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Redefining Classroom Boundaries: Intermediate-Level Lecturer' Evaluation of Online Teaching Success

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Abstract

This study to explain Invent challenges Study secondary and higher school Scientific education In this difficult period, COVID -19. The main factors Explained included Preliminary help and made Instructions for their transfer to online class. In structure use a qualitative access to the method in which the data is picked in sequence. It was one phenomenological instrument side higher secondary school Okara district level were the population of this study. Random sampling techniques were used this study. The qualitative phase that compound semi-structured Interview 10 science teachers selected as participant For the interview that the repress in the online course. The thematic data analysis has been used for this research. Results of that quality information in deeper in transition experiences and as there has been influenced and how are you navigate the numerous challenges online lessons in a completely again environmental the results of this study find out that the appropriateness of the impact experiences and transition process. The result of This study is suggested that there a need to examine. The educational policies in to fill the gap log on internet and class teaching in the room and make transferred to online at the trial more sweetness.

Keywords: Online, Teaching Success, Lecturer, Perspectives, Intermediate, Classroom, Boundaries

Introduction

In December 2019, that has announced a pandemic Covid-19 epidemic from China and this virus is quick spread everywhere in the world. The emergency was notified in many places because of this viruses. Thick to close education I am trialig of search seemed to be logical to keep socio -economic get away from leaving distribution. This order was I'll monitor closure of the institutions and the study was started and continue online resources for that students and teachers can execute their at home. Blog Mobile systems in especially is accessible also for fun as per instructions. These systems can also be used to keep both integrated education and the usual class stretch (Thongmak, 2013). These prospects can be used master the subject of teaching on line.

The learning to learn can not be regularly transported in the epidemic of the of COVID 19. The internet has press release, connected the whole world in each the field of life

(IAxon and Kretery, 2000). It's a reality for everyone. Mainly teachers, educated people and students were forced to use technology for teaching and the lesson ends. Online social network the plot is perfect transmission tool for build a understood based on collective ligate broadcast, cooperation and work division (Balasugamanian, Jaykumar&Fukey 2014; Hospital &pirg, 2013). There is some interactive learning dateds that have been Adjuided, open and accessible assistant to use. More popular equipment is Smartboard, Wordpress, Youtube, facebook, LinkedIn, Myspace, Nexopia, twitter between many others (osuma& Worse than 2013 Mohammad, Salleh and Salam, 2015). In some places, this was the first experience of Learn online. So much the teachers do not exercise to learn on line. In its way, as teachers learn Online (Martin &Ceba, 1997). Take care and learn in This hard and an emergency The weather is very hard especially science Subjects. In line Learning and learning are unlike the emergency teaching and teaching (HODGGE ET AL, 2020). Now in this situation study online is a need. Of course, education the view is changed, as education online become one of their regular feature, and that can be moments let's continue to look back as "the great Migration" online education (MOORE, 2011 art methods the topic is different scientific subjects. Because in the science experiences of subjects and are practical included they have to be best understood to laboratories and makes In the face classes. So it's not easy learn the scientific topic. In this epidemic, warehouse is busy with its execution In-line features. Teachers and students are committed to teaching and team users use different methods for Learn their student. Science teaching play a vital role for teach their students that may have skill and better do you understand subjects. Important one the survey of Turkish standards the small child determines this By changing student ego skill (for example, measured leadership ability; Learn to eat experience) looked have a higher skill in Genetics (yumusak, Skygur and Cakiroglu, 2007). Science the teachers teach many online means: communication, teaching factors, cooperation and laboratory work.

Methods of the lines mainly used by the teachers to do concert a positions can be actually marked as a dialog. Like the debate of a story it happens initial cards, center and closes, will learn have been administered to hold with the status of will accurb, central office, and near. In any if no terms, merge favorite positions in poetry (Berge, 1998; Coppola, 2002; Daveie, 1989, Feenberg, 1989; Rossman 1999). So that the teacher can continue his fascinating conference and it motivation learning. It's one prospects teaching lovers scientific subject online. The teaching of the scientific subjects in it the epidemic is not easy. In this situation science teachers have necessary to be transferred practical and lab internet activity environmental because inside the subjects of science practice, digitally and laboratories are used to teach and the learning process where both in artistic matters. The laboratories are not used. So the artistic subject the lesson is different scientific subjects. This study is focused on as learning science intermediate level through online prospects of teachers. Science subjects were selected for teaching science in a way that students could be able to translation of theories and theories of theories (See Brittson&Tippins, 2015). This situation happened because of COVID- 19 master on the science of teaching online.

