

Impact of remote teaching on classroom management in pandemic times

El impacto de la enseñanza remota en el manejo de clase en tiempos de pandemia

Sonia M. Cárdenas G.
Luisa Fernanda Correa V.
Linda Durán B.
Lina González H.
Laura Valero B.

Universidad El Bosque
School of Education
Undergraduate Program in Bilingual Education
Bogotá, 2021

Abstract

Given the situation related to the COVID-19 pandemic, it has been necessary to reflect upon education and its relevance regarding the mentioned circumstances. The following research is developed to determine the impact of remote teaching in classroom management. This research is designed as a case study, taking place in a school in Boyacá, Colombia; the tools that are used to collect data are field notes, a questionnaire and an interview. A triangulation process was carried out linked with the obtained results, which are: limited technological resources and lack of teachers' training, the two main issues to address in this context.

Keywords: Case Study, Classroom management, COVID-19, Education, Limited technological resources, Teachers Training, Remote teaching.

Resumen:

Dada la situación relacionada con la pandemia del COVID-19, ha sido necesario reflexionar sobre la educación y su relevancia respecto a las circunstancias mencionadas. La siguiente investigación se desarrolla para determinar el impacto de la enseñanza a distancia en la gestión del aula. Esta investigación está diseñada como un estudio de caso, que se desarrolla en un colegio de Boyacá, Colombia; las herramientas que se utilizan para la recolección de datos son las notas de campo, un cuestionario y una entrevista. Se realizó un proceso de triangulación vinculado con los resultados obtenidos, que son: los limitados recursos tecnológicos y la falta de formación de los docentes, los dos principales problemas a tratar en este contexto.

Palabras Clave: COVID-19, Enseñanza remota, Escuelas rurales, Estudio de Caso, Falta de Capacitación Docente, Manejo de Clase, Recursos Tecnológicos Limitados.

Needs Analysis

Our research project takes place in Saboyá. It is a town located on the western side of the Boyacá department in Colombia, having approximately 12.372 inhabitants. Its main school is called Escuela Normal Superior de Saboyá. This school manages an optional complimentary program where students are trained to become preschool and primary teachers during 12th and 13th grade. No matter what students' choice is, in 6th grade, they start learning theory related to pedagogy and research. The school's organizational structure states in its mission and vision (Concejo Directivo, 2018) the fact that students are formed based on pedagogical, didactic, technological, and research principles. Likewise, the school is committed to fostering a continuous educational process where human development and social responsibility, along with gender equality, inclusion, peace culture, and leadership are their main focus (Escuela Normal Superior de Saboyá, 2018).

The majority of the school's population comes from Saboyá's rural areas and outskirts. Most of these areas have basic housing conditions and low internet coverage. On one hand, the school's building distribution has different locations for each section. On the other hand, a teacher can have a class with students within a mixed age range and proficiency level. In view of the above, we decided as a first step to develop a field notes diary, in order to recognize any prior indicator of the possible impact of remote teaching strategies in class management. After this first diagnosis and bearing in mind the pandemic context in which this research takes place, we identify that teachers had to find unusual alternative ways to overcome many of the problems that arise within lockdown and social distancing scenarios.

Research problem

Due to the global pandemic situation that started in the first trimester of 2020, many areas involved in social development such as education were directly affected. According to Hodges, Moore, Lockee, Trust & Bond (2020), schools and universities are facing decisions on how to continue teaching and learning while keeping their population safe from a public health emergency, moving their courses online to prevent the spread of the COVID 19 virus. Some of these decisions previously named are seen in remote teaching strategies such as assigning classwork via social media chats, using a phone call to provide teacher-student feedback and preparing work guides many more days in advance. To sum up, it is evident that education, as it is traditionally known, must be rethought to benefit our society. Nowadays, technology is a tool that is supposed to represent proximity and interaction between human beings. However, in Saboyá, the terms proximity and interaction are not fully understood. The limited technological resources available there are not designed to bring together but to separate both; teachers and students, in remote teaching. Hodges et al. (2020), explain remote teaching (RT) “As a temporary shift of instructional delivery to an alternate delivery model due to crisis circumstances” (Emergency Remote Teaching section, para. 1). Despite having the purpose of providing a lesson to all of their students, classes might have frequent missing students. Due to the fact that, in some cases, parents do not have enough resources to pay for a cell phone plan, along with the lack of wireless internet connection for most of the community members, sometimes resulting in students having to gather up in one house with only one device to get the activities done, regardless of their age and corresponding class. Evidently, the precarious technological situation in Saboyá affects the students’ educational process.

