



## Original Article (Qualitative)

## The pattern of elementary teachers' insight in online education, using foundational data theory

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

**Abstract**

The aim of the current research is to design the model of elementary teachers' insight in online education based on the data-based theory. The statistical population of the research includes elites and experts in the field of curriculum planning and educational management, and the sampling was done using the purposeful snowball sampling method. A semi-structured interview was conducted with a total of 16 experts and the researcher reached theoretical saturation in the data. Strauss-Corbin analysis method was used to analyze the obtained data. After the open, central and selective coding stage, the mentioned model was paradigmatically divided into 5 dimensions of causal conditions, contextual conditions, strategies, intervening conditions, consequences; and was formed including 17 component; and its result has been identified in causal conditions, attention to continuous educational discipline in the field of online education, the existence of interaction between classmates and the teacher, commitment to online education and communication. The category of online education path has been extracted in the section of strategies; the realization of cognitive goals has been extracted in the section of program-oriented concepts and dynamic planning items; and opportunism of online education, transparency in the acquisition of professional skills, and technology-oriented education have been extracted in the section of contextual conditions in the educational concept; the technical adaptability of schools and the ability to plan online education have been extracted in the concept of knowledge of resources and equipment; and strengthening self-efficacy, strengthening professional self-monitoring have been extracted in the topic of consequences in the scientific and technical category and the cognitive concept of understanding timely thinking in decision-making.

**Keywords:**

teachers' insight, online education, data-based theory, dynamic planning, technology-oriented education.

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## Extended abstract

### Introduction

The main expression of this change was a comprehensive and immediate transition to simultaneous distance online teaching and learning. This transition also required the rapid development of new models and strategies for effective distance teaching and learning. Due to the speed and comprehensiveness of the transition, in most cases, decision makers did not have enough time and resources to establish regular implementation processes, and many stakeholders - especially teachers - were only partially involved in this process. As a result, teachers had to switch to online teaching without adequate preparation, which harmed the quality of implementation (Aditya, 2023).

However, there is a need for a more systematic exploration of the positive and negative experiences of teachers' perspectives as well as the factors associated with these experiences in online education. It is important to find answers to the questions of whether teachers' perceptions of online education are aligned with existing scientific frameworks (i.e., what online education should look like to be effective) and whether there are differences between how teachers perceive online education.. Therefore, this problem prompted the researcher to answer this basic question: what model can be presented as an insight of elementary teachers in online education with the data-based method?

### Theoretical Framework

Online education is a wide range of application software and technological teaching methods, including computer-based education, web-based education, virtual classrooms, etc. Electronic education is introduced by means of computers through electronic media, internet, web, organized networks such as extranet and intranet and satellite broadcasting, disc and audio tapes in online education. (Alenezi et al., 2022).

Liu Tiezhu, Oubibi Mohamed, Yueliang Zhou, and Antony Fute (2023) conducted a research titled "Research on online teacher training based on gamification design: survey analysis of primary and secondary school teachers". The results of the research have shown that the scientific path of education in the world has gradually pushed the teacher towards distance education. But the most obvious performance of the participants in the network training is the lack of motivation and enthusiasm for participation, and the participants participate in the training with the mentality of dealing with problems. Evaluation and educational effect is naturally not very good. At this point, the concept of gamification learning has become popular. Gamification applies game thinking and mechanics to non-game areas to drive user interaction and usage. Based on Professor Kevin Werbach's gamification design framework, this study developed a case study of gamification for online teacher education implemented in a professional development program for elementary and middle school teachers in Zhejiang Province, China.

### Research Methodology

In this research, the data-based theorizing strategy is qualitative. This method is a systematic attempt to extract "theory" from "data". The data-based method uses coding as a basic method to identify; in this way, a hypothesis becomes a theory from multiple data in research sources and in the evolution of signs. In the current research, a systematic approach is used. This approach inductively uses a systematic set of procedures to develop a hypothesis in relation to a phenomenon. The statistical population of the research includes academic and educational management and curriculum experts who were selected through targeted and available sampling. In this study, interviews were conducted with 16 experts.



### Research findings

Data analysis was done using MAXQDA software. Based on the obtained results and according to the qualitative analysis, a total of 17 components and 95 indicators have been identified and confirmed. The individual dimension includes (mental states, communication, knowledge development); educational dimension includes (management skills, educational atmosphere, informal program); and managerial dimension includes (professional knowledge of management, professional attitude, professional skills). School-based management had a favorable situation in all the indicators mentioned in the evaluation. In this research, a model was drawn based on theoretical foundations, opinions of experts and the statistical community, which had good validity.

### Conclusion

In the teachers' insight, attention has been paid to the fact that the opportunity to meet and interact between them and students has been denied. The most important infrastructure weakness in online education is the lack of experience of teachers in the field of educational technology. Therefore, the acquisition of technological communication skills can be strengthened by increasing the experience and technical knowledge of teachers, and students naturally pay attention to educational discipline due to the lack of physical presence of teachers. The findings of this research are in line with the researches of Carrillo et al., (2023) and Scherer et al., (2021) in recognizing the elements of causal conditions in online education. In the social dimension and in the social communication, the items of social image, knowledge of social networks, participation and strengthening the spirit of teamwork in the field of online education, and in the section of the common goals, the item of strengthening the spirit of teamwork in the field of online education, systemic perspective and social adaptability have been identified in the crisis of online education. In the technical dimension in causal conditions, the acceptance of technology includes the perception of the usefulness of online education; and in the organizational dimension and in the department of support policies, the objects of spiritual support of educational managers, the reward and promotion mechanism, and the strengthening of the e-learning system have been specified.