



Transitioning to Full Online Instruction

The Journey of Teachers in Selected Primary Schools

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Abstract. Since the outbreak of the COVID-19 pandemic in late 2019, educational systems worldwide have faced unprecedented challenges. In China, the education sector was severely impacted, leading to the Ministry of Education announcing school closures and introducing online teaching. This paper explores the experiences of teachers in primary schools in Jiangsu Province, China, as they transitioned from traditional face-to-face teaching to online instruction. By analyzing interviews with teachers, this study identifies the key challenges and opportunities they faced during this transformation and discusses the implications for future educational practices.

Keywords: Online Education; Educational Management; Teacher Transformation; Information Technology

1 Introduction

Since the COVID-19 pandemic spread around the world in the last quarter of 2019, the schools' educational systems were greatly impacted and even destroyed, the national educational system of China included. This caused the Ministry of Education's proposal to postpone the opening of the school year in the spring of 2020, calling for "continuous suspension of classes and schools." [1]. This was complemented by the particularity of time, space, and other environments. This is undoubtedly a big test for teachers in special education, but also a touchstone to test the effectiveness of the development of education using information technology. The change bring the challenge to primary school teachers, they need adapt the shift that communication skills and using of information technology even considering internet security, meanwhile psychology of student may be more attention by teachers. Long-term home teaching made up for the whole teaching activities, and little of ritual and few of effective communication with students characterized the new normal methodology. The relationship between "students and teachers has undergone subtle changes." [7] Students' satisfaction with teachers' online education method was "found to be lower than that of offline education." [5]. Therefore, the "quality of schoolwork during the pandemic was much lower than that before it, which led to psychological conditions of teachers, such as career anxiety." [8]

2 Literature Review

This study uses Garrison and Anderson’s Model as its framework. [2].

The writers argue what’s the better understanding which classify different technologies to organization program,then link to practices correspondingly in generations.The erroneous assumption was result in new technologies systematically replace older ones by chronological classifications strictly,however they implement updating continuously.In fact, This is reasonable that make the information technology in teaching context , we belive the information technology not only the tool but also looks a system method include input and output,that more accurately describes distance education systems” [3]. Finally, Generations of technology involve Garrison and Anderson’s four generations models into main factor in the factor of educational psychology.

As a special group whose physical and mental development is not mature, primary and secondary school students are the susceptible group that may produce a psychological response to this crisis. Picuiping’s [4] study adopted relevant examination to investigate 548 students in primary and secondary school of Heze City.

Another related study was made on the “Construction of remote learning resource application platform for foundation education in the post-pandemic era: Recent situation and taken action.”[6]

The following figure 1, it provides the intensive framework for illustration the linkage among learning theory, technological advances, and ideas about online education. However, when the connection to learning theory disappeared, the model can’t keep consistency with the fourth generation. Social media platforms that support socioculture-oriented pedagogy that support e-learning experiences.



Fig. 1. Four-Generation Model

3 Methodology

It is widely accepted in educational community that student-centered teaching is the crux whether online courses win Love and esteem. How to motive them successfully?The first ,we required the role of online teacher who has competence to design and facilitate the interaction of learners.The second,trainer only as guider actually students lead the class to discuss the question then burst ideas by brainstorming to present colorful classroom.

3.1 Research Design

It uses qualitative research. Specifically,phenomenological method is adopted that narrative data will be collected from the participants and analyzed accordingly. The application of the qualitative will give the approach to analyze the narrative data and summary the reflections what will lead to the formulation of the insights and ultimately the meaning of the phenomenon under investigation. According to qualitative research, open-ended questions will be employed. The open-ended questions will be contained in an interview schedule that will be used in the gathering of the narrative data. The objective of the data collection is to have narrative data that will contain the experiences of the participants that will eventually be subjected to the phenomenological reduction process.

3.2 Research Locale

The study will be conducted in the Province of Jiangsu, China. Two primary schools will be utilized as the research locale. It is where the phenomenon of the experiences of teachers in online teaching happens. The primary schools are recognized by the government and offer online teaching and learning amid the pandemic.