Consequently, living a pandemic directly affects the way teachers share information with their students. The latter must adopt a distance position using impersonal communication

channels, Sumardi & Nugrahani (2021) agree that "However, to get the staggering impacts of this adaptation to Emergency Remote Teaching, teacher educators need to possess adequate knowledge and skills concerning the digital technology utilized to design an appropriate pedagogical strategy." (p.88). In this case, these educators lack the knowledge, skills and time to manage a variety of instructional platforms. Classroom management is therefore not limited to the assessment of routine classroom tasks but involves broad aspects of human interaction that contribute to the development of the learner in all areas. Thus, this paper will focus on how remote teaching impacts classroom management during the pandemic COVID-19. Extending on the results that emerge, we find them extremely valuable and relevant for many other colleagues that might be facing similar concerns.

Consequently, living a pandemic directly affects the way teachers share information with their students. On one hand, the latter must adopt a distance position using impersonal communication channels. On the other hand, classroom management is not only about grading papers and teaching subjects, but it also involves vast aspects of human interaction that contributes to the formation of the student in all areas.

Research question

What is the Impact of remote teaching in class management during the pandemic COVID-19 for English teachers in the school?

Main objective

To recognize the Impact of remote teaching in class management during the pandemic COVID-19 for English teachers in the school.

Literature review

As we have already mentioned, COVID-19 reverberations are a constant in the context where this project takes place. For this research project, we took into account

different conceptual background constructs which are addressed below, which are Remote Teaching and Classroom Management, along with a brief connection at the beginning of this section between COVID-19 and education.

COVID-19 and Education

Proximity and closeness between individuals were compromised to avoid physical contact or close interaction, which are actions that increase contagious cases of COVID-19 in small- and large-scale communities regardless of their location. According to the World Health Organization (2020), “The virus that causes COVID-19 spreads easily indoors, especially in poorly ventilated settings. Outdoor venues are safer than indoor spaces”. As a result of this, any regular educational class that used to occur inside a school or a space considered a classroom, had to be suspended and transferred to a remote teaching modality. Thereby these closures, Dhawan (2020) claims that “This is a situation that demands humanity and unity. There is an urgent need to protect and save our students, faculty, academic staff, communities, societies, and the nation as a whole” (p. 6).

As schools closed, the most common scheme of education had to be moved to a new location, and it was then that we were forced to work remotely. That is to say that online classes and interactions took a new place in virtuality to avoid any disruption in the academic process of any school, as it is referred by Priyo & Nugroho (2020): “This pandemic causes the fully online language learning to occur in a sudden and completely unprepared situation.” (p.52)

All nations and their governments had to prioritize technology and ICT's to assure education for everyone. Colombia's ICT Minister: Karen Abudinen, mentioned in an interview with El Informador newspaper, claims: “We know that the internet today is a necessity, a priority and a tool for work, study, training, and entertainment. That is why, in tune with the needs of Colombian families, we will bring Urban Digital Zones to 705

municipalities in 28 departments to offer free internet. We are working flat out for the equity of our population" (Abudinen, 2020). Although this action plan was made to have a wider scope along with the nation, it only covers 705 municipalities out of 1103 registered by the DANE (National Administrative Department of Statistics). Leaving 398 of these municipalities and 4 departments with no connectivity equity for the benefit of the students' population. To conclude, COVID 19 in education has put all communities to the test, because the continuous process of education is only possible if having competent equipment and excellent internet conditions.

Remote teaching

Emergency remote teaching has been practised along with schools and universities worldwide to provide access and support to the learning process. This concept has been discussed by different authors after the COVID-19 started. Sumardi & Nugrahanı (2021) stated that Emergency Remote Teaching is "a flexible teaching and learning approach to apply during the pandemic because it enables the pre-service language teachers to access education without time and space restrictions" (p.88). To reinforce this idea, Trust (2020) defined it as "the ability to use technology to teach learners at distance especially in times of emergency, such as natural disaster" (p.190). Those authors emphasized the urgency of the situation that forced teachers and students to reinvent their ways to do things in a short amount of time.

