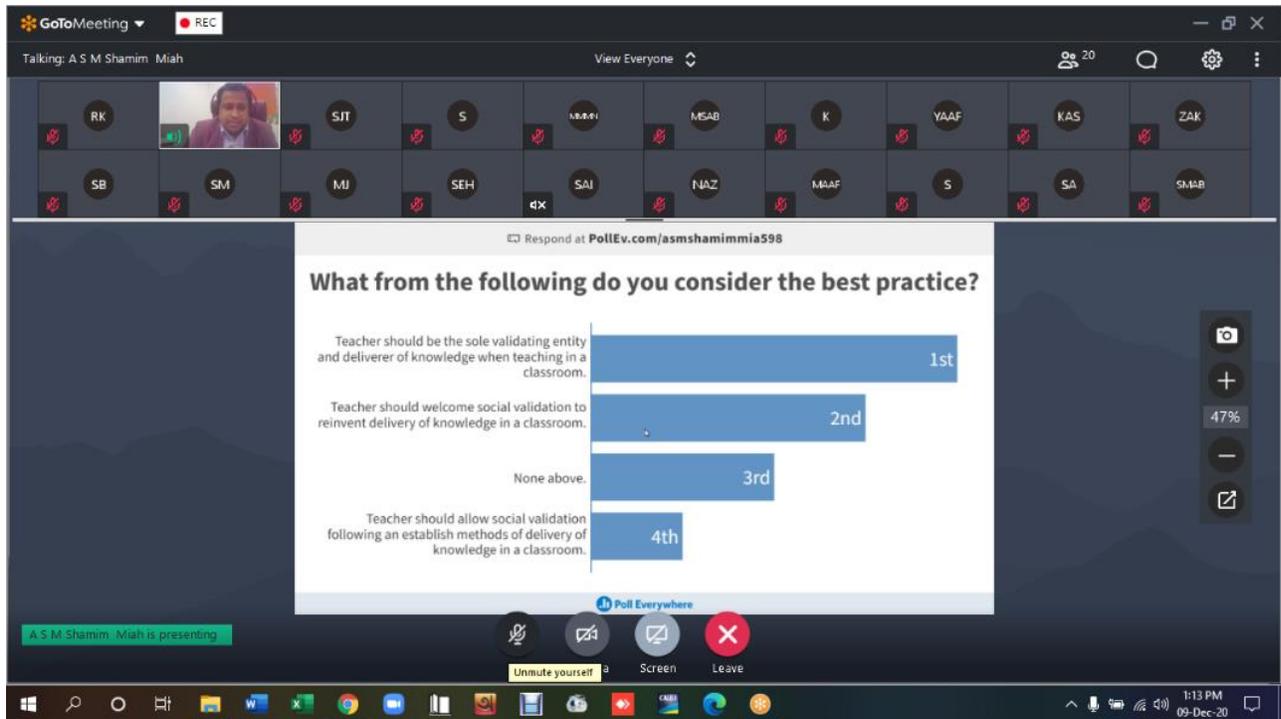
<i>20th Century Classroom Qualities</i>	<i>21th Century Classroom Qualities</i>
Time-based	Outcome-based
Focus: memorization of discrete facts	Focus: What students Know, Can Do and Are Like after all the details are forgotten.
Lessons focus on the lower level of Bloom’s Taxonomy – knowledge, comprehension and application.	Learning is designed on upper levels of Blooms’ – synthesis, analysis and evaluation (and includes lower levels as curriculum is designed down from the top.)
Textbook-driven (content comes from textbooks)	Research-driven (content comes from student research)
Passive learning	Active Learning
Learners work in isolation – classroom within 4 walls	Learners work collaboratively with classmates and others around the world – the Global Classroom
Teacher-centered: teacher is center of attention and provider of information	Student-centered: teacher is facilitator/coach
Little to no student freedom	Great deal of student freedom
“Discipline problems” – educators do not trust students and vice versa. No student motivation.	No “discipline problems” – students and teachers have mutually respectful relationships as co-learners; students are highly motivated.
Fragmented curriculum	Integrated and Interdisciplinary curriculum
Grades averaged	Grades based on what was learned