3.3 Participants of the Study

The participants of this study will be randomly selected from the primary school teachers in two primary schools in Jiangsu Province, China, as presented in the table 1 below:

Table 1. Teachers sample selected between Dongguan and Zhenghe

Name of School	No. of Primary School Teachers	No. of Students	No. of Participants
Yangzhou Dongguan Primary School	89	234	5
Zhenghe Foreign language School in Qinhuai of Nanjing	67	214	5

3.3.1 Criteria in the Selection of Participants.

To have participants that will be able to share their experiences of the phenomenon, the following criteria for the selection of the participants of the study are established. The participants should satisfy the criteria and they will serve as the randomly selected sample that will represent the phenomenon under investigation.

1. They should have taught for at least five years in the said primary schools. Having taught in the said schools in such a period gives them enough experience on the phenomenon of online teaching methods not only during the pandemic but even before it, giving a wider perspective to it.

2. They should manifest to have experienced challenges posed by online teaching during the pandemic.

3. Must have the willingness to share their experiences in online teaching.

4. Must be permanently employed in the said primary schools.

3.3.2 Research Instrument.

Since this is qualitative research, open-ended questions will be employed. The open-ended questions will be contained in an interview schedule that will be used in the gathering of the narrative data. The objective of the data collection is to have narrative data that will contain the experiences of the participants that will eventually be subjected to the phenomenological reduction process.

3.3.3 Data Gathering Procedure.

The qualitative data generation will use the following steps:

3.3.3.1 The first will be the submission of the interview schedule for review by a content expert who may make suggestions on possible revisions to its contents.

3.3.3.2 The second will be the submission of a letter request that will seek the permission of the school heads will be sent. All of these letters will form part of the study and will be attached to the manuscript as appendices.

3.3.3.3 After the written narratives are finalized, the question may be formulated to guide the researcher in the next steps such as the one-on-one interview.

3.3.3.4. The last part will be a focus group discussion. This will give them time to expound on one occasion what they think are the most profound parts of their life experiences as online teachers.

3.3.4 Analysis of Data: The Phenomenological Research Process.

The method that I will use will start with organizing the narrative data that is raw and disorganized. The interview transcripts, unstructured notes, or personal texts will be organized accordingly. There will be a thorough reading of the text to have the essence of what the participants are saying.

3.3.4.1 The first level of thematic reflection.

This is done by marking key themes in each text. The result is used as a set of points to interrogate the texts and structure and summarize them. Themes between participants are likely to be easy to be identified, but an alternative useful way, where there are larger numbers of participants, is to enter the data into a database according to the analysis headings, and extract and compare entries. This also enables data entered under different headings to be juxtaposed and compared, particularly useful to identify relationships between different themes and factors.

3.3.4.2 The second level of reflection.

The clustering of the themes with related ideas will be the second step. While in some instances, ideas will not be too identical, their association or link to a major theme allowed for the groupings. The groupings of themes in the second-level reflections will be made intuitively thereby paving the way for the formulation of the more profound, entrenched, and meaningful themes. In this level, the emerging patterns of reflection will be made out of the individual themes from the first thematic level of reflection.

3.3.4.3 The third level Reflection.

This level of reflection will come from the bracketed themes in the second-level reflections. This will be made to reflect the inter-subjectivity of the phenomena as experienced by my co-participants. While this may not necessarily be, the ultimate insights that can be derived from the study, this level of reflection state more holistically the importance of the life stories of the co-researchers.

The study will be able to situate itself in the gaps in this area of research that needs to be filled in. Further, since this study is dealing with the phenomenology of online teaching experiences, it must necessarily address the concerns of the teachers themselves.

4 Data Collection

Interviews were conducted via video conferencing platforms, and each interview lasted approximately 45 minutes. The responses were transcribed and analyzed using thematic analysis to identify common themes across different interviews.

SOP 1. How may the experiences of the primary teachers of selected schools in Jiangsu Province in online teaching be reflectively described, in terms of the following?