Since the government ordered institutions to cease face-to-face classes, teachers must find an appropriate online methodology to continue teaching remotely by using different strategies. This means that they require to adapt the pedagogical strategy that is originally designed for face-to-face instructions to remote teaching (RT), those strategies can include the use of web 2.0 technologies (see annexe 1). According to Hussain (2012), the difference between web 1.0 and 2.0 is the purpose. The first one mentioned is considered a static web,

known as the “Read-only Web” and its main focus is to provide information. Meanwhile, web 2.0 is a dynamic web that allows users interaction by reading, writing, and collaborating, such as Google meet, Zoom, Whatsapp, among others.

For teachers in the school, the use of those strategies has facilitated performance and has become a useful digital resource to carry out the learning process. However, Goodyear (2013) pointed out that it is important to understand that Remote teaching strategies come with challenges when adapting to rural areas such as poor internet access and teachers’ low digital competencies. There are other external factors, namely limited technological resources, that make the interaction difficult for both students and learners during this time.

Even though the COVID-19 pandemic forced the implementation and expansion of new solutions to keep the learning process working, the solutions are going to be useful and in constant evolution after the emergency to support education. Likewise, we have perceived that remote teaching strategies are beneficial to continue teaching regardless of the challenges a teacher can have when developing classes in a remote environment. It still can be a productive experience for teachers and learners, as educators are willing to continue with their process in rural areas.

Classroom Management

Classroom management is a very important concept to address in our project, as it is perceived at the same time as a mirroring of one of the pillars to be followed by those who desire to preserve wise behaviours throughout the different sessions. In the same way, Chanakya (2014) states that “effective classroom management should also be initiated with a common purpose to enhance the level of learning among the students, at any level, everywhere” (p.50). Hence, giving a class is not merely to transmit knowledge, but also worrying to ensure students’ personal development. Therefore, it is important to enhance the

appropriate tools to be able to address the learners, the best way possible. In this section, we will focus on defining classroom management and how it is related to our study matter.

Along with the current situation we are going through, it has become evident the need to transform the traditional methods used to relate effectively in the teaching-learning environment. To begin with the deepening of the concept, - Evertson and Weinstein (as cited in Boer, Doolard, Harms, Korpershoek & Kuijk, 2014) define classroom management as the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning. In fact, we must take into account the relationship of certain relevant aspects that will be labelled below. Also, the criteria to determine effective classroom management is based on five different aspects which are; rules, and routines, relationship, motivation, discipline. (Zahra, Fachri and Novi, 2020).

Having said the above, when referring to the first two features, they turn into positive practices. If an agreement is reached since the beginning of these actions, then, taking into account the relationship feature, it may contribute to classroom management; if all the involved members agree with the fact of supporting each other ahead of the process. Addressing motivation and discipline can be successfully established through the implementation of different strategies, such as the use of various tools, methods, and techniques to achieve a conducive educational environment.

Research Design

In the following sections, we will discuss the type of study, context and population, data collection instruments, and data analysis.

A qualitative research approach was selected for this paper due to this study's context and its original purpose. Gelling (2015) says that "Qualitative research is an approach to scientific inquiry that allows researchers to explore human experiences in personal and social contexts, and gain a greater understanding of the factors influencing these experiences." (p.

43). In contrast to quantitative research, this type of study can be interpreted by considering people's perceptions, behaviour, emotions, attitudes, and experiences (Mohajan, 2018). Consequently and undoubtedly, qualitative research aims to understand a social or cultural phenomenon through a holistic and narrative description (Astalin, 2013). This is why we consider that this research approach is the most suitable to be carried out.

Type of Study: Case Study

Regarding what we previously mentioned, we decided to carry out a case study; this research design has previously been acknowledged to be of great value, and it is for this reason that the following is highlighted: Case study research excels at bringing us to an understanding of a complex issue or subject and can extend experience or add strength to what is already known through previous research. In contrast, case studies can also emphasize detailed contextual analysis of a limited number of events or conditions and their relationships (Kit, 2012, p. 70). Thus, applying this kind of analysis in this Colombian specific context allows us to have a better understanding of the rural remote teaching conditions that are partially known by the urban educational community, including the government entities directly in charge of facilitating fair education conditions in non-face-to-face settings.

The importance of qualitative research working together with a case study lies in the convergence of several key points, in fact - Stake (as cited in Yazan, 2015) mentions four defining characteristics of qualitative research, which are valid for qualitative case studies as well: they are "holistic", "empirical", "interpretive" and "emphatic"; moreover, researchers should understand the interrelationship between the phenomenon and its contexts. The term "empirical" refers to a study that is based on observations made in the field. Researchers who are interpretive rely on their instincts and see the study as primarily a researcher-subject

interaction (Yazan, 2015). Accordingly, the implementation of a qualitative case study research allows us to assertively obtain the main objective.

