Chapter 9
Instructor Roles and Competencies as Predictors of Study Approaches:
Curiosity and Critical Thinking in Online Teaching

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ABSTRACT

COVID-19 has developed a consciousness that humans need to change their way of living as it has touched every domain of life. The most affected domain is education. It has altogether made a paradigm transition from customary to digital instruction. Now, the role of instructor and his/her competencies are of paramount importance. The efficacy of online learning has been influenced by student views of teaching quality. Appropriate instructional practices must be discovered and highlighted in order to give the online educator with the capabilities and competencies required for virtual learning effectiveness. Quality of teaching may have far-reaching effects on the motivation of students regarding their studies. It may have an effect on students' study approaches, motivation for critical thinking and curiosity. A web-based survey was conducted on college students with the help of standardized tools. Findings exhibited that instructor roles and competencies have a role to play in students' motivation for critical thinking, study approaches, and curiosity.

INTRODUCTION

The teacher's motivation is crucial to the students' learning. Universities turned to online instruction as a result of the COVID 19 pandemic, and this calls for teachers to be apt at teaching online while maintaining both their own and the students' enthusiasm to learn. Here, the role of instructor and his/her competencies are of paramount importance. Appropriate instructional practices must be discovered and highlighted in order to give the online educator with the capabilities and competencies required for virtual learning effectiveness. Thus, this chapter attempts to explore the contribution of instructor roles and competencies in students' critical thinking, curiosity and study approaches.

BACKGROUND

The COVID-19 epidemic has raised global awareness that the current way of life is ineffective. There are numerous sectors that require radical improvements, and one of them is the educational sphere. Because of the epidemic, the entire higher education structure throughout the world has failed (Mishra, Gupta & Shree, 2020). The higher education sector in India is now under transformation. A stage wherein positive improvements have occurred and greater transformations in thinking and practices are needed. Any nation's university system now demands a rethink. Higher learning for educational institutions and learners must deal with online teaching-aids continues to be a major issue in the COVID-19 emergency scenario (Wang et al., 2020; Bao, 2020; Dilucca et al., 2020). The problem of responsivity to learning experience and new chances that technology provides is the source of the transformation. Some colleges have opted to provide digital classes to their students (Naik et al., 2021). This abrupt shift in classroom instruction to online classrooms left students and faculty perplexed. The continuing digital classes are all now focusing on the issue of learning effectiveness (Crawford et al., 2020).

There could be numerous benefits and drawbacks of virtual classrooms including both students and faculty members. For instructors, online classes provide a new way of learning with access to sophisticated techniques and innovative technologies, as well as the ability to reach a sizable group of pupils. Alternatively, students can learn how to use various online strategies and methodologies, pay recognition to live/recorded interactions with magnificent experts, pay heed to and televise classrooms multiple times, and work through their own pace (Arkorful & Abaidoo, 2015). The incapability to communicate with pupils one-to-one and enable unrestricted discussions, dialogues, and mentoring, absence of digital classroom experience, technical challenges with elevated internet connectivity, and getting accustomed

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