4.1 Yangzhou Dongguan Primary School

At present below table 2, the school has 59 classes, 89 full-time teachers, 1 provincial special grade teacher, 3 city discipline leaders, 4 city young and middle-aged teaching staff, 4 junior teachers, and 57 senior primary school teachers. I designed a question-

naire and sampled 4 teachers to investigate their difficulties and challenges in teaching management caused by the epidemic.

Table 2. Detailed sample in Dongguan primary school

Teacher	Age	Subject Handled	Teaching Experience
Wang Qin	52	Chinese Language	31 years
Sun Xiangli	43	Mathematics	15 years
Zhu Bei	27	Music Courses	3 years
Qian Ting	32	Natural Sciences	5 years

4.2 Nanjing Zhenghe Foreign Language School

Table 3. Detailed sample information in Zhenghe foreign language school

Teacher	Age	Subject	Teaching Experience
Liu Yan	25	English	1 year
Zhu Fan	29	Chinese	4 year
Wan Gai	40	Maths	14year
Qiu Shi	38	Art	10year

As of June 17, 2021, the Primary School of Nanjing Zhenghe Foreign Language School covers an area of 23,234 square meters(see table 3). I designed a questionnaire and sampled 4 teachers to investigate their experiences in teaching during the epidemic.

SOP 2. What meanings may be drawn from the experiences of the teachers?

The key meanings that can be drawn from the aforementioned themes are discussed hereunder.

SOP3. What insights may be derived from their experiences?

Culled from the meanings discussed above, several essential insights can be derived that include flexibility and adaptability,student engagement and well-being ,effective communication and collaboration,emotional support .

SOP 4. What holistic and practical implications may be developed from the insights of the study?

The practical and holistic implications that can be developed from the insights include personalized learning,social-emotional learning,collaborative partnerships,utilizing technology.

5 Discussion

The findings of this study indicate that while the transition to online teaching posed significant challenges, it also offered opportunities for teachers to enhance their digital skills and explore new teaching methods.

5.1 Challenges in Transitioning to Online Teaching

The following figure 2 showed, teachers reported several challenges during the transition, including technical difficulties, lack of digital literacy, and student engagement issues. Many teachers expressed frustration with the technical glitches experienced during live lessons and the lack of interaction with students. Additionally, some teachers struggled to adapt their teaching content for online platforms, especially in subjects that require hands-on activities.

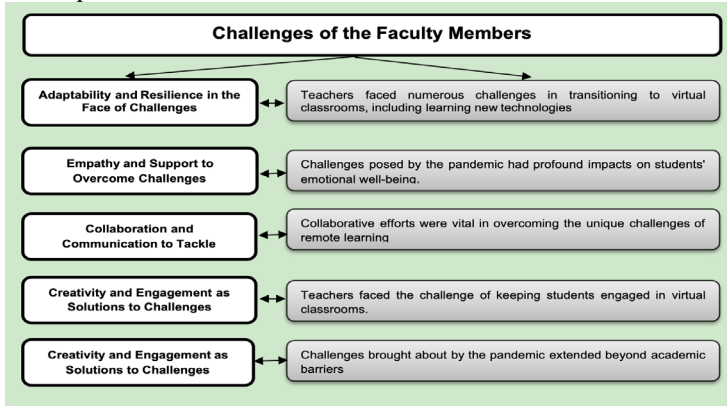


Fig. 2. Challenges that the faculty member has experienced in the online teaching method

5.2 Opportunities for Professional Growth

Despite these challenges, the following figure 3 displayed the transition also provided opportunities for professional development. The following figure 3 showed teachers reported that learning to use new technologies and online platforms improved their digital literacy. Furthermore, many teachers discovered innovative ways to engage students, such as using multimedia resources and interactive tools during online lessons.