Context and population

This research project takes place in a school located in the Boyacá department, this town is located in the western region of Colombia. Most of the teachers come from the rural areas of the municipality of Saboyá and its surroundings “vereda-resguardo”, along with cities such as Chiquinquirá or Tunja. In that region, the majority of teachers are hired by the Boyacá Secretary of Education as full time employees.

For this research project, the participants selected are active English educators from the school. The institution has 19 primary and secondary branches, distributed as follows: 16 for primary and 3 for secondary. From the different institutional branches and all the teachers in the school, the sample for this article consists of 2 primary and 2 secondary English teachers located in 11 branches out of 19. On one hand, the elementary school teachers are graduates, but they are not specialized in the area of English as a Foreign Language (EFL). On the other hand, the educators from the main school (secondary) are EFL teachers who have completed different graduate studies (PhD in education and M.A. in bilingualism).

Data Collection Instruments

For this qualitative study, we chose three data collection instruments, keeping in mind their purpose, which is to select among various available options the instruments to perform data collection that meet the intended objectives and, at the same time, respect budgetary and temporal restrictions as well as other equally relevant issues when conducting a research (Bastos, Duquia, González, Mesa & Bonamigo, 2014, p. 918). These selected instruments from our point of view, were the most suitable when carrying out our Case Study.

Field Notes

This was the first instrument used when we first came into contact with the teachers we were going to work with. Comprehensive field notes, especially those that include critical reflection, can be useful in guiding future data collection efforts in the current study. They create a record of the study unfolding over time and are exceedingly valuable in analysis. When digitized and well organized, they can be searched by keyword and reorganized by topic, time frame, or participant (Phillippi & Lauderdale, 2017, p. 383). Our field notes took place during the first days in which we established non-face-to-face dialogues with different teachers from the school. For this purpose, after each annotation with its respective date, we added different analyses and personal perceptions based on the interactions with the teachers.

Interview

This second instrument was chosen as a way to have a close and short conversation with the teachers who agreed to take part in the research. “Qualitative research interviews are preferable when the researcher strives to understand the interviewee’s subjective perspective of a phenomenon rather than generating generalizable understandings of large groups of people” (McGrath, Palmgren & Liljedahl, 2008, p. 1003). Once the research objective was defined, we used the interview as a tool that would bring us closer to understanding the impact of remote teaching in this specific situation and context from the direct teachers’ perspective.

Questionnaire

Finally, we decided to use the questionnaire as a method of data collection to provide the study with a more detailed view of the subject matter interests of our participants. McGuirk and O'Neill (2016) determine that “the content of a questionnaire must relate to the broader research question as well as to your critical examination and understanding of relevant processes, concepts, and relationships” (p.249). This questionnaire consists of eleven

detailed questions; nine of them are multiple-choice questions and the remaining two are open-ended questions. This data collection tool was built around the two main research constructs: Classroom management and remote teaching.

Data Analysis

Throughout this section, we will analyze the obtained data from the interviews and the questionnaire shared with four teachers from different sections of the school we did this research at. These instruments have specific questions linked to remote teaching and class management. All of these happened during the first semester of 2021; additionally, we included the field notes that we as researchers implemented during the process.

The information exposed in the samples is meant to be read as follows; the acronym “FN” stands for field notes in which R1 means (*researcher #1*), consecutively the numbers will increase representing each of the researchers who were part of these field notes. An example of the formula used to mention an excerpt from the field notes is *FN17/Mar/2021R3* (*Field Notes+Date+Researcher Number*).

The second acronym you will find in this data analysis is "INT" which refers to the interview made to 4 participants, an example of the quotes taken from this instrument is *(INTP2Q5)* (*Interview + Participant Number + Question Number*).

Finally, the third tool used to collect data is the questionnaire (QUE) where we can find both closed and open-ended questions, the acronym "AC" is for additional comments if applicable. The way of reading this instrument's fragments is *(QUEQ8P2)* (*Questionnaire + Question Number or Additional Comment + Participant Number*).

