



**TEACHERS’
PERSPECTIVES OF
THE CHANGES TO
ONLINE VERSUS IN-
PERSON
INSTRUCTION THR
OUGHOUT COVID-
19 PANDEMIC**

BY: ASHLEE KEMP M.A.T

OVERVIEW

Online and in-person teaching in K-12 is not a new concept. However, when COVID-19 hit, online instruction became a necessity that every educator had to quickly adapt to. During this major shift many educators had firsthand experience on both learning modalities, because of this, it seems relevant to ask teachers their perspectives and experiences surrounding both types of learning modalities and their changes since COVID-19.

The purpose of this project is to dive deeper into how teachers' perceptions about the two learning modalities have changed through their experiences over COVID-19.

The goal of this study was to develop an in-depth transcendental phenomenon, while adding real-world context to obtain a deeper perspective of educators' experiences on the different learning modalities during the COVID-19 pandemic.

- What are the teachers' perspectives and experiences with teaching online versus in-person throughout COVID-19?

RESEARCH QUESTION

RESEARCH DESIGN

There are six participants that were teachers/educators during the COVID-19 pandemic as well as being employed by Public School districts by using convenience sampling.

The six participants being recruited for this study are all teachers who teach in the United States or United State territories. They will do the interviews and participate in the study in the comforts of their own home on Zoom.

For this study, a thematic analysis approach will be used to analyze the qualitative data. Braun and Clarke (2012) stated that a thematic analysis (TA) is a method for systematically identifying, organizing, and offering insight into patterns of meaning (themes) across a data set. Through focusing on meaning across a data set, TA allows the researcher to see and make sense of collective or shared meanings and experiences.

ANALYSIS

- I am seeking to construct meaning through human perceptions within the education world. Therefore, the perspective guiding me in this research study is centered on constructivism. Constructivism is a theory of knowledge (epistemology) that argues that humans generate knowledge and meaning from an interaction between their experiences and their ideas (Mogashoa, 2014). My research is about teachers' lived experiences in teaching both learning modalities (online vs. in-person) throughout COVID-19 and how these experiences have changed because of the pandemic.
- All data was transcribed using Zoom transcription and Otter (as a backup). I then coded the transcribed information. Through the transcription process, a detailed description of the participants' perception and experiences arise. The coding process focused on identifying key words and themes established through interviews with teachers. To identify the significant key words, categories, and themes, I used open coding with Taguette to find patterns in the content.. Lastly, I further analyzed the content of the data and the underlying ideas, experiences, perceptions, assumptions, and ideologies that stem from inductive meanings and descriptions.

RESULTS

Classroom Management

Digital
Resources/Strategies

Socialization/Relationships

DISCUSSION

- From this study online instruction contributed to the teachers' experiences positively as the opportunity expanded their perception because it gave teachers the opportunity to explore online digital resources and strategies that can be used in an in-person classroom.
- This study also shows that the blended learning pedagogical model is now becoming a prevalent method in the classrooms, because teachers now have a better understanding of online/digital resources and strategies since having to use them for online learning.

QUESTIONS?

REFERENCES

- BRAUN, V., & CLARKE, V. (2012). THEMATIC ANALYSIS. IN H. COOPER, P. M. CAMIC, D. L. LONG, A. T. PANTER, D. RINDSKOPF, & K. J. SHER (EDS.), APA HANDBOOK OF RESEARCH METHODS IN PSYCHOLOGY, VOL. 2. RESEARCH DESIGNS: QUANTITATIVE, QUALITATIVE, NEUROPSYCHOLOGICAL, AND BIOLOGICAL (PP. 57–71). AMERICAN PSYCHOLOGICAL ASSOCIATION.
[HTTPS://DOI.ORG/10.1037/13620-004](https://doi.org/10.1037/13620-004)
- MOGASHOA, T. (2014). APPLICABILITY OF CONSTRUCTIVIST THEORY IN QUALITATIVE EDUCATIONAL RESEARCH. AMERICAN INTERNATIONAL JOURNAL OF CONTEMPORARY RESEARCH, 4(7), 51-59. [PDF]
[RESEARCHGATE.NET](https://www.researchgate.net)