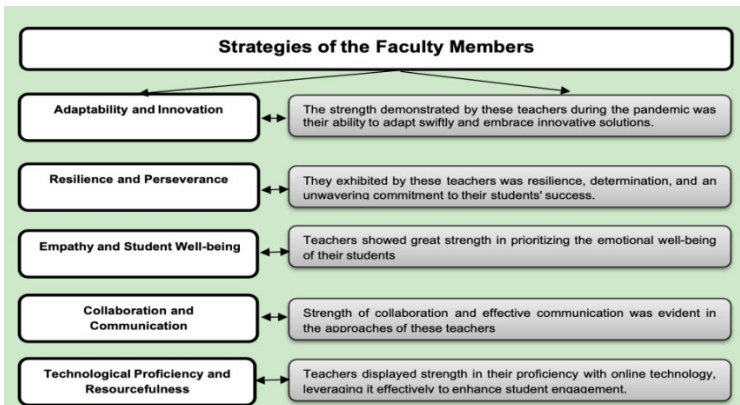


Fig. 3. Opportunities for professional growth

5.3 Changes that will Help Improve the Online Teaching Method

Culled from the narratives of the participants, the figure 4 revealed five themes highlighting the changes that teachers could introduce in their classes during the pandemic.

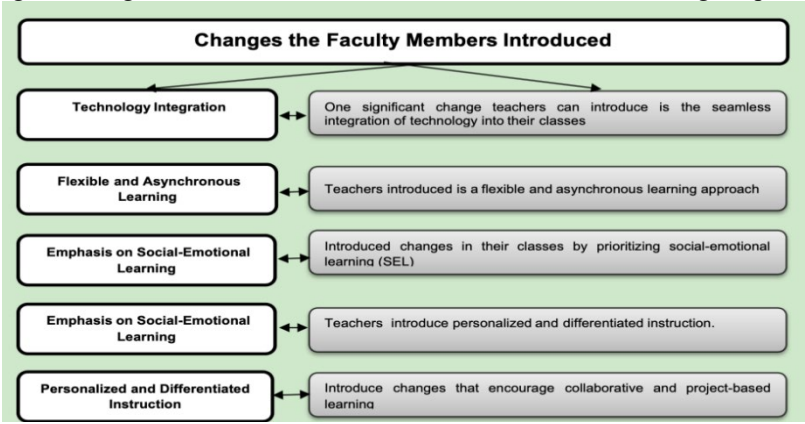


Fig. 4. Change that will help improve the online teaching method

5.4 Strategies that the Teachers use in the Online Teaching Method

Upon reduction of the narratives, the figure 5 showed five themes addressing the strategies that teachers introduced in their classes during the pandemic.

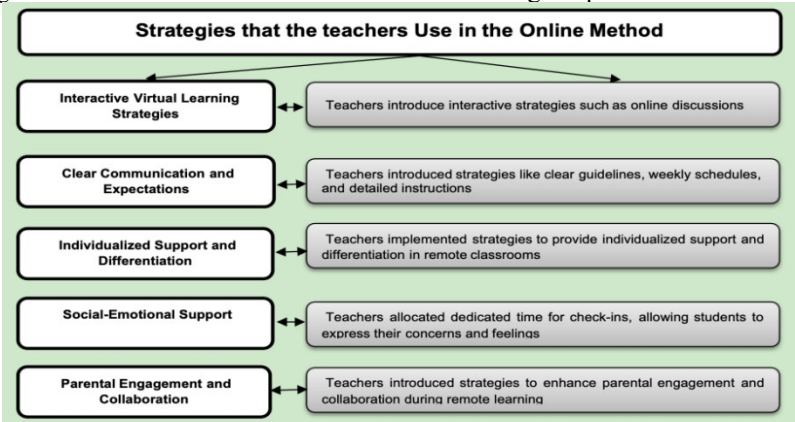


Fig. 5. Strategies that the teachers use in the online method

6 Conclusion

In conclusion, by incorporating student-centered approaches, fostering adaptability and innovation, embracing collaborative partnerships, and focusing on holistic development, educators can create transformative and meaningful educational experiences for

students. By staying attuned to the evolving needs from students side and demands of educational landscape, educators can ensure that students are prepared for success in an ever-changing world and empowered to become lifelong learners.

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