From the collected data we decided to undertake a process of triangulation, of which (Johnson, 2017) highlights that "Triangulation involves the use of multiple data sources in an investigation to produce understanding." We conducted this triangulation in order to identify patterns and draw categories, which provided us with a broader and more detailed conception

of the key concepts to be analysed directly as categories, as Vaismoradi et al., (2016) stand “Category is the primary product of analytical process, has a descriptive identity and is mainly used at the beginning of the theme development process to classify findings” (pg. 102). Therefore, in the following lines, we will describe the two main categories we have found: The first relates to the limited technological resources available to teachers and the second to the lack of teacher training on distance performance and its possible current implications.

Limited Technological Resources

Technological resources are a crucial matter in terms of connectivity and interaction between teachers and students; having access to them determines how effective remote teaching is. As it is emphasised here: “The pandemic has brought the world to a situation where those not connected to the internet are facing total exclusion. With strict social and physical distancing measures in place, new routines require accessing the internet for most services”. (De', Pandey & Pal, 2020, p.3). Therefore, this limitation creates a clear and deep division between those who can and those who cannot access remote learning.

During the collection of this data, we were able to observe the willingness of teachers to continue the educational process despite the challenges that emerged along with the current situation. Likewise, as days went by since this research started, some specific situations restraining the teaching work became more noticeable. As a result of the limited technological resources available in this community, it is clear to see from the field notes, questionnaires, and interviews collected, the direct effect of the lack and limited technological resources at a professional, academic, and personal level on both, teachers and students.

Taking into account the location of the population selected for this data collection, we can see in the following field notes fragment *“I told the teacher that I wanted to plan some classes for this week but he informed me that most of the students were not going to be there*

because they didn't have the internet resources or technological devices” (FN15/Mar/2021R1). It is evident that having limited technological resources in the school generates discomfort and affects the teachers’ performance when planning their classes and duties.

Also, when looking at the interview question: *How do you think the current situation has influenced the process of teacher-student interaction?* and the answer given here *“I repeat, not all students have access to the internet, so it is a very low percentage who can be online and this makes it impossible to interact in a certain way with those other students who unfortunately do not have access to the internet and are often the ones who most need this teacher-student interaction” (INTP2Q5),* we can see how having limited technological resources affects the interaction between teacher and students. As Alvarez concludes (2020), Those who are lacking the right technological devices might be left behind. Not having a proper way of interacting can result in doubts, unanswered questions, and non-internalized concepts that can decrease students’ interest in the class. Students may feel that neither their opinion nor their voice is being taken into account apart from their responsibility to fulfil their homework.

The third and last instrument taken into analysis in the impact of limited technological resources is the questionnaire. In this, we find the question: *Do you think it is possible to carry out appropriate classroom management in remote teaching?* The answer given by participant number 2 is: *“sometimes it is complex to carry it out since many students do not have the possibility to access the synchronous sessions” (QUEQ8P2).* Attendance in a virtual classroom depends on the technological resources to which students have access. This exclusion due to limited technological resources, which was mentioned at the beginning of this category, creates an enormous problem in carrying out the remote teaching program. The class ceases to be a joint unit and is separated by who can and who cannot be present

virtually. No matter how much willingness and readiness teachers may have, it is something that directly and negatively affects remote teaching and its participants.

Although remote teaching is a plan to deal with the global pandemic situation that has suddenly happened, it is not an effective response plan in the context in which this research takes place. It is evident that not only does it affect the students' population; teachers are also in a complex situation as they lose the audience for their lessons, as they cannot have a joint group for their classes. It is then that we see that groups within a classroom are no longer differentiated by the academic competencies of their students but by the access they have to technological resources.

Lack of teachers' training

Within the current health situation, it was necessary for teachers to apply different online methodologies and tools that enabled remote teaching, in regards to synchronous and asynchronous classes, Sumardi & Nugrahanı (2021) stated that:

Educators need to possess adequate knowledge and skills concerning the digital technology utilized to design an appropriate pedagogical strategy; many educators are not ready yet to adapt to abrupt changes. They have a lack of knowledge, skills, and time to operate a variety of instructional platforms (pp. 88-89).

That means that when there is appropriate training related to online tools, teachers can use those tools to teach, encourage and allow students to continue with their learning process.

In line with the findings of the research, several elements related to lack of teacher's training were found. We evidenced that besides the external factors that might impede the accomplishment of remote teaching strategies, most teachers have been trained in face-to-face teaching methodologies, but not in virtuality. Due to this, it was crucial to inquire teachers of our investigation scope about the applicable knowledge they had on virtual instruction, the perception about the importance of remote teaching, and what training they have received by

the institution or Ministry of Education to face this new stage. In the following excerpts, we observed the teacher's answers regarding the conditions of remote teaching as well as the field notes of the researchers.

