

**Representing the lived experiences of university professors
from the challenges of virtual education in the Corona period**

Ehsan Parvin^{*1} | Shahram Mehravar Giglo² |

Abbas Khakpour³ | Taghi Akbari⁴

14

Vol. 4
Summer 2023



Research Paper

Received:
10 September 2022
Accepted
31 December 2022
P.P: 1-22

Print ISSN: 2717-4484
Online ISSN: 2717-4492



DOI: 20.1001.1.26454262.1401.5.3.2.0

Abstract

The present study was conducted with the aim of investigating the lived experiences of professors of Allameh Tabatabai University in Tehran from virtual teaching during the period of Covid-19. The current research method was based on the purpose of applied studies and based on the approach of qualitative studies based on the phenomenological method. The studied population included all the professors of Allameh Tabatabai University of Tehran who had experience in virtual teaching. In this research, the purposeful sampling method was used to select the sample, and 20 people were selected to determine the sample size according to the theoretical saturation level. In order to collect data, semi-structured interviews were used, the reliability of the tool was obtained from the reliability method between two coders, and the reliability of the coding was confirmed. In order to analyze the data, the coding method based on thematic analysis was used. The results of the findings showed that the obstacles and problems of virtual teaching of Allameh Tabatabai University professors in Tehran include weakness in the learner (lack of internal motivation, need for highly motivated learners), weakness of the teacher (stereotyped teaching methods, little and old information), weakness of the content (specific lack of course resources, lack of needs assessment, aimless content, lack of justification for the content for the learner), weak educational facilities (access to suitable bandwidth, inadequate facilities and equipment), weak training time (compression of course time, lack of observance of the set time frame) and the weakness of evaluation and feedback (lack of accurate supervision and the phenomenon of cheating, lack of feedback and problems related to the evaluation of online tests). According to the obtained results, most of the problems of the failed courses are related to the executive field, and the university managers should pay attention to the executive department in order to remove the obstacles to learning in the first stage and transferring learning in the next stage.

Keywords: virtual teaching, lived experience, professors, Covid19

^{1*} Corresponding author: PhD in Higher Education Management, Faculty of Psychology and Educational Sciences, Allameh Tabatabai University, Tehran, Iran. Ehsan_parvin@yahoo.com

² PhD in Higher Education Management, Faculty of Psychology and Educational Sciences, Allameh Tabatabai University, Tehran, Iran.

³ Associate Professor, Department of Educational Sciences, Faculty of Literature and Humanities, Malayer University, Malayer, Iran.

⁴ Associate Professor, Department of Educational Sciences, Faculty of Educational Sciences and Psychology, Mohaghegh Ardabili University, Ardabil, Iran.

Introduction:

The spread of the Covid-19 disease throughout the world affected all economic, political, social and educational fields; To deal with the consequences of closing educational centers and halting educational processes, learners and professors at all levels were forced to use electronic education in various forms. Along with the spread of Covid-19, the movement towards online education has increased. Because the only remaining option for schools and universities during the shutdown caused by Covid-19 was to use electronic education and learning. With the spread of the corona disease in Iran and the prolongation of university holidays, a serious challenge was created for how to continue the flow of education in universities. Therefore, the main goal of the current research is to investigate the lived experiences of Allameh Tabatabai University professors of virtual teaching during the Corona era.

Study method:

Considering that in the current research, the researchers were looking for an in-depth study of the experiences of the participants in the research (knowing the experiences of the professors from virtual teaching) from the perspective of the participants involved in that phenomenon; Therefore, they used a qualitative approach of the phenomenology type. The participants in the current research included all the professors of Allameh Tabatabai University in Tehran in the academic year of 2019-1400 who had a history of virtual education; Taking into account the theoretical saturation in the findings, 20 of them were selected using the purposeful snowball sampling method. A semi-structured interview tool was used to collect the research data, and before conducting the interview, the participants were assured of the confidentiality of the interview process. The inductive content analysis method was used to analyze the data obtained from the interviews.

Findings:

The findings obtained from the inductive content analysis of the interviews indicated that the professors' experiences of the challenges of virtual teaching in the sections of the learner, instructor (teacher), educational content, educational facilities and equipment, place and time of education, evaluation have weaknesses and are fundamental problems.

Conclusion:

The results showed that lack of internal motivation, stereotypical and passive teaching methods, low qualification and expertise, aimless content, lack of classroom facilities, lack of strict supervision and occurrence of cheating, lack of feedback have been studied in a scattered and separate manner. Their importance has been emphasized, but the following cases: insufficient and outdated information of the instructor, lack of clear resources for the courses, lack of favorable classroom facilities, lack of availability of facilities, time compression of the courses, non-observance of the set time frame, have not been investigated

and studied and among the findings The present research is new. On the other hand, in order to achieve the middle ring of the process, i.e. learning - first, effective factors of learning should be provided. In summing up the above discussion, it should be taken into account that most of the problems of courses faced with failure are related to the executive field and managers University - should pay attention to the executive part to remove learning obstacles in the first stage and learning transfer in the next stage.

Reference

- Abidah, A., Hidaayatullaah, H. N., Simamora, R. M., Fehabutar, D., & Mutakinati, L. (2020). The impact of covid-19 to indonesian education and its relation to the philosophy of “merdeka belajar”. *Studies in Philosophy of Science and Education*, 1(1), 38-49.
- Alsoufi, A., Alsuyihili, A., Msherghi, A., Elhadi, A., Atiyah, H., Ashini, A., ... & Elhadi, M. (2020). Impact of the COVID-19 pandemic on medical education: Medical students' knowledge, attitudes, and practices regarding electronic learning. *PloS one*, 15(11), e0242905.
- Aypay, A., Celik, H. C., Aypay, A., & Sever, M. (2012). Technology Acceptance in Education: A Study of Pre-Service Teachers in Turkey. *Turkish Online Journal of Educational Technology-TOJET*, 11(4), 264-272.
- Biavardi, N. G. (2020). Being an Italian medical student during the Covid-19 outbreak. *International Journal of Medical Students*, 8(1), 49-50.