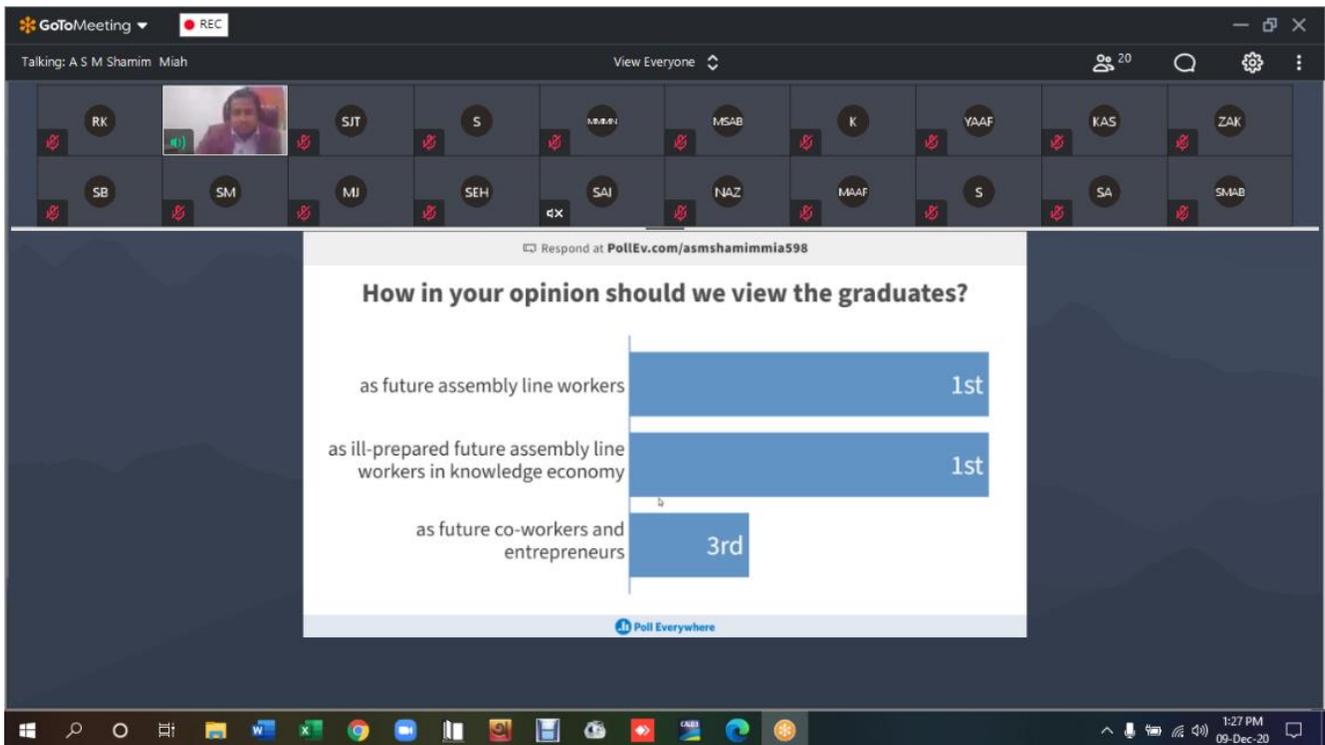
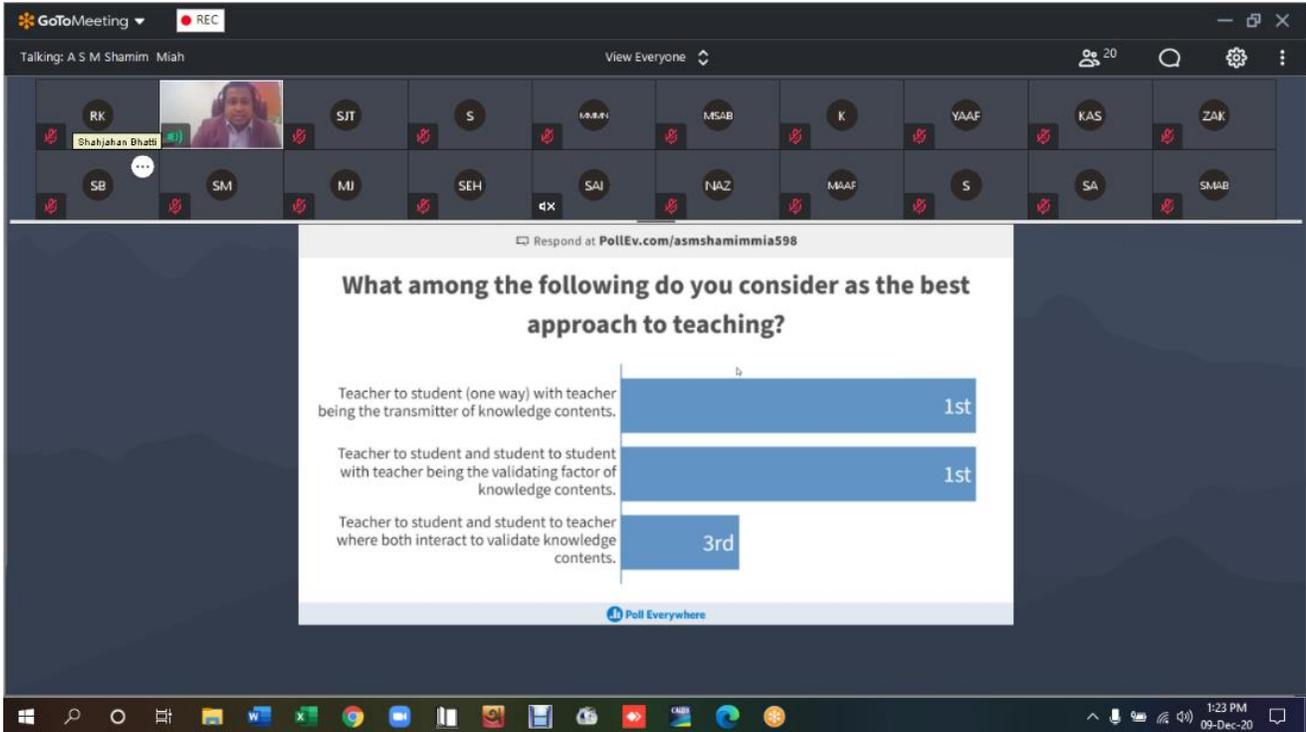
Low expectations	High expectations – “If it isn’t good it isn’t done.” We expect, and ensure, that all students succeed in learning at high levels. Some may go higher – we get out of their way to let them do that.
Teacher is the judge. No one else sees student work.	Self, Peer, and Other assessments. public audience, authentic assessments.
Curriculum/School is irrelevant and meaningless to the students.	Curriculum is connected to students’ interests, experiences, talents, and the real world.
Print is the primary vehicle of learning and assessment.	Performances, projects, and multiple forms of media are used for learning and assessment
Diversity in students is ignored.	Curriculum and instruction address student diversity
Literacy is the 3 R’s – reading, writing and math	Multiple literacies of the 21 st century – aligned to living and working in a globalized new millennium.
Factory model, based upon the needs of employers for the Industrial Age of the 19 th century. Scientific management.	Global model, based upon the needs of a globalized, high-tech society.
Driven by the NCLB and standardized testing mania.	Standardized testing has its place. Education is not driven by the NCLB and standardized testing mania.

Adopted from Dr. Z (<https://drzreflects.blogspot.com/2013/04/what-is-difference-between-20th-and.html>)

Appendix 2.0







The screenshot shows a GoToMeeting interface with a poll displayed. The poll title is "What among the following should a teacher's credentials include?". The poll results are as follows:

Credential Option	Rank
license to teach as a professional in the field	1st
Diploma or anything in the field (Degree not required)	2nd
academic accomplishments. For example: B.A. / B.Sc., M.A./ M.Sc. / Mphil / Phd. etc.	3rd

The meeting interface includes a grid of participant icons at the top, a poll control bar at the bottom, and a Windows taskbar at the very bottom. The poll control bar shows "Poll Everywhere" and "Turn off camera" options. The Windows taskbar shows the time as 1:31 PM on 09-Dec-20.