According to the results given in the interview Q3: Do you consider that you have received effective training in remote teaching tools/platforms to face the current pandemic situation? *"I did not receive any kind of qualification in the use of tools and platforms to give a better orientation to my students."* (INT/P1/Q3) *"We have not received a direct qualification from the National Ministry of Education or from the Education secretary of Boyacá, learning has really been autonomous..."* (INT/P3/Q3), none of the educators have received any training related to online tools and remote teaching strategies before or during the pandemic. Likewise, as a result of inquiring with four educators about the necessity of constant training about remote teaching strategies: Q4 *Do you think you need annual training in remote teaching?* -Yes (QUE/Q3/P1-P2-P4), they recognize the importance of yearly training related to remote teaching tools, as it can be a useful asset in online classroom management. Trust (2020) stated that educators should be trained in teaching with technology to adapt their practices to support learners at a distance as the lack of preparation creates additional stressors and barriers to teaching and learning remotely in the current situation.

Based on the interview results shown, the educators emphasized that knowledge was acquired empirically and obtained within the course of the classes, which represents an additional effort for them. Q9: How stressed have you felt in the face of managing the class in remote teaching mode caused by the COVID-19 pandemic? - High stress (QUE/Q9/P1-P4). As it is shown in the questionnaire, two teachers responded that they have a high stress rate due to the extra work they have to do to adapt their classes to the online environment.

In addition to those answers obtained from the interviews and questionnaires, it was also noted and documented in the field notes by the five researchers that there was an evident

lack of knowledge from the educators and students in tools such as Google Drive. Most of them used WhatsApp and calls to provide education access to students and satisfy learning needs *"I received the work guides via WhatsApp, the ones that were already elaborated by some professors, as supporting material for the moment of contacting the students, I asked the professor to upload them to a folder in DRIVE, but he said he did not know how to use the platform."*(FN11/Mar/2021R3) Evidently, the lack of knowledge affects the successful classroom development and interaction between students and teachers. As Kebritchi stated (2017), it is a challenge for teachers to move from offline mode to online mode, changing their teaching methodologies, and managing their time.

The results presented related to teacher's training allowed us to evidence how the current COVID-19 pandemic situation impacts remote teaching strategies. It is evident that some of the educators have not had the training to handle and recognize the different technologies and require more time to create a lesson. As shown in the results, they recognize the importance of constant training by the authorities such as the institution and the Ministry of Education and how meaningful it is to carry out successful online classroom management using that knowledge. Most educators stated that as this health situation happened unexpectedly, there was no adaptation process to remote teaching and they were struggling to adapt their methodology to a virtual environment.

Conclusions

To conclude, as a result of this pandemic, the changes that teachers have had to make when planning and delivering classes are evident, due to the specific characteristics that have emerged from remote teaching. Classroom management is one of the priorities to be carefully reviewed and analyzed in the virtual modality as teacher-student interaction is directly affected by the communication channels that are currently used.

Regardless of the willingness and commitment of teachers to continue their work in

such a changing period as this pandemic has been, the lack of distribution and allocation of adequate technological resources has had a significant and direct impact on effective classroom management. Technological resources and their proper use are crucial to the maintenance of schooling in rural settings such as the one we are working with. Whether or not students have their own technological equipment with available internet, cannot become the reason why certain people can or cannot access the right to education. This is something that should matter especially to governmental institutions involved in education. All this is in order to ensure a quality educational process for all students and a good performance by the teachers involved.

The different data collection instruments permitted us to prove how the current COVID-19 impacts teachers' training. The results showed that most of the teachers could not handle and recognize the diverse technologies and required more time to design a lesson, most of the participants stated that the process was empirical and they highlighted the lack of support by the Ministry of Education. It is important to provide effective and constant training related to remote teaching since this knowledge can help educators to create and improve strategies and better online classroom management.