Rational

In this study, the researcher feel rational that mostly teachers are not trained for this transition to digital at secondary and higher secondary level. The researcher analyze these environment. This is a need to explore it's study. The researcher wants to cover this

Statement of the Problem

In this difficult Covid-19 is too hard to Continue to study in This institution so, in this situation The government has taken Solution for this purpose Study Students and teachers can stand their Teaching and teaching Internet resources likes WhatsApp, Facebook, LMS etc. Many members of the staff I didn't know use These sources. Especially, online learning program or Handle the learning Systems (LMS) (eg, Blackboard, Moodle) give in otherwise. The educational frame of Convention Face to face classes of luck that need teachers to redefine the role of Every part of this new Frame (open, correct, & Thompson, 2011; Sherry, 1996). Therefore Por the main form of the organization Programs and courses. The scientific subjects are different to teach online.

Objective of the study

Study the target purpose of this study should explore master views to learn sciences online subjects.Now, Study the examination of researchers to answer these Questions:

- As science the teachers understand experiences through online lessons?
- As the teachers you understand the learning online science intermediate level?

Significance of the study

Teachers and students results online in Covid-19 of the pandemia. Is it too hard to continue regularly, attractive and active teach the lesson process. This time is hard for teachers and students. For what, the students want the activity and discussion understanding of develop the topic and team these needs using the questions activities that help they understand the students in subjects of subjects like the nature of science (schwartz, ledbero, & Crawford, 2004). It she the study is useful for the battery supports him to adopt and use the results of this study as a scientific The teachers have experience the online labs. Experiences get one grand component in chemical educate but affect the practice mutual attraction labs of research in the wisdom of the students do the strongest needs and catch (Kang, n. h.; Wallace, C. S. 2005, Bretz, S. L. 2009). Inside this was modern in education is a need especially science subjects. This study is focus on the prospects of teaching lovers online sciences.

Review related Literature

The landscape of education has drastically changed in recent years, with the emergence of online learning platforms that have revolutionized the way students and educators interact (Means et al., 2010). Science teaching, traditionally based on hands-on experiments and real-time interactions in classrooms, faced unique challenges when shifting to the online environment (Ma & Nickerson, 2006). One of the primary challenges in online science teaching is the inability to perform laboratory experiments. Science education is deeply rooted in practical application, allowing students to observe phenomena firsthand (Hofstein & Lunetta, 2004). Virtual learning platforms could not fully replicate the physical lab experience, which impacted student engagement and the depth of learning (Ma & Nickerson, 2006). Teachers often had to rely on virtual simulations or pre-recorded videos of experiments, such as PhET Interactive Simulations and Labster, which allowed students to engage in virtual science experiments (Zacharia & Olympiou, 2011).Science educators adopted several innovative approaches to enhance online learning. Many teachers utilized interactive tools, such as quizzes, games, and virtual whiteboards, to make lessons more engaging (Dichev & Dicheva, 2017). Platforms like Kahoot, Quizizz, and Padlet enabled real-time interactions, helping keep students involved and motivated.The flipped classroom model became a popular strategy in online science teaching (Bergmann & Sams, 2012). Teachers recorded lessons and posted them online for students to watch at their own pace. During synchronous sessions, students then engaged in discussions, problem-solving, and collaborative activities based on the