References

- Astalin, P. (2013). Qualitative research designs: a conceptual framework. *International Journal of Social Science & Interdisciplinary Research*, 2(1), 118-124.
Retrieved from
<https://docplayer.net/20794592-Qualitative-research-designs-a-conceptual-framework.html>
- Bastos, J., Duquia, R., González, D., Mesa, J., & Bonamigo, R. (2014). Field work I: selecting the instrument for data collection. *Anais brasileiros de dermatologia*, 89(6), 918–923. <https://doi.org/10.1590/abd1806-4841.20143884>
- Boer, H., Doolard, S., Harms, T., Korpershoek, H., & Kuijk, M. (2014). *Effective classroom management strategies and classroom management programs for educational practice*. Groningen, Netherlands: GION onderwijs/onderzoek. Retrieved from
https://www.researchgate.net/publication/322266852_Effective_classroom_management_strategies_and_classroom_management_programs_for_educational_practice
- Bozkurt, A., & Sharma, R.C. (2020). Emergency remote teaching in a time of global crisis due to CoronaVirus pandemic. *Asian Journal of Distance Education*, 15(1), i–vi. <https://doi.org/10.5281/zenodo.3778083>
- Chanakya, P. (2014). Classroom Management in Schools. *Journal of NELTA Surkhet*, 4, 48-56. Retrieved from

https://www.researchgate.net/profile/Chanakya-Rijal/publication/281692000_Classroom_Management_in_Schools/links/56b954f108ae39ea9905cc11/Classroom-Management-in-Schools.pdf?origin=publication_detail

De', R., Pandey, N., & Pal, A. (2020). Impact of digital surge during Covid-19 pandemic: A viewpoint on research and practice. *International journal of information management*, 55, 1-5. Retrieved from https://www.researchgate.net/publication/342048343_Impact_of_Digital_Surge_during_Covid-19_Pandemic_A_Viewpoint_on_Research_and_Practice

Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. *Journal of Educational Technology Systems*, 49(1), 5-22. Retrieved from <https://journals.sagepub.com/doi/pdf/10.1177/0047239520934018>

Evertson, C. & Weinstein, C. (Eds.) (2006). *Handbook of classroom management. Research, practice, and contemporary issues*. Mahwah, NJ: Larence Erlbaum Associates, Inc. Retrieved from https://www.academia.edu/823019/Handbook_of_classroom_management_Research_practice_and_contemporary_issues

Escuela Normal Superior de Saboyá. (2018, 6 2). *Misión y Visión*. Normal de Saboyá. Retrieved 2021, from <https://normaldesaboya.edu.co/mision-vision-y-objetivos/>

Gelling, L. (2015). Qualitative Research. *Art & Science*, 29(30), 43-47. Retrieved from

<https://www.proquest.com/openview/b36bfc18112f56f24bd3d20dbaf3eb1f/1?pq-origsite=gscholar&cbl=2042228>

Goodyear, P., & Dimitriadis, Y. (2013). In medias res: reframing design for learning.

Research in learning technology, 21. <https://doi.org/10.3402/rlt.v21i0.19909>

Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). *The Difference Between Emergency Remote Teaching and Online Learning*. Denver, USA.: Educause.

Retrieved from

<https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>

Hussain, F. (2013). E-learning 3.0 = e-learning 2.0 + WEB 3.0?. *IOSR Journal of Research & Method in Education*, 3(3), 39-47. <https://doi.org/10.9790/7388-0333947>

Ibarra, M. (2020). *TIC con calidad para afrontar la pandemia*. Retrieved from

<https://www.mintic.gov.co/portal/inicio/Sala-de-Prensa/MinTIC-en-los-Medios/145416:TIC-con-calidad-para-afrontar-la-pandemia>

Iglesias, S., Hernández, N., Chaparro, J., & Prieto, J. (2021). Emergency remote teaching and students' academic performance in higher education during the COVID-19 pandemic: A case study. *Computers in Human Behavior*, 119, 1-18.

<https://doi.org/10.1016/j.chb.2021.106713>

- Johnson, H. (2017, March 5). Understanding the role of triangulation in research. *Scholarly Research Journal for Interdisciplinary Studies*.
<http://www.srjis.com/pages/pdfFiles/149544238718.%20HONORENO%20JOHNSON.pdf>
- Kebritchi, M., Lipschuetz, A., & Santiago, L. (2017). Issues and challenges for teaching successful online courses in higher education. *Journal of Educational Technology Systems*, 46(1), 4–29. <https://doi.org/10.1177/0047239516661713>
- Kit, G. (2012). A Case for Case Study Research in Education. In S. R. Klein (Ed.), *Action Research Methods* (pp.70). Ohio, USA: AIAA. Retrieved from
https://link.springer.com/chapter/10.1057/9781137046635_4
- Lathifah, Z, Helmanto, F., & Maryani, N. (2020). The practice of effective classroom management in COVID-19 time. *International Journal of Advanced Science and Technology*, 29(7). Retrieved from
<http://serisc.org/journals/index.php/IJAST/article/view/18955>
- McGrath, C., Palmgren, P., & Liljedahl, M. (2008). Twelve tips for conducting qualitative research interviews. *Medical teacher*, 41(9), 1002-1006.
<https://doi.org/10.1080/0142159X.2018.1497149>
- McGuirk, P. & O'Neill, P. (2016). Using questionnaires in qualitative human geography. In I. Hay (Eds.), *Qualitative Research Methods in Human Geography* (pp. 246-273). Don Mills, Canada: Oxford University Press. Retrieved from
<https://ro.uow.edu.au/sspapers/2518>

Misión y visión. (n.d.). Normal de Saboyá. Retrieved April 10, 2021, from

<https://normaldesaboya.edu.co/mision-vision-y-objetivos/>

Mohajan, H. (2018). Qualitative research methodology in social sciences and related

subjects. *Journal of Economic Development, Environment and People*, 7 (1),

23-48. Retrieved from

https://www.researchgate.net/publication/324151529_Qualitative_research_methodology_in_social_sciences_and_related_subjects

Mohammed, A., Khidhir, B., & Nazeer, A. (2020) Emergency remote teaching during

Coronavirus pandemic: the current trend and future directive at Middle East

College Oman. *Innov. Infrastruct. Solut.* 5(72), 1-11.

<https://doi.org/10.1007/s41062-020-00326-7>

Palmgren, P., & Liljedahl, M. (2008). Twelve tips for conducting qualitative research

interviews. *Medical Teacher*, 41(9), 1002-1006.

<https://doi.org/10.1080/0142159X.2018.1497149>

Pathak, V., Jena, B., & Kalra, S. (2013). Qualitative Research. *Perspectives in Clinical*

Research, 4(3), 192. Retrieved from

https://www.researchgate.net/publication/256453037_Qualitative_research

Portillo, S., Castellanos, L., Reynoso, O., & Gavotto, I. (2020). Enseñanza remota de

emergencia ante la pandemia Covid-19 en Educación Media Superior y

Educación Superior. *Propósitos y Representaciones*, 8(3), 1-17. Recuperado de <http://revistas.usil.edu.pe/index.php/pyr/article/view/589/1087>

Priyo, A., & Nugroho, A. (2020). EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia. *Register Journal*, 13(1), 49-76. Retrieved from https://www.researchgate.net/publication/341750033_EFL_Classes_Must_Go_Online_Teaching_Activities_and_Challenges_during_COVID-19_Pandemic_in_Indonesia

Sumardi, S., & Nugrahanı, D . (2021). Adaptation to emergency remote teaching: pedagogical strategy for pre-service language teachers amid covid-19 pandemic. *Turkish Online Journal of Distance Education*, 22(2), 81-93. Retrieved from <https://dergipark.org.tr/en/download/article-file/1673325>

Trust, T., & Whalen, J. (2020). Should Teachers be Trained in Emergency Remote Teaching? Lessons Learned from the COVID-19 Pandemic. *Journal of Technology and Teacher Education*, 28(2), 189-199. Retrieved from <https://www.learntechlib.org/p/215995/>

Vaismoradi, M., Jones, J., Turunen, H., & Snelgrove, S. (2016, Jan 15). Theme development in qualitative content analysis and thematic analysis. *Journal of Nursing Education and Practice*. <https://nordopen.nord.no/nord-xmlui/bitstream/handle/11250/2386408/Vaismoradi.pdf?sequence=3>

- World Health Organization. (2020). *Coronavirus disease (COVID-19): Small public gatherings*. Retrieved from <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/question-and-answers-hub/q-a-detail/coronavirus-disease-covid-19-small-public-gatherings>
- Yazan, B. (2015). Three approaches to case study methods in education: Yin, Merriam, and Stake. *The Qualitative Report*, 20(2), 134-152. Retrieved from <http://www.nova.edu/ssss/QR/QR20/2/yazan1.pdf>
- Zein, S. (2018). Classroom management for teaching English to young learners. In S. Garton & F. Copland (Eds.). *Routledge handbook of teaching English to young learners* (pp. 154-168). New York: Routledge. Retrieved from https://www.researchgate.net/publication/331317407_Classroom_management_for_teaching_English_to_young_learners

Annex 1