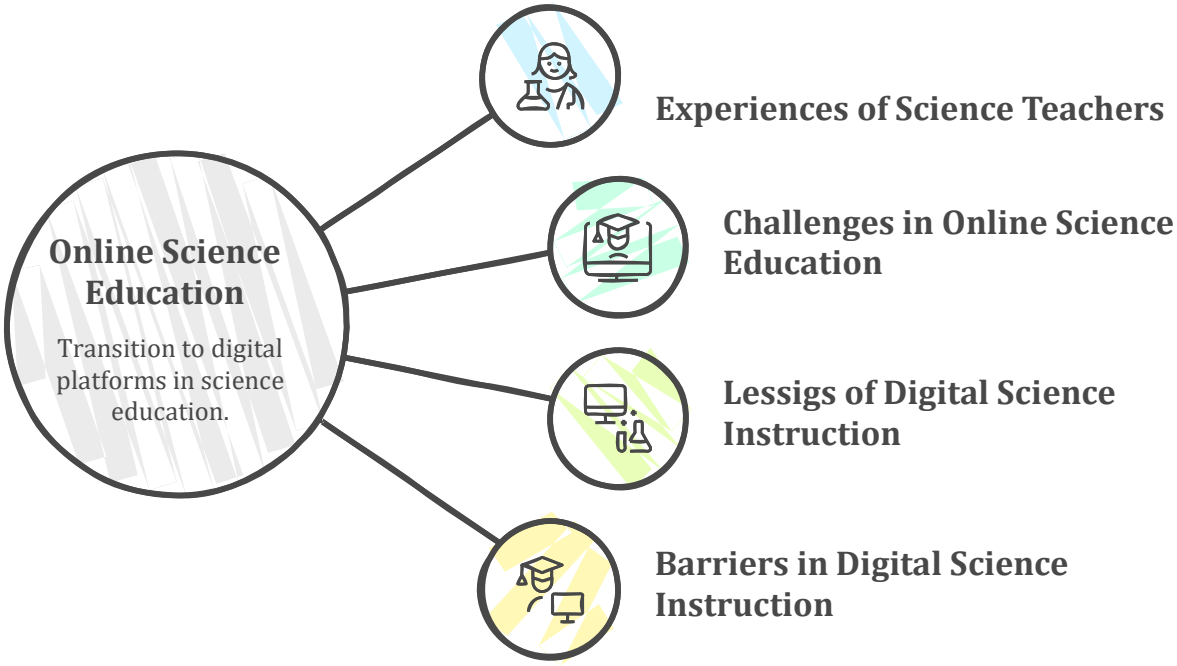
recorded content.Some schools and institutions embraced hybrid learning, combining both in-person and online components (Means et al., 2010). In this model, students could access science resources and theoretical content online while participating in in-person labs or fieldwork when possible.While the transition to online science teaching was not without its difficulties, there were some positive outcomes. Online science education made learning more accessible to students who might have otherwise faced barriers to attending physical classes (Warschauer & Matuchniak, 2010). The ability to access recorded lectures and materials at any time provided flexibility and helped accommodate diverse learning styles (Means et al., 2010).

Methodology

Research methodology is used for evaluate the teachers faced Dduring his teaching and learn from online at intermediate level. The study population intermediate level were the population of it Study shows of studies. Sampling technique is used for this study. second and higher secondary Schools have been selected From the district okara to sample of study. Interviews were made for Collection of data. Opened The finished questions were used to explore in the experience of it situations during them The teaching process. The analysis of thematic data used for this INSTRACTED researcher First create an interview Transcripts and read once again Rich data. The researcher marked with Theme. Collected The data has been converted to Quotes and others Participants Experience add below Theme. To analyze Data searcher Analyzing participants and others. The participants are like that can be reached real and authentic data. Analysis of the Experience of Science Teaching in Online Education.

Findings

The panorama of education has appreciably modified in latest years, with the emergence of online learning platforms which have revolutionized the way students and educators interact. Science teaching, traditionally based on hands-on experiments and real-time interactions in classrooms, confronted specific demanding situations whilst transferring to the online environment. This article explores the experiences and challenges of science teachers in online education, whilst analyzing each the blessings and barriers of digital science instruction.



Discussions

According to the result of this study, teachers have to face many confirmations of division scientific educational experience (Techlehaimanot et al., 2013 Hawkins et al., 2012). This notion of separation of these area; the need is face-to-face interactions with students and need is observing school structure, to play a vital performance that master indistinguishable. The discovery is described by Graham & Barbur &, Hawkins (2012). Above all discussing this study turns around conceptual the idea of recognizing technology, educational contained. In this study technology discussed considered in the ability to teachers to plan educational properties using technology and to balance the technology account for students and teachers. Actually traditional teaching and teaching the recommended teachers the real students to use technology (Kopcha, 2012), the infusion online the lesson must be specialist (Dawson and AL. 2013, Comas-Quinn 2011). Master must be taught instrument of learning management system for train their student's tasks. Inside confession guide, different entrance levels demonstration about to slightly students do not have good the facility of the internet in house, but they have their online lessons.

Conclusion

The experience of science teaching in an online environment has been a transformative one, marked by both challenges and innovations. While the absence of hands-on experimentation and student collaboration posed significant obstacles, teachers adapted by leveraging technology, virtual labs, and interactive tools. The shift to online science teaching has highlighted the importance of flexibility, innovation, and the need for ongoing professional development in the use of educational technologies. As we look to the future, online science education is likely to continue evolving. Blended models combining in-person and online elements, along with increased use of virtual simulations and interactive platforms, will likely shape the way science is taught in the years